

Yanco Agricultural High School Annual School Report 2014



School context statement

Yanco Agricultural High School is a co-educational, fully residential high school, specialising in Agriculture. The school provides a quality secondary education in a historic rural setting.

Located in the NSW Riverina the school has a proud tradition of promoting positive values and developing confident, capable, community-minded students. The school is a selective government school with priority given to isolated students.

This unique educational institution provides a broad, well balanced education. The school has 280 hectares, including 180ha of intensive irrigation and dry land agriculture, as well as 60 hectares of natural bushland bordered by the Murrumbidgee River.

With state-of-the-art trade training resources, farm and hostel, the school provides an all-round education for students in a stimulating and caring environment. In addition to the study of Agriculture in Years 7-12, the school also offers Stage 5 and 6 courses in Equine Studies. The school focuses on the development of the whole person through the curriculum, access to exceptional opportunities and extracurricular activities and residential experiences, ensuring that students become well equipped to take their place in life. Students are encouraged to develop scholarship, citizenship, responsible leadership, personal integrity and sportsmanship and to strive for excellence in academic, cultural, sporting and civic endeavours, in an environment conducive to learning, teaching and friendship.

Our school at a glance

Students

Yanco Agricultural High School (YAHS) is in its 93rd year and remains dedicated to the provision of a broad curriculum focused upon the experience of living in a rural, historic, fully residential, coeducational, agriculturally dedicated campus for students in Years 7 to 12. We are the only fully residential school in NSW.

The school is set in the historic buildings erected by Sir Samuel McCaughey - the father of the Murrumbidgee Irrigation Area. He also had considerable impact in the early development of the Merino industry.

Year 12 student Lily Serafin received a John Lincoln Youth Community Service Award from the Governor, Professor The Honourable Dame Marie Bashir AD CVO

2014 saw the evaluation of the highly successful middle school concept with students in Years 7 and 8 undertaking a curriculum program with combined subject outcomes, the number of teachers reduced by teaching combined subjects, home room identification (Year 7) and an improved orientation program in their early months in the residential school. Improved coordination of the curriculum across the school has commenced during the year. In 2015 the Year 7 classes will remain single sex with the Year 8 classes being streamed to meet the needs of the students in this cohort.

The transition program which was established in 2009 for students entering Year 7 continues to flourish and is integral for the orientation of both students and parents into the school. This involved three days and two nights of activities in November 2014. For the second year students entering Years 8, 9 and 10 were included in this initiative. This program was very highly commended and very well supported by all parents, students and staff.

Hard work and enthusiasm by the Parents and Citizens' Association (P&C) has ensured continued improvement to resources and ongoing support of our students throughout 2014. The parent group remains enthusiastic in supplying the school with resources directly related to student learning.

Best practice within the classroom has furthered effective teaching and learning. Emphasis in 2014 has remained in the improved use of technology in the classroom and this has been supported by ongoing professional learning of staff. After consultation with the parent representatives the school decided to move towards two year lease of notebook computers to all students from Years 7 to 10. With the completion of the Government DER program the previous Technical Support Officer was employed by the school to support this student technology. This initiative has been highly successful and fully supported by students, parents and staff.

The school provides a wide variety of educational opportunities for students from throughout Australia - many from the more isolated areas of NSW. Students attended the school from all

States of Australia except Western Australia in 2014. Interest in the equine courses has remained high and continues to result in increased numbers of students enrolling in the school in 2014.

Significant programs and initiatives

Being the only fully residential school and the largest coeducational residential high school in NSW makes YAHS a very unique school - one that is home for our students for the majority of the year. This promotes the “Yanco family” atmosphere where students care and support one another throughout the school year.

The following initiatives are essential learning aspects of this school.

Middle School initiative - single sex classes, home rooms and reduced number of teachers in Years 7 and 8 - to aid the transition to high school, both academically and socially, ensuring their potential is reached. After an evaluation Year 8 classes in 2015 will move towards streamed classes to more adequately meet the needs of students.

Transition program - highly successful initiative that brings new Year 7, 8, 9 and 10 students and their parents into the school for three days during November for orientation in the year prior to them commencing. Evaluations have been very positive and student exit rates reduced.

Leadership programs - a system of opportunities that encourages maturity, self-esteem, self-discipline and independence. This produces high quality fully rounded students that can return to their communities and have a positive influence. This program focuses on Year 10 students moving into Year 11 and includes the new incoming Year 11 students as part of their transition and orientation to the school. Dormitory Prefects are selected from this 10 day program.

A curriculum which is broad and caters for all students needs and offers a wide choice. There is an emphasis on agriculture. All students in Years 7 to 10 study agriculture and most students study at least one of agriculture, primary industries or equine courses in Stage 6. This year sees a continued opportunity for Stage 5 students to commence and complete their Stage 6 Primary Industries course early. The new sheep management course has been highly successful with two classes being formed for the 2015 year.

The ‘TIMEWISE’ initiative includes Years 11 and 12 students - an intensive study skills program that trains students to be independent learners, plan and reflect on their studies. Further development of this program was undertaken and the response from students has been most positive.

Showstock - covers sheep, cattle, poultry and equine - a wide variety of options available to all students – a highly successful extra-curricular program.

Equine studies - specialist teachers, facilities and allows students to study equine and bring their horse to school. This is a growth area in the school and there is no doubt that this opportunity brings additional students to the school. Enhanced TAFE credentials will be introduced in 2015 for these programs.

Friends of Luro - Year 12 Prefect group raised \$2000 to support the education of those less fortunate in other countries. Three students are supported annually in East Timor to give them the opportunity of an agricultural education and then return to their villages to share that knowledge. Year 12 also supported Careflight with a \$2000 donation in 2014.

YAHS Drum Corp - an integral part of the school. In 2014 they performed at numerous regional events and were a highlight of the KROP festival in Griffith and during Education Week opening in Wagga.

An excursion program which promotes learning as fun and cohorts learning together in venues outside the classroom. Year 7 to Sydney, Year 8 to Melbourne, Year 9 to Tasmania and Year 11 to the snow.

A full colour calendar with school activities was again produced for 2014. This allowed families the opportunity to plan the year with their children. Photos of students in this calendar have been a highlight and welcomed by the school community.

The School website is an ever enhancing tool used by the Yanco family for communication. This site attracts in excess of 2000 individual hits weekly.

Student information

Year 7 NAPLAN results were mixed and indicate the many different backgrounds that these

students were sourced from – they range from normal primary schools to school of the air to distance education and home schooling. Year 7 students arrive with a great range of school experiences. All mean performances between State and school were comparable but growth in reading, writing and numeracy were below expectations. As these students have moved from a familiar learning environment to one of the residential high school, many struggle with the transition and the school uses the Year 7 NAPLAN results as a diagnostic tool to identify individual weaknesses and formulate plans to address these areas of identified concern.

Yanconian of the Year 2014

Melanie Guttler



SCHOOL BLUES AND EXCELLENCE AWARDS 2014

BLUE AWARDS

Jack Moran-Turner: Agricultural Blue

First place in the Fleece Junior Judging National Merino Challenge at the Australian Sheep and Wool Show held in Bendigo. At the Sydney Royal Show he was awarded 3rd place in the State Finals of Beef Cattle Judging. He also represented

NSW at the Canterbury Show in New Zealand, coming 4th in the Merino Junior Judging.



Georgina Murdoch: Agricultural Blue

Silver Medal in Primary Industries at the National VETiS World Skills Competition in Perth.



Steven Butler: Technology Blue

Gold Medal in Electrotechnology at the National VETiS World Skills Competition in Perth.

Damian Johnston:

Sporting Blue



For Rugby Union. Damian was selected in the NSW Combined High Schools' Open Team – Rugby Union to tour South Africa in early 2015.

Zac Saddler:

Sporting Blue



For Rugby League. Zac was selected in the NSW Combined High Schools' Team, also selected in the Indigenous Rugby League Team for 2014.

Kaitlyn McKay:

Sporting Blue



For Rugby Union. Kaitlyn was selected in the ACT Brumbies Rugby Union Team 2014.

Remi Wilton:

Sporting Blue



For Rugby Union. Remi was selected in the ACT Brumbies Rugby Union Team 2014.

Ellen Shepherd: Cultural Blue



Ellen was a member of the Millennium Marching Band in 2014. She also performed with the State Wind Ensemble at the Sydney Opera House culminating with a performance in the DEC Festival of Instrumental Music. Ellen has toured regularly with the Riverina Touring Band.

EXCELLENCE AWARDS

Emily Belling: Agricultural Excellence

Champion Junior Presentation Handler in the Clydesdale section at the Royal Melbourne Show.

Zac Liley: Agricultural Excellence

Champion Junior Merino Handler. Winner of Merino Junior Judging at the Royal Canberra Show

Kaitlyn McKay: Agricultural Excellence

Overall Champion Junior Judge Beef Cattle, Royal Canberra Show

Rose Nevinson: Agricultural Excellence

Senior Champion Parader in the School Sheep section at the Royal Melbourne Show.

Jasmine Boyland: Cultural Excellence

Jasmine was selected to perform at the NSW DEC Solo Vocal Camp and the Griffith Young Musician of the Year Awards. Jasmine also performed in the Nancy Bulmer competition.

Lilly Serafin: Cultural Excellence

John Lincoln Youth Community Service Award.

Melanie Guttler: Sporting Excellence

For representing NSW Combined High Schools for six years in Swimming, Athletics and Cross Country

Jock Ward: Sporting Excellence

For representing NSW Combined High Schools for the last 12 months in Swimming, Athletics and Cross Country.

Principal's Message

It gives me a great deal of pleasure to comment on our progress, in what has been another wonderful year.



Guest speaker Professor Marie Bashir with 2015 School Captains and Principal

In 2014 the school commenced with 387 students, with the largest cohorts being in Years 10 and 11. Yanco remains a selective school but our priority will always remain with the children of the isolated communities of NSW. These students have little access to mainstream schooling as we know it and even the opportunity to play team sports on a regular basis is not possible. We must always remember, in the big scheme of things, we are only a small high school and sometimes this can provide us great challenges.

Our students continue to excel in many areas and again there were some very notable achievements. Year 12 student Lilly Serafin was awarded a John Lincoln Youth Community Service Award which was presented at Government House in Sydney by then Governor, Professor Marie Bashir. Two of our students had previously been selected in the NSW VET in Schools teams and travelled to Perth to represent our State in the National competition. Year 12 student Steven Butler competed in the Electro-technology section winning a Gold medal. Year 11 student Georgina Murdoch represented in the Primary Industries competition and won the Silver medal. These are outstanding achievements and both students are to be congratulated on their efforts at national level.

I have greatly enjoyed working with the School Captains – Melanie, Lilly, Steven, Dustin and the Prefect group. They have been excellent role models for the younger members of the school. Very special congratulations to Melanie for being awarded Yancoonian of the Year. The 2013 Prefect group initiated the new positions of Head Dormitory Prefects to commence in 2014 – two girls and two boys from Year 12 who use their experiences to work with the Year 11 Dormitory Prefects. This has been a great initiative and Cameron, Mitchell, Emily and Madalene have been great ambassadors for the role in its first year. I would like to congratulate all the Year 12 students for their fundraising efforts during the year, raising considerable funds for Friends of Luro (\$2000) and Careflight (\$2000). When you consider most of these funds are raised from within, this is a wonderful result. I wish Year 12 all the best in their future endeavours and look forward to following their successes and progress. Many have already received early entry offers into several universities and are excited to be taking up these opportunities in 2015, even before the final HSC results are released.

This school continues to provide enormous opportunities for students and the range of activities continues to expand. The Drum Corp remains a special aspect of the school and together with the choir has performed at many venues during the year. A highlight was performing at the opening of Education Week in Wagga and NSW State Conference of the CWA being held in Griffith. The choir – 16 students, has performed at Schools Spectacular in November at

Sydney, with Lyndsey Mitchell in the core choir and Ellen Shepherd as a member of the Millennium Marching Band. The feedback is very positive and to the students and staff involved thank you for your efforts, they are greatly appreciated. On Performance Night many of our students have had the opportunity to explore this performance interest and I am excited to see this area continuing to expand in the school. This was the best Performance Night to date and the large number of parents who attended had a wonderful evening. A special thanks to Miss North for her leadership and tuition, and to the other staff involved in supporting her, particularly Bruce Hammond.

Sport remains the most popular activity outside the classroom for our student body and we continue to excel. Our first grade Rugby League team were not as successful as in previous years but our Buckley Shield team (under 14 years) was highly successful winning the premiership in the local competition and going deep into the CHS State competition. Kaitlyn McKay (Year 10) and Remi Wilton (Year 12) were both selected in the Act Brumbies '7's Rugby Union team that contested the National Carnival. Damian Johnston (Rugby Union) and Zac Saddler (Rugby League) were both selected in NSW State CHS teams and both were highly rated in their performances. Both the girls and boys Rugby Union teams have been very successful bringing home a number of trophies. The extracurricular sport is immense and there are very large numbers of students competing in many competitions. Many thanks to staff involved in coaching and supervising these teams. Particular thanks to Warren Weir for providing these opportunities. There are numerous students involved in umpiring and coaching of other younger students and this is a most commendable endeavour. A large number of students have made zone and regional teams and competed with success in Sydney at State Championships following highly successful swimming, athletics and cross country carnivals. The swimming team were exceptionally successful with a large number of students qualifying for the CHS State Championships at Homebush. The gate run remains highly competitive.

Two new initiatives with other schools have had impressive developments during the year. Firstly

the association with Macquarie Fields and Prairiewood High Schools in South West Sydney has greatly expanded with sixty of their students visiting us and sampling our context and later in the year our students travelled to Sydney spending several days at Macquarie Fields. Both these schools are very large high schools in a totally different environment. Both student bodies gained much from the exchange and we hope this is the start of many exchanges in the future. Secondly our association with Broken Hill School of the Air was enhanced with four of our staff spending a few days at their Term 4 mini-school held over 100 kilometres north of White Cliffs. I again hope this is the start of a long and productive relationship which will benefit all our schools.

The showstock teams continued their success and they have been in the forefront of a very positive view of the school. Abely led by Mrs Quinn and Mrs Conley (sheep), Mr Dixon (poultry), Miss Edwards and Mr Bandy (horse) and Miss Weller and Mr Collins (cattle) students have been successful in winning significant awards at the major shows for livestock, junior judging and parading. Jane Goldsworthy (Year 12 2013) won the Champion ASC Junior Judge Award for NSW in Sheep Meat Breeds. Jack Moran-Turner was State Champion in Grain judging and third in the Beef Cattle Junior Judging. In November Jack travelled to New Zealand to represent NSW in Beef Cattle junior judging events. Too numerous to mention many of these awards are now proudly displayed in the school's foyer. This year the exhibition of Clydesdales horses was expanded with a team of livestock and students entering Canberra, Bathurst, Sydney and Melbourne Royal Shows. Considering the competition our students can be very proud of their efforts winning Supreme Champion at Canberra. At Melbourne Emily Belling won the presentation/handling class at the 100 year anniversary show for the breed. Aiden Raeck was successful in being placed second in the AWI National Merino Challenge for secondary schools with the school team being awarded Champion Secondary Team. All students in these teams need to be congratulated on a fine effort during the whole year. The number of favourable comments the school receives for these teams is extraordinary and greatly appreciated. Recently we have seen a slight increase in our Shorthorn and Limousin cattle studs with the purchase of six animals. A huge

thank you to all staff, parents and livestock breeders who support these programs for the benefit of our students.

The Fishing Club is organised by members of our maintenance crew and has many students and parents involved. The recent trip to Tuross was a highlight of the year. The Shooting Club is also thriving, with Mr Sachs giving much of his time to support our students. These extra-curricular school activities are greatly enjoyed by many of our students and the interest and enthusiasm of staff and parents involved is immense and greatly appreciated. Well done and thank you to all involved.

These are only a small sample of the many student achievements in a wide range of activities in the school during 2014. There is no doubt the opportunities available to our students at Yanco are second to none in education and our student's always respond well to being involved. Much of this is due to the good will of staff and all sectors of this school's community need to appreciate this. I congratulate all students and compliment them on their successes.

This year the Regional Principal's group have had their termly meetings at Yanco on three occasions. Each time a luncheon has been prepared by the Hospitality classes under the leadership and direction of Mrs Jenny Wrightson. Not only is this an opportunity for students to gain valuable service hours for their qualifications but places the school on show at its very best. All visiting Principals have been very complementary about the functions conducted by Jenny and her team – congratulations.

The P. & C. remains a very supportive body to the school raising significant resources to fund student learning in the school. The events such as Gala Day and McCaughey Ball would not be possible without the concerted efforts of many enthusiastic parents and I encourage all parents to become involved and share the load – remember in the end your students benefit greatly from this support. The contribution of \$20 000 to various school initiatives is a wonderful effort. This year the Art Show was not held but it is hoped it will be renewed in coming years. Parental support is very essential for this to happen. This year Mrs Elizabeth Dwyer has been President, Mrs Genevieve Van Gemert Secretary with Mr Brian Johnston the Treasurer, both new

to their positions. The P. & C. is very passionate about the school and I thank all parents for their efforts in 2014.

Over the last three years we have seen the development and expansion of our school website and this, in conjunction with the increased use of email, has seen the communication avenues between the school and our families greatly expand. The website has opened up a whole new world and with nearly 2000 hits each week is well used by our present community and those wishing to attend in the future or from the past. This website has largely been the responsibility of one of our parents, Melanie Beer. I would like to acknowledge her many hours of work and thank her for her development of this valuable communication tool. Looking into the future we are closely investigating a school facebook page to give even more instant information to parents. Thanks Mel, your support has been wonderful.



There is no doubt Beach Carnival is a real highlight at the school – it is the most astonishing event, witnessed by such a large crowd of excited families, friends and supporters. A big thank you to the House Captains who were instrumental in ensuring the beach march remained a spectacle few can match. I was very proud of all the students seeing it all come together in such an outstanding way. The school spirit on display and at the swimming carnival is always something to witness, admirably led by the House Captains and other senior students, a great example to our younger students. This year ANZAC Day fell during holiday time and to their credit a group of local students decided to march in the Leeton ceremony. Congratulations to all involved including a number of staff who also marched. Thank you for your support.

The Year 6 into Year 7 Transition program and Year 10 leadership camps were again highly successful and acknowledged by all as a very positive aspect of our school. The Transition program for students entering Years 8, 9 and 10 is now also a successful fixture in our welfare program. To Miss O'Brien, Mrs Piffero, Mr Sachs and other welfare staff thank you for your leadership in making these initiatives highly successful. To the team of staff who support them a huge thanks.



To the hostel farm, maintenance, cleaning, dining, and laundry staff that support the student learning, you all make our time at the school better and our thanks for your efforts. Schools only function well when all staff work together as a team. The SASS and Register staff continually hold the fort and ensure the school runs efficiently – they do many of the everyday tasks we sometimes forget to acknowledge – ladies a job very well done and greatly appreciated. To the teaching staff – a wonderful group of people with varied experiences and always making that special extra effort to ensure student learning is maximised. There is no doubt that many student opportunities are provided by the good will of staff contributing their own time, this is essential for this school and greatly appreciated. A big thank you.

A special acknowledgement of my hard working deputies Mr Denis Benjamin and Miss Lisa O'Brien and BSM Mr Bruce Hammond for their long hours of hard work and support.

As the year closes I would like to acknowledge some members of staff. Miss Amy Dolstra has had a very significant role in the leadership and development of our English/History faculty over the past nearly five years. She has recently gained a position at a brand new high school in western Sydney which will open many opportunities to

her in the future. Her contribution to this school is greatly appreciated and we wish her well in her future career.

It is not often that a person commits over 37 years to a single position in a school but that is what Mr Steve Hill has done at Yanco. He has been a teacher in our Science faculty since 1978 and has had many varied experiences. How do you say thank you to such a valuable contribution. On behalf of the many thousands of students who have graced your classrooms and the school, we acknowledge your work and thank you sincerely and wish you all the best in your retirement.

A large contingent of students supported by a number of staff have this year compiled and edited our School Magazine. I would like to congratulate this enthusiastic and hardworking group who have provided the many hours of hard work required to produce such a quality document. Please read and share in more detail our many successes for 2014.

We enter 2015 with renewed optimism – The Pratley Report and the new School Planning initiative have seen the involvement of students, parents and staff in working towards the direction of the school over the next three years. After much work the school's 'Mission Statement' or Statement of Intent has been updated and I know the new school plan will reflect the consensus of thoughts from the various stakeholders after good responses from the various surveys.

Finally, I really appreciate your support and hard work and may I wish you all a happy, safe and enjoyable holiday season. Thank you to all for your contributions in 2014 and we can look forward to another great year in 2015.

In 2002 the McCaughey Scholarships were established with the support of Mr Ted Hutcheon and the P. & C. These scholarships for academic performance and application are to the value of \$1000 and awarded to students who do not currently receive funding from various government sources.

Award Winners for 2015 are

Year 7	Cooper Carter
Year 8	Heather Robinson

Year 9	Zoe Cunial
Year 10	Claire Tagliapietra
Year 11	Nathan Morris

Significant financial scholarships (\$25000) became available to students for the second year for 2014 students. These were kindly donated by the Milthorpe family and are allocated to students for the ensuing year. They are known as the Dick Condon/Milthorpe Family Scholarships. Awardees for the 2014 year were

Alexandra West (full)
Sarah Oost (half)
Rebecca Ritchie (half)
Abbey McCloskey (half – sport)



Awardees with Mr David Milthorpe – benefactor for this scholarship

Australian Stockhorse Scholarship for an equine student entering Year 11 in 2015 was awarded to Bronte Doyle.

MacNaught Award for Excellence in Agriculture was awarded for the first time to Dustin Manwaring.

First Place in Year 2014

Year 7	Emma Dixon
Year 8	Heather Robinson
Year 9	Alexandra West
Year 10	Cambell McMaster
Year 11	Breanna Carr

School Dux of Year 12

Year 12	Steven Butler, George Calman
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Doubleday Shield Winners McCaughey

P&C Presidents Message

We started off the year with Beach Carnival and a very successful Gala Day. Gala Day takes a lot of work to organise so a big thank you to Lynni Butt and her helpers for their fantastic work. Special thanks to Kelly and Justin McKellar for all their hard work chasing up donations and advertising.

Our AGM was also held on this weekend, with a very good turnout of parents.

Sadly Monique Owen had to resign her positions from the P&C, Margaret Wall took on the position of Second Vice President. This also meant that we were without an Art Show Coordinator, so sadly Art Show had to be cancelled this year.

The Heritage committee has now enlisted Tania Keath to look into a heritage listing proposal for the buildings at the school. Tania has kindly offered to do this for free as part of her university studies.

The Equine Committee have been meeting on the first day back each term, these meetings have been very productive and it's great to see the parents getting involved.

There have been many achievements this year, starting off with Gala Day then McCaughey Ball. Due to unforeseen circumstances our away meeting held in Leeton this year was without the normal activities. At this meeting we allocated \$20,000 to various projects around school. We tried very hard to fulfill all funding requests from the staff and students.

The P&C would not be as successful as it is without the hard work and dedication of many

parents. Thank you to all that have helped out in some way throughout the year. Special thanks to Genevieve Van Gemert and Brian Johnston for their tireless work this year.

To all the great staff at YAHS big thanks for all the wonderful things you do to help the P&C throughout the year.

I'd like to wish the P&C all the best for the future. It is with much sadness that this is my final report as President. We will miss all the fantastic people we have met during our six years at Yanco.

Elizabeth Dwyer, President

Prefects Message

The 2014 Prefect team developed further the "Action Team" concept that was established by the 2013 Prefect body. These teams consisted of some Year 12 students who were willing to participate in a team environment and develop their personal leadership skills by actively participating as a member of a self-governing student group that had set goals and planned to achieve these throughout the year. It was with satisfaction that some of these groups were very successful in achieving their goals.

The action teams made some serious decisions and formulated sound planning in the development of; their Year 12 Graduation ceremony, Gala Day activities, Fundraising, ANZAC reflection service, Doubleday Shield point allocation review and media presentations at School Commendation Assemblies.

The Senior Executive of the prefect team (School Captains) led their team with confidence and in particular the regular whole school Commendation Assemblies that recognise the academic achievements of students throughout the school. Other student awards were recognized at morning assemblies and at a specially organised formal dinner with a guest speaker.

Special mention needs to be made of the fundraising action team who worked tirelessly to raise a notable \$4000 to be split between our two nominated charities "Care flight" and Friends of Luro"



The year 12 gift to the school was the donation of the funds they earned at the annual football knockout carnival donated back to the school to assist in the purchase of an outdoor speaker system.

We are extremely proud of the effort that the Prefect team and the Year 12 students who volunteered to assist in these Action Teams have put into their organisation of the school activities for 2014 and we wish them well in their chosen paths of future employment or studies.

SRC Message

This year has been one full of highs for the SRC. Elections were held at the beginning of the year, and 16 eager students were elected.

Year 8: Jasmine Whitehurst, Max Hatty, Bryce Johnston

Year 9: Alexandra West, Dylan Van Gemert, Mitchell Cattle

Year 10: Deanna Johnston, Kimberley Butler, Clay McKenzie

Year 11: Jane Arndt, Will Peterson, Harry Beal

Year 12: Teia Oliver, Hayley Mildren, Madalene Hadrill, Jack Webster

The 2014 SRC have accomplished many things throughout the year. The first being a Trivia Night to decide which house secured the coveted grand stand position at the Swimming Carnival, with Gardiner house coming out on top. SRC were also approached by the Welfare team and Deanna, Jack, Alexandra and Jasmine were voted in to work closely with the Welfare Team to improve the level system.

The SRC has also been heavily involved in building a partnership with Macquarie Fields and Prairiewood High School. Deanna, Kimberley, Max, Bryce and Mitchell all travelled to Sydney for a Leadership Conference in May, where they got to meet young leaders from different schools and were given the chance to meet Australian netballer Mo'onia Gerrard and listened to her story about how she became a leader. All SRC members were also involved when our partner schools visited, providing tours and interacting with students from city schools. We also had the chance to revisit Macquarie Fields High School and buddy up with certain students and experience a full school day in a different environment and experience different cultures. All the SRC students that attended enjoyed this day thoroughly and can't wait until the next trip.

The SRC also held several awareness raising initiatives, including Loud Shirt Day and R U OK Day.

Loud Shirt Day is a day that encourages people to wear a loud shirt to raise awareness for those children with a hearing impairment. SRC managed to raise \$364.85 for the cause. R U OK Day is a day that encourages everyone to ask the question 'Are you okay?' It's a day that promotes suicide prevention and raise awareness for those who may be feeling sad or upset. We had a fun filled day where cookies were handed out to students and activities were run after school to encourage students to bond with another. Both days were successful in raising awareness of these issues in Australia and in our school, and encouraging students to reach out to one another.

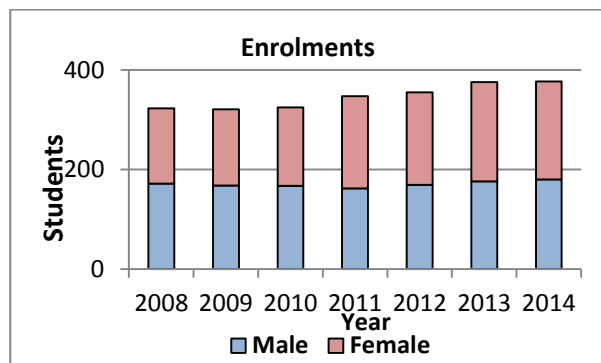
Yanco's first ever Bingo night was also held this year, with high participation by students. Plenty of prizes were on offer and everyone had a great evening filled with fun and excitement. Another event we will be looking at adding to the social calendar for next year.

At the end 2014 we voted in our new SRC members for 2015. As a group they already have some great ideas such as putting together a cookbook, raising awareness for keeping our country beautiful with Clean Up Australia Day, becoming a part of the Leeton Youth Committee, and looking at some other great fundraising ideas.

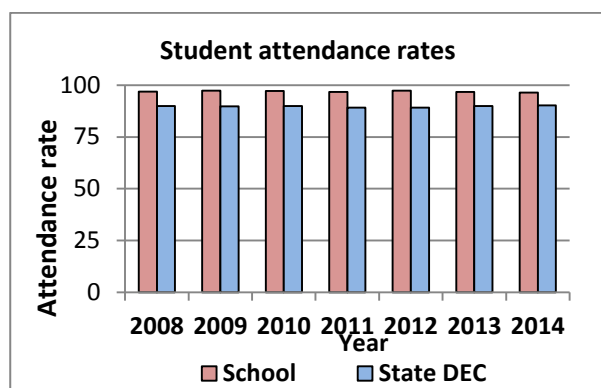
All in all the SRC has had a very enjoyable and successful year and we look forward to bigger and better things in 2015 and the years to come.

Student Information

Student enrolment profile



Student attendance profile



Management of non-attendance

School attendance rates are significantly above those of both the region and the State. Our attendance percentage continues to move upwardly and is very satisfactory.

No specific attendance programs are required. The attendance of all students is closely monitored and considered by the welfare team in the school as required.

Post-school destinations

Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment	-	-	-
employment	100	100	17
TAFE entry	-	33	18
university entry	-	-	65
other	-	-	-
unknown	-	-	-

Of the 54 students who completed Year 12 at Yanco Agricultural High School in 2014, 35 are attending University and two are attending full time TAFE. A further eight have apprenticeships or traineeships and nine others have gained other employment. Of the 54 students 35% of students are working or studying in agricultural fields.

Out of the 35 students that applied for University 100% were successful in gaining an offer. 82% of students applying for early entry were successful in receiving an offer from their chosen University. A high majority of the offers made to students were those of their first chosen preference (Around 76%).

Universities that offered positions to our students included CSU, University Of Canberra, University of Wollongong, University of New England, La Trobe University, Southern Cross University, Macquarie University and University of NSW. The University courses selected by students include commerce (Deans Scholar), animal science, nuclear science, education, agricultural business management, nursing, occupational therapy, speech pathology, agricultural science, engineering (honours), physiotherapy, Law, creative arts, outdoor education, criminal justice, exercise science, medical radiation science, forensic studies and paramedics. Students who have obtained apprenticeships or traineeships have been employed as electricians, builders, bricklayers, stock and station agents and farm hands.

Year 12 students undertaking vocational or trade training

During 2014 students have had access to broaden the Stage 6 curriculum, particularly with VET opportunities and accessed a broad range of subjects that meet the needs of students.

The Trade Training Centre will ensure students access the VET courses in appropriate industry standard training facilities in Hospitality and Engineering. Courses offered and student candidates were:

Primary Industries	100
Business Services	21
Hospitality	40
Metals and Engineering	43

Primary Industries include students who were completing their Year 10 and 11 studies. Hospitality, Metal and Engineering and Business Services include students from Yr11.

The school will continue to work with GetSet as a structured work-placement provider to ensure our students have the best access to workplace learning. The school will continue to support students in undertaking one structured work-placement in their home locations to support their local communities. Primary Industry students this year have completed their first work-placement on the school farm.

Below is a table showing the distribution of students completing their VET studies in 2014.

Subject	Yr 12	Yr 11	Yr 10	Attainment
Primary Industries	31	46	23	100%
Metal/Engineering	19	24	0	100%
Business Services	7	14	0	100%
Hospitality	21	19	0	100%
Totals	78	103	23	

Year 12 students attaining HSC or equivalent Vocational educational qualification

See above table to for this information which is 100% in all frameworks. It should also be noted that a number of 2014 students obtained their HSC credential at the end of 2013.



Workforce information

Staff

YAHS has a teacher entitlement in 2014 of 37.8 and a SASS staff of 8.382. Being a fully residential school a large hostel staff is also employed to address student needs. A significant number of community members are employed to support the teacher duty teams. There is just under 200 staff in total who work at the school.

The continued success of our school is consistently underpinned by the goodwill of staff who engage, work with and enjoy the learning experiences that are available at Yanco Agricultural High School. Over 20 staff live on campus in various types of staff accommodation. All teaching staff are required to participate in residential duty and are supplemented by staff from the community to successfully complete this task.

Additional teaching positions to assist students requiring support in literacy and numeracy are funded from DEC and school resources. All teaching staff meet the professional requirements for teaching in NSW public schools.

At the beginning of 2014 the school underwent a significant number of staff changes. Mr Shaun Brooker moved to Tirkandi-Inaburra School at Coleambally after a long association with Yanco and Mr Simon Watt and Miss Jessica Kearney moved back to the city – Mrs Megan Thurgood was merit selected as the new Head Teacher Science and Mrs Danielle Ingram moved into the student support position (LAST) following Mrs Caroline Maskus taking up the Home School Liaison Officer at Griffith. At the end of Term 1 Mrs Alanna Rolfe retired from her position as Head Teacher Welfare Girls and was replaced by Mrs Narelle Piffero, who had taught at Yanco a number of years previously. I would like to acknowledge the work of Mrs Rolfe who for over 20 years had made an enormous contribution to Yanco and as the first Head Teacher Welfare Girls pioneered many of the current welfare programs that support our students. Long standing English staff member, Mr Anthony Daley moved to Perth at the end of June and at the beginning of Term 3 Mr Martin Dickens was appointed to the English staff and in Term 4 Mr Elijah Marshall was appointed to the Science staff. In the non-teaching area Mrs Mary Dodd and Mrs Kaye Hamilton both retired from their SASS positions

in Science and the Library. Both ladies have contributed almost 30 years each to the school. I would like to acknowledge their many years of quality service to Yanco students and staff, and thank them for their commitment for such a long period.

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	7
Classroom Teacher(s)	24.3
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	8.382
Total	46.182

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff listed above have indicated they are of indigenous heritage.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	15

Professional learning and teacher accreditation

In 2014 a total of \$38,576 was expended on professional development of staff. This included \$9,076 from global funds due to the short fall of funds from the DEC (\$29,500). It is pleasing to note that DEC has decided to provide significant funds targeted specifically to individual beginning teachers. The total amount expended is divided between course costs (\$19,077) and casual relief (\$19,499), due to the continual shortage of casual staff, many classes for staff involved in professional development were covered by other teaching staff and so the true cost of professional

development should actually be much higher than it is. All teachers were engaged in a variety of professional opportunities along with administrative staff.

Throughout the year, school development days (nonstudent days) are assigned to staff, coinciding with the designated leave weekends, to provide whole school professional development and faculty development for all teaching staff. On these days the following areas were covered:

- Mandatory annual training in CPR training and Emergency Care, Child Protection and Code of Conduct, Anaphylaxis treatment
- Using the new School Planning Tool
- Literacy across the curriculum
- Training in the use of timetabling software
- Faculty based programs.

In 2014 two teaching staff were working towards NSW Institute of Teachers accreditation with another sixteen teaching staff maintaining their accreditation.

A large amount of the Professional Development budget was used for ongoing welfare training including Positive Behaviour for Learning (PBL) in preparation for its implementation in 2015.

Some faculties were able to spend whole days producing new programs for the implementation of the new National Curriculum. Attendance by staff at regional Teaching and Learning Forums was strong in Term 2 with the majority of staff taking these opportunities for ongoing professional development.

Professional development funds were utilised in the areas of quality teaching, syllabus implementation, supporting beginning teachers; career development, welfare and equity initiatives and the development of teacher's skills in the area of literacy and numeracy programs.



Beginning Teachers

At the beginning of Term 3 two permanent beginning teachers were appointed to the school in the KLA areas of English/History and careers.

Each attracted funding to support them as beginning teachers under the Great Teaching, Inspired learning framework.

Each teacher was supported with reduced loads and they accessed professional learning including

- Boys Literacy
- Regional DEC learning modules
- Catering for students with a disability
- Student behavior
- Careers Advisers Association two day Conference in Sydney.
- Careers Advisers professional learning tour to Melbourne. Visited a number of universities, private institutions and the defence force. (3 days)
- Careers network meetings for the Western Riverina area and also the Wagga area. (4 full days)

Each teacher was allocated a mentor from outside their own faculty area and the Head Teacher who has the responsibility of supervision are experienced and highly skilled in their areas.

There is a fortnightly Induction Program carried out to incorporate them successfully into the school.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	1025403.00
Global funds	261046.00
Tied funds	398260.00
School & community sources	518244.00
Interest	30236.00
Trust receipts	395614.00
Canteen	196818
Total income	2825621.00
Expenditure	
Teaching & learning	
Key learning areas	210295.00
Excursions	338278.00
Extracurricular dissections	0.00
Library	15280.00
Training & development	2127.00
Tied funds	325545.00
Casual relief teachers	48164.00
Administration & office	78119.00
School-operated canteen	184731.00
Utilities	169321.00
Maintenance	4196.00
Trust accounts	315217.00
Capital programs	0.00
Total expenditure	1691273.00
Balance carried forward	788123.00

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

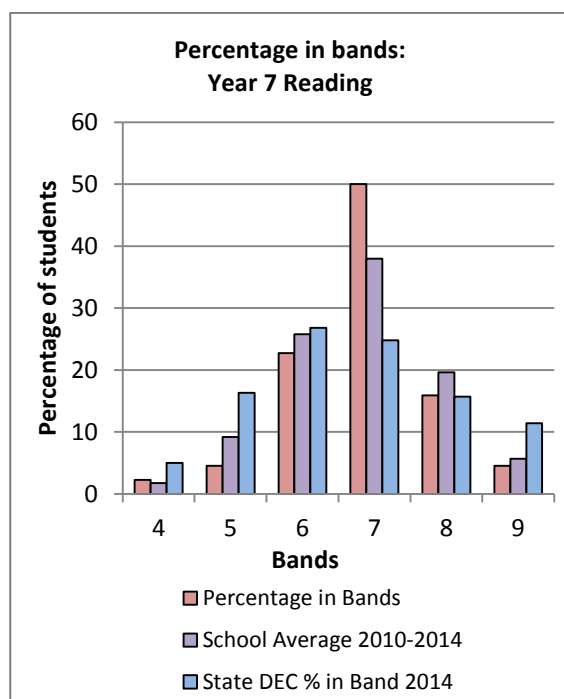
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 – Reading

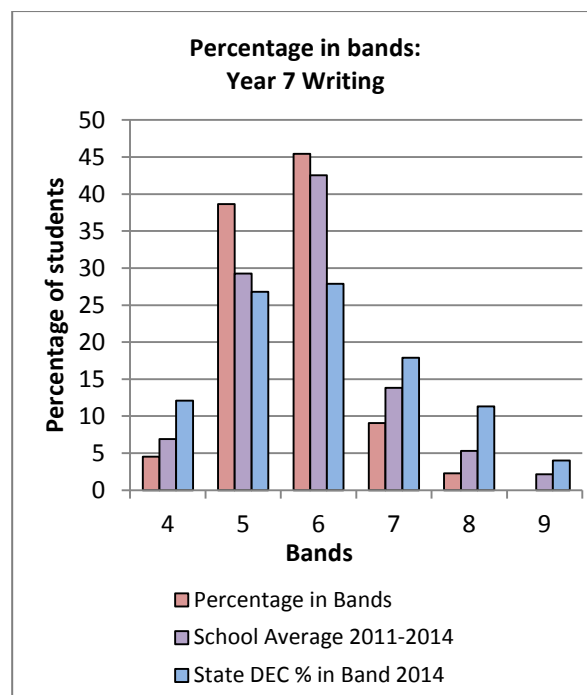


- Decrease in the percentage of students Below National Minimum Standard from 4% in 2013 to 2% in 2014
- Decrease in the percentage of students At or Below National Minimum Standard from 17% in 2013 to 7% in 2014
- Increase in the percentage of students achieving at Band 7, from 28.3% in 2013 to 50% in 2014.
- Decrease in the percentage of students achieving at the top two Bands from 30.2% in 2013 to 20.4% in 2014

Year 7 – Writing

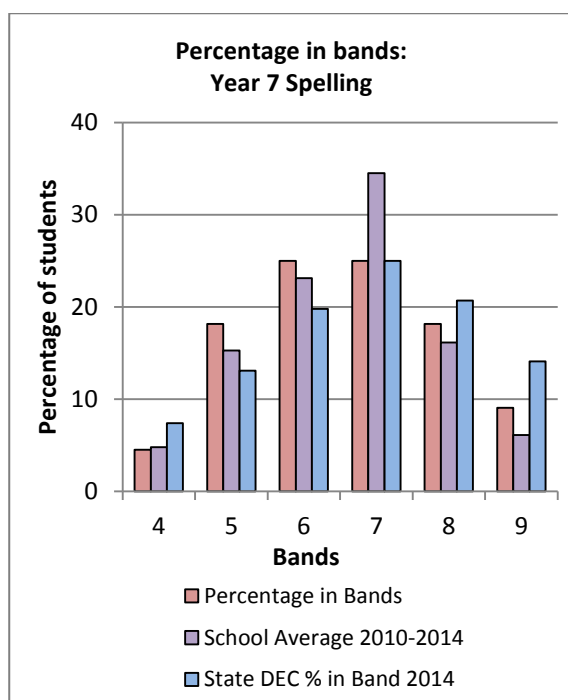
- Increase in the percentage of students Below National Minimum Standard from 4% in 2013 to 5% in 2014
- The percentage of students At or Below National Minimum Standard remained consistent at 43% in both 2013 and 2014.

- Increase in the percentage of students achieving at Band 6, from 30.2% in 2013 to 45.5% in 2014.
- Decrease in the percentage of students achieving at the top two Bands, from 11.3% in 2013 to 2.3% in 2014



Year 7 – Spelling

- Increase in the percentage of students Below National Minimum Standard from 4% in 2013 to 5% in 2014
- Increase in the percentage of students At or Below National Minimum Standard from 21% in 2013 to 23% in 2014
- Increase in the percentage of students achieving at Band 9, from 1.9% in 2013 to 9.1% in 2014.
- Increase in the percentage of students achieving at the top two Bands, from 18.9% in 2013 to 27.3% in 2014.

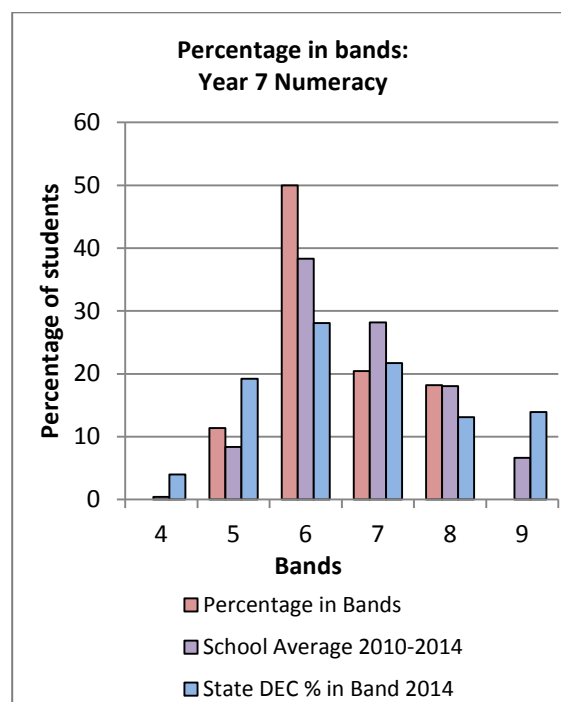


- Decrease in the percentage of students achieving at the top two Bands, from 26.4% in 2013 to 18.2% in 2014

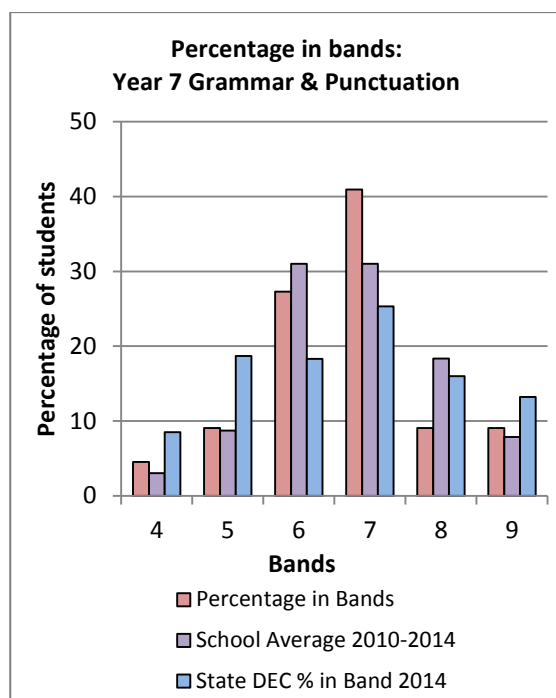
Year 7 – Numeracy

- The percentage of students Below National Minimum Standard remained consistent at 0% for 2013 and 2014.
- Increase in the percentage of students At or Below National Minimum Standard from 6% in 2013 to 11% in 2014
- A significant increase in the percentage of students achieving Band 6, from 31.4% in 2013 to 50% in 2014.
- Decrease in the percentage of students achieving at the top two Bands, from 31.4% in 2013 to 18.2% in 2014

NAPLAN Year 7 - Numeracy



Year 7 – Grammar and Punctuation

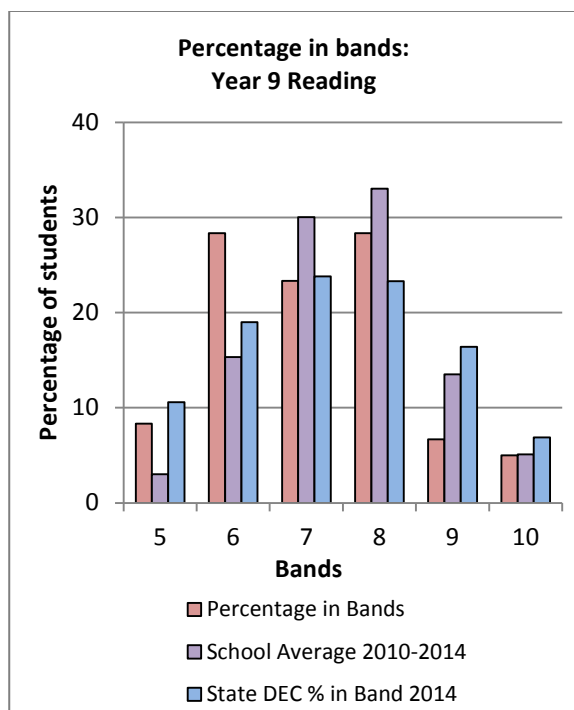


- Decrease in the percentage of students Below National Minimum Standard from 6% in 2013 to 5% in 2014
- Decrease in the percentage of students At or Below National Minimum Standard from 19% in 2013 to 14% in 2014
- Increase in the percentage of students achieving at Band 7, from 22.6% in 2013 to 40.9% in 2014



NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

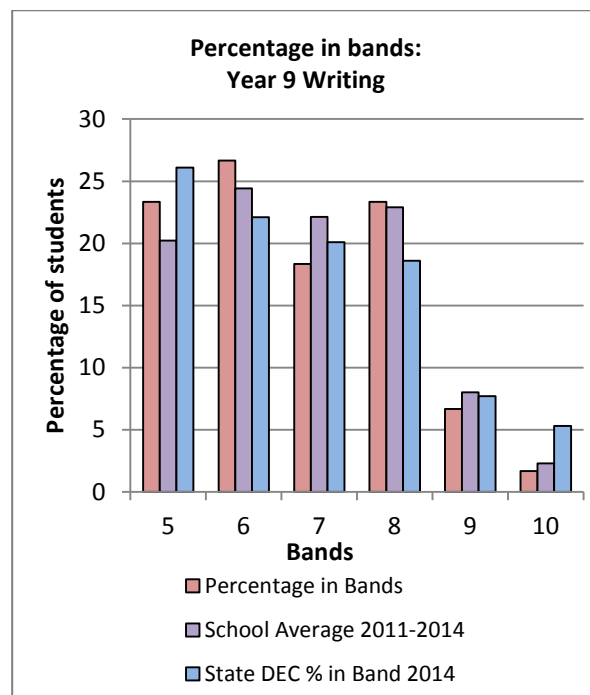
Year 9 – Reading



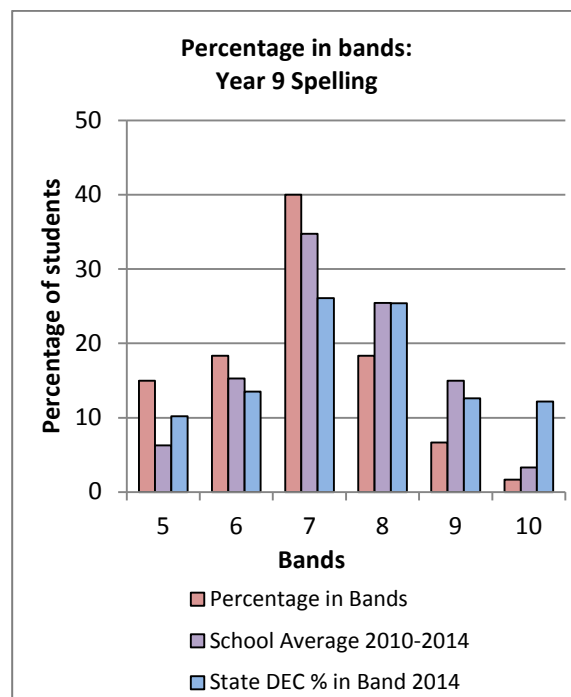
- Increase in the percentage of students Below National Minimum Standard from 1 % in 2013 to 8 % in 2014
- Increase in the percentage of students At or Below National Minimum Standard from 19% in 2013 to 37% in 2014
- Increase in the percentage of students achieving at Band 10, from 4.3% in 2013 to 5% in 2014
- Increase in the percentage of students achieving at the top two Bands, from 11.5% in 2013 to 11.7% in 2014

Year 9 – Writing

- Increase in the percentage of students Below National Minimum Standard from 17% in 2013 to 23% in 2014.
- Increase in the percentage of students At or Below National Minimum Standard from 41% in 2013 to 50% in 2014.
- Increase in the percentage of students achieving at Band 8, from 15.9% in 2013 to 23.3% in 2014.
- Decrease in the percentage of students achieving at the top two Bands, from 11.5% in 2013 to 8.4% in 2014.



Year 9 – Spelling

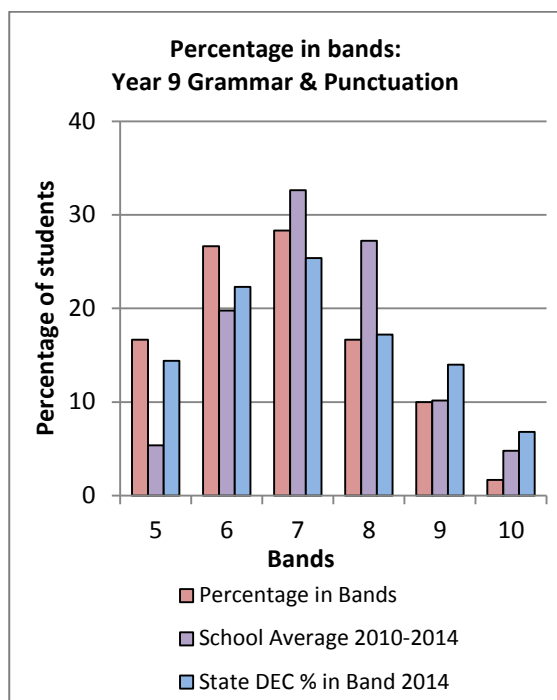


- Increase in the percentage of students Below National Minimum Standard from 6% in 2013 to 15% in 2014
- Increase in the percentage of students At or Below National Minimum Standard from 17% in 2013 to 33% in 2014
- Increase in the percentage of students achieving at Band 7, from 37.7% in 2013 to 40% in 2014

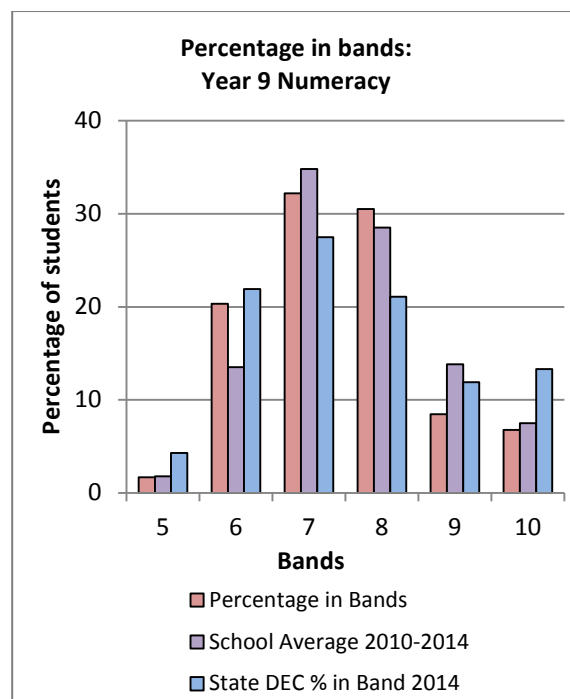
- Decrease in the percentage of students achieving at the top two Bands, from 9 % in 2013 to 5% in 2014

Year 9 – Grammar and Punctuation

- Increase in the percentage of students Below National Minimum Standard from 4% in 2013 to 17% in 2014
- Increase in the percentage of students At or Below National Minimum Standard from 22% in 2013 to 43% in 2014
- Increase in the percentage of students achieving at Band 9, from 5.8% in 2013 to 10% in 2014
- Increase in the percentage of students achieving at the top two Bands, from 10.1% in 2013 to 11.7% in 2014



- Increase in the percentage of students achieving at Band 9, from 7.2% in 2013 to 8.5% in 2014
- Decrease in the percentage of students achieving at the top two Bands, from 17.3% in 2013 to 15.3% in 2014



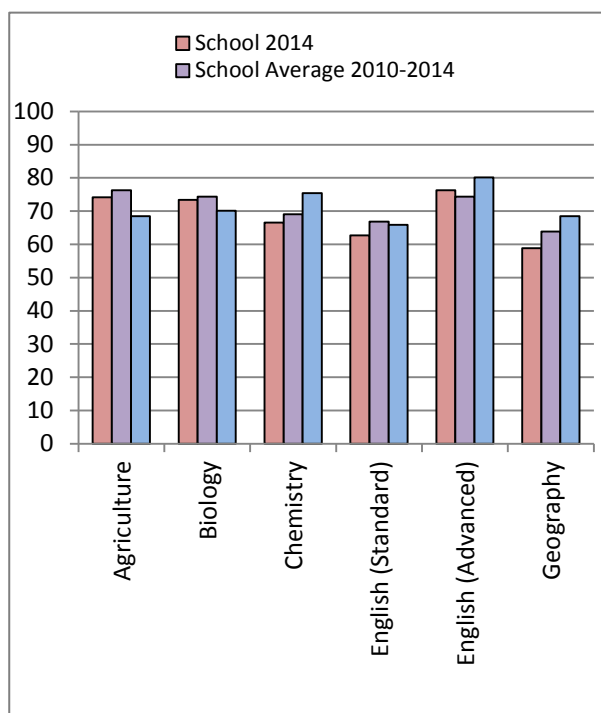
NAPLAN Year 9 - Numeracy

Year 9 – Numeracy

- Decrease in the percentage of students Below National Minimum Standard from 4% in 2013 to 2% in 2014
- Decrease in the percentage of students At or Below National Minimum Standard from 25% in 2013 to 22% in 2014

Higher School Certificate (HSC)

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

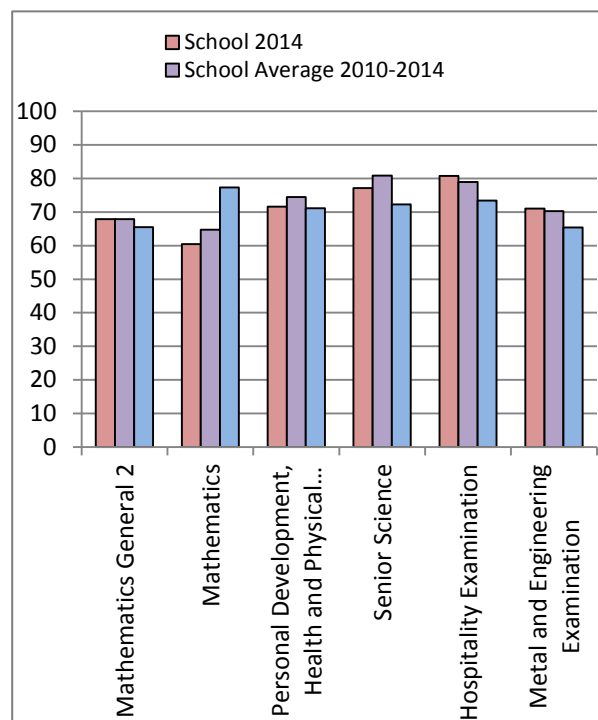


Of the 16 students in the English Advanced course, all were placed in bands 4 and 5. Of the 30 students in the English Standard course all were placed in band 3 and above. In the Ancient History course there were seven students with five achieving band 5 and 2 band 4's. In the Modern History course the majority were placed in band 3 and above.

In Biology, 69% of students were placed in bands 4 or above. One student gained a band 6 result, with a second student half a mark away from also receiving a band 6. In Chemistry three students gained a band 5 result with 40% of students achieving a band 4 or above result. In Physics two students achieved a band 5 result, with one band 4 and 2 band three students. In Senior Science 50% of students were placed in band 5 or above. This included three band 6 students. Five students completed the Earth and Environmental course, who scored either a band 2, 3 or 4.

In General Mathematics the new National Curriculum (NSW Syllabus) was examined for the first time. Students attempting the ATAR course achieved sound results with 47% of course candidature achieving bands 4 or 5. In 2 Unit Mathematics 7.14% of the course candidature

achieved a band 5, the second highest band for the HSC, in this subject and 42.85% of the course candidature achieved a band 4. In Extension 1 Mathematics 66.6% of the course candidature achieved the second highest band of E3.



In Agriculture 76% of students achieved a band 4 or above compared to 56% State average. In Food Technology 100% of students achieved a band 4 or above compared to the State average of 56%. There was one band 6 in this class. In Industrial Technology all seven students achieved a band 3, 4 or 5.





In Geography there was one band 5 and one band 4 with all other students receiving band 3 or below. In Business Studies all students received a band 3 or 4. In PD/H/PE 71% of students received a band 4 or above. In Music the candidature was only small with great results including one band 6. In the VET Business Services only 66% of the students attempted the HSC exam and one band 6 (Equal third on the State) was achieved in a small class. In the VET Hospitality exam 71% of students attempted the exam with 66% gaining a band 5 result. In a large class enrolled in VET Metal and Engineering only 50% of students sat for the exam with 70% achieving a band 4 or above. There were 44 students enrolled in the VET Primary Industries course with 37 attempting the exam including a substantial number of Year 11 students who had commenced the course early. 95% of these students achieved a band 4 or above (35% above the State average) with one band 6 achieved.

ESSA – Preliminary Results 2014

ESSA is a statewide Science assessment program based on the NSW Science Years 7-10 Syllabus, which mandates the teaching of science in contexts that assist students to see the relevance of science and to make meaning of scientific knowledge, understanding, skills, values and attitudes. The ESSA test is an interactive multimedia assessment called ESSAonline. Within the test students are asked to demonstrate their:

- Knowledge and understanding in science
- Skills in planning and conducting investigations, including a simulated experiment

- Skills in understanding and responding to a range of scientific information in a variety of media (including video, audio, animation graphics and text)
- Skills in critical thinking and problem solving.

The test results provide information about student achievements which are used to support teaching and learning programs. Schools receive detailed diagnostic analysis of the achievements of individual students, various groups within the school and the school's performance as a whole.

School compared to State Mean

ESSA TOTAL	89.1	85.5
Knowledge and Understanding	89.4	85.3
Working Scientifically	91.5	86.2
Communicating Scientifically	91.5	86.9
Extended Responses	86.4	84.7
	SCHOOL	STATE

In 2014, 55 students sat the Year 8 Essential Secondary Science Assessment (ESSA) test. This test has been an online test for two years now, with students completing the exam on their DER laptops with headphones, allowing students to watch video clips relating to content and questions, and supporting students with reading difficulties giving them the option of having the questions read to them. In the exam, there was 82 questions. In 68% of the questions asked, YAHs students' results on average were within 10% of the state score, 31% were higher than the state, and 1% (one question) was less than 10% in the overall school-state difference item analysis.

Overall the results were very positive, with the school scores in every key area above state score comparisons.

Other achievements

Creative Arts – Visual Arts

In 2014 our students embraced a range of creative opportunities offered through Visual Arts. This area of the school forms an important component of the wider school culture and is enjoyed thoroughly by a small yet enthusiastic body of junior and senior students. The scope for Visual Arts was broadened beyond the classroom in 2014 through exhibitions, workshops and excursions.

The annual Cow Painting Competition, an extra curricula opportunity, continues to attract an exuberant array of participants. The value of this activity comes through in the team work it requires and the bonds formed between year groups. In 2014 the McCaughey House Cow placed first in the Gala Day voting, with their wonderful representation of Australia's diverse cultural identity.



Students selecting Visual Arts as an elective in 2014 enjoyed an excursion to Sydney in Term 2. Among the highlights were visits to Crisp Glass Gallery, Brett Whiteley Studio and the Biennale of Sydney on Cockatoo Island. Through the three days of immersion our students came close to a diversity of art forms, extending their knowledge of the Visual Arts field. On the return trip our students visited partnership school Macquarie Fields High. Hosted by the Visual Arts faculty and their students, we were able to gain an insight into life in the city and the art that it inspires.

An inaugural exhibition to accompany the popular YAHS Performance Night was an exciting development in 2014. Students from Year 7 upward gained recognition for the creative work they had been doing in Visual Arts classes. The exhibition was held open during parent/teacher interview days, providing a pleasant diversion for families visiting the school. A key feature of the exhibition was the display of the Year 9/10 Visual

Arts abstract mural; created from thousands of pieces of hand dyed and preserved local rice, this mural was awarded 1st Place for High Schools competing in the biannual Sunrice Easter Festival 2014.

A second exhibition was held in Term 4, the first "Agribald Prize", a parody of the popular Archibald Portrait Painting Prize. The prize awards the best portrait of a teacher painted by a student, as determined by popular vote. The fifteen entries reflected great care and commitment to the task and gained a collective 360 votes. Liarnah Jones was awarded first place with a realistic watercolour portrait of her music teacher Miss Elyse North. The "Agribald Prize" was considered a popular success and will run again as a biannual event, alternating with the Murrumbidgee River Painting Prize.

Finishing 2014 on a high note a selection of nominated students from Years 7 to 11 participated in the Riverina Visual Arts Camp. Joining schools across the Riverina, this experience connected students with Wagga Wagga TAFE, its facilities, equipment and staff for some accelerated workshop experiences. Students enjoyed a range of courses covering drawing, painting, jewellery making, animation, printmaking and photography.



In summary 2014 has been a rewarding year for Visual Arts at YAHS. The faculty aims to maintain its momentum with student organised exhibitions, connections to tertiary study and excursion opportunities.

Creative Arts – Music

2014 has been another successful and busy year in the Music department. The Music 1 students completed the course successfully. With changes

to the timetable structure within the school, Year 7 has been allocated with an additional lesson per cycle, which has produced some excellent results in the efforts of students.

Students undertaking Music as a subject have had a number of opportunities to travel and see live performances. Year 12 Attended a HSC Study Day in Wagga and Year 7 students travelled to Griffith for a performance of KROP. Students in elective music classes attended a performance by one of Australia's paramount Jazz musician James Morrison. Year 7 was also involved in a Taiko workshop with a visiting performer which was very successful.

Outside of the classroom, there have been a number of successes musically for students. Ellen Shepherd (Year 12) was selected in the State Wind Ensemble, and travelled to Sydney Opera House to perform in the *NSW DEC Communities Festival of Instrumental Music* and also in the Millennium Marching Band, who performed at a number of events throughout the year, culminating in an outstanding performance at Schools Spectacular.



Students at YAHS travel to Leeton to have private lessons in guitar, voice, and piano, and are represented in the Leeton Town Band. Lyndsey Mitchell (Year 8) has represented YAHS in the Riverina Central Choir, with a highlight being *In Concert*, a performance with massed choir and orchestra at Sydney Town Hall, and as part of the Core Choir in Schools Spectacular. Along with

Jasmine Boyland (Year 12), she also participated in the Solo Vocal Camp held in Sydney, where students developed their skills in solo and group ensembles. Jasmine was also very successful in the Leeton Eisteddfod, winning the 16 years Vocal Championship and the Dawn Beaumont trophy for the most outstanding vocal performer in the whole eisteddfod.

The YAHS Drum Corps continued to represent YAHS well in various activities around the Riverina. Students performed at KROP, the Opening Ceremony of Education Week at the Wagga Wagga marketplace and the Condobolin Tattoo. The Choir also had an excellent end to the year with their performance in the Combined Choir at Schools Spectacular. A big thank you is extended to Mr Greg Press and Ms Lisa O'Brien who assisted in supervising students throughout the week.



Once again, Performance Night continues to be a success in demonstrating the vast talent that students at YAHS possess. Students from Years 7 to 12 were involved in performances and the backstage crew and the evening performance was a culmination of their hard work and creativity throughout the semester.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Yanco Agricultural High School continues to work with district office, parents and other agencies to develop the profile of Indigenous education and to support our Indigenous students. Aboriginal education is embedded in all subject areas.

On July 24th 2014 Jason Sachs and Mitchell Cross took a group of students to Charles Sturt University to participate in the National

Indigenous Science Education Program (NISEP). The main aim of NISEP is to provide secondary students with the motivation and skills to complete their high school studies and open pathways to tertiary education. The activities provide students with leadership skills, bolster their self-esteem, and develop their literacy and presentation skills. This Interactive Science event placed Indigenous students in leadership roles as they demonstrated hand-on chemistry, biology and microbiology activities to their peers. The plan for these students is to bring back the skills that they have developed and engage in leadership activities in junior Science, across the school.

The **WALUWIN** Camp (a Wiradjuri word meaning – healthy, good, well) was attended by Cody, Cooper and Grace. The camp offered opportunities to develop skills, understanding and a positive approach to a healthy lifestyle and leadership skills through specially devised workshops with education, youth and health workers. The students had the opportunity to work with students from across the Riverina areas looking to improve their leadership skills and strengthen their understanding of a healthy lifestyle. It was exciting, challenging and very rewarding providing the opportunity to participate in workshop such as drug and alcohol, diabetes, healthy lifestyles, esteem building, communication, how to work through a conflict, Drum Beat, Sista Speak and Bro Speak.

Cameron Read received The ADF Long Tan Youth Leadership and Teamwork Awards for efforts in school and through Army Cadets. Within the school Cameron was one of two inaugural Head Dormitory Prefects elected by the year 12 group to assist the Year 11 Dormitory Prefects in completing their supervision tasks. Through the army cadets Cameron earned the highest possible rank for a junior in the cadets. He gained the rank of Cadet Under Officer.

On the 21st of August, Cody Brown, of Year 10, participated in The World's Greatest Shave to raise funds for research into leukemia, lymphoma, myeloma or a related blood disorder. Students and staff throughout the school rallied around Cody as she bravely stood before the morning assembly and had her beautiful waist length hair shaved down to a number 3 buzz cut. Through the generosity of her peers and staff of Yanco Ag, Cody was successful in raising a total of

\$453 on the day. This, when combined with the \$560 dollars she had raised independently, meant that Cody had raised over One Thousand Dollars for research in to leukaemia and blood related cancers. This is a marvellous effort on Cody's behalf, and displays a true Yancoian spirit of generosity, ethics and leadership.

Zac Saddler was awarded a School Blue awards for his Rugby League exploits. He was selected in the NSW Combined High Schools' Team and also selected in the Indigenous Rugby League Team for 2014. With the NSW Combined High Schools Rugby League team Zac competed at the Nationals. The NSW Team were placed Runners-Up after a very close encounter against Queensland in their last game. Queensland scored a very late try to win the Australian Title. In that game, Zac was named Man of the Match for NSW in an outstanding performance.

Zac was also selected in the Riverina Southwest Australian Football Team in 2014. This team performed well at the NSW All Schools Australian Football Championships in Wagga early May.

Zac also continues to represent the school at regional carnivals in swimming and athletics.

Through the Norta Norta program students were given the opportunity to have tutoring in either small groups or individually with a qualified teacher during PREP time. Our Year 12 students took good advantage of this as well as several Years 8 and 10 students gaining weekly tutorials in a variety of subject areas. In 2015 we will continue this program and hope to engage students in all years to attend.

Annie James and Betty Dolan attended a workshop with Sidney Salter and two other instructors from the Bangarra Dance Theatre in Wagga Wagga. Betty and Annie participated in the workshop which included contemporary Indigenous dance repertoire from some of Bangarra's leading artists. The workshop's aim is to foster the development of dance skills and cultural significance in talented Aboriginal and Torres Strait Islander students, both boys and girls from school Years 7-12. Betty and Annie both enjoyed the workshop.

Multicultural education and anti-racism

Yanco Agricultural High School displays a harmonious residential campus based on core values of anti-racism, tolerance of others and respect for individual differences. Students from YAHS come predominantly from rural communities, of Anglo Saxon background. Embodied within the broad curriculum students engage in a range of cultural, linguistic and religious experiences building upon their skills to communicate as global citizens.

The expansion of global trade and interactions with our Asian neighbours is supported throughout the Japanese program within the Language Other Than English (LOTE) course. This enables Year 7 students to engage in a language and cultural program centred upon the Japanese language. This cultural experience is maintained through the Year 7 Music curriculum with the inclusion of the Taiko Japanese Drumming workshops.

YAHS students continued their partnership with the Agricultural College in Los Palos, East Timor, raising in excess of \$2000, to support the education of three students. This very successful program was established in 2006 in conjunction with the Leeton Shire Council and has provided concrete understanding of the needs of other communities and cultures beyond the wealth of Australian communities.

March 21 is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. Harmony Day at Yanco involved the Stage 5 PASS class organising and running a Harmony Day Sports event with Years 7 and 8. The event included leaders from Years 9 and 10 teaching the cultural significance of a range of activities to the younger students and incorporating them into the fundamental skills development Sport group. The event was a great success and next year we are looking to expand and incorporate more areas of the school community.

McCaughey White Suffolk Stud

McCaughey White Suffolk Stud has had a successful year and is gearing up to have an even more fruitful 2015 planned with the introduction of the first Artificial Insemination program and DNA testing. Joining occurred in January this year, however due to a ram injury and the sweltering heat during summer, pregnancy

scanning rates were low, leading to an oestrous synchronisation program with the dry ewes using the new ram purchased from Roodell White Suffolk stud in February. Despite the low scanning percentages the first time round, ninety-six lambs were weaned from forty five ewes in the early drop. In the late drop, over sixty lambs were marked from thirty ewes.

The two rams purchased from Felix White Suffolk stud in 2013 have proven to be excellent producers of fast growing lambs with excellent carcass types and high objective measurements for growth and muscling on LAMBPLAN. The Roodell ram has produced some beautiful White Suffolk type lambs with excellent carcass types.

In February, all of the ewes were reclassified into Top stud, middle stud and commercials based on their body structure and breed type by an independent classer and this was combined with their figures on LAMBPLAN to produce a ranking to use for culling and selection. Students from the Animal Management class were heavily involved in this, performing the classing under the guidance of Garry Armstrong, a consultant from Deniliquin, and condition scoring the ewes.

Students from Primary Industries were rostered on to tag and weigh lambs at birth during lambing, for their Identify and Mark Livestock unit of competency. All of the lambs born are tagged and have their full pedigree recorded, as well as their birthweight, how many lambs born (e.g. single, twin, triplet) and how many are reared for entry into LAMBPLAN to calculate their Australian Sheep Breeding Values. Weaning weights are also recorded at weaning to contribute to figures for growth and lambs will be scanned for their eye muscle depth and fat depth in November to determine their muscling and fat.

Students from Primary Industries also performed the lamb marking operations, including tail docking with elastrator rings, vaccinating with Gudair vaccine for Ovine Johnes Disease, Scabiguard for Scabby Mouth and Weanerguard for clostridial diseases and worms. These lambs were weaned in October and were programmed into the Gallagher TSi using their electronic identification tags to be weighed by Animal Management and Year 11 classes. They were weaned onto ryegrass and clover pastures with a small amount of supplement feed of oats available through lick feeders and are being

weighed on a fortnightly basis to monitor growth. So far the majority of lambs did not receive a setback at weaning and are growing at a steady rate.

In late October, the top 20% of ram and ewe lambs were identified using LAMBPLAN data and DNA tested using Sheep Genetics Genomic blood cards. Blood is collected from the ear on the cards and is sent off for DNA testing in a laboratory. These were sent off to the Sheep CRC for testing and the data will be available for those lambs in early 2015. The Sheep Genomics tests are available for the four major breeds of sheep and provide information on over 12,000 genetic markers which can predict differences in the performance or appearance of an animal due to genetic differences. This improves the accuracy of Australian Sheep Breeding Values for growth, muscling and fat and improves the prediction of worm resistance and hard to measure traits for meat eating quality such as intramuscular fat and shear force. These meat eating quality traits are of particular focus for the stud as it is imperative that as a prime lamb ram producer we are focusing on what the consumer want – that is juiciness, flavour and tenderness, which are correlated to intramuscular fat or marbling, which cannot be seen in sheep and shear force, or the force it takes to break the meat.

The purpose of testing the top 20% of ewes and rams are to identify the superior animals for these traits and possibly look at doing some embryo transfer work to breed a line of superior meat eating quality animals. There is currently no other stud to date in Australia that is DNA testing ewes in this manner and for this purpose YAHS is looking to be the first to be able to supply Terminal Rams that are DNA tested and *guaranteed* to produce superior meat eating quality prime lambs. These rams will be for private sale in 2015 and hopefully in our inaugural on-property ram sale in Spring 2016.

In Term 4, TAFE Woolclassing students participated in shearing of the ewes and crutching of the lambs as well as wool clip preparation.

Animal Management students were also involved in selecting sires for artificial insemination in 2015. The stud is part of the Superwhites Young Sire Improvement Program and has received 18 doses of semen from four

top young rams through the program and the students are responsible for choosing the remainder of the sires from a shortlist based on high performance rams, rams observed at the Elite White Suffolk and Melbourne show and advertised by studs.

The ewe flock consists of 130 ewes with the majority being McCaughey bred, a small number of Pendarra stud ewes and Gaerloch stud ewes, and 14 newly purchased Glengarry stud ewes, selected by students in Term 4. Artificial insemination will occur mid-February 2015, once students return from holidays. More information on McCaughey White Suffolk Stud is being progressively added to the school's website. For information about the stud or ram purchases, please contact Ellie Quinn at the School on (02) 69511500.

Aboriginal background

Aboriginal funding has been used to support the indigenous students in the school. This includes preparation of individual personal learning plans, support in the classroom and further support in after-hours prep time with quality staff. Aboriginal students have taken up the opportunity to participate in leadership, cultural and sporting events designed to meet their needs. Results indicate the aboriginal students in this school are performing at a level well above the State averages. The school will continue to support these students to ensure they meet both their academic and cultural potential. They are an important part of our school.

Socio-economic background

The school only receives a small amount of funding in this area. Support is given to identified students both in the classroom and during prep times. Students who are identified as requiring support to attend learning activities both nearby and at a distance are also supported as required.

Learning and Support

The Learning and Support Team met fortnightly during the 2014 school year with an aim to identify, discuss, monitor and track the needs of individual students. The team consisted of the Deputy Principal, Head Teachers Welfare, School Counsellor, Learning Support Coordinator and a Year Advisor. Classroom teachers contacted the

Learning Support Coordinator when they required additional assistance with classroom adjustments and referred students to the team who may need extra support. Identified students were assessed by the School Counsellor and/or Learning and Support Teacher then relevant strategies put in place for each child.

A number of School Learning Support Officers (SLSOs) were employed during the year to assist students with additional support needs. They greatly assisted classroom teachers in implementing individual education programs and individual transition programs, providing opportunities for students to develop personal, social, independent living and pre-vocational skills, as well as providing assistance in school routines and classroom activities.

The school successfully accessed support for students through the BOS Disability Provisions application process, where four HSC students were able to have the assistance of a reader/writer, extra time and/or separate supervision. During the year, appropriate adjustments were made according to the needs of students, with 16 students in mainstream classes from Years 8 – 12, requiring adjustments ranging from supplementary to extensive.



A number of successful programs were made available to students during the 2014 year, including access to After School Tutoring (with the Learning and Support Teacher), Catch Up group in each year level and Intervention programs for students with Individual Education Programs. Overall, it has been a busy but successful year for Learning and Support at Yanco Agricultural High School.

Other significant initiatives

Respect and Responsibility

In a residential school where students live together for 24 hours a day for 40 weeks of the year Respect and responsibility is essential in maintaining the harmony of students. Our students develop respect and responsibility towards each other through a variety of programs through the day and residential school. The programs develop in the students self-discipline, care for others and leadership.

Some of the key programs have been the Motivational media, Brainstorm productions with a short play about the perils of online media and harassment. We also took a group of students to Griffith theatre to watch a dance performance “The Yard” about bullying and multiculturalism. We struggled to get the students to lunch as they were too interested in the actors who came outside afterwards to offer some new dance moves and advice.

In school programs consisted of Camp Hudson for Year 9 where students spent two days at a campsite outside of Tumut where they practised and improved their group and teamwork skills. Lake Talbot where Year 7 spent a day and a night getting to know each other, their Dorm Prefects and the school Prefects better. A highlight, as always at Lake Talbot is when the Year 7 students learn the School War Cry and perform this for the Prefects as they leave for the evening. Peer Support training for Year 10 and then successful students being leaders with Year 7 to work through activities and worksheets in areas of Resilience and Values was undertaken during Term 1 and 2. This program sees a valuable link between our new Year 7 students and Year 10 students which continues informally through the following two years.

Areas of the school where students are offered opportunities to demonstrate care and respect for others and themselves are seen in the roles of School Prefects, Dormitory Prefects, Student Representative Council, Sporting House Captains and Vice Captains, team leaders in show stock, the school venturer unit, fishing club and shooting group and a large range of sporting teams.

Our students demonstrate their care of others outside of the school as well. They participated in the Red Shield Appeal, raising funds for Luro in East Timor and Care Flight. All year groups assist in the running of the school Gala Day, football knockout, Performance Night and Art Show through setting up equipment, running and operating stalls, refereeing and assisting P&C members and school staff.



Student Leadership

Leadership opportunities at Yanco Agricultural High School are spread across all years

School prefects from Year 12 are elected and undergo training and work with the school executive to assist in gaining the student voice and putting improvements into plan.

Year 11 Dormitory Prefects continued to provide leadership and care of others in the residential areas. They met for tutoring and ideas on running their dormitories throughout the year. Students develop empathy and responsibility, with the ability to manage and direct the younger children in their dormitories.

Year 10 students completed an extensive leadership course at the end of each year to get them ready to be Dormitory Prefects in Year 11. This course includes: Senior First Aid, Bronze Medallion, leadership training specific to Yanco Agricultural High School, problem solving and many teamwork activities. Students actively seek to take on this form of leadership in the school.

Year 9 students attended Camp Hudson to work on their leadership and friendship groups. They worked on team building exercises as well as educational activities.

Year 10 students are involved in Peer Support as leaders delivering courses to Year 7 students in Resilience and Values. This is completed during PREP time in Terms 1 and 2.

Students have taken on responsibilities of coaching, managing and coordinating sporting and cultural teams including cricket, netball, football, tennis and show stock, fishing and shooting groups.



Students from Years 8 to 12 have the opportunity to be elected to the SRC and are involved in decision making and assisting in events through the school.

The Middle Schooling Program

YAHS is committed to supporting our Middle School students, currently Years 7 and 8, in ways that inspire them to be successful and to achieve their best possible learning outcomes. The middle years of schooling are an important stage in student development. Experiencing positive relationships, being genuinely engaged in learning and developing high self-esteem, are outcomes that will ensure the students entering Stage 5 courses are well prepared to meet the challenges of all subjects. We want to help them to become independent learners and to develop confidence, resilience, a love of learning and respect for others.

The YAHS Middle School program this year has continued to support students in their transition from Primary School into High School. The key to a successful Middle School Program is flexibility. Middle Schooling demands that we review our traditional thinking, practises, processes and organisation to promote effective continuity in student learning and development.

This year the main values of Middle Schooling were maintained in regards to the following:

- Creating gender based classes
- Home rooms with teachers and not the students moving
- Reducing the number of teachers per class by grouping subjects to one teacher. The groupings being English/History, Science/Mathematics and PDHPE/Geography. All other subjects are taught individually
- In Year 7 we have a theme for their first major assessment task
- Running welfare programs that are appropriate to support students moving into a new school and boarding environment.

In 2014 we further refined and evaluated the Year 7 Handbook. This has proved to be an invaluable resource to students in allowing them to learn about life at YAHS with teacher support in classes for the first three weeks of Term 1. This proved immensely successful, allowing student to have access to resources and teachers who could tell them what was required of them at different times of the day, therefore minimising anxiety and concern over processes within the school and understanding about key traditions and events.

In Year 8, students were spread across three classes, trialling a mixed gender, academically selected class, whilst having two other gender based classes. This proved successful in allowing teachers to extend those in the top ability class, whilst teachers in the gender specific classes were able to provide greater support and scaffolding for students, particularly focusing on literacy and numeracy skills.



Transition

Traditional or typical transition programs cannot be implemented at Yanco Agricultural High School because students come from across NSW and from a large number of different schools.

Since 2009 Yanco Agricultural High School has run a three day transition program in November for Year 6 students. In 2013 the transition program was expanded to include new students entering Years 8-10 in 2014. Over thirty new students participated in this program which overlapped the Year 7 transition program. This program has successfully diminished and alleviated the 'shock' associated with enrolling and attending a residential high school for both parents and students.

Continual evaluation each year has enabled a suitable program to be developed and presented. The program has been designed to induct both parents and students into residential living and schooling at Yanco Agricultural High School. In addition the 'school' gains more knowledge and insight into the students joining the community. This knowledge and understanding allowed staff to prepare for the individual needs of each child.

The program covered school physical orientation (school building, dormitories, farm and school grounds and facilities), school procedures and organisation (school day times, activities, middle schooling, weekends, etc), library, computers (access, use, policies, emails, etc), get to know you activities for parents and students, school canteen (accounts, uniforms, book packs), administration (enrolment, custody, travel, leave, payments), health (medical, counsellor, dietary needs), sample lessons (science, mathematics, Agriculture, food technology), meet buddies (Year 10 Peer Support Leaders for 2014), extracurricular activities available, learning support provisions, scholarships, meet and greet (staff – teaching, administration, farm, dining, cleaning, maintenance, matrons, etc) P&C representatives, Isolated Children's Parent representative). A combined dinner with current parents who are members of the P&C also ensured that new parents established networks prior to the commencement of 2014.

Overwhelmingly the feedback from all who attended or participated in the program (students, parents and staff) was supportive and

positive. Of those who commenced 2014 only one student in Year 7 withdrew during the year. This student has re-enrolled at Yanco Agricultural High School in 2015.

The transition program has eliminated the unknown for both parents and students and reduced the anxiety associated with this major change in all their lives. It also permits teachers to structure their programs to cater for the incoming cohort. The program continues to be modified based on the feedback from each year.

All students and parents involved in the Transition Programs were very positive about the experience and felt better prepared for 2014.

Showstock 2014

Beef Cattle



2014 has been a very successful year for the Yanco Ag Cattle team, with students having the opportunity to attend a number of local and regional shows including Henty, Albury and Cootamundra, as well as three Royal shows, Canberra, Sydney and Melbourne. Students also got the opportunity to improve their knowledge and skills by attending two junior shows, with the first being the Allbreeds junior show in Dubbo and secondly, the Shorthorn Youth Show in Parkes, as well as competing in a Paraders competition at YAHS Gala day, where many parents were able to see their children compete for the first time.

The YAHS cattle program aims to go beyond providing students with an opportunity to learn and develop skills about the preparation of cattle for the show ring and producing quality beef. We enable students to have a range of opportunities to network with people not only in the beef cattle industry but within the Agriculture sector, with many chances being provided to learn about the

grain, fleece and meat sheep industries being available at the shows we attend. This is very important for our students with many of them having a background in only one facet of the industry, but with many ambitions to enter a mixed farming operation.

The program we run enables the students to develop and enhance their abilities to work in a team and with a range of students across all year groups. Our senior students have the opportunity to take on a range of responsibilities with the leadership of the team, whilst all members learn the value of animal welfare and the husbandry needs of our animals.

Students are heavily involved with the paddock to plate aspect of the program. Students select the animals that best fit our requirements for each show. Steers are first sourced from our own herd before breeders from across the state assist with providing steers for the students to use or to select from to enable us to compete in all the competitions we do. This process is invaluable for students who get to work with a range of producers, increasing their knowledge, expanding their network and improving their ability to work with a range of breeds of cattle.

Our students have had tremendous success in 2014. Early in the year Yanco had success at Canberra Royal with Rebecca Ritchie winning Reserve Champion School Parader and Kaitlyn McKay being named Champion Junior Judge, outscoring over 300 other competitors. Sydney Royal followed Canberra, competing with a 17 student strong team and 10 steers. YAHS had eight students place in the State finals of the beef cattle paraders competition, with Cooper Cater placing 1st and Rebecca Ritchie 2nd in their respective divisions.

The team performed strongly in Sydney and was crowned 1st place in the Herdsman competition against 40 other schools from across the state. The competition saw the students being judged throughout the whole show on the preparation, of their animals and themselves, the knowledge of their animals and their ability to work in a team and with the animals.

Throughout the whole of the Sydney Royal, YAHS students competed in the state finals of six different Junior Judging events. These events are invaluable to the students who gain confidence in

public speaking, along with expressing their opinions on a range of agriculture industries. Yanco students performed at the highest standard with Jack Moran-Turner placing first in the Grain Judging and third in the Beef Cattle section.

Students continued their success throughout the year with Natalie Grylls being named champion School Parader at Melbourne royal, Logan Manwaring winning champion parader at Cootamundra show which saw him and four other students secure their position for the state finals in Sydney in 2015. Logan Manwaring continued his success at Albury show being named reserve champion judge, behind fellow teammate Cameron Saul who took out the champion judge of the show.

Yanco animals also performed throughout the year with Yanco taking Champion Trade steer in Sydney royal, with a shorthorn steer donated by the Carter family. We also got the opportunity to exhibit our very first Yanco prefix Shorthorn heifer, Yanco Powe Powe, who placed second in a very strong under 12month heifer class at the allbreeds heifer show. At Melbourne Royal, Yanco had five steers in the prestigious Bothwick Trophy teams, with an Angus steer donated by The Glen being a member of the winning team. Our last show of the season was Albury show, which saw Yanco winning the Champion carcase animal on both the hoof and the hook, with two different animals. Both animals were donated by the Fairley family.

2014 was more than just competing at shows, it was a real development year for the cattle program at YAHS, with many students going beyond the extra-curricular cattle team being involved in the process. The cattle program took on a new direction with the beef cattle operations being developed, with focus on the two studs, those being the McCaughey Limousin Stud and the Yanco Shorthorn Stud. These studs were utilised in the delivery of curriculum outcomes to our students with the aim of being a commercially viable entity.

The year saw the students involved in all facets of the operation from selecting suitable sires to use in our joining program, being involved in an oestrous synchronisation program, artificial insemination, weighing and tagging calves and the selection of cull animals.

The AI program proved to be very successful and was a great learning opportunity for a number of our students who have had very little exposure to the stud beef industry along with utilising reproductive technologies to improve genetic gain. Objective data was also collected throughout the year to assist students with some of their decision making.

The two breeds were also utilised in a crossbreeding program where students have the opportunity to see first-hand the benefits of using two pure breeds to produce animals that can be used in the showing for carcass competitions.

We were fortunate in 2014 to start the process of bolstering our numbers so that it reflects that of a commercially viable operation, whilst ensuring that the students have the opportunity to be involved in all decision making processes along the way.

We would like to thank the breeders who have generously given up their time and shared their expertise with our students to assist with the running of the beef studs here at Yanco, as well as all breeders who donated animals to both the stud and carcase programs of our school. 2015 is already looking to be a successful year with many new faces being involved in the preparation of our 2015 Sydney team, which is fantastic to witness.

Sheep Showstock Report



This year has been another successful year of showing and Junior Judging for the Yanco

Agricultural High School Showstock Team. We chose a team of six ewes and six rams at the end of last year and trained them up at the start of this year. The show team consisted of many of the more experienced students from 2013 as well as some welcome new additions from Years 7-10. The more experienced students assisted the new students by teaching them how to handle and judge the sheep and prepare for shows.

The shows that were attended by students this year were Henty, Canberra Royal, Sydney Royal, Dubbo, Holbrook Sheep and Wool Fair, Australian Sheep and Wool Show at Bendigo, Royal Melbourne and Cootamundra.

Highlights for the sheep were:

- Champion Ram and Ewe at Henty Show
- Reserve Champion School's Interbreed Ram at Canberra Royal Show
- Champion School in Prime lamb competition at Dubbo Show
- Supreme Champion Ewe at Holbrook Sheep and Wool Fair
- Reserve Champion White Suffolk ewe at Melbourne Royal Show
- Champion Ram and Ewe and Grand Champion lamb of the show at Cootamundra Show

The students also had the opportunity to compete in Meat Sheep, Merino and Wool Junior Judging and Junior Handling competitions at many of these shows. Highlights for these included:

- Jack Moran-Turner won his section in Meat Sheep Junior Judging at Canberra, winning overall Champion Senior Judge. Jack also placed second in the Junior Handlers competition.
- Zac Liley won Merino Junior Judging competition at Canberra Royal Show, with Rose Nevinson placing third. Zac also won the Junior Handlers competition for his age group.
- Molly Cornish won the Champion Handler at Holbrook Sheep and Wool Fair
- Deanna Johnston won the Merino Junior Judging and placed second in the Meat Sheep Junior Judging. Angus Smyth placed second in the Merinos and Molly

Cornish placed fourth in the Meat Sheep at Holbrook.

- Jacob Skinner and Molly Cornish placed 3rd in their age divisions in the Corriedale Junior Judging at Bendigo Sheep and Wool Show.
- Rose Nevinson won the Merino Junior Judging and Emma Gale placed second at Bendigo Sheep and Wool Show.
- Zac Liley placed second and Jock Hudson placed third in the Merino Junior Judging at Hay Merino Sheep Show
- Champion School at Melbourne Royal show, consisting of points awarded for student results in the Judging and Handling Competitions and presentation.
- Most Successful White Suffolk Exhibitor at Melbourne Royal Show
- Rose Nevinson won both the Senior Junior Judging and Handling competitions at Royal Melbourne Show. Emma Gale placed third overall in the Senior Junior Judging and second in the Short-Wool Meat Sheep judging. Lindsay Brown placed third overall in the Junior section of the Junior Judging and Samuel Thomas placed second in the Long-Wool Meat Sheep judging.
- Rebecca Ritchie won the Group Final Merino Sheep Junior Judging at Cootamundra Show. Rose Nevinson won the Group Final Wool Judging with Hayley Fairfull placing second. Jeremy Mackay placed second in the Group Final Meat Sheep Judging. Jock Hudson won both the Merino and Wool Junior Judging and was named 'Judge of the Day' by the Merino Overjudge, being invited to Associate Judge at Sydney Royal Show in 2015.

A team of Year 11 and 12 students also competed in the National Merino Challenge in Melbourne, which was very successful. Yanco took out Champion School for the second year in a row, winning a Pregnancy Scanning Crate and Aidan Raeck placed second in the Secondary Student Division.

Overall, it was a very successful and enjoyable year for both the students, Mrs Quinn and Mrs Conley, who accompanied the students to shows and we all look forward to next year.

Equestrian Team

2014 has been another busy year for the Equine students and staff at YAHS. As usual we have attended a large number of events with both riding horses and Clydesdale horses. We have had some upgrades to our riding facilities at school including a new Jump Area and the addition of Mirrors in the Indoor Arena. We would also like to welcome Sarah Venamore to our staff as she now assists Miss Edwards in the delivery of our equine courses. There have also been some changes to the Equine course on offer to the students with stage 5 classes now working towards a Certificate II course and senior classes now working towards a certificate III course.

The YAHS equine team has had a very successful year, competing at numerous shows. We also had the privilege of having instructors come to the school providing a range of opportunities for the students. These include Ben Netterfield, Ian Francis, and Sarah Venamore. The school has attended the usual 'royal run' which included Canberra, Sydney, Bathurst and Melbourne royal, competing in both open and stock horse classes. The school also had great success with the Clydesdales who attended Canberra, Sydney and Melbourne royal as well as some local Ag shows. We also attended the Australian Stock Horse nationals in Tamworth and for the first time in 2014 attended the Sydney interschool championships as well as Coonabarabran. This year the school added another discipline into the school, Equestrian vaulting. The vaulting group travelled to Sydney Interschool's and were a great success.

This year at Canberra Royal we took five riders to compete at the show, along with the Clydesdale group who had great success. The Clydesdale mare Lilly won supreme led Clydesdale. Megan Lette, Emily Belling and Jessica Power led the Clydesdales to some great results. The stock horses also had great success again with Blake Paulston winning reserve champion working after winning the class for junior working ASH.



At Sydney Royal, the YAHS equine team had great success with Sheridan Hammet riding Rayma Justa Doll, Jessica Afflick riding Rayma China Girl and Blake Paulston riding Midlands Pedro in the stock horse classes. Blake Paulston did extremely well winning the hack gelding and placed second in the junior ASH hack. The second week also had success with Sheridan Hammet riding the schools pony Willowcrest Dreams to win the ridden part Arabian derivative and placing second in the part Welsh pony. The Clydesdales had a successful show with Jessica Power leading Georgina to win the led Clydesdale mare, Emily Belling leading Colin placed 3rd and Meagan Lette leading Wally placed 5th in the led gelding. Meagan Lette led Tess in the handler class to take out 5th place.

Next was the Stock Horse Nationals held in Tamworth. Jessica Afflick, Sheridan Hammet, Will Peterson and Courtney Stubberfield had success amongst a huge number of stock horses. Sheridan Hammet and Jessica Afflick both placed in the led ash mare class with Sheridan and Rayma Justa Doll coming third and Jessica Afflick and Rayma china Girl coming fifth. In the hack classes, Sheridan Hammet rode Delta to place 2nd in the English attire hack. The three riders Sheridan Hammet, Will Peterson and Jessica Afflick all made it into the top six in the hack mare class with Jessica Afflick 1st, Sheridan Hammet 3rd and Will Peterson 6th. Courtney Stubberfield finished well to reach high scores in her two dressage tests. All together it was a successful week and well worth the long trip.

Bathurst Royal was again a competitive and successful show. Sheridan Hammet rode her own Sanlirra Talk of the town to place 2nd in the riding pony class and preserve champion riding

pony. She also won the saddle pony and went champion saddle pony. The schools pony Willowcrest dreams was awarded champion Arabian derivative after winning the Arabian derivative mare led class. She also won the ridden Arabian derivative class. Sheridan Hammet and Rayma Justa Doll won the led hack mare class and then went on to be rewarded reserve champion led hack mare. Will Peterson rode his horse Brookfield Just Gorgeous to win the gentleman rider and go on to be declared champion boy rider. Jessica Afflick and Rayma China girl placed third in the led stock horse mare.



At the Coonabarabran Interschool competition, the school had great success in a range of disciplines with Jessica Power winning the Warrumbungle Way, Annabelle Hall winning C grade eventing, Grace Armour winning the combined training. In the hack section, Courtney Stubberfield came second in her rider class to then go on and be awarded Reserve Champion rider. Blake Paulston rode his hack to be awarded reserve champion lightweight hack and Brad Daunt achieved overall runner up 12 year old boy.

This was closely followed by success at the Sydney Interschool championships, where the vaulting group was also successful. In the ridden sections Sheridan Hammet won the hack section on her horse Sanlirra Talk of the Town. Jessica Afflick gained a 4th and 3rd in her dressage tests. Will Peterson had a good clear round in the jumping and took out 3rd place in the rider class. Will Fitzgerald place 9th in the 95cm eventing. Grace Daunt had a good week gaining 6th 80cm eventing, 2nd rider class, 2nd hack, 2nd led and then going on to place 3rd overall show hunter. The vaulting team had great success with Charlotte Butt coming 2nd in the

individual, 3rd in the pa da deaux and 2nd in the team competition Courtney Stubberfield gained a 6th in the individual and was a part of the winning team of six. Bronte Doyle was part of another team of six who were awarded 2nd place. Jennifer Le Compte was also a member of the winning team of six and Charlotte Horan placed 2nd in the team of six and 5th in the pa da deaux.

Melbourne Royal was yet another successful show for the students, who competed in the Stock horse classes, hack classes and also with the Clydesdales. On the first week Sheridan Hammet rode Rayma Justa Doll to 2nd in the stock horse hack mare and 4th in the junior hack. Sheridan then went on to place 3rd in the open Galloway class on her horse Sanlirra Talk of the Town. Blake Paulston rode Midlands Pedro 2nd in the stock horse hack, 2nd in junior working and reserve champion working. The Clydesdales had a good show with Tess getting 6th dry mare led, 2nd in the driven mare, reserve champion driven Clydesdale. Emily Belling was successful placing 5th in the Wee Willy handler, 1st junior presentation, champion overall junior handler and then going on to win the Denzildon Trophy.

In between all the royal shows and interschool events, the school attended numerous Ag shows. Some major results from the Ag shows include:

- Sheridan Hammet Champion Galloway, Ganmain Show
- Sheridan Hammet Champion Galloway, Narrandera Show, and Champion led ASH.
- Jessica Afflick Champion ridden ASH, Reserve Champion led ash and Champion led show Hunter, Narrandera Show
- Sheridan Hammet Champion Galloway, Barellan Show
- Jessica Afflick Champion ridden ASH, Barellan Show
- Courtney Stubberfield 2nd showjumping, Barellan Show
- Emily Belling Reserve Champion ridden ASH, Narrandera Show
- Jessica Afflick Champion ridden ASH, West Wyalong show
- Emily Belling Reserve Champion ridden ASH, Leeton Show

- Jessica Afflick Reserve Champion working, Leeton Show
- Sheridan Hammet Champion Galloway, Finley Show
- Sheridan Hammet Champion Galloway, Narrandera Show
- Emily Belling winner of the ASH junior Handler, Aria Park Show
- Jessica Afflick Reserve Champion Hunter, Aria Park Show
- Sheridan Hammet Champion hack, June Show
- Will Peterson champion ridden ASH, June Show
- Will Peterson champion led large breed mare, Cootamundra Show
- Emily Belling and Petrelle Tess 1st Clydesdale broodmare
- Emily Belling and Petrelle Tess Reserve Champion Clydesdale overall
- Highgate Queen of Glen rose was 1st in the led dry mare Leeton Show

Overall, the school has had a very successful year across all areas of competitions that they have attended and are looking forward to another successful year in 2015.

Poultry Team

It has been a highly eventful year for the poultry show team with further developments to our existing facilities, the purchase of our first school chickens and incubator, and the ever growing amount of poultry fanciers.

Thanks to the expertise in shed building displayed by Roy Bandy and the maintenance team, poultry Showstock now has an extravagant poultry shed in which the birds can be kept in impeccable show condition. This shed has also allowed the team to acquire an incubator, courtesy of Mrs Punch at the school canteen, and we are happy to report that there were two successful hatches this year from our school breeding pens. The school poultry consists of Bantam Australorps, White and Partridge Wyandottes, and Black Bantam Leghorns.



Students this year have exhibited a wide range of breeds, including Old English Game, Plymouth Rocks, Pekins, Silkies and Japanese Bantams.

Showing has been extremely positive, with the poultry placing at every show. Highlights of the year include:

- Reserve Champion Bird in Show Ganmain (Donated Light Sussex)
- Champion and Reserve Champion Junior Bird at Barellan (Hannah Kolve's White Pekins)
- Champion and Reserve Champion Bird in Show at June (Mr Dixon's Plymouth Rock 'Hercules' and Emma Cullen's Silkie 'Gertrude', respectively)

We are also excited to announce the show team has entered the Sydney Royal Show for the school layers and meat bird competitions for the first time. We look forward to our first Sydney experience in 2015.

Extra-Curricular Sport 2014

In 2014 Yanco Agricultural High School students competed in a number of sporting, musical and community based activities. This included our students playing sport for Yanco Agricultural High School or interacting with local clubs in the Leeton and Yanco community.

We participated in the Leeton Touch competition played on Monday nights with over 110 students registered and two teams making it the Grand final.

We also had two cricket teams participate in the local competition played every Saturday and unfortunately both teams lost in the grand final narrowly.

The local Volleyball and Basketball competitions run all year round with Yanco Agricultural High School students entering over two teams each competition.

Swimming Club ran every day over the summer and we had up to a dozen students going in regularly as well as running our own swimming training at the school. We also had students compete in Little Athletic's and Tennis with over 20 students attending weekly.

Rugby League seemed to keep the boys and girls at the school very busy over winter with Yanco Agricultural High School playing every Saturday in the Group 20 Junior Rugby League competition. We had teams in the Under 13s, Under 14s and Under 16s League Tag divisions with our Under 14s eventually being crowned the winners of the grand final held at Darlington Point. The older students competed with the Bidgee Hurricanes and Leeton Greenies in League Tag, Under 16s and Under 18s Rugby League and League Tag.

We also had students compete in AFL and played with the Leeton based Crows Team that played every weekend in Under 15s and Under 17s Divisions. Rugby Union was played on Saturdays for our Under 17s and on Sundays for the Under 15s and both sides were beaten in the grand final.

The girls at Yanco Agricultural High School also competed in the local Netball competition on Saturdays with YAHS entering a Year 7, Year 8, Year 9 and Year 10 team. The older girls played on Tuesday nights in the local women's division.

We also run Cadets, Scouts, Fishing Club, Dancing, Music Lessons, Friday night Movies, Laser Tag, Ten Pin bowling, Show stock and Cooking lessons to make sure the students always have things to do in the after-hours at Yanco Agricultural High school. Not to mention all the training nights for each individual activity.

2014 Community Use

Equine Workshops and Clinics

Cadets

Regional Principal's Conferences

Counsellor's meetings

Wedding Photos

Wedding Ceremony

Site tours for visiting groups

Out of School care – use of pool

Yanco Public School – use of pool

Small Schools Cross Country

Charity Walkathons

Macquarie Fields/Prairewood High School visit

Church Leaders' Retreat

2014 Asset Expenditure

Mattresses \$11,000

Equine Signs \$6,189

Amenities Building for Farm Staff \$20,583

Rail for Horse Arena \$14,959

New cattle Truck \$177,525

Alterations to Water Filtration plant \$17,149

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. One curriculum area and another across the school program were chosen.

Curriculum Agriculture

Across School Levels System

The Welfare Levels System Evaluation

The system runs through staff and dormitory prefects giving students incentive awards, staff giving students community certificates for one of six areas – Academic, Community, Cultural, Agriculture, Leadership and Sport. Students then hand these into the duty room where they are collected and collated. From these certificates students move through the system from:

- Level 3 (where all students start) to
- Level 2 (Silver) after gaining 10 incentive awards and three community certificates,

- Level 1 (Gold) after receiving a total of 30 incentive awards and at least 6 community certificates
- students then apply through their Year Advisor and the Welfare Committee to move to Level 0 (Platinum) after having been on Gold level for at least 1 year.

Through 2014 we continued a review of the positive level system with the assistance of some SRC members – Will Peterson, Deanna Johnston, Alexandra West and Jasmine Whitehurst.

This review involved meetings with the members fortnightly for two terms and a survey of students. We decided to only survey the students as we wanted an idea as to why students did or did not want to be involved in the system. We asked seven questions of the students. We had 138 students respond to the survey over several weeks.

Questions 1 and 2 related to their year group and their name if they wanted to win a prize.

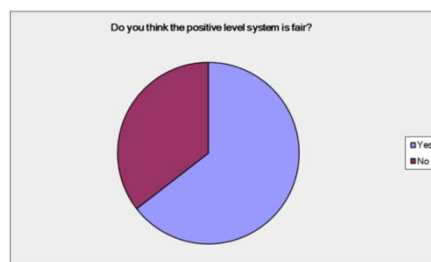
Questions 3: **Rate the positive level system on its effectiveness – 1 being it doesn't work; 4 it does work.**

Does Not Work	13.8%	19
Works a bit	29.0%	40
Works OK	43.5%	60
Works really well	13.8%	19

Question 4: **What level are you on now?**

Platinum	0.0%	0
Gold	21.7%	30
Silver	21.7%	30
3	28.3%	39
4	1.4%	2
5	0.7%	1
6	0.0%	0
Not Sure	26.1%	36

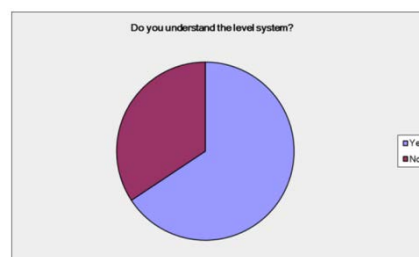
Question 5: **Do you think the positive level system is fair?**



Yes: 89

No: 49

Question 6: **Do you understand the level system?**



Yes: 90

No: 47

Question 7: **What are some incentives we could offer for you to want to move up levels (silver, gold, platinum) and to continue gaining awards to stay on gold or platinum levels?**

Main responses were (138 in total):

Canteen vouchers
Dinners and morning teas
Trips to Wagga Wagga/Griffith
Food and Canteen vouchers
Shopping leave on any day
Movie and pizza nights

Question 8: **Write down some improvements you think we could make to the positive level system and any other relevant comments about the level system.**

Main responses were (138 in total):

Add a bronze level
I think it needs to be acknowledged more and be used as a preference e.g. with shopping leave if you are on a silver
Improve display of who is on awards
More rewards for students on higher levels
Get teachers to hand out more blue cards
Bring back the cane
Improve understanding of the system

It's ok, the negative system is the dodgy one
 Gold could be a little harder to get to
 Make a new system
 Make it easier to move up
 Don't wipe them every year
 Needs to be updated publicly more often
 It was disappointing that there were 26% of students that did not know what level they were on or where to go and look for it in the school. From the very varied other comments about improvement of the system and the rewards it is very apparent that an education of both students and staff is required for the system or any system to work well within the school.

About 2/3 of student think the system is fair while about 1/3 do not understand the system. This is evidence again of the retraining that needs to occur for this or any other system the school is to put in place.

The responses to questions 7 and 8 were very useful in giving us ideas for incentives and other improvements. Most of these were still positive about the system we have.

The school has begun the move towards PBL (Positive Behaviour for Learning) where staff and students will receive training during 2015. This program is very wide spread through the entire school and incorporates positive rewards within it. We hope to have this program functional by end of 2015 and through 2016.

With the introduction of PBL in mind the group of students and the Head Teachers Welfare decided it better to put our energies into an education of the current system for staff and students rather than rewrite the entire positive level system.

Staff will receive updates and refreshers on how the system works and will be encouraged to hand out the awards. The Dorm Prefects will be encouraged to use the incentives as positive reinforcement of students doing the right thing in dorms. Students through the SRC will be reintroduced to the system through year group meetings and discussions.

When PBL has been introduced fully into the school we will again revisit the positive level system for incorporation with this powerful program.

AGRICULTURE

Background

In late 2013 a new Head Teacher Agriculture was merit selected into the school. With a faculty consisting of largely inexperienced staff this evaluation was an opportunity to look towards the future to enhance agriculture in the school.

Findings

1. Due to the size and nature of this faculty it is a complex undertaking.
2. The teaching staff in the Agriculture faculty are young and inexperienced, they are working well and are trying to reach their own individual potential.
3. Communication between teaching and farm staff needs improvement
4. With the large scale use of livestock in many teaching activities, animal welfare must always be a priority.
5. Staff frustration with out dated or unavailable farm machinery.

Future Directions

1. That weekly meetings of teaching staff and representatives of the farm staff be held for organisational and information sharing
2. Staff be supported to continue improving their skills and capacity – strong learning plans be formulated by all staff.
3. That all staff work together to ensure that communication between staff is improved.
4. Ensure all staff are adequately trained in appropriate animal husbandry skills and that this competency is recorded.
5. That the school pursue measures to improve the availability of modern and appropriate farming equipment for teaching and learning at the school.

School planning 2012-2014:

School priority 1

Teaching and Learning

Outcomes for 2012–2014

Continue the growth of literacy and numeracy from Year 7 to Year 9.

Establish a Gifted and Talented program across all years.

Target the aspects of reading texts and comprehension from the K – 10 literacy continuum for Stage 4 students.

Support and refine the Middle school initiative.

Target 1

In Year 9 Literacy increase the number of students scoring in Bands 8, 9 and 10 by two in each Band compared to the 2013 NAPLAN results.

Evidence of achievement of outcomes in 2014

	Band 8			Band 9			Band 10		
Year	13	14		13	14		13	14	
Reading	28	17	11	5	4	1	3	3	0
Writing	11	14	3	7	4	3	1	1	0
Spelling	22	11	11	7	4	3	2	1	1
Grammar/ Punctuation	15	10	5	4	6	2	3	1	2

There were 10 more students in the 2013 cohort compared to the 2014 which does make comparison on numbers alone difficult. Although there were some improvements in the writing area in general the school did not meet this target and further intense work will be required prior to the 2015 NAPLAN testing.

Target 2

In Year 9 Numeracy increase the number of students scoring in Bands 8, 9 and 10 by two in each Band compared to the 2013 NAPLAN results.

Evidence of achievement of outcomes in 2014

	Band 8			Band 9			Band 10		
Year	13	14		13	14		13	14	
Numeracy	18	18	0	5	5	0	7	4	3

There were 10 more students in the 2013 cohort compared to the 2014 which does make comparison on numbers alone difficult. Results indicate that as the 2014 cohort was a smaller cohort then percentage of students in these higher bands was improved but the numbers alone remained at about the same level hence the school did not meet this target.

Target 3

All students in Stage 4 to attain the 'at expectation' level for reading texts and comprehension on the K – 10 literacy continuum.

Testing Results

	Year 8 (numbers)
Well-above expectations	0
Above expectations	13
At expectation	15
Below-expectation	10
Well below expectation	20

These numbers are a compilation of Aboriginal and non-aboriginal students and were assessed in November 2014.

Strategies to achieve these outcomes in 2014:

- Analysis of data to identify areas for development
- Setting achievable expectations and clear outcomes to students and communicate this information to parents.
- Define a staff group working to develop a GAT program
- Implement specific numeracy programs to engage students in the classroom.

- Reinforce the 'Stepping Out' literacy program to engage students in the classroom, in particular with their writing skills.
- Use LAST resource to identify, work with and support those students requiring additional literacy support.
- Formalise the tutorial program for all HSC courses
- Further develop the 'Time-Wise' initiative – a program to teach senior students to become more improved and efficient independent learners.
- Investigate alternative courses of non ATAR subjects for students in Year 11 2014 to meet the needs of students.
- Work closely with staff participating in the Year 12 mentoring program
- Use Moodle technology to support, extend and challenge students.
- Provide strategies for improvement in student outcomes
- Train teachers in the use of comprehension strategies
- Investigate high performing schools and their innovative initiatives.

School priority 2

Agriculture including equine

Outcomes for 2012–2014

Increase the interaction between the school farm and curriculum.

Increase the profile of Agriculture within the school.

2014 Targets to achieve this outcome include:

Target 4

Have a greater percentage of students participating in the school farm operations.

Outcomes from 2012–2014

This target has been met

Evidence of achievement of outcomes in 2014:

- Increased numbers of students in both Agriculture and Primary Industries classes
- Students in Year 10 commencing the Primary Industries Stage 6 course early.
- Most students completing Primary Industries participate in 35 hours of work placement on the school farm
- School farm being more integrated into the Agriculture curriculum in all learning stages
- Student numbers in all livestock teams – cattle, sheep, poultry and equine have increased – the competition for places in teams competing in major shows has substantially increased.
- Improved co-ordination between the farm and teaching staff to ensure that when operations are occurring on the school farm that teaching staff can participate with their classes if appropriate.

Strategies to achieve these outcomes in 2014:

Maintain and extend enrolments in Agriculture throughout the school.

Have YAHS recognized as a centre of excellence for Agriculture and skills based training.

Enhance the natural resource management of the school farm by implementing conservation strategies.

Offer courses in stages 5 and 6 with a specific industry focus to allow specialization.

School priority 3

Sustainable Schools and Community Engagement

Outcomes for 2012–2014

Enhanced delivery of our services.

Support and strengthen teacher capacity to improve student learning outcomes.

Improved teacher quality through the use of the Quality Teaching Framework.

Develop and maintain active student engagement within the student community.

Evidence of achievement of outcomes in 2014:

- Additional resources have been added to areas in the school to enhance our delivery. The agricultural faculty

resourcing around the sheep, cattle and poultry areas have been substantially upgraded to enable a better delivery of the curriculum

- The mix of staff has seen a substantial shift with a number of long term very experienced staff move into retirement. As a result the age demographic of the teaching staff has substantially reduced. Much work has gone into place to support these staff and ensure their capacity is being increased. Head Teachers are expected to lead this work with their staff
- Each teacher has worked with their supervising Head Teacher to produce individual learning plans and goals for the 2015 year.
- Many opportunities are given to staff for professional learning both within the school and outside, particularly around the improvement of their capabilities.
- Students are actively encouraged to have a voice and additional positions of head Dormitory prefects were initiated by students in 2014 to address concerns they expressed. This has been a very positive outcome.

Strategies to achieve these outcomes in 2014:

Use surveys to monitor the wellbeing of students.

Improve communication from school to parents and community – reports, website, newsletters.

Staff are encouraged to access resources both within and outside the school to improve overall student learning and engagement.

Improved school student leadership model.

Greater support for beginning teachers.

Professional learning and staff welfare become a priority.

Increased awareness and involvement in community and environmental activities.

2014 Targets to achieve this outcome include:

Target 5

Continue the increase in retention rate of all new students (Years 7 to 11) entering the school in 2014 compared to the previous 4 years.

Student Withdrawals 2014 (incl. at the end of the year and not returning 2015)

	2013	2014
7	3	1
8	2	8
9	5	3
10	15	3
11	4	18
12	1	0
TOTAL	30	33

Use surveys to monitor the wellbeing of students.

Improve communication from school to parents and community – reports, website, newsletters.

Staff are encouraged to access resources both within and outside the school to improve overall student learning and engagement.

Improved school student leadership model.

Greater support for beginning teachers.

Professional learning and staff welfare become a priority.

Increased awareness and involvement in community and environmental activities.

REASON	NUMBERS
Employment/TAFE	12
Financial	4
Homesickness/Not Coping	8
Family Situation	2
Another School	3
Illness (not school related)	2
Other	2

This was a total of 33 students left the school during the year compared to 30 students in the previous year. Above is the breakdown of the reasons.

Many of these reasons are very positive with 11 of the students (30%) finding employment and/or further training in their field of choice. Financial reasons accounted for 12% of students leaving the school. 24% of those withdrawing from the school were due to not being able to fit into the residential nature of the school and suffering from extreme homesickness.

Moving to another school for personal choices or not fitting into this school accounted for 11 students of those leaving representing 3% of the total school population, compared to 4% in the previous year.

This target was met.

School priority 4

Technology

Outcomes for 2012–2014

Increased connected learning throughout all learning stages in the school.

Ensure all connected learning devices are used to maximum potential.

Increased access to digital technologies including the internet.

Improve record keeping using digital means.

There are no targets for this school priority.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents have a positive belief that YAHS provides high order delivery of care for their children both in school and residence. A belief in the ethos of the 'Yanco family' has cemented parent networks throughout the state, supported a viable and productive P&C

organisation and Old Yancoian network of past students.

- The existence of an effective welfare structure within the school was seen by students, parents and staff as pivotal to the wellbeing of all. Continued development of dormitory committees, dormitory prefect roles and mentoring by staff throughout 2014 has further enhanced this environment. The school continues to review this document and input from all stakeholders is encouraged.
- Parents, students and staff believed that internet access to dormitories should be enhanced, especially to senior school dormitories. The cost remains an issue but the school is close to meeting this target. The introduction of laptop technology into all years has been a very positive outcome.
- The equine and livestock show stock activities continue to flourish and increasing numbers of students are being involved. It is acknowledged that the commitment and good will of teaching staff ensure that these programs are successful. Extra-curricular activities have been enhanced by the Sports Coordinator and these responsibilities have been included in this role, thus enhancing student engagement on weekends and for individual and group participation in broader community events. Parents and students believe this additional commitment has been a most positive development in 2014. A wide range of recreational and sporting activities are available for students.
- Best practice operations in the management and provision of health care and catering was acknowledged by staff and students. YAHS was seen as a safe and caring environment by all stakeholders. Machinery upgrades in the kitchen and laundry have increased efficiency in both areas.
- The continued development of student governance by the SRC throughout 2014 has been warmly received by the student body. Selection of representatives has been eagerly contested under a formal voting system. Students believe that this body is truly representative of their concerns and requests for change and improvement and that their input is valued. They do make a difference.

- Parents and students believe that the curriculum is relevant and it has been developed to respond to students interests need and abilities. This was particularly evident within the senior VET program and the junior middle school program. Stage 6 VET subjects have been made available to students in stage 5 where appropriate as a result of this demand. Increased numbers of students have elected these subjects in 2014.
- Students and staff believed that the tutorials and staff development specific to adolescent mental health completed throughout 2014 have benefited all those in residence.
- Students, staff and parents believed that the environment within YAHS supported an ethos of school pride, self-esteem and respect for others.
- Staff believed that the level of support provided through the student resilience training at such venues as the Year 9 RAP, Year 10 leadership camp, transition programs, Year 7 orientation camp, Year 9 Camp Hudson and Mind Matters units provided a sound basis for student welfare throughout the school.



Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Strategic Direction 1

Student Learning and Engagement

To develop engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning. A culture of excellence and the development of relevant and engaging curriculum for 21st century learning underpins this purpose.

Strategic Direction 2

Wellbeing, Tradition and Values

We embrace our shared values and respected traditions to create an environment that is caring and safe for all members of the Yanco Family.

Strategic Direction 3

Quality Teaching, Learning and Development

To create an environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to build expertise and teacher capacity. Teachers commit strongly to the development of their teaching practices, modeling critical self-reflection and high standards in all aspects of their professional 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.

Daryl Finch	Principal
Lisa O'Brien	Deputy Principal
Denis Benjamin	Deputy Principal
Bruce Hammond	BSM
Elizabeth Dwyer	President P&C
Teia Oliver	SRC
Melanie Guttler	School Captain
Steven Butler	School Captain
Narelle Piffero	Head Teacher Welfare
Jason Sachs	Head Teacher Welfare
Megan Thurgood	Head Teacher Science
Greg Press	Head Teacher Maths
Amy Dolstra	HT English/History
Amanda Conley	HT Agriculture
Robert Ash	HT Social Science
Julie Fitzsimon	Registrar
Suzanne Morris	Acting SAM
Nathan Cassilles	Act. Careers Adviser

Kim Weller	Teacher
Ellie Quinn	Teacher
Mark Dixon	Teacher
Melissa Carn	Teacher
Mitchell Cross	Teacher
Elyse North	Teacher
Scott McGrevy	Teacher
Robbie Gifford	Teacher
Danielle Ingram	Teacher
Paul Bandy	Stables Manager
Warren Weir	Sports Coordinator

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School Code: 8144

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

