

Model Farms High School

Annual Report



2018



8499

Introduction

The Annual Report for **2018** 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

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Message from the Principal

Model Farms High School's success in 2017 has seen significant continued improvement in 2018. This level of achievement has stemmed from a culmination of collaboration between staff, students and parents/carers, business partners and primary schools throughout the year.

2018 saw the introduction of the school's three year strategic management plan. Staff were involved in assessing the 2015–2017 Strategic Directions and engaged in several conferences and workshops to analyse data and develop draft 2018–2020 Strategic Directions. The Senior Executive worked collaboratively to define the Purpose, People, Processes, Products and Practices of the new plan. The Senior Executive team determined the milestones and the criteria for evaluating the progress. Following this, staff and parents were provided with another opportunity to provide feedback on the plan. The plan focusses on three strategic directions to guide our planning and operations. These are: 1. Future Focussed Teaching, 2. Leadership and Community and, 3. Visible Learning

Our determined focus on the school's strategic directions has demanded excellence and has set a culture of high expectations. In 2018 a combination of meaningful community engagement and recognition for outstanding academic achievement was recognised at the Year 12 Graduation and Presentation Day ceremonies. This was exemplified by one of our Year 12 cohort, Timothy Kennett placing first in NSW in the 2U Automotive HSC examination. An outstanding achievement. 2018 also saw an increase in the number of HSC students gaining early access into University programs, with applications focussing on their leadership both within school and in the community. This was further evidence of the high quality teaching and learning at Model Farms and the positive impact of our second strategic direction.

In 2018, three staff members were recognised for their outstanding contributions at the Western Sydney SPC Hills and Parramatta Excellence in Public Education Awards. Congratulations to Ms Tracey Attenborough (Early Career Teaching), Ms Tracey Carling (Administration) and Mr David Dawson (Administration).

The staff at Model Farms have continued working tirelessly to ensure our students have developed the intellectual capacity to understand complex concepts, develop quality professional and personal relationships and positive self-concept, attributes that are essential for life success. Our wellbeing programs, with WISE at the core, continues to support students to become valued students, community members and people in a dynamic world.

I thank our students, parents, staff and community members for the role they have played in 2018 to continue driving Model Farms High School forward towards a lighthouse of achievement.

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 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 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 self-assessment indicated that the teaching staff at Model Farms are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student. The Executive team examined school programs, practices and data, using the descriptions of key elements of practice contained in the School Excellence Framework. The Executive team reflected on the progress being made across the school, based on the descriptors in the Framework.

In the domain of Learning, all teaching staff understand that student engagement and learning are related and there is school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school achieves good value-added results for students, showing higher than expected growth in many areas. In the element of wellbeing, the Student Wellbeing Team leads a strategic and planned approach to support the emotional, social and cognitive wellbeing of all students. In 2017, we worked with the P&C to run information sessions with parents on adolescent anxiety and supporting learning.

In the domain of Teaching, our focus has been on effective classroom practice, collaborative practices and learning and development. All teachers engaged in the Performance and Development Framework, undertook a Professional Development Plan (PDP) where they set goals and conducted self-reflection. All teachers of senior classes reflected on HSC data and how this informs current classroom practice. In addition, all teachers engaged in faculty discussions on how to improve student achievement.

In the domain of Leading, our priorities have been to support distributed leadership to build a culture of high expectations. There is a strong commitment to executive leadership capacity development via mentoring, coaching, networking and professional development. Diversified leadership is evident in our school teams which are led by classroom teachers as facilitators with an executive teacher as a coach to the team leader.

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

Future Focused Teaching (FFT)

Purpose

To foster a learning culture that develops students as critical and creative thinkers through a variety of effective pedagogies. Learning environments will inspire students to communicate effectively and problem solve collaboratively becoming reflective global citizens.

- FFT prepares students with skills and capabilities to thrive in a rapidly changing and interconnected world.
- FF teachers will know and understand the needs and talents of their students. They are flexible and select from a range of teaching strategies that integrate technology in meaningful ways through immersive learning.
- FF environments inspire students to be leaders of their own learning. Students collaborate and use critical thinking skills to solve complex problems and become creative innovative global citizens.

Overall summary of progress

Future-focused learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects students and engages their sense of curiosity.

Future-Focused teachers know and understand the needs and talents of their students. They are flexible and select from a range of effective teaching strategies. During 2018 Model Farms teaching staff undertook professional development activities to improve their understanding of the skills students will require in the future. From this knowledge staff participated in activities to reflect on how these skills can be incorporated into teaching and learning programs.

At the same time Model Farms introduced a BYOD program into Year 7. This program has allowed staff to integrate technology into programs. The seamless and purposeful integration of technology into future-focused teaching and learning has provided students with opportunities to develop their critical thinking and problem solving skills that will enable them to flourish in a world driven by technology. To help support both staff and students with this a Model Farms High Technology Toolkit was created.

Future-focused learning environments inspire students to be leaders of their own learning. Students collaborate and use critical thinking to solve complex problems and become mindful global citizens. In 2018 Model Farms started an ambitious project to revamp the physical learning spaces within the school. This includes projects to improve the environment of the library to provide facilities more suited to the 21st century learner and create outdoor learning spaces at the front of the school. This work will continue well into 2019 and 2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• All teaching and learning programs reflect the implementation of 21st century ideologies.• Teachers regularly use data and evidence based practices to identify skill gaps and address learning needs of students.• Learning spaces inspire creativity and a positive collaborative culture to support emotional and intellectual development.	<p>\$10,000 STEM room upgrade</p> <p>\$700 Teacher Professional Learning.</p>	<ul style="list-style-type: none">* Evaluation of STEM programs to be conducted, students are surveyed about the projects they completed during the year.* Evaluation staff understanding of 21st century teaching* Evaluate the Stage 4 PEEL writing strategy.* Survey staff regarding their future needs for integrating technology into the classroom for 2019.* Feedback from staff gathered from BlueSky* Implementation of agreed designs * Options for STEM rooms are evaluated by School Executive and STEM team

Next Steps

Continue with the physical refurbishment of the library, outdoor learning spaces, classrooms and sound studio.

All staff will review how 21st century skills are embedded in programs and how student acquisition of the skills are reported to parents and future employers.

Staff will review student data on a class by class basis at the beginning of the year to assist with lesson planning and to ensure that students with extra learning needs are appropriately supported

Strategic Direction 2

Leadership and Community

Purpose

To provide leadership opportunities and to build the capacity of all community members to collectively enhance educational outcomes at Model Farms High School.

- Students who are confident, reflective, self directed leaders who contribute to their community positively.
- Teachers with a core set of values who engage in meaningful dialogue about teaching and learning and are willing to build capacity, challenging each other and the school community to grow and develop.
- Parents and Community are full partners in the development of leadership capacity at Model Farms High School.

Overall summary of progress

The SRC Leadership team underwent expansion to reflect growing school student numbers and to enhance leadership opportunities within the school. This included, for the first time, Support Unit representation on the SRC Executive.

Staff leadership opportunities were increased in 2018 with the formation of Assistant Year Advisers across all 6 year groups and a teacher mentor role, all implemented in 2019.

The P and C and School Council continue to work closely with the school to support current and future projects to enhance student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase in the number and range of leadership opportunities for all students.• Increase the number and range of leadership opportunities for all staff leading to successful completion of higher levels of accreditation.• Increase in parental and community involvement in all school activities.	TPL funding	<p>MFHS has undertaken an audit of all student leadership opportunities within the school and is working towards the development of a Student Leadership Handbook. The number of SRC members was increased at the end of 2018.</p> <p>All staff have been encouraged to explore completing higher levels of accreditation, the senior executive continues to provide support for those staff undertaking this process.</p>

Next Steps

To continue to promote student leadership we will create a Student Leadership Handbook to provide both parents and students information about leadership and extra curricular opportunities at the various stages of their schooling. Model Farms High School will actively continue to provide leadership opportunities for both staff and students.

Strategic Direction 3

Visible Learning (VL)

Purpose

Developing effective partnerships in learning with our community so that students deliver their best and are inspired to continually improve.

- Community stakeholders have a common understanding and a shared language of learning.
- Teachers are more reflective with their class pedagogy and use evaluative strategies to inform teaching and learning.
- Students become more responsible for their learning through collaboration and engagement in feedback.

Overall summary of progress

Staff commenced targeted professional learning utilising the work of John Hattie, specifically towards strategies that, through meta analysis, demonstrate significant positive impact on student learning outcomes.

A model of regular feedback with students, incorporating personal reflection was implemented in Term 3 2018. The Stage 4 Peel writing strategy, harnessing the commonality of language was implemented in 2018 following significant training of staff, to be expanded into Stages 5 and 6 in the next 2 years of the strategic plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increased use of evidence based teaching and learning as demonstrated by staff and students using the Model Farms Common Language of Learning.• Teachers regularly use data evidence based practices to identify skill gaps and address learning needs.• Students will effectively use feedback to plan their learning.	TPL funding	<p>Staff were provided with professional development opportunities in evidence-based practice. Staff utilise this knowledge in a school wide class data analysis activity planned for day 1 2019. This activity will provide staff valuable data to enable them to adequately support each and every student in each class.</p> <p>All faculties agreed to formalise the assessment reflective process used with Year 11 and 12 students. Each student will be asked after each assessment task to reflect on their learning and the feedback provided by their teacher.</p>

Next Steps

All teachers will examine available school data such as Learning Support information, NAPLAN results and previous report data recorded on Sentral to prepare individual student profiles of all students in their classes.

Teachers and faculties will undertake a guided examination and evaluation of HSC results using the RAP data to inform future required changes to their teaching practices and programming.

Professional learning will be undertaken by all teachers to develop skills in formative assessment strategies to assess student learning.

The PEEL writing strategy will be extended to Stage 5.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$40,891	<ul style="list-style-type: none"> • Employment of a teacher enabled targeted support for students to develop their English language skills. • Completion of Individual Education Plans • Intensive language days – utilised targeted strategies to meet individual student learning needs. Improvement in a range of teaching strategies to address language to support students in meeting outcomes across all subjects.
Low level adjustment for disability	\$179,626	<ul style="list-style-type: none"> • Employment of Learning and Support Teacher • Training in the use of MacLIT intensive reading program • Employment of SLSO's to assist in the following : <ul style="list-style-type: none"> • classroom assistance for students with additional learning needs
Socio-economic background	\$52,743	<ul style="list-style-type: none"> • SLSO support for student at risk • Wellbeing initiatives – WISE program implementation • Student assistance to support students meet the basic costs of their education • BYOD assistance
Support for beginning teachers	\$95,208	<ul style="list-style-type: none"> • Funding used for release of beginning teachers from classroom duties to meet with Head Teachers to provide support in writing student reports, programming and undertake lesson observations to develop their professional practice. • Release time to develop teaching resources • Beginning teachers attended many subject specific professional learning activities to support their individual needs and development. Targeted areas included classroom management skills, developing engaging teaching and learning strategies and developing deep knowledge of content their specific teaching area.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	546	564	584	595
Girls	477	489	497	515

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.8	95.3	95	94.7
8	93	93.1	93.7	93.2
9	92.3	92.8	93.6	92.6
10	90.9	91.6	91.1	91
11	89.4	93.1	93.9	90.9
12	91.8	93.7	93.3	93.1
All Years	92	93.3	93.4	92.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The overall school attendance continues to be above the state and regional average at 92.6%. The school remains proactive in working with both students and parents in supporting full attendance at school. Various attendance strategies such as SMS attendance systems, accurate PXP roll marking, daily attendance monitoring and parent contact are employed to support and remedy any attendance concerns. Alternative pathways and outside agency assistance are also utilised where appropriate.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1.6	1	3.2
Employment	3.6	1.6	27.4
TAFE entry	1.2	1	10.9
University Entry	0	0	52.2
Other	2.4	0	3.9
Unknown	0	0	2.5

Year 12 students undertaking vocational or trade training

17% of Year 12 students undertook vocational or trade training in 2018, completing a nationally recognised Vocational Certificate or Statement of Attainment in their field of study. We encourage students to participate in a range of work related training, providing them with many opportunities to maximise their job prospects after they leave school.

Year 12 students attaining HSC or equivalent vocational education qualification

All students enrolled in Year 12 in 2018 (100%) successfully completed and attained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	58.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.57
Other Positions	1

*Full Time Equivalent

In 2018, two members of staff identified as being of Aboriginal heritage which is approximately 2.6% of the teaching staff.

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

All staff members use the Blue Sky platform to outline their professional learning goals. These are aligned to the school plan and also reflect personal career goals. The professional learning team use this data, along with mandatory training requirements, to develop the professional learning program for the year. Professional learning activities are delivered through school development days, staff meetings, individualised instruction and attendance at externally provided professional development activities. All mandatory training such as Child protection and Code of Conduct updates and Anti Corruption training were completed by all staff during Term 1.

School development days, including the whole school conference and executive conference focused on the many concepts of visible learning. Staff collaboratively developed a common language of learning and strategies for effective feedback and student goal setting. Faculties also spent valuable time working collaboratively to make adjustments to teaching and learning programs to embed the strategies developed.

Teachers regularly undertook external professional development activities. Many of these were subject specific and contributed towards teachers gaining deeper knowledge of their relevant curriculum, quality teaching, programming and assessment strategies.

Beginning teachers were released from class throughout the year to enable them to work with Head Teachers and mentors to develop teaching and learning resources, complete their accreditation requirements and observe lessons of more experienced staff.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,877,474
Revenue	12,293,310
Appropriation	11,296,631
Sale of Goods and Services	84,958
Grants and Contributions	879,602
Gain and Loss	0
Other Revenue	7,479
Investment Income	24,640
Expenses	-11,304,878
Recurrent Expenses	-11,304,878
Employee Related	-10,135,580
Operating Expenses	-1,169,298
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	988,432
Balance Carried Forward	2,865,906

The school finance team meets weekly to discuss the financial management of the school. There was no unusual spending throughout the year. Planned expenditure on large projects include the refurbishment of the library to include a contemporary senior study area and additional learning spaces, renovation of the basketball courts, and landscaping of the front garden to include a outdoor learning space.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	9,663,813
Base Per Capita	212,965
Base Location	0
Other Base	9,450,848
Equity Total	280,651
Equity Aboriginal	7,391
Equity Socio economic	52,743
Equity Language	40,891
Equity Disability	179,626
Targeted Total	760,541
Other Total	153,416
Grand Total	10,858,422

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

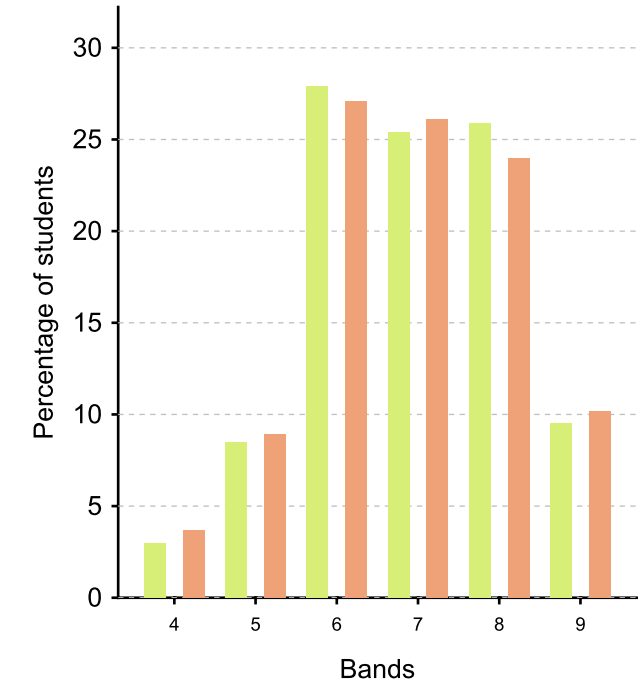
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

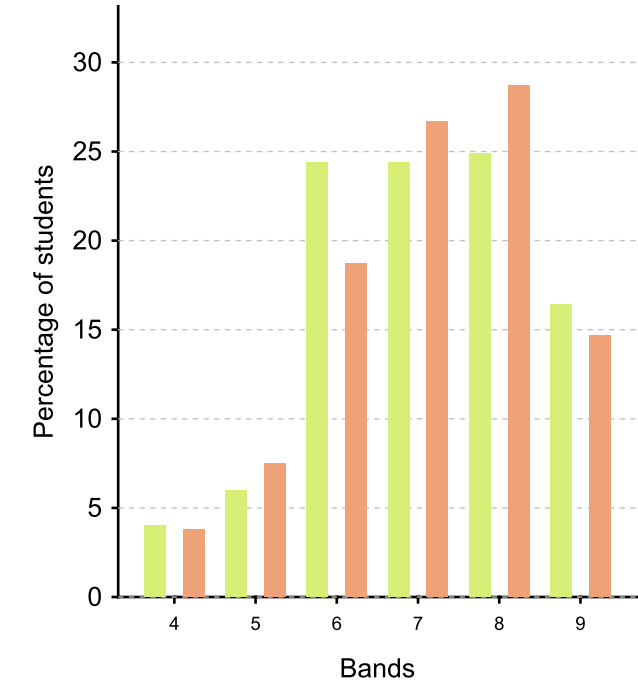
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Year 7 and 9 continue to perform well in Naplan testing with the majority of students achieving in the top three bands for all areas. When comparing against the school average 2016–2018, improvements have been made in Year 7 in the areas of grammar and punctuation and reading. In Year 9 improvements have been made in the areas of grammar and punctuation, spelling and writing.

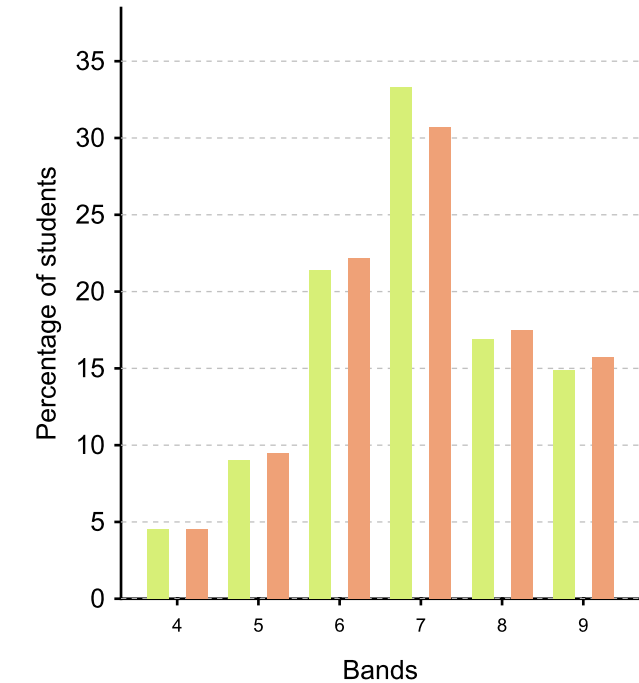
Percentage in bands:
Year 7 Reading



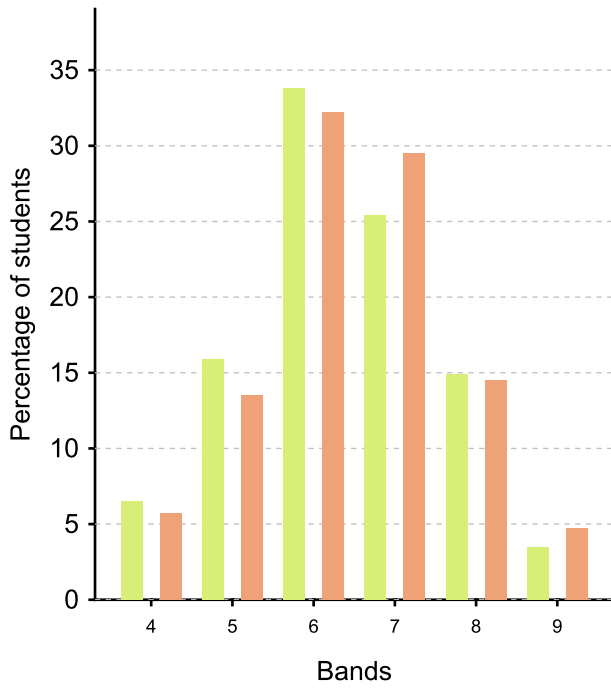
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 7 Grammar & Punctuation

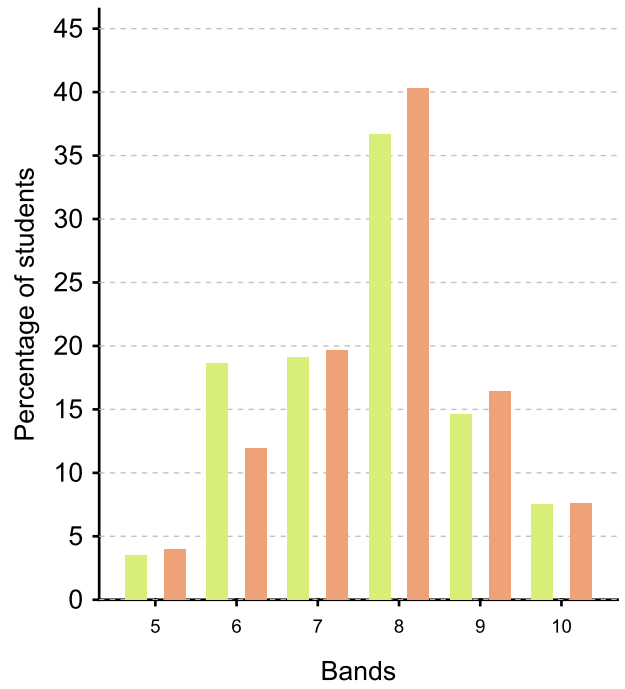


Percentage in bands:
Year 7 Writing



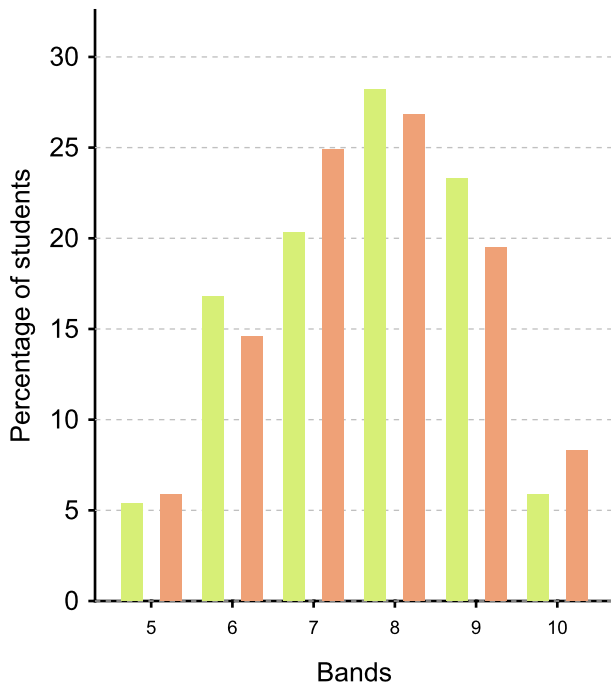
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Reading



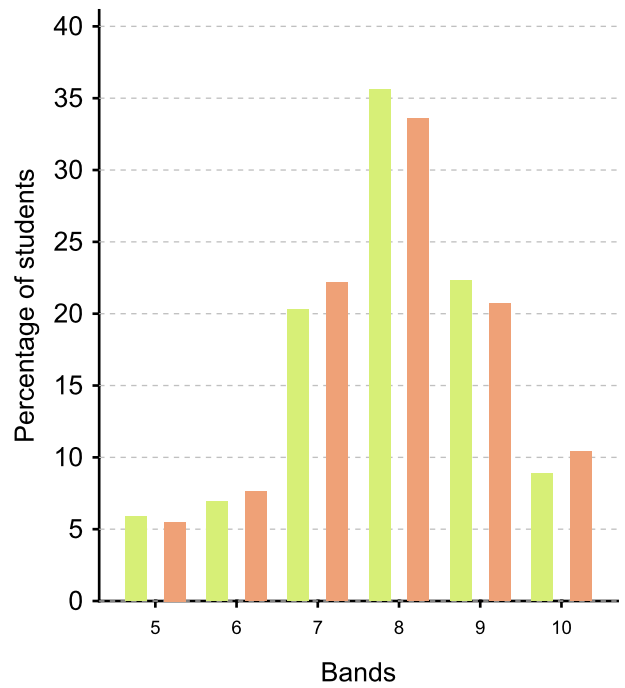
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Grammar & Punctuation



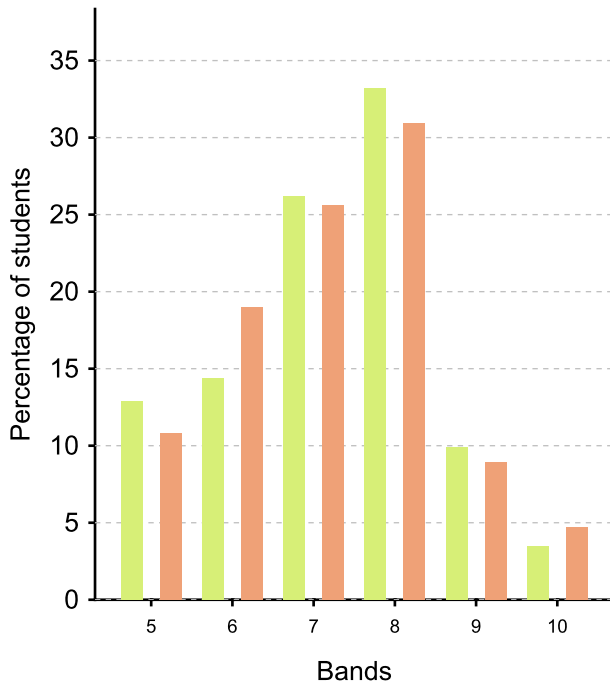
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

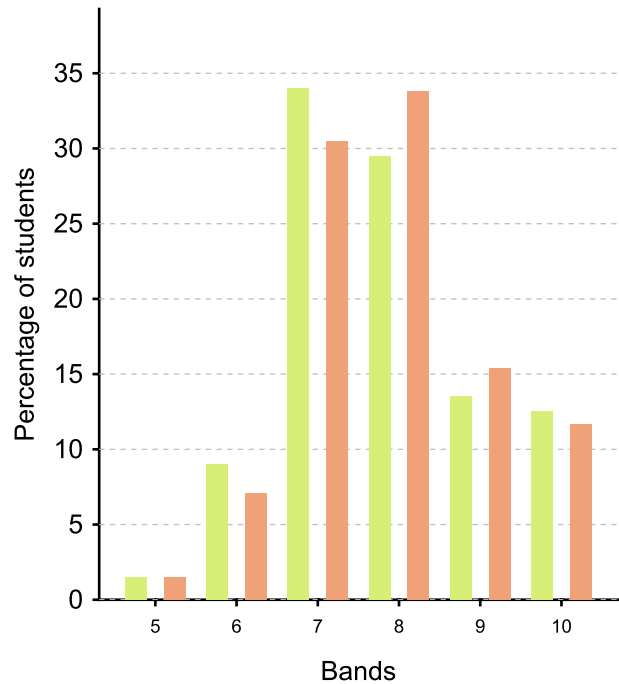
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Students in Year 7 and Year 9 demonstrated strong performance in the Numeracy test with 65% achieving in the top three bands. Improvements were made in the number of students achieving band 9 which is the top band. In year 9 the majority of students achieved in the top three bands and improvements were also made in the number of students achieving the top band which is Band 10.

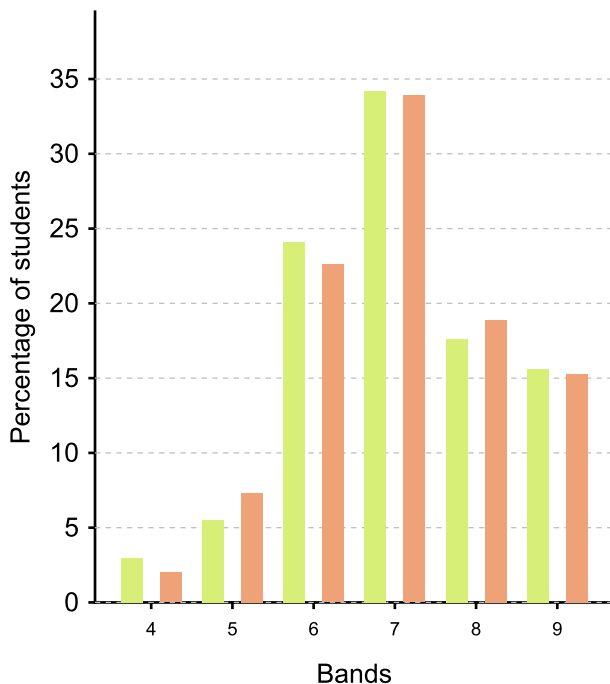
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

In accordance with the Premier's Priorities: Improving education results to increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019 our school has made a significant contribution towards this goal. In year 7, 35% of students achieved in the top two bands in Reading. In Numeracy, 33% of students achieved in the top two bands. In the Year 9 NAPLAN test 22% of students achieved in the top two bands for reading. 26% of students achieved in the top two bands for the numeracy component of the test.

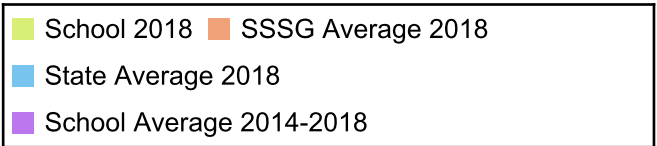
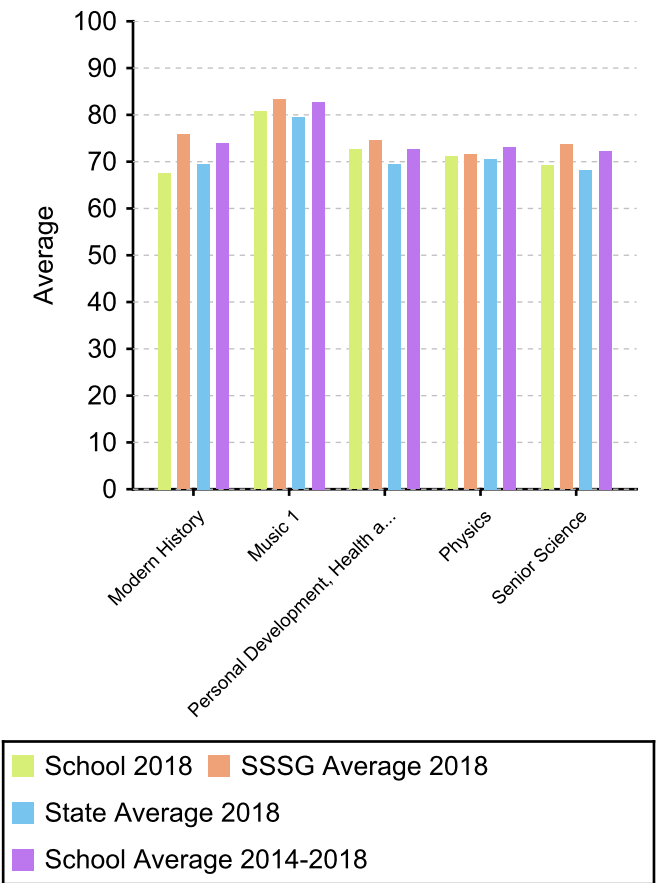
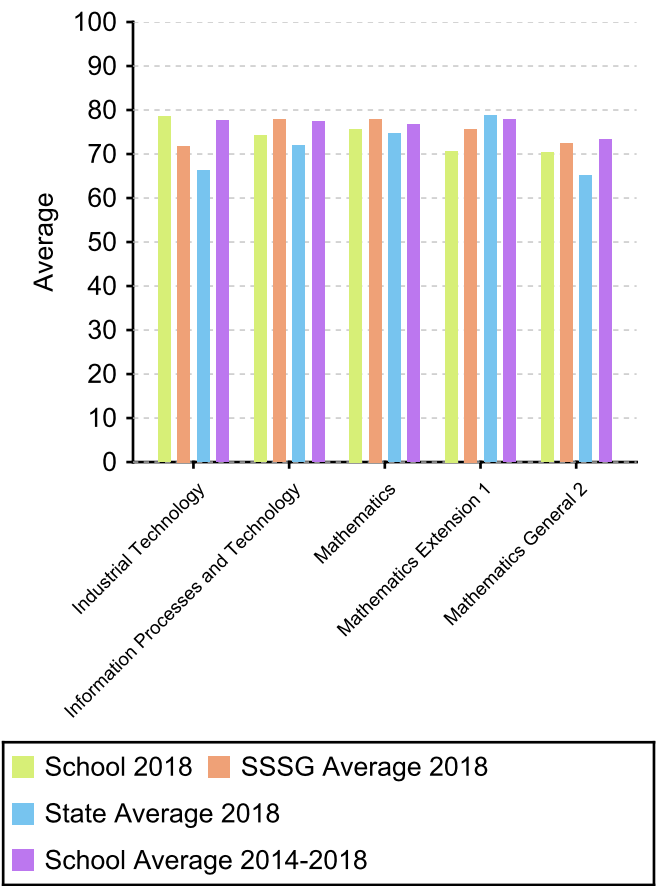
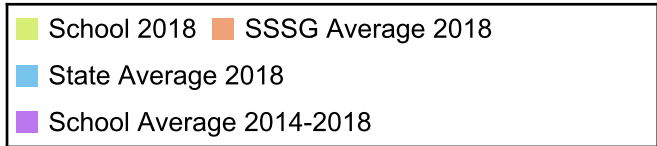
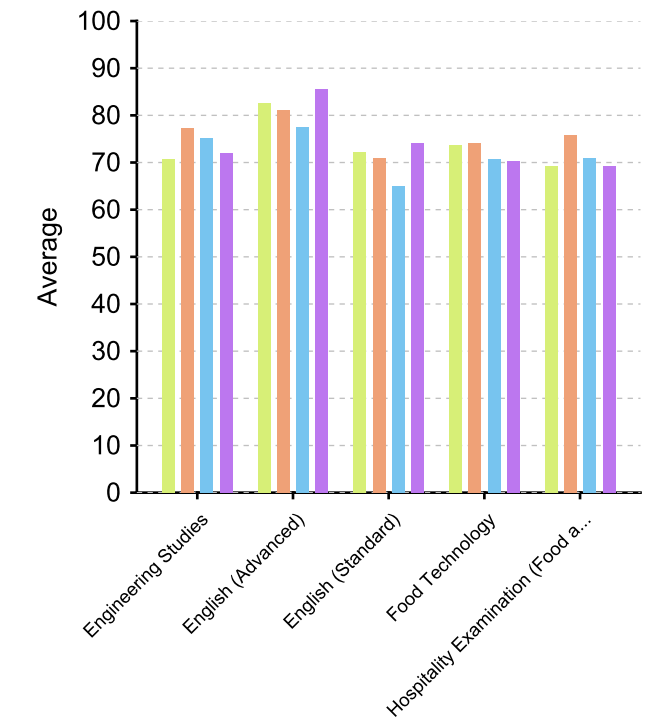
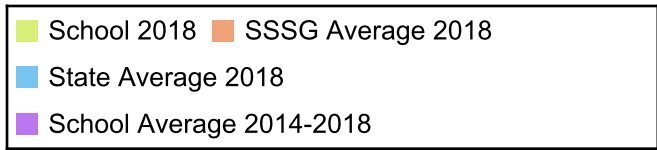
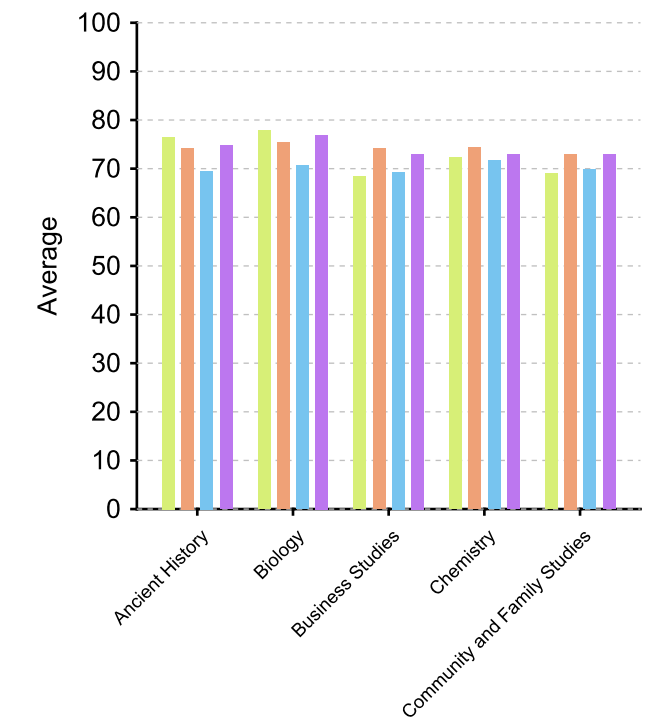
Percentage in bands:
Year 7 Numeracy

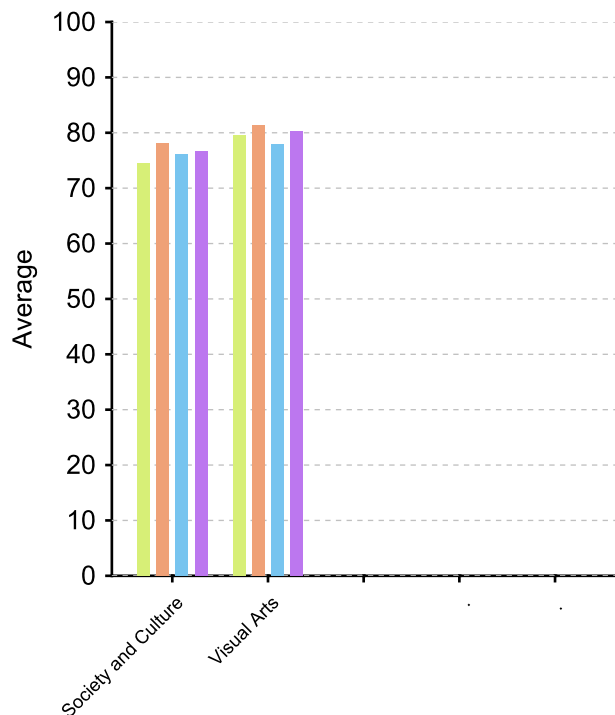


Percentage in Bands
School Average 2016-2018

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Overall HSC performance was greater than the state average in fifteen subjects.





The Aboriginal Education Coordinator provided mentoring for all Aboriginal students and provided a link to appropriate teaching staff if subject specific mentoring was required. Personalised Learning Pathways were tailored to suit the needs of all Aboriginal students, with their personal, social, academic and future goals being the main areas of focus. Parents were invited to the school to be actively involved in this process. Students, with their parents outlined specific learning areas which they would like to address, together with their future ambitions. This was conveyed to staff who then utilised this information to promote Aboriginal student engagement in lessons across all Key Learning Areas.

Multicultural and anti-racism education

In 2018 the school celebrated Multicultural Day in a new format. Year groups attended an assembly where students were invited to celebrate their culture through dance and performances. A guest speaker was invited to share their story of migrating to Australia and the challenges faced as a young migrant. The celebrations of the day concluded with an international food fair and outdoor concert celebrating the various cultures across the school.

Students and staff actively participated in all of the activities of the day. Feedback from all was that it was a fun day, packed with excellent activities, great food and a wonderful way to celebrate the many cultures that make up our school community.

Parent/caregiver, student, teacher satisfaction

At Model Farms High School, once during a three year cycle, faculties undergo a validation of the evidence of their faculty self-assessment. In 2018, the program involved the HSIE faculty. As part of this annual faculty review, students, parents and teachers are invited to provide feedback.

The HSIE faculty engaged in discussions with a panel to have their self assessment validated against the School Excellence Framework (SEF). Within the scope of this validation, the School Excellence Framework is modified to suit a faculty level evaluation. The process of self-assessment and validation guided the faculty' strategic directions 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 indicated 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.

Policy requirements

Aboriginal education

The continued focus of Aboriginal Education at Model Farms High School is to raise the awareness of Aboriginal culture across the school community and provide support to meet the needs of Aboriginal students. To this end, staff and students were provided with the opportunity to engage in a variety of activities.