

School plan 2018-2020

Farrer Memorial Agricultural High School 8111



School background 2018–2020

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.

School planning process

This plan was developed by staff, students and parents and it is endorsed for implementation by the School Council.

The implementation of the school plan will be monitored by the School Council in its role as the schools self-evaluation committee. The schools executive staff will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans as well as annual whole school, faculty and team evaluation reports.

School strategic directions 2018–2020



**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.



**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.



**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 academics, wellbeing, agriculture and sport.

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

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.

Improvement Measures

- Increase the proportion of students in Reading in the top 2 NAPLAN bands from 19% to 23% by 2019.
- Increase the proportion of students in Numeracy in the top 2 NAPLAN bands from 19% to 23% by 2019.
- 5% increase in students achieving Blue Opal.
- Increase students in year 7 & 8 gaining a 0.4 expected growth in extended writing responses as evidenced in ALARM scaffold assessment data.
- Improve student writing and literacy through quality assessments for and as learning.
- Improve capacity of teacher's knowledge and understanding of text types and specific literacy components.
- Improve teacher capacity to create quality across the year assessment tasks.

Premiers Target

- Increase students in the top 2 NAPLAN bands by 8% in Reading and Numeracy.
- Increase the proportion of ATSI students in the top 2 NAPLAN bands by 30% in Reading and Numeracy.

People

Students

Develop students who take ownership of their own learning and increase their capacity to be critical thinkers, collaborative team players and problem solvers.

Staff

Will have the capabilities to incorporate literacy and numeracy strategies in their subject area. Develop a deep understanding of boys' education and strong commitment to value and ethics that support the culture in the school to cater for the needs all students.

- BIU coordinator (Literacy) inservicing staff on i) assessment for and as learning ii) writing for a specific purpose (persuasive and procedure text types) iii) explicit teaching, scaffolding and modelling.

Parents/Carers

Engage in discussion around 21st century learning and the study skills required to be a successful student. Ensure parents understanding of the holistic approach to student development

Community Partners

Ensure strong connections exist to allow for students success in the areas of VET, extra curricula activities and work experience/placement. Agricultural links are developed and utilised to promote, engage and support students in different learning opportunities.

Leaders

Processes

ALARM

- Executive investigate current use of ALARM scaffold across faculties and Year groups, with a focus on ensuring improvements in Writing, in particular in the junior school.
- Professional learning is grounded in evidence based best practice using effect size to measure student growth in Writing.

BUMP IT UP

- The school executive review and modify current 7–9 assessment with a focus on embedding assessment for, of and as learning in all KLA's.
- Implementation of persuasive text type assessment task in each year group (7–9) in every KLA.
- Professional Learning of explicit teaching, scaffolding and modelling of persuasive and procedure text type.
- Professional Learning for staff focused on PAT implementation procedures and analysis of student results to determine future focus areas.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

ALARM

- Staff use the ALARM scaffold in their programming and assessment, and in producing student work samples.
- Within faculties teachers develop ALARM scaffolds through collaboration and analyse student work samples.

BUMP IT UP

- Persuasive or procedure text type in one across—the form assessment task per faculty, per Year Group (Years 7–9).
- Evidence from teacher PDP's of specific writing for a specific purpose. (i.e. persuasive and procedure text type).
- Teacher evaluation of explicit teaching, scaffolding and modelling through survey, professional dialogue and student work samples.
- Teachers provide regular and timely feedback about student progress based on assessment data and classroom observation of student work.
- Teachers use data to analyse the effectiveness of teaching and learning practices in Literacy and Numeracy. Evidence of response to this analysis directing modifications to pedagogy and student work..

Products

ALARM

- Teaching and learning programs across faculties demonstrate ALARM scaffolds as evidenced in teacher program feedback from supervisors and student

Strategic Direction 1: Quality Learning For All Students

People

The Principal along with the executive will lead education change within the school. Utilising the Performance and Development Framework to coach, evaluate and build the capacity of staff to implement initiatives relevant to the strategic direction of the school.

Practices and Products

feedback.

- Student work samples across faculties show growth of Hattie's effect size of 0.4 as evidenced in writing tasks.

BUMP IT UP

- Assessment scope and sequences developed for Year 7–9 embedding assessment for, and, & of learning.
- Teaching and learning programs demonstrate cross curricular Literacy and Numeracy targets as evidenced in teacher program feedback from supervisors and lesson observations.

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.

Improvement Measures

- Increase in staff utilising various technology tools as evidenced in teaching programs.
- All Senior Assessment policies have been revised in line with new syllabi and assessment requirements.
- Increased student satisfaction with agriculture as evidenced by student surveys and student enrolment numbers.

People

Students

Will receive effective feedback that will engage them with curriculum programs. Teaching practices effectively develop their knowledge, understanding and skills to achieve learning outcomes.

Staff

Will be supported by ongoing professional development that will provide guidance and build capacity in a supportive environment; and sustain ongoing improvement in teaching practice and student outcomes.

Community Partners

Will offer unique learning experiences to support and develop staff and provide access to external expertise to enhance the student outcomes for all students, particularly rural and remote. Agricultural links are utilised to promote, engage and support students in different learning opportunities.

Leaders

Will ensure the ongoing development and support of professional learning across all areas of the school. Leaders will promote a culture of building capacity in themselves and others, and provide opportunities for professional growth as identified through the school plan.

Processes

Assessment

- Teachers increase understanding and implementation of a wider variety of assessment tools for learning. Formative and summative assessment practices developed are consistent and make appropriate use of technology.

Engagement

- Staff professional learning focuses on Boys Education and the use of Technology to deliver improved programs which will lead to increased student academic engagement.
- Review current literacy strategies and practice to increase the level of student engagement in Reading and Writing.
- Teachers incorporate study and research skills development in curriculum based activities and assessment., resulting in an improvement in students' engagement and proficiency with these skills.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Assessment

- Teachers regularly use formative assessment strategies to inform their teaching and enhance student outcomes as evidenced in program monitoring and observation.
- Teachers develop and evaluate multi-modal summative assessment opportunities, which incorporate technology where appropriate. These foster creativity and critical thinking in students as evidenced in the monitoring of assessment tasks and scopes and sequences.

Engagement

- Staff regularly utilising, reviewing and implementing behaviour data to increase student engagement as evidenced in classroom observations, millennium data and LST meeting minutes.
- Teachers are engaging in new techniques to support and enhance learning and study opportunities as evidenced by teacher evaluations and reflections of the content, resources and delivery of lessons.
- Teachers create a learning environment for students to foster critical and creative thinking, problem solving and teamwork as evidenced by work samples, classroom observations and Blue Opal numbers.

Products

Assessment

Strategic Direction 2: Quality Teaching

Practices and Products

- Consistent, high-quality assessment tools are used to monitor, support and encourage self-directed learning as evidenced in scopes and sequences, teaching programs, student work samples, assessment schedules and Professional Learning records.

Engagement

- A school-wide culture of enhanced learning where students are self-directed, dedicated learners, motivated by high expectations as evidenced in focus groups, work samples and millennium data.

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 academics, wellbeing, agriculture and sport.

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

Improvement Measures

- Increase in the number of external links to the school that benefit and enhance student learning.
- Parental use of Millennium has increased.
- 10% increase in students accessing student support services within the school.

People

Students

Develop the mindset and capabilities of our students to demonstrate positive behaviours and be more aware of mental health issues. Prefects and the SRC encourage charity work and involvement in community events and celebrations.

Staff

Partnerships

Staff continue to develop linkages with external organisations in order to improve the educational outcomes for students.

Wellbeing

Wellbeing staff organise professional learning and support programs that enhances student mental health.

Parents/Carers

Will develop an understanding and be encouraged to support wellbeing programs. Volunteer parents will assist with sporting teams and other school events.

Leaders

Will encourage the development of new partnerships and ensure implementation of the Agricultural plan. Leaders will ensure the ongoing development and support of wellbeing programs across all areas of the school.

Processes

Partnerships

Academics

- Increased linkage with UNE and the associated SmartFarm resources. Increased usage of outside professionals in student learning via seminars and demonstrations as evidenced by the increased student attendance.

Wellbeing

- Continue with the developed partnership between the UNE Social Worker Program and Farrer Wellbeing Team as evidenced by the current Social Worker student within the school.

Agriculture

- Continue to foster the current relationships with Clipex, Merial, DPI, Upper Murray Seeds and identify areas to target for future partnership opportunities.

Sport

- Continue the relationship with UNE Sport Science Faculty that is evidenced through their current implementation of training programs for students.
- Maintenance of and enhanced links through significant partnerships with TAFE, University, Dept of Primary

Practices and Products

Practices

Partnerships

Academics

- Increased student attendance at UNE events and SmartFarm. Utilisation of UNE developed teaching resources and online modules. Increased usage of outside professionals in Agriculture curriculum presentation.

Wellbeing

- Developed internal practices that better utilise and manage the social worker practicum students from UNE.

Agriculture

- More effective parental communication of the emerging opportunities for student engagement in agriculture via the utilisation of current partnership organisations.

Sport

- Implementation of student training programs.
- Identifiable areas for improvement within the current training programs at Farrer.
- Increased parental communication via emails and use of Millennium. More physical parent contact with families via functions held at school and in our catchment area.
- High level of school involvement in various charities is celebrated at assemblies and in communication through newsletters and the website.

Strategic Direction 3: Leading The Development of Partnerships

Processes
<p>Industries, Agricultural Institutions, business houses and peak farming organisations.</p> <ul style="list-style-type: none">• Strengthened relationships of support with parents through increased communication, as well as functions that students attend with parents.• Use of systems in which the 'Old Boys' network supports the school and its students in a more structured way that is evidenced by the current Farrer Foundation.
Wellbeing
<ul style="list-style-type: none">• Encouragement and promotion of student and staff involvement in charity events resulting in greater awareness and development of a sense of empathy.• Consistently use programs to encourage resilience and increase awareness of Mental Health and Wellbeing. Use the Student Wellbeing team as a resource for supporting and educating students about mental health.• Staff professional learning focuses on mental health resulting in awareness of and ability to implement strategies.• School teams meet on an ongoing basis for review, and ensure that the academic, social and emotional progress of students is ongoing.
Evaluation Plan
<p>School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.</p>

Practices and Products
<ul style="list-style-type: none">• A Farrer Foundation is established through the 'Old Boys' network with evidence of increased student support through scholarships
Wellbeing
<ul style="list-style-type: none">• Early intervention strategies exist to identify and support students at risk. Peers and staff are aware of the support systems and structures that exist.• Weekly Wellbeing Team meetings scheduled with key personnel to identify, plan and monitor identified students and to determine timely and tiered interventions responsive to individual wellbeing needs.• Organisational structures are communicated, coherent, flexible and respond to the needs of students.
Products
Partnerships
<ul style="list-style-type: none">• Sustainable long term partnerships are developed that have direct benefit to student learning and wellbeing, staff professional learning and increased parental communication.
Wellbeing
<ul style="list-style-type: none">• Individual students learning and wellbeing needs met as evidenced in student case meeting documentation and feedback from student support services within the school.• Staff and students enhanced knowledge and understanding of mental health issues as evidenced by the use of

Strategic Direction 3: Leading The Development of Partnerships

Practices and Products

'Reach Out' and "Batyr" as the schools primary sources of Mental Health information.