



Yanco Agricultural High School Annual School Report



Erin Goldsworthy – National Champion, Junior Beef Cattle Judging 2011

2011



Our school at a glance

Students

- Yanco Agricultural High School (YAHS) is in its 90th year, remains dedicated to the provision of a broad curriculum centred upon the experience of living in a rural, historic, fully residential, coeducational, agriculturally focused 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.
- In 2011 the school population increased to 354, an increase upon the previous year of 337. 2011 saw a Higher School Certificate (HSC) cohort of 51 students, of which over 70% were offered university placement into 2012. All other students have accessed further training or have obtained employment in positions across the nation.
- 2011 saw the continued consolidation of the middle school concept with students in Years 7 and 8 undertaking a curriculum program with combined subject outcomes, less teachers, home room identification and an improved orientation program in their early months in the residential school.
- 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 2010. This initiative was 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 2011. This year just over \$36 000 has been supplied to the school for resources directly related to student learning.
- Best practice within the classroom has furthered effective teaching and learning.

Emphasis in 2011 has remained in the improved use of technology in the classroom and this has been supported by ongoing professional development of staff.

- 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 2011. Interest in the equine courses has resulted in many more students enrolling in the school in 2011.

Staff

YAHS has a teacher entitlement in 2011 of 35.7 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 are almost 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 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.



At the end of 2011 Mrs Lyn Makeham was awarded a Director-General's Award for her enormous contribution to the education of our

youth - this award was richly deserved and was a highlight of the year.

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.

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.
 - 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.
 - 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 student 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 in Stage 6. This year sees a continued opportunity for Stage 5 students to commence Stage 6 Primary Industries early.
 - In 2011 two new initiatives were incorporated into the Year 11 courses. By shuffling the periods time was created each Wednesday for block delivery of VET courses (three hour lessons) and the introduction of
- TIMEWISE - an intensive study skills program that trains students to be independent learners, plan and reflect on their studies. Both have been highly successful.
 - 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 over \$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 \$1000 donation in 2011.
 - YAHS Drum Corp - an integral part of the school with a female drum major, April Worland. In 2011 they performed at numerous regional events including the State Deputy Principal's Conference in Albury 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, Year 10 to Canberra (History basis) and Year 11 to the snow.
 - In 2011 35 staff, students and parents travelled to France and toured both Paris and the Western Front. A day was also spent in London. This was an outstanding learning experience for all involved.
 - As an aid in communication a full colour calendar with school activities was produced for 2011. 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 2011

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.

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

The School Certificate results were outstanding compared to previous years. Over 40% of the cohort received Band 5 or 6 results in English, Science, History and Computing Skills.

The Higher School Certificate results continued to improve with much greater percentages of students attaining Band 5 results and above. Band 6 results were achieved in General Mathematics, Primary Industries and Senior Science.

2011 School Blues

In 2011 Yanco Agricultural High School Blues were presented to:

ACADEMIC BLUE - Beverley Littlehales

Beverley is a gifted academic student with a work ethic to match. She is conscientious, self-disciplined and hard working in her efforts to achieve her best. Beverley has well developed skills for quality independent study and has demonstrated the ability to benefit from co-operative learning practices.

Beverley has achieved outstanding results since her arrival at Yanco Agricultural High School in 2007. She has been dux of her year group since Year 8. She has also been awarded the Principal's Award for Academic Excellence in 2011, as well as the David Fealy Memorial Prize for History (Year 11), the Frank Jones Prize for Mathematics (Year 10), the Australian Defence Force Award for Leadership (Year 10), the J. McEwan King Prize for Scholarship and citizenship (Year 10), the JR Paulett Prize for Junior Yancoonian of the Year

(Year 9) and the Bladewell Cup for best all round effort (Year 8). She is a role model for our students.



AGRICULTURAL BLUE (Cattle) - Erin Goldsworthy

Erin is a capable young lady who demonstrates persistence, focus and achievements in a variety of areas. She has maintained a balance with her academic studies and extracurricular activities. Erin has been an active member of the Yanco Agricultural High School's sheep showstock team since 2008. She has grown and developed as a handler and judge of meat sheep over the ensuing years achieving recognition at numerous sheep shows.



In 2010 Erin branched out and utilized her acquired knowledge and skills from her family and sheep judging to apply them to beef cattle. At the Cootamundra show in October 2010 Erin qualified for the NSW ASC 2011 Beef Cattle State Final. In April 2011 Erin won the NSW Beef Cattle junior judging and qualified for the 2011 National Final. This competition is open for 15 to 25 year olds. In September Erin became the youngest winner of the national final which was held in Adelaide. This is the pinnacle of Junior Beef Cattle judging in Australia.

Erin's professionalism, presentation and manner are a credit to her family, herself and her school.

AGRICULTURAL BLUE (Sheep) - Sally Smyth

Sally is an outstanding young lady whose commitment, independence and leadership are evident in her many pursuits. Her self motivation and dedication have ensured that she has balanced her academic studies with her numerous extracurricular activities.



Sally has actively involved herself in a range of showstock programs (sheep, cattle and equine) at Yanco Agricultural High School during the last four years. In particular she has been an integral member of the Sheep showstock team demonstrating strong organizational, teaching and leadership skills.

Sally has gained and developed her animal handling and judging knowledge and skills over the years to become an accomplished meat and wool sheep judge. Over the years Sally has won

many sheep judging competitions. This culminated with her winning the South Australian State finals in Merino Fleece, Meat Sheep and Merino Ram judging in 2011. She also placed second in the Prime SAMM sheep judging.

Sally is an accomplished young lady who brings credit to her family, herself and her school with her exemplary conduct and presentation.

SPORTING BLUE (Equine) - Kieran Hume

This award is to acknowledge the outstanding performance of Kieran Hume in Equestrian sport. Kieran was a member of the NSW Senior Eventing Team at the National Pony Club Championships held in October at Werribee, Victoria. Kieran achieved 5th overall in the Championship One Day Event and was a member of the Gold Medal Senior Eventing Team for NSW.



Keiran's inclusion in this team was due to his outstanding performance earlier in the year at the NSW State One Day Event Championships where he won the Championship division 17 years to under 25 years.

Kieran has also achieved outstanding performances this year at Interschool Competitions when in June he won the Premier event Championship One Day Event at the North West Equestrian Expo.

He has represented Yanco Agricultural High School in major interschool equestrian competitions since his enrolment into Year 7 in

2006. He has always been an excellent ambassador for the school.

Through his time at YAHS he has achieved excellent results by winning major titles at NSW State Pony Club Championships and Interschool competitions. Kieran's performance and growth in the equestrian arena has shown a high level of commitment and determination and these outstanding performances in 2011 are only a small testament to the great potential of this talented horseman.

SPORTING BLUE (Shooting) - John Duryea

John is a mature young man who has competed with distinction in Clay Target Shooting. In 2010 John was a national representative at the Oceania Games where he competed with great success winning both gold and silver medals.



This success has continued in 2011 at three major carnivals recently.

- NSW State Carnival at Wagga - he won the Junior High Gun (Most Successful across all events) and was selected in the NSW State Junior Team.
- Victorian State Carnival at Echuca - he was successful winning the AA grade single barrel, Junior Single Barrel, and Junior Points Score. He was the Junior High Gun and AA Grade High Gun and placed second in the Overall High Gun against all comers including many of Australia's top shooters.

- Commonwealth Carnival held in Wagga - John won the overall AA Grade Single barrel and Junior Single Barrel. He was placed fourth in the handicap event.

When you consider that John is still only 15, and he is dominating his junior events and competing with great success against the adults, his potential for the future is enormous. He is a very modest young man and finds being highlighted a great challenge. This being said both the school and his family are very proud of his achievements to date and wish him all the best in his future endeavours in the sport of clay target shooting.

SPORTING BLUE (Snowboarding) - Emelia Keenan

Emelia came to YAHS from Cabramurra in 2008 with a background of Snow Sport excellence. In 2010 Emelia competed at the State Inter-school Snowsports Championships at Perisher Valley. At this event Emelia competed in the Snowboard Cross event, competing against the best in NSW. This success gave Emelia the incentive to compete at the highest level in 2011.



The 2011 Snowsports Championships were once again held at Perisher Valley where Emelia competed in the Snowboarding Giant Slalom.

The National Inter-School Snowsports Championships were held at Falls Creek in Victoria. Emelia was selected to represent the ACT Southern NSW Region at the Nationals. At the carnival Emelia came 24th in all of Australia in this event.

Most of the competitors at these events have access to snowfields every day and as a school sport. To compete at the Australian level is an outstanding effort.

Emelia is a talented snow sports athlete. Emelia also participates strongly in most school sporting events and is an academically sound student.

SPORTING BLUE (Athletics) - Sophie Eaton

Sophie came to YAHS from Leeton Primary School with an excellent athletics reputation. In 2010, Sophie attended the National Primary School's Athletic Championships in Bendigo, Victoria. At this carnival, Sophie was placed 14th in Australia in the 100m sprint.

Sophie's 2011 achievements have been outstanding. This started at the YAHS annual athletics carnival. Sophie won the 100m, 200m, 400m and 800m and the long jump and broke three long standing records along the way. Sophie was also the age champion.

The next carnival was the MIA District event in Griffith. Sophie was again age champion winning the 100m, 200m, 400m, 800m and the long jump events in fine style.

The Riverina athletics championships were held in Albury and her efforts again were extremely impressive. Sophie won the 100m comfortably running a personal best at a time of 12.88. Sophie also won the 200m and the long jump at the Riverina Regional Carnival.



The next big carnival was the NSW Combined High Schools Carnival held at the Homebush

Olympic Centre. Sophie ran and jumped brilliantly to make the final in three events. In the 100m final Sophie was just edged out of first place. Winning a silver medal at a State Event was a sensational performance. Sophie came 6th in the 200m and was placed 8th in the long jump. Sophie then went on to trial for the NSW All Schools team and was placed 4th in the State final - this time beating the athlete that pipped her at the CHS Carnival.

Sophie is an outstanding athlete and a very strong participant in all aspects of school winning the Year 7 Girls Gate-run and coming 2nd in her age group at the cross country.

CULTURAL BLUE (Music) - Vanessa Patey

Vanessa Patey joined YAHS in 2008 from Boree Creek. She is currently in Year 10 and has been playing clarinet and piano for six years. In this time, she has developed into a highly talented and enthusiastic musician. She has a high level of interest in music, and is skilled as a soloist and ensemble member.



Vanessa has been involved in the Riverina Band Camp for five years. She has been selected to tour with the band for three of those years, and has toured with them across a number of regions in NSW.

In 2011, Vanessa was selected as part of the West of the Divide touring band. This band toured Hawaii and competed against a number of bands

from the USA and Australia in the Pacific Basins Music Festival.

In August this year, Vanessa was also selected as part of the NSW State Wind Band. Students are selected for this ensemble on ability from around the state and positions are very competitive. Rehearsals were over one weekend, with two performances in the Sydney Opera House as part of the Festival of Instrumental Music.

Vanessa also auditioned for the Schools Spectacular Orchestra, and although she was not selected, she was short listed as a substitute in case another student was unable to perform.

Throughout her time here at YAHS, Vanessa has also been involved in a number of other musical activities. She has regularly performed in the Leeton Eisteddfod, Performance Night, has been a member of the Drum Corps and Choir, and has attended workshops with the Victorian Opera.

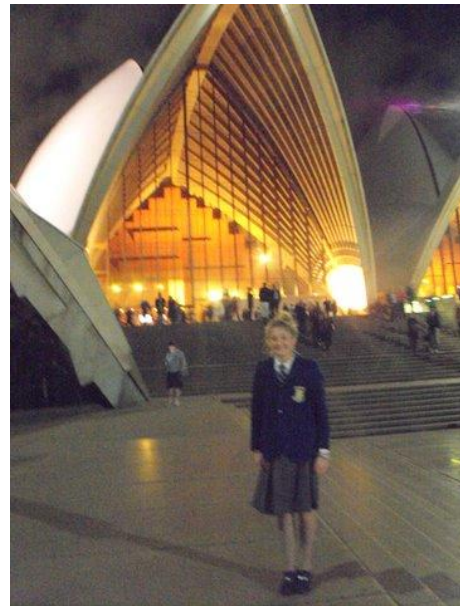
CULTURAL BLUE (Music) - Emma Carmichael

Emma Carmichael joined YAHS in 2008 from Marrar. She is currently in Year 10, and has been singing for six years.

For the last four years, Emma has been travelling to Wagga Wagga every Tuesday to have lessons with her teacher at the Riverina Conservatorium. In 2010 she was awarded a vocal scholarship from the Conservatorium which was selected by audition. She performs regularly in the Conservatorium Senior Choir in a number of events in the Riverina.

Emma is a member of the Riverina Regional Choir. With this ensemble, she travelled to Sydney in May to perform in the Voices in Performance Secondary Choral Concert. This concert provides students with the opportunity to perform large scale choral works in a massed choir with over 400 students and a full symphony orchestra.

She was also selected as a member of the State Choir. This ensemble is made up of only five students from each region in NSW and positions are extremely competitive. Students rehearse for two days which cumulates in a concert at the Sydney Opera House as part of the Festival of Choral Music.



In November, Emma represented YAHS in the Schools Spectacular Core Choir, another selective choir that provides the main choral vocals for the Schools Spectacular.

Throughout her time at YAHS, Emma has also been involved in a number of other musical activities. She has regularly performed in the Performance Night, has been a Choir member, and has attended workshops with the Victorian Opera. Emma was also a chorus member in a recent production of Fame in Wagga.

Emma is a promising young musician that demonstrates the capacity to be an excellent performer in the next couple of years.

Emma has represented Yanco Agricultural High School with pride and honour, and is a worthy recipient of a Cultural Blue.



Messages

Principal's message

This report celebrates the achievements of our school and its students in 2011 and it gives me a great deal of pleasure to comment on our progress in what has been a wonderful year.



The year commenced with the knowledge that the results obtained in both the Higher School Certificate and School Certificate in late 2010 were on the improve. Congratulations to Alastair Hilli, Duncan McMaster (Year 12) and Clare Bolam (Year 10) for outstanding results. You will see in the foyer the establishment of the "wall of high achievers" where students who performed well in 2010 have their performances on display. This will continue in the future.

The final School Certificate Exam results continued to improve. This year 29 students have scored 90 or better in the six exams compared to 12 in 2010. Our top student scored four band 6's. The most important statistic is that a big percentage of our students have scored in bands 5 or 6, that is 80 marks or better. In English it is 42%, Science 44%, History 46% and Computing Skills 62%. In Maths it was 23% and Geography 19%. These are wonderful results and I congratulate the students and staff for an outstanding result.

In 2011 the school commenced with 354 students with a student from the Northern Territory adding to our student body. Yanco remains a selective school but our priority will always remain with the children of the isolated communities, mainly from NSW. Many of these students have little access to mainstream schooling as we know it and even the opportunity to play team sports on a regular basis is not possible for these children.

At the beginning of 2011 the school appointed a small number of new staff – Miss Amy Dolstra (HT English/History), and Mrs Robyn Heath who was the relieving Counsellor while Mrs Kate Alexander was on extended leave. Mrs Alexander returned to the school in Term 3. During the year Mr Robbie Gifford was added to the Maths staff,

Mr Tony Daley returned to us and Mr Paul Bandy was appointed as the Stables Manager.

The NAPLAN results for our students continue to be of a high standard with the highlights in Year 9 being the reading and numeracy but we still have work to do in the area of writing. We are presently looking at initiatives to address this issue in 2012. The continued growth of our students from Year 7 to Year 9 is most pleasing. There is no doubt the Middle School and Maitland programs have been most effective and continue to advance our students. Three of our more gifted Year 8 students have been advanced and are completing Year 9 Science this year.

Sport remains the most popular activity outside the classroom for our student body and we continue to excel in many areas. Our first grade Rugby League team was again Riverina University Shield and Sheldrick Shield Champions, the girl's league-tag team were outplayed in the final but showed great improvement on previous years. There were also wins in Netball and Cricket and many other sports. The extracurricular sport is huge and there are very large numbers of students competing in many competitions in both Leeton and Griffith. I would like to encourage our students to keep participating, not only is this good for you health wise; it strengthens the bonds and camaraderie between the students.

A large number of students have made zone and regional teams and competed with success in Sydney at State Championships following highly successful swimming, athletics and cross country carnivals. Highlights include Luke Olsson (Rugby League), Sophie Eaton (athletics), Amelia Keenan (Snowboarding), Melanie Guttler (Swimming and Athletics) and Jack Johnstone (Tennis). The gate run was again highly successful.

I have greatly enjoyed working with the School Captains – Katie, Hannah, Luke and Albert and the Prefect group. They have set the bar high for future Year 12 cohorts. I would like to congratulate all the Year 12 students for their fundraising efforts during the year, raising considerable funds for Friends of Luro (\$2100) and Careflight (\$1000). When you consider most of these funds are raised from within, this is a wonderful result.



Year 11 students Clare Bolam (Girls Leadership) and Celina Delaney (Director-General for the Day) were selected to have tremendous opportunities in Sydney to learn from the best and they have been wonderful ambassadors for the school.



Our Fishing Club is organised by members of our maintenance crew, including Alan, Peter and Roy, and has over 30 students, 20 parents and others involved. Their marshalling efforts at the Bidgee Fishing Classic this year allowed the event to proceed, our students electing to marshal and not fish was a very important decision for the competition. Well done to all involved. The Shooting Club is a new aspect of the school activities and the interest and enthusiasm of staff and parents involved is colossal. A big thank you to Brett and Sue Bensley who have committed an enormous amount of time in ensuring this Club has been successful.

The showstock teams continued their success and they have been in the forefront of a very positive view of the school. Aply led by Mr Greg Fulljames and Miss Lisa O'Brien(sheep), Mr David McCarron (poultry), Miss Simone Wilson and Mr Paul Bandy (horse) and Miss Kim Weller and Miss Natalie Weekes (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 at NSW and National levels in Beef Cattle – an outstanding achievement for one so young. A special mention goes to the Equestrian team whose performance at Coonabarabran was sparkling. Kieran Hume achieved tremendous success winning the Championship class One Day Event. Tegan Paull was third in the same event.

The P. & C. remains a very supportive body to the school raising significant funds to support student learning in the school. The events such as Gala Day, McCaughey Ball and Art Show would not be possible without the concerted efforts of many enthusiastic parents. The contribution of over \$30000 to various school initiatives is a wonderful effort.

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. To Miss O'Brien, Mrs Rolfe, Mr Stewart and other welfare staff thank you for your leadership in making these initiatives highly successful.



Two of our long term staff have retired this year. Mr Greg Fulljames was feted by all when he retired in October. His contribution over 29 years cannot be underestimated. He has headed off to Tasmania for a relaxing time bush walking in the wilds of our most southern state. Mrs Kate Alexander also retired at the end of the year and the contribution by her and the Alexander family goes back many, many years.

In 2011 it was a privilege for the school to celebrate with Lyn Makeham when she received the 2011 Director-General's Award for Excellent Service to Public Education and Training. Lyn's dedication to Yanco Agricultural High and its staff and students is unequalled. This 24 hour residential campus requires special staff members who are willing to offer their services beyond the hours of a normal working day. Lyn's

depth of knowledge of past and present students, parents and families is critical to the management of the 'Yanco Family'. A highly organised structure of administration, record keeping and gathering of historical data by Lyn has provided a unique bank of information for staff in all areas of the campus. The care and love shown to students, by Lyn, means that a visit to the Front Office is never seen as a daunting experience. Love of school, tradition and respect - fundamental to the life of this school are central to the daily activities of Lyn Makeham. She ensures that this feeling of care and security is felt by all students in residence. Lyn was an incredibly worthy recipient of this award.

The beginning of 2011 saw the completion of additional facilities with two new portable dormitory buildings, affectionately termed the Hyatt and the Hilton, placed in the Villages area of the school. This allowed for the school to place the additional female students who had applied to attend this school. Also completed early in the year were three new classrooms placed adjacent the TAS block. These buildings are portable in nature but were completed totally at school cost to ensure there was sufficient classroom space for 2011.

We enter 2012 with renewed optimism – resources are improving and student numbers are increasing with the waiting list of students becoming longer.

In 2002 the McCaughey Scholarships were established with the support of Mr Ted Hutcheon and the P. & C. These scholarships for academic performance and application are each to the value of \$1000 and are awarded to students who do not currently receive a Boarder Scholarship for Isolated students.

The scholarship winners for 2012 are

Year 7	Deanna Johnston
Year 8	Meg Potter
Year 9	Chelsea Whytecross
Year 10	Denise Littlehailes
Year 11	Clare Bolam

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 - Principal

P & C and/or School Council message

This year has been very busy for the YAHS P&C, right from the first day. Our first meeting for the year was held on the day students returned to the school and was extremely well supported. New families were welcomed and encouraged to be part of the YAHS family and given a good idea of what the year was to bring. Gala Day co-ordination was finalized and the team of cluster co-ordinators and executive worked very hard to ensure a successful day went ahead.

Beach Carnival started as the coldest Beach Carnival that many of us could remember; fortunately we had a coffee van on site. As the day went on the crowd turned to cold drinks and the P&C had the drinks van ready to go, manned by a sound number of volunteers.



At the annual general meeting we said goodbye to outgoing president George Elliot and secretary Sharon Gordon, whose last children graduated in 2010. We welcomed our new executive Di Gill (President), Andrew Garwood (VP1), Kay Goldsworthy (VP2), Monique Owen (Secretary) and Stacey Lugsdin (Treasurer).

Gala Day was extremely busy with team penning arranged by Miss Wilson and her wonderful team, as well as live music, carnival rides, BBQs, auctions, the Year 12 fashion parade, the Grand Parade and much more. Gala Day is a very important date in the school calendar as it is not only the main fundraising event for the P&C but it is one of the few opportunities for the whole school community to come together in a social setting. It takes many people to run such a successful day and the P&C would like to take this opportunity to thank all staff from YAHS, without whom, Gala Day would not get off the ground.

The week after Gala Day some of the P&C returned to the school to cater for the football knockout. It was a great pleasure working beside the students who filled in many roles from being officials on the field, collecting gate fees, helping with catering to the big clean up. They were being led by example by many of the teachers. If this year's Year 12 are an example of the leadership our country will have in the future, then we can relax as we will be well served.

The away P&C meeting for 2011 was hosted in Hay, and included a tour of Shear Outback.

Disbursement of the P&C funds was attended to at this meeting and it was with great pleasure the P&C was able to distribute \$36418.55 to the following:

Show stock scales and clippers \$3500
Rec Room Furniture (boys) \$5000
Camera tripod \$50
Bore \$12000
Reading Resources \$500
Graduating Year 12 gifts \$923.40
Science Department data logger/sensors \$2315
English/History Retroactive textbooks \$4200
Technology resources \$7930

Finally on our calendar was the Art Show and we would like to give a big thank you to Lauren Gregor and Mrs Bronwyn Heath, who put in a lot of extremely hard work. There were some beautiful pieces presented at the art show and some very interested people. Next year we will investigate changing the Art Show from the first weekend in September, as the Art Show currently clashes with Father's Day and this is a weekend many students travel home to spend with their families.

The P&C encourages all parents and carers to participate in at least some of the functions and meetings held by the P&C as these events give insight into what is happening in the school. They are also a great way to strengthen our connections with families associated with YAHS. For those families who are leaving the school because their students are moving on, we wish you all the best and hope you will return to say hello. The executive would like to thank all those who have supported them throughout the year and we look forward to working with you again.

Di Gill, YAHS P&C President

Student Representative Council message

This year for SRC was certainly a busy one.

Elections were held first week back and 16 students were elected. These students were:

Year 8: Elly-May Pratt & Darcy Booth

Year 9: Karina Burgess, Emily Barwick & Jack Webster

Year 10: Hannah Gorman, Murray Smith & Sally Smyth

Year 11: Gabi Menzies, Ashleigh Fry, Scott Gill & Isaac Mannion

Year 12: Simon Barby, Sam Lucas, Rhiana Turner & Shannon Brown

SRC has accomplished many different things throughout the year. We ran two very successful socials this year and with people getting into the spirit of things by dressing up based on each theme, a great night was had by all. The SRC also held a fundraiser on the 3rd August which was Jeans for Genes day. The school showed huge support for this cause wearing their jeans and donating a gold coin each. Throughout the year the SRC group has been working on a cookbook, which is filled with recipes provided by the parents, students and staff of YAHS. This project is still in motion and will be completed in 2012.

Another project the SRC has been undertaking is the creation and purchase of new house flags which will be water proof, so they can be taken and used at events such as swimming & beach carnivals and not get damaged. This is another project which is still being finalised. With help from the prefect body of 2011, the SRC has been able to create a "Memorial Wall" which holds plaques of past students whom have sadly passed away. This idea was brought to us by the prefect body and is beginning to take place. The wall is located near the library steps.

All together the SRC has had a very enjoyable and successful year and looks forward to bigger and better things next year and the years to come.

Gabrielle Menzies

Prefect Report

Over the past year, our position as Prefects of the school has enabled us to represent the school with pride and dignity on numerous occasions. From these experiences we have worked together, built upon our leadership and communication skills, and have been given the opportunity to meet many inspirational individuals, ranging from comedians to politicians. These individuals gave us valuable insight into the inner qualities, determination, the ability to adapt and the demands associated with becoming a distinguished and successful leader.

After being elected as a member of the Prefect body, one of our first tasks set was to list our goals, as a group and personally. As a prefect body we would strive to achieve and adhere to them. It was from this task that the 2011 prefects decided their goal for the year was to broaden the relationships between year groups and to make Yanco a more enjoyable place for everyone.

We believe through the guidance from the teachers and previous leaders of YAHS, as well as the support and help from the school as whole, we have done our best to achieve the goal that we set out. The prefect body would like to thank our fellow Year 12 classmates for their contributions to this goal, and also thank Mr Press and Miss Kearney for their support and guidance over the past year.

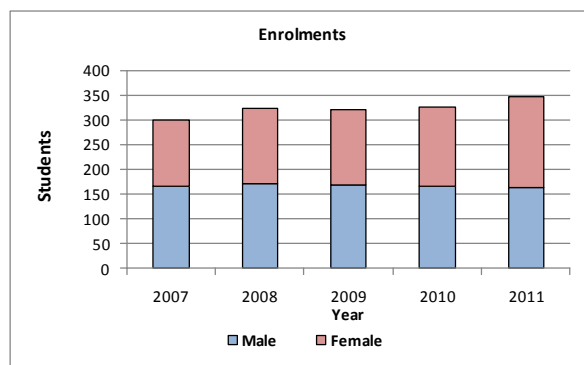
School context

Student information

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

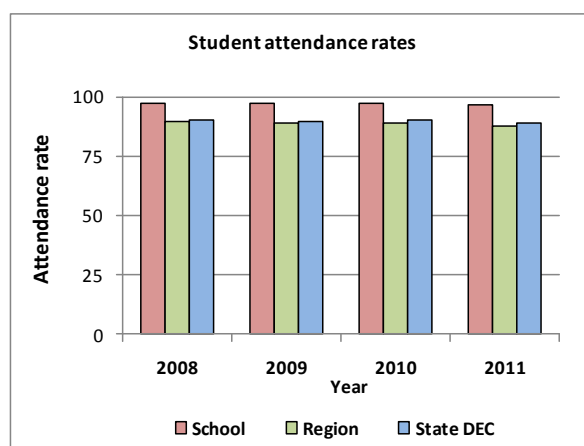
Student enrolment profile

Gender	2007	2008	2009	2010	2011
Male	165	172	168	167	162
Female	135	151	153	158	185



Student attendance profile

School	Year	2008	2009	2010	2011
	7			98.2	97.2
8			97.8	96.6	95.2
9			97.1	97.4	96.6
10			96.4	97.8	97.4
11			97.9	95.5	96.4
12			97.1	98.9	97.1
Total		96.9	97.3	97.2	96.7



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.

Structure of classes

In Years 7 & 8 the Middle School project maintained single sex classes for the core

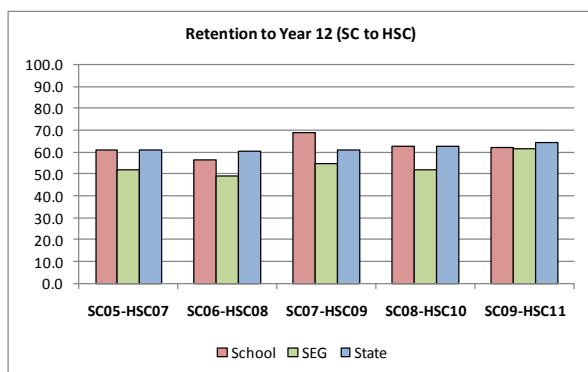
subjects with the mandatory technology classes being of mixed sexes.

In Years 9 & 10 the core subjects agreed on class composition with the exception of Mathematics which stood alone to have aligned classes to cater for the various levels in this subject.

In all other subjects the class structure was determined by students' election. Stage 5 elective classes are vertically organized across Years 9 and 10.

Retention to Year 12

Retention to Year 12					
	SC05-HSC07	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11
School	61.3	56.4	69.1	62.5	62.3
SEG	52.1	49.1	54.9	52.1	61.4
State	60.8	60.3	61.0	62.7	64.4



Post-school destinations

Of the 51 students who completed Year 12 at Yanco Agricultural High School in 2011, 36 are attending university and 4 are attending full time TAFE. A further 5 have apprenticeships or traineeships and 5 others have gained other employment. There is only one student for whom the post-school destination cannot be confirmed.

The university courses selected by students include education, nursing, environmental science, occupational therapy, physiotherapy, agricultural science, communications, medical imaging, nutrition, justice studies, science and equine studies.

Students who have obtained apprenticeships or traineeships have been employed as electricians, builders, air conditioning apprentices, butchers and stable hands.

Year 12 students undertaking vocational or trade training

During 2011 students have had access to broaden the Stage 6 curriculum, particularly with VET opportunities and accessed a broad range of subjects that meet the needs of students.

The school's Trade Training Centre is expected to be ready for use mid-2012. The trade training centre will ensure students access the VET courses in appropriate industry standard training facilities.

Miss Kim Weller is being retrained in Primary Industries to replace the retired Mr Fulljames. Miss Weller's training is due to be completed in early 2012.

The school will continue to work with Get Set 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.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 51 students completing the HSC Courses, 28 or 55% have studied a vocational education subject. Subjects completed included metal and engineering – 5 students, hospitality – 12 students and primary Industries – 13 students. In addition the TAFE accredited and board endorsed subject, horse industry was completed by 11 students.

29 courses were completed by the 28 students with 2 students competing 2 courses. Most students sat for the HSC Exam in the individual VET subjects.





Staff information

The Executive consists of the principal, both deputy principals, seven head teachers and the DGO. All members of this collegial team accept responsibility for different aspects of whole school programs and projects.

Classroom teachers are responsible for curriculum delivery of courses offered at YAHS. Support and supervision across key learning areas is shared by the executive teachers.

The welfare team is led by the two head teachers' welfare and consists of the year advisers, head teachers, the DGO and other staff members who have accepted specialist roles in the care of students.

The faculty staff distribution was 6 english; 3 math's; 4 science; 2 human society and its environment (HSIE); 10 technical and applied studies (TAS) including agriculture; 2 creative arts (music and visual arts); 0.2 student teaching learning; 3 PDHPE. The school adds an additional 0.6 to the STLA allocation from its own resources due to student need.

Of the 35.7 teaching staff, 20 live on campus. The School Administration and Support Staff (SASS) were 8.382 in number.

As is the nature of our residential school we also support the position of Deputy Principal Residential; Business Services Manager; Registrar's Office 2; School Matron 3; Farm/Gardening Staff 5; Cleaning and Laundry

staff 12; Maintenance and Grounds 7; Catering staff 12; Residential Sports Coordinators 2; Residential Clerical 1.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	7
Classroom Teachers	23
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0.8
Teacher Librarian	1
Teacher of ESL	0
Counsellor	1
School Administrative & Support Staff	8.382
Total	44.182

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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

Staff retention

Newly appointed staff at the beginning of the year was Miss Amy Dolstra (English/History Head Teacher from Griffith). Mrs Robyn Heath commenced as the DGO with Mrs Kate Alexander on six months leave. During the year Mr. Robbie Gifford joined the Maths faculty. At the end of Term 3, Mr. Greg Fulljames retired after 27 years of service to Yanco. Other staff who finished at the end of the year were Miss Simone Wilson (transfer to Binnaway Central), Mr. Danuel Stewart (transfer to Coonabarabran HS), Miss Lauren Gregor (resigned), Miss Jessica Roberts (completed her contract), Miss Josie Tomlinson (transfer to Killara HS).

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	5

Financial summary

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

Date of financial summary:	30/11/2011
Income	\$
Balance brought forward	1057811.00
Global funds	225912.00
Tied funds	217013.00
School & community sources	76183.00
Interest	53166.00
Trust receipts	596689.00
Canteen	169127.00
Total income	<u>2395901.00</u>
Expenditure	
Teaching & learning	
Key learning areas	122147.00
Excursions	210233.00
Extracurricular dissections	19376.00
Library	20442.00
Training & development	716.00
Tied funds	132701.00
Casual relief teachers	71037.00
Administration & office	79838.00
School-operated canteen	167414.00
Utilities	99877.00
Maintenance	12638.00
Trust accounts	544054.00
Total expenditure	<u>1480473.00</u>
Balance carried forward	915428.00

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts - Music

Students have had a variety of musical opportunities in 2011. A Stage 6 Music 1 class has been established. Students in Stage 5 & 6 classes travelled to Sydney to view a performance of the Australian Youth Orchestra, Mary Poppins and

participate in a technology workshop at the Powerhouse Museum that was well received.

The Drum Corps has again performed at a number of events including the Deputy Principals Conference in Albury, KROP, Condobolin Tattoo and the Leeton Eisteddfod. A junior group has been established in term 3 that has been progressing well. The hard work of Mr Greg Roe needs to be acknowledged in his tuition of the two Drum Corps groups. The School Choir has also been working hard, and participated in Music: Count Us In, joining in song with over half a million students across Australia.

Performance Night has again been a success with a number of talented students demonstrating their talents. Students from Year 7-12 were involved in both performance and in the backstage crew. A number of new talents were discovered, and the variety of performances demonstrates the quality and diversity of talent that YAHS students have.

YAHS students have also made a number of individual achievements throughout 2012. Emma Carmichael (Year 10) was accepted into State Choir, and performed at the Sydney Opera House. She was also chosen to perform with the Riverina Regional Choir in the Core Choir at Schools Spectacular. Vanessa Patey (Year 10) toured Hawaii with the West of the Divide Concert Band and also performed with the NSW State Wind Band at the Opera House. Cameron Read (Year 9) played with the Millennium Marching Band, with highlights being the Sydney ANZAC Day march and Schools Spectacular.

Individual students have also attended a variety of DEC Music Camps, including Recorder Camp, Band Camp and Choral Camp. We have had YAHS students compete in the Leeton Eisteddfod and attend vocal workshops with the Victorian Opera. A group of students in Music classes from years 7-11 also had the opportunity to attend a concert by the Sydney Symphony Orchestra in Term 1.

Arts - Visual Arts

Throughout 2011 the Visual Arts department was able to offer its students a variety of rich learning opportunities and experiences.

The Cow Art Competition had its first annual appearance at GALA day, promoting visual arts within the rural environment. Throughout the year a number of students were elected to be a

part of the Cow Design Team (a number of which had not elected art as a school subject). This team gave students the opportunity to once again enjoy the arts, and encouraged art elective students to expand on their artistic practice skills. These design teams have proven to be determined, dedicated, hardworking and passionate. They have worked together to help not only their own team, but shown excellent sportsmanship by helping other design teams when needed. Students have worked over 30 hours (in 6 weeks) to ensure their cow (which some students have become very attached to) was finished by the due date.



For the second consecutive year, YAHS has successfully nominated students into the National Art School – HSC program. Each year, a number of Year 11 students from New South Wales are accepted into the July and September school holiday program. This year, Georgia Bellingham (Year 11) represented YAHS at National Art School for Digital Photography.

Year 9 student Demi King was selected to partake in senior art workshops throughout the year. Demi has also entered Photographic work into several exhibitions throughout the year including Condobolin Show; where she won several awards (taking out first and second in multiple categories) including Champion Photographer.

The 2011 YAHS Art Exhibition was outstanding, with a huge selection of works submitted by YAHS students from years 7-12. This gives the students the opportunity to get their work judged and viewed within an exhibition context, to gain confidence and recognition to enter competitions and exhibitions within their future artistic careers.

Sport

Sport has, once again, continued to be a major part of our school's culture and 2011 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 included;

Breakwell: Jordan Keenan & Eden Bradford (Captains), Scott Gill & Rosemary Heath (Vice Captains)

Gardiner: Michael King & Erin McIntyre (Captains), Tyler Webster & Lauren Read (Vice Captains)

McCaughey: Brad Colley & Kelsea Romanelli (Captains), Jackson Romanelli & Amy Dunn (Vice Captains)

Mutch: Kieran Hume & Alexandra Grant (Captains), Mitchell Stubberfield & Clare Bolam (Vice Captains)

The year started well with the school's Twilight Swimming Carnival which was held at the Leeton Swimming Pool, early in Term 1. The number of students participating was outstanding and the competition between the sporting houses was fierce. The winning house on the day was Mutch.

- Swimming Age Champions 2011 – Seniors, Michael King & Celina Delaney; 16yr, Luke Lucas & Hannah Gorman; 15yr, Adam Twigg & Melanie Guttler; 14yr, Geoffrey Hillam & Georgina Murdoch; 13yr, Angus Sherriff & Meg Potter; 12yr, Logan Manwaring & Karena Holland.

Later in the term, YAHS students competed at the Zone Swimming Carnival held in Narrandera. A strong performance was put in by all swimmers resulting in the school placing a close second to Wade High School. Throughout the individual events Yanco blazed a clear trail to lead by 40 points. It was only due to the superior numbers of Wade High in the relay events that allowed them to surpass Yanco in the closing stages of the carnival. There were several outstanding performances on the day with Meg Potter (13years), Mel Guttler (15 years) and Sam Lucas (open) each being declared Age Champion. Celina

Delaney, Michael King, Logan Manwaring and Demi King also achieved success by placing in their respective age divisions. As a result of the success seen on the day 32 students qualified for the Regional Championships held in Leeton.

At the end of Term 1, 12 students competed at the CHS State Swimming Carnival held at Homebush, Sydney. These students were: Year 7: Logan Manwaring, Karena Holland, Brittany Manwaring, Lucy Webster and Zoe Cummins. Year 9: Melanie Guttler, Meg Potter. Year 11: Celina Delaney Year 12: Michael King, Jack Glyde, Hayden Gorman, Sam Lucas. Thank you to Mr Haskins for giving up his time to coach these students and run training sessions leading up to the carnivals.

We were able to run our school Athletics carnival on the grounds at YAHS for the first time in 5 years, thanks to a new sprinkler system and hard work from the farm staff. The carnival was a success with the day starting off with the march past. Many students competed in a number of events to try and gain as many points as they could for their house. The winning house on the day was Mutch.

- Athletics Age Champions 2011 – Seniors, Kieran Hume & Cherice Johnston; 16yr, Jack Fisher & Kristi – Lee Taylor; 15yr, Mitchell White & Bonnie Moorefield; 14yr, Luke Daunt & Chelsea Whytcross; 13yr, William Booth & Sophie Eaton; 12yr, Logan Manwaring & Lauren Hughes.

From our school Athletics Carnival many students were successful in making it to the Zone Carnival which was held in Griffith. A staggering 63 students competed with 23 of these students making it onto the Riverina Athletics Carnival held in Albury early in term 3. The following students were successful in making it to the State Athletics Carnival held at Homebush Olympic Stadium, Sydney. Lauren Hughes – 12yr Girls High Jump; Sophie Eaton – 13yr Girls Long Jump, 100m, 200m & 16yr Girls Relay; Marnie Whytcross – 14yr Girls Shot Put; Mitchell White - 15yr Boys 3000m; Isaia Tadeo-Vovoli – 15yrs Boys Javelin; Kristi-Lee Taylor – 16yr Girls 100m, 200m & 16yr Girls Relay; Melanie Guttler – 16yr Girls Relay & Kiera Sanderson – 16yr Girls Relay.

Sophie Eaton performed exceptionally well, making it into the finals for all her events. Sophie ended up 8th in the Long Jump and 4th in the 200m. In the final of the 100m sprint, Sophie

finished 2nd, placing her amongst the most elite sprinters in NSW. Sophie then went onto the All Schools Athletics Carnival and placed 4th in the final of the 100m. Sophie did an outstanding job and even managed to finish in front of the girl that beat her at the State Carnival. We look forward to seeing more outstanding results for Sophie in the future.



An event which makes our school very unique is the annual Beach Carnival, held on the banks of the Murrumbidgee River. Students compete in events such as the Iron Man endurance race, flag races, beach sprints, relays and tug-of-war. On the strike of 12 the bush land surrounding the beach is filled with the sounds of drums and students' stomping feet as they perform the March Past. This is done with such pride and passion as students compete for the title of the best marching house. It was fantastic to see the number of parents there to support their children. After all the sweat and tears the winning house on the day was Mutch.



- Iron Man and Iron Woman 2011 Titles– Senior Iron Man, Michael King; Junior Iron Man, Luke

Lucas; Senior Iron Woman, Celina Delaney; Junior Iron Woman, Melanie Guttler.

The Cross Country track proved to be very challenging for the students of YAHS. The intense heat tested some students' endurance, but everyone got in and had a go, another example of the Yanco spirit. The champion house of the day was McCaughey.

- Cross Country Age Champions 2011 –17yr, Kieran Hume & Ellen Dunger; 16yr, Robert Leane & Maddie Stevens; 15yr, Mitchell White & Melanie Guttler; 14yr, Mitchell Ryan & Isla Hughes; 13yr, William Booth & Darcy Cromack; 12yr, Ryan Pike & Brittany Manwaring.

From the school Cross Country Carnival 32 students competed at the Zone Cross Country in Hillston. Ellen Dunger, Melanie Guttler and Lauren Hughes performed extremely well at the Regional Carnival in Albury, representing the Riverina at the State Carnival held in Sydney. Well done to those 3 students.

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 2011 – Yr 12, Bradley Colley & Ellen Dunger; Yr 11, Mitchell Stubberfield & Agnes Wilton; Yr 10, Robert Leane & Kristi-Lee Taylor; Yr 9, Mitchell White & Melanie Guttler; Yr 8, Mitchell Ryan & Meg Potter; Yr 7, William Booth & Sophie Eaton.

Our school's Open Rugby League Team had a successful year with convincing wins over Wade, Leeton and Koorringal High schools in the University Shield becoming the Riverina Champions. Unfortunately they had a loss against Dubbo Senior College, who eventually went on to win the University Shield. Later in the year, Yanco Ag High went on to win the Dave Sheldrick Shield for the third time running, defeating Leeton High and Saint Francis College.

The recipients of the school Sporting Blues are listed earlier in this Annual School Report. Along with these Blues Awards, a sporting excellence award was also presented. In 2011 it was presented to Melanie Guttler.

Melanie came to YAHS in 2009. In 2010 Melanie competed in the YAHS swimming carnival, taking out the age champion title. She then went on to represent the Riverina at the State CHS Swimming carnival in Homebush, where she competed in the 100m Freestyle, 50m Freestyle, 200m Freestyle, 100m Butterfly, 100m Backstroke and the 14yr Girls 4x100m Relay.

Melanie's 2011 achievements have been outstanding not only in Swimming but in Athletics and Cross Country. The year started off with the YAHS swimming carnival where Melanie took out the 15yr Girls Age Champion. Melanie then represented at the Zone, then Regional level and competed at the State CHS Carnival in Homebush. Melanie swam in the 100m Freestyle, 50m Freestyle, 200m Freestyle, 100m Butterfly and 100m Backstroke.

Melanie also made it to State level for Cross Country and Athletics, running in the 16yr Girls Relay team at the Olympic Stadium in Homebush. This is an outstanding effort for a country girl that exceeds in a wide variety of sports. Melanie is also an accomplished, representative netballer.

Melanie is an outstanding athlete and a very strong participant in all aspects of school sport winning the Year 9 Girls Gate-run and the Junior Girls Iron Woman.

Major sporting awards of 2010 include;

- Sportsman of the Year, Kieran Hume; Junior Sportsman of the Year, Mitchell White; Sportswoman of the Year, Ellen Dunger; Junior Sportswoman of the Year, Melanie Guttler.
- Douglas Hamilton Prize: Best Male Athlete, Kieran Hume; Best Female Athlete, Kristi-Lee Taylor
- Gill Cup: Student scoring the highest number of house points, Melanie Guttler
- Rugby League: Jack Gown Medal, Luke Olsson; Dedication Award, Nicholas Brett; Rookie of the Year, Timothy Hillam; "Go Forward" Award, Luke Olsson; Brian Norrie Trophy, Nicholas Heywood; Riverina Cup Player's Player, Alexander Stewart; Most Improved Rugby League Player, Geoffrey Hillam.
- Rugby Union: Shane Miners Memorial Trophy, Hayden Gorman

- Cricket: Alex Plant Trophy, Thomas Webb; George Harding Trophy, Mark Fraser; Bill Duncan Memorial Trophy, Albert Gorman; Best Junior Cricketer, Samuel Alexander; Lamont-Geltech Trophy, Alex McMaster
- Warren Weir Perpetual Trophy: For outstanding commitment to school sport, Nicholas Brett
- YAHS Fishing Club Awards: Clubman of the Year, William Armstrong; Fisherman of the Year, Luke Lucas; Life Membership, Sam Lucas
- Best and Fairest Netballers from each team: Pulse – Dakota Pippen; Swifts – Erin Goldsworthy; Giants – Grace Cornish; Diamonds – Lilly Serafin; Thunderbirds – Elly Pratt
- Champion House for 2011: Mutch House

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

Throughout 2011 we saw many changes with one of our dedicated members of staff leaving at the end of Term 2. Erin Bonetti will be greatly missed and hard to replace as she was such a hard working, dedicated and enthusiastic person who loved her work!

We saw our kids compete in a wide range of weekend and after hours activities which included;

- 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. So to all our students congratulations on an outstanding year both on and off your respective court, fields or arenas. We look forward to 2012 and sharing in your outstanding achievements.

We would like to take this opportunity to thank all parents, grandparents, family friends, teachers and coaches who have helped out in any way during 2011 to get students to and from training and games.

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

Overseas Excursion – France 2011

FRANCE - A WONDERFUL EXPERIENCE

During the recent July holidays a touring party of 29 consisting of Yanco students, staff and family took the opportunity to travel to Europe and visit two of the world's most vibrant cities – Paris and London, while following the trail of our World War 1 forefathers throughout the battles of the western front.

Able led by Bruce Hammond the group of excited venturers gathered on the first Saturday of the holidays to travel to Sydney, stay overnight and board the plane for the very long journey to Paris.

Nearly 24 hours later and with only a two hour break at Singapore we arrived in France.

Being summer in Europe we ventured to Paris in the middle of their summer holidays.

The numbers of tourists and lines to gain entry to the main attractions was somewhat of a challenge but this did not deter our intrepid group. Attractions such as the Eiffel Tower, Notre Dame Cathedral, Arc de Triumph and the Louvre were mastered like experienced travellers. Shopping was a highlight for many but some culture did eventuate and we did get close to the Mona Lisa – a surprisingly small painting with people 15 deep around it. There are no skyscrapers in Paris and the city has been rebuilt in its ancient form and from the top of the Eiffel Tower views for a very long range are possible – this is unique to this city. To leave the very narrow streets and chaotic traffic was a relief though.



From the city we ventured into the beautiful countryside with its patchwork of crops close to maturity – wheat, barley, maize, canola, potatoes, silver beet, broad beans and many more growing together in small areas of two to five hectares with no fences. No livestock to be seen – all in very small paddocks or sheds – land too valuable to graze extensively. Everything is so green and healthy looking with many big trees – a great landscape.

Onto the western front with our guide Sylvestre – an expert on the subject whose knowledge brought the history to life in a surreal experience. Staying in Amiens, Lille and Ypres gave us an insight into the life of the countryside and it was a pleasure to stay in these towns. The Notre Dame Cathedral in Amiens was very special and we waited until after 11.00 pm one night (that is

when it becomes dark) to see the light show that depicts the colours of the façade from the 13th Century.

To visit the many cemeteries was a very moving experience. There are over 3000 cemeteries ranging from 1 to 45 000 graves. The enormous loss of life to that generation is clearly depicted with the headstones and lists of names with no known grave that dot the French and Belgium countryside. To visit sites important to Australia's history and the legacy these men have left is clearly emphasised by our guide – these men displayed a very special courage and it important that we never forgot why they gave their lives.



Villers Bretonneux, Fromelle, Polygon Wood, VC Corner plus many more were visited and at each site a group member placed an Australian flag with poppies and a card acknowledging Yanco. At each cemetery a group member researched and presented a short speech about the area and Australia's involvement. The millions of lives lost is just staggering and it is difficult to comprehend.



At the Mennen gate ceremony Sarah and Mrs Owen and Gabby Menzies laid a wreath during the very special event which occurs each night to very large crowds. Their great, great uncle John Wells is listed on this memorial as one of the many missing. The group also found the graves of two of staff member, Craig MacGregor's, relatives who were buried in France – students laid flags at each of these.

A day was spent in London just prior to our return – not nearly long enough but maybe a taste for the future. With the thousands of other tourists we watched the changing of the guard at Buckingham Palace, plus a tour of the city and a short cruise on the Thames. Shopping was also popular at this time. Travel between Paris and London was by the Eurostar – a very quick and comfortable train trip.

A big thank you goes to Bruce Hammond for his leadership and organisation. All enjoyed their journey which included much learning and an experience that should never be forgotten. A big thank you also to the parents who participated and helped shoulder the load of supervision and allowed the staff to also enjoy their time away.

We all look forward to the next overseas journey in 2013.



Academic

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

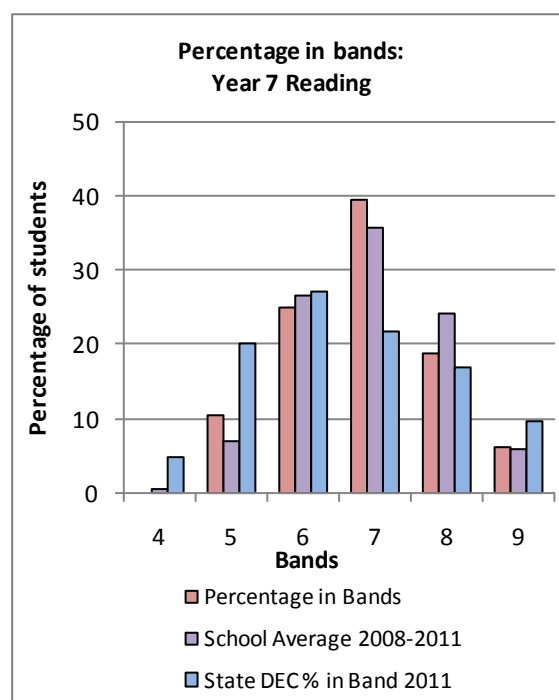
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

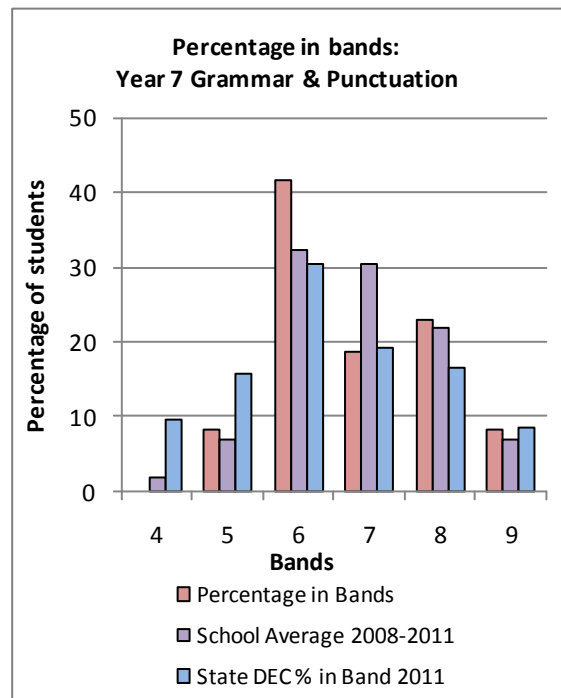
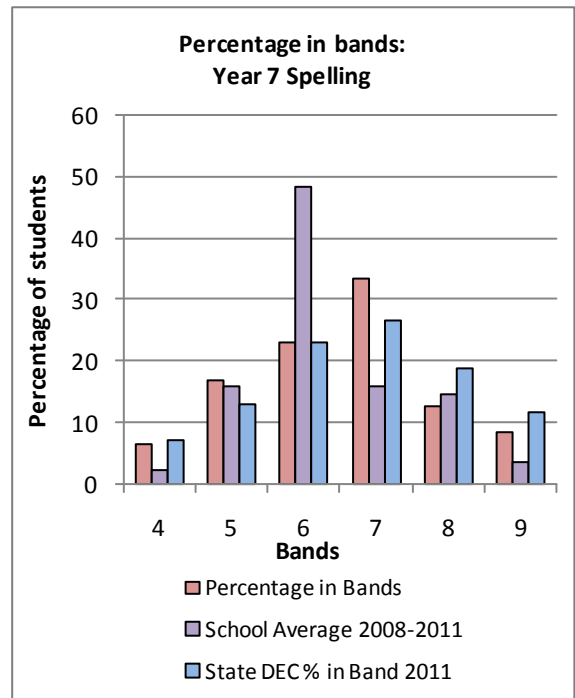
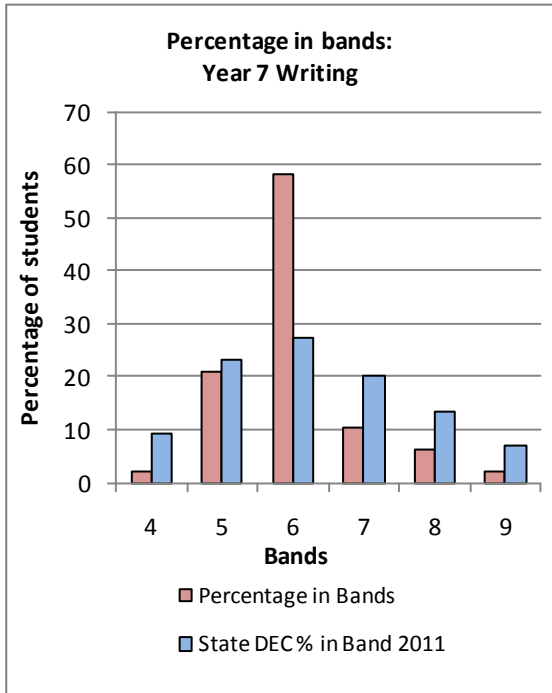
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

Literacy – NAPLAN Year 7

- 100% students achieved above minimum standard for Reading. No students scored below Band 5 and 25% of students were in Bands 8 and 9 (compared to 30% over last 5 years and State Average of 27%).
- 97.9% students achieved above minimum standard for writing. 1 student scored below Band 5 and 9.4% of students were in Bands 8 and 9 (compared to 20.2% over the state). No school averages for writing can be displayed due to the change in writing scale from narrative to persuasive.
- 93.8% of students achieved above minimum standards for spelling. 3 students scored below Band 5 and 21% of students were in Bands 8 and 9 (compared to 18% over the last 5 years and a state average of 30.2%)



- 100% of students achieved above minimum standard for Grammar and Punctuation. No students scored below Band 5 and 31.2% of students were in Bands 8 and 9 (compared to 28.7% over the last 5 years and a state average of 25.1%).



Year 7 2011

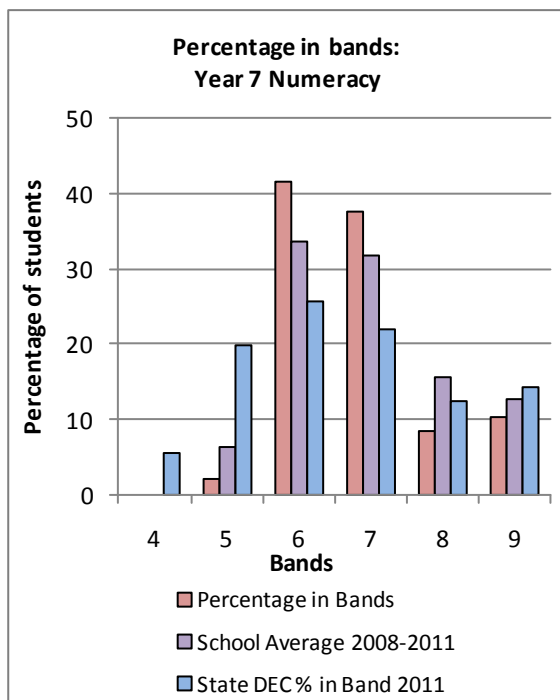


Numeracy – NAPLAN Year 7

- 100% of students achieved above the minimum standard for Numeracy.
- No students scored below Band 5.
- 18.7% of students achieved Band 8 or 9 (compared to 28.3% over the past 5 years and the state performance of 26.9%).

It should be noted that the incoming Year 7 cohort came from a very varied number of schools and backgrounds. The 48 students came from 46 different primary schools. Many of the students come from School of the Air, Distance Education or Home Schooling where their parents are the teachers.

This combined with settling into a residential setting does not always allow students to perform at their best in this early Year 7 NAPLAN test. This diagnostic testing gives a view of each student’s literacy and numeracy level and allows the school to identify areas of support for individual students.

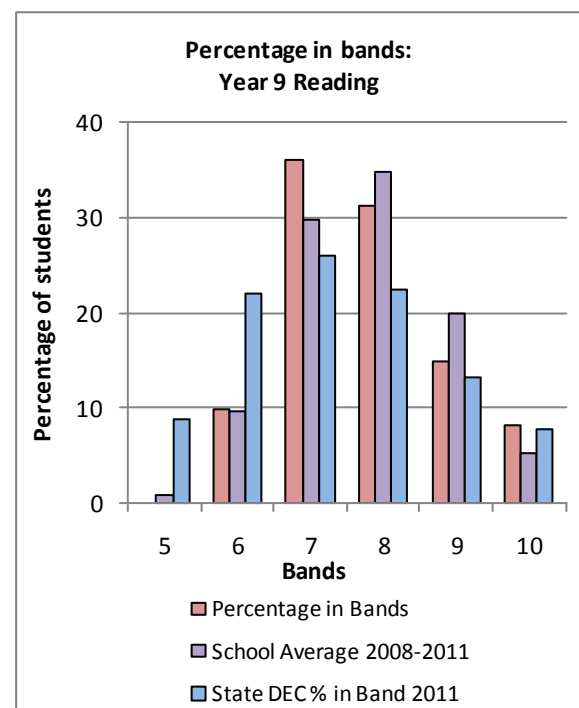


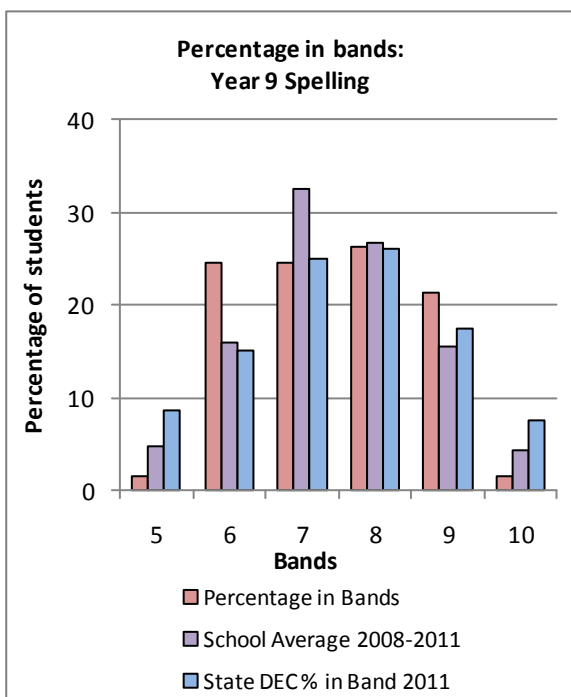
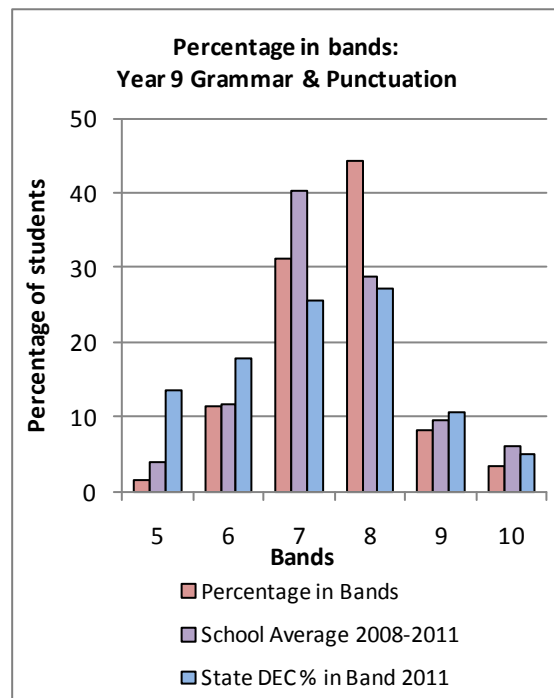
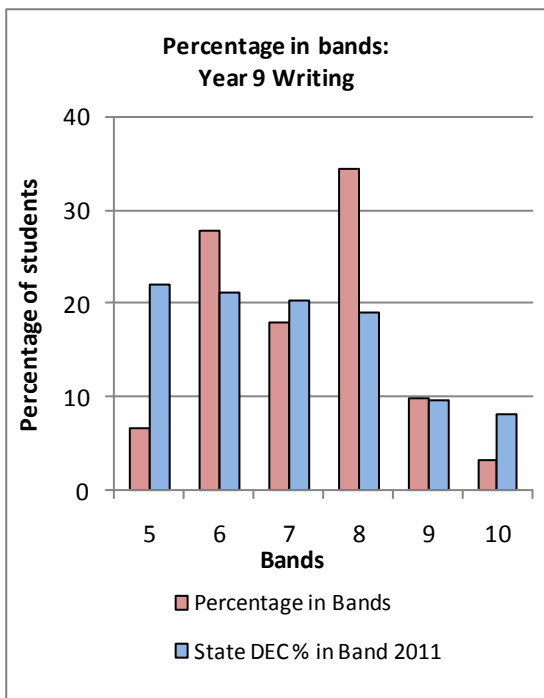
Literacy – NAPLAN Year 9

100% of students achieved the minimum standard for reading with no student below Band 6 with 23.6% of students

achieving in Band 9 or 10 (compared to 25% over the past 5 years and 20.8% on the state performance).

- 93% of students achieved the minimum standard for writing with 4 students scoring below Band 6. 13.1% of students achieved in Bands 9 or 10 compared to the state average of 17.7%.
- 98.4% of students achieved the minimum standard for Spelling with 1 student scoring below Band 6. 22.9% of students scoring in Bands 9 or 10 compared to 19.9% over the past 5 years and 25% state performance.
- 98.4% of students achieved minimum standard for Grammar and Punctuation with 1 student scoring below Band 6. 11.5% of students scored in Bands 9 or 10 compared to 15.6% over the past 5 years and 15.8% in the state.





Numeracy – NAPLAN Year 9

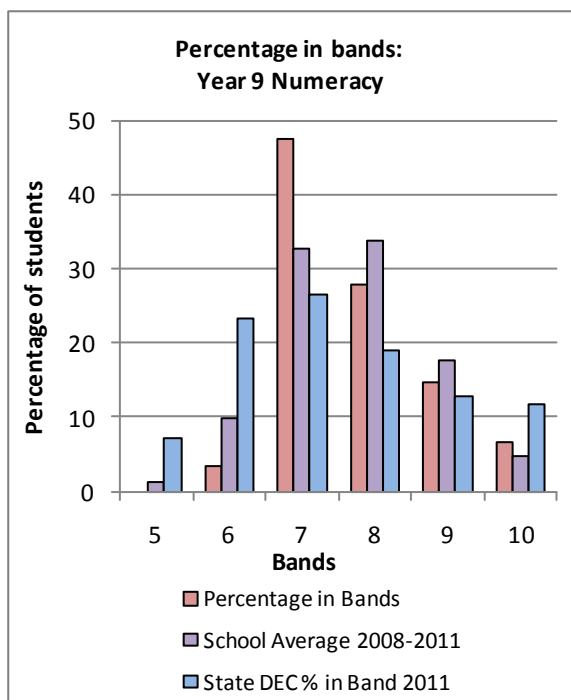
- 100% of students achieved the minimum standard for Numeracy.
- No student achieved below Band 6.
- 21.4% of students performed in the Band 9 or 10 area compared with the schools average of 22.3% over the past 5 years and the state performance of 24.4%.

NAPLAN comment

In the majority of areas tested in NAPLAN the performance in 2011 was above that of the previous year. Only Spelling in Year 7 and Writing in Year 9 did not see improvement. When you consider the change in writing type tested this result can be discounted.



Year 12 2011



School Certificate

Seventy nine students (46 girls and 33 boys) sat for the formal tests in English, Mathematics, Science, Australian Geography and History, Civics and Citizenship and Computing Skills.

Student performance was reported in six bands: Band 6 representing the highest achievement and Band 1 the lowest. Results of courses assessed at the school level were reported in grades A to E with grade A identifying the highest achievement.

In English 95% of students achieved Band 4 or higher and 42% of students Band 5 or higher. This compared to 86,6% and 32.6% in the last 5 years and the State performance of 82% and 32.6%. The school's average test result of 77.9%, higher than the State average result of 75.6%.

English achievement continued to show significant value adding from their Year 5 testing scores. The State average relative performance is zero. In 2011 the value adding was 1.2 compared to the previous 5 years of 1.4.

In Mathematics 50.7% of students received a Band 4 or higher with 22.8% of students

receiving a Band 5 or 6 result, and two students a Band 6 result. A greatly improved results from previous years, in comparison to the previous 5 years average of 43.9% and 14.2% and the State performance of 41.2% and 22.3%.

The school's average test result was 71.3% compared to the state average of 68.9%.

Value adding of our students from Year 5 was exceptional with the figure being 1.9 compared to the previous 5 years average of only 0.3. Mathematics performance is seeing much positive movement.

In Science 44.3% of students achieved a Band 5 or 6 result, with 86.3% in Band 4 or above.

Three students obtained Band 6. These results compared well against the previous 5 years averages of 32.8% and 80% and the state performance of 21.3% and 29.8%.

Science continues to obtain outstanding results in the school. The school's average test result was 77.6% compared to the state average of 73.6%. Value adding from Year 5 remains very high at 3.4 in 2011 compared to the previous 5 years average of 3.1.

In the History component the results achieved were outstanding and greatly improved over past years. 45.5% of students achieved a Band 5 or 6, with 78.9% achieving Band 4 or above. In comparison to the previous 5 years of 19.2% and 59.9% and the state averages of 20.3% and 48.8%.

The school's average result of 77.8% was well above the state average result of 70.1%. 5 students scored a Band 6 result. Value adding from Year 5 was enormous with a figure of 6.8 compared to the 5 years previous of 2.0.

Geography remains disappointing and although the school's average score was 73.4% compared to the state average of 69.7%. A total of 68.4% of students achieved a Band 4 or above with 19% achieving either a Band 5 or 6. 1 student scored a Band 6 result.

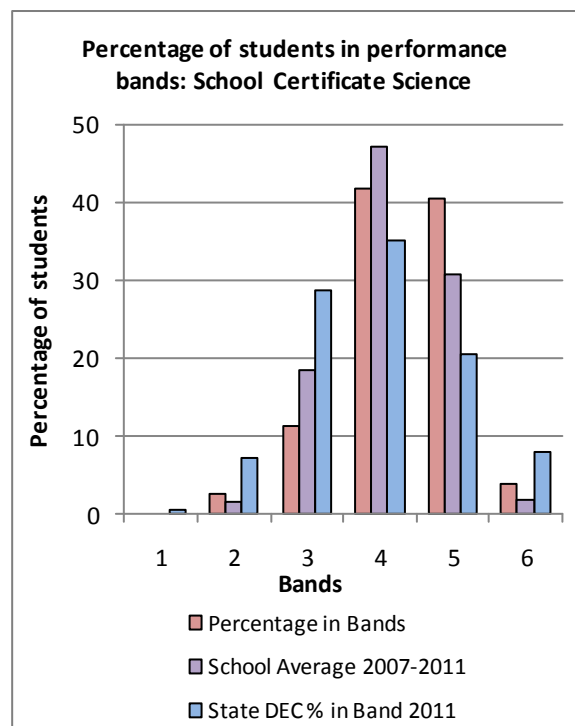
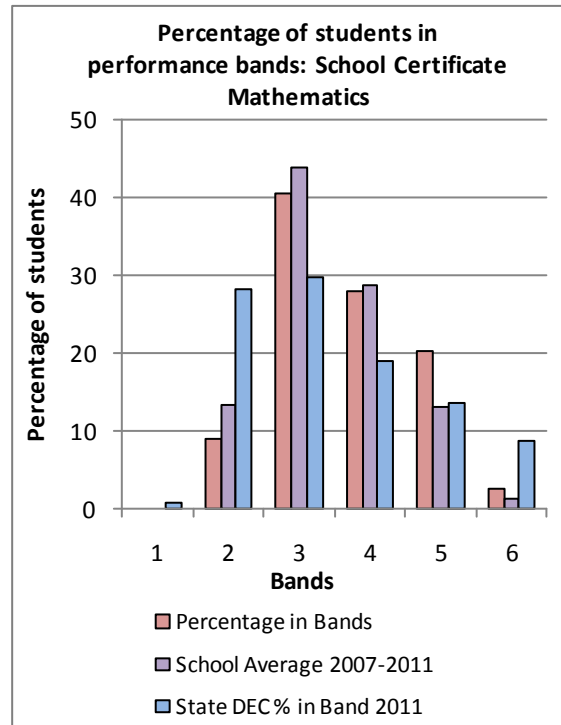
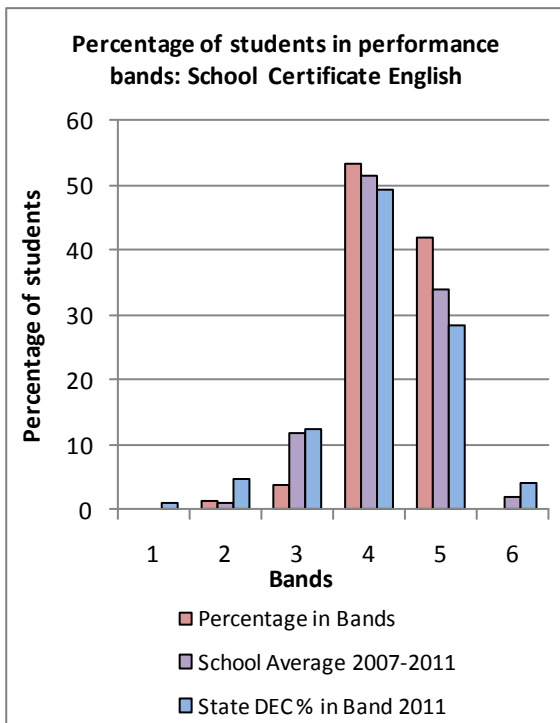
These results compare to the last 5 years average of 66.4% and 20.7% and State averages of 49.6% and 19.7%. Value adding for the 5 years was 2.2, slightly above the 5 year school average of 2.0.

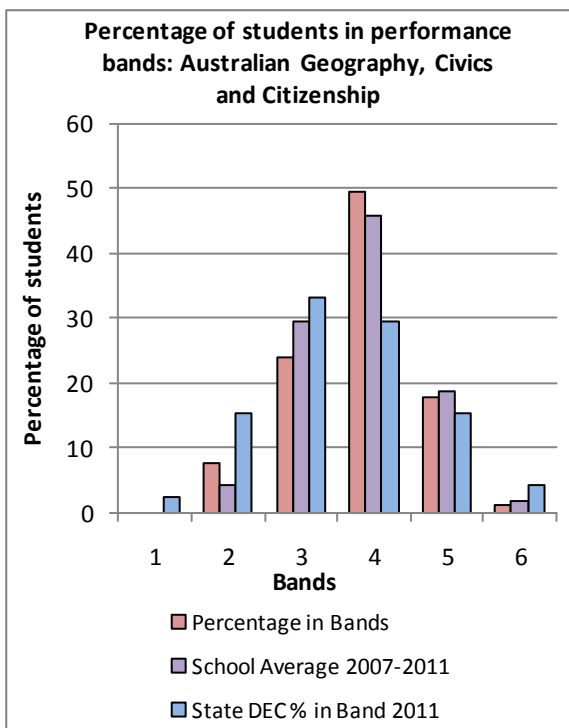
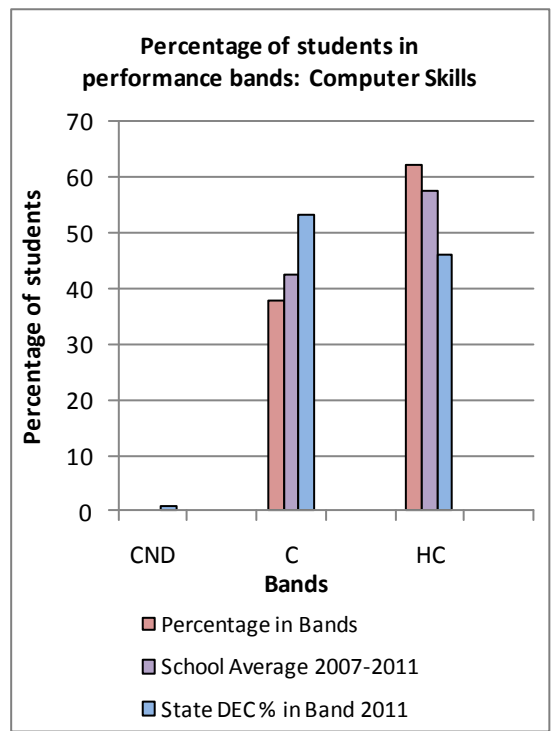
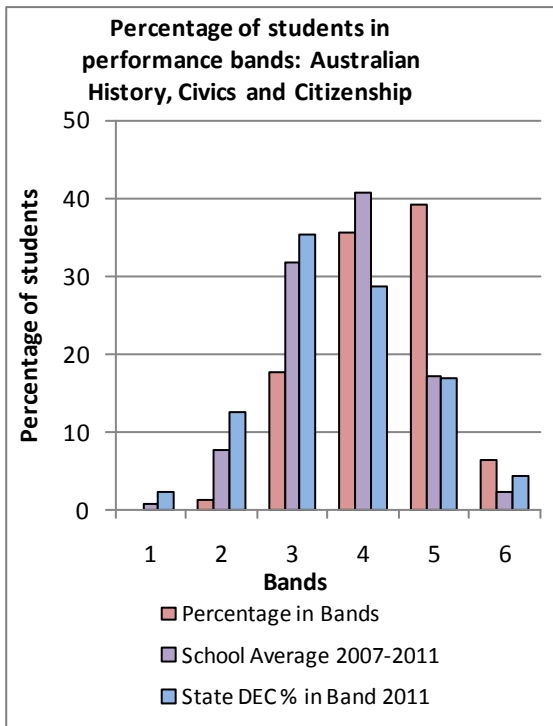
In Computing Skills, school results remained well above the state average figures. 100% of students were seen as having competent or highly competent skills.

62% of our students were in the highly competent areas, compared to the previous 5 years average of 57.4% and state average figure of 46.1%.

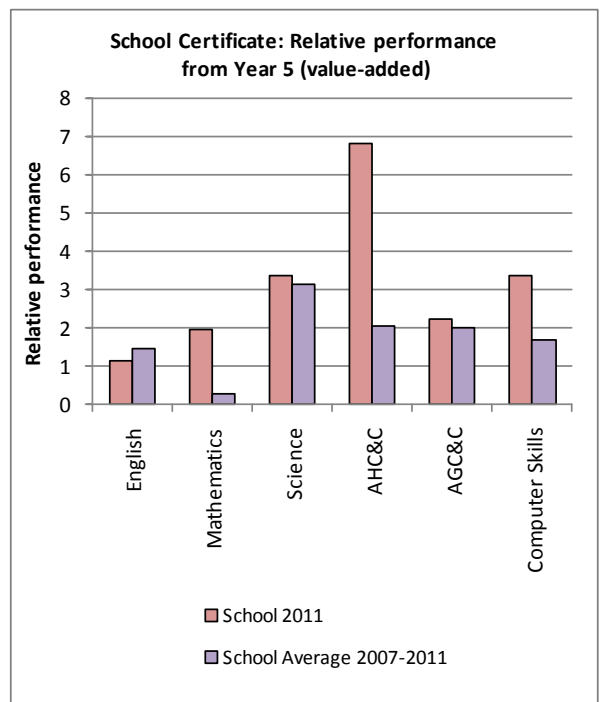
The school's average score was 80.8 compared to the state figure of 76.8. In value adding since Year 5, the 2011 figure of 3.3 compared very well with the previous 5 year average of 1.7.

The results in the 2011 School Certificate were a significant improvement on previous years.





School Certificate relative performance comparison to Year 5 (value-adding)



Higher School Certificate

In 2011 51 students sat for the Higher School Certificate (HSC). 24 courses were studied including 3 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 18 of these courses.

Students' performances in the HSC were compared with their performances in the School Certificate in 2009. This allowed the school to determine progress for individual students and groups of students and provided comparison with students across the state of similar ability. This indicated huge improvement for the 2010 cohort with both the lower and middle performing groups at the School Certificate showing significant value adding over the 2 years. Again the data indicated that our top performing students at Year 10 are not proceeding forward at the rate the school would wish.

Students are placed in Bands 1 to 6 with Band 6 representing the highest achievement. Agriculture performance showed a significant improvement from previous years with 23 students averaging a score of 77.4 compared to the previous 5 years of 73.9 and state average of 68.2. There were 78% of students who scored a Band 4 or above compared to the state performance of 53% in these bands.

Of the seven students in the English Advanced course, all were placed in Bands 3, 4 and 5 with 43% in Band 5. Of the 44 students in English Standard course all were placed in Bands 2 to 5 with 14% in Band 5. The school average score was 70.6 compared to the previous 5 year average of 65.0 and the state average of 62.8. There were only two students in English Extension.

In the general mathematics course 39 students were placed in Bands 1 to 6. One student gained a Band 6 in this subject and

36.4% scored a Band 4 or above. School average score was 67.6 down from 69.1 on the previous 5 years average but above the state average of 66.4.

In biology, 18 students were placed in Bands 3 to 5. A school average score of 75.2 was obtained compared to the previous 5 years average of 73.5 and state average of 71.5. In chemistry all students were placed in Bands 3 or 4. In physics all students were in Band 4. In senior science all students were in Bands 4 to 6 with 61% in Band 5 or above. Two Band 6 results were achieved. The average score of 81.4 compared to the previous 5 years average of 80.5 and state average of 74.6.

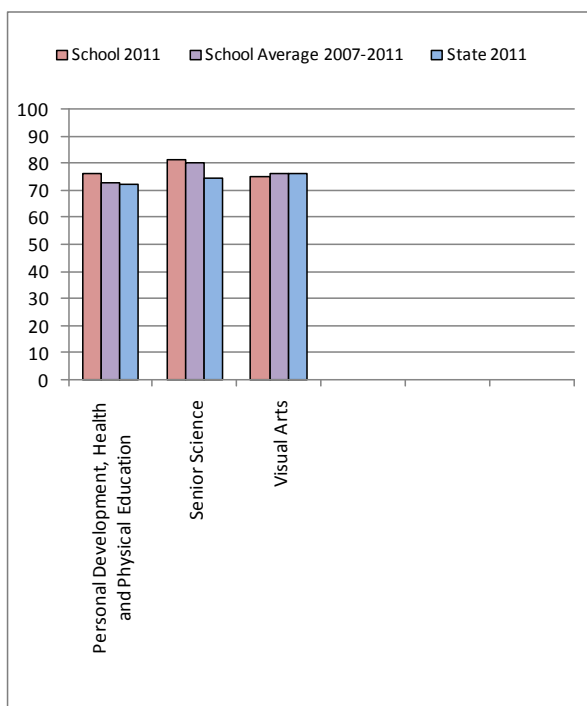
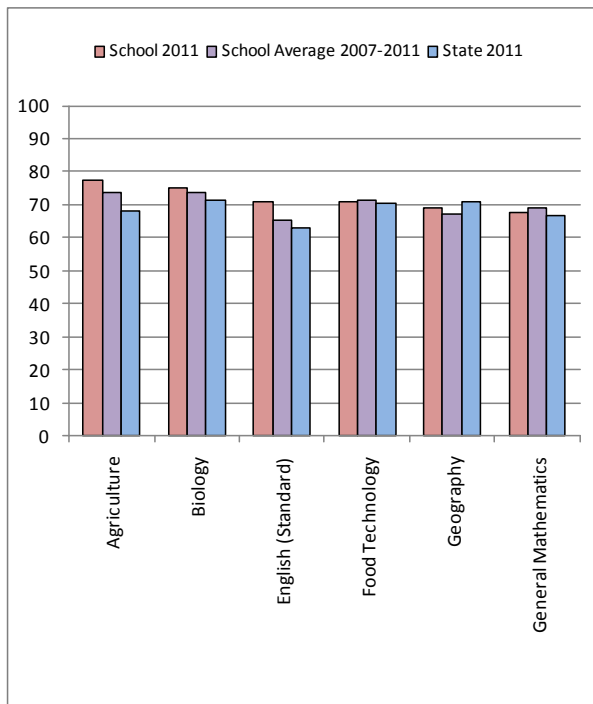
In ancient history students were placed in Band 2 to 5. There was one history extension student.

In geography students were in Bands 1 to 5. The school average score was 69.0 compared to the previous 5 years average of 67.1 and the state average of 71.0. In business studies students were in Bands 3 or 4. In visual arts 11 students achieved in Band 3, 4 or 5 with the schools average score being 75.3 compared to the previous 5 year average of 76.0 and state average of 76.5. There were 9 students who completed the primary industries VET exam and were placed in Bands 4 to 6 with over 80% of those achieving Band 5 or above. In 2011 nine students completed the TAFE accredited equine industry course.

The 15 students in industrial technology were placed in Bands 4 or 5.

In personal development, health and physical education, the 16 students were placed in Bands 3 to 5 with 75% in Bands 4 and above. The school's average score was 76.3 compared to the previous 5 years average of 72.7 and the state average of 72. In food technology all students were in Bands 2, 3 and 4. The 10 student's average score was 70.8 compared to the previous 5 years average of 71.5 and state average of 70.4 In textiles and design, 5 students scored in

Bands 3 to 5. In VET hospitality students were placed in Bands 3 to 5; in VET metals and engineering all students were in Bands 3 and 4.



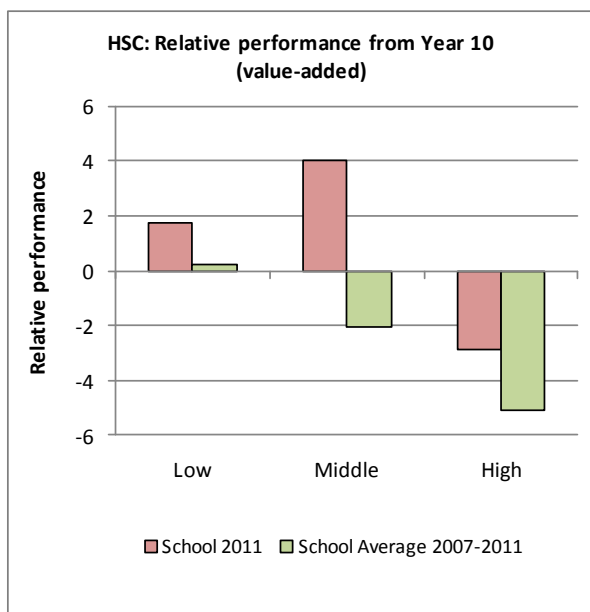
Implications from HSC analysis include:

- As has been evident in previous years, School Certificate performance must be central to the selection by students

of their HSC course program and relative to their career aspirations.

- Sound selection and advice procedures are vital in success at the HSC level. It is again evident that some students were attempting subjects they were unsuitable for.
- Student performance is directly linked to effective teaching practices. The performance of students in 2011 was much improved on the previous year and relates well to the focus that teaching staff and students carried right through to the exams.
- VET courses remain essential to the curriculum choice and are worthy inclusions for ATAR calculation for individual students. These courses are essential for those students pursuing non university paths.
- Senior and junior tutorials and the development of improved examination techniques are critical to School Certificate and HSC performance. These courses have been an integral part of the Year 12 studies in 2011 and students have responded well to their inclusion.
- As a result of the HSC results 33 of the 51 students were offered positions at tertiary institutions. Courses included physiotherapy, medical radiation, agricultural science, nursing, animal science, medical science, equine science, pharmacy, education, occupational therapy and business. These results are well up on previous years. Many of the offers were made through the early entry schemes at various tertiary facilities.

Higher School Certificate relative performance comparison to School Certificate (value-adding)



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	97.9
Spelling	93.8
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	93.4
Spelling	98.4
Grammar & Punctuation	98.4
Numeracy	100.0

Significant programs and initiatives

Aboriginal education

2011 was another very productive year at Yanco Agricultural High School in terms of Aboriginal Education. In consultation with district office, a team led by Lisa O'Brien worked closely with District Office to support our Aboriginal students.



NAIDOC Day celebrations were once again held at YAHS. During the NAIDOC celebrations students from Years 7 – 10 were involved in a variety of cultural workshops; such as “Johnny Cake” cooking, painting Boomerangs, Aboriginal games and local history sessions combined with “Diggerdoo” playing. Students also participated in painting an Aboriginal mural with our local member Mr Michael McCormack, a visitor on the day. This was a very special day for YAHS. During the course of 2011, all Aboriginal students look to have their Individual Learning Plans completed. STLA support teacher Caroline Maskus will work closely with the students and the teachers to ensure achievable goals will be set and achieved.

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 2011 students travelled to France, visited the Western Front battle fields and London. Previous visits were China in 2006 and 2009, Vietnam in 2007 and New Zealand in 2008. In 2013 a visit to Canada is planned.

YAHS students in 2011 have raised in excess of \$2100 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 centred 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.

Respect and Responsibility

Respect and responsibility is essential in maintaining the harmony of students living in a residential school. It is important for the student to develop a respect for themselves and respect and responsibility toward others. The programs over the past year have endeavoured to develop skills in the student to help them gain self-discipline and care for others.

Care of others is seen in the roles of school prefects, the dormitory prefects, the SRC members, sporting house captains and vice captains, team leaders in all show stock teams, the school venturer and scout groups, fishing club members, Maitland tutor leaders and a large range of leaders in sporting teams. Year 7 participated in a course called Conversation Skills to aid them in classroom management.

Throughout the year the Safe Schools based program was delivered to many of the students in the evening as part of the welfare structure of the school. These sessions aim to improve respect and responsibility where targeted. The

Resourceful Adolescent Program (RAP) continues to develop resilience skills in the Year 9 cohort. Various productions came to the school to aid students in gaining ideas on responsibility such as Brainstorms, Motivational Media, Rising Generations and the Sam Cawthorne show.

Students helped in charity work throughout the year with the Red Shield Appeal, the charity golf day, fund raising for Luro in East Timor and fundraising for Care Flight. Many students donated blood throughout the year enabling the retention of the 'Vampire Award' to the school in the area that donated the most blood for the year. All year groups aided in the running of the school Gala Day, the football Knockout and the Art Show by setting up equipment, operating stalls and helping P&C members and school staff.

Connected Learning

The school continues to develop technology to underpin connected learning. 2011 saw further interactive whiteboards (IWB), installed bringing the total number of IWBs to fourteen (61% of teaching spaces) allowing staff to better engage students in their learning. With the continuation of the DER laptop program all students in Years 9 – 11 are now equipped with laptops and all teaching spaces equipped with wireless links for access. All members of staff now have DER laptops and are putting them to use with students in the classroom.

Recently Smart TV's have been installed in many learning spaces and in dormitory recreation rooms. When finally configured, these devices will allow direct access to both digital broadcast television as well as to the internet.

Staff acceptance of Clickview streamed video segments for a wide variety of curriculum areas has compelled the school to upgrade the hardware required and the school now has the ability to record digital TV programs for later conversion and storage for teaching and learning programs. With the progression to Clickview2, access to this resource is now available to both staff and students online, meaning that students can access the extensive educational library from home.

A growing number of staff have embarked on a program to elevate the use of the Moodle

learning environment within the school during term four. It is anticipated that all faculties will be in a position to utilise this medium in 2012.

Following discussions with DEC Information Technology representatives in the latter stage of term four it is hoped that the school will receive some assistance to improve our network infrastructure and ensure more equitable access for students in dormitories in 2012.

Middle School

The YAHS Middle School program this year has continued to support students in their transition from Primary School into High School. 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. We aim to help them to become independent learners and to develop confidence, resilience, a love of learning and respect for others.

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

- Creating gender based classes
- Home rooms to reduce student movement between classrooms
- Reducing the number of teachers per class by grouping subjects to one teacher. The groupings being English/History; Mathematics/PDHPE; Science/Geography; Art/LOTE. All other subjects are taught individually
- Initiating common themes where students work on an integrated unit across a number of subjects. This enables 'all' subjects to get involved in the program
- Running a middle school day focusing on team building, welfare, trouble shooting and fun

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.

In 2011 the results of this program were evident in the NAPLAN results of our Year 9 students with significant improvements in the areas of

Numeracy, Reading and Spelling. It is our aim to further improve the skills and attitudes of our Stage 4 students, so they may continue to succeed and progress in 2012.

Transition

Students come from across NSW and from a large number of different schools to attend Yanco Agricultural High School. The wide geographical spread of the students prevents a transition program running throughout Year 6. In addition, the transition to high school is further complicated with the extra anxiety that comes with leaving home, homesickness and living with strangers. The change to a residential school affects both students and parents. In 2011 forty six students accepted a position to commence Year 7 in 2012 and they were invited to the Transition program which was conducted in November. The previous two transition programs (2009 and 2010) proved successful in reducing and alleviating the 'shock' for both parents and students associated with enrolling and attending a residential high school.

Continual evaluation over the previous two years has allowed the three day program to be modified and refined. The program was designed to induct both parents and students into residential living and schooling at Yanco Agricultural High School. In addition it allowed the 'school' to gain more knowledge of the students joining the school. This insight enabled us to more accurately prepare for the unique needs and challenges of students commencing in 2012.

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 (from Year 8 2011), extracurricular activities available, learning support provisions, scholarships, testing of students (literacy and numeracy), meet & greet (staff – teaching, administration, farm,

dining, cleaning, maintenance, matrons, etc; P&C representatives, Isolated Children's Parent representative).

Out of forty-six students commencing in 2012 forty five students were able to attend the program. The feedback from all involved in the program (parents and students Year 7 2012; 2011: students, staff and parents) was overwhelmingly supportive and positive. Several parents of the 2012 cohort had completed the initial transition program in 2009 and were very supportive of how the program had grown over the last two years. In 2011 only one year seven student withdrew from the school; due to a change in financial 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 2012 cohort. The program continues to be modified based on the feedback from each year.

Student Leadership

In 2011 the opportunities for leadership continued to be spread across all year groups. One student had the chance to be the Director General for a day at the Department of Education and Communities headquarters in Sydney. The student was able to see how the department operates from a very different perspective.

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

Year 10 students completed an extensive leadership course which includes: Senior First Aid, Bronze Medallion, leadership training specific to Yanco Agricultural High School, problem solving and many teamwork activities. Students actively seek to take on this form of leadership in the school.

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

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

Performance night was held at the school in June with a myriad of acts. Students from all year groups participated in a variety of musical performances and singing through to flame twirling.

Showstock

Beef cattle

2011 has been another successful year for the Yanco Beef Cattle Showstock team. Over the year Yanco attended eight shows, three Royals, two junior shows and three local shows, prepared over twenty head of animals for hoof and hook competitions and enabled students to develop new skills.

The show season started the second week back when 27 students and 10 head of cattle attended Henty show. Many students were new to the team and others were there to compete in the zone finals to secure a spot at Sydney Royal Easter Show in the state final. Over the course of the weekend Yanco students secured 6 places in the State Paraders final, two for the State grain judging and one in the state fleece judging to join other students who had secured their position the previous year at the Cootamundra show.

At the end of February Yanco attended the first Royal, Canberra, with 15 students and eight cattle. Students competed in their paraders competition, junior judging and the led steer or heifer competition. Students excelled in their paraders class with all fifteen students placing in the top five of their respective paraders class, with Jonathan Murdoch being awarded with Reserve Champion Parader. In the Junior judging two students placed in the top five, with a number of other students having placed the animals correctly and had to make an oral presentation. Yanco success continued in the led section of the hoof and hook section. Yanco took out the Champion animal with a Heifer that was bred by the school and scored over 90 points on the hook.



During the Easter break, Yanco competed at the Sydney Royal Easter Show. This saw ten head of cattle and 8 students attend with the cattle and many others also attending at various stages to compete in their respective state finals. Yanco achieved extremely well with a Shorthorn steer prepared by the school and donated by Outback Shorthorns being selected in the Winning Shorthorn Stan Hill team. In the paraders competition Yanco students achieved at a high standard Keiley O'Brien placing second in the School paraders section and Georgina Murdoch winning Reserve Champion parader in the under 18 section.

Sydney is always busy with many students competing in the state finals and this year was no different with more than one Yanco student competing in the Fleece, Meet, Grain or Beef cattle junior judging events. All categories saw Yanco students in the top half of the competitors with them having to deliver oral presentations and justify their placing. The main highlight for Yanco was in the beef cattle state finals where Erin Goldsworthy won the competition and secured a place at the national finals, representing NSW in Adelaide. Erin excelled at the National finals and became the youngest ever National beef cattle winner.



The next shows on the calendar were the two junior shows the Limousin Junior Show held in Albury and the Dubbo All Breeds Heifer show. These shows are held specifically for the juniors of the cattle industry. They are designed to enable students to meet people in the industry, develop skills and learn new ones. This year Yanco teamed up with a Limousin breeder to attend the Limousin Youth Show. Beckenham Limousin Stud donated 11 heifers to the school for the students to break in, prepare and exhibit at the show. This was a wonderful opportunity for the students to work with other animals and breeders and ensure that they were familiar with the animals before they reached the show. The Dubbo AllBreeds Show enables the students to take a team of their Melbourne steers for an outing. Students competed very well at both shows with Yanco taking out various champion awards, from Paraders, junior judging, herdsperson and the team judging event.

In September Yanco attended the Melbourne Royal Show with 11 Steers and 12 Students. Many of the steers were donated to the school from various studs these being, The Glen Angus Stud, Ardrossan Angus Stud, Outback Shorthorns and the McDonald Family. This is greatly appreciated as this enables students to work with a number of different breeds and attend a larger number of shows than we would be able to if we had to rely only on the cattle we breed.

Melbourne was an Angus feature show and this saw Yanco team up with The Glen Angus Stud to prepare a charity steer. The Glen Donated the Steer and Yanco donated all the feed, with the steer being auctioned at the show. The steer was auctioned for \$3200 with the proceeds going to Country Hope. This was a wonderful learning experience as the students were a part of the auction process and raised awareness of the charity's needs.

Throughout the show Yanco performed very well. Not only did the students work together and develop their team skills; with many older students taking on a leadership role and organising the team and ensuring all tasks were completed on time. They also competed strongly in both their paraders competition and the steer classes. Of the 12 Students who represented Yanco in the paraders competition, all students were moved up a line and eight were placed in the top five of their class. This was a great

achievement as many students have only started showing cattle this year.

In the Steer section Yanco again was competitive, being awarded the Reserve Champion Heavy Export Steer and Led School Steer and another 5 steers placing in the top 6 of their classes. The steers also performed well on the hook with Yanco having the second highest point scoring carcass with the Charity steer scoring over 91 points and two other steers placing in the top 5.

In last term of the year is also very busy. Students attended Cootamundra and Albury Shows. Both Shows are a great opportunity for the students to develop their parading and judging skills and compete for the chance of a place in the state finals in Sydney the following year. Cootamundra was very successful with Yanco taking out both Champion and Reserve Champion Steer and Champion prime heifer. Three students won a place in the paraders' competition in Sydney in 2012 with others expanding their knowledge base and also competing in the sheep competitions winning places for State finals in Sydney in 2012.



Albury was also successful with Yanco taking out champion and reserve champion steer and Parader and Yanco student Bailey Taylor winning a spot at the state final of the beef cattle Judging in Sydney in 2012.

Although the shows were over, the showstock program didn't stop at school. Students got the chance to assess the weaners bred by the school and select steers that would make up the Canberra and Sydney Royal teams in 2012. This is a very valuable process as it allows the students to develop their cattle selection techniques and also feel like they have ownership of the program. Students also for the first time were

able to be there for day one of the breaking in process allowing them to gain a wider range of skills and be better equipped for the work force.

In 2012 we hope to continue for the students to be a part of the selection process with plans for the students to work with suppliers of steers and be a part of their selection process and learn about their cattle enterprise.

Sheep

2011 has been a prosperous and eventful year for Yanco Agricultural High Schools McCaughey White Suffolk Stud. This year the Stud has set up pedigrees for all sheep bred and born on the property for the added benefit for potential buyers and genetic makeup for the future.

The school runs approximately 70 breeding ewes, along with 20 stud Rams which are sold during the course of the year. 2011's Show sheep team consisted mainly of 8 show sheep:

- 1 2 tooth ewe-McCaughey Daisy
- 3 Milk tooth ewes- 904, 903, 910
- 4 Milk tooth Rams- 958, 926, 902, 953

The shows the Stud and students have attended were:

- Gundagai Show
- Royal Canberra Show
- Dubbo Show
- Holbrook Sheep and Wool Fair
- Royal Adelaide Show
- Royal Melbourne Show
- Cootamundra Show
- West Wylong Show



The school was fortunate to have the opportunity to attend the Royal Adelaide Show for the first time, which was both rewarding and influential for the breeding side for the stud as we came back with some potential genetic contacts for the next few years. Also giving the students a chance to further expand their abilities in a different

state, and to advertise the stud nationally as the feature breed was White Suffolks.

McCaughey's main successes throughout the year have been:

Holbrook Sheep and Wool Fair: Champion White Suffolk Group, Reserve Champion White Suffolk Ewe, Reserve Champion White Suffolk Ram.

Cootamundra Show: Champion White Suffolk Ram, Champion White Suffolk Ewe, Champion White Suffolk Ram Lamb, Champion White Suffolk Ewe Lamb

Gundagai Show: Champion White Suffolk Ewe.

Some recognisable achievements throughout 2011 of Yanco Agricultural High Schools students have been:

Erin Goldsworthy:

Holbrook Show- 1st Sheep Meat Junior Judging

Royal Adelaide Show- 2nd Meat Sheep Junior Judging

Sally Smyth:

Royal Adelaide Show-1st Meat Sheep Junior Judging, 1st Fleece Junior Judging, 1st Merino Junior Judging

Royal Melbourne Show-1st Senior Meat Sheep Junior Judging, 1st Senior Handling

Holbrook Show- 1st Merino Fleece Judging

Grace Cornish:

Royal Adelaide Show- 2nd Corriedale Junior Judging

Royal Melbourne Show- 2nd Poll Dorset Junior Judging

Jakeb Curran- Holbrook Show- Overall Merino Sheep Junior Judge Winner

Gavin Evans-

Holbrook Show- 2nd Merino Judging

Royal Melbourne Show- 2nd Junior Handling

Rowan Horn-

Cootamundra Show- 1st Merino Sheep Junior Judging

Holbrook Show- 1st Senior Merino Sheep Judging

The students as a team have achieved the following results:

Royal Melbourne Show- Best Maintained School Team, Highest point scoring school

Holbrook Show- Best Maintained School Team



Long term mentor and teacher of the sheep team, Greg Fulljames, retired during the year. His leadership will be sorely missed as he started the White Suffolk stud several years ago.

Poultry

Poultry show stock in 2011 experienced another successful year with a number of new students and old students exhibiting birds. As is the case every year a number of shows in the local area coincide with the school holidays and desi weekends limiting our attendance.

The first major show for the year was Dubbo in May. James Wade (9) won the Champion Standard OEG and Champion Standard Hard Feather classes with the schools Creel rooster. Other students won a variety of awards for their birds in the junior, school and open sections. Students to attend included Robert Ryan (10), Gilbert Rayner(9), Jacqueline Ervin(9), Will Ervin (7), Ricky Worland (9), Scott O'Hara(9) , Grace Armour(7) and Sophie Eaton (7).

The next show attended was the Narrandera Poultry Show. No major awards were won. Robert Ryan did a good job helping the stewards on the day. Attendees included Sophie, Will, Jacqueline and James. Mice had a significant effect on many of the students birds over the holidays and consequently participation in shows was reduced.

In term three we attended Barellan, Narrandera and Ardlethan shows with limited success. Numerous minor awards were won in junior and open classes. At the end of term three Robert Ryan departed for Canada for a twelve month exchange, further depleting our showing

capacity. New students Brittany Whiteley and Sean Brettschneider joined the team.

In term four we attended Junee show and finally won a major award. Sophie Eaton won champion junior with a Langshan rooster. Minor awards were also won by Gilbert, Will, Jacqueline, Brittany and Sean. While at the show students took the opportunity to compete in the junior judging. Sophie was placed 3rd in the Merino fleece and 1st in grain judging while Gilbert was 2nd in grain. This was a remarkable result as all the students entered the competition with little to no prior experience.

The last show of the year was Holbrook and we finished with a bang. Sean Brettschneider's exhibit was awarded best female S/F Bantam (Light Sussex) and Jacqueline Ervin won reserve champion junior with an Old English. Grace Armour's Australorp won her class. Sophie Eaton was the standout competitor winning the bantam (Langshan and Rhode Island Red) class. She then went on to win Champion S/F Bantam Male, Champion S/F in show and Grand Champion Bird in show (Langshan). She also won champion breeding pair (Old English - Dun).

The breeds of birds exhibited by students this year have included; Rhode Island Red, Langshan, White Leghorn, Australorp, Light Sussex, Hamburg, OEG various, Wyandotte, Araucana, Pekin, Plymouth Rock, Australian Game, Silkie, Seabright and Speckled Sussex.

Equine

The equestrian team has been involved in a

variety of activities within the school curriculum as well as extra-curricular activities throughout 2011. The school equestrian complex has housed up to 52 horses throughout the year. There has been 20 students enrolled in the TAFE based Horse Industry Skills course in Year 11 and 12 with 24 students enrolled in the 9- 10 Animal Management (Horse) School Endorsed course.

Students have been involved in the following events within the local community, Team Penning, Pony Club rallies, One Day Eventing (ODE), local shows, interschool competitions, stockman's Challenge events and campdrafting. Students have displayed a high level of horsemanship skills and been excellent ambassadors for the school. Highlights from these events would be; success at the North West Equestrian Expo where Kieran Hume placed 1st and Tegan Paull 3rd in the Championship ODE, Annette Fitzgerald 3rd in C Grade ODE; Annette Fitzgerald 1st in Packhorse Man From Snowy River Challenge and 4th overall; Kieran Hume 1st NSW State Pony Club ODE Championship Grade qualifying him for the Senior State ODE team at the Nationals where he placed 5th overall and Gold in the team event.

Students were involved in learning to long rein and drive Clydesdale horses within class. This allowed students a greater insight to a broader range of skills and an appreciation for the history of horses and their use. Students applied this knowledge by showing and assisting in the Barellan Heavy Horse Weekend where students assisted in the marshalling and preparing to show exhibits throughout the weekend. Year 11



students participated in a five day mountain ride in the Kosciusko National Park. Students improved their horse management skills caring for their mounts in an isolated environment.

A new truck was purchased to assist students in attending events. This truck has provided a safer and more reliable transport system for horses at YAHS. There are to be modifications to the storage systems within the truck for 2012.

Future events for YAHS equestrian students in 2012 will be Canberra Royal (Stock horse Classes) and Sydney Royal (Stock horse Classes). Students will be involved with preparing and training horses that are not their own to compete at these events. This will provide a greater understanding of industry requirements as students will be working to set criteria outside their personal performance.



School Assets and Hostel

The school expanded its assets during 2011 with the purchase and installation of 3 demountable classrooms, a new utility for equine purposes and a new truck for transporting horses, new furniture for new dormitories, new digital TV sets for all dormitory buildings, refurbishment of the piggery, refurbishment of a junior boys bathroom, 3 Mules (small “golf buggy” type vehicles) for use by the farm, grounds and maintenance staff.

Community Use of Facilities

During 2011, the school facilities have been used for Church Leaders Retreat, Rugby League camps,

weddings, wedding photos, Art Show, Gala Day, P and C meetings, DEC Conferences and meetings, SRC Regional meetings, inter school debates, Pony Club events, inspections of McCaughey Mansion by groups touring the MIA and Rugby Union Knockout Carnivals.

All these events have provided an opportunity for the wider community to utilise the resources that the school can provide.



Progress on 2011 targets

There were five targets for 2010 and the following indicates our success with these.

Target 1

That the Year 9 student growth (from Year 7) in NAPLAN for numeracy be above both the SEG and State averages.

Analysis of the NAPLAN data for Year 9 in 2011 indicated that this cohort in general performed above the State averages.

Our achievements include:

- In 2011 49% of students achieved a Band 8, 9 or 10 compared to the State average of 43.3%. All students achieved a Band 6 or better.

Other than the very top band, the school results are well above the State averages.

- Data indicated movement of students to the better performing Bands.
- The challenge for the school is to move more students into the very top band.

Within Bands the following occurred (all figures in percentages)

	2011 School	2011 State	School Av. Over past 5 years
Band 7	47.5	26.4	32.7
Band 8	27.9	18.9	33.9
Band 9	14.8	12.7	17.5
Band 10	6.6	11.7	4.8

Numeracy Growth Year 7-9	School	SEG	Riverina	State
	44.9	39.2	35.7	39.6

Target 2

That the Year 9 student growth (from Year 7) in NAPLAN for reading, writing, spelling, grammar and punctuation be above the SEG and State averages.

Analysis of the data for the Year 9 cohort in 2011 indicates that students have performed at or above the State results.



Reading – 54% of students in the school received at Band 8, 9 or 10 result, compared to the State average of 43.3%.

The most pleasing aspect is the increased number of students attaining Band 10 which continues to improve in the school.

	2011 School	2011 State	School Av. Over past 5 years
Band 7	36.1	25.9	29.8
Band 8	31.1	22.9	34.9
Band 9	14.8	13.1	19.8
Band 10	8.2	7.7	5.2

Writing – A change from narrative to persuasive text has made any comparison to previous results irrelevant, hence only data from 2011 is displayed. No growth is available from this area.

	2011 School	2011 State	School Av. Last 5 years
Band 7	24.6	25.0	32.7
Band 8	26.2	26.2	26.7
Band 9	21.3	17.4	15.5
Band 10	1.6	7.6	4.4

School performance in Bands 8, 9 and 10 was 47.5% of students achieved compared to the State average of 36.8%.

Again the very top Band was a concern and the school needs to move more students into this band in the future.



Spelling – School performance in Bands 8, 9 and 10 was 49.1% compared to the State average of 51.2%. Again the top band was a concern and more students need to be moved into this performance area.

	2011 School	2011 State	School Av. Over past 5 years
Band 7	36.1	25.9	29.8
Band 8	31.1	22.9	34.9
Band 9	14.8	13.1	19.8
Band 10	8.2	7.7	5.2

Grammar and Punctuation – School performance in 2011 was 55.3% of students obtaining a Band 8, 9 or 10 compared to the State average of 43.1. Again the concern is the number of students not achieving to the highest band.

	2011 School	2011 State	School Av. Over past 5 years
Band 7	31.1	25.6	40.2
Band 8	44.3	27.3	28.7
Band 9	8.2	10.7	9.6
Band 10	3.3	5.1	6.0

Average marks 2011

	Reading	Writing	Spelling	Grammar & Punct.
School	594.7	567.5	574.9	581.0
State	573.2	547.2	581.2	564.4

Literacy Growth 2011

	School	Riverina	SEG	State
Reading	35.8	38.1	37.3	37.3
Writing	Not applicable			
Spelling	39.2	33.8	39.9	37.0
Grammar & Punctuation	26.7	27.3	32.8	32.3

The school has met the target in Spelling when compared to the State but not the SEG.

In the other 2 areas students at the school are performing well above the State averages. Writing could not be compared.

In both reading and grammar/punctuation the school growth has been below both the SEG and the State hence has not met the target.

Target 3

That all students completing the HSC to exhibit positive value adding from their School Certificate relative performance.

Data supplied breaks the cohort into low, middle and high achievers. The table below indicates the performance of the Year 12 cohort compared to the previous 5 years.

Performance Band	Low	Middle	High
School 2011	1.8	4.0	-2.9
School Average 2007-2011	0.2	-2.1	-5.1

As can be seen the 2011 performance was greatly improved on the previous years. All students in the low and middle performance bands exhibit significant positive value adding. Unfortunately the high group did not achieve as anticipated. In reality though, the HSC performance in 2011 was much improved with all students achieving the

results required access their required tertiary courses with 65% being offered their preferred courses.

This target was partially met

Target 4

Increase the number of students obtaining a Band 4 and 5 in the HSC in each subject by 10% and the total number of students, across all subjects, obtaining a Band 6 in the HSC by 10%

Only subjects with a candidature of 10 or more students have been analysed.

	2011	Bands	2010	Bands
SUBJECT	4/5	6	4/5	6
English Standard	57%	0%	20%	0%
Agriculture	80%	0%	60%	8%
Biology	74%	0%	30%	10%
Business Studies	71%	0%	50%	0%
Geography	42%	0%	46%	0%
General Mathematics	34%	3%	51%	6%
PD/H/PE	75%	0%	77%	0%
Senior Science	89%	11%	90%	10%
Visual Arts	90%	0%	67%	0%
Primary Industries	89%	11%	69%	0%
Hospitality	88%	0%	50%	0%

Subjects in Red meet the target. Both PD/H/PE and Senior Science were already at a very high achievement. Only two subjects were not achieving to expectations. Although there were less Band 6 results in 2011 compared to 2010, the

overall performance of the whole cohort was much improved.

This target was partially met.

Target 5

Increase the retention rate of all new students (Years 7 to 11) entering the school in 2011 compared to previous year.

In previous years the withdrawal rate of Year 7 students was approx. 9%. In 2011 only one student Year 7 student was lost to the cohort and this was due to changed financial circumstances. This represents 2% - a huge reduction on previous years.

During the year 7 new students withdrew from the school that had commenced at the beginning of 2011. Five of these students struggled with the residential nature of the school and elected to transfer to normal day schools. One student withdrew from the school due to changed financial circumstances and the remaining student withdrew after an agreement between the family and the school that he would be better served by attending his local high school. This was 30% reduction on withdrawals in 2010.

This target was met.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Middle Schooling and English.

Educational and management practice

Middle School

Background

In 2011 Middle Schooling was selected to be reviewed, examining feedback from staff, students and parents in order to identify strengths and weaknesses. The information from these surveys will be utilised to improve the program in the future.

The data was collected using a 'zoomerang' which is an online survey system. People were not

required to identify themselves personally. There were a small number of questions to answer mostly using a scale of whether the participant agreed or disagreed. There was some room for participants to add comment where appropriate.

Findings and conclusions

Parents Results:

Q: The teachers are enthusiastic, committed and enjoy teaching my children.

Strongly Agree	Agree	Disagree	Strongly Disagree
42%	24%	1%	0%

Q: I value the education my child receives at YAHS

Strongly Agree	Agree	Disagree	Strongly Disagree
36%	7%	1%	0%

Q: My child is interested in his or her work and is motivated to do well.

Strongly Agree	Agree	Disagree	Strongly Disagree
37%	58%	5%	0%

Q: I received a copy of the middle school assessment via email this year.

Yes	No
61%	39%

Q: How useful was this to you? A selection of comments:

- It was helpful to have prior to parent/teacher interviews.

- Gives me an indication of how my child is fairing at school
- Excellent. It gives me an understanding of my son's ability, strengths and needs.
- Kept a link between myself and my child

	Students	Parents	Staff
Completed	81	43	5
Year 7	42 (52%)	26 (63%)	
Year 8	39 (48%)	18 (44%)	
Boys	36 (46%)		
Girls	42 (54%)		

- This information was a great tool in watching the progress of my daughter's efforts in her classes.
- Very user friendly
- It was good to see what the teachers thought about how my daughter is going, compared to what she thought
- Helped to assess level of achievement.
- Very useful. Was easy to understand and answered questions that myself or child may have had. We were able to sit together and read over it.

Q: My child is achieving at the level I expect

Strongly Agree	Agree	Disagree	Strongly Disagree
71%	7%	22%	0%

A selection of comments:

- Doing pretty good considering she only joined the school in June this year...she loves it.
- My child has a reading disorder which makes school more of an effort for him. I was not happy with the assistance/teaching he received in maths the first half of 2011.
- Needs to be a focus on study & learning skills over content - study skills will deliver long term,

post school, benefits, and will allow kids to perform across a range of disciplines both at school and in the workplace. The current focus on delivering content, rather than skills, across the education system is not serving pupils or teachers well.

- I like the GEM scores that are put out each fortnight. I am able to gauge how my child is performing.
- We are extremely impressed with the results he is achieving.
- There is definitely room for improvement with my child's level of achievement. If a child is struggling in a particular subject, it would be good if there was more contact between teachers and parents because even though your child tells you they are doing ok, it is not always the case.
- My child has achieved the level I expected, also the wonderful teachers have helped her open up and really enjoy school.
- It is hard to achieve at expected levels when the classes aren't graded yet, as the teachers still have all learning levels in the one class. Maybe in Year 8 the KLAs could be graded, while leaving the TAS and AG rotations the same so no topics are missed or doubled up.
- Better than expected.
- They have not been engaged by many of their teachers.
- Very pleased with what my child is achieving, her academic ability has improved greatly and I feel this is due to the committed teaching staff and smaller class sizes.
- I believe he is doing well when he is in the top 10 students of the class with most subjects.
- I feel that he can much better than he is doing at the moment
- I think the single sex classes are fantastic. It assists the boys to focus on work while still attending a co-ed school.
- My daughter is actually achieving above the level I anticipated, I think due to her commitment and the value of the prep sessions they have each evening. She is achieving more than I expected

- I was hoping for more effort in some subjects.
- My child needs extra help in some areas, i.e. Maths and LOTE.
- I know she would do much better if she tried.
- My child has always struggled with her school work and we hoped Yanco would give her the additional support she needed to focus on her work and she has done so well we are extremely happy
- My child is settling in the second half of the year and we are satisfied with achievements
- When exams are held and the children say they had questions on things they have not yet studied....the expectation is for students to do well but are the teachers teaching as well as they should?

Q: My child is assessed at a suitable level.

Yes	No	In Some Subjects	Don't Know
66%	2%	11%	20%

- According to her test results I think she is doing pretty good.
- Disappointed about the lack of feedback early on in the year to my child's progress. Nothing was brought to my attention about my child's lack of performance academically until the parent teacher interview. Just about all reports were bad. Why was this not brought to my attention earlier? Even after chasing this up with year co-ordinator the feedback was limited. It was up to me to chase up the teachers to get any further feedback. More pastoral care provided for the first year especially. I'm all for creating independence...but not without monitoring and giving feedback re social assimilation and academic progress. A parent shouldn't have to chase teachers and year co-ordinators for information on their children progress....a bit of proactive feedback would be reassuring to both child and parent...at least it gives you the

impression that the school is actually aware that your child exists!

- Our child is doing well and has had the opportunity to be accelerated in one subject to see how it goes. He is keeping on top of his other subjects and I think maybe this is something that should be implemented into the system for other suitable students.
- My son is positive about the single sex classes at this time.
- I like the exceptional teachers.
- If the student is having issues, parental contact from staff would be appreciated
- Strongly agree with the choice to separate boys and girls in classes so that their different learning styles are more readily met. Excellent staff, who know the kids, encourage them and instil a great attitude towards learning.
- The three classes are a good system. The two classes for boys in year 8 has been really, really valuable to give the best teacher - student ratio.
- Not sure about segregating boys from girls - they are together in primary school and have to re-learn boy/girl interaction in Year 9.
- Apart from Japanese my child has done really well at Yanco and has come ahead leaps and bounds with her academic achievements
- I would like a copy of the assessment. I can't comment on middle schooling as there has been little to no information in relation to it given to me.
- Greater emphasis on mathematics teaching/learning, greater use of support programs like maths on line. Like the concept of middle schooling, it is definitely beneficial.
- We have found that YAHS is providing a well-supported Middle Schooling experience for our daughter.
- Mandatory technology was a mess this year. Year 8 boys were in 2 classes & only the class with the highest academic achievers were allowed to do metal work. The other group of boys expressed a strong desire to undertake metalwork but were refused despite this issue being raised with the school repeatedly. I feel my son felt disadvantaged and less worthy

because of this and also that the group who should be offered this practical hands on subject were discriminated against by YAHS. It made it harder for them to have to choose Year 9 electives when they were not given the opportunity to participate in this subject in Year 8. I felt the school did not listen to my concerns about this.

- It would be great for all the students in Year 7 & 8 to get the chance to try out ALL the elective subjects, food tech, textiles, wood, metal, autos, instead of just doing wood and metal for 2 full years!
- A reminder to the school executive that they set the culture in the school - if there is an issue in the school the executive need to start with an honest review of their leadership. Classroom teachers and the year advisor have been exemplary in their interactions with the kids, although in some faculties support to teachers outside of their core disciplines would have resulted in better outcomes. In general our experience of the care and attention to the kids has been positive. Maitland needs to be extended to mathematics.
- I think that there needs to be more time given to middle school students in preparing them for exams. When they start High School, sitting exams is all new to them and I think it would be very beneficial if students could be taught effective study techniques to help them cope better with exams.
- I think it is a great concept and at YAHS I really like the single sex classes.
- I have found middle schooling to work very well for my children. The next constructive step I feel, would be to offer Elective Subjects (Stage 5) that suit the talents, likes and competencies of each cohort, a survey could go out to students late in Year 7/early Year 8 to gauge this and then subjects selected to be included in the Yr 9/10 Prospectus accordingly. This would keep students enthusiastic and focused.

Students Results:

Q: My teachers are enthusiastic, committed and enjoy teaching my children.

Strongly Agree	Agree	Disagree	Strongly Disagree
22%	75%	1%	1%

Q: Students work with teacher in a cooperative environment

Strongly Agree	Agree	Disagree	Strongly Disagree
14%	84%	2%	0%

Q: My parents want me to do well at school.

Strongly Agree	Agree	Disagree	Strongly Disagree
77%	23%	0%	0%

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

Strongly Agree	Agree	Disagree	Strongly Disagree
21%	69%	9%	1%

Q: Teachers model and promote tolerance, sensitivity to and appreciation of diversity of culture, values and attitudes.

Yes	No	Sometimes	Maybe
59%	0%	14%	27%

Q: I am encouraged and supported to be a continuing learner.

Yes	No	Sometimes
64%	0%	36%

Q: I understand what the teachers are teaching and why.

Always	Usually	Sometimes	Rarely
20%	64%	14%	2%

Q: I am actively engaged in learning.

Always	Sometimes	Rarely	Never
42%	57%	1%	0%

- I enjoy the middle schooling program at Yanco Agricultural High School very much
- I like it here because my friends are really nice and the teachers are really friendly.
- More physical involvement (eg. practical work)
- My teachers have been great
- I really enjoy the way the teachers are enthusiastic and fun to be around
- It's really fun
- We should have teachers for the right subjects e.g.: a maths teacher for maths, not an English teacher for maths, and other examples like that
- My teachers are the best
- In maths we didn't learn as much as the other classes and because we had so many teachers they didn't know what we were up to in maths and it was difficult to learn.

Staff Results:

Q: Teachers support each other's professional development by engaging in formal and informal discussion about teaching and learning.

Often	Sometimes	Rarely	Never
40%	60%	0%	0%

Q: Teachers, students, and parents peak positively about Middle Schooling at YAHS.

Often	Sometimes	Rarely	Never
80%	20%	0%	0%

Q: Learning occurs in a stimulating, supportive and secure learning environment.

Strongly Agree	Agree	Disagree	Strongly Disagree
60%	640%	0%	0%

Comment on the Learning Environment:

- The Middle School home rooms are great! Helps the with the transition into high school for the Year 7 students.
- I would like to think that this happens in every middle school classroom.
- Students are in home rooms with IWB's which allows them access to interactive programs.
- I think middle schooling at YAHS is designed with this in mind. Our objective is to ensure students are spending their middle schooling years in the most supportive environment possible.
- Resources are adequate for the learning environment but ongoing PD for staff is vital to ensure that they can utilise best practice and technology to engage students

Q: I review my teaching practice and learning theories with a view to improvement.

Strongly Agree	Agree	Disagree	Strongly Disagree
40%	60%	0%	0%

Comment on how reflection has changed/improved your teaching (give an example)

- I always get feedback from students about their attitudes towards middle schooling and how it could be better. From this oral feedback as well as student's results I can identify what works well and what needs work.
- As often as I can! In particular, reflection on what worked for individual students and what didn't (especially those with learning difficulties)
- Each year when discussing middle schooling assignments we regularly reflect on what worked and what didn't. This year for the "That's my Town" assignment after reflecting with my colleagues we changed the history section so that it was more engaging for the students. More time would be great. A more structured PD is required
- Awareness of student needs in response to their learning has ensured that teaching methods and content are relevant to student needs.

Q: My students are interested, motivated and enjoy their learning.

Strongly Agree	Agree	Disagree	Strongly Disagree
80%	20%	0%	0%

Comment: Teachers indicated they believed this interest, motivation and learning was demonstrated by student enthusiasm, active

participation in class activities, completing reflection tasks in which students comment on content and presentation of lessons, formal and informal feedback from students regarding their teachers.

Q: External examination data is analysed at the whole school, faculty and individual level.

Strongly Agree	Agree	Disagree	Strongly Disagree
0%	80%	20%	0%

Comment on your analysis of external data.

- Gives us an idea of what certain areas need work. Also gives an indication on how individual classes and students are coping.
- Needs more focus

Q: My analysis of internal data informs my teaching and learning program.

Strongly Agree	Agree	Disagree	Strongly Disagree
40%	40%	20%	0%

Comment on course overviews and/or faculty operations.

- Both Maths and PE review course overviews each year. We have a discussion about what we got through, what needs to be changed and what students responded well to.
- Middle School programs are still a work in progress but have come a long way.
- We just recently had a faculty meeting where we discussed our scope and sequences, discussing which programs worked and which didn't. This helped us design even better programs for the following year.
- At the end of each year programs are evaluated

Q: I use my knowledge of student application and contribution to lessons to inform my teaching.

Strongly Agree	Agree	Disagree	Strongly Disagree
20%	80%	0%	0%

Q: I am confident in my knowledge and understanding of syllabus outcomes.

Strongly Agree	Agree	Disagree	Strongly Disagree
60%	40%	0%	0%

Q: My teaching program includes activities to support remediation and extension.

Strongly Agree	Agree	Disagree	Strongly Disagree
40%	60%	0%	0%

Q: I participate in program evaluation meetings with a view to ongoing improvement and refinement of their content, method and assessment tasks.

Strongly Agree	Agree	Disagree	Strongly Disagree
21%	69%	9%	1%

Additional teacher comments:

- I think it is a wonderful program within our school where students are highly supported. Having fewer teachers allows them to form good relationships with staff members and makes the transition into high school much easier.

- We have the vision for Middle Schooling at YAHS and we are taking steps in the right direction to get there.
- This is a wonderful program but it requires all staff to be aware of it and the reasons for it. Also timetabled staff must be comfortable with the concept in order for the program to be effective. Gender based classes have been beneficial for teaching and learning styles. Consideration could be given to changing from the gender based classes in semester 2 to an academic streamed top class and the remaining 2 classes could be gender based. If not for year 7, certainly for year 8 but there is merit in doing this for both year groups.
- I think that middle schooling at YAHS needs to be extended. I think across KLA programs need to be developed and I think more communication between the co-ordinator and the teachers' needs to happen. This will help our students become more engaged in their learning.
- Middle schooling has been a very positive initiative of the school. It does need to be "revamped". Has been a great success.

Future Directions for Middle Schooling:

- To ensure more communication with parents, particularly regarding assessment tasks.
- To build student skills in the area of study techniques to better prepare them for examinations and assessment tasks.
- Identify a way to promote more feedback for parents on progress earlier in the year. This could be achieved in consultation with Year advisors.
- A closer examination of external data is required to further inform teaching programs and practices.

Curriculum - English

The faculty consists of four classroom teachers, with varying levels of experience, and one Head

Teacher. Amy Dolstra was appointed as Head Teacher English/History in 2011.

2011 saw many changes for the faculty including:

- updating of resources (class sets of novels for Stages 4, 5 and 6, as well as teacher resources)
- professional development in the lead up to the National Curriculum
- re-writing of programs and units of work
- pilot marking of Stage 6 responses
- grading of Stage 6 English (Standard) classes
- Keiley O'Brien achieving a place in the regional debating team.

In the Higher School Certificate one student received a Band 5 in Standard English and one English Ext 1 student received an E3, which is the second highest band in that subject.

At the end of 2011 students and members of the faculty were surveyed. Staff were asked to comment on their use of different strategies, program writing and expectations of students. They identified:

- a range of different strategies were used effectively in their classrooms
- the importance of encouraging students to think 'outside the box'
- the importance of regularly reviewing and evaluating programs, units of work and strategies
- the need to regularly update units of work in order to engage students more effectively
- a greater need to negotiate task requirements with students.

Students from a number of year groups participated in the survey. Students identified:

- that they received helpful feedback from their English teachers
- that they generally enjoyed the units of work that they were taught, although 29% did not
- a need for teachers to negotiate units of work/tasks.

The results of the survey will be presented to the English staff so that they can continue to engage students in the study of English.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses to the survey questions and other comments made by all groups are presented below.

Parents

A series of 29 questions on various aspects of the school were surveyed to parents. 113 responses were received from over 200 families.

Responses included:

- My child is interested in learning (95%)
- Families use the internet to source information about the school (62%)
- My child talks to me about their time at school (93%)
- Individuals are treated fairly and justly (61% v 14% disagree)
- Teachers model and promote tolerance (63% v 2% disagree)
- Teachers model and promote sensitivity (59% v 4% disagree)
- Teachers model and promote diversity of culture and attitude (65% v 3% disagree)
- My child enjoys learning (88%)
- My child has a problem with cyber bullying (5% v 74% disagree)
- My child has leadership opportunities at school (85%)
- I would like the school to improve it's environmental sustainability (45% v 8% disagree)
- I am satisfied with the education offered to my child at YAHS (81% v 9% disagree)
- I am satisfied with communication with the school (60% v 21% disagree)
- I am satisfied with the amount of information on the internet regarding school activities (43% v 24% disagree)

- The school's welfare program meets my child's needs (60% v 12% disagree)
- Staff provide support and guidance for my child's needs (74% v 8% disagree)
- Generally my child likes their teachers (90%)
- I feel comfortable contacting the school (88%)
- The school is well resourced (73%)
- The school is meeting my child's social/emotional needs (79% v 7% disagree)
- The school is meeting my child's educational needs (77% v 7% disagree)
- I am happy to recommend the school to others (86%)
- My child is satisfied with the school DER laptop (39% v 20% disagree)
- The laptop program has made a positive difference in my child's learning (42% v 12% disagree)
- I am satisfied with the YAHS physical environment (91%)
- The school encourages parents to be involved in the school community (80%)

Parents have also indicated they would like to have teachers talk to them more about their child's progress at school and wish to retain class rank as a component of school reports.

Other comments:

- Some staff go beyond their duty for the students and students respond well to this.
- The fact that all students are given the chance to "have a go" and treated as equals
- The huge effort the school goes to cater for the many extra activities the children do and getting them to those activities. The early TAFE involvement and the range of activities they can do. The horse program and all the extra activities they have exposure to.
- All the children are happy they seem to enjoy being there. I think it is from the

teachers being like family to them and listening to what concerns and worries the children have, to lend a shoulder if they get upset that is what I like.

- Sense of belonging, teamwork, pride in the school and themselves.
- THE STUDENTS.... they are an absolute credit to the school. The school traditions, the grounds, the extracurricular activities offered to the children are amazing.
- The students and staff create a warm and inclusive environment which make it a great place to visit and is very comforting as a parent to know that your child is living in a home away from home as much as that is possible.
- Positives about the school include it's friendly 'family' atmosphere. The fact that it is not a large school. The uniform policy. The grounds. The cleanliness of the dining room. The friendly efficient office, canteen, nursing, and laundry staff. The long lasting friendships and bonds that are formed. The other families that welcome your child into their home for desi weekends. Watching your child evolve into a 'Yanconian'. The pride they develop in their school, and the qualities they develop along the way, as a young person growing up in Yanco are something to be admired.
- I would like to see more input by parents in after school activities. There needs to be more supervision in certain areas and more organized activities, after school. Parents/friends can help and will help, if they are made to feel their efforts are valued. I understand that some teachers/staff may feel threatened by parents involvement but most of the time we are just wanting the help the kids!!!!
- Internet access for the boys and better communication with leadership groups eg fundraising committee and a better communication with the sheep students eg lamb planning, genetics etc so students are given direction and encouraged to be a part of the planning processes.

- The education / learning opportunities offered to gifted and talented children. Acknowledgement that as children grow and become more independent that they should be able to have a bit more control over how they spend their time, have their opinions listened to and respected, and their study habits recognised and respected. Allocation of teaching staff - not have all of the highly trained / talented teachers teaching the lower grades of children, leaving higher grades with teachers that actually can't teach the intended content for that subject. All children should have the opportunity to build a relationship with a year advisor that is of the same sex as the student. The year advisor could communicate with parents, via email etc, I have never spoken to my child's year advisor, just a quick email each week / fortnight letting us know what is happening. The school counsellor needs to be able to relate to the children. A course for the children in communication, dealing with feelings, being tolerant and respecting others views even if you do not agree with them. Is there wireless internet yet?
- to be able to accept siblings at the school in future years

Students

Student surveys were in two parts which did lead to some confusion. 154 students responded to Part 1 and 117 students to Part 2. All years were well represented except for Years 10 and 12. Slightly higher numbers of females reported.

Students were very positive about:

- They like school and are happy at YAHS
- They receive blue cards, commendations and awards.
- Teachers are available to discuss problems, give helpful advice, are liked, friendly, respected and appreciated by students. They listen to students.
- YAHS offers work experience opportunities, well equipped and interesting classrooms, access to computers when needed.

- Very few students felt bullied at school and very few felt lonely. The majority of students feel accepted. Cyberbullying was not really a problem.
- YAHS welcomes and supports new students coming to the school.
- Students are proud of their school and to be seen in their school uniform.
- There were a wide range of physical activities, cultural activities and a broad range of subject choices available to students.
- A majority of students indicated YAHS made it easy for them to move from their previous school (60% v 5% disagree).

Some concerns were expressed at the fairness of the school's discipline policy and the food in the dining room achieved the full range of responses. There were no other negative responses.

Other comments

- The people here are so friendly and most teachers are nice. My grades have improved immensely since I began attending Yanco and so many opportunities have arisen for me both academically and within leadership.
- I like how this school has such a great reputation, enabling the students to have a better chance of receiving vocations or be more well-known if the name "Yanco Agricultural High School" is said.
- The lifelong relationships you build with friends and also the opportunities the school provides every student that excels in any area.
- I really like the way the school is, and it's my first year here. Some people are friendly but others are just mucking around too much. What I really like about the school is the school uniform, it's the best uniform I've ever worn. The teachers at YAHS are especially helpful (I like that).
- I would like time spent during recess and lunch out on the PE square and not in the main quadrangle. Reasons being it promotes physical activity which is something this school lacks inside of school with the removal of sport from

senior years. Also it would make the transition for the Year 7-8 students easier for they have been able to run around during these times and also it will use up any energy they have before they head into the classroom. Making this area open for the students will also reduce the damage to the window and gardens in the quad because ball games will be taken to the PE square.

Staff

27 teaching staff responses were received.

Areas of positive comment included:

- Students enjoy learning and have every opportunity to achieve their potential.
- Staff feel comfortable at work, have opportunities to develop leadership skills and indicate the school is well resourced.
- Special needs students are well catered for.

Areas of concern include:

- Meeting professional needs
- Cyberbullying amongst students
- Technology issues
- Effective communication and feeling valued
- Need to work more with the gifted and talented students.

Other comments

- YAHS offers a great variety of activities for students to engage in. YAHS has a very good reputation in the community. Students are fantastic when out in the public. The school provides a great platform for student's social development so they can enter into the real world with sound values and strong individual personalities.
- I enjoy teaching the calibre of student we have in the classroom at YAHS. I learn an enormous amount from the many fantastic and dedicated teachers and staff that work within the school.
- Teachers need to be recognised for the afterhours work they do. A lot of

teachers in this school go beyond what is required and at times this flies under the radar and they are not recognised for their contribution to particular things. This school would not run as efficiently as it does without these individuals putting in extra work.

- Need to continue to improve buildings/grounds especially wet weather and sun shade coverage/shelters, seating for students, lockers and bag hooks.

Professional learning

In 2011 a total of \$31,147 was expended on professional development of staff. This included \$6,157 from global funds due to the short fall of funds from the DET (\$24,990). While the total amount expended is allocated almost equally between course costs (\$15,204) and casual relief (\$16,123), 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. All teachers were engaged in a variety of professional opportunities along with administrative staff.

Throughout the year, school development days (non student 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
- Autism Spectrum disorders
- Analysis of NAPLAN, School Certificate & Higher School Certificate results using SMARTDATA
- Clickview2 implementation.

Attendance by staff at regional Teaching and Learning Forums was strong in Terms 2 and 3 with the majority of staff taking these opportunities for ongoing professional development.

10% of all funds were utilised in the area of quality teaching; 21% in the use of information and computing technology (ICT); while the remainder was spread between; supporting

beginning teachers; career development, welfare initiatives and the development of teacher's skills in the area of literacy and numeracy programs.

Staff and parents also took the opportunity to be trained in merit selection procedures.

School planning 2012—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.

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.

Ensure positive value adding from Year 10 to Year 12 ensuring students achieve to their potential.

Support and refine the Middle school initiative.

2012 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 2011 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 2011 NAPLAN results.

Target 3

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

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.
- Employ additional staffing to work in the STLA area.
- Define a staff group working to develop a GAT program
- Implement specific numeracy programs to engage students in the classroom.
- Implement the 'Stepping Out' literacy program to engage students in the classroom, in particular with their writing skills.
- Use STLA resources 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 a sequence of non ATAR subjects for students in Year 11 2013 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.

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.

2012 Targets to achieve this outcome include:

Target 4

Have a greater percentage of student's participation 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.

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.

2012 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 2012 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 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
Di Gill	President P. & C.
Gabrielle Menzies	SRC
Alanna Rolfe	Head Teacher Welfare
Shaun Brooker	Head Teacher Science
Greg Press	Head Teacher Maths
Amy Dolstra	Acting HT English/History
Julie Fitzsimon	Registrar
Melanie Beer	Acting SAM



Suzanne Morris	Acting SAM/SAO
Alison Giles	Teacher
Megan Thurgood	Teacher
Trish Kirk	Careers Adviser
Lauren Gregor	Teacher
Elyse North	Teacher
Robert Hall	VET Coordinator
Greg Fulljames	Teacher
Kim Weller	Teacher
David McCarron	Teacher
Simone Wilson	Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>