Principal’s message

2010 was again an exceptional year for Model Farms High School. continued its strong commitment to achieve Excellent results in the School Certificate, the Higher School Certificate and in NAPLAN demonstrated that teachers and students are working together to achieve positive outcomes. 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. These values are visible in the playground, classroom, and in school diaries.

Our HSC results were excellent with Suyasha Bharma achieving Dux. Ten students achieved an ATAR of over 90 and the number of Distinguished Achievements was 35. There was well in excess of 200 Band 5 and 6 results.

In the National Assessment Program (NAPLAN), Model Farms students scored significantly above the regional and the state average in all categories of literacy and numeracy. This was true for both Year 7 and Year 9.

There were outstanding achievements from individuals in academic, sporting, and extra curricular pursuits. Worthy of mention is Mitchell Hannah (year 8) who scored the highest mark in NSW and the ACT in the UNSW International Mathematics Competition, and was a prize winner in the Australian Mathematics Competition.

In 2010 students now have the best facilities in the school’s history. The school hall was officially opened by the Honorable John Robertson MLC. The tiered learning centre and the dance were completed and are being used extensively. Our basketball courts have been resurfaced with synthetic grass greatly adding to the amenity of the school.

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. This year we these programs were recognised with a prestigious Director-General's Award.

I thank staff students and parents for their outstanding contribution to Model Farms in 2010.

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.

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Mr J Elton, Principal

Achievements

Special Highlights

- The school’s transition programs with our partner primary schools was recognised with a Director-General’s Award. (see primary links)
- PDHPE teacher Jeff Birrell was recognised with a Regional-Director’s
• Year 11 students Nicholas Cooke and Jessica Allen received Regional-Director awards for Outstanding Student Achievement
• Jane Bridge from “Boardroom Partners” attended Model Farms as Principal for a Day Two of our Prefects were also involved in the program, Karina Marlow was Regional Director for a Day and Zac McLauchlan School Education Director for a day.
• Anthony Eden was awarded a prize in the apps4nsw competition and received his award from the Hon Jodi McKay MP
• Students attended a successful excursion to France in the summer holidays
• Mitchell Hannah was awarded the University of NSW mathematics medal for the highest score in NSW & the ACT. He was also a prize winner in the Australian Mathematics Competition
• The Artwork of Isabella Lui was selected for inclusion in Art Express
• Eliza Souter, Year 12, was awarded a University of New South Wales Academic Scholarship
• Tayla Hayne, Year 10, was awarded the University of Sydney Academic Excellence Award
• Agastya Bhatt was selected by the University of Western Sydney and Lachlan Macquarie College to undertake the online Integrated Science course
• Eliza Souter, Nicholas Cooke and Scott Frappell were recipients of Long Tan Leadership Awards
• The school was proud to be named a finalist in the National Savewater Awards
• Eliza Souter was named Winston Hills Lions Youth of the Year and Zac McLauchlan Public Speaker of the Year. Eliza went on to win the regional Youth of the Year

Lions Youth of the Year Regional winner Eliza Souter

• Scott Frappell competed in final of the Rostrum Voice of Youth Public Speaking Competition at Parliament House. Scott was one of 6 finalists from the 600 participants. Scott also competed in several public speaking competitions with considerable success. He was a regional finalist in the Legacy Public Speaking Competition and was placed third in the Oz Speak Australia Day public speaking competition
• Ben Willars and Bria Auzins achieved their Bronze Duke of Edinburgh Awards
• Bryce Traynor won the Defence Force Recruiting Education Award
• Four Year 11 students successfully completed the Max Potential Leadership Program. Students personally mentored through the program by leaders in industry and the community. All undertook a community project. Leah Jordan taught senior citizens the nuances of the mobile phone; Nicholas Cooke developed an iphone application to allow anyone to easily access community radio; Jessica Allen put on a concert for senior citizens; and Jordan Munns taught deaf students at St Gabriels how to paint
• The Science Faculty was selected to be involved in a lighthouse project as part of the Digital Education Revolution (DER) program. The faculty produced an exemplary online program which will be used by students undertaking the major Science project

Public Speaking and the Arts
• Veneta Bailey was successful in winning the Sydney Morning Herald regional public speaking competition

Veneta Bailey
• Year 12 Drama students showcased their HSC works to parents
• The Year 10 Drama groups performed with distinction at the Sydney West Drama Festival
• The Year 10 debating team of Jade Lonergan, Kristy King, Amy Kennett and Ashveer Singh were Zone Champions
• Monique Wilson of Year 11 represented the school at the Constitutional Convention at Parliament House. She was subsequently selected to represent NSW at the National Constitution Convention in Canberra
• Chloe Hulewicz, the Year 9 Dance class and Year 11 students Tori Easthorpe, Tim Uren, Michelle Sinai, Jared Shepherd and Kate Frappell performed at the Hills Performing Arts Festival
• Taneal Norman was selected for the ‘Dance Off’ Troupe and performed in the ‘Bridges to Understanding’ concert at the Town Hall
Bria Auzins, Liam Campbell, Alexia Brown, Jessica Rookeward and Caitlin Martin were selected for State Band and Music camps and ensembles.

Jessica Rookward was chosen as a soloist in the Opera House ‘Pulse’ concert, performing Joyful, Joyful, We Adore Thee.

Taneal Norman and Nicole Arciuli performed as members of the Western Regional Dance Ensemble.

Thirteen students also performed in the mass choir. They were Caitlin Martin, Jessica Allen, Bria Auzins, Kathleen Kelly, April Kidd, Katerina Ovchinnikov, Michelle Sinai, Jessica Rookeward, Caelan Nomchong, Dion Nomchong, William Humphreys, Kirsten Nicola and Karina Marlow. Music teacher Jeremy Gardner accompanied the mass choir on stage.

Caitlin Martin performed in the State Vocal Ensemble.

Fame at the Farms, led by English Head Teacher Jela Coffey, played to sold out performances and was a wonderful showcase for the talent throughout the school.

**Sport**

- Emily Goodsir was awarded a Combined High School Blue and a Regional Blue for outstanding achievement in netball and touch football.
- Jaime Swavley and Jessica Arthur were CHS sailing champions in the Heron Class for the second year.
- Jessi Elliot won gold in the 400m hurdles and 200m sprint, and silver in the 100m sprint and 400m at the NSW All Schools Carnival. Rebecca Houston won silver in the 5km walk and bronze in the 2km steeplechase at the same carnival.
- Kim Kennedy and Emily Goodsir represented Sydney West in the NSWCHS touch Football Championships in Parks. Emily progressed to NSWCCHS team which won the Australian Championship. Emily was named the most valuable player in the tournament.
- Baylee Forbes achieved outstanding results in regional, CHS and All Schools swimming carnivals, including gold in freestyle and butterfly events.
- Tim Clarke received a Recognition Certificate from Sydney West for representing in touch football over a number of years.
- Stephanie Polivka represented for the Western Sydney Water Polo team and the Australian Team.
- Bernice G represented at the ADS State Swimming Carnival and won gold in the 50m freestyle.
- Brooke Hojel represented at CHS level in trampolining and athletics.
- Year 7 students Wade Buhler (athletics), Alison Cuthbert (cross country) and Matthew Delicata (cross country) were...
country), Jessica Maher (squash), Lara Grzechnik (swimming), and Michaela Jarvis (athletics), represented at CHS level

- Year 8 students Kristie Marshall (swimming), Brook McDonald (swimming) and Nathan Smith (water polo), represented at CHS level
- Year 9 students Jessica Coetzee (swimming) Courtney Elliot (athletics), Nicholas Handley (tennis) , Amelia Griffin (softball), Nicole Handley (tennis), Amanda McMenemy (athletics), and Alison Richardson (swimming) represented at CHS level
- Year 10 students Kathleen Burns (athletics), Cassidy Forbes (swimming), Rebecca Hadfield (athletics), Brooke Wilken (squash), Karly Melrose (football and tennis), and Joshua Martin (lawn bowls) represented at CHS level
- Year 11 students Matthew Bell (athletics), Tori Easthorpe (waterpolo), Aiden Kelly (cross country), and Shannen Smith (swimming) represented at CHS level
- The Davidson Shield Cricket team were regional champions

Other Achievements

- Two successful gifted and talented evenings were held. The Year 7 gifted and talented class presented an outstanding integrated project “It changed the world”. Annabel Milne, Joel Van de Vorstenbosch, Tahnee Cook, Lauren Brokenbrough, Monique Uytterhoeven-Spark, Ashleigh Lane, Matilda Souter and Daniel Grosskopf presented excellent individual projects to parents and friends
- Jessica Allen of Year 11 organised a successful 60’s concert for senior citizens as part of the Max Potential leadership program
- Tom Kelly, Belinda Leabeater, Amy Goodwin and Scott Frappell represented the school at the SRC Regional conference
- Three teams were awarded Honours in the Tournament of the Minds. The Applied Technology team of Bailey Fairbrother, Michael Cousins, Taylah Starc, Prabhjot Kaur, Thomas Kelly, Alexander Barnett and James Barnes; the Maths/Engineering team of Loredana Caltanide, Belinda Burke, Liam Campbell, Anna Chong, Belynda Tay, Ashveer Singh and Lyndon Cheney, and the Social Science team of Josephine Rizko, Nicola Schuster, Ashley Alwan, Yvette Flory, Kathleen Burns, Rebecca Hadfield and Elizabeth Silk
- Jamieson Botica-Graham and Madeline Scott received awards from The Parramatta Schools Industry Partnership (ParraSIP) for their achievements in Hospitality
- The Year 7 numeracy team of Abiny Vignarajan, Samir Djulamerovic, Loredana Caltanide and Nicola Schuster won the Regional Numeracy Challenge Day
- Annabel Lim’s Extension 2 major work was selected for inclusion in the HSC Writer’s Showcase. This is the published works of the very best pieces of creative writing in the HSC
- Students again competed in the Model United Nations Assembly (MUNA) sponsored by Rotary
- 24 students undertook a Bronze Duke of Edinburgh walk
- 45 students successfully completed the Premier’s Reading Challenge including Daniel Cole and Mitchell Gapper who attained Gold Awards.
- Jackson Simiana, Kieran Mackowski, and James Barnes scored High Distinctions in the Australian
Geography Competition. 8 other students scored distinctions and credits
- The school hosted Japanese exchange students from Okayama and learnt much from the students about Japanese culture commitment to school life.
- 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

In 2010 MFHS was a finalist in the National SaveWater Awards

Our school at a glance
Model Farms is proudly comprehensive and focused on high expectations and the celebration of excellence. Students are encouraged to strive for their personal best in academic, creative and sporting pursuits within a caring learning community.

Students
The vast majority of students attending Model Farms are residents within the school’s immediate drawing area. The close educational partnership with the four main primary schools in our learning community has resulted in greater than 90% of all enrolments being generated from this source.

Staff
- All teaching staff meet the professional requirements for teaching in NSW public schools. Model Farms has a highly experienced and stable teaching staff.

Support Unit
- 2 students successfully completed their HSC
- 2 students successfully completed their School Certificate
- 3 students attended TVET courses
- 6 students participated in a work experience program throughout the year at the Reject Shop, Woolworths, Coles and Ted Horwood Reserve

P & C message
At Model Farms we are fortunate to have an active Parents and Citizens Association and School Council. The P&C has continued to serve the school community and strives to meet its vision of Connecting parents and citizens with our school.

The P&C meets on the first Wednesday of the month and is an active supporter of the school. The P&C operates the school uniform shop which helps to raise funds for school improvements. In 2010 the P&C held another successful trivia night with record attendance of nearly 300 people, approximately $6000 was raised.

A highlight of this year was the Official Opening Ceremony of the new School Hall in May. The new School Hall is the culmination of years of hard work by many in the school community. It is worth noting the important role the P&C has had in supporting the school administration in its application for this development. To recognise this special occasion the P&C erected the Commemorative Sandstone and Opening Ceremony Plaque at the entrance to the hall.

The P&C donated a total of $36,000 to various school improvements including $13,000 of audio visual equipment in the Tiered Learning Centre and $17,500 worth of faculty requests.

The P&C continues to support academic and sporting excellence through various scholarships and the P&C sponsors the P&C Award for Commitment to two students from each year.

Peter Grosskopf P&C President

School Council message
In 2010 the School Council continued to review and discuss a range of subjects, concentrating particularly on the consolidation of the review of the Discipline Policy. The Council continued to recognise positive contributions to the school by awarding Outstanding Achievement/Appreciation Certificates across the School Community. The Council being a mix of the school community, teachers, parents and students, continues to give strong support and guidance to the School.

Brad Mitchell School Council President

Student representative’s message
Prefects - 2010 was a year filled with fun and great opportunities for the prefect body of Model Farms High. Our first role as prefects took us to the National Young Leaders Day where some famous faces inspired us not only to be good leaders, but great ones.

We were then given the opportunity to undertake community service which we loved doing. The senior citizens we got to know over the year and the Legacy badges we sold are example of the wonderful leadership experiences we’ve had. As well as this, regular involvement in the school community through interactions with teachers and the student body helped us to enhance our leadership skills.

The end of our run as prefects took us to the Mitchell Youth Leadership forum where over 180 students from the area went to be inspired by amazing speakers, our fantastic leaders and each other. The school leadership team for 2011 hopes to use what we’ve learnt this year as prefects to make positive changes in the year to come.

Jessica Allen and Leah Jordan (Prefects 2010)

School context

Student information
It is a requirement that the reporting of information for all students must be
consistent with privacy and personal information policies.

**Student enrolment profile**

Model Farms High School continues to be highly sort after as a secondary school destination for local and non-local residents. Applications for positions within the school are increasing from in-area students with increasing strong learning community partnerships with Winston Hills, Winston Heights, Mathew Pearce and Jasper Road Primary schools.

**Student attendance profile**

Student attendance continues a very positive trend with improvements in average attendance rising each year since 2007. Attendance rates at Model Farms High School currently run in excess of 4% above both State and Regional levels.

**Management of non-attendance**

Student absence is closely monitored. Parents are contacted directly for prolonged absences, and letters posted home for unexplained absences Students whose attendance is of concern are placed on monitoring cards and supervised by the Head Teacher Administration. External help from the Home School Liaison Officer is sought in special cases.

**Retention to Year 12**

66.5% of students continued from Year 10 through to Year 12. Model Farms continues to focus on the development of quality school to work transition programs. Individualised transition programs focus on improving student engagement and developing 21st Century learners. An essential element of this program is the integration of VET courses delivered on-site and via TAFE.

**Post-school destinations**

Of the 120 students who met the requirements for a Higher School Certificate in 2010, 73 were offered a place at university. 47 students have been enrolled in TAFE, Private Colleges or are engaged in employment.

**Year 12 students undertaking vocational or trade training**

17 students in Year 12 undertook TAFE courses. All attained the HSC or equivalent vocational education qualification.
**Staff information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
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<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84.8</strong></td>
</tr>
</tbody>
</table>

There are no Indigenous staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

**Staff retention**

In 2010 staffing was stable One teacher relinquished her position to move interstate.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>1</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>2355698.05</td>
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**Expenditure**

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<tr>
<th>Teaching &amp; learning</th>
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<tbody>
<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
<td>173798.92</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
<td>14874.93</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>253779.08</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>114323.38</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>1588040.67</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

**Student performance in 2010**

**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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Students achieved excellent results in external testing in 2010. NAPLAN results for both Year 7 and 9 were above State average. School Certificate and HSC results indicated students where on the whole, achieving very positive results.

The school performed above state and regional average in all aspects of NAPLAN. Growth was strongest in Writing, Reading, and Number, Patterns and Algebra.

NAPLAN results are reported in bands with Band 9 being the highest in Year 7. In Year 9 Band 10 is the highest.

**Literacy – NAPLAN Year 7**
- Reading - Top 2 bands 14% above the state average. 4% of students were in the bottom 2 bands compared to 17% state wide.
- Writing - Top 2 bands 15% above the state average. 6% of students were in the bottom 2 bands compared to 16% state wide.
- Spelling - Top 2 bands 9% above the state average. 7% of students were in the bottom 2 bands compared to 14% state wide.

**Grammer and Punctuation - Top 2 bands 11% above the state average. 12% of students were in the bottom 2 bands compared to 20% state wide.**

**Numeracy – NAPLAN Year 7**
- Numeracy - Top 2 bands 15% above the state average. 6% of students were in the bottom 2 bands compared to 17% state wide.
- Data, Measurement, Space and Geometry - Top 2 bands 22% above the state average. 7% of students were in the bottom 2 bands compared to 18% state wide.
- Number, Patterns and Algebra - Top 2 bands 11% above the state average. 8% of students were in the bottom 2 bands compared to 21% state wide.

**Literacy – NAPLAN Year 9**
- Reading - Top 2 bands 10% above the state average. 14% of students were
in the bottom 2 bands compared to 27% state wide.

- Writing - Top 2 bands 4% above the state average. 17% of students were in the bottom 2 bands compared to 32% state wide.
- Spelling - Top 2 bands 8% above the state average. 12% of students were in the bottom 2 bands compared to 20% state wide.
- Grammar and Punctuation - Top 2 bands 5% above the state average. 14% of students were in the bottom 2 bands compared to 23% state wide.

**Numeracy - NAPLAN Year 9**

- Numeracy - Top 2 bands 4% above the state average. 14% of students were in the bottom 2 bands compared to 22% state wide.
- Data, Measurement, Space and Geometry - Top 2 bands 10% above the state average. 13% of students were in the bottom 2 bands compared to 22% state wide.

- Number, Patterns and Algebra - Top 2 bands 9% above the state average. 13% of students were in the bottom 2 bands compared to 21% state wide.

**School Certificate**

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

**School Certificate**

The strong performance achieved in the School Certificate is underpinned by a highly experienced staff with School Certificate marking experience in English, Geography and History.

**School Certificate relative performance comparison to Year 5 (value-adding)**

School Certificate results were outstanding and in some cases the best ever overall results achieved by the school.
Value-added data for Mathematics, Science, Geography and Computing Skills demonstrated significant growth far beyond school averages with the most dramatic improvements evident in Australian Geography and Computing Skills. The dramatic improvement in student performance in Computing Skills is a direct result of a school-wide focus on embracing a focus on the effective integration of ICT skills across the curriculum and improving access to the both appropriate hardware and software within the school.

Average performance of 19 out of the 20 larger candidature HSC courses offered in 2010 significantly exceeded long-term averages for Model Farms High School.

**Ancient History**

57% of students were placed in the top 2 bands with average performance 5% above State average.

**Biology**

Students in Biology continue the historical trend of performing at or about State average.
Business Studies
84% of students were placed in the top 3 bands. Average student performance was 5% better than the historical average. This is an outstanding achievement.

Chemistry
82% of students were placed in the top 3 bands.

Community and Family Studies (CAFS)
Students in CAFS continue to perform at 5% above State average. 82% of students were placed in the top 3 bands.

Drama
86% of students were placed in the top 3 bands and 6.1% above State average.

Economics
Results in Economics were disappointing with 53% of students performing in the top 3 bands.

English (Standard)
Results were excellent with average performance exceeding State average by 11.4%. 79% of students were placed in the top 3 bands.

English (Advanced)
All students undertaking this course achieved a result in the top 3 bands with average performance 6.6% above State average.

English Extension 1 and 2
All students undertaking these courses achieved a result in the top 2 bands

Food Technology
70% of students were placed in the top 3 bands and averaged a performance 7.8% above State average.

Information Processes and Technology
72% of students were placed in the top 3 bands and 6.8% above State average.

Legal Studies
81% of students were placed in the top 3 bands with an average performance 6.9% above State average.

General Mathematics
72% of students were placed in the top 3 bands with an average performance 5.4% above State average.

Mathematics
Results in this level of Mathematics were disappointing with performance being slightly below State average, however a slight improvement upon historical performance levels was evident in from historical averages of the past 5 years.

Mathematics Extension 1
Average performance levels in this course continue to demonstrate incremental improvement with 2010 student performance 9% above historical levels of performance.

Modern History
Results were excellent with average performance exceeding State averages by 9% and 88% of students being placed in the top 3 bands
PDHPE

Average performance approximates State averages however there was an improvement of 3.6% beyond the 5 year historical average.

Physics
All students undertaking Physics in 2010 achieved a result in the top 3 bands. Average performance levels continue to improve in this course.

Software Design and Development
80% of students were placed in the top 3 bands and averaged a performance 2.6% above State average.

Visual Arts
All students were placed in the top 3 bands and averaged a performance with two students achieving a band 6.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Value added performance for students in the Low and Middle performing groups have outperformed both historical averages for the school and the Similar School Group. Although still below expectation, performance of students with the high achieving group in the School Certificate has made a significant improvement on historical averages. This remains a focus for the school into the 2011 school year.

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.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.9</td>
</tr>
<tr>
<td>Writing</td>
<td>98.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.4</td>
</tr>
<tr>
<td>Writing</td>
<td>93.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.5</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

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.

Highlights in 2010 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
• Students from Winston Hills, Winston Heights, Jasper Road, Matthew Pearce and Excelsior were invited to take part in 3 gifted and talented programs. These were The Model Mathematician, Artfest, and Speaksports
• Students from Year 6 worked with Model Farms students in producing a transition to high school website. This is available to the Model Farms website
• Model Farms, Winston Hills, Winston Heights, Jasper Road collaborated in the Enhancing Success in Mathematics program. Matthew Pearce also joined the project at the end of 2010. This program also uses the expertise of Macquarie University the Lachlan Macquarie College
• A Pathfinders Program was run to support students for whom the transition to high school is more difficult
• A special matinee session of Fame at the Farms was held for our partner schools
• P&c scholarships were awarded to students at Jasper Road, Winston Hills, Winston Heights, Matthew

Aboriginal Education
Model Farms only has 5 students of Aboriginal background. These students have performed at a level consistent with other students at the school. Where appropriate, individual plans are developed to assist students with their studies.

In 2010 the Aboriginal Liaison Officer and other regional staff were utilised to assist in the transition to Model Farms of Aboriginal students.

Students are presented with opportunities to involve themselves in regional and state programs that target Aboriginal students.

In 2010 regional staff updated staff training in 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 2010 students participated in a Harmony Day poster competition. 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.

- Students collected for a number of charities including the Salvation Army Red Shield Appeal.

- 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 Woodberry Nursing Home on 8 occasions, and laid a wreath at the Castle Hill Anzac Day ceremony.

- The Junior Representative Council (JRC) were elected by their peers after giving a short speech in their English classes at the beginning of 2010. They met 3-4 times per term, with the initial meetings focused on learning how to organise themselves, setting goals they wished to achieve and effectively planning towards reaching these goals. In Semester 1 the JRC worked on organising and implementing a Lolly Guessing Competition to raise funds for the Childrens Hospital at Westmead. Students gave announcements at assembly, created their own posters and gave up some of their own time to raise as much money as possible for the hospital. In Semester 2 the JRC focused on the Anglicare Toys ‘n’ Tucker appeal. The students successfully toured classrooms daily, collecting cans of food and unwanted toys for the less fortunate.

**Environmental Initiatives**

Students have an increasing awareness and understanding of issues which impact on the environment. In 2010 Model Farms High was a finalist in the National Watersave Awards. The school has continued its commitment to environmental initiatives considerably expanding upon its solar energy capacity, storm water retention faculties and improved technology for the web-based monitoring of both water use and electricity production. This information is integrated into the junior science curriculum as a relevant source of data for studies into ecological sustainability and energy use.

**Special parent – student events**

- Year 12 ‘In Focus’ evening which dealt with some of the issues Year 12 students face in the HSC.

- Year 11 “Surviving the HSC” seminar at which psychologist Jane Sleeman addressed parents about teenage issues, including depression.
• Year 7 get to know the school parent evening
• Open Night was attended by approximately 400 people who saw displays, demonstrations, performances, and a glimpse of what life is like at high school

Progress on 2010 targets
**Target 1:** To develop a whole school approach to providing more explicit criteria to students for assignments, assessment tasks and tests.

Our achievements include:

• Staff were inserviced on including specific criteria in assessment tasks and decided on items to be included in common templates
• An increasing number of staff are using explicit syllabus dot points in delivering HSC courses
• Minimum benchmarks of performance have become entrenched in school culture for the School Certificate and the Higher School Certificate

Further evaluation will be carried out based on NAPLAN, SC and HSC results over several years

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

Our achievements include:

• All year 7 were tested at the start of the year to determine areas of strength and weakness
• Staff were inserviced on the use Newman’s Error analysis
• All faculties communicated numeracy strategies being taught to Year 7 and Year 9 students to parents through the school newsletter
• Individual tuition was provided to students experiencing difficulty in numeracy
• The school continued the Enhancing Success in Mathematics project with our partner primary schools and Macquarie University
• NAPLAN results demonstrated growth in Year 7 numeracy

Students at the Model Farms display Castle Hill Show

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations - one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the teaching of Science and

**Educational and management practice**

**Background**

In 2010 the school evaluated the programs it provides for Year 10 students in the period after the conclusion of the School Certificate. This was carried out in response to the raising of the school leaving age from 15 to 17 years of age. The school established a committee to guide the enhancements to these programs
Findings and conclusions

• The majority of students had previously been given permission to undertake part-time work
• Past post School Certificate programs for Year 10 students were not successful in encouraging students to remain at school until the official leaving date
• Students did not see post School Certificate programs as relevant
• Parents supported students in seeking part-time employment in preference to attending school
• Work experience was a successful feature of past programs
• There was significant variation in the quality of lessons delivered by faculties. Students preferred lessons in faculties that focused on providing foundation skills for the senior years. Teachers in these faculties were also strong in their commitment to providing meaningful lessons.
• It was easier for such lessons to be carried out in subjects which most students continued into their senior years. It was more difficult in subjects students were not continuing into the senior years

Future directions

The school successfully applied to be a lighthouse school in the Planning My Futures program. As a result we have already made significant changes to the post School Certificate program in 2010. To date the program has been successful in dramatically increasing the level of student attendance and engagement. The program will be further evaluated in 2011 and further adjustments made

• A coordinated program was introduced which aimed to meet the individual needs of students. This involved working closely with outside organisations such as ParraSIP
• A number of student undertook work experience
• TAFE and taster courses in areas such as automotive provided opportunities for those intending to seek apprenticeships
• Students undertook the careers program The Real Game
• All students attended driver education U Turn the Wheel
• Each faculty taught lessons aimed at senior studies. Students were organised into classes appropriate to their subject choices for 2011.
• Sessions on studies skills and useful laptop software applications were presented
• All students completed the mandatory HSC program All My Own Work
• A online program of digital citizenship was developed and undertaken
• Guest presenters provided important life skills sessions, including consumer issues, internet security, and legal issues. There were also presentations by the Black Dog Institute on teenage depression and by Creative Solutions on stress management
• Students performed for their peers in an end of year concert

Curriculum

Background

In 2010 the school undertook a review of the Science Faculty. The review sought the opinions of teachers, students and parents in surveys and face to face interviews. Lessons were also observed and faculty documentation assessed

Findings and conclusions

• Students and parents believe overwhelmingly that Science is an
important subject and one in which they can make good progress. A strong sense of purpose was evident in all lessons.

- Students love practical lessons and want more of these. They like hands-on, real life activities.
- Parents and students indicated effective classroom management was largely evident. Rules, routines, processes, and procedures were in place and utilized by staff to ensure learning was safe, respectful, and productive.
- There was strong student-teacher and student-student rapport and respect in senior classes with clear evidence of collaboration, teamwork, and the building of knowledge through questioning, investigation, and consolidation.
- Parents and students indicated lessons in the junior school were more teacher directed, less challenging, and more structured around worksheets and note-taking.
- Faculty documents are in place and easily accessible.
- The faculty is well resourced and equipped. Teachers reported they would like additional interactive whiteboards and data projectors.

**Future directions**

- While some elements of Quality Teaching were observed and articulated, but there needs to be greater and more consistent application of Quality Teaching elements to teaching and learning. For example, the Intellectual dimension needs to be explicit in each lesson, a greater variety of teaching and learning strategies need to be used, and assessment feedback to staff and students needs to be more consistent, meaningful, and focused on areas and strategies for improvement.
- All teachers need to be involved in updating programs and the evaluation process.
- ICT, literacy, numeracy, and extension strategies need to be more explicit in programs.
- There needs to be more attention given to practical activities.
- The merit system needs to be used to a greater extent in response to parental and student demand.

**Parent, student, and teacher satisfaction**

In 2010 the school sought to provide the opportunity for parents to be involved in school life. The school continued to seek opinions about the school's discipline policy. Opinions were also sought as part of the review of the teaching of Science in the school. (See Educational and Management practice – Curriculum) This was a process begun in 2009.

Student opinions were sought through both the SRC and the Prefect leadership groups. The prefects interviewed students as part of the discipline review. Students were surveyed about their views on Science (See Educational and Management practice – Curriculum), and the use of laptops.

The views of teachers were sought in regard to discipline as part of the ongoing review of the discipline policy. They requested the development of clear guidelines for the consistent application of discipline in regard to classroom rules, punctuality, uniform, litter, swearing, and offensive language. Guidelines were subsequently developed and agreed upon.

**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 again 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.
- A further 10 members of staff undertook the Intel teach Program
- Five school development days were held in 2010. Each day has a common element of enhancing student outcomes. Focus areas included:
  - Numeracy and strategies for enhancing student success including the use of “Enhancing Success in Mathematics Project” (EsiM)
  - Effective integration of laptops and IWBs into quality teaching including classroom management, One Note, Geogebra, databases, moodle, Key Pad training and film making
  - “Audiovisual Information Processing Model” and workshop on its application in each faculty area led by Assoc. Professor Roy Tasker
  - Welfare and discipline review
  - Science Lighthouse project
  - Effectively using the new student planners
  - Welfare – Resilience doughnut
  - Using Smart 2 data
- In addition, mandatory training in Keeping Them Safe, Aboriginal Education, 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.

**School development 2009 - 2011**

**Targets for 2011**

**Target 1**

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

This is a continuation of a 2010 target which requires further development. It refers to more than specific detail about what needs to be included in tasks. It is about enhancing the quality of student work by being explicit about the quality of work required

Strategies to achieve this target include:

- Develop a cover sheet for all formal assessment tasks that has agreed common elements
- Develop an agreed common set of considerations for teacher use when setting tasks
- Seek student feedback on the information they find most useful when given assessment tasks
- Use modeling to ensure that students understand the minimum acceptable level of performance
- Provide students with feedback based on the information provided for the assignment

Our success will be measured by:

- Assessment tasks that provide explicit information about expectations
- Assessment tasks which provide a clear indication of the capacity of students
- Greater consistency in the quality of tasks across all faculties
Enhanced test results in NAPLAN, the School Certificate and the HSC

**Target 2**

To make more effective use of the school dairy in order to develop better organisational skills and study habits by

Strategies to achieve this target include:

- Introduce the Learning Curve Dairy
- Develop whole school policy for the use of the diaries, including specific faculty responsibilities
- Inform and teach students and parents on how to use the diary
- Use the school newsletter to reinforce use of the diary
- Inservice staff on how to use the diary as professional learning tool
- Develop a culture of use of daily use of the diary - On the table every period every day

Our success will be measured by:

- Every student having their diary at school every day and on their desk every period
- A program of study skills based on the diaries implemented which results in improved organisational skills
- Fewer 'sometimes' or 'rarely' ratings on reports for completion of homework
- Staff valuing the diaries as a teaching tool
- Strong parental support for the diaries
- Inclusion of diary support in every newsletter to parents

**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.

**Committee**

Mr B Mitchell  President, School Council
Mr P Grosskopf  Parent, School Council
Mrs L Loy  Parent, School Council
Mr G Allen  Parent, School Council
Mrs L Bourke  Parent, School Council
Mr G Cassidy  Community School Council
Mr G Haynes  Community School Council
Mr M Mansfield  Community, School Council
Mr K Masters  Community, School Council
Mr T Watson  Staff, School Council
Mr J Birrell  Staff, School Council
Mr J Elton  Principal
Mr M Anderson  Deputy Principal
School Student Prefects

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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: