

# Model Farms High School

## Annual Report



2017



8499

## Introduction

The Annual Report for **2017** 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.

Mark Grady

Principal

## School contact details

Model Farms High School

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9624 3133

## Message from the Principal

I am proud of the achievements of the school during 2017. The HSC results were again quite simply outstanding. I would like to congratulate all students, their teachers and recognise the work of their families supporting them through their high school years.

The 2017 Year 12 cohort performed exceptionally well in their HSC with 72 Band 6 (31 students), 1 All Rounder, 1 Top Achiever and 72 Distinguished Achievers. Over 90 students were offered and accepted places at local and regional universities while others entered 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 2017 with focus on writing.

Our students participated in several 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. The new teacher induction program continued 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 several faculty areas and as a result the learning outcomes of students were vastly improved. They also contributed funds to the expansion of air-conditioning throughout the school. 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.

Mark Grady

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 endeavours 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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.

Our major focus in the domain of Teaching has been on Quality Teaching for staff members. In order for teaching to be effective it should meet the needs of an ever changing body of learners and ensure that students achieve their personal best in a range of academic endeavors. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff is developing evidence-based practice through their reflections and evaluations of our collective work. Model Farms High School is working towards delivering excellence in Quality Teaching. In the domain of Learning, our efforts have primarily focused on Students developing 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 have high expectations to ensure all students reach their maximum potential and students will be engaged, motivated and will appreciate learning so that they become productive citizens of society. The school is working towards creating a stronger positive and productive learning culture among students and staff. Model Farms High School is working towards delivering excellence in Quality Learning.

In the domain of Values and Culture, our priorities have been on strong, positive relationships as it is essential that staff and students work together to achieve long term success. It is imperative to 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. Model Farms High School is working towards delivering excellence in Quality Learning.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of teachers under taking reflection of their teaching through a cycle of observation, feedback and mentoring	\$6000	All teachers continue to be actively involved in the observation processes. This has included peer/peer observation and the Quality Teaching Rounds.  Teachers continued to access this process as a means of assessing and improving their own teaching practices.  Teachers enhanced their understanding of providing effective feedback and mentoring.
Increased number of opportunities for Year 10 students for explore alternative pathways during both current year and into Year 11	\$3500	Improved methods of identifying Year 10 students to determine suitable pathways.  Careers Adviser working with individual students to develop alternative pathways.  Meeting with parents to provide information on alternative pathways.

#### Next Steps

The observation project will continue to 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 2018 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 and 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. In year 9 electives in 2018 the school will introduce STEM electives.

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 2018 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 2018 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 continuum. The identification of writing as a focus for 2018 will include Professional Development in the use of writing strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in teacher ownership for whole school attendance.	\$2500	Attendance figures improved during 2017.  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.
Improvement in how writing is explicitly taught at MFHS	\$5500 (Global Funds)	Improvement is how writing is explicitly taught at MFHS.  In 2017 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 2018.

#### Next Steps

In 2018, the literacy team introduced 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.

All year groups were issued with an assessment handbook containing detailed assessment procedures and calendar. All students received 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 2017 NAPLAN results.

2018 saw the introduction of the BYOD in Year 7. The program will be evaluated in 2018 so MFHS can improve information provided to parents and better support students in their transition to high school.



## 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 2017 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)	Funds Expended (Resources)	Progress achieved this year
Increase in the awareness by both staff and students of the importance of mental health	\$6,000 – LowSocial Economic and Global funding.	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.
Improvement in the promotion of MFHS through the development of a MFHS style guide	\$15,000 –Global funding.	During 2017, the Communications Team implemented the 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.

#### Next Steps

In 2018, our school website will continue to be developed to provide information for parents, students and the wider school community. It will be promoted as a source of information, news and upcoming events.

Staff will complete their training in MindMatters to provide support to students in their mental health development.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5200	<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 2017, ATSI students continued the tradition of an Indigenous food stall at our annual Multicultural Day.</p> <p>The Aboriginal Team continued to deliver and assess programs where 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>
<b>English language proficiency</b>	\$5600	<p>The 2017 ESL program continued to provide support for students in the development of English Language skills.</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>
<b>Low level adjustment for disability</b>	\$25000	<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> <li>– Clarification of instructions</li> <li>– Assistance with assignments</li> <li>– The reproduction of student material</li> </ul>

<b>Low level adjustment for disability</b>	\$25000	– Exam supervision
<b>Socio–economic background</b>	\$5600	<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 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>
<b>Support for beginning teachers</b>	\$26000	<p>Beginning teachers were released from class to undertake 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> <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</p>

<p><b>Support for beginning teachers</b></p>	<p>\$26000</p>	<p>individual. Workshops at the whole school annual conference in March were developed to ensure applicability to the beginning teachers. These included the following sessions.</p> <p>The School Conference in 2017 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, how to provide effective feedback and using google drive to enhance classroom practice.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	542	546	564	584
Girls	480	477	489	497

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.6	94.8	95.3	95
8	94	93	93.1	93.7
9	91.1	92.3	92.8	93.6
10	90.7	90.9	91.6	91.1
11	91.9	89.4	93.1	93.9
12	91.5	91.8	93.7	93.3
All Years	92.5	92	93.3	93.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### 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			2
Employment	4	5	12
TAFE entry	0	2	15
University Entry	0	0	87
Other	0	0	3
Unknown	2	0	2

### Year 12 students undertaking vocational or trade training

11% of Year 12 students undertook vocational or trade training in 2017. We encourage students to participate in a range of work related training, enabling them to maximise their job opportunities when they leave school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	56.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.57
Other Positions	1

\*Full Time Equivalent

### 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	33

## 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, Anti Corruption Mandatory Training and Code of conduct.

Five School Development Days were conducted in 2017. This included the whole School Conference, held on Friday 17th and Saturday 18th March, 2017.

Focus areas for the conference included:

- Numeracy
- Feedback
- Aboriginal Education

All school staff were engaged in a range of professional development activities included technology in education, welfare, school planning and leadership. As well as these initiatives staff participated in after hours meetings, executive and welfare conferences and training provided by both DoE and external providers.

Beginning teachers were released from class throughout the year to help support their professional development, allowing them to work with mentors, develop teaching and learning resources or complete professional learning.

Approximately \$950 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 both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income

broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>1,513,555</b>
Global funds	471,434
Tied funds	269,591
School & community sources	576,214
Interest	29,193
Trust receipts	82,127
Canteen	0
<b>Total Receipts</b>	<b>1,428,559</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	135,846
Excursions	109,467
Extracurricular dissections	118,519
Library	1,545
Training & Development	36,939
Tied Funds Payments	191,381
Short Term Relief	107,712
Administration & Office	143,097
Canteen Payments	0
Utilities	72,102
Maintenance	135,189
Trust Payments	68,232
Capital Programs	77,463
<b>Total Payments</b>	<b>1,197,491</b>
<b>Balance carried forward</b>	<b>1,744,623</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,711,254
Appropriation	2,304,651
Sale of Goods and Services	42,129
Grants and Contributions	360,888
Gain and Loss	0
Other Revenue	0
Investment Income	3,585
<b>Expenses</b>	-833,780
Recurrent Expenses	-833,780
Employee Related	-252,376
Operating Expenses	-581,404
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,877,474
<b>Balance Carried Forward</b>	1,877,474

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	9,202,435
Base Per Capita	163,787
Base Location	0
Other Base	9,038,648
<b>Equity Total</b>	241,367
Equity Aboriginal	7,219
Equity Socio economic	52,210
Equity Language	38,996
Equity Disability	142,942
<b>Targeted Total</b>	707,723
<b>Other Total</b>	149,637
<b>Grand Total</b>	10,301,162

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

<Use this text box to comment on numeracy NAPLAN data>

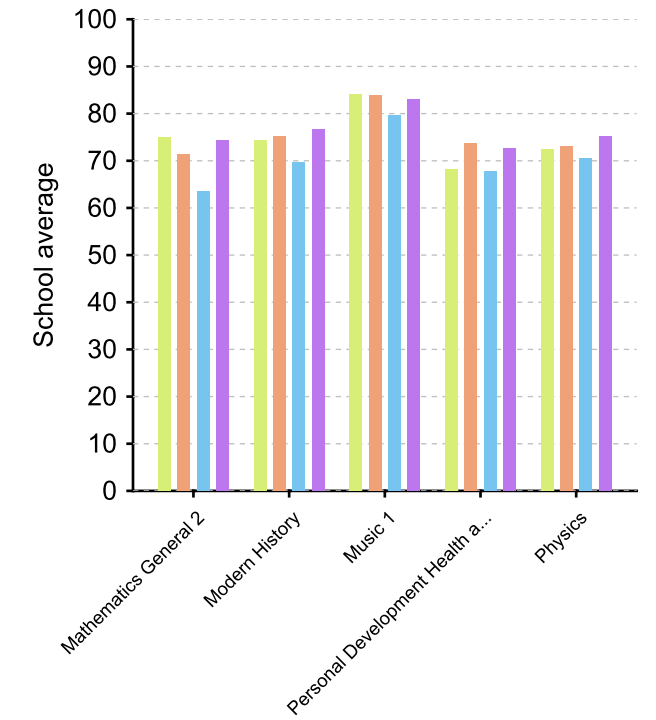
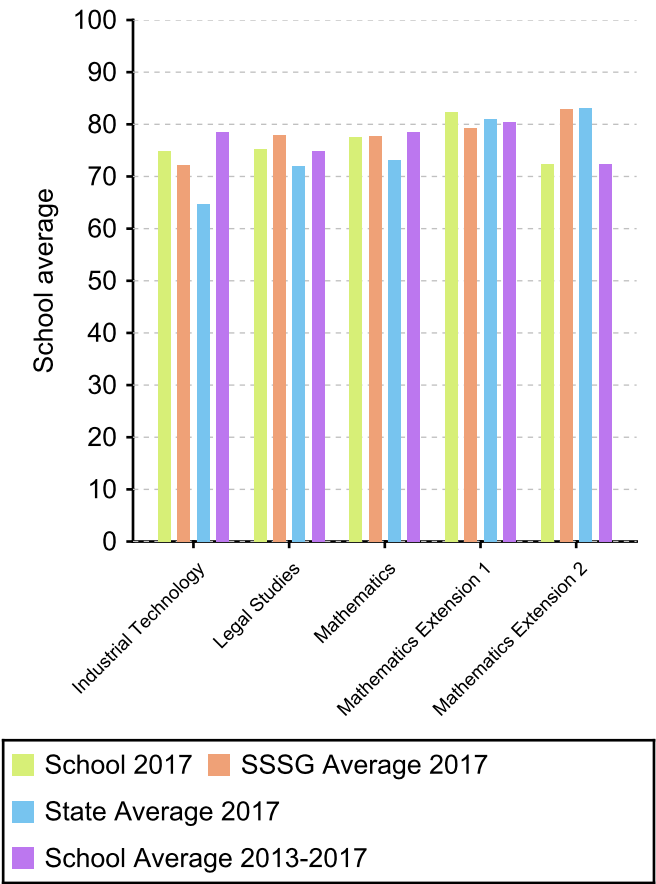
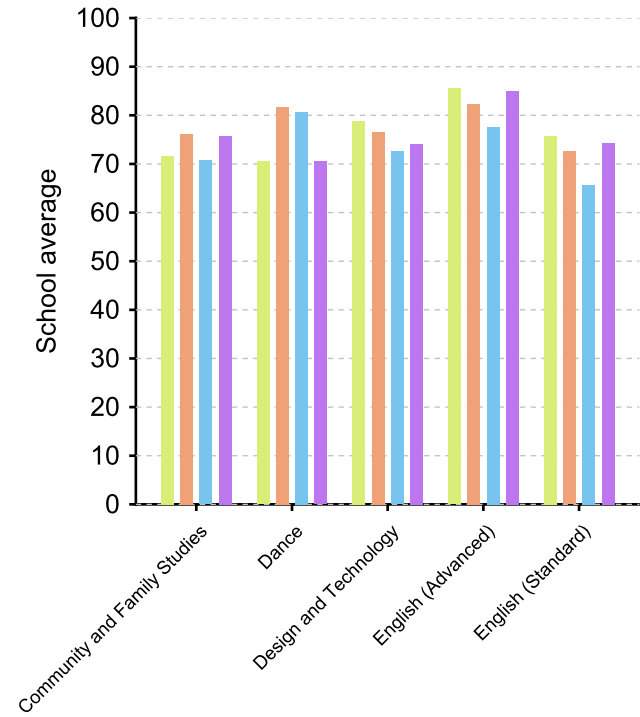
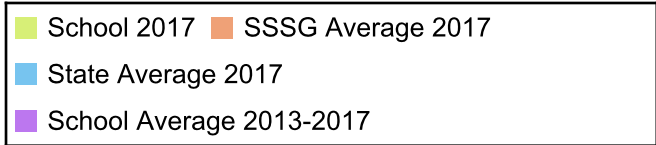
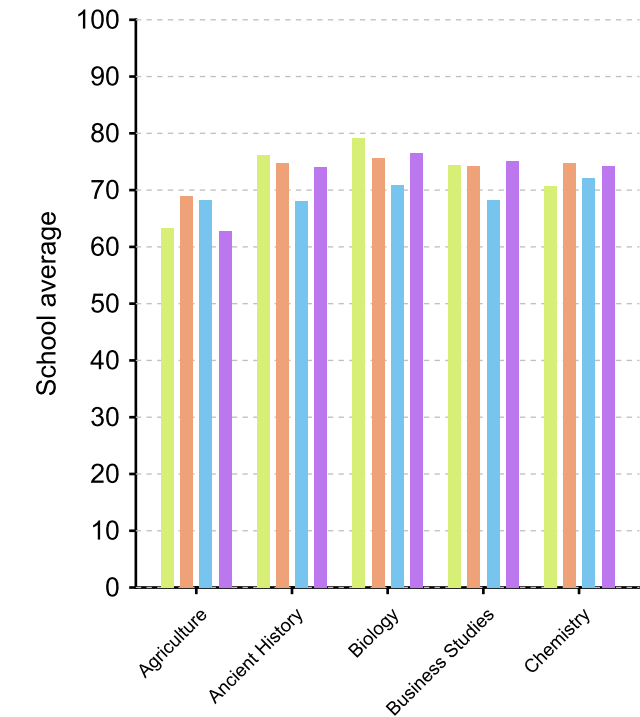
Delete text not required.

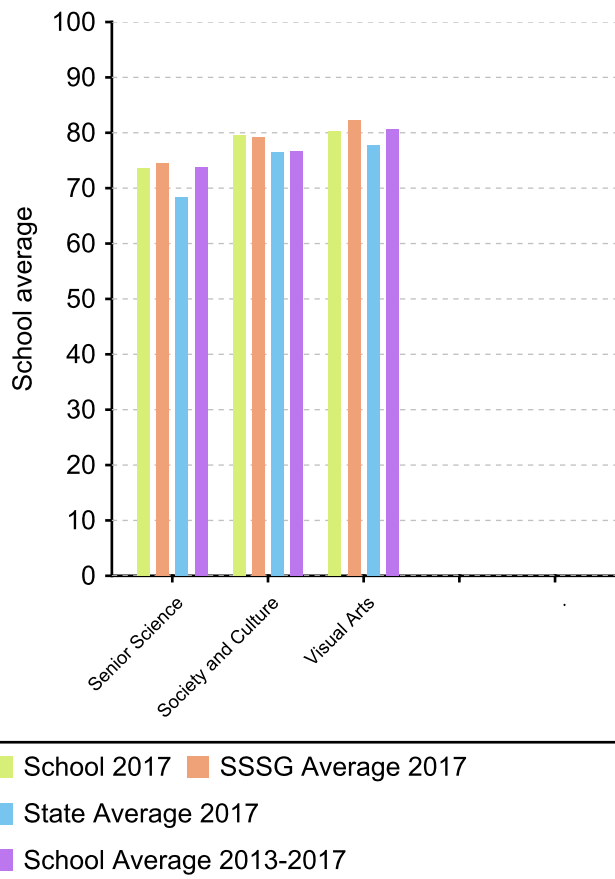
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Higher School Certificate (HSC)

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





## Policy requirements

### Aboriginal education

During 2017, the school continued to raise an awareness of ATSL education throughout the school. Staff and students were provided an opportunity to participate in various activities. T

The ATSL 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 ATSL students.

### Multicultural and anti-racism education

In 2017 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 favorite activities.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

At Model Farms High School, once during a three year cycle, faculties undergo a validation of the evidence of their faculty self–assessment. In 2017, the program was piloted with the self–assessment and validation of the Creative and Performing Arts faculty. As part of this annual faculty review, students, parents and teachers were invited to provide feedback.

Faculties engage in discussions with a panel and have their self–assessment validated using the School Excellence Framework (SEF). Within the scope of this validation, the original School Excellence Framework was used, modified to suit a faculty evaluation. As the DoE releasing the School Excellence Framework Version 2 after the process (see below) had begun, the Principal and HT CAPA agreed to use the original version. All following faculty evaluations will use the updated version 2.

The process of self–assessment and validation guided the faculty's strategic directions over the three year cycle as well as recognising the achievements of the cohort in delivering achieved outcomes in the classroom and across the school.

The Self–Assessment and Validation indicates a high level of functionality within the faculty whilst identifying directions for future focus and mechanisms to support all members in gathering and annotating evidence.

