

Model Farms High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: • Implement a whole school approach to the development of students 21st century skills.

Evaluation	Funds Expended (Resources)
Step it Out writing program has been developed. Staff have undergone professional development and the strategy has been included in the 2020 student diary.	3 x 1.5 hours TPL sessions for teaching staff

Process 2: • Embedding 21st century practices that utilise supportive technologies in a cross platform environment.

Evaluation	Funds Expended (Resources)
Faculties continue to develop their teaching programs in all stages to ensure the use of technology is embedded. Faculties were provided with significant release time to evaluate programs and embed technology in meaningful ways.	3 designated 1 hour sessions for staff to enhance specific program areas, in particular stages 4 and 5.

Process 3: • Review, evaluate and re-image teaching and learning spaces.

Evaluation	Funds Expended (Resources)
Maths classroom completed with 21st century layout. Progressively, all Maths teachers are being provided with Ipads to utilise interactive, teaching methods. Front lawn outdoor learning areas have been completed. COLA and basketball courts is still being constructed under DoE management.	TPL for mathematics teachers on use of iPad in the classroom. Area completed to budget \$82000

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: • Development of a staff leadership pathway that incorporates staff accreditation at higher levels.

Evaluation	Funds Expended (Resources)
School executive are well equipped to support staff with requirements for accreditation and the use of eTams to record PL activities.	TPL session per semester devoted to training and supporting all teaching staff
Leadership opportunities continue to be provided to staff and senior executive have proactively worked with a number of staff to secure promotions positions.	Enhancing of whole school roles and working with staff in relieving positions

Process 2: • Development of a student leadership program that incorporates multiple pathways .

Evaluation	Funds Expended (Resources)
Student leadership pathway has yet to be finalised for students to map their progress.	3 periods relief for leadership coordinator \$7500
Leadership opportunities continue to be expanded with a direct pathway to university early entry scheme.	
Leadership opportunities have been expanded for students across year groups and plans are underway for formalising student leadership pathway in 2020.	

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: • Build teacher capacity in visible learning strategies.

Evaluation	Funds Expended (Resources)
Data was collected as evidence of the use of strategies and impact on learning. Data indicated that staff have successfully embedded formative assessment into their teaching repertoire. Further PL will be provided in 2020 to cement these practices.	2 hour session at whole school conference 4 x 1 hour TPL sessions

Process 2: • Develop systems and protocols for teachers to collect and analyse data on student learning.

Evaluation	Funds Expended (Resources)
Through professional development on formative assessment staff are confident in determining student comprehension of concepts and can adjust their teaching accordingly. Staff are now encouraged to implement formative assessment strategies within their daily practice to collect evidence of learning. Staff have been provided with professional development in developing a growth mindset in students.	1 x 1 hour session at whole school conference 1 x 1 hour TPL session

Process 3: • Strengthen student engagement with goal setting and self directed learning (feedback).

Evaluation	Funds Expended (Resources)
The program of embedding goal setting within the student body has been delayed due to issues with the development of software. Head Teacher Wellbeing has developed a student wellbeing pathway so that students progressively develop their strengths and goals.	Software cost \$1500 1 x 1 hour TPL session

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$106, 715	EAL/D students across the school have received assistance– group, individual, in–class, on–line both at home and school.
Low level adjustment for disability	SLSO staff \$75,524	<p>Identified students have successfully completed Maclit.</p> <p>All identified students have received targeted support from SLSOs</p> <p>IEP review meetings have been conducted for targeted students to determine future needs.</p>
Socio–economic background	\$45,826	<p>Students identified as at–risk have been provided with SLSO support in the classroom.</p> <p>Student assistance funding has been provided to students in need to support their education costs</p> <p>Students requiring assistance have been supported with BYOD</p>
Support for beginning teachers	\$56 310	<p>An evaluation of the mentoring sessions was conducted with extremely positive results, indicating that all beginning teachers felt supported throughout the year. Data provided to senior exec and used for 2020 planning.</p> <p>Three beginning teachers finalised their accreditation and others are completing their accreditation report in accordance with their individual timeframes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	564	584	595	593
Girls	489	497	515	519

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.3	95	94.7	93.9
8	93.1	93.7	93.2	92.5
9	92.8	93.6	92.6	91.4
10	91.6	91.1	91	91.4
11	93.1	93.9	90.9	90
12	93.7	93.3	93.1	90.6
All Years	93.3	93.4	92.6	91.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.9	1.6	3.2
Employment	2.3	2.7	24.4
TAFE entry	1.9	2	11.5
University Entry	0	0	56.5
Other	1.4	0	2.8
Unknown	0	0	1.6

Year 12 students undertaking vocational or trade training

25.31% of Year 12 students at Model Farms High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at Model Farms High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	58.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	16.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,865,906
Revenue	12,749,938
Appropriation	11,786,007
Sale of Goods and Services	81,388
Grants and contributions	848,962
Investment income	24,974
Other revenue	8,606
Expenses	-12,969,331
Employee related	-10,810,901
Operating expenses	-2,158,430
Surplus / deficit for the year	-219,393

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	856,624
Equity Total	361,443
Equity - Aboriginal	5,543
Equity - Socio-economic	56,312
Equity - Language	109,110
Equity - Disability	190,478
Base Total	9,822,699
Base - Per Capita	264,982
Base - Location	0
Base - Other	9,557,717
Other Total	489,198
Grand Total	11,529,965

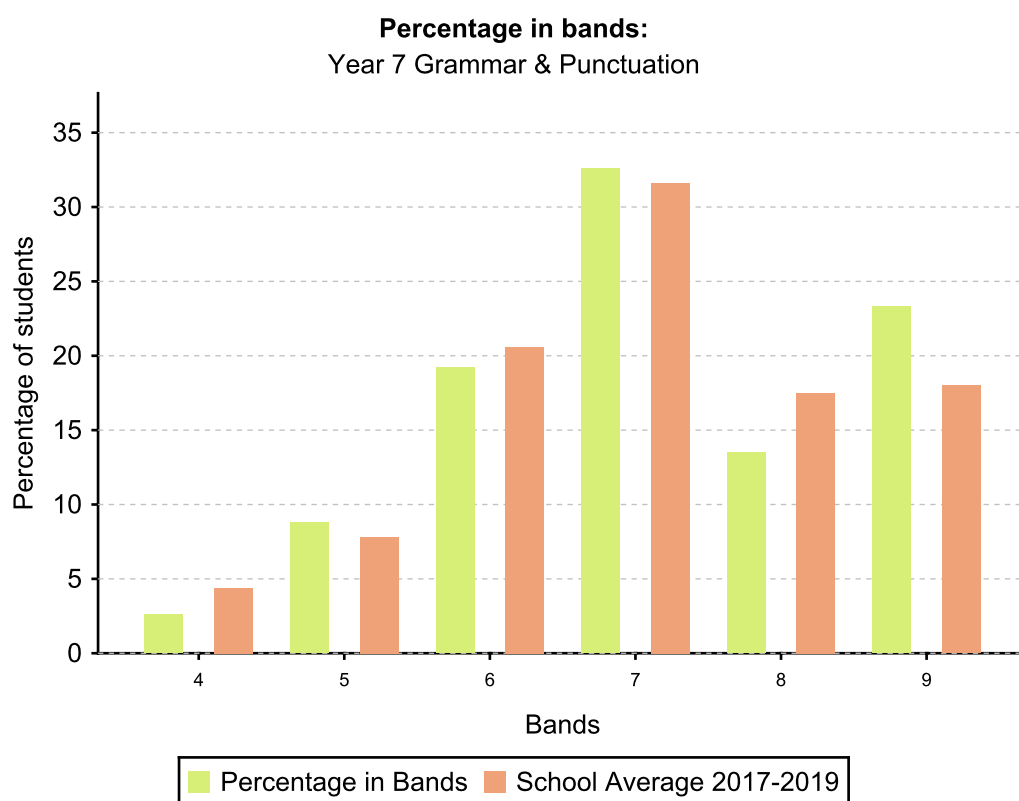
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

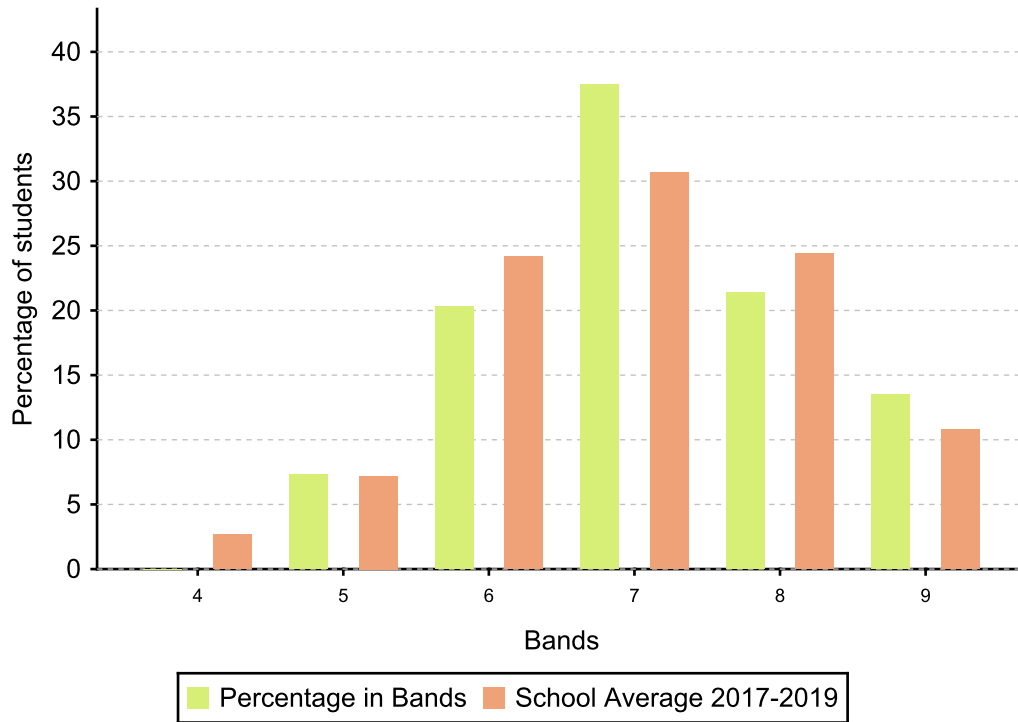
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



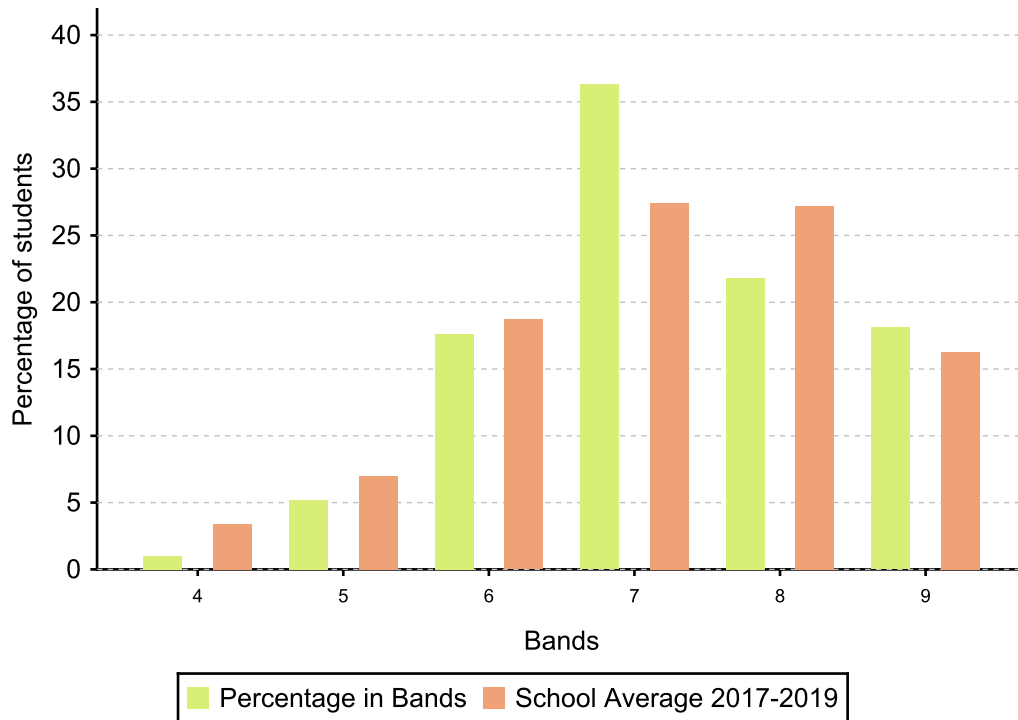
Band	4	5	6	7	8	9
Percentage of students	2.6	8.8	19.2	32.6	13.5	23.3
School avg 2017-2019	4.4	7.8	20.6	31.6	17.5	18

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	7.3	20.3	37.5	21.4	13.5
School avg 2017-2019	2.7	7.2	24.2	30.7	24.4	10.8

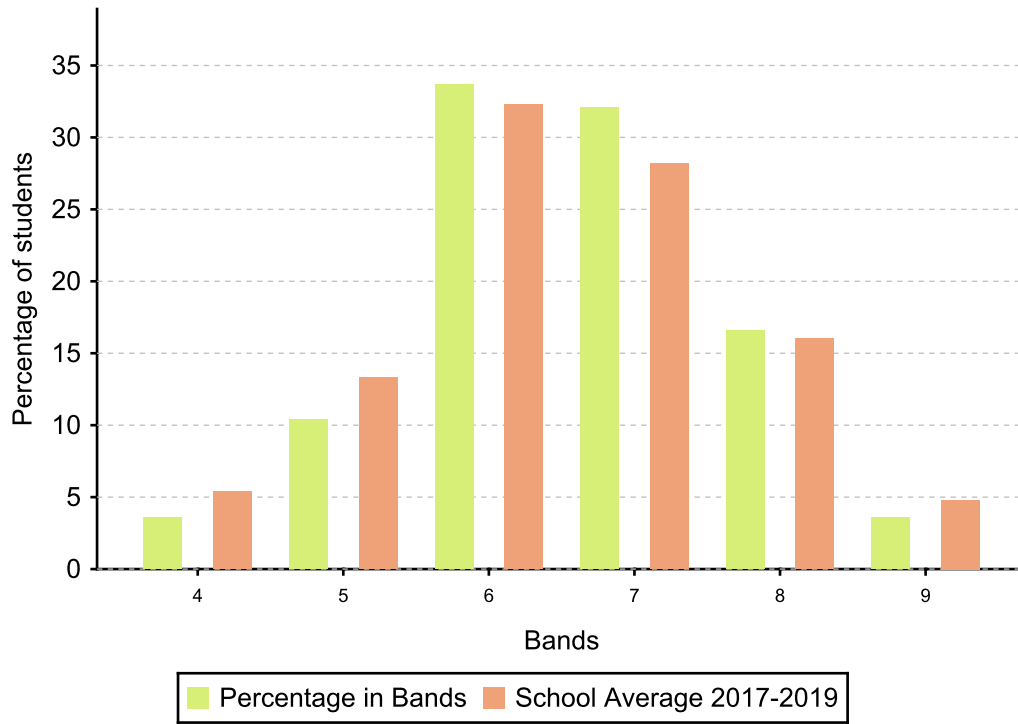
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	1.0	5.2	17.6	36.3	21.8	18.1
School avg 2017-2019	3.4	7	18.7	27.4	27.2	16.3

Percentage in bands:

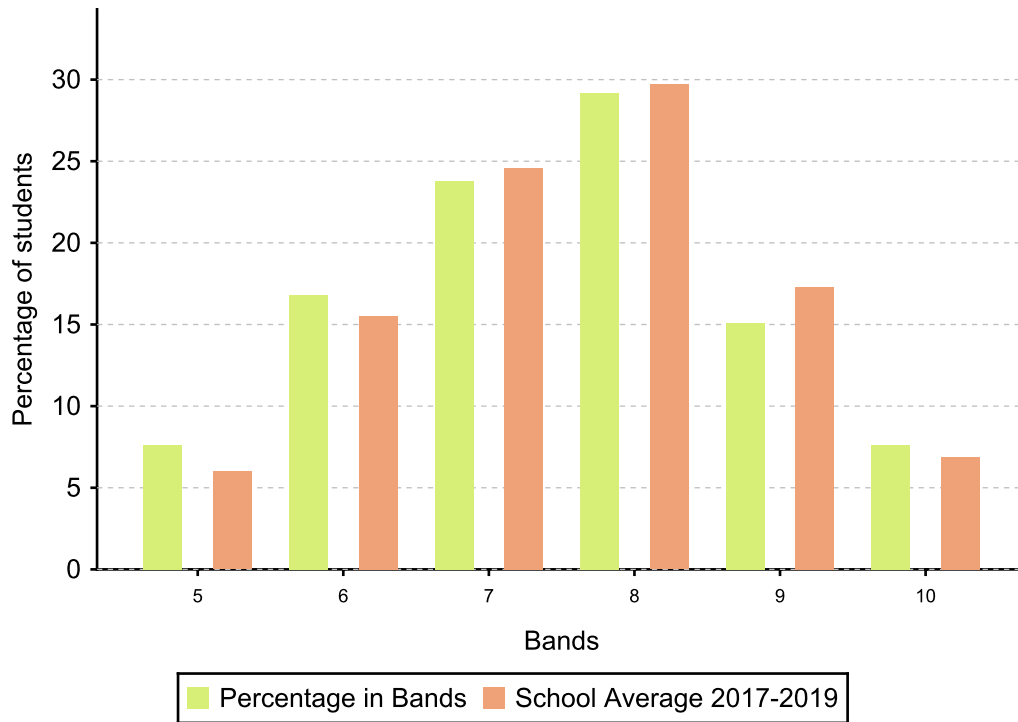
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	3.6	10.4	33.7	32.1	16.6	3.6
School avg 2017-2019	5.4	13.3	32.3	28.2	16	4.8

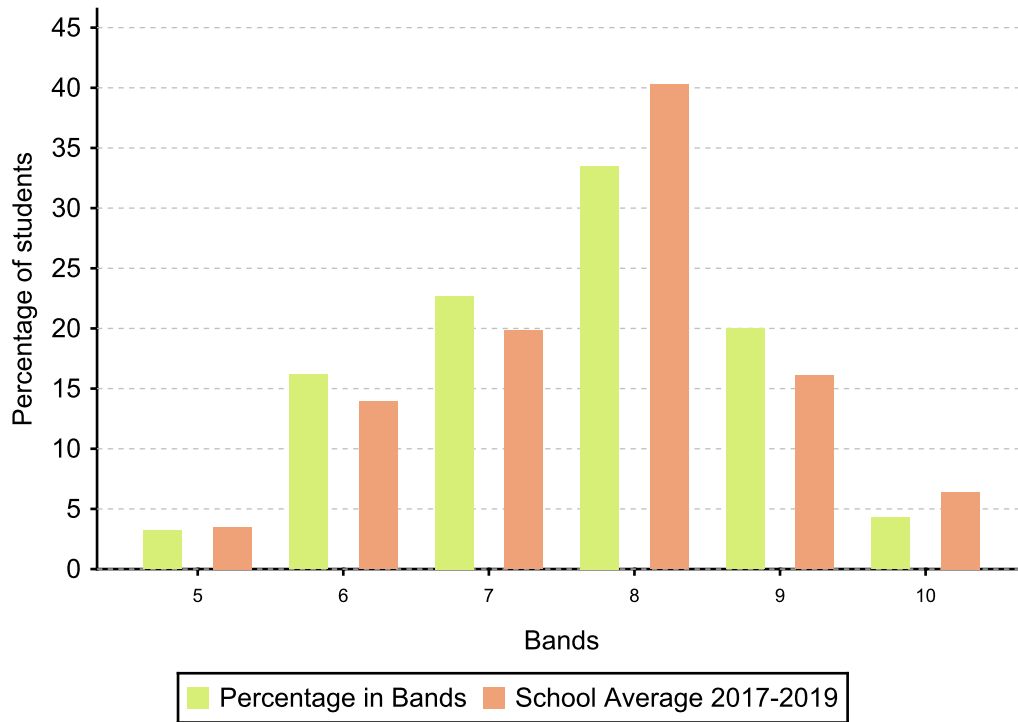
Percentage in bands:

Year 9 Grammar & Punctuation



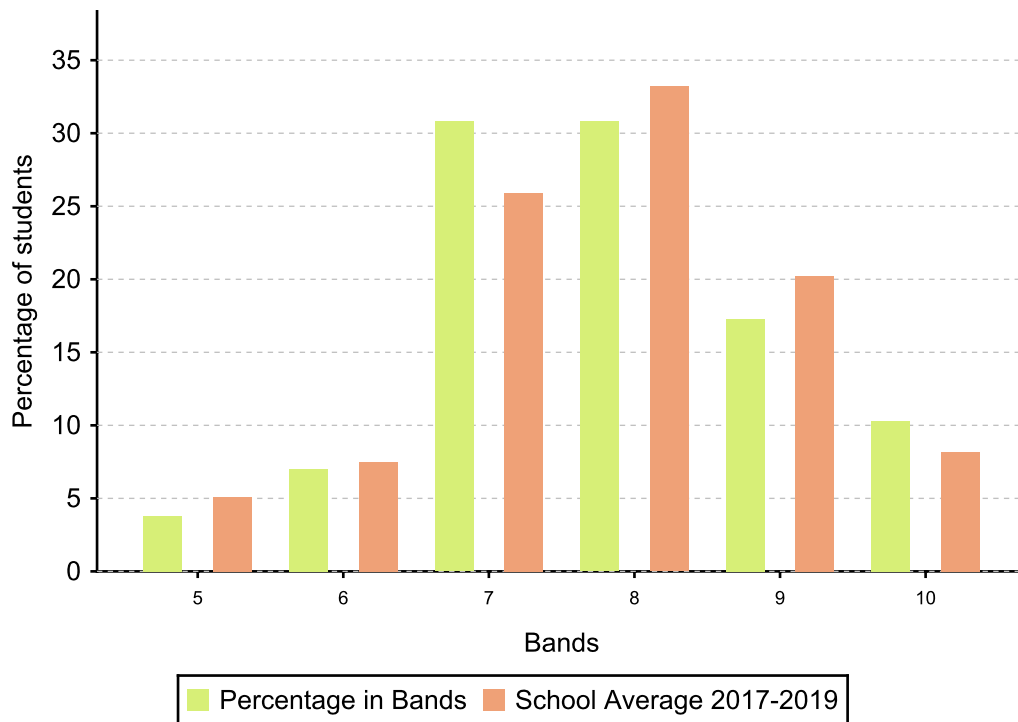
Band	5	6	7	8	9	10
Percentage of students	7.6	16.8	23.8	29.2	15.1	7.6
School avg 2017-2019	6	15.5	24.6	29.7	17.3	6.9

Percentage in bands:
Year 9 Reading



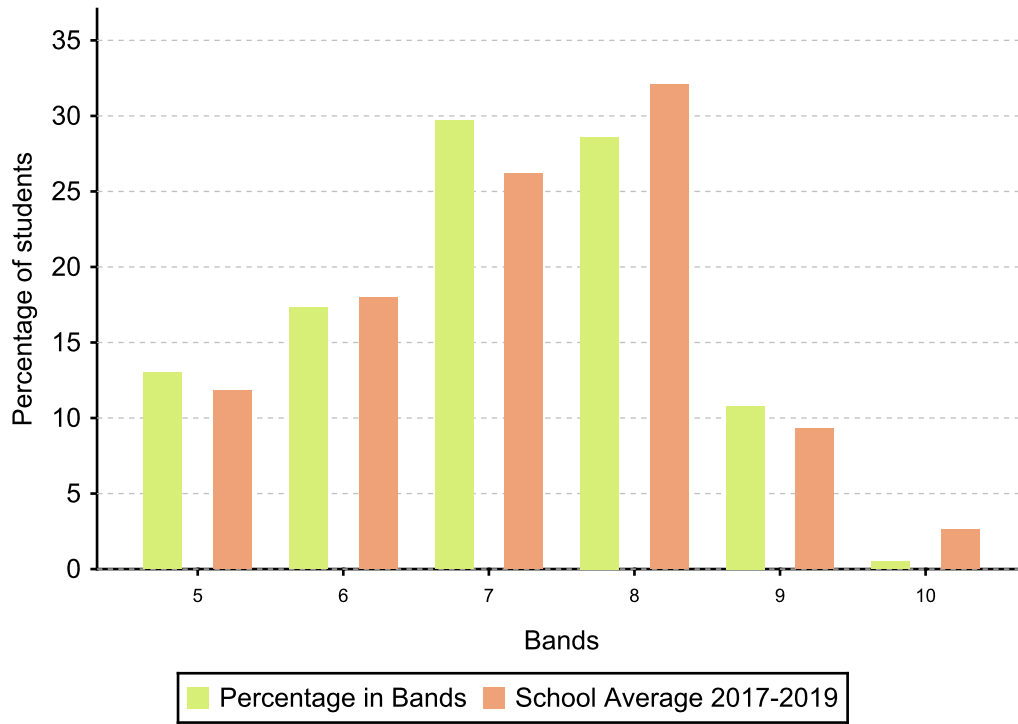
Band	5	6	7	8	9	10
Percentage of students	3.2	16.2	22.7	33.5	20.0	4.3
School avg 2017-2019	3.5	13.9	19.8	40.3	16.1	6.4

Percentage in bands:
Year 9 Spelling



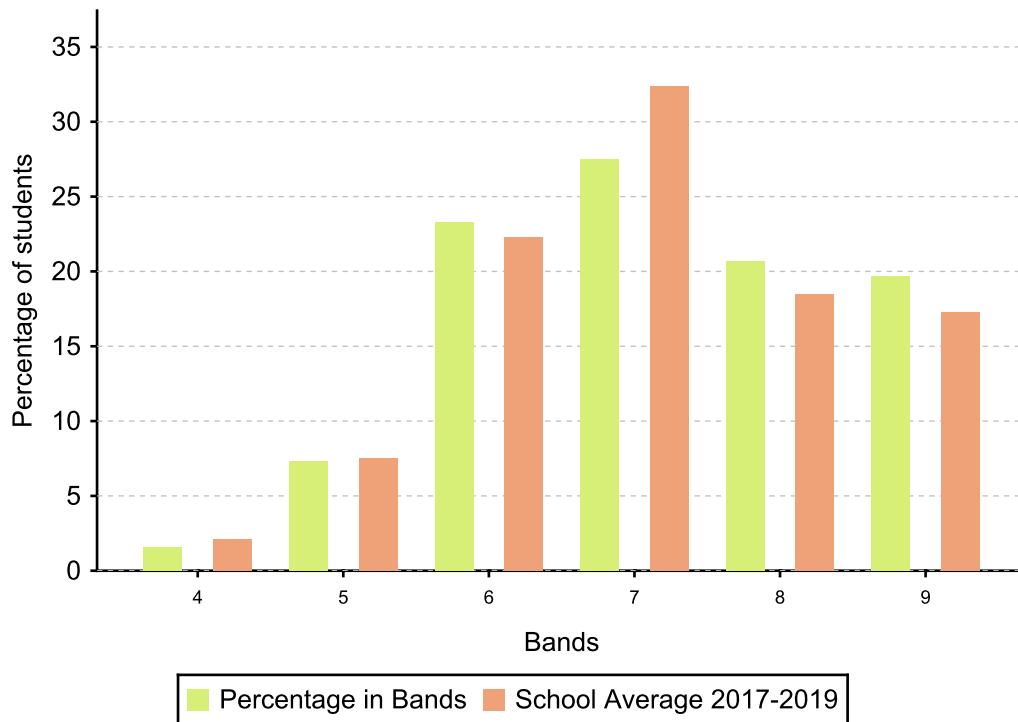
Band	5	6	7	8	9	10
Percentage of students	3.8	7.0	30.8	30.8	17.3	10.3
School avg 2017-2019	5.1	7.5	25.9	33.2	20.2	8.2

Percentage in bands:
Year 9 Writing



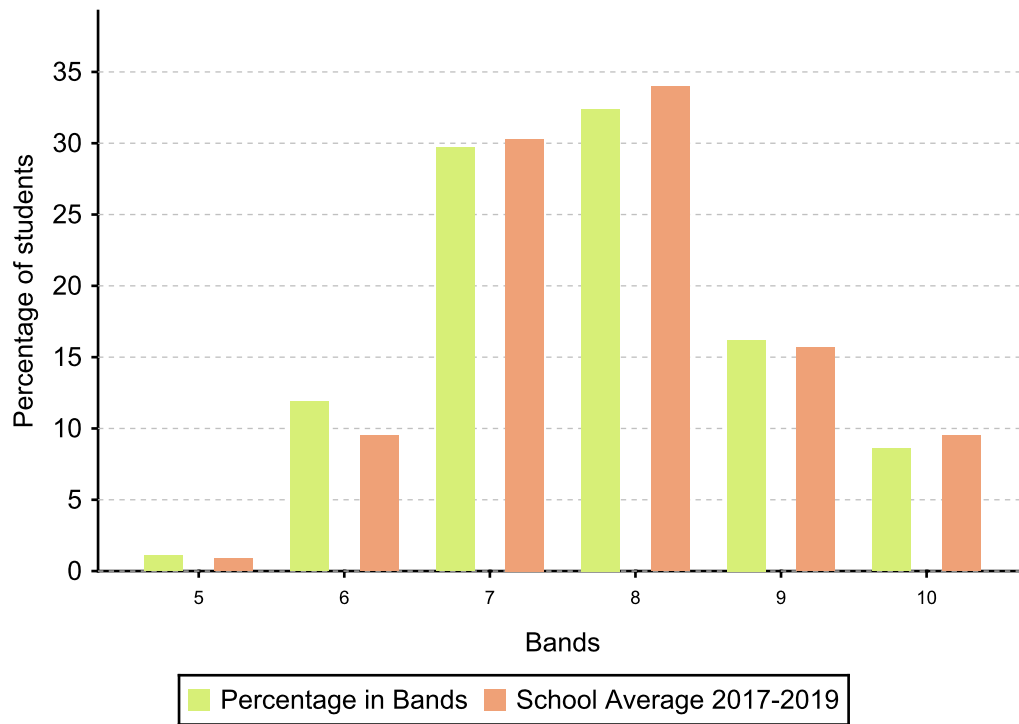
Band	5	6	7	8	9	10
Percentage of students	13.0	17.3	29.7	28.6	10.8	0.5
School avg 2017-2019	11.8	18	26.2	32.1	9.3	2.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.6	7.3	23.3	27.5	20.7	19.7
School avg 2017-2019	2.1	7.5	22.3	32.4	18.5	17.3

Percentage in bands:
Year 9 Numeracy

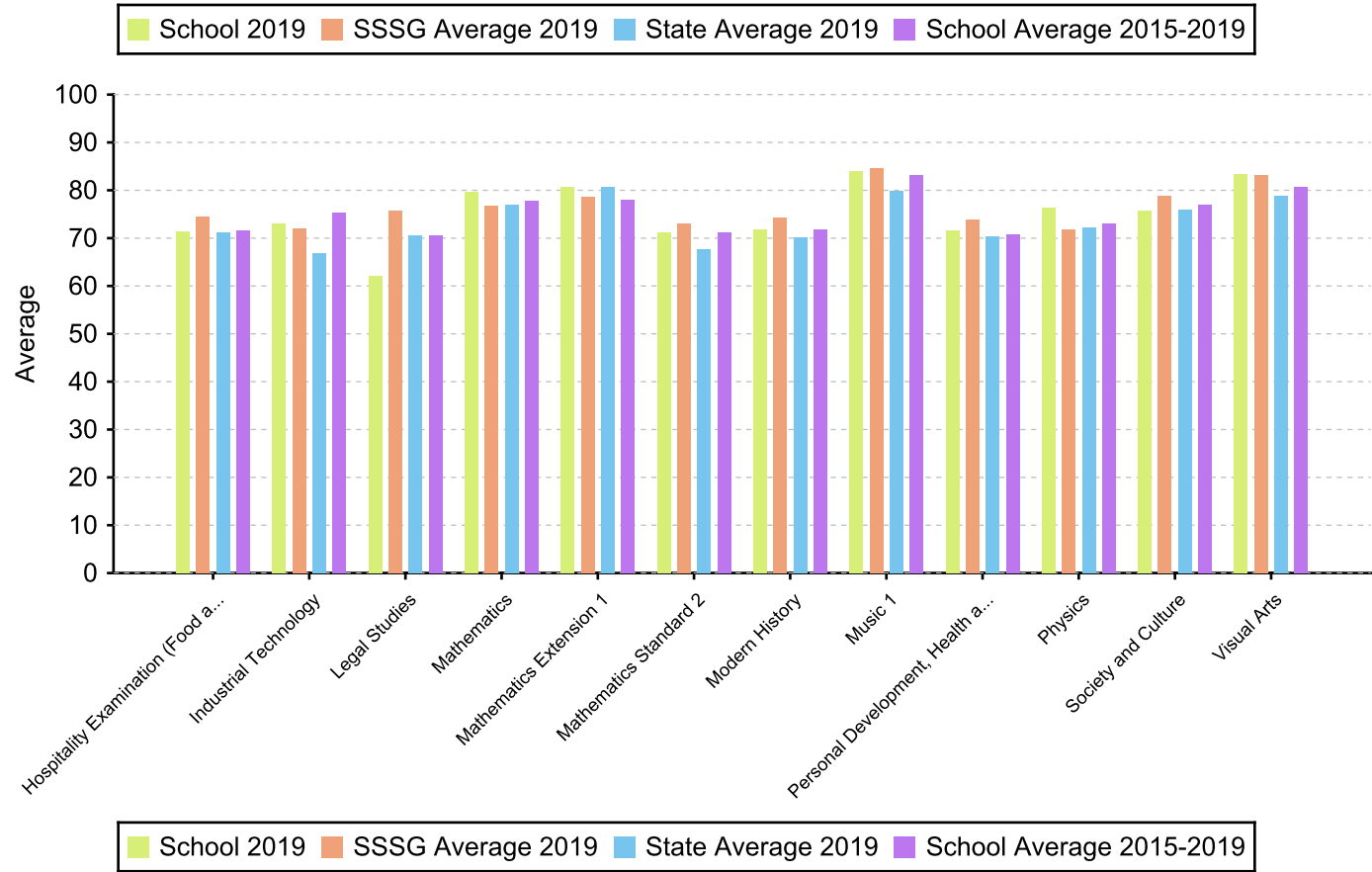
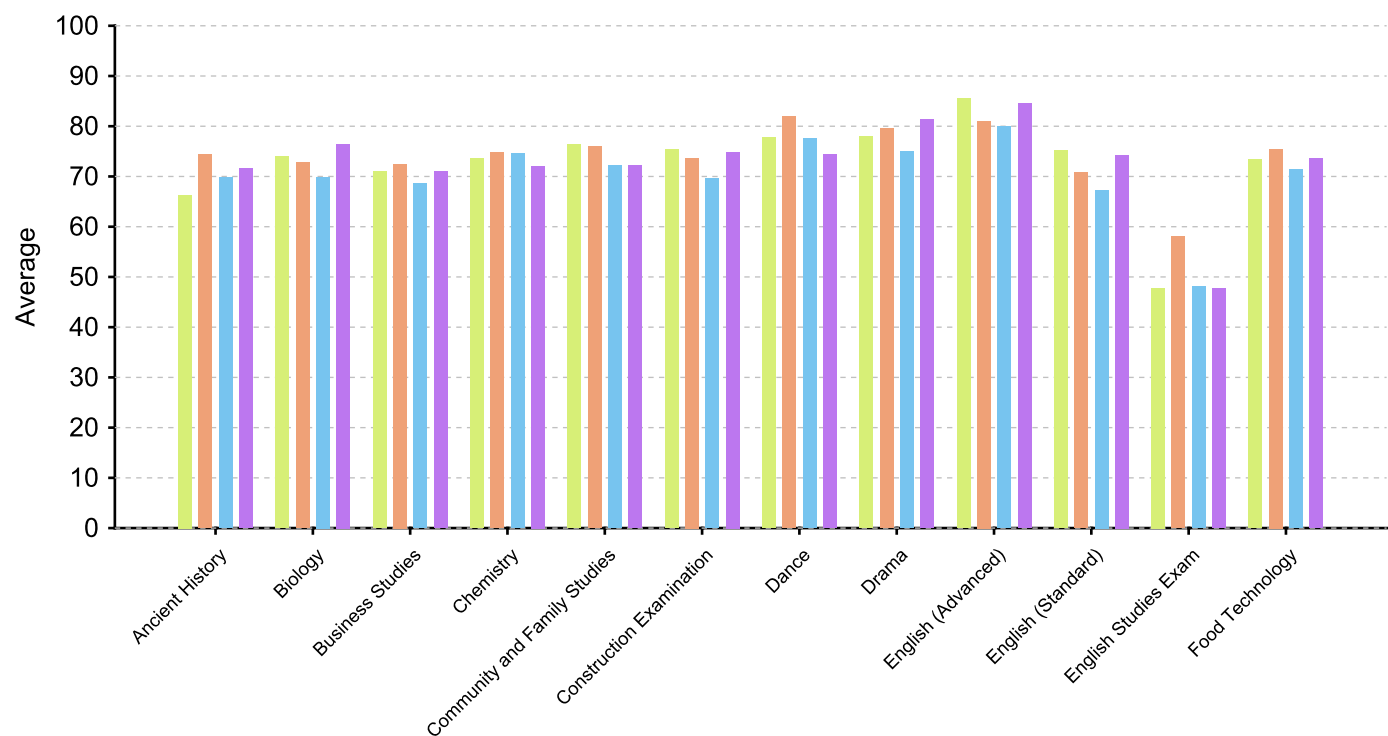


Band	5	6	7	8	9	10
Percentage of students	1.1	11.9	29.7	32.4	16.2	8.6
School avg 2017-2019	0.9	9.5	30.3	34	15.7	9.5

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	66.3	74.4	69.9	71.6
Biology	73.9	72.8	69.9	76.5
Business Studies	71.0	72.5	68.6	71.0
Chemistry	73.5	74.8	74.7	72.1
Community and Family Studies	76.4	75.9	72.2	72.2
Construction Examination	75.3	73.7	69.6	74.9
Dance	77.8	82.0	77.6	74.4
Drama	77.9	79.5	75.0	81.4
English (Advanced)	85.5	81.1	80.0	84.5
English (Standard)	75.1	70.8	67.3	74.3
English Studies Exam	47.8	58.0	48.1	47.8
Food Technology	73.4	75.5	71.4	73.5
Hospitality Examination (Food and Beverage)	71.5	74.5	71.1	71.5
Industrial Technology	73.0	72.1	66.8	75.3
Legal Studies	62.0	75.8	70.6	70.7
Mathematics	79.7	76.8	76.9	77.7
Mathematics Extension 1	80.7	78.7	80.6	78.0
Mathematics Standard 2	71.2	73.0	67.7	71.2
Modern History	71.9	74.4	70.2	71.9
Music 1	84.0	84.5	79.9	83.1
Personal Development, Health and Physical Education	71.6	73.9	70.5	70.8
Physics	76.3	71.9	72.1	73.0
Society and Culture	75.8	78.9	75.9	76.9
Visual Arts	83.4	83.1	78.8	80.6

Parent/caregiver, student, teacher satisfaction

Parents were consulted through a P&C meeting regarding proposed changes to the beginning of the school year for the staggered return of each year group. The proposed plan included a variety of guest speakers, study skills, wellbeing and goal setting activities to facilitate a positive start to the year and provide motivation and direction for all students. The plan was overwhelmingly accepted by the parent group, who recognised the value of staggering the start for each year group and providing a supportive structure to the beginning of the school year.

At Model Farms High School, once during a three year cycle, faculties undergo a validation of the evidence of their faculty self-assessment. In 2019 this involved the Home Economics faculty. As part of this annual review, students, parents and teachers are invited to provide feedback.

The Home Economics faculty engaged in discussions with a panel to have their self-assessment validated against the School Excellence Framework (SEF). This process of self-assessment and validation guides the faculty's strategic directions as well as recognising their achievements.

The self-assessment and validation indicated a high level of functionality within the faculty and provided evidence of the implementation of school initiatives such as formative assessment, PEEL writing strategy and differentiation. Future directions were identified to ensure continuity of the high standards set.

All students and teachers participated in the 'Tell Them From Me' survey. Results from this survey were analysed at the annual Executive conference and plans were made to address focus areas. In summary, both students and teachers felt a strong sense of belonging at school and believed that a positive learning environment existed. Students felt confident that they can achieve their academic goals. An area for further development identified was the need to develop a growth mindset among students.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.