

# Model Farms High School

## Annual Report



2016



8499

## Introduction

The Annual Report for 2016 is provided to the community of Model Farms High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Christina Bennet

Principal

## School contact details

Model Farms High School

Gooden Drive

Baulkham Hills, 2153

[www.modelfarms-h.schools.nsw.edu.au](http://www.modelfarms-h.schools.nsw.edu.au)

[modelfarms-h.School@det.nsw.edu.au](mailto:modelfarms-h.School@det.nsw.edu.au)

9624 3133

## Message from the Principal

I am proud of the achievements of the school during 2016. Not only was it a year of continued academic success but one where our student body continued to flourish as active citizens. The 2016 Year 12 cohort performed exceptionally well in their HSC with 72 Band 6 (35 students), 3 All Rounders, 3 Top Achievers and 72 Distinguished Achievers. Over 90 students were offered and accepted places at local and regional universities while others gained entry into TAFE courses of their choice or employment in their desired area of vocation. NAPLAN results indicate that our students performed, yet again, above the state in most aspects of the test but with some areas that could be improved for maximum results. The analysis of this data is driving the literacy and numeracy strategies employed in 2016 with particular focus being given to writing and spelling.

Our students participated in a number of activities that allowed them to understand and appreciate their contributions to society at a local, national and international level. They contributed positively to national days of action for anti bullying, youth mental well-being and suicide prevention. They fund raised for cancer and leukemia research, world poverty and environmental issues affecting us at all levels. Through this they further developed their leadership skills and capacity to empathise with young people around the world who are not as fortunate as them.

Staff continued to focus on their professional learning and engaged positively with the Performance Development Framework, collaborating on the development of a school based system that would support their need to further develop their teaching skills and capacities. A new teacher induction program was initiated and successfully facilitated the achievement of proficiency of new teachers in their first years in the profession.

At a community level the parent body was once again supportive of the efforts of the school to continue to provide a quality education. The P&C provided additional resources in a number of faculty areas and as a result the learning outcomes of students were vastly improved. They also contributed funds to the refurbishment of the front office. The School Council met to review and endorse school policies that would ultimately see our systems and structures strengthened so that student could focus on their learning. We value the support we receive from our parent body and look forward to working in partnership as the school moves through its next phase of planning.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Christina Bennet

Principal



## School background

### School vision statement

Model Farms High School aims to provide best practice quality teaching so that students achieve personal best in all endeavors and develop into responsible, active and thoughtful future focused citizens who make positive contributions to society for the betterment of all.

It also aims to further support the strong tradition of excellence in academic achievement, the creative and performing arts, sport and community service and offer a broad co-curricular program while maintaining its high regard within the community.

### School context

Model Farms High School has a tradition of excellence in academic achievement, the creative and performing arts, sport and community service supported by a strong student well-being approach. The school has a broad co-curricular program that is provided to meet the needs of students from diverse backgrounds and cultures. As a local school, it is held in high regard by the community and has built strong partnerships with an extensive range of local businesses, education providers and service organisations. It is also supported by an active and strong P&C as well as a School Council.

Data from evaluations shows that the school provides a wide range of experiences that meet the social, educational and emotional needs of our students and these are highly regarded by the parent body. Academic data indicates that the performance of students meets or exceeds the state average in NAPLAN, and HSC.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Model Farms HS is Sustaining and Growing. The learning culture at MFHS is demonstrated by the many positive and respectful relationships enjoyed by staff, students, parents and members of the community. Across the school there is a consistent approach to ensuring the learning outcomes of students are maximised through regular use of data to identify student needs.

In the domain of Teaching, Model Farms HS is Sustaining and Growing. The school conducted a program audit to ascertain the quality and content of its teaching and learning programs in all faculties, regardless of whether they were due for a new syllabus or not. As a result, several T&L programs were updated to include essential future focused learning tools and classroom practices.

In the domain of Leading, Model Farms HS is Sustaining and Growing. The leadership team recognises parents, families and local businesses as vital partners in the education of students at MFHS with many productive relationships established and maintained. The P&C and School Council are consulted on major school decisions and feedback indicates that parent's feel valued and supported.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching

#### Purpose

In order for teaching to be effective it should meet the needs of an ever changing body of learners. Quality Teaching is vital to ensure that students achieve their personal best in a range of academic endeavors. Teaching practice across MFHS will be highly responsive to the individual and collective needs of students and will focus relentlessly on maximising achievement and engagement. Teaching will focus on the development of knowledge, skills and attitudes to enable students to lead successful lives within the context of the dynamic 21st century.

#### Overall summary of progress

The focus on observation has included all teachers under taking a reflection of their teaching practices through a cycle of observation, feedback and mentoring. In addition to the PDP requirements, each teacher has undertaken a series of observations, set goals and assessed their achievement towards these. This has led to improvements in both teaching practice and student outcome achievement. The assessment and Reporting, Literacy & Numeracy, and Teacher Professional Development with a focus on 21st century learning continued as core considerations in the area of Quality Teaching. Teaching and Learning programs were audited to determine the pre-existing evidence of the required capabilities. Parents, students and staff were surveyed in 2016 to determine the consistency of practices and assessment communication. This was followed by the development of Assessment Booklets across years 7– 9 and an update on the years 10 – 12 booklets. All teachers successfully met the requirements of the Performance Development Framework with 100% of staff interacting positively with the BlueSky e-portfolio facility. Action research continued with the development of strategies for providing constructive feedback following classroom observation and the use of technology to assist with self-reflection was investigated. There has been a positive impact of the work done to increase curriculum offerings to students and communication with parents. This is evident by a stabilising of retention rates and a reduction in the number of negative academic incidents from previous years which reaffirms that the curriculum, the teaching, and the inclusion of culture focused skills are meeting the need of the student body.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased proportion of teachers under taking reflection of their teaching through a cycle of observation, feedback and mentoring	All teachers actively involved in the observation processes.  Teachers accessed the process as a means of assessing and improving their own teaching practices.  Teachers undertook professional learning on providing effective feedback and mentoring.	\$5,000 Global Funds
Increased number of opportunities for Year 10 students for explore alternative pathways during both current year and into Year 11	Improved methods of identifying Year 10 students to determine suitable pathways.  Meeting with parents to provide information on alternative pathways.  Ensured staff are properly trained to deliver the subjects	\$3,000 Transition



## Next Steps

The continuation of the observation project will further ensure that the curriculum offered will meet the needs of 21st century learner by providing a breadth of curriculum options each year, programming so that future focused skills are explicitly taught. The development of school wide assessment practices will provide mechanisms to ensure that there are consistent practices across all KLA's in assessment and programming. The continuation of the lesson observations project will provide teachers with an opportunity to undergo a cycle of observation, feedback and mentoring to improve their pedagogy in the classroom. This project will continue to provide relevant teacher professional development to ensure that all teachers meet the requirements for accreditation and the professional development framework.

In 2017 the school will continue to offer additional subjects in the senior school that will better cater for the learning needs of our students. The push to market the additional VET courses of Business Service sand Retail will continue and will be included in the subject selection in Year 10. Students will have more knowledge about the advantages of studying these subjects. This will involve identifying suitable pathways, meeting with parents and ensuring that staff are properly trained to deliver the subjects. The transformation of the Library into a dynamic and engaging learning space will continue and further ways of using and enhancing the library will be explored to ensure it is utilised as a learning hub. With greater integration of the resources and facilities into faculty planning, the library will better support teaching and learning across the school. In 2017 we will continue working to ensure greater consistency in assessment practices across years 7 –10 so that a clearly agreed practice and policy is applied by all faculties. This will assist in improving the expectations of quality learning and better prepare students for rigorous assessment in the senior years. Each teacher will be responsible for the continued use of their assessment folders to ensure consistency and compliance. The 2017 Literacy plan will focus on improving the writing and spelling abilities of our students.



## Strategic Direction 2

### Quality Learning

#### Purpose

Students are required to develop a future focused skill set which will contribute positively to their capacity to learn effectively. Staff and students are committed to fostering the collaboration, creativity, critical thinking and innovation skills that will assist in future employment and career paths. Teachers will have high expectations to ensure all students reach their maximum potential. Students will be engaged, motivated and will appreciate learning so that they become productive citizens of society.

#### Overall summary of progress

Quality Learning is a continuing priority for Model Farms High School.

Development of literacy and numeracy teaching resources has continued to be a focus of our work. Staff have received professional learning on the literacy and numeracy continuums.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in teacher ownership for whole school attendance.	Attendance figures improved during 2016.  Staff have reported an increase in connection with students through the consistency in staff allocations for roll call and assembly activities. This has allowed staff to develop relationships with students to support the HT Admin in addressing issues with attendance.	\$2000
Improvement in how writing is explicitly taught at MFHS	Improvement is how writing is explicitly taught at MFHS.  In 2016 Literacy team leaders and executive staff introduced a whole-school writing strategy. As a result some faculties have introduced ALARM as a senior years writing strategy. The literacy team has developed a junior years writing strategy for introduction in 2017.	\$5000 –Global funding.

#### Next Steps

In 2017, the literacy team will introduce PEEL as a writing strategy for Years 7–10, in selected faculties. Using Hattie's Effect Size tool will allow MFHS to assess the effectiveness of PEEL as a writing strategy.

After an evaluation of current school assessment and assessment task calendar practices, all year groups will be issued with an assessment handbook containing detailed assessment procedures and calendar. All students will receive formal assessment notifications prior to all assessment tasks to ensure that there is effective communication between students, parents and teaching staff.

Staff have been involved in the development of targeted literacy and numeracy activities based upon analysis of the 2016 NAPLAN results.

At Open Night at the beginning of 2017, Year 6 parents were informed about the requirements for all students to have an electronic device for use during Year 7.

## Strategic Direction 3

### Values & Culture

#### Purpose

Strong, positive relationships are essential if staff and students are to work together to achieve long term success. It is imperative that we build a learning community committed to the development of an educational environment based on our core values and the maintenance of our school culture where every person is treated with dignity. Every member of the community values respect, resilience and responsibility and contributes to the creation of a quality educational environment. A culture of high expectation, achievement and success in both academic and non-academic areas will serve to intrinsically motivate staff and students.

#### Overall summary of progress

The wellbeing of all students of MFHS, including the development of social skills and the building of resilience is a continuous focus.

The 2016 Student Leadership Team were highly active and visible advocates of community service, and fundraising that included the entire student body.

Students at MFHS accessed a vast array of programs delivered by community members, supporting the development of resilient young people. These included Max Potential, The Helmsman Project, community mentoring, ABW, The Raise Foundation and Women in Leadership program.

Aboriginal culture was celebrated at MFHS with a cultural day celebration. Students participated in many activities including; aboriginal dancing, painting school BBQ and other cultural activities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the awareness by both staff and students of the importance of mental health	Staff have continued to be in serviced in Mind Matters to ensure that staff can provide students with the best support for their mental health development. As a result, there has been a downward trend in the number of HSLO applications due to mental health issues.	\$6,000 – LowSocial Economic and Global funding.
Improvement in the promotion of MFHS through the development of a MFHS style guide	During 2016, the Communications Team development a new school letterhead and a customised school PowerPoint display. All staff were in serviced in the MFHS style guide to ensure consistency with the creation of school documents.	\$15,000 –Global funding.

#### Next Steps

During 2016, the Communications Team development a new school letterhead and customised school PowerPoint display. All staff were in serviced in the MFHS style guide to ensure consistency with the creation of school documents.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>PLP's were created for each of the ATSI students at MFHS. This was a collaboration between the individual students, staff and parents. Each PLP allows the students to focus on several aspects of their learning including, but not limited to, academic sports, self-esteem and behaviour. Both long and short-term goals were set. MFHS has provided ongoing support via tutoring, mentoring and coaching to allow students to achieve their goals.</p> <p>In 2016, ATSI students continued the tradition of an Indigenous food stall at our annual Multicultural Day.</p> <p>The Aboriginal Team delivered a highly successful Ultimate Aboriginal Experience Day for years 7–10. Students were involved in aboriginal painting, dancing and other cultural activities.</p> <p>Aboriginal students now read the acknowledgement of country at each and every formal assembly.</p>	\$4,800
<b>English language proficiency</b>	<p>The 2016 ESL program provided support for students in the development of English Language skills. MFHS has continued to support a large ground of Year 11 ESL students with their studies of the ESL English course, this class will continue in 2017 with these students undertaking their HSC.</p> <p>Several initiatives were developed to support the students including Intensive Language days; a buddy program and languages challenges. The intensive language days and challenges utilised targeted strategies to meet the students learning needs. Improvement in a range of teaching strategies to address language to enable students to meet outcomes across all subjects.</p>	\$5400
<b>Low level adjustment for disability</b>	<p>This funding was utilised to employ SLSOs to assist in the following areas:</p> <ul style="list-style-type: none"> <li>• The implementation and facilitation of the Multi Lit reading program.</li> </ul> <p>This program targeted struggling readers in the years 7–9 whose reading ability was not commensurate with their stage level. Students started the program at a level determined by the result of their reading placement test and graduated once they had reached the highest reading levels</p> <ul style="list-style-type: none"> <li>• Classroom assistance for students with additional learning needs.</li> </ul> <p>This included:</p> <ul style="list-style-type: none"> <li>– Assistance with organisation</li> </ul>	\$23000

<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>– Clarification of instructions</li> <li>– Assistance with assignments</li> <li>– The reproduction of student material</li> <li>– Exam supervision</li> </ul>	\$23000
<b>Socio-economic background</b>	<p>The Helmsman Project</p> <p>Through The Helmsman Project students have been able to experience life effectiveness skills through an evidence-based coaching program with integrated adventure education experiences.</p> <p>Links to Learning Young Women's Leadership Program</p> <p>The Links to Learning programme has supported students who are at risk of disengaging at school or who are already disconnected from learning through the development of fundamental skills and mentoring.</p> <p>Raise – The Youth Mentoring Foundation</p> <p>The implementation of the Raise mentoring program provided support for our students through an engagement program that focused on improving their relationships, advance in their wellbeing and coping strategies, increase their self-confidence, identify and achieve their goals, and engage in further education and employment.</p> <p>The Model Farms High School Community Mentoring Program</p> <p>A select group of Model Farms High School Year 11 students were chosen to undertake the Community Mentoring Program. Mentors were local community members who wished to give back to their local community. Meetings took place one morning per month, for a period of 10 months, and students worked with their mentors on goal setting, study habits and exam preparation, career alignment and overcoming personal obstacles. Parents were invited to attend the final session, where they could meet their child's mentor and see first-hand the positive impact the program had on their child's welfare, direction and application towards school.</p>	\$5400
<b>Support for beginning teachers</b>	<p>Beginning teachers face to face teaching was reduced to accommodate a mentoring/coaching program, where a professional education coach and retired Principal was employed to provide feedback and guidance on classroom practice, professional interactions, resource allocation, time management and organisational skills. This program was conducted throughout terms 2–4, with meetings occurring 3 times per term.</p>	\$21000 <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$30 000.00)</li> </ul>

<p><b>Support for beginning teachers</b></p>	<p>Beginning teachers were enrolled in targeted professional development opportunities to support their individual needs and development. This included Beginning Teachers accredited courses, workshops particularly addressing classroom management skills and techniques and courses meeting the specific needs of the individual (e.g. The Koori classroom, History and Mathematics content courses). Workshops at the whole school annual conference in August were developed to ensure applicability to the beginning teachers. These included the following sessions.</p> <p>The School Conference in 2016 provided professional development workshops, delivered by MFHS staff, to support the development and needs of beginning teachers. These included writing a quality teaching and learning programs, developing effective teaching and learning strategies to cater for gifted and talented students and using google drive to enhance classroom practice</p>	<p>\$21000</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$30 000.00)</li> </ul>
--	---	---





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	543	543	547	565
Girls	498	480	479	490

### Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.5	95.6	94.8	95.3
8	93.3	94	93	93.1
9	92	91.1	92.3	92.8
10	91.2	90.7	90.9	91.6
11	91.6	91.9	89.4	93.1
12	92.8	91.5	91.8	93.7
All Years	92.8	92.5	92	93.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The overall school attendance continues to be above the state and regional average at 93.3%. The school remains proactive in addressing and supporting students and parents with any attendance concerns and utilise various attendance strategies, alternate pathways and outside agency assistance where appropriate.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	24	13	2
Employment	26	62	10
TAFE entry	8	14	15
University Entry	0	0	65
Other	22	6	2
Unknown	20	5	6

### Year 12 students undertaking vocational or trade training

In 2016 18% of Year 12 students surveyed did TVET courses. 1% of these students studied two TVET courses at the same time. 52% of year 12 students completed TVET or VET framework courses with the optional HSC exam.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the year 12 students who fulfilled the HSC requirements in 2016, 90 were offered a place at University. The range of places included Business, Design, Science, Arts, Policing and Health Sciences.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	16.17
Other Positions	2.2

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires

schools to report on Aboriginal composition of their workforce.

One staff member identifies as Aboriginal

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	32

### Professional learning and teacher accreditation

The professional learning team sought feedback from staff to determine professional learning needs based upon the school plan. All staff members use the Blue Sky platform to outline their professional learning goals for the year and inform the professional learning team of areas for future and further consideration.

These needs were addressed through School Development Days, staff meetings, individualised instruction and external professional development. All mandatory training was completed in Semester 1, including the annual Child Protection update.

Five School Development Days were conducted in 2016. This included the whole School Conference, held on Friday 19th and Saturday 20th March, 2016.

Focus areas for the conference included:

- Teaching for the future
- 21st Century Learning
- Development of the School Management Plan
- Project Based Learning

Approximately \$945 was spent per teacher on Professional Learning. In addition, most teachers spent time before and after school to enhance their teaching delivery skills.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 172 407.29</b>
Global funds	703 642.41
Tied funds	446 715.74
School & community sources	833 909.82
Interest	34 232.99
Trust receipts	107 940.08
Canteen	0.00
Total income	3 298 848.33
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	181 997.34
Excursions	282 798.06
Extracurricular dissections	169 915.95
Library	5 754.90
Training & development	3 584.44
Tied funds	430 612.99
Short term relief	175 420.82
Administration & office	246 366.42
School-operated canteen	0.00
Utilities	111 296.80
Maintenance	62 867.35
Trust accounts	104 613.09
Capital programs	50 897.27
Total expenditure	1 826 125.43
<b>Balance carried forward</b>	<b>1 472 722.90</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

## Year 7

There were some pleasing achievements with year 7, particularly with more students achieving in the Band 9 range, thus achieving competency.

### Reading

- In 2016, 32% of the students in the school were at proficiency (in the top 2 bands) with an accompanying increase in the number of students in Band 9
- 56.2% of MFHS students attained a greater than or equal to expected growth in reading.

### Writing

- 16% of MFHS students were at proficiency (in the top 2 bands). This comprises 12.2% of students achieving a Band 8 and 3.4 % achieving a Band 9

### Spelling

- 40% of MFHS students were at proficiency (top 2 bands) whereas only 31% of students in the state achieved proficiency.
- There has been a significant increase in the number of students in Band 9 in 2016, 13.2%, compared to 8.1% of students in 2015.
- Trend data shows a significant increase in spelling results – up despite a general decline in the state.

### Grammar and Punctuation

- There was an increase in the number of students in Band 9, 2.2% up from the number in 2015 and also a decrease in the percentage of students in Band 4.
- Student growth, 59.7% of students achieved a greater than or equal to expected growth.

## Year 9

There were some pleasing achievements with Year 9, particularly in the areas of reading and grammar.

### Reading

- 30% of students were at proficiency (top 2 bands).
- More students were in Bands 9 and 10 than in previous years. 8% of students were in Band 10 up from 5.1% in 2015 and 21.6% of students were in Band 9 up from 18.4% in 2015.
- The trend data showed a marked improvement in reading scores (579.2 – 597.3) in contrast with a decline in state reading scores.

### Writing

- 17% of the cohort was at proficiency (top 2 bands) whereas only 12% in the state achieved proficiency in this aspect.
- 7.4% of students achieved a Band 10, where as only 4.2% in the state attained the same achievement.

### Spelling

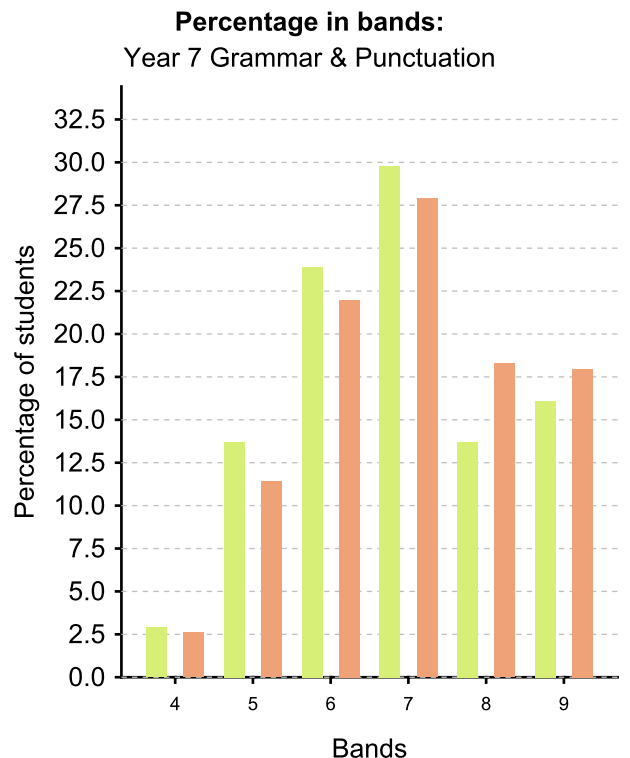
- 36% of students achieved proficiency compared to only 26% of students in the state.
- There has been an increase in the number of students in Bands 9 and 10. 18.45% of students achieved a Band 9 up from 16.2% in 2015. 17.85

of students achieved a Band 10 up from 7.1% in 2015.

- Trend data went from a 587.8 scaled score in 2015 to a 613.7 scaled score in 2016.

### Grammar and Punctuation

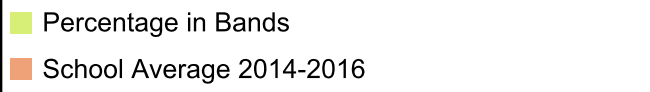
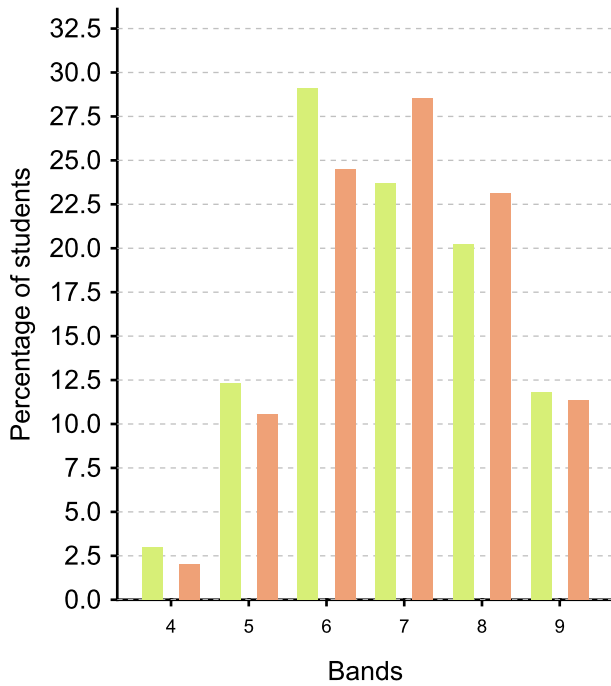
- 34% of students achieved proficiency compared to only 22% in the state.
- There were more students in Band 10, 12.3% up from 7.6% in 2015. There were fewer in Band 5 this year, 7.4% down from 9.6 % in 2015.
- Students growth, 65.8% achieved greater than or expected growth. The average scaled score was 37.1 compared to 32.1 in the state.



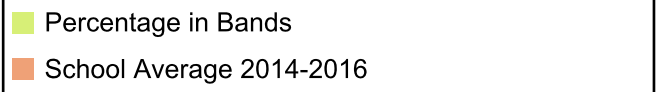
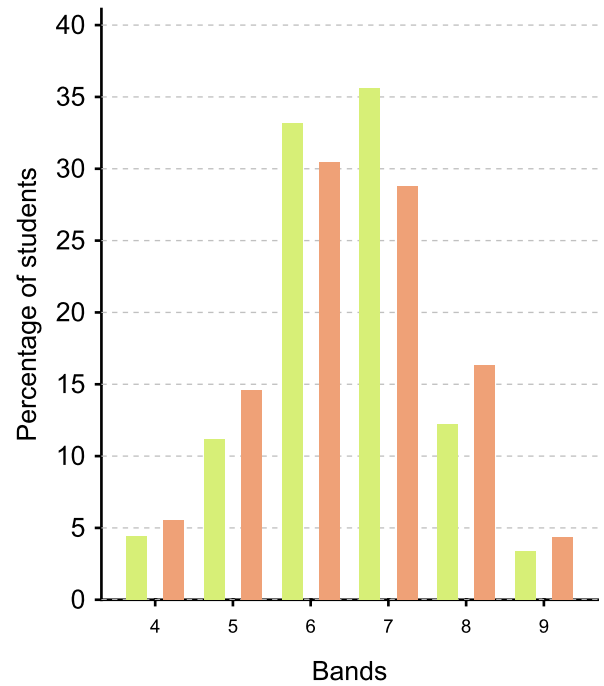
Percentage in Bands  
School Average 2014-2016



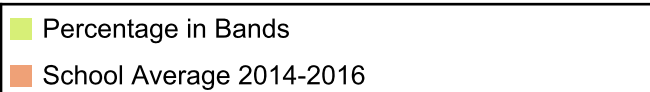
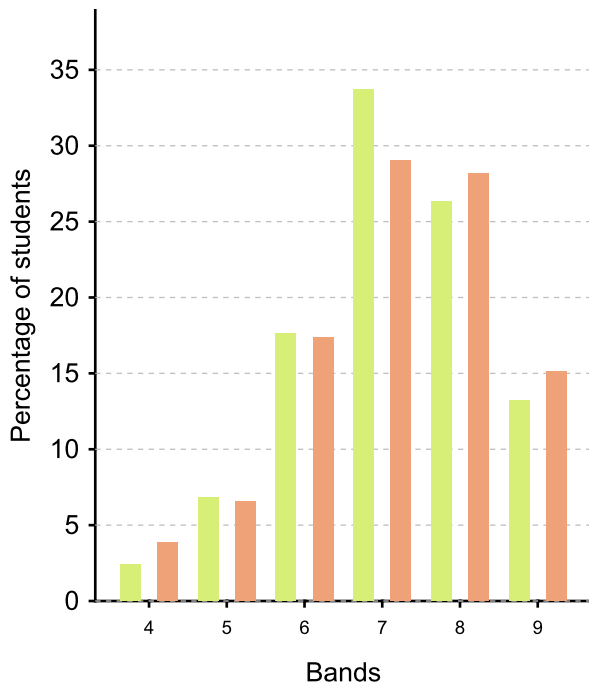
**Percentage in bands:**  
Year 7 Reading



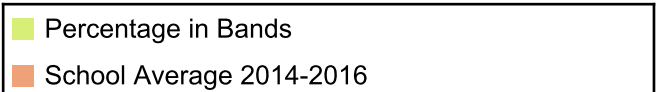
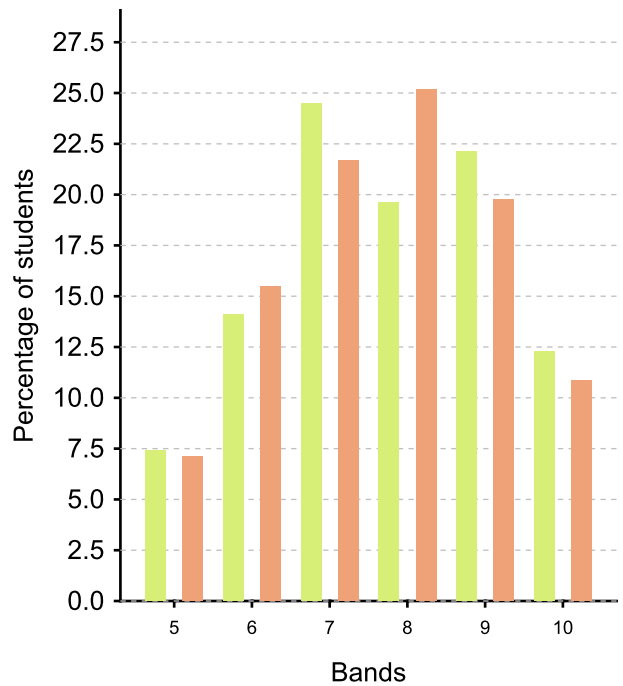
**Percentage in bands:**  
Year 7 Writing



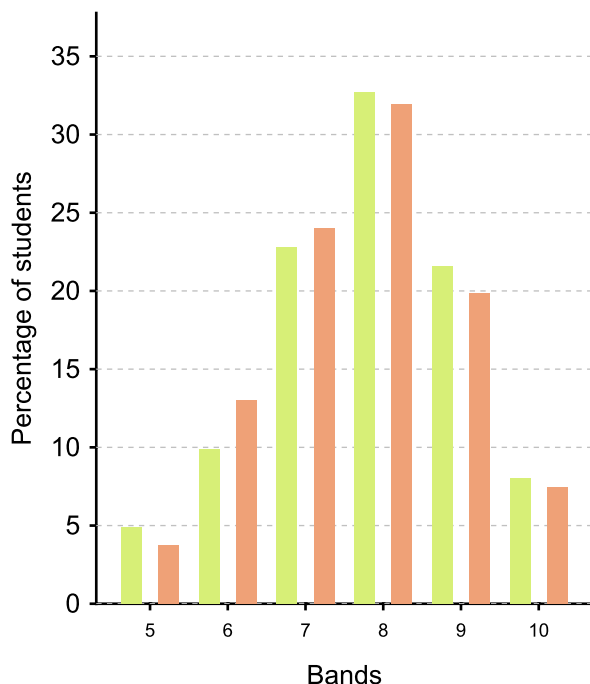
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 9 Grammar & Punctuation

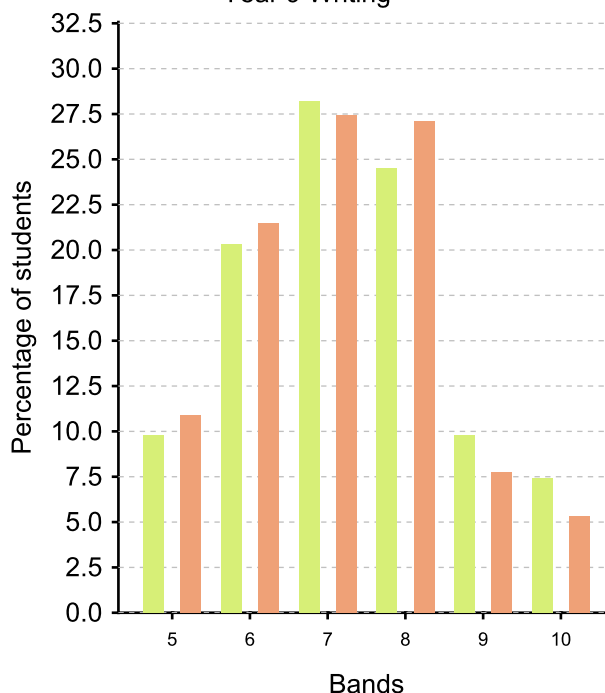


**Percentage in bands:**  
Year 9 Reading



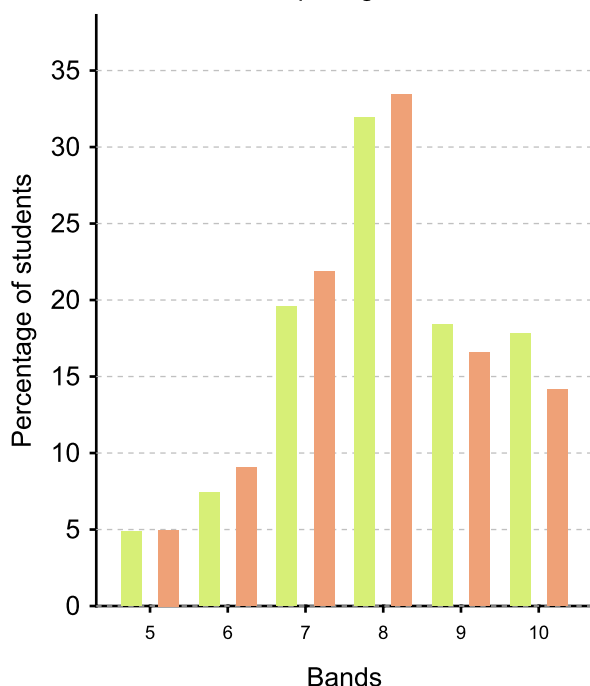
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

#### NAPLAN – Numeracy

##### Year 7

In 2016, 1% of students were below National Minimum Standard as compared to 4% in the state. 356% of students were recorded as proficient at MFHS and the State.

##### Overall Numeracy

- 68% of students in top 3 bands. 5% above the state average.
- 8% of students were in the bottom 2 bands compared to 9% state wide.
- 90% of students achieving a positive growth

##### Data, Measurement, Space and Geometry

- 66% of students scored in the top 3 bands, 6% above the state average.
- 8% of students were in the bottom 2 bands, compared to 6% state wide.

##### Number, Patterns and Algebra

- 62% of students scored in the top 3 bands. 9% above the state average.
- 8% of students were in the bottom 2 bands compared to 17% state wide.

##### Year 9

In 2016, 4% of students were below NMS as compared to 4% in the state. 31% of students were recorded as proficient as compared to 27% in the State.

##### Overall Numeracy

- 63% of students in top 3 bands. 2% above the state average.
- 7% of students were in the bottom 2 bands

compared to 18% state wide.

- 90% of students achieving a positive growth

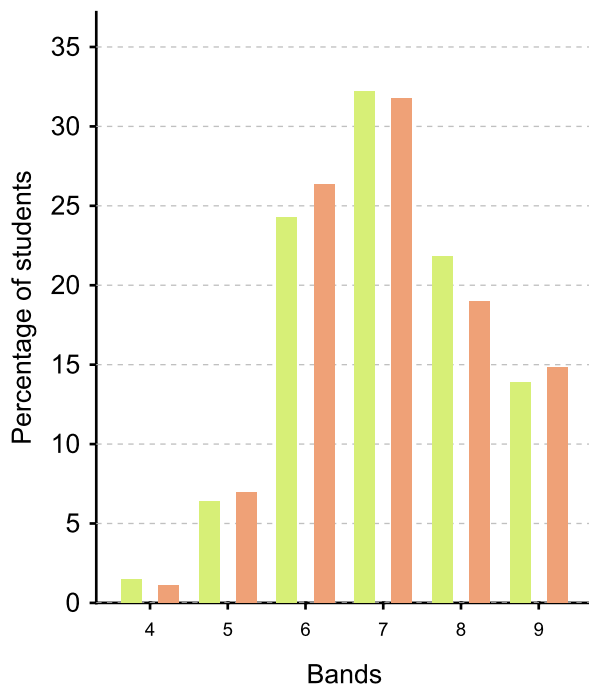
Data, Measurement, Space and Geometry

- 62% of students scored in the top 3 bands. 8% above the state average.
- 11% of students were in the bottom 2 bands compared to 20% state wide.

Number, Patterns and Algebra

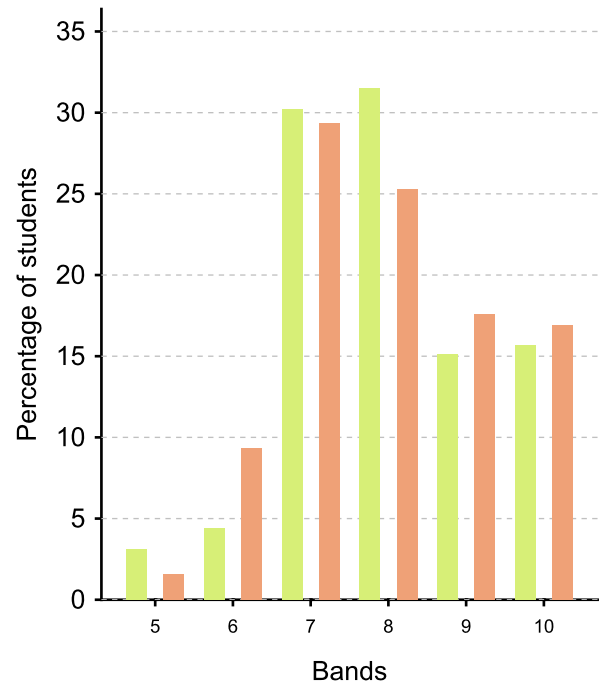
- 57% of students scored in the top 3 bands compared to 7% above the state average.
- 7% of students were in the bottom 2 bands compared to 10% below the state average.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy



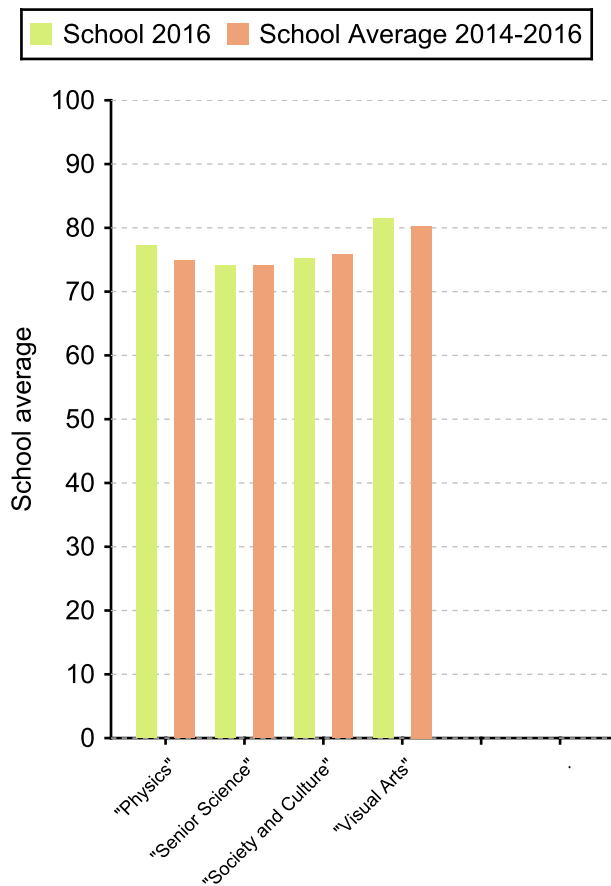
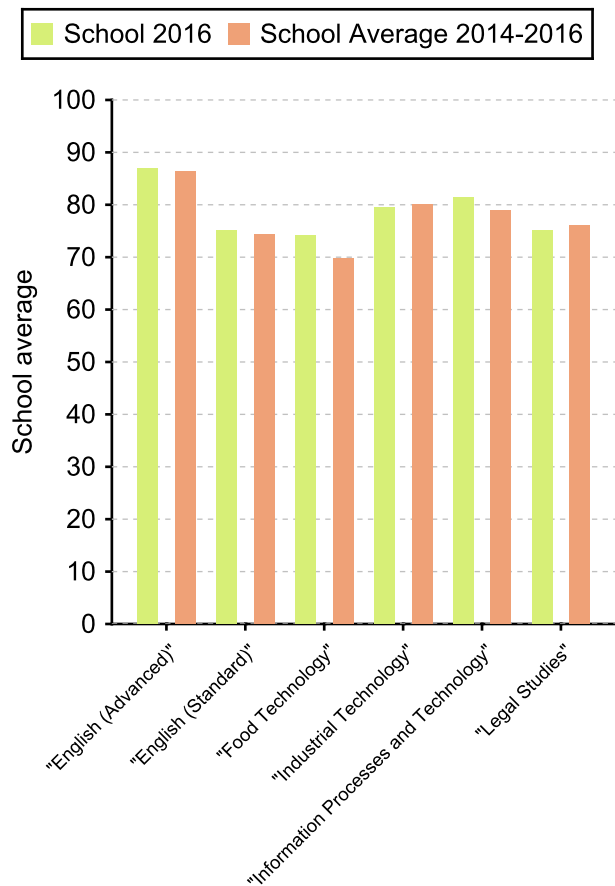
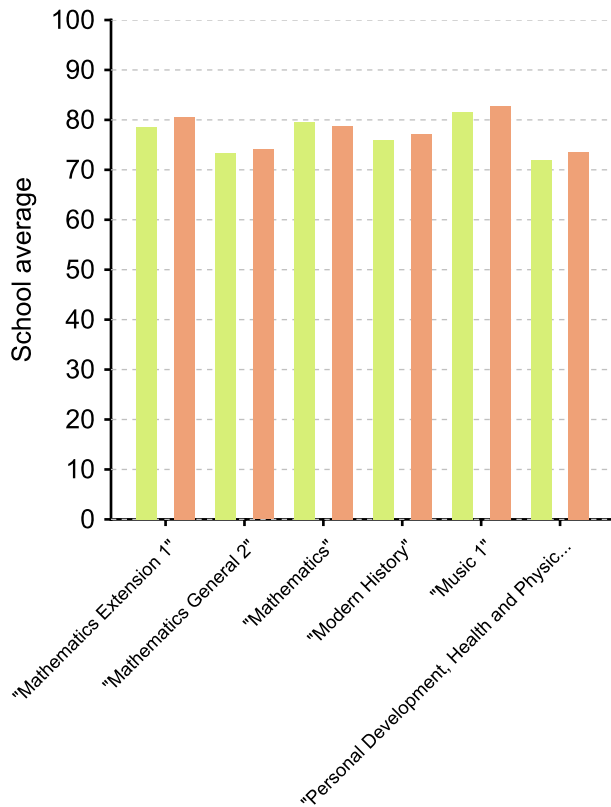
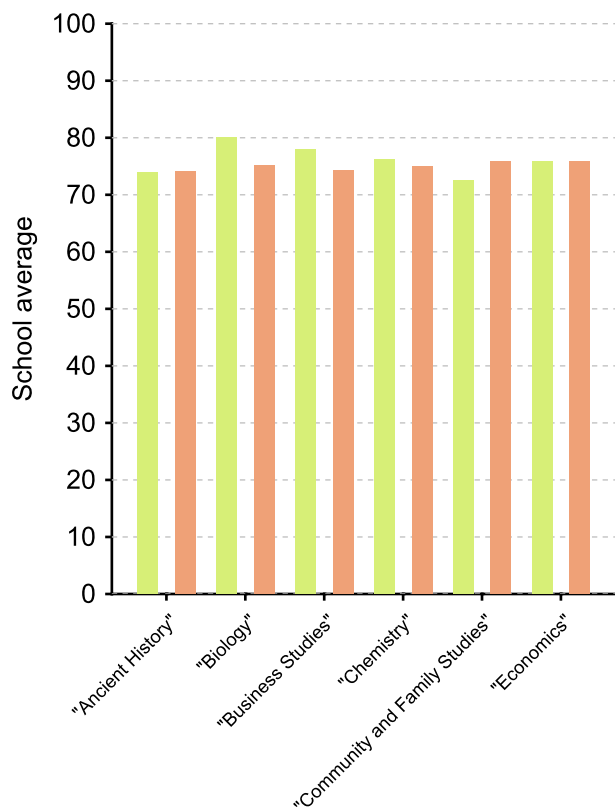
Percentage in Bands  
School Average 2014-2016

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The 2016 Year 12 cohort performed exceptionally well in their HSC with 72 Band 6 (35 students), 3 All Rounders, 3 Top Achievers and 72 Distinguished Achievers.





## Parent/caregiver, student, teacher satisfaction

In 2016 MFHS consulted with its community on the existing assessment policies and practices at the school.

The terms of reference of the review were to evaluate, make recommendations and report on the validity of the existing assessment policies and practices at the school.

The analysis of the data collected from students, staff and parents indicated that assessment policies and practices were being implemented well, however some students indicated inconsistencies across the school in relation to notification of tasks, late penalties and dates for tasks. The data collected from teachers indicated that they provide assessment information inline with their faculty policies and procedures, however highlighted that some teachers needed to be more consistent in their overall management of assessment tasks. Data collected from parents indicated a desire to be more aware of assessment practices

After analysing the results, it was recommended that the assessment policies and practices for years 7 – 9 be reviewed and assessment booklets be created for each year group. The booklets became available electronically to all students, staff and parents, and provided common policies and practices across the school.



## Policy requirements

### Aboriginal education

During 2016, the school celebrated the “Ultimate Aboriginal Experience” for years 7 to 10. This provided an opportunity for staff and students to participate in various activities. The day included painting, dance, music and food. Staff and students were surveyed and an overwhelming 90% of staff and students enjoyed the experience and developed a deeper appreciation of Aboriginal heritage.

The ATSI students in Years 10 and 11, in conjunction with the Year 11 tutors, continued discussions on their future personalised learning plans for Years 11 & 12. They decided to continue to target their two weakest subjects and receive tutoring on Tuesdays.

Some teachers also make themselves available to tutor during school holidays leading up to examination periods.

The continuation of the program in past years has led to improved results for our students and provided the tutors with both a valuable and enjoyable experience. The program has allowed the tutors to provide more specific instruction to the students that they may not have received in a classroom environment. Most students were punctual and valued the sessions. Overall, the program has been very beneficial for our ATSI students.

### Multicultural and anti-racism education

In 2016 the school celebrated Multicultural Day in a similar manner to previous years. Students attended periods 1–4 as normal with the day’s activities beginning at the start of lunch and ending at the conclusion of the school day. It was pleasing to see that both the students and staff had maintained their enthusiasm for the event with some excellent displays in the International Food Market and wonderful performances in the fashion parade and dance stage. The football tournament and the sumo suits were a big feature of the day and student feedback indicated these were favourite activities.