

# 2022 Annual Report

## Model Farms High School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## School vision

Model Farms High School's vision is to be collaborative partners in learning, empowering all students to become confident, resilient, self-directed and successful learners.

The school is committed to providing best practice quality teaching, so that students achieve their personal best in all endeavors. In partnership with our school community, Model Farms High School seeks 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 1093 students, including 1% Aboriginal students and 16% who use English as an additional language or dialect (EAL/D). 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 four classes, with three 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 wellbeing programs and wide range of extra-curricular activities.

The school's staffing entitlement in 2022 was 78.7 classroom teachers and 18.6 non teaching staff. Through equity funding, the school employed four Student Learning and Support Officers (SLSOs). The school's equity funding was also spent on supporting students' literacy skills through programs such as MacqLit and small group instruction. Other equity funding will support a mentoring program for new and beginning teachers, EAL/D students and those significantly impacted by COVID in 2020 and 2021.

The school is committed to continually improving effective classroom practice, with staff professional learning being a highly important driver. This learning will focus on literacy, numeracy, high potential and gifted education (HPGE) and differentiation, as these elements underpin student learning, engagement and achievement.

Model Farms High School has started to implement a number of wellbeing initiatives, including the 'My Strengths' program, which helps students to identify and capitalise on their personal strengths within a positive psychology framework. We have also been using 'Snap shot' surveys to identify students with additional wellbeing needs. Through an ongoing process of analysis and evaluation, the school will review the efficacy of our programs and invest in strategies which are most effective in identifying students' needs and fostering early, tiered interventions.

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

There will 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
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	Sustaining and Growing

## 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

**Per capita:** \$150,000.00

**Professional learning:** \$5,000.00

### Summary of progress

Model Farms High School continued its focus on literacy throughout 2022. Previous data analysis revealed that Vocabulary, Fluency and Reading Comprehension would be the most effective targets for growth in students' reading skills. Educational research also indicated that use of the distributed leadership model would be the most effective method for increasing our staff members' capacity to explicitly teach reading to students. Consequently, MFHS provided extensive training for the school's Literacy Team throughout 2021. Small groups from within this team were therefore empowered to run targeted professional learning sessions for all teachers in 2022. Staff were given time to implement strategies such as The Frayer Model, Think Alouds and EARS fluency assessments. Analysis of external data indicates that Year 9 NAPLAN results are already increasing, with students achieving an average Reading result of 586 in 2021, as opposed to 597 in 2022. Given its success, the distributed leadership model will again be utilised throughout 2023, providing staff with the opportunity to revise their learning and expand their repertoire of reading strategies.

A similar model is being utilised to address student numeracy skills. In 2022, school leaders analysed both internal and external student data to establish students' strengths and areas for development. This analysis revealed that the MFHS focus areas should include: number and place value; measurement and geometric reasoning; and fractions and proportional reasoning. Consequently, the numeracy team completed professional learning on these target areas throughout the year. In 2023, small groups from the team will run PL for the remainder of the staff. Teachers will use strategies from this professional learning to explicitly teach numeracy skills to students and data will be tracked to check for an uplift in student results.

A number of other initiatives were also conducted around the school to reinforce high expectations, in line with the Department of Education's 'What Works Best' research paper. The school's 'Students As Leaders of Learning' team collected data on students' use of organisational strategies and produced a number of resources for both students and teachers. This included material on student goal setting, which was used by the executive team to deliver specialised classes to Year 7 students. Concurrently, following a series of professional learning sessions on explicit teaching strategies in 2021, faculties and school teams started embedding 'Learning Intentions and Success Criteria' and 'ALARM' into programs and classroom activities throughout 2022. Follow up on these initiatives will continue into 2023 to maximise the impact of staff PL. The Year 7 student goal setting program will also continue in 2023, and be expanded to cater for Year 8 students.

### 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
At least 71% of students achieve expected growth in Numeracy Years 7-9.	Expected growth cannot be calculated, as NAPLAN was not conducted across NSW in 2020. Therefore comparative student performance results are not available.
At least 29% of students achieve in the	The school is working towards an uplift in the top 2 bands for NAPLAN

top 2 bands for Reading Years 7-9.	Reading in Year 7 - 9. In 2022, 27% of students achieved in the top two bands, demonstrating improvement from previous years.
At least 39% of students achieve in the top 2 bands for the HSC.	30% of students achieved results in the the top 2 bands of the HSC. This number has increased since 2020.
At least 71% of students achieve expected growth in Reading Years 7-9.	Expected growth cannot be calculated, as NAPLAN was not conducted across NSW in 2020. Therefore comparative student performance results are not available.
At least 33% of students achieve in the top 2 bands for Numeracy Years 7-9.	The school is working towards an uplift in the top 2 bands for NAPLAN Numeracy in Year 7 - 9. In 2022, 28% of students achieved in the top two bands, again demonstrating improvement from previous years.

## 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.

- High Potential and Gifted students
- School Values

### Resources allocated to this strategic direction

Per capita: \$20,500.00

### Summary of progress

Model Farms High School has maintained a focus on high potential and gifted students throughout 2022. To build staff capacity, all teachers have undertaken professional learning on the DoE's HPG Policy; characteristics of HPG students; identification practices; and pre-assessment, formative and summative assessment strategies. This was led by our HPG team as well as specialists from the Australian Gifted Support Centre. The team will continue their work into 2023, further refining school identification and communication processes and enhancing differentiation practices for targeted students. The school will also introduce a 'Magna Facta' team, to provide Year 7 HPGE teachers with an opportunity to collaborate, share their practice and provide support for our youngest gifted and high potential students.

Throughout the year, the school also started to review the values that underpin our merit and discipline system. This began with extensive consultation to determine our student, staff and parent's knowledge of our pre-existing values. Senior executive then met with groups from all areas of our school community to determine our current values: Respect, Responsibility, Resilience and Results, and reflect on what these should look like in a schooling context. Evidence collected throughout this process demonstrated that our students - in particular - interpreted our new values with a Growth Mindset. In 2023 the school will start to advertise our new values, and continue the consultation process in order to collaboratively update whole-school expectations and processes for responding to behaviour.

Finally, the school continued to update traditional professional learning and leadership models in order to move away from a culture of 'group think'. Processes to encourage distributed leadership continued throughout the year, such as the resourcing of cross-KLA teams. The staffing of these teams, as well as our whole school roles, was reviewed in Term 4 in order to further enhance their impact. The Gradual Release of Responsibility model will continue to be implemented throughout 2023, to increase the capacity of non-executive school leaders and provide them with the opportunity to plan, collect evidence, review processes and report on the efficacy of practices designed to support student academic and wellbeing outcomes.

### 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
The school caters for the needs of all HPG students, and is working towards 'sustaining and growing' in the School Excellence Framework's 'Learning: Curriculum'.	All staff have participated in professional learning on identifying and catering for high potential and gifted students. The HPGE register indicates that staff have identified relevant HPG students, who have been flagged for talent support.
Records indicate that the P&C, at least 6 classes of students and all staff have worked collaboratively to establish our new school values.	More than the anticipated number of students, carers and staff collaborated to create our new core values. These include "Respect, Responsibility, Resilience and Results" and will be implemented through our merit and discipline system throughout 2023.



## 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 the school will use effective evidence-based 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.

- Student wellbeing (Snapshot)
- Student Strengths (My Strengths)

### Resources allocated to this strategic direction

**Per capita:** \$6,000.00

### Summary of progress

Model Farms High School has continued to run a number of initiatives to support student wellbeing in 2022. While we discontinued our trial of the FORGE wellbeing platform, the experience helped to inform a self-engineered system for measuring and tracking our students' mood over time. In consultation with a range of school staff, the HT Wellbeing developed the 'Snapshot' survey which could be used to identify individual students who were suffering from low mood and required intervention. When delivered regularly into the future, the survey also has the potential to provide data on trends in groups of students' mood (e.g. in response to particular school initiatives). The survey was trialed towards the end of Term 4. As a result of its low administrative burden and effective results, it will be rolled out throughout 2023.

The school also ran a number of initiatives to proactively address the problem of adolescent vaping across Australia. In order to play a lead role in our region, MFHS formed a working relationship with the University of Sydney and NSW Health's PERU unit. This enabled us to take part in a number of academic studies and learn more about this chronic health issue. We were consequently able to trial targeted educational programs for students, and seminars for parents and Year Advisers. Following our success, MFHS was able to recruit other NSW Public High Schools who received support to trial a number of additional, site-specific prevention and cessation strategies. Our working party went on to collaborate with Wollongong University, whose research will continue into 2023 and will produce additional educational resources for students. Anecdotal evidence suggests that the implementation of a number of prevention strategies has led to much lower rates of vaping at MFHS than other institutions in our region.

Finally, the school has funded a number of additional wellbeing programs for students, given the impact of recent world-wide events. These include the 'My Resilience' program for Stage 4, 'My Strengths' for Stage 5 and 'My Future' for Stage 6. The implementation of these programs mean that students are aware of their personal strengths, and can apply them to their academic studies. Via the wellbeing team, teachers also have access to this data to help them form a stronger rapport with students who require additional support.

### 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
Attendance data shows that at least 50% of students attend school at least 90% of the time.	The number of students attending greater than 90% of the time or more has decreased to 46%. However, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022. It is anticipated that these figures will increase in 2023.
At least 62% of students report positive wellbeing as a result of high expectations for success, advocacy and a sense of belonging at school.	Student satisfaction with "Advocacy at school" increased by 1%. The school is working towards improvement in students' "Expectations of success" and "Sense of Belonging".



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,112.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional SLSOs has resulted in the delivery of one-to-one support both in class and in extra-curricular activities. Students who required integration support funding were therefore able to access course work, pursue their interests and build meaningful working relationships.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of SLSOs.</p>
<p>Socio-economic background</p> <p>\$66,090.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to support WISE program implementation.</li> <li>• employment of staff to support students' wellbeing needs and organise wrap-around interventions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students participated in preventative wellbeing initiatives run by Year Advisers and Assistant Year Advisers. Students who required additional support were also provided with early intervention, targeted intervention and individual intervention strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide a period allocation for Year Advisers and Assistant Year Advisers.</p>
<p>Aboriginal background</p> <p>\$2,510.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$2,510.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Extra-curricular programs were delivered to all Stage 4 and 5 students to build empathy and understanding of First Nations cultures. An Aboriginal teacher was also able to mentor targeted students, allowing the school to provide a culturally safe environment, where Aboriginal and Torres Strait Islander students could effectively engage in learning and feel a sense of belonging.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ staff to support First Nations students through differentiated and personalised learning plans.</p>
<p>English language proficiency</p> <p>\$107,377.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> English language proficiency (flexible) funding was allocated to the employment of an EAL/D teacher. Throughout the year, this specialist met with teachers to aid them in differentiation strategies. He also provided one-to-one support for targeted students, helping them to access coursework and aiding them with their writing skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> EAL/D support to continue in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$196,222.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a LaST to support targeted students through individual interventions, whole school programs and disability provisions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An increase in funding to employ an additional LaST for 2023.</p>

<p>Professional learning</p> <p>\$97,365.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Model Farms High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading and writing.</li> <li>• running professional learning sessions to build the capacity of all teaching staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The delivery of professional learning to build staff capacity in explicitly teaching literacy skills. This has already resulted in an increase to students' external testing results, such as Year 9 NAPLAN.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Sustained professional learning, using the 'distributed leadership model' to build the capacity of all staff and increase students' skills in reading, writing and numeracy.</p>
<p>COVID ILSP</p> <p>\$29,575.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The delivery of small group tuition to identified Years 7 - 10 students. Our lead literacy teacher focused on: use of capital letters; end of sentence punctuation; use of apostrophes; use of commas; and correct use of homophones. Post testing demonstrates that most students are now identified as 'developing' or 'competent' in these skills, therefore demonstrating growth in their literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued intervention to support student's literacy and numeracy skills throughout 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Model Farms High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a specialised school social worker</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> A Student Support Officer has worked individually with students and organised preventative wellbeing programs. She has been integral in the roll-out of a new student wellbeing survey, with data to be published in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An increase in funding to employ an additional SSO for 2023.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	593	603	612	590
Girls	519	535	521	512

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.9	96.0	94.1	89.2
8	92.5	94.1	92.9	87.0
9	91.4	95.2	89.7	87.0
10	91.4	93.5	91.1	83.1
11	90.0	94.9	91.3	84.8
12	90.6	94.2	92.4	88.1
All Years	91.7	94.7	92.0	86.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	0	1.4
Employment	4.7	4.3	5.2
TAFE entry	2.4	2.9	12.2
University Entry	0	0	79.8
Other	0	0	1.4
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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33.95% of Year 12 students at Model Farms High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.1% of all Year 12 students at Model Farms High School expected to complete Year 12 in 2022 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)	13
Classroom Teacher(s)	58.3
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	18.57
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,845,589
<b>Revenue</b>	13,799,308
Appropriation	12,859,093
Sale of Goods and Services	79,748
Grants and contributions	815,956
Investment income	42,436
Other revenue	2,075
<b>Expenses</b>	-13,450,309
Employee related	-12,243,142
Operating expenses	-1,207,167
<b>Surplus / deficit for the year</b>	348,999
<b>Closing Balance</b>	3,194,588

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

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

	2022 <b>SBAR</b> Adjustments (\$)
<b>Targeted Total</b>	91,112
<b>Equity Total</b>	377,829
Equity - Aboriginal	8,140
Equity - Socio-economic	66,090
Equity - Language	107,377
Equity - Disability	196,222
<b>Base Total</b>	11,505,208
Base - Per Capita	291,284
Base - Location	0
Base - Other	11,213,924
<b>Other Total</b>	674,829
<b>Grand Total</b>	12,648,978

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

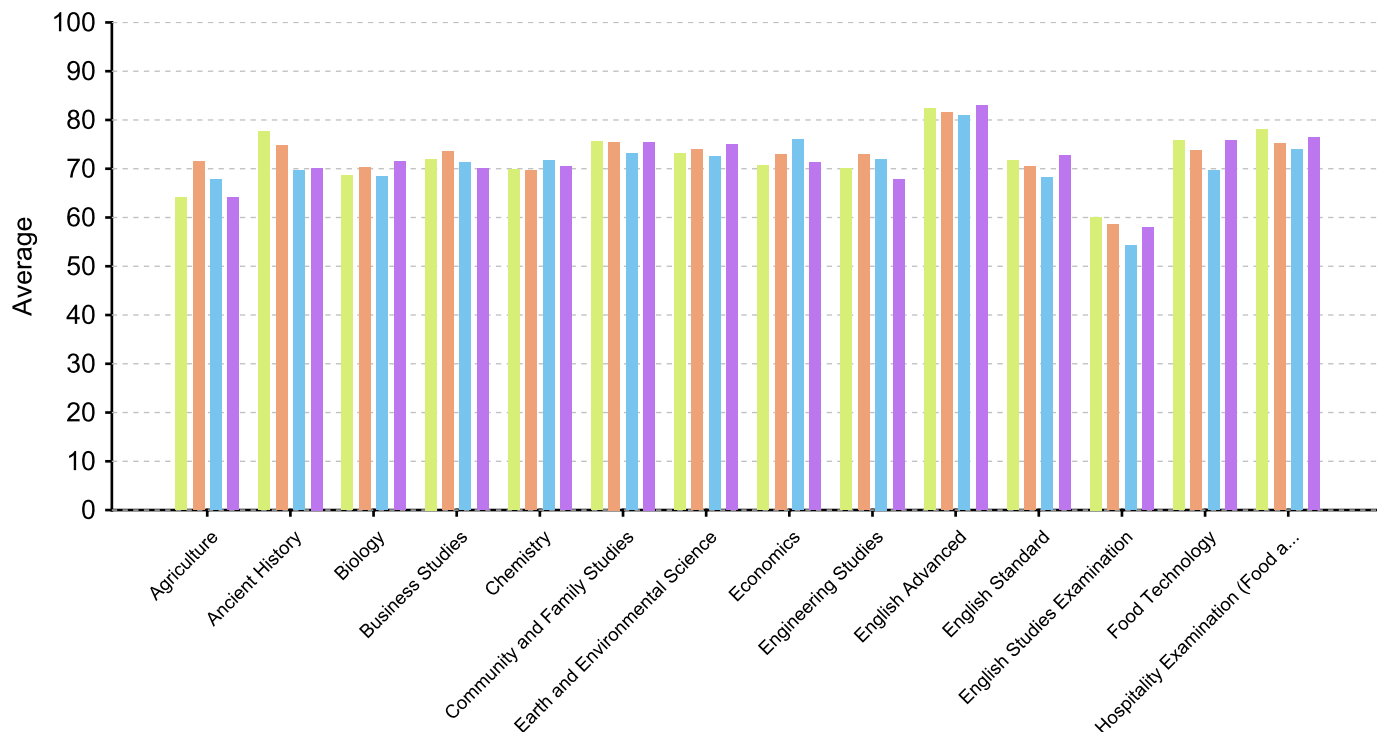
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

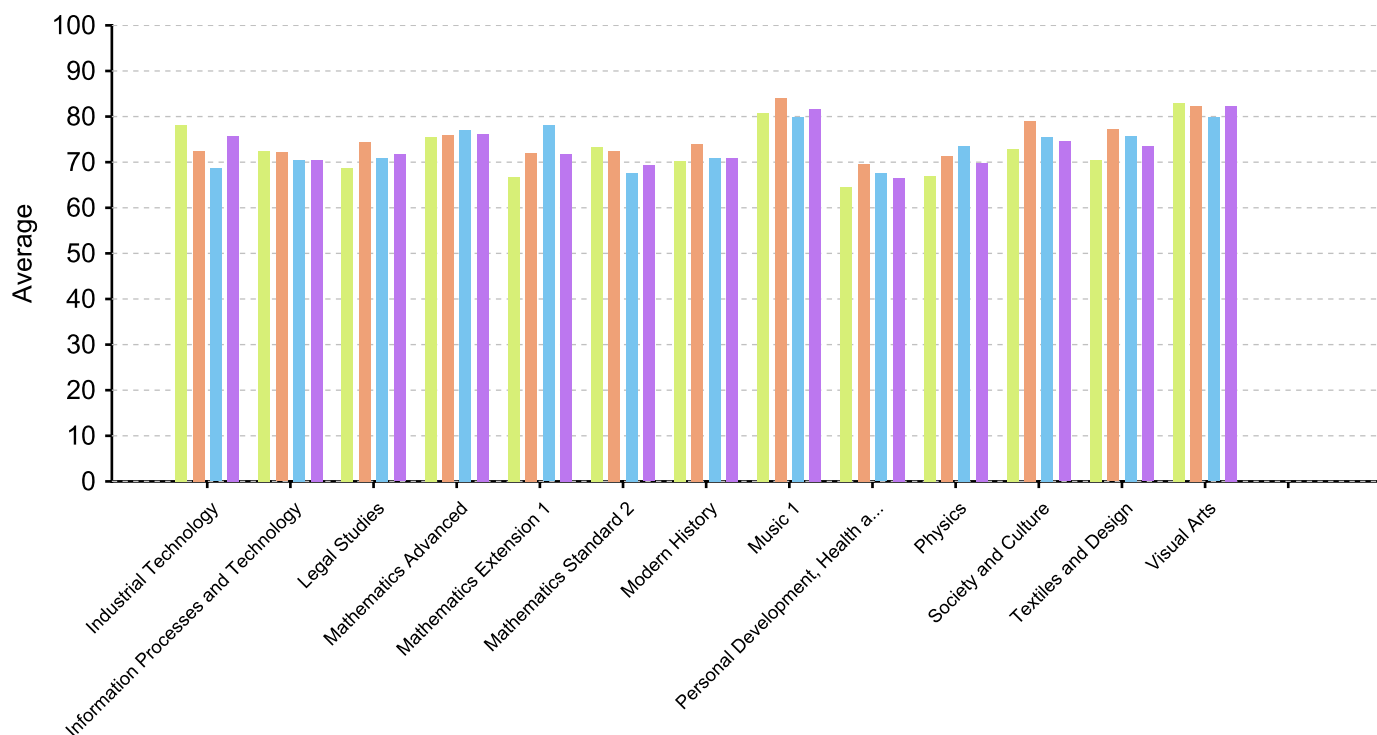
## School performance - HSC

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.



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022

<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Agriculture	64.1	71.5	67.8	64.1
Ancient History	77.6	74.7	69.6	70.2
Biology	68.6	70.2	68.5	71.5
Business Studies	72.0	73.5	71.2	70.1
Chemistry	69.9	69.7	71.7	70.5
Community and Family Studies	75.5	75.5	73.2	75.5
Earth and Environmental Science	73.1	73.9	72.5	74.9
Economics	70.7	72.9	76.0	71.3
Engineering Studies	70.0	72.9	72.0	67.9
English Advanced	82.4	81.5	81.0	83.0
English Standard	71.7	70.5	68.1	72.7
English Studies Examination	60.1	58.6	54.3	58.0
Food Technology	75.8	73.8	69.7	75.8
Hospitality Examination (Food and Beverage)	78.0	75.1	74.0	76.3
Industrial Technology	78.1	72.4	68.6	75.7
Information Processes and Technology	72.4	72.1	70.5	70.4
Legal Studies	68.8	74.4	70.8	71.7
Mathematics Advanced	75.6	75.9	77.1	76.2
Mathematics Extension 1	66.8	72.0	78.0	71.7
Mathematics Standard 2	73.3	72.5	67.6	69.3
Modern History	70.3	74.0	70.9	70.9
Music 1	80.8	84.0	79.9	81.7
Personal Development, Health and Physical Education	64.6	69.6	67.5	66.5
Physics	66.9	71.4	73.5	69.9
Society and Culture	72.8	79.0	75.5	74.5
Textiles and Design	70.4	77.2	75.7	73.4
Visual Arts	83.0	82.3	79.8	82.4



## Parent/caregiver, student, teacher satisfaction

In 2022, all Model Farms High School parent/carers, students and teachers were invited to participate in external and independent surveys such as Tell Them From Me. In total, 113 parents, 749 students and 71 teachers responded to the Term 4 survey.

Most parent/carer respondents indicated that Model Farms High School:

- supports positive behaviour
- provides a safe environment and
- is an inclusive school.

Student responses also revealed several positive wellbeing outcomes. The survey indicated that "participation in school sports", "students with positive behaviour at school" and a "positive learning climate" was higher at Model Farms High School than the NSW norm. "Student participation in extracurricular activities", "students with positive relationships" and "positive teacher-student relations" were all on par with the state. 89% of students indicated that "they do not get in trouble at school for disruptive or inappropriate behaviour". The truanting rate at Model Farms presented as below the NSW norm, while the percentage of students who said "students understand there are clear rules and expectations for classroom behaviour" is higher than average.

Furthermore, student responses in the following categories were all on par with the state norm:

- important concepts are taught well
- class time is used efficiently
- homework and evaluations support class objectives and
- students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Teacher respondents also indicated that Model Farms High School performs above par on:

- data informed practice
- teaching strategies
- technology
- planned learning opportunity
- quality feedback and
- overcoming obstacles to learning.

86% of teacher respondents said that "school leaders clearly communicate their strategic vision and values for our school" and "my school is a culturally safe place for all students". 90% of respondents indicated that "my school is a welcoming place for all students", whilst 76% of respondents determined that "school leaders lead improvement and change".

Based on data and feedback from our community, one of Model Farms High School's future focuses will be fostering a sense of belonging. This will be a key feature of Strategic Direction 3 in our 2023 Strategic Improvement Plan, and influence staffing, resourcing and program delivery.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.