

2021 Annual Report

Model Farms High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Our vision is to be partners in learning and to be collaborative, empowering all students to become confident, resilient, self-directed and successful learners.

Model Farms High School is committed to providing best practice quality teaching so that students achieve personal best in all endeavors and to foster a culture of positive, respectful relationships and high expectations.

To achieve excellence and prepare students for tertiary study and employment we build strong foundations in literacy, numeracy and content knowledge underpinned by confidence in each student's ability to critically self-reflect and challenge themselves for further growth.

School context

Model Farms High School is a large co-educational, comprehensive high school in north-western Sydney, with an enrolment of 1130 students, including 1% Aboriginal students and 34% language background other than English students. The school has an established record of excellence in academic and sporting pursuits as well as diverse programs in the area of creative and performing arts.

The school includes a support unit of three classes, with two Autism Spectrum Disorder classes and a Moderate Intellectual Disability class. Model Farms High School enjoys a positive community profile based on its broad curriculum including Agriculture, effective welfare programs and wide range of extra-curricular activities.

The school's staffing entitlement in 2021 was 60.8 classroom teachers and 12.5 non teaching staff. In addition, through equity funding, the school employs four SLSO's. Our executive staff has undergone change within the last 3 years, with seven new appointments.

The school's equity funding will be spent on supporting student's literacy skills through programs including MacqLit and small group teaching using Student Learning and Support Officers (SLSO's). Other equity funding will support a mentoring program for new and beginning teachers, EALD students and those significantly impacted by COVID in 2020.

The school is committed to continually improving effective classroom practices with staff professional learning being a highly important driver of this. This learning will focus on literacy, numeracy, student wellbeing and effective classroom practice as the elements that underpin student learning, engagement and achievement.

The school will introduce a wellbeing app (Forge) that will allow key personnel to early identify students with additional wellbeing needs so that tiered interventions can be implemented. This will also enhance our understanding of the wellbeing of all students through regular check ins.

Model Farms High School has partnered with the Australian Catholic University - Institute for Positive Psychology and Education in a project to understand and improve student and teacher wellbeing and drive high expectations using a whole school evidence based research approach.

Model Farms will implement literacy (reading and writing) and numeracy strategies to assist all students understanding and targeted interventions for those needing greater assistance. The school will also work closely with our community to enhance the percentage of students within the school attending more than 90% of the time.

There will also be a focus on Higher School Certificate performance, including staff professional learning around high expectations and strategies to turn Band 5 and 6 potential into performance. Each faculty is developing strategies to achieve individual and group growth through the deep analysis of data.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and to build strong foundations for success, the school community will establish a culture of aspirational expectations. Teachers will confidently use data to evaluate their effectiveness and reflectively adapt their teaching to respond to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy
- High Academic Expectations

Resources allocated to this strategic direction

Socio-economic background: \$38,400.00

Professional learning: \$52,300.00

Per Capita: \$50,000.00

Summary of progress

To support student growth and increase the professional capacity of staff, resources were allocated to employ a Deputy Principal (Instructional Leadership) at Model Farms High School for 2021-2022. This additional senior executive was used to collaboratively develop cross-KLA teams which addressed several of our strategic directions, particularly in the areas of Literacy, Numeracy, Explicit Quality Teaching, High Potential and Gifted Students and Wellbeing.

Throughout Term 2, 2021, the Deputy Principal (IL) conducted an audit of the school's approach to writing pedagogy. The audit included analysing the results of student surveys, examining both internal and external student data, interviewing teachers, Head Teachers and team leaders, consulting with Literacy Advisors and reviewing current literature on writing pedagogy. The results of the audit demonstrated that writing structures were taught effectively across all subject areas (explaining the school's high 'middle band' results in external testing), however an additional strategy was required to support student's higher order thinking and writing skills. As a result, in consultation with the Executive, Literacy Team and Explicit Quality Teaching Team, the Deputy Principal (IL) developed the new MFHS Writing Plan. Under the plan, all KLAs will continue their strong focus on PEEL in Stage 4, however ALARM will also be introduced in Stage 5 and additional Models and Worked Examples will be utilised in Stage 6. Staff training on analysing writing data, the overall plan and explicitly teaching ALARM began in Term 4 2021, however professional learning will need to continue throughout 2022. This will ensure that teachers are fully able to utilise these writing strategies with students into the future.

Resources were also utilised throughout 2021 to enable the Literacy Team to meet and participate in additional professional learning on student reading skills. Triangulated findings from NAPLAN, PAT and Check-in indicated that this training would have the most impact if it focused on Stage 4 reading pedagogy. Team members therefore completed several sessions on Vocabulary, Fluency and Comprehension, which were facilitated by the school's Literacy Advisors and Deputy Principal (IL). An action research approach enabled team members to effectively teach reading strategies to students from Term 3 2021, and a new MFHS Reading Plan was developed by Term 4. The plan draws from the distributed leadership model, and will support teachers from the literacy team as they conduct their own professional learning sessions with the rest of the Model Farms High School staff in 2022.

Throughout 2021, the Numeracy Team also analysed data, and determined students' strengths and areas of need. One of the team's conclusions was that students struggled with the literacy requirements of numeracy questions; therefore to effectively manage school resources, as well as organisational change, more emphasis was placed on literacy pedagogy than numeracy in 2021. Having trialed the above approach to reading, and finding it successful, it is anticipated that a similar model will be used to build capacity in explicitly teaching numeracy. This will begin with training of the Numeracy Team in 2022, followed by the development of a numeracy plan and training of all teaching staff in 2023.

In terms of catering for High Potential and Gifted (HPG) students, the HPG Team began the year by conducting surveys to determine how faculties were differentiating across each domain. This information was used to determine what professional learning, processes and interventions would be required. As a result, the HPG team and Yr 7 Magna Facta teachers received specialist training from the Australian Gifted Support Centre. The training focused on identifying, pre-assessing and differentiating learning for High Potential and Gifted students. Procedures for faculties to identify HPGs were updated and streamlined throughout the year. The professional learning informed the 2021 selection process for the Magna Facta class and will lead to updated programs, resources and pedagogical strategies for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achieve an uplift of 13% from the baseline in the Top Two bands for Numeracy Years 7-9.	The school is working towards an uplift in the Top Two bands for numeracy in Years 7 - 9, with a school numeracy team being established to achieve this target.
In school testing demonstrates improvement as a result of the implementation of reading strategies in Stage 4/5.	Year 9 Reading results have increased by 2%.
Improvement in the percentage of HSC course results in top 2 bands from the baseline trending towards the lower bound target.	The percentage of HSC course results in the Top Two bands has increased from 25.69% in 2020 to 30.59% in 2021, therefore making progress towards the lower bound target.
A stage 4 reading program has been identified and developed.	The new MFHS Reading Plan has been developed and will be implemented from Term 1, 2022.
A stage 4 numeracy program has been identified and developed.	A numeracy team has been formed, and training to develop a numeracy plan will take place in 2022.

Strategic Direction 2: Highly Effective Teaching Practices

Purpose

The school's Situational Analysis identified the need for establishing effective conditions for learning where classrooms are dynamic, engaging, well managed and have high expectations. Teachers use data to determine where their students are in their learning and to develop future individual curriculum goals to achieve their personal best.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive, respectful relationships
- Explicit Quality Teaching

Resources allocated to this strategic direction

Per Capita: \$14,496.00

Socio-economic background: \$14,184.92

Summary of progress

In 2021, all staff participated in two 3 hour professional learning sessions focused on understanding and implementing Learning Intentions and Success Criteria (LISC). The professional learning included: a review of relevant educational research (e.g. Hattie's findings on explicitly communicating learning goals); models of learning intentions/success criteria across all KLAS; models of different strategies for explicitly communicating LISC to students and; time to collaborate, both in non-KLA pairs and faculty groups. Using the gradual release of responsibility model, teacher representatives from a variety of KLAS presented to staff about how they implemented LISC. Faculty groups went on to collaboratively develop SMART goals for the implementation of Learning Intentions and Success Criteria and teachers began communicating LISC to their classes in light of this goal. Staff were to attend a third professional learning session in Term 3, however senior executive decided to change the focus of this meeting to cater for the impact of remote learning. Instead, members of the school's explicit quality teaching team reinforced LISC within their faculties and gathered evidence about the implementation of this strategy. Further reinforcement of explicitly communicating LISC will need to take place in 2022, however based on teacher's current knowledge, understanding and skills, this should now be embedded into other programs (such as professional learning on Writing and Reading).

As well as participating in external testing such as Yr 7 & 9 NAPLAN and Year 8 Check-in, all students in Years 7 to 10 completed the ACER PAT reading and numeracy test in 2021. Results from this testing were triangulated, and overall trends were communicated to staff. Teachers participated in professional learning on collecting and analysing individual student data and they used this information to determine the learning needs of each student within their classes. In addition, staff were provided with dedicated PL time at the end of each term to review data and adjust teaching and learning programs. In addition, all classroom teachers completed scaffolded HSC analysis and had ongoing discussions with Head Teachers. Head Teachers tracked trends within their faculty and reflected on future directions with senior executive. In 2022, MFHS will further strengthen its use of data by formalising how staff use formative and summative assessment to inform their teaching and differentiation practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers have an understanding of Learning Intentions Success Criteria (LISC) and can implement this in the classroom. All teachers will regularly collect data to track student learning.	MFHS teachers have participated in professional learning on formative assessment and LISC. Faculties have developed SMART goals on LISC and have collected evidence on their implementation. All teachers have analysed a range of data sources for students in their own classes, including RAP, Naplan and NCCD. All teachers have been given time to review this data throughout the year. Head Teachers also reviewed this data with teachers in their faculty. This informed future school planning.
School values to be reviewed in 2022.	Students were surveyed in 2021, and data is available for the review of

School values to be reviewed in 2022.	school values in 2022.
Behaviour management practices to be evaluated in 2022.	Behaviour data was evaluated in 2021, in preparation for the review of school values and behaviour management practices from 2022.
School wide systems have been implemented for the collection of student performance data. eg HSC analysis, Tuesday Week 10, Check in assessments, PAT testing data.	All Year 7 - 10 students participated in PAT Reading and Numeracy, and data has been triangulated with NAPLAN and Check-in. All classroom teachers and Head Teachers have completed scaffolded analysis of RAP.

Strategic Direction 3: Wellbeing and Connectedness

Purpose

Students who are known, valued and cared for are healthy, happy, engaged and successful learners. Research demonstrates a strong correlation between attendance, academic attainment and positive wellbeing. Wellbeing and learning are inextricably linked and at Model Farms we will use effective evidence-based wellbeing initiatives and strategies to enhance student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Students as leaders of their own learning
- Positive Engagement

Resources allocated to this strategic direction

Professional learning: \$38,800.00

Per Capita: \$14,665.00

Summary of progress

Attendance rates at MFHS remained strong throughout 2021. A range of attendance strategies were implemented across the school with positive impacts recorded. MFHS also engaged in regular communication and consultation with parents and relevant community services to best support the attendance needs of all students. However, students learning from home across Term 3 and into Term 4 did increase overall student attendance rates beyond those expected, due to the required attendance reporting procedures for this time period. Moving forward into 2022, a key objective for MFHS will be to further engage with students identified as "at risk" of experiencing negative attendance patterns. Through its Wellbeing team, Assistant Year Advisors will work closely with the Head Teacher Administration to accurately identify, support and restore the attendance patterns of "at risk" students.

To address the wellbeing needs of students, MFHS resourced, procured and began utilising the Forge Program in 2021. Despite some initial technical difficulties with access and student enrolment, the survey was rolled out to all students in weeks 3, 6 and 9 of each term. Engagement with the program was high, with procedures introduced to enable absent students to complete the survey upon their return to school. Analysis of Forge data was completed by the school's SSO, who supplied trends and individual student results to Year Advisers. These staff were then utilised to record truncated data on school-based systems, communicate with staff and follow up with students. In assessing the delivery and impact of the program, the Wellbeing Team (inc. Year Advisers, SSO, HT Wellbeing, Careers Adviser, Support Teacher and Deputy Principals) considered the timing of the surveys, student engagement, staff follow up and utilisation of roll call time/staff. As a result, Forge will continue to be trialed for Pastoral Care throughout 2022, when a final assessment of the program's suitability will be made.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending school at least 90% of the time from the baseline trending towards the lower bound target.	The percentage of students attending 90% or more of the time increased from 74.07% in 2019 to 77.39% in 2021. This increase demonstrates progress toward the system-negotiated lower bound target.
Improvement in the percentages of students reporting positive wellbeing across all three measures in the Tell Them From Me survey from the baseline trending towards the lower bound target.	The school has made limited progress in increasing the percentages of students reporting positive wellbeing across all three measures in the Tell Them From Me survey. The efficacy of external wellbeing programs will therefore be evaluated in 2022.
A student goal setting platform has	A platform for delivering the goal setting program was investigated in Term

been piloted.	1, 2021. This program will be delivered in a more suitable format in 2022.
All students will have completed the FORGE survey each term.	Students completed the Forge survey during Week 3, 6 and 9 of each term, and data was analysed by school staff.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,769.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: The employment of an EAL/D to support students, as well as additional SLSO support, both inside the classroom and through extra-curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of an EAL/D, with some adjustment to school staffing.</p>
<p>Integration funding support</p> <p>\$98,420.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Model Farms High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Identified students were provided assistance in both class and non-classroom settings, supporting them in their learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to support the learning and wellbeing needs of students. The use of integrated funding will be adjusted throughout the year in response to reviews to ensure that each student's needs are supported appropriately.</p>
<p>Socio-economic background</p> <p>\$64,840.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Model Farms High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • High Academic Expectations • Explicit Quality Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$64,840.92</p>	<p>include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy/numeracy programs to support identified students with additional needs • employment of additional staff to support literacy and numeracy professional learning and program implementation. <p>The allocation of this funding has resulted in: Targeted professional learning to build staff capacity in leading literacy initiatives across all KLAs. These staff members have strengthened their knowledge and understanding of vocabulary, fluency and comprehension and their explicit teaching of reading skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: This professional learning will be delivered to all staff throughout 2022 to embed reading strategies into Stage 4 programs and teaching practices.</p>
<p>Aboriginal background</p> <p>\$14,911.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Model Farms High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: An increase in the number of families engaging in the PLP process, supporting students to achieve their personal learning and wellbeing goals. PLPs were reviewed and adjusted accordingly each term, and implemented across all KLAs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to support Indigenous students through differentiated and personalised learning plans.</p>
<p>English language proficiency</p> <p>\$119,539.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Model Farms High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and are willing to take risks with their use of English, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of additional staff to support the targeted learning needs of identified students.</p>

<p>Low level adjustment for disability</p> <p>\$197,468.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Model Farms High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students <p>The allocation of this funding has resulted in: Targeted support for identified students, leading to improved literacy and numeracy skills. There was a 3% increase in Year 9 students moving from the bottom two bands to the middle two bands in NAPLAN numeracy between 2019 and 2021. There was also a 2% increase in Year 9 students moving from the bottom two bands to the middle two bands in NAPLAN reading between 2019 and 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of LaST and SLSOs to provide support for identified students.</p>
<p>COVID ILSP</p> <p>\$65,637.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were identified at risk during and following remote learning. • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: The delivery of small group tuition to identified Years 7 - 10 students. 93% of students demonstrated improvement in their literacy and/or numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued intervention to support student's literacy and numeracy skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	595	593	603	612
Girls	515	519	535	521

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.7	93.9	96	94.1
8	93.2	92.5	94.1	92.9
9	92.6	91.4	95.2	89.7
10	91	91.4	93.5	91.1
11	90.9	90	94.9	91.3
12	93.1	90.6	94.2	92.4
All Years	92.6	91.7	94.7	92
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	11.88	4.85	0
Employment	8.41	6.79	3.03
TAFE entry	12.37	9.70	12.12
University Entry	0	0	84.85
Other	1.98	3.88	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

19.32% of Year 12 students at Model Farms High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Model Farms High School expected to complete Year 12 in 2021 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)	58.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,935,654
Revenue	12,929,748
Appropriation	12,436,081
Sale of Goods and Services	62,303
Grants and contributions	419,748
Investment income	4,209
Other revenue	7,407
Expenses	-13,019,813
Employee related	-11,969,634
Operating expenses	-1,050,179
Surplus / deficit for the year	-90,065
Closing Balance	2,845,589

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.

	2021 SBAR Adjustments (\$)
Targeted Total	101,189
Equity Total	389,789
Equity - Aboriginal	7,940
Equity - Socio-economic	64,841
Equity - Language	119,539
Equity - Disability	197,469
Base Total	11,078,465
Base - Per Capita	285,314
Base - Location	0
Base - Other	10,793,151
Other Total	561,619
Grand Total	12,131,061

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

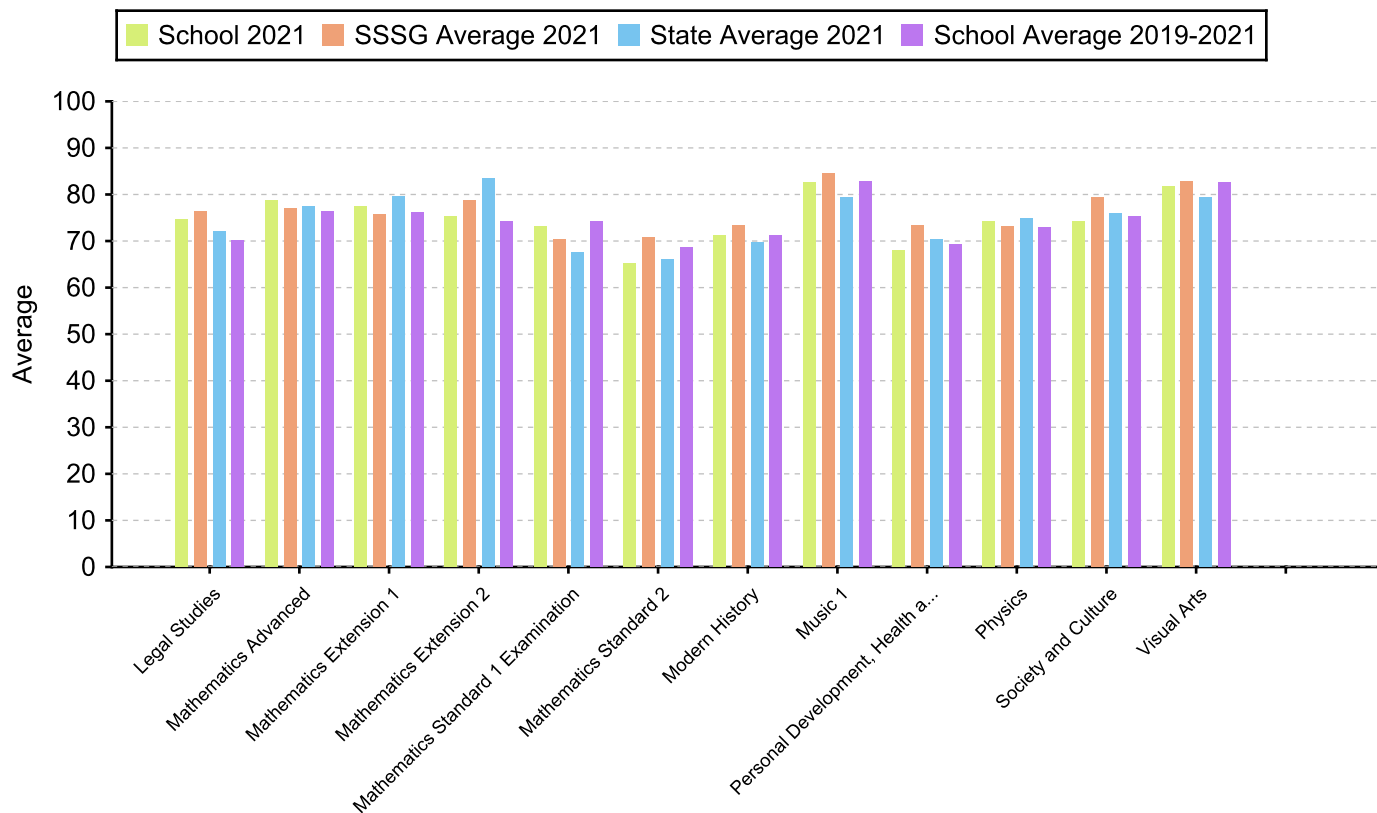
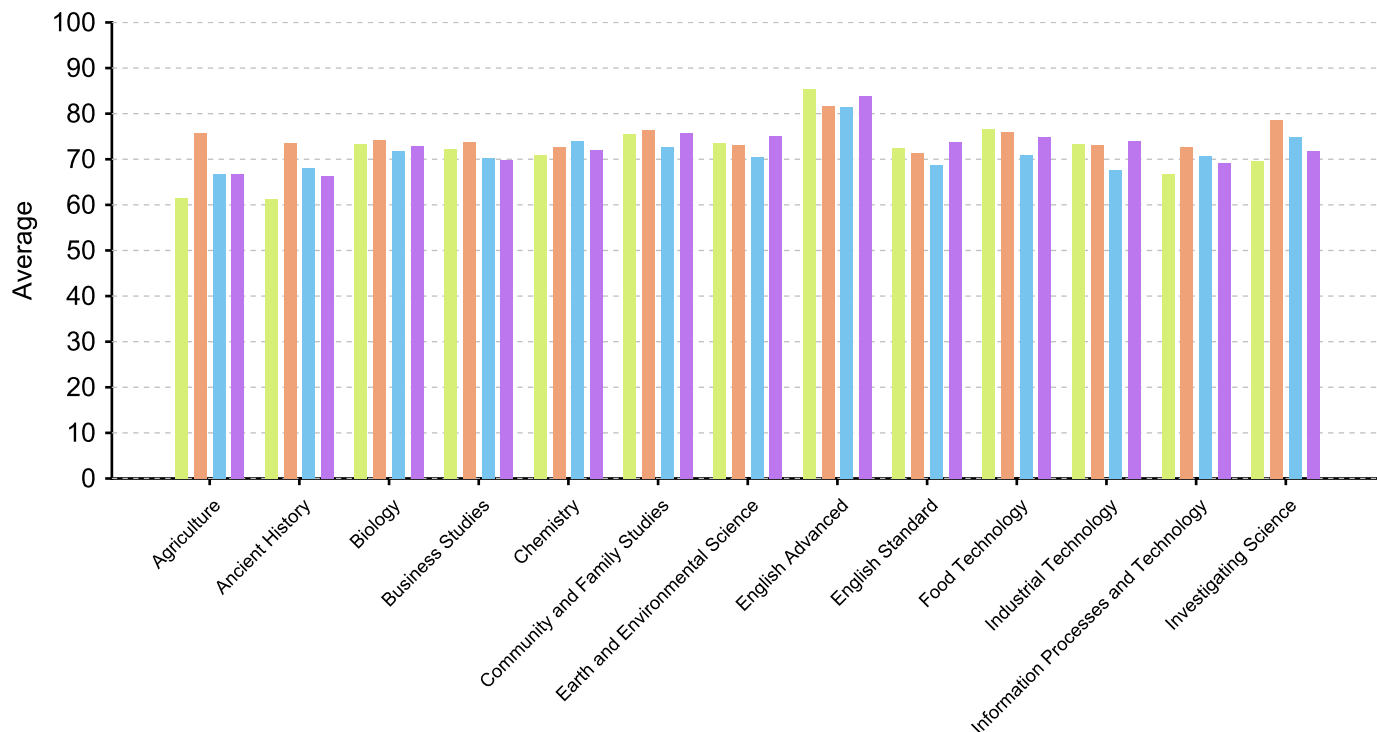
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Agriculture	61.6	75.7	66.7	66.7
Ancient History	61.3	73.7	68.1	66.3
Biology	73.3	74.3	71.9	73.0
Business Studies	72.3	73.7	70.4	69.8
Chemistry	70.9	72.7	74.1	72.0
Community and Family Studies	75.6	76.5	72.7	75.7
Earth and Environmental Science	73.5	73.2	70.6	75.0
English Advanced	85.3	81.7	81.4	84.0
English Standard	72.5	71.4	68.8	73.8
Food Technology	76.6	76.0	71.0	75.0
Industrial Technology	73.3	73.1	67.7	74.0
Information Processes and Technology	66.7	72.8	70.8	69.1
Investigating Science	69.6	78.5	74.9	71.7
Legal Studies	74.7	76.3	72.0	70.1
Mathematics Advanced	78.7	77.0	77.4	76.4
Mathematics Extension 1	77.5	75.6	79.5	76.1
Mathematics Extension 2	75.2	78.7	83.5	74.3
Mathematics Standard 1 Examination	73.2	70.4	67.5	74.1
Mathematics Standard 2	65.2	70.7	66.1	68.6
Modern History	71.3	73.3	69.7	71.3
Music 1	82.5	84.5	79.4	82.8
Personal Development, Health and Physical Education	67.9	73.4	70.3	69.2
Physics	74.1	73.2	74.8	73.0
Society and Culture	74.2	79.3	76.0	75.3
Visual Arts	81.7	82.7	79.4	82.5

Parent/caregiver, student, teacher satisfaction

Throughout 2021, all parents, students and teachers were invited to respond to surveys about specific school initiatives. For example, after Model Farms High School ran a virtual 'Wellbeing Day' during the NSW lockdown, 88% of parents, 98% of staff and 99% of students reported that it was "effective" in supporting either their learning or wellbeing.

All Model Farms High School parents, students and teachers are also invited to participate in external, independent surveys such as 'Tell Them From Me'. In total, 108 parents, 717 students and 61 teachers responded to the Term 4 survey. The majority of parent responders indicated that "parents feel welcome", "the school supports positive behaviour" and the school promotes "safety at school".

The student survey also revealed a number of positive wellbeing outcomes. Both boys' and girls' participation in school sports was higher than the NSW norm. Also higher than average was the number of students who reported that they "have friends at school they can trust and who encourage them to make positive choices". By contrast, the number of students who truant was well below the state norm.

93% of students reported that they "do not get in trouble at school for disruptive or inappropriate behaviour". As such, student's grades in English, Maths and Science were all above the NSW government norm. A higher number of students than the rest of the state reported that "important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives". Also higher than average was the fact that "students feel teachers are responsive to their needs and encourage independence with a democratic approach". Finally, "students understand there are clear rules and expectations for classroom behaviour".

Likewise, the majority of teacher responders indicated that the school is "inclusive", use of "technology" is strong, "data informs practice" and "teaching strategies" are evidence-based. 89% said "my school is a welcoming and culturally safe place for all students". 89% of responders also either agreed or strongly agreed that "school leaders clearly communicate their strategic vision and values for our school".

As well as identified areas of need, these strengths will be used to inform the school's 2022 Strategic Improvement Plan.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.