



Urrbrae Agricultural High School

2020 annual report to the community

Urrbrae Agricultural High School Number: 798

Partnership: Mitcham Plains

Signature

School principal:

Mrs Joslyn Fox

Governing council chair:

Mr David Hart

Date of endorsement:

28 January 2021



Government
of South Australia
Department for Education

Context and highlights

Urrbrae Agricultural High School is the only comprehensive special interest agricultural secondary school in South Australia. Urrbrae is a non-zoned specialist school where students apply for selection, based on their passion for the school foci of agriculture, horticulture, technology and the environment, with a total enrolment of 1000 students, 200 at each year level, from 8-12. Urrbrae is recognised as a centre of excellence in student learning and was established as an Agricultural High School in 1932 and we continue to educate South Australian secondary students in an agricultural-STEM based curriculum to the present day. These subjects are integrated across the entire school curriculum.

Our commitment to a sustainable world is all-encompassing and 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 school motto is "Science with Practice" and we encourage our students to explore the world around them through scientific methodology and inquiry. Our vision is to provide unique opportunities for learners and future innovators. Our mission is to be an innovative educational leader in agriculture, 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.

Highlights for 2020 are listed below:

- Start of our \$10 million build in preparation for Year 7s starting in 2022. This includes a new Music Suite, 8 new middle-school classrooms, a new Health and Wellbeing Centre (including 2 new kitchen areas, and dedicated classrooms for Outdoor Education, Health and PE) and an extension to our gymnasium to enable whole school assemblies which are an important part of our culture.
- 100% completion in 2020 of Research Project and Personal Learning Plan
- Urrbrae Barn Market sells school produce to the community each month, actively involving students
- "Urrbrae On Show" day in October replaced the Royal Adelaide Show
- Our new Flexible Apprenticeship Programme supporting 12 full-time apprentices to achieve their SACE was highly successful
- Student Scholarship Schemes (Mortlock Secondary and Tertiary, Royal Adelaide Show, McBride Pastoral) recognises student excellence in line with the Waite Trust Bequest.
- As an Agricultural High School it was pleasing to note that 85% of all university offers for 2021 were for STEM/ Agricultural /Environmental related fields.

Governing council report

First we had Bushfires to contend with which affected some staff and students. Then we were hit with a global pandemic which closed the school for our students at the end of Term 1.

The School Council is full of admiration for our teachers who embraced the change to online learning so that the students could continue to study - perhaps not completely seamlessly but very close to it.

Even the School council meetings briefly moved to an online platform before moving to the library where we could conduct our meetings in a COVID safe, socially distanced manner.

The School Barn Market was also affected by the pandemic with some markets cancelled before restrictions in South Australia were eased. The Market has undergone some changes this year. Gayle Squires who runs the school canteen has taken on the organisation of the Barn Market for 2020 and through her contacts, has vastly increased the number of stall holders. As a result we have seen a large increase in the number of patrons.

Members of the council once again participated in the Year 12 breakfast to farewell the students on their final day at school. Congratulations to all our year 12s who have managed to complete their studies under such trying circumstances.

Council members were invited to attend the Urrbrae on Show event at the end of October. Four of us managed to make it and I can only say, what a day! The standard of the exhibits and activities was outstanding as we have come to expect from our turnout at the Royal Show each year. 250 primary school year 5 and 6 kids came from a number of schools and I am sure this will lead to an increased number of applications for the 2022 intake.

The 10 million dollar government funded build has begun with the demolition of J block to allow for new classrooms to be built to cater for the addition of year 7 students in 2021 and additions to the Gym to allow for whole school assemblies should be completed in time for the start of the school year in 2021.

Quality improvement planning

Increase student achievement in writing:

By using a cross curricular approach to the teaching of English we aimed to increase student achievement in writing across the school. Specifically, the idea was to empower subject teachers to focus on the forms, meta-language and genres relevant to their areas, enabling students to develop the skills and strategies necessary for writing success. Careful scaffolding and modelling of best practice, along with editing opportunities, has helped build self-growth in our students. The focus has continued to be achieved through: guest speakers; focused T&D opportunities both whole school and faculty-specific; involvement in 2019 of all Year 8 & 9 students and in 2020 only year 8 students in the Brightpath Literacy Intervention Programme; and a T&D focus on effective drafting and editing techniques for both staff and students to promote self awareness of literacy conventions. Student achievement in English at Year 10 (our focus year) in semester 2 2020 indicates an improvement in grades across the cohort, with more students in the A and B bands than previously.

Increase student achievement in numeracy across the school:

Our aim over our three year site plan was to embed researched-informed approaches and numeracy skills into mathematics teaching and learning practices, and all faculties were supported to integrate mathematics, numeracy and problem-solving skills across the curriculum. The result was a higher student achievement in numeracy in our 2019 NAPLAN data (37% of students achieving in the high growth bands) and we were keen to see if this continued into 2020. Unfortunately the COVID epidemic meant this data was not available to us. Based on our PAT-M data, we had a 4% increase in students achieving in the highest bands (10/11) - from 17% in 2019 to 21% in 2020.

Increase student achievement across each learning area focusing on differentiated/explicit teaching strategies:

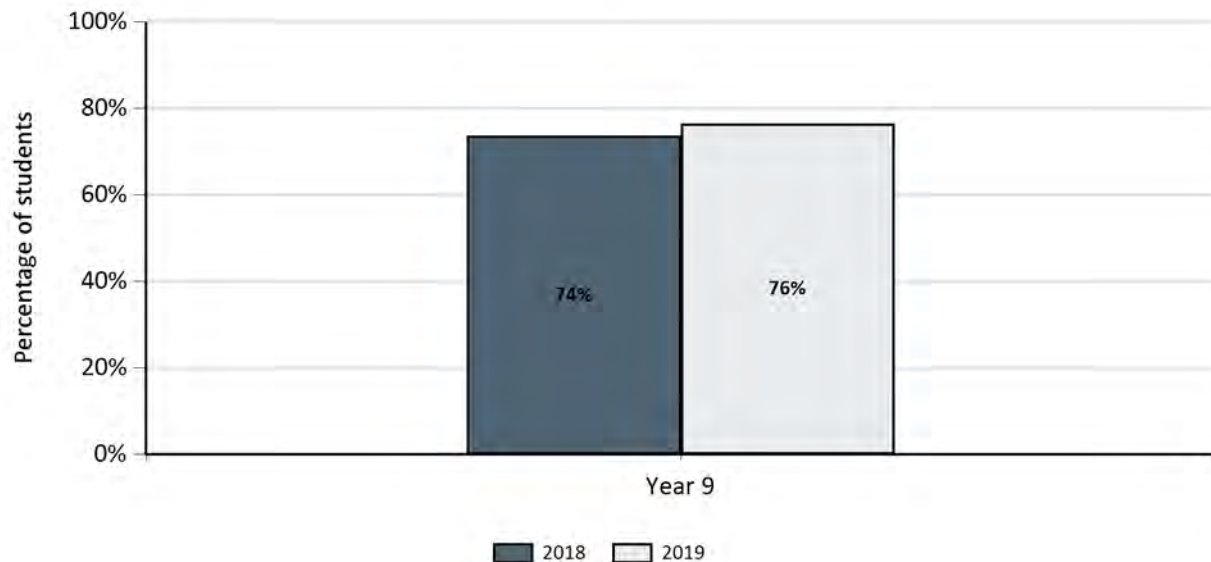
The creation in 2019 of a B1 Assistant Principal: Learning Improvement position was the cornerstone for this initiative, and we have just concluded the second year of this tenure. Focusing on coordinated Training and Development programmes from 2019-2021, our aim has been to upskill our staff to better differentiate within individual classrooms to ensure success for all. This year we continued our plan to support teachers to make learning intentions and success criteria transparent to students, and to demonstrate them by modelling, differentiating for the range of student ability within their individual classes. We continued to aim our T&D toward a range of learning disorders (including autism, auditory processing disorder, dyslexia, dysgraphia etc.). Guest speakers, faculty specific programmes, individual teacher mentoring and online courses helped us continue our journey from last year. COVID slowed down our progress in some of these areas. Nevertheless, recording of information and assessment tasks on Daymap enabled teaching and learning across the school to be clearly mapped by learning area coordinators and the leadership team. Teachers participated in the national PIVOT Survey, and their classes each completed the survey, giving valuable information about teaching and learning across all curriculum areas. Recommendations for improvement were part of this process and will be implemented next year, both at a site and a faculty level, and will be integrated into PDPs.

Performance Summary

NAPLAN Proficiency

The Department 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

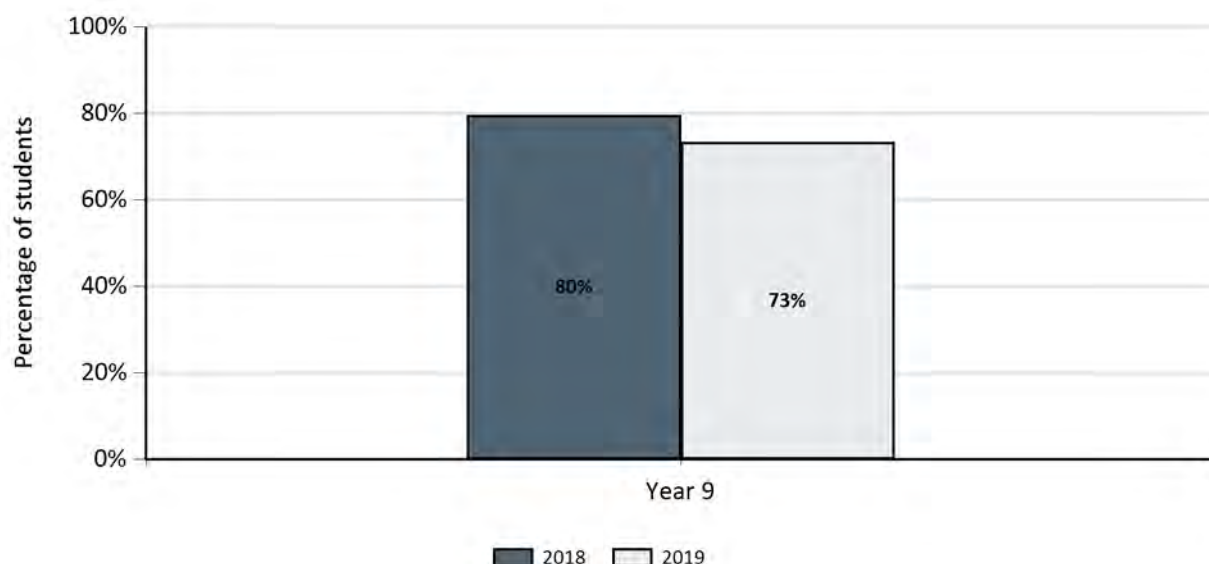


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	20%	25%
Middle progress group	56%	50%
Lower progress group	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	37%	25%
Middle progress group	48%	50%
Lower progress group	15%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	191	191	34	38	18%	20%
Year 9 2017-2019 Average	199.7	199.7	35.7	33.7	18%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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)

2017	2018	2019	2020
95%	97%	97%	97%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	1%	3%	2%	3%
A	5%	8%	7%	6%
A-	10%	14%	13%	10%
B+	15%	16%	16%	16%
B	15%	14%	17%	19%
B-	16%	15%	16%	15%
C+	14%	12%	12%	13%
C	12%	8%	10%	11%
C-	7%	6%	4%	5%
D+	2%	2%	2%	1%
D	2%	1%	1%	1%
D-	0%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
94%	94%	96%	96%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	25%	34%	28%
Percentage of year 12 students undertaking vocational training or trade training	#Error	40%	40%	36%

School performance comment

SACE:

SACE Grades across Stage 1 and 2 in 2020 remained very positive despite the complexities of the COVID pandemic.

Highlights include:

- 100% of students successfully completed their Research Project at Stage 2 and 100% their PLP at Stage 1.
- In the compulsory SACE subjects at Stage 1, 98 % successfully completed the Literacy component and 94% the Numeracy component.
- Year 12 Dux 2020 received an ATAR of 97.85 with an increase of 1.5% of students achieving in the top 10% Band across the State.
- 19% of Year 12s were in the A Grade Band, with 69% achieving in the B Band or higher.
- 97% of Year 12 students successfully completed their subjects at a C Band or higher
- Of 114 students who applied to SATAC - 104 received offers in Round 1 - 78 gained their first preference and 12 their second
- 36% of Year 12s who completed SACE did so using VET competencies (emphasizing that Urrbrae continues to cater for a diversity of students and student interests in the broad agricultural fields as stipulated by the Waite Trust)
- 58% of Urrbrae students who studied VET did so at a Certificate III or higher.
- As an Agricultural High School it was pleasing to note that 85% of all university offers were for STEM/Agricultural /Environmental related fields.

PAT-Maths & PAT-Reading Data:

COVID meant that NAPLAN for 2020 was cancelled and as a result we used other data as a measure of student success across the year. Highlights include:

- 100% of Urrbrae students completed the PAT-M and PAT-R testing in 2020.
- PAT-M data shows that 14% of our Year 8s, 13% of our Year 9s and 21% of our Year 10s are in the top two Bands. This indicates that numeracy is improving as we move to the higher year levels, culminating in our excellent SACE Maths results.
- PAT-R data shows that 13% of our Year 8s, 17% of our Year 9s and 19% of our Year 10s are in the top two Bands. Like the PAT-M data, this indicates that literacy is improving as we move to the higher year levels, culminating in our excellent SACE English results.

Attendance

Year level	2017	2018	2019	2020
Year 7	75.0%	N/A	N/A	N/A
Year 8	94.3%	94.4%	95.3%	89.9%
Year 9	91.0%	91.5%	94.3%	88.3%
Year 10	93.1%	91.3%	92.0%	87.4%
Year 11	91.5%	90.6%	92.6%	86.0%
Year 12	90.7%	89.8%	92.2%	87.6%
Secondary Other	99.1%	100.0%	94.7%	100.0%
Total	92.2%	91.6%	93.3%	87.9%

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 2020 has been very misleading this year because of the COVID pandemic. Historically, attendance data 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 in the past usually reflect genuine illness or attendance with primary production parents at events such as agricultural shows (although these did not occur in 2020). There is an increasing trend over the past 4 years for parents to take extended family holidays during term times, seriously disadvantaging senior students.

Behaviour support comment

Behaviour management data at Urrbrae once again reflects the strong connection that our students have with the school (as captured in our WEC data), with very few incidents of a serious nature being reported. Students here share a passion for agriculture, horticulture, technology and the environment and have chosen to attend this school, which makes a difference. Urrbrae has worked hard over the past three years to implement a consistent Behaviour Management Policy across the school, so that all students are aware of expectations and consequences. This was reflected in student responses to the PIVOT survey this year across all year levels. Our school values of Respect, Rigour, Responsibility and Resilience underpin everything we do. Consequences for unacceptable behaviour range from suspensions (external for incidents of a serious nature and internal for minor infringements) through to classroom withdrawals and detentions.

Client opinion summary

We have used the sum of Strongly Agree/Agree in calculating percentages as a positive response as both mean YES.

- Parent perspective of respect at Urrbrae between staff, students and teachers is high with an 80% response (12% neutral) to 'People respect each other at this school', and a 76% response (16% neutral) to 'Teachers and students treat each other with respect at the school'.
- Parents also feel that their child is important to the school (72% positive, 18% neutral)
- 62% say they receive enough information from the school, with 24% wanting more information (15% neutral). As Daymap use information increases, this percentage should improve. Preferred parent/carer sources of information are Email, interviews, newsletters, phone calls and texts.
- 65% know 'what standard of work the school expects of my child' (22% neutral) and this will also improve with greater parent/carer use of Daymap through checking course outlines and all assignment tasks on the 'Assessment' section of the parent portal.
- 38% have useful discussions about their child's learning with the school, with 34% neutral. This will also improve through better parent/carer education about the use of the Daymap parent portal
- 96% of parents 'Often' or 'Sometimes' talked with their child about what happens at school, reflecting a high degree of school interest
- 34% responded that the school provides opportunity for parents/carers to have input about their child's learning, with 39% neutral.
- 96% think that education at school is important to their child, with 65% (18% neutral) believing that their child has good home learning/studying routines
- 66% of parents feel equipped to help their children with post-school planning (17% neutral)
- 43% of parents did not want more help from the school to address their child's learning. 26% did want more help, and Daymap is again an avenue to address this need.
- 30% would like the school to better address the needs of students.

Intended destination

Leave Reason	Number	%
Employment	6	2.8%
Interstate/Overseas	1	0.5%
Other	1	0.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	1	0.5%
Transfer to Non-Govt School	6	2.8%
Transfer to SA Govt School	10	4.7%
Unknown	186	88.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

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

Qualifications held by the teaching workforce 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	132
Post Graduate Qualifications	66

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	76.9	0.8	27.9
Persons	0	83	1	33

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$10,203,961
Grants: Commonwealth	\$0
Parent Contributions	\$819,762
Fund Raising	\$8,360
Other	\$400,222

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

2020 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 2020 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 wellbeing and engagement	-Upskilling of classroom SSOs in identifying and managing inappropriate behaviour -Staff T&D around differentiation and engaging pedagogy	Data indicates continuation of our trend of minimal withdrawals/suspensions.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	-Upskilling of SSOs in Celf programme in order to support students with language difficulties. -funds used for SSO and staff T&D around early identification of potential learning needs and appropriate strategies.	Improved student success across all learning areas, using C Grades as benchmark.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	-Funds used to implement and staff Indigenous Gardens programme linked to the agricultural school focus of Urrbrae. -Funds used to ensure all Middle-School ATSI students were involved in the Reading Fluency programme. -Our ASETO, AET & ATSI Tutor worked collaboratively with targeted ATSI students on improving attendance and improving individual grades in English & Maths. -Learning Support teacher given release time to work with teachers on differentiation.	ATSI attendance showed improvement despite COVID. ATSI grades showed steady improvement throughout the year.
Program funding for all students	Australian Curriculum	Funds were used for targetted T&D for staff around differentiation in task design, assessment and specific learning disorders (in line with Goal 3 in our School Improvement Plan).	Increase in C grades and higher across the school.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Funds were used for targeted T&D for staff around differentiation in task design, assessment and specific learning disorders (in line with Goal 3 in our School Improvement Plan)	Increased student success across all learning areas reflected at year's end.
	Specialist school reporting (as required)	n/a	n/a

	Improved outcomes for gifted students	n/a	n/a
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