

# Yanco Agricultural High School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Yanco Agricultural High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gary Hunt

Principal

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## School background

### School vision statement

In a caring residential environment, students are encouraged to achieve their potential to become effective contributors in their communities and society within a dynamic and complex world. Affirming the best of the schools traditions, our aim is to provide a well– balanced and diverse educational program with a focus on agricultural pursuits.

### School context

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.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, the school undertook self– assessment using the elements of the School Excellence Framework.. The three key elements are: **Learning, Teaching and Leading**. Each element is then divided up into 4–5 specific target areas.

#### **In the domain of Learning, the schools efforts have primarily focused on Learning Culture, Curriculum and Learning.**

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. School programs address the needs of identified student groups ( eg. Aboriginal students, gifted students and student's with disability). Expectations of behaviour are explicitly taught to students and relate to a variety of school settings such as classroom, playground, hallways, canteen and assemblies. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. The school provides a range of extra curricula offerings for student development. Teachers actively involve students and parents in planning to support students as they progress through the stages of education.

#### **In the Teaching domain, the school focus has been on Data Skills and Use, Learning and Development.**

The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school Leadership team regularly uses data to inform key decisions. Teachers incorporate data analysis in their planning for learning. Teachers participate in

professional learning targeted to school priorities and their professional needs. The school has processes in place for teacher's performance and development. Teachers are actively engaged in planning their own professional development to improve their performance.

**In the domain of Leading, the school's priorities have focused on School Planning, Implementation and Reporting.**

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the school vision, values and purpose for the school. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide variety of student, staff and community achievements.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Student Learning and Engagement

#### Purpose

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.

#### Overall summary of progress

All teaching staff have a working understanding of the Literacy and Numeracy Continuum and are able to plot students on the Continuum. Students below targets are identified and specific help put in place.

The school has an established Wellbeing team who are working on whole school programs.

Limited progress has been made on building the capacity of teachers to develop higher order pedagogical practices to enhance teaching, learning and assessment in Stage 6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase in the number of students that value-add based on external school assessment data.	School Excellence Framework data indicates:  the school still shows positive growth from Year 7 to Year 9 NAPLAN data.  there is still a negative shift from Year 9 to Year 12 in value adding.	\$18000 RAM funding
30% increase of students who recognise, value and demonstrate positive behaviours and attitudes towards student learning, engagement and achievement.	Tell Them From Me (TTFM) survey data indicated At the beginning of the year, 75% of our students indicated they had positive relationships within the school, however by the end of the year this had increased to 78%. At the beginning of 2016, 85% of our students consistently displayed positive behaviours, while at the end of the year this had decreased slightly to 84%.	\$4800 RAM Socio-economic background

#### Next Steps

The Wellbeing team to work with Year Advisors to develop a sequential program of life strategies for students from Year 7 to Year 12.

A strong focus on improving pedagogical practice for all staff through targeted Professional Learning.

## Strategic Direction 2

Wellbeing, Tradition and Values

### Purpose

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

### Overall summary of progress

Wellbeing and Anti-Bullying policies reviewed and accepted by all stakeholders.

Wellbeing team established and working with Year Advisors to establish a 7–12 Wellbeing program aimed at improving student resilience and capacity.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students feel safe and display positive behaviours, attitudes and demonstrate an understanding of culture and values within the school.	The Positive Behaviour for Learning program did not continue due to lack of regional trainer in program. School initiated VIVO rewards program in place of PBL for 2016. Students valued program as it worked along similar lines to PBL. TTFM survey data indicates that we still have work to do to make 100% of students feel safe at school.	\$14500 RAM location Loading
100% of staff are committed to improving morale in order to support the culture and values of the school.	Twenty eight members of staff completed the TTFM Teacher Survey in 2016. Data analysis showed there is still considerable work to be done in this area, in terms of staff collaboration and teaching strategies.	\$4000 RAM Location Loading

### Next Steps

Re-establish PBL team in 2017 with training for more staff and make new staff to the school aware of program.

Review TTFM data from semester 1 survey to semester 2 survey to better gauge progress in Wellbeing areas.

## Strategic Direction 3

Quality Teaching, Learning and Development

### Purpose

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, modelling critical self– reflection and high standards in all aspects of their professional life.

### Overall summary of progress

All teaching staff have aligned their Professional Development Plans to the Australian Teaching Standards. Executive staff have aligned plans to Highly Accomplished or Lead teacher level.

Majority of staff are now registered with the NSWIT.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have Performance Development Frameworks mapped against the Australian Teaching Standards and are registered with the NSWIT.	All teachers have mapped their goals to the Australian Teaching Standards. New scheme teachers have worked with a regionally appointed Mentor towards accreditation. Majority of school staff are now registered with the NSWIT. Professional learning throughout the year was aligned to the School Plan and Staff's Personalised Development Plans	\$14,000 Beginning Teachers Funds and Teacher Professional Learning. time allocated during School development days.  \$34600 Professional Learning Funds

### Next Steps

All staff to attain a greater understanding of various data sources to improve student learning.

All teachers of Higher School Certificate classes to provide a SMART data analysis of results. Head Teachers are to support staff in this analysis.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	SLSO time for Aboriginal students was targeted for help within the classroom. Student growth for Year 9 in Numeracy were all above the state average and was the same for Spelling.	\$10,358
<b>Low level adjustment for disability</b>	YAH's Learning and Support Teacher allocation of 86 was enhanced by these funds for an extra 1 day per week. This improved the LaST's time to work with staff on Personalised Learning Plans.	\$20,036
<b>Socio-economic background</b>	Students from low socio-economic families received financial support to ensure equity in educational opportunity- supply of school uniforms, excursion and camp costs. A higher level of engagement and sense of belonging was exhibited by these students. Leadership opportunities were also provided to prospective dorm prefects as well as the student leadership team to develop their leadership capacity prior to the election of school captains and prefect body.	\$20,504
<b>Support for beginning teachers</b>	Four permanent beginning teachers received targeted funding for their first and second year of teaching. Staff were given timetabling concessions, a mentor and additional professional learning. Staff were given targeted professional learning aimed at teachers in their first couple of years of teaching. Mentors provided time for collaboration and observation of classroom practices.	\$32,927





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	176	180	169	152
Girls	200	197	198	180

Total enrolment for 2016 was 332 students. Enrolment in Year 7 continues to be via the Selective Schools process, while access to Years 8 to 11 is by application and interview.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.2	98.6	97.2	97.8
8	97.7	96.7	97.6	95.6
9	96.1	95.1	97.5	96.3
10	96	95.7	95.8	96.3
11	96.5	95.9	96.6	95
12	96.2	97.6	97.3	96.4
All Years	96.7	96.4	97	96.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Attendance figures are somewhat masked by the school being a full time Boarding school and the number of activities our students participate in away from the classroom.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			5
Employment	30	60	30
TAFE entry		20	5
University Entry			55
Other	70	20	
Unknown			5

### Year 12 students undertaking vocational or trade training

In 2016, 56% of students in Year 12 were undertaking at least 1 vocational or trade training qualification.. Of these, 28% were undertaking a second qualification.. Yanco Agricultural High School offers VET qualifications in Hospitality, Business Services, Primary Industries and Metals and Engineering.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 100% of students in Year 12 attained their Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	7
Classroom Teacher(s)	15.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	7.98
Other Positions	7.3

\*Full Time Equivalent

There were no staff who identified as Aboriginal or Torres Strait Islander at the school in 2016.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

## Professional learning and teacher accreditation

Professional Learning in 2016 was focused on mapping for the Literacy/Numeracy continuum, analysis of data and personal career development as reflected in their PDP. All staff accessed professional learning through 2016. Beginning teachers, both permanent and temporary, were also targeted for specific professional learning relevant to their needs.

In 2016 there were sixteen staff maintaining accreditation at the proficient level while a further seven staff were identified at the conditional status level. Extra support was provided to staff working at the conditional level to achieve their accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>189 459.00</b>
Global funds	352 530.00
Tied funds	445 626.00
School & community sources	217 925.00
Interest	31 434.00
Trust receipts	543 563.00
Canteen	159 905.00
<b>Total income</b>	<b>1 940 442.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	213 781.00
Excursions	194 685.00
Extracurricular dissections	0.00
Library	9 693.00
Training & development	3 821.00
Tied funds	327 942.00
Short term relief	63 826.00
Administration & office	81 474.00
School-operated canteen	240 717.00
Utilities	112 053.00
Maintenance	6 945.00
Trust accounts	269 217.00
Capital programs	24 710.00
<b>Total expenditure</b>	<b>1 548 864.00</b>
<b>Balance carried forward</b>	<b>391 578.00</b>

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

## School performance

### 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.

The NAPLAN results show improvement in average Reading scores for Year 7 students. While other areas remain inconsistent. Year 9 students showed above average state growth in Reading and Grammar and

Punctuation. Year 9 scores for Reading, Writing, Spelling and Grammar and Punctuation all remain above NSW D of E school scores.

Students in both Year 7 and Year 9 exhibited above average growth in Numeracy scores in 2016.

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 skill and understanding demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

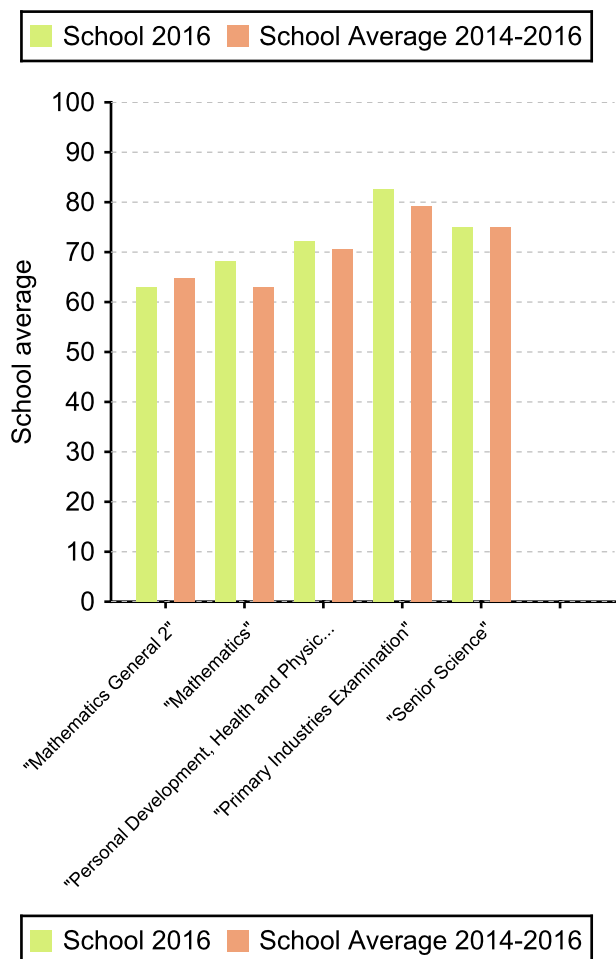
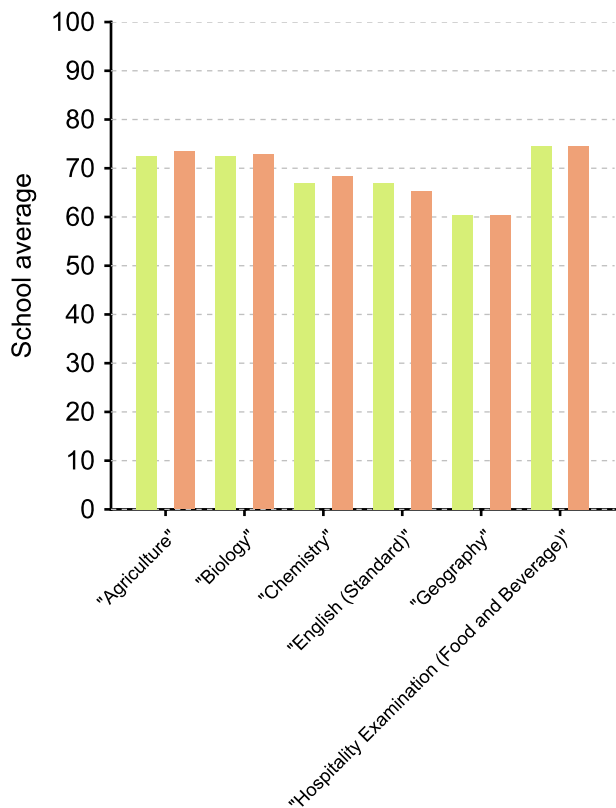
The percentage of Year 7 students in the top two bands has remained consistent for Reading, Writing and Grammar and Punctuation, decreased for Spelling and increased for Numeracy.

The percentage of Year 9 students in the top two bands has increased for Reading, Writing, Spelling and Grammar and Punctuation but has decreased in Numeracy.

Another reporting requirement from the **State Priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of students in the top two NAPLAN bands. Yanco Agricultural High School has less than five students in both Year 7 and Year 9 who identify as Aboriginal.



(highest).



### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6

## Parent/caregiver, student, teacher satisfaction

Yanco Agricultural High School utilises the Tell Them From Me (TTFM) survey tool to collect data from teachers, parents and students about their perspectives of the school. The following represents their views and opinions on different aspects of the school from the 2016 survey.

### Parents

1. Parents feel welcome at the school. Parents are very happy with the administrative and support staff and felt welcome when they visited the school.
2. Parents are well informed. Parents were very happy with the school's report format and believed it was easily understood. Parents believed that staff informed them quickly regarding issues of behaviour regarding their child.
3. Support for Learning. Parents believed that teachers expected homework to be done on time and that there was an expectation that all students should work hard at their studies.
4. Support for Positive Behaviour. Parents believed their children were clear about the school's expectations regarding behaviour.

### Staff

1. Staff believe the school has a positive learning culture.
2. Staff believe the school has an inclusive environment.

### Students

1. Students at the school are highly involved with sport and extra curricula activities.
2. A significant number of students have positive relationships with friends they trust and who encourage them to make positive choices.
3. A large majority of students exhibit positive behaviour at school.



## Policy requirements

### Aboriginal education

Yanco Agricultural High School received Aboriginal background funding in 2016. This money was utilised to employ an SLSO who supported students during their

regular classes.. This person also worked with the Learning and Support Teacher with the development of Individualised Learning Plans for the Aboriginal students.

All teaching and learning programs that come under the Australian Curriculum have an Aboriginal perspective. This enables all students to become more familiar with Aboriginal culture across the Key Learning Areas.



### Multicultural and anti-racism education

Yanco Agricultural High School regularly participates in Harmony day, which draws attention to the various cultures within the school. Key Learning Areas under the Australian Curriculum focus on fostering and understanding by students of cultural diversity and racism.