



Farrer Memorial
Agricultural
High School
Tamworth



**SCHOOL PLAN
2015—2017**



School Background 2015 – 2017

School Vision Statement	<p>"Proudly committed to producing thinking, well-educated, skilled, flexible and caring people capable of confident effective participation in society."</p> <p>"To promote and develop the potential in each boy, in preparation for a full and active role as a citizen in a changing world."</p>
School Context	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
School Planning Process	<p>This plan was developed by staff, students and parents and it is endorsed for implementation by the School Council.</p> <p>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.</p>

Strategic Plan 2015 - 2017

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 agriculture.

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.

Create a culture of excellence and an engaging curriculum which caters for 21st century learners

Improvement Measures

- ❖ Improved OPAL scores
- ❖ Improved data in 'Tell Them from Me' survey
- ❖ Decreased truancy rates
- ❖ Decreased suspension rates
- ❖ Increase in ratio of merits to demerits
- ❖ Increased engagement in learning through the introduction of new technologies
- ❖ Increased professional learning in key focus areas improves student performance
- ❖ Achieving 'Delivering' in Learning Culture of the School Excellence Framework

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.

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 – Ensure strong connections exist to allow for student 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 – 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.

Processes

- Targeted professional learning in boys' education. Faculty learning and class planning that implements specific strategies and utilises technology to deeply engage boys in all aspects of Farrer curriculum.
- Literacy and numeracy cross curriculum teams identify specific literacy and numeracy targets to be systematically and specifically taught across all key learning areas via the implementation of the Australian Curriculum.
- Literacy team to investigate writing scaffolds for use across all KLAs, with a whole school focus on improvement in writing.
- Professional development and school structure that support explicit teaching of values and ethos and support the agricultural focus of the school.
- Professional Learning and workshops to build capacity of staff and students to effectively use study time to enhance the results achieved in assessment activities.
- Professional Learning to embed Quality Learning practice and address necessary change required through a deep understanding of the Melbourne Declaration.
- Professionally develop staff to ensure they can cater for 21st century learners and engage every student through the differentiation of the curriculum.

Products and Practices

Products

- High level of deep, authentic, student engagement as evidenced by significant student satisfaction through Tell Them From Me survey, truancy rates and Ongoing Performance Appraisal Log (OPALs).
- All staff develop a deep understanding of boys education principles with evidence of increased student engagement.
- Student growth in writing is above state average from Year 7 – 2015 to Year 9 – 2017.
- Student demonstrate improved study habits as evidenced in student and teacher surveys.

Practices

- Farrer school is achieving at "delivery" and beyond in the criteria of Learning Culture under Learning Element in the School Excellence Framework.
- Formal explicit teaching of values and morals has led to the development of a caring, disciplined collaborative environment.
- Literacy and numeracy strategies are firmly embedded and consistently delivered across the curriculum to support and increase student outcomes.
- Teaching staff are competent in utilising technology to deliver highly engaging lessons to all students.

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

- ❖ All staff develop and implement a Performance and Development Plan in line with school and faculty priorities.
- ❖ Teachers have participated in at least two collaborative peer classroom observations each year.
- ❖ NAPLAN growth Yr 7 (2015) to Yr 9 (2017) meets or exceeds state average in both literacy and numeracy.
- ❖ Increase number of students in the top two NAPLAN bands
- ❖ 'Tell them from me' survey of staff indicates high levels of staff satisfaction.
- ❖ Increased student satisfaction with agriculture as evidenced by student surveys and senior student enrolment numbers.
- ❖ Staff carry out their roles according to their role statements.

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

Parents/Carers: will develop an understanding of policies and procedures that support student learning and have a positive and involved role in providing feedback and comment in regard to their child's learning.

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

- Professional Development is undertaken in the Performance and Development Framework.
- Staff develop a deep understanding of the School Excellence Framework, in particular, Element 2, Excellence in Teaching.
- Role statements are created or refined for all staff across the campus.
- Staff undertake professional learning to ensure understanding of the Teaching Accreditation process.
- Professional learning focuses on Boys' Education and the use of Technology.
- Development of quality teaching practises through whole school sharing pedagogical knowledge.
- Review the delivery of Agricultural Education.
- Teachers incorporate study skills development in curriculum based activities and assessment.

Products and Practices

Products

- All staff understand their roles and have an annual Performance and Development Plan developed in negotiation with their supervisor and in line with the priorities of the school plan, and aligned to the Australian Teaching Standards.
- The school meets all teaching elements at "delivery" or beyond as outlined in the School Excellence Framework.
- All teachers are proficient or beyond as outlined in the Australian Professional Standards for teachers.
- All teachers are skilled in the specific pedagogies that support quality learning for boys.
- Teachers are engaging in new techniques to support and enhance learning and study opportunities and the learning environment for students fosters critical and creative thinking, problem solving and teamwork.

Practices

- A strong culture of staff collaboration with and across faculties with a focus on peer support and improvement in teaching.
- Professional Learning is focussed on individual and school improvement.
- There is evidence of systemic processes to support boys' education that is consistent across all KLAS.
- A culture of continuous review and refinement is evident in the area of Agriculture – this is documented and communicated to the school community.
- All teachers support the development of study skills habits through the integration of study skills lessons.

Strategic Direction 3: Leading the Development of Partnerships

Purpose

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

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

Improvement Measures

- ❖ A plan for Agricultural programs and the 'Farm' is developed and implemented.
- ❖ There is an increase in the number of external links to the school that benefit student learning.
- ❖ The number of students involved in community events is increased.
- ❖ The number of students with mental health issues decreases.
- ❖ A Farrer Foundation is established, promoted and supported.
- ❖ Parental use of Millennium has increased.
- ❖ There is an increase in the number of parents involved in functions.
- ❖ Staff are involved in PL activities consistent with their PLPs.

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: Agricultural faculty and farm staff engage in a review of the farm and examine new partnerships. Welfare staff organise professional learning and support programs that enhances student mental health. All staff involved in the development of new partnerships and contact with parents.

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

Community Partners: The school will establish and maintain contacts with external bodies and promote new links that benefit student learning.

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

- Review the use of the 'Farm' as an educational resource to ensure that it meets current standards and remains financially viable into the future.
- Increase links and develop significant partnerships with TAFE, University, Dept of Primary Industries, Agricultural Institutions, business houses and peak farming organisations.
- Encourage and promote student and staff involvement in charity events.
- Develop programs to encourage resilience and increase awareness of Mental Health and Wellbeing. Reignite the use of 'The Shed' as a resource for supporting and educating students about mental health.
- Professional learning focuses on Mental Health.
- Build strong relationships of support with parents through increased communication and functions students can attend with parents.
- Develop systems in which the 'Old Boys' network supports the school and its students in a more structured way.

Products and Practices

Products

- A plan is developed for the farm and agricultural programs which involves maximising student outcomes and engagement in Agriculture.
- Through charity work in the community our school has a culture of building the virtues of compassion and selflessness in our young men.
- Increased use of 'The Shed' in the library, more staff trained in mental health, students and staff more aware and identify and help those in need.
- Student well-being has improved as a result of programs that build resilience to combat mental health issues.
- Community and parent partnerships are strengthened promoting a sense of inclusiveness.

Practices

- Increased parental communication via emails and use of Millennium. More physical parental contact with families via functions held at school and in our catchment area.
- Early intervention strategies exist to identify and support students at risk. Peers and staff are aware of the support systems and structures that exist.
- High level of school involvement in various charities is celebrated at assemblies and in communication through newsletters and the website.
- A Farrer Foundation is established through the Old Boys' network with evidence of increased student support through scholarships.