

Yanco Agricultural High School

Annual Report



2017



8144

Introduction

The Annual Report for **2017** is provided to the community of **Yanco Agricultural High School** as an account of the school's operations and achievements throughout the year.

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

Gary Hunt

Principal

School contact details

Yanco Agricultural High School

259 Euroley Rd

Yanco, 2703

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

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

6951 1500

School background

School vision statement

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

School context

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

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

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

With state of the art trade training resources, farm and hostel, the school provides an all round education for students in a stimulating and caring environment. In addition to the study of Agriculture in Years 7–12, the school also offers Stage 5 and 6 courses in Equine Studies. The school focuses on the development of the whole person through the curriculum, access to exceptional opportunities and extracurricular activities and residential experiences, ensuring that students become well equipped to take their place in life.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning the expectations of school behaviours are explicitly taught to students and relate to the variety of school settings such as the classrooms, playgrounds and the Boarding school setting. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Teachers involve students and parents in planning to support to support students as they progress through the stages of education.

In the domain of Teaching the school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. The school identifies expertise within the staff and draws on this to further develop its professional community. Teachers participate in professional learning that is targeted to school priorities and their own professional needs..Teachers work beyond their classrooms to contribute to broader school programs.

In the domain of Leading, staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. Administrative practices effectively support school operations and the teaching and learning activity of the school. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning and Engagement

Purpose

To develop engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning.

A culture of excellence and the development of relevant and engaging curriculum for 21st century learning underpins this purpose.

Overall summary of progress

Majority of teaching staff have a working understanding of the Literacy and Numeracy continuum.

The school needs to continue to build the capacity of stage 6 teachers to develop higher order pedagogical practices to enhance learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% increase in the number of students that value-add based on external school assessment data.	\$15,000 RAM funding	Year 7 to 9 NAPLAN data shows positive growth in most areas. Value adding across Year 9 to Year 12 still remains inconsistent and work needs to continue in this area.
30% increase of students who recognise, value and demonstrate positive behaviours and attitudes towards student learning, engagement and achievement.	\$4,000 RAM funding	More students are receiving awards at commendation ceremonies. Increase in number of VIVO awards given out by staff.

Next Steps

Develop a Head Teacher Teaching and Learning position to drive improvement in Learning practices.

Further develop staff use of data to improve teaching practice.

Strategic Direction 2

Wellbeing, Tradition and Values

Purpose

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

Overall summary of progress

In line with new department policies the school is developing a whole school Well Being policy.

The school has established a year 7 to 12 program with Year advisors to improve student resilience and capacity

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students feel safe and display positive behaviours, attitudes and demonstrate an understanding of culture and values within the school.	\$16,000 RAM location Loading	The schools VIVO rewards program is well established with a majority of students receiving positive awards at commendation ceremonies.
100% of staff are committed to improving morale in order to support the culture and values of the school.	\$4000 RAM location Loading.	With significant staff changes there has been a re focus on the values of the school with both students, parents and staff surveyed.

Next Steps

Re training in PBL is underway with a new school team established.

Training for new staff to the school is planned for Professional Learning days.

Staff are to be trained in the Rock and Water program.

Strategic Direction 3

Quality Teaching, Learning and Development

Purpose

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

Overall summary of progress

Majority of staff are now registered with NESA. All teaching staff have aligned their Professional Development Plans to the Australian Teaching Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have Performance Development Frameworks mapped against the Australian Teaching Standards and are registered with the NSWIT.	Beginning Teacher money \$44,431 Teacher Professional Learning money \$46,105	All teachers have mapped their goals to the Australian Teaching standards. Professional Learning throughout the year was aligned to the School Plan and Staff's Personal career Development Plans.

Next Steps

Head Teacher Teaching and Learning to assist staff in review of class data for all HSC classes.

All staff to undergo further training in the use of SCOUT.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,271	SLSO time for Aboriginal students was targeted for help within the classroom. Students are more engaged in the classroom due to the one on one assistance.
Low level adjustment for disability	\$79,226	YAH's Learning and Support Teacher allocation of 0.6 is funding from this money while the rest is allocated to Professional Learning and programs for staff for working with students with disabilities in their classrooms.
Socio-economic background	\$33,994	Students from low socio-economic families received financial support to ensure equity and inclusiveness in all school programs. Students received assistance with School uniforms as well as excursion and camp costs.. Students have exhibited a higher sense of belonging and engagement in whole school programs.
Support for beginning teachers	\$4,081 \$40,350 Tied beginning Teacher funds	Seven staff members received targeted funding for their first and second years of teaching. Staff were given timetabling concessions in terms of periods taught as well as a mentor and additional professional learning time.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	180	169	152	152
Girls	197	198	180	150

Student attendance profile

School				
Year	2014	2015	2016	2017
7	98.6	97.2	97.8	97.8
8	96.7	97.6	95.6	95.9
9	95.1	97.5	96.3	95.5
10	95.7	95.8	96.3	96.6
11	95.9	96.6	95	97
12	97.6	97.3	96.4	95.8
All Years	96.4	97	96.1	96.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Due to the nature of Yanco being a full time boarding school our attendance patterns remain above state averages. Unless the school is aware that a student will not be in attendance, parents or carers will be contacted on the first day of absence of any student.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	22	5	16
TAFE entry	0	0	19
University Entry	0	0	60
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2017, out of the 45 students in the cohort 38 undertook vocational or trade training. Of these 38 students 8 undertook 2 vocational or trade training courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, only one student out of the forty five in the cohort failed to get a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	20.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	7.98
Other Positions	1

*Full Time Equivalent

There were no staff who identified as Aboriginal or Torres Strait Islander at the school in 2017.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional Learning in 2017 was focused on making staff proficient in mapping students to the Literacy/Numeracy continuum, analysis of data to improve student results and personal career development as reflected in their PDP. All staff made use of professional learning opportunities throughout the year. Teachers relieving in higher positions were also given the opportunity of targeted professional learning relevant to their current roles.

Seven staff members achieved accreditation in 2017 while a further 18 were maintaining accreditation at the proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The balance carried forward does not take into consideration bills paid throughout December or January. The balance carried forward still places the school in a healthy financial position. The school was successful in being granted \$490,000 towards works through out the school as well as the re-negotiation of the Agricultural Boarding Schools grant which added another \$500,000 towards the school budget. Of the carried over balance approximately \$ 700,000 is already committed to works around the school..

Receipts	\$
Balance brought forward	1,868,373
Global funds	511,039
Tied funds	211,221
School & community sources	5,302,856
Interest	56,788
Trust receipts	812,310
Canteen	128,387
Total Receipts	7,022,601
Payments	
Teaching & learning	
Key Learning Areas	314,546
Excursions	119,363
Extracurricular dissections	0
Library	0
Training & Development	28,169
Tied Funds Payments	386,072
Short Term Relief	61,746
Administration & Office	3,906,460
Canteen Payments	117,607
Utilities	111,638
Maintenance	10,440
Trust Payments	315,245
Capital Programs	2,850
Total Payments	5,374,136
Balance carried forward	3,516,838

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	4,436,617
Appropriation	3,572,228
Sale of Goods and Services	700,128
Grants and Contributions	154,104
Gain and Loss	0
Other Revenue	10,100
Investment Income	57
Expenses	-1,445,017
Recurrent Expenses	-1,445,017
Employee Related	-811,691
Operating Expenses	-633,326
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,991,600
Balance Carried Forward	2,991,600

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,299,165
Base Per Capita	50,738
Base Location	46,928
Other Base	4,201,499
Equity Total	127,491
Equity Aboriginal	14,271
Equity Socio economic	33,994
Equity Language	0
Equity Disability	79,226
Targeted Total	0
Other Total	759,206
Grand Total	5,185,862

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 literacy data from 2017 shows satisfactory growth from Year 7 to 9 in Spelling and Grammar and Punctuation. Improvement is needed in both Reading and Writing which will be addressed in the 2018–2020 School Plan.

Numeracy data from 2017 shows pleasing data from Year 7 to 9 with 73.6% of students demonstrating greater than or equal to expected growth with our growth score being slightly above the state average.

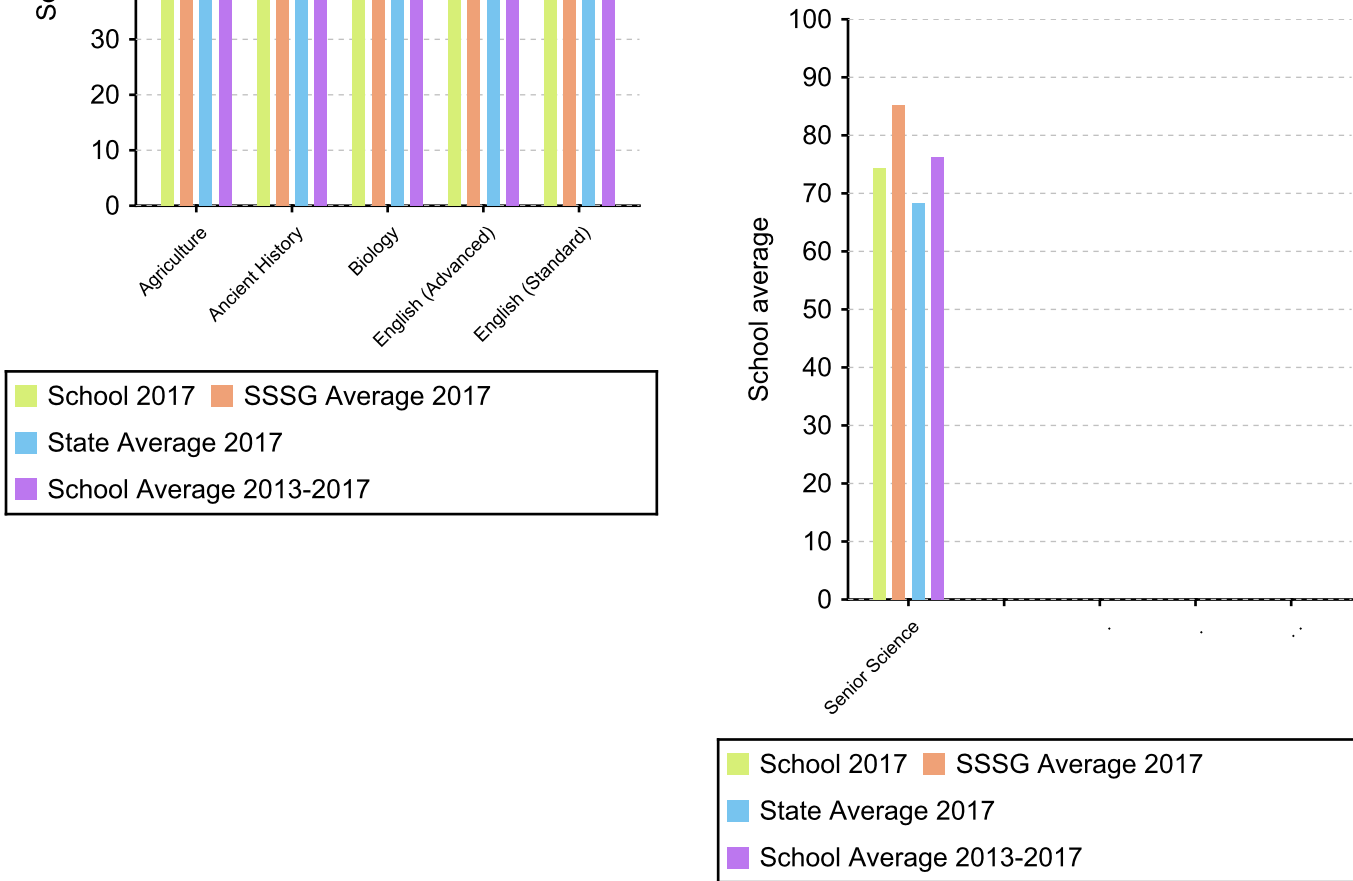
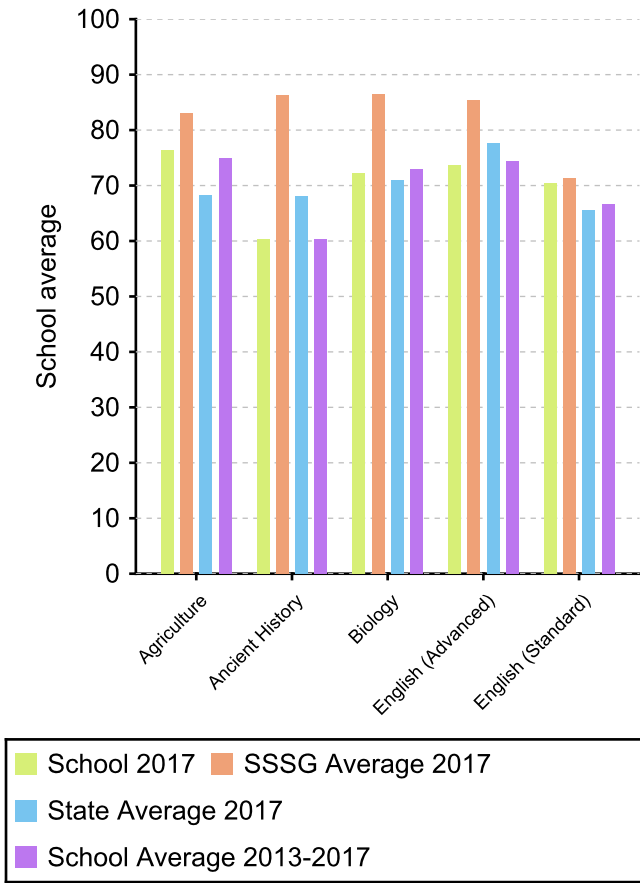
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

. Yanco Agricultural High School is committed to

improving the educational outcomes for all Aboriginal and Torres Strait Islander students. The aim to raise the percentage of Aboriginal students in the top two bands of Reading and Numeracy in NAPLAN by 30% in 2019. will be supported by the following programs Writing in the Middle years, Literacy and Numeracy progressions, targeted work with SLSO's and LAST and other work during school Prep time.

Higher School Certificate (HSC)

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



In 2017 some of the better achieving subjects include, Primary Industries, Hospitality, Agriculture, Metals and Engineering and English standard. Achievement in these subjects was above the state average for 2017. In Senior Science 25% of the cohort achieved Band 5 or above.

Parent/caregiver, student, teacher satisfaction

Yanco Agricultural High School utilises the Tell Them From Me (TTFM) survey tool to collect data from teachers, parents and students about their perspectives of the school. The following represents their views and opinions on different aspects of the school from the 2017 survey.

Parents

Parents say they feel welcome at the school and that they are kept well informed. They believe the school is a safe place that supports students learning and positive behaviour by the students. Parents felt that the school has an inclusive environment where all students are supported. All of the above areas matched or were above the norm for NSW government secondary schools. The only area where Yanco Agricultural High school was below the norm for government schools was in the area of Parents Support Learning at Home. As the school is a full time boarding school this could be expected.

Staff

Staff feel that the school offers an inclusive environment that is well supported through its technology. The staff also believe that the school has a positive learning culture and that increasingly data informs Practice.

Students

Student participation in school sports and extracurricular activities is significantly higher than the NSW government school norm.. Students in the senior years have a particular strong sense of belonging. The majority of students exhibit positive homework behaviours.

Policy requirements

Aboriginal education

Aboriginal background funding received by the school in 2017 was utilised to employ an SLSO who supported students during their regular classes. This person also worked with the school's learning and Support Teacher with the development of Individualised Learning Plans for all Aboriginal students. All teaching and learning programs within the school have an Aboriginal perspective.

Multicultural and anti-racism education

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