

2022 Annual Report

Yanco Agricultural High School



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Introduction

The Annual Report for 2022 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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Message from the principal

2022 started with COVID impacting many students and staff but as the 2022 school year progressed, it was wonderful for our students to be somewhat 'back to normal' and able to engage in a variety of school activities and events.

Having our parents and carers back on site was also very positive. The Family Day in September was a fantastic opportunity to not only celebrate 100 years of our school but to have our Yanco family back together on site was truly special.

In terms of construction, this year has been a busy one with our new COLA and Basketball Courts opening and planning for our new boarding upgrade being well underway. Work on our new girls dormitory is set to commence in Term One of 2023. This will coincide with an upgrade of our male dormitories and our existing Mason female dormitory.

The new YAHS Wellbeing Hub is also due to be completed in early 2023. We can not wait for this space, which will be located in the current bottom 'Mutch' dormitory area, to come to fruition. We are very proud to be a 'trailblazer' in relation to the Hub and the focus on extensive and varied wellbeing support, that is accessible for all students, being how we do things at Yanco.

Our dedicated staff have again continued to provide many opportunities for our students in Agriculture in 2022. The school was able to achieve numerous prizes at a variety of shows, which has allowed us to again promote and celebrate our Showstock Teams, as well as our Equine Program.

Our Yanco Sheep Studs 7th Annual Ram Sale, held in September, was again highly successful with all 72 White Suffolk Rams sold to a top of over \$15,000.00 with an average of \$1809.00 each. All 8 Poll Merino Rams were also sold to a top of \$1100.00. Thank you to Mrs Quinn and Year 10 Animal Management for their hard work and commitment that ensured such success.

NAPLAN data for 2022 also showed positive improvement with the number of students achieving results in the top 2 bands increasing in both reading and numeracy. In terms of HSC results, there were four mentions on the Distinguished Achievers list for students achieving the highest HSC band in 2022, which was most pleasing.

I would like to thank all our Yanco community for your support in 2022. Having strong and trusting relationships with all of members of the school community is very important. Staff, students and families have taken the challenges associated with 2022 in their stride and I look forward to continuing to work positively and productively with everyone as we move into the next 100 years of Yanco Agricultural High School together.

Marni Milne

Principal



Annual YAHS Ram Sale

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 2022 enrolment of 232 students, including 12 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 2022 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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: \$20,000.00

Low level adjustment for disability: \$68,952.31

Summary of progress

The focus for 2022 was on effective classroom practice that meets the needs of all students through a systematic approach to quality teaching, curriculum planning and assessment with teachers being supported to integrate evidence-based strategies in numeracy. Student data was regularly analysed and used to inform teaching practice, reflect on teaching effectiveness and guide future school priorities.

Explicit Teaching - Numeracy

This involved professional learning and support being provided to teachers, across all faculties, to develop skills in the teaching of numeracy in the secondary context. All teaching staff worked collaboratively to develop teaching and learning activities to begin to address identified numeracy focus areas across the school.

Through detailed data analysis of NAPLAN and Check In data in numeracy, proportional reasoning and data and statistics were identified as the two main areas to be addressed. Proportional reasoning was selected as the professional learning focus area for 2022, with all teaching staff engaging in a series of professional learning sessions on the bar model with the plan being to add data and statistics as a priority area for 2023.

Feedback from teaching staff that engaged in the sessions indicated that the professional learning had enhanced their confidence and understanding of how this strategy could be used to teach numeracy in their faculty area with 90% of teachers recognising how the bar model can be utilised as part their teaching, however at this stage only 23.5% of teachers have had the opportunity to use this strategy as part of their teaching in 2022.

Next year the priority will remain on whole school, cross-faculty professional learning in numeracy, with a specific focus on using expert Mathematics staff to support teaching staff in other faculty areas to incorporate evidence-based numeracy strategies into their teaching practice. This will add a coaching component to compliment the professional learning which will support further improvement towards student numeracy growth and attainment.

Student Data Analysis & Literacy Coaching

Teaching staff have engaged in introductory professional learning to further enhance data literacy skills. Teachers also commenced working together to gather and analyse internal and external data to gain insights into student learning and inform teaching and planning.

All teaching staff participated in professional learning based on 2022 NAPLAN results and NAPLAN analysis and trends over time. Following this, teachers also worked together in faculty teams to review student assessment data to plan and embed quality practices, specifically related to the teaching of reading and numeracy, into their everyday teaching and as a result, adapted teaching and learning programs to reflect this. This work supported faculty collaboration focused on optimising reading progress for all students, across a range of abilities.

As a result, a specific literacy coaching program for all students at all levels of achievement for the 2022 Year 8 cohort commenced at the end of Term 3. 85% of students indicated that they had greater confidence in their ability to identify the audience and purpose of texts after these sessions.

Following student feedback and to ensure a specific literacy focus for all students in Years 7-10, targeted literacy lessons

will be built into the timetable as teaching periods for 2023. Each class will receive a minimum of one period per fortnight with another English trained teacher who will focus on skill development, which will support further improvement in reading and writing for all students.

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
Top 2 Bands - NAPLAN The percentage of students achieving in the top 2 Bands in NAPLAN will increase by 7% or more in reading.	2022 NAPLAN data identifies that 16% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline.
Top 2 Bands - NAPLAN The percentage of students achieving in the top 2 Bands in NAPLAN will increase by 10% or more in numeracy.	2022 NAPLAN data identifies that 11% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed at the same level as the target baseline.
Top 3 Bands - HSC Attainment The percentage of students achieving in the top 3 Bands in the HSC will increase by 5% or more.	In 2022 48% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
The percentage of Aboriginal students, in the Narrandera Network, attaining the HSC whilst maintaining their cultural identity will increase by 15%.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased.



Sydney Royal Easter Show Display

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

Socio-economic background: \$28,369.20

Professional learning: \$7,400.00

Location: \$1,700.00

Student support officer (SSO): \$96,058.00

Summary of progress

Through a strategic and planned approach, whole school wellbeing programs and structures were reviewed, and evidence-based programs have been identified and implemented to support the wellbeing of students in the unique context of a residential school.

Wellbeing and Child Protection Professional Learning

All staff (teaching, SLSO's and duty supervisors) engaged in professional learning to support student wellbeing through understanding student mental health, effective mandatory reporting, the use of child centered language and restorative practices.

The Term 2 Staff Professional Learning Survey data indicated limited competence and confidence in the following student wellbeing areas: mental health concerns (30.9%), reporting child protection issues (40%), suicide ideation/thoughts (43.6%), self-harm (50.9%), and accessing additional supports (65.5%). In response to this data, professional learning was provided for all staff in these areas. As a result, staff indicated an increased confidence (48% to 88%) in supporting students' mental health and (62% to 88%) in effective mandatory reporting, which supported the enhancement of staff and student wellbeing.

Professional learning around Restorative Practice in Term 4 focused on relational practice between staff and students. This learning facilitated the implementation of this language throughout the school. Staff survey data around this professional learning indicated that 100% of staff (including both teaching and duty staff) saw a place for restorative practices at Yanco Agricultural High School and 100% of staff were also planning to use restorative processes as part of their work moving forward.

Next year the focus will be building upon the restorative practice professional learning completed at the end of 2022, and embedding it into the wellbeing structures and language used at the school. This will support further improvement towards enhanced student wellbeing and create an improved sense of advocacy and belonging amongst students.

Resilience Project

In 2022 the school implemented 'The Resilience Project,' an evidence based program designed to support the wellbeing and resilience of both staff and students. Through the focus on the three key pillars of gratitude, empathy and mindfulness, it is anticipated that students and staff will cultivate positive emotion with emotional literacy as a foundational skill for positive wellbeing.

Implementation of this program involved professional learning for staff followed by the introduction and implementation of the program for students from Year 7 to Year 11. As the year progressed, implementation was modified to ensure greater access and continuity for all students.

Initial survey results taken at the commencement of the program indicated that students' positive connections with adults, their ability to communicate when upset and feeling good about themselves decreased from stage 4 to stage 5. Students

also indicated increased risk taking behaviours from stage 4 to stage 6. By engaging in the program, it is anticipated that all students, over time, will be supported to make more positive choices through the enhancement of their emotional wellbeing and resilience.

Staff also reported feeling more confident delivering this program as the year progressed. Next year the focus will be to continue 'The Resilience Project' for all year groups. This will support further improvements towards building the emotional intelligence and resilience of students and staff.

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 greater than 90% of time will increase by 2%.	The number of students attending school 90% of the time or more decreased in 2022.
The proportion of students reporting an increase in expectations for success, advocacy and sense of belonging at school increases by 3%.	There has been a slight decrease in students reporting positive wellbeing outcomes, including expectations for success, advocacy and a sense of belonging in 2022.



YAHS Drum Corps

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: \$15,000.00

Summary of progress

The focus for 2022 was on fostering a culture of collaborative professional learning, centered on continuous improvement of teaching and learning. This involved embedding systems to support quality teaching practice, cross-faculty collaboration and the use of evidence based strategies.

Rosenshine Principles Professional Learning

This involved professional learning focused on Rosenshine's Principles of Instruction. Rosenshine emphasised the importance of giving students adequate time to practise retrieval, ask questions and seek help, with the priority on teaching material in manageable amounts, modelling, guiding student practice, the use of effective feedback and providing sufficient practice and review.

Teaching staff in 2022 engaged in detailed professional learning around the first three Rosenshine principles, including daily review, present new material in small steps and asking effective questions.

As a result, teaching staff demonstrated understanding of and use of this evidence based strategy, with 95% of staff indicating confidence in their own understanding of the principles. Survey data also showed that 60% of teaching staff described themselves as using the principles regularly, whilst the remaining 40% were using the principles at times. This professional learning supported the focus on improving teaching and learning across the whole school through the use of effective evidence-based practices.

Next year the focus will remain on professional learning for all teaching staff on the remaining Rosenshine Principles of Instruction, as well as other high impact teaching strategies to support quality teaching practice.

Cross Faculty Collaboration

This involved the commencement of staff working together with a partner teacher from another faculty to link cross faculty content and also to learn from and support each other.

In Term 1, teaching staff identified one unit within one year group that they would like to collaborate with another teacher on and partnerships between staff and faculties were created. This partnership involved designated times at staff meetings for both formal and informal professional conversations over the course of the year. As a result of this work, teaching staff reported a positive increase in the opportunities for teacher collaboration and also valued the time allocated to discuss effective cross-curricular literacy and numeracy strategies with their partner.

Feedback from teaching staff in Semester Two, although indicating strong support around the value of this work, suggested that some changes in approach were required. As a result of the feedback received, it was decided that staff would benefit more from collaborating on already established programs and priorities within the school instead of trying to create a new unit of work.

Next year, explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice between teachers will be prioritised, which will support improvement towards developing and sustaining quality teaching practice across the school.

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 2%.	2022 Student Tell Them From Me 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 3%.	2022 Staff Tell Them From Me survey results indicated a 4% increase in relation to staff collaboration.
The percentage of students achieving expected growth in NAPLAN will increase by 1% in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of students achieving expected growth in NAPLAN will increase by 2% in numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



YAHS Equestrian Team

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$48,400.00</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 • Educational Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing release for teachers and faculties to collaboratively analyse student performance data and plan for future student learning • providing release for all teachers to work collaboratively across faculties. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results and growing confidence of teaching staff.</p> <p>After evaluation, the next steps to support our students will be: a continuation of personalised and targeted professional learning, with a specific focus on reading, numeracy and HSC improvement.</p>
<p>Integration funding support</p> <p>\$28,416.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: 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 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>\$28,369.20</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>Socio-economic background</p> <p>\$28,369.20</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 equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • providing opportunities for all teaching and duty staff to engage in specialised wellbeing and child protection professional learning to support enhanced student wellbeing across the school, particularly for students at risk. <p>The allocation of this funding has resulted in the following impact: increased confidence and participation of identified students in learning and accessing wellbeing support. Staff also report increased confidence understanding and supporting positive student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: to continue to support identified students to access education through economic support as required and to ensure a regular review process is in place to identify and to best support students experiencing educational disadvantage.</p>
<p>Aboriginal background</p> <p>\$16,634.35</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in the following impact: the number of Aboriginal students attending greater than 90% of the time has continued to increase. The process and quality of the Personalised Learning Plans for Aboriginal students has also improved.</p> <p>After evaluation, the next steps to support our students will be: to continue to improve the Personalised Learning Plans process for Aboriginal students, including increasing the engagement of families in this process. Sharing this information with staff in a more effective manner will also be prioritised.</p>
<p>Low level adjustment for disability</p> <p>\$90,985.31</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 • Other funded activities <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

<p>Low level adjustment for disability</p> <p>\$90,985.31</p>	<ul style="list-style-type: none"> • 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 the following impact: the school achieved 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 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 School Learning Support Officers.</p>
<p>Location</p> <p>\$37,627.00</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 • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to partly fund the employment of a Technology Support Officer. • partial funding to implement 'The Resilience Project' for all students in Years 7-11. <p>The allocation of this funding has resulted in the following impact: the creation of the position of Technology Support Officer which has ensured effective use and management of technology systems across the school. Increased opportunities and choices for students in the wellbeing space have also been created, with a particular focus on empathy, gratitude and mindfulness. The current impact is that student wellbeing has been prioritised as a tier one intervention and timetabled to ensure a consistent language and focus on social and emotional learning across the school.</p> <p>After evaluation, the next steps to support our students will be: to continue to support all members of the school community to engage with new and effective technology systems to increase collaboration and overcome isolation. Funding of 'The Resilience Project' will continue to ensure a consistent focus on student wellbeing and strategies to promote wellbeing and resilience for both students and staff.</p>
<p>COVID ILSP</p> <p>\$75,200.00</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 2022.</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 • providing targeted, explicit instruction for student groups in both literacy and numeracy • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals. Students also indicated a positive approach towards tutoring and reported an increased sense of confidence in their learning capacity.</p>

<p>COVID ILSP</p> <p>\$75,200.00</p>	<p>After evaluation, the next steps to support our students 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 for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$57,105.00</p>	<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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to partly fund the employment of a Technology Support Officer. <p>The allocation of this funding has resulted in the following impact: the creation of the position of Technology Support Officer which has ensured effective use and management of technology systems across the school.</p> <p>After evaluation, the next steps to support our students will be: to continue to support all members of the school community to engage with new and effective technology systems to increase collaboration and overcome isolation.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<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"> • Wellbeing Practices and Actions <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of a full-time Student Support Officer. <p>The allocation of this funding has resulted in the following impact: a designated Student Support Officer position has been filled to enhance the wellbeing and learning outcomes of students by providing targeted wellbeing support for students who are experiencing challenges at school or home, through small groups sessions or individual support. The Student Support Officer also has a pivotal role in working collaboratively with external and other government agencies, creating referral pathways for students and families to access support needed.</p> <p>After evaluation, the next steps to support our students will be: to continue to review and promote the position of Student Support Officer to ensure more students are willing to access this support and additional referral pathways to external agencies are explored.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	133	121	113	116
Girls	108	116	113	116

Student attendance profile

School				
Year	2019	2020	2021	2022
7	96.9	97.8	95.4	90.4
8	95.4	95.1	95.1	89.8
9	94.4	94.5	91.8	88.9
10	91.2	94.6	92.4	86.6
11	94.4	96.8	93.2	89.1
12	93.5	94.8	94.3	86.5
All Years	94.0	95.3	93.5	88.5
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	100	100	35
TAFE entry	0	0	15
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

83.33% of Year 12 students at Yanco Agricultural High School undertook vocational education and training in 2022.

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 2022 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	8.98
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



Family Day in September celebrated 100 years of YAHS

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,687,460
Revenue	12,710,392
Appropriation	8,608,516
Sale of Goods and Services	3,353,411
Grants and contributions	507,953
Investment income	33,486
Other revenue	207,026
Expenses	-12,738,677
Employee related	-8,906,860
Operating expenses	-3,831,817
Surplus / deficit for the year	-28,286
Closing Balance	1,659,174

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.



Open Day 2022

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	16,253
Equity Total	135,992
Equity - Aboriginal	16,634
Equity - Socio-economic	28,372
Equity - Language	0
Equity - Disability	90,986
Base Total	4,667,361
Base - Per Capita	57,106
Base - Location	37,627
Base - Other	4,572,628
Other Total	3,607,746
Grand Total	8,427,352

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.

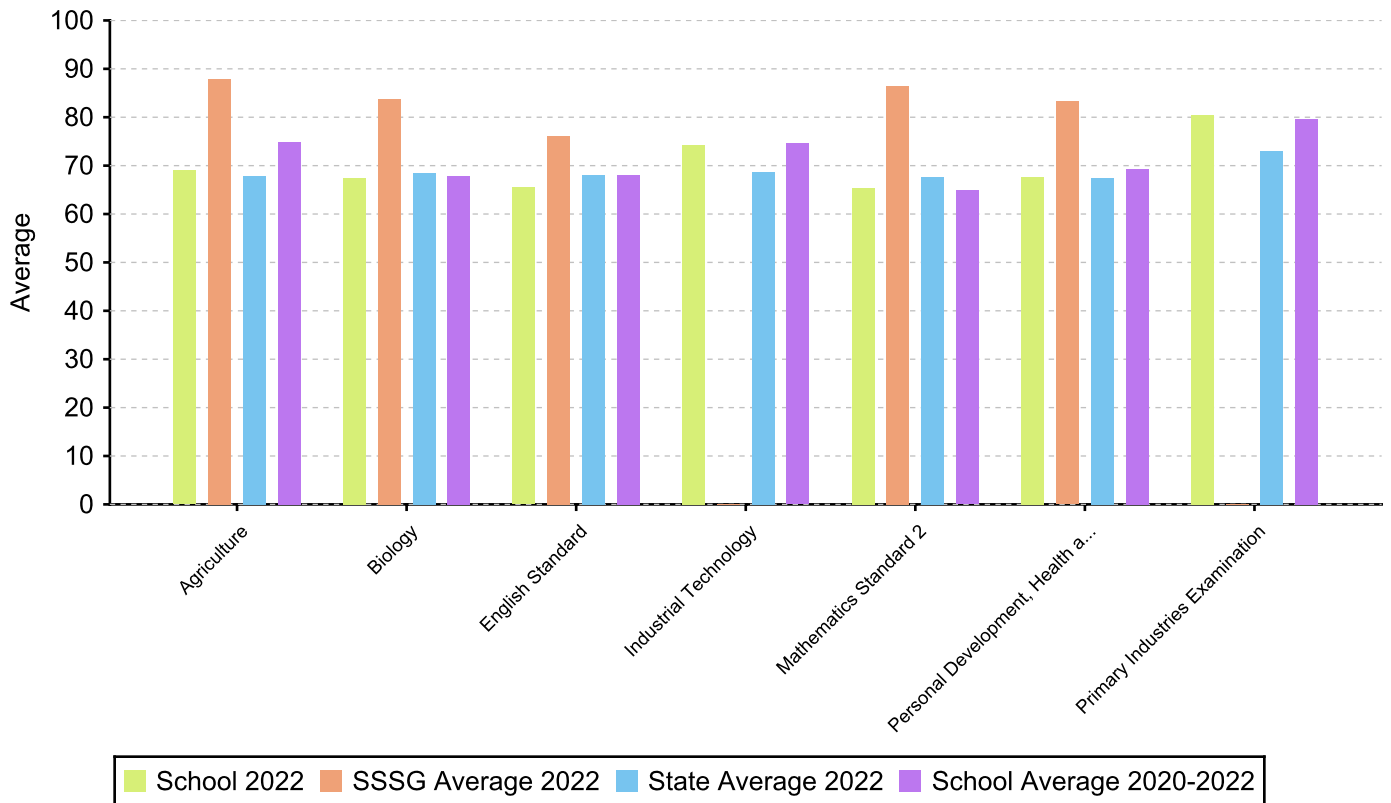


YAHS Open Rugby Union

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 2022	SSSG	State	School Average 2020-2022
Agriculture	69.0	87.9	67.8	75.0
Biology	67.4	83.8	68.5	67.8
English Standard	65.5	76.2	68.1	68.1
Industrial Technology	74.3	0.0	68.6	74.6
Mathematics Standard 2	65.3	86.4	67.6	64.9
Personal Development, Health and Physical Education	67.7	83.2	67.5	69.3
Primary Industries Examination	80.5	0.0	73.0	79.6

Parent/caregiver, student, teacher satisfaction

Yanco Agricultural High School undertook a 'Parent Feedback for Principal Planning' survey in the second half of 2022. Particular areas of strength were around the agricultural opportunities at the school, the support offered by the school for students and their families and the sense of school pride and tradition.

The school leadership team has carefully considered the results and have committed to focusing on increasing the methods of communication between home and school and exploring additional outside hours activities to increase student engagement after school and on weekends in the boarding school. Changes have also been made around food options for all students that have already resulted in positive feedback from students and their families.

Students also completed the Tell Them From Me survey in 2022 which identified a number of positives. The school average was above the NSW Government norm in relation to key areas related to positive teacher-student relations, positive learning climate and behaviour at school as well as effective learning time.

Areas to focus on moving forward include the development of positive homework behaviours and increasing the sense of belonging felt by Yanco students. There are a number of activities planned in 2023 to address these areas of priority.

Staff feedback from the 'People Matter' employee survey indicated strength in the following areas: risk and innovation, ethics and values, inclusion and diversity and employee voice. The most improved area from 2021 related to Senior Managers providing clear direction (+24%) and listening to employees (+20%).

Moving forward, there will be a focus in 2023 on improving systems around feedback and performance management, which has been an area of weakness over time. Clear timelines and processes will be put in place around the performance and development process and scheduling regular feedback conversations with all employees will also be prioritised.



Open Girls Rugby Union

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.