

# Farrer Memorial Agricultural High School

## Annual Report

2017



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## Introduction

The Annual Report for <year> is provided to the community of <school name> as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

<name>

Principal

### School contact details

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## School background

### School vision statement

"Proudly committed to producing thinking, well-educated, skilled, flexible and caring people capable of confident effective participation in society."

"To promote and develop the potential in each boy, in preparation for a full and active role as a citizen in a changing world."

### School context

Farrer Memorial Agricultural High School has established an enviable reputation as a centre of excellence in academics, agriculture, welfare, sports and academic programs. Catering to the education of both day and boarding students, Farrer is the sole government provider of boys' education in a regional setting, and the only boys' agricultural school in Australia. The school is set on 191 hectares of prime agricultural land, 10 kilometres from Tamworth. Farrer has 600 students enrolled: 350 boarders and 250 day boys.

Farrer is committed to a holistic, integrated approach to develop a culture of academic success, providing a broad curriculum with an emphasis on whole school programs to encourage continuous enjoyment in life-long learning. Agriculture is a central focus, providing opportunities for problem solving and practical education that flow on to all aspects of the school.

By creating a safe and supportive environment within both the boarding and day sections of the school, we have developed an atmosphere of harmonious cooperation that is the best environment for student productivity and progress. This allows students to achieve their educational objectives while forming lasting relationships and memories.

Our aim of "producing thinking, well education, skilled, flexible and caring people" depends upon the continued support and communication between all members of our community – students, staff, parents and caregivers. Enrolling in Farrer provides an outstanding education, memorable experiences and mateship that lasts a lifetime.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that in the School Excellence Framework domain of Learning the school is **Delivering**. The wellbeing of students is crucial in order for effective learning to take place. In 2017 our Wellbeing Team consolidated earlier work and conducted a large number of welfare based programs in which students learn to care for self, their peers and others in our wider community. Student engagement and satisfaction in these programs has been high. To complement this and to support staff in the well-being team, the partnership with the University of New England involving the placement of trainee social worker at the school every six months has continued and is thriving. The inclusion of social workers in our school is in its second year of operation. The work these people are doing has had a tremendously positive impact on our school.

The school has high expectations of student behaviour and engagement in learning. The Ongoing Performance Appraisal Log (OPALs) recognises and rewards those students who are working to the best of their ability – this provides regular feedback to students and their parents in a timely manner (via Millennium, our Student Management system with a student and parent portal) and cultivates a culture where learning is valued. Our revamped student support team which combines Learning Support and Aboriginal Student Support have worked hard and better utilised the limited resources we have to support our students with particular learning needs. Professional learning around the analysis of data is required particularly in the use of the Progressive Assessment Test (PAT). This should help inform the modifications to

assessments, assisting executive teams driving the focus on literacy and numeracy.

The school was selected to participate in the Bump It Up Strategy, and this has involved a focus on reading and numeracy, along with our existing focus on writing. We are continuing to examine Hattie's and William's research on feedback and formative assessment as a means to improve engagement and measure teaching impact. A staff member was selected to lead the Numeracy initiative and another to lead the Literacy initiative. These staff members have delivered PL to the whole staff and worked at a faculty level to change teaching and assessment practice. Our junior assessment policies were dispersed and inconsistent. The process of aligning and publishing the junior assessment policies has been finalised and will require annual review by all faculties.

In the School Excellence Framework domain of Teaching, after examining the evidence, the school determined that it is **Delivering**. Analysis of our NAPLAN data indicated that writing is the area requiring the greatest improvement, although it was pleasing to note growth in this area. Using the RAP data faculties analysed HSC results and the consistent theme which emerged was that extended responses and essays were the areas we could improve the most. The introduction of A Learning and Responding Matrix (ALARM) in 2016, which is a writing and logic scaffold that assists students in constructing more detailed written responses, became somewhat fragmented. Faculties use different scaffolds which may have confused students. Work in 2018 will occur to align the faculties and use one common scaffold.

In the School Excellence Framework domain of Leading the school assessed itself as **Delivering**. Our executive team remained relatively stable in 2017, with relieving positions in English and Administration only. The school welcomed a new Business/Services Manager and his main role has been leading the school in the introduction of the new Finance system and ensuring our non-teaching staff are aligned under the Government Sector Employee Act. These have been large tasks and work will continue in 2018.

Faculties are required to develop a faculty plan in line with School priorities and budgets have been allocated to purchase resources based on identified needs in these plans. More holistically, the school is undergoing a similar process in the hostel and farm operations as we identify areas in need of improvement and more effective applications of modern technology.

Farrer is a school with a proud history and tradition is very important to the 'Farrer Family'. Traditions of the school which support the current values of the school community and good teaching practice are to be maintained and promoted. The executive team is always prepared to examine traditions and practices which may be outdated and work to modernise and improve what we are doing. The executive is promoting a whole school culture in which we are prepared to innovate, openly review our practice by gaining feedback (from students, staff, parents or external experts), implement change and assess the impact. We are determined to successfully adopt the Department's Reform Agenda while maintaining the valuable traditions and character of the school, ensuring we promote the Farrer values of respect, excellence and fairness.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Learning For All Students

#### Purpose

To build an environment that develops boys into men, meeting their academic potential, who are creative, collaborative, resilient, confident, socially just and work ready.

#### Overall summary of progress

As part of the Bump It Up Strategy areas of weakness were identified in literacy and numeracy. Leaders of each area worked with faculty teams to develop consistent assessment task across the curriculum. PL focused on ensuring a common language for both numeracy and literacy were used across all faculties.

Work on the ALARM scaffold continued with many faculties reporting high student engagement. At the end of 2017 it became evident that faculty variations of the model may need reviewing to ensure the students benefit from a consistent approach.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the proportion of students in Reading in the top 2 NAPLAN bands from 23% (2014/15 average) to 27% by 2019</li><li>• Increase the proportion of students in Numeracy in the top 2 NAPLAN bands from 23% (2014/15 average) to 27% by 2019</li><li>• 5% increase in students achieving Blue Opal.</li></ul>	\$90 000 from Socio Economic funds for teacher relief.	<p>The targets in both literacy and numeracy were reached in the 2017 NAPALN test.</p> <p>There was a 5% increase in Blue OPALs mainly due to a strong Year 11 performance.</p>

#### Next Steps

Work on literacy and numeracy will continue in 2018 with particular focus on numeracy and writing. It is necessary to maintain the improvement in each area to ensure the 2019 targets are meet.

The ALARM scaffold will be re-visited early in 2018 to ensure a common template is used across the school.

## Strategic Direction 2

### Quality Teaching

#### Purpose

A cohesive, collaborative teaching team that is focussed on continual development of pedagogy, tailored to development of the whole student, focussed on boys education in the 21st century.

#### Overall summary of progress

The Performance and Development Framework is embedded into school practices and has supported the ongoing improvement of student outcomes through the continuous development of a skilled, effective and professional staff. All teaching staff have a Professional Development Plan (PDP) which is developed through collaboration and professional dialogue with colleagues and supervisors. All staff have systematically gathered evidence which demonstrates their progress towards their professional goals.

Individual faculties have used new technologies to better engage students and also assist and encourage students to study more effectively.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All staff develop and implement a Performance and Development Plan in line with school and faculty priorities.</li><li>• Teachers have participated in 2 collaborative peer classroom observations each year.</li><li>• 5% increase in students receiving merits.</li><li>• Increase in staff utilising various technology tools as evidenced in teaching programs.</li><li>• Increased student satisfaction with agriculture as evidenced by student surveys and student enrolment numbers.</li></ul>	\$3000	<p>PDPs have been developed by all staff with one goal aligning to the school plan, one to the faculty plan and the last a personal goal. All staff have participated in at least two lesson observations. Several teachers were accredited after gathering and submitting sufficient evidence of teaching practice aligned to the teaching standards.. All non-teaching staff developed their first PDP in 2017.</p> <p>There has been an increase in the use of technology across faculties and the use of Google classroom has expanded in 2017.</p>

#### Next Steps

The use of technology in the classroom will continue to be a focus in 2018, with the use of Google classroom expected to expand..

PDPs are now an embedded part of the PL and will not feature in future school plans.

## Strategic Direction 3

### Leading The Development of Partnerships

#### Purpose

Lead in the development of a culture of partnerships with parents, the Farrer Old Boys Association, community groups, educational institutions, industry and others to maximise curriculum delivery and opportunity for all students, especially in agriculture.

To ensure all our young men leave Farrer with career opportunities, excellent relationships and friendships that will support them in their future.

#### Overall summary of progress

The Wellbeing Team has established itself as a familiar and trusted entity in the school. The SWiS program has been a resounding success. The functioning of the Learning Support Team has continued to evolve as government and departmental requirements shift. Personalised Learning Pathways (PLP's) were not established for Aboriginal students although engagement with the 'Opportunity Hub' was high. Strong agricultural partnerships have been maintained, with students engaged in the use of modern technology in a variety of settings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase in the number of external links to the school that benefit and enhance student learning.</li><li>• A Farrer Foundation is established, promoted and supported.</li><li>• Parental use of Millennium has increased.</li><li>• 10% increase in students accessing student support services within the school.</li><li>• 5% increase in student wellbeing as evidenced in the Tell Them From Me surveys.</li></ul>	Wellbeing Funds \$82 000	<p>Agricultural partnerships with firms such as ClipEx and Geo9 have continued to grow with educational and economic benefits for the school.</p> <p>The Farrer Foundation has been established with work now to establish the DGR status for each fund.</p> <p>Parental use of Millennium has increased but could be further enhanced with greater access to information on each incident.</p> <p>There has been increased use of Student Support services but better data capture needs to be developed for this service.</p>

#### Next Steps

PLPs need to be revised in genuine partnership with Aboriginal students, their families and teachers. Strong partnerships between school and home will continue to flourish as a result.

The school will continue to explore new partnerships seeking benefits to students in wellbeing, health, academic, agriculture, boarding and sporting domains.

Enhance the link with the University of New England's SmartFarm.

Promote the Farrer Foundation to enhance student opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$56,000	An Aboriginal Program Coordinator, Mr Mark Treneman, was employed to liaise with community members and organise academic and cultural support for our Aboriginal students. Student Learning Support Officers were employed to support individuals and groups mainly in the classroom. Growth data from Year 7 2015 to Year 9 2017 indicates at average state growth for our Year 9 students. New boarding students were provided with emotional support as they adjusted to their new surrounds.
<b>Low level adjustment for disability</b>	\$33,900	School Learning Support Officers were employed to support individual and small groups of students experiencing difficulty with their learning. Support was primarily within the classroom setting, but assistance and assessment was also provided using withdrawal organised by the Learning and Support Teacher, and also assistance at lunchtime and after school.
<b>Socio-economic background</b>	\$102,000	<p>As part of the Bump It Up Strategy, release from face-to-face teaching time was given for a leader in literacy and also a leader in numeracy. Each faculty was given two periods for a nominated member to have time with these leaders to develop resources which focused on targeted areas in literacy and numeracy.</p> <p>A small amount of funding was also used to give students access to resources and excursions that they would otherwise not have had access to.</p>
<b>Support for beginning teachers</b>	\$13,450	<p>Under the Great Teaching, Inspired Learning all beginning permanent teachers at FMAHS had access to a strong induction process, a trained mentor, reduced teaching load and greater opportunity to collaborate with other teachers. In 2017 this funding was used for two first year out teachers.</p> <p>The school also used an equivalent amount of it's own funding to include two temporary beginning teachers with this high level of support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	578	560	591	592
Girls	0	0	0	0

Farrer has maintained a steady enrolment over the past 4 years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.2	95.1	95.9	96.4
8	94	93.3	94.9	94.2
9	94.6	94	92.9	93.9
10	94.2	93.8	94.1	92.1
11	94.8	93.7	93.5	94.8
12	95.1	94.7	92.5	93.4
All Years	94.6	94.1	94.1	94.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Farrer has a very strong positive culture on student attendance with the schools attendance well above State average. When a student does not attend school parents are sent a text and this resolves most issues. The Home School Liaison Officer visits the school each semester to check on attendance data and follow up any students of concern.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	8	2	6
Employment	1	5	32
TAFE entry	0	0	20
University Entry	0	0	53
Other	0	0	4
Unknown	0	0	0

A consistent strength for Farrer over many years is that our graduating students all find employment or move to tertiary studies.

In 2017 from a cohort of 85 students student destinations were as follows

45 received University Course offers (Courses selected for study were extremely diverse and included Rural Science, Animal Science, Law, Nursing, Engineering, Sport & Exercise Science, Business, Biomedical Science, Computer Science, Education and Clinical Exercise Physiology)

17 undertook Apprenticeships

15 started in Agricultural related careers

12 entered the workforce in other careers

3 commenced at the Australian Defence Force Academy

### Year 12 students undertaking vocational or trade training

Twenty-nine students enrolled in vocational courses through the school or TAFE, including 1 student studying aeroskills. This represents 34% of the Year 12 cohort.

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

All 85 graduating students obtained their HSC.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	34.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.7
School Administration & Support Staff	12.88
Other Positions	1

\*Full Time Equivalent

The school employs two Aboriginal staff in the hostel.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

## Professional learning and teacher accreditation

Total funding spent on teacher professional learning was \$61000. All teachers participated in professional learning.

Targeted areas for teacher professional learning included the school wide development of the ALARM writing and logic scaffold, work on understanding learning styles and assessment for learning, working with colleagues through head teacher networks and professional associations to improve knowledge and skills specific to each subject discipline, supporting leadership development across the school, as well as significant training for staff in the agriculture faculty. Funds were also allocated to enhance staff technology skills for use in the classroom.

All teaching staff seeking accreditation or seeking maintenance of accreditation in 2017 were successful.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

For the period from 01 Dec 2016 to 10 Oct 2017 a number of significant projects, including building, road and farm improvements, were completed throughout the School. Despite this expenditure, Farrer remained in a healthy financial position at the time of migration to the schools new finance system, carrying forward a balance of \$2.5m. Note that in preparation for LMBR migration a number of Trust Accounts were finalised. As noted in the SAP/SALM section of the report below, due to the LMBR migration, some revenue and expenditure relevant to this period was not processed until 2018 and will reflect in the Schools 2018 financial accounts.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>3,567,679</b>
Global funds	668,095
Tied funds	7,477,089
School & community sources	1,201,326
Interest	59,057
Trust receipts	393,589
Canteen	186,271
<b>Total Receipts</b>	<b>9,985,427</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	47,226
Excursions	191,295
Extracurricular dissections	219,931
Library	10,944
Training & Development	2,850
Tied Funds Payments	9,059,296
Short Term Relief	149,613
Administration & Office	218,235
Canteen Payments	177,417
Utilities	309,202
Maintenance	259,990
Trust Payments	390,206
Capital Programs	0
<b>Total Payments</b>	<b>11,036,205</b>
<b>Balance carried forward</b>	<b>2,516,901</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>3,698,115</b>
Appropriation	2,517,416
Sale of Goods and Services	1,051,606
Grants and Contributions	85,251
Gain and Loss	0
Other Revenue	43,813
Investment Income	29
<b>Expenses</b>	<b>-1,092,030</b>
Recurrent Expenses	-961,554
Employee Related	-139,123
Operating Expenses	-822,430
Capital Expenses	-130,476
Employee Related	0
Operating Expenses	-130,476
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>2,606,085</b>
<b>Balance Carried Forward</b>	<b>2,606,085</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

During October 2017, under the Departments LMBR program, the School transitioned from operating it's own bank accounts and accounting via the Maze software to the Department's Bank Account and accounting via SAP/SALM. This was a major transformation for the school and effectively resulted in three sets of records, being Maze for the period Dec 2016 to Oct 2017, SAP/SALM for Oct 2017 to Dec 2017 and also Maze for transactions processed through the old bank accounts for the period from Oct 2017 to closure in Dec 2017.

The report in this table represents the SAP/SALM accounts, but excludes a number of transactions relevant to this period that were not processed until 2018 due to the migration process, including enrolment deposits for the 2018 Year 7 intake of \$79k, Salaries for some Casual staff and Permanent Hostel & Farm staff

for the period Sept to December of approx. \$792k in total. In addition, a net \$390k was processed via the old bank accounts post-migration and will reflect in the schools 2018 accounts.

The balance carried forward will fund the uncharged salaries mentioned above as well as provide for planned capital works including the replacement of windows in the Gosling dormitories, Bus replacement, improved security, continuation of the roadwork's improvement program, new fit-out of the Library and repairs to the water tank.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,378,819
Base Per Capita	90,366
Base Location	6,855
Other Base	6,281,597
<b>Equity Total</b>	273,801
Equity Aboriginal	56,327
Equity Socio economic	102,311
Equity Language	0
Equity Disability	115,163
<b>Targeted Total</b>	55,520
<b>Other Total</b>	721,292
<b>Grand Total</b>	7,429,432

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

In Year 9 writing our average scaled growth score was

58.1 compared to the DoE average of 42.3. This was a huge improvement in our Year 9 writing which validated the focus that this has been for the school. In Year 9 reading 60% of the cohort received a Band 8, 9 or 10, well above state average.

In Year 7 writing our Average scaled growth score was 51.4 compared to the DoE average of 30.6. This meant that 61% of the Year 7 cohort produced greater than or equal to expected growth in writing. In Year 7 reading 60% of the cohort received a Band 8, 9 or 10, well above state average

In Year 7 Numeracy 40.3% of our students achieved Band 8 or 9 results compared to the state average of 34.9%.

In Year 9 numeracy 67.8% of the cohort received a Band 8, 9 or 10 well above the DoE average of 50%. It is pleasing to report that 80% of the cohort produced greater than or equal to expected growth in numeracy.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, the school can report that for our Aboriginal students:

In Year 7 Numeracy 37.5% of our students achieved Band 8 or 9 results compared to the DoE average of 6.6%.

In Year 7 Reading 33.3% of our students achieved Band 8 or 9 results compared to the DoE average of 7.7%.

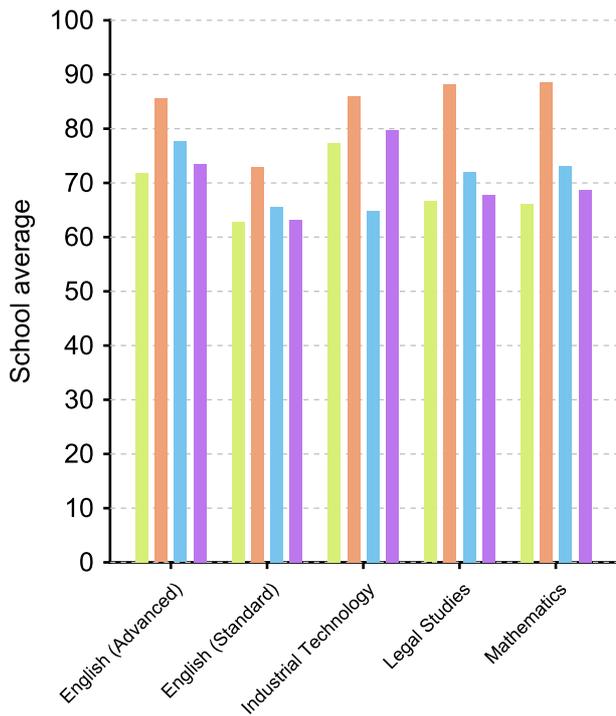
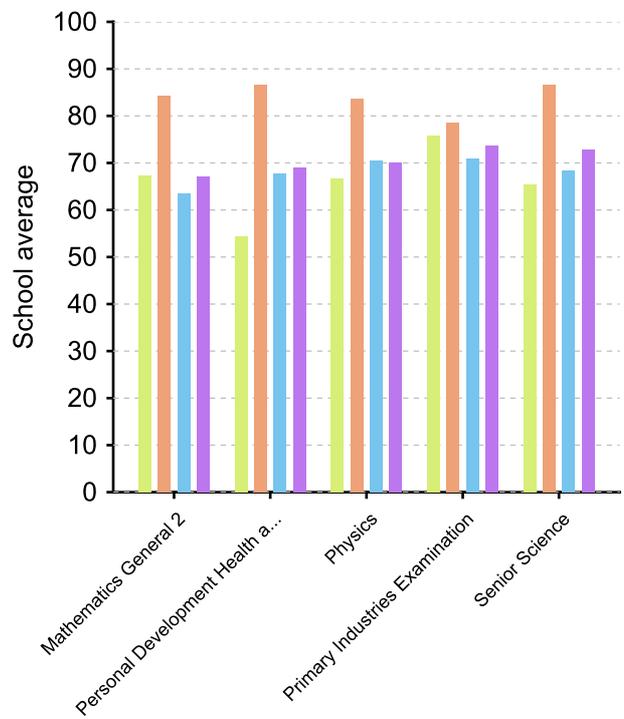
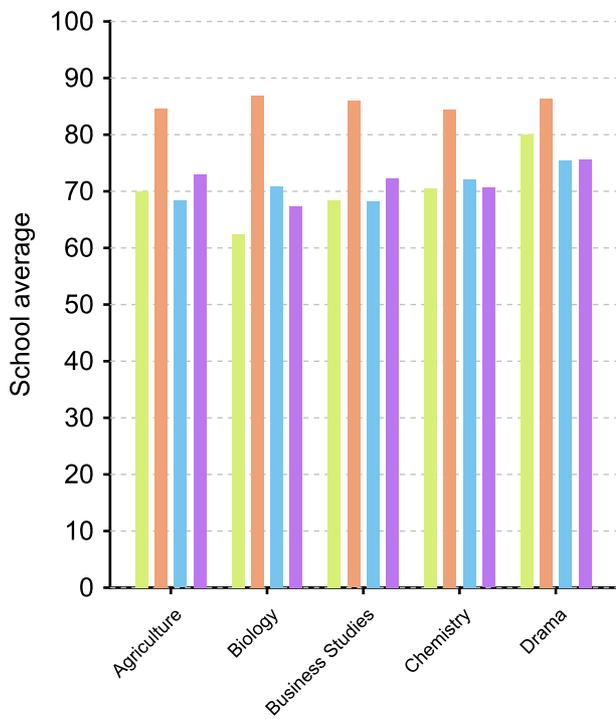
In Year 7 Spelling 44.4% of our students achieved Band 8 or 9 results compared to the DoE average of 14.5%.

In Year 9 Numeracy 16.7% of our students achieved Band 9 or 10 results compared to the DoE average of 4.4%.

In Year 9 Reading 16.7% of our students achieved Band 9 or 10 results compared to the DoE average of 5.6%.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Subject	School 2017	SSSG	State	School Average 2013-2017
Agriculture	70.0	84.7	68.3	73.0
Biology	62.5	86.9	70.9	67.4
Business Studies	68.4	86.0	68.2	72.4
Chemistry	70.5	84.4	72.1	70.6
Drama	80.0	86.4	75.5	75.7
English (Advanced)	71.9	85.6	77.6	73.5
English (Standard)	62.8	72.9	65.6	63.2
Industrial Technology	77.3	86.0	64.8	79.7
Legal Studies	66.6	88.2	72.1	67.8
Mathematics	66.1	88.6	73.2	68.7
Mathematics General 2	67.4	84.3	63.6	67.1
Personal Development Health and Physical Education	54.3	86.6	67.7	68.9
Physics	66.7	83.7	70.4	70.1



Primary Industries Examination	75.9	78.6	71.0	73.7
Senior Science	65.5	86.6	68.3	72.9

Farrer has no students with non-English speaking backgrounds, although a small number of families a heritage involving another language.

The school celebrated Harmony Day at an assembly and promoted acceptance of all people and their cultural heritage. Multicultural perspectives are integrated into teaching and learning programs.

A total of 11 Band 6 results were received by the school, two for each of Drama, Industrial Technology and Senior Science . Biology, Ext Maths, Ext Maths 2, General Mathematics and Primary Industries received one each.

The Agriculture and Technology and Applied Studies faculties continued to perform above state average.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. An online survey were conducted regarding uniform (school hats and uniform for boarders) to the whole school community – this has resulted in changes to our uniform which will commence in 2018. New Year 7 parents were surveyed to ascertain their reasons for selecting Farrer and their first impression of our school – this feedback allows the school to modify and improve our practices in meeting the needs of new students and families to our school.

## Policy requirements

### Aboriginal education

There were 61 Aboriginal students enrolled in 2016, comprising 10% of the total student enrolment.

Aboriginal students are supported through the employment of an Aboriginal Programs Coordinator as well as employment of School Learning Support Officers. Programs included

Partnering with the “Opportunity Hub” Tamworth, involving a meeting each Wednesday morning.

Bangarra Dance Workshop

Feeling deadly not Shame Workshop with Yaamanhaa Men’s Group

National Indigenous Youth Leadership Academy two day Workshop

NAIDOC week activities.

An outstanding 'Sorry Day' Assembly with guest speaker Stella Lamb.

Individual tutoring students in need of support who qualify for funding.

### Multicultural and anti-racism education