

# Yanco Agricultural High School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Yanco Agricultural High School as an account of the school's operations and achievements throughout the year.

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

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Principal (Relieving)

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## School background

### School vision statement

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

### School context

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

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

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

With state-of-the-art resources, farm and hostel, the school provides an all-round education for students in a stimulating and caring environment. The school focuses on the development of the whole person through the curriculum, extracurricular activities and residential experiences, ensuring that students become well equipped to take their place in life.

Students are encouraged to develop scholarship, citizenship, responsible leadership, personal integrity and sportsmanship and to strive for excellence in academic, cultural, sporting and civic endeavours, in an environment conducive to learning, teaching and friendship.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

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

schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

When reflecting on the **Learning Element (*Learning Culture*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***delivering***. This is supported by: All teaching staff having a basic understanding that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students (PBL) and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students Yanco Agricultural High School.

When reflecting on the **Learning Element (*Wellbeing*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***working towards delivering***. This is supported by: Students, staff and the broader school community understanding the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe

When reflecting on the **Learning Element (*Curriculum and Learning*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***delivering***. This is supported by: Curriculum provision meeting community needs and expectations and providing equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. The school provides a range of extra-curricular offerings for student development

When reflecting on the **Learning Element (*Assessment and Reporting*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***working towards delivering***. This is supported by: The school analysing internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth.

When reflecting on the **Learning Element (*Student Performance Measures*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***working towards delivering***. This is supported by: Students achieving at or above national minimum standards on external performance measures

When reflecting on the **Teaching Element (*Effective classroom Practice*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***working towards delivering***. This is supported by: Teachers regularly reviewing and revising teaching and learning programs. Teachers routinely reviewing previous content and previewing the learning planned for students in class.

When reflecting on the **Teaching Element (*Data Skills and Use*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***working towards delivering***. This is supported by: The school's professional learning building teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them.

When reflecting on the **Teaching Element (*Collaborative Practice*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***delivering***. This is supported by: Staff regularly evaluating teaching and learning programs including the assessment of student outcomes. The school identifies expertise within its staff and draws on this to further develop its professional community

When reflecting on the **Teaching Element (*Learning and Development*)** and using the available evidence, Yanco Agricultural High School was deemed to be – ***working towards delivering***. This is supported by: Teachers participating in professional learning targeted to school priorities and their professional needs. The school has processes in place for teachers' performance and development. Teachers are actively engaged in planning their own professional development to improve their performance.

When reflecting on the **Teaching Element (Professional Standards)** and using the available evidence, Yanco Agricultural High School was deemed to be – **working towards delivering**. This is supported by: Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers work beyond their classrooms to contribute to broader school programs.

When reflecting on the **Leading Element (Leadership)** and using the available evidence, Yanco Agricultural High School was deemed to be – **working towards delivering**. This is supported by: Parents and community members having the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. Leadership development is central to school capacity building. The school is committed to the development of leadership skills in staff and students

When reflecting on the **Leading Element (School Planning, Implementation and Reporting)** and using the available evidence, Yanco Agricultural High School was deemed to be – **delivering**. This is supported by: Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

When reflecting on the **Leading Element (School Resources)** and using the available evidence, Yanco Agricultural High School was deemed to be – **delivering**. This is supported by: School staffing ensuring that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

When reflecting on the **Leading Element (Management Practices and Processes)** and using the available evidence, Yanco Agricultural High School was deemed to be – **delivering**. This is supported by: The school leadership team communicating clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. All school staff are supported to develop skills for the successful operation of administrative systems.

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



## Strategic Direction 1 – Student Learning and Engagement

### Purpose

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

### Overall summary of progress

Teachers were to have a significant understanding of the Literacy and Numeracy Continuums and how this information would assist teachers in their classrooms. In 2015, little progress was made in this area of the school plan. Planning is underway to undertake this professional learning in 2016.

Building the capacity of teachers to develop higher order pedagogical practices to enhance teaching, learning and assessment in Stage 6 has been one of the focus areas for 2015. Only limited progress has been made on this aspect of the strategic direction.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds Allocated
20% increase in the number of students that value-add based on external school assessment data.	School Excellence Framework data from 2014 to 2015 indicates: <ul style="list-style-type: none"><li>a positive shift in Value Adding in Year 7 – 9 NAPLAN (Literacy and Numeracy) from below delivering to delivering.</li><li>a negative shift in Value Adding Years 9 – 12 from delivering to working towards delivering.</li></ul>	\$24,997 RAM Location Loading
30% increase of students who recognise, value and demonstrate positive behaviours and attitudes towards student learning, engagement and achievement.	Tell Them From Me (TTFM) survey data indicated <ul style="list-style-type: none"><li>At the beginning of 2015, 87% of our students consistently displayed positive behaviours, however this had been reduced to just 75% by the end of the year.</li><li>Motivation of students towards their learning also decreased throughout the year; 22% to 10% (Girls) and 25% to 18% (Boys)</li></ul>	\$9,552 RAM Socio-economic background

### Next steps

In 2016,

- Utilise the Learning and Wellbeing Team, particularly the Assistant Principal Learning and Support to provide assistance in establishing a Wellbeing Team in the school.
- Utilise the expertise of the Learning and Engagement Team to support the executive in creating harmonious professional learning opportunities aimed at increasing the capacity of teachers to create lessons aimed at adding value to the student's literacy skills.
- A deep focus on capacity building for Head Teachers, based on school need as identified in external (SMART and RAP) and internal (Literacy Continuum) data sources.

## Strategic Direction 2 : Wellbeing, Tradition and Values

### Purpose

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

### Overall summary of progress

Some progress was made with regard to PBL at YAHS. With the trial of selected behaviours and consequences. The PBL team met regularly and presented their strategies to staff, particularly in Semester 2.

The Learning and Support Review was revisited with one outcome being a streamlined Learning and Support Team referral process.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<\$>
100% of students feel safe and display positive behaviours, attitudes and demonstrate an understanding of culture and values within the school.	The Positive Behaviour for Learning (PBL) Team met regularly throughout the year and presented at staff meetings. A small number of explicit behaviours were rolled out to students and staff. Our TTFM survey data indicated that we still had a significant way to go before 100% of students felt safe at school.	\$11,746 RAM Location Loading
100% of staff are committed to improving morale in order to support the culture and values of the school.	Little progress has been made in examining the TTFM survey data as a staff. Day staff had a small number of functions to improve morale.	\$3500 RAM Location Loading

### Next steps

In 2016,

- Utilise TTFM survey data to demonstrate the area of greatest need in students wellbeing. Move from Millenium to Sentral to ensure all staff are using the system to collect and collate data around wellbeing, classroom management and student management within the boarding school.
- Creation of a Wellbeing Team focussed on building capacity among Year Advisors and Head Teachers Welfare. Head Teachers Welfare need to lead Year Advisors in the creation of a 7 – 12 Wellbeing program aimed at changing school culture.
- Review of Wellbeing Policy with a focus on Anti-Bullying policies and procedures that are shared and accepted by all stakeholders.

## Strategic Direction 3 : Quality Teaching, Learning and Development.

### Purpose

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

### Overall summary of progress

All teaching staff were required to align their Professional Development Plans with the Teaching Standards relevant to their respective career stages. All Executive Teachers were required to align their goals with those of Highly Accomplished or Lead teachers.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<\$>
100% of staff have Performance Development Frameworks mapped against the Australian Teaching Standards and are registered with the NSWIT.	All teachers have mapped their goals to the Australian Teaching Standards.  New Scheme Teachers have be assigned mentors drawing on Beginning Teacher funding dedicated to each permanent teacher in their first two years of teaching.  A high quality induction program has yet to be developed for New Scheme Teachers	\$12,000 Beginning Teachers Funds and Teacher Professional Learning
All teaching and learning programs will reflect a deep understanding of the use of data relevant to the students in the specific class.	Teachers have had professional learning in the use of developing data from SMART to identify specific deficits in their student's literacy and numeracy ability. Teachers have been given guidance on how to develop groups in SMART to create data for each of their classes.	\$5,000 Teacher Professional Learning

### Next steps

In 2016

- All teachers will be responsible for maintaining a Higher School Certificate Monitoring folder for each of the courses they teach, in line with "Best Practice" and DoE policies. Teachers will be given support to implement these practices and Head Teachers will be responsible for ensuring compliance.
- All teachers will be responsible for creating class specific SMART data for each of their classes to inform teaching and learning. Head Teachers will be responsible for supporting their staff in this process.
- Development of a culture where teaching and learning is driven by data, which in turn informs the direction of the School Plan and subsequently teachers PDP goals.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>The support for Aboriginal students which focused on Reading, Writing and Numeracy was successful with growth from year <b>7 to year 9</b> being recorded in the following areas of NAPLAN.</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> Growth - School (41.1), DoE (34.7) and State (35.6)</li> <li>• <b>Writing</b> Growth - School (23.0), DoE (3.0) and State (7.4)</li> <li>• <b>Numeracy</b> Growth - School (74.1), DoE (47.5) and State (47.3)</li> </ul>	\$9,260
<b>Socio-economic funding</b>	<p>Learning and Leadership was a large focus for YAHS in 2015. Student leaders across the school were provided with opportunities to represent their school, their year and their houses.</p> <p>School Captains were given the opportunity to attend Parliament House in Sydney, whilst prospective dormitory leaders were provided with the opportunity to attend a camp prior to the allocation of dormitory prefects.</p> <p>The student leadership team were also provided with the opportunity to attend a camp to develop their leadership capacity prior to the final election of school captains.</p>	\$19,104
<b>Low level adjustment for disability funding</b>	<p>YAHS's Learning and Support Teacher allocation of .6 was enhanced by these funds for an extra 1 day per week. The central focus was on implementing the recommendations of the LaST Review conducted in 2014. This entailed the development of Personalised Learning Plans for all students requiring adjustments to their learning as identified in the NCCD.</p>	\$17,750
<b>Support for beginning teachers</b>	<p>All permanent beginning teachers are entitled to the equivalent of two hours per week reduction in face to face teaching, whilst their identified mentors are entitled to a one hour allowance to support them in the development of their teacher practice.</p>	\$38,144
Other school focus areas	Impact achieved this year	Resources (annual)
<b>BYOD</b>	<p>All students were provided with a Learning device and a TSO was employed on a full time basis to provide technical and hardware support. Students were able regularly utilise technology in their classrooms. This initiative was funded in-large by the parent IT contribution.</p>	\$190,00

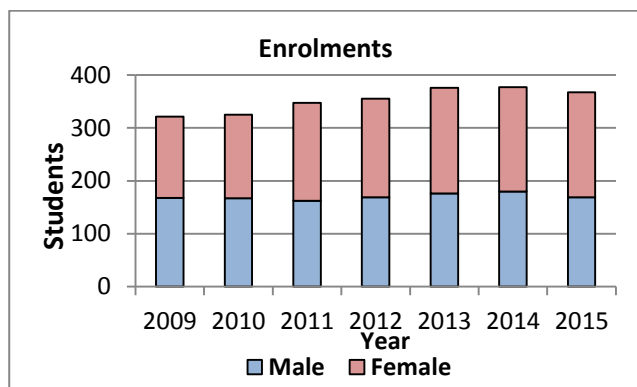


## Mandatory reporting requirements

### Student information

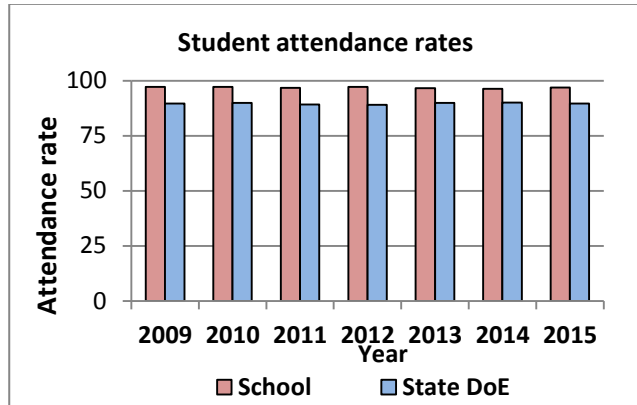
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

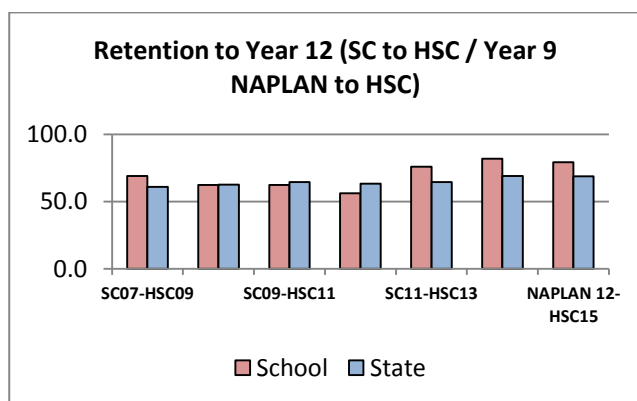


### Student attendance profile

Attendance figures are somewhat masked by the nature of the boarding school and number of school-based activities our students participate in away from the classroom.



### Retention Year 10 to Year 12



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	-	-	7
employment	-	70	40
TAFE entry	-	-	3
university entry	-	-	40
Other school	100	30	-
unknown	-	-	10

### Year 12 students undertaking vocational or trade training

In 2015, 93% of students in Year 12 were undertaking at least 1 vocational or trade training qualification. Of these, nearly 45% were undertaking a second qualification. Yanco Agricultural High School offers VET qualifications in Hospitality, Business Services, Primary Industries and Metals and Engineering.

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

In 2015, 100% of the students in Year 12 attained their Higher School Certificate.

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	32
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	.4
School Administrative & Support Staff	4.4
Other (Hostel, Farm and Maintenance)	128
Total	176

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

In 2015, one teacher identified as being Aboriginal.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7.5

### Professional learning and teacher accreditation

Professional learning focused on accessing data to inform teaching practice. Teachers were able to participate in school-based professional learning designed to specifically meet the needs of the Yanco Agricultural High School teachers. All permanent and temporary teachers who were required to meet their accreditation needs were able to do so with the support of the school's executive.

Professional Learning in Semester 2, 2015 focused on building the capacity of teachers to identify, collect and collate data to support their teaching and learning. In 2016, this focus will more specifically examine SMART data and the creation of school-based Literacy Continuum data, to enhance teacher's capacity to target individual student's strengths and deficits with regard to their literacy

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	788,123.00
Global funds	258,279.00
Tied funds	269,362.00
School & community sources	213,170.00
Interest	26,945.00
Trust receipts	727,970.00
Canteen	190,905.00
<b>Total income</b>	<b>1,555,879.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	326,928.00
Excursions	280,530.00
Extracurricular dissections	0.00
Library	18,769.00
Training & development	5,671.00
Tied funds	262,096.00
Casual relief teachers	54,059.00
Administration & office	86,895.00
School-operated canteen	180,845.00
Utilities	137,182.00
Maintenance	5,408.00
Trust accounts	538,511.00
Capital programs	715.00
<b>Total expenditure</b>	<b>1,358,383.00</b>
<b>Balance carried forward</b>	<b>189,459.00</b>

## School performance

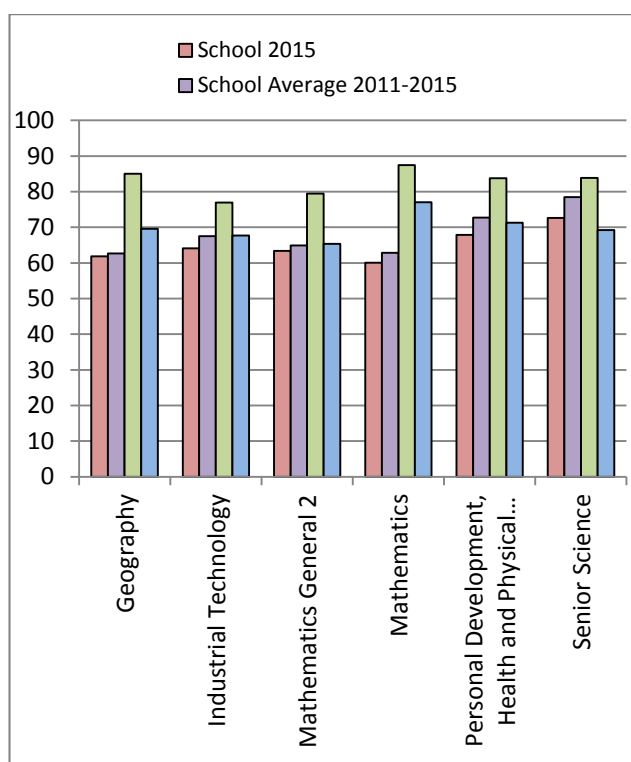
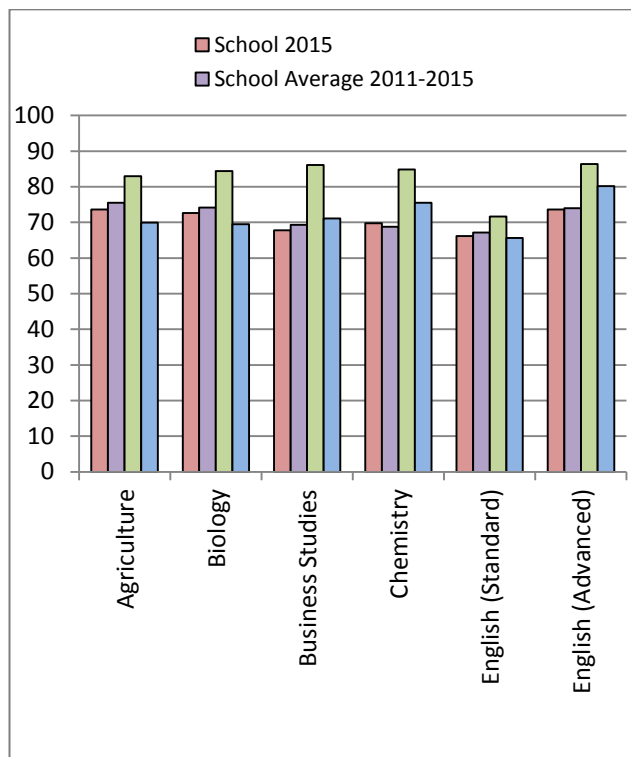
### NAPLAN

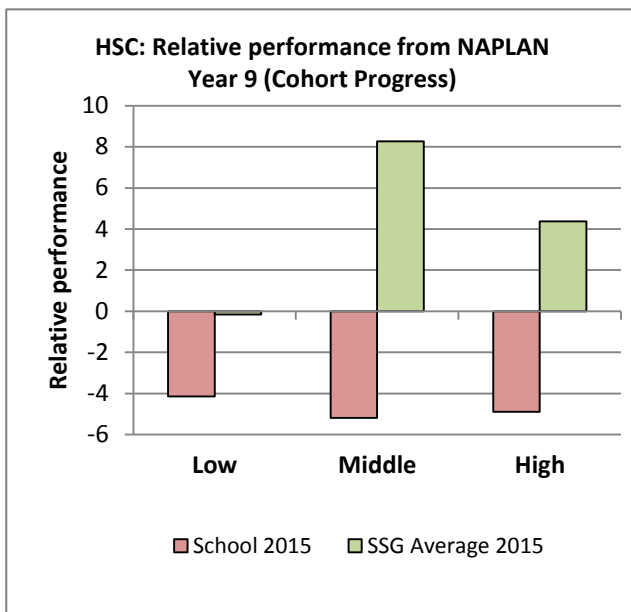
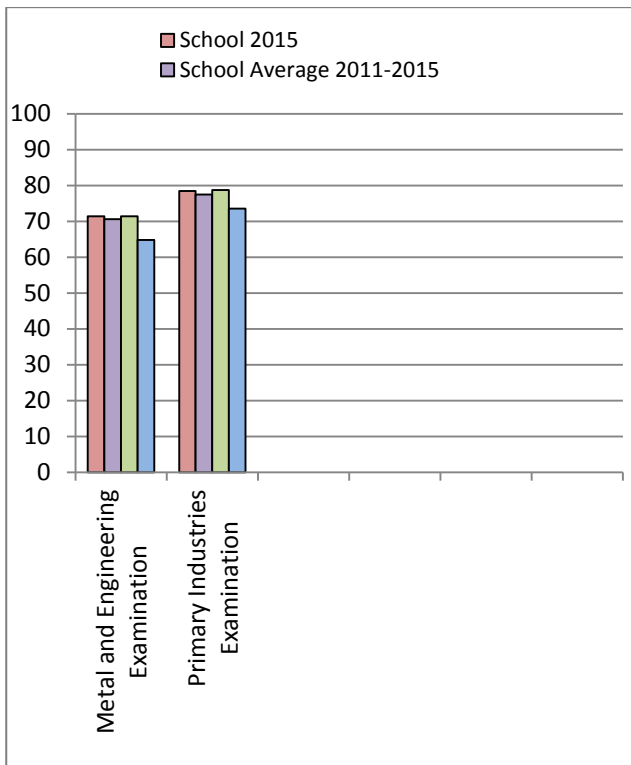
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Higher School Certificate (HSC)

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





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Yanco Agricultural High School utilised the Tell Them From Me (TTFM) survey to collect data from teachers, students and parents throughout 2015.

The following represents their views and opinions on a range of topics.

1. Parents feel welcome at the school. Parents were very happy with the administrative and

support staff and generally felt welcome when they visited the school.

2. Parents are well informed. Parents were very happy with the report format and simplicity of understanding. Parents did not believe they were well informed about their child's social and emotional wellbeing.
3. Support for Learning. Parents believed that teachers ensured homework was completed on time and the teachers made their child work hard. Parents would like to see child's teachers take into account the needs, interests and ability of their child when designing learning.
4. School Supports Positive Behaviour. Parents believed their children were clear about the rules of expected behavior.

The TTFM data collected from students provided a significant insight into the Social and Emotional Wellbeing of our students. This data is being used to inform our planning around Wellbeing and how we deal with structural, supervision and systemic aspects of our Wellbeing programs. In 2016, There will be a review of the Wellbeing Policy, including a review of the roles and responsibilities of the key parties associated with student wellbeing.

## Policy requirements

### Aboriginal education

Yanco Agricultural High School received Aboriginal background funding in 2015. We were able to employ and Aboriginal Tutor who worked to support our Aboriginal students of an evening during the allocated preparation time. This person worked closely with the Learning and Support Teacher with the development of Individualised Learning Plans for our Aboriginal students.

All teaching and learning programs associated with the Australian Curriculum have an Aboriginal perspective. This enables students to become more familiar with Aboriginal perspectives across the Key Learning Areas.

### Multicultural Education and Anti-racism

Yanco Agricultural High School participated in Harmony day, drawing attention to the various races and cultures within our community. Our teaching and learning programs, drawing from the National Curriculum, foster each student's understanding of culture, cultural diversity and racism.