2009 Annual School Report
Young High School

NSW Public Schools – Leading the way
Our school at a glance

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.

Young High School encourages all students to achieve their personal best and aim for excellence in academic, creative and sporting achievements and in public performances.

In partnership with parents and carers our students are taught to respect and care for themselves and others and develop those skills and attributes which build social capital and make effective citizens.

In all their activities our students are assisted and guided by highly skilled, committed and dedicated teachers. Our staff pay attention to individual learning needs and goals and have a strong focus on student welfare.

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.

Steve Harvey, Principal

Year 12 2009 Graduation

P&C and/or School Council message

Young High School P&C have been very productive this year. Our annual fundraising Ball held in June was again a success. This event is our major fundraiser for the year. We would like to thank all those people involved in this year’s ball.

Due to the success of our Ball this year, the P&C have been able to purchase a number of assets for the school. The major purchase for the P&C this year has been 3 electronic whiteboards for the use of the staff and students. We also helped the Support Department with the purchase of a portable electronic whiteboard, which is being put to very good use. This purchase is a great asset for the school and one of the major commitments from the P&C this year.

We have also purchased a number of pull – up banners for the school, advertising our school and Public Education. These banners are used for such occasions as the Recognition ceremonies and end of year presentation night.

I would like to take this opportunity to thank both the school and the community for their constant support of the P&C. Without your support the P&C would not be able to purchase these assets.

I would also like to take this opportunity to thank all those parents involved with the P&C, both new and old, and issue an invitation to all parents to become involved and help us to continue to improve facilities at our school.

Janelle Staff, P&C President

Student representative's message

Throughout 2009 the SRC and school prefects have been working hard to help improve many areas of the school and fundraising to improve the quality of life for individual students.

In term one the SRC decided to hold a mufti day with proceeds going to providing goats to poverty stricken communities overseas. Then at the end of the term the SRC and prefects all assisted with the schools efforts for the Victorian bushfire victims. They coordinated a rock concert and movie and supported other programs such as donating school supplies for burned out schools.

The SRC also painted the female students’ toilets. This was a long term project for the SRC and final completion was very gratifying.

The prefects and captains worked alongside the P&C and the SRC to communicate student ideas and help benefit the school. The large number of fundraising ventures, volunteer work and effort are a testament to the energy of the students and the real value Young High School places of student leadership.

Maddie Veitch – Girls 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

Young High School has steadily grown in student numbers since 2005 however this growth has accelerated over the last few years with the school reaching just over 600 students in 2009.

Student attendance profile

A new attendance pattern by senior students who were allowed to arrive late or leave early if they did not have timetabled classes has caused a major discrepancy in the school’s attendance data. Students were marked as partially absent from school and a new code was not able to be put in place till late term 4.

Management of non-attendance

In 2009 Young High School created an Attendance and Truancy Monitor. The Monitor followed up on truancy and attendance issues, counselled students in regard to poor attendance, instituted monitoring programs and liaised with the Home School Liaison Officer.

Retention to Year 12

Retention to Year 12 data has been above or equal to our like school group for the past three years. However the figure does not include students who have exited school to successfully take up employment or other training.

Post-school destinations

Year 12 students undertaking vocational or trade training

Enter summary statement which must include the percentage of Year 12 students undertaking vocational or trade training in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

Enter summary statement which must include the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2009.

Staff information

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

During 2009 Young High School gained a number of new staff and farewelled a number of others to transfer positions in other schools with the DET.

The retirement of Mr Keith McDonald, farm assistant, after 34 years of service to the students and staff at Young High School was a major event for the staff and school. We all wish Keith the best in his retirement.

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>
</tbody>
</table>
Head Teachers 8
Classroom Teachers 37
Teacher of Emotional Disabilities 1
Teacher of Mild Intellectual Disabilities 1
Teacher of Reading Recovery
Support Teacher Learning Assistance 1
Teacher Librarian 1
Teacher of ESL
Counsellor 1
School Administrative & Support Staff (SASS) 16
Total 68

Young High School employs 2 Indigenous workers as tutors and student support workers.

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>97%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3%</td>
</tr>
</tbody>
</table>

The School marching on ANZAC day

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Trust receipts</td>
<td>179 140.14</td>
</tr>
<tr>
<td>Canteen</td>
<td>149 092.92</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 472 221.09</strong></td>
</tr>
</tbody>
</table>

**Expenditure**
Teaching & learning
  Key learning areas 77 620.96
  Excursions 66 735.18
  Extracurricular dissections 44 995.25
Library 7 249.05
Training & development 4 126.40
Tied funds 216 433.80
Casual relief teachers 115 085.91
Administration & office 95 493.67
School-operated canteen 148 311.53
Utilities 99 281.14
Maintenance 52 980.52
Trust accounts 102 005.43
Capital programs 26 257.99
**Total expenditure** 1 056 576.83
**Balance carried forward** 415 644.26

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
- The stage band once again won their section at the Wagga Wagga Eisteddfod
- Students attended the Regional Choral Camp and Sami Cooke was selected for the NSW Schools Spectacular Choir
- A large contingent of students appeared in the Cherry Jam music, dance and drama showcase
- Brittany Chambers and Ashleigh Webb attended the Riverina Dance Camp
Some members of the Year 9 Dance Troupe

- Rachel Walker was selected to attend the Senior State Dance Camp
- MADD Night (music, art, dance and drama) was a significant showcase for our students with all performances being booked out
- Young High School drama students took part in a number of workshops including onstage
- The senior school rock band took part in Battle of the Bands

Sport

- 17 students represented the Region at State level athletics
- Caitlin Silk won silver in the 80m hurdles, Riley Scelly won silver in the high jump
- Nayah Freeman won gold in the 100m and silver in the 200m and long jump
- The Buckley Shield Rugby League team made it to the final eight in the State

Other

- Young High School continued to build its information technology footprint by getting AUSTAR into the library, purchasing more electronic whiteboards and accessing the DER (Digital Education Revolution) through the issuing of laptops to Year 9 and the installation of a second wireless network
- Students and staff raised over $3,800 cash for the Victorian Bushfire Appeal as well as donating a significant amount of clothes, toys, books and school equipment

The team after their final game

- The Junior Girls team won the Netball Gala Day at the Young PCYC against 5 other schools
- The Young High School team won the Guy Pickering Charity bowls competition and donated their prize money to a local welfare service
- 22 students qualified for regional swimming with over 12 going onto the State level
- Riley Scelly and Nayah Freeman both represented NSW at the Australian Athletics Meet in Hobart
- The Year 8 touch side were western division winners and made it to the semi finals in the State competition

Some of the items raised to support the Victorian Bushfire Appeal
• The TVET Automotive class entered the CAMS challenge with a purpose built vehicle and won the overall event
• Vocational Education students took part in World Skills Competitions and junior students also participated the Brick and Block building program
• Students from the Robotics Interest Group attended the Codurra Robotic Challenge where they had to build a robot that could follow a path unassisted
• Sam Jubb was selected to attend the Rural Health Unit at the University of NSW
• Amy Cannon was awarded a regional Vocational Student Prize

Amy at her workplace

• Mellisa Belk successfully gained a Year 11 Defense Force Technical Scholarship
• Ryan Shoard was named Junior Citizen of the Year and Riley Scelly was named Junior Sportsperson of the Year at the Australia Day celebrations

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 the 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)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Percentage of students in bands:
Year 7 spelling

Year 7 grammar and punctuation

Percentage of students in bands:
Year 7 numeracy

The school band
Numeracy – NAPLAN Year 9

![Graph showing percentage of students in bands for Year 9 numeracy.]

School Certificate

![Graph showing percentage of students in performance bands for School Certificate English-literacy.]

Two of our overseas exchange students: Melaine (France) and Pauline (Sweden)

![Graph showing percentage of students in performance bands for School Certificate Mathematics.]

Percentage of students in bands:
Year 9 numeracy

Percentage of students in performance bands:
School Certificate English-literacy

School Certificate Mathematics
Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Percentage of students in performance bands: Australian History, Civics and Citizenship

Percentage of students in performance band: Computer Skills
School Certificate relative performance comparison to Year 5 (value-adding)

-2.0 -1.5 -1.0 -0.5 0.0 0.5 1.0 1.5 2.0 2.5

- English
- Mathematics
- Science
- AHC&C
- AGC$C
- Computer skills

Relative growth

School Certificate: Relative growth from Year 5 (value-added)

School 2009
School Average 2005 - 2009
LSG Average 2009

Higher School Certificate

School 2009
School 2005 - 2009
LSG 2009
State 2009

Biological Technology
Legal Studies
General Mathematics
Mathematics
Mathematics Extension 1
Modern History

Biology
Chemistry
Drama
English (Standard)
English (Advanced)
Geography
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 2009

Minimum Standard Information

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84.6</td>
</tr>
<tr>
<td>Writing</td>
<td>87.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>84.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.4</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009
Percentage of Year 9 students achieving at and above minimum standard

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.5</td>
</tr>
<tr>
<td>Writing</td>
<td>83.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.5</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

During 2009 Young High School continued our In class Tutor (ICT) program with significant success. Analysis of data showed an improvement in all student results with a steady upward trend of 10 - 16% in both literacy and numeracy levels.

Mr Cooper and his students have completed the Aboriginal garden in the centre of the school with final plantings and documentation being collated. The garden gained runner up in the Lachlan Catchment Management School Community Partnerships section.

The school continued as an Indigenous Youth Leadership school with strong interest being shown from students at the school.

Sarah Bornen and Codie Freeman completed Year 12 and have moved onto employment and further training. Emily Waples continues her scholarship for 2010.

**Multicultural education**

Young High School has an Arabic speaking population of 4%. The school supports the local community through making available school facilities for midday prayers and developing a whole school understanding of important events such as Ramadan.

The Friday prayer group has continued with the school now providing transport to the Young Mosque.

Anti-racism is an integral part of the curriculum and is supported by the school’s welfare policy and procedures and 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 students to develop a voluntary work ethic as well as building respect for all members of our community.

**Other programs**

**Vocational education program**

Young High School remains a leader at a regional level in the field of vocational education (VET). In 2008 over 70% of students in stage 6 undertook a vocational education course as part of their preliminary or HSC courses. The number of students who undertake more than one VET course in their subject selection also grew.

Student take up of VET courses through TAFE was again high. All TVET courses in 2009 were either over-subscribed or full.

At school hospitality, retail, primary industries, information technology and construction were popular with students. Feedback from workplace supervisors was extremely positive and analysis of HSC data indicated that students who undertook an HSC VET course benefited in their overall performance.

During 2009 Metals and Engineering established its first class. The subject proved very popular and has sparked wide interest in the 2009 Year 10.

Regional VET audits were extremely positive in relation to the high quality of the teaching, delivery and thoroughness of the courses presented.

**Progress on 2009 targets**

Enter text here

**Target 1**

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

Our achievements include:
• Improvement in narrowing the gap in punctuation, grammar and reading
• Writing and spelling remain an issue and will continue to be a focus for the future

Target 2
All students achieving at or above the national standard in numeracy

• The gap between school and LSG (Like School Group) for year 7 has decreased significantly
• The year 9 numeracy score still remains an issue, especially in the upper bands and this will remain a focus for the school for the future

Target 3
All students demonstrate capability in a range of ICTs through specific assessment tasks in each KLA

• ICT tasks are now used for research, assessment and presentation in a wide range of curriculum in all faculties
• There is extensive use of the DER laptops in teaching and learning in year 9 classes
• There has been a significant increase in the amount of use by staff and students of the Electronic Whiteboards for research, lesson preparation and presentation and for assessment

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 2009 our school carried out evaluations of the effective implementation of technology into teaching and learning and the PE/PD/Health curriculum area.

Educational and management practice
Effective implementation of technology into teaching and learning.

Background
Information technology has become a significant factor in modern life and will only grow in its influence with the forthcoming generations. The roll out of the DER laptop program, the growth of the World Wide Web and the growing number of Electronic Whiteboards are just a few examples of forces for change in education.

Young High School has set out to tackle this issue so as to keep its curriculum, pedagogy and programs relevant and connected to young people’s lives.

Findings and conclusions
The gap in technology skill level and confidence amongst staff in general reflect the age and experience of the staff but training and time play an important role in individual cases
Students’ expectations and understanding of the use of ICT are significantly higher than that of staff but also less discriminating and critical
Students readily adapt to the use of ICT in the classroom and feel comfortable in general in moving through tasks
Teacher attitude toward ICT and its benefits was a major factor affecting ICT take up but professional learning and practical application made a significant difference

Future directions
The school will continue to support teacher professional learning to boost confidence in the use of ICT
The school has developed a policy in regard to the use of ICT in assessment and delivery which focuses on growth in the next 3 years
Increasing access to and availability of ICT resources needs to be a core focus of the school plan and budgeting process

Curriculum
Physical Education, Personal Development and Health (PE/PD/H)

Background
The PE/PD/H faculty has a very strong presence in the school and is widely popular with students in all stage groups.
The faculty has been very successful in gaining student market share in electives. The performance of the faculty in the HSC has been sound and they regularly examine data and analyse their performance.

Findings and conclusions
Students and parents have a very positive view of the faculty, its staff and the curriculum
Some concern was raised about the lack of teaching time for Stage 5 especially in regard the Personal Development and Health side of the curriculum
Stage 6 student attitudes toward the subjects offered varied depending on their connection to the school and the HSC
There was very strong parental support for the Personal Development and Health sections of the curriculum as being relevant and useful.

PE and sport are viewed as positive and critical to the perception of the school by the community.

**Future directions**

A curriculum review will revise the lesson time allocation for Stage 5 PE/PD/H.

Stage 6 student selections will be carefully scrutinised and extensive counselling will be implemented to develop sound learning pathways.

Publicity of sport and other achievements will be used to keep promoting the school to the wider community.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Teachers at the school are committed, supportive welcoming and friendly.
- Young High School has generally go good facilities and a good atmosphere.
- The school portrays a sense of community and gives students a sense of belonging no matter who they are or where they come from.
- Sport is a positive influence on the school.
- There is generally good communication between staff and students.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**

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

Strategies to achieve this target include:

- Develop specific literacy goals based on data from NAPLAN and other sources and implement faculty based plans.
- Set targets in relation to writing and spelling.
- Develop support material and programs for students with specific literacy needs.
- Focus effort into building students in the top bands of NAPLAN.

Our success will be measured by:

- Number of students in low bands in NAPLAN decreasing by 4%.
- Stronger connection of literacy across the curriculum with specific references in all programs and assessments.
- Improving the percentage of students in the top two bands of NAPLAN to the State average.

**Target 2**

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

Strategies to achieve this target include:

- Supporting the development of mathematics skills in the transition from Year 5 to 8.
- Developing strategic plans for numeracy in each KLA focusing on specific target areas and skills.
- Building student involvement in competitions and extra curricula activities.
- Creating a targeted program focused on boys in order to improve their numeracy competency.

Our success will be measured by:

- Increasing NAPLAN results for boys to State average.
- Higher numbers of students finishing in the top bands of competitions, standards based assessments and outside test results.
- Student feedback showing stronger connection of numeracy skills to the whole curriculum.

**Target 3**

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

Strategies to achieve this target include:

- Increased profile in leadership from the SRC, School Captains and Prefects.
- Developing the student voice on curriculum issues.
- Building the amount of positive communication to parents and students.
- Regular surveys to gain student feedback.
• Our success will be measured by:
  • Improved positive feedback from students and parents
  • Higher numbers of students taking part in student activities
  • Student feedback into the curriculum review and implementation of the findings of the welfare review

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.

Mr Steve Harvey, Principal
Mr Patrick Fitzgerald, Deputy Principal
Mr Keith Duran, Mathematics Head Teacher
Mrs Angela Clark, SAM
Mrs Janelle Staff, P&C President

School contact information
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Web: Enter here
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: