

2021 Annual Report

Yanco Agricultural High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Students, staff, families and the community will work in partnership to ensure students will achieve personal excellence in the premier Agricultural High School in New South Wales.

School context

Yanco Agricultural High School is a comprehensive, residential Agricultural High School.

The school has a 2021 enrolment of 237 students, including 15 Aboriginal students. Students attending the school come from primarily rural and remote New South Wales, with a number of students from interstate.

All students board at the school and participate in a range of academic, vocational, sporting and wellbeing programs outside of school hours, along with rigorous homework and preparation programs to instil a strong focus on their academic studies.

Yanco Agricultural High School values the strong partnership that exists with parents and the community in supporting our students' development and wellbeing.

The school has a proud tradition in developing students with a focus on the Agricultural Sciences, where students have the opportunity to work as an integral part of the school's sheep and cattle studs and showstock teams to further enhance the school's strong, positive reputation across the state and country.

The school's staffing entitlement for 2021 is 35 teaching staff, with 7 Head Teachers and 2 Deputy Principals. To support the operational requirements of the school, additional staff have been engaged.

Teaching staff at the school consist of a mixture of experienced and beginning teachers. Newly appointed staff to the Department of Education are supported through our beginning teacher's program. Staff movement out of the school has been minimal in the past four years, reflecting positively on the stability and continuity of educational programs at the school.

The school is implementing Positive Behaviour for Learning (PBL) and has enjoyed early success in developing positive, responsible students who value learning and demonstrate the school values of Pride, Respect and Responsibility.

A situational analysis was completed to determine strengths and areas for improvement within the school. As a result the school is committed to improving classroom practice and wellbeing programs through professional learning and collaboration. We have developed a focus upon improving reading, writing and numeracy levels in all students, through explicit teaching and effective data collection, analysis and use. Yanco Agricultural High School is developing a consistent, student focused wellbeing program that supports students and creates a climate where all students feel safe, happy and value education. Therefore, the school's aim is to build and sustain a culture strongly focused on wellbeing, learning and ongoing performance improvement, with priority given to evidence-based strategies. There is an expectation that every student, every teacher and every leader will improve every year.

The school is committed to a school culture which is strongly centred on building educational aspiration and high expectations. There will be a focus on effective partnerships in learning with parents and students, to ensure that students are motivated to deliver their best and continually improve.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve growth and attainment in reading, numeracy and the Higher School Certificate (HSC); we will utilise data to identify individual learning needs and support every student using evidence-based strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$26,521.04

Beginning teacher support: \$9,330.00

Aboriginal background: \$6,179.14

Socio-economic background: \$27,590.38

Low level adjustment for disability: \$89,808.56

Per capita: \$54,024.00

Summary of progress

Effective Classroom Practice

In 2021 the focus on effective classroom practice was designed to meet the needs of all students through a systematic approach to quality teaching, curriculum planning and assessment. Teachers were supported to integrate evidence-based strategies in reading, numeracy and the teaching of Higher School Certificate courses.

Staff concentrated on creating a consistent language and approach to teaching writing skills across the curriculum. Professional learning on writing in the middle school was the key focus for 2021 to increase the capacity of staff in teaching writing skills to all students. In addition professional learning utilising the ALARM matrix was presented. Throughout the year staff embedded new skills in their teaching and presented the successes or next steps in implementation to other staff. Students were presented with consistent language and approaches across all faculties which improved their skill level and understanding.

Assessment schedules for all stages were developed, published and provided to students, parents and staff. A consistent assessment proforma was designed to ensure clarity for students regarding expectations.

A renewed focus on the provision of support for our beginning teachers was implemented. This process utilised mentor teachers to support new teachers in planning, delivery of quality lessons and classroom management.

In 2022 regular professional development will support staff in the implementation of evidence based strategies and provide them with the opportunity to provide feedback collaboratively at either a faculty or whole staff level.

Data Skills and Use

In 2021 the focus was to engage and analyse student data to inform teaching practices and provide future steps for teachers, faculties and the school.

Teaching staff focused on the regular analysis of student data which was used to inform teaching practice, reflect on teaching effectiveness and guide future school priorities. Effective, consistent, school-wide processes were used to monitor, plan and report on student learning across the curriculum. Faculties analysed HSC data (2020) to inform and modify their teaching practices for 2021 and then 2022. Cross faculty analysis of NAPLAN and PAT data enabled two literacy (vocabulary and reading for purpose and audience) and numeracy (Fractions & proportional reasoning and Number sense & place value) areas to be integrated and focused on in all curriculum areas.

In 2022 there will be increased professional development around data skills for staff to ensure data is continually used to inform teaching practice. Processes and practices will be reviewed and systems introduced to ensure staff are utilising data in their planning and teaching across all key learning areas.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Top 2 Bands - NAPLAN</p> <p>The percentage of students achieving in the top 2 Bands in NAPLAN will increase by 5% or more in reading and by 8% or more in numeracy.</p>	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (3.42%) and a decrease in the percentage of students in the top two bands for numeracy (5.62%).</p>
<p>Improvement in percentage of students in the top 3 Bands in the Higher School Certificate.</p>	<p>In 2021 54.04% of students attained results in the top three HSC bands demonstrated progress yet to be seen toward the lower bound target.</p>
<p>The percentage of Aboriginal students, in the Narrandera Network, attaining the HSC whilst maintaining cultural identity will increase.</p>	<p>The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 6.5%.</p>

Strategic Direction 2: A planned approach to wellbeing

Purpose

In order for students to connect, succeed, thrive and learn, we will implement a planned and strategic whole-school approach to wellbeing processes and programs.

This will enhance advocacy, sense of belonging and resilience amongst our future citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing Practices and Actions

Resources allocated to this strategic direction

School support allocation (principal support): \$5,290.51

Professional learning: \$14,850.00

Integration funding support: \$15,857.00

Location: \$38,294.52

Per capita: \$4,400.00

Aboriginal background: \$5,000.00

Summary of progress

Wellbeing Practices and Actions

In 2021 the focus was to develop a strategic and planned approach to review and develop whole school, evidence-based practices to address the unique context of the school. Current practices were reviewed to ensure that the residential aspect of the school is supported through planned evidence-based wellbeing programs specific to our unique nature. Partnerships between the school, parents, community, and other agencies were sought to reinforce a collaborative approach to support the attendance, well-being and learning of students.

Throughout the year a planned approach to wellbeing was developed and introduced through SAFEMINDS. The SAFEMINDS program is a professional learning and resource package for schools and families that enhances early intervention in mental health support for children and young people in schools. It also assisted in developing clear and effective referral pathways between schools, community, youth and other services. The plan for SAFEMINDS was to share resources and give all staff a thorough understanding of the resources and implementation into our school. Data analysis was essential in building, maintaining and supporting students ability to connect, succeed and thrive. Data analysis was incorporated into the planning when devising scope and sequences for year group wellbeing meetings and regularly as a part of Wellbeing Team meetings. Key stakeholders including members of the Wellbeing Team, Staff and Duty Personnel were regularly informed of students wellbeing concerns and the appropriate strategies and plans needed to support them. This improved and fostered positive communication between stakeholders to develop a whole school approach to wellbeing.

A whole school approach in the design and delivery of the Positive Behaviour for Success program was implemented. Initially PBS was first implemented across all areas of YAHS and there was a strong buy in from staff and students however this was disrupted due to COVID 19 guidelines.

Wellbeing lessons, featured significantly throughout the year. Lessons were embedded into the Year 7 and 8 timetables allowing Welfare Teachers and Year Advisors to design and deliver quality lessons. This included quality teaching practices in resilience, teamwork, development of skills and collaboration as a year group. Teachers shared resources on what quality wellbeing looked like.

In 2022, PBS will continue to be a focus with a planned implementation structure designed for consistent application across the school. To support student wellbeing, 'The Resilience Project' will also be implemented across Years 7-11 and the SAFEMINDS package will continue to be accessed to support early intervention in relation to student mental health concerns.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The percentage of students attending for greater than 90% of time will increase by 2%.	The number of students attending greater than 90% of the time or more has decreased by 2.75%.
The proportion of students reporting an increase in expectations for success, advocacy and sense of belonging at school increases by 2%	There has been a slight decrease in students reporting positive wellbeing outcomes, including expectations for success, advocacy and a sense of belonging.

Strategic Direction 3: Staff collaboration and engagement

Purpose

To sustain student growth and attainment, professional learning is aligned to the Strategic Improvement Plan (SIP), utilising collaborative evidence-based practices to ensure continuous teacher and leadership improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations Professional Learning Culture
- Educational Leadership

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Aboriginal background: \$11,000.00

Beginning teacher support: \$10,000.00

School support allocation (principal support): \$10,000.00

Summary of progress

High Expectations Professional Learning Culture

In 2021 the focus was to embed a culture of collaborative professional learning which aimed at continuous improvement of teaching and learning. The focus was on embedding systems to support teacher performance development with cross faculty collaborations and evidence based programs and lessons.

Data analysis and professional development both within and between faculties encouraged collaboration among staff.

In 2022 the school will ensure that dedicated time is allocated to professional learning to promote a culture of high expectations around professional growth.

Educational Leadership

In 2021 the school developed systems and structures to support a culture of high expectations and community engagement resulting in measureable whole school improvement.

The leadership team engaged in a process of planning, implementation, monitoring and self-assessment with a collaborative approach to school planning. Executive staff became actively involved in the school improvement journey with dedicated time allocated to school meetings. This ensured there was greater clarity about the vision for the school and the steps to achieve it.

In 2022 executive staff will lead strategic improvement teams and all teaching staff will be actively involved in school improvement. There will be time set aside in both executive and whole staff meetings to plan and implement activities as part of the 2021-2024 Strategic Improvement Plan.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve Student Tell Them From Me data for reporting the use of Explicit Teaching Practices and Feedback by 7%	2021 Tell Them From Me student survey data indicated an increase in students reporting the use of Explicit Teaching Practices and Feedback.
Improve Staff Tell Them From Me survey data for reporting increased staff collaboration by 2%	The Tell Them From Me survey results in 2021 indicated that the school's staff reported a slight decrease in relation to teacher collaboration.

<p>The percentage of students achieving expected growth in NAPLAN will increase by 1% in reading, and by 2% in numeracy.</p>	<p>The percentage of students achieving expected growth in reading decreased to 46.67% indicating progress yet to be seen toward the lower bound target. The percentage of students achieving expected growth in numeracy increased to 57.14% indicating progress toward the lower bound target.</p>
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Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$47,371.04</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Yanco Agricultural High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use • Wellbeing Practices and Actions • High Expectations Professional Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • professional learning in HSC analysis. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: to personalise and target professional learning in the form of mentoring and co-teaching.</p>
<p>Integration funding support</p> <p>\$15,857.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yanco Agricultural High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Practices and Actions <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$27,590.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yanco Agricultural High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice

<p>Socio-economic background</p> <p>\$27,590.38</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through writing for the HSC and ALARM to support student learning and writing • employment of an SLSO to work as a Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in: increased confidence and participation of identified students in learning activities. All Year 12 students met the HSC minimum standards.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the literacy and numeracy mentor to support students achieving minimum standards and identified targets.</p>
<p>Aboriginal background</p> <p>\$22,179.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yanco Agricultural High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations Professional Learning Culture • Effective Classroom Practice • Wellbeing Practices and Actions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: all Aboriginal families engaging in the PLP process. Year 12 Aboriginal students successfully completed the HSC and met minimum standards. Increased connection and communication of staff with the local AECG.</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate authentic experiences of Aboriginal cultural into teaching programs to increase the percentage of Aboriginal students who feel positive about their culture and that feel their teachers understand their culture.</p>
<p>Low level adjustment for disability</p> <p>\$89,808.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Yanco Agricultural High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$89,808.56</p>	<p>The school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$38,294.52</p>	<p>The location funding allocation is provided to Yanco Agricultural High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Practices and Actions <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased subject and extracurricular learning opportunities and choices for students and increased staff skill level to support and assist students through a planned wellbeing program.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning to support the students from isolated areas to increase collaboration and increase their sense of belonging and resilience with changing conditions.</p>
<p>Beginning teacher support</p> <p>\$19,330.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Yanco Agricultural High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • High Expectations Professional Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring by an experienced teacher • professional learning <p>The allocation of this funding has resulted in: beginning teachers effectively developing professional proficiency. They gained an understanding and participated in assessment moderation activities to support consistent and comparable judgements of student learning. Beginning teachers contributed to collegial discussions and applying constructive feedback from colleagues to improve professional knowledge and practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support beginning teachers to use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice. Collaborative relationships with a mentor will continue to be fostered to strengthen beginning teachers knowledge and skills to improve student outcomes.</p>
<p>School support allocation (principal</p>	<p>School support allocation funding is provided to support the principal at</p>

<p>support)</p> <p>\$15,290.51</p>	<p>Yanco Agricultural High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Practices and Actions • Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provide time and opportunity to develop leadership within the school executive to direct and lead the Strategic Improvement Plan for Yanco Agricultural High School. • Release for staff to liaise with students, carers and stakeholders to develop a program for Positive Behaviour for Success. <p>The allocation of this funding has resulted in: increased understanding and ownership of the strategic improvement plan to facilitate increased leadership in the executive team. Development of a whole school program to facilitate a clear understanding amongst students, staff and families of Positive Behaviour for Success (PBS).</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate opportunities for all staff to be actively involved in the development of the strategic improvement plan and ensure that all staff have ownership of the implementation of the whole school program Positive Behaviour for Success.</p>
<p>COVID ILSP</p> <p>\$93,999.78</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were identified as needing support with their literacy and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employing/releasing teaching staff to support the administration of the program. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. Students indicated an overall positive approach towards tutoring. Students indicated increased commitment to learning, effective use of time during tutoring and positive impacts on learning and understanding as well as increased confidence in their learning capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support (SLSO's) for some students to continue to meet</p>

COVID ILSP \$93,999.78	their personal learning goals will also be a priority.
Per capita \$58,424.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Yanco Agricultural High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Wellbeing Practices and Actions <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • professional development of staff through 'Writing for the HSC' and ALARM • employment of external providers to provide professional learning for teachings staff about the ALARM matrix • employment of additional SLSO's to provide additional assistance for students performing below the expected stage level. <p>The allocation of this funding has resulted in: a consistent approach to writing for the HSC across all curriculum areas and utilisation of the ALARM matrix to enable students to achieve longer and more in depth responses in their writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage Student Learning Support Officers to support our trajectory towards achieving targets. Provide opportunities for staff to further develop their understanding and implementation of writing for the Higher School Certificate. To incorporate in all programs identified literacy and numeracy skills to facilitate student improvement in writing, reading and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	150	133	121	113
Girls	137	108	116	113

Student attendance profile

School				
Year	2018	2019	2020	2021
7	97.2	96.9	97.8	95.4
8	96.6	95.4	95.1	95.1
9	94.8	94.4	94.5	91.8
10	93	91.2	94.6	92.4
11	94	94.4	96.8	93.2
12	94.4	93.5	94.8	94.3
All Years	94.8	94	95.3	93.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	85	80	20
TAFE entry	15	20	15
University Entry	0	0	55
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

79.41% of Year 12 students at Yanco Agricultural High School undertook vocational education and training in 2021.

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 2021 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	3
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,757,966
Revenue	11,429,819
Appropriation	7,946,329
Sale of Goods and Services	2,794,574
Grants and contributions	518,691
Investment income	3,612
Other revenue	166,613
Expenses	-11,500,325
Employee related	-8,641,820
Operating expenses	-2,858,505
Surplus / deficit for the year	-70,506
Closing Balance	1,687,460

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.

	2021 SBAR Adjustments (\$)
Targeted Total	15,857
Equity Total	139,578
Equity - Aboriginal	22,179
Equity - Socio-economic	27,590
Equity - Language	0
Equity - Disability	89,808
Base Total	4,560,406
Base - Per Capita	58,424
Base - Location	38,295
Base - Other	4,463,687
Other Total	2,861,931
Grand Total	7,577,772

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

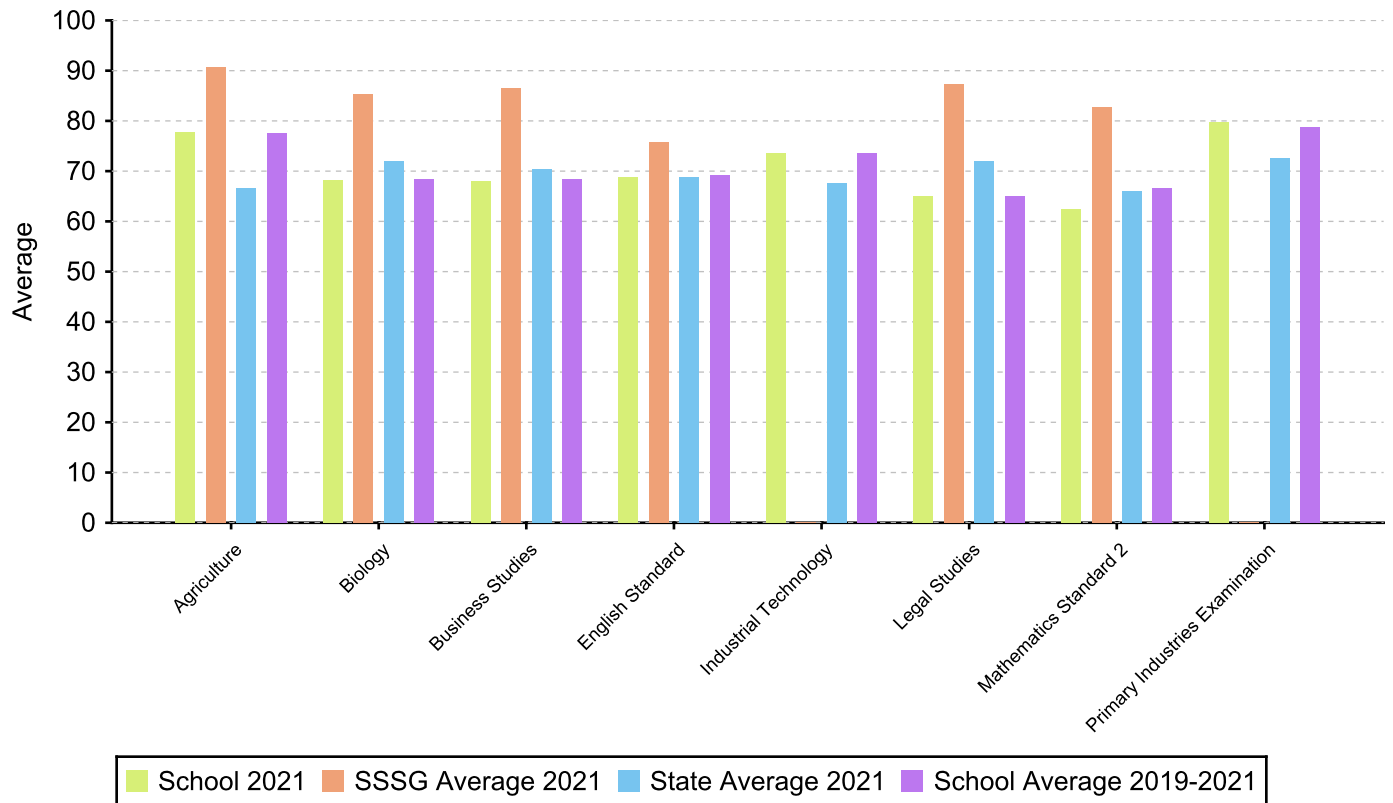
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Agriculture	77.8	90.7	66.7	77.4
Biology	68.1	85.3	71.9	68.3
Business Studies	67.9	86.6	70.4	68.4
English Standard	68.8	75.8	68.8	69.1
Industrial Technology	73.6	0.0	67.7	73.6
Legal Studies	65.0	87.2	72.0	65.0
Mathematics Standard 2	62.4	82.7	66.1	66.5
Primary Industries Examination	79.8	0.0	72.6	78.7

Parent/caregiver, student, teacher satisfaction

Comments below are based on 'Tell Them from Me' survey and Yanconian Foundation survey results.

Parent/caregiver

Parents identified positive aspects of the school included the unique learning and living environment, resources and supportive staff that facilitated education, especially with an agricultural focus. The family orientated approach ensured the development of friendships. The school will work on improving residential facilities and expanding the range of offered activities.

Students

The majority of students identified they had positive relationships and behaviour at school. Active participation was high in school sports, clubs and extracurricular activities. Students also feel that they have positive relationships with teachers and staff resulting in a sense of advocacy at school. An area for development that was identified was to increase an understanding of Aboriginal culture to facilitate Aboriginal students feeling positive about their culture at school.

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 educational leaders and parents. The staff wish to utilise data to inform and improve practice whilst collaborating more across faculties to improve student learning.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.