

# Yanco Agricultural High School Annual School Report 2013



## School context

### Our school at a glance

#### Students

- Yanco Agricultural High School (YAHS) is in its 92nd 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 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.
- In 2013 the school population increased to 380, an increase upon the previous year of 368. 2013 saw a Higher School Certificate (HSC) cohort of 62 students, of which 53% were offered university placement into 2014. 42% of the students in the cohort have entered into courses or training that directly relates to Agriculture. Five students have elected to have a gap year and deferred their tertiary studies. All other students have accessed further training or have obtained employment in positions across the nation.



- This year school students, staff and parents have received major awards. Year 12 student, Harriet Condon, was awarded The Minister's Award for Excellence in Student Achievement. Long term mathematics staff member and contributor, Gregory Press, has been justly recognised with a Director-General's Award for Excellent Service to

Public Education and Training. Parent Kay Goldsworthy has been awarded a Parent of the Year Award. All three have made major contributions to YAHS and it is great to see them recognised for this.

- 2013 saw the continued development of the middle school concept with students in Years 7 and 8 undertaking a curriculum program with combined subject outcomes, 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.
- 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 2013. For the first time 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 2013. 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 2013 has remained in the improved use of technology in the classroom and this has been supported by ongoing professional learning of staff. A large number of iPads have been supplied to staff and the TAS faculty continue to use class sets of these devices in the field for the collection and manipulation of data. For the first time students in Years 7 and 8 were supplied with notebook computers ensuring all students in the school have access to such resources.
- The school provides a wide variety of educational opportunities for students from throughout Australia - many from the more isolated areas of NSW. Students are attending the school from all States of Australia except Western Australia in 2013.

Interest in the equine courses has remained high and continues to result in increased numbers of students enrolling in the school in 2013.

## Staff

YAHS has a teacher entitlement in 2013 of 37.6 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 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 that 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 support students requiring support in literacy and numeracy are funded from school resources. All teaching staff meet the professional requirements for teaching in NSW public schools.

## Significant programs and initiatives

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

For the first time significant financial scholarships became available to students for 2014. These were kindly donated by the Milthorpe family and will enable \$25000 to be allocated for students for the ensuing year. They will be known as the Dick Condon/Milthorpe Family Scholarships. The first students for this support were selected in 2013 and will have funding supplied for 2014.

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. Due to the numbers in Year 7 for 2013 a slight variation was necessary whereby there was a selected mixed class, one boys and one girls class. This will continue into Year 8 in 2014.

- Transition program - highly successful initiative that brings Year 7 and their parents into the school for three days during November for orientation in the year prior to them commencing. This was enhanced in 2013 with all students entering the school in 2014 being part of a transition program. Evaluations were very positive about this upgrade.
- 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.
- 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. A new sheep course has been initiated for 2014.
- In 2013 the 'TIMEWISE' initiative includes Years 11 and 12 - 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 was most positive.
- Showstock - covers sheep, cattle, poultry and equine - a wide variety of options available to all students - highly successful.
- Equine studies - specialist teachers, facilities and allowing students studying in this area to 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.
- 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 have also supported Careflight with a \$2000 donation in 2013.

- YAHS Drum Corp - an integral part of the school with a female drum major, April Worland. In 2013 they performed at numerous regional events including the Sydney Youth Olympics and were a highlight of the KROP festival in Griffith during Education Week.



- An excursion program that promotes learning as fun and cohorts learning together in sites outside the classroom. Year 7 to Sydney, Year 8 to Melbourne, Year 9 to Tasmania and Year 11 to the snow.
- As an aid in communication a full colour calendar with school activities was again produced for 2013. 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.

## Student achievement in 2013

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 2013

#### April Worland



Year 9 NAPLAN results continued to be very satisfactory and above both the State and SEG averages by significant amounts. Growth rates in all areas were very good and significantly above in all comparisons.

This is the second year that no external School Certificate Examination took place and all students were assessed internally. The new qualification Record of School Achievement or RoSA has been initiated by the Board of Studies. The students who complete Year 10 or Year 11 and don't proceed to the HSC are eligible for this award on application.

In 2013 62 students completed the Higher School Certificate and overall the results were very pleasing and continue to improve on previous years. YAHS did not have the individual high flyers of the previous year but many more students entered University by the early entry scheme. 40 students were offered university positions prior to their results being published. Our top student was Courtney Cheers and she deserves our congratulations on a fine effort. It interesting to note her ATAR would have given her access to nearly all university courses available. Her work ethic and commitment ensured her success and

she has been a great role model for future years. Many more Band 6 results were received than previous years in the subjects of Agriculture, Primary Industries, General Mathematics, Music 1 and Senior Science. Other highlights included Senior Science achieving six Band 6 results (over 90%) and Vanessa Patey achieving 96 in Music.

### **Student First in Year for 2013**

Hayley Dowling (Year 7)

Loren Gregory (Year 8)

Cambell McMaster (Year 9)



Breanna Carr (Year 10)

Grace Alexander (Year 11)

Courtney Cheers (Year 12)



### **Sporting Blues**

#### **SPORTING BLUE (Athletics) Emily Parker**



Emily is a very talented athlete. Emily's 2013 achievements have been outstanding. Emily won the 100m, 200m and the long jump breaking the 200m record, running a time of 28.78s. The next carnival was the South West District event in Griffith. Emily competed at this carnival with commitment and pride and won the long jump event. The Riverina athletics championships were held in Albury and her efforts again were extremely impressive. Emily once again, won the long jump event securing her place in the Riverina team to compete at the CHS Carnival. Emily competed at the NSW Combined High Schools Carnival held at the Homebush Olympic Centre in September. Emily's performance was outstanding and she was successful in making it into the final 8 for long jump. Emily is a very worthy recipient of the elite award of a YAHS Sporting Blue.

#### **SPORTING BLUE (Swimming) Zac Saddler**



Zac's 2013 achievements have been outstanding. At the YAHS annual swimming carnival he won all of his events and broke some long standing records. Zac broke the records for the 50m Breast-stroke, 50m Freestyle, 50m Butterfly, & 100m Freestyle. He was also awarded Age Champion. At the South West District event, held in Leeton, Zac swam exceptionally well winning the 200m Freestyle & 50m Freestyle events. The Riverina Swimming Championships were held in Leeton and his efforts again were extremely impressive. Zac swam exceptionally well and was successful in making it to the State Championships. At the NSW Combined High Schools Carnival held at the Homebush Olympic Centre. Once again Zac swam very well and gained a place in the State final for the 50m Freestyle. Zac is a very worthy recipient of the elite award of a YAHS Sporting Blue.

### **CULTURAL BLUE (Music) – Ellen Shepherd**

Ellen Shepherd and has been playing clarinet for 7 years and bass clarinet for 3 years. Throughout 2013 she has been successful in her musical efforts within the school and in the wider community. Ellen regularly attends the Riverina Music Camp, and from this program, has been selected for the West of the Divide Music Ensemble. With this group she has toured throughout New South Wales and in July this year competed in the International Youth Music Festival in Hong Kong. In August Ellen travelled to perform with the State Wind Ensemble at the Sydney Opera House. Students are selected for this ensemble based on ability and positions are very competitive.



Rehearsals were held over one weekend, with a culminating performance in the NSW DEC Festival of Instrumental Music. Ellen is a member of the Leeton Town Band, regularly presents items in Performance Night and at formal assemblies, and also plays in the services at her local church community. Ellen has represented YAHS proudly and is a worthy recipient of a Cultural Blue.

### **AGRICULTURAL BLUE (Sheep) – Erin Goldsworthy**



Erin has been actively involved in the Sheep showstock team throughout her six years at YAHS. She has grown and developed as a handler and judge of animals and over the years she has achieved recognition at numerous shows. In 2011 and 2012 she was a leader in the sheep showstock team. She was a State Finalist in Meat Sheep Junior Judging in 2011 and placed second at the Adelaide show. In the same year she won the NSW State final in Beef cattle Junior Judging. Representing NSW in 2011 she then became the youngest winner of the National Beef Cattle Junior Judging. In 2012 she was a State finalist in Fleece, Meat sheep and Grain junior judging. Also in 2012 Erin achieved a band 5 in HSC Primary Industries. In 2012 Erin qualified for the 2013 State Final in Meat Sheep junior judging. She won this state final and represented NSW at the National Finals in New Zealand. Erin is a talented and accomplished young lady who has a terrific future ahead of her. Erin has represented YAHS proudly and is a worthy recipient of an Agricultural Blue.

### **AGRICULTURAL BLUE (Sheep) – Royce Johnston**

Royce successfully completed Certificate II General Agriculture during 2012 achieving a band 6 in the HSC. He also completed his Wool Classing Certificate becoming one of the youngest to complete this course, enabling Royce to work as a qualified wool classer. Over the last three years Royce has been responsible for the shearing of the Show stock sheep and Stud rams. He has taught other students this skill and encouraged their participation in this activity. This culminated with Royce establishing and coordinating the inaugural Sheep shearing competition at YAHS Gala day in 2013.



During his years at YAHS Royce has been an active member of the Sheep Show stock team. He

has developed strong teamwork and leadership skills and effectively led the team in his senior years. Royce has demonstrated the ability to lead whilst encouraging others to take on leadership roles and responsibilities. The continual growth of the team during this time reflects his positive leadership. Royce qualified and competed in the State final in Merino fleece judging in 2012 where he placed in the top eight.

He qualified at Cootamundra for the 2013 NSW State final in Merino judging where he was the Reserve Champion. This position led to Royce being invited to attend as an Australian representative at the New Zealand Young Judges Championships. Royce has represented YAHS proudly and is a worthy recipient of an Agricultural Blue.

#### **AGRICULTURAL BLUE (Cattle) – Brittany Whiteley**



Brittany has been a crucial member of the cattle showstock team since she commenced her schooling at YAHS in 2011. She is now a senior member of the team where she continually assists other members with the skills and knowledge she has gained and developed over the year. Utilizing her passion for agriculture Brittany was one of 40 National winners in the Heywire writing competition with a story about her passion for beef cattle and showing. In 2011 Brittany started her own cattle stud. She was recognized as the most encouraged young breeder of the year by the Galloways Australian Society in 2013. In 2012 Brittany achieved a Band 5 in the Primary Industries HSC examination. She is extremely passionate about the beef cattle industry and is applying her skills to other agricultural areas. Brittany has represented at state level eight times and regionally every year. She has judged at the state level in grain, fleece, light harness horse, dairy goat, boer goat and

beef cattle. She qualified for the 2013 NSW State Beef cattle junior judging competition. As the 2013 NSW State Reserve Champion she represented Australia at the New Zealand Young Judges Championships in Christchurch. Brittany has represented YAHS proudly and is a worthy recipient of an Agricultural Blue.

#### **AGRICULTURAL BLUE (Fruit and Vegetables) – Odette Mara**



Odette has been an active member of the cattle showstock team during her three years at Yanco Agricultural High School. During this time she has participated in the preparation, caring, parading and judging of beef cattle. She has also developed her public speaking skills and has the ability to judge animals and justified her assessment. In 2012 Odette applied these skills to judging fruit and vegetables to win the Regional state qualifier at the Cootamundra Show. In 2013 Odette successfully won the NSW state final. Odette has represented YAHS proudly and is a worthy recipient of an Agricultural Blue.

Excellence Awards were presented to George Calman, Nathan Morris, Vanessa Patey and Emma Carmichael for their contribution in the Music field and Damien Johnston, Lily Serafin and Remi Wilton for Rugby Union.

## Principal's message

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

The year commenced with the knowledge that the results obtained in the 2012 Higher School Certificate were not only greatly improved but there were a number of outstanding individual efforts. Scott Gill was ranked first in NSW for the Business Services Examination and Teresa Sutton was placed second in the State for the Primary Industries Examination. Courtney Cheers was placed fifth, with Kellie Armour, Royce Johnston and Dustin Manwaring being placed in the top 20 for the Primary Industries Examination. These are outstanding results which both the students and the school can be very proud of.

Miss Elyse North was awarded a Quality Teaching Award for her contribution to the school. She is one of many highly successful teachers in the school who support our students.

Year 11 student Grace Alexander was successful in the Director General for the Day Award and spent a day in Sydney working with the Director General Michele Bruniges and Executive Director Mr Brian Smyth King.



Year 11 student, Adam Saul, was highly successful in the Australian Mathematics Competition being awarded a High Distinction for being placed in the top 2% of students. This is considered the best result the school has ever achieved in this completion.

This school continues to provide enormous opportunities for students and the range of activities is ever expanding. 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 Youth Olympics in Sydney in

January and the Drum Corp entertained at Schools Spectacular in November. With 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. A special thanks to Miss North for her leadership and tuition, and to the other staff involved in supporting her, particularly Greg Roe and Bruce Hammond. I would also like to acknowledge the success of Vanessa Patey (Year 11) and Ellen Shepherd (Year 10) who travelled to Hong Kong as part of the West of the Divide Wind Ensemble and participated in the International Youth Music Festival.

Sport remains the most popular activity outside the classroom for many of our students and another area in which we continue to excel. Our First Grade Rugby League team was again Riverina University Shield and Sheldrick Shield Champions. The team were ultimately beaten in golden point extra time by the eventual State winners in a very close and hard fought game at YAHS. Alex McMaster was recognised by the Murrumbidgee Cricket Council as the best under 21 cricketer in the area. Lilly Serafin (Year 11) and Remi Wilton (Year 11) were both selected in the ACT Brumbies 7's Rugby Union team that contested the National Carnival on the Gold Coast. Damian Johnston was selected in the ACT Brumbies under 15 team.

The extracurricular sport is massive and there are very large numbers of students taking part in many competitions; thank you to the staff involved in coaching and supervising these teams and a particular thank you to Warren Weir for providing many of these opportunities. Year 12 student, John Duryea, who was awarded a Pierre de Coubertin Award at State level for efforts in shooting, where he continues to be a national representative.

I have greatly enjoyed working with the School Captains – Sabrina, Royce, Harriet and Murray and the Prefect group. They have been excellent role models for the younger members of the school. I would like to congratulate all the Year 12 students for their fundraising efforts during the year.

Our Fishing Club, organised by members of our maintenance crew (Alan Briggs and Peter Fraser), has many students and parents involved; all enjoying the outings, an opportunity to relax, and



hone their fishing skills. The Shooting Club is another activity that is thriving and the interest and enthusiasm of staff and parents involved is immense.

The Showstock teams continued their success and they have been in the forefront of a very positive view of the school. Aply led by Mrs Quinn and Miss O'Brien (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, both for livestock, junior judging and parading. Erin Goldsworthy won the Champion ASC Junior Judge Award for NSW in Sheep Meat Breeds – the second State award she has achieved. Odette Mara was Champion in Fruit and Vegetables and Brittany Whiteley and Royce Johnston were Reserve Champions in Beef Cattle and Merino Sheep competitions. Erin, Brittany and Royce had the opportunity to travel to New Zealand to compete in Australasian competitions in later in the year. The Sheep team were successful in achieving the best award in the school's history at Royal Melbourne Show, being awarded the Reserve Champion Interbreed Ewe – a very exciting result for the school.

Georgina Murdoch (Year 10) was successful in winning a Gold Medal in Primary Industry Worldskills VET in Schools competition for students in the Riverina/Murray region. Steven Butler (Year 11) was equal first in the Electrotechnology Competition

Keiley O'Brien (Year 12) was selected as a Junior Murray Grey Youth Ambassador and Inez Mara (Year 12) won an Angus Youth Scholarship whilst Samuel Barnes (Year 11) was successful in winning the AWI National Merino Challenge for secondary schools.

The P&C remains a very supportive body to the school raising significant funds to support student learning. The events such as Gala Day, McCaughey Ball and Art Show 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 it is your children who benefit greatly from this support.

There is no doubt Beach Carnival is a real highlight at the school – it is an 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. The school spirit on display here and at the swimming carnival, was something to behold.

The Year 6 into 7 Transition Program and Year 10 leadership camps were again highly successful and acknowledged by all as a very positive aspect of our school. For the first time this year a Transition program for students entering Years 8, 9 and 10 was initiated with great success. To Miss O'Brien, Mrs Rolfe, 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.

Thank you all for your contribution in 2013 and we can look forward to another great year in 2014.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Daryl Finch

## **P&C message**

We started off the year with the Beach Carnival and a very successful Gala Day. Gala Day takes a lot of work to organise, so a big thank you to Theresa Tagliapietra and her helpers for their fantastic work.

Our AGM was also held this weekend, with a very good turnout of parents and a lot of lively discussion. President Di Gill ended her association with the school after many years of hard work and dedication, for which I'm sure the school has greatly appreciated. The P&C Executives for 2013 were elected: Elizabeth Dwyer (President), Dave King (Vice President 1), Justin McKellar (Vice President 2), Monique Owen (Secretary) and Ellen McMaster (Treasurer). Coordinators for Gala Day 2014 are Lynn Butt and Georgina Drewery. McCaughey Ball – Stacey Lugsdin, with helpers Kim King, Kelly McKellar, Kay Goldsworthy and Kerry Nevinson. Art Show positions were not filled at the meeting, but were later taken on by John Pattison, Monique Owen and Scott McGreavy. NRL Knockout – Dave King and Scott Hughes. Canteen and Uniform Committee – Karen Garwood and Kim King.

Student Welfare Policy Committee – Karen Garwood, Margaret Wall and Elizabeth Dwyer. Cluster Coordinators Justin and Kelly McKellar (Breakwell), Dave and Kim King (Gardiner), Kerri and Craig Dunn (McCaughey) and Kerrie and Alan Johnston (Mutch). Thank you to all these parents for taking on positions.

Since the AGM, two new sub committees have been formed. The first is a committee to look into what is available for the upkeep of all heritage buildings at the school. Thanks to Julie Shephard and Margaret Wall for taking this on. The other sub-committee will be an Equine Committee. This committee consists of Tracey Stubberfield (Scribe), Stuart Pike, Bobby Hammett and Elizabeth Dwyer (Chair). All meetings of the Equine Committee are open to any parents that wish to attend.

There have been many achievements this year, starting off with Gala Day then McCaughey Ball and the Art Show. A very enjoyable “away” meeting was held at Naradhan, where we allocated \$20,000 to various projects around the 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 Monique Owen and Ellen McMaster for their tireless work this year.

To all the fantastic staff at YAHS, a big thank you for all the wonderful things you do to help the P&C throughout the year.

**Elizabeth Dwyer**  
**President**

## **Prefects Report**

Traditionally the Prefect Team work with their Senior peers to form committees to organise school events throughout the year. The Prefect Team of 2013 initiated a change in name from a “committee” to that of an “Action Team”. Action Teams, as the name suggests, required that the goals that were set for the team are to be achieved.

Year 12 students were invited to participate in an Action Team during their final year at school,



hence providing an opportunity for a wider range of senior students to develop their leadership skills in organising and participating in activities throughout the year.

The Action Teams involved a staff member, two prefects and a group of year 12 students. The 2013 Action Teams that were formed addressed the following major initiatives at school; Year 12 Graduation presentation, Gala Day, Environmental, Fundraising, ANZAC service, Double Day, Events and media.

Some notable achievements included raising funds in the order of \$4000 which were distributed to “Friends of Luru” and Careflight, a fundraising event to support “Team Michael”, a Leeton community bike ride organised to raise the awareness of research into cures for cancer, the introduction of a shearing contest at Gala Day, the opening of the Memorial Wall to remember those Yanconians who have passed away, the production of a short YouTube video clip in remembrance of a past Vice Captain Wes Bonny who lost his life at the age of 26 to melanoma, a moving ANZAC service involving local community members and the introduction of the placing of the service crosses for each of the Old Yanconians who paid the supreme sacrifice at war, participating in the Leeton ANZAC town service, assisting in the fundraising effort at Yanco Rugby League Knockout to provide funds to help purchase a set of outdoor speakers for the school oval area.

We are extremely proud of the effort that the prefect team and Year 12 have put into their organisation of the school activities for 2013 and wish them well in their chosen paths of future employment or studies.

**Sabrina Finch and Royce Johnston**

## Student Representative's Message

SRC 2013 began with a reworking of the old constitution in an aim to make meetings more organised and representatives more accountable. The election process was overhauled into a more formal process aiming to identify appropriate candidates in the future.

The first official function of the SRC 2013 was the trivia night. This new initiative was held before the swimming carnival with the victorious house able to choose the seating order in the stands at the upcoming swimming carnival. McCaughey house won the night. The event was deemed a huge success with all students enjoying themselves and participating with great house spirit and mingling with people from different grades. The trivia night looks like becoming an annual fixture.

The SRC also organised a junior school social. Unlike in previous years, the SRC decided to cut the cost of hiring a DJ and do it all themselves. Audio equipment was borrowed from the music staff and lighting was sourced from a party company in Griffith. The night was a great success and the SRC hopes to build on this success in 2014. The SRC would like to purchase lighting equipment so that for future events, all proceeds go directly to the SRC. SRC raised \$330.00.

The SRC also managed 'Footy Colours Day' – a gold coin donation mufti day raising money for the Fight Cancer Foundation to support their life-saving programs including the young cancer patient education program 'Back on Track', the patient and carer accommodation centres and vital research for a cure. The day was a huge success. SRC raised \$277.00.

SRC had the opportunity to host a BBQ lunch for the KidsFix Rally. KidsFix Rally is about giving back to others in need. As part of their journey they aim to change the lives of the sick and disadvantaged. There were twenty cars and many more members that had travelled from Broken Hill. SRC raised a total of \$250.00 for the SRC and \$250.00 for KidsFix Rally.

It was proposed by Mr. Bruce Hammond, that the YAHS SRC participate in a fundraising activity for the Black Dog Institute. YAHS has a connection with this organisation through past student Andrew Hammond who was riding in memory of two of his fellow classmates Cameron Jackson and Joe Howard (both deceased). The fundraiser

was in support of those who suffer from depression. Students of YAHS raised money for this organisation by creating the outline of the Black Dog logo.

One of our SRC members, Brittany Whitely was successful with her entry to HEYWIRE (Australian Broadcasting Network), titled 'Becoming a Champion Cattle Judge'. This article now features on the HEYWIRE website for everyone to see. There is also extra information on Brittany's aspirations and goals for the future.

The SRC meets on a weekly basis where new ideas and initiatives are discussed. Students volunteer their time and skills to make things happen within the school for instance poster design, information distribution, money collection, letter writing, liaising with the executive body and sourcing fundraising ideas.

The SRC is looking to evolve further in 2014 aiming to move beyond social events and fund raising. A clearer role statement is to be formalised early in term 1 with hopes of closer relationship with the prefect body and perhaps the establishment of sub-committees handling fund raising, mufti days and socials etc.



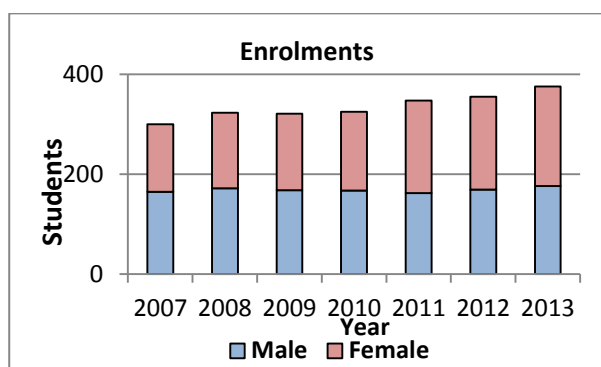
- Kathy Mara (year 8)
- Tom Arnold (year 8)
- Cambell McMaster (year 9)
- Brydie Mannion (year 9)
- Deanna Johnston (year 9)
- Jane Arndt (year 10)
- Breanna Carr (year 10)
- Will Peterson (year 10)
- Brittany Whiteley (year 11)
- Jack Webster (year 11)

- Ellen Shepherd (year 11)
- Jesse McDonald (year 12)
- Carrie Hammet (year 12)
- Billie Stenhouse (year 12)
- Emma Freeman (year 12)

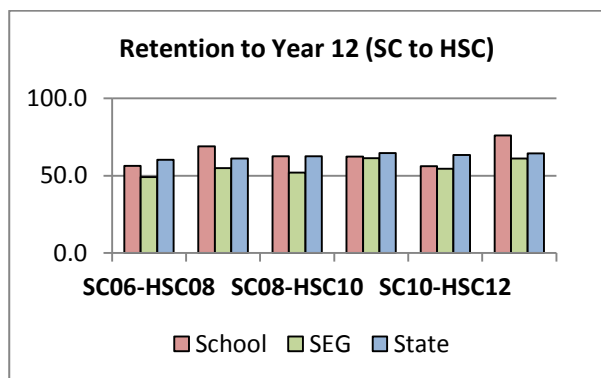
## Student information

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

## 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

Of the 62 students who completed Year 12 at Yanco Agricultural High School in 2013, 33 are attending university and 4 are attending full time TAFE. A further 5 have apprenticeships or traineeships and 15 others have gained other employment. Five students have elected to have a gap year and deferred their tertiary studies. Interestingly 42% of students are working or studying in agricultural fields.

The university courses selected by students include animal science, education, agricultural business management, nursing, occupational therapy, speech pathology, agricultural science, engineering, bio-science, bio-technology, parks and heritage, strategic communications, museum and conservation, psychology, science and aviation.

Students who have obtained apprenticeships or traineeships have been employed as welders, electricians, builders and farm hands.

## Year 12 students undertaking vocational or trade training

During 2013 students have had access to broaden the stage 6 curriculum, particularly with VET opportunities and accessed a broad range of subjects that meet their needs.

The trade training centre will ensure students access the VET courses in appropriate industry standard training facilities in Hospitality and Engineering.

The school continued 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. Of the 62 students completing the HSC courses, 50 or 81% have studied a vocational education subject. Eleven students elected to study two VET courses, and one student three VET courses. A number of students had completed either Primary Industries and/or Hospitality the previous year at the end of Year 11.

## Year 12 students attaining HSC or equivalent Vocational educational qualification

Below is a table showing the distribution of students completing their VET studies in 2013 and their success rate of 100% across all courses.

	Year 12	Year 11	Success %
Primary Industries	17	0	100
Metal and Engineering	16	0	100
Business Services	7	0	100
Hospitality	12	0	100
Information Technology	1	0	100

In addition the TAFE accredited and board endorsed subject, Horse Industry was completed by 6 students. Also at TAFE four students were successful in completing the Community Services Introductory course.

Most students sat for the HSC Exam in the individual VET subjects with Band 6 results being achieved in Primary Industries.

### Workforce information

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

All staff are qualified to teach in their subject areas and most staff are very experienced. All teaching staff have high expectations of students and meet the professional requirements for teaching in NSW public schools. We strive to provide exceptional learning opportunities for all. All teaching staff meet the NSW Institute of Teachers professional requirements for teaching in NSW public schools.

## Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	7
Classroom Teacher(s)	25.1
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	45.982

### Staff retention

2013 saw a number of changes in school staff. Richard Valler accepted a transfer to Karabar High School and was replaced by John Hayes for Term 1. This position was then advertised through merit selection and Philip Ronald took up the position at the commencement of Term 2, moving from an executive position at Junee High School. Sally Cassilles was appointed to YAHS following the retirement of Ray Gough in 2012. Luke Collins was appointed to a permanent position in the Agriculture faculty after filling the position on a temporary basis in 2012. Ellie Quinn accepted a position in the Agriculture faculty gained through merit selection. Jamie Thomas retired at the end of Term 2 being replaced initially by Matt Shady before Amanda Conley took up the position through merit selection during Term 4. Patricia Kirk accepted a transfer to Bellingen High School at the end of Term 2 and was replaced by Nathan Cassilles for the remainder of 2013. Noni Del Guzzo returned to the English faculty in a part-time capacity following maternity leave. Jessica Kearney took leave during Term 4 and was replaced by Samantha Irons on a casual basis. Mitchell Cross was appointed to the science faculty replacing Anthony Langdon, who returned to the United Kingdom. At the end of 2012, 34% of the school staff have been teaching less than 5 years.

The Australian Education Regulation 2013, 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	13
NSW Institute of Teachers Accreditation	55

### 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	1255532.00
Global funds	325694.00
Tied funds	221658.00
Excursion Receipts	314853.00
School & community sources	122079.00
Interest	30236.00
Trust receipts	694053.00
Canteen	204851.00
Total income	3168956.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	165279.00
Excursions	409256.00
Extracurricular dissections	0.00
Library	17809.00
Training & development	2633.00
Tied funds	270586.00
Casual relief teachers	31634.00
Administration & office	89086.00
School-operated canteen	172830.00
Utilities	178210.00
Maintenance	5804.00
Trust accounts	800426.00
Capital programs	0.00
Total expenditure	2143553.00
<b>Balance carried forward</b>	1025403.00

A full copy of the school's 2013 financial statement is tabled at the annual general meeting of the P&C body. Further details

concerning the statement can be obtained by contacting the school.

## School performance 2013

### Academic achievements

#### NAPLAN

In the National Assessment Program, the results across the Years 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).

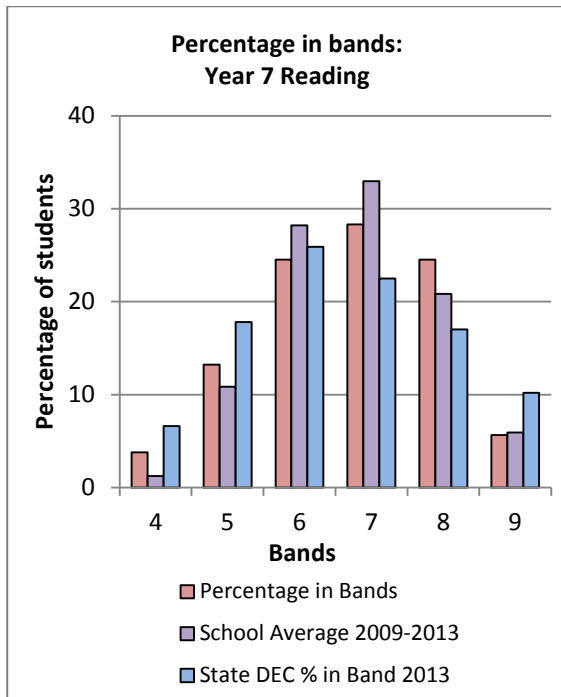
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.



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

## Year 7 – Reading

Increase in the percentage of students below National Minimum Standard from 0% in 2012 to 4% in 2013



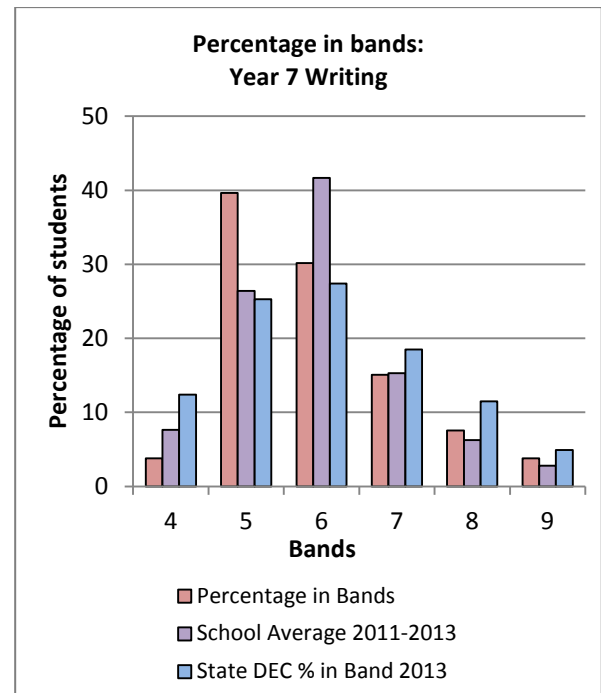
Increase in the percentage of students at or below National Minimum Standard from 16 % in 2012 to 17% in 2013

Increase in the percentage of students achieving at Band 8, from 18.6 % in 2012 to 24.5 % in 2013

Increase in the percentage of students achieving at the top two Bands, from 23.3 % in 2012 to 30.2 % in 2013



## Year 7 - Writing



Significant decrease in the percentage of students Below National Minimum Standard from 19% in 2012 to 4 % in 2013

Increase in the percentage of students at or below National Minimum Standard from 35 % in 2012 to 43 % in 2013

Decrease in the percentage of students achieving at Band 4, from 18.6% in 2012 to 3.8 in 2013

Increase in the percentage of students achieving at the top two Bands, from 7% in 2012 to 11.3% in 2013

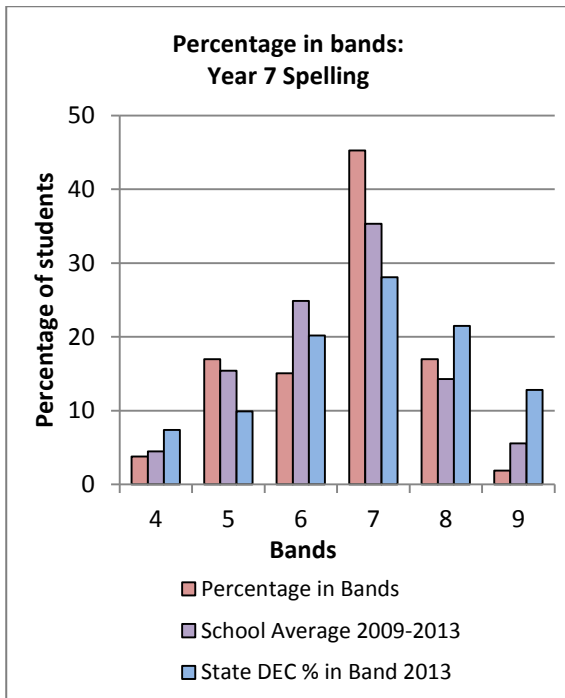
## Year 7 – Spelling

Decrease in the percentage of students below National Minimum Standard from 5 % in 2012 to 4% in 2013

Decrease in the percentage of students at or below National Minimum Standard from 23% in 2012 to 21% in 2013

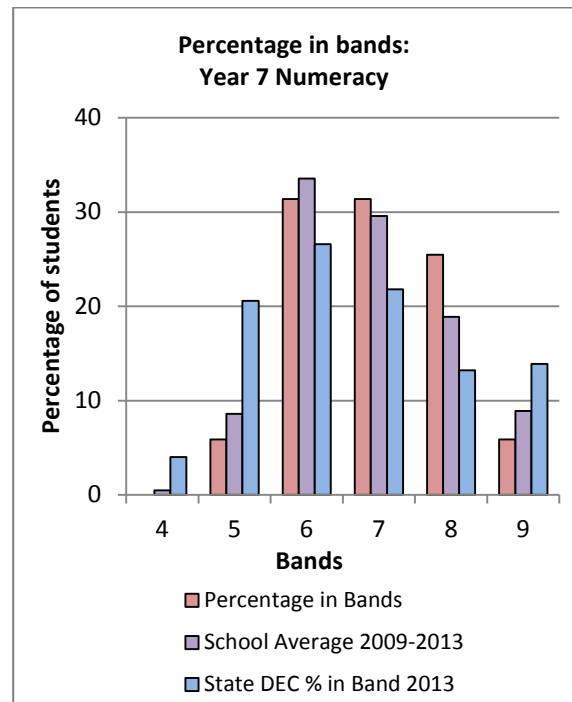
Increase in the percentage of students achieving at Band 7, from 32.6 % in 2012 to 45.3 % in 2013

Increase in the percentage of students achieving at the top two Bands, from 18.7% in 2012 to 18.9 % in 2013

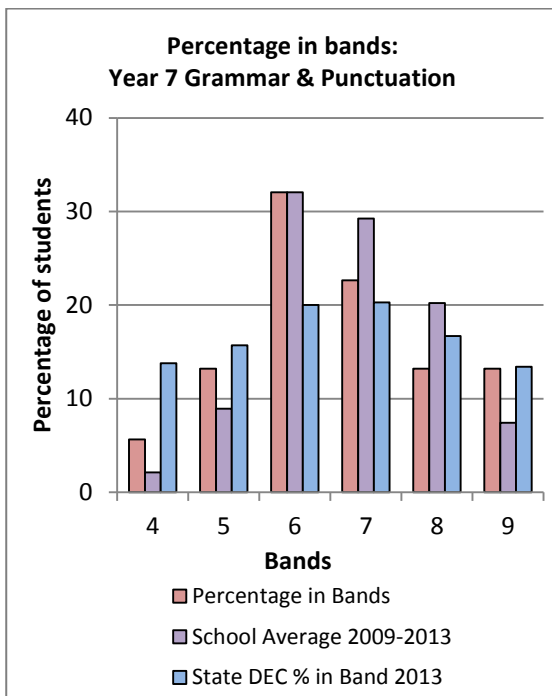


Increase in the percentage of students achieving at the top two Bands, from 25 % in 2012 to 26.4 % in 2013

### NAPLAN Year 7 - Numeracy



### Year 7 – Grammar and Punctuation



Increase in the percentage of students below National Minimum Standard from 0% in 2012 to 6 % in 2013

Increase in the percentage of students at or below National Minimum Standard from 9 % in 2012 to 19 % in 2013

Increase in the percentage of students achieving at Band 9, from 7 % in 2012 to 13.2 % in 2013

### Year 7 – Numeracy

Decrease in the percentage of students below National Minimum Standard from 2 % in 2012 to 0 % in 2013

Significant decrease in the percentage of students at or below National Minimum Standard from 19% in 2012 to 6 % in 2013

Decrease in the percentage of students achieving at Band 5, from 16.3 % in 2012 to 5.9 % in 2013

Increase in the percentage of students achieving at the top two Bands, from 30.3 % in 2012 to 31.4% in 2013

### Growth

#### Year 7 – above state growth

School growth in Numeracy from 2012 to 2013 is higher than the NSW DEC school growth. The school growth was 48.3 compared to the growth of state schools of 47.5 for ALL STUDENTS indicating a growth of 0.8 score points above the NSW DEC schools.

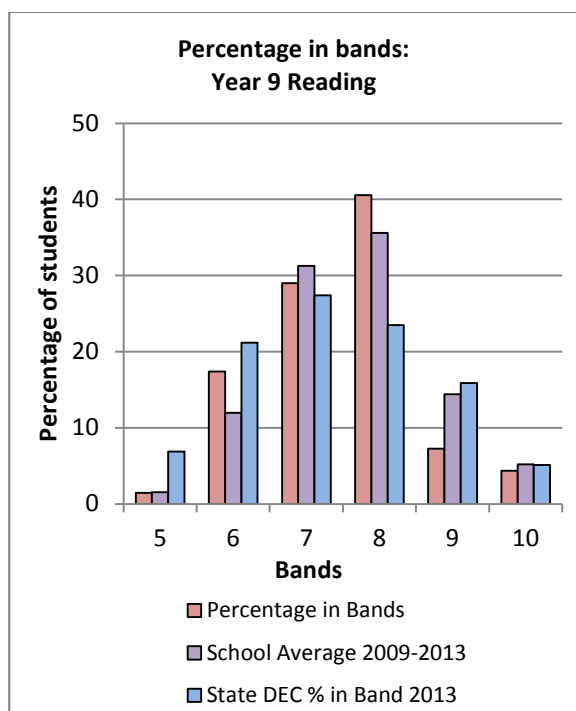
School growth in Numeracy from 2012 to 2013 is higher than the NSW DEC schools growth. The school growth was 49.9 compared to the NSW



DEC schools growth of 46.7 for BOYS indicating a growth of 3.2 score points above the NSW DEC schools.

School growth in Grammar and Punctuation from 2012 to 2013 is higher than the NSW DEC schools growth. The school growth was 58.4 compared to the NSW DEC growth of 31.9 for GIRLS indicating a growth of 26.6 score points above the NSW DEC schools.

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



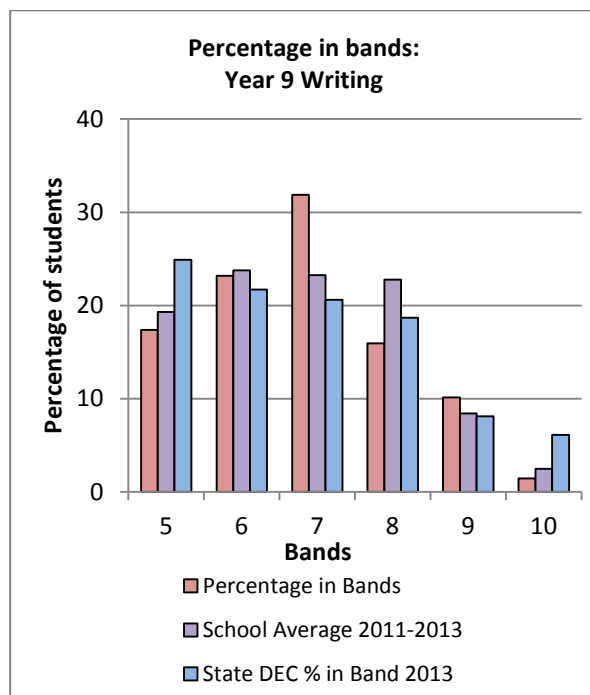
**Year 9 – Reading**

Decrease in the percentage of students below National Minimum Standard from 3% in 2012 to 1% in 2013

Increase in the percentage of students at or below National Minimum Standard from 14 % in 2012 to 19 % in 2013

Increase in the percentage of students achieving at Band 8, from 31 % in 2012 to 40.6 % in 2013

Decrease in the percentage of students achieving at the top two Bands, from 14.1 % in 2012 to 11.5 % in 2013



**Year 9 – Writing**

Decrease in the percentage of students below National Minimum Standard from 32 % in 2012 to 17% in 2013

Decrease in the percentage of students at or below National Minimum Standard from 53% in 2012 to 41 % in 2013

Increase in the percentage of students achieving at Band 9, from 5.6 % in 2012 to 10.1% in 2013

Increase in the percentage of students achieving at the top two Bands, from 8.4 % in 2012 to 11.5% in 2013

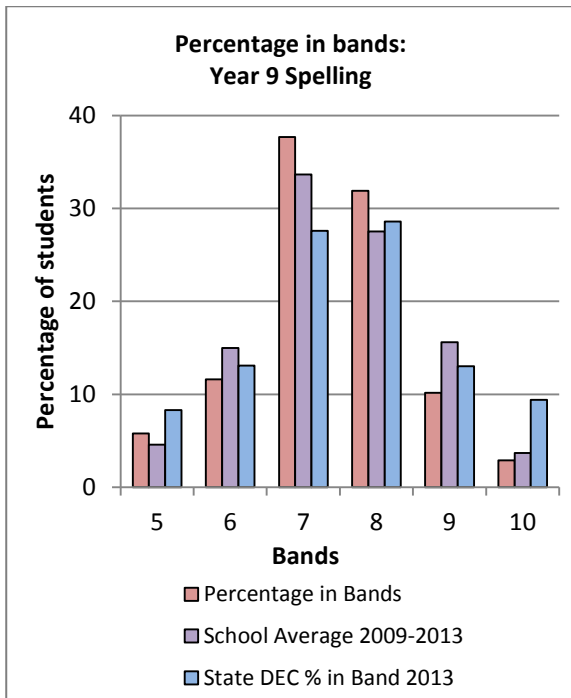
**Year 9 – Spelling**

Increase in the percentage of students below National Minimum Standard from 3 % in 2012 to 6 % in 2013

Decrease in the percentage of students at or below National Minimum Standard from 18% in 2012 to 17 % in 2013

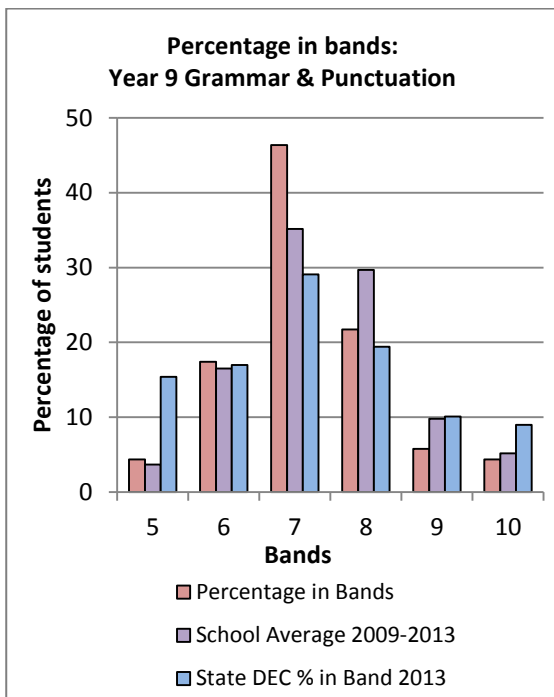
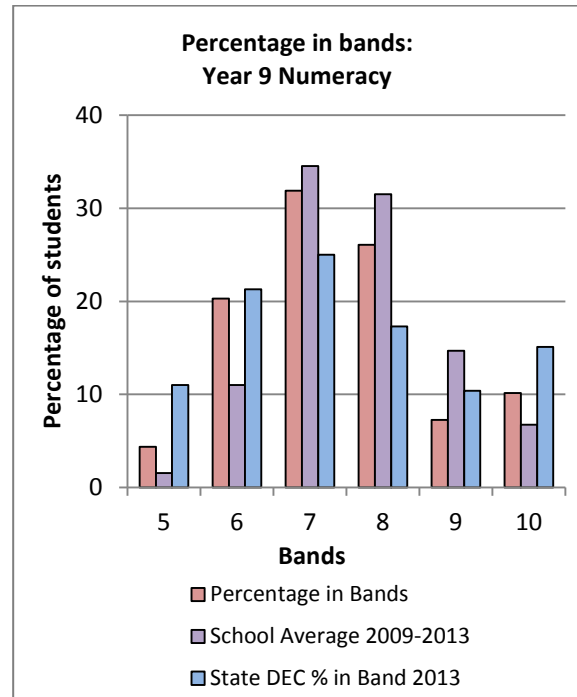
Increase in the percentage of students achieving at Band 8, from 25 % in 2012 to 31.9 % in 2013

Decrease in the percentage of students achieving at the top two Bands, from 16.6% in 2012 to 12.9 % in 2013



Decrease in the percentage of students achieving at the top two Bands, from 16.7% in 2012 to 10.1 % in 2013

### NAPLAN Year 9 - Numeracy



### Year 9 – Numeracy

Increase in the percentage of students below National Minimum Standard from 1 % in 2012 to 4% in 2013

Increase in the percentage of students at or below National Minimum Standard from 11 % in 2012 to 25 % in 2013

Increase in the percentage of students achieving at Band 10, from 6.9 % in 2012 to 10.1 % in 2013

Decrease in the percentage of students achieving at the top two Bands, from 25% in 2012 to 17.3 % in 2013

### Year 9 – Grammar and Punctuation

Increase in the percentage of students below National Minimum Standard from 3 % in 2012 to 4% in 2013

Decrease in the percentage of students at or below National Minimum Standard from 31 % in 2012 to 22 % in 2013

Increase in the percentage of students achieving at Band 7, from 23.6% in 2012 to 46.4 % in 2013

### Growth

#### Year 9 – above state growth

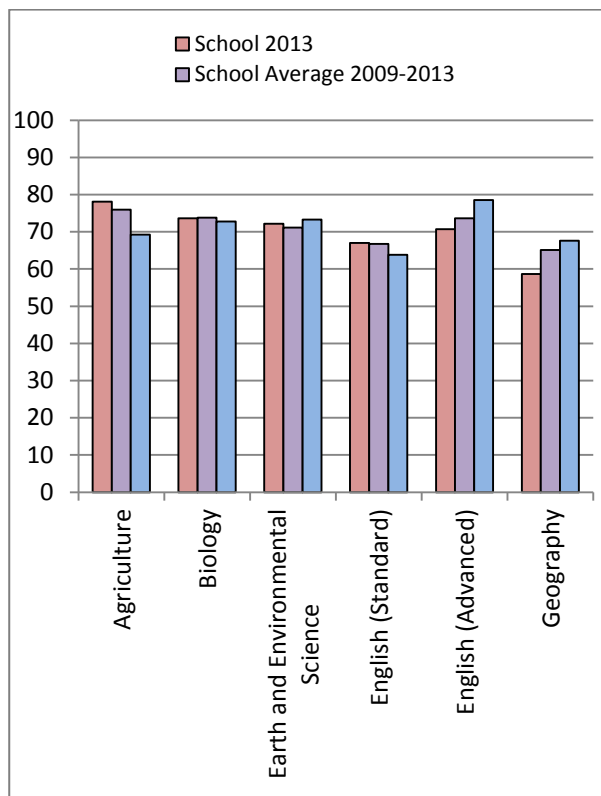
School growth in Writing from 2012 to 2013 is higher than the NSW DEC schools growth. The school growth was 28.2 compared to the NSW DEC schools growth of 17.5 for ALL STUDENTS indicating a growth of 10.7 score points above the NSW DEC schools.

School growth in Spelling from 2012 to 2013 is higher than the NSW DEC schools growth. The school growth was 55.6 compared to the NSW DEC schools growth of 44.4 for BOYS indicating a growth of 10.2 score points above the NSW DEC.

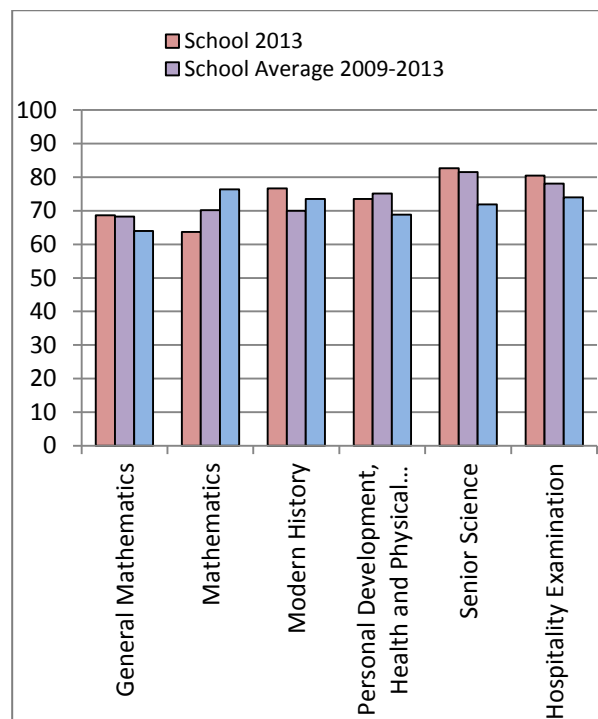
School growth in Writing from 2012 to 2013 is higher than the NSW DEC schools growth. The school growth was 38.4 compared to the NSW DEC schools growth of 23.9 for GIRLS indicating a growth of 14.4 score points above the NSW DEC.

### 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).



In 2013 62 students studied for the Higher School Certificate (HSC) in 24 courses including 5 Vocational Education and Training courses. Student performance is expressed in Bands determined in accordance with a standards framework. Students achieved marks of 80 or above (Bands 5 and 6) in 22 of these courses. A number of subjects were studied by distance education to supplement the school's curriculum.



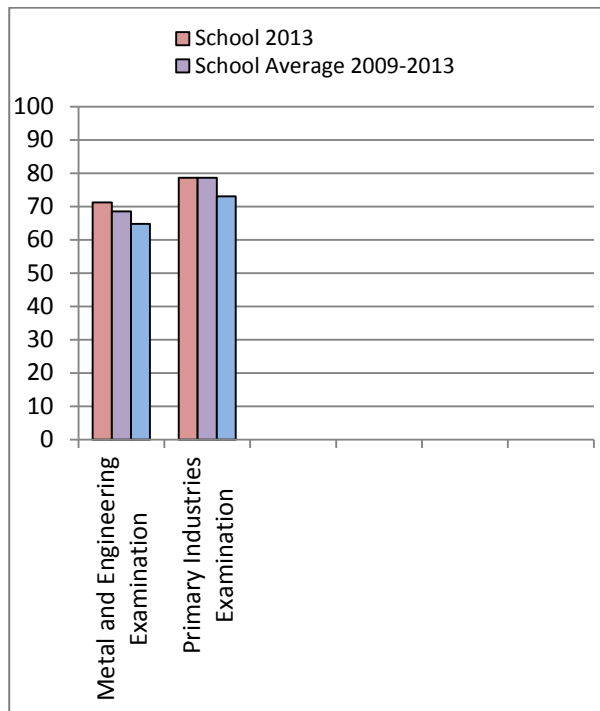
Agriculture performance continued to show significant improvement with 23 students averaging a score of 78.1 compared to the previous 5 years of 75.9 and state average of 69.2. There were 87% of students who scored a Band 4 or above compared to the state performance of 79% in these bands.

Of the 15 students in the English Advanced course, all were placed in bands 3, 4 and 5 with 60% in Band 4 and 5. Of the 37 students in English Standard course 89% were placed in Bands 3 or above. The school average score was 67.0 compared to the previous 5 year average of 66.7 and the state average of 63.8. There was only one student in English Extension.

In General Mathematics a very significant decrease of the number of students achieving a Band 1 and 2, whilst a significant student achievement in achieving bands 5 and 6 were realised. School average score was 68.7 slightly above the 68.3 on the previous 5 years average and above the state average of 64.0. In 2 unit Mathematics 20% of the course candidature achieved a band 5, the second highest band for the HSC, in this subject. In Extension 1 Mathematics 67% of the course candidature achieved the second highest band of E3.

In Biology, 73% of students were placed in bands 4 or above. A school average score of 73.6 was obtained compared to the previous 5 years average of 73.8 and state average of 72.8. In chemistry there were 8 students placed in Bands

2 or 5 with 88% obtaining a band 4 or 5. In physics all students achieved in bands 2, 3 or 4. In senior science there were 30 students with 73% placed in bands 5 or 6 with 20% in band 6. The average score of 82.6 compared to the previous 5 years average of 81.5 and state average of 71.9. There were 12 students in earth and environmental science who scored either a band 3, 4 or 5.



In modern history there were 13 students who were placed in Band 3 to 5 with 92% achieving either a band 4 or 5. There were five history extension students.

There were two students in the Music 1 course both achieving a band 6 or above 90%.

In geography 26 students were in bands 1 to 4. The school average score was 58.6 compared to the previous 5 years average of 65.1 and the state average of 67.6.

The eight students in industrial technology were placed in bands 1 to 5.

In personal development, health and physical education, the 12 students were placed in bands 2 to 5 with 67% in Bands 4 and above. The school's average score was 73.5 compared to the previous 5 years average of 75.1 and the state average of 68.8.

In Textiles and Design there were three students who scored band 3 or above. There were seven students in Visual Arts who all scored a band 3, 4 or 5 with 86% achieving a band 4 or 5 result.

There were 11 students who completed the primary industries VET exam and were placed in band 4 or above with one band 6 result. In 2013 six students completed the TAFE accredited equine industry course.

In the business services examination there were three students with 66% achieving a band 4 or 5 result.

In VET hospitality 12 students were placed in Bands 3 to 5 with 92% gaining a Band 4 or 5 result; in VET metals and engineering 10 students attempted the examination and were placed in Bands 2, 3, 4 and 5 with 50% achieving a band 4 or 5.

## Other achievements

### Arts – Visual Arts

Visual Arts has played an important role at Yanco Agricultural High School in 2013. The subject has been a valuable part of the education for all our year 7 and 8 students, along with a smaller number of elective students in years 9, 10 and 12. The Visual Arts faculty has also made significant contributions to the school's cultural events and fundraising through Gala Day and Art Show.



An active network of professional partnerships continues to grow between YAHS Visual Arts and other public school both rural and metropolitan schools. In 2013 we established links with Macquarie Fields High School where a collaborative program development exchange will take place between Visual Arts staff of both schools. As part of our continuing partnership with Leeton High School we hosted a Visual Arts Study Day in Term Two. HSC students from LHS combined with YAHS students in a Practical Major

Workshop. YAHS Visual Arts also coordinated the inaugural Murrumbidgee Painting Project with accomplished Australian landscape painter Suzanne Lindhorst. The painting workshop was attended by Visual Arts students of YAHS, LHS and Hay War Memorial High School.

The Cow Painting Project saw as many as 40 students engaging in the collaborative and creative after school activity. The four painted cows were displayed at the annual Gala Day raising over \$500 in donations.



The annual Art Show was very well accessed by the school and wider community. Many locals commented on an increased involvement from both artists and audiences. To complement the cultural event an Artist in Residence program was coordinated with Suzanne Lindhorst (mentioned above). In conjunction with her student workshop the artist also delivered sessions to the public over the weekend in the exhibition space. The show received excellent patronage and was well attended, raising over \$1100 after all costs. This sum along with the Gala Day Art Cow's contributed to the P&C's overall fundraising effort. The YAHS P&C were strong in their support of Visual Arts: granting funds to underwrite the Artist in Residence programme and for the purchase of new cutting equipment and through their enormous contribution as volunteers for Art Show.

We are pleased to report that our Year 12 Visual Arts class completed their HSC with strong results with four achieving a band 5. We would also like to commend a number of gifted Visual Arts students who successfully competed in competitions throughout the year. Kirsty Clark and Karley Clissold achieved regional runner up and regional winner respectively in the Harmony Day Poster Competition. Caitlyn Beer was awarded Stage 5 (Years 9/10) state winner in the SNAP Rural Photography competition. Both competitions attract a large pool of state-wide entrants and it is a credit to our students to have achieved such impressive results.

### Arts – Music

2013 has been another successful year in the Music department. The second cohort of Music 1 students completed the course successfully, with Vanessa Patey and Emma Carmichael achieving Band 6 results.



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 Albury and Year 7 students travelled to Griffith for a performance of KROP. Students in the Year 11 course were involved in a Composition course via Video Conference with Bob Evans, an Australian contemporary performer and composer.

Outside of the classroom, there have been a number of successes musically for students. Vanessa Patey (Year 12) and Ellen Shepherd (Year 11) travelled to Hong Kong with the West of the Divide Wind Ensemble to perform at the *International Youth Music Festival* where the band was awarded a gold medal. Ellen Shepherd was also selected in the State Wind Ensemble, and travelled to Sydney Opera House to perform in the *NSW DEC Communities Festival of*

*Instrumental Music.* Talented Year 12 student Emma Carmichael was selected to participate in a Talent Development Workshop in Wagga.

Students at YAHS travel to Leeton to have private lessons in guitar, voice, and piano, and are represented in the Leeton Town Band. Sally McNiff (Year 9) and Lyndsey Mitchell (Year 7) have 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. George Calman (Year 11) and Cameron Read (Year 11) have also represented in the Millenium Marching Band, again with a number of successful performances and Schools Spectacular.



The YAHS Drum Corps and Choir have had a successful start to the year. They began 2013 in January, performing in the Australian Youth Olympic Festival Opening Ceremony. Students and staff (Mr Bruce Hammond, Mr Jason Sachs, Mrs Nicolle Sachs and Miss Elyse North) offered up time in the school holidays to be involved in this exciting event. They were both also invited to perform at the unveiling of the Sir Samuel McCaughey statue in Yanco.

The Drum Corps also had an excellent end to the year with their performance as Foyer Entertainment for Schools Spectacular. During their travels to Sydney, they also visited Stewart House and Miranda North Public School, giving performances and workshops to primary school students. Throughout 2013, they have been invited to perform at the Wagga Education Week Opening Ceremony, Leeton Band Spectacular, and KROP.

Once again, Performance Night continues to be a success in demonstrating the vast talent that

students at YAHS possess. Students from Year 7-12 were involved in performances and the backstage crew and the evening performance was a culmination of their hard work and creativity throughout the semester.

### **Sport**

Sport is a major part of our YAHS culture and 2013 proved to be a very successful year for students across a number of sporting events. The many carnivals hosted by the school define the commitment, passion and sportsmanship our students possess. All school carnivals ran smoothly with the continued support from staff members and parents associated with the school.

The Captains and Vice Captains of the school sporting houses are



**Breakwell:** Madeline Stevens & Alexander McMaster (Captains), Amelia Butt & Dustin Manwaring (Vice Captains)

**Gardiner:** Toby Serafin & Natalie Rayment (Captains), Lilly Serafin & Justin Mitchell (Vice Captains)

**McCaughey:** Rachel Skinner & Timothy Hillam (Captains), Melanie Guttler & Jack Turner (Vice Captains)

**Mutch:** Harriet Lugsdin & Jed Noonan (Captains), Zoe Howe & Sam Barnes (Vice Captains)

The year started well with the **YAHS Twilight Swimming Carnival** which was held at the Leeton Swimming Pool, early in Term 1. The number of students participating was once again outstanding and the competition between the sporting houses was fierce. Breakwell House finally pushed their way ahead of Mutch House and won the carnival.

- **Swimming Age Champions 2012 – Seniors**, Keiran Fair & Melanie Guttler; **16yr**, Mitchell Ryan & Breanna Carr; **15yr**, Blake Paulston & Meg Potter; **14yr**, Zac Saddler & Chloe Ward; **13yr**, Beau Routely & Gemma Fisher; **12yr**, Jackson Doyle & Annabella Thorpe.

We saw a number of long standing records broken at the YAHS Swimming Carnival. Students who broke records on the day were;

- Meg Potter – 15yrs ; 200m Freestyle, 50m Breastroke, 50m Backstroke, 50m Butterfly & 100m Freestyle
- Melanie Guttler – 17+yrs; 200m Freestyle, 50m Freestyle, 50m Butterfly & 100m Freestyle
- McCaughey House; 15yrs Girls 4 x 50m Relay Team
- Zac Saddler – 14yrs; 50m Breastroke, 50m Freestyle, 50m Butterfly, & 100m Freestyle

Later in the term, YAHS students competed at the **Zone Swimming Carnival** held in Leeton. A strong performance was put in by all swimmers.

At the end of Term 1, we had a number of students compete at the **CHS State Swimming Carnival** held at Homebush, Sydney. The students were from a range of year groups and swam very well. **Zac Saddler** swam his way into the finals for the 50m Freestyle, making him one of the fastest swimmers in NSW public schools.

We have seen some outstanding swimmers this year and we look forward to future success in the pool over the coming years.



This year we were pleased to see the **Beach Carnival** back on our agenda. Many students were eager for this day, as they had heard so much about the carnival and had waited over a year to be a part of it. It was a beautiful day and all events ran smoothly. It was so pleasing to see such a large number of parents there soaking up the atmosphere down on the banks of the Murrumbidgee. McCaughey House upset Mutch House by winning the Marching event, but Mutch came through to win the carnival.



The **YAHS Athletics Carnival** was held at the very end of Term 1. The day started off well with the House captains organising their houses for the March Past. It was great to see that all the marching practice had paid off, as the students marched very well. The participation for the day was excellent, with many students jumping, throwing and running for their house. We saw quite a few records broken throughout the day. Those included;

- 15yr Girls 200m – Emily Parker with a time of 28.78
- 15yr Girls Discus – Marnie Whytcross with a distance of 29.76m
- Senior Girls Discus – Sabrina Finch with a distance of 25.25m
- 15yr Girls Javelin – Chantelle Gorman with a distance of 26.15m
- Senior Girls Javelin – April Harvey with a distance of 23.9m
- 13yr Girls Long Jump – Brianna McAuliffe with a distance of 4.07m

**Athletics Age Champions 2013 – Seniors**, James Leane & Sabrina Finch; **16yr**, Andrew Reid & Remi Wilton; **15yr**, Mitchell Pippin & Brydie Mannion; **14yr**, Clay McKenzie & Chloe Ward; **13yr**, Bryce Johnston & Zoe Potter; **12yr**, Lindsey Brown & Anber Bevan.



The winning house was Mutch House.

From our school Athletics Carnival, 78 students were successful in making it to the **Zone Athletics Carnival** which was held in Griffith.

Although it had rained all night the night before the carnival, we were very fortunate to have a beautiful sunny day. The students had an extremely successful day, with quite a few students winning their events and making in onto the Riverina Carnival. Some of the outstanding achievements of the day were;

- **Mitchell Pippin** (15 yrs) – won the 100m, 200m, 800m and 1500m events.
- **Olivia Reid** (12 yrs) – won the 200m and Shot Put and finished second in Long Jump and Discus.
- **Remi Wilton** (16yrs) – won the High Jump, 400m, 800m, 1500m and Long Jump and finished second in the 100m and 200m.

We also had a lot of success with the relay teams. The following teams qualified for the Riverina Carnival;

- 13 yrs Boys
- 15 yrs Boys
- 16 yrs Boys
- 12 yrs Girls

- 13 yrs Girls
- 14 yrs Girls
- 16 yrs Girls

The following students were the **Zone age champions** in their division;

- **Mitchell Pippin** – 15 yr Boys
- **Marnie Whytcross** – 15 yr Girls
- **Remi Wilton** – 16 yr Girls

We then had two students achieve the Runners-Up title in their division;

- **Olivia Reid** – 12 yr Girls
- **Zoe Potter** – 13 yr Girls

Overall, on the day Yanco Agricultural High School came second behind Leeton High School.

On Friday the 26th of July, 35 enthusiastic athletes travelled to Albury to compete in the Riverina Regional Athletics Carnival. Although it was an early start, the students were eager to get out there and compete. All students had a fantastic day and were extremely supportive of each other. We came away from the carnival with some excellent results. 17 students made it on to the **CHS Athletics Carnival**, which was held at Homebush Stadium, Sydney in September. Those students include;

- **Chantelle Gorman** – 2nd 15 Girls Javelin
- **Emily Parker** – 1st 14 Girls Long Jump
- **Mitchell Pippin** – 2nd 15 Boys 1500m
- **Kiera Sanderson** – 2nd 17 Girls High Jump
- **Marnie Whytcross** – 15 Girls Shot Put
- **12 Girls Relay**
  - Annie James
  - Amber Bevan
  - Olivia Reid
  - Annabella Thorpe
- **16 Girls Relay**
  - Remi Wilton
  - Amy Miller
  - Chelsea Whytcross
  - Marnie Whytcross



- **16 Boys Relay**
  - Eaden Turner
  - Cooper Thatcher
  - Ryan Van Gemert
  - Sebastian Webb

All students competed with fantastic sportsmanship and gave 110% in every event.

These students then travelled to Sydney to compete in the **CHS Athletics Carnival**.

Our students did very well across the 3 days and thoroughly enjoyed the experience of competing at Homebush.

- The 12 Year Girls Relay team consisting of Annie James, Amber Bevan, Olivia Reid and Annabella Thorpe had a brilliant run, finishing 17th overall.
- The 16 Year Boys Relay team consisting of Cooper Thatcher, Sebastian Webb, Eaden Turner and Ryan Van Gemert all ran fantastic legs of their event and finished 14th overall.
- Chantelle Gorman competed in the 15 Girls Javelin, throwing a distance of 23.93 metres and finishing 15th overall.
- Emily Parker competed in the 15 Girls Long Jump and had some brilliant jumps. Emily was successful in making it into the top 8 where she jumped a personal best of 4.78m.

An absolutely incredible achievement!!

All students who participated in the carnival had amazing experiences and represented the school and region with pride and commitment.

Thank you to the parents who travelled to Sydney with their children to support them in their endeavours. Without you, this wouldn't be possible.

**YAHS Cross Country** - Contrast to last year the school Cross Country was able to use both boys and girls bush as part of the course. On a perfect day at YAHS students were able to take full advantage of the weather to post some strong times.

#### **Age Champions were;**

**12 years** - Max Hatty & Amber Bevan

**13 years** - Dylan Whiley & Brianna McCauliffe

**14 years** - Reid Burley & Lauren Gregory

**15 years** - Gavin Evans & Brydie Mannion

**16 years** - Andrew Reid & Erika Quinn

**17 years** - James Leane & Sabrina Finch

The **Zone Cross Country** was held at YAHS this year and proved to be a huge success. Many of our students ran exceptionally well and YAHS won the carnival.

The **Riverina Cross Country** was held around the flat Gundagai race course. The day was a great success with everyone running strongly on the day. Five students progressed onto the **State Cross Country** carnival which was held in Eastern Creek in the first week of term 3. They were **Hannah Gorman, Jess Power, Mel Guttler, Ellen Shepherd and Reid Burley**. Overall it was a good day with everyone running very well, even though the weather got colder as the day went on.

Another event which makes our school so special is the annual **Gate Run**. New students within the school were very excited to be a part of such a unique event. Once again the participation rates were outstanding and house spirits were alive. The winning house for the day was **Mutch**.

- **Gate Run Age Champions 2013 –**

**Yr 12**, James Leane & Stefany Burrows

**Yr 11**, James Rapley & Amy Miller;

**Yr 10**, Cooper Thatcher & Erika Quinn;

**Yr 9**, Mitchell Pippin & Brydie Mannion;

**Yr 8**, Sebastian Webb & Chloe Ward;

**Yr 7**, Blake Hadrill & Brianna McCauliffe

#### **Rugby League**

We saw our First Grade Rugby League team play some cracking games this year but unfortunately they were knocked out of the University Shield by Bathurst High after making it to the top 8. Although this was a huge disappointment for many of the players they did manage to take out the Sheldrick Shield earlier in the year, defeating Leeton High School and St Francis de Sales Regional College.



## **Major sporting awards of 2013 include;**

### **Rugby League**

Jack Gown Medal - For the most outstanding Rugby League Footballer – Timothy Hillam

Brian Norrie Trophy - This award is given to the Best and Fairest footballer in junior rugby league – Steven Burrows

### **Rugby Union**

Shane Miners Memorial Trophy - This trophy is awarded to the student who displays outstanding dedication, enthusiasm and commitment to Rugby Union – Damien Johnston

### **Cricket**

Alex Plant Trophy- Best batting average of the year – Steven Burrows

George Harding Trophy - Best cricket bowling average – Steven Burrows

Bill Duncan Memorial Trophy - The student who earns this award demonstrates both leadership and responsibility, working with staff to organise school cricket – Liam McCallum

### **Athletics**

Douglas Hamilton Prize - For best male and best female athlete – Mitchell Pippin & Remi Wilton

Gill Cup - Student scoring the highest number of house points– Chloe Ward

Warren Weir Perpetual Trophy - For outstanding commitment to school sport – James Hincenbergs

NSW Premier's Sporting Challenge Award - For outstanding commitment, achievement and contribution to school sport – Brydie Mannion

Such a successful year would not have been possible without the hard work and dedication of

staff within YAHS. Thank you to the PE staff; Mr Coelli, Mr Watt and Mr Ash for your assistance and support throughout the year.

## **Extra-Curricular Sports program**

In 2013 Yanco Agricultural High School Students were exposed to a large variety of sports and activities. Our students had the opportunity to be able to participate in the following;

- Fishing Club
- Army Cadets
- Army Reserves
- Girl Guides
- Rugby League
- Netball
- Refereeing and coaching across a number of sports (netball, rugby league, touch, basketball & cricket)
- Rural Fire Service
- Scouts
- Venturers
- Blood donors
- Touch Football
- Dancing (belly & highland)
- Music (Flute, guitar, Eisteddfod, pipes & drums, piano, singing, town band, violin)
- Little Athletics
- Swimming Club
- AFL
- Basketball
- Cricket
- Equestrian events
- Golf
- Gym
- Hockey
- Lawn Bowls
- League tag
- Rugby Union
- Shooting

- Soccer
- Squash
- Tae Kwon Doe
- Tennis

We have had the pleasure of seeing some fantastic athletes pass through this school and this year is no exception. To all of our students' congratulations on another outstanding year both on and off your respective court, fields or arenas. We look forward to 2014 and sharing in your outstanding achievements.

Along with all the great sporting achievements both team and individual, we have had some fun weekend activities; including Laser Tag in Wagga, Movies and Ten Pin Bowling in Griffith, Shopping in Griffith, Wagga and Leeton, Markets in Yanco and Wagga, Canoeing in the river Beach Activities at Leeton Ski Beach, Clay Target Shooting and the many birthday dinners and dorm dinners that seem to occur every week.

This year, the Fishing Club has had to cancel and re-arrange quite a few fishing trips due to weather and bus issues, however, the trips we have been able to manage have been great.

The Blowering Dam trip to Tumut went down well, even though none of the girls caught any fish. Tom Newbigging caught a 50cm Yellowbelly, and lots of parents turned up, so it was a lot of fun, even though it was very cold.

The Bidjee Classic was also held this year, and attendance was up, so there was fierce competition. Our students spent a lot of time in the marshalling area, but once their shift had finished, the fishing was ON! None of the girls caught any fish once again.

A fishing trip to the Girl's Bush (at the back of the school) was held one weekend and everyone camped on the beach and fished all day. Just before bed, a few carp were caught and Logan Manwaring caught a 72cm cod, making it a great end to the weekend.

We will sadly miss Will Armstrong, who is leaving Year 12 and who has been in the Fishing Club since

Year 7. We will also miss Tom Newbigging, who is leaving YAHS and going out to fish in the real world.

We would like to thank Peter Fraser and Alan Briggs for spending their time and support.

## Significant programs and initiatives

### Aboriginal education

Yanco Agricultural High School continues to work closely with district office and other local agencies to develop the profile of Indigenous Education and to support our Indigenous students. Although Yanco Agricultural High School only has a small percentage of Indigenous students, it always strives to celebrate Indigenous culture.

In Term 2 2013, Annie James (Year 7), and Janaia Booth (Year 8) attended the Bangarra Dance Group workshops held in Griffith. This workshop was run by Sidney Salter who choreographed the Aboriginal dance program at the 2013 School Spectacular.

In Term 3 2013, Cameron Read (Year 11), and Cody Brown (Year 9) attended the Riverina Aboriginal Leadership camp in Wagga. Both students totally enjoyed the experience and made some very good friends. Cameron has asked if he is able to attend the camp in 2014 as a mentor for the younger students.

In Term 4 2013, the following students received Proud and Deadly awards.

Cameron Read (Year 11) – Student Leadership and Year 11 Completion

Blaine Johnson (Year 12) – Year 12 Completion

Cody Brown (Year 9) – Performing, Creative,



## Visual Arts

Zac Saddler (Year 8) – Sport

Janaia Booth (Year 8) – Performing, Creative, Visual Arts, Sport

Annie James (Year 7) – Sport, NAPLAN results

Jasmine Whitehurst (Year 7) – NAPLAN results

## Multicultural education

The students of YAHS come predominantly from rural communities of Anglo Saxon background. A harmonious residential campus, based upon anti-racism, tolerance of others and respect for individual differences has been nurtured over the past ten years. Understanding of cultural, linguistic and religious differences is embodied within the broad curriculum.

In 2013 students travelled to Canada, with one of the highlights being able to attend the Calgary Stampede. Previous visits were China in 2006 and 2009, Vietnam in 2007, New Zealand in 2008 and France in 2011.



YAHS students in 2013 have raised in excess of \$2000 to support three students in East Timor in attending the Agricultural College in Los Palos, East Timor (annually). 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.

Within the Language Other Than English (LOTE) program, Year 7 engages in a language and cultural program centered upon the Japanese language. The movement to an Asian language is recognition that there is need to focus on our near neighbours and where our international trade is focused.

## Other Programs

## Respect and Responsibility

Respect and Responsibility are essential criteria in developing harmony between all students and staff who live in a residential high school. In an environment where many people live together on a 24 hour, 7 day a week basis, respect and responsibility for oneself and others around them is a skill each student must develop if there is to be a caring and peaceful environment.



Care of others is seen in the roles played by school prefects, dorm prefects, house captains, SRC members, team leaders of show stock teams, school venturers, fishing club and shooting group members, and sporting team helpers.

Staff are trained in Peer Support, Rock & Water and RAP (Resourceful Adolescent Program). These initiatives enhance the student leadership and support networks. The knowledge gained is used to further engage students in skill development and awareness of others in a positive manner. Year 7 and 10 participate in Peer Support with Year 8 and 9 in RAP.

A variety of programs were carried out this year to develop the student in the areas of empathy and giving. A group of Year 11 students helped throughout the year at Gralee Special School in Leeton, working with disabled students. A memorial wall was opened in the school to show respect for students who have lost their lives while still at the school or within a short time of leaving the school. Many students in the school continue to travel to Griffith to donate blood.

Students had charity drives throughout the year raising funds for the education of agricultural students in Luro, East Timor and to support Careflight and the Black Dog Institute.

## Student Leadership

In 2013 the leadership opportunities were varied for students, enabling them to broaden their knowledge and understanding of others.

All of Year 10 and a select group of Year 9 attended two seminars on Youth Mental Health at Griffith. These days were part of the support given to country families by the Black Dog Institute and local school counsellors. Year 10 completed a leadership course which includes skills in leadership, problem solving, First Aid, Bronze Medallion and mediation to prepare for the role of a dorm prefect.



Year 9 travelled to Camp Hudson for a 4 day camp where they developed problem solving, leadership and management skills. A group of Year 9 students trained for two days in Peer Support, so that in 2014 they can run the course with the new Year 7 students. The group further developed skills of problem solving and empathy to help them in the management and direction of younger students.

Dorm prefects in Year 11 continue to provide a valuable leadership role in the dormitory situation. They tend and care for younger students in a responsible manner. These senior students develop a lasting rapport with their 'dormies' by showing good attitudes and leadership. Year 11 school prefects elect travelled to Wagga Wagga and Sydney to train for the important role of leading the school. They attended the Young Leaders Conference, visited Parliament House and spent many hours learning about their future role as captains and prefects.

Year 7 travelled to Lake Talbot for an overnight camp. The aim of the camp is to aid students in the further transition to high school and to help with making friends and learning more about the unique Yanco family.

All new students had a three day stay at school to ready them for a life at boarding school. The parents came also and had their own style of

lessons. Classes were held, tours were given of the farm and surrounds and lots of games were played to help the young students to gain awareness of what high school away from home will be like.

The SRC maintains an important role in many aspects of school life, from organising school socials to providing a strong leadership foundation for all year groups. Many students have taken on responsibilities of coaching, managing, co-ordinating sporting and agricultural teams eg cricket, football, netball, show stock teams, marching.

## Middle Schooling

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 a middle school day focusing on team building, welfare, trouble shooting and fun

In 2013 we ran some new initiatives with Year 7 in particular. This included a 'Handbook' that students were issued with at the beginning of the year. They were gradually taken through it instead of normal classes in the first three weeks of term one. This proved immensely successful in supporting students settling into the YAHS environment, whilst allowing them 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 second semester, a small group of teachers were trained in the 2LS (Secondary Learning Strategies) Program to assist students in developing key literacy skills. This involved mapping Year 7 and 8 students against the K-10 DEC Literacy Continuum and focusing student development in the areas of reading and comprehension. All year 7 and 8 students were involved in pilot trials, with data showing that students improved by at least one continuum level in a 6 month period. In 2014 we hope to implement this across a whole school level so that students are supported in developing literacy skills in all KLA's and utilising terminology and skills that are consistent across the board.

### 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.

Not only are students transitioning to high school they are also leaving home and living initially with strangers. This adds extra anxiety, homesickness and complexity to their commencement of high school. There is also a major transition for parents as they send their child away to be effectively raised by strangers.

Since 2009 Yanco Agricultural High School has run a three day transition program for Year 6 students in November. 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 & greet (staff – teaching, administration, farm, dining, cleaning, maintenance, matrons, etc) P&C representatives, Isolated Children's Parent representative).

Overwhelmingly the feedback from all who attended or participated in the program (students, parents and staff) was supportive and positive. Two parents who attended the 2011 program decided that Yanco Agricultural High School was not the correct choice for their child (distance too far from home) and did not take up

their position in 2012. Of those who commenced 2013 only one student in Year 7 withdrew during the year due to changed family circumstances.

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.

A three week immersion program at the start of the year continues to build upon the foundations established during the transition program. This program allows greater time to be spent assessing students and inducting them into the many complexities of living and studying at a residential high school. The 'Preparation for Boarding School' booklet developed by Yanco Agricultural High School provides the backbone for this program.

In 2013 the transition program was expanded to include new students entering year 8-10 in 2014. Over thirty new students participated in this program which overlapped the Year 7 transition program. A combined dinner with current parents in the P&C also ensured that parents established networks prior to the commencement of 2014.

All students and parents involved in the Transition Programs were very positive about the experience and felt better prepared for 2014. During 2014 these parents and students will be resurveyed and their feedback compared to those who did not attend the Transition program to further evaluate and modify the program.

## Showstock 2013

### Equine

The YAHS Equestrian Team have had another very successful year of results for 2013. We have been very lucky to have the company of Sarah Venemore, Michael Wilson and Ian Francis providing very helpful clinics exclusive to the students. The equestrian team attended our regular events as well as experiencing the royal run again from Canberra to Sydney, Bathurst and Melbourne, competing in the Stock Horse ring and the Open ring. Also this year the YAHS Stock Horse Team travelled the exhausting long trip to

Tamworth to successfully compete in the Australian stock Horse Nationals. As the year went on the school represented to a very high standard with many students achieving excellent results in various events.

This year at Canberra Royal Show the YAHS Equestrian show stock team had a successful year in the Stock Horse ring, as well as in the Open Hack Classes and Open Pony Classes, many horses were placed high in the strong line-up of horses. All children that represented the school competed in at least one class, mostly in the Australian stock horse junior judging. Jessica Afflick Placed 4<sup>th</sup> in Led ASH mare. Grace Armour Placed 4<sup>th</sup> in the ASH Junior Judging.

This year Sydney Royal was a quiet royal for the school. We only had a small number of student's horses that qualified. The first week of the royal was Stock horses with Jessica Afflick coming 2<sup>nd</sup> in ASH Working, 4<sup>th</sup> ASH Hack, 5<sup>th</sup> ASH Time Trial and placing 4<sup>th</sup> in Overall Australian Stock Horse. In the second week we had Sheridan Hammet competing and achieving yet again another great week. Another very successful Royal Show, proudly represented by the equestrian students.



Bathurst Royal Show was again a competitive and very successful few days for the Equestrian Team. With cold early morning starts we achieved some great results from the students, including Courtney Stubberfield and Caitlyn Beer representing the school in the showjumping, Blake Paulston and Courtney Stubberfield also competed in the pony club events achieving great results. As well as many students competing in the stock horse ring, with Carrie Hammet placing reserve champion working stock horse, and the

schools yearling gelding Rayma Spices placed reserve champion led young stock. Also Blake Paulston and Sheri Hammet took out many firsts and seconds in the open hack classes.

YAHS Equestrian Show Stock Team attended the Australian Stock Horse Nationals at the AELEC in Tamworth. The students that participated at the Nationals were Johanna Graetz, Erika Quinn, Will Peterson, Jessica Afflick, Courtney Stubberfield, Carrie Hammet, Sheridan Hammet and two extremely handy strappers Ryan Van Gemert and Jack Kimpton. The week started off well with Jessica Afflick and Rayma China Girl receiving Champion led 4 year old Stock Horse. Will Peterson and Courtney Stubberfield getting 75% or greater in their dressage tests and Erika Quinn achieving great results in all of her classes. The team did a great job.



Coonabarabran Equestrian Expo was again a successful event for all involved. Many horses attended all of which looked to be healthy with shiny coats. Despite the heavy rain the event was very enjoyable with plenty of help from parents and staff; all students were very enthusiastic and achieved excellent results. With Jessica Power placed 1<sup>st</sup> in the Warrumbungle way, Thomas Gilvarry placed Reserve Champion in the sporting, Brad Daunt finished up with 1<sup>st</sup> in the D grade ODE, and reserve champion the 12 yrs age boys, Sheri Hammet placed champion pony on the show day, and Will Peterson placed 1<sup>st</sup> in restricted 75cm show jumping. Also excellent results from the 3 polocrosse teams with one team making through to the semi – finals, as well as 2 team penning teams, with one team placing 8<sup>th</sup> overall.

Overall the School Equestrian Team has been very successful and are looking forward to another very successful year next year.

## Cattle

Yanco Agricultural High School cattle program saw a development for the future in 2013, with the exciting news of the establishment of Yanco Agricultural High School's very own Shorthorn stud. This opportunity has come about from three generous Shorthorn breeders who donated a heifer each to the school to be the foundation of our stud. The presentation of the heifers took place at Gala Day, when Greg Schuller from Outback Shorthorns made the donation on behalf of his family, Spry's Shorthorns and Barvon Shorthorn Stud. The students have been working with the Shorthorn breed over the past few years and are very excited about the future. We are pleased to announce that one of these heifers calved during October, delivering a heifer and the first animal to be registered with our stud prefix.

Along with the development of the Shorthorn stud students continued to prepare, exhibit and compete in both local and royal shows across Australia. In 2013 YAHS's cattle team competed at a total of 11 shows, exhibiting over 30 head of cattle, which had been both bred by the school and donated from various breeders.



Term one started off with a local show, Henty, which enable students the opportunity to qualify for the state finals to be held in Sydney in the Beef Cattle, Grain and Fleece Junior Judging events. The day out was very successful, with Brittany Whiteley and Jessica Power qualifying for the Beef cattle Junior Judging, Andrew Thorn for Fleece and Keiley O'Brien and Brittany Whiteley qualifying in the fleece judging.

Next stop Canberra for the Royal Show, where we were able to be a part of celebrating the 100<sup>th</sup> year of the show by leading Hereford heifers in the main ring, spelling out 100. Other students received a chance to demonstrate their cattle



ability by working with a number of studs, giving them a wonderful opportunity to network and work in the industry. The school also took eight head to compete in the carcass competition, where we were awarded some minor places. Students also competed in the Paraders' and Junior Judging Competitions with many students being placed in the top line up of their age divisions, which is a wonderful accomplishment with over 120 students competing in these events.

For the first time YAHS competed at the Southern Allbreeds Heifer Show in Harden. This was a great outing for all our animals for Sydney Royal and gave the opportunity for some new students to attend a show. YAHS stood up well and walked away with a number of ribbons, and were awarded Reserve Champion Steer and Champion School.

The 2013 Sydney Royal Show was during the school term and saw a strong team of 12 students and 9 head of cattle attend, with many other students joining the team later to compete in their various State Final events. Again, YAHS delivered a competitive line up, with a number of steers being selected in the Stan Hill team and many of our students placing in the State Finals of Paraders, with Zoe Howe 3<sup>rd</sup>, Toby Commens 4<sup>th</sup>, Odete Mara 5<sup>th</sup>, Troy Kylstra 6<sup>th</sup> and Jessica Power 7<sup>th</sup>. This was an outstanding outcome with the students having to borrow animals from various studs to compete, proving their ability to lead any animal if required.

Sydney deemed to be very successful in the Junior Judging events for YAHS; Erin Goldsworthy was crowned Champion Meat Sheep Junior Judge, Odette Mara, Champion Fruit and Vegetable Judge, Royce Johnson Reserve Champion Merino Judge and Brittany Whiteley Reserve Champion Beef Cattle Judge. A number of our students were also placed in the top 5 of the State competition, which is a wonderful achievement. These awards earned Erin, Brittany and Royce a trip to New Zealand, where Erin competed in the National Finals, and Royce and Brittany competed at the Christchurch Show representing NSW. These students represented both YAHS and NSW proudly with all students getting to the stage of competition where they got to publically justify their selections. Brittany Whiteley not only competed in the Junior Judging of beef cattle, for the three days of competition of the show she took part in the herdsman

competition which encompassed junior judging, paraders, interview and her skills to look after an animal. At the end of the three days Brittany was award Champion Herdsperson of the under 18 section.

In the second half of the year we ventured our way up to Parkes, to compete in a junior cattle three day event where students were judged on parading, judging and our ability to work in a team to win Herdsperson. Students partook in various demonstrations to widen their knowledge of the industry and to improve skills with handling cattle. Later on in the day there was a clipping competition where two YAHS students were pushed to their limits, to have their cow clipped and presented to the ring in just two hours. Day two started off with great success in the Junior Judging competitions with various people being awarded places and Brittany Whiteley being named Champion Intermediate Judge. After lunch animal classes were held, with a few of our animals winning minor ribbons. Day three started off with the Paraders' Competition, with many people receiving ribbons. The main highlight was Natalie Grylls being awarded Reserve Champion Parader and later also being awarded Reserve Champion Herdsperson.



At the end of term 3 the cattle team departed to Melbourne for the royal show with 8 head of cattle and 11 students. The first few days were fairly relaxed but we soon got into it with Paraders being our first event. Students were very successful with many receiving a place in their classes; Logan Manwaring, Rebecca Ritchie and Darcy Booth were awarded first in their classes. The next day started off with the animal classes. This saw two of our Limousin's placing, one of these steers was bred by the school and finished 2<sup>nd</sup> on the hoof and 3<sup>rd</sup> on the hook. YAHS also had a Shorthorn steer bred by Nagol

Shorthorns place second on the hook, with a score of over 90 points

During the last weekend of the October school holidays, 6 students attended the Shorthorn Heifer Show at Cootamundra Showgrounds. This event saw the students show the heifers from Mr Peter Commens, that the students had educated during Term 3. The 3-day show had the students compete in Junior Judging, Parading, Heifer classes and Herdsperson competitions. This show was deemed very successful, with not only individual students winning awards but the team was recognised for their overall abilities and was named Champion School, which saw the students win a Shorthorn Heifer from Spry's Shorthorns, this is a wonderful addition to the schools new stud.



Cootamundra Show was the start of the show scene in Term 4 being held on Friday and Saturday of week 2. This show brought many opportunities for people to qualify for the 2014 Sydney Royal Show in various judging events such as Meat Sheep, Fleece, Grain, Merino, Fruit and Vegetable, Cattle Judging and Cattle Handlers. It was an early morning start on Friday with all judging competitions to be held on that day. The Judging events proved to be very successful with Breanna Carr qualifying in the Beef Cattle and Grain sections, Caitlyn Beer in the Meat Sheep, Rose Nevinson and Adele Ruigrok in the Fleece section, Laura Harris in the Meat Sheep and Jack Moran Turner in the Beef Cattle. These are outstanding results with over 25 young judges competing in this section, to qualify for Sydney.

After judging competitions were finished they held the Paraders' Competition and this saw ribbons being won, with Laura Harris winning first place and later going on to be named Reserve Champion Parader. Saturday saw the qualifiers

for Paraders take place, with many people making it to the final round. Logan Manwaring, Odette Mara, Hayley Fairfull, Troy Kylstra and Caitlyn Beer all qualified through to the State Finals next year in Sydney. To top the day off, YAHS was announced Champion School, for the overall presentation, ability to handle stock and accumulation of individual results.

The final show on the agenda for 2013 was Albury show, this saw YAHS compete in the hoof and hook competition, the junior judging and parading events and the heifer classes with our shorthorns. In the paraders qualifier for the state finals at Sydney Royal in 2014, Zoe Howe, Jessica Power, Kaitlyn McKay, and Laura Harris all made it through, to join the five others who qualified at Cootamundra show. Brenna Carr being awarded champion parader of the show. Our Shorthorn heifers competed strongly in the cattle event with Coorumbene Ella receiving champion heifer of the show, this is wonderful results as Ella has become the newest addition to the YAHS Shorthorn stud.

On the Tuesday we returned to Albury to attend the carcass viewing of our animals. This provided students with a wonderful opportunity to view the carcasses and to gain a greater understanding of the final product and why market specification's are important issues within the industry. Students find this a very interesting and worthwhile excursion as it allows them to see up close how the animals are judged and to obtain a good understanding of the meat industry.

Overall, 2013 has been a very successful year for the Cattle Show Stock Team, with many ribbons being won throughout the whole year. A major thank you to the Fairley family, the Hardy family, Nagol Shorthorns, Spry's Shorthorn, Outback Shorthorns, Kingsley Vale Shorthorns, Barvon Shorthorns, Blackjack Shorthorns, Yarrandabbie Herefords, and Monerieth Galloways, who have donated animals to the team over the course of the year. Without breeders support YAHS's cattle team would not be as competitive or successful.

## Sheep

The Sheep Showstock team has had a very successful year, for both the McCaughey White Suffolk Stud and the students in the Junior Judging and Handling competitions. The year started off with Gundagai Show, where we took out the Champion White Suffolk Ewe and Ram.

The first major show was Canberra Royal, where we won the Supreme Champion Interschool's Exhibit and several first places in the Novice section.

In the Junior Judging and Handling competition, two hundred students competed from ten different schools in three age groups: thirteen years and under, fourteen to fifteen, and sixteen years and over. Our students were the absolute stand-out amongst this large group, with their presentation, professionalism, handling skills and speaking ability, as commented on by the judges and members of the public. In the sixteen years and over group, out of a field of sixty students, Sally Smyth was awarded first place and Jane Goldsworthy second place in the Junior Judging. In the Handling, during a harrowing final that involved swapping sheep and handlers, the results were hard to split, however Jane Goldsworthy came out on top and was awarded first, Sally Smyth second and Jack Moran-Turner fourth.

In the fourteen to fifteen year group of the Junior Judging, out of a field of ninety students, Ashlee Wilke placed first, Rose Nevinson second, Kaesha Nijssen third, Chantelle Gorman fourth, and Damian Johnston fifth. Damian Johnston and Toby Commens also qualified in the finals of the handling. In the thirteen years and under group, out of a field of fifty students, Connor Ricciarelli placed first, Tom Arnold second, Angus Smyth third, Zac Liley fourth, and Charles Hogan fifth. In the Handling, Zac Liley placed fourth and Charles Hogan placed sixth.



Overall, out of the two hundred students who competed in the British Breeds Junior Judging, Sally Smyth placed first, Jane Goldsworthy second, Ashlee Wilke third, Rose Nevinson

fourth, Kaesha Nijssen fifth, and Damian Johnston sixth.

The next show was Dubbo Show, where the students exhibited the stud sheep in the Open Classes against some of the most influential studs in Australia. Our proudest highlight was placing fourth in the Open Objective Ewe class against a field of twenty sheep, which was the largest and most competitive class in the White Suffolk Judging. This class is judged using objective eye muscle and fat depth scan data, live weight, and subjective visual appraisal. This encompasses the direction of our breeding objectives towards improving performance, and is the culmination of several years of selective breeding using LAMBPLAN database of Australian Sheep Breeding Values (ASBVs). This allows us to produce and market a ram bred especially for producing supermarket trade prime lambs.

The students performed exceptionally well in the junior judging and handling competitions against over one hundred other young competitors. The students were required to demonstrate their knowledge of ram and ewe selection by accurately judging Merinos, short wool and long wool meat breeds of sheep, which were Border Leicesters and White Suffolks, as well as parade sheep for judging of their handling skills. Lindsay Brown, in Year 7, won first place in the Under 15 years Merino Sheep Junior Judging, with Tom Arnold in Year 8 placing second. Rose Nevinson and Andrew Hulak of Year 10 were selected for the finals of the Over 15 years Merino Sheep Junior Judging, with Rose Nevinson placing fifth overall. Charles Hogan, in Year 8, placed fifth in both the Under 15 years Meat Sheep Junior Judging and in the Under 15 years Junior Handling competition. Emma Gale and Colleen Head from Year 10 were selected for the finals of the Over 15 years Meat Sheep Junior Judging, with Colleen placing fourth overall. Aidan Raeck of Year 10 was also selected for the Over 15 years Junior Handling Competition finals, receiving a commendation from the judge for good sportsmanship when he helped another student who had lost control of her sheep.

The next show was Holbrook Sheep and Wool Show, where we placed first in the schools' competition with our two tooth ewe, and placed in several other sections. We also took out the most successful White Suffolk Exhibitor and the Supreme Champion Group. The students placed 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> in the Merino Junior

Judging, and Tom Arnold won both Merino Junior Judging and Meat Breeds competitions. Will McLean won the Senior Merino Judging. In the Meat Breeds Junior Judging there were up to 90 competitors, and Jane Goldsworthy did exceptionally well, placing 3rd. Deanna Johnston came 1st in the Fleece Judging and took out the Senior Fleece Judge title.

At the Bendigo Sheep and Wool Show, both the students and sheep went exceptionally well. We were awarded Reserve Champion Interschools Ewe and Ram. In the Corriedale Junior Judging, Will McLean placed 2<sup>nd</sup> and Laura Seymour 4<sup>th</sup> in their age groups. Jack Moran-Turner won the State Junior Fleece Judging.



Melbourne Show was a major success, with the stud winning several first places and the Champion and Reserve Champion Ewe. The Champion Ewe went on to compete in the Interbreeds against some of the top studs in Australia. This ewe, number 12093, handled by Emma Gale, won the Reserve Champion Interbreed Ewe, narrowly beaten by a superb Poll Dorset ewe from Armdale Park. This earned YAHS a prize of \$250.00; it was the best prize the team has ever received. We also came second in the Schools' Competition and second in the Schools' Best Maintained Team.

Leeton Show was also successful. We entered two pens of prime lambs, and two ewes with lambs. We won the Champion Pen of Lambs, Champion Lamb of the Show and Champion Ewe of the Show.

The last show of the season was Cootamundra show, where we won Champion Ewe and Ram. The highlight of this show was the results of the students in the Junior Judging Competitions. Rose Nevinson won the Wool Judging, and Adele

Ruigrok came second; both qualifying for the state finals at Sydney in 2014. Caitlyn Beer and Laura Harris came first and second in the meat sheep judging, also qualifying for the state finals. Lindsay Brown won his age division of the Wool Judging, with the overjudge commenting that he was the best wool judge in the competition.

Overall, it has been a successful 2013 for both the students in the Sheep Showstock Team and the McCaughey White Suffolk Stud and we look forward to another successful year in 2014.

## Poultry

At the start of the showing season (Semester 2), the Poultry Show Team attended a Poultry Auction at Albury and purchased birds that could be shown by the students. Students also had the option of bringing their own birds to school to be shown. The team consisted of approximately 10 students and Mr Mark Dixon.

Champions were awarded at Leeton, Narrandera, Cootamundra, Albury and Barellan, with highlights being Champion Junior (Emma Cullen) at Leeton, Champion and Reserve Champion Bird in Show (Alison Treloar's birds) and Champion Breeding Pair (Breanna Carr's birds) at Cootamundra, and Reserve Champion Bird in Show (Mark Dixon's purchased bird) at Barellan.



The developments to existing facilities for the Poultry Show team are the repair work on existing show pens and the plans for extension of show pens. An incubator and show trailer are planned for development in the future.

The year of 2013 has seen the poultry show team get back on its feet with many new members joining. The major achievements for this year were:

- Champion Bird in Show (Pekin)

- 4 Champion Soft Feather Bantam Male (Pekin and Rosecomb)
- 2 Champion Soft feather Bantam Female (Pekin)
- Best Soft feather In Show (Rosecomb)
- 2 Champion Soft Feather Large Male (Plymouth Rock)
- 2 Reserve Champion Bird in Show (Plymouth Rock)
- Reserve Champion Soft Feather Large Bird in Show (Silkie)
- Champion Junior Bird (Emma Cullen and her Silkie)
- Champion Breeding Pair (Sebrights)

The purchase of school chickens enabled the team to diversify in the types of chickens being shown. Breeds that were shown by students this year were:

- Sebrights
- Hamburgs
- Rosecomb Bantams
- Silkies
- Pekin Bantams
- Old English Game
- Wyandottes
- Polish
- Plymouth Rock

The enthusiasm shown by both students and teachers has been unbelievable and many thanks go to everyone who has supported the team, in particular, Mr Dixon, who has given up his weekends to run the team to shows. Thanks also go to the Yanco Agricultural High School Maintenance Team, especially Roy Bandy, for improving the chicken pens, and Mr Peter Irvine for his experience and help with Old English Game.

## Connected Learning

The implementation of current technology into the school curriculum has always been of major importance for staff at this school. With the impending discontinuation of the Commonwealth DER laptop program, the school began the

introduction of a program to provide all students with a laptop in 2013. Having witnessed the value of these devices for students in Years 9-12, it came as no surprise to see Year 7 & 8 students utilise this resource to enhance their learning. Staff were able to expand their repertoire of technology to take advantage of the technology available to Stage 4 classes to improve outcomes for these students. Staff continue to take advantage of online professional development courses through 2013 to enhance their ICT skills. All teaching staff have been provided with a DER laptop through the Commonwealth program.

The DEC provided Connected Classroom equipment and the replacement of an earlier video-conferencing unit with a new unit significantly improved our access to curriculum resources for students and training and development opportunities for staff. These facilities were used throughout the year for students studying Stage 6 courses in VET Information Technology, Ancient History and Legal Studies via Distance Education.

In 2013 the school added two further computer projection units in the Library and in the McCaughey building to supplement the SmartBoards® in classrooms. The continued improvement of the school's computer network saw every residential space used for Prep connected using wireless technology – this included the dining room, hall, McCaughey building as well as most dormitories.

## School Assets - Hostel

During 2013, the following **major** projects were completed at the school:

Shade shelters for horses \$14,000



Cattle feedlot and sheep yard shelters \$10,000

Mower \$22,000

Defibrulators \$3,000

Hay shed \$30,000

Upgrade Teaching Tractor \$13,000

Setup new dorms \$209,698 (includes all furniture and fittings, walkways, air conditioners etc)

**Total \$301,698**

## Community Use

The school's diverse facilities were used for the following community uses in 2013.

Yanco Public School - pool

Leeton Out of School care – pool

Equestrian workshops

Church Leaders camp

Cadets Training

Wedding ceremonies, photos and receptions

Base for Fun Run

Kidsfix car Rally lunch stopover

Riverina Principal's Meetings

DEC meetings

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

### School planning 2012—2014: progress in 2013

There were five targets for 2013 and the following indicates our success with these.

#### Target 1

***In Year 9 Literacy increase the number of students scoring in Bands 8, 9 and 10 by 2 in each Band compared to the 2011 NAPLAN results.***

**Bands**                      **8**            **9**            **10**

Reading 2012	22	7	3
Reading 2013	28	5	3
Writing 2012	14	4	2
Writing 2013	11	7	1
Spelling 2012	18	10	2
Spelling 2013	22	7	2
Grammar/Punctuation 2012	21	8	4
Grammar/Punctuation 2013	15	4	3

The numbers in green indicate where the school has reached its target. The school has partially reached its target but writing and grammar/punctuation remain a concern and programs have been implemented during 2013 and continuing in 2014 to address this issue. It remains a concern we are unable to move more students into the highest bands.

In Reading 52.1% of students achieved a Band 8, 9 or 10 compared to the State DEC % of 44.5%

In Writing 27.4% of students achieved a Band 8, 9 or 10 compared to the State DEC % of 32.9%

In Spelling 44.9% of students achieved a Band 8, 9 or 10 compared to the State DEC % of 51%

In Grammar and Punctuation 31.8% of students achieved a Band 8, 9 or 10 compared to the State DEC % of 38.5%

**This target was partially met.**

#### Target 2

***In Year 9 Numeracy increase the number of students scoring in Bands 8, 9 and 10 by 2 in each Band compared to the 2011 NAPLAN results.***

Band	8	9	10
Numeracy 2012	17	13	5
Numeracy 2013	18	5	7

The numbers in green indicate where the school has reached its target.

In Numeracy 43.4% of students achieved a Band 8, 9 or 10 compared to the State DEC % of 42.8%

The trend data indicates we moving our students in the positive direction and we achieved this target in Band 10 but not Bands 8 and 9.

**This target was partially met.**

### Target 3

***All students completing the HSC exhibit positive value adding from their Year 10 School Certificate performance.***

Data supplied breaks the cohort into low, middle and high achievers. The data indicates the performance of the Year 12 cohort compared to their Year 10 performance. Although the data suggests the students have not performed to their potential the HSC performance in 2013 continued to improve with 14 band 6 results being achieved across 6 subjects, a significant improvement on previous years. All students achieved the results required to access their chosen tertiary courses with all students being offered their preferred courses.

**This target was not met but our students continue to be highly successful and access their courses of choice across the whole cohort. In 2013 65% of the Year 12 cohort were offered places in tertiary courses of their desire by early entry applications.**



### Target 4

***Have a greater percentage of student's participation in the school farm operations.***

**Maintain and extend enrolments in Agriculture throughout the school.**

The numbers in Agricultural subjects continue to increase and the results at the HSC continue to show improvement with band 6 results being achieved in both agriculture and primary industries.

Agriculture performance continued to show significant improvement with 23 students (17 in 2012) averaging a score of 78.1 compared to the previous 5 years of 75.9 and state average of 69.2. There were 87% of students who scored a Band 4 or above compared to the state performance of 79% in these bands.



There were 11 students who completed the primary industries VET exam and were placed in band 4 or above with one band 6 result and achieved a mean of 78.6 compared to the previous 5 years of 78.6 and a State DEC mean of 73.1.

**This target has been met in 2013.**

### Target 5

***Continue the increase in retention rate of all new students (years 7 to 11) entering the school in 2013 compared to the previous 4 years.***

In past years the withdrawal rate of students was as high as 9%.

**Student Withdrawals 2013 (incl. at the end of the year and not returning 2014)**

	2012	2013
Year 7	4	3
Year 8	7	2
Year 9	12	5
Year 10	20	15
Year 11	11	4
Year 12	3	1
<b>TOTAL</b>	<b>57</b>	<b>30</b>

This was a total of 30 students left the school during the year compared to 57 students in the previous year. Below is breakdown of the reasons.



Another School	<b>8</b>
Financial	<b>3</b>
TAFE/Employment/Apprenticeship	<b>10</b>
Homesickness/Not fitting in	<b>7</b>
Family Relocation	<b>1</b>
Illness (not school related)	<b>0</b>

Many of these reasons are very positive with 10 of the students (30%) finding employment and/or further training in their field of choice. Financial reasons accounted for 10% of students leaving

the school. Only 20% 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 15 students of those leaving representing 4% of the school population, compared to 6% in the previous year.

**This target was met.**



**Professional learning**

In 2013 a total of \$40,009 was expended on professional development of staff. This included \$13,657 from global funds due to the short fall of funds from the DEC (\$26,350). The total amount expended is divided between course costs (\$15,149) and casual relief (\$24,860), due to the chronic 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. In 2013 only 71 days of casual relief was provided for professional development activities out of a total of 143 days that would have been allocated if casual staff were available. All teachers were engaged in a variety of professional opportunities along with administrative staff.

Throughout the year, school development days (pupil free 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



- Youth Mental Health First Aid
- National Literacy Partnerships
- Faculty based programs.

School Plan Targets were addressed by professional development activities including 2LS – Secondary Learning Strategy (Targets 1 and 2) which involved seven teaching staff from a variety of faculties over five days. The total time for this activity comprised 25% of the professional development release days.

In 2013 six teaching staff were working towards NSW Institute of Teachers accreditation with another nine teaching staff were maintaining their accreditation.

Both the English faculty and the Science faculty were able to spend whole days producing new programs for the implementation of the new National Curriculum in 2014. 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.

15% of all funds were utilised in the area of quality teaching; 40% in the area of syllabus implementation; while the remainder was spread between; supporting beginning teachers; career development, welfare and equity initiatives and the development of teacher's skills in the area of literacy and numeracy programs.

### **Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents continued in 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 2013

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 the DER technology into the school has been a very positive outcome. In 2013 this program was extended to all students in the school from Years 7 to 12. Parents were very supportive of this initiative.
- 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 in the last year 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 2013. 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.
- The continued development of student governance by the SRC throughout 2013 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.
- 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. A large number of students have elected to complete these subjects in 2013.

- Students and staff believed that the tutorials and staff development specific to adolescent mental health completed throughout 2013 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, Year 6 transition, Year 7 orientation camp, Year 9 Camp Hudson and Mind Matters units provided a sound basis for student welfare throughout the school.



- The transition program for all students entering the school in the next year was highly acclaimed by students, parents and staff and was very successful. The expansion of this program has received great support.



## Program evaluations Curriculum

### Creative & Performing Arts

#### Background

The CAPA Departments consists of two new scheme teachers with varying experience within the school. In 2013 this department was chosen to be reviewed within the Annual School Report, with feedback being utilised to review and improve upon in future programming. A decision was made to include extracurricular activities within this review, as staff feel this is an important aspect of their teaching in addition to face to face classroom teaching.

#### Findings and Conclusions:

##### Parent Results:

The Creative and Performing Arts teachers are enthusiastic, committed and enjoy teaching my children.

Strongly Agree	Agree	Disagree	Strongly Disagree
45.95%	51.35%	2.70%	0%

Teaching programs in the Creative and Performing Arts area meet the educational needs of my child.

Strongly Agree	Agree	Disagree	Strongly Disagree
25%	63.89%	11.11%	0%

I value the education my child receives at YAHS in the creative and performing arts area.

Strongly Agree	Agree	Disagree	Strongly Disagree
44.44%	47.22%	8.33%	0%

My child is achieving at the level I expect.

Strongly Agree	Agree	Disagree	Strongly Disagree
33.33%	52.78%	11.11%	2.78%

My child has the opportunity to be involved in extracurricular creative arts activities.

Strongly Agree	Agree	Disagree	Strongly Disagree
27.78%	58.33%	13.89%	0%

Extracurricular programs in the creative arts area meet the needs of my child.

Strongly Agree	Agree	Disagree	Strongly Disagree
13.89%	63.89%	22.22%	0%

Creative and Performing Arts makes a positive contribution of the culture of YAHS.

Strongly Agree	Agree	Disagree	Strongly Disagree
44.44%	52.78%	2.78%	0%

Creative and Performing Arts events such as Performance Night and Art Show provide an effective learning opportunity for students.

Strongly Agree	Agree	Disagree	Strongly Disagree
51.43%	42.86%	5.71%	0%

Are there any other comments you would like to make in regards to the creative and performing art faculty? This could include comments on curriculum, extracurricular activities or otherwise.

A selection of comments:

- Without the Creative and Performing Arts Faculty, my child's education would be significantly lacking and I am totally supportive as a parent.

- Although it is an extra-curricular activity, the Drum Corp is a unique and exceptional aspect of the YAHS Creative and Performing Arts faculty and should be continued in the future. During studies of creative arts in the earlier years of YAHS I found the teachers to create interesting learning opportunities and experiences for students. My child does not study art at a senior level.
- The Art Show is an event that showcases local artists work both students and the community at large. The resident artist was great and gave those who took the opportunity a unique opportunity to develop new artistic skills and interests. Very worthwhile.
- Performance night is such an important learning platform for the students! After school art/photography/craft would be fantastic for those who are not sport orientated.
- I would like to see more extracurricular activities for art
- I would like to see more availability on individual or class lessons for Guitar and Piano. I also wish there was a drama class and theatre production.
- Prior to Yanco my child was involved in both drama and eisteddfods. While at Yanco as she is not a sole performer she has not done anything that I am aware of. I am disappointed the school does not have an annual event (show) to allow a large number to be involved rather than the select few with an individual talent. Maybe at end of year after exams are over and enthusiasm has waned a performance with lots of rehearsing, stage and production done by students would be worthwhile. I am aware of local school doing Bollywood (dance) or musicals or plays (A Midsummer Night's Dream). While this is enormous effort for staff students would be exposed to performing arts. Maybe could be marketed around area for ticket sales?????
- Because YAHS is unique in its boarding facilities; students should have access to their major works at any time relieving

some of the stresses associated with completion dates etc. Displaying major works in public before marking should be encouraged but more care is needed to be taken to ensure safety of works.

**Student Results:**

My teachers are enthusiastic, committed and enjoy teaching me.

Strongly Agree	Agree	Disagree	Strongly Disagree
44%	50%	5%	1%

I am interested in my work and motivated to do well.

Strongly Agree	Agree	Disagree	Strongly Disagree
26%	57%	15%	2%

My parents want me to do well in Creative and Performing Arts subjects.

Strongly Agree	Agree	Disagree	Strongly Disagree
21.43%	58.16%	17.35%	3.06%

I am activity engaged in my learning.

Strongly Agree	Agree	Disagree	Strongly Disagree
22.45%	61.22%	13.27%	3.06%

I have the opportunity to be involved in a variety of creative and performing arts extracurricular activities.

Strongly Agree	Agree	Disagree	Strongly Disagree
25.51%	61.22%	10.20%	3.06%

I enjoy my Creative and Performing Arts lessons and I believe I am increasing my learning in this subject.

Always	Usually	Sometimes	Rarely
35.05%	29.90%	25.77%	9.28%

A selection of comments:

- Because it makes me have a different way to express my emotions as it is a healthy environment to do so. It gives a lot of students a sense of control and creativity.
- Because I like hands on learning and recently there is a lot more hands on learning
- It's so fun and I enjoy doing it!
- It was always a lovely environment where our class and the teacher were always questioning and analysing different aspects if the course for a greater understanding.
- Because I have been learning many lifelong skills.
- The lessons are interesting and informational.
- I am having a lot of fun and learning some very interesting things about all different artists.
- Because I learn new skills every time I have these classes.
- They are extremely informative, interesting and loads of fun.
- Because all the teachers are always happy to teach us new things that we don't know.
- I'm not really engaged with the creative art department but I do enjoy it.
- My art class is very boring, because my teacher talks about the opposite topic and hardly ever explains things well or helps with the practical activities.
- I chose this subject because it interests me and I enjoy it, which helps me substantially with my learning.
- Since last year I have enjoyed creative and performing arts a lot more than what I thought I would. I feel as if I am improving.

Are there any other comments you would like to make in regards to the Creative and Performing Art faculty? This could include comments on curriculum, extracurricular activities or otherwise.

A selection of comments:

- I wish there were more visual art activities I could do and more competitions to enter.
- These lessons are really fun.
- I enjoy every lesson that I have with my teachers and I hope that I can continuously get better with my learning.
- There are all the needs for this subject-good job!!
- I like it how all the teachers are always happy and willing to help if you can't work it out.
- The relaxed atmosphere of my Year 11/12 music class has made the work a lot easier.
- Performance venues are difficult due to acoustics.
- Music should give kids MORE opportunities because students that sing or something has the potential to perform to others but the school doesn't help them or give them the chance to get there. Art should have more after school activities to give the students something to do and to get their creative juices going.
- My teachers are very nice and excel in what they do.
- I enjoy drums, cow painting and choir which are some things I thought that I would never join which turns out to be things that I like to do.



**Staff Results:**

Creative and Performing Arts makes a positive contribution of the culture of YAHS.

Strongly Agree	Agree	Disagree	Strongly Disagree
88.89%	11.11%	0%	0%

Creative and Performing Arts events such as Performance Night and Art Show provide an effective learning opportunity for students.

Strongly Agree	Agree	Disagree	Strongly Disagree
88.89%	11.11%	0%	0%

I value the role that Creative and Performing Arts has to play in the broader school curriculum.

Strongly Agree	Agree	Disagree	Strongly Disagree
88.89%	11.11%	0%	0%

Creative and Performing Arts teachers contribute to the development of cross-curriculum learning opportunities.

Strongly Agree	Agree	Disagree	Strongly Disagree
61.11%	22.22%	16.67%	0%

Students speak positively about Creative and Performing Arts.

Strongly Agree	Agree	Disagree	Strongly Disagree
22.22%	77.78%	0%	0%

Are there any other comments you would like to make in regards to the creative and performing art faculty? This could include comments on curriculum, extracurricular activities or otherwise.

A selection of comments:

- The creative and performing arts departments very highly involved in extracurricular activities with students.

They provide enormous amounts of opportunities for students to participate in eisteddfods, in art competitions, and they help enrich the students learning with the activities provided.

- Hoping that smaller class numbers don't stop the teaching of the creative arts. Our students need cultural enrichment. Staff provide the opportunities to students and plenty of 'good will' support. Keep up the high standards.
- The staff are committed and do an excellent job. They spend many hours out of class time promoting their subject and working with children to achieve results above and beyond what the DEC caters for. The students gain opportunities both in and out of school in these areas. These teachers need praise and backing in what they achieve.
- I feel the Creative and Performing Arts faculty provide a wide range of opportunities for our students and spend endless hours ensuring the students are getting the most out of their time at YAHS.
- The CAPA staff provide opportunities and experiences for the students, staff and broader school community far more than their small numbers would suggest. The school is greatly enriched by their contributions and they are to be applauded for their efforts.
- Unfortunately a lot of our students don't speak openly about their achievements, as many students in the school don't value CAPA. Would love to see some more excursions to the big smoke exposing them to the different opportunities.
- Lots of extra hard work put into CAPA by keen staff.
- This area is integral to the success of the school and the ability of students to be fully rounded in their education. Well done to the staff involved.

## **Future Directions for Creative Arts at YAHS**

### **CAPA Faculty**

- Maintain strong teaching programs, and reflect on current programs to provide students with current and engaging content and learning experiences.
- Continue to build and improve upon strong results in Stage 6 classes.
- Take students on excursions to further extend their learning experiences and broaden their perspective of subject knowledge and content.
- Establish larger numbers in all elective classes, Stages 5 and 6.
- Continue to give students the opportunity to be involved in a variety of extracurricular activities in both music and visual art.
- Possibility of training and running drama programs within the school.

### **Welfare Programs**

In 2013 the school chose to review its positive welfare reward system. This began in discussions with the SRC, staff and parents. It was decided through the SRC that a survey needed to be undertaken of students, initially to gain a better knowledge about their needs and understanding of not only the system we currently had but also of how and what the students understood about their learning and school to enable the system to reflect and improve behaviour, involvement in the system and desire to do well.



It was at this point that the school was offered the opportunity to take part in the Department's Tell Them From Me (TTFM) Survey. This is a world-wide survey run by an external company which compares our student results to not only those from NSW but also from all children across the globe.

The following number of students completed the survey.

Year 7	55
Year 8	47
Year 9	63
Year 10	71
Year 11	46
Year 12	43
TOTAL	325

The Tell Them From Me Survey aims to help improve the learning outcomes of students. It measures factors that are known to affect academic achievement and other outcomes.

The focus of this NSW pilot project is on student wellbeing, engagement and effective teaching practices.

The Tell Them From Me student survey provides the school with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

#### **Students with positive behaviour at school**

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 83% of students had positive behaviour; the NSW pilot norm for these years is 82%.
- 92% of the girls and 73% of the boys in this school with positive student behaviour at school. The NSW pilot norm for girls is 87% and for boys is 77%.

#### **Students who are interested and motivated**

Students are interested and motivated in their learning.

- 23% of students in this school were interested and motivated; the NSW pilot norm for these years is 25%.

- 22% of the girls and 24% of the boys in this school were interested and motivated. The NSW pilot norm for girls is 22% and for boys is 28%.

#### **Effort**



Students try hard to succeed in their learning.

- 69% of students in this school tried hard to succeed; the NSW pilot norm for these years is 65%.
- 75% of the girls and 62% of the boys in this school tried hard to succeed. The NSW pilot norm for girls is 66% and for boys is 64%.

#### **Student participation in school sports**

Students play sports with an instructor at school, other than in a gym class.

- 59% of students in this school had a high rate of Participation in Sports; the NSW pilot norm for these years is 46%.
- 55% of the girls and 63% of the boys in this school had a high rate of Participation in Sports. The NSW pilot norm for girls is 41% and for boys is 50%.

#### **Student participation in school clubs**

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

- 50% of students in this school had a high rate of Participation in Clubs; the NSW pilot norm for these years is 24%.
- 50% of the girls and 50% of the boys in this school had a high rate of Participation in Clubs. The NSW pilot norm for girls is 24% and for boys is 23%.

## Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 67% of students in this school valued School Outcomes; the NSW pilot norm for these years is 71%.
- 65% of the girls and 69% of the boys in this school valued School Outcomes. The NSW pilot norm for girls is 70% and for boys is 72%.
- Students demonstrated a slightly lower than state average in valuing school outcomes, being interested and motivated in their learning. Boys telling us that they have lower than state average behaviour levels and in trying hard to succeed.
- On the other hand our students told us they are very willing to participate in school sports and clubs or groups.

## Future Directions

The next part of the review of the welfare level system needs to focus on the areas of valuing learning outcomes, behaviour, being motivated about learning and the willingness to apply effort in the students' learning. These are the areas that any positive level system needs to focus on to improve the student participation in both the system and general learning at school.

During 2014 the school will again make use of the Tell Them From Me Survey as well as run surveys closer related to above mentioned areas to improve on the welfare level system and the participation in both it and school learning.

## School Planning 2014

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

The school Targets for 2014 remain similar to those of 2013 as we continue to follow through with our three year School Plan.

## 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.

**2014 Targets to achieve this outcome include:**

#### Target 1

***In Year 9 Literacy increase the number of students scoring in Bands 8, 9 and 10 by 2 in each Band compared to the 2013 NAPLAN results.***

#### Target 2

***In Year 9 Numeracy increase the number of students scoring in Bands 8, 9 and 10 by 2 in each Band compared to the 2013 NAPLAN results.***

#### Target 3

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

**Strategies to achieve these targets include:**

- 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.***

#### Strategies to achieve these targets include:

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.

#### 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.***

#### Strategies to achieve these targets include:

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.

## 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.**

## 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
Brittany Whitely	SRC
Sabrina Finch	School Captain
Royce Johnston	School Captain
Alanna Rolfe	Head Teacher Welfare
Jason Sachs	Head Teacher Welfare
Shaun Brooker	Head Teacher Science
Greg Press	Head Teacher Maths
Amy Dolstra	HT English/History
Julie Fitzsimon	Registrar
Suzanne Morris	Acting SAM
Nathan Cassilles	Act. Careers Adviser
Kim Weller	Teacher
Fiona Edwards	Teacher

Mark Dixon	Teacher
Alison Giles	Teacher
Megan Thurgood	Teacher
Elyse North	Teacher
Scott McGrevy	Teacher
Paul Bandy	Stables Manager
Warren Weir	Sports Coordinator

### School Contact Information

Yanco Agricultural High School  
259 Euroley Road  
Yanco NSW 2703

Ph: 02 6951 1500

Fax: 02 6955 7180

Email: [yancoag-h.school@det.nsw.edu.au](mailto:yancoag-h.school@det.nsw.edu.au)

Web: [www.yancoag-h.schools.nsw.edu.au/](http://www.yancoag-h.schools.nsw.edu.au/)

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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

