

Yass High School Annual Report



2016



8334

Introduction

The Annual Report for 2016 is provided to the school community of Yass High School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for each and every child set out in the school plan. It outlines the findings from self-assessment that reflect on the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding. The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading.

For more information about the School Excellence Framework please visit:
<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellenceframework>

Sandra Hiscock

Principal

School contact details

Yass High School

Grampian St

Yass, 2582

www.yass-h.schools.nsw.edu.au

yass-h.School@det.nsw.edu.au

6226 1711

Message from the Principal

Impressive aspects of school life at Yass High continue to include the exceptional staff dedication and commitment to student achievement both academically and in extracurricular activities such as agriculture, sport and the creative and performing arts, which is matched by our students' eagerness to learn and participate and their genuine loyalty and heightened sense of belonging. Other features of the school are the strength of school captain and senior student leadership; the healthy sense of ownership of the school among parents and the community; the dedicated and supportive approach of the SASS staff; the cooperative and focused approach of our executive team; and the healthy balance of dedicated, knowledgeable, very-experienced staff and talented, energetic and determined early career teachers, all of whom are well-qualified, dynamic professionals who constantly update their approach to meet the needs of young people in an ever-changing society.

Highlights of 2016 include continuing success for HSC students (all of whom are reported to be accessing preferred study and career options), some significant NAPLAN and VALID improvements, our strong representation and success in the national maths and chemistry competitions – including the Year 7 & 8 Maths Olympiad for the first time –, the Science and Engineering Challenge, the NAIDOC Inspire, Succeed, Excel Challenge and the Da Vinci Creativity Decathlon in Canberra. As well, talented individuals represented their school in the music/drama composition workshop Firebird Forensics, the Sydney University Women's Leadership Academy program, the Connected dance performance group in Canberra, and our vocal ensemble singers were part of the In Concert performance at Sydney Town Hall.

Significant broadening of student horizons and learning experiences continues through worthwhile annual year and regular subject-based excursions, as well as through the annual Korean exchange visits and our strong involvement in student exchange programs – we hosted four students from Germany, Finland and the USA, with one of our own in Hungary for 2016. For the first time Year 9 and 10 boys were keen participants in a former football captain's Aspire Program focused on developing self-esteem, self-empowerment, teamwork and leadership. Yass High's fabulous Show Team continued to successfully exhibit across the state, and our unique Community Studies classes continued their special projects around the town. Creative and musical students were to the fore with inspirational exhibitions and performances at school and around the district, especially at CAPA Night and the Talent Quest, Sculpture in the Paddock, Murrumbateman Field Days, local shows – the list goes on. Last but not least, Yass High students always excel at sport and 2016 was no different! It's worthwhile going back through the school's online newsletter "InTouch" just to realise the extent of student involvement and achievement week by week.

In February the community joined us at the official opening of our new block, with its impressive trade skills centre and open-plan learning spaces. The occasion celebrated the tremendous efforts of parents and the community in support of the facility and acknowledged how well students and staff coped with the building interruption and how well they have adapted to the new facilities, exemplified by our award-winning Year 9 Integrated Learning Project which effectively utilises the facilities and community expertise to enhance student learning and achievement.

In 2016 our well-established and particularly effective cross-faculty team structure resulted in practical policy and strategy development in the seven areas of Positive Behaviour Support, Technology, Numeracy, Literacy, Student Engagement and Retention, Quality Teaching and Professional Learning and Parent /Community Engagement. Staff continued to work collegially both in implementing the department's School Planning processes based on self-assessment using the School Excellence Framework's learning, teaching and leading focuses, as well as in liaising with the local community of schools on course development, HSC marking and subject delivery, and transition. There was invaluable parent and student input to the school planning processes through direct participation, surveys and input to the PE faculty review.

As well as those outlined in the School Plan and detailed below, issues I continue to see as priorities for the school include building more confidence in and higher expectations of student achievement, ongoing enhancement of the staff's professional expertise, collaboration and creativity, improving the school's profile in the community and redressing the drift to ACT schools of senior students, especially when more often than not their interests are better served in their local school where we see them as potential future leaders both at school and in the wider community (only a few students have moved this way in recent years)..

I sincerely thank students, parents, the P&C, the SRC, the community, staff and the executive for their tremendous commitment to their school in 2016 and into the future.

Sandra Hiscock

Message from the school community

The P&C continued to provide much needed support to the principal, staff and students at Yass High School in 2016.

In February, the P&C was heavily involved in the official opening of the new technology block which was an opportunity to fundraise, with a very successful raffle as well as to celebrate and enjoy the new facilities. A huge thank you to local businesses who donated prizes. The year also saw the P&C jointly fundraise with Yass Public School with a successful but labour-intensive food stall at the WOOBACK festival. It was a great experience working with another school and building rapport in our local community.

The P&C continued its contribution through the merit selection process for school staffing as well as fully supporting parent survey, participation and engagement initiatives. We also made a presentation to incoming Year 7 parents and openly encouraged them to join the P&C mailing list and become financial members.

Our main source of fundraising, the P&C-operated canteen, had another successful year providing a much-needed service for students and staff. Our Canteen Supervisor Ann Farmer and assistants Michelle Lees and Trudy Polsen have capably kept all aspects of the canteen running smoothly. A formal review of all aspects of the canteen was begun, starting with employment conditions of staff: the review will continue in 2017 in response to new operating guidelines for all NSW School Canteens and our recent membership of the Healthy Canteen Association.

In 2016 the P&C supported the school financially with donations of \$20 000 which included well-being diaries for every student, year 7 bucket hats, HSIE and Maths textbooks, funding for Show Team and student travel to state sports carnivals and excursions and the school Dux of Year Prize.

I wish to thank my fellow executive members Susan Wright, Maree Halley and Bee Dunne for your support in 2016, also Andrew & Michelle Southwell for keeping the canteen running smoothly and the general members who assisted during the year.

To our principal Sandra and all staff at Yass High it has been a pleasure working with you to support the progress of the school.

Sharon Kemp 2016 P&C President

Message from the students

The SRC is made up of elected representatives and interested students and meets each Monday at lunchtime, supported by teacher Ms Blake. Term 1 began with an SRC-organised O-Day to showcase and promote over 15 different student activities, such as Drama club, Tech club, STEM club and many more.

In Term 2 the SRC, in conjunction with staff, organised a successful Anti-Bullying campaign with a mufti day and BBQ to raise funds for school resources to improve awareness of the impact of bullying. The SRC ran BBQs for various events during the year, such as the Year 7 Orientation Day, to support the school community.

Members also operated a student radio on Fridays, playing music during lunchtime. Mufti days were organised each term to raise money for causes such as World Vision through which we sponsor a child, Anthony Mathashan Roach. Along with members of the local youth council, several SRC members participated in leadership sessions run by Outward Bound aimed at improving communication and team work skills. Two members attended the Regional SRC Conference to participate in the regional initiatives and networking, and were able to return with new ideas and skills to improve the Yass High School SRC.

In Term 3 the SRC played an integral role in the School Captain's election process. They helped to organise the voting process, the assembly where the nominees presented their speeches, and the leadership assembly for the upcoming year. In order to support Year 12, the SRC organised a Basketball Competition and senior members helped with the set up and running of the Year 12 Formal. The new School Captains for 16/17 attended a GRIP leadership conference in Canberra where they participated in activities and seminars to develop their leadership skills. A water bottle refill station was purchased and installed by the SRC this year. The SRC works effectively as a cohesive team, identifying ways to have an impact on the well-being of the students and improve school life throughout the year. Mr Scott Anderson will take on the role of SRC organising teacher in 2017. We would like to farewell and thank Ms Cass Blake as she takes on the role of year 7 adviser in 2017.

School background

School vision statement

Yass High School continues to ensure students become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education. We are an inclusive community school that is committed to delivering richer, broader learning in a supportive environment.

School context

Yass High School is a comprehensive country public school with a proud heritage of successfully educating the full range of young people from its growing urban and rural community which increasingly includes commuters to the national capital.

To augment its full academic program, the school features a leading Agriculture/Primary Industries focus, including champion Show Team, an acclaimed Band Program linking partner primaries, School Choir, Vocal Ensemble and alternating annual Talent Quests or Musicals, exceptional sporting offerings, and effective citizenship opportunities.

Special needs in addition to the mainstream setting are catered for through three multi-categorical classes implementing individual learning programs, extensive learning support including tutor reading, maths club, alternative Pathway experiences for Stages 5 and 6 with a strong School to Work focus, and well-developed integrated and discrete Gifted and Talented programs.

The school is proud of its rigorous Welfare and Wellbeing support structures which include a full Student Leadership Program, Peer Support, PBS promoting “Respect, Responsibility, Safety and Learning”, Anti-bullying Program, the Shine and Strength Programs for girls and boys and long-established daily Breakfast Club. The strong community and volunteer focus is evidenced in Stage 5 Community Studies classes and there is an effective Transition Program with partner schools to safeguard student learning continuity and sense of belonging as they enter high school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our school’s progress in the elements of Learning, Teaching and Leading was consolidated through staff collaboration and collegiality in the 2016 team structure and by leading participation in the Rural Science, Southern Tableland Higher School Certificate network as well as the local Binit Binit learning community which fosters ongoing collaboration and professional learning.

Seven cross-faculty teams met fortnightly supporting future planning and implementation of the school’s three Strategic Directions and our Focus Areas of the School Excellence Framework (SEF), Learning and Teaching.

In the Learning domain, we continued our focus on wellbeing, curriculum and learning. The Numeracy team led data analysis sessions to identify areas of weakness across the school and all KLAs embedded numeracy focuses into faculty programs.

The Literacy team worked on extending the whole school reading program to include weekly comprehension sessions, tutor reading and Multi-Lit. Improved writing skills were supported by all faculties implementing the ALARM matrix across the senior school. Our six network high schools, now extending to all KLAs, met on the term 3 school development day to focus on HSC programming and corporate marking of trial papers. In 2017 the network will include joint marking of half yearly and trial papers, development of assessment tasks and joint programming. At the end of 2016 we became a Bump It Up school with the executive leading the planning and implementation of this strategy aimed at lifting middle group achievement across the school. The school team executive and teachers across each KLA will meet fortnightly in 2017 for school review, planning, collaboration and milestone evaluation. Identified targeted students and planning initiatives based on literacy and numeracy teams’ data analysis of students’ performance in NAPLAN will provide the focus for Numeracy and Reading improvements 2016–2019.

The Technology Team identified needs and future support for staff professional learning and student equipment. The term 4 school development day offered a range of technology learning tools delivered by the team and an additional computer room was resourced ready for 2017. The Bring Your Own Device (BYOD) option for students has been revamped and a technical support officer employed to support students and their technology needs.

The Quality Teaching Team coordinated Professional Learning and Instructional Rounds, wrote a new teachers' Induction Package, and developed an accreditation flow chart. Release from face to face teaching time was provided for structured staff collaboration, observation of colleagues' teaching, and detailed feedback on classroom practice and lessons. Peer observation and collaborative feedback is an important part of individual professional learning goals in the school. The Positive Behaviour Support Team introduced a whole school Rewards/ Behaviour Management system. In response to a review of attendance and student welfare systems the school has established a proactive attendance and student wellbeing team, inclusive of the Head Teacher PE/Attendance (2017) and a wellbeing coordinator (2017). A small increase in period allowance for year advisers and allocated time for school support and administrative staff have resulted in improved roll marking and follow up processes. New technologies and relevant training have supported the implementation of a whole school wellbeing policy where staff are focusing on student engagement for all year groups. Year advisers can now earlier identify and support students at risk through evidence-based wellbeing programs. The 2016 Tell Them from Me survey indicated that students had an improved positive sense of belonging and above state norms for quality relationships with teachers.

Working closely with a newly formed Binit Binit Learning community of partner primary schools, the Student Engagement/Retention Team focused on improving transition programs and the delivery of Gifted and Talented, Creative and Performing Arts and sporting programs which include our champion Show Team, vocal ensemble, musical productions, public speaking and debating programs, national chemistry and mathematics competitions, the Da Vinci Creativity Challenge and the Rotary Science and Engineering Challenge.

The Parent / Community Engagement Team, worked in collaboration with parent/community members on School Promotion /Image, improved communication and increased community participation and access.

In 2016 the curriculum evaluation was of the PDHPE faculty and the whole-school review again utilised the "Tell Them from Me" process.

Curriculum Evaluation: The Personal Development, Health and Physical Education (PDHPE) Faculty at Yass High School has an acting head teacher and five well-qualified teachers. The faculty took this opportunity to have its programs, assessment and administrative systems, teaching practices and student learning evaluated against best practice.

Findings: programs, assessment and their administrative systems

In individual interviews, teachers agreed that there was a mostly positive and collaborative working environment within the faculty. Resources, programs and assessment tasks were shared, however not always in a central and easily accessible location and the quality of these was not consistent. The teachers indicated that their approach was to engage, encourage and inspire confidence in students and their success in this respect was clearly obvious in both online surveys and face-to-face interviews with students. Teachers in this faculty are experienced, passionate about their vocation and dedicated. Performance data showed that student achievement in Stage 6 PDHPE was strong with this subject regularly yielding more HSC Band 6s than other subjects. RoSA grades in compulsory PDHPE were on a par with other subjects with low numbers in grades D and E. Results in the PASS elective were strong. Time out room data showed that students from this faculty are not placed in the room, indicating the high level of student engagement, strong behaviour management strategies and positive student-teacher relationships in the subjects taught. Teachers were diligent in acknowledging effort and achievement through Faculty Awards. The faculty emphasis on student well-being is evident and many of the staff members are current or former student advisers. There was a suggestion that while engagement was good compared to other areas across the school, a drop off in enthusiasm between Stage 4 and 5 was noted as worth addressing. While there is much to commend about the personnel and work coming out of this faculty, it appeared that teachers tended to work as committed individuals with their own small networks, usually pairs, rather than as a whole united faculty. The main sorts of data incorporated into learning by teachers was from LaST documents. All faculty members were keen to work on any identified weaknesses in the interests of staff well-being and improved student outcomes.

Teaching Practices and Student Learning- Student Perception

In surveys and structured focus group sessions students indicated strongly that they enjoy PDHPE subjects and find them significant, with mandatory PDHPE being almost as popular as elective PASS and Community Studies subjects. Students appreciate the enthusiasm and approachability of their teachers and the positive classroom environments that are established. Students remarked that they felt more comfortable taking part in discussions in PDHPE than in any other class. Students enjoyed the variety and balance of teaching strategies implemented, including the use of group work, however a significant number of stage 5 PDHPE students (26%) indicated this was not their best way of working. Students particularly enjoyed practical activities and would enjoy more allocation of this within the subject. Students identified that content and skills learnt in PDHPE were relevant and applicable to activities outside of school, although

some students had difficulty in identifying the main ideas within units of work taught. Students felt that teachers wanted them to do their best and supported them in this endeavour. They appreciated the feedback which was given verbally and in written form.

Parent Responses

Parents were positive about PDHPE and the way it is taught at this school. They expected their child to do their best and mostly believed the teachers had high expectations. They mostly (80%) had an understanding of what was being taught in the subject. 67% were happy with the feedback given about written work and almost all encouraged students to talk about, view programs or read widely in this area. All parents supported the wearing appropriate footwear for practical lessons and more than 80% supported extra t-shirts for these lessons. Parents indicated that the following important issues could be addressed in PDHPE: a. the dangers of risky behaviour, b. bullying, c. diabetes prevention and other skills for a healthy life, d. the changing of attitudes so students succeed with pride, and e. managing body image and peer pressures.

Recommendations

Faculty Documentation: Faculty folder/handbook to be established including faculty plan, roles and responsibilities, scope and sequence documents, programs, assessment policies and tasks, faculty procedures (practical requirements etc.) and data for analysis. This resource should also be saved and available online.

Faculty meetings:

a) These should be in a classroom to enable use of whiteboard technology and to facilitate a productive working environment. Agenda to be published and minutes taken.

b) Time is given at faculty meetings for staff to share programs and assessment tasks to ensure faculty feedback and the creation of quality resources. This should be scheduled to ensure material is ready for teacher use in a timely way.

c) Time be allocated at a faculty meetings to sending out positive messages to parents at least once a semester (e.g. term one and term three). Programming and registration: The formatting of programs should be realigned using universal proformas. This proforma should include quality teaching elements, b) resources, c) literacy and numeracy, d) differentiation of curriculum, e) accommodations and adjustments, f) ALARM focus (if relevant,)g) evaluation, h) registration – to be signed off at the end of each unit by the class teacher and head teacher.

Professional development: be undertaken to create quality faculty programs, assessments and procedures.

Central faculty mark books: to be established incorporating individual teacher mark books. The faculty could consider giving marks to specific outcomes within assessment tasks in order to ensure that grade allocation for report outcomes is made more efficient.

Teacher responsibility: a) Teachers should more explicitly share lesson structure and lesson objectives through on-board cues, b) all teachers must take the initiative and responsibility to be equal contributors to quality work and resources, and c) responsibility for year group programs and assessments resides with the team of teachers on that year. Teams are given time eg at faculty meetings, to work collegially. One teacher will be assigned Year Coordinator to oversee the meeting of deadlines, collation of marks across the year etc.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Staff are educational leaders, designing and delivering a quality curriculum.

Purpose

To enable teachers to work collaboratively, confidently and resourcefully creating an engaged and collegial community of learners. Teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire student and peer learning.

To develop learning programs that explicitly reflect strategies and require students to think deeply and logically, obtaining evidence in a disciplined way.

To ensure all staff are well supported through strategic professional learning and increased development of leadership capability and succession planning using the Australian Principal Standard and Australian Standards for Teachers.

Overall summary of progress

In 2016 the Professional Learning Framework continued with timetabled quality teaching rounds that fully utilise teacher-identified feedback from classroom observations. The accreditation process, with the development of flow charts, beginning teachers' meetings and an induction package, was documented. Faculty groups coordinated Professional Learning budgets and learning practices were aligned with teachers' learning goals. Southern Tablelands Community of Schools continued to focus on high expectations for HSC success and included joint professional learning, network days for HSC marking and the term 3 school development day in KLA groupings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* All staff apply their Individual Professional Learning Plans to improve their practice	All staff successfully developed 5 goals. Quality Teaching Rounds / peer observation and sharing of skills took place within all faculties. supported by Head Teacher and Deputy Principal.	\$15,000
* All staff undertaking accreditation successfully complete and maintain process.	Ongoing professional learning delivered to all staff to support accreditation processes. Four beginning teachers reached Proficient. All beginning teachers have a mentor and timetabled release time.	\$36,000
* Scope and Sequences completed and accessed by whole learning community.	Faculty groups and Engagement Team focused on mapping curricula and scope and sequences that could be uniformly displayed on the school website.	
* 80% of students are intellectually engaged with Learning and 85% are active in trying to achieve a high degree of success (TTFM survey)	TTFM surveys highlighted student "attendance", "values schooling" and "positive behaviour" as close to state average for Institutionally Engaged. In the three areas of Intellectual Engagement "appropriately challenged" rated above state average while "motivation" was at state average and "effort" slightly below.	

Next Steps

1. Collaborative partnerships focusing on Quality Teaching –expanding K–12 networks with partner primary schools (Binit Binit Learning Community), Rural Science network and Southern Tablelands HSC network.
2. Development of Quality Curriculum, programming including mapping, evaluating and developing new syllabus programs. Scope and Sequences shared and posted on school intranet that will include assessment tasks and differentiation (support/extension).
3. Strengthening and development of the Professional Development Framework (PDF) process for all staff. Teaching staff PLPs updated and Accreditation level identified, Publication of PDF calendar, all SASS to complete PDF training

and identify goals. Deputy Principal observations of all teachers new to the school and teachers continue to observe and give feedback to peers after regular classroom observations.



Strategic Direction 2

Students are successful, confident and creative learners.

Purpose

To provide opportunities for students to be creative, innovative, collaborative and resourceful. Students will be productive and responsible users of technology, will be equipped with the skills required for the 21st century and will set aspirational and achievable goals.

To provide a learning environment that fosters high expectations and adds value to all students' literacy and numeracy levels.

To develop students' ability to think independently, to plan their learning and to effectively work independently and in groups.

Overall summary of progress

There were seven across-KLA staff teams in 2016 with four focusing on student learning and the continuation of data analysis. The Positive Behaviour for Learning Team implemented a new online behaviour management and reward system and scope and sequenced wellbeing lessons across the school; the Technology Team focused on professional learning, updating of technology and system improvement; Numeracy and Literacy Teams ensured faculties embed the use of continuums and targeted skill sets for each KLA; The Student Engagement and Retention Team focused on Gifted and Talented extension work, project-based learning and transition programs; the Quality Teaching and Professional Learning Team ensured that classroom practice was of the highest standard; and the Community Engagement Team focused on improved school promotion, communications and image.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All KLAs have T&L programs that effectively deliver the Australian curriculum and are regularly evaluated.	A targeted literacy, numeracy and ICT focus embedded in all program. Project based learning delivered in open plan spaces. Professional Learning supported PBL in all KLAs.	\$5,000 Professional Learning \$2,500 HSC Network Funding
School data indicates effective growth in student success.	Collaborative networking and programming days delivered 21st Century skills. All faculties are using HSC, RoSA, VALID & NAPLAN data to support quality programs.	\$5,000 Rural and Remote Strategy
More than 20% of bands achieved are in bands 5 and 6 in the HSC	2016 HSC results: 13% band 5 and 6, just above the school average. of 12%.	
Social Engagement of students continues to grow as per (TTFM) surveys	School Wellbeing policy updated to include 7–12 Wellbeing scope and sequence. Students identified positive relationships and Intellectual engagement to be above state levels (TTFM)	\$10,000 Equity funding for Student Assistance
Less than 20% of bands achieved are in bands 1 and 2 in the HSC	2016 HSC results: 20% band 1 and 2, the lowest in last 5 years.	\$5,000 Rural and Remote Strategy

Next Steps

Evidence-based teaching/learning utilising qualitative and quantitative student data to be investigated. Executive focus on data to be included on executive agenda each week. KLAs to evaluate RAP HSC data and identify strategies for improvement. Professional learning to include pre and post testing use and strategies.

Self-directed learners– 21st Century learning skills –literacy, numeracy, ICT and learning habits identified in all teaching

programs . All students write SMART goals each semester that will include a literacy and numeracy goal for improvement. Build understanding of the literacy and numeracy continuums including plotting achievement on PLAN.

Faculty programs evaluated for explicit differentiation strategies– KLAs to set timeline as part of Faculty Plan. Stage 5 assessments for Term 1 2017 collected and placed on calendar.

Student wellbeing, engagement and support programs are in place and publication of wellbeing scope and sequence, diaries and strategies for their use given to every student with all teachers promoting their use.

Development of 'Wellbeing@YHS' website.



Strategic Direction 3

The school values working in partnership with parents and the community.

Purpose

To foster a school community that operates in a collaborative and sustainable manner and embeds a system of values and a culture of success.

To continue development of meaningful partnerships that contribute positively to the school community and support student learning.

To ensure open communication between parents and the school and to enable greater parent and community participation in school life and learning.

Overall summary of progress

The school has an active Community Engagement Team made up of teachers and parents. As part of the Commonwealth Government funding towards the Community Consultation Project, \$12,000 was received to undertake activities and build capacity across the full spectrum of community engagement. The team used the new School Assessment Tool (Reflection Matrix) to support school planning processes. Progress was evident through the use of the parent portal, twitter and new face book account, improved attendance and interest at parent teacher evenings, greater involvement of community groups in the school and a willingness by employers and community groups to host students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular use of school website to access teaching programs, scope and sequences, assessment tasks.	Social media active greater use of parent, teacher portal and school calendars, online interview bookings and payments; website updates, twitter and introduction of Facebook. Regular positive student feedback through "Y" rewards and pastcards	\$15,000 Sentral/computer
Well attended parent events including celebration assemblies, parent/teacher sessions and information evenings.	Additional events: Interim reports 7/11, term 1; Integrated exhibition showcasing student work, Talent quest, Sculpture in the Paddock, guest community speakers, and the Murrumbateman Field Days. Continued growth in Celebration Assemblies and a teacher/parent review identified continued support for these events	Community Consultation Project, \$12,000
Regular involvement into whole school planning and activities.	Working with local "experts", artists in residence, Aboriginal Elders, employers, Valmar Disability Services and Linton House aged care.	\$5,000 Yass Arts Sculpture in the Paddock

Next Steps

The school community operating in a collaborative and sustainable manner with an embedded system of values and a culture of success. P&C meetings HT teacher attendance (ongoing). Year 7 and 11 parent meeting to include information on diaries and literacy/ numeracy focus. Postcards and phone calls to parents to acknowledge student effort and success (ongoing). Community Team to meet twice per term and design timetable of events, Identification of community groups and key individuals who support YHS. Open communication between parents and the school enabling greater parent and community participation in school life and learning. Intouch published fortnightly and social media active and dynamic. Parent portal contact set up and promoted. Staff presentations to be videoed and made available to parents.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Greater involvement of Aboriginal community members coming to school and supporting learning. AECG meeting monthly.	Materials and refreshments \$16,000 RAM Aboriginal • Aboriginal background loading (\$1 000.00)
Low level adjustment for disability	Staff, parents and students work together to ensure ILP are developed, implemented and reviewed.	\$39,000
Socio-economic background	Measured by the TTFM surveys, students are intellectually engaged with learning and are active in trying to achieve a high degree of success.	Identified in previous milestones
Support for beginning teachers	In 2016 three beginning teachers reached proficiency and four staff completed their maintenance of accreditation..	\$36,000 Beginning Teachers



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	220	239	247	235
Girls	229	233	237	244

Student numbers were stable in 2016. Projections are for considerable growth in numbers from 2017 with larger Year 6 to 7 cohorts and changing district demographics.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.2	92.2	92.5	92.3
8	89.5	92.3	91.8	90.6
9	87.9	89.5	89.2	88
10	87.2	86.7	88.4	86.4
11	88.1	89.6	88.2	86.5
12	90	86	89.9	89.7
All Years	88.9	89.4	90.2	89.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

A tightening of attendance management procedures, especially with electronic period roll-marking, continues to improve attendance rates. A small increase in period allowance for year advisers and allocated time for school support and administrative staff have resulted in more accurate roll marking processes. An absentee follow up program provides parents with accurate and timely feedback. Current attendance rates see improvement at 89.7%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		11	
Employment	1	2	34
TAFE entry	4		23
University Entry			35
Other	3		5
Unknown			3

In 2016 all year 12 students received their HSC and were feeling confident to transition to work, a trade/TAFE or university. Students leaving in year 11 all went into local trades. Five year 10 students left to go into trades or work, 3 students moved to a Canberra college for year 11 and 12..

Year 12 students undertaking vocational or trade training

In 2016, students were able to complete their first year in the newly built Yass High School Community Trade Skills Centre. The new industry areas include Hospitality, Construction and Metal & Engineering. Resources were also directed towards further development of facilities in Primary Industries, Information Technology and development of a new course in Skills for Work and Vocational Pathways to commence in 2017.

Student enrollments in Vocational Education continue to be strong with many students able to complete more than one qualification before they leave Yass High School. A highlight of the year was the success of Primary Industries student Sarah Targett in the Australian World Skills Competition. Her progress through the school, regional, state and national competitions was skilfully managed by her teacher, Phil Armour, who contributed to the eventual success of the NSW team to win the national competition. The quality of education available to our students is reflected in the success and dedication of our teachers and students. Of the 32 students (58%) who did one or more Vocational Education and Training courses for their HSC in 2016, 30 are undertaking vocational or trade training including 10 who have become apprentices or trainees, most in trades related to a school course they had studied. Six VET Framework courses were offered in 2016: Primary Industries, Hospitality, Information and Digital Technology, Metal and Engineering, Construction and Entertainment Industry. Students successfully completed these courses to achieve Australian Qualification Frameworks.

Year 12 students attaining HSC or equivalent vocational education qualification

All 57 students in Year 12 (100%) attained an HSC or equivalent vocational educational qualification. Three students are also on a pathways program to complete their HSC in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	27.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.68
Other Positions	6

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

Professional learning and teacher accreditation

In 2016 the funding for Teacher Professional Learning included \$47,000 whole staff support and an additional \$36,000 to support 4 beginning teachers and \$3,000 for SASS training and development. There are 9 New Scheme teachers all maintaining accreditation and four beginning teachers achieving their proficient accreditation.

Our Community of Schools Network was extended to include six local high schools. The focus for this year's combined staff development day was HSC curriculum planning and marking. Over 200 teachers met in KLA

groups in Yass and Crookwell developing skills and knowledge around HSC expectations. The Community of Schools Network also maintained a significant focus on the Rural and Remote strategy involving shared delivery of three science courses across the schools.

In addition, our school conducted well-received school development days covering the implementation of Project Based Learning in all KLAs, Quality Teaching practices aligned to the Australian Teaching Standards and building our Technology capabilities.

Vocational Education and Training (VET) teachers updated their VET qualifications for Information Technology, Hospitality, Construction, Metal and Engineering, Primary Industry and workplace learning and assessment.

Professional and leadership support: Participation in principal, deputy principal, head teacher networks and KLA learning groups was strong and all staff accessed subject specific courses and conferences based on their professional learning goals.

Wellbeing and Support: Staff development days and staff meetings included mandatory sessions on Child Protection, CPR, Emergency Care, Code of Conduct and Anaphylaxis Training. Year Advisers participated in planning workshops with community agencies. Disability support staff attended regional student support conferences and NCI training.

Peer Observation: In 2016 we expanded this program whereby all teachers receive feedback on their classroom practice. Teachers identified colleagues for classroom observations, followed by a session where the observer could give feedback. Prior to the classroom visit, teachers would identify specific aspects on which they would appreciate feedback, usually relating to at least one of their professional learning goals.

Beginning Teachers: 4 beginning teachers attracted the full amount of funding under the Great Teaching and Inspired Learning Program. This equated to two periods per week release time for each beginning teacher and one period for their mentor. The mentoring program ensured ongoing guidance and support that included regular meetings, class observations and detailed feedback. One temporary staff was also made permanent in Term 4. All of these beginning teachers volunteered for the school's Quality Teaching Rounds. Beginning teachers also participate in both the department's and the federation's Beginning Teacher Conferences and take up ongoing opportunities to participate in and contribute to, school and cluster professional learning activities. Beginning teachers are regularly recognised for their efforts in the school newsletter InTouch, often as teacher of the week, and they willingly and capably present at our school development days and staff meetings. The school is particularly conscientious in nurturing and developing the skills of new teachers, particularly through effective on-site support and development.

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

Financial information

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

Income	\$
Balance brought forward	168 703.46
Global funds	523 481.89
Tied funds	507 421.84
School & community sources	251 539.19
Interest	7 010.40
Trust receipts	28 786.28
Canteen	0.00
Total income	1 486 943.06
Expenditure	
Teaching & learning	
Key learning areas	128 391.89
Excursions	75 852.30
Extracurricular dissections	81 872.20
Library	0.00
Training & development	4 030.81
Tied funds	480 492.98
Short term relief	150 907.88
Administration & office	106 297.22
School-operated canteen	0.00
Utilities	92 168.36
Maintenance	51 881.87
Trust accounts	31 636.38
Capital programs	6 525.00
Total expenditure	1 210 056.89
Balance carried forward	276 886.17

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

School performance

NAPLAN

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

NAPLAN 2016 data showed improvement for the current year 9 cohort across the board in literacy. As usual the figures indicate areas requiring further attention which will result in appropriate adjustments to whole school programs and teaching approaches. In year 7 strong upward trends are evident in all aspect of literacy.

Year 9 Numeracy growth is sound from a relatively low base in their year 7 performance.

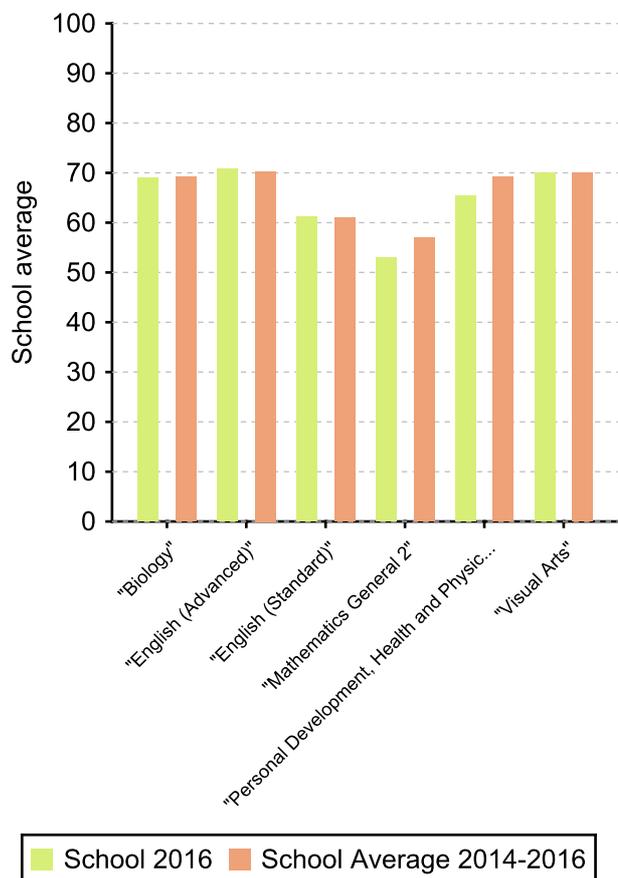
Year 7 sees strong growth for all students.

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

As a Bump It Up school in the Premiers Priorities Program 2016–2019, students in the middle two bands have been identified and a whole school reading and numeracy focus is being delivered. Early monitoring shows some improvement.

Higher School Certificate (HSC)

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



HSC data has continued to show steady improvements with fewer students performing in the lower two bands. 2016 saw lowest number of band 1 and 2's in the last five years.

Parent/caregiver, student, teacher satisfaction

At Yass High School parents, students and teachers are surveyed in detail for evaluations and participate in committees and teams so that they contribute effectively to planning processes and decision-making. TTFM survey indicated that parents felt welcome in the school, and that teachers had high expectations and showed interest in their students learning. Teachers ranked highly from the eight drivers of student learning, collaboration, a strong learning culture, an inclusive school and using data to inform practice.

Policy requirements

Aboriginal education

At Yass High School we are committed to closing the achievement gap for Aboriginal students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students in order to ensure successful learners. In 2016 thirty students identified as Aboriginal and Torres Strait Islander at Yass High School. We welcome Aboriginal and Torres Strait Islander family members, parents and community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal

students. This year reading and didgeridoo groups were very successful for connecting to culture. RAM funding to support Aboriginal programs totaling \$16,000 was used to employ Aboriginal School Learning Support Officers and teacher release time for Miss Tracey Bills, to co-ordinate all Aboriginal programs. Additional Individual Sponsorship Funding of \$24,000 was used to employ tutor/mentors for senior students completing their HSC studies. The whole school focus values learning about, and nurturing cultural identity, and the heritage of our Aboriginal students and their community. Teacher mentors, parents and students all worked on updating individual Personalised Learning Plans and regularly celebrated success. 2016 again saw our school take part in the AIME (Australian Indigenous Mentoring Experience) program which is run in conjunction with the University of Canberra and our local group of high schools comprising Yass, Queanbeyan, Boorowa, Mulwaree and Goulburn. AIME provides a dynamic educational program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers. AIME, which has proven to dramatically improve the chances of Indigenous students finishing school, also connects students with post Year 12 opportunities, including further education and employment. Students particularly benefit from tutoring within the school from the AIME team, University of Canberra students who travel to Yass to help our Indigenous students with their work and mentored them in a variety of subjects. Yass High's tutor group was one of the best attended within the program. Year 10 student Tyahn Bell and her grandmother Lillian performed Welcomed to Country in Ngunnawal language for our many assemblies and official school and community functions such as the opening of the new Trade Skills Centre which included a performance from our didgeridoo group. During Reconciliation Week our students were involved in the local community's flag raising ceremony with Mayor Rowena Abbey and community Elders. Our students also contributed to a cultural awareness day for year 7. The Aboriginal Education Consultative Group (AECG) reformed this year and now meets monthly with community members and local principals from all local schools.

Multicultural and anti-racism education

The Anti-Racism Contact Officers (ARCOs) assist students, staff, parents and community members on any matters regarding racism, ensuring complaints are dealt with quickly and appropriately and departmental policies and procedures are followed closely. In 2016 we continued our sister school exchanges with South Korean schools, with one incoming visit from Eungye Middle school. Year 7 LOTE classes also share a strong language-based French cultural perspective. In 2017 the language studied will change to Indonesian. Our regular exchange students add a valued dimension to school life and speak on assembly and to classes about cultural differences. Students returning from exchange overseas also address assemblies and classes on their experiences. In 2016 we hosted 4 exchange students and one YHS students was on exchange to Hungary.

Other school programs

Sport

2016 was another successful year for Yass High in the sporting arena. Our students continue to excel and achieve their personal best in their chosen sports. We had nine students represent South Coast in 4 different sports. Daniel Kemp represented in swimming. We had touch representatives Victoria Alley and Ryan Forlonge. Chrissie Davis and Lucy Bucknell represented in Cross Country while Lisa Johnson and Peggy Stacey represented in athletics. Isobel Kelly and Zoe Wright were our gymnastics representatives.

Our carnivals again proved to be successful with a very high student participation rate.

The swimming, cross country and athletics carnivals were shared between the houses and the house captains demonstrated outstanding leadership at our carnivals and were able to inspire our students to a higher level of participation and performance. At zone level our students showed outstanding pride in representing their school impressively. We were able to defend the title of champion swimming school and finished sixth in the cross country and second in athletics. Kris Hansson received the prestigious Pierrede Coubertin Award this year. The Premier's Sporting Challenge Medal was awarded to Marley Puckett. One noteworthy performance from a team perspective was the Open Girls Soccer who made the regional semi final.

Technology and Applied Studies (TAS) Faculty

Highlights of the year for the TAS faculty include excellent results in HSC subjects including the second year of a student receiving a Band 6 in Software Design and Development. In vocational education courses, most students completed their full qualifications and many performed well in the optional examination, further enhancing their employability prospects in the industry.

The Year 7 and 8 Technology Mandatory course was further developed including the movement of the student digital portfolio to the cloud underlying the design focus of courses in agriculture, wood, metal, digital, textiles and food technology. The high up-take of elective courses in all these areas in Stage 5 and 6 reflects the popularity and relevance of courses to our student body.

The establishment of the new Community Trade Skills Centre as a Maker-Space with students designing and making in a wide range of media using technology was a highlight of the year in TAS. Excellent student work was submitted to our Makers' Gallery and displayed through the school website and with great success at the Murrumbateman Field Days.

An increased focus on computational thinking, robotics, coding and game based learning pre-empted the introduction of the new Australian Curriculum in Technology with teachers and students learning in

innovative and creative ways in excellent facilities.

Technology

Information and Digital Media Technology (VET) students are to be congratulated for keeping a complex system running at its peak efficiency when they carried out school wide IT support as part of a simulated work placement program during the year.

As part of a whole school technology improvement program resource, faculties and classes were repositioned and requirements changed to suit developing curricula. The Technology Team lead the establishment of new facilities across the school including a new computer laboratory and many laptop banks in different learning areas. They also led professional learning to increase the skills of staff and students in using technology to enhance the curriculum.

Many staff increasingly used Edmodo and Google Classroom for student learning management. Video conferencing use expanded with many teachers employing it for professional learning and networking as well as presenting courses being offered across three schools, Yass HS, Crookwell HS and Boorowa CS via VC and online learning. Cloud-based learning management systems including G Suite were implemented in 2016 across many areas of the school and trials of online testing gave a window into the future use of technology for student assessment and diagnostic testing. All computerised reporting moved to School Based Student Reports, with Profile reports being produced for Year 7 and 11 at the end of Term 1.

All students were introduced to an expanded Bring Your Own Device (BYOD) program in 2016. This involved them being able to bring laptops or tablets and connect at no cost to the high-speed school wireless and to receive free software to support their learning. The final year of the Digital Education Revolution (DER) laptops was supported in Year 12 with the devices being returned to the pool for future use of staff and students after the HSC. The PurpleZeus website was further developed to supplement learning in the classroom for computing studies students. The site offered links to relevant resources, access to multimedia projects and online learning assistance through applications such as Google Docs, and is accessible on all types of internet-capable devices and thus, supports the Bring-Your-Own-Device program. The site attracted positive attention from many other schools who were able to access this excellent resource. The school website and twitter account were linked to provide an integrated approach to promoting the excellent opportunities available to students resulting in increased Twitter usage and reach. The InTouch newsletter linked with the other information sources to be available electronically and on paper every two weeks with wide distribution and reader appreciation. Executive and other key staff were trained in using these tools to promote the school. Links to local community media and online personnel were established and improved. SurveyMonkey was used to obtain feedback and data for evaluations of school programs to shape the future of the school. In 2016, many of the computerised administrative functions were moved to a single platform using Sentral, including

attendance, period by period roll marking, timetables, messaging, mark books and student wellbeing records. While providing technological challenges for staff training, staff devices, server management, and data export to and from DEC systems, Sentral's implementation has proved to be an invaluable initiative, especially as planned state-wide implementation of new computer systems was further delayed until 2017.

A full network audit was undertaken and network remediation and installation of a new eT4L server occurred in 2016. This new server brought Yass High into line with other schools across the state and ensured a stable and scalable network solution into the future with many aging server functions being hosted virtually on the new server. Every system and workstation across the school was rebuilt and the latest educational software installed during the holidays to avoid any interruption to student learning or school administration. In 2017, the new LMBS system will be implemented at Yass High with staff receiving additional training in all aspects of the software. It is designed to replace many of the integrated systems which the school now uses, with a single platform which will be supported across the state.

Vocational Education and Work Place Learning

A strong culture of work place learning continues to be developed. Students complete work experience in Year 10 in preparation for the mandatory structured workplace program which forms part of their Vocational Learning in Year 11.

In each industry area, student complete units of competency and work ready skills during term 1. Many complete their industry "white card" which is compulsory for construction placements and asbestos awareness certificates which enhance their employability especially in the fast growing ACT economy. A "Work Ready" day introduces students to many of the requirements of structured work placement including a "Go2WorkPlacement" Certificate. On this day, students also begin their registration and negotiation with the Southern Region Business Enterprise Council who coordinate our work placements. The partnerships with parents and carers, employers, SRBEC and the school ensure the students receive the best possible information and experience in training for their industry area while developing employability skills.

Students now complete both placements in Year 11 giving them the required minimum 70 hours on the job. Our local employers provide our students with exceptional experience and real-world application for the skills learnt in the Trade Skills Centre.

Students, employers and staff are recognised at the annual "Work Place Learning Awards" held in the Community Trade Skills Centre. Employers received awards for their provision of quality work placement opportunities for our students and Year 11 Vocational Education students were awarded for their efforts in taking these opportunities and thriving in the work place.

Agriculture continues to thrive at Yass High School thanks to a strong emphasis on engaging students with a program that bases itself on running as a functioning farm and drawing its syllabus references from real time activities with a commercial focus. Our White Suffolk Sheep Stud, Layer Flock and Commercial Cattle breeding herd underpin the program both financially and educationally enabling the staff to explore other areas of production such as hydroponics, pig production, dairy calves and horticulture production with ready access to resources and information from both the school and community. We have again produced sound results in our HSC level courses, students regularly finding that their Primary Industries HSC Exam results are their strongest performances. One senior student, Sarah Targett even competed at the National level in her Primary Industries Vet studies coming third (Bronze Medal) at the Melbourne National WorldSkills Competition late last year. Competition at local and Royal Shows with our Show Team has yielded exceptional results for our Hoof and Hook Steers, scooping the pool at last year's Royal Canberra Show with our Square Meater pair of steers and gaining further Broad Ribbon success at Yass Show, Murrumburrah Show, The Northern Beef Week at Scone and the Albury Show. This is in addition to success with stud cattle showing for local breeders with Limousin and Miniature Galloway cattle. A strong emphasis on hands-on agriculture and a focus on the relevant theory behind such activity has seen us run four Stage 5 classes as a result of more Year 8 students selecting elective agriculture than any other elective. A future direction being addressed is to convert this Stage 5 cohort into both an HSC Primary Industries Class and an HSC Agriculture class in the next year. In closing, it should be emphasized that a strong level of support from the Principal (Ms Sandra Hiscock) and widespread support from the local community are fundamental to the results we have achieved. [from Phil Armour (Science, Agriculture and Primary Industry Teacher)]