

Moorefield Girls High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Moorefield Girls 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Rose Daniels

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School background

School vision statement

Moorefield Girls High School is a learning community dedicated to inspiring our young women to develop their strengths and talents in a collaborative and creative learning environment.

We develop a culture of high expectations and achievement where our students aspire for their personal best, continually growing and developing in all academic and social arenas.

Moorefield Girls High School offers an inclusive curriculum, making a difference for our culturally diverse community. We create and nurture a culture of respectful relationships where students develop confidence in their individual talents and a sense of belonging to our school and wider community.

Our teachers are experts in girl's education and they work with our parents, community and students to provide educational opportunities to our female students that empower them to attain the Higher School Certificate and support them with tertiary options and opportunities, providing them with the skills and knowledge to become lifelong learners and inspiring citizens.

School context

Moorefield Girls High School is a comprehensive school for girls catering to students from years 7–12. The school is located in Kogarah, NSW.

As a medium sized school we offer a personalised approach to learning while offering a broad curriculum catering to the full range of academic and vocational pathways.

We are located in a multicultural community with a non–English speaking background population. We are a culturally cohesive school community that strengthens and supports the achievements of students from a diverse range of cultural backgrounds.

Our students are supported by teachers who are passionate and enthusiastic experts in girls' education, creating quality learning environments where our girls are focused and work collaboratively. This is demonstrated through our outstanding Higher School Certificate results.

We focus on the development of 21st century learning skills such as creativity and innovation, critical thinking and problem solving, collaboration, communication and technology, all within the context of girls' education. This has been supported through the remodelling of learning environments into collaborative and innovative learning spaces.

We support our students to turn their gifts into talents. We have three gifted and talented classes to cater to these needs: an academic gifted and talented class, a talented artist class and a talented athlete program.

We have a safe, secure and disciplined learning environment. Our classes are focused and our girls develop respectful relationships. We provide a variety of leadership opportunities and programs for our students, particularly focused around the provision of mentors. We have developed strong community links and emphasise the importance of volunteering and 'giving back' to your community.

As well as community partnerships, Moorefield Girls High School is a proud member of the Bayside Learning Community. This supports students from local primary schools, enhancing transition and providing enrichment opportunities.

Our school motto is Inspiring Young Women.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Our self-assessment demonstrated that we are committed to strengthen and deliver on our learning priorities, that positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Our school has well-developed, up to date policies, programs and processes which address and monitor student learning needs.

Our school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. We are able to demonstrate quality teaching and professional practice in learning environments which provide students with opportunities to connect, succeed and thrive and that are relevant to their stages of learning and development.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaging Learners

Purpose

Our students are inspired to value education, becoming lifelong learners who achieve their best. A school culture of high expectations and celebration of achievement supports students to actively engage in learning.

Overall summary of progress

Progress on the implementation of strategies identified as milestones has been positive. Each process that was identified for implementation in 2016 has been addressed through the identified strategies. Enhanced learning environments and teaching and learning programs provided for the ongoing development of 21st century skills through professional learning for staff, survey of parents, students and staff through the *Tell Them From Me* survey and the further implementation of the plan for improvements in learning environments. Individualised learning plans are used by teachers to support identified students. These plans are now recorded centrally allowing for ease of staff access. Professional learning was undertaken to support this. Professional learning was also provided for teaching and learning programs to differentiate lessons to accommodate the literacy and numeracy learning needs of their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Rates of participation of students in day to day learning and special school activities as measured through improvements in attendance data and student surveys.	<ul style="list-style-type: none">• The attendance improvement plan was reviewed as a part of the <i>Welfare and Discipline</i> policy review to bring it in line with the Department of Education <i>Wellbeing Framework</i>.• While overall attendance has improved, the plan will be reviewed to implement strategies to address senior student attendance.• A staff, parent and student survey was undertaken to discuss ways attendance improvement and maintenance can be recognised and rewarded.	\$9000
Improvements in student literacy and numeracy measured through school based assessments and trends in HSC and NAPLAN results.	<ul style="list-style-type: none">• Review meetings to support the progress of students with identified needs such as meeting literacy and numeracy expectations of progress (national benchmarks) were conducted.• ALARM scaffolds shared with staff. Staff and student surveys about ALARM projects. The ALARM matrix was embedded into programs within English, HSIE, TAS and CAPA key learning areas. This will include a focus on professional learning, lesson observations and feedback.• Year 7 teaching and learning programs were revised to embed 21st century skills, differentiation and explicit literacy and numeracy activities. ALARM scaffolds shared with staff. Staff and student were surveyed about ALARM projects.• Staff feedback survey regarding Learning Circle format/ achievements.	\$16600
Student and teacher surveys reflect implementation of 21st century learning practices.	<ul style="list-style-type: none">• An approach to individualised learning plans for students was developed and trialled for whole school implementation in 2017.• The program of enhancing learning environments was continued with staff and students surveyed about the effectiveness of the 21st century learning spaces being created and professional learning provided.• Programs of assessment were reviewed and	\$70000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student and teacher surveys reflect implementation of 21st century learning practices.	professional learning undertaken to ensure effective feedback is embedded in teaching and learning programs, assessment and lessons. This included formal and informal feedback to students and students providing feedback to staff on their learning.	

Next Steps

In 2017 Moorefield Girls High School will ensure the 3-year plan remains on track to provide high quality educational outcomes through a focus on the following strategies:

- Whole school STEM plan will be established and communicated. Cross curriculum STEM projects will be established and links across faculties to support student learning.
- Staff expertise enhanced in reading & numeracy data analysis for Bump it Up. Teaching and Learning programs will incorporate Bump it Up and ALARM strategies.
- Reading & numeracy strategy effectiveness assessed and evidenced through observations and 2 week sprints. ALARM and other strategies to enhance student performance.
- Staff development of skills and confidence in implementing Bump it Up and ALARM strategies in teaching and learning programs, demonstrated through observation of practice & Teaching and Learning programs.
- Personalised Learning Plans developed for all students Years 7–8 to support student progress. Plan to involve parents in Personalised Learning Plan development and reflection established.
- Student learning enhanced through Stage 4 & 5 Teaching and Learning programs reflecting enhanced 21st century skills, STEM strategies and reading & numeracy skills. Changes in assessment and feedback for Stage 6 Teaching and Learning as evidenced in shared Teaching and Learning programs and observations of practice.
- Analysis of new attendance processes and modification if required.
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Strategic Direction 2

Building Capacity

Purpose

The school community empowers students to be confident, resilient and positive partners in learning. Staff professional practice is supported and extended through mentoring, professional learning and leadership.

Overall summary of progress

Building capacity of staff was supported by the implementation of strategies as identified in the milestones. The Performance and Development Framework was implemented and successfully aligned to individual staff needs. Extensive professional learning and resources were provided to support staff to reflect and establish their goals and ensure that evidence, including observations and feedback, had depth and led to improved student outcomes. The whole school professional learning plan was developed around staff Performance and Development Plans. Additional professional learning time was spent on their implementation. Teachers and the student wellbeing team extended their knowledge to support student wellbeing, particularly through the completion of *MindMatters* components 3 and 4. These components were implemented with both staff and students. Component 3 was moved to 2016 to ensure additional time was dedicated to professional learning and student workshops around components 1 and 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular feedback regarding student wellbeing and school satisfaction surveys demonstrate continual positive growth.	<ul style="list-style-type: none">• <i>Mind Matters</i> Component 3 professional learning implemented with staff and undertaken in line with the Community Engagement Learning Circle and Learning Support Team.• The school Welfare and Discipline policy was reviewed to ensure it is in line with the <i>Wellbeing Framework</i>.• Additional professional learning and opportunities were created to extend genuine student voice within school processes and procedures.• The current merit and reward system was reviewed and modified for implementation in 2017.• A coaching model was trialled with staff for whole school implementation in 2017.	\$13500
Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.	<ul style="list-style-type: none">• Staff interested in higher levels of accreditation were supported and professional learning provided.• Additional opportunities for individualised professional learning for staff were provided around areas identified in staff Performance and Development Plans.	\$10500

Next Steps

In 2017 Moorefield Girls High School will ensure the 3-year plan remains on track to provide high quality educational outcomes through a focus on the following strategies:

- Positive Behaviour for Learning model is researched in consultation with the school community.
- Peer mediation process developed. Peer mediation implementation with students.
- Develop implementation plan for coaching for Bump It Up utilising the 2 week sprint model of reading and numeracy improvement.
- Establish a staff recognition and wellbeing team, conducting research and consultation around staff wellbeing and recognition of staff achievement. The team will evaluate the current recognition program, develop and implement a recognition program to enhance staff wellbeing.

Strategic Direction 3

Developing Community

Purpose

Learning is enhanced by connections between the school, parents, local and global community. These partnerships value and promote inclusivity and support students to develop and consolidate positive relationships with their community.

Overall summary of progress

In 2016 progress was made in developing a strong school community where staff, students and parents are connected to the school and wider community. There was an increase in parental involvement in school activities and events that support student learning and engagement. This involved reviewing pre 2016 parental involvement and implementing a range of strategies to improve engagement. Student academic and social growth was supported through the implementation and development of community partnerships. The development of a school communication strategy has been moved to 2017 as the school is engaged with Department of Education Communication and Engagement directorate who have been undertaking data and focus group data gathering. The plan will be implemented utilising this information.

Progress towards achieving improvement measures

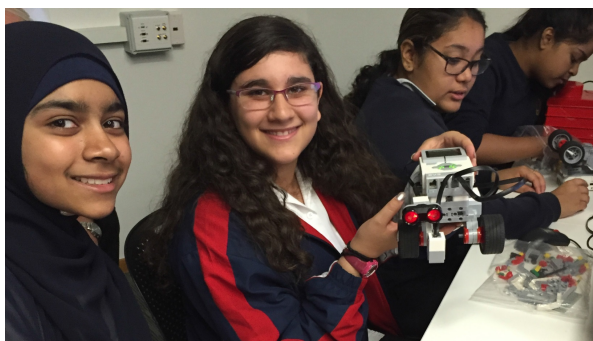
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parental satisfaction with and engagement in school initiatives and programs.	<ul style="list-style-type: none">• Developed and implemented the school communication strategy to support student learning and school programs and initiatives.• Established further university partnerships to support student school programs and transition to university.• Surveyed parents regarding strategies to enhance parental involvement with the school.• Reviewed our school marketing and promotion materials including the school website.• Established a communication team.	\$9400
Increased student engagement with learning through opportunities created through the establishment of community partnerships.	<ul style="list-style-type: none">• Extended the volunteering program from year 7 and 8 to years 9 and 10 and involve students in the premier's volunteering challenge.• Established further local community partnerships to support the student volunteering program and provide opportunities to enhance student engagement with their learning.	\$4700

Next Steps

In 2017 Moorefield Girls High School will ensure the 3-year plan remains on track to provide high quality educational outcomes through a focus on the following strategies:

- Implementation of a home reading program in English and Science for Years 7–9.
- Extend the Year 7 meet and greet to incorporate reading and numeracy strategies.
- Social media strategy developed and implemented throughout 2017.
- Further development and promotion of parent teacher conference booking system and strategies to extend parental involvement.
- Focus on reading & numeracy parent feedback at parent teacher night by all staff
- Extend the Primary School volunteering program so all Year 7/8 students involved.
- Implement Year 9 & 10 volunteering program in careers lessons for out of school volunteering.
- University links extended through Compass Program (USYD)
- Increased parent participation and satisfaction with school initiatives and activities.
- Transition program implementation including Edmodo, *Lunch with the girls* and newsletter.

- MGHS staff participate in the Bayside COS School Development Day.
- STEM whole school plan includes university & business links.
- Consultation with community regarding communication strategy and promotion of student success stories.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Employment of staff to support numeracy development within classes and at the school organised and funded after school tutoring college. • Improvement in student performance in Mathematics. • In consultation with students and parents, each Aboriginal student has a learning plan that is focused on personalised goals. 	\$2947
English language proficiency	<ul style="list-style-type: none"> • Employment of specialist staff to support EAL/D students in Years 7–12 in all courses, English to Science. • Creation of an ESL English Course in Year 11. • Increased attendance of students at a school run after school tutoring college. • Support for teachers in improving learning experiences of EAL/D students by incorporating strategies in the classroom. 	\$29737
Low level adjustment for disability	<ul style="list-style-type: none"> • Employment of and referral to specialist staff for targeted literacy and numeracy intervention. • Support provided by specialist staff to enhance differentiation in teaching and learning programs • Increased parental involvement in the development of Individualised Learning Plans. 	\$28409
Socio–economic background	<ul style="list-style-type: none"> • Employment of teaching and support staff to extend student learning in class and at the school run after school tutoring college. • Enhanced student learning spaces, including purchase of 21st Century technology to engage students in learning. • Teachers were provided with release time to design and implement wellbeing programs and extra–curricular activities such as Create Festival, Dance groups, and helping primary school students with numeracy. 	\$66543
Support for beginning teachers	<ul style="list-style-type: none"> • Release from face to face teaching for beginning teachers to observe best practice • Release time to participate in professional learning, teacher mentor program and orientation program 	\$4191

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	400	380	377	332

In 2016 student enrolment was consistent with trends over previous years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.6	96	93.4	93.1
8	93.4	93	92.7	88.5
9	91.7	92.1	90.7	91.3
10	89.6	92.4	88.5	86.7
11	84.3	91.5	86.5	85.3
12	88.8	90.8	88.9	88.9
All Years	89.8	92.6	89.7	88.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance remained a priority for 2016 based on the high correlation between high achievement and high rates of attendance. As can be seen in the attendance profile, our student attendance rates were consistent with state average for Years 7–10. A revised attendance strategy was implemented with Year 11 and 12 students in 2016 to ensure ongoing improvement with these students.

We use an SMS messaging system which sends a message to parents if their child is absent from school. If a child is absent for a lengthy period of time, their parent is contacted by the year adviser and appropriate wellbeing support is put in place to support the student.

Where there are no improvements, an attendance improvement plan is developed with the student, parent/caregiver and the Deputy Principal. In instances where attendance continues to be of concern, despite support and appropriate interventions, the student is referred to the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			0
Employment	0	0	4
TAFE entry	0	0	7
University Entry	0	0	63
Other	0	0	17
Unknown	0	0	5

The total number of Year 12 students in 2016 was 67. Of the students contacted, 80% are engaged in full time tertiary study at either a University, TAFE or Private College, and all students are engaged in either tertiary study or employment. An outstanding 42 students received offers to a range of universities including: University of NSW, University of Technology, University of Sydney, University of Wollongong, University of Western Sydney, Notre Dame, Australian Catholic University and Macquarie University. Academic pathways students have chosen are diverse and include: Medicine, Medical Science, Vision Science, Speech Pathology, Business, Fashion Design, Arts, Education, Criminal Justice, Law, Health and Exercise Sciences and Nursing.

Year 12 students undertaking vocational or trade training

100% of students enrolled in Year 12 in 2016 attained the HSC credential.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students enrolled in Year 12 in 2016 attained the HSC credential.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	19.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	8.98
Other Positions	5.5

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no Indigenous Australians employed at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	70

Professional learning and teacher accreditation

The professional learning for teachers is specifically aligned to the School's Strategic Plan and individual staff Performance and Development Plan goals.

Professional learning and development of teachers and support staff consist of whole School Development Days and scheduled meeting sessions, in school development activities throughout the year as well as externally offered professional learning courses offered by the Department of Education and private providers. These courses are comprised of seminars, workshops, presentations and demonstrations of relevant pedagogical approaches.

Professional learning activities of teaching staff were

supported by the School's teacher professional learning grant and specific tied grants for particular learning projects. Classroom practice by teachers has been improved as well as their ability to support students positively through teachers' active participation in professional learning courses. These courses include: Agile Schools; Engaging 21st Century Learners; Growth Mindset; Quality Feedback; Differentiated Instruction; Assessment and Learning and Communicating High Expectations.

Administration staff undertook professional development in areas such as cash handling and general office procedures as well as attendance at Department of Education and external provider courses. This was funded from school budgeted funds.

We supported the maintenance of accreditation of the new scheme staff members from school budgeted funds with attendance at professional learning courses and time to review and reflect on their practice.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	336 067.39
Global funds	348 352.20
Tied funds	262 565.57
School & community sources	181 337.20
Interest	9 671.77
Trust receipts	17 168.00
Canteen	0.00
Total income	1 155 162.13
Expenditure	
Teaching & learning	
Key learning areas	47 544.90
Excursions	35 818.13
Extracurricular dissections	93 261.21
Library	4 586.04
Training & development	2 355.88
Tied funds	248 468.79
Short term relief	58 380.87
Administration & office	102 158.57
School-operated canteen	0.00
Utilities	69 799.56
Maintenance	34 078.62
Trust accounts	14 770.53
Capital programs	0.00
Total expenditure	711 223.10
Balance carried forward	443 939.03

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

School performance

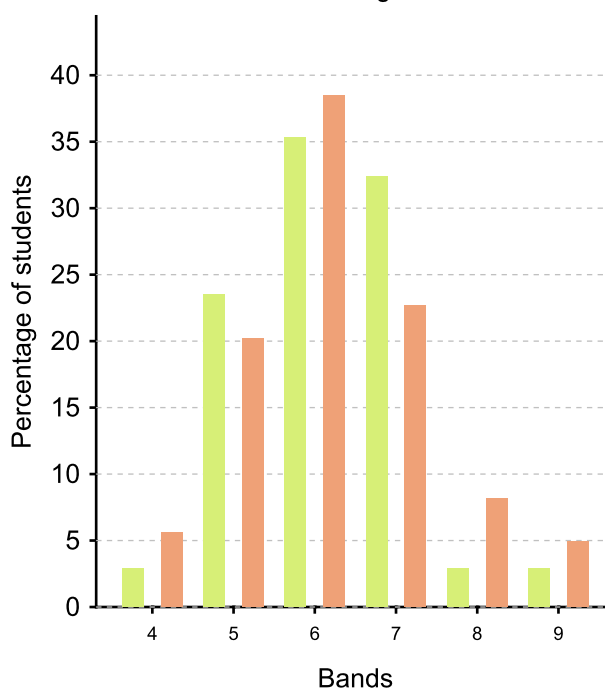
NAPLAN

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

Significant percentages of students in Year 7 were identified as achieving greater than or equal to expected growth with 54.5% in Reading, 75% in Spelling, 71.9 % in Grammar & Punctuation and 93.9% in Numeracy. Since 2012, Year 7 results demonstrate an 11.4% improvement in expected growth in Grammar and Punctuation, and a 28.5% improvement in expected growth in Spelling.

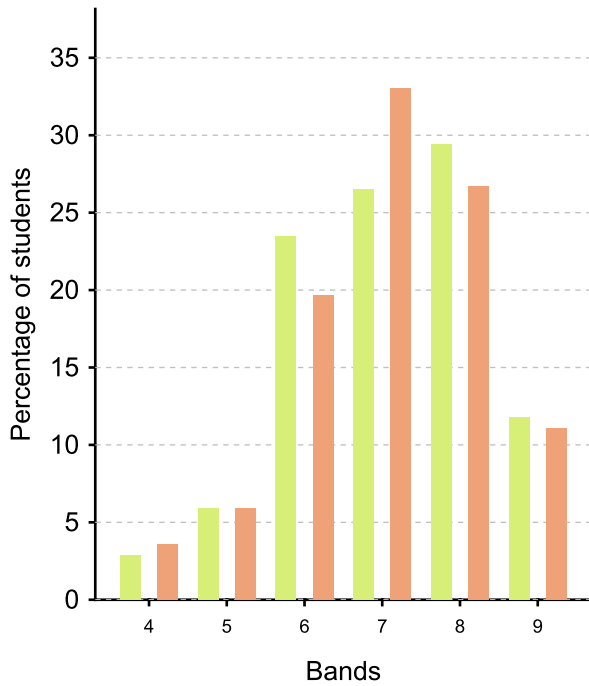
Significant percentages of students in Year 9 were identified as achieving greater than or equal to expected growth with 39.2% in Reading, 44% in Spelling, 60% in Grammar & Punctuation and 71.4% in Numeracy.

Percentage in bands:
Year 7 Writing

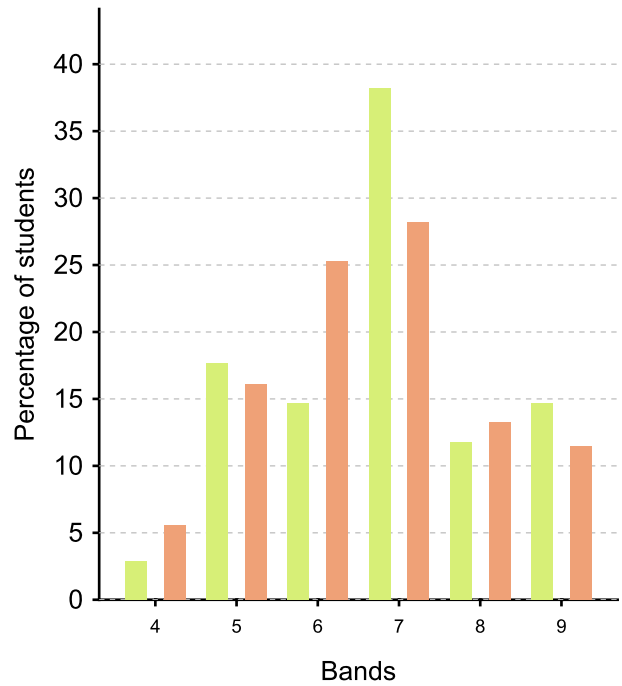


■ Percentage in Bands
■ School Average 2014-2016

Percentage in bands:
Year 7 Spelling



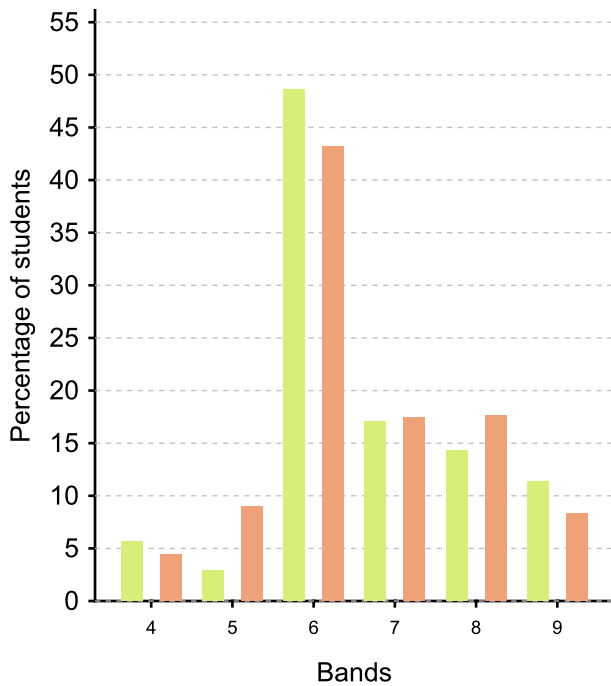
Percentage in bands:
Year 7 Grammar & Punctuation



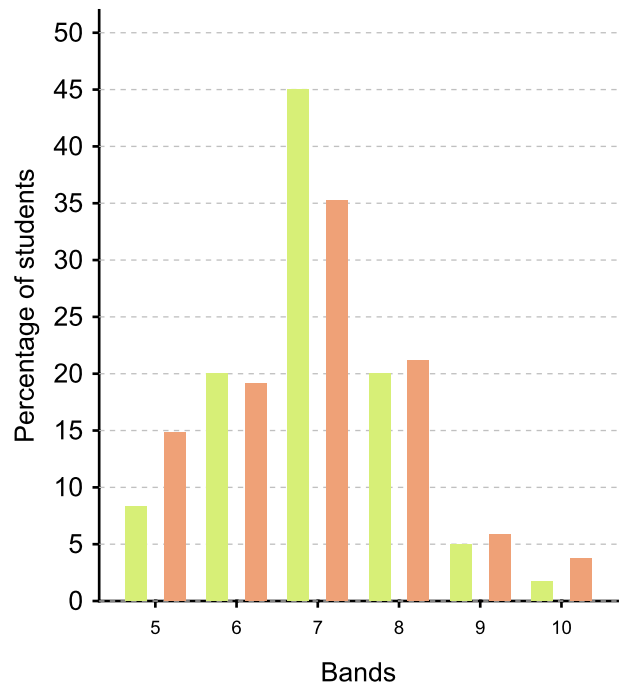
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Reading



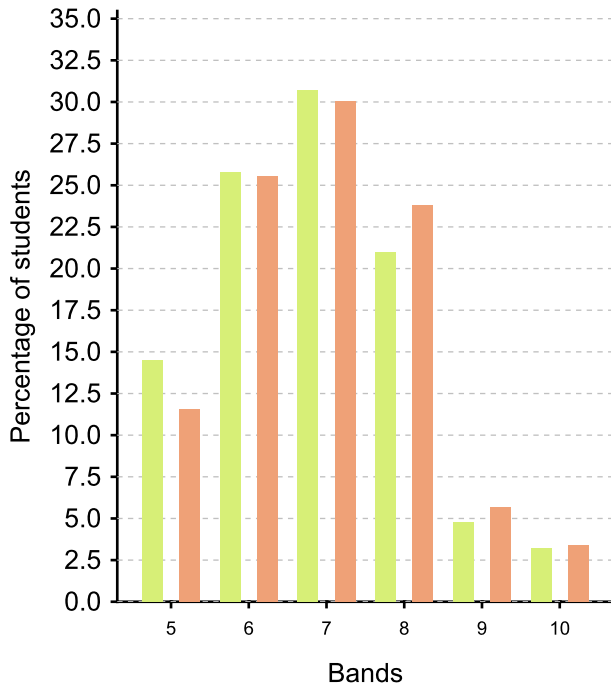
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

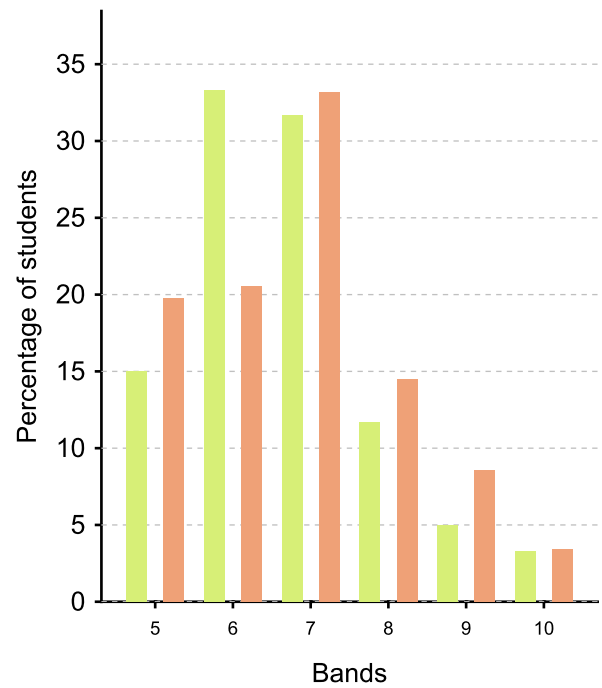
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



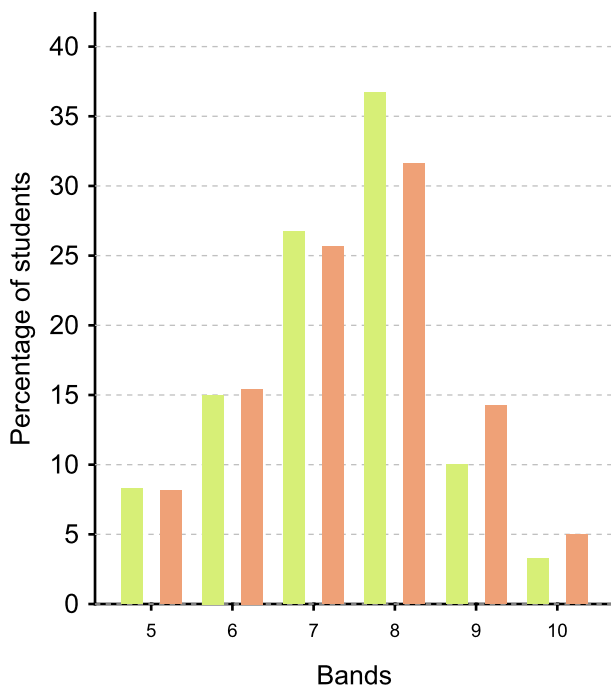
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

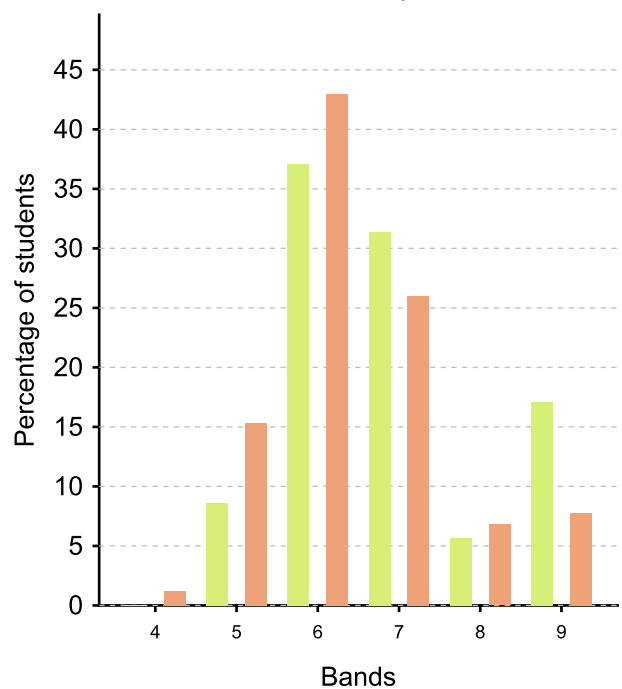
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Since 2012, Year 7 results demonstrate a 35.8% improvement in expected growth in Numeracy . Significant percentages of students in Year 9 were identified as achieving greater than or equal to expected growth with a 23% improvement in expected growth in Numeracy.

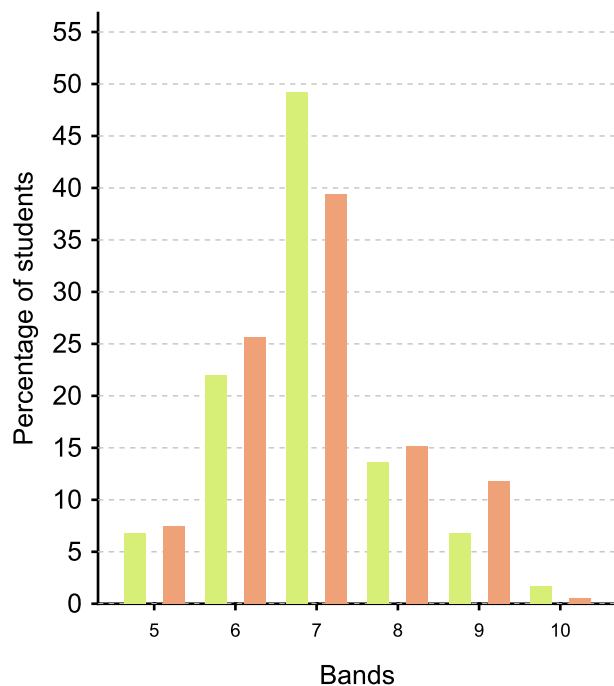
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

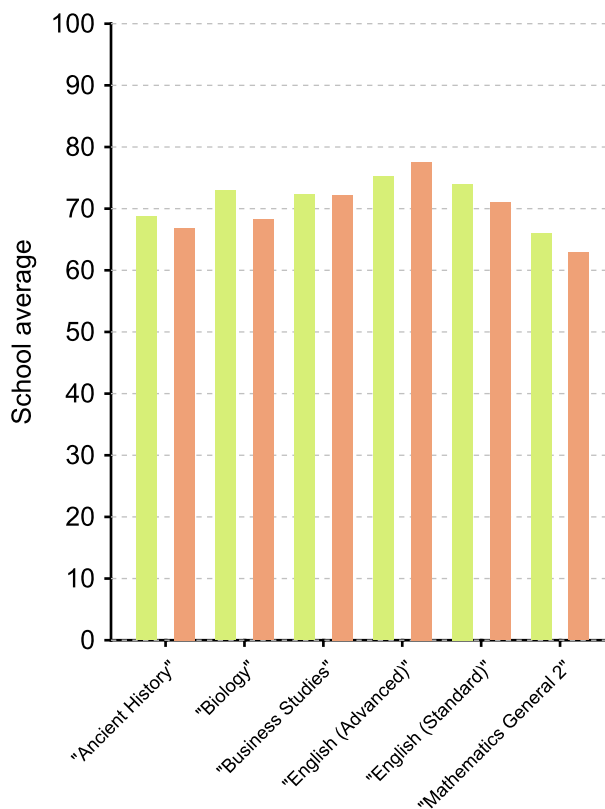
The *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands:

Year 7 student performance in the top two performance bands of NAPLAN in 2016 represented 25.7% in Reading, 39.2% in Writing, 41.2% in Spelling, 26.5% in Grammar & Punctuation and 22.8% in Numeracy.

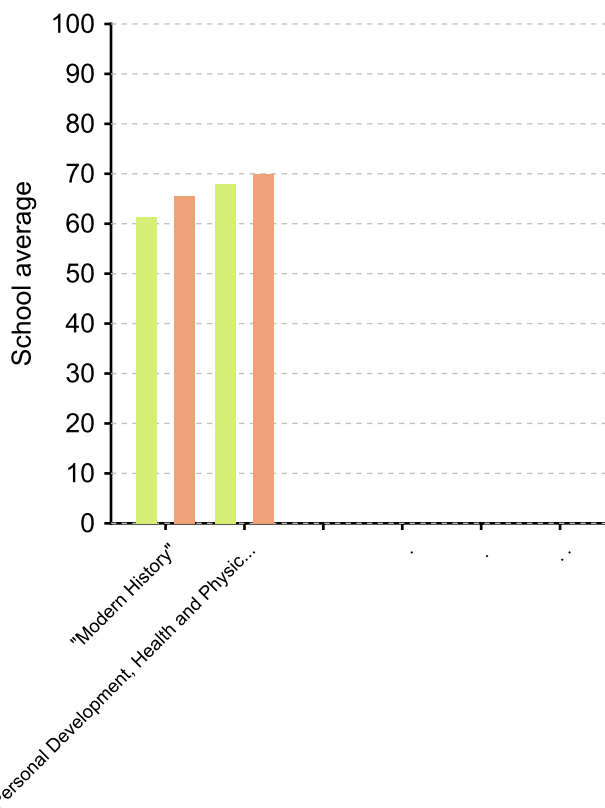
Year 9 student performance in the top two performance bands of NAPLAN in 2016 represented 8% in Reading, 8.3% in Writing, 13.3% in Spelling, 6.7% in Grammar & Punctuation and 8.5% in Numeracy.

Higher School Certificate (HSC)

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



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016

HSC results in 2016 show an overall growth of 3% of students achieving in band 6. Particular subject areas of notable growth in trend data since 2012 include: English (ESL) at 3.6% growth, Mathematics Extension 2 at 12.5% growth, Biology at 4.2% growth, Senior Science at 5.5% growth, Business Services Examination at 11.2% growth and Retail Services

Examination at 12.5% growth.

Parent/caregiver, student, teacher satisfaction

In 2016 Moorefield Girls High School parents, students and staff undertook the *School Rewards and Merit System Review* survey.

Their responses are presented below.

There was a high correlation of survey responses showing high parent, teacher and student value of the merit award system at Moorefield Girls High School. Parent satisfaction of the school merit and the belief that a strong merit system improved student wellbeing, sense of belonging and provided an impetus for improved participation and achievement. 100% of all respondents agreed that students should receive recognition for academic achievement as well as participation, leadership and citizenship both at school and in the community. 99% of all respondents believe that all teachers across all subjects should issue merit awards to students years 7 – 12.

Policy requirements

Aboriginal education

Moorefield Girls High School remained committed to supporting Aboriginal student achievement and the education of the whole school community in Aboriginal education. In 2016 our staff continued the focus on catering to the educational needs of our Aboriginal students by undertaking professional learning in *8 Ways of Learning* with Department of Education staff.

We also acknowledged National Sorry Day and had an Aboriginal Education Consultant speak to our students about this very important day. We attended the Memorial ANZAC ceremony recognising Indigenous men and women who have or are currently serving in the defence forces and laid a wreath to commemorate Indigenous soldiers who have died serving their country.

The Aboriginal Contact Person consults with the Regional Aboriginal Education and Engagement team to provide support and opportunities to our Aboriginal and Torres Strait Islander students and families.

In 2016 at Moorefield Girls High School, our Aboriginal and Torres Strait Islander students were supported through the development of Personalised Learning Pathways around educational and wellbeing goals. These plans and student goals were developed in collaboration with students, parents and school personnel. Students were particularly supported with numeracy both within classes and through an after school tutoring program.

Multicultural and anti-racism education

Moorefield Girls High is a vibrant and inclusive school which celebrates and showcases cultural diversity with students and teachers from a wide range of cultural and ethnic backgrounds. Currently, 81% of students enrolled at Moorefield Girls High School come from NESB backgrounds. Community members from a range of backgrounds participate in Community Meetings and special focus events such as International Women's Week, demonstration cooking classes and fundraising events. Teaching and learning programs continue to embed multicultural perspectives as a means of raising awareness of cultural variety and improve understandings of cultural diversity in contemporary Australian society and the wider global context.

The school has continued to foster programs which develop our students' understandings of cultural diversity, anti-racism causes, and active citizenship within the context of our multicultural society. Teacher professional learning in the area of student wellbeing through *MindMatters* has focused on ensuring that teaching and learning programs embed strategies to promote and build culturally inclusive classrooms. Teachers participated in professional learning and included strategies to develop student inclusivity and a sense of belonging, multicultural and anti-racism education into their lessons.

We actively promote an inclusive curriculum in purposeful and relevant classroom activities, text selections and the celebration of events such as NAIDOC Week, Closing the Gap Day, Harmony Day and Anti-bullying Day and to ensure all students engage in learning in a safe environment. These events foster strong understandings of equity and participation in social justice programs at school level and in the wider community. The Welfare team and the Anti-Racism Contact officer are instrumental in the promotion of specific student workshops to support anti-racism initiatives utilising guest speakers, student workshops and Mind Matters resources. Moorefield Girls High School continued to consolidate relationships with international schools from Japan and China.