Model Farms High School
Achieving Personal Excellence Through Quality Teaching

2009 Annual School Report

NSW Public Schools – Leading the way
Principal’s message

In 2009 Model Farms High School continued its strong commitment to achieve positive outcomes for all students. With the support of teachers and parents, students demonstrated personal excellence in a broad range of endeavours. The school is guided by clearly articulated values based on ‘Respect’. Students respect for the school, the staff, their peers, their work and themselves.

Our HSC results were excellent with Winsome Walker, our Dux, scoring an ATAR of 98.9 and achieving a Premier’s Award. A further 9 students achieved an ATAR of over 90 and the school increased the number of Distinguished Achievements to 38, continuing the trend of the last 4 years.

In the second National Assessment Program (NAPLAN), Model Farms students scored significantly above the regional and the state average in all categories of literacy and numeracy. We were recognised for our literacy achievements at the regional Literacy and Numeracy Awards ceremony. There were outstanding achievements from individuals in academic, sporting, and extra curricular pursuits. Worthy of mention is Mitchell Hannah (year 7) who scored the highest mark in NSW and the ACT in the UNSW International Science Competition.

In 2009 the school hall was completed. It was christened with magnificent performances in the school musical Back to the 80’s, and a series of well attended recognition assemblies. It is a wonderful facility and we look forward to the extra opportunities it presents.

Model Farms continues to enjoy a productive and vibrant partnership with our local primary schools with strong transition programs in place, including gifted and talented.

I thank staff students and parents for their outstanding contribution to Model Farms in 2009. I certify that this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr J Elton
Principal

Recognising Student Success

- Presentation breakfasts were held for each year group to celebrate the achievements of students in Semester 1. Senior hospitality students demonstrated their talents in catering for these events.
- Semester 2 recognition assemblies were held for each year group to supplement the annual presentation evening. Approximately 50% of all students earned an award. These were well attended by parents.
- Year 10 and 12 students were recognised for their achievements at their graduation ceremonies.
- Students who earned the most number of points for their house were rewarded with an excursion to Jamberoo. These students are to be congratulated for their outstanding commitment to school life. Well done to the following students: Alex C, Swetha Das, Adam Evans, Mitchell Harrold, Katerina Ovchinnikov, Alison Richardson, Matilda Souter, Ben Roughly, Karina Marlow, Holly Dymond, Baylee Forbes, Yvette Flory, Brittany Smith, Scott Frappell, Mason Kidd, Brooke Ryan-Shaw, Sarah Orchard, Parvarthi Subramanian, Laura Donohoe, Jessica Clarke, Joel Van De Vorstenbosch, Jaime Swavley, Bria Auzins, Mikaila Cini, Daniel Van De Vorstenbosch, Taylah Starc, Salma Abdel-Fatah, Sonia Tahmazian, Rebecca Hadfield, Shannon Smith, Jessica Allen, Cameron Cortazzo, Anna Chong, Louise Cuthbert, Jacinda Martin, Lauren Littlejohn, Jeremy Baker, Connor Brood, Belinda Adam, Ashleigh Lane, Calvin Tang.

Special Recognition

- Head Teacher Mathematics, Mrs Jacqueline Dalton, was one of only a handful of teachers across NSW to be recognised for her excellent service to public education with a Director-General’s Award. At this ceremony Mrs Dalton was also asked to give the recipients response speech.
Mrs Dalton was also awarded a Regional-Director's Award for Outstanding School Leadership.

- Mr Graham Cassidy, the School Council President was awarded both a Director General's and Regional Director's Award. Mr Cassidy was recognised for his contribution to public education over a long period.

- School Dux Winsome Walker was recognised by the Regional Director for Excellence in Student Achievement. Winsome also received a commendation for her essay in the Caltex Best All Rounder competition.

- Year 10 Student Tim Uren received a “Highly Commended” award from the Regional Director.

- Mitchell Hannah was awarded a medal in the UNSW Science Competition.

- Fiona Lu’s HSC artwork was selected to be part of Art Express. Her work will be displayed at a number of venues in 2010.

- 5 students James Sanders, Christian De Angelis, Cameron Wong, Brad Paton and Matthew Anderson had their major wood projects selected for “InTech”. Their projects will be displayed at the Timber and Working Show in June 2010.

- Annabel Lim's English Extension 2 major work was shortlisted for the Writer's Showcase

Academic

- School Dux 2008, Joseph Callingham, received a Scholarship with Merit at Sydney University. Joseph was awarded his HSC Dux trophy at the 2009 presentation evening.

- 63 students completed the Premier's Reading Challenge. The following students received a Gold Award for their involvement in the challenge for 4 years, Nicola Calabro, Thomas Diefenbach, Nicole Fitzsimons, Yvette Flory, Prabhjot Kaur and Scott King.

- The English Faculty organised the highly successful “So You Think You Can Spell” competition. This contributed to enhanced spelling results in NAPLAN (see pages 5-6)

- Thomas Kelly, Alex Barnett, Alexander Lawless and James Barnes attended the three day Siemens Science Experience at the University of Technology. This was sponsored by the Winston Hills Rotary Club.

- Annabel Lim (best individual performance) Vivienne George, Sina Saberian, Harini Tadikonda, Akila Ranatunga and Fiona Lu participated in the NSW Schools Titration competition at UWS Hawkesbury.

- Tom Allen, Mitchell Hannah, Yvette Florey and Thomas Diefenbach performed with distinction at the Sydney West Regional Numeracy Challenge Day.

Competitions

Students are encouraged to extend themselves in their studies and show commitment to school life. One way of demonstrating this is through participation in state, national and international competitions.

Australian Mathematics Competition

- Dexter Kim received the Prudence Award for the most number of consecutive correct answers.

- Mitchell Hannah of year 7 entered the higher intermediate section and gained a High Distinction. Distinctions were achieved by Yvette Flory, Thomas Diefenbach, Jason Bae, Vince Xiao, Ashleigh Lane, Caroline Bourke, Dexter Kim, Daniel Van De Vorstenbosch, Jiyuan Lai and Jake Verheyden. A further 51 students achieved a credit.

International University of NSW Science Competition

- Mitchell Hannah of Year 7 achieved a perfect score and received a medal at a special ceremony at the UNSW as the top student in NSW and the ACT this year.

- Distinctions were achieved by Karina Marlow and Daniel Van De Vorstenbosch (year 10), James Barnes and Alex Barnett (year 9), Hannah Bowman, Ashleigh Lane
and Alex C (year 8), Liam Campbell, Eric Xie, Adam Evan and Thomas Diefenbach (year 7).

**NSW History Competition**
- High distinctions were achieved by Jessica Allen, Veneta Bailey, Anthony Eden, Kate Grosskopf, Karina Marlow, Daniel Overton, Shekhar Singh, Daniel Van De Vorstenbosch, Aaron Piercy, Sally Gao and Tim Uren.
- Distinctions were achieved by Michael Bennetts, Nicholas Cooke, Kate Frappell, Veronica Garland, Daniel Gendron, Natasha Kumar, Annie Lu, Zac McLauchlan, Jordan Munns, Jacqueline Pittana, Shannen Smith and Jack Whitney. In addition six students achieved credits.

**National Test in Civics and Citizenship**
- In the History component 66% of students and in the Geography component 79% of students scored in the top 3 bands. This was well above the state average.

**Australian National Chemistry Quiz**
- High distinctions were achieved by James Ganner (year 11), Ashleigh Lane and Adam Mitchell (year 8).
- Thirteen students achieved distinctions, Richardo Khonasty and Sina Saberian (year 12), Bryce Traynor (year 11), Daniel van De Vorstenbosch (year 10), James Barnes, Alex Barnett and Timothy Hill (year 9) Sam Donohoo (year 8) Ashley Alwan, Thomas Diefenbach, Yvette Flory, Mitchell Hannah and Michelle Tse (year 7). A further 15 students achieved credits.

**Primary Links**
Model Farms is proud of the strong relationship it has developed with its partner primary schools. Our links have greatly assisted the transition to high school process for Year 5 & 6 students.

**Highlights in 2009 included.**
- Throughout the year students from Winston Hills, Winston Heights, Jasper Road, and Matthew Pearce attended lessons in Woodwork, Food technology, Drama, Visual Arts and Science.
- Model Farms High school students umpiring PSSA sport on a weekly basis.
- Hannah Olley (year 11) worked with dancers from each of our partner schools. Hannah organised, choreographed and filmed their performance which was showcased at the Max Potential Leadership Initiative.
- Special matinee sessions of *Fame at the Farms* and the musical *Back to the 80’s* were held for our partner schools.
- P & C scholarships were awarded to Year 6 students from our partner primary schools.
- Year 10 students attended Jasper Road’s Book Safari and read to groups of students.
- The Year 12 captain’s team worked with primary school students from the Hills Learning Community on leadership issues.
- Students for Matthew Pearce, Jasper Road, Winston Heights, Winston Hills and Excelsior were invited to take part in a number of enrichment programs including the Model Mathematician and Artworks.
- Students from Year 6 worked with Model Farms students in producing a transition to high school website.

**Student performance**

**NAPLAN**
In the National Assessment Program results are reported on a scale from Band 1 to Band 10
Year 7: from Band 4 (lowest) to Band 9 (highest) Year 9: from Band 5 (lowest) to Band 10 (highest).

- Students in Year 7 and 9 sat the literacy and numeracy NAPLAN tests. Students continued the pattern of previous years by performing above both the State and Regional average. For the second year the school was recognised for its achievements in literacy at the Western Sydney Regional Literacy and Numeracy awards.

**Year 7 Literacy**
- 38% of our students scored in the top 2 bands (bands 8 & 9) compared to 18% in the state and 23% in the region.
• In the bottom 2 bands (4 & 5) there were only 6% of students compared to 16% in the state and 27% in the region.

• 45% of our students scored in the top 2 bands, (bands 8 & 9) as compared to 33% in the state and 27% in the region.

• In the bottom 2 bands (bands 4 & 5) there were only 9% of students compared to 18% in the state & 25% in the region.

• 27% of our students scored in the top 2 bands (bands 9 & 10) compared to 21% in the state and 19% in the region.

Numeracy

Year 9 Literacy
Only 11% of our students scored in the bottom 2 bands (bands 5 & 6) compared to 22% in the state and 31% in the region.
Numeracy

- 33% of our students scored in the top 2 bands (bands 9 & 10) compared to 30% in the state and 24% in the region.

MINIMUM STANDARDS

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

School Certificate and Higher School Certificate

Strong School Certificate and Higher School Certificate results are underpinned by an experienced staff. In 2009 a total of 23 teachers marked the external School Certificate and Higher School Certificate examinations. The insight these teachers provide to their students is critical to success in these examinations.

School Certificate results were outstanding, and, in some subjects, were the best ever value added results achieved by the school.

In the School Certificate the performance of students is reported in bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

English - Literacy

Model Farms was ranked in the upper 20% of schools for value added in both the upper and middle range of candidates. In a wonderful set of results students scored significantly above the state and regional average in the top 2 bands. All but 5 students achieved a result in the top 3 bands.

 Mathematics

Growth in mathematics continued with the best results in the last 5 years. Value adding was positive and students showed excellent
improvement in the top bands. 67% of students were placed in the top 3 bands compared to 49% across the State. This was the most significant variation for all the School Certificate subjects.

Science
The majority of students performed well and were placed in the top 3 bands. 84% of students were placed in the top 3 bands compared to 70% across the State.

History
The majority of students were placed in the top 3 bands (66% of students compared to 58% across the State).

Geography
The majority of students were placed in the top 3 bands. The school did not perform as well in the top 2 bands compared to previous years.

Computing
The school continued its good growth in computing which is now above both the State and Regional average. All students are either Highly Competent (69%) or Competent (30%).
Higher School Certificate results continued the upward trend of recent years.

- The number of band 6 results increased to 38.
- All Key Learning Areas had average marks above the State average.
- School dux Winsome Walker achieved a Premier’s Award for having 10 units above 90%.
- Fiona Lu’s major work was selected for Art Express.
- Annabel Lim’s English Extension 2 major work was shortlisted for the Writer’s Showcase.
- 5 students had their Industrial Technology major works selected for InTech.

**ENGLISH**

- English continued a long pattern of exceptional results. When compared with their School Certificate results a majority of students added value.

**English(Standard)**

- 75% of students scored in the top 3 bands compared to 35% across the State.

**English(Advanced)**

- 33% of students scored the top band compared to 11% across the State. 92% of students scored a result in the top 2 bands.

**English as a Second Language**

- All students scored a result in the top 3 bands - this is 44% more than the State performance.
English Extension 1
• All students were placed in the top band.

English Extension 2
• All students were placed in the top 2 bands.

Higher School Certificate Course Summary

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<td>71.2</td>
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<tr>
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<td>72.6</td>
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<td>71.2</td>
<td>73.9</td>
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<td>Dance</td>
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<td>78.1</td>
<td>71.4</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>Industrial Technology</td>
<td>88.3</td>
<td>82.4</td>
<td>70.8</td>
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<td>General Maths</td>
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<td>70.4</td>
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<tr>
<td>Mathematics</td>
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<td>74.3</td>
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<td>65.7</td>
<td>80.6</td>
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<tr>
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<td>74.3</td>
<td>74.1</td>
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<td>78.5</td>
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<td>74.1</td>
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<td>Visual Arts</td>
<td>79.1</td>
<td>79.8</td>
<td>78.4</td>
</tr>
</tbody>
</table>

MATHEMATICS

General Mathematics
The performance of students in Mathematics was strongest in this course. 66% of students were placed in the top 3 bands compared to 54% across the State.

2 unit Mathematics
66% of students scored in the top 3 bands compared to 70% across the State.

Mathematics Extension 1
Results were disappointing. 45 % of students scored in the top 2 bands compared to 81% across the State.

Mathematics Extension 2
Students performed to expectation with all students placed in the top 2 bands.

SCIENCE
In 2009 there was an improvement in the performance of students in Chemistry and Physics.

Chemistry
86% of students were placed in the top 3 bands compared to 69% across the State.

Physics
93% of students scored a mark in the top 3 bands compared to 67% across the State.

Biology
Students performed close to the State average.

Senior Science
Students all performed to expectation.

Earth and Environmental Science
All students scored either a band 5 or band 6.

LANGUAGES
French results in both Continuers and Beginners were consistent with expectations.

HUMAN SOCIETY AND ITS ENVIRONMENT
Ancient History
Results were slightly below State average in the top 3 bands.

Legal Studies
Students performed to expectations. 63% of students were placed in the top 2 bands compared to 42% across the State.
Modern History
Results were positive with 85% of students placed in the top 3 bands.

TAS
Engineering Studies
Students performed to expectations. All students achieved either a band 4 or band 5.

Industrial Technology
Industrial Technology Wood students performed exceptionally well. 56% of students were placed in the top band compared to only 11% across the State.

Information Processes and Technology
80% of students scored a result in the top 3 bands compared to 64% across the State.

Software Design & Development
53% of Software Development and Design students scored a result in the top 3 bands compared to 58% across the State.

Food Technology
75% of students scored a result in the top 3 bands compared to 69% across the State.

Agriculture
Students performed at State average in the top 3 bands.

Creative and Performing Arts

Creative and Performing Arts remains an important aspect of the culture of Model Farms. Throughout the year students participated in music, dance and drama festivals, in addition to significant in school opportunities, in particular Fame at the Farms and the school musical Back to the 80's.

Some highlights include
- Nicole Arcuili and Taneal Norman were selected for the State dance camp
- Performances by our junior and senior elective dance classes in the Sydney West Dance Festival at Riverside Theatre.
- Over 200 students involved in performances and productions of ‘Fame at the Farms’. There was again 3 sell out evenings.
- Year 9 Drama showcase evenings for parents and friends. They also performed for Year 7 classes in the annual ‘9 4 7’ initiative
- Hannah Olley of Year 11 took part in the School Spectacular at the Entertainment Centre.
- The school choir performed in the Regional Pulse concert at the Opera House.

Community and Family Studies continued the strong performance of past years. 10% of students scored a mark in the top band compared to 6% across the State.

PDHPE
Students performed above the State average

Dance
Results were below State average although a majority of students performed to expectation

HSC value - adding from the School Certificate

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>School 2009</td>
<td>3.1</td>
<td>2.7</td>
<td>-3.1</td>
</tr>
<tr>
<td>School Average</td>
<td></td>
<td></td>
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<tr>
<td>2005 - 2009</td>
<td>0.6</td>
<td>1.8</td>
<td>-2.3</td>
</tr>
</tbody>
</table>

Visual Arts
Students performed to expectation. 92% were placed in the top 3 bands.

Music 1
Students performed above the State average with 69% of students in the top 2 bands compared to 56% across the State.

Drama
The performance of Drama students continues to improve. All students scored a mark in the top 3 bands.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Community and Family Studies

Creatives and Performing Arts

School...
• Year 12 students showcased their HSC group and individual projects to parents.

• 12 students performed and compared at the Hills Performing Arts Festival.

• Tori Easthope, Enyi Folkaki, Jessica Allen, Tim Uren, Fara Fitzsimmons, George Oliver, Maggie Gu, Eleanor Steller, Katerina Ovchinnokov, Caelen Nomchong and Karina Marlow performed at the Sydney West Music Festival at the Joan Sutherland Performing Arts Centre.

• Year 9 and 10 drama students performed at the Joan Sutherland Performing Arts Centre as part of the Sydney West Drama Festival.

Debating and Public Speaking

• Model Farms again hosted a Year 7 and 8 debating gala day. James Ruse, Northmead, Seven Hills and Arthur Phillip High schools were invited to participate. Topics included “That Australia needs a new national image” and “That we need a new approach to attract tourists to Australia”. Model Farms won this event.

• Scott Frappell represented at regional level in the Legacy Public Speaking Competition. Scott is also a finalist at the Australia Day Oz Speak Competition 2010 for the second year running. In 2009 he was placed second. Others to reach the 2009 final were Eliza Souter, Veneta Bailey.

• Terence Chong and Winsome Walker represented at the Lions Youth of the Year Awards. Terence was the winner of the public speaking section and also the overall winner. Terence went on to perform well at the regional level.

• Year 10 students again participated in the valuable Mock Trial Competition.

• Veneta Bailey of Year 10 made the regional finals of the Sydney Morning Herald Plain English Speaking competition.

• The Year 8 team in the Premier’s Debating Challenge won the zone level and went on to acquit themselves well at regional level. The team was Matilda Souter, Maddison Kearney, Swetha Das, John Collison, Meagan Van Aswegan and Sam Donohoo.

Sport

At Model Farms we consider sport to be an integral feature of school life and we strongly encourage student involvement.

Special congratulations to the following students
• Senior Sportsman of the Year Cameron McKinnon
• Senior Sportswoman of the Year Emily Goodsir
• Junior Sportsman of the Year Mason Kidd
• Junior Sportswoman of the Year Baylee Forbes

Highlights include

• Year 12 student Ryan Lear was awarded a Sydney West Blue in recognition of his achievements in Water Polo. Ryan was selected for the CHS in New Zealand with the team. He was a member of the under 18’s side which won silver at the National Club Championship.

• Year 10 Student Stephanie Polivka was awarded a Sydney West Blue in recognition of her achievements in Water Polo. Stephanie represented NSW in the Australian All Schools tournament and travelled to New Zealand as part of the CHS team. The team won all 3 tests.

• Jessie Elliot (athletics) and Kirstie Meertens (swimming) were awarded certificates of recognition at the Western Sydney Sports Awards Presentation.

• The girls swimming team was placed first in the zone carnival. Overall the school was placed second.

• Baylee Forbes was the 12 Years Girls Zone and Regional Swimming Champion.

• Kristie Marshall placed 4th in the 13yrs Girls Zone Swimming Age championship.

• Jessica Coetzee placed 4th in the 14yrs Girls Zone Swimming Age championship.

• Shannen Smith placed 4th in the 15yrs Girls Zone Swimming Age championship.
Kirstie Meertens was the 16 years Girls Zone Champion.
Eleanor Marshall was the 17 yrs Girls Zone Champion and Regional Swimming champion.
Nicole Calvert placed 2nd in the 17 yrs Girls Zone Swimming Age Champion.
Ben Roughley was the 12 yrs Boys Zone Swimming Champion.
Cassidy Forbes was named Northern Beaches Junior Lifesaver of the Year.
Baylee Forbes, Kristie Marshall, Christiana Carelli, Shannen Smith, Kirstie Meertens, Eleanor Marshall, Nicole Calvert, Jessica Coetzee, Alison Richardson and Cassidy Forbes competed at the CHS Swimming Carnival.
Tim Clarke of Year 11 competed in the CHS touch football tournament.
Amanda Leabeater, Jessie Elliot, Courtney Elliot, Brooke Hojel and Cameron McKinnon competed in the CHS athletics carnival. Jessi built on her success in this carnival to win gold in the 400m hurdles, silver in the 100m sprint and bronze in the 100m hurdles, at the New South Wales All Schools.
Joshua Martin was selected in the Sydney West Bowls Team.
Kim Kennedy, Katelyn Teal and Emily Goodsis represented in touch football at CHS level.
Emily Goodsis was placed 20th in the State in the State cross country tournament.
Troy Mulder of Year 11 represented in the CHS Cricket team.
Cameron McKinnon represented at regional level in soccer.
Ryan Cowlishaw represented Australia in the Dwarf World Games in Ireland, as part of the Australian basketball team.
Karly Melrose represented Sydney West region in the CHS tennis tournament.
Adam Vinnicombe was selected to umpire at the AFL tournament at Blacktown Olympic Park.
Brooke Hojel was placed 3rd in 14 years Age Champion at the Zone Carnival.
Amanda Leabeater and Jessie Elliot were equal 3rd 17 years age champions.
The following students were runners-up in the Sydney West touch football tournament. Agnew Matthew, Amirilayeghi Nima, Campbell Brendan, Clarke Tim, McKinnon Cameron, Verheyden Jake, Loh Brendon, Phillips Blake.
The following teams were Zone champions:
- Open A Netball
- Open A Touch
- Open B Touch
- 15 A Netball
- 15’s Soccer
- 15 B Touch
- Open B Soccer
- 15 B Volleyball

Congratulations to the following age champions:

<table>
<thead>
<tr>
<th>Age</th>
<th>Carnival</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls 12yrs</td>
<td>Swimming</td>
<td>Baylee Forbes</td>
</tr>
<tr>
<td>Girls 12yrs</td>
<td>Athletics</td>
<td>Jaime Swavley</td>
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<tr>
<td>Girls 12yrs</td>
<td>Cross Country</td>
<td>Baylee Forbes</td>
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<tr>
<td>Boys 12</td>
<td>Swimming</td>
<td>Ben Roughley</td>
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<td>Boys 12yrs</td>
<td>Athletics</td>
<td>Mason Kidd</td>
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<tr>
<td>Boys 12yrs</td>
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<td>Girls 13yrs</td>
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<td>Kristie Marshall</td>
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<td>Courtney Elliot</td>
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<td>Cross Country</td>
<td>Brooke McDonald</td>
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<td>Nathan Smith</td>
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<td>Athletics</td>
<td>Brooke Hojel</td>
</tr>
<tr>
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<td>Cross Country</td>
<td>Amanda McMenemy</td>
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<td>Boys 14</td>
<td>Swimming</td>
<td>Scott Frappell</td>
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<td>Alex C</td>
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<td>Brad Agnew</td>
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<td>Girls 15yrs</td>
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<td>Athletics</td>
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<td>Boys 15yrs</td>
<td>Cross Country</td>
<td>Aiden Kelly</td>
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<td>Girls 16yrs</td>
<td>Swimming</td>
<td>Kirstie Meertens</td>
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<td>Girls 16yrs</td>
<td>Athletics</td>
<td>Lauren Bowle</td>
</tr>
<tr>
<td>Girls 16yrs</td>
<td>Cross Country</td>
<td>Susie Johncey</td>
</tr>
</tbody>
</table>
KEY EVALUATIONS

Educational and management practice

School Discipline Policy

In 2009 the school began a review of the discipline policy. Staff were surveyed and the results discussed at staff meetings. Parents were interviewed in groups by members of the School Council and P & C. Students will be interviewed by the school prefects.

Finding and conclusions

Staff
Survey results indicated widespread satisfaction with the school's discipline policy and procedures. Findings included,

- Students show respect to teachers and their peers
- Staff receive support from the Executive
- Issues are dealt with promptly and effectively
- School tone is facilitated because students wear their full uniform

Staff were most critical of the need for discipline to be implemented consistently by all teachers, particularly in regard to consequences. This was seen as important in ensuring staff carry an equal load in regard to discipline and to ensure that issues were dealt with at a low level and not be allowed to escalate. Areas they wanted to see more consistency in were enforcing the mobile phone policy, litter, bullying, and senior study periods.

Parents
As a result of interviews with parents the following points were raised for consideration.

- rewriting the policy using simplified language.

- ensuring there is stronger reference to the Bullying Policy.
- providing clearly defined communication paths, perhaps by publishing a flow chart for the newsletter and web pages.
- ensuring consistency in applying responsibilities and expectations for staff, students and parents.
- providing all students with a copy of the Discipline Policy which both they and their parents sign to acknowledge they have read, and understood the policy.
- the implementation of a level system.

Future directions

- Survey students and present findings
- Consider parent recommendations and put suggestions for change to staff
- Publish updated discipline policy and support materials in response to parent comments

Curriculum

Enhancing Success in Mathematics (ESiM)

The teaching of mathematics in year 7

Background

At the end of 2008 the Model Farms Hub was formed to investigate ways of enhancing student success in mathematics in the middle school (years 5-8). The hub is made up of Model Farms, Jasper Road, Winston Hills and Winston Heights public schools. Michael Cavanagh from Macquarie University is a critical friend in this program. The initial phase required schools to

- survey students about their attitudes toward mathematics
- determine a content focus area
- undertake pre testing of students

Findings and Conclusions

- Most students believed Maths was a useful subject and that they had made good progress in the subject. They felt they could seek help from their teachers when needed and that the feedback after tests was useful.
- Most students enjoyed Maths more when it was taught in different ways and over 60% always or usually enjoyed mathematics
• Students believed Maths lessons should include more discussion.
• Michael Cavanagh observed classes from all schools and presented a report. This indicated that students were engaged in the classroom and that high expectations were evident. However he found that there needed to be a greater focus on higher order thinking.
• As a result of the investigation it was decided to focus on the number topic and to collaboratively develop classroom question techniques, with a focus on open ended questions. Ideas were exchanged and teachers met 4 times during Semester 2. Michael Cavanagh provided the group with additional ideas.
• Post testing of students showed a 63% decrease in the percentage of students scoring under 40%; a decrease of 52% in the number of students scoring under 65%; an increase of 332% the number of students scoring over 65%.

Future Directions
• The ESiM project will continue in 2010. Teachers in collaboration with Michael Cavanagh will determine the next phase of the project in Term 2, 2010.

Other programs
Aboriginal Education
Model Farms is part of the Dare to Lead Coalition. All faculties are committed to ensuring the appropriate aboriginal perspectives are included in teaching programs. In Years 9 and 10 History and Geography a range of issues are explored and examined in the School Certificate. These include dispossession, paternalism, protection policies, reconciliation, culture and environmental management. The school has a very small number of indigenous students all of whom are achieving positive results.

Multicultural education
Opportunities for students to acquire knowledge, skills and positive attitudes required for a culturally diverse society are provided through the integration of multicultural perspectives within faculty programs.

In 2009 students participated in Harmony Day and our Anzac Day ceremony included perspective from other nationalities. The school has appointed an Anti-Racism Contact Officer (ARCO). Support programs for non-English speaking background students have been delivered through English as a Second Language programs, including the Higher School Certificate.

Students are encouraged to experience and appreciate other cultures. In this regard a successful cultural visit was made to France at the end of 2009. Model Farms is proud of the high level of racial harmony evident in the school.

Respect and Responsibility
• Our values and school rules underpin all that we do at Model Farms. Students are encouraged to demonstrate ‘respect’ for their peers, their teachers, themselves, their work, and the school environment. The school encourages students to provide service to the community. Values are frequently discussed in class and at assemblies.
• An important part of our values program in 2009 was a seminar run for Year 8 by our Year 11 mentors. In small groups students discussed our values and how they can contribute to maintaining a safe and happy school environment.
• The following students collected approximately $1000 for the Salvation Army Red Shield Appeal. Raluca Bastucescu, Shannon Boyd, Cassidy Forbes, Caitlin Martin, Joshua Martin, Daniel Shields and Tamara Smith.
• The Student Representative Council (SRC) supported a number of worthwhile charities including Stewart House and the Cancer Council.
• The school prefects raised over $3000 for Legacy, visited the Aminya Nursing Home on 8 occasions, and laid a wreath at the Castle Hill Anzac Day ceremony.
• Our school captains initiated fund raising for the Victorian Bushfire appeal and raised over $6000

• The Junior Representative Council undertook a successful can drive for the Smith Family. A copy of the school’s values can be found on the Model Farms website. Our expectations of students and based on our agreed values.

Environmental Initiatives

Students have an increasing awareness and understanding of issues which impact on the environment. This has been encouraged by factors such as:

• Support for Earth Hour.
• The installation of a 100,000 and 20,000 litre water tanks.
• The inclusion of a water retention basin in the new school hall with a capacity of 40,000 litres.
• The installation of additional solar panels which increased the schools capacity to 2.5kw total output for the tear in about 365kwh or enough to power an average house for 6 months.
• Entry into the Education Week Environmental Showcase for which the school received a commendation.

Student Leadership

Strong student leadership programs have flourished in 2009. These programs provide opportunities for all students in all years. An increasing number of students took advantage of these programs in 2009.

• Year 7 students spent a day exploring leadership issues and how they could develop their leadership potential.
• School Prefects completed Community Service at Aminya Nursing Home during Terms 2 & 3. All the Prefects are to be congratulated on their outstanding effort.
• Our Year 12 leaders led leadership discussion with primary school students as part of our involvement in the Hills Learning Community.
• Tom Kelly and Scott Frappell represented Model Farms at the regional student representative camp at Springwood.
• Yolanda Cole and Sabena Guzel represented the school at the Women’s Conference at Parliament House.
• Prefect Aldrich Maglantry was selected by Legacy to attend “A Day with the Navy” as a result of his efforts on Legacy Badge Day.
• 5 Students from Year 11 Eliza Souter, Hannah Olley, Holly Robinson, Aiden Robertson and Brendan Campbell undertook the Max Potential leadership program. As part of the program they each undertook a community project and showcased it at a special function at Castle Hill RSL. At the Max Potential Showcase Dylan Farrugia performed and Eliza Souter was chosen to provide a testimonial. Both students equipped themselves admirably.
• Our Year 12 leadership team initiated fundraising for the Victorian Bushfire Victims. An impressive $6000 was raised.
• The Year 7 Junior Representative Council held a successful Christmas hamper drive for the Salvation Army.
• The Duke of Edinburgh now has over 60 students registered. A number of students have now completed the Bronze level and are ready to move onto the Silver Award.
• School Captains Terence Chong and Chloe Bristow were guests of the Governor of NSW as part of the Captains Leadership Program.
• 30 students from Years 8 and 9 completed the Junior Leadership Development Program and received their badges on Presentation Evening.

Support Unit

The Model Farms High School support unit has one specialist class for students who have Autism Spectrum Disorder (ASD) and for whom full participation in the mainstream is currently not the best option. We also have one support
class for students with a moderate intellectual disability and an outreach teacher who provides support to students across the region with ASD.

The faculty aims to provide all students with the opportunity to learn new skills in a highly structured environment as well as providing as much access to mainstream classes and curriculum as the students are capable of. It also provides the students with ongoing contact with their peers and involvement in whole school and year group activities.

As well as providing quality academic educational programs, our goal is to provide students with the skills and strategies to support their emotional well being, develop their social skills, manage their own behaviour in appropriate ways and prepare the students for life beyond school.

The aim of the ASD class is to integrate students as fully as possible into mainstream classes in order to maximise their access to a full high school curriculum and the specialist teachers who work in those subject areas.

Five students were integrated successfully during 2009 into classes including English, Visual Arts IST, Mathematics, Science, HSIE, and PDHPE. In 2009 two Year 10 students were successful in attaining a School Certificate and have continued on to Year 11 and an HSC program of study. Two students undertook work experience at Coles.

Community access visits were conducted for the School Certificate I.O students during the year. These activities provided an opportunity for the students to generalise the life skills being taught in the classroom.

**OUR TARGETS**

**Progress on 2008 targets**

**Target 1**

To increase real student retention in the senior years by 10%.

Achievements include;

- Monitoring and probation programs were strengthened in Years 10, 11 and 12.
- A parent seminar was held on surviving the HSC and was very well attended. Jane Sleeman was a great presenter.
- A panel of teachers interviewed all year 10 students about subject selection.
- New Life Skills programs were introduced.
- All students who left school in Years 11 & 12 moved directly into traineeships, apprenticeships, further education or full time employment.
- There were fewer subject change in Year 11, 2009.
- 160 students indicated they were returning to Year 11 in 2010

**Target 2**

To implement welfare policies that address student wellbeing.

Achievements include;

- Jane Sleeman spoke to staff on a School Development Day about issues confronting teenagers such as depression.
- Megan Booth presented the ‘Strength in a Box’ tool for teacher use in mentoring students. Teachers had the opportunity to practice using the tool which will be utilised in 2010.
- A revised mentor program will be introduced in 2010.

**SCHOOL DEVELOPMENT 2009-2011**

**Targets for 2010**

**Target 1:** To develop a whole school approach to providing more explicit criteria to students for assignments, assessment tasks and tests.

Strategies to achieve this target include:

- Providing time to develop a whole school approach to using explicit criteria.
- The development of common templates for each year group.
- Inservicing staff on the nature of explicit criteria and its importance in Quality Teaching.
- Encouraging staff to embed explicit criteria in all aspects of their teaching.
• Making more overt use of HSC syllabus dot points in lesson delivery for seniors.

Our success will be measured by:

• Improved quality of bookwork in the junior school, including the presentation of work.
• Expectation that sub standard work will not be marked.
• Consistent consequences being used across all faculties.
• Improved test results, including NAPLAN, the School Certificate and the HSC.

**Target 2:** To enhance the numeracy results of students in NAPLAN compared to their performance in either Year 5 or Year 7.

Strategies to achieve this target include:

• Testing all Year 7 early in Term 1 to determine areas of concern.
• Using Newman’s Error analysis as a common school approach.
• Sharing individual and faculty strategies.
• Using the school newsletter to promote numeracy strategies.
• Continued emphasis provided to the ESiM project.
• Commit funding for additional teacher’s aide time.
• The provision of resources to faculties.
• Utilising the expertise of the mathematics teachers.
• Recognising student success.

Our success will be measured by:

• Numeracy being taught in all classes.
• Growth for all Year 7 students in NAPLAN 2010.
• Growth for all Year 9 students in NAPLAN 2010.
• Growth in ESiM results for Year 7.

**Post-school destinations**

Over 50% of students in Year 12 received first round university offers. A number of student achieved early entry. Approximately 30% of students indicated they would be studying at Tafe. 20% of students entered employment, some as part of a gap year.

Attendance is monitored on a daily basis. The school sends letters out on a regular basis for any unexplained absence, and the Head Teacher Administration contacts the parents of students whose attendance is deemed to be unsatisfactory. Attendance is indicated on all students Interim, Half Yearly and Yearly Reports.

**Retention to Year 12**

<table>
<thead>
<tr>
<th></th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>58.7</td>
<td>66.5</td>
<td>66.5</td>
<td>64.9</td>
<td>64.9</td>
</tr>
<tr>
<td>SEG</td>
<td>70.6</td>
<td>70.9</td>
<td>75.0</td>
<td>73.3</td>
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<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
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</table>

The overwhelming number of students who left at the end of Year 10 or during Year 11 either entered into Tafe courses, obtained apprenticeships or entered directly into the workforce.

**Year 12 students undertaking vocational training**
In 2009 there were 25 students studying vocational training courses. Two courses, hospitality and information technology were offered at school. A range of other courses were studied delivered at Tafe.

**Year 12 students attaining HSC or equivalent vocational or trade training**

All but 2 Year 12 students attained their HSC or equivalent vocational or trade training. The 2 remaining students are accumulating their HSC and will complete their studies in 2010.

**Teacher Qualifications**

100% of teaching staff hold a degree or diploma and 30% of teaching staff hold post graduate qualifications. There are no Indigenous staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

**Staffing**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy principals</td>
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<tr>
<td>Head teachers curriculum</td>
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<tr>
<td>Full time classroom teachers</td>
<td>53.2</td>
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<tr>
<td>School counsellors (4 days/week)</td>
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<tr>
<td>District guidance officer</td>
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<tr>
<td>Support teacher learning</td>
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</tr>
<tr>
<td>English as a second language</td>
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<tr>
<td>General assistant</td>
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<tr>
<td>Farm assistant</td>
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<tr>
<td>School administration and support</td>
<td>10.2</td>
</tr>
<tr>
<td>Special religious education</td>
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</tr>
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</table>

**Professional Learning**

The Professional Learning Team surveyed staff to determine the professional learning needs of staff based on the School Plan.

The Head Teacher Computing surveyed staff to determine the ICT proficiency of staff and areas for further development. These needs were addressed at school development days, individual instruction and faculty release days.

Five school development days were held in 2009. Each day has a common element of enhancing student outcomes. Focus areas included:

- Using Interactive whiteboards as a teaching tool.
- Laptop use in Year 9 classes.
- Strategies to promote student well being.
- Quality Teaching and the use of coding scales.
- Using Blooms Taxonomy.
- Whole school approaches to literacy, numeracy, study skills and values.

In addition, mandatory training in Keeping Them Safe and Emergency Care was undertaken. Approximately $950 was spent per teacher on professional learning. In addition most teachers spent faculty time during and after school in enhancing their teaching skills.

**Other initiatives**

- During Terms 2 and 3 the school executive undertook the INTEL teach course to support the Digital Education Revolution.
- Mrs Jennifer Pledger and Ms Maxine Ward completed training as a Master Trainer for the Intel Teach Essentials Online course.
- Mrs Tracey Fairley and Mrs Aboud Aldabbas completed the 2008 Gifted and Talented Online Program with outstanding results.

**Student representative’s message**

The Student Representative Council (SRC) is vital in encouraging a positive and supportive school environment, and exists through students’ initiative and self motivation. By having an SRC in the school, students are presented with leadership opportunities and use their charismatic leadership to motivate others. This extremely productive year is one to be proud of for anyone who has participated and helped.
Through meetings carried out once a week, ways of improving school procedures and policies for the benefit of students are discussed and decisions made to raise money in support of charities. The SRC develop a wide range of student activities which makes the school a more rewarding place in which students pursue an academic education and develop social and recreation skills.

The SRC provides a chance for students to voice their opinions and ideas. The representatives present constructive proposal at the meetings, giving students a chance to have a say in the school. The school is continually recognised for the fantastic contribution it makes to charities, money raised from events that we, as a school, all participate in - and enjoy. Notable in 2009 was the $6000 raised for Lions as part of the Victorian Bushfire Appeal. This was something that made everyone at the school very proud.

**Our School Community**

At Model Farms we are fortunate to have an active Parents and Citizens Association and a School Council. The partnership with the school is a positive one. The P&C meets on the first Wednesday of the month and is an active supporter of the school. In 2009 the P&C held a successful trivia night which raised approximately $4000.00.

Having played an active role in campaigning for a school hall, the P&C was delighted to be able to contribute funds to enhance the new facility. Lighting, additional P.A. equipment, a lectern and cleaning machines were amongst the important items purchased.

The School Council meets every third Wednesday of the month and continues to play an important role in school governance. In 2009 the Council undertook parent interviews as part of a review of discipline procedures and policy. The data collected will be used to help inform the school as it moves into rewriting the policy in 2010.

**Other community highlights**

- Managing Director of INTEL Australia Phillip Cronin, spent a day at Model Farms as part of the Principal for a Day Project. Phillip spoke to students and staff and was kind enough to be involved in a connected classroom lesson. Our students were subsequently invited to spend a day at INTEL where they learnt about running a managing a business.

- Parents and students of Year 12 attended a HSC In Focus Evening to help prepare them for the rigours of the HSC.

- Parents and students of Year 11 attended a Surviving the HSC evening guest presenter Jane Sleeman provided some great tips on dealing with the stresses of the senior school.

- Parents and students of Year 7 attended an In Touch evening as part of a transition to high school initiative.

- Students and parents of Year 10 attended an evening to discuss options for their move into the senior school.

**Parent, student and teacher satisfaction**

In 2009 the school sought the opinions of parents, teachers and students on school discipline. Staff findings were the most positive and indicated satisfaction with all aspects of the discipline policy. Parents were also happy with school discipline but made recommendations for the school executive to consider (see page 14). Student interviews in the junior years showed overall satisfaction and they preferred classes with strong discipline. They did however want greater consistency between teachers.
Financial statement summary

<table>
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<td>Global funds</td>
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<td>School &amp; community sources</td>
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<tr>
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Expenditure

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<td>Excursions</td>
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<td>Training &amp; development</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
<td>1 429 925.48</td>
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<tr>
<td>Balance carried forward</td>
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</table>

The school has for a number of years been putting funds aside to purchase necessary equipment and enhancements for the new school hall (completed December 2009), and the refurbishment of the current gymnasium. A significant amount of these funds will be expended in 2010.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

About this report

In preparing this report, the self evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self evaluation committee and school planning committee have determined targets for the school's future development. Members of the school self-evaluation committee:

Mr G Cassidy President, School Council
Mr P Grosskopf Parent, School Council
Mr B Mitchell Parent, School Council
Mr G Haynes Community, School Council
Mr M Mansfield Community, School Council
Mrs Dianne Croft Staff, School Council
Mrs L Bourke Parent, School Council
Mr K Masters Community, School Council
Mr T Watson Staff, School Council
Mr J Birrell Staff, School Council
Mr J Elton Principal

School Student Prefects

School contact information

Model Farms High School
Gooden Drive Baulkham Hills
Ph: 9624 3133
Email: modelfarms-h.school@det.nsw.edu.au
Web: modelfarms-h.schools.nsw.edu.au
School Code: 8499

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: