Yass High School

2019 Annual Report

8334

Introduction

The Annual Report for 2019 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.

School contact details

Yass High School
Grampian St
Yass, 2582
www.yass-h.schools.nsw.edu.au
yass-h.school@det.nsw.edu.au
6226 1711

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

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 school plan and annual report.

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/school–excellence

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.

Improvement Measures

Increased numbers of teachers are engaging in professional discourse and implementation of evidence–based practice.
End of year teacher evaluations on professional learning indicate a close alignment with individual, school and system goals.
By the end of 2020, 90% of staff have participated in at least one Quality Teaching Rounds.

Progress towards achieving improvement measures

Process 1: Quality evidence–based pedagogy is delivered through learning communities to plan and reflect on practice..

Evaluation	Funds Expended (Resources)
Focus teams have effectively operated as learning communities, collaborating to deliver quality evidence–based pedagogy across all faculties. Teachers are incorporating a wider range of formative assessment strategies into daily practice and are reflecting on their assessment practice in an ongoing manner to improve the quality of learning for their students.	Quality Teaching Rounds – Teacher Release **Funding Sources:** • ($8400.00)

Process 2: Professional learning to build teacher capacity

Evaluation	Funds Expended (Resources)
All staff engaged in a range of Twilight sessions to build knowledge and skills in a range of professional learning options. Staff reported that the professional learning program was effective in meeting their professional needs. Observations of teacher practice by colleagues provided insight for personal reflection on targeted classroom practice growth. Beginning teachers have demonstrated enhanced knowledge of pedagogy and competent classroom management skills.	One Beginning Teacher release day per fortnight for two teachers and one mentor release day per month for two mentors. **Funding Sources:** • ($38330.80)

Process 3: Future–focused learning

Evaluation	Funds Expended (Resources)
Due to key staffing changes in Science and Mathematics into 2020, the readiness to implement the FFL model has been identified for 2021.	Accommodation and Casual Relief. **Funding Sources:** • ($3714.00)

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..

Improvement Measures

- Improved levels of student attendance, wellbeing and engagement.

- Value add data for Y7–9 and Y9–12 will show upward trends.

- Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Progress towards achieving improvement measures

Process 1:   Visible learning

Evaluation	Funds Expended (Resources)
Not completed this term.	Formative Assessment Professional Learning package. **Funding Sources:** • ($560.00)

Process 2:   Data skills and use in literacy and numeracy

Evaluation	Funds Expended (Resources)
Teachers reported satisfaction in increasing their knowledge and understanding of effective teaching strategies for reading comprehension and how students learn across the stage 3–4 transition. The formation of professional networks between the High School and Primary Schools was identified as a positive aspect of this project.	Catering. **Funding Sources:** • ($200.00)

Process 3:   Wellbeing and personalised support.

Evaluation	Funds Expended (Resources)
Data on program impact and coverage is being collected for further analysis and mapping against the domains of the wellbeing framework in 2020. Programs delivered to students have been effective in developing skills in resilience, integrity, emotional health and success strategies.	Student Learning Centre teacher, student learning support officer, teaching resources, resilience presentation and parent and student seminars. **Funding Sources:** • ($171296.50)

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.

Improvement Measures

Increasing numbers of staff apply for and run leadership projects.
Increasing numbers of students seek out formal and informal leadership opportunities..
Teachers participate in professional learning on higher levels of accreditation.
Strengthened local networks and community partnerships provide students with opportunities to develop their leadership skills.

Progress towards achieving improvement measures

Process 1: Student leadership

Evaluation	Funds Expended (Resources)
School leadership team is supported by an active and engaged Student Representative Council.	Course costs, teacher replacement and excursion costs. **Funding Sources:** • ($7211.25)

Process 2: Professional Standards

Evaluation	Funds Expended (Resources)
Two non teaching Deputy Principals have developed their instructional leadership in curriculum, pedagogy and teaching development, as well as ensuring that every student is known, valued and cared for. Head teachers have grown their skills in leadership when mentoring Beginner Teachers and relieving at the DP level. Experienced teachers have further developed leadership skills in relieving head teacher roles.	Additional Deputy, additional head teacher, non teaching deputy and casual relief. **Funding Sources:** • ($242911.50)

Process 3: Community partnerships

Evaluation	Funds Expended (Resources)
The Binit Binit learning community has strengthened through shared practices. The Yass Network continues to grow with joint professional learning opportunities. Yass community networks are more aligned with the school and each other to more effectively support students and families in need.	Staff release, professional development, network projects, community involvement, transition and catering **Funding Sources:** • ($13475.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO employed to support Aboriginal student learning and wellbeing. NAIDOC celebrations and cultural projects. Classroom Teacher employed for Aboriginal Education coordinator. Pullima Conference (Darwin) **Funding Sources:** • Aboriginal background loading ($49 548.91)	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 and through out network, and promoted at a national level through the Pullima Conference.
Low level adjustment for disability	School Learning Support Officer Salary. **Funding Sources:** • Low level adjustment for disability ($67 890.00)	SLSO supported students in their learning and wellbeing. NCCD processes completed. Supported Learning Centre has improved the attendance of targeted students and successfully re–engaged them in their learning through inclusive education strategies.
Socio–economic background	Appointment of additional executive staff. Establishment of Supported Learning Centre with staffing and resources. **Funding Sources:** • Socio–economic background ($113 142.00)	The supported Learning Centre (SLC) has effectively re–engaged at–risk students in their learning through personalised, flexible learning programs. Throughout the school, students had individual learning plans (ILP) for targeted learning support. Expanded executive leadership effectively supports students with behaviour and learning to maximise their academic and social success.
Support for beginning teachers	Staff costs for Beginner teacher release one day per fortnight for two teachers. Mentor release one day per month for two mentors. Beginner Teacher Conference fees and staff replacement. **Funding Sources:**	Beginner teachers were well supported in their professional induction through access to targeted professional learning, time for observing experienced colleagues and interacting with mentor teachers.

Support for beginning teachers	• Support for beginning teachers ($28 260.00)	Beginner teachers were well supported in their professional induction through access to targeted professional learning, time for observing experienced colleagues and interacting with mentor teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	234	242	268	261
Girls	244	252	263	282

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	92.3	92.5	91.1	91.1
8	90.6	92	89.9	87.7
9	88	90	89.5	87.5
10	86.4	87.5	84.1	87.6
11	86.5	87.8	85.2	83.8
12	89.7	88	86.2	83.3
All Years	89.1	89.7	88	87.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	0
Employment	1	17	52
TAFE entry	5	5	12
University Entry	0	0	22
Other	9	0	5
Unknown	10	0	9

Year 12 students undertaking vocational or trade training

53.52% of Year 12 students at Yass High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

89.8% of all Year 12 students at Yass High School expected to complete Year 12 in 2019 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)	33.2
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

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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	387,453
Revenue	7,752,966
Appropriation	7,522,079
Sale of Goods and Services	13,514
Grants and contributions	211,414
Investment income	2,634
Other revenue	3,325
Expenses	-7,807,439
Employee related	-7,106,163
Operating expenses	-701,276
Surplus / deficit for the year	-54,473

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.

	2019 **Approved SBA** ($)
Targeted Total	806,484
Equity Total	352,297
Equity - Aboriginal	43,206
Equity - Socio-economic	113,142
Equity - Language	0
Equity - Disability	195,949
Base Total	5,802,441
Base - Per Capita	128,629
Base - Location	33,238
Base - Other	5,640,574
Other Total	357,674
Grand Total	7,318,895

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
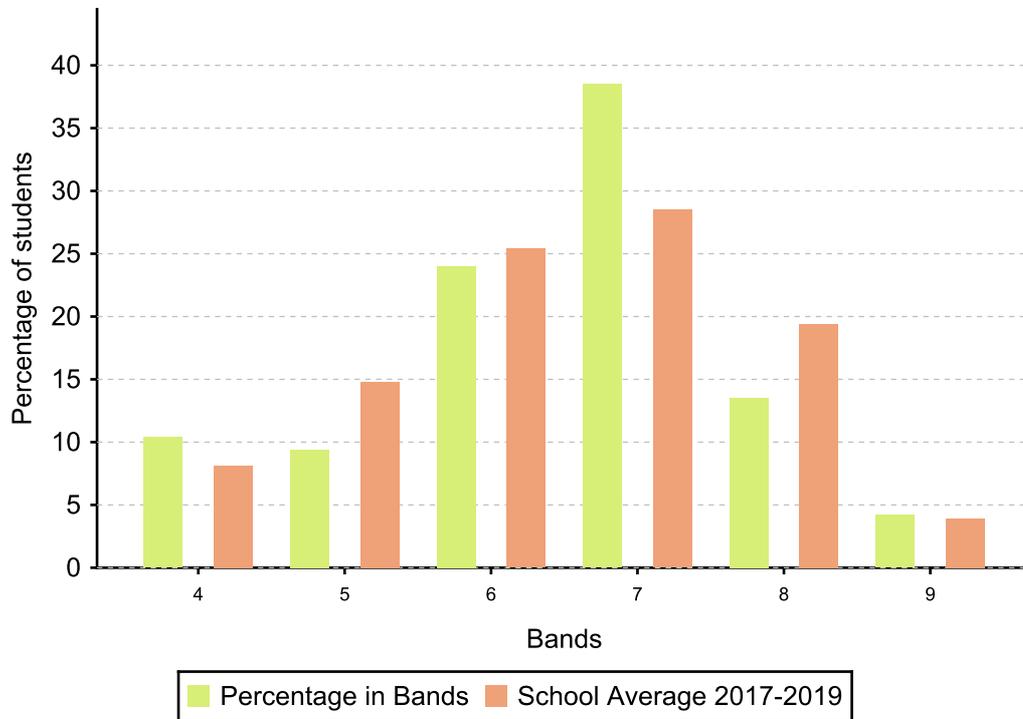
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
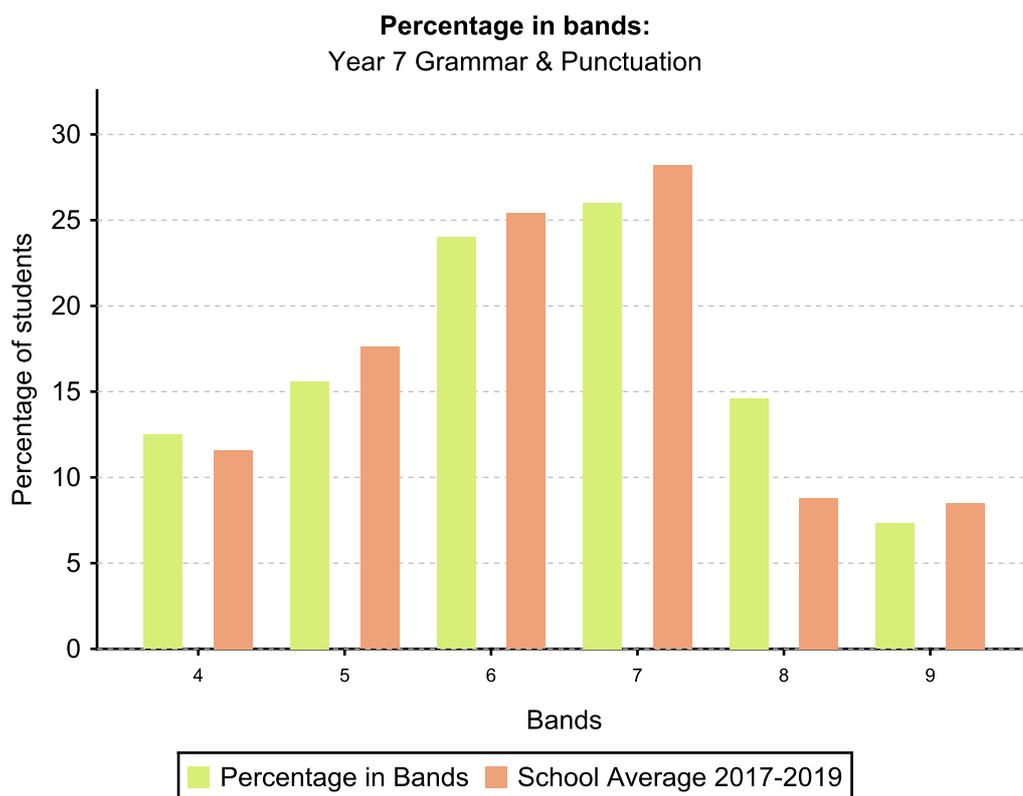
Band	4	5	6	7	8	9
Percentage of students	12.5	15.6	24.0	26.0	14.6	7.3
School avg -2019	11.6	17.6	25.4	28.2	8.8	8.5

Percentage in bands:
Year 7 Reading
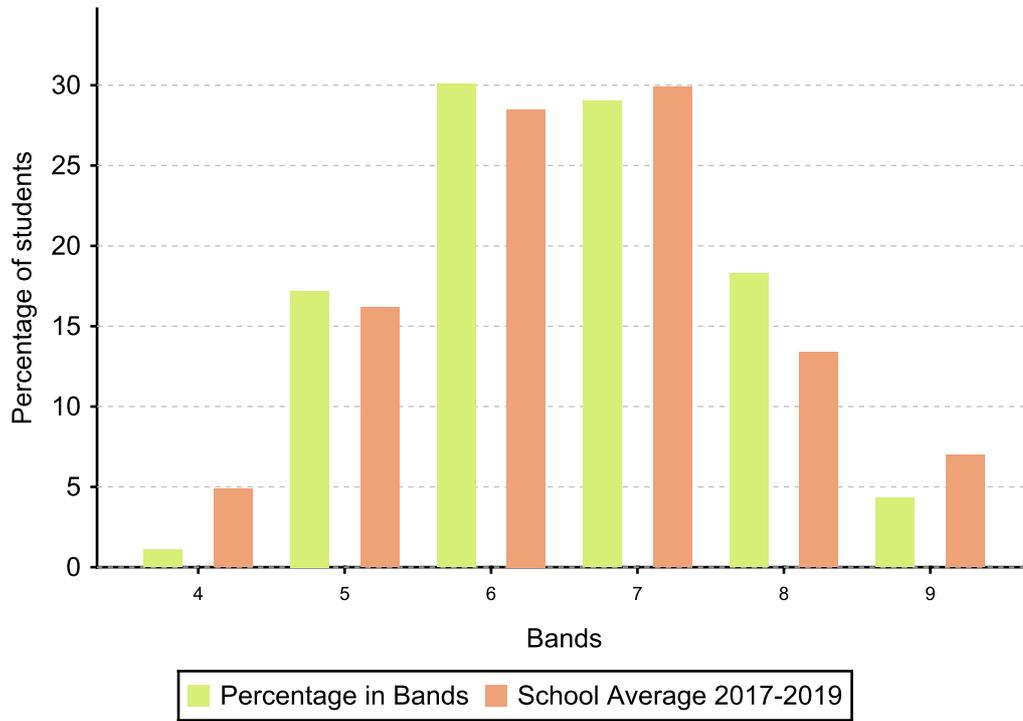
Band	4	5	6	7	8	9
Percentage of students	1.1	17.2	30.1	29.0	18.3	4.3
School avg -2019	4.9	16.2	28.5	29.9	13.4	7

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	10.4	9.4	24.0	38.5	13.5	4.2
School avg -2019	8.1	14.8	25.4	28.5	19.4	3.9

Percentage in bands:
Year 7 Writing
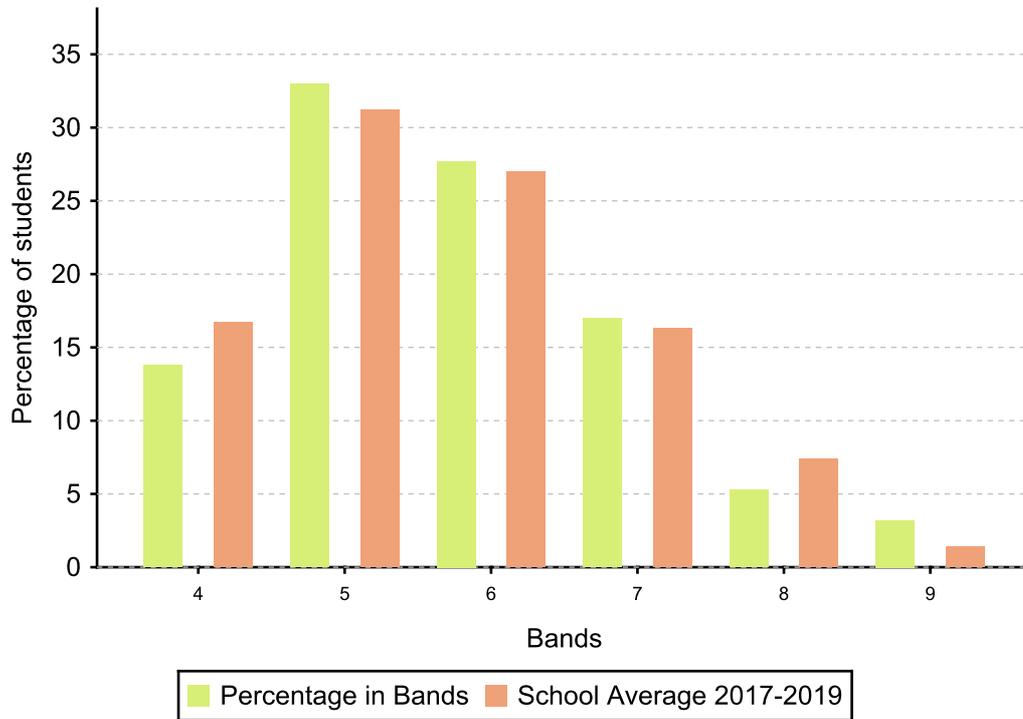
Band	4	5	6	7	8	9
Percentage of students	13.8	33.0	27.7	17.0	5.3	3.2
School avg -2019	16.7	31.2	27	16.3	7.4	1.4

Percentage in bands:
Year 9 Grammar & Punctuation
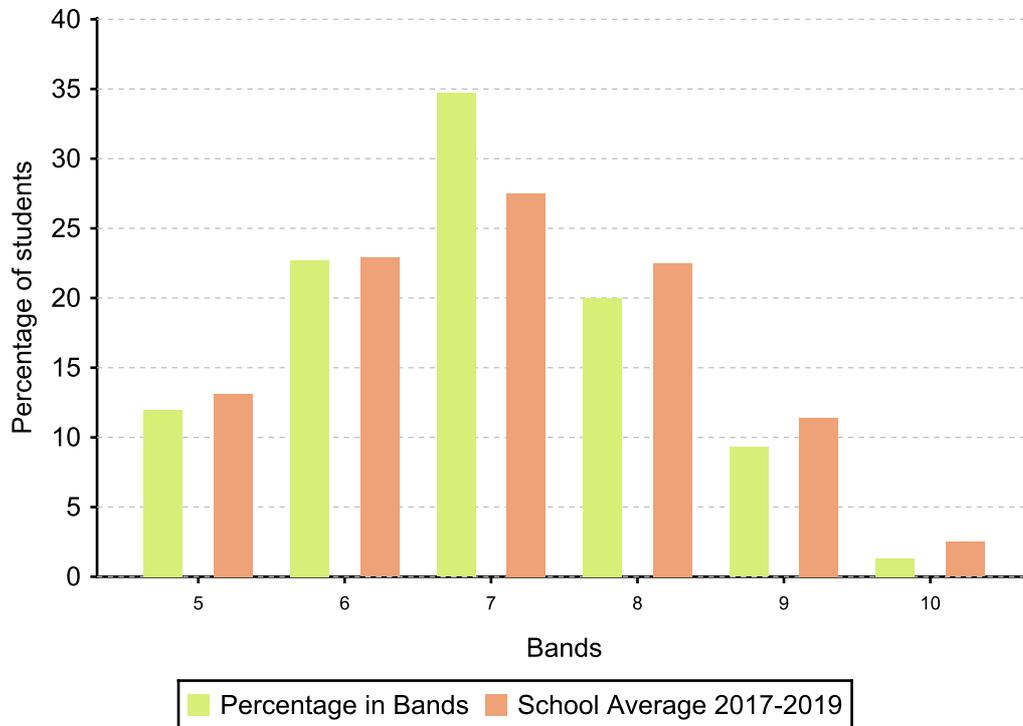
Band	5	6	7	8	9	10
Percentage of students	12.0	22.7	34.7	20.0	9.3	1.3
School avg -2019	13.1	22.9	27.5	22.5	11.4	2.5

Percentage in bands:
Year 9 Reading
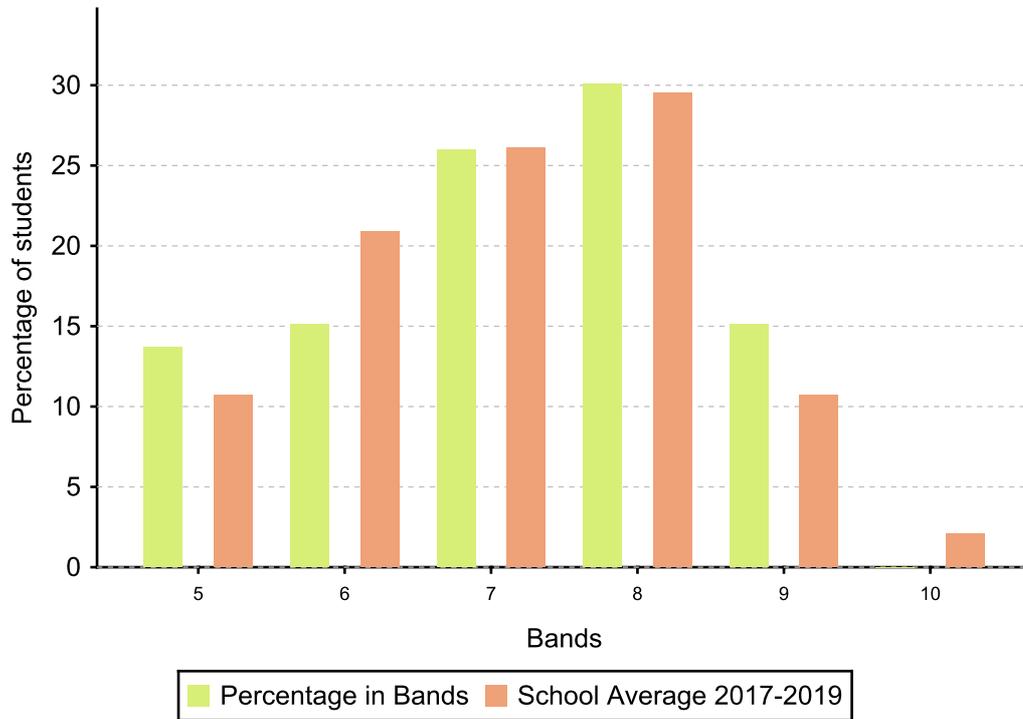
Band	5	6	7	8	9	10
Percentage of students	13.7	15.1	26.0	30.1	15.1	0.0
School avg -2019	10.7	20.9	26.1	29.5	10.7	2.1

Percentage in bands:
Year 9 Spelling
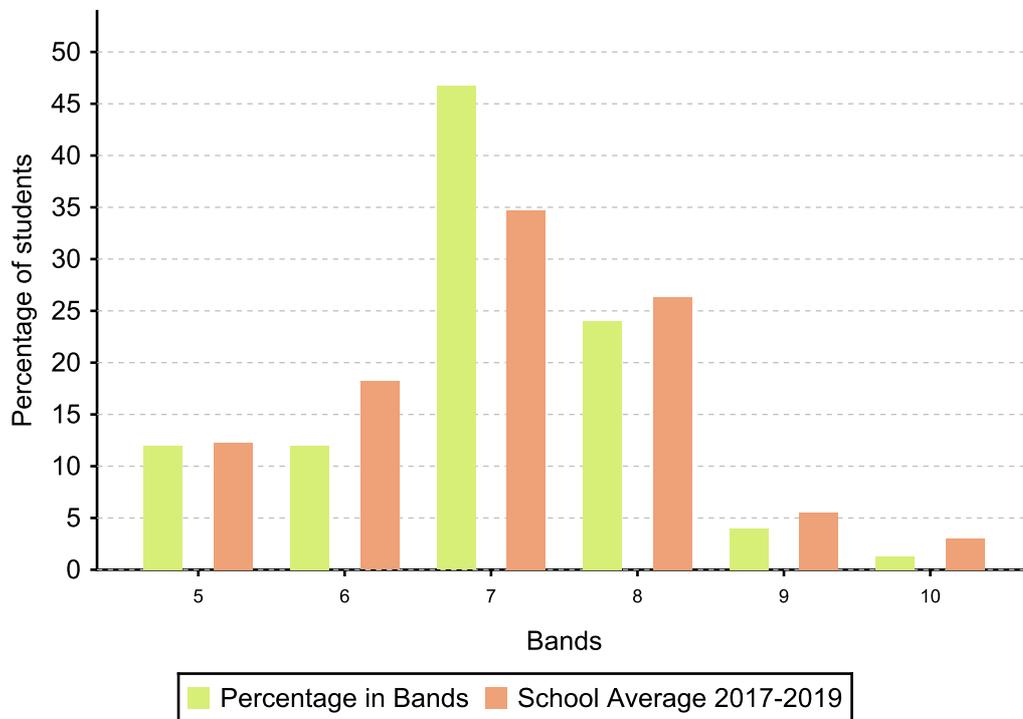
Band	5	6	7	8	9	10
Percentage of students	12.0	12.0	46.7	24.0	4.0	1.3
School avg -2019	12.3	18.2	34.7	26.3	5.5	3

Percentage in bands:
Year 9 Writing
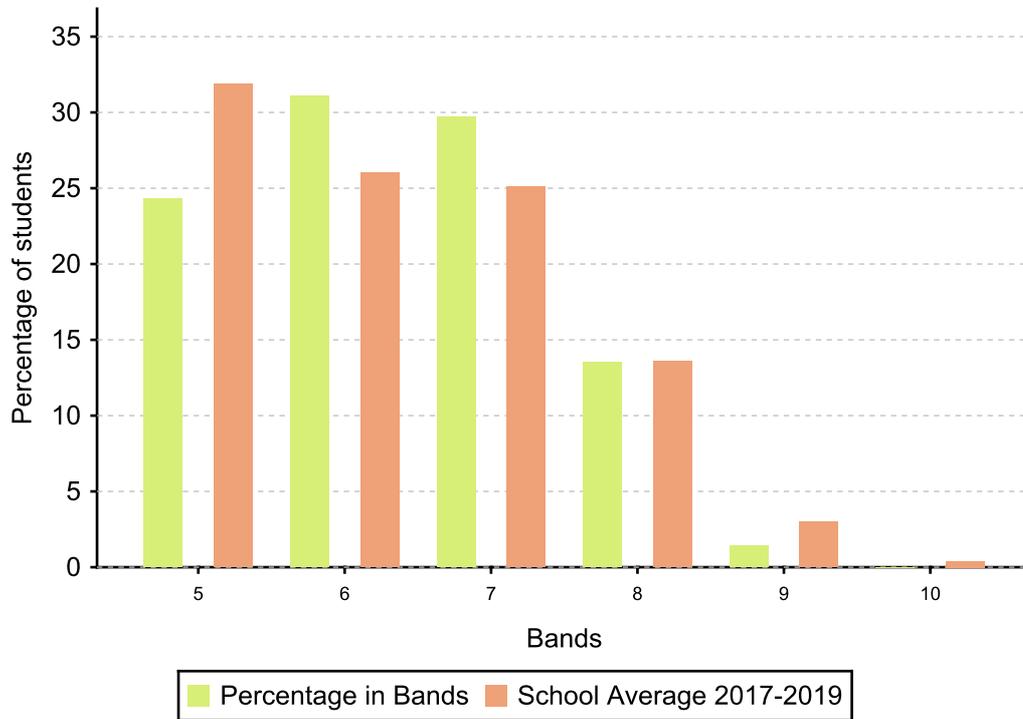
Band	5	6	7	8	9	10
Percentage of students	24.3	31.1	29.7	13.5	1.4	0.0
School avg -2019	31.9	26	25.1	13.6	3	0.4

Percentage in bands:
Year 7 Numeracy
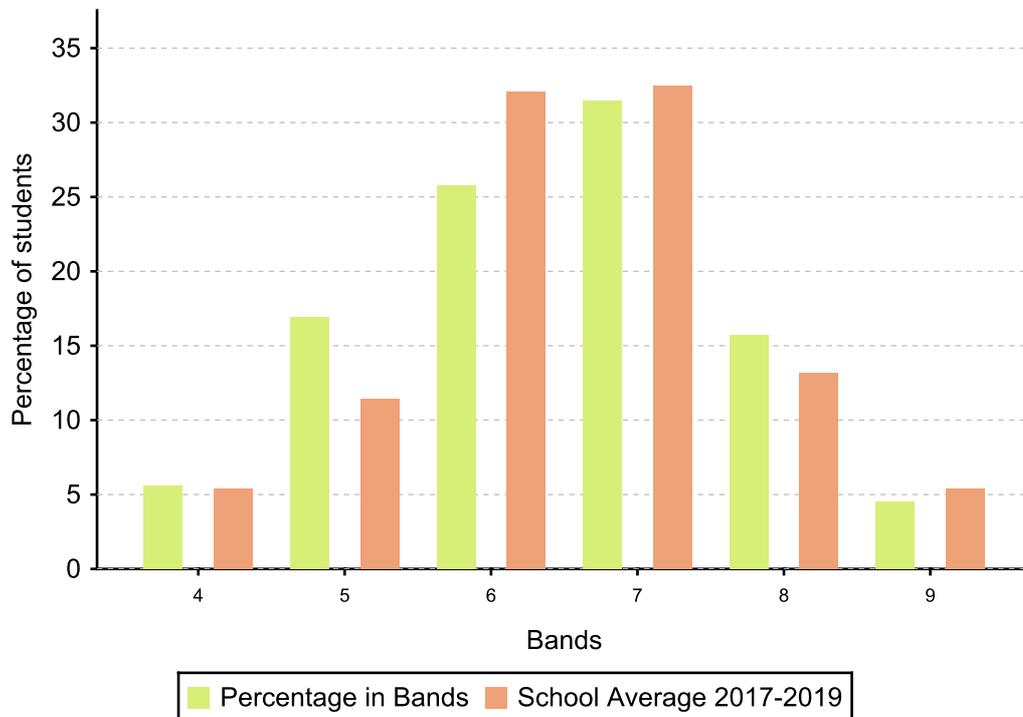
Band	4	5	6	7	8	9
Percentage of students	5.6	16.9	25.8	31.5	15.7	4.5
School avg -2019	5.4	11.4	32.1	32.5	13.2	5.4

Percentage in bands:
Year 9 Numeracy
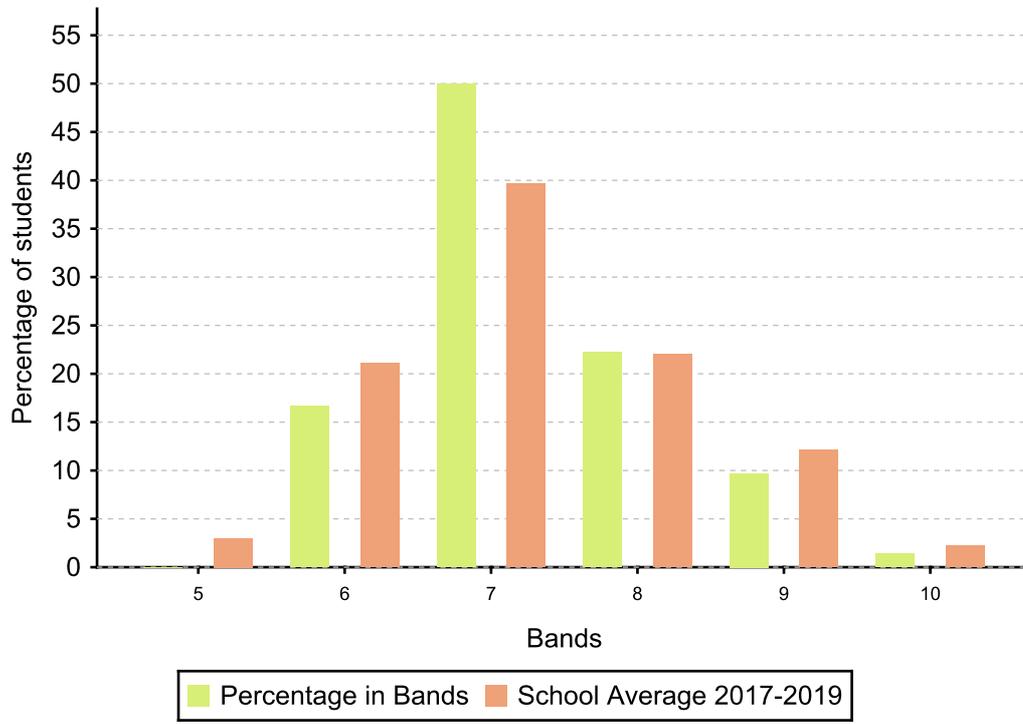
Band	5	6	7	8	9	10
Percentage of students	0.0	16.7	50.0	22.2	9.7	1.4
School avg -2019	3	21.1	39.7	22	12.1	2.2

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.
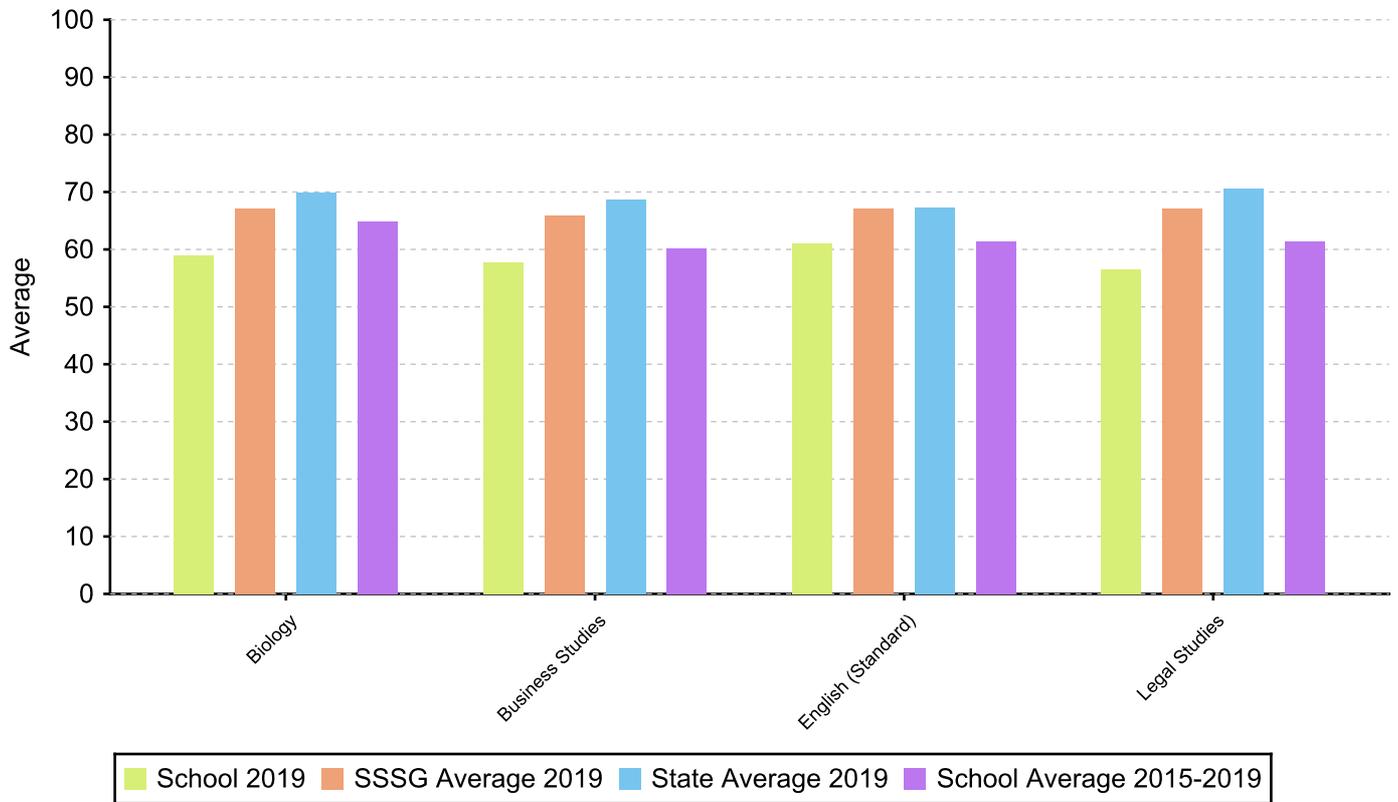
Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	59.0	67.2	69.9	64.9
Business Studies	57.7	65.9	68.6	60.2
English (Standard)	61.0	67.2	67.3	61.4
Legal Studies	56.6	67.1	70.6	61.4

Parent/caregiver, student, teacher satisfaction

Students reported overall satisfaction with their academic outcomes, with School Mean Grades above NSW Government Norms in English, Maths and Science. Students report at or above the state norm across the school for advocacy in school; positive teacher–student relations; and participation in school sports and extracurricular activities. Measures that are just below state norms include students having positive relationships; feeling that learning climate is positive, learning time is effective and classroom instruction is relevant and rigorous; have positive behaviour at school; and are intellectually engaged with their learning.

Parents/carers have reported an increased satisfaction relating to communication with the school through surveys following Information Nights, Parent–Teacher Evenings, Transition Sessions and use of the Parent Portal and school app.

In the 'People Matter' survey, teachers report a high level of satisfaction (80+%) with encouragement for continual improvement; being listened to by managers; receives help and support from colleagues; being part of an effective workgroup; and having appropriate training and understanding to do well in their role.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.