

Yanco Agricultural High School

Annual Report



2018



8144

Introduction

The Annual Report for **2018** is provided to the community of Yanco Agricultural High as an account of the school's operations and achievements throughout the year.

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

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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 school has used an on–balance judgement to determine we are delivering..

Learning is a strong focus within our school, with all evidence sets demonstrating this focus throughout our analysis. There is evidence to support that in some aspects identified we are moving towards sustaining and growing. Wellbeing is an area that the school has invested heavily in, in terms of time and resources to ensure the personal growth and resilience of our students.

In the domain of Teaching the school has used an on–balance judgement to determine we are delivering.

The evidence sets indicate strength in teaching with a focus on Academic Achievement and Professional Learning. There needs to be a greater focus on , in particular Data Skills and usage and Learning and Development across all staff. In order to move from delivering, there needs to be a stronger focus on cross–curricula collaboration and school wide approaches to assessment and classroom management practices.

In the domain of Leading the school has used an on–balance judgement to determine that we are delivering.

At Yanco Agricultural High School, Leading is an area of strength, especially in relation to Professional Learning.. There has been growth in the use of school resources and managerial practices and processes. There will need to be a shift to focus on the building of processes and practices which lead to improvement and change , in order to move from delivering to sustaining and growing.

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

LEARNING (Student and Staff)

Purpose

To provide students with the capacity to prepare for their future as lifelong learners, a strong focus is placed on developing high quality literacy and numeracy skills. To further build staff capacity by creating effective collaborative learning environments in which academic excellence is valued and supports our culture where students aspire to succeed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the proportion of students achieving expected growth in literacy and numeracy in line with the Premier's Priorities .</p> <p>An increase in students demonstrating value added in external examinations.</p> <p>Increased use of evidence based effective teaching strategies to optimise learning progress for all students.</p>	<p>Professional learning funds \$10,000.</p> <p>Nil</p> <p>Professional learning \$15,000</p>	<p>There has been an increase in students in Top Two bands of NAPLAN in Reading and Numeracy, 10.1%.</p> <p>A slight increase in HSC value added has been achieved. but inconsistent across all areas.</p>

Strategic Direction 2

WELLBEING (Student and Staff)

Purpose

To ensure we have a safe and supportive environment that enhances a culture of respect, pride and responsibility which enables students and staff to thrive. By developing student and staff potential to connect and succeed, we will support learning. The pathway towards student and staff wellbeing is based on positive relationships and engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of student and staff wellbeing and engagement. Expectations of behaviour are explicitly, consistently and supportively applied across the school resulting in an increase in positive referrals.	\$5000 for staff cover \$10,000 for signage for PBL	Visits to schools have been completed. Planning for PBL 2019 underway. Base level of TTFM reports for both staff and students achieved.

Strategic Direction 3

COMMUNITY (Engagement and Partnerships)

Purpose

Effective networks and partnerships are established, recognised and strengthened, with a focus on the agricultural industry. As specialists in agricultural education, we will engage the community, lead learning and share expertise and resources to facilitate collaborative partnerships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in business and community links in teaching and learning programs.</p> <p>Greater utilisation of school resources by external organisations and communities of schools.</p> <p>Students have greater access to authentic learning experiences which have value beyond the classroom.</p>	<p>\$20,000 for school promotion ,advertising.</p>	<p>School has seen greater promotion through events held at the school. Australian shorthorn cattle meeting held at school.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$84,662	YAH's Learning and Support Teacher allocation is funded 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	\$30,880	Students from low socio-economic backgrounds received financial support to ensure equity and inclusiveness in all school programs. Students received assistance with school uniforms as well as excursions and camp costs. Students have shown a high sense of belonging and engagement in all programs.
Support for beginning teachers	\$59,308	Seven staff members received targeted funding for their first or second year 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

	Enrolments			
Students	2015	2016	2017	2018
Boys	169	152	152	150
Girls	198	180	150	137

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.2	97.8	97.8	97.2
8	97.6	95.6	95.9	96.6
9	97.5	96.3	95.5	94.8
10	95.8	96.3	96.6	93
11	96.6	95	97	94
12	97.3	96.4	95.8	94.4
All Years	97	96.1	96.4	94.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Due to the nature of Yanco being a full time boarding school our attendance patterns remain above the state average. Unless the school is aware of a students absence, parents and careers are notified immediately if a student is marked as absent.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	7	4	5
TAFE entry	16	9	20
University Entry	0	0	75
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2018, out of the 54 students in the cohort 39 undertook vocational or trade training. Of these 39 students 7 undertook 2 vocational or trade training courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, only one student out of the cohort of fifty four failed to achieve a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	7
Classroom Teacher(s)	19.6
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	2
School Administration and 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 2018.

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	6

Professional learning and teacher accreditation

Professional Learning is focused on supporting staff in the achievement of the school's strategic directions. Staff are able to address their individual professional learning requirements as outlined in their Professional Development Plans.

Six staff members achieved accreditation in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	2,991,600
Revenue	12,286,117
Appropriation	7,865,631
Sale of Goods and Services	3,687,818
Grants and Contributions	645,093
Gain and Loss	0
Other Revenue	28,440
Investment Income	59,135
Expenses	-12,020,560
Recurrent Expenses	-12,020,560
Employee Related	-8,342,564
Operating Expenses	-3,677,996
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	265,557
Balance Carried Forward	3,257,156

The balance carried forward does not take into

consideration several factors. Due to the current drought conditions stock at the school has been reduced to 50%. This is the bare minimum to carry on educational requirements. To get the three current studs up and fully operational will require a further \$750,000..Currently the Department does not pay the school for duty personnel until the end of the year. The school needs to carry \$800,000 through the year to cover pay throughout this period. Exclusion fencing, refurbishment of dormitories dam improvement and fixing of canals as well as improving water use on the property are also planned for 2019.

Financial summary equity funding

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

	2018 Approved SBA (\$)
Base Total	4,298,861
Base Per Capita	58,398
Base Location	44,191
Other Base	4,196,272
Equity Total	132,564
Equity Aboriginal	17,022
Equity Socio economic	30,880
Equity Language	0
Equity Disability	84,662
Targeted Total	0
Other Total	780,398
Grand Total	5,211,822

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school achieved above expected growth compared to SSG and the State average in Reading and above expected growth compared to the State average for Writing for Year 9.

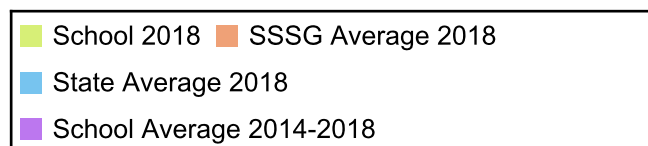
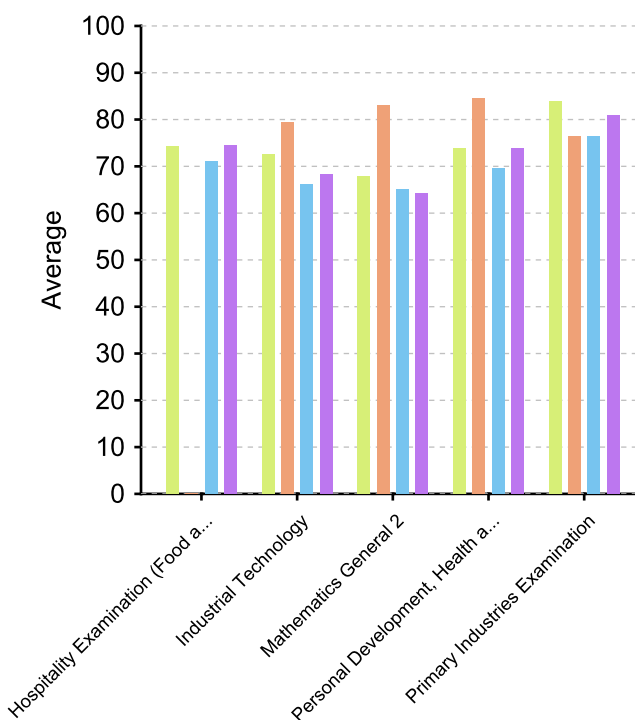
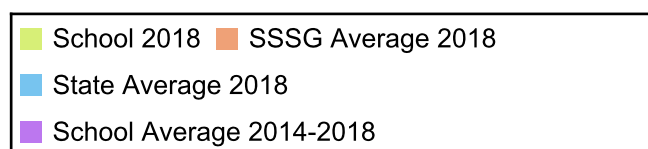
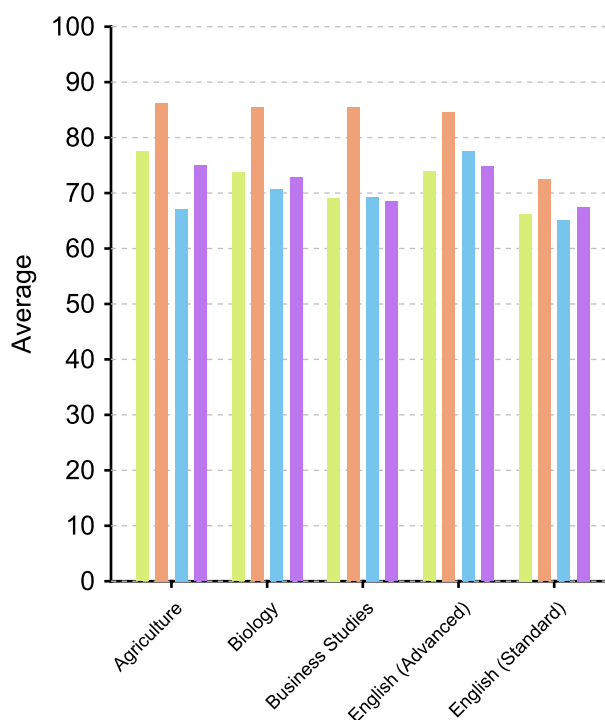
The school achieved above expected growth compared to the State average in Year 9 Numeracy.

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.>

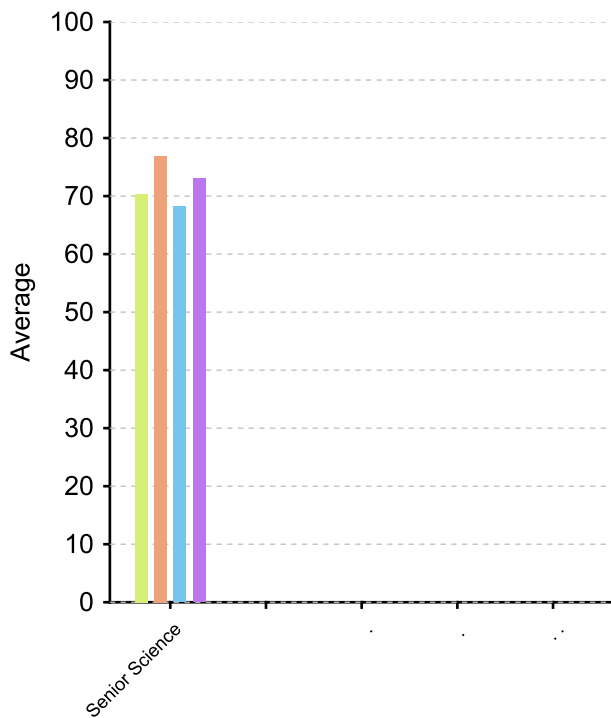
With regards to the Premier's Priority of increasing the percentage of students achieving in the top Two Bands of Reading and Numeracy, the school increased the percentage from 17.7% in 2017 to 27.8% in 2018. Aboriginal students also showed a marked increase with 16.67% of students achieving in the Top Two bands in Numeracy compared to 4% in 2017, while Reading improved from 0% in 2017 to 37.5% in 2018.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). %3 students achieved the award of the higher School Certificate in 2018, with some outstanding individual results.



Yanco Agricultural High School 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



In 2018, the school achieved some excellent results compared to state averages. Best results were achieved in the Primary Industries, Agriculture and Industrial Technology areas. There was also a slight increase in Value Added from the 2017 cohort.

Parent/caregiver, student, teacher satisfaction

In 2018, the school participated in the Tell Them From Me data collection system whereby students ,staff and parents were surveyed at 2 points in the school year. The school exceeded state norms in the student survey in several areas: Advocacy at School. Positive teacher –student relations and Positive learning climate. the most positive aspect from the parent survey was that they believed the school supports the learning of all students and that the parents feel welcome in the school.. In the Teachers survey the greatest increase was in the area of Data Informs Practice.

Policy requirements

Aboriginal education

Aboriginal background funding received by the school in 2018 was utilised to employ an SLSO who supported students during classes. This person also worked with the schools Learning And Support Teacher with the development of Individual Learning Plans for all Aboriginal students..

Multicultural and anti-racism education