



# Urrbrae Agricultural High School

## 2022 annual report to the community

Urrbrae Agricultural High School Number: 798

Partnership: Mitcham Plains

Signature

School principal:

Mrs Joslyn Fox

Governing council chair:

Mr Dave Thompson

Date of endorsement:

18 April 2023



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. Urrbrae has a total enrolment of 1200 students from years 7-12, 200 at each year level. Urrbrae is recognised as a centre of excellence in student learning and was established as an Agricultural High School in 1932. 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 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 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 2022 are listed below:

- The successful addition of year 7 students to Urrbrae.
- Creation of AgCareers Hub after winning a Federal Grant to promote awareness of agricultural career pathways and create industry links from years 7-12
- Multiple entries in the Royal Adelaide Show, with over 700 students involved. For the first time UAHS took over the Learning Centre, signing an MOA for 3 years. UAHS also won the prestigious Sheep & Fleece Overall Award for 2022.
- Presenting the prestigious Mortlock Scholarship Awards to our 2020 Year 9-12 students, along with our Old Scholars undertaking Agricultural Tertiary Studies.
- School Captain, Jordan Norman, winning the 2022 Student Citizen of the Year at a special reception at Government House through the Order of Australia Association SA Branch Student Citizenship Awards.
- The Power BI teacher application, data overview, data protocols and Daymap have been strategically developed to provide an increased level of access to individual, cohort, class, and whole-school data for both teachers and leaders
- Students have leadership opportunities through a range of recognised leadership roles including wellbeing, clubs, peer leadership, Urrbrae Trails and the Environmental Focus Group

## Governing council report

2022 has thankfully seen some level of normality return to the school, with the restrictions of the pandemic fading into the background, allowing consistent attendance and teaching to become normal again.

The school is still disrupted by the Fullarton Cross Road upgrades, but the end is hopefully in sight, with the added benefit of some key improvements to the infrastructure of the school as a part of the overall plan. I would like to thank the students and teachers for their increased diligence in maintaining safety on the roads surrounding the school, in response to the pathways and routes into the school regularly changing and the sometime fraught process of crossing the roads in peak hour traffic.

The Barn Market has continued to be run by the Governing Council, despite the reduced area of operation and a reduced number of stalls due to the aforementioned construction process. Despite these challenges, the market has continued to thrive and school produce has been in high demand, with items regularly selling out before the market closes.

The Council would like to pass on their congratulations to all year 12 students who completed their studies despite the disruptions of COVID-19, which at times caused the cancellation, or limitation of events that are normally a key part of the school year.

This year the Royal Show returned in style, with the school taking over the Learning Centre. This process culminated in the Principal, Joslyn Fox, signing a Memorandum of Agreement with the Minister for Education and the Chief Executive of the Royal Show to run the Learning Centre for a period of 3 years. This will help to maintain the visibility of the school at the Adelaide Show for the immediate future, whilst building upon its reputation as a pre-eminent Agricultural College that is respected both state-wide and nationally. The dedication and effort that is required from students and teachers cannot be measured. The early mornings and late nights, with busy days along with the eventual tiredness, is counter balanced by the pride and effervescence in representing the school.

I would also like to mention the appreciation of the Governing Council to the continued support of parents and carers throughout the school year. From the early morning drop-offs during congested traffic to the late-night collections from the Royal Show, along with the hundred and one other things that make a difference to every student's attendance and participation at school. We all work together to ensure all of our students have the opportunity to thrive and make the best of their lives, now and into the future.

# Quality improvement planning

Student perception data generated by school-wide PIVOT Survey involvement has become a key improvement platform at Urrbrae to affect positive change in pedagogical practice, leading to improvements in both NAPLAN and SACE data. Key actions include:

- ☐ whole school analysis of data plus individual faculty reflection has been important here
- ☐ PD has been strategic and closely aligned to our improvement journey.
- ☐ LACs oversee teacher engagement with the data – with all staff having the option at a personal level or utilizing school-wide data

Additionally HITS have been a topic of several PD sessions, supporting a different, but parallel agenda of school-wide pedagogical improvement.

Reflections on progress towards our goals:

- ☐ Teacher engagement has been incremental but noticeable, with the varied options all leading to the same outcome, appreciated by staff.
- ☐ LA Leaders have been supported to guide individual teacher engagement with the PIVOT/HITS resources for improved teaching.
- ☐ LA meeting structures have been updated and now the Agenda for the 2-hour timeslot on Wednesdays includes “the nuts and bolts” of faculties, but also time dedicated to pedagogical review and development.
- ☐ Teacher training accessing the PIVOT Improvement Resource Packages has continued, with a whole-school PD session conducted by the CEO of PIVOT on how our PIVOT growth focus areas relate to our High Impact Teaching Strategies Targets 3 (Explicit Teaching) and 10 (Differentiation) a highlight.

Enhancements for 2023 are strongly supported by the top two Areas for Growth (as below) as they provide an unambiguous focus. Each year the PIVOT whole-school summary data provides us with the same consistent areas of strength, and the areas for improvement:

Strengths:

- ☐ This teacher is knowledgeable about the topics in this subject
- ☐ This teacher treats me with respect

Growth Areas:

- ☐ This class keeps my attention
- ☐ This teacher pushes me to set challenging learning goals

Addressing these Growth Areas relates directly to the SIP pedagogy target sub-areas of differentiation and explicit teaching.

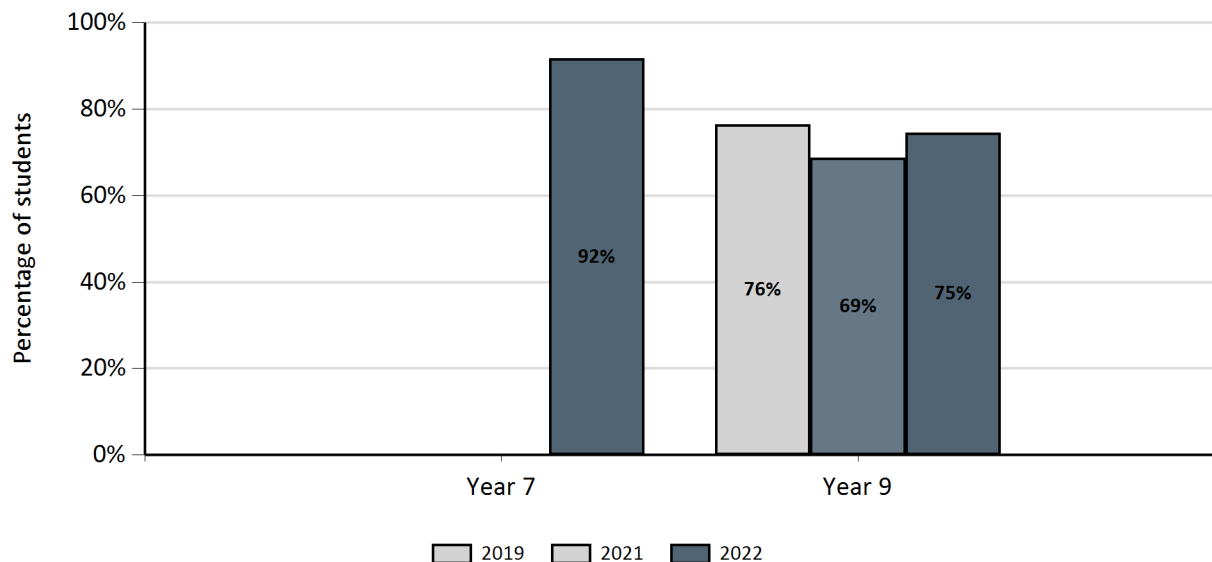
- ‘This class keeps my attention’ involves teachers differentiating, setting high expectations and using a variety of pedagogical approaches.
- ‘This teacher pushes me to set challenging learning goals’ involves teachers setting challenging goals, supporting students in setting goals, making class expectations clear and building student confidence.

# 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

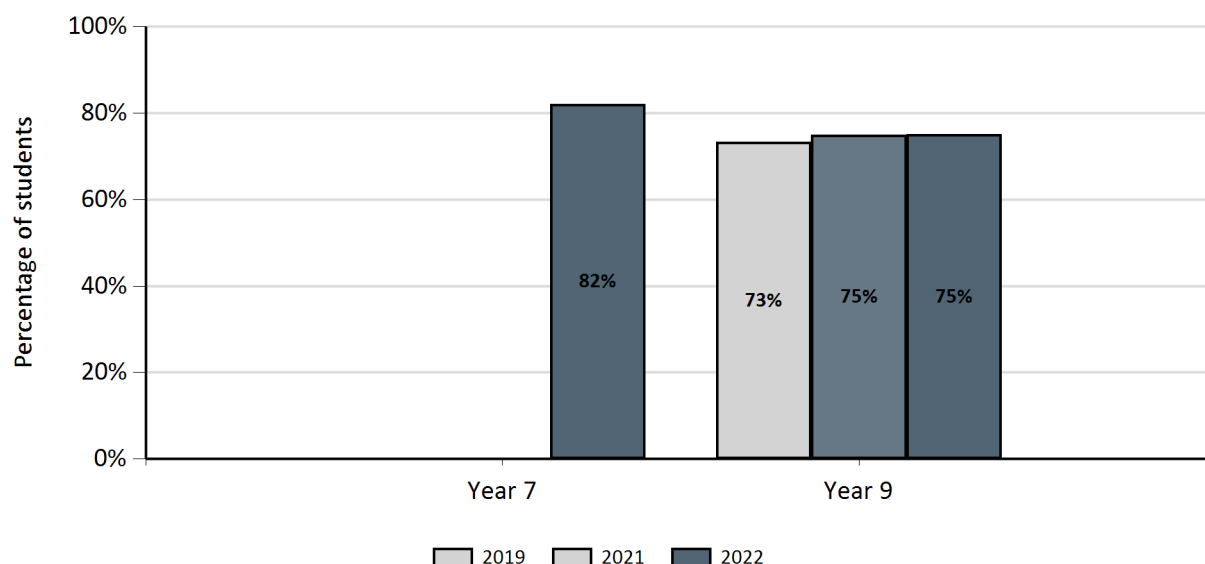


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	207	207	73	67	35%	32%
Year 07 2021-2022 Average	207.0	207.0	73.0	67.0	35%	32%
Year 09 2022	185	185	47	17	25%	9%
Year 09 2021-2022 Average	196.5	196.5	45.5	27.5	23%	14%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

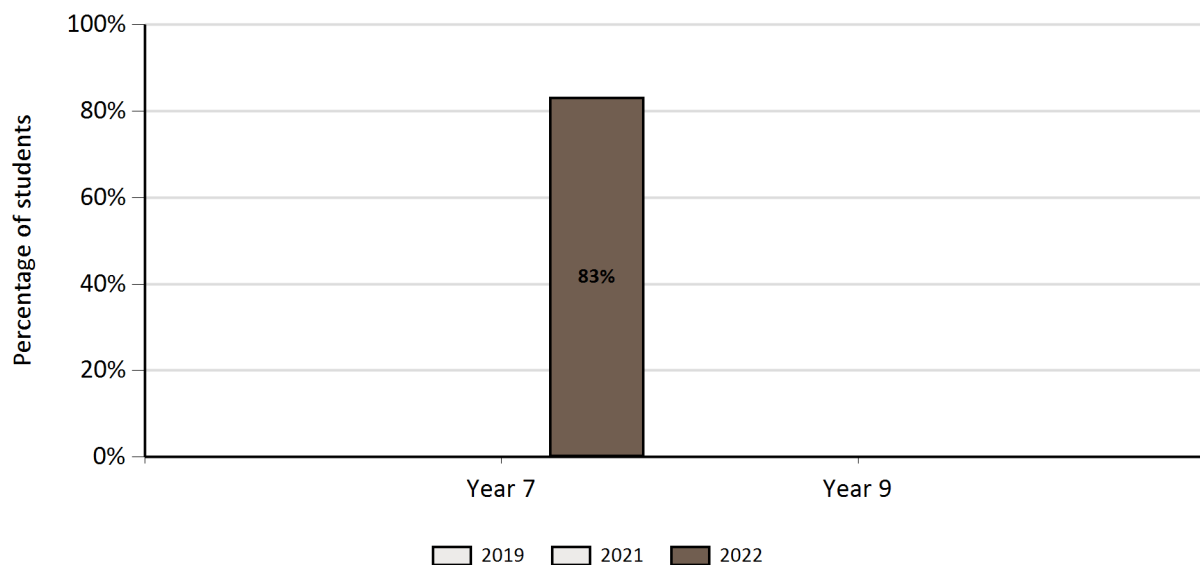
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



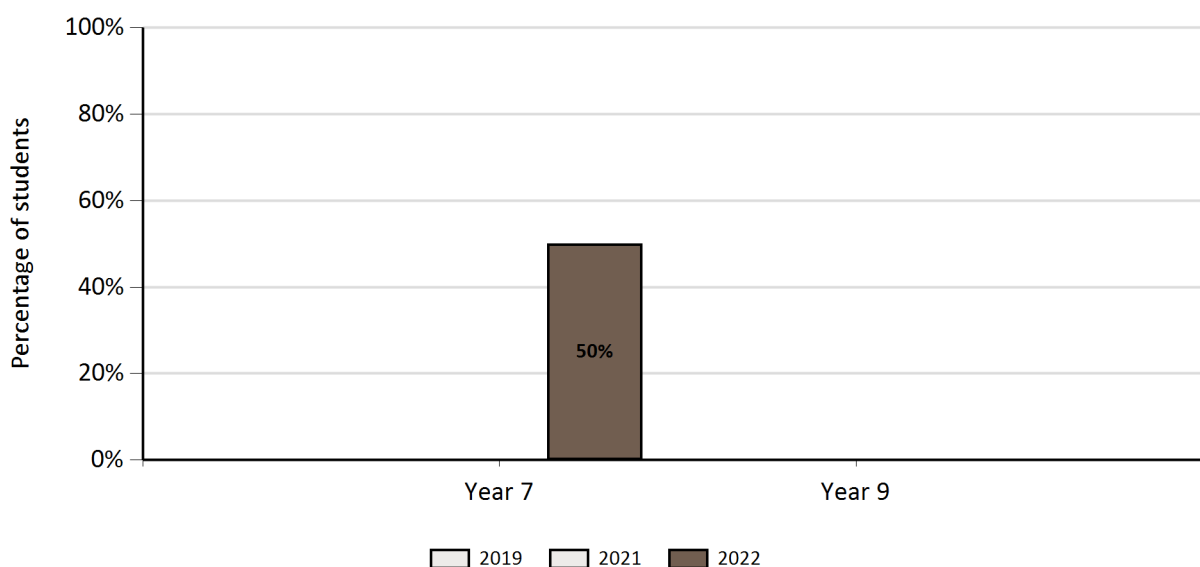
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	6	6	1	0	17%	0%
Year 07 2021-2022 Average	6.0	6.0	1.0	0.0	17%	0%
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Engaging Families

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Culture and identity: UAHS acknowledge, values and respects Aboriginal knowledge, wisdom, and expertise, including our existing Aboriginal staff and learners, and have adopted local approaches to teaching Aboriginal histories and culture. In raising Aboriginal learner achievement in literacy and numeracy, this means that UAHS acknowledges that Aboriginal learners bring a wealth of language, culture and experiences to their literacy and numeracy learning. Community engagement: UAHS listen, seek, and respect the voices of Aboriginal people and their representative organisations, and encourage participation of Aboriginal learners, parents, carers, families and communities across our services. For raised Aboriginal learner achievement in literacy and numeracy, this means that families are included as meaningful partners in supporting each student learning with the development of our Reconciliation Action Plan Committee.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Quality Teaching – Participation in the Aboriginal STEM Congress – Sent students Teacher to the Congress where students participated in a range of activities to develop skills relating to STEM. Building teacher capacity in understanding Aboriginal Culture and connectedness to Country.  
Result - teacher presented to faculty Aboriginal Perspectives in STEM.  
Intervention – Aboriginal Student Achievement (PAT) Data reviewed  
Implementing program for preservice teachers to understand and implement differentiation whilst on placement

# South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
97%	97%	97%	96%

Data Source: SACE Schools Data reports, extracted February 2022

\*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	2019	2020	2021	2022
A+	2%	3%	2%	2%
A	7%	6%	9%	9%
A-	13%	10%	14%	15%
B+	16%	16%	11%	14%
B	17%	19%	15%	15%
B-	16%	15%	18%	16%
C+	12%	13%	14%	12%
C	10%	11%	10%	8%
C-	4%	5%	5%	4%
D+	2%	1%	1%	2%
D	1%	1%	1%	0%
D-	0%	0%	0%	0%
E+	0%	0%	1%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*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

2019	2020	2021	2022
95%	96%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2022

\*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%



2021	2022
29%	95%
43%	25%

# School performance comment

- 26.5% of students achieved in the A Grade Band; 72.4% achieved in the B Grade Band or higher.
- 96.5% successfully completed their SACE.
- 100% Research Project completion with 3 merits.
- Of the students who applied for university entry, 19.1% were in the 90 ATAR Band while 51.7% were in the 80 ATAR Band and above.
- SACE Dux for 2022 was Ashlea Naglis with an ATAR of 98.15, closely followed by Tessa Johnson with 98.10.
- 95.4% of Urrbrae students achieved their SACE in 2022.
- VET qualifications were strong at both Stage 1 & 2, with 45 students using this certificate to successfully complete their SACE.
- Numeracy data showed 71.0% of our year 7 students are in bands 7 or above, which compares similarly to students in the same index of disadvantage nationally (73.2%)
- Our 3-year longitudinal PAT Maths analysis consistently shows an increase in all quartiles from years 8 to 10, higher than the national norm data, reflecting the value adding to student learning resulting from expert maths teaching at Urrbrae
- Question analysis shows that growth areas at each year level will come from a focus on specific maths concepts such as trigonometry (year 10), zero exponents (year 9), rates (year 8) and statistics (year 7)
- The 3-year longitudinal Reading PAT analysis shows good growth in every quartile from years 8 to 10, also reflecting the value adding of expert teaching
- Question analysis shows that growth areas at each year level will come from a focus on specific reading concepts such as reading stated information and Inference (year 10), interpreting explicit information and reflecting on texts (year 9), Interpreting by making inferences and interpreting Explicit Information (year 8) and interpreting by making inferences and interpreting explicit information (year 7).
- Year 7 NAPLAN data highlights include High nineties for students across the 5 NAPLAN test areas achieving the NMS. Year 9 data reveals 99% of students achieved the NMS for numeracy. Grammar is our biggest growth area.
- Box and Whisker band analysis shows:
  - o more than 50% of students in year 7 are at or above band 7 for all 5 NAPLAN test areas.
  - o 50% of year 9 students in reading and numeracy are in band 8 and above.
- Analysis of NAPLAN question descriptors show similar growth areas to PAT data – a focus on specific numeracy skills such as fractions, percentages, rates, and in literacy focus on interpretation and inference and text analysis and reflection.

## Attendance

Year level	2019	2020	2021	2022
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	90.3%
Year 8	95.3%	89.9%	92.5%	88.2%
Year 9	94.2%	88.3%	89.5%	85.4%
Year 10	92.1%	87.4%	89.8%	84.7%
Year 11	92.6%	86.0%	88.6%	86.8%
Year 12	92.2%	87.6%	90.3%	83.2%
Secondary Other	94.7%	100.0%	97.4%	N/A
Total	93.3%	87.9%	90.1%	86.6%

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 2021 has mirrored that of the state, with the spike in COVID resulting in high levels of absence in terms 1&2. Overall, however, attendance data for Urrbrae remains high, reflecting the high level of student commitment to the school and its agricultural area of special interest. It is significant to note that Urrbrae's catchment area includes the whole of South Australia with students attending daily from locations such as Victor Harbor, Murray Bridge, Gawler and the Hills communities. Absence figures usually reflect genuine illness or attendance with primary production parents at events such as agricultural shows or field days. The trend of parents withdrawing students during term time for extended family holidays started to make a reappearance in terms 3&4 as the pandemic slowed.

## 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. Urrbrae students 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 5 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 our 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 suspensions. Parent support for these processes is high at Urrbrae.

## Parent opinion survey summary

Parents are overwhelmingly satisfied with the provision of teaching and learning opportunities at Urrbrae.

Key data points include:

School Climate – Agree & Strongly Agree - span across all 5 indicators - 61% - 78%

Learning at School - Agree & Strongly Agree – large majority across all 3 indicators

Area for Growth – Increase the provision of "Learning Tips" for students

## Intended destination

Leave Reason	Number	%
IL - ILLNESS	1	2.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	14.0%
NT - LEFT SA FOR NT	1	2.0%
PA - PARENTING/CARER	1	2.0%
PE - PAID EMPLOYMENT IN SA	10	20.0%
SM - SEEKING EMPLOYMENT IN SA	5	10.0%
SU - SUSPENSION/EXCLUSION	1	2.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	38.0%
U - UNKNOWN	3	6.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	4.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Urrbrae is meeting all policy requirements related to the Department for 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	121
Post Graduate Qualifications	57

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	0.7	31.8
Persons	0	76	1	38

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$15,191,139
Grants: Commonwealth	\$0
Parent Contributions	\$864,315
Fund Raising	\$3,248
Other	\$316,143

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

## 2022 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 2022 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	Inclusive Sport Coaching delivered for identified students with social skills and engagement barriers. Individual conferences and whole school training conducted supporting teachers to understand complex diagnosis	Data indicates an increase in engagement/assessment of students at risk.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	Comprehensive audit of IESP allocated funds to students to ensure students were receiving equivalent support enumerate to their category of funding.	Improved student success across all learning areas using C Grades as a 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	All targeted funding for individual students has meant that One Plans and Profiles have been created to enable adjustments to curriculum and assessment for targeted students.  Our ASETO, AET and ATSI Tutor worked collaboratively with targeted students on improving attendance and individual grades within literacy and numeracy.	Stronger engagement with curriculum, data reflects improved attendance and results in all learning areas.  There is a better connection with the workabout team and students taking up offered courses
Program funding for all students	Australian Curriculum	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 Site Improvement Plan).	Movement of students into A and B Grade bands across the school in all subjects.
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 Site Improvement Plan).	Decrease in D/E Grades across all year levels.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

