

# 2023 Annual Report

## Farrer Memorial Agricultural High School



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# Introduction

The Annual Report for 2023 is provided to the community of Farrer Memorial Agricultural High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## Message from the principal

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It is always a challenge to sum up a year at Farrer! So much happens and 2023 has been no exception. In short, the year has been exceptionally busy which has resulted in significant achievements across all facets of Farrer life. The most pleasing part was the enormous levels of participation in the widest possible variety of endeavours. The numerous successes and activities our boys have enjoyed are well documented in the pages that follow, but the following certainly stood out to me.

We proudly marched together as a school on Anzac Day for the first time since 2019. This was indeed a highlight of the year and a tradition which our Year 12 students felt was important to continue. Respecting those who have served our nation has been an important part of our school's culture since it opened during the Second World War. It was wonderful to welcome 94 year old Mr Pat Carberry in Term 4 to recount some of the challenges that students faced during the years when Australia was at war. Our boys were completely engaged with his reflections of life at Farrer during wartime.

Agriculture excellence has continued to be a focus, with Farrer leading the way in the Tamworth district with the promotion of Food and Fibre week. Numerous primary schools and pre-schools have visited our campus to take a hands on approach to learning under the expert guiding instruction of our staff and students. Despite the dry times and challenging markets, the annual ram sale was a great success, achieving our highest ever price of \$30,000. The school enjoyed more success with Year 12 Primary Industries student Harry Mamone receiving a Certificate of Excellence at the 2023 WorldSkills Australia National Championships in Perth.

A year of sporting success was highlighted by our Hockey team winning the State Championship in a very close game which was decided in the final minutes. This success was matched by the U16 Rugby Union team winning their state title, the Buchan Shield. Our First XI Cricket team were crowned CHS State Champions. Logan Spinks was named Sportsman of the Year for both Farrer and the North West School Sport Association, after being named in the Australian Secondary School Rugby League team. He was presented with the Carberry Cup by Old Boy Mr Pat Carberry at a special school assembly. Success abounded in Rugby Union, Rugby League, Basketball, Water Polo, Shooting, Equestrian, Tennis, with Lawn Bowls re-emerging as another sporting opportunity to represent the school.

Congratulations to the outgoing Year 12, who have done an outstanding job in leading the school. Captain Shannon Charters and his Vice Captains, Archie Davidson and Nick Mead were exemplary and the whole Year 12 group worked together to raise awareness and funding for charity and promote a positive culture in the school. The Mother and Son dinner and the Father and Son golf day were enjoyed by all, as were the final farewell celebrations at the end of Term 3. It would be remiss not to acknowledge Year Coordinator Mrs Katie Rowe who worked tirelessly over the entire six years to support the boys' in their journey through school.

The Haycock family joined us for the Official Opening of the Haycock Dormitory during the September holidays, delayed because of COVID. Brett, Lisa and Andy Haycock grew up at Farrer while their father Kevin was Deputy at the school for 20 years. They and their families joined a number of former staff and students to celebrate Kevin's contribution to the school.

We have farewelled a number of staff this year. In Science, Mrs Amanda Watson made the very difficult decision to leave teaching at the end of term 2 to pursue a career with a renewable energy company. We thank her for her many years of dedicated service and wish her the very best in her new career. Mr Matthew Dodds made the move to Glen Innes with his family part way through Term 4. He has inspired many senior physics students to pursue a science based career and has been an engaging teacher for many junior students. We thank him sincerely and wish him all the best. We must also bid farewell to Mrs Angela Wilde, who has served the school across faculties for the past ten years. We thank her for her support and wish her well in the future. Mrs Gai Chambers has worked as a teacher mentor over the last three years developing skills to implement our writing program. She has also provided students with tutoring assistance and we value her important contribution to our school.

We said farewell to Deputy Mr Luke Maloy at an assembly at the end of Term 3. Mr Maloy worked at Farrer for 14 years and was a passionate economics teacher, mountain biker and AFL supporter. He has moved to the coast and is trying to add the title of surfer to his list of accomplishments.

Farrer celebrates the contribution of two retiring staff this year. Mr John Drenkhahn originally joined the school as an agriculture teacher in 2013 before "retiring" in 2018, only to be enticed back to working and residing at the school until the end of this year. We thank him for the countless hours he has spent covering classes and residential supervision, and for the many positive relationships he has developed at our school. Finally, Mr John McAdam will retire from teaching in 2024, after service as Head Teacher Science at Farrer since 2000. The school would like to thank Mr McAdam for his contributions in the science faculty, with the school hockey teams, the ODAS program, developing the school timetable and as the Teachers' Federation representative. We wish both gentlemen a long and healthy retirement.

We were saddened to hear of the death of David Smart, who passed away in January this year after working on the Farrer farm for 18 years. David was a kind and friendly man who enjoyed his work with our boys. He was a valued member of the Farrer family and is remembered fondly by his colleagues.

I would also like to thank the entire staff at Farrer for their immense contributions over 2023. The professionalism and expertise of these people cannot be overstated. We express gratitude to the teaching staff, and to the non-teaching staff; in the office, student support, kitchen, laundry, farm, cleaning, transport, maintenance and grounds. I again thank the School Council for their advice and their scrutiny of policies throughout the year and I look forward to working with this body in 2024. The Farrer PT&F has again been ably led by Georgie Firth who will now finish her time as President. We thank Georgie for her energy, enthusiasm and friendly approach after initially being 'encouraged' into the role. Amanda Gwalter will now take the reins as President and I encourage all parents to join the PT&F, as it is an excellent way to learn about the school and to meet people in the Farrer community.

It has been an honour to lead the school in such a successful year. I look forward to more challenges and opportunities in 2024.

Mr Clint Gallagher

Principal

Farrer Memorial Agricultural High School

### Message from the school community

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Congratulations to the Farrer community on another successful year.

The School Council has been incredibly busy throughout 2023 and have enjoyed working closely with staff, members of the PT&F Association and Farrer Foundation. Together we have utilised and shared our platform to assist parents in school policies, provide information and make valuable contributions to the School Council.

Under our new constitution, we welcomed the year with a full and robust committee. This system has worked effectively and has enabled us to expand the executive committee to enjoy a full cross section of our community resources. Our Annual General Meeting is still a week away and nominations are looking strong again for 2024.

I wish to take this opportunity to acknowledge the retiring PT&F President Georgie Firth and her strong and unwavering commitment to the PT&F over the last number of years. Georgie is a pleasure to work with and her commitment to Farrer has been exceptional. Congratulations to Amanda Gwalter who will be stepping into the role as the new incoming President.

This year, we have undertaken a review of the Farrer uniform policy. We are extremely fortunate to have a current policy that is well suited not only to the well being of our students, but one which maintains a suitable standard that fits across the school and the community as a whole. This policy remains successful in receiving full support from the school council.

The 2023 New Parents welcome dinner for Year 7 families was a great success with over 250 in attendance. Parents and new students enjoyed an informal meet and greet, fostering new connections and building a sense of community. The School's executive team, School Council, PT&F and School Foundation along with the Year 7 coordinator, came together to welcome our new families while offering a brief overview of the event.

In March this year, we organised the first Year 12 Mother and Son dinner on the picturesque Farrer centre lawn. The tables were elegantly arranged beneath fairy lights with the historic Farrer buildings illuminated in the background serving as the stunning backdrop. For the mothers, it was a memorable and unforgettable evening. The Refectory served a dinner comparable to what one might find at an elegant restaurant.

Not to be outdone, we also arranged a Year 12 Father and Son Golf Day. We had 112 golfers battle it out on the Royal Farrer 9 hole grass green course. The day ended with a presentation dinner where a large gathering of Year 12 students and families came together to celebrate. These fantastic events have allowed our Year 12 cohort and their families to create lasting memories and life-long friendships, and I hope that other year groups will have the same opportunity.

To our wonderful class of Year 12 gentlemen who finished in 2023, I thank you for your support as I was lucky enough to work closely with this year group. We wish them the utmost success in their future endeavours.

Respectfully

Mark Hoath

Chairman

Farrer School Council

### Message from the students

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**The following speech was delivered by School Captain Shannon Charters at the Year 12 Graduation.**

Good morning parents, staff, students and most importantly, the departing Year 12.

It is said that a good speech should begin with a quote, so today I have chosen one by the founder of Apple; Steve Jobs.

"You can't connect the dots looking forward you can only connect them looking backwards. So you have to trust that the dots somehow connect in the future. You have to trust in something - your guts, destiny, life, karma, whatever."

Looking back upon our time at Farrer, there have been many dots that have joined. Many lessons learned, both in the classroom and in life. I thought I'd share some of the not-so-profound, yet totally relatable lessons I've learned during my time at Farrer.

#### **Lesson 1: Procrastination is an art not a science.**

In my opinion, Year 12 has mastered the art of procrastination. I think perhaps, they have become masters of the trade. Perhaps, even the most accomplished academic would be jealous to watch us in action. I mean, why do today what you can put off until tomorrow?

Surely today is for hanging with your mates, Netflix bingeing, afternoon naps, listening to music, watching Tick Tok and texting anyone - everyone! Who you think might be just the slightest bit interested in texting you back.

Tomorrow is for completing homework, assignments and deadlines.

But here's the twist; sometimes, those last-minute projects turn out to be the best. So, for all you procrastinators to my left, just remember that sometimes genius thrives under pressure. Sometimes, diamonds take shape under such pressure&hellip; or so we would like to think.

#### **Lesson 2: Covid wasn't all negatives, some positives came out of it.**

Remember the years that brought us hand sanitiser and long lines outside matron's office? COVID- the pandemic years will certainly be ones we will look back upon. Remember boarders, when the only way we could come back to school was to live at Tamworth airport? Remember the soggy undercooked toast? The hard butter and plastic knives? We joined the dots then and there, we realised that the Farrer Refectory should be awarded with five Michelin stars.

The airport's steamed crumbed fish which made the Fec's fried fish and chips, look like fresh caught coral trout.



I'm still trying to join the dots about those months at the airport. Have you ever wondered what went into the airport food? We all saw some strange, unidentifiable substances on those trays. I'm convinced the staff were secretly experimenting with a new cuisine they like to call "Lets' just call it chicken or fish". But hey, it taught us to appreciate home-cooked meals and the food prepared by the Feccies.

### **Lesson 3: The Power of Friendship**

During our time here at Farrer, we've made friends who will be with us for the rest of our lives. Friends who have laughed with us, cried with us, and, most importantly, shared their notes with us when we somehow forgot to study.

So, let's not forget to thank our friends for their unwavering support and their willingness to share, as well as providing the odd shout at the canteen. Thanks Mamone.

### **Lesson 4: You must embrace failure to promote and enjoy success.**

As a team, we have embodied the spirit of resilience and the essential aspect of growing up that is one of the hardest to come to terms with- embracing failure.

Throughout our journey, we faced challenges head-on, recognising that setbacks are not roadblocks, but rather opportunities for growth. We understand that success is not defined by the absence of failure, but by the courage to rise each time we fall. Our determination and unwavering spirit have not only inspired our peers, but also reminded us all that it's not about avoiding adversity, but about how we face it.

Let us remember that adversity for country kids is ever present. During our six years at Farrer we have seen the worst drought on record, too many floods to remember, bushfires that hit our homes and our communities and let's not forget, the pandemic that changed our world forever. Life has given all of us- some harsh lessons. No matter what, we know that in our own small way, here at Farrer we have a spirit that helps you stand tall, look to the horizon and walk forward.

Well done men. The Farrer motto 'strength in adversity' has served the Class of 2023 well, and will continue to as we make our way in the world.

### **Lesson 5: Always be grateful**

We have learned the hard way, that when the going gets tough, you have to rely upon yourself. That is true to a certain degree, but I have to say that having lived here at Farrer for six years, there are always people that will support you. Such as Susan, who is always there for a wise and friendly word, and earlier on in the piece, Laura. I would also like to mention the unwavering support and understanding of Lani and Ming. The Year 12 cohort would like to say to every fellow Farrer student here today, reach out if you need support, it is here and always available.

Be grateful for the OPAL system. Yes, it is true- at times it is a pain. But in the long run, the system helps you realise a pretty important lesson in life- you can seize the day and the opportunity to get it right. A strong work ethic matched with the attitude to do your best all the time is something that will never fail you.

Be grateful for the Student Representative Council. They are your voice and are heard by the powers that be, who want to hear what concerns us. The SRC put our points forward and they get results. A good example of this is when the SRC of 2022 secured the privilege for Silver level students in Year 11, to be able to drive to school. This change benefits all students, and is something that we as a year group were very thankful for and something future years will continue to enjoy.

Personally, I am grateful for the wonderful moments we shared as Year 12- the Mother and Son dinner PLUS the Father and Son Golf Day. These activities created memories, stories and connections for everyone involved.

This speech wouldn't be complete without a nod to the Roos, the group of boys who brought laughter to the most boring of boarding house days. As I connect the dots of my life to come, I will always remember that life is not always about what you have to do each day. There is value in finding joy in every moment. The Roo's kept us entertained, without fail. Thank you, boys.

Without taking anything away from Archie's speech which will follow shortly, I would like to quickly say as captain that we are grateful for this school and the hardworking and devoted staff that make our time here so incredible.

In particular, I cannot leave without expressing my gratitude to our Year Coordinator Mrs Rowe, whose tireless work on our behalf has made our time here at Farrerdisse, that much the sweeter.

Thank you.

As Steve Jobs said, let's look back at the dots. As we move onto the next chapter of our lives, let's not forget the

important lessons of the past.

Procrastination can sometimes be a stroke of genius.

Tamworth Airport food is best left for Pandemics.

Friends are the spice of life - a reality check, a shoulder to cry on, as men we are getting better at being in touch with our emotions and who we are.

Failure is just a pit stop on the road to success - however, it creates stories and valuable lessons that we can use in the future. Never be scared of failure.

Keeping a full cup and a positive attitude. Not everything will go our way - but that is a part of growing up. Continue to be grateful.

I hope that one day we look back on the dots that we have left behind and we can laugh, learn and be proud of the many moments that have made up our time here at Farrer.

My fellow graduates, let us walk forward, look to the horizon and conquer the world. Armed with our unique set of skills and a healthy dose of humour, there is no doubting we can become everything we imagine.

And maybe someday we'll look and say, 'Hey, it wasn't so bad after all'

Congratulations, Class of 2023! We did it!.



2023 School Leaders

## School vision

The purpose of Farrer MAHS is to produce thoughtful, skilful, educated and caring young men capable of confident, responsible participation in society. Farrer MAHS is committed to promoting and developing the potential in every boy, in preparation for a fulfilling and active role as a citizen in a challenging world.

Staff at Farrer MAHS value academic achievement, engagement and communication as key aspects of student development. To achieve excellence, staff are dedicated to the practice of continuous improvement, evidence-based teaching strategies and extra-curricular activities to create stimulating and effective learning experiences for every student.

## School context

Farrer Memorial Agricultural High School has established an enviable reputation as a centre of excellence in academics, agriculture, welfare, and sporting programs. Catering to the education of both day and boarding students, Farrer MAHS 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 MAHS has 610 students enrolled: 310 boarders and 300 day boys, of which 12% identify as having an Aboriginal background.

The school's staffing entitlement in 2022 was 52 (FTE) teaching staff and 12.8 (FTE) non-teaching staff. The school also employs 60 Hostel staff who work in the boarding section of the school. The above entitlement staff includes Head Teacher Information and Digital Technologies and Instructional Leader positions which are funded through Socioeconomic background equity loading.

Farrer MAHS 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. The school has fostered strong relationships with local business and industry and enjoys outstanding post-school destination outcomes for students.

A comprehensive situational analysis has been conducted which led to the development of the 2023-2026 Strategic Improvement Plan. This analysis included genuine consultation with students, staff, non-teaching staff and the PT&F.

Using our situational analysis we have identified a consistent thread of low student achievement in writing, which is inconsistent with improved NAPLAN results in reading and numeracy. A specific focus on improving academic writing would better equip students to handle the challenges of senior schooling and the HSC, which require a capacity to write analytically, evaluatively and reflectively.

Additionally, the school is committed to developing effective and innovative classroom practice, increasing student ownership to build a culture of resilience and aspiration, with significantly increased levels of student academic engagement. Staff are engaged with initiatives such as the Academic Writing Initiative, Formative Assessment, Quality Teaching Rounds, improving learning environments and integrating technology to support the craft and engagement of their teaching delivery.

There is a focus on how to best use data to inform classroom practice, differentiation of activities and targeted delivery of Literacy and Numeracy strategies. Each faculty is committed to extending and enriching student learning to complement the school's established reputation as a leader in supporting Well-being, Agriculture and extra-curricula fields.



Farrer Football Match



Awards Day

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence-based teaching. All students will add value to their learning from Year 7 to Year 12.

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

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching of Inclusive Curriculum

### Resources allocated to this strategic direction

Integration funding support  
Socio-economic background  
Aboriginal background  
Professional learning

### Summary of progress

Progress towards demonstrating quality teaching of inclusive curriculum has been enabled by the following activities: **Aboriginal Education Professional Learning (PL)** with Michelle Clare on Personalised Learning Pathways, Trauma-informed practice and full-day Tamworth PL. **PL Mini-bites** resourcing and sharing of practice. Diverse presentations on literacy, technology, accreditation, genuine assessment/AI detection. **Quality Teaching Rounds (QTR)** Term 1 One team did two rounds, the other team did one round. The focus changed to Year 7 teachers to see the integration of the writing initiative into QTR observations. **Aboriginal cultural groups** set up by Kel Klepzig. External providers for language, culture, lessons, and mentoring. **Aboriginal Studies Stage 6** - New room fit-out. Planned and organised by the lead teacher of Stage 6 Aboriginal Studies. **Super 6 Reading Comprehension - PL**. Tues News. SDD sessions. **Roll Call Reading Program** - Competition advertised with prizes for students completing the most books during reading roll call.

Some of the barriers to achieving quality teaching of inclusive curriculum have been the clarity of direction for PLPs, 8 Ways Training cancelled previously and staffing concerns that have impacted the release time for staff to complete PL. How do we make **PL Mini-bites** meaningful PL? Staff willingness to share practice within their own classrooms. Interruptions in roll call sessions were a barrier to Aboriginal cultural groups finding times to regularly meet and it remained a barrier for roll call reading. The most significant of these interruptions was the implementation of the new phone policy in schools has reduced the time for students to read during roll call, therefore reducing the impact of the program.

The next steps to further our progression towards achieving quality teaching of inclusive curriculum involves 8 Ways training, the development of a more mindful sequencing of learning, building, and assessing while carefully considering feedback from staff. Encouraging staff participation in QTR and sharing of practice to increase involvement from staff. Gather teacher feedback on the application of strategies delivered/shared in PL mini-bites in classes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

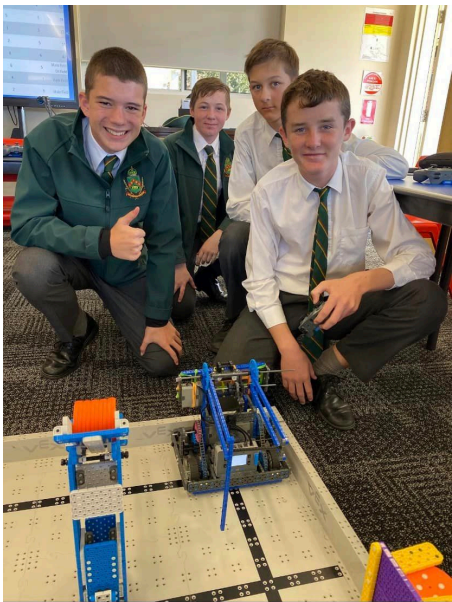
Annual progress measure	Progress towards achievement
Target number of Yr9 students identifying as Aboriginal (2020) to achieve an HSC by 2023 is >=7	The number of Year 9 students identifying as Aboriginal that progressed to achieving an HSC in 2023 is >7.
An increase in Check-in Assessment mean scaled score for reading in Year 9 for 2024 compared with Year 9 in	Student growth data is unavailable for this progress measure in 2023 due to the inability to compare 2023 NAPLAN data to previous years.



2023.	
An increase in Check-in Assessment mean scaled score for numeracy in Year 9 for 2023 compared with Year 9 in 2022.	Student growth data is unavailable for this progress measure in 2023 due to the inability to compare 2023 NAPLAN data to previous years.
Increase in the percentage of Aboriginal students demonstrating improvement in reading to be above the state average in Check-in Assessment for Year 9 in 2023.	Student achievement data is unavailable for this progress measure in 2023 due to the inability to compare 2023 NAPLAN data to previous years.
Increase in the percentage of Aboriginal students demonstrating improvement in numeracy to be above the state average in Check-in Assessment for Year 9 in 2023.	Student achievement data is unavailable for this progress measure in 2023 due to the inability to compare 2023 NAPLAN data to previous years.



Science and Engineering Challenge



Robotics

## Strategic Direction 2: Maintaining and Elevating Student Engagement

### Purpose

Our purpose is to maintain excellent levels of student spirit and belonging to the school, while increasing levels of classroom engagement to 'commitment beyond compliance', from Year 7 to Year 12.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creating a Learning Culture through Nurturing Positive Connections

### Resources allocated to this strategic direction

Integration funding support  
Socio-economic background  
Aboriginal background  
Low level adjustment for disability  
Location  
Professional learning  
Student Support Officer

### Summary of progress

Throughout the academic year, our school has prioritised efforts to foster student engagement through various initiatives. Staff members were provided with opportunities to attend tech meetings aimed at enhancing their proficiency in utilising Macbooks and iPads as effective teaching tools. Allocations were also made to support teachers delivering Rite Journey and Future Man courses, with prior program experience allowing for further refinement in delivery methods. Notably, the leadership of an experienced teacher in delivering the Future Man course led to improvements in structure and consistency. Additionally, an iPad loan program was implemented to target specific students where the use of technology would have the greatest impact on learning, particularly in Mathematics classes. Staff members actively promoted the integration of iPads into classroom instruction, further enhancing student engagement. Furthermore, having trained staff available, not directly involved in Rite Journey teaching, facilitated seamless coverage amidst staff turnover, ensuring continuity in student experiences.

Despite these efforts, several challenges were encountered in maintaining and elevating student engagement. Timetabling a large number of staff for simultaneous off-class training sessions proved to be a logistical challenge. Some staff members returned to teaching Rite Journey without prior experience, leading to potential disruptions in program consistency. Financial constraints for students purchasing iPads also posed a barrier to technology integration. Moreover, staff changes in the final term resulted in new staff members joining Rite Journey groups, potentially impacting established relationships and shared experiences, thereby hindering student engagement.

Looking ahead, our focus remains on sustaining and enhancing student engagement through targeted strategies. Efforts will continue to integrate technology into teaching practices to enrich learning experiences. Increasing the frequency of sharing best practices among staff members will bolster confidence in utilising new technologies effectively. Furthermore, there will be an emphasis on expanding the number of staff members trained in delivering the Rite Journey program, better equipping us to adapt to future changes and ensure continued program effectiveness. These next steps align with our commitment to fostering a dynamic learning environment conducive to student growth and success.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
71.99% of students reporting a positive sense of Wellbeing according to the agreed system target as measured by Tell Them from Me (TTFM)	76% students report positive sense of belonging in TTFM, higher than the target of 71.99%.
65% of students from Years 7-12 will	Less than 65% of students report feeling motivate, interested and

report feeling interested, motivated and appropriately challenged by classroom activities ( <i>Tell them From Me</i> data).	challenged, and this will be a targeted focus moving forward in 2024.
Students reporting being subjected to bullying will measure within 3% NSW state averages ( <i>Tell Them From Me</i> ) and and show qualitative improvement according to internal student survey data.	Students are reporting being bullied in the junior school at higher rates than the 3% state average, but lower than the 3% average in the senior school. This will continue to be a focus moving forwards.
The percentage of students attending school is greater than the system negotiated target of 84.3%	Student attendance was at 89%, greater than the negotiated target of 84.3%.

## Strategic Direction 3: Improving Academic Writing

### Purpose

Our purpose is to build staff expertise as teachers of academic writing and to support student academic writing with improved feedback. The school will promote academic writing as an essential skill for life.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strategic Enrichment of Academic Writing

### Resources allocated to this strategic direction

#### Socio-economic background

#### Professional learning

### Summary of progress

Our school has been focused on bolstering academic writing last year. We embarked on a dedicated mission to enhance writing proficiency, and the results were clearly evident. Our school has also implemented a range of initiatives aimed at creating a supportive and conducive learning environment for HSC students. To achieve this goal, we engaged with HSC Strategy, a Department of Education multi-faceted program guided to supporting the use of High Leverage teaching strategies to support growth in Stage 6 achievement.

Our team of educators within the Writing Initiative, played a pivotal role in spearheading lift in student academic writing in 2023. Their strong commitment covering a broad range of faculties ensured they utilised effective writing teaching methodologies that were seamlessly integrated into our curriculum. Termed the Super 6 Writing Strategies, these tools for improved written expression yielded tangible improvements in student writing quality and output across all disciplines. Central to our success was the leadership of an experienced educator who guided the team in effective implementation. Moreover, we expanded our outreach efforts to engage more teachers in this endeavour, offering specialized training sessions for Year 7 educators and disseminating resources during faculty meetings. In addition, we introduced a standardised paragraph structure for extended responses, providing students with a cohesive framework to enhance coherence in their writing across subjects. The positive impact of these initiatives was evident in the notable improvements observed in the outcomes of the Higher School Certificate examinations.

Our school's involvement in the HSC Strategy programs of HSC Professional Learning (PL), Action Learning Collectives (ALC), and School Implementation has been instrumental in driving student growth and achievement in the attainment of Band 5 and 6 results. The HSC Strategy programs were practiced at both an individual and whole staff level; via Teams with staff at other schools, in our own staff briefings, professional learning and shared resources. The strategic use of highly effective teaching strategies, aimed at enhancing learning outcomes, into our teaching experiences and programs, has supported our school to successfully nurture a cohort of motivated and high-achieving HSC students. By fostering a collaborative culture amongst teaching staff and promoting a growth mindset, our school has created a community where students feel motivated and empowered to strive for excellence in their HSC studies.

However, challenges persist, particularly in scheduling comprehensive professional development opportunities for all teachers and striking a balance between teaching writing skills and covering curriculum content. The staff involvement in the HSC Strategy at an individual level would benefit from a growth in participation, in order to enhance effective incorporation of High Leverage teaching strategies across teaching programs in all faculties.

Looking ahead, our focus remains on sustaining and expanding these initiatives, with a specific emphasis on Stage 4 students and educators. The Write On program for Year 7 students provides structured sessions to refine fundamental writing skills. Building on the insights gained from these sessions, we aim to develop and distribute instructional resources tailored to support writing proficiency across all subject areas. Furthermore, we are committed to training a new cohort of Writing Initiative educators and fostering a culture of knowledge-sharing within our staff community. In conjunction, we hope to extend our teaching staff participation in HSC Strategy PL as well as integrate a more action learning style approach to teaching activities, alongside utilising effective collaborative processes in the sharing of effective teaching approaches.

Through these concerted efforts, we are confident in our ability to further enhance student writing proficiency and promote academic excellence across our school. As we continue to build upon these foundations, we remain committed to ensuring that every student has the opportunity to reach their full potential and succeed in their academic endeavors.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School will increase percentage of students achieving in the top 2 bands in the HSC using the agreed system target of 24.9% (Lower-bound target).	31% of students achieved in the top 2 bands in the HSC, higher than the target of 24.9%.
School will increase percentage of students achieving in the top 3 bands in the HSC using the agreed target of 58.1% (Lower-bound target).	63% of students achieved in the top 3 bands in the HSC, higher than the target of 58.1%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,213.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Farrer Memorial Agricultural High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching of Inclusive Curriculum</li> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The utilisation of Integrated Funding Support (IFS) allocations at Farrer has significantly bolstered the institution's capacity to address the diverse needs of its students. By providing tailored support and enhancing staff skills, Farrer has successfully cultivated an environment conducive to meeting individual learner needs. Consequently, students express a greater sense of satisfaction with their educational experience, leading to enhanced comprehension and engagement across a broad spectrum of subjects.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our next steps will entail staying abreast of best practices concerning the diverse levels of student needs at Farrer. Additionally, we strive to offer comprehensive support to all students, leveraging available resources to ensure they receive the necessary level of care.</p>
<p>Socio-economic background</p> <p>\$62,013.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Farrer Memorial Agricultural High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching of Inclusive Curriculum</li> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> <li>• Strategic Enrichment of Academic Writing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the examination of faculty evaluations, faculty processes have been refined and enhanced, offering educators valuable insights into upcoming research directions and areas of interest. This has been complemented by the introduction and dissemination of a wider array of professional resources, which has led to significant improvements in student academic writing, as evidenced by the sharing of work samples throughout the school. Additionally, the continued implementation of whole-school Super 6 Writing strategies and the ALARM metacognitive tool has become widespread, demonstrating a growing confidence and effectiveness in utilising technology, such as iPads, to elevate classroom practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward, faculty evaluations will guide teams in refining faculty administration to enhance educational outcomes. A well-informed and engaged staff will proactively stay abreast of current research and integrate innovative ideas into their teaching practices. Empowered with increased knowledge and confidence, educators will take leadership roles across Key</p>



<p>Socio-economic background</p> <p>\$62,013.68</p>	<p>Learning Areas (KLAs) and foster innovation within their classrooms. Proficient integration of technology in instruction will heighten student engagement and facilitate access to quality feedback. A knowledgeable and confident specialist team within the school will spearhead efforts to enhance teaching practices, particularly in academic writing.</p>
<p>Aboriginal background</p> <p>\$90,006.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Farrer Memorial Agricultural High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching of Inclusive Curriculum</li> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• Supporting students to access educational resources and curricula and extra-curricula resources.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Examination of both internal and external assessment data has yielded valuable insights into the progress of students requiring extra support. These data, along with professional learning experiences, have demonstrated the integration of Aboriginal education across Key Learning Areas (KLAs) for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Indigenous students will formulate learning objectives and gain heightened awareness of their individual progress, particularly in Literacy and Numeracy. The school aims to excel in fostering Aboriginal Culture and History as a cross-curricular priority, targeting essential Key Learning Areas (KLAs) such as Agriculture to implement practical programs.</p>
<p>Low level adjustment for disability</p> <p>\$166,440.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Farrer Memorial Agricultural High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis of the data has yielded valuable insights into the value-added progress of students requiring additional support, guiding targeted interventions to enhance their learning outcomes. Furthermore, the provision of Individual Learning Profiles for all students equips staff with essential tools to tailor learning activities, ensuring equitable delivery of learning outcomes across the board. Moreover, the support provided by Student Learning Support Officers (SLSOs) and Learning and Support Teachers (LAST) in behavior management and learning assistance enables teachers to effectively differentiate learning tasks and offer special</p>

<p>Low level adjustment for disability</p> <p>\$166,440.89</p>	<p>provisions to students in various learning and assessment scenarios, fostering an inclusive and supportive learning environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will formulate future learning goals and gain heightened awareness of their individual progress.</p>
<p>Location</p> <p>\$8,398.34</p>	<p>The location funding allocation is provided to Farrer Memorial Agricultural High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being able to access quality online learning materials and review questions (with solutions) across KLA areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The intention is to increase usage in Year 12, especially for the preparation for assessments and exams.</p>
<p>Professional learning</p> <p>\$74,322.42</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Farrer Memorial Agricultural High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching of Inclusive Curriculum</li> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> <li>• Strategic Enrichment of Academic Writing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning funds were effectively deployed to keep teachers abreast of current best practices in instructional methodologies. This facilitated the provision of release time for staff to engage in HSC professional learning, Quality Teaching Rounds, and other targeted areas of professional development within the school. Additionally, an Aboriginal Education professional learning day was organised, featuring esteemed presenters addressing areas of focus identified by teachers. Overall, this funding has enabled staff to enhance both their subject-specific skills and knowledge, while also addressing broader professional learning objectives across the entire school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our future initiatives will maintain our emphasis on whole-school priority areas, including HSC professional learning and Quality Teaching Rounds. Additionally, there will be a concerted effort to enhance literacy skills among Farrer students. Professional learning endeavors will evolve in alignment with research-driven best practices as they become known to us.</p>
<p>COVID ILSP</p> <p>\$104,400.10</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p>

<p>COVID ILSP</p> <p>\$104,400.10</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Covid ILSP funding has enabled staff to provide targeted tutoring for students, particularly emphasising literacy skills such as reading and writing. This initiative aims to enhance the skills and comprehension of students identified as below their expected level. Feedback from students indicates that they found the experience beneficial, and there has been observable improvement in their academic performance. The funding facilitated the employment of a literacy specialist to supervise the program and enhance staff capacity in addressing literacy deficits exacerbated by the impacts of Covid. Consequently, there were notable improvements in HSC results, particularly in subjects with a literacy focus, prominently seen in English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our subsequent actions, contingent upon the level of support available, will involve persisting in providing targeted interventions for students who are achieving below expected growth in standardised testing. The objective is to elevate their performance to achievement levels commensurate with their cohort.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Farrer Memorial Agricultural High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Creating a Learning Culture through Nurturing Positive Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Farrer has seen notable improvements in catering to the evolving needs of students through the allocation of student support officers. These officers have facilitated individualised and small-group interventions, fostering a sense of belonging and support among our student body. Moreover, our transition procedures for new students have dramatically improved, effectively reducing the impact of homesickness and the associated challenges during this crucial period.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our upcoming initiatives focus on expanding the school's wellbeing capacity and developing programs to address the needs of students who are currently underserved. Through these efforts, we aim to ensure that all students receive the necessary support for their holistic development and success.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	613	616	604	600
Girls	0	0	0	0

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	95.8	92.8	86.7	93.1
8	94.9	91.4	84.3	88.4
9	94.7	91.8	85.4	88.3
10	95.8	90.4	84.7	88.0
11	95.2	92.0	86.4	90.1
12	95.5	91.9	87.6	89.8
All Years	95.3	91.7	85.8	89.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

### Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	3.3	0
Employment	12	8	9
TAFE entry	3	4.4	23
University Entry	0	0	45
Other	4.2	3.3	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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24.68% of Year 12 students at Farrer Memorial Agricultural High School undertook vocational education and training in 2023.

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

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100% of all Year 12 students at Farrer Memorial Agricultural High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.





Farrer Ram Sale



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	35.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.88
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Basketball



Farrer Ram Sale

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	723,783.90
<b>Revenue</b>	17,493,565.29
Appropriation	11,000,323.04
Sale of Goods and Services	4,346,008.56
Grants and contributions	1,274,502.68
Gain and Loss	90,909.09
Investment income	56,026.02
Other revenue	725,795.90
<b>Expenses</b>	-18,025,591.05
Employee related	-12,281,632.17
Operating expenses	-5,743,958.88
<b>Surplus / deficit for the year</b>	-532,025.76
<b>Closing Balance</b>	191,758.14

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 significant reduction in our closing balance can be attributed to the following;

- Ongoing increases in operating costs, including staffing, food, maintenance materials & motor vehicle costs.
- Reduced revenue, other than for interest income, with no increase in boarding fees and lower farm sales.

In 2024, the reduced revenue and increased costs are expected to continue.



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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	110,447
<b>Equity Total</b>	318,461
Equity - Aboriginal	90,006
Equity - Socio-economic	62,014
Equity - Language	0
Equity - Disability	166,441
<b>Base Total</b>	7,309,899
Base - Per Capita	157,197
Base - Location	8,398
Base - Other	7,144,304
<b>Other Total</b>	2,904,014
<b>Grand Total</b>	10,642,821

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



## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

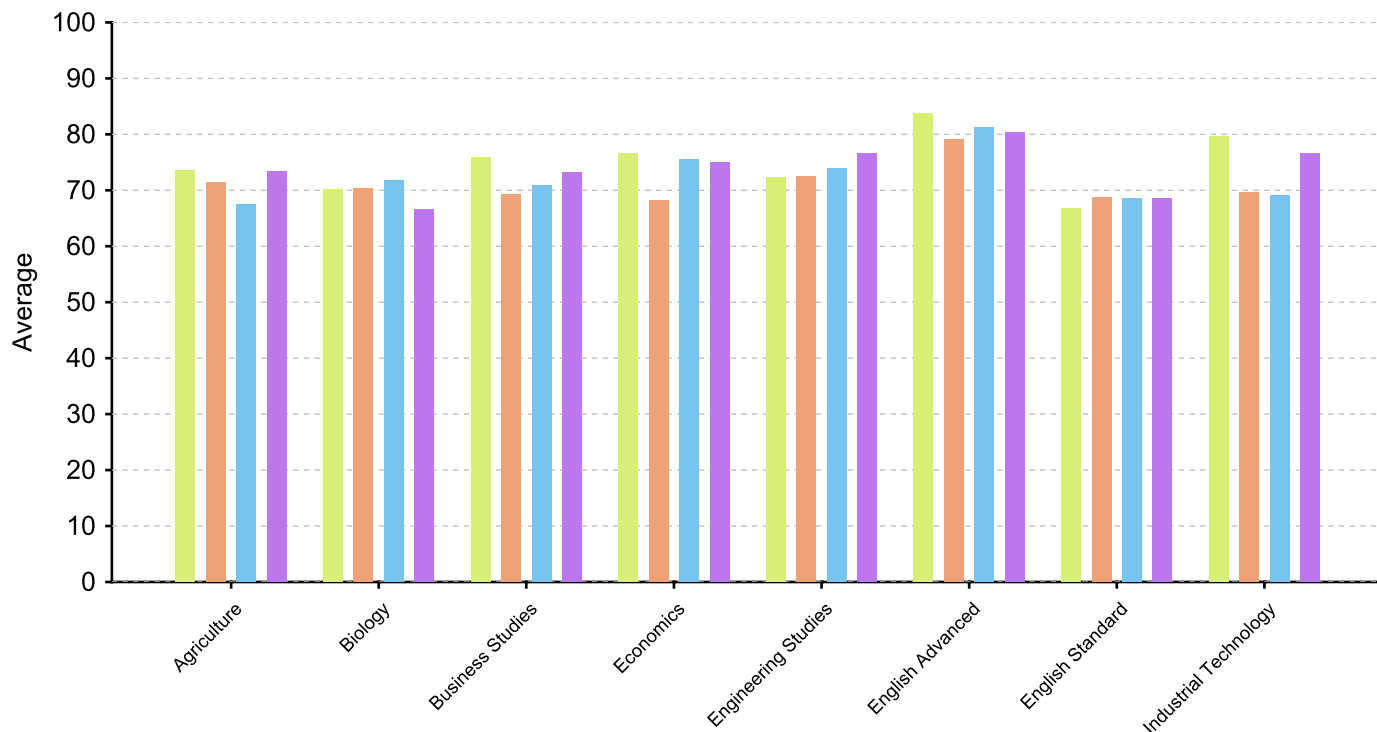




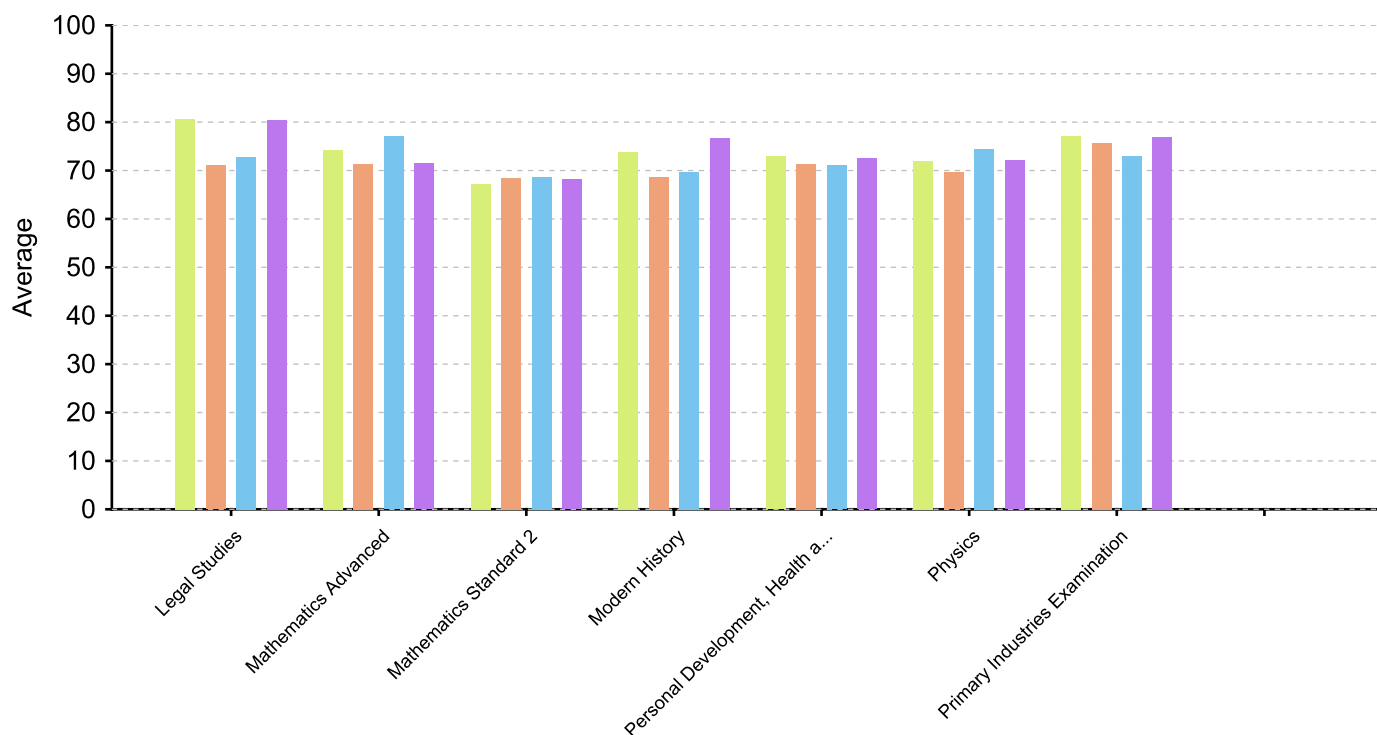
## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



■ School 2023 
 ■ SSSG Average 2023 
 ■ State Average 2023 
 ■ School Average 2021-2023



■ School 2023 
 ■ SSSG Average 2023 
 ■ State Average 2023 
 ■ School Average 2021-2023

Subject	School 2023	SSSG	State	School Average 2021-2023
Agriculture	73.6	71.4	67.5	73.4
Biology	70.2	70.3	71.8	66.5
Business Studies	75.8	69.3	70.9	73.1
Economics	76.5	68.1	75.5	75.0
Engineering Studies	72.3	72.6	73.9	76.7
English Advanced	83.8	79.1	81.2	80.3
English Standard	66.8	68.7	68.5	68.5
Industrial Technology	79.6	69.7	69.1	76.7
Legal Studies	80.6	71.0	72.9	80.4
Mathematics Advanced	74.3	71.3	77.0	71.5
Mathematics Standard 2	67.2	68.5	68.7	68.1
Modern History	73.8	68.6	69.6	76.7
Personal Development, Health and Physical Education	72.9	71.4	71.0	72.5
Physics	72.0	69.6	74.4	72.1
Primary Industries Examination	77.1	75.7	73.0	76.9

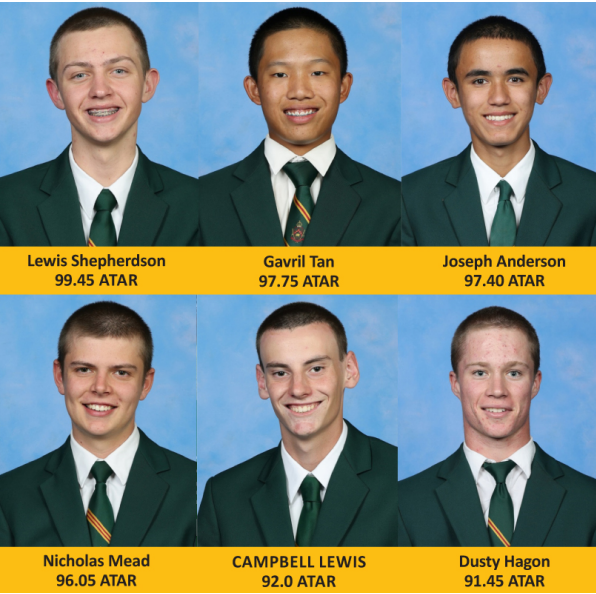
## HSC 2023 Results

We are delighted to share some excellent individual HSC results from the Farrer Class of 2023. More importantly, we celebrate the success of the students from this cohort who have fulfilled their personal goals and prepare for life after Farrer. The Farrer Class of 2023 have embraced their roles as leaders within the school community. Their sense of commitment, pride in the school, community service and fundraising are a credit to their character. Not only do we celebrate the academic success of our top achievers from the HSC, we also congratulate those who have already accepted work and studies throughout various industries and tertiary institutions. For these students, we commend you for achieving your goals and living out your dreams.

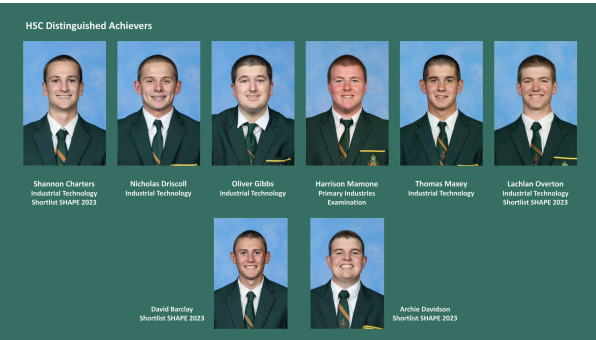
Some of the highlights from this year's HSC performance include: 35 Band 6 results across 14 subjects, 81 Band 5 results overall 15 Top Achievers listed on 2023 HSC Distinguished Achievers Band 5 & 6 results across 22 subjects Band E4 (notional Band 6) results for all students in English Extension 114 nominations and 4 shortlisted in SHAPE 2023

To all our students, we are proud of your achievement and wish you the best of luck in your future endeavours.

Mr Clint Gallagher - Principal



2023 HSC Results



2023 HSC Distinguished Achievers



Lewis Shepherdson

## Parent/caregiver, student, teacher satisfaction

Farrer has a range of methods to seek the opinions of parents, students and staff about the school.

The Farrer School Council meets twice per term and has representatives from teaching and non-teaching staff, the Parents, Teachers & Friends, the Old Boys Association, community members and the school executive. Council oversees the running of the school and debates policy changes. Each member is responsible for tabling the concerns of an individual or group they are representing, and canvassing opinions before voting on new or amended policies. The School Council has been instrumental in driving positive change in the school. The council has actively worked towards implementing initiatives that improve the overall educational experience for our students. These initiatives include increasing opportunities for families to connect with staff and each other (including the father and son golf day, and the mother and son dinner), a focus on supporting teaching and learning, as well as extra-curricular activities.

**PT&F:** The Parent, Teacher & Friends Association (PT&F) has been an integral part of our school community. The PT&F has helped to foster a strong partnership between parents, teachers, and students, which has resulted in a more supportive and inclusive learning environment. They have been involved in fundraising activities that have enabled the school to upgrade its facilities, enhance our academic programs and improve the student experience., as well as continuing to support mental health and anti-bullying initiatives.

Students have a voice in the school through a number of avenues. The Student Representative Council is elected by the student body and meets during Roll Call. Students table issues and concerns, as well as suggestions for improved amenities throughout the school. In the boarding house, dormitory representatives meet twice per term as part of the Boarder Consultation Group. The students discuss issues and suggest possible improvements to boarding facilities and processes. The representatives from each dormitory are rotated to allow encourage leadership opportunities and ensure a diverse student voice.

**Academic Excellence:** We are proud to report that our academic results for the 2023 school year were outstanding, the best in recent years. Our students have excelled in a variety of fields and achieved particularly pleasing HSC results, which is a testament to the hard work of our students, staff, and the support of our parents.

The school conducted interviews with our students to gather feedback on their learning experiences at Farrer. The feedback was overwhelmingly positive, and our students expressed their satisfaction with the coursework, teaching methods, and learning environment. Specific feedback included:

***Practical Application of Skills:*** The students unanimously agreed that the most rewarding aspect of the coursework was the practical application of their skills. This highlights the importance of experiential learning and the positive impact it can have on student engagement and understanding.

***Interactive Teaching and Learning Activities:*** Our students also felt that a positive learning environment led by an interactive teacher was crucial in supporting their learning. The use of a variety of teaching and learning activities, such as humour and quality teacher modelling, made learning easier and more effective. Giving students choice in selecting their tasks was also appreciated, as it increased their interest in learning.

***Positive Teacher-Student Relationship:*** The students valued the positive relationship they developed with their teachers and felt highly valued by them. This highlights the importance of building a positive teacher-student relationship in promoting student engagement and motivation.

***Timely and Constructive Feedback:*** Our students appreciated the timely and constructive feedback they received on their coursework, which supported their learning. The opportunity to submit drafts and receive feedback was particularly helpful in preparing for assessments.

***Slowing Down the Learning:*** An interesting suggestion from our students was to reduce the number of tasks and slow down the learning process. This would allow them to gain mastery over a particular area of knowledge and promote improvement in their understanding.

Overall, the feedback from our students highlights the importance of experiential learning, interactive teaching and learning activities, positive teacher-student relationships, and timely and constructive feedback in promoting student engagement and understanding. We will continue to strive to provide a positive learning environment that supports our students' academic and personal growth.

In conclusion, we are incredibly proud of the progress we have made in the 2023 school year. We would like to thank all our parents, staff, and students for their contributions towards making our school a great place to learn and grow. We look forward to another successful year in the coming academic year.



Farrer Year 12 Major Works





# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



