

# Yanco Agricultural High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

#### Improvement Measures

Increase the proportion of students achieving expected growth in literacy and numeracy in line with the Premier's Priorities .

An increase in students demonstrating value added in external examinations.

Increased use of evidence based effective teaching strategies to optimise learning progress for all students.

#### Overall summary of progress

All staff have greater skills in Data analysis.

Professional Learning occurs at all staff meetings.

Establishment of in school Professional Learning.

#### Progress towards achieving improvement measures

##### Process 1: Learning and Curriculum

Deliver quality explicit and engaging learning experiences which enable students to analyse their own learning progress and make informed judgements about self-improvement.

Collaborative and Evidence Informed Practice

Strengthen evaluative and collaborative culture and practice through regular research based professional learning.

Systems are developed to enable staff collaboration across faculties to share knowledge, evidence and other information about student achievement to inform programs which meet the needs of all students.

Evaluation	Funds Expended (Resources)
Future directions Look at Formative assessment	Professional Learning funds \$10,000
Greater integration of Ed Tech continue with 'Tech Talks at staff meetings'	School and Community funds \$15,000
	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

#### Next Steps

Analysis of data re change of Prep time and Homework centre.

Embed across school Premier's priorities for 2020.

Continue PL for staff on Data analysis.

## 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.

#### Improvement Measures

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.

#### Overall summary of progress

Activities for staff Wellbeing initiated, Boot camps, inter and cross faculty competitions.

Timetabled PBL lessons teaching behaviour models.

#### Progress towards achieving improvement measures

**Process 1:** The holistic development of students' wellbeing is enabled through the promotion of positive relationships to become confident and resilient members of the community.

Systems and processes are established to develop a whole school, integrated approach to ensure a consistent shared understanding and responsibility for wellbeing which is supportive of both students and staff.

Evaluation	Funds Expended (Resources)
New Merit system established with reward days..  Positive feedback from students re Wellbeing periods focused on Year groups.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$5000.00)</li><li>• (\$25000.00)</li></ul>

#### Next Steps

More PBL signage around school.

Pre and Post surveys from students re PBL lessons and review of negatives on Welfare system.

Engage more staff in Wellbeing activities.

### 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.

##### Improvement Measures

Increase in business and community links in teaching and learning programs.

Greater utilisation of school resources by external organisations and communities of schools.

Students have greater access to authentic learning experiences which have value beyond the classroom.

##### Overall summary of progress

Stronger links with the Department of Primary Industries, Yanco and CSU Wagga established. Leader of Professional Learning for Agriculture teachers within region. Paddock to Plate evening with local businesses initiated .

##### Progress towards achieving improvement measures

**Process 1:** Provide experiential learning opportunities which support engaging and authentic learning experiences that challenge students both in and beyond the classroom.

Strengthen collaborative practice through regular engagement with other learning organisations.

Continued leadership and connection with the wider community through initiatives which focus on best practice in agricultural education.

Evaluation	Funds Expended (Resources)
More extensive links with a wider variety of business's needs to be established. School resources being used by a wider range of community groups..	\$42,000

##### Next Steps

Review methods of advertising school to local businesses

Work with DPI and local Agricultural businesses to engage students.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$21,114	Funds from this area were used to assist with the construction of a Gathering area for Aboriginal students, Naidoc week celebrations and painting of a Mural, the erection of totems posts. Other funds were used to assist in funding for excursions and to assist in the establishment of Personalised Learning Plans.
<b>Low level adjustment for disability</b>	\$86,224	YAH's .6 Learning and Support Teacher is funded from this money while the rest is allocated to Professional Learning for staff in working with students with disabilities in their classrooms.
<b>Socio-economic background</b>	\$34,319	Students identified as being from low socio-economic background received financial support to ensure equity and inclusiveness in all school programs. All students have shown a high sense of belonging and engagement in all programs.
<b>Support for beginning teachers</b>	\$32,529	Four 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

Students	Enrolments			
	2016	2017	2018	2019
Boys	152	152	150	133
Girls	180	150	137	108

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.8	97.8	97.2	96.9
8	95.6	95.9	96.6	95.4
9	96.3	95.5	94.8	94.4
10	96.3	96.6	93	91.2
11	95	97	94	94.4
12	96.4	95.8	94.4	93.5
All Years	96.1	96.4	94.8	94
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	0	6	23
TAFE entry	4	0	15
University Entry	0	0	60
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

69.23% of Year 12 students at Yanco Agricultural High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at Yanco Agricultural High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## 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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,257,156
<b>Revenue</b>	11,415,577
Appropriation	7,463,159
Sale of Goods and Services	3,317,961
Grants and contributions	499,754
Investment income	50,326
Other revenue	84,378
<b>Expenses</b>	-11,476,772
Employee related	-7,717,612
Operating expenses	-3,759,161
<b>Surplus / deficit for the year</b>	-61,195

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	144,038
Equity - Aboriginal	21,114
Equity - Socio-economic	34,319
Equity - Language	0
Equity - Disability	88,605
<b>Base Total</b>	4,303,205
Base - Per Capita	67,341
Base - Location	43,030
Base - Other	4,192,834
<b>Other Total</b>	2,741,006
<b>Grand Total</b>	7,188,249

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

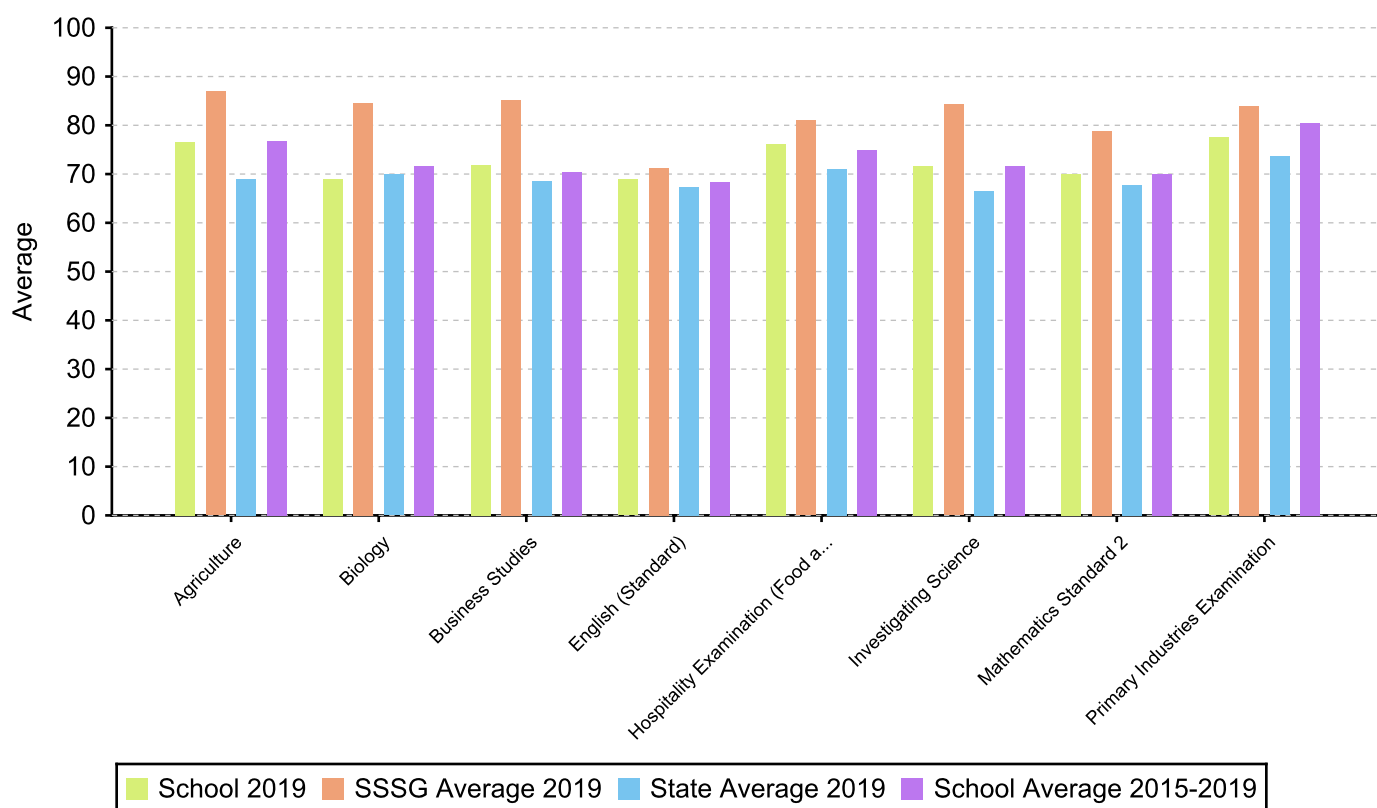
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	76.5	86.9	69.0	76.8
Biology	69.0	84.6	69.9	71.7
Business Studies	71.9	85.2	68.6	70.5
English (Standard)	68.9	71.3	67.3	68.3
Hospitality Examination (Food and Beverage)	76.2	81.0	71.1	75.0
Investigating Science	71.7	84.3	66.5	71.7
Mathematics Standard 2	70.0	78.9	67.7	70.0
Primary Industries Examination	77.5	84.0	73.6	80.6



## Parent/caregiver, student, teacher satisfaction

In 2019, 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: such as Advocacy at School and Positive teacher–student relationships. In the survey from parents they valued feeling welcome in the school and they felt the school was inclusive in nature. The teaching staff were positive about the Technology within the school and increasing that Data informs School Practice.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.