



Young North PS

Annual Report

A challenging,
engaging and
inclusive curriculum

Excellence through:
Respect
Responsibility &
Empathy

A commitment to
outstanding teacher
quality and
performance



2015

Introduction

The Annual Report for 2015 is provided to the community of Young North Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Principal's Name:

Mr Kel Smerdon
Principal

School Contact details:

Young North Public School
William Street
Young, 2594
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Message from the Principal

I am proud to be the Principal of Young North Public School and lucky to be afforded the wonderful opportunity to share my days with the students, staff and community of this outstanding school.

Our school's core values of striving for Excellence through RESPECT RESPONSIBILITY & EMPATHY define and underpin our school's culture. This focus shapes our lighthouse school status in the highly regarded Positive Behaviour for Learning welfare program.

Our highly qualified staff work tirelessly to meet the needs of all learners with a relentless focus on academic as well as social and emotional growth for all. These high standards are reflected in the data provided in this report. This important evidence shows that our school is indeed committed to and achieving excellence not just by our own standards, but against the standards set out by the NSW Department of Education through the new School's Excellence Framework.

I am proud to lead a school who demonstrates and lives by a culture of inclusivity, equity and compassion. A school that embodies the true principles that underpin the truly outstanding opportunities that Public Education offers our young people in Young but more broadly across NSW and Australia.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Kel Smerdon
Principal



School background

School vision statement

Young North Public School is committed to the delivery of excellence in student learning programs for all students in a culture that fosters respect, responsibility and empathy. Our school aims to develop high quality 21st Century learners and citizens.

Young North Public School is focused on the pursuit of excellence and the provision of high quality educational opportunities for every child at our school. Staff join with the school community in making a strong collective commitment to nurture, guide, inspire and challenge students – to find the joy in learning and to build their capacity as an empowered and resilient citizen who will impact positively on their community.

In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed. As student's progress, it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources to equip them for future success and wellbeing.

As a school community, our collective goal is to provide a rich educational environment that supports the consistent improvement of student outcomes and the narrowing of achievement gaps between students. This means that staff and parents/carers are committed to ensuring that students achieve at least a year's worth of learning from every year of schooling and teaching.

School context

Young North Public School is located in a rural setting approximately 2.0 hrs from Canberra, Wagga and Orange.

Our school caters for students from a range of socioeconomic backgrounds and cultures with significant populations of Indigenous students (15%) and Lebanese-Muslim (13%).

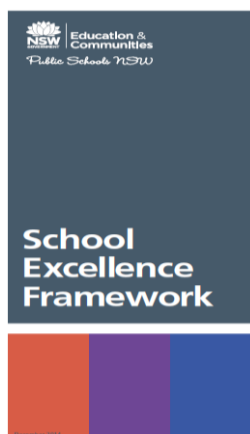
The school has a dedicated and diverse staff who strive to ensure they maintain high professional standards and deliver quality learning to their students. Two staff members have received Regional Quality Teaching awards in recent years.



The school is supported by the parents and broader community and has experienced growing student enrolments over the past four years due to community engagement and trust, teacher quality as well as dedication to equity and growth for all learners. Young North PS was awarded the 2013-2014 Minister for Education's Cohesive Community Award for its effective support of learning for all and its capacity to link with its community both within and beyond the school.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework



This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains (and the sub elements) of Learning, Teaching and Leading This year, our school undertook self-assessment using the elements of the School Excellence Framework. This framework links closely with the school's strategic direction and forms the basis for reflection and evaluation of our performance as a school against a standard measure of excellence. This self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students. The results of this assessment are outlined below:

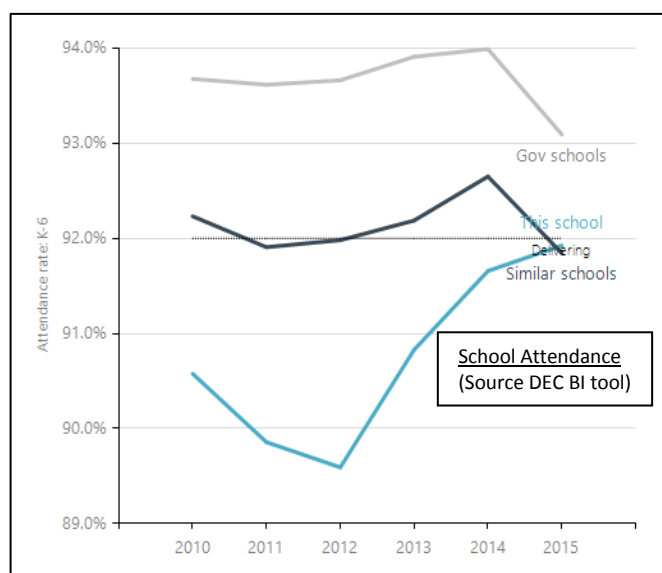
Domain 1: Learning

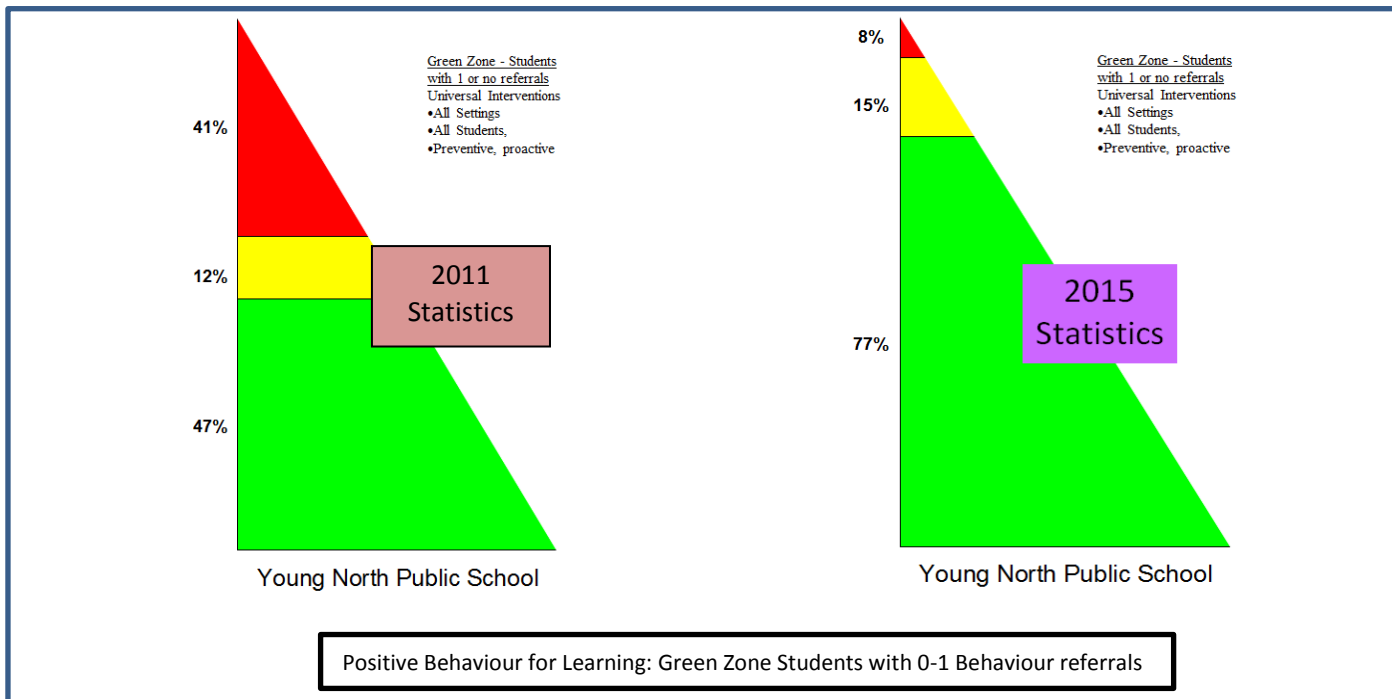
LEARNING CULTURE | WELLBEING | CURRICULUM & LEARNING | ASSESSMENT & REPORTING | STUDENT PERFORMANCE MEASURES

Young North Public school's strong focus on PBL and high functioning Learning Support Team ensures that all teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are proactively and explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. The school's programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). The school proudly hosts a regional Multi-category Disability Support Class and self-funds Stage 2 and 3 Enrichment classes as part of its strong student equity.

Attendance rates have shown strong increases over the past three years with the school ensuring effective monitoring and supports are in place for students and families. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. The school endeavours to implement proactive programs to support student wellbeing such as the Social Skills coaching role as well as Tier 2 PBL programs such as Seasons for Growth, Drum Beat and Yoga. Evidence of the success of these programs are displayed in the PBL triangle data provided.

Positive Behaviour for Learning has supported students, staff and the broader school community to understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes through a focus on the school's core values of Respect Responsibility & Empathy. Our school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning and also endeavours to reach beyond the school with the employment of a Family Support Worker and Aboriginal Linkage Worker using RAM funding. Young North Public School encourages students to recognise and respect cultural identity and diversity and continues to look at ways that we can better incorporate and integrate this into our teaching and learning programs. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.





Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has worked closely with our local preschools and Young High School to improve student transitions both into and from our school including developing systems to actively collect, share and use information to support students' successful transitions across settings. The school has also worked on enhancing induction and orientation programs to support transient students moving into the school during the year.

Further review of curriculum delivery shows that Young North Public School:

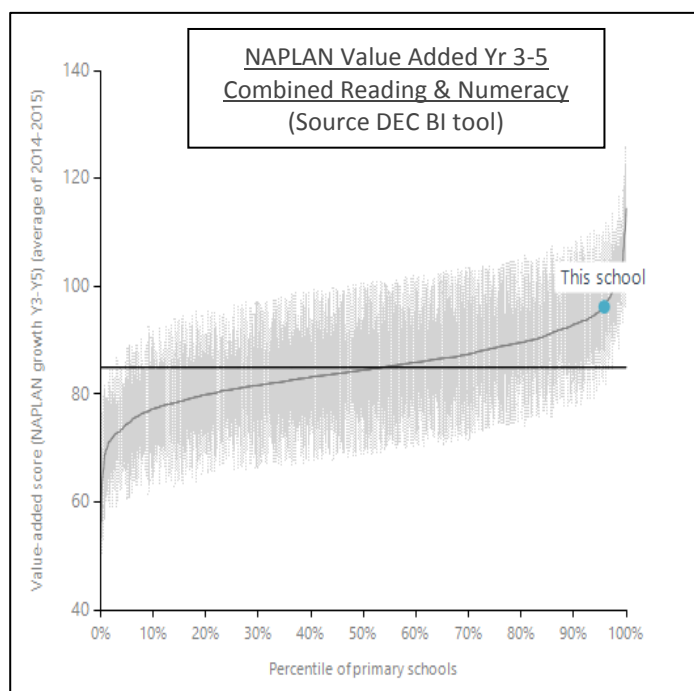
- Effectively integrates technology, library and information services with significant investment in the school's library as a modern Learning Centre completed in 2015.

- Provides, supports and subsidises a range of extra-curricular offerings including dance, drums, choir, guitar and extensive sporting programs to enhance broad student skill development and engagement.

- Demonstrates an ongoing commitment to enhancing teacher capacity to differentiate curriculum delivery to meet the needs of individual students that is evidenced in all teaching and learning programs across the school.

- The school achieves excellent value-added results as exemplified by the above graph placing Young North Public School in the 97th percentile for combined reading and Numeracy student growth data for Year 3-5.

Note: for further student performance data please refer to the NAPLAN report later in this document.



Domain 2: Teaching

EFFECTIVE CLASSROOM PRACTICE | DATA SKILLS & USE | COLLABORATIVE PRACTICE | LEARNING & DEVELOPMENT | PROFESSIONAL STANDARDS

Self-reflection and review demonstrates that Young North Public School's dedicated teaching staff regularly review and revise teaching and learning programs through both formal stage and whole staff focuses as well as through a strong collaborative in school culture and professional discourse. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. This is strongly supported by high quality learning support systems and a consistent classroom based behaviour program as part of the school's PBL program.

2015 saw Young North audit and review current assessment and tracking procedures to ensure teachers analyse and use student assessment data to understand the learning needs of students. The focus included professional learning to build teacher skills in the analysis, interpretation and use of student performance data. It also focused on ensuring staff make consistent teacher judgment against common performance measures so that our school can effectively track student growth data across their time at Young North PS. A range of new assessment tools were implemented in 2015 with further items being added in early 2016.

Young North PS has a strong culture of professional learning and teacher quality. Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. The school also conducts regular PBL and Learning Support team meetings where detailed student case management and data review is used to plan for effective student and whole school support and program delivery. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. In 2015 the school implemented the staff PDP process where all staff were required to develop personal goals, work in a supported manner to achieve these goals and then provide formal evidence of achievement and receive feedback on their work in these focus areas. Our school has a highly respected staff and our Principal, Executive and teachers are identified both internally and externally for our expertise which we regularly share to develop our professional community.

Our school uses its significant resources to target and plan for teacher participation in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. A quality example of that this year was the extended teacher induction program held for new staff joining our staff in Term 1, 2016. Beginning and early-career teachers are provided with targeted support in areas of identified need and the school has systems in place to ensure teacher performance. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.



Domain 3: Leading

LEADERSHIP | SCHOOL PLANNING IMPLEMENTATION & REPORTING | SCHOOL RESOURCES | MANAGEMENT PRACTICES & PROCESSES

Self-reflection and evaluation highlights that parents and community members have the opportunity to engage in a wide range of school-related activities. Anecdotal data shows that parental involvement and attendance at school assemblies, special functions and parent teacher interviews has seen significant growth. The school community is positive about educational provision and the school's reputation within the local community of Young is growing with strong student enrolment data trends.

The school is committed to the development of leadership skills in staff and students. Several staff members have been supported in leadership goals setting and personal development. The Young HOOPS (Hilltops Organisation of Outstanding Public Schools) held several events and is continuing to build momentum. Young North PS has been a key driver in this learning community move. Building from this has been stronger inter school partnerships as exemplified by enhanced Preschool to Kinder and Year 6 to 7 transition partnerships developing in Young and supporting students in key transition phases of their educational journey. The school has productive relationships with external agencies such as universities (Melbourne University Speech program and PAVE research project Macquarie University), business, industry and community organisations (strong partnerships with Community Hub and local NGO providers) to improve educational opportunities for students and enhance students and community engagement with Young North PS.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted with Young North PS staff actively engaging in this process of personal and whole school improvement. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs as exemplified by this year's investment in improved student play space based upon PBL playground data and supported by P&C investment. Workforce planning supports curriculum provision and the recruitment of high quality staff from both the local community, but also by attracting high quality teachers to Young by leveraging our reputation for the provision of strong teacher development and professional support. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students. The use of school facilities is optimised within the local community; to best meet the needs of students and the local community. Administrative practices effectively support school operations and the teaching and learning activity of the school as exemplified in the Parent Feedback evidence provided later in this report regarding continual improvement in the area of 'School Communication Tools'. Accountability practices are tied to school development and include open reporting to the community. All school staff are supported to develop skills for the successful operation of administrative systems.



Strategic Direction 1

A challenging, engaging and inclusive curriculum

Purpose

To enhance student learning experiences and ensure we develop critical thinkers and empowered life-long learners who are literate and numerate while simultaneously, developing students who will be socially, creatively, environmentally and culturally responsible and aware.

Overall summary of progress

Strong emphasis has been placed on strengthening school learning support team processes and improved teacher capacity to ensure high quality differentiation is occurring for students requiring adjustment across the school. This has resulted in improved transfer of data between teachers, improved classroom programming/accountability, strengthened independent learning plans/reporting and enhanced use of Learning Support human resources. Teacher and Learning Support officer professional learning in the areas of Visible Learning and quality program differentiation for growth has occurred throughout the year. Whole school assessment and reporting processes were reviewed with a stronger, evidenced based tracking model built around the Literacy and Numeracy Continuum being implemented in 2016 as a result.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$107,634 *RAM Funded Items
1. Student NAPLAN and internal growth data displays at or above state average growth data in all measurement areas in Literacy and Numeracy 3-5 and 5-7.	Internal continuum tracking capacity has been enhanced through assessment review. Baseline continuum levels have been established to support 2016 onward measurement of this goal. 2015 NAPLAN growth data displayed at or above State levels in: Year 3-5-Writing, Spelling, Grammar & Punctuation, Numeracy Year 5-7- Reading Business Intelligence Data- Placed school Year 3-5 combined literacy & Numeracy in Excelling range	1.Support student learning in Kinder classes for effective transition / L3.\$48,984* 2.Top up LAST coordinator role to facilitate LAST management focus \$17,695 (Included in Direction 2) 3. Reading Recovery Top up .919 FTE \$20,000* 4.Provision of additional SLSO classroom support to target student PLP needs \$26,800* 5. Support Student equitable access to learning /programs. \$11850*
2. Student percentage representation in Top Two Band Overall Literacy and Overall Numeracy NAPLAN increases 15% on average 2014 to 2017.	Year 3 % Increases: Reading- 41% Year 5 % Increases: Writing 72%, Spelling 10% increase in Band 8 results, Numeracy 55%, Data Measurement, Space & Geo 207%, Year 7 % Increases: Spelling 374%, Grammar & Punctuation 53%, Writing grew from 0 students in 2014 to 10% of students.	

Next steps

Next step planning for 2016 will see a formal whole school review of the school's Learning Support Team (LST). This review will likely yield much to celebrate as our current LST is resourced with high quality staff that perform at highly regarded levels. However, we hope to review and enhance current systems to improve transfer of information both within school and from school to home. We also hope to build sustainability into our structures to ensure a robust continuing capacity of our school to meet student needs should staff changes occur in the future. 2016, will also see further formal training of staff in John Hattie's Visible Learning model with the anticipated formation of a network of schools who wish to similarly engage in this high quality growth based school performance model. 2016 will also see full implementation of enhanced student assessment and tracking.

Strategic Direction 2

Excellence through: Respect, Responsibility & Empathy

Purpose

To enhance community capacity to develop a supportive and dynamic school culture where the values of Respect, Responsibility and Empathy are taught, modelled and promoted to all in order to ensure a high quality approach to student wellbeing and a productive whole school culture.

Overall summary of progress

Effective implementation of Tier 2 PBL programs Drum Beat, Yoga, Seasons for Growth and Cool Kids coupled with the social skills coaching roles provision of Circle Time and Bounce Back continue to place the school as a high performing PBL Lighthouse School. Student attendance and engagement data as well as PBL triangle data reflects the positive impacts of both the Family Support Worker and Aboriginal Linkage workers roles. Provision of high quality inclusive programs focused on student growth continue to be a school strength including provision of Stage 2 and 3 Enrichment classes, quality independent learning programs and adjustments for students with support needs, Multi-category Support class.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$119382.50 *RAM Funded Items
1. School PBL data reflects a positive school culture with 85% of students represented in the green zone on PBL data triangle.	School PBL data triangle data displayed on Page 5 of this report shows continued positive trending towards 85% goals with 2015 data representing 77% of students in the green zone. At this stage data is still to reflect 2015 Tier 2 intervention outcomes.	1.Executive Release for AP Engagement role \$8847.50* 2.Employ Family Support Worker for 10hrs per week \$12246* 3. Employ Aboriginal Linkage Officer 1 day / week. \$7466 4.Funded additional teacher to allow for Enrichment class model \$ 62,385* 5. Employ LAST coordinator role .2 to support ESL , Norta Norta and ILP directions \$17,698* 6. PBL driven positive play focus. \$5740* 7. Indigenous Programs and MGoals start up expense needs. \$5,000* 8.Establish ALO and FSW parent meeting point refurb \$11,469.30 (Community Consultation Funds)
2.100% of student and parent satisfaction survey data testifies that the school: -Is a caring and safe learning environment. -Teaches, models and promotes the PBL values of respect responsibility and empathy to all members of the school community.	Parent focus group data reflected 85% satisfaction with school environment and values program. Particularly positive data was gathered from new to school families who express strong satisfaction with transition/induction to school processes. Positive parent data was also evident regarding satisfaction with Family Support Worker and Aboriginal Linkage worker roles.	
3. Student attendance data represents 94% attendance averages with 0% deviation for Indigenous students	As displayed on page 4 and 11 of this report, student attendance data has increased rapidly since 2011 with current rates at 92.3%.	

Next steps

2016 will see continued work upon the MGoals website project as we strive to build a web based presence for local Aboriginal culture that supports our community's work to unite a robust and inclusive AECG in Young. PBL is reaching a sustaining and growing phase after initial start-up success and will undergo rewards structure review as well as a continuation and consolidation of Tier 2 focus programs initiated in 2015. We also look to embrace the complex process of mapping and measuring student growth in the welfare domain to provide an evidence base to our future decision making as we move in to the next strategic planning phase in 2017.

Strategic Direction 3

A commitment to outstanding teacher quality and performance

Purpose

To ensure that quality teaching is evident in every learning environment and that teachers are supported and challenged to continually improve their teaching skills and performance through a variety of learning, sharing and connecting opportunities.

Overall summary of progress

2015 saw Young North PS fully embrace the Department's new personal goals setting and performance improvement model (PDP) for all staff with a strong and enthusiastic approach to both developing Executive capacity to support this process and also to ensuring staff received a high quality and rewarding process. The school continues to target improved teacher capacity as well as leadership development and sustainability through this process. K-3 staff received professional learning in the effective use of the Literacy and Numeracy Learning Continuum as the school continues to progress towards a consistent K-6 growth based tracking model.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$130851.80 *RAM Funded Items
1.100% of staff have in place professional learning plans that are referenced to evidenced based personal needs and feedback provision as well as school strategic directions.	-100% of staff completed PDP joint Principal / Federation induction. - 100% of staff completed adjusted/negotiated PDP goal setting, mid- year review and feedback sessions for 2015 process. - Staff feedback on first year process was overwhelmingly positive.	1.L3 training x1 teacher first year. \$4,900* 2.Release AP Learning to facilitate PL and guide PDP systems improvements \$8849* 3.Purchase Primary Connections kits and PL for staff to meet new curriculum needs. \$10,000* 4. Release and training costs to train Assistant Principals in Growth Coaching. \$3900 5. K-2 teacher SENA testing and Continuum placement. \$2,000 (Lit Num Tied Funds) 6. Hold 2016 Induction program for newly appointed staff due to large staff turnover leading in to 2016.\$3,000*
2.100% of teaching staff survey data indicates that Young North PS supports continued staff development, professional reflection and improvement through: -Professional Learning -Coaching & Mentoring -Regular feedback	- Staff feedback upon 2015 PDP and broader Professional Learning processes noted 100% positive with regard to process being: 1.Well supported by Executive. 2. Regular and equitable provision of professional learning in coaching, stage and whole staff is provided	

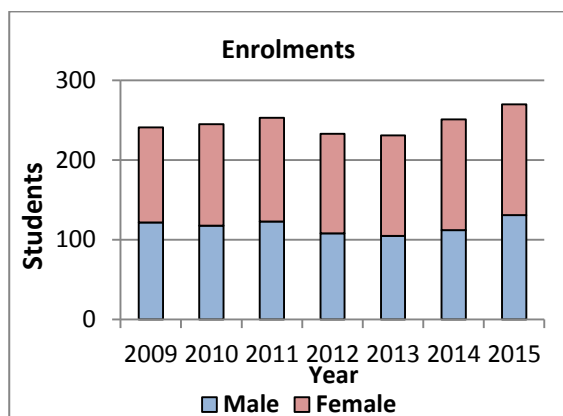
Next steps

The school's Executive capacity to coach and mentor staff through the PDP process was enhanced considerably in 2015 and we look forward to making this process sustainable in 2016 during the first full year of Professional Development Program implementation. Executive function will be improved after review of processes highlighted a need to timetable regular extended time for Executive to meet each week in order to facilitate and strengthen approach to ongoing SEF review and an ability to support staff through mentoring and coaching. RAM budgeted Executive release will be merged and increased to develop a full time Learning Coach role that will support the school's Principal and Executive team in data review and tracking, evidenced based decision making and strengthened classroom support of all staff.

Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Gender & Enrolment 2015							
Gender	2009	2010	2011	2012	2013	2014	2015
Male	122	118	123	108	105	112	131
Female	119	127	130	125	126	139	139

Student attendance profile

Year	2010	2011	2012	2013	2014	2015
K	92.3	91.8	92.8	92.6	94.0	91.6
1	91.8	90.3	89.9	92.0	92.2	93.7
2	92.1	93.3	89.6	92.5	92.1	93.6
3	92.5	91.9	91.3	91.3	92.7	90.9
4	89.5	88.4	92.0	90.8	90.8	92.0
5	91.5	88.8	92.1	90.9	93.0	91.2
6	92.4	90.8	89.0	90.7	91.3	92.9
Total	91.7	90.9	90.8	91.6	92.4	92.3



Workforce Information

Workforce composition

Position	Number
Principal P4	1
Assistant Principal(s)	3
-Class Teachers -(RAM Funded Teacher) -MC Class	10 1 1
Teacher of Reading Recovery	5x 2hr per week (partially RAM funded)
LST and ESL	1x 4 days 1x 4 days (partially RAM funded)
Teacher Librarian	3 days per week
Priority School Funding	3 days per fortnight
Counsellor	2 days per week
School Admin Manager	1
School Admin Assistant	1.12
Release from face to face & Part time	4 days a week
General Assistant	3 days a week
Family Support Worker	10hrs /week (RAM funded)

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Young North PS is proud to employ Wiradjuri Elder Mrs Enid Clarke on the school's staff as our Aboriginal Linkage Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	56%
Postgraduate degree	44%

Professional learning and teacher accreditation

Young North is committed to staff development as it works to achieve whole school strategic directions as well as through individual staff development and goal setting. Please refer to both SEF Evaluation and Strategic Direction Reporting components of this report for detailed evidence and funding details regarding this important ongoing commitment.

Financial Information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	210415.62
Global funds	210626.74
Tied funds	477867.19
School & community sources	80911.16
Interest	6971.41
Trust receipts	19154.81
Canteen	0.00
Total income	1005946.93
Expenditure	
Teaching & learning	
Key learning areas	5675.56
Excursions	22052.81
Extracurricular dissections	66925.62
Library	5199.99
Training & development	1082.340
Tied funds	420227.78
Casual relief teachers	42488.23
Administration & office	54091.42
School-operated canteen	0.00
Utilities	57622.56
Maintenance	13604.35
Trust accounts	16262.85
Capital programs	7405.00
Total expenditure	712638.51
Balance carried forward	293308.42

Note: The small amount of funds shown in training in development is due to the bulk of this expenditure being incurred in RAM funding under Tied Funds

National Minimum Standards

The following graphs show Young North PS performance against National Minimum Standards benchmarks.

Year 3

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	96.2
Writing	92.3
Spelling	92.3
Grammar & Punctuation	96.2
Numeracy	92.3

Year 5

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	80.0
Writing	86.2
Spelling	82.8
Grammar & Punctuation	96.6
Numeracy	96.4



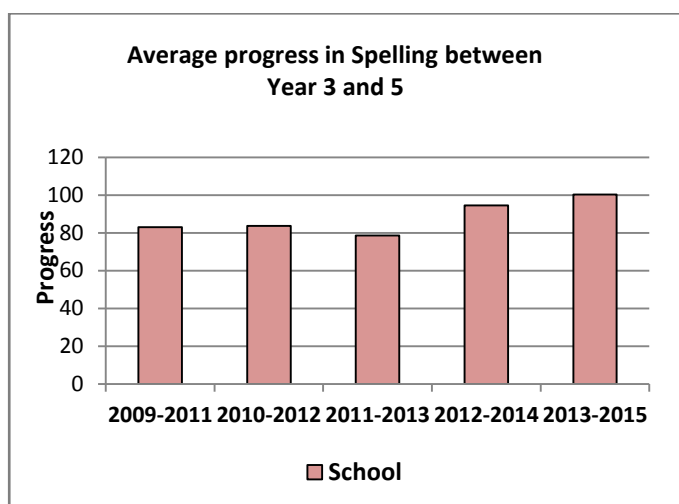
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

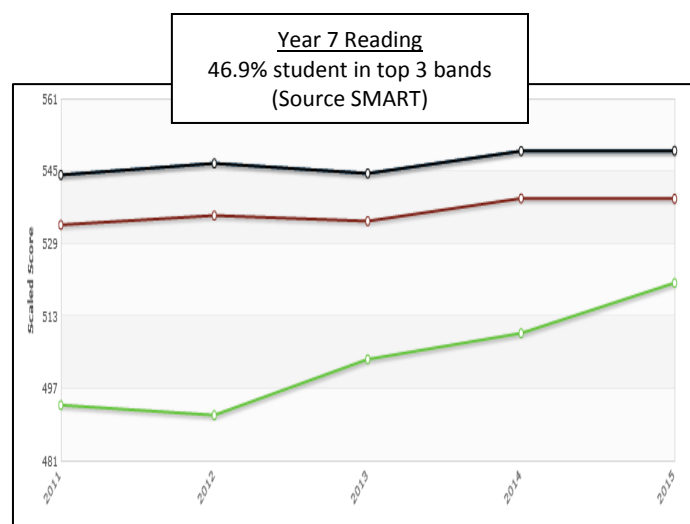
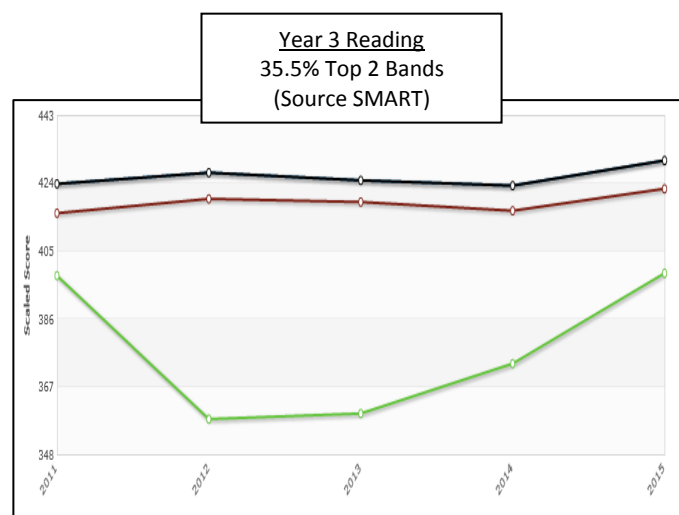
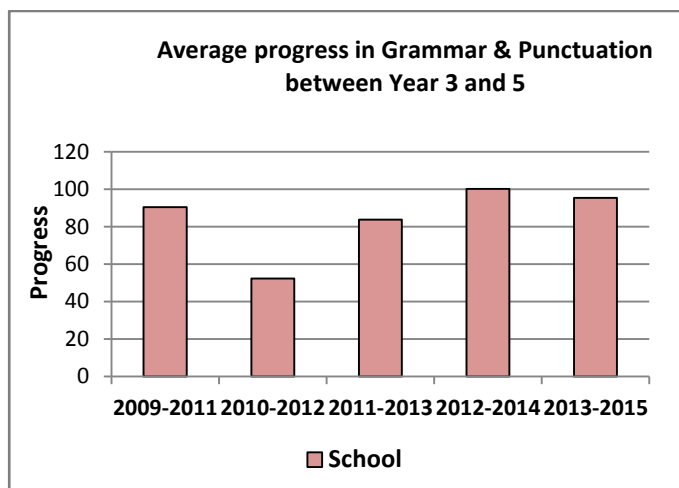
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy

2015 performance highlights in the Literacy areas of Grammar & Punctuation, Spelling, Writing & Reading



Students have shown three year growth in average spelling performance and strong 3 Year data in Grammar & Punctuation



Value Added Data

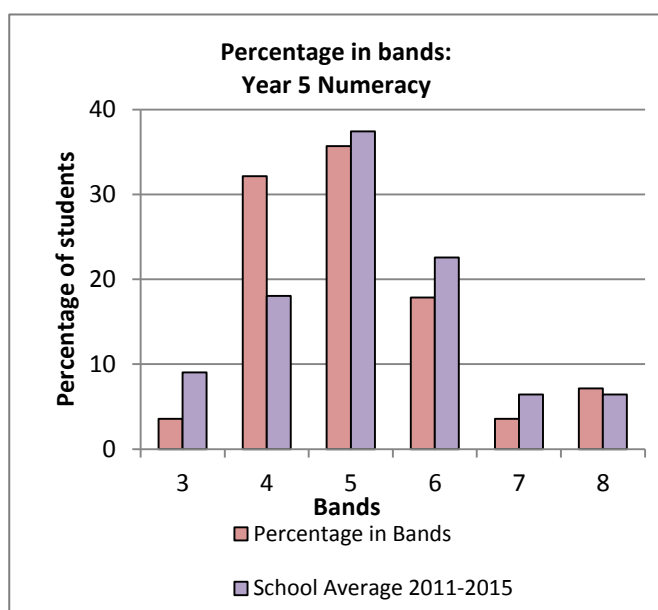
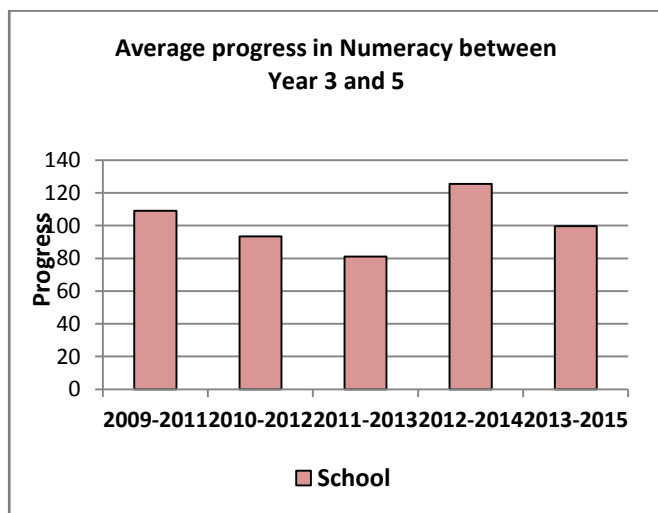
Business Intelligence Value Added combined reading and numeracy data Yr 3-5 places the school in the 96.2 percentile mark. This sees the school placed in the excelling range when mapped against the SEF.

Reading 2015 NAPLAN Reading trend data shows strong three year improvement trends for both Year 3 and Year 7 Reading performance. 35.5% of Year 3 students are placed in the top 2 bands for Reading and 46.4% of students are placed in the top 3 bands in Year 7 for Reading. Year 3 more than doubled its Band 6 percentage from (8.2% 2014 to 19.2% 2015).

Growth 2015 NAPLAN growth data shows Year 5 school growth above state average scaled scores in all domains except Reading with Spelling and Grammar & Punctuation significantly above state growth average scaled scores.

NAPLAN - Numeracy

2015 performance highlights in the Overall Numeracy and subsections 1.Number, Patterns & Algebra, 2. Data, Measurement, Space & Geometry.



Year 3-Year 5 Value Added

Average Scaled Score Growth	
Growth in	Scaled score
State (All Students)	94.1
NSW DoE (All Students)	94.3
School (All Students)	96.8

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year the school focused on:

School Communication Tools.

A summary of findings is outlined below:

School Communication Tools

- Parents found the school's Newsletter to be of a high quality and noted it effectively celebrated student achievement as well as communicated school events. Parent feedback placed emphasis on the need to maintain the calendar section for planning purposes.

- The school's website also received positive parent feedback with new to school families noting it was a positive influence on their decision making regarding schools when moving to town.

- Strong parental support was offered regarding this year's trial of the Skoolbag App for phone based parent reminders, notes and essential school communications. Staff at the school also positively noted that it has helped formalise school processes. Staff noted that it has addressed a communication gap when just in time/alert messaging is required. Parent feedback now requests the school to explore online payment options to piggyback off this platform for 2016.

- Both parents and staff feel Facebook is a viable option moving forward after receiving training using Collaborative School funding provided by the Minister this year. Strong consensus from staff that this model be used to deliver a controlled positive message around core school values was put forward. Skoolbag would remain as our administrative communication device.

- Staff highlighted a need to address internal communication needs across the school during school hours and regarding staff based matters. The WhatsApp messenger service will be trialed in 2016 to meet this need.

- Evidenced suggested that parents and community had a strong knowledge of the school's PBL values and welfare approaches, but further work can be done to share the school's strategic plan. In 2016 the school will also conduct a school self-evaluation exploring the school Learning Support structure which will look at how we communicate the broad range of interventions and supports offered to students in a more effective manner with parents.

Policy & requirements

Aboriginal education

Young North Public School received Aboriginal background funding in 2015. Our plan included:

- An Aboriginal Community Linkage Worker (Elder Aunty Enid) employed to support Aboriginal education through the enhanced community relationships, quality cultural instruction and improved student engagement/attendance.
- Implementation of the MGoals Young network of schools project to support the development of a high quality web based celebration of local Wiradjuri culture.

During 2015, funding from Norta Norta and Aboriginal background funding was combined to enable a strong focus on data driven student learning support. Learning and Support staff ensured a strong focus on Aboriginal student's key Literacy and Numeracy skills with strong evidenced based growth data resulting.

A highlight of 2015 was the HOOPS network of school's cultural Song Line experience where Aboriginal students from across our network of schools spent the day with local Elders and teachers learning about our local Aboriginal cultural heritage touring key local sites and filming content for our MGoals web page.



Multicultural Education and Anti-racism

In line with the School

plan, the school continues to review its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our PBL culture and strong community linkages foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included; options for use of interpreters, Facebook, Skoolbag App, community noticeboard, website and comprehensive school newsletter. As a result, these strategies are strengthening parent and community engagement in school activities with larger numbers of parents in attendance at school functions and events as well as web and App based interactions.

The school is also developing a relationship with the Young Multicultural Society with the view to implementing a cultural buddy program in 2016.

