

2022 Annual Report

Yass High School



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Introduction

The Annual Report for 2022 is provided to the community of Yass 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

At Yass High School we are committed to educating our young people to achieve personalised success pathways within an environment of inclusion. Every student is known as a learner, valued as a person and cared for to be a happy, contributing member of the school and wider community. Every student and every teacher is challenged to extend their knowledge and skills each year within a culture of high expectations.

An unrelenting focus on academic excellence will drive our belief in each student's ability to place learning at the core of their life both at and beyond school to become successful and healthy citizens.

School context

Yass High School is situated 50 km from the ACT in one of the fastest growing rural areas in NSW, leading to greater diversity in our community. There have been significant upgrades and infrastructure projects including a Trade Skills Centre, state of the art STEM building and a multi-purpose Hall. The current total enrolment is approximately 525, with significant growth in Year 7-10 and Support classes. A Pathways Class was established in 2021 to offer an alternative educational program for Stage 5 students who identify employment or a trade as a post-school goal. The percentage of enrolled students who identify as ATSI is increasing (currently 9%), with improving retention into and successful completion of Year 12. There are a small number of EAL/D students (less than 1%) and this is also increasing as new families move into the area.

Preparing our diverse range of students through the provision of a broad curriculum with pathways towards higher education and skill-based employment careers is an expectation of our community. They value the strong partnerships between the school and local business groups to promote community engagement, civic pride and personal values.

The rural setting of the school gives a significant focus on Agriculture and Primary Industries. Students participate in a range of sports at local, regional and state competitions. Creative and Performing Arts, Gifted and Talented programs and VET (Vocational and Educational) courses provide opportunities for students to achieve personalised goals. Our community partners support students to develop civic values and positive community behaviours.

Our significant school improvement focus is on Student Growth and Attainment, High Expectations Culture and Educational Leadership. The strategic improvement plan will be supported by a range of equity funding, including Aboriginal background, socio-economic background and low-level adjustment for disability.

Yass High School celebrates diversity in our learners and our focus on equal opportunities is an important aspect of our overall commitment to being a fully inclusive school.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic and pathways success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

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

Integration funding support: \$78,128.00

Low level adjustment for disability: \$167,581.53

English language proficiency: \$9,994.72

Location: \$33,773.80

Professional learning: \$66,064.84

Summary of progress

The focus for 2022 has been around building staff understanding and capacity to teach reading across every faculty effectively. There has been significant PL in the explicit teaching of vocabulary; however, staff shortages along with the identified need for improved comprehension skills to improve students' numeracy performance; have impacted the effective implementation of the Numeracy Strategy. Every staff meeting has included a reading strategy that teachers can embed into their class programs and Head Teacher English worked individually with teachers to support capacity building. Data analysis of Best Start Y7, Check-in Assessment, NAPLAN and HSC Minimum Standard was conducted to identify student class placement and ongoing interventions and support. Resources for Stage 4 teachers to use in planning and delivering explicit vocabulary instruction. Resources have been refined and simplified in response to teacher needs (increasing engagement and reducing admin burden). Anecdotal feedback suggests high levels of uptake from professional learning and practice have been developed and shared between the staff at staff meetings. This has strongly supported an increase in staff confidence and capacity to embed explicit vocabulary.

A dedicated team has been working on developing the Numeracy Strategy which will be rolled out to all staff in 2023.

A university medical student was employed as a casual School Learning Support Officer (SLSO) to work with Mathematics students in Years 10-12 to enhance student achievement. This has contributed to the progress measures by building staff confidence to access and use the data about where students are in their reading and how to target explicit teaching to address their learning needs.

Triangulation of data from SCOUT - NAPLAN, Check-in, Best Start, and LST referrals will remain an area of focus. HSC analysis has been backward mapped to refine curriculum delivery. Students with additional learning needs have been tracked and monitored to ensure appropriate patterns of study and relevant learning intentions. All classroom teachers will contribute to data collection and participate in targeted professional learning to build staff capacity in data skills and use. Classroom teachers are supported to use in-school data to reflect on the efficacy of their teaching and learning. Formative assessment data is used to ensure appropriate adjustments for individual learning needs. Consistent Teacher Judgement was a focus of professional learning and helped to create some urgency around the need to use data to inform teaching. All staff have engaged in professional learning around data literacy and different data representation. The leadership team has analysed NAPLAN data which indicates positive trends in both reading and numeracy. This has positively engaged staff to continue developing their capacity to analyse data to ensure ongoing sustained improvement in Reading and Numeracy outcomes.

The next steps are to consolidate staff expertise in understanding and delivering explicit vocabulary instruction. This includes ensuring vocabulary instruction strategies are embedded in all Stage 4 programs and are increasingly used in Stage 5 & 6 programs. Practice is to be shared and observed by others. From this knowledge, base staff are to build on the Reading Strategy by developing literacy instruction expertise through PL in 'accountable talk' and 'reading academic texts'. As in 2022 PL will be delivered in staff meetings to the whole staff and then led by head teachers in faculty meetings. From this PL resources will be developed to assist teachers in implementing 'accountable talk' and 'reading academic texts' strategies in the Semester 2 of 2023. Key staff will continue undertaking specific PL around the Numeracy strategies being implemented across the network. The mathematics faculty will focus on multiplicative

strategies while professional learning for all staff on how to apply consistent problem-solving as well as reasoning strategies in their specific subject.

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
Increase the percentage of Year 9 students achieving in the top two bands in NAPLAN reading to a minimum of 18.1% (lower bound system negotiated target).	The percentage of students achieving in the top two bands in Reading is 16%, with more students in the top band than previously. The average reading score for Year 9 was well above state average.
Increase the percentage of Year 9 students achieving in the top two bands in NAPLAN numeracy to a minimum of 21.6% (lower bound system negotiated target).	The percentage of students in the top two bands has increased from 8% (2021) to 17% (2022) with a trend of more students in the top band. The average numeracy score was above State average. While we have not reached the specified target of 21.6%, we have made a significant progress towards this.
Increase the percentage of Year 12 students achieving in the top three bands in the HSC to a minimum of 48.9% (lower bound system negotiated target).	2022 results have not yet achieved the target, though with professional learning to identify the areas that will have greatest impact on HSC results there is confidence that we will move closer to the target in 2023.
Increase the percentage of Year 9 students achieving expected growth in NAPLAN reading to a minimum of 59.5%.	Student growth reports for 2022 are unavailable due to absence of 2020 NAPLAN results. Check-in results have shown strong improvement in reading results in Year 9.
Increase the percentage of Year 9 students achieving expected growth in NAPLAN numeracy to a minimum of 59.6%.	Student growth reports for 2022 are unavailable due to absence of 2020 NAPLAN results. Check in results have shown some numeracy improvements in Year 9.

Strategic Direction 2: High expectations culture

Purpose

To build a culture within the whole school community of high expectations of learning progress and achievement for all students, with a commitment to the pursuit of excellence.

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.

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$149,470.22

Aboriginal background: \$64,120.53

Low level adjustment for disability: \$28,500.00

Student support officer (SSO): \$21,815.00

Summary of progress

Learning and Support Team processes were reviewed and refined to align with best practice. Targeted professional learning for all staff in the Learning & Support Team processes, including gathering evidence of interventions and strategies for supporting students prior to a referral. Specific focus and support on the nature and purpose of Learning Adjustments has been delivered to all relevant staff. The impact has been that teacher confidence and capacity has been enhanced for identification of students requiring support, the nature of that support and documentation of effectiveness of interventions. Internal school systems have been improved to ensure that interventions and student data are available for all staff through COMPASS.

The culture of high expectations across the school is underpinned by quality relationships. Following the disruptions of COVID, actions focused on rebuilding connections with school routines and relationships. The Positive Behaviour for Learning team met regularly throughout 2022 to review behaviour expectations; analyse data; and identify targeted actions to address emerging issues. The impact has been greater clarity of expectations and consistent communication with students and their families. Staff collaborated to set a baseline against the High Expectations theme from the Achieving School Excellence in Wellbeing and Inclusion. This supported staff to build their understanding of next steps and informed ongoing planning in the Learning Culture initiative.

Staff engaged in professional learning around the drivers of student engagement - aspiration and quality teaching, wellbeing, relationships - reflecting on the systems and practices aligned to each driver. Staff collaborated to explore the assumptions about student engagement at Yass High School for students, parents and staff. The school was unable to determine the consistency in behaviour, cognitive and emotional engagement. The Leadership Team has conducted the Attendance Self Assessment tool in SCOUT and will use the feedback to inform improvement in communication, recording, procedures and knowledge.

The next steps are to build staff understanding of the Inclusive Engaging Respectful schools strategy and review current practices to align with changes to policy and expectations. To continue exploring student engagement, staff need to determine the levels of consistency across the school in relation to behavioural, cognitive and emotional engagement and articulate the school's expectations for student engagement. Staff need to collaborate to create a baseline against the Student Engagement theme from the Achieving School Excellence in Wellbeing and Inclusion resource. As part of the ongoing focus on Attendance the Leadership Team will use the resources available on the Attendance Matters website to improve attendance and engagement.

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
Increase the percentage of students in the top 3 Bands HSC to at least 48.9%	The school did not meet the expected target for students achieving in the top 3 HSC bands. The school has implement a number of strategies to increase

(lower bound system negotiated target).	student results. The school is confident that it is on track to meet the expected target with internal school data showing an increase in student achievement which is supported by improvements in NAPLAN, VALID and check-in assessments.
Increase the percentage of students attending 90% of the time to at least 68.4% (lower bound system negotiated target).	The percentage of students attending 90% of the time in 2022 is below the expected target. Students returning to school post COVID restrictions and ongoing exposure to COVID has impacted on this target. The activities in 2022 have ensured that every student feels known, valued and cared for at Yass High School and this has contributed to the Attendance Progress Measure and resulted in improved attendance and engagement across the school. Support from SKT (Safeguarding Kids Together) and Strategic Support for Attendance has reviewed the school's current practices and outcomes and provided recommendations for future planning.
Increase the percentage of students with positive wellbeing to at least 60.0% (lower bound system negotiated target).	There has been an increasing trend in Wellbeing based on Tell Them From Me data since 2019. Improving students' sense of belonging through alignment between expectations and behaviour has contributed to achieving this target. Actions by the school have provided clarity around positive behaviour which has increased students' expectations of success.

Strategic Direction 3: Educational leadership

Purpose

To embed a focus on instructional leadership to sustain a culture of effective, evidence-informed teaching so that every student makes measurable learning progress across all transition points and gaps in student achievement decrease.

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.

- Collaborative practice
- Middle Years Strategy
- Management Practices and Processes

Resources allocated to this strategic direction

Summary of progress

Collaboration and feedback is mostly at a Faculty level, however implementation of the Reading Strategy is broadening collaboration in this area. The Leadership Team engaged in professional learning and coaching around Effective Feedback. This involved self-reflection to inform PDP goals. Staff shortages have impacted upon the ongoing implementation of Quality Teaching Rounds. Yass High School led the re-engagement of the Binit Binit Learning Community as a structure to support collaboration that focuses on improving outcomes for all students.

The next steps are to expand the use of explicit systems for collaboration and feedback to sustain quality teaching practice. The Reading Strategy will continue to be implemented and the Numeracy Strategy will be launched. Professional Learning Communities that address an aspect of whole school improvement will involve every staff member. Quality Teaching Rounds will be re-started in 2023. The leadership team will continue to monitor the school's progress in the Key Practices for Instructional Collaboration matrix. and the High Impact Professional Learning matrix.

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 school will move from developing practice to accomplished practice in the key practices for instructional collaboration .	Teachers use faculty data on student achievement to identify future professional learning programs to strengthen teacher expertise and develop relevant inputs to meet identified student learning needs. Faculties are assisted to gather and analyse formative and summative assessment data to judge a year's worth of student progress. The LST and DP Curriculum lead classes across faculty areas to share data to diagnose student need, provide suitable interventions and evaluate the impact of teaching,
High impact professional learning will move from elementary to emerging descriptors and deliver embedded, ongoing school improvement in teaching practice and student results aligned to the SIP.	All teachers demonstrate accountability for their own learning practice through the identification of professional learning goals in their PDP. Professional learning on reading strategies, numeracy, learning adjustments and curriculum-based pedagogies has provided teachers with an understanding of the impact of their continual professional development on student progress and achievement. The school regularly evaluates the effectiveness of the current learning environment through faculty review processes.
Increase the percentage of staff engaged in Quality Teaching Rounds to least 40%, enhancing modelling and sharing of evidence-based strategies, promoting student engagement and optimising learning progress for all students.	This activity has been paused due to COVID restrictions and the lack of availability of teachers to cover classes for QTR participants.

The school will move from Level 3 to level 4 in the Middle Years Transition Matrix key practices.

An assessment of the middle schools matrix from executive staff of both the High School and Public school, show that the school believes its position to now be closer to a level 3 stage for most areas of the matrix. Improved shared transition processes across partner schools has shown a tremendous connection for high school in 2023. Wellbeing processes at the school have also been much more targeted and have shown positive growth as supported by student feedback in school survey data. Staff now better understand and adapt teaching pedagogy to meet the needs of their students. Shared knowledge of stage 3 into stage 4 academic outcomes, as assessed by state testing methodology, has improved the connection between these age groups. Future plans are to improve this connection further.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,128.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Yass 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <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>\$149,470.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yass 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"> • Learning Culture <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 RIOT (Resilience In Our Teens) training to support student learning • employment of external providers to support students with additional learning needs • employment of additional SLSO to work as a full-time Numeracy mentor with senior students to lift their performance into Bands 5-6. <p>The allocation of this funding has resulted in the following impact: Year 7 and 9 NAPLAN Numeracy statistically similar school groups (SSSG) There is an upward trend in HSC Top 2 Bands for average course mark</p> <p>After evaluation, the next steps to support our students will be: continue to engage the numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$64,120.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Yass 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</p>

<p>Aboriginal background</p> <p>\$64,120.53</p>	<p>including:</p> <ul style="list-style-type: none"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • engagement of an Aboriginal SLSO to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • engage external Aboriginal providers for community consultation and engagement to support the development of cultural competency. <p>The allocation of this funding has resulted in the following impact: conversations have become more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: engaging a numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Plans are underway for community consultation around designing an Aboriginal mural and embedding local culture into a new uniform option.</p>
<p>English language proficiency</p> <p>\$9,994.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Yass 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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: student progress showing growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. The Learning and Support teacher looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$196,081.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Yass 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"> • Effective Classroom Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$196,081.53</p>	<p>The allocation of this funding has resulted in the following impact: an increase of students achieving expected growth as evidenced by school based assessment data. 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 ongoing employment of trained SLSOs.</p>
<p>Location</p> <p>\$33,773.80</p>	<p>The location funding allocation is provided to Yass 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"> • Effective Classroom Practice <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 • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$66,064.84</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 Yass 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the Head Teacher English delivered targeted professional learning and supported an evidence-based approach to teaching reading (vocabulary). <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 vocabulary, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching. The school will introduce specialised literacy interventions to support targeted students. The Deputy Principal and Head Teacher Mathematics will introduce a whole school Numeracy approach.</p>
<p>COVID ILSP</p> <p>\$161,660.00</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</p>

<p>COVID ILSP</p> <p>\$161,660.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy. <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</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. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$21,815.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Yass 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 <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • engaging in Resilience in our Teens (RIOT) training • participate in Guided Support for Attendance <p>The allocation of this funding has resulted in the following impact: students are accessing more timely support to address their wellbeing needs. A Breakfast Club has been established and students engagement with school has been enhanced as a result. The school has analysed their assessment data to inform targeted interventions for students at risk.</p> <p>After evaluation, the next steps to support our students will be: Enhanced collaboration with parents to support their children's wellbeing and attendance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	261	257	268	264
Girls	282	273	244	235

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.1	92.1	88.2	85.5
8	87.7	90.4	85.4	81.1
9	87.5	91.4	83.1	79.4
10	87.6	87.8	81.6	76.3
11	83.8	89.0	80.7	73.3
12	83.3	88.5	78.6	80.7
All Years	87.4	90.1	83.4	79.6
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	1.94	0	0
Employment	13.6	25	17.2
TAFE entry	2.9	3.4	17.2
University Entry	0	0	34.5
Other	14.6	0	0
Unknown	0	0	3.4

Year 12 students undertaking vocational or trade training

44.83% of Year 12 students at Yass High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Yass 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	33.3
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
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.

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	602,191
Revenue	8,588,606
Appropriation	8,451,793
Sale of Goods and Services	16,086
Grants and contributions	107,046
Investment income	6,631
Other revenue	7,049
Expenses	-7,923,842
Employee related	-7,238,866
Operating expenses	-684,977
Surplus / deficit for the year	664,763
Closing Balance	1,266,955

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.

	2022 SBAR Adjustments (\$)
Targeted Total	41,237
Equity Total	419,667
Equity - Aboriginal	64,121
Equity - Socio-economic	149,470
Equity - Language	9,995
Equity - Disability	196,082
Base Total	6,998,720
Base - Per Capita	134,587
Base - Location	33,774
Base - Other	6,830,359
Other Total	526,379
Grand Total	7,986,003

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

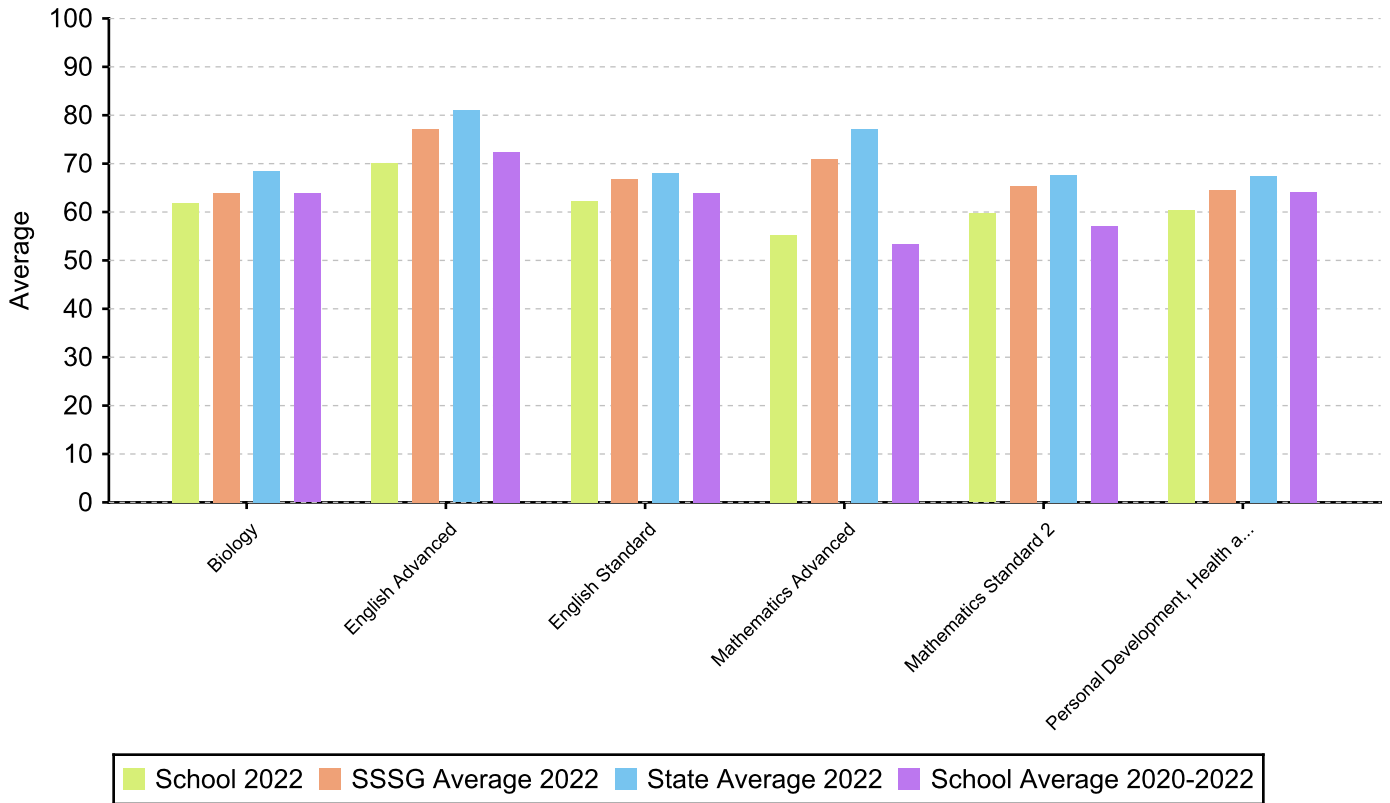
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	61.9	63.9	68.5	63.8
English Advanced	70.1	77.1	81.0	72.4
English Standard	62.3	66.9	68.1	64.0
Mathematics Advanced	55.3	71.0	77.1	53.4
Mathematics Standard 2	59.7	65.4	67.6	57.1
Personal Development, Health and Physical Education	60.4	64.5	67.5	64.1

Parent/caregiver, student, teacher satisfaction

There was limited opportunity to engage with the community due to construction of a multipurpose Hall on our small school site and changing COVID restrictions during 2022.

Parent conversations, meetings with Executive staff, P&C input and FaceBook comments were used to provide data that helped establish levels of satisfaction with the school and its operations. This included parent feedback regarding transition, course selection processes, access to resources and support during working from home, and student surveys about engagement and learning support provided with work studied in class.

Staff satisfaction with communication has increased as a result of the maintaining morning Muster four days a week via Microsoft Teams, clarification of use of different communication platforms, and the creation of a directory for accessing communication types..

The re-establishment of PBL (Positive Behaviours for Learning) included the school community re-selecting our school values of Respect, Responsibility and Honesty as a focus for expected behaviours. Staff report improved student management strategies centered on these new values; students have responded positively to the lessons around the values; parents have indicated through the P&C that they appreciate this new focus and are managing conversations at home to include a focus on these. The whole school focus on wellbeing through PBL has improved noticeably. (Positive Behaviours).

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.