

2020 Annual Report

Model Farms High School



8499

Introduction

The Annual Report for 2020 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

Model Farms High School

Gooden Drive

Baulkham Hills, 2153

www.modelfarms-h.schools.nsw.edu.au

modelfarms-h.school@det.nsw.edu.au

9624 3133

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Excelling

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 student's 21st century skills.

Evaluation	Funds Expended (Resources)
Survey results show that 96.2% of Year 7 to 10 students understand and can use PEEL effectively, while only 9.7% of Year 9 to 10 students indicating that they were comfortable with the STEP IT OUT process. This result is backed up by large numbers of students reporting that they do not understand how to respond to specific key terms in questions.	TPL funds for each faculty to release 2 staff to develop resources for implementation.

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

Evaluation	Funds Expended (Resources)
All students as a result of online learning, have developed their confidence in using Google Classroom. All Year 7 Maths classes continue to have 1 lesson per cycle devoted to the effective use of technology and coding. On return to school from online learning, Year 10 students' use of technology was not as high as other grades as the BYOD program has not been implemented with this grade.	Designated TPL sessions for staff to upskill in their use of technology in the classroom. Online learning activities for all staff to develop expertise in the use of Google classroom to support remote learning. TPL sessions on Screencastify led by teacher experts.

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

Evaluation	Funds Expended (Resources)
Due to COVID this was not a priority in 2020. All classrooms have access to interactive projectors and the school is committed to maintaining this resource.	No resources utilised due to Covid

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)
<p>Despite encouragement and support from senior executive to undertake higher levels of accreditation, staff do not see a value in pursuing this pathway.</p> <p>Due to COVID staff have not undertaken the use of a 360 tool to assess their current leadership capacity. Both teaching and leadership capacity were developed in alternate ways whilst managing the school's COVID response.</p> <p>All staff completed the CESE professional learning on 'What works best' and a 100 question survey on their practice.</p>	<p>CESE online TPL</p> <p>TPL sessions devoted to support leadership development of staff through discussions regarding the PDP goals.</p>

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

Evaluation	Funds Expended (Resources)
<p>Students have had limited opportunities to demonstrate improvement in their leadership capacities, such as delivering SALSA lessons, delivering student created well-being lessons and supporting chosen charities. But due to COVID the school's plan to implement activities so that students can assess their own leadership capabilities was delayed. However as a measure of success of the leadership opportunities available at Model Farms we were able to access 37 early entry offers in 2020, 17 more than 2019 and 25 more than 2018.</p>	<p>3 Periods relief for leadership co-ordinator \$7500</p>

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)
Staff CESE What Works Best Survey - formative assessment Survey results show that 84% of staff provide students with feedback that encourages student self-regulation.. They facilitate opportunities for students to reflect on and self-grade their assessments.. Over 90% of teachers use formative assessment strategies to monitor levels of student understanding and provide specific feedback to improve their work.	CESE 'What works best' survey TPL time for reflection and analysis

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

Evaluation	Funds Expended (Resources)
Staff have used a variety of technologies eg Google Classroom, Screencastify to cater for varying learning needs. From the end of Term 1 to beginning of Term 3 a staff member was employed to work with students who were not engaging in remote learning and struggled with the transition back to school. The Learning Support Team have initiated termly check ins for all students identified on NCCD to support their progress.	Support teacher \$51181 SLSO support Staff TPL for google classroom and Screencastify

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

Evaluation	Funds Expended (Resources)
During remote learning parents have indicated that they have a greater understanding of their child's learning. From surveys 62% of students in Year 7 to 10 indicate that they do set goals while only 48% of students reflect on their goals more than once a year.	Limited resources expended in this area due to Covid.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$109384	<p>Majority of Year 10 EAL/D were successfully supported to achieve their NESA minimum standards, while all Year 11 have achieved this credential.</p> <p>EAL/D student were supported in their learning both via withdrawal from class individually and group sessions.</p>
Low level adjustment for disability	Learning and Support Team - \$149384	<p>Progress letters sent to parents of students in our MacqLit program.</p> <p>Transition meetings held with parents of year 6 students who have been identified as needing learning support in 2021.</p> <p>Access Request applications completed</p>
Socio-economic background	\$34007	<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	\$22078	<p>Evaluation survey has been completed by all beginning teachers. This indicated that all beginning teachers value the extra support provided by the Teacher Mentor. In particular, they benefited from individual meetings as well as lesson observation feedback. Observing other teacher's lessons was also highly valued.</p> <p>Beginning Teachers are completing their Accreditation Report in accordance with individual timelines</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	584	595	593	603
Girls	497	515	519	535

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95	94.7	93.9	96
8	93.7	93.2	92.5	94.1
9	93.6	92.6	91.4	95.2
10	91.1	91	91.4	93.5
11	93.9	90.9	90	94.9
12	93.3	93.1	90.6	94.2
All Years	93.4	92.6	91.7	94.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	1.2	5.8
Employment	1.5	1.5	22.7
TAFE entry	1.5	2.5	14.6
University Entry	0	0	51.4
Other	0	0	3.1
Unknown	0	0	2.4

Year 12 students undertaking vocational or trade training

27.39% of Year 12 students at Model Farms High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Model Farms High School expected to complete Year 12 in 2020 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)	58.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,646,514
Revenue	12,609,646
Appropriation	12,029,295
Sale of Goods and Services	76,050
Grants and contributions	487,210
Investment income	9,045
Other revenue	8,047
Expenses	-12,320,505
Employee related	-11,204,277
Operating expenses	-1,116,228
Surplus / deficit for the year	289,141
Closing Balance	2,935,654

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.

	2020 Approved SBA (\$)
Targeted Total	130,959
Equity Total	406,907
Equity - Aboriginal	7,020
Equity - Socio-economic	66,035
Equity - Language	139,117
Equity - Disability	194,735
Base Total	10,899,135
Base - Per Capita	271,688
Base - Location	0
Base - Other	10,627,447
Other Total	448,220
Grand Total	11,885,220

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

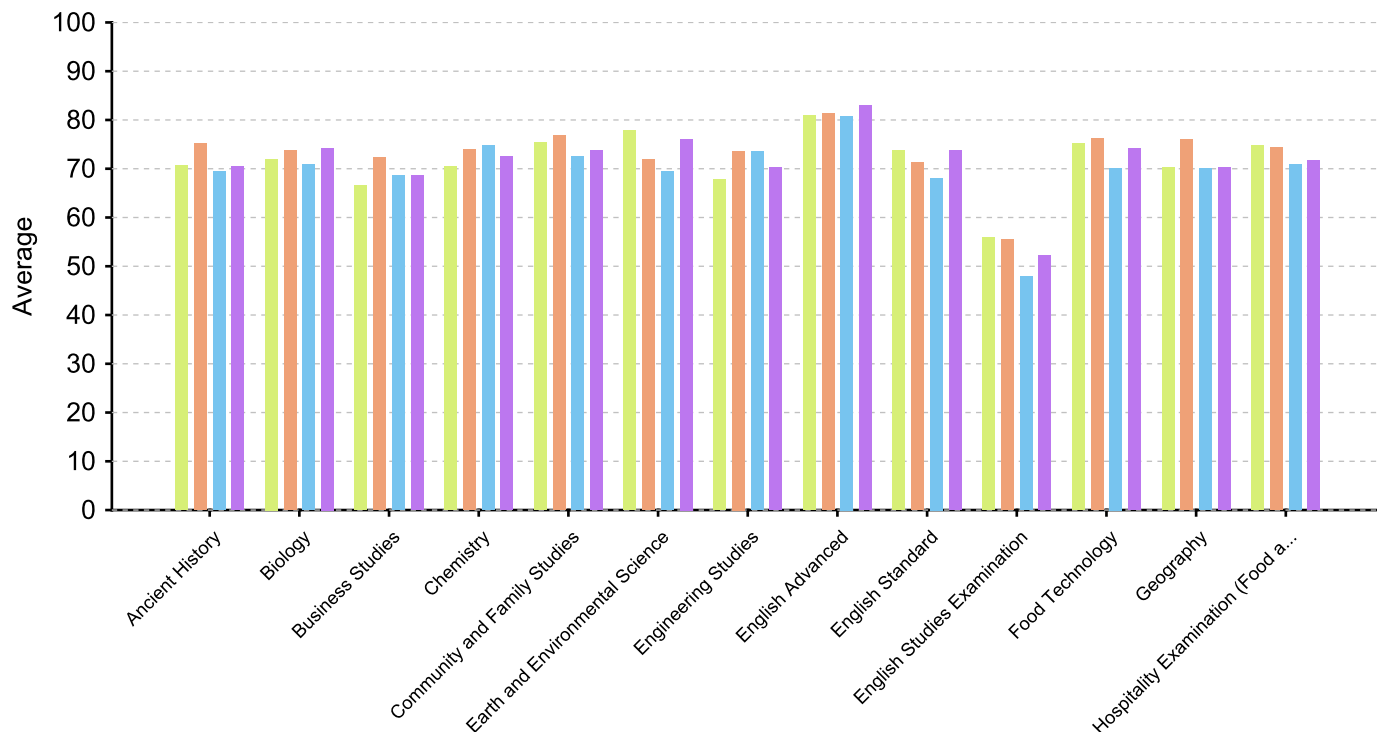
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

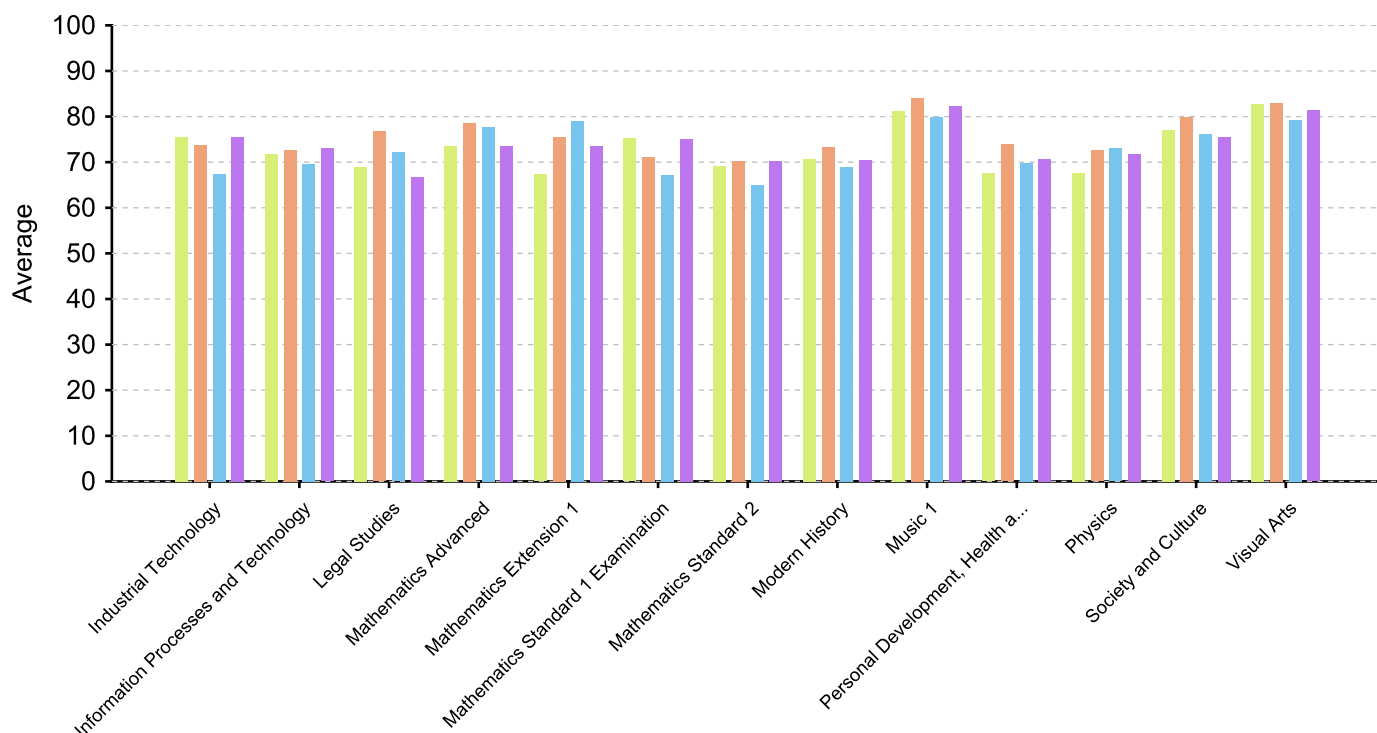
School performance - HSC

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.



■ School 2020
 ■ SSSG Average 2020
 ■ State Average 2020
 ■ School Average 2018-2020



■ School 2020
 ■ SSSG Average 2020
 ■ State Average 2020
 ■ School Average 2018-2020

Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	70.6	75.2	69.4	70.4
Biology	72.0	73.8	70.8	74.3
Business Studies	66.5	72.3	68.6	68.5
Chemistry	70.4	73.9	74.8	72.5
Community and Family Studies	75.4	76.9	72.4	73.8
Earth and Environmental Science	77.9	71.9	69.5	76.1
Engineering Studies	67.8	73.6	73.6	70.3
English Advanced	81.0	81.4	80.8	82.9
English Standard	73.8	71.2	68.1	73.7
English Studies Examination	55.9	55.4	47.9	52.2
Food Technology	75.1	76.2	70.2	74.1
Geography	70.2	76.0	70.1	70.2
Hospitality Examination (Food and Beverage)	74.7	74.4	70.8	71.6
Industrial Technology	75.6	73.7	67.5	75.6
Information Processes and Technology	71.8	72.6	69.6	73.0
Legal Studies	68.9	76.7	72.1	66.7
Mathematics Advanced	73.6	78.6	77.7	73.6
Mathematics Extension 1	67.3	75.5	79.1	73.6
Mathematics Standard 1 Examination	75.2	71.1	67.2	75.2
Mathematics Standard 2	69.2	70.2	64.9	70.3
Modern History	70.7	73.3	68.9	70.5
Music 1	81.3	84.1	79.8	82.3
Personal Development, Health and Physical Education	67.5	73.9	69.9	70.8
Physics	67.6	72.6	73.0	71.9
Society and Culture	77.1	79.9	76.2	75.6
Visual Arts	82.8	83.0	79.2	81.3

Parent/caregiver, student, teacher satisfaction

All students and teachers participated in the 'Tell Them From Me' survey. Results from this survey were analysed 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. The majority of teachers indicated a strong staff morale existed and were confident in the leadership of the school in leading improvement and change. Students felt confident that they can achieve their academic goals and believed that a culture of high expectations existed in the school. 80% of students agreed that staff at the school support their well being.

Parents were surveyed to gather their opinions and satisfaction about changes to the school uniform. A large number of responses were received. Overwhelmingly, parents supported changes to the school tracksuit (82%) and sports shorts (75%)., however there were less favourable responses to changing the senior girls skirt (60%). As a result of this consultation, the P&C have investigated and presented new options for purchase later in 2020.

Additionally, parents were consulted as part of the development of our school situational analysis in preparation for the new Strategic Improvement Plan for 2021. Analysis of a number of data sources was conducted to develop three strategic directions for the next four years. These were presented to parent representatives for discussion. All parents supported the directions proposed.

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.