



# Urrbrae Agricultural High School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Urrbrae Agricultural High School Number: 798

Partnership: Mitcham Plains

**Name of School Principal:**

Walter Czernezkyj

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**Name of Governing Council Chair:**

David Hart

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**Date of Endorsement:**

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## School Context and Highlights

Urrbrae was established following the bequest of land to the Education Department by Peter Waite in 1913. Peter Waite was a pastoralist in early South Australian history and the purpose of the bequest was to build and develop an Agricultural High School to train and educate boys in modern farming techniques. The school was built and opened in 1932 with an enrollment of 60 boys. In 1974 the first Urrbrae girls were enrolled.

The school consists of educational facilities and buildings along with a 40 ha (114 acres) farm. With industry support a Suffolk sheep stud and Poll Hereford cattle stud were introduced and added to the other sheep, cattle, poultry, bees, pigs, horticulture and vegetable enterprises on the farm. Later Boer goats, horses, aquaculture, aviary birds and alpacas were added to the livestock projects currently run at the school.

Today Urrbrae's education programs reflect the school's motto of "Science with Practice". There is a heavy emphasis of linking theory to applied practices especially in Agriculture, Science, Mathematics and Technology. Urrbrae's use of IT both in teaching and learning is continually evolving. For example, the use of John Deere GPS systems used in today's farm operations is taught and used on motorized spray equipment.

Urrbrae continues to honour Peter Waite's bequest and fulfil its purpose of educating our students in modern contemporary farming approaches, ranging from agribusiness training to tertiary based Veterinary education.

The following highlights represent a fraction of the activities, programs and initiatives in which Urrbrae is involved. Should readers wish to explore the wide and diverse nature of our activities please contact the school to purchase our Year Book.

- 2016 Open Day school and farm tours (1200 attended)
- Show Days participation (Mt Barker, Mt Pleasant, Gawler, Royal Adelaide Show, Royal Melbourne Show)
- Identification as a STEM school
- Student Scholarship Schemes (Mortlock secondary and tertiary, Royal Adelaide Show, McBride Pastoral Care Scholarships)
- Year 12 Art Exhibition and Year 12 Drama production
- Urrbrae VET Courses (Automotive, Engineering, Agriculture)
- ICAS University NSW English Competition – top Australian student: Yarden Yarom Year 12 Urrbrae student
- Introduction of Year 11 Psychology
- Multiple prizes won by Jasmine Pople (Year 12) at the Oliphant Science Awards in the Year 11 and 12 Investigations Category on "The Drought Resistance of two wheat varieties"

## Governing Council Report

Urrbrae Agricultural High School is an outstanding school. The standard of education and the range of extracurricular activities and the opportunities that are available to the students are second to none. This not only leads to the students being fully engaged with the curriculum but also engenders a high level of commitment by the whole school community, including the parents.

Once again, a group of parents has demonstrated this commitment by taking up volunteer positions in the canteen, helping with the Special Education program and by membership on the School Council and the sub committees that report to Council including the Finance Committee, Wellbeing Committee, Curriculum Committee and ICT Committee. I would like to thank them all for their tireless dedication to the school.

As part of the school community, the Council has been involved with the Principal and school executive in the decision making process of the school.

In 2016 much of the discussion of the School Council has centred on the details of the report of the Department of Education and Child Development external review of the school that was held in 2015, and the implementation of the recommendations.

The Council has also been involved with the planning stage of the \$2.5 million government grant which will see the current senior studies building redeveloped and re purposed to house a new STEM facility. The details of the proposal are still being negotiated but it is hoped that building will commence early in the new year.

The Council continue to run the Barn Market on the first Saturday of each month and are assisted by a dedicated group of parents, students and regular stall holders.

Members of the Urrbrae School Council for 2016:

Chair: David Hart, Vice Chair: Denine Maddaford

Treasurer: Tabitha McFarlane, Secretary: Don Maddern

Members: Carolyn Jones, Tom Sheppard, Mark Rayment, Nick Wilkey, Kerry Brissenden, Alex Lovat, Gerri McGregor

SRC Representatives: Kelly McDonald and Tom Stuart,

Teacher Representatives: Ian Reed and Matt Krieg

Indigenous Families Representative: Roslyn Walsh,

City of Mitcham Representatives: Judith Weaver and Chris Adcock

Local MP: Martin Hamilton Smith

## Improvement Planning and Outcomes

In October 2015 Urrbrae was put through the process of external review. The Report was received in 2016 and staff and Council began the planning process around implementing strategies of improvement in response to the directives made. Central to all activities was the development of the School Improvement Plan (SIP) for 2017. This was reduced in scope from our previous plan and focused on Teaching and Learning (pedagogy and task design) and Student Wellbeing (positive education). Planning included development of 2017 Faculty plans which related to the SIP. Plans were completed by December 2016, ready for implementation in 2017.

Leadership development was also a focus and through partnership with our District Office (Richard Costi) and DECD (Ms Leanne Carter) a 'Building Shared Leadership' course was developed consisting of 5 modules and delivered by Ms Carter. The first session was run successfully before school began in January 2017. These sessions are designed to strengthen leadership team work, enhance leaders' interpersonal skills and develop strategic planning skills.

Review suggestions for improvement in decision making at Urrbrae were also made. Planning in 2016 resulted in a flatter whole of school decision making structure with across the school membership which focus on inclusion in decision making from all sectors in the school. Integrated into the Decision Making Model is interaction at whole staff level. Planning and acceptance of the whole school model by all staff occurred in 2016 for implementation in 2017. Staff Professional Plans (PDP) were aligned with our School Improvement Plan and all staff completed their PDP's for recording by DECD.

2017 is seen as the implementation year for all work done subsequent to the External Review. It is expected that both staff and student outcomes will be achieved during 2017.

Specific Outcomes:

- 1) 2017 SIP Plan supporting Faculty Action Plans, to be implemented and monitored for achieved outcomes.
- 2) Personal Learning Plans, relating to the SIP, implemented and implementation monitored through line management relationships.
- 3) Leadership development focused on quality interpersonal relationships and strategic planning.
- 4) Decision making process clearly defined, implemented and reviewed for improvement in 2017.
- 5) Teaching and learning focus is primarily on pedagogy and task design.
- 6) Student and Staff Wellbeing to be progressed through continuing implementation of Positive Education principles.

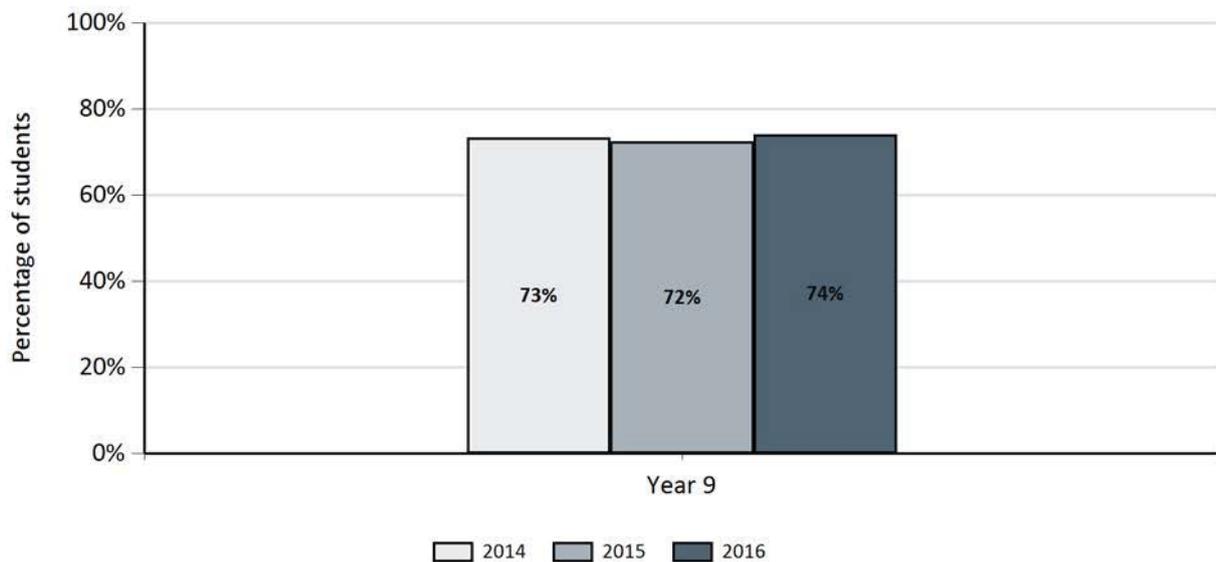
Review of the above will be ongoing during the implementation period (in Semester one 2017), with results of our internal review incorporated in planning for 2018.

## Performance Summary

### NAPLAN Proficiency

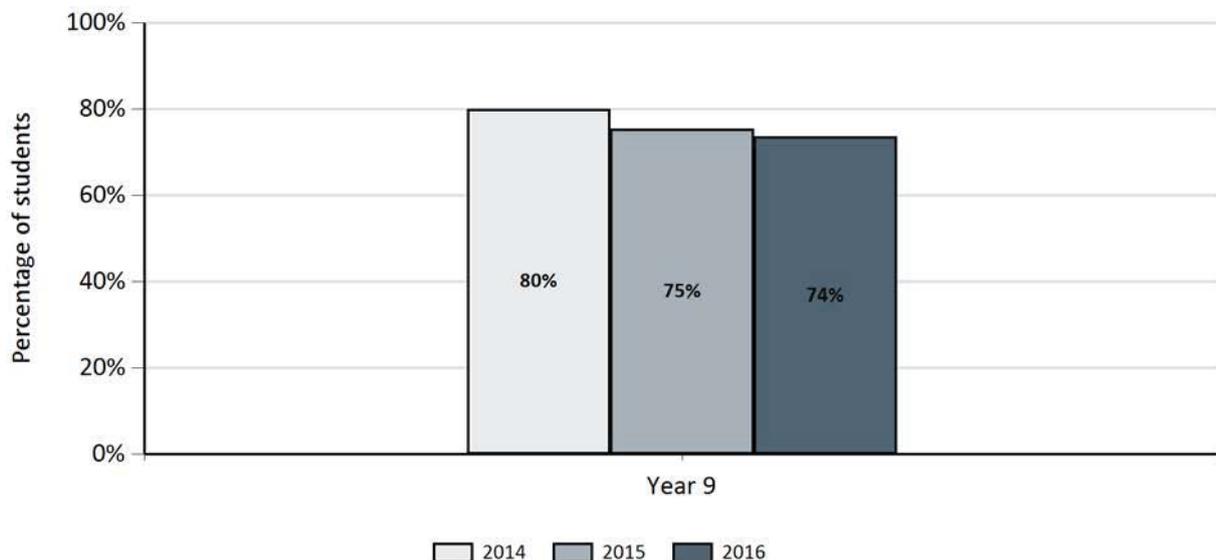
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	30%	25%
Middle progress group	51%	50%
Upper progress group	19%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	21%	25%
Middle progress group	55%	50%
Upper progress group	25%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	205	205	39	34	19%	17%
Year 9 2014-16 Average	206.0	206.0	42.3	36.3	21%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
96%	94%	94%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	0%	0%
A	5%	6%	5%
A-	13%	12%	10%
B+	16%	14%	13%
B	21%	18%	11%
B-	18%	17%	14%
C+	11%	13%	17%
C	7%	10%	12%
C-	4%	3%	9%
D+	2%	2%	5%
D	1%	1%	1%
D-	0%	1%	0%
E+	0%	1%	1%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
97%	94%	95%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	n/a	n/a	n/a
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	31%	45%	37%

## School Performance Comment

### NAPLAN

Urrbrae has as a priority improvement of Literacy/Numeracy skills in our students, which is evidenced in extremely solid Stage 2 results. At Year 9 Urrbrae has a snapshot in time to address identified areas of weakness in both Numeracy and Literacy.

### IMPROVING ACHIEVEMENT - LITERACY 2016

While most Year 9 students at Urrbrae achieve at or above the National Minimum Standard those who do not meet this standard require specific intervention and support. Along with use of consistent literacy strategies across the school, current approaches aimed at improving achievement include use of the nationally recognised QuickSmart program, systematic assessment of reading skills and identification of learning difficulties, matching SSO support to student need in the classroom, and use of differentiated online resources, particularly in the English classroom.

Analysis of NAPLAN and PAT-R results allows us to identify areas for growth across each student cohort. Skills related to inference, for instance, need strengthening. Developmentally, students are cognitively ready to work on skills of inference at approximately twelve years of age. Our incoming Year 8 students come from over 90 schools and may not have had exposure to lessons relating to this very important skills, as practice relating to explicit teaching of these skills in primary setting varies. Explicit teaching of inference in Year 8, not only in English but also across curriculum areas, is important, deliberate and whole-school.

### IMPROVING ACHIEVEMENT - NUMERACY 2016

In 2016, 97.4% of the Year 9's were at or above the NMS. Our progress data shows that 80% of all students achieved a medium to high level of improvement in numeracy from Year 7 to Year 9. This improvement can be further monitored using PAT data in Year 10.

The areas where we performed at or above the national average were geometry and probability. Areas to focus on for further development include linear equations, points in a Cartesian plane, algebra and direct proportion. Many of these concepts will arise in Year 10 for these students, giving them an opportunity to further develop their understanding.

2016 SACE Data shows clearly a solid achievement in the SACE Certificate. Data has been used to inform strategies for improvement in 2017.

- 156 of the 164 students in the 2016 Stage 2 cohort achieved their SACE = 95.1% (94.2% in 2015)
- 129 students were eligible for an ATAR out of 175 = 73.7% (61.6% in 2015)
- Seven merits were awarded (3 merits in 2015)
- 16 students were in the top 10% of the state with an ATAR above 90 (12 in 2015)
- 85 A grades awarded (46 in 2015)
- 41 students achieved 2 or more A's for their results (32 in 2015)
- 8 students achieved a Certificate III qualification which contributed to their SACE and ATAR
- SACE ATAR median was 71.35 (70.7 in 2015)

## Attendance

Year level	2014	2015	2016
Year 08	95.4%	94.2%	93.9%
Year 09	94.2%	91.8%	92.9%
Year 10	94.6%	93.7%	91.9%
Year 11	94.3%	93.4%	92.3%
Year 12	92.0%	89.4%	92.4%
Secondary Other	92.2%	98.0%	100.0%
Total	94.2%	92.7%	92.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Attendance figures must be read in context with Urrbrae's catchment area: the State of SA. Students attend daily from locations such as Victor Harbour and environs, Murray Bridge, Gawler as well as Hills communities. Consequently, as figures show attendance is consistently high owing to students' commitment to Urrbrae's Agricultural Program. Absence figures usually reflect genuine illness or attendance with primary production parents at events such as shows and sales. In cases where follow up of non attending students is needed this occurs through home group teachers contacting parents.

## Behaviour Management Comment

Urrbrae has established a strong behaviour management process administered by all staff and supported by School Counsellors. As stated students are selected for entry and consequently our incidence of behaviour issues are reduced. Urrbrae operates a system of suspensions (external and out of school) for breaking our behaviour code and internal suspensions (one day maximum) for minor instances of breaking our behaviour code.

2016: Two cases of verbal abuse and two cases of bullying - external suspension 2-3 days. One case of bullying and one case of verbal abuse - internal suspension.

Suspensions are followed up with re-entry meetings conducted by senior staff, parents and students.

2016: No exclusions.

## Client Opinion Summary

Urrbrae's school survey tool is that provided by ACARA and the Commonwealth Department of Education. Groups surveyed are parents, students and staff. The 2016 key issues were: quality of teaching and learning, feedback on student progress, explanation of the learning program, and making work interesting. With students and parents, issues centred on the amount and relevance of feedback to both parents and students about progress of students (2016 - 66% satisfactory) program information (2016 51% satisfactory). Informing students: verbal feedback (2016 40% satisfactory), written feedback (2016 50% satisfactory). Consequently communication strategies have been incorporated into 2017 planning for Assessment and Reporting practices. Both parents and students did not rate "making learning interesting" highly (parents 69%, students 40%). Again there was a variance with teacher satisfaction (81%). Deeper analysis occurred of the data, and it was planned that in 2017 more surveys occur at class level to gauge students' understanding. The key agreements identified by all parties were Urrbrae's learning environment and Urrbrae's safety for students. Learning Environment rated the following levels of satisfaction in 2016 (parents 91%, students 83% and teachers 93%). Behaviour policies and teacher supervision are effective, but it must also be borne in mind that our students are also selected for entry.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	33	15.0%
Interstate/Overseas	6	2.7%
Other	3	1.4%
Seeking Employment	26	11.8%
Tertiary/TAFE/Training	111	50.5%
Transfer to Non-Govt School	4	1.8%
Transfer to SA Govt School	11	5.0%
Unknown	26	11.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

DECD/SA Government Guidelines are used to carry out screening in the following cases: teachers, SSO staff, canteen employees, different categories of volunteers, work/repair contractors, music instructors and PE specialists working with students. Process used is a check that individuals have had, where relevant, a DCSI screening or RAN check or company based checks for contractors. This is in the form of sighting certification or accessing records through electronic means.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	143
Post Graduate Qualifications	51

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	72.3	0.0	29.0
Persons	0	77	0	34

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	-
Grants: Commonwealth	\$53,963.72
Parent Contributions	\$754,213.00
Fund Raising	\$9,996.00
Other	\$36,021.00

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSO's in class to check students understand tasks and avoid meltdowns, student review meetings.	Decreased number of students in J Block and withdrawal room.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	SSO's trained and implementing the Quicksmart program. SSO's in class supporting all students. PD for parents in Assistive Technology.	Students staying at school longer, attendance improved.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AECO working with students. The number of ATSI students has increased.	Three ATSI Yr 12 students completed Yr 12 and their SACE, went on pathways such as further study.  Intervention program to improve SIP in Numeracy and Literacy.
	Australian Curriculum	Established Quicksmart program and resourced it.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Ensuring training of staff to deliver Positive Education program to students and staff.	8 teaching staff attended training to continue implementation of Positive Ed.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	Self funded scholarship scheme as an incentive for excellence in study and achievement.	Top 10 academic students/year level recognised each year.
	Primary School Counsellor (if applicable)	N/A	N/A