



Urrbrae Agricultural High School

2018 annual report to the school community



**Government
of South Australia**
Department for Education

Urrbrae Agricultural High School Number: 798

Partnership: Mitcham Plains

Name of school principal:

Joslyn Fox

Name of governing council chair:

David Hart

Date of endorsement:

School context and highlights

- Urrbrae Agricultural High School is the only comprehensive special interest agricultural secondary school in South Australia. It is recognised as a centre of excellence in student learning with a focus on agriculture, technology and the environment. Established as an Agricultural High School in 1932, it has continued to educate South Australian secondary students in an agriculturally-focussed curriculum to the present day. It is also recognised as a focus school in environmental education, landcare and technology. These subjects are integrated across the school curriculum.

- Our commitment to a sustainable world is complete and all-pervasive. We focus on developing our understanding of both the vital role of agriculture and the use of material and information technologies for a globally sustainable world. Our passion for rigorous learning is characterised by the transformation of information to knowledge through scientific methodology and inquiry learning, and our motto, "Science with Practice", embodies this ethos.

- Our vision is to provide unique opportunities for learners and future innovators. Our mission is to be an innovative educational leader in Agricultural and Horticultural Science, Technology and the Environment; to develop engaged citizens, with creative and critical minds, a strong social conscience, and a love of learning; and to foster resilience, independence, personal responsibility and respect for others.

- Urrbrae is a non-zoned specialist school, where students apply for selection. In 2018 we had approximately 200 students at each year level, with a total enrolment of 1040.

Highlights for 2018 are listed below:

- 2018 Open Day school and farm tours (approximately 1450 attended)
- Show Day participation continued to be a highlight (Mt Barker, Royal Adelaide, Bendigo, Dubbo, Mt Pleasant, Mt Gambier)
- STEMworks building was completed (\$2.5 million grant) enabling us to further improve our STEM offerings.
- \$10 million in Better Building Funding to improve both facilities and student outcomes confirmed for round 2.
- Student Scholarship Schemes (Mortlock Secondary & Tertiary, Royal Adelaide Show, McBride Pastoral Care Scholarships)
- Urrbrae VET Courses (Automotive, Engineering, Agriculture). In addition there were 144 VET students (including those on School Based Apprenticeships) enrolled in a range of Certificates.
- Whole School Music & Drama Productions
- Closer links were pursued with WAITE & Roseworthy.

Governing council report

We have come to the close of another year at Urrbrae Agricultural High School and another group of Year 12s are ready to launch into the next stage of their lives. They are fortunate in that they are graduating from what I believe is one of the best public schools in the state. Urrbrae provides them with an unparalleled experience. This not only leads to the students being fully engaged with the curriculum and other activities offered by the school but it also engenders a high level of commitment by the whole school community. This community includes, the teachers, the students and their parents. There are many opportunity for parents to be involved with the school and membership on the School Council is just one of those. Parents have also given up their time to volunteer in the Canteen, help with the Special Ed program and serve on the sub-committees that report to Council. I would like to thank them all for their significant contribution to the life of the school.

As a part of the school community, the Council is involved with the Principal and school Leadership Team in the decision making processes of the school. Earlier this year I sat on the Panel to select a new Principal and as you all know, Joslyn Fox won the position. In the last 12 months she has made a number of positive changes and the Leadership Team is stronger than ever.

The council has continued to watch the progress of the STEM project during the year and this has now been completed. We were fortunate to be able to see the new building during a recent council meeting and were impressed by the work that has been done to create a versatile space from what remained of the old building.

Plans continue for upgrades to the school made possible by the \$10 million dollars building works grant from the State Government and we hope to see these works progress in 2019.

The Council continues to run the Barn Market on the first Saturday of each month and with the completion of the STEM building and landscaping around the Barn and carpark area the market looks better than ever and the number of stalls is steadily growing. I would like to thank Denine Maddaford, our Barn Organiser, and Maxine Farrows, our Business Manager, for their key roles in this monthly event.

David Hart
Chair, School Council

Improvement planning and outcomes

Teaching and Learning:

Our aim is to offer innovative pedagogy that leads to engaged learners and improved outcomes for all students.

In 2018 we committed to:

- maintaining our STEM focus on Agriculture, Technology and the Environment across the curriculum.
- ensuring task design (and assessment) provided opportunity for success for all students.
- refining processes to develop consistency in assessment practices.
- integrating literacy and numeracy across the curriculum.

Wellbeing:

Our aim is to increase learner resilience, independence, personal responsibility and respect for others through the embedding of positive education strategies across the school.

In 2018 we committed to:

- monitoring, promoting and focusing on regular attendance, ensuring that all students were supported to achieve success in teaching and learning programmes.
- developing effective relationships with students to support well-being for learning
- increasing opportunities for students to have a voice in the school.

In 2019 we will undergo an External Review, and we have continued to work of the 4 areas that were identified from the last review. They are as follows:

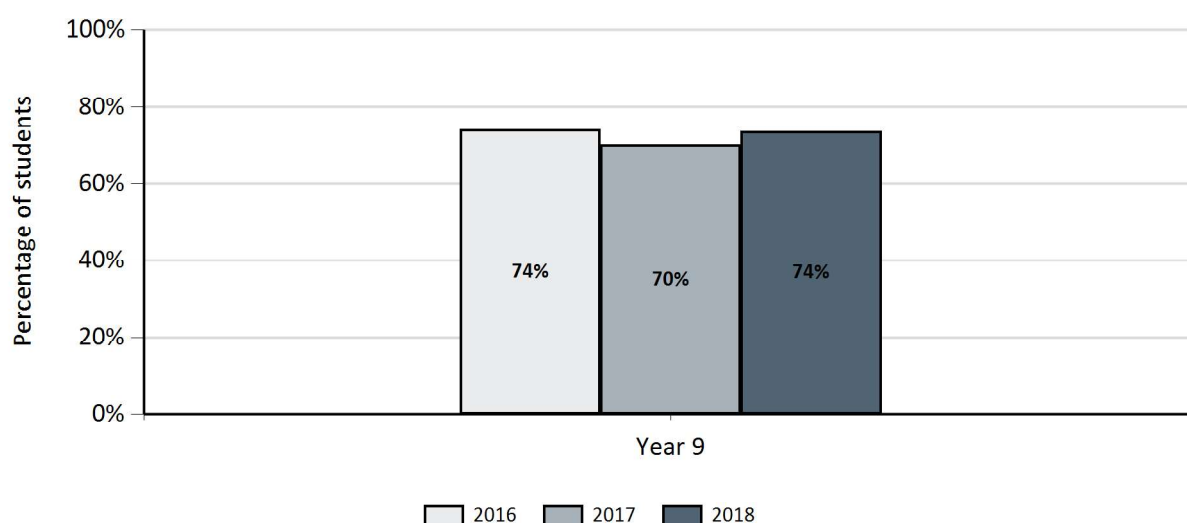
1. Refined Performance Management and Development Processes have been implemented, linking staff closely with the UAHS Site Improvement Plan.
2. Staff cohesiveness has been a strong focus in 2018, with transparent decision-making processes, clear expectations and codes of conduct emphasized.
3. Professional learning has targeted differentiation, task design and accountability. A great deal of work has been undertaken in up-skilling staff around the Daymap Assessment & Reporting platform in order to better inform students and parents of student progress.
4. Site self-review and improvement processes have been refined.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

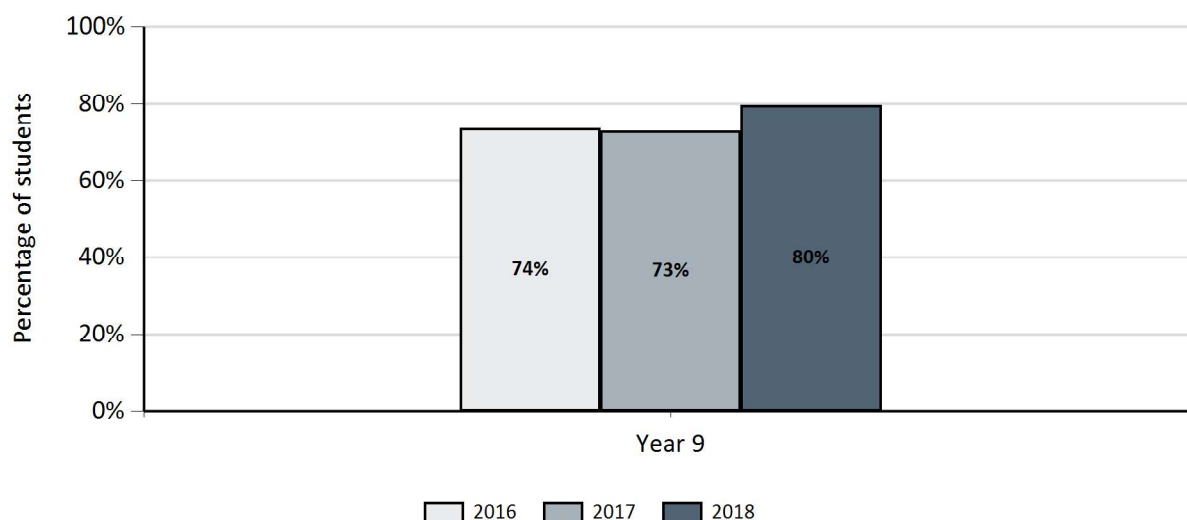
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	24%	25%
Middle progress group	44%	50%
Lower progress group	32%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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)
Upper progress group	28%	25%
Middle progress group	52%	50%
Lower progress group	21%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	201	201	37	36	18%	18%
Year 9 2016-18 average	204.3	204.3	37.3	32.3	18%	16%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]Includes absent and withdrawn students.

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

**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)

2015	2016	2017	2018
94%	95%	95%	96.6%

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	1%	1%	2.7%
A	6%	5%	5%	8.3%
A-	12%	14%	10%	14.4%
B+	14%	15%	15%	16.2%
B	18%	14%	16%	14.1%
B-	17%	17%	16%	14.7%
C+	13%	13%	14%	12.4%
C	10%	10%	12%	7.5%
C-	3%	5%	7%	6.3%
D+	2%	2%	2%	2.2%
D	1%	2%	2%	0.6%
D-	1%	0%	0%	0.2%
E+	1%	1%	0%	0.2%
E	0%	0%	0%	0.1%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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 in October that year

2015	2016	2017	2018
94%	96%	94%	94%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	45.06%	36.94%	47.13%	38.82%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	33.95%	21.02%	33.33%	23.68%

School performance comment

The 2018 NAPLAN Numeracy mean score was 586.0, continuing an increasing mean score trend over the last 3 years (2016 mean score of 580.1 and 2017 mean score of 583.3). 97% of our students were at and above the National Minimum Standard. For the estimates standardised student progress between 2016 and 2018, 28% of students showed high improvement, 49% medium improvement and 23% low improvement. This compares favourably (28%-49%-23%) with the expected improvement of 25%-50%-25%. 2018 saw a 91% participation rate compared with 87.5% in 2017.

Deeper analysis of the questions across the complexity bands show that our students' growth areas are related largely to number (fractions, decimals, ratios, percentages) as well as using number in questions involving added layers of problem solving and reasoning.

Overall, UAHS results in NAPLAN Literacy are consistently strong, 90% achieving NMS in Reading, 92% in Spelling and 95% in Grammar and Punctuation. 80% achieved NMS in Writing, up from 75% in 2017. Mean scores remain relatively constant in Reading (578.1 in 2016, 579.4 in 2017, 578.6 in 2018). The mean score in Writing has declined (2016 mean score of 553.4, 548.8 in 2017 and 541 in 2018) and the number of students below NMS in Writing warrants scrutiny. Of these 37 students 12 (32.5%) were .6 away from Band 6. Estimated standardised student progress between 2016 and 2018 indicates 24% of students showed high improvement, 44% medium improvement and 32% of students low improvement. 18% of students achieved in the upper two bands in Reading, consistent with 2016 and 2017 results.

To support students below NMS in Literacy to strengthen their skills teachers use a range of resources and strategies, and also engage in analysis of areas for growth across the cohort, as evidenced in PAT-R and NAPLAN tests, adjusting teaching and learning practice accordingly. Students requiring direct support have access to SSO assistance. The effectiveness of this multi-faceted approach is evidenced by the outstanding 2018 SACE results achieved by the 2015 Year 9 NAPLAN cohort. Writing results in 2015 revealed weakness (17.5% below NMS and mean score of 551.2), but students strengthened their writing skills in the Urrbrae learning environment.

Our 2018 SACE data showed a pleasing increase in the upper bands, with students shifting from the C bands into the the A's and B's. 25.3% of students gained an A Grade in 2018, compared to 15.9% in 2017. An increase in merits was also a highlight of 2018, with 9 awarded across a range of 8 subject areas. SACE completion stayed steady at 94% with non-completers either leaving to take up apprenticeships or full-time employment, returning in 2019 to complete Year 13, or continuing their FLO enrolments. There is an increasing number of Year 12 Urrbrae students (0.8%) who avoid the compulsory Research Project by enrolling in Year 12 agricultural subjects, but who are choosing not to complete their SACE.

Attendance

Year level	2015	2016	2017	2018
Year 7			75.0%	
Year 8	93.2%	92.8%	93.2%	94.5%
Year 9	91.2%	92.1%	89.6%	91.6%
Year 10	92.8%	91.0%	91.9%	91.4%
Year 11	92.3%	90.7%	90.6%	90.9%
Year 12	87.8%	90.9%	89.0%	90.1%
Secondary other	97.2%	100.0%	99.1%	100.0%
Total	91.7%	91.5%	90.9%	91.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance data for Urrbrae is consistently very high, reflecting the high level of student commitment to the school and its agricultural area of special interest. It is interesting to note that Urrbrae's catchment area includes the whole of SA, with students attending daily from locations such as Victor Harbour, Murray Bridge, Gawler and the Hills communities. Absence figures usually reflect genuine illness or attendance with primary production parents at events such as shows and sales. There is an increasing trend however for parents to take extended family holidays during term times.

Behaviour management comment

Behaviour management data at Urrbrae once again reflects the strong connection that our students have with the school, with very few incidents of a serious nature being reported. Urrbrae uses a system of suspensions for breaching our behaviour code, ranging from external for incidents of a serious nature, and internal for minor infringements.

Client opinion summary

PARENTS

- 84% of parents say that there is effective educational leadership within the school, and have confidence in how the school is managed.
- 90% of parents feel that their child applied to come to Urrbrae because they were interested in the school's focus areas of Agriculture, Technology or the Environment
- 89% of parents report that students know how they are expected to behave at school
- A growth area for the parent responses point to a better use of Daymap

STUDENTS

- 82% of students say that they are learning a lot at Urrbrae. 81% responded they really want to learn at Urrbrae and that they are encouraged to achieve to the best of their ability.
- 86% responded that they were really interested in the school's focus area of Agriculture.
- 84% say that my teachers expect me to do as well as I can.
- Growth areas from the student responses include:
 - o Everyone takes good care of the yard, and the yard is tidy and well looked after
 - o School reports are accurate
 - o I feel that my teachers know and understand me

STAFF

In 2018 the Department of Education conducted a staff perspective survey across SA. 48 Urrbrae staff completed the survey, with our results indicating that we are in the top quartile. In our own site survey, staff satisfaction was evident:

- 100% of staff are happy to be at Urrbrae
- 97% believe that a student's wellbeing influences their ability to learn, with 89% responding that a teacher's role is to support student wellbeing as well as teaching curriculum content
- 88% believe the school provides a safe and secure environment
- Growth areas are:
 - o Teachers and the school have high educational expectations of the students
 - o Teachers feel that they belong at the school
 - o Our school keeps parents informed of what's going on at the school
 - o The decision making process provides me with appropriate opportunities to express my views about decisions in the school
 - o My professional needs and interests are met by the professional development provided by this school

Intended destination

Leave Reason	School	
	Number	%
Employment	25	11.8%
Interstate/Overseas	14	6.6%
Other	0	NA
Seeking Employment	44	20.8%
Tertiary/TAFE/Training	108	50.9%
Transfer to Non-Govt School	8	3.8%
Transfer to SA Govt School	9	4.2%
Unknown	4	1.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Urrbrae is meeting all policy requirements related to Department of Education Relevant History Screening.

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	139
Post Graduate Qualifications	57

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	72.4	0.0	28.3
Persons	0	77	0	34

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$108,447
Grants: Commonwealth	\$3,600
Parent Contributions	\$750,414
Fund Raising	\$17,121.34
Other	\$415,916.74

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	RAAP funding to support serious behavioural issues. Employed and up-skilled specific SSOs for targeted support.	Improved attendance & improved SBM data. Stronger engagement with the school.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Improved outcomes for students with disabilities	A Learning Support Teacher was appointed 0.6 to work with students and teachers on a range of individual learning programmes. Extra SSO hours. Teacher T&D on a range of learning disorders including autism and dyslexia.	Improved student success reflected in reports. Teacher focus on differentiation.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development	Year 11 and Year 12 ATSI students received in their final school report a total of 9 A's, 11 B's, 6 C's (6 students).	ATSI enrollment has grown to 20 students.
	Students taking alternative pathways	Students with Learning Difficulties grant was used to employ more SSO hours into classes where students have dyslexia, and auditory processing difficulties.	Preliminary PAT-M, PAT-R data shows improvement in scores for NEP / IEP students whose SSO's go into classes.
	Students with learning difficulties grant	2 SSO's took up Dyslexia on-line training.	
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	T&D for staff around differentiation in task design and specific learning disorders.	Adaption of task design and assessment to suit a range of learners.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	Emphasis on numeracy as a focus for 2018. High performing students entered into a range of state/national competitions which were school-funded. Urrbrae Maths scholarship scheme entered 3rd year.	Strong competition results-increase in students choosing higher Yr 11/12 Maths.
	Primary school counsellor (if applicable)	n/a	n/a