Young High School
Annual School Report
Messages

Principal’s message

NSW public schools teach essential values for life to our students and these values underpin our curriculum and our inclusive policies and practices. We work hard to create Australians who value learning and knowledge and who possess the confidence to be lifelong learners. We have continued our goal of encouraging all students to pursue personal excellence in all fields with a highly qualified and dedicated staff. Throughout 2011 we have pioneered a number of programs to assist students reach their potential. These programs have truly demonstrated the inclusive nature of public education.

2011 saw a continuation of strong partnerships with the Young TAFE, local business, community and Universities from across the state. Our work chairing the Keeping Them Safe committee has set up a strong foundation providing a whole of government approach to child welfare and well-being.

The Young high school Parent and Citizens committee has worked in conjunction with the school providing significant funding assistance to the school to provide a number of benefits to the school ranging from the outfitting of the community meeting room through to the purchase of interactive whiteboards for our teaching and learning programs. The school acknowledges their contribution to providing the best possible learning environment for the students of Young.

This year saw the permanent appointment of a new senior executive team with Mr Andrew Turvey being appointed as Principal and Mr Keith Duran Deputy Principal. The executive team was finalized with the appointment of Mrs Megan Altenburg as the Head Teacher – Mathematics. This executive team commenced the task of continuing the improvement of student outcomes during 2011 and look forward to continuing this throughout 2012.

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
Principal

P & C and/or School Council message

2011 has once again been a successful year for the P & C. We continued to contribute to the schools development through our expenditure and feedback in our monthly meetings.

The most significant achievement for the committee this year was major expenditure in several areas within the school which included

- $14000 toward the refurbishment of the upstairs room in the administration building, A3, with the view to provide a well appointed & presented meeting area.
- Donation of $2000 to a girls development program called “Believe”
- A $5000 contribution toward the upgrade of instruments for the school band
- An additional 3 whiteboards valued at $8000 for use throughout the school

Smaller purchases have also been made and included a new BBQ for the school and a T.V for the Foyer to provide information to visitors.

The committee also continued to support students who have made past state representation in their chosen field, the Year 12 formal, Year 6 induction day, the Year 7 welcome afternoon and the Year 10 celebration night.

Twenty seven girls made our annual presentation ball a success. The proceeds will enable continued support of school purchases. A new fundraiser is already showing success with the use of IGA tags being scanned at purchase for points towards a monetary reward. Since its inception in December we have made over $200. Other Fundraising opportunities are in discussion during meetings at present.

With the appointment of our new Principal, Andrew Turvey, the committee meetings have provided a forum for discussion on many school issues from which our focus on school presentation has developed. We are donating a
$20 per week prize for a Barinya Award awarded for good uniform. With the help of the Deputy Principal, Keith Duran, a display at a local market event was impressive helping to present our school in a positive light.

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

I thank the small band of people who support our P & C so consistently. Our number has grown over the last 12 months, which should ensure a bright and exciting 2012. Our P & C has made such significant contributions to the growth, development and improvement of our school each member can be proud of their part but more importantly perhaps in our school.

Joy Dawe
P&C President

Student representative’s message

2011 was a very productive year for Young High School and in particular year 12 students. Throughout the year students participated in a variety of events such as: Relay for life, the P&C Debutante ball, school sporting teams and the ANZAC day parade. These commitments allowed the student body to see the importance of community involvement and demonstrated the need to make the school a better place for all year groups.

During 2011 year 12 also organised and participated in many fundraising activities to help raise funds required for our year 12 formal and our gift to the school. Some of our fundraising activities were: A raffle to win a holiday, Melbourne cup day, having cream pies thrown at us, slave auctions and the occasional sausage sizzle. We didn’t just fundraise for ourselves though as we also participated in a number of community events. As mentioned above we participated in Relay for Life and were awarded the best junior group for our efforts and behaviour in this event.

Amongst the social commitments of the year, year 12 were also able to do well with our academics and achieved great results in our HSC. It was a productive and effective year for year 12 and I would like to thank the year advisers who have led year 12 through their secondary schooling – Mr Sheppard, Mrs Taylor and Miss Eske. Thank you for keeping us in line and making us knuckle down when we had to.

On behalf of the 2011 student executive I wish all the best to my peers and future students of the school and am sure that the following years to come will be some of the best for the school.

Patrick Veitch
2011 Male 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

Total student numbers have continued to increase through the years 2007-2011 with a small increase of 4 in total student enrolments bringing the total enrolment to 611.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>261</td>
<td>279</td>
<td>297</td>
<td>286</td>
<td>300</td>
</tr>
<tr>
<td>Female</td>
<td>281</td>
<td>291</td>
<td>301</td>
<td>321</td>
<td>311</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance data shows a continuing decline in attendance down another 2% points to 85.3. The school has purchase a comprehensive electronic attendance and welfare package and in 2012 will switch on an SMS notification component along with re-aligning the role of the Head Teacher – Administration to address this decline in attendance data.
Management of non-attendance

The school has worked in conjunction with department personnel to monitor and address student attendance issues. The school made use of the Home School Liaison Officer and interviewed a number of families of students of concern. Systems were also trialed in an attempt to address student non-attendance but were unfortunately not able to be implemented fully without the consistency of a regular Head Teacher – Administration.

Retention to Year 12

The school remains committed to providing the best outcomes for students. The school has continued to promote individually specific transition programs for all of its’ students and is satisfied that the retention rate to year 12 is a small component of best practice. The majority of students who did not continue through to year 12 left to take up either full time employment or full time study/training at another location.

Post-school destinations

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

Year 12 students undertaking vocational or trade training

10% of students from 2011 have obtained apprenticeships or traineeships for 2012 and beyond.

Year 12 students attaining HSC or equivalent vocational educational qualification

Once again all students who sat for the HSC in 2011 obtained their qualifications form the BoS with all students obtaining entry into university, employment or placement in further study at TAFE or alternate education providers.

Staff information

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

2011 saw the official retirement of two long serving staff members of Young High School. As advised in last years Annual School report Mr Patrick FitzGerald officially retired in 2011 taking with him 14 years of service at the position of Deputy Principal. A much longer serving member of Young High School also retired during the 2011 school year with the retirement of Mr Christopher Timmins. Mr Timmins served at Young High School for the whole of his teaching career within the Mathematics faculty. Mr Timmins served on a number of school
committees and panels always striving to improve student outcomes. His service to the students of Young has become legendary and we wish him well in his retirement.

Young High School continued with the employment of an Aboriginal support worker providing individual and small group tutor assistance as part of the IYLP and Norta Norta funding programs.

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>38.5</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>Support Teacher Learning Assistance</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.882</td>
</tr>
<tr>
<td>Total</td>
<td>66.182</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Young High School employs one Indigenous worker as an in class tutor for our students.

Staff retention

Staff retention has remained firm throughout 2011 with the only movements due to retirement or school transfer. This stability assists the school to provide high-level 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></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>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<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>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2011 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 2011

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

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.
Arts
- Lachlan Dodd, Stuart Dodd and Jessica Telford attended the Pacific Basin Music Festival in Hawaii as part of the DEC West of the Divide band.
- Another very successful MADD (music, art, dance and drama) night was held showcasing the outstanding work being produced by these faculties. The MADD night performances were well attended with the final night being a sell out.
- Sami Cooke has been accepted into the 2011 Country Music Association of Australia and selected for Telstra Roads to Discovery competition.

Sport
- Janayah Freeman was awarded the Young community Junior Sportsperson of the year, signed with the NRL Penrith Panthers and competed at Regional, State, National and International levels for Athletics.
- Under 16 rugby league team were winners of the Riverina Cup.
- Caitlin Silk had another outstanding year competing in Canada were she achieved gold in the 200m hurdles.

Other
- Lisa Fountain received a scholarship to Italy's United World college to complete her International Baccalaureate.

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)

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

NAPLAN Year 7
Our school’s Year 7 results are indicated in the following graphs.
For more detailed information, concerning student performance please contact the school.
The results for year 7 in 2011 indicate:
- Our top performing students are significantly above the similar school group in all areas of testing.
- Students in band 8 are close to or above state average in all areas except reading.
- Significant positive movement was made in the area of spelling in comparison to school average over the years 2008-2011.

Reading:

![Graph showing Year 7 Reading results](image)

![Graph showing Year 7 Writing results](image)
Numeracy – NAPLAN Year 7

NAPLAN Year 9

Our school’s Year 9 results are indicated in the following graphs.
For more detailed information, concerning student performance please contact the school.
The results for year 9 in 2011 indicate:

- Our top performing students are above the similar school group in all areas of testing. Besides spelling.
- Significant positive movement was made in the area of numeracy in comparison to school average over the years 2008-2011.
School Certificate

Our school’s School Certificate results are indicated in the following graphs. For more detailed information, concerning student performance please contact the school.
School Certificate relative performance comparison to Year 5 (value-adding)

By definition, the State average performance is zero so as shown on the following graph Young High School has improved student results from year 5 to year 10 in all areas besides Mathematics and History. The most significant value added result has been in Australian Geography.
Higher School Certificate

The following charts provide a summary of the performance of our students in a range of subject areas in the Higher School Certificate examinations.

School averages were above state averages in Ancient History, Business Studies, Industrial Technology and General Mathematics.

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.

Minimum Standards data

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.4</td>
</tr>
<tr>
<td>Writing</td>
<td>89.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.8</td>
</tr>
<tr>
<td>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>83.9</td>
</tr>
<tr>
<td>Writing</td>
<td>67.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>78.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

During 2011 Young High School continued with our Aboriginal in-class tutor program. This has continued our connections with the Aboriginal community and has assisted our students to maintain connection with community.

The school has maintained our involvement with the Indigenous Youth Leadership program and those students involved have maintained pursuit of a HSC education.

**Multicultural education**

Young High School has maintained its’ connection with our multicultural student background. During 2011 the school investigated a number of options to increase our connection with significant multicultural groups, however, the school has as of yet not found any significant links within the communities to create a meaningful link.

There is an active anti-racism process in the school and students are encouraged to access this program along with the Anti Bullying coordinator to resolve such issues.

**Progress on 2011 targets**

**Target 1**

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

Our achievements include:

- Staff trained in the Riverina region secondary literacy strategy (2LS).
- Formation of a literacy committee for literacy specific initiatives in 2012 and beyond.

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

Our achievements include:

- The establishment of a whole of faculty philosophy for the teaching of mathematics in 2012.
- An improvement of 4% for year 7 students in numeracy.

An improvement in connections between the school and community.

Our achievements include:

- Representation at interagency meetings.
- A chair-person role with the KTS interagency meeting

**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 2011 our school carried out evaluations of Administrative services and Science.

**Educational and management practice**

**Administrative practices and processes**

**Background**

At the end of 2010 the school evaluated the provision of service to its parent, student and community bodies. The school utilised a system of formal and informal feedback which sought to determine the effectiveness of practices and perception of the schools willingness to engage with its’ parent and community bodies.

**Findings and conclusions**

The surveys found that all sectors of the community found:

- The presentation of the front office intimidating and unwelcoming.
- The ladies at the office welcoming and willing to provide assistance when and as required.
- The office and reception area cultured and unwelcoming.
Future directions
The school utilised this data to examine ways in which the school could become more welcoming for all representative bodies. The school then developed a number of practical ways which opened up the front administration area making it more welcoming for parents, students and community members.

The main areas focused on and improved were:

- Removal of the grate obscuring the front office.
- The purchase of office furniture which presented a professional image to the community for the Principals office.
- The re-design of the front office layout removing the old and mismatched office set up. The school also obtained significant funding from the region and re-modeled the front office providing an open, organised and welcoming office to the parent, student and community.
- The use of funding from the P&C to develop a professional meeting room which is now utilised as a meeting space for community meetings and many school committee meetings inclusive of the weekly executive meeting.

The front foyer area is still a concern for the school and ways to improve this area are being investigated. One of the main issues is the heritage listing of the building. This restricts possible modifications which will allow us to provide a more even temperature to the foyer. The P&C have purchased a television for a continuous display of school promotional material to be placed in the foyer.

Curriculum
Science
Background
In 2011 the school held a formal faculty review of practices and processes in Science. The school utilised the support of two School Development Officers and an experienced Head Teacher – Science from another school in the Riverina along with an experienced Head Teacher from within the school. The team conducted surveys of the parent and student body along with interviewing parents, students and teaching staff.

The review was initiated after the Principal and School Education Director received numerous complaints from staff, students and parents which dissatisfaction with the faculty and the teaching and learning programs within it. Anecdotal evidence also showed fewer students choosing Science related subjects through to the HSC.

Findings and conclusions
The review found:

- All students and parents said that science is important for a future career or for future life and that it is important to do well in science.
- Most parents, teachers and students said that Young High School is a „good school“ and that the students are „good kids“.
- There were several comments on the improvements in the school in recent times – improved pride in uniform, fewer students out of class and consequences for poor behaviour being implemented.
- There is more timely support for staff when required.
- Poor discipline has been an issue but is improving.
- Comments made about the school were that it is; lovely to work in; optimistic; united; friendly; offers wide opportunities; a great school; rebuilding; different; and students have a range of varying abilities.
- Poor student attendance was highlighted as a cause for concern by some teachers.
- The school responds to parents when they ring. Some parents however, want to talk to the teacher not the Year Advisor. They accept, however, that this is school policy.
- There were several comments made in different areas which indicate a lack of willingness to change or accept possible enhancements to teaching, resources and facilities. Some of these comments
related to the lack of acceptance of the new head teacher, refusing an upgrade to the laboratories and a reluctance to change teaching methods or use new technologies.

**Future directions**

The faculty had the following recommendations come from the review to address:

- The head teacher, in consultation with the other teachers in the science faculty, develop working programs accurately reflecting Board of Studies (BOS) requirements for each stage of science, which incorporate BOS outcomes, teaching strategies catering for individual differences, resources available (including technology), assessment strategies and program evaluation. These programs must be based on the learning needs of current students.

- That the Department TARS and EARS policy be implemented.

- That all science teachers be trained in the use of the SMART package and the Results Analysis Package and that they use this to inform teaching and learning.

- That the principal and head teacher ensure technology eg computers, interactive whiteboards, laptops, graphic calculators, is incorporated in science lessons in order to enhance learning and improve engagement of students.

- That the principal and head teacher review the Code of Conduct with teachers in the Science faculty, particularly those areas dealing with relationships, Dignity and Respect in the Workplace, professionalism and professional learning.

- That the principal and head teacher ensure all science teachers undertake professional learning appropriate to their roles and subject areas, in line with the DET TARS Policy and the DET Code of conduct.

- That the principal, with the head teacher, develop a head teacher role statement, from Leading and Managing the School based on delegated authority, which includes professional development of staff, development of the faculty as a team and accountability for student outcomes.

- That the faculty homework policy be reviewed by the principal, head teacher and staff and implemented to provide consistency of practice, including setting, marking and feedback across all year levels.

- That the principal and head teacher strengthen and streamline communication and decision making systems in the faculty in terms of strategy, function, mechanisms utilised, format and audience.

These recommendations have been addressed throughout 2011 and will continue through into 2012.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Teachers remain committed to students learning and actively seek professional learning opportunities.

- Communication channels have improved from 2010 and parents are feeling more involved with school practices.

- Students feel supported in their learning however, wish for more opportunity for involvement in school processes.

**Professional learning**

2011 saw an increase in professional learning opportunities for staff with the large build up in professional learning funds expended throughout the year. The new senior executive attended a number of induction courses that are provided by the DEC and have developed their skills in leading and managing as a result.

All expenditure in professional learning fell into one or more of the following categories:
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 which were provided by experienced teachers throughout the school.

The school has continued its’ focus on providing development opportunities for staff in the use of the DER devices provided to years 9 through 11.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Student engagement and attainment

2012 Targets to achieve this outcome include:
• Development of personalised learning plans for students at risk.
• Formalised transition programs developed, consulted and reviewed for all students’ years 9-12.
• Enhanced and improved lines of communication between home, school and the community.

Strategies to achieve these targets include:
• Development of personalized learning plans for identified students at risk as part of a formalised transition plan.
• Development of attendance monitoring systems to more closely student attendance.
• Increased engagement of technology to increase communication flow between the home and school.

School priority 2
Outcome for 2012–2014
Curriculum and assessment

2012 Targets to achieve this outcome include:
• Clear and explicit links to differentiated learning practices in faculty teaching and learning programs.
• Explicit feedback practices in all assessment tasks in Stage 6.

Strategies to achieve these targets include:
• Explicit teaching of assessment practices.
• Increased rigour of assessment tasks and improved access for all students.

School priority 3
Outcome for 2012–2014
Literacy and Numeracy

2012 Targets to achieve this outcome include:
• Increased percentage of students in Year 7 achieving at proficiency level in literacy.
• Increased percentage of students in Year 7 achieving at proficiency level in numeracy.

Strategies to achieve these targets include:
• Formation of a whole school teaching and learning team.
• Development of faculty meeting time built into school processes to develop staff capabilities in teaching literacy and numeracy concepts.
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 - Principal
Keith Duran – Deputy Principal
Angela Clark – School Administration Manager
Joy Dawe – P&C President
Patrick Veitch – School Captain 2011

School contact information

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Web: http://www.young-h.schools.nsw.edu.au
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: