

2020 Annual Report

Yass High School



8334

Introduction

The Annual Report for 2020 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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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)
The impact of Quality Teaching Rounds has been significantly effected by the pandemic; however, overall this has been extremely positive. Teachers have indicated increased confidence in their classroom practice, enhanced willingness to work collaboratively and improved understating of the Quality Teaching Framework. Student achievement and engagement has improved as a result.	Release time and round costs \$25000 Survey software \$1000 Funding Sources: • (\$26000.00)

Process 2: Professional learning to build teacher capacity

Evaluation	Funds Expended (Resources)
The quality of the PDP goals has been enhanced. They are more clearly aligned to the School Plan and Australian Professional Standards for Teachers. Professional learning has been strategically targeted to the school's Strategic Directions and Improvement Measures.	

Process 3: Future-focused learning

Evaluation	Funds Expended (Resources)
The adjusted Future Focused Learning Project enabled the development of Scope & Sequence documents. A team has developed a cross-curricula STEM project for Stage 4. Staff have built their knowledge and understanding of Future Focused Learning and are well prepared for implementation in the new Strategic Improvement Plan. Physical learning spaces have been upgraded to facilitate collaborative learning.	Library furniture for collaborative learning. Funding Sources: • (\$9000.00)

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)
Learning Intentions and Success Criteria are evident in most classrooms and these support enhanced levels of student engagement.	Course Costs for Clarity \$1160 Casual relief \$1050. Funding Sources: <ul style="list-style-type: none">• (\$2210.00)

Process 2: Data skills and use in literacy and numeracy

Evaluation	Funds Expended (Resources)
Student learning was supported through professional learning for teachers around PLAN2 and the learning progressions. Data collected was used to develop teacher capacity to analyse student learning, plot student progress, identify gaps in learning and plan for targeted intervention. This process will be further developed and embedded in the next school plan.	Casual relief \$2100 Funding Sources: <ul style="list-style-type: none">• (\$2100.00)

Process 3: Wellbeing and personalised support.

Evaluation	Funds Expended (Resources)
Students have been supported in their learning and wellbeing during both the learning from home and return to on-campus phases of 2020. Our strategies have ensured the continuation of learning for all students. Parent engagement and connections have been sustained and the partnership for learning has been enhanced.	Student Assistance (Uniform, fruit, canteen vouchers, SLC Food) \$6048 Additional DP Salaries \$222,027 SLC Staffing \$175826 Funding Sources: <ul style="list-style-type: none">• (\$403901.00)

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)
The Student Leadership strategy has increased the opportunities for more students to build their leadership capacity. There is greater visibility and impact of student leaders across the school. The evaluation of the Peer Support Program has ensured that there is greater engagement of Year 9 2020 students in preparation for the 2021 Program.	Peer support training and resources. \$1090 Teacher release \$2100 Funding Sources: • (\$3190.00)

Process 2: Professional Standards

Evaluation	Funds Expended (Resources)
All teachers are maintaining their accreditation at Proficient. There are no teachers seeking the higher levels of accreditation. The Beginning Teachers are preparing their portfolio of evidence towards accreditation. All teachers have strong PDPs aligned to the School Plan.	Teaching salaries \$61,948 Funding Sources: • (\$61948.00)

Process 3: Community partnerships

Evaluation	Funds Expended (Resources)
Our communication strategies have been enhanced in response to the impact of the pandemic. Work Placements and students studying VET subjects have been well supported by strong business and community partnership.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$50 349.00) 	Students were supported with cultural learning activities and opportunities organised by the Aboriginal Education Coordinator and facilitated by SLSO's. These included cross school mentoring activities with our partner primary schools.. Additional SLSO staff were employed to support students in the Supported Learning Centre and an additional support class.
Low level adjustment for disability	School Learning Support Officer Wages Learning and Support teachers Salaries Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$193 549.00) 	Students with additional learning needs were provided with personalised learning and behaviour support plans. Student achievement and engagement has improved, as well as attendance, retention and there has been reduction in suspensions.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$125 527.00) 	Due to the impact of the pandemic, additional funding ensured that students were supported during both the learning from home and return to on campus learning phases.
Support for beginning teachers	Beginning teachers and mentors were provided with additional release time which was programmed in on the timetable. Beginning teachers also took part in professional learning incurring course costs of \$720 and \$2160 in casual teacher replacement. Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$61 948.00) 	Beginning Teachers have demonstrated increased confidence and capability in classroom management and teaching & learning practice. Beginning Teachers have been supported in their progress towards achievement of accreditation at a Proficient level.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	242	268	261	257
Girls	252	263	282	273

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.5	91.1	91.1	92.1
8	92	89.9	87.7	90.4
9	90	89.5	87.5	91.4
10	87.5	84.1	87.6	87.8
11	87.8	85.2	83.8	89
12	88	86.2	83.3	88.5
All Years	89.7	88	87.4	90.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

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	5	5	27
TAFE entry	4	13	19
University Entry	0	0	35
Other	0	2	16
Unknown	2	0	3

Year 12 students undertaking vocational or trade training

46.77% of Year 12 students at Yass High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Yass High School expected to complete Year 12 in 2020 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)	33.9
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	332,979
Revenue	8,199,226
Appropriation	8,082,954
Sale of Goods and Services	15,231
Grants and contributions	86,164
Investment income	871
Other revenue	14,007
Expenses	-8,071,072
Employee related	-7,414,140
Operating expenses	-656,932
Surplus / deficit for the year	128,154
Closing Balance	461,134

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.

	2020 Approved SBA (\$)
Targeted Total	179,473
Equity Total	369,425
Equity - Aboriginal	50,349
Equity - Socio-economic	125,527
Equity - Language	0
Equity - Disability	193,549
Base Total	6,806,605
Base - Per Capita	134,937
Base - Location	34,149
Base - Other	6,637,519
Other Total	344,171
Grand Total	7,699,674

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.

2020 NAPLAN

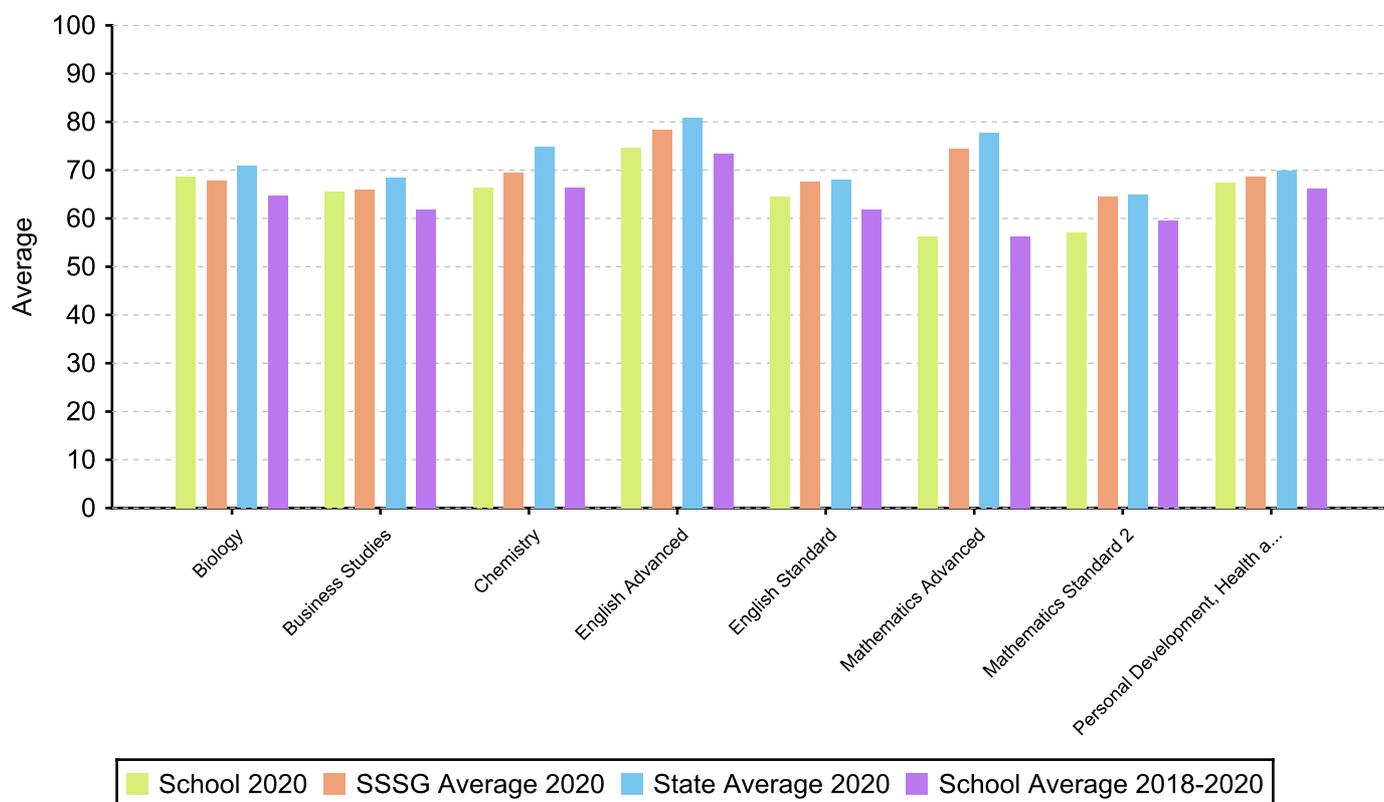
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	68.7	67.9	70.8	64.8
Business Studies	65.5	66.1	68.6	61.9
Chemistry	66.3	69.6	74.8	66.4
English Advanced	74.6	78.4	80.8	73.5
English Standard	64.6	67.6	68.1	61.8
Mathematics Advanced	56.3	74.5	77.7	56.3
Mathematics Standard 2	57.1	64.6	64.9	59.5
Personal Development, Health and Physical Education	67.5	68.7	69.9	66.3

Parent/caregiver, student, teacher satisfaction

An external Situational Analysis (follow-up from 2018) found that **parent and community** support continues to grow positively with parents highly valuing the work the school is doing. As key indicators, both enrolments and retention have improved and 66% of parents rate the education provided to their child at very high or above average (cf. 52% in 2018). Two improvements that indicate a strengthening of the school community culture (and consequently how the school is perceived) are that 80% of parents strongly agree or agree that the school takes parent opinions seriously (cf. 65% in 2018) while 78% of parents feel that the school communicates effectively with students and parents. (cf. 61% in 2018). There was an increasing strong endorsement from parents around communication about school organisation and students, with all communication platforms highly rated. The administrative staff are a very positive influence at and for the school. 93% of parents feel welcome and comfortable when visiting the school (cf. 90% in 2018) while 96% feel comfortable phoning the school.

Teachers report strong support for the leadership team. They are respected and considered effective, proactive, forward thinking and are making a positive difference. Staff support the overall direction of the school with a shift in culture to a stronger classroom focus and an emphasis on academic performance. Importantly, the school has retained its long term commitment to student well-being while focusing more on academic outcomes, teaching and learning and improving community engagement and support. Staff strongly endorse the quality of teaching and the focus on student achievement. More than 90% of staff strongly agree or agree about measures relating to their own teaching in terms of lesson design, meeting outcomes, engaging students, addressing student learning deficits and making accommodations and adjustments. All staff acknowledge the benefits of a data-driven approach to student performance with 77% of staff reporting that there is an emphasis on a high performance culture (up from 56% in 2018).

Both **parents** and **students** reinforce the qualities teachers bring to the classroom. Parent ratings were above 80% for the five elements relating to teachers and the classroom. For students, every one of the 13 elements relating to teacher performance and expectations are above the benchmark 60% and virtually all are above 70%. Both **students and parents** reflected positively on school tone and culture, referring with great pride about the value of the school's community volunteering programs. Students are very positive about relationships with teachers and peers. Students feel that teachers are fair (77%), care about them (71%), are available to help them deal with problems (77%) and explain consequences relating to behaviour and schoolwork (73%). Further, students feel safe at school (76%) and have good relationships with their peers - treated with respect (73%), get on well with others (78%) and accept me as I am (75%).

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.