2008 Annual School Report
Young North Public School

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

Students

Young North Public School currently has 255 students enrolled, comprised of 10% Aboriginal students and 11% of Muslim background.

2008 Staff

Student achievement in 2008

Literacy – NAPLAN Year 3

Over half our Year 3 students scored in the top 3 Bands and the number of students placed in Bands 1, 2 and 3 decreased from 71% in 2006 to 49% in 2008.

Numeracy – NAPLAN Year 3

Since 2006, there has been a decrease in the number of students placed in Bands 1 and 2 and a pleasing increase in the number of students achieving Bands 5 and 6.

Literacy – NAPLAN Year 5

In Reading, 27% of students achieved results in Bands 4, 5 and 6 with 38% achieving Band 3.

Numeracy – NAPLAN Year 5

In Numeracy, 27% of students achieved results in Bands 6, 7 and 8 - a 9% improvement over 2007 results.

Messages

Principal's message

Young North Public School is a dynamic school that develops the skills, knowledge and values that students need to lead productive and rewarding lives.

We provide:

- Innovative education programs within a picturesque community environment
- Highly qualified, skilled and dedicated teachers
- An excellent pre-school transition program
- Provision of individualised learning opportunities
- Specialist programs for more able students and for students with learning difficulties and disabilities
- A safe and nurturing learning environment that develops respect, understanding and responsibility
- Programs that meet local community needs and state-wide standards
- State of the art technology
- A wide range of academic, cultural and sporting programs
- Attractive landscaped grounds and well resourced facilities

Our school motto is Play the Game.

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.

Principal     Mr R. Smyth

P&C message

This has been another eventful year and the P&C Association of Young North Public School wishes to express its thanks for the ongoing support we receive from parents and staff.

The anti-bullying forum held earlier this year was attended by a diverse range of school and community representatives. This was evidence that not only fund raisers, sporting events or school functions are of significance for those associated with Young North Public School.

The P&C Association will continue to work in conjunction with the school to be able to determine the needs and aspirations of the school community, thus enhancing the students’ well being.

P&C President     Mrs Bec Oehm

Student representative’s message

We have had a great year with many highlights including excursions, leisure sports and discos. Thankyou to all our teachers and we would like to wish all our Year 6 classmates all the best in high school and the future.

Meg McCallister and Nathan Anderson

School Captains
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

Student enrolments have been relatively stable in the 250 to 260 range for a number of years.

Student attendance profile

Student attendance rates have been slightly below the region and state average.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2P</td>
<td>2</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>1-2P</td>
<td>1</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3-4W</td>
<td>3</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>3-4W</td>
<td>4</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5-6R</td>
<td>5</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>5-6R</td>
<td>6</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6Q</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>K-1M</td>
<td>K</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>K-1M</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>KFJ</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

During 2008, 10 classes were established with 4 composite and 6 straight grade classes.

Staff information

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

Initial teaching staff allocation this year was for 14.135 teachers including 1 Principal, 3 Assistant Principals, 7 classroom teachers and several part time teaching positions. These include a Teacher Librarian, Student Teacher Learning Assistance (STLA), Reading Recovery, Release from Face to Face (RFF) and Hearing.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Hearing Disabilities</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Part Time teacher allocation</td>
<td>0.4</td>
</tr>
<tr>
<td>Release from Face to Face allocation</td>
<td>0.42</td>
</tr>
<tr>
<td>Outreach Teacher - emotionally disturbed students</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14.135</td>
</tr>
</tbody>
</table>
Staff retention

Staff retention at this school is relatively stable. At the end of 2007, a permanent teacher completed her counsellor training and achieved a posting elsewhere and a casual teacher achieved permanency elsewhere. A permanent and a casual teacher replaced both teachers.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.9%.

Teacher qualifications

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

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>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
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Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$99,570.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>$133,805.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$136,240.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$34,437.08</td>
</tr>
<tr>
<td>Interest</td>
<td>$8,543.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$5,866.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$418,463.42</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$17,724.56</td>
</tr>
<tr>
<td>Excursions</td>
<td>$5,077.17</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$18,785.90</td>
</tr>
<tr>
<td>Library</td>
<td>$4,712.02</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$788.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$114,297.32</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$23,137.97</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$36,874.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$33,052.07</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$9,268.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$5,873.33</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>$269,592.13</td>
</tr>
</tbody>
</table>

Balance carried forward $148,871.29

A full copy of the school's 2008 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 2008

Achievements

Arts

With the assistance of the Young Regional School of Music, the school was able to offer choir and percussion lessons as well as instrument tuition. The public performances by members of these groups at assemblies and end of year functions were outstanding. The drumming group in particular, was very well received and judging by the interest aroused, will be expanded next year.

Sport

Young North has once again had a full, productive and enjoyable year on the sporting scene thanks to the enthusiastic participation of our students, teachers and supportive parent body.

At our swimming carnival this year, Nasmyth was the champion house with William Arthur, Aaron Middleton, Jarrod Pope, Nathan Anderson, Madi Coles, Paige Abbey, Meg McAllister and Kate Grimson the age champions. Twenty three students represented us at the district carnival in Young. Brodie Killick went on to represent us at Albury at the regional carnival.

At our Cross Country carnival McLerie was the winning house while the age champions were Brigette Dawe, Duke Smith-Malone, Georgia Hills & Arvin Mendoza, Emily Poulton, James Schiller, Adam Abbas, Caitlin Grotjahn, Baye Bruce, Chloe Turner, Kye Tiedemann, Sara Dawe, Braden Scott, Bailey Pope, Brodie Killick, Lucy Hansen and Nathan Anderson.

Thirty two children went on to represent us at the district carnival at the Toompang Race Course. Seven children went on to represent us at the Regional Carnival in Wagga and Braden Scott went on to represent us at State.

At our Athletics Carnival this year McLerie was the champion house. Owen Simpson-Houston, Caitlin Grotjahn, Kye Tiedemann, Sarah Murray, Braden Scott, Jordan Crouch, Sarah Dawe, Brodie Killick, Matt Murray & Tamika Haennsch, Jacob Causer and Lucy Hansen were age champions. Fifty one children went on to represent us at the District Carnival where Lucy Hansen, Braden Scott, Matt Murray and Kynan Scott were age champions. The following children were selected to represent us at Albury on September 1st Brodie Killick, Lucy Hansen, Jake...
Burns, Sara Dawe, Braden Scott, Matt Murray & Kynan Scott.

Young North took part in the following state knockout competitions: Tennis, Boys Cricket, Netball, Rugby League, Boys and Girls Soccer, Boys and Girls Basketball.

At young North the children also participated in swimming lessons as well as Rugby League, AFL and Soccer coaching Sessions.

In rugby league, stage three boys participated in the Westmont Shield, Mortimer Shield, Keith Ashton Shield and the Simon Woolford Shield. Following these shields we entered 4 touch football teams in the Boorowa Touch Netball Carnival for the first time and 5 netball teams.

The term four sporting program included access to five different recreational pursuits including tennis, golf, beach volley ball, squash, lawn bowls as well as a comprehensive range of games for those who chose to remain at school.

During weeks 8 & 9, 80 students from years 2-4 were involved in the Intensive swimming Scheme run by the Department of Education and Training.

**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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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 3**

In Reading, 51% of students achieved a result in Bands 4, 5 and 6 with 46% achieving Band 4. There has been a large reduction in the numbers of students placed in Bands 1 and 2 and a pleasing increase in students achieving in the higher Bands.
In Spelling, 69% of students achieved results in Bands 4 and 5 with 43% in Band 4.

In Grammar and Punctuation, 46% of students achieved results in Bands 4, 5 and 6. 34% achieved Band 3.

In Number, Patterns and Algebra, 68% of students achieved results in Bands 4, 5 and 6 with 20% in Band 6. In Measurement, Data, Space and Geometry, 60% of students achieved results in band 4, 5 and 6 with 29% in Band 6. Since 2006, there has been a decrease in the number of students placed in Bands 1 and 2 and a pleasing increase in the number of students achieving bands 5 and 6. The school’s results were slightly above the Riverina Region’s average for Bands 5 and 6.

Literacy – NAPLAN Year 5
In Reading, 27% of students achieved results in Bands 4, 5 and 6 with 38% achieving Band 3.

In Writing, 39% of students achieved results in Bands 6, 7 and 8, an increase of 13% since 2006. There was a 25% decrease from 2007 of the number of students in the lower 3 bands.

In Spelling, 44% of students achieved results in Bands 6, 7 and 8.

In Grammar, 62% of students achieved results in Bands 6, 7 and 8.

Numeracy – NAPLAN Year 5

In Numeracy, 27% of students achieved results in Bands 6, 7 and 8 - a 9% improvement over 2007 results.
Progress in literacy

Note: State growth scores are for students in DET schools only.

Average progress in reading between Year 3 and Year 5

Average growth in reading results has been very pleasing with school results well above the state average.

Average progress in writing between Year 3 and Year 5

Average growth in writing results has been very pleasing with school results well above the state average.

Progress in numeracy

Average growth in Numeracy results is very close to the state average.

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 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Aboriginal education

Mrs Jacqui Knight continued to provide valuable extra tuition to our aboriginal students under the In Class Tuition program. All students made excellent progress.

Koori students in our school number approximately 10% of our student population. All students are made aware of the importance and value of Aboriginal traditions and culture. Activities throughout the year which addressed indigenous issues included class units of study and entering aboriginal art work in the local show. Matthew Doyle, a talented entertainer, performed the Wuruniri show and gave a humorous and enlightening display of aboriginal dance and customs.
Multicultural education

There are a number of students attending our school from a non English-speaking background – approximately 11% of the total student population. These students mostly have a Lebanese background but children whose families come from Chile, Peru, Germany, New Zealand, Serbia and the Philippines also attend the school. All students study the cultural diversity of our country through various units of work in the Human Society and Its Environment (HSIE) Key Learning Area (KLA). A large number of children participated in an 8 hour famine fund-raising activity and almost $700 was raised.

Equal opportunity guidelines are adhered to in employment and a number of teacher’s aides bring a valued multi-cultural background to our school.

Respect and responsibility

An Anti-Bullying forum was held during the year in which the rights and responsibilities of students, teachers and parents were addressed. At the core of the findings was the value of respect. A document detailing rights and responsibilities was distributed to the school community.

Classes address a value or virtue each month and conduct role plays and activities at our regular weekly assemblies.

Newsletters contain information to assist parents in teaching respect and responsibility at home.

Progress on 2008 targets

The school employed a number of strategic plans to improve student outcomes in a number of areas.

Target 1

To improve the literacy skills of students at Young North Public School.

The school has continued its successful strategy of focusing on the explicit teaching of skills designed to overcome perceived weaknesses. We have also continued our strategy of explicitly teaching text types and writing skills.

Our achievements include:

- 72.4% of our Year 5 students demonstrated above state average growth in reading skills from Year 3 to 5.
- 57.1% of our Year 5 students demonstrated above state average growth in writing skills from Year 3 to 5.
- 51% of Year 3 students are achieving NAPLAN reading results in Bands 4, 5 or 6.
- 69% of Year 3 students achieved Bands 4, 5 or 6 in NAPLAN spelling.
- 75% of Year 3 students achieved Bands 4, 5 or 6 in NAPLAN writing.
- 44% of Year 5 students achieved Bands 6, 7 or 8 in NAPLAN spelling.

There was an increase of 13% of Year 5 students achieving Bands 6, 7 or 8 in NAPLAN writing between 2006 and 2008.

There was a 25% increase in the number of Year 5 students achieving Bands 6, 7 or 8 in NAPLAN literacy.

To improve the numeracy skills of students at Young North Public School.

Using results obtained from an analysis of NAPLAN data, the school has been explicitly teaching skills perceived as weaknesses.

Our achievements include:

In Number, Patterns and Algebra, 68% of students achieved results in Bands 4, 5 and 6 with 20% in Band 6.

In Measurement, Data, Space and Geometry, 60% of students achieved results in band 4, 5 and 6 with 29% in Band 6.

Since 2006, there has been a decrease in the number of students in Year 3 who are placed in Bands 1 and 2 and a pleasing increase in the number of students achieving bands 5 and 6.

In Numeracy, 27% of Year 5 students achieved results in Bands 6, 7 and 8 - a 9% improvement over 2007 results.

To enhance the role of performing arts throughout the school

As a result of formal and informal discussions focusing on the role of the Key Learning Area - Creative and Performing Arts, in the school, it was decided to lift the profile of performing arts. Not only would this allow students to improve self confidence and esteem, it would make better use of the school's existing resources and facilities.

Our achievements include:

In conjunction with the Young Regional School of Music, we now offer instrumental, choral and percussion lessons. Over 30 children now participate in the drum groups and 25 children form our school choir.

Dance lessons form a major part of our Release from Face to Face lessons. All primary classes now participate in this initiative.
A major musical production, ‘Kids in Space,’ was performed in front of a very appreciative audience. Every student in the school was involved.

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 2008 our school carried out evaluations of Teaching and the Key Learning Area of Personal Development, Health and Physical Education (PDHPE).

Educational and management practice

Teaching

Background
The school has been at pains to ensure quality teaching practices are consistently applied across the school. Staff meetings have focused on professional development designed to assist teachers to systematically examine their teaching practices. Collaborative reflection and evaluation has been utilised to gain a better understanding of student learning.

School Map surveys were used to provide teachers, students in Stage 2 and 3 and a selection of parents with an opportunity to express their opinions about the school and its future directions.

Findings and conclusions
An analysis of the survey responses revealed the following:

• 100% of teachers believe that they provide opportunities for students’ prior knowledge to be employed in making connections in learning.
• All teachers believe they provide opportunities for children to ask clarifying questions and use discussions as an important learning strategy.
• 100% of teachers believe that most of their students are engaged in the learning process and the classroom is structured to create an atmosphere of mutual respect and support. Only 30% of Stage 3 students believe that the students in their class show respect for each other.
• A majority of students expressed the opinion that they had little ownership or responsibility for their own learning.
• Most students did not discuss their learning outside the classroom.
• Many students pointed out that they didn’t get the opportunity to show their class that they understood a concept. Also they didn’t see a relationship or connection between various subjects being studied at school.
• 83% of parents agree or strongly agree that teachers provide interesting and appropriate classroom experiences.
• 87% of parents agree that teachers are aware of the needs of students and that they keep appropriate records of their progress.
• There was a generally positive response from parents regarding all aspects of teaching and learning at the school with an indication that assessment strategies weren’t entirely understood.

Future directions
In 2009 we need to:
• ensure there is a higher level of student engagement in a quality learning environment.
• provide more detailed information for parents that demonstrates the processes that teachers undertake when assessing student progress.
• continue to heighten our understanding of the Intellectual Quality dimension, ensuring elements are identified and explicitly incorporated into class programs.
• close the gap between teacher and student expectations of a quality class environment.
• ensure students are made aware of the relevance of the learning tasks being undertaken and how their knowledge is able to be built on as they progress through school.

Curriculum

Personal Development, Health and Physical Education (PDHPE)

Background
The major influence for selecting PDHPE and particularly the physical education element for review this year was the fact that the school has been offering the same sports options to children for many years and whilst it seemed in our opinion to be a varied and successful sports program, there have been a number of suggestions from students, parents and staff for some new alternatives. The staff and a random number of students and parents were surveyed on a number of key elements of PDHPE and particularly sport. All involved were asked what has been working well and what needs to be developed or changed to improve the teaching of this area at school. The result of these surveys and discussions influenced resource purchases and skill development at various stage levels.
Findings and conclusions
An analysis of teacher students and parents responses indicates the following:

• The core school values of respect and responsibility are an important part of students’ social development.
• Teachers have an excellent understanding of the syllabus content and are meeting the varied needs of the children in their care.
• The staff is aware of the need to maintain a strong PDHPE program - particularly sport, in the school community.
• Sports clinics including NRL, AFL and Soccer NSW, provide valuable learning opportunities that may otherwise not be experienced.
• There is great support for utilising our school resources, particularly the hall, for a range of sporting activities.
• The Leisure Sports options offered during Term 4 are highly valued.
• There is a need to provide increased opportunities for professional development.
• There is a need to provide more variety in the Active After School Communities program.
• There is a need to access community support in coaching various sports.

Future directions
• A fitness element is to be introduced into all class programs.
• Opportunities to offer more interschool sporting opportunities will be developed.
• More equipment to enhance our programs will be purchased early in 2009 eg. circus arts equipment.
• A short supervised break across the school is to be built into the 2-hour morning session when children will be allowed to chew on fruit or drink water.
• Access to professional learning opportunities is to be investigated.
• Approaches will be made to parents early in the year to assist the school develop appropriate skills in various sports.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students
Almost all students agree that they like to go to school each day and that school was a place they liked to be. All but a few stated that school was a place where they feel happy. Most agree that their teacher is fair to them and almost all also agree that their teacher listens to what they say. Most students get on well with other students and most agree that they are able to cope with the work. All students indicated that what they learnt was important and that their teacher helped them to do their best.

Parents
All parents surveyed agreed that their children like to go to school each day and are mostly happy at school. All parents agreed that their child’s teacher was fair and took an interest in helping their child with their work. The majority indicated that their child was able to cope with the work. All parents surveyed indicated that their child was able to achieve to the best of their ability.

Teachers
All surveyed teachers believe that our school is a place where students like to be and students are mostly happy in their class. All teachers believe they treat all students fairly and most believe students accept each other as they are. All teachers agree that students are helped to do their best and are able to cope with the work. Almost all believe that students are proud to be at this school and learning is mostly fun.

Professional learning
Average expenditure per teacher was approximately $65.

Professional development opportunities occurred on Day 1 of Terms 1, 2 and 3. Activities included Code of Conduct revision, Child Protection procedures, assessment strategies and Quality Teaching updates.

School development 2009 – 2011
Improving student outcomes in literacy and numeracy remains our main focus. Our school plan also includes strategies to further improve the welfare of our students and further improvement in staff, parent and student technology skills.

Targets for 2009
The school will continue to focus on improving the standard of skill achievement in literacy and numeracy. We will also be focusing on improving student participation and enjoyment in technology.
Target 1
70% of Year 3 (24 students out of 35) and 40% of Year 5 (18 students out of 45) achieving the top 3 bands in literacy in the National Assessment Program.

Strategies to achieve this target include:
Use analysis of NAPLAN results to focus on areas requiring improvement.
Develop reading rubrics with staff and students based on syllabus outcomes and Consistent Teacher Judgement guidelines.
Develop a writing, spelling, grammar and punctuation action plan.
Enlist consultancy support to support staff

Our success will be measured by:
Improved NAPLAN results.
Student work samples indicating that syllabus outcomes are being met.
Best Start, Reading Recovery and Learning Assistance records indicating improved results.

Target 2
70% Year3 (24 students out of 34) and 30% Year 5 (14 students out of 45) achieving the top 3 bands in numeracy in the National Assessment Program.

Strategies to achieve this target include:
Use analysis of NAPLAN results to focus on areas requiring improvement.
Implement Stage 3 scope and sequence and continue to develop scope and sequence for Stages 1 and 2.
Enlist Count Me In Too facilitator to guide staff.
Enlist consultancy support to support staff.
Use Best Start analysis to inform individual learning needs.

Our success will be measured by:
Improved NAPLAN results.
Student work samples indicating that syllabus outcomes are being met.
Best Start analysis and follow-on teaching and learning is evident in teacher’s programs.

Target 3
Students demonstrate stage appropriate technology skills as determined by the school scope and sequence plan.

Strategies to achieve this target include:
Provision of regular professional development opportunities in technology.
Construction of assessment strategies to guide learning.
Initiate parent involvement in learning opportunities in our computer laboratory.
Establish email buddy system

Our success will be measured by:
Students regularly communicating with each other online and email buddy opportunities evident in teaching/learning programs.
Evidence of increased confidence in using interactive whiteboard technologies.
Increased involvement by parents in school life.

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.

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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: