

Strategic Improvement Plan 2021-2025

Yanco Agricultural High School 8144



School vision and context

School vision statement

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 fully residential Agricultural High School.

The school has a 2023 enrolment of 262 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 2023 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 NSW 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

School vision and context

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School context

in learning with parents and students, to ensure that students are motivated to deliver their best and continually improve.

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.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2023 and 2022.

Initiatives

Effective Classroom Practice

Effective classroom practice will meet the needs of all students through a systematic approach to quality teaching, curriculum planning and assessment.

Teachers will be supported to integrate evidence-based strategies in reading, numeracy and the teaching of Higher School Certificate courses.

Data Skills and Use

Student data is regularly analysed and used to inform teaching practice, reflect on teaching effectiveness and guide future school priorities.

Effective, consistent, school-wide processes are used to monitor, plan and report on student learning across the curriculum.

Success criteria for this strategic direction

Effective Classroom Practice

Teachers in all faculties are skilled in evidence-based, explicit teaching techniques, which optimise learning progress for all students in reading, numeracy and Higher School Certificate courses.

Teaching and learning programs show evidence of adjustments to address individual learning needs, particularly in reading, numeracy and Higher School Certificate courses.

Assessments are developed and used across the whole school to promote consistent and comparable judgement of student learning progress and identify skills gaps for improvement and areas for extension.

Data Skills and Use

The school uses systematic and reliable data to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring student progress and reflecting on teaching effectiveness.

Student learning data for equity groups, including Aboriginal students, shows improved learning growth and attainment.

Evaluation plan for this strategic direction

What has been the impact of using explicit, evidence based teaching methods on individual student academic success?

How has the full range of assessment strategies improved the teaching and learning cycle within the classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place, to

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

satisfy this strategic direction.

This data will include the analysis of external and internal student performance data, staff and student surveys, student work samples, teaching and learning program monitoring, analysis of assessment strategies and pre and post intervention group data.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

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.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.74% in 2023 to 92.8% by 2027.

Initiatives

Wellbeing Practices and Actions

A strategic and planned approach will be utilised to review and develop whole school, evidence-based practices to address the unique context of the school.

We will review practices to ensure that the residential aspect of the school is supported through evidence based wellbeing programs specific to our unique nature.

Partnerships between the school, parents, community, and other agencies will reinforce a collaborative approach to support the attendance, well-being and learning of students.

The school will work in partnership with other boarding schools to identify and implement best practice strategies to support the wellbeing of students.

Success criteria for this strategic direction

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys and feedback, to monitor and refine a whole school approach to attendance, wellbeing and engagement, to improve learning.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teaching and learning programs demonstrate adjustments which focus on challenging students to aspire and build a culture of high expectations.

The school works together with teachers, parents and the community to support consistent and systematic processes that maximise student engagement, wellbeing and attendance.

Evaluation plan for this strategic direction

What has been the impact of using explicit, evidence based student wellbeing programs on individual student resilience, advocacy and sense of belonging.

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction.

This data will include external and internal student performance data, staff and student surveys, teaching and learning program monitoring, Tell Them From Me survey data and pre and post intervention group data.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track to achieving the intended improvement measures. Term by term review and triangulation of data sources, including quantitative and qualitative, internal and external data, to corroborate conclusions.

Strategic Direction 2: A planned approach to wellbeing

Evaluation plan for this strategic direction

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 3: Staff collaboration and engagement

Purpose

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

Improvement measures

Staff Growth and Explicit Teaching Practice

Achieve by year: 2025

Improve Student Tell Them From Me data for reporting the use of Explicit Teaching Practices and Feedback from 2023.

Initiatives

High Expectations Professional Learning Culture

The school embeds a culture of collaborative professional learning which is focused on continuous improvement of teaching and learning.

This will result from embedding systems to support teacher performance development, cross-faculty collaborations and evidence based programs and lessons.

Educational Leadership

The school develops systems and structures to support a culture of high expectations and community engagement, resulting in measurable whole school improvement.

Success criteria for this strategic direction

Systems are developed and maintained which enable teachers to engage in professional discussion and collaboration to improve teaching and learning.

Teaching and learning programs are dynamic, showing evidence of revision, based on feedback of teaching practice and aligned with syllabus requirements.

Whole school and interschool relationships support the on-going improvement of all teachers. Teaching staff demonstrate and share expertise within their school and other schools.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the provision of timely feedback between teachers.

The school regularly collects and responds to feedback on school performance from students, staff and parents.

Evaluation plan for this strategic direction

What has been the impact of staff collaborative practices on improving teacher practice and student learning outcomes?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include external and internal student performance data, Tell Them from Me surveys, student work samples, teaching and learning program monitoring, analysis of assessment strategies, pre and post intervention group data and PDPs, Teacher feedback and meeting notes.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track to achieving the intended improvement measures. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Staff collaboration and engagement

Evaluation plan for this strategic direction

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.