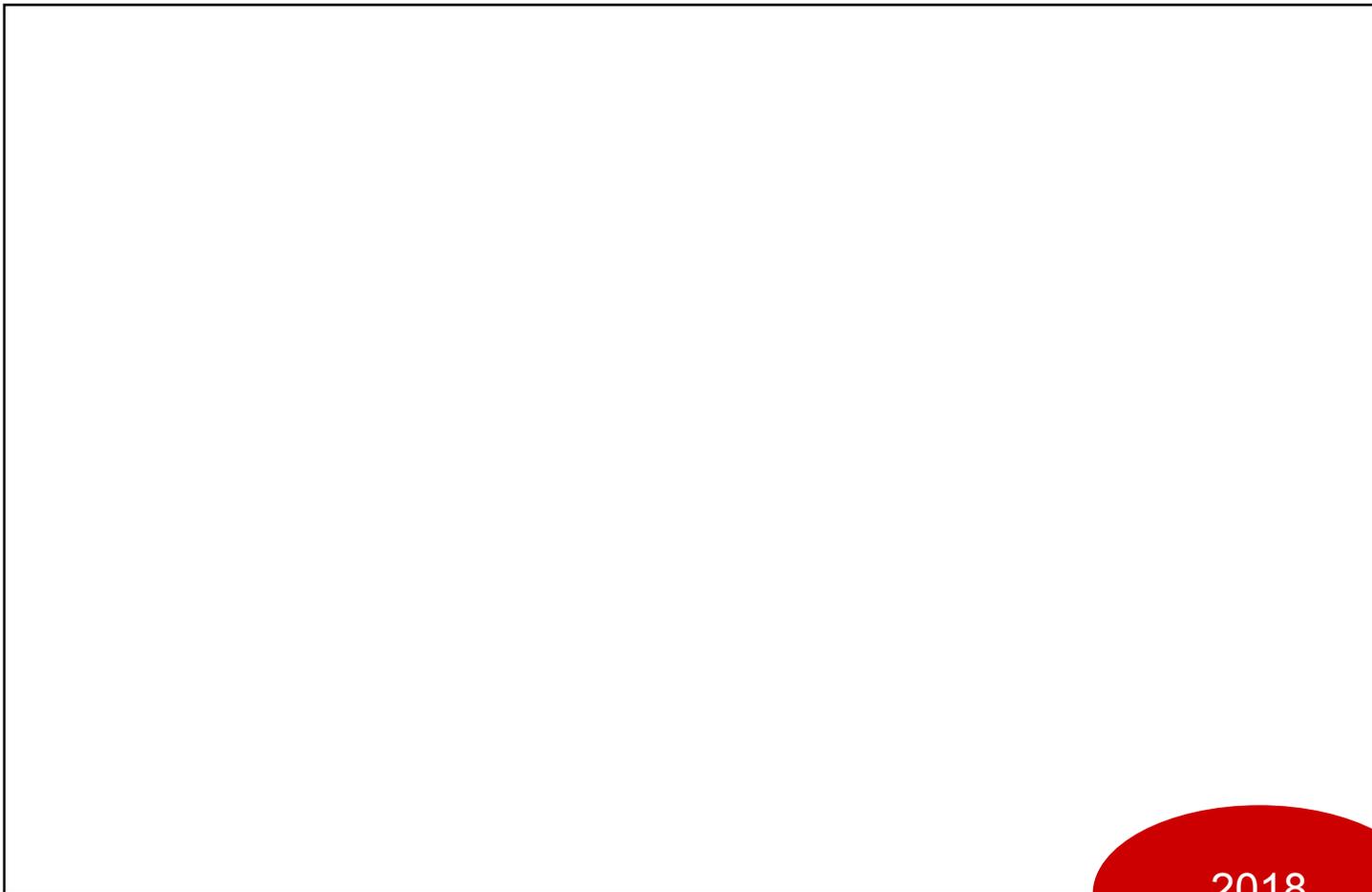


Yass High School Annual Report



2018



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Introduction

The Annual Report for **2018** 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Yass High School is an inclusive environment where quality teaching, personal achievement and healthy wellbeing are all valued. We educate the whole person through personal choice, positive relationships and future focused learning to become good citizens connected to our community and the world.

School context

Yass High School is a comprehensive country public school with a proud heritage of successfully educating the full range of young people from its growing urban and rural community which increasingly includes commuters to the national capital.

To augment its full academic program, the school features a leading Agriculture/Primary Industries focus, including champion Show Team, an acclaimed Band Program linking partner primary schools, School Choir, Vocal Ensemble and alternating annual Talent Quests or Musicals, exceptional sporting offerings, and effective citizenship opportunities.

All student learning needs are met by differentiated learning opportunities. In addition to the mainstream setting, special needs students are catered for through three multi-categorical classes implementing individual learning programs, extensive learning support including tutor reading, maths club, alternative Pathway experiences for Stages 5 and 6 with a strong School to Work focus, and well-developed integrated and discrete Gifted and Talented programs.

The school is proud of its rigorous Welfare and Wellbeing support structures which include a full Student Leadership Program, Peer Connect, PBS promoting "Respect, Responsibility, Safety and Learning", Supported Learning Centre, Anti-Bullying processes and celebrations of key days such as Pink Day and White ribbon day., .The strong community and volunteer focus is evidenced in Stage 5 Community Studies classes and there is an effective Transition Program with partner schools to safeguard student learning continuity and sense of belonging as they enter high school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the Learning domain, our school is sustaining and growing in Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. Our school is Delivering on Student Performance Measures.

In the Teaching domain, our school is Sustaining and Growing in Effective Classroom Practice, Professional Standards and Learning and Development. Our school is Delivering in Data Skills and Use.

In the Leading domain, our school is Sustaining and Growing in all elements: Educational Leadership; School Planning, Implementation and Reporting; School Resources; and Management Practices and Processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Strengthening quality teaching

Purpose

To build teacher competence, confidence and skills through research–informed professional learning and practice.

To establish and develop quality teaching pedagogy for, as and of learning, based on research and contextual data.

To strengthen collaborative practices within and beyond the school in an environment where risks are taken, failure is learnt from and success is celebrated.

Overall summary of progress

Quality teaching is a continued goal at Yass High School. Increasing collaborative practice and visible teaching and learning strategies has enhanced collective efficacy throughout the school. The commencement of Quality Teaching Rounds as a priority in the professional learning focus of the school has supported this improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of teachers are engaging in professional discourse and implementation of evidence–based practice.	The impact of Quality Teaching Rounds has been significant increase in the number of teachers collaborating on evidence–based practice.	
End of year teacher evaluations on professional learning indicate a close alignment with individual, school and system goals.	Mapping of PDP goals against the school plan indicates close alignment and informs whole school professional learning.	
By the end of 2020, 90% of staff have participated in at least one Quality Teaching Rounds.	The baseline participation in Quality Teaching Rounds during 2018 was 20%.	

Next Steps

Quality Teaching Rounds will continue to be a supported program in the school through allocation of resources and training. Partnership with schools in the Learning Community in a rural and remote initiative continues the progression of enhancing quality teaching through a sharing of targeted professional learning and collaborative practice.

Strategic Direction 2

Empowering student learning

Purpose

To make student learning visible in order to foster high expectations and add value to student achievement.

To promote data-informed, individual learning through setting goals, planning learning, experiencing both success and failure..

To build literacy and numeracy skills in all students..

Overall summary of progress

The 'Bump It Up' strategy has been successfully implemented at Yass High School with Premier's Priorities met at the end of 2018. An ongoing focus on literacy and numeracy will continue to build these skill areas.

The Supported Learning Centre (SLC) established in 2018 has been a successful initiative in re-engaging students with low attendance and non-participation in courses. The newly appointed Head Teacher Welfare implements and delivers a flexible, personalised learning program for students who access this resource.

Positive Behaviours for Success (PBS) was re-launched in 2018 with weekly lessons to explicitly teach expected behaviours in different school settings. The language of the school values is routinely used by teachers and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved levels of student attendance, wellbeing and engagement.	Student attendance trends are increasing with the 2018 data showing 89%. Tell The From Me data indicates that there are downward trends in advocacy at school, expectations for success and sense of belonging.	
<ul style="list-style-type: none">Value add data for Y7-9 and Y9-12 will show upward trends.	Both Year 7-9 and Year 9-12 value add data indicates downward trends.	
<ul style="list-style-type: none">Increase the proportion of students achieving proficiency in line with the Premier's Priorities.	The percentage of students achieving proficiency in line with the Premier's Priorities has increased from 11.36 in 2017 to 20.25 in 2018.	

Next Steps

Formative Assessment is a key focus area for 2019 with all teachers participating in ongoing professional learning throughout the year to further build their capacity to personalise learning for every student.

Strategic Direction 3

Building strong leaders

Purpose

To strengthen leadership capacity within Yass HS.

To encourage and support teachers to undertake higher levels of accreditation.

To develop student leadership skills at all stages.

Overall summary of progress

Leadership at all levels is evident in teachers willing to lead Focus Teams aligned to the school's strategic directions, as well as relieving in higher duty positions to build their own leadership skills.

Student leadership opportunities have been enhanced through an expanded SRC committee which gives added access to students across all year groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing numbers of staff apply for and run leadership projects.	There is a significant increase in the number of staff across the school taking on leadership roles (including SASS staff).	
Increasing numbers of students seek out formal and informal leadership opportunities..	Student leadership and student voice have been a priority during 2018 and there has been a significant increase in student engagement.	
Teachers participate in professional learning on higher levels of accreditation.	No staff are seeking higher levels of accreditation.	
Strengthened local networks and community partnerships provide students with opportunities to develop their leadership skills.	Yass High School has strengthened its partnerships with community groups, the Binit Binit Learning Community and the Yass Secondary Schools Network.	

Next Steps

Developing school-wide systems and procedures to support teachers in maintaining and seeking accreditation at all levels is a goal for 2019.

Targeted leadership opportunities with community (Rotary) and academic (University of Canberra, Elevate Education) partners will continue to build students leaders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$31 388	Aboriginal SLSO supported students in their learning and wellbeing. Community engaged with the school's NAIDOC celebrations. Aboriginal Education was well coordinated across the school.
Low level adjustment for disability	\$57 836	SLSO supported students in their learning and wellbeing. NCCD processes completed. Learning Support Centre established.
Socio-economic background	\$118.245	Professional Learning opportunities (QTR, Leadership, STEM, Curriculum implementation). Additional learning and wellbeing programs implemented across the school.
Support for beginning teachers	\$31 736	All beginning teachers worked with a mentor to reflect on best practice and build capacity in the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	246	234	242	268
Girls	237	244	252	263

Student enrolments are continuing to grow in line with the increasing local infrastructure and economic opportunities. Anticipated enrolments are expected to continue this upward trend.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.5	92.3	92.5	91.1
8	91.8	90.6	92	89.9
9	89.2	88	90	89.5
10	88.4	86.4	87.5	84.1
11	88.2	86.5	87.8	85.2
12	89.9	89.7	88	86.2
All Years	90.2	89.1	89.7	88
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The role of an Attendance Officer has been created to liaise with the HSLO, students and families to develop strategies to re-engage students with school. The establishment of the SLC has further supported this by providing a smaller, more personalised learning space for students avoiding school due to anxiety and other trauma-based causes.

Individual students with low to no attendance have been tracked and are now attending from 60–90%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	4	7	22
TAFE entry	5	1	5
University Entry	0	0	16
Other	0	2	2
Unknown	4	1	3

Students are supported in a range of post-school pathways, including tertiary, vocational education and employment.

Year 12 students undertaking vocational or trade training

Five Year 12 students enrolled in TAFE or CIT at the end of 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

48 students completed their HSC or equivalent.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	34.3
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.08
Other Positions	1

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander staff engaged at Yass High School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

\$75 519 was allocated to professional learning. This averaged to \$1 258.65 per teacher.

Teacher professional learning was in the following areas:

- Quality Teaching Rounds
- eFPT and finance
- combined schools staff development day
- leadership development (DP and Principal conferences)
- STEM
- HSC marking
- Best Start
- Syllabus implementation

There are currently no teachers seeking higher levels of accreditation.

There are 3 beginning teachers – two in the first year and one in the second year of teaching. Three teachers gained proficiency in 2018. All other staff are maintaining accreditation at proficient.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	334,567
Revenue	7,479,692
Appropriation	7,224,251
Sale of Goods and Services	19,914
Grants and Contributions	225,675
Gain and Loss	0
Other Revenue	6,793
Investment Income	3,058
Expenses	-7,426,807
Recurrent Expenses	-7,426,807
Employee Related	-6,770,514
Operating Expenses	-656,293
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	52,885
Balance Carried Forward	387,453

Yass High School shares a Business Manager one day per week with our community of schools. The Finance committee meets weekly to ensure sound financial management decisions are made aligned to the strategic directions of the school plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	5,693,591
Base Per Capita	98,077
Base Location	31,364
Other Base	5,564,150
Equity Total	332,406
Equity Aboriginal	31,388
Equity Socio economic	118,245
Equity Language	0
Equity Disability	182,772
Targeted Total	809,537
Other Total	148,395
Grand Total	6,983,928

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 results in Literacy remain stable. Year 9 Reading, Spelling and Grammar & Punctuation results are all trending upwards, while Writing results have decreased for Year 9 students.

Year 7 Numeracy results have been trending downwards since 2016, while there has been significant

increase in Year 9 Numeracy results over the same timeframe.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The 'Bump It Up' strategy has been successfully implemented at Yass High School with Premier's Priorities met at the end of 2018. An ongoing focus on literacy and numeracy through dedicated reading lessons in Years 7 and 8 will continue to build these skill areas.

Improvement in Aboriginal education outcomes are successfully targeted through a focus on attendance, engagement and explicit teaching of literacy and numeracy. Community partnerships support school retention and enhance cultural knowledge.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Whilst there were no Band 6 results in 2018, students demonstrated that they had a sound understanding of their learning across subjects with a high proportion of results in the middle bands.

HSC performance is similar to previous years.

Parent/caregiver, student, teacher satisfaction

Parents report satisfaction in the school's transition processes, stating that they feel their children have been well supported in starting high school. Communication was an area for targeted improvement in 2018; recent surveys indicate that parents know what is happening at school for their child and where to find relevant information.

TTFM data indicates that advocacy at school, expectations for success and sense of belonging have all decreased in 2018. Survey data indicates that parents feel welcome when they visit the school, consider that they are well informed about the school and know how to support their child's learning at home.

Policy requirements

Aboriginal education

Yass High School continues to have a strong focus on establishing, building and strengthening relationships with Aboriginal people and communities. We provide, in partnership with Aboriginal people and communities, education and training which promotes quality teaching,

is engaging, and is culturally appropriate and relevant. Our school promotes education and training as a lifelong pursuit; to ensure Aboriginal people are better equipped to secure meaningful and rewarding employment and to lead healthy, fulfilling and successful lives. At Yass High School we acknowledge the need for all staff to focus on three guiding elements – Relationships – Engagement – Ongoing Learning. The key planning documents our school utilises are: The Partnership Agreement between the Department of Education and Communities and the NSW Aboriginal Education Consultative Group (AECG) Inc.; the Aboriginal Human Resources Development Plan 2012–2017; and the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014. Yass High School recognises the NSW Aboriginal Education Consultative Group Incorporated as the peak community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making. We are active members of the Yass AECG and have collaborated on several initiatives throughout 2018, including a collaborative approach to our combined NAIDOC Celebration Day, cultural activities with our partner primary schools and peer mentoring program in the

Multicultural and anti-racism education

Multicultural Education continues to be a focus for all students and our community at Yass High School where we always promote intercultural understanding and community harmony. We enact cultural inclusion at both the whole school and classroom level.

At the whole school level, our inclusive practice remains focused on inter–group relations among students, relationships between the school, parents and the community, communication strategies, student leadership strategies, student voice and the acceptance of diversity as normal and comfortable.

At the classroom level our culturally inclusive practice continues to encompass both curriculum content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes. It also ensures that all students have equitable opportunities to learn, share experiences and succeed at school.

We remain strong in the belief that a culturally inclusive curriculum is one that reflects the cultural, linguistic and religious diversity of society. It ensures that each student is able to learn in a supportive environment free from prejudice and discrimination. It are committed to providing opportunities for all students to identify as Australian and explore cultures and beliefs that may be different from their own.