2010 Annual School Report
Young High School

NSW Public Schools – Leading the way
Messages

Principal’s message

NSW public schools teach essential values for life to our students and these values underpin our curriculum. We aim to create Australians who value learning and knowledge and who possess the confidence to be lifelong learners.

We encourage all students to pursue personal excellence in all fields and have a dedicated staff working towards assisting students achieve their aims. Staff at Young High are committed to designing programs of study which take into account individual differences and working with students in achieving their best.

Our partnerships with the Young TAFE, the local community, business and Universities have continued to grow and this provides a myriad of supported opportunities for students both within school and in future pursuits.

Once again our P&C has supported the school in its pursuit of a high quality education for our students. A full report can be found below, but the schools wishes to acknowledge the fantastic work that this group of dedicated parents perform.

2010 has seen a year of change for Young High School with the substantive Principal Mr Steve Harvey taking extended leave towards the end of the year and subsequently relinquishing his position. The end of this year also saw the retirement of Mr Patrick Fitzgerald who relinquished his position prior to retirement after 14 years of service to Young High School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Andrew Turvey (Relieving Principal)

P & C message

2010 has once again been a successful year for the P&C. We continued to contribute to the school ensuring its growth and development in many areas. Due to extended leave periods by our Principal, major expenditure did not take place however we

- Purchased new touch footy singlets for those representing Young High in this sport
- Donated towards the Lexia reading program
- Supported the school website by paying for the annual fee for the site
- Supported the newly established equestrian team by purchasing saddle rugs so that the team met representation standards
- Supplied students with diaries
- Supported students reaching competition at high levels, including Sami Cooke

We also held our annual ball with Janelle Staff, Annette Richard and their team being successful with probably our biggest ball to date with almost 40 girls taking part. The proceeds will provide us with an opportunity to make a very significant contribution to the school in the future.

We have also made a commitment to support the Duke of Edinburgh awards.

We are presently trying to increase our profile within the school community and to this end held a BBQ at the Year 7 information night and attended the Year 7 welcome afternoon tea. We were also represented at the information days held at the local primary schools. We also planned a ‘girl’s night’ early in the year which due to unfortunate circumstances did not go ahead.

The P&C also provided parent representation on selection panels throughout the year for positions within the school.

As in past years we hosted the Year 12 Farewell Dinner and for the first time hosted the Year 10 farewell dance to help with their transition from junior to senior learning or into the workforce. Both nights proved to be a success and were enjoyed by everyone.

I thank the small band of people who support our P&C and would like to mention Lloyd Kirkland who retired from the committee after many years of support and send our condolences to
Roger Hart’s family. Roger audited the P&C books for many years.

2011 looks like being an exciting year for the P&C and I look forward to being a part of it.

Joy Dawe – Young High School P&C President

Student representative’s message

Throughout 2010 the SRC and school prefects combined to improve areas of the school, raise money for our local community and our year 12 gift to the school and community. We aimed to hold events that were fun for everyone and encouraged whole school participation.

In term four of 2009, Year 12 started with a race! The prefects and SRC held a Melbourne Cup day with fashion parades, fun and games, horse and jockey races and a big BBQ. Valentine’s Day was the next Year 12 fundraiser. We all dressed in the power of red to help share the love around the school.

Our large community contribution was the Young Relay for Life. Year 12 spread the word, encouraged involvement, collected donations and raised over $2500 for the event. This showcased the power and inspiration that a small group can have influencing many others to participate in this very worthy event.

The Cultural Indigenous Day was another highlight to Year 12. It gave many people an insight into the culture of our local Indigenous students. Food and plants were a highlight of the day to inform students of the importance of the Wiradjuri Indigenous group’s heritage.

All the fundraising went to the development of the Indigenous gardens which the present Year 12 started work on in 2005. We finished off the senior gardens and the Wiradjury biodiversity gardens and handed them officially to the school as our final contribution. This work was guided closely by Mr Ben Cooper our year adviser.

Throughout 2010, Year 12 and the SRC worked together to achieve amazing results across the school and community. The participation and enthusiasm of the students made it a pleasure to be part of Young High School.

Ellie Rowland – 2010 Female School Captain

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>250</td>
<td>261</td>
<td>279</td>
<td>297</td>
<td>286</td>
</tr>
<tr>
<td>Female</td>
<td>266</td>
<td>281</td>
<td>291</td>
<td>301</td>
<td>321</td>
</tr>
</tbody>
</table>

Total student numbers have continued to increase over the years 2006-2010, with female student numbers continuing to increase. There was a slight decrease in male student numbers in 2010 with total enrolments being 607.

Student attendance profile

Student attendance data over 2010 has shown a slight decline. This has been recognised and is within the targets and plans to be addressed across the 2011 school year.
Management of non-attendance

A new student attendance system was trialled throughout 2010 with the appointment of a Head Teacher – Administration at the beginning of the year. The school worked in jointly with the Department of Education regional personnel in an attempt to improve student attendance with meetings held at the school with the Home School Liaison Officer and families of students of concern.

Retention to Year 12

The school remains satisfied with our retention to year 12 rate as the majority of leavers either entered full time employment, full time study/training at another location or a combination of both.

Post-school destinations

The following information is provided as a guide towards post-school destinations for students at Young High School. It is not conclusive as destination outcomes for a number of students was not available at the time of reporting.

Year 12 students undertaking vocational or trade training

9% of students from 2010 have obtained apprenticeships or traineeships for 2011 and beyond.

Year 12 students attaining HSC or equivalent vocational educational qualification

All students who sat the HSC obtained a qualification from the BoS with 38% of students receiving offers for entry into further study at University (95% of applicants). 47% of students from the 2010 cohort have gained employment both within the local area, across the state and interstate.

Staff information

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

2010 saw a number of staff movements due to retirement and transfer to other schools. At the end of the year Mr Patrick Fitzgerald relinquished his position as Deputy Principal, taking long service leave during term 1 2011, prior to his retirement. Mr Fitzgerald has been a long standing member of Young High School and has served as Deputy Principal for 14 years. We wish him the best in his retirement and are indebted to him for his service to the youth of Young.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>37</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
</tr>
</tbody>
</table>

Young High School has employed 2 Aboriginal support workers throughout 2010 to work as individual and small group tutors and student support workers.

Staff retention

Staff retention has been firm from 2009-2010 with the only staff movements being transfer from Young to another school location or retirement. The stability of our staff has provided great benefit to the school and our teaching and learning programs.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

Balance carried forward: 400426.13

School performance 2010

Students from Young High School have continued to excel in many fields. Presented below is a very brief summary of some of the achievements of our students.

Achievements

Arts

- Three students; Lachlan Dodd, Stuart Dodd and Jessica Telford, were selected to perform in Hawaii in March 2011 as part of the Pacific Basin Music Festival.
- A number of school bands took part in Battle of the Bands with Gen 10 being our standout performers winning the competition.
- MADD Night (music, arts, dance and drama) was held once again with some tremendous performances. This event was again a showcase for the school and highlighted the tremendous work being undertaken in these faculty areas.
- Sami Cooke continued to shine with her vocal talents representing the school at a number of different events over the course of the year.

Sport

- The Under 15 Boys Basketball team won Bronze in the NSW state championships.
- Alexandra Brown, Caitlin Brown, Anita Grimson, Kate Grimson and Tahlia Wells achieved 2nd place at the Camden Interschool Equestrian Event.
- Alex Tout achieved 2nd place in the one day equestrian event at Coonabarabran.
- Joel Shields was awarded the Young High School champion golfer.
- Riley Scelly achieved outstanding results at the NSW Country Track and Field Championships and the Australian Junior Championships.
- Caitlin Silk achieved outstanding results at the NSW Country Track and Field Championships.
Nayah Freeman achieved Junior sportsperson of the year with his tremendous achievements in the CHS State Athletics Championships and the Australian junior Championships. Nayah also went on to represent Australia in Vancouver, Canada.

26 students represented the Riverina in sporting activities across the year.

Other

- Year 12 students raised over $2300 in the Relay for Life for the NSW Cancer Council.
- Nikayla Nolan represented NSW in the Retail section of the World Skills Nationals in Brisbane and placed in the top 5.
- Ciara FitzGerald, Max McIlhatton, Tegan Walker and Tayla Woodham were awarded Junior debating zone finalists.
- Brendan Park and Lucy Apps were awarded Australian Vocational Student Prizes for their work throughout the year.
- Brendan Park was also awarded the OTEN VET Excellence Award.
- Ellie Rowland was the winner of the Riverina region VET in Schools student of the year.
- Three students achieved ATAR results in the 90’s which is a tremendous achievement.

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

Reading:
The schools reading results continue to improve over the period 2008-2010. 3.6% of students achieved band 9 up from an average of 2.3% over the years 2008-2010. 16.4% achieved in band 8 up from 13.0% and 30% in band 7 up from an average 23.9% over the same period. We are also achieving above our statistically similar school grouping in bands 7 & 8 and are just below this in band 9.

Writing:
The schools writing results have also shown improvements over time. 3.5% of students achieved band 9 over the years 2008-2010 which was an increase from the average 2.0% over this period. 13.3% of students reached band 8 which was an increase from an average 8.8% in the same period. We are also achieving above our statistically similar school grouping in bands 8 & 9 and are just below this in band 7. Our overall average mark was also above the statistically similar school group.

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Spelling:

The schools spelling results have also shown improvements over time. 5.3% of students achieved at band 9 from an average of 3.4% over the years 2008-2010, with 22.8% achieving in band 8 up from 16.8%. We are also achieving above our statistically similar school grouping in bands 8 & 9.

Grammar and Punctuation:

The schools grammar and punctuation results have shown an improvement over time in Band 8 with 16.7% students achieving this result from an average of 10.2% over the years 2008-2010. We are also achieving above our statistically similar school grouping in bands 8 & 9. Our overall average mark was also above the statistically similar school group.

Numeracy – NAPLAN Year 7

The schools numeracy results have also shown improvements over time. 5.6% of students achieved at band 9 from an average of 4.1% over the years 2008-2010, with 12.08% achieving in band 8 up from 11.4% and 26.9% up from 21.9% in band 7. We are also achieving above our statistically similar school grouping in bands 7, 8 & 9. Our overall average mark was also above the statistically similar school group.
Literacy – NAPLAN Year 9

Reading:
The schools reading results continue to improve over the period 2008-2010. 2.4% of students achieved band 10 up from an average of 1.8% over the years 2008-2010. We are also achieving above our statistically similar school grouping in band 10. Our overall average mark was just below that of the statistically similar school group for 2010.

Writing:
The schools writing results have also shown improvements over time. 1.6% of students achieved band 10 over the years 2008-2010 which was an increase from the average 1.4% over this period.

Spelling:
The schools spelling results have remained steady 8.9% of students in band 9 up slightly from the average 8.8% over the years 2008-2010.
Grammar and Punctuation:
The schools grammar and punctuation results have shown an improvement over time in Band 10 with 4.9% students achieving this result from an average of 3.2% over the years 2008-2010. Improvements were also seen in bands 9 (7.3% from 6.7%) and band 8 (17.1% from 16%).

Numeracy – NAPLAN Year 9
The schools numeracy results have shown an improvement over the statistically similarly school group in band 8 where 21.5% of students achieved at the band compared with the 20.0% in the school group.

School Certificate
The school saw an increase in English results in Band 6 and Band 4 which has seen an improvement over the average growth rates 2006-2010. The schools average mark was also in line with the statistically similar school group.

Results in mathematics also saw improvements in band 4 and 5 growth over the average growth rates 2006-2010. Once again the average mark was in line with the statistically similar school group.
Science results saw an increase in band 4 over school average for the period 2006-2010 with once again, an average mark in line with the statistically similar school group.

In Australian Geography, Civics and Citizenships the school’s average mark was in line with the statistically similar school group.

The results in Australian History, Civics and Citizenship were encouraging with our average mark being above that of the statistically similar school group.

The school had an increase in students reaching competent level in the Computing skills test and an average mark in excess of the statistically similar school group.
School Certificate relative performance comparison to Year 5 (value-adding)

The schools relative growth data showed improvements in Australian History, Civics and Citizenship over the statistically similar school group 2010 along with improvements in the school average data 2006-2010 for Mathematics and Computer skills.

Higher School Certificate

The school performed well in the HSC 2010 with most reported subjects in line with or better than state average. All reported subjects were better than the statistically similar school group.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students
achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 7 students achieving at or above minimum standard</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>90.0</td>
</tr>
<tr>
<td>Writing</td>
<td>86.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.8</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.2</td>
</tr>
<tr>
<td>Writing</td>
<td>87.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>78.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

During 2010 Young High School continued with our Aboriginal in-class tutor program. This has continued to provide significant assistance to our Aboriginal students and literacy and numeracy results have continued to improve for those students who accepted the assistance provided.

During 2010 the Aboriginal garden that was completed in 2009 was officially opened by members of the local AECG and it continues to be a focal point of the school and a place of harmony and gathering.

The school has continued its involvement with the Indigenous Youth Leadership program and has increased the number of students involved in 2010.

**Multicultural education**

Young High School caters for students from a diverse background of cultures.

Anti-racism is an integral part of the curriculum and is supported by the school’s Anti-Racism Officer.

The school continues to be active in supporting understanding and acceptance of all cultures.

**Respect and responsibility**

The values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy underpin all programs at Young High School. They are explicit in classroom rules, reinforced in classroom practice, modelled by staff and students and the regular focus of discussions between students and staff.

School programs such as visiting residents at the local retirement village, assisting with catering and entertainment for community functions, coupled with participation in community events such as ANZAC day and the Cherry Festival assist student to develop a voluntary work ethic as well as building respect for all members of our community.

**Progress on 2010 targets**

**Target 1**

**All students achieving at or above the national standard in literacy**

Our achievements include:

- The school results in all aspects of Literacy have improved over the time period 2008-2010 in Year 7.
- The school results in Year 9 have remained constant or demonstrated slight improvement. These will remain an area of focus for the school with particular attention to writing and spelling.
- The overall results are still below the national standard in both years 7 & 9 and will remain our focus through 2011.

**Target 2**

**All students achieving at or above the national standard in numeracy**

Our achievements include:

- The school results in Numeracy have improved over the time period 2008-2010 in
Year 7. We have achieved above our statistically similar school group and above the average mark for this group.

- The school improved in our band 8 results over the statistically similar school group but was below this in other bands.
- The overall results are still below the national standard in both years 7 & 9 and will remain our focus through 2011.

**Target 3**

**All students develop closer connection to the school and their courses**

This target area was commenced, however, with the on-going illness of the substantive Principal a number of areas which were commenced did not go through to fruition. The reporting on this target area is in relation to the areas which the school managed to implement through the year.

Our achievements include:

- Increased profile of the school leaders with student representatives taking a more active part in a number of school based and community activities.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Learning and of teaching and learning in the science KLA.

**Educational and management practice**

**Background**

In 2010 the school evaluated its practices across all areas of Learning including the use of a SchoolMap survey tool designed by the Department of Education and Training. The survey sought to determine the effectiveness of the learning environment, student learning and teacher learning. The survey asked questions in relation to the learning opportunities in the school, whether teaching practice matched student and parent expectations of the classroom and whether there was a good balance of learning opportunities that aimed at having students take responsibility for their learning.

**Findings and conclusions**

Respondents rated strongly as either ‘Almost Always’ or ‘Usually’ the following areas:

- the classroom is an interesting place to learn.
- a wide range of resources are used to support student learning.
- a balance of independent and group learning is provided to students.
- teaching practice is supported by critical reflection and an understanding of effective practice and current research.
- the school has good equipment that helps students learn.
- the school communicates high expectations about student learning.
- the school provides a good environment that supports the upgrading of skills through professional learning.

**Future directions**

To address concerns that were evident in the survey the school will:

- aim to develop clearer communication in relation to the scope and sequence of courses.
- further develop the use of work samples to allow students to see evidence of student success on assessment.
- continue to provide professional learning for all teachers relating to the introduction of the digital learning environment and for gifted and talented students.
- seek to develop closer links with subject associations and regional networks.

**Curriculum practice**

**Background**

In 2010 the school evaluated its practices across all areas of science. The school used a school designed survey tool. The survey asked questions in relation to the science opportunities in the school, whether teaching and learning practices matched student and parent expectations of the classroom and whether there was a good balance of learning activities.
Findings and conclusions
Students were predominately aware of assessment requirements in science. 60% of students believed they were able to learn in their science class. 59% of students believed that teachers used a variety of lessons in science. 100% of teaching staff believe that students are provided with a relevant curriculum in science. 50% of staff believe they are usually or always supported by school and faculty leadership. 65% of parents believe teachers are approachable and make themselves available to students in the science faculty. 25% of parents believed they were not quickly informed of issues impacting on student performance in science. 75% of students indicated that computers were used only rarely or sometimes in science lessons. 25% of students believed they were given real life examples to support what they were learning in science.

Future directions
The qualitative and quantitative data indicates the school will need to ensure that a focus remains on students understanding the relevance of learning science for their future careers. It is important that science staff continue to ensure that effective communication between students, staff and parents grows and develops.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• Teachers remain committed to student learning.
• Students feel supported with their learning.
• Communication channels are open and parents feel as though they can discuss any issue with the school.
• Sport remains a positive influence within the school and is seen as a positive aspect of the school culture.

Professional learning
A total of $32000 was spent on professional learning in 2010 across the following key areas:

Beginning Teachers, Use of ICT, Quality Teaching, Literacy and Numeracy, Syllabus Implementation, Leadership and Career Development, Welfare and Equity.

Beginning teachers were supported through induction training and mentoring opportunities be provided by experienced teachers throughout the school. All staff participated in CPR, emergency care and child protection training during school development days this year.

Training in ICT has remained a focus with the introduction of the Digital Education Revolution strategy with all students in years 9 & 10 having laptops provided to them through this program.

School development 2009 – 2011

Targets for 2011
The school is in a state of transition with a new senior executive being appointed throughout the beginning of 2011 and the completion of the 3 year school plan. The school is continuing its focus on improving standards in literacy and numeracy through the year before generating a substantial 3 year plan for the period 2012-2014 which will have some more specific targets.

Target 1
An increase of 5% of students achieving at or above minimum standard in each aspect of literacy.

Strategies to achieve this target include:
• Reformation of the Literacy team.
• Development of Literacy focussed activities across KLA’s

Our success will be measured by:
• Literacy based activities incorporated into all teaching programs and units.
• Specific Literacy tasks and references in assessment based task.
• Improved NAPLAN results for boys compared to State averages.
Target 2

An increase of 5% of students achieving at or above minimum standard in numeracy.

Strategies to achieve this target include:

- Continued support of transition mathematic skills between the years 5 to 8.
- Building of student involvement in external mathematic based competitions.
- Continuation of a targeted program focussed on boys education to improve numeracy competency.

Our success will be measured by:

- High participation rate of boys in state and nationwide competitions.
- Improved involvement in mathematic based transition activities.
- Improved NAPLAN results for boys compared to State averages.

Target 3

An improvement in connections between the school and community.

Strategies to achieve this target include:

- Increased involvement of community groups within the school.
- Improved distribution of the school newsletter informing the community of school events.
- Attendance at Police interagency meetings.

Our success will be measured by:

- Improved attendance and involvement in community based interagency meetings.
- Increased representation at community meetings.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Andrew Turvey – Relieving Principal
Keith Duran – Relieving Deputy Principal
Angela Clark – School Administration Manager
Joy Dawe – P&C President
Ellie Rowland – School Captain 2010

School contact information
Young High School
Campbell Street Young 2594
Ph: 02 6382 1166
Fax: 02 6382 1960
Email: young-h.school@det.nsw.edu.au
Web: http://www.young-h.schools.nsw.edu.au/sws/view/441983.node
School Code: 8155

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: