

2020 Annual Report

Yanco Agricultural High School



8144

Introduction

The Annual Report for 2020 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.

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School vision

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 an 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, with 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. 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.

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>

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.

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) |
|--|---|
| <p>During 2020 staff participated in a range of Professional Learning (PL) opportunities focused on Literacy, and supervisory practices across the school supported implementation of new staff learning within the classrooms. Staff collaborations enhanced teaching and non-teaching staff knowledge of technology for learning and administration. PAT assessments took place, student intervention supports were informed by this data and learning programs were developed and delivered to students. ALARM was implemented across most faculties, resulting in greater depth in student writing tasks. Stronger staff collaborative practices focused on data and the sharing of teaching strategies and provided teachers with an explicit structure for the teaching of writing.</p> <p>NAPLAN data 2018-2019 indicated an improvement in value added results. In 2020 there was no NAPLAN due to COVID-19. The school will continue to monitor value add in external assessments.</p> <p>Due to COVID-19 and remote learning, staff quickly adapted and developed a strong online learning platform utilising Google Classroom and Adobe Connect. Staff developed and shared skills to enhance their delivery of on-line lessons and video conferencing. This maintained a level of continuity for students and their learning and engagement was successful for the majority of students. This increased staff capacity in the delivery of learning through an on-line platform and drove staff collaboration to build their skills in developing appropriate remote learning strategies.</p> <p>Due to the success of this collaborative approach, the Strategic Improvement</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$44622.00) |

Progress towards achieving improvement measures

Plan 2021-2024 includes the strategic direction 'Staff Collaboration and Engagement'.

Going forward beyond 2020, the school will continue to consider ways in which to build on data driven practices, whole school collaborative work, involving students in articulating their learning and focused Professional Learning with priority to be given to student growth and attainment in Literacy and Numeracy.

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.

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) |
|---|--|
| <p>In 2020 the school timetabled planning and implementation of weekly Positive Behaviour for Learning (PBL) lessons. The PBL lessons explicitly, consistently and supportively taught students and staff clear expectations of behaviour and as a result there was an increase in positive referrals. A parent portal via Sentral was established and made operational in 2020. The school received positive feedback from parents regarding increased communication from the school. Final ideas were gathered and processes were refined for a parent exit survey to be implemented in 2021.</p> <p>The work in 2020 of the Learning and Support Team involved a review of timetabled meetings involving the Learning Support teacher, Student Learning Support Officers, Head Teacher Teaching and Learning, Careers Advisor, Student Support Officer, Year Advisors, Head Teachers Welfare and counsellors. In the future a clearer distinction will be made between Learning Support and Wellbeing team meetings. Information will be communicated to staff during staff development days to support student learning.</p> <p>Student engagement was facilitated via the Student Representative Council who worked with the PBL team to establish events to reward and celebrate students achieving Bronze and Silver merit award achievements. A Student of the Year was identified and presented with an iPad.. 2021 events were developed and placed on the school calendar.</p> <p>A new school Librarian was permanently appointed in 2020. New library furniture was purchased and the library layout changed to create a safe learning and wellbeing space. The Homework Centre was well attended by students in 2020 and will be continued in 2021, to provide ongoing support for student learning in the after school hours.</p> <p>Year 7 and 8 Wellbeing and Learning Skills periods were timetabled during 2020 and due to the effectiveness of this program it will continue in 2021. A scope and sequence for this program was created which will be streamlined. An allocated Year 7 home room was designed and fitted out, to encourage collaboration and a positive learning space. Observations of the use of this room showed increased student engagement and a sense of belonging was</p> | <p>PBL team was formed and funding utilised to support their work and provide time for planning and preparation.</p> <p>Resources were purchased to refit the library and the allocated Year 7 room.</p> <p>SENTRAL coordinator was created and a period allocation given.</p> |

Progress towards achieving improvement measures

created.

A strategic planned approach to wellbeing will be developed in the future by evaluating current programs and events. To support the school's mental health program, the equivalent of a full time school counsellor and a fulltime student support officer will be available in 2021.

A core duty team was established at the end of 2020, for commencement in 2021, with the aim to produce consistency after hours and to enable duty staff to build positive relationships with the students. In 2021 the success of this initiative will be evaluated.

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.

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) |
|--|----------------------------|
| <p>In 2020 COVID-19 had a significant impact on the school's ability to engage with the community and maintain and develop extended partnerships. The opportunities to develop and deliver a range of authentic learning experiences were limited during 2020. Despite these limitations, Yanco Agricultural High School was able to maintain partnerships with the community, via technology.</p> <p>Staff and students upskilled in areas of technology use and a wider range of technology types were utilised to reach the masses. These learned skills will be utilised in the future to ensure that teacher technical skills continues to improve teaching practice and student learning in an authentic and engaging way.</p> <p>The school's vast agricultural resources were accessed by outside parties which has led to a change in practice and resource utilisation. For example in Term 1 the National Agriculture Teachers' Conference was a very successful and well attended event, and increased the teaching capability of all participants. All agricultural resources were used and evaluated, with suggested changes to improve the delivery of lessons and student learning at Yanco Agricultural High School. This has increased student learning outcomes and allows us to benchmark against other schools.</p> <p>The utilisation of online technologies has opened up new opportunities which will be built on in the future, along with face to face opportunities. A significant example was the online White Suffolk Ram Sale which was successfully organised and conducted completely online by students. Yanco Agricultural High School will continue to make our resources available for others and support collaboration to continually improve practice, ultimately increasing student engagement and support.</p> | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|---|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$26 887.00) | Students were provided in-class support by School Learning Support Officers who worked in partnership with the students, parents and staff to develop, implement and monitor Personalised Learning Pathways (PLP) for all Aboriginal students. Learning goals were achieved and improvements were noted in student engagement in learning and school life. Aboriginal students collaborated with staff, resulting in a mural and the formation of a yarning circle. Students expressed positive comments about the mural and frequently utilised the yarning circle, resulting in stronger social connections. |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$88 168.00) | In 2020 this funding was used to employ School Learning Support Officers to support a range of programs focused on individualised student assessments and the delivery of specific Literacy and Numeracy intervention programs. Staff noticed improved student confidence and results that showed individual learning growth. Supports for students were timely and specific to meet their point-in-time learning needs. |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$28 283.00) | In 2020 Learning From Home resourcing was a priority in the spending of this money. Communications with students and their families was enhanced, as well as differentiated learning support being provided. Staff technology skills were a focus during this time and as a result staff expertise in delivering curriculum to students was improved. Ongoing student learning supported growth and attainment for individual learners. |
| Support for beginning teachers | <p>Four days of relief - 2x \$550 (for relief at YAHS) plus 2x \$550 for relieving experienced teacher at another school. Total \$2200.</p> <p>Online professional development</p> <p>Regular meetings with an experienced teacher within the school.</p> | <p>The school supported one early career teacher in 2020. Mentoring and shadowing provided by an experienced teacher developed the teacher's confidence and established a support network.</p> <p>Regular meetings with experienced teachers within the school ensured that the teacher was well supported in learning both the Department of Education and school's policies and procedures.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 152 | 150 | 133 | 121 |
| Girls | 150 | 137 | 108 | 116 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 97.8 | 97.2 | 96.9 | 97.8 |
| 8 | 95.9 | 96.6 | 95.4 | 95.1 |
| 9 | 95.5 | 94.8 | 94.4 | 94.5 |
| 10 | 96.6 | 93 | 91.2 | 94.6 |
| 11 | 97 | 94 | 94.4 | 96.8 |
| 12 | 95.8 | 94.4 | 93.5 | 94.8 |
| All Years | 96.4 | 94.8 | 94 | 95.3 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 | 5 |
| Employment | 10 | 10 | 25 |
| TAFE entry | 4 | 0 | 5 |
| University Entry | 0 | 0 | 60 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 5 |

Year 12 2020

25% apprenticeship/traineeship

60% applied for University.

100% of students that applied for University were successful in getting an offer. 95% received an early entry offer.

55% of those that applied for University received 3 or more offers.

University Break down -

- Charles Sturt University - 55%
- University of Canberra - 10%
- University of New England - 30%
- Australian National University - 5%

Industry Breakdown-

- Agriculture - 50%
- Engineering/Construction - 20%
- Education - 5%
- Health/Medicine - 15%
- Hospitality - 5%
- Other - 5%

Year 12 students undertaking vocational or trade training

67.31% of Year 12 students at Yanco Agricultural High School undertook vocational education and training in 2020.

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 2020 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) | 19.9 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 3,195,961 |
| Revenue | 12,073,664 |
| Appropriation | 9,020,031 |
| Sale of Goods and Services | 2,711,414 |
| Grants and contributions | 244,855 |
| Investment income | 12,865 |
| Other revenue | 84,499 |
| Expenses | -13,511,660 |
| Employee related | -8,036,616 |
| Operating expenses | -5,475,043 |
| Surplus / deficit for the year | -1,437,996 |
| Closing Balance | 1,757,966 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 0 |
| Equity Total | 143,339 |
| Equity - Aboriginal | 26,887 |
| Equity - Socio-economic | 28,283 |
| Equity - Language | 0 |
| Equity - Disability | 88,168 |
| Base Total | 4,451,298 |
| Base - Per Capita | 57,962 |
| Base - Location | 38,727 |
| Base - Other | 4,354,609 |
| Other Total | 2,695,075 |
| Grand Total | 7,289,711 |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

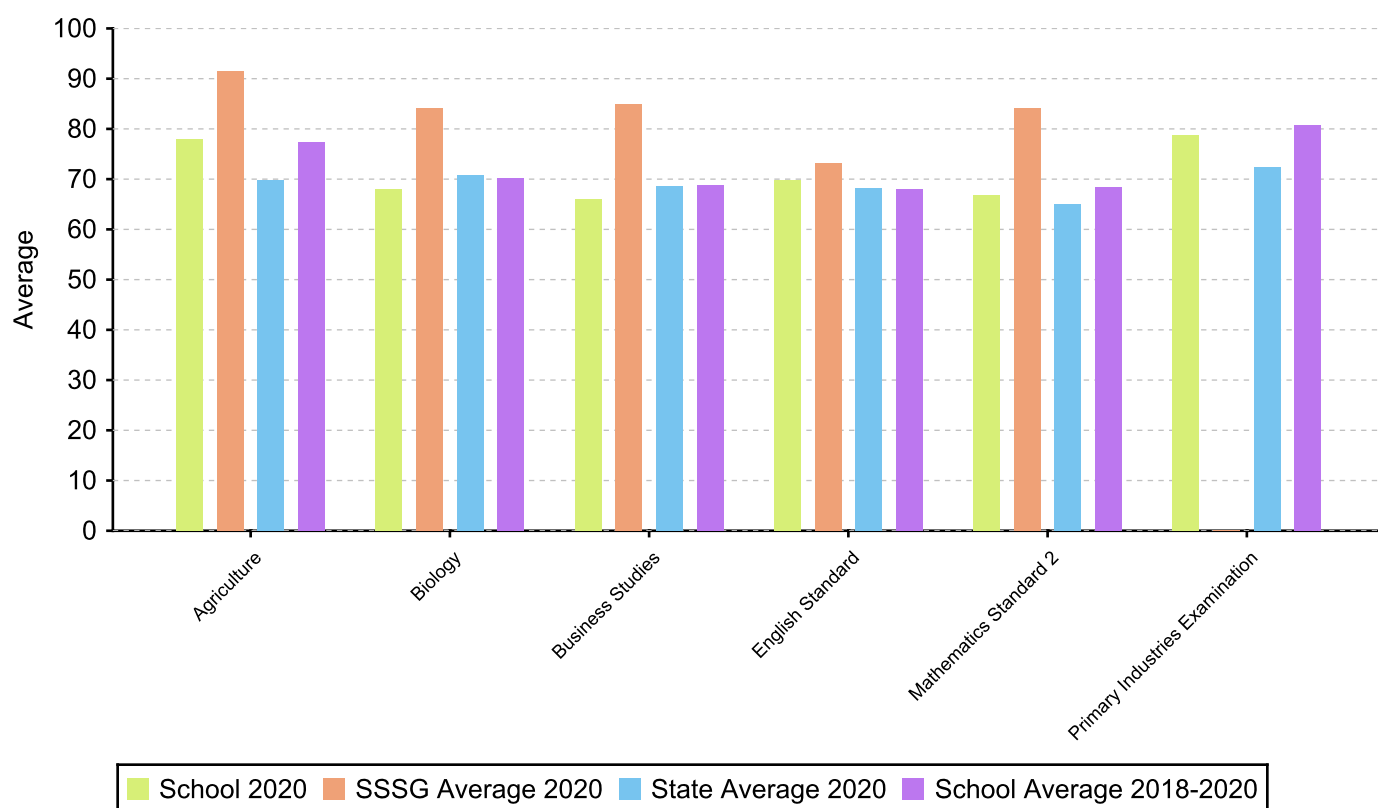
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020 | SSSG | State | School Average 2018-2020 |
|--------------------------------|-------------|------|-------|--------------------------|
| Agriculture | 77.9 | 91.4 | 69.7 | 77.4 |
| Biology | 68.0 | 84.2 | 70.8 | 70.2 |
| Business Studies | 65.9 | 85.0 | 68.6 | 68.7 |
| English Standard | 69.7 | 73.2 | 68.1 | 68.1 |
| Mathematics Standard 2 | 66.7 | 84.1 | 64.9 | 68.4 |
| Primary Industries Examination | 78.8 | 0.0 | 72.3 | 80.7 |

Parent/caregiver, student, teacher satisfaction

Parent/caregiver.

Parents feel welcome at Yanco Agricultural High School and that it is an inclusive school. They believe that the school is safe and supports learning and positive behaviour. The school will consider ways to work with parents so that they feel they can support learning at home. The school recognises the need to continually improve its communication with parents.

Students.

Students were very happy with the quality of their experiences during learning from home. Students have high optimism and positive expectations for the future. An area for development that was identified was to increase students' feeling of advocacy at school and their sense of belonging. This will be a focus for the 2021-2024 Strategic Improvement Plan.

Teacher.

Staff believe that there is a good level of technology being utilised across the school. Teachers expressed the desire to work more closely with parents and education leaders. The staff wish to collaborate more across faculties to improve student learning. Collaborative practices will be built in to the next school plan.

Comments above are based on 'Tell Them from Me' survey results.

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.