

Moss Vale High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Moss Vale 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.

Patricia Holmes

Principal

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Message from the Principal

We started the year at Moss Vale High School by focusing on the three strategic directions of our school plan where we have worked on meeting our milestones in 'Being Our Positive Self', 'Quality Learning' and 'Building Strong Partnerships'. All three of these strategic directions contained milestones that related to our Moss Vale Community of Schools (MVCOS) project on Visible Learning. The MVCOS schools came together in term two for a combined staff development day where staff developed a deeper understanding of utilising visible learning strategies such as learning intentions, success criteria and explicit feedback. Our schools will continue this focus on these simple and effective strategies throughout 2017.

It is impossible to mention all the highlights of our school year in terms of the outstanding achievements across the various areas of sport, the creative and performing arts (CAPA), volunteering, Positive Behaviour for Success (PBS) and academia. One of our greatest sporting achievements for 2016 was our boys' hockey team that again made it to the top eight in the state competition. Our most significant highlight in CAPA this year was the production of our school musical, *Camp Rock*, which was a huge success with capacity audiences for the matinee and evening performances. The CAPA faculty did an outstanding job in preparing the students to perform at such a high standard. We have had numerous student achievements, not only at school but in the wider community. Two highlights were Amelia Brook of Year 8 receiving the Wingecarribee 'Young Citizen of the Year' for her volunteering, generosity and exceptional leadership qualities, and Luke Webb of Year 11, one of our School Captains, being awarded the 2016 John Lincoln Youth Community Service Award. This award recognised Luke's '*outstanding community service for the benefit of others and for demonstrating a spirit of goodwill*'.

The 2016 NAPLAN results demonstrated pleasing results in both literacy and numeracy. I am extremely proud of the fact that our Year 9 results in the Reading component of the test show significant growth. Our entire Year 9 cohort for Reading was at state average and was significantly above similar school groups. We were well below state average in Reading at the 2012 NAPLAN and there has been an upward trend that has now seen us reach state average, and our Year 9 boys are above state average. There was a 3% increase in the students achieving in the top band (band 10) and a 5% increase in students achieving in the second top band (band 9). This was 3% higher than the state average achieving in this band. These results are a strong indication that our focus on literacy strategies and the Kick off with Reading initiative have been highly successful at Moss Vale High School.

Our Positive Behaviour for Success team combined forces with other key teams in our school, the Aboriginal Education and Quality Learning teams to promote our Kindness Project that was inspired by our Kick off with Reading novel, *Wonder*, by R.J. Palacio. This novel explored the very real issue of feeling different because of the way one may look to others. The main character, August Pullman, suffers from Treacher Collins Syndrome which presents with significant facial deformity, amongst other ailments. The book conveys the message that we should all choose to be kind to others and not to judge on superficial appearances. The Positive Behaviour for Success (PBS) team connected our core values to the Kick off with Reading program through initiating the School's Kindness Project. Throughout the year

we encouraged students and staff to perform a random act of kindness within our community, and to nominate someone who they have witnessed being kind to others. The combined initiatives allowed our students to strengthen their literacy skills while they continued to build on our positive school culture.

Students at Moss Vale High School have continued the strong tradition of giving back to the community, both locally and internationally, through our volunteering, Kindness Project and other PBS programs. Our most successful fundraiser was led by our PBS team for brain cancer research and we raised over \$5,000. In 2016, we also raised funds for the School of St Jude in Tanzania, the Jane McGrath Foundation, the One Girl Foundation to educate girls in developing countries and the White Ribbon Foundation to support victims of domestic violence.

While our school community has celebrated joyous moments and outstanding achievements, we have also experienced a challenging year with the tragic losses of a Year 11 student, our Maths teacher, Mr. Antony Stott and one of our Special Education teachers, Mrs Sandra Ridewood. Our students and staff held memorials, and we were joined on all occasions by their respective families. I was overwhelmed by the compassion and strength of our school community in facing these tragedies, and the way in which staff and students reached out to support each other. We continue to be inspired by the love and strength of these families, and hold them dearly in our thoughts and prayers.

Our school community said farewell to three much-loved and long standing members of staff, Mr. Craig O'Brien, Mr. James McGill and Mrs. Jenny Wells who all retired at the end of 2016. Our school community wishes Craig, James and Jenny all the very best in their retirement and thank them for their outstanding contributions to Moss Vale High School throughout their many years of service and dedication to public education.

I would like to finish by thanking our staff, students, families and community of schools for your support of our wonderful high school that continues to grow as a proud and caring place for young people to be educated. I look forward to another exciting and successful year at Moss Vale High School in 2017.

Message from the school community

Message from Parents & Citizens (P&C)

We said farewell to Peter Macbeth at the start of the year and have been very fortunate to have Patricia Holmes appointed to the Principal's position. We look forward to many years with Mrs Holmes at the helm and with Mr Matthew Carlyon by her side as Deputy Principal.

This year we have also been saddened by the death of a beautiful Year 11 student and much loved teacher in Antony Stott. I was fortunate to be on the interview panel that employed Antony and he was a lovely young man, who was so excited to be starting his career at Moss Vale High School. Both these wonderful people will be greatly missed.

The P & C has once again had another successful year with the funding of many projects within the school. Over the past year we have contributed more than \$20,000 towards a number of important school events and programs, including:

- Ongoing financial support of the PBS program and VIVO rewards program
- Funding towards the Annual Presentation Night
- Subsidising students who achieve higher representative levels in sport
- Purchase Australian standing order of books for the library
- Funding towards Year 7 Student Diaries
- Purchase of the projector and screens in the school hall

The P & C is proud to once again continue to support the Positive Behaviour for Success program. Our school continues to go from strength to strength and we have an enviable reputation. The positive response to our school from within the wider community is further proof of the programs value.

The school canteen continues to be a major fundraiser for the P & C. As well as providing a vital service to the students and staff, including healthy breakfast options for those who have an early start to a variety of affordable lunches, money raised goes towards funding commitments and initiatives within the school.

We have been offering the Year 7 book packs for several years now and they have again been very well supported. As

well as being a fundraiser for the P & C, it is a wonderful service for new students and parents, helping to make the transition from Primary to High School a little smoother.

Although the number of parents attending our monthly meetings is small, the commitment to our school, the staff and ultimately our children by everyone who attends is always apparent and I would like to say a very special thank you to you all. I would also like to encourage all parents to consider attending a meeting. Not only does it give you an insight as to what goes on within the school, it also gives you an opportunity to have a voice. The P & C are your representatives, and we welcome everyone's opinions and concerns.

The end of this year we also say farewell to Craig O'Brien and James McGill. I would personally like to say thank you to both Craig and James who I have found to be so supportive of myself and the P & C. They are both such an integral part of the school and their absence will leave a big hole. I am sad to see you leave, but wish you every happiness in retirement.

Finally, a huge thank you to the dedicated teaching, support and administrative staff within our school for the wonderful work they do in educating and caring for our children. The assistance given to the P & C is always efficient, professional and given with a smile, and we are grateful to have you all!

Annmarie Makepeace

P & C President 2016

School background

School vision statement

Moss Vale High School's Mission Statement: Passionately committed to providing innovative educational experiences for all, focusing on pathways to personal success, collaborative partnerships and respect for others.

School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of approximately 630 students in 2016, with 89 students in Year 11 and 83 students in Year 12.

There are 23 Aboriginal students enrolled at the school. The school has a Support Unit containing I.O. and Autism classes and a Multi-categorical class.

Moss Vale High School has an expansive curriculum that supports the learning needs of students across all key learning areas. The school shows great leadership in literacy and numeracy, the creative and performing arts, sport, agriculture and Aboriginal education. The school has a highly functioning *Learning Support Team*. The team/school has strong support from Aboriginal Elders.

Positive Behaviour for Success (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible. The PBS initiative has had a significant impact on the school through the growth and development of a very positive culture in all aspects of the school. The VIVO rewards system was introduced in 2013.

The school's strategic directions are focused on our positive self, quality learning as well as strong partnerships.

Moss Vale High School is an important and active member of the Moss Vale Community of Schools.

Moss Vale High School has a highly dedicated and committed staff that is instrumental in providing quality education for all students. With a staff mix of experienced and early career teachers, opportunities for students across a wide range of extracurricular activities are offered.

The school experiences strong community support and has highly developed community partnerships. The Parents and Citizens Association is actively involved in the school in many ways.

There is a strong relationship with local and regional Aboriginal elders and the school received a Nanga Mai award in 2013 from the AECG.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, Moss Vale High School is achieving at the level of **Delivering overall**, and in three of the five criteria: Assessment & Reporting, Student Performance Measures and Curriculum & Learning. In the areas of Learning Culture and Wellbeing the school is **Sustaining and Growing**. Our Learning Culture at Moss Vale High School is supported by the Positive Behaviour for

Success program which is a sustained, school-wide approach to teaching explicit behaviour through shared values. A recent external evaluation of our PBS program highlighted the wide-spread understanding of the school's expected behaviours as well as consequences for not demonstrating these behaviours. Parents and the community are encouraged to share in these values through our annual PBS parent information evening, regular newsletters and invitations to merit assemblies. Our Wellbeing and Learning Support team is a robust team with dedicated participants, as is demonstrated through the team's fortnightly report, which comprises the meeting minutes and other relevant information. All teachers have been trained and receive email reminders about the process for referring students for interventions by the team. These interventions cover the spectrum from academic and psychological testing, learning support, welfare programs and attendance support. Additionally, school programs are developed and implemented to address the needs of identified student groups, including Aboriginal students and gifted students. Our Aboriginal Education team oversees PLPs and Norta Norta for our Aboriginal students, as well as implementing the long-term project of Our Ways – a contextually customised version of the 8 ways program. The school's analysis shows us faculties have developed relevant processes for moderation of marking, particularly in senior years. This is seen in inter-school professional interaction and HSC-style corporate marking. The school has developed a clear, common assessment format that is used throughout the school to ensure students are confident in approaching assessments with a clear understanding of what is expected. Extra-curricular opportunities, both in school and in alliance with other schools and organisations, cater to a broad variety of interests and are provided across the school, allowing students to explore and develop beyond the classroom. Our Creative and Performing Arts programs, Community of Schools Sports Coaching arrangements, Agriculture Show Team, and various sporting teams are just a sample of the extra-curricular opportunities in the school.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Moss Vale High School is **Sustaining and Growing overall**, and in three of the five elements: Effective Classroom Practice, Collaborative Practice and Learning and Development, and **Delivering** in Data Skills and Use and Professional Standards. Practices that support effective classroom practice at Moss Vale High School include staff networking structures which are in place to review and revise teaching and learning programs in response to student feedback, the Sensational Seven school-wide literacy practices, Professional Development Plans and Networking support for continuous review and improvement of practice. School-wide training in and implementation of the Sensational Seven strategies, which include "Be Ready", support an ongoing focus on proven literacy practices such as reviewing previous content and previewing future learning. The development of staff in utilising data is supported by the examination of external measures including NAPLAN and HSC data, and has been used to inform practices such as the introduction of Sensational 7, Kick Off with Reading, and ALARM for writing. Relevant data is regularly reviewed by school teams, including the executive, Quality Learning, Aboriginal Education, Learning & Wellbeing and the PBS team. The Community Schools Visible Learning program has been utilised across all faculties for the use of clear Learning Intentions and Success Criteria for all lessons or lesson sequences, framed within MVHS as "Active Learners". This has also involved a school-wide focus on feedback in several forms, which has been implemented by the Quality Learning team. Positive Behaviour for Success provides a clear, positively-framed process for implementing classroom practice and for responding appropriately to poor behaviour, building learning spaces with minimal disruption. Consistent executive support of consequences ensures school-wide maintenance of standards. Learning and Development is effectively supported Professional Development Plans (PDPs) to ensure the commitment to building capacity in staff and the development of quality teaching and learning within the school which are clearly linked to the school's priorities stated in the School Plan. The Sentral Professional Learning Calendar and Network Report demonstrates the processes and commitment of the school in targeting identified needs for beginning, early-career teachers as well as experienced staff for effective professional learning and sharing of professional practice amongst colleagues.

The results of this process indicated that in the School Excellence Framework domain of Leading, Moss Vale High School is **Sustaining and Growing overall**. Professional Development Plans clearly indicate the promotion of succession planning through mentoring key staff to take on roles of responsibility, such as Daily Organisation, timetabling, NAPLAN and exam organisation, the volunteering program and Transition. The executive planning process also indicates the school's commitment to succession planning and building capacity within staff members to ensure organisational effectiveness. All key team meeting minutes show a broad distribution of staff membership from a wide variety of faculties and teachers with diverse experiences. The school has developed productive partnerships with external agencies such as the University of Wollongong and the In2Uni program, BDCU Alliance Bank and Bowral Co-op with trainee partnerships to support school programs and student learning outcomes, particularly in Agriculture. Feedback is regularly sought through the Tell Them From Me and PBS surveys. The school plan is regularly updated with identified areas for improvements aligned to clear milestones as well as local and system priorities. A broad understanding of, and commitment to, the school's strategic directions in the school plan are seen in the alignment of staff PDPs with the school plan and the collaborative assessment of milestones undertaken by the school's key teams. The successful implementation and ongoing commitment to high expectations for all students is demonstrated in the flourishing school's merit system and the school's celebrations of student achievements through CAPA concerts, Merit Assemblies and Presentation Evenings. Staff, students, parents and the wider community are given opportunities to be engaged in the life of the school through the Parents and Citizens, Subject Selection evenings, PBS Information and parent workshops on Cyber safety.

Our self-assessment and the external validation 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

Our Positive Self

Purpose

Developing resilience, sense of self, empathy, connectedness, and building a positive future for our students, staff and community.

Overall summary of progress

Our school community made sound progress with Strategic Direction 1 (Our Positive Self) which focused on our Positive Behaviour for Success program, student leadership and parent engagement. We had a 10% increase in the number of students engaging with the school's VIVO online rewards and merit systems and 25% increase in teachers awarding VIVO for 'Top of Task' and 'Working Above and Beyond'. Student leadership was enhanced by full participation of the SRC in creating and delivering our PBS lessons across all roll call classes. Whilst we have attempted to increase the number of parents attending reward and formal assemblies, it has been affected by the basic lack of space in our school hall and has limited the number of parents and community members who can attend such events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% increase in the number of students reaching the Green Award in the Merit System	We have exceeded this goal of 5% as there has been a 15% increase in students attaining the second level of the merit system.	Positive Behaviour for Success – \$23,293
Creation of baseline data to gauge the increase in student leadership roles across the school.	Student surveys and Sentral data indicated a 25% increase in students applying for Student Representative Council and School Captain positions.	Vivo online rewards system– \$4,000
Creation of baseline data to gauge increased parent engagement at school events.	Exit surveys at Year 6 parent information evening demonstrated a high level of satisfaction with the presentation of information and performances for our incoming Year 7 students.	\$1,200– Survey Monkey membership

Next Steps

Moss Vale High School will be working towards more rigorous community partnerships with the view to further supporting individual learning.

The continuing development of our Quality Learning team will capitalise on our positive and safe school environment to develop students' identities as Active, Resilient and Reflective learners. This process, embedded in our School Plan and Milestones documents, is projected to unfold over the coming year. Participation in this process is expected to build school-wide, collective responsibility for student learning and success, in the same way that PBS has demonstrably built school-wide, collective responsibility for positive relationships.

Strategic Direction 2

Quality Learning

Purpose

Providing opportunities and strategies for students and staff to be active learners.

Overall summary of progress

The Quality Learning team was effectively established at the start of 2016 with a strong membership that included a representative from each faculty. The main focus was on Visible Learning as part of the Community of Schools System Leadership initiative. All staff were professionally developed in the Visible Learning Strategies and, as a consequence, there is a whole-school approach to learning intentions, success criteria and effective feedback. The school put into action its school-wide enrichment program with an enrichment roll call class created and cross-faculty projects in STEM subjects. We have now developed strong links between key teams such as Quality Learning, PBS, Aboriginal Education and Learning Support in order to promote positive values and enhance literacy skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff using a range of appropriate student feedback strategies to improve quality learning. (Measured through Survey Monkey)	School-wide strategies implemented, such as 'Feedback Friday', which gave all teachers and students an opportunity, and reminder, to give and receive quality feedback.	Networking funds \$20,000
Stage 5/6 students instructed in the processes by which feedback can inform quality teaching. (Measured through Survey Monkey)	90% of surveyed students stated that they regularly received quality feedback to enhance their learning.	Literacy Coordinator \$12,400
Enrichment program and policy established for Stage 4 students.	Enrichment program policy created and put into action with the set up of the first enrichment roll call class.	Enrichment \$600

Next Steps

Continued implementation of the Visible Learning project, in combination with Performance Development Plans and Networking, to support teachers in regularly reviewing learning with each student and develop a clear understanding of how to improve their learning.

Strategic Direction 3

Strong Partnerships

Purpose

Enriching our classrooms in quality teaching and learning through strong partnerships across the school and wider community.

Overall summary of progress

A significant focus of this Strategic Direction was on enhancing partnerships with our community of schools, particularly in the development of a collective understanding and implementation of Visible Learning in our schools. Our school collaborated on the Community of School film project that was able to demonstrate the effective use of quality feedback across our classrooms. Professional learning funds were significantly utilised to allow cross faculty networking so that strategies could be shared in relation to learning intentions, success criteria and best practices in feedback. Our partnerships with the local Aboriginal community enabled the Aboriginal Education team to develop our Gundungurra outdoor learning space and the sharing of how to put the 8 Ways of Learning into practice with classes in Stages 4 and 5.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Collect qualitative and quantitative baseline data on student participation and leadership in community partnerships and volunteering.	60 students across Years 7–11 participated in the Red Shield Appeal raising record funds and receiving positive feedback from the Salvation Army and community members.	Community Liaison Coordinator \$41,000 Transition Coordinator \$6,700 Attendance Coordinator \$10,600
Alternate program community service partnerships established	5% increase in community employers participating in School Based Apprenticeships and Training.	

Next Steps

Our school community will continue to place emphasis on student leadership, both at school and in the wider community, through the alternate program and student volunteering. The aim is to strengthen our partnerships with local businesses and our community of schools.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>School Learning Support Officers employed to assist Learning and Support Teachers in classrooms across all KLAs and scholastic years. Teachers surveyed in relation to SLSO support in their classrooms stated that all students benefited from their contributions to classroom learning.</p> <p>Learning Support referrals were strengthened by communicating Sentral referral system to all teaching staff regularly at staff meetings. 100% of these referrals are now dealt with in a timely manner through the student learning and wellbeing meetings.</p>	\$34,624
Socio-economic background	<p>Staff employed in dedicated positions of Attendance Coordinator, Community Liaison Coordinator, Technology Support Officer and Literacy Coordinator to support all students.</p> <p>The Literacy Coordinator has ensured that all students across stages 4 and 5 are engaging with the Sensational Seven reading and comprehension strategies.</p> <p>Our Community Liaison Coordinator has ensured that the school maintains a strong and positive profile in the community by regularly liaising with key stakeholders and the local media in order to highlight important school events.</p> <p>The Attendance Coordinator has maintained a consistent approach to addressing student attendance issues so that there is regular communication with students, parents and the student wellbeing team.</p>	\$7,1371
Support for beginning teachers	<p>Seven funded new teachers. All beginning teachers are provided with release time and mentoring. Support strategies were negotiated, including timetabled release time, planning days, professional learning opportunities and networking days.</p> <p>Our Head Teacher Teaching and Learning conducts an induction program for all beginning teachers. 100% of beginning teachers surveyed stated that they found the induction program useful and highly supportive.</p>	\$26,924

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	283	295	313	315
Girls	290	305	295	288

Enrolments have been steadily increasing since 2013. Currently the school has more male students enrolled than females.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.8	91.3	93.9	92.9
8	90.3	92	90.8	90.6
9	85.8	87.9	91.6	87.2
10	85.8	84.7	86.9	89.3
11	89.5	89	88	85.5
12	91.8	88.8	90	88
All Years	89.1	89	90.3	89.1
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

There was a marginal decline in overall student attendance in 2016 in comparison to 2015. The student wellbeing team will continue its focus on student attendance and refine its attendance monitoring processes. The school will endeavour to engage an Attendance Coordinator again in 2017 with RAM Equity Funding. However, our attendance rate of 89% is comparable with similar school groups.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3	12
Employment	8	5	50
TAFE entry	6	10	35
University Entry	0	0	22
Other	2	2	6
Unknown	0	2	10

Year 12 students undertaking vocational or trade training

In 2016 thirty-seven Year 12 students studied within a Vocational Education and Training (VET) Framework. This number comprised 46% of the Year 12 student body. At Moss Vale High students undertook courses in Business Services, Construction, Hospitality and Primary Industries. Human Services was accessed through Bowral Hospital and Automotive, Early Childhood Education and Care and Construction-Bricklaying were undertaken as TVET courses through the Moss Vale Campus of Illawarra Institute of TAFE. Outdoor Recreation was also studied through a private provider. Two students were successful in completing SBATs (School Based Traineeships) in Financial Services, Banking.

Students studying VET courses receive Certificate II or III qualifications in the Framework or statements of attainment towards the qualification. 91% of students undertaking VET at Moss Vale High received full certification in their chosen field with the other 9% achieving Statements of Attainment towards the qualification.

Our students were once again successful at the Southern Highlands Excellence in Vocational Education & Training Awards. Tirawa Gristwood received Outstanding Achievement awards in the Categories of School Based Trainee and Construction. Rheece Denford and Alex Allen received Outstanding Achievement Awards in Construction and Kooper Smith in Automotive. Samantha Drayton received an Achievement Award in Primary Industries.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students, except for those studying via Pathways attained a HSC or vocational education

qualification in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	33.8
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	5.2

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Moss Vale High School has one Aboriginal member of staff.

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	15

Professional learning and teacher accreditation

Teacher Professional Learning at Moss Vale High School in 2016 focused on the Community of Schools partnership in Visible Learning and held our first Staff Development Day with our feeder schools. The staff Performance Development Plans included at least one goal that incorporated Standard 5 of the Australian Professional Standard (Assess, Provide Feedback and Report on Student Learning). Further professional learning funds were utilised to allow staff to work across faculties on visible learning strategies such as learning intentions, success criteria and the provision of quality feedback. As Positive Behaviour for Success underpins all aspects of our school community, professional learning funds were dedicated to planning days and to

training two teachers in the Rock and Water program that will be used as a PBS Tier 2 intervention. In Term 2 our Staff Development Day was dedicated to On Country training with Elders from our Aboriginal Community held out at Carrington Falls to enhance teachers' understanding and knowledge of our local Gundungurra culture. Professional Learning also took place within teachers' own time in an effort to strengthen succession and mentoring practices at Moss Vale High School. Our Learning and Support staff actively engaged in professional learning in relation to Autism Spectrum Disorder as it affects a significant number of our students both in mainstream and the Support Unit. Staff Development Days were also utilised to cover a range of areas including our mandatory training in Child Protection, Anaphylaxis, Emergency Care, Code of Conduct and the process for Working With Children Checks.

In 2016 there were 6 who achieved Accreditation at Proficient level at Moss Vale High School.

The total expenditure on teacher professional learning in 2016 was \$90,418. This includes \$20,100 for teacher networking, \$28,635 for seven Beginning Teachers and \$5,177 for executive planning.

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

Financial information

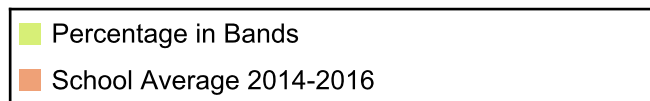
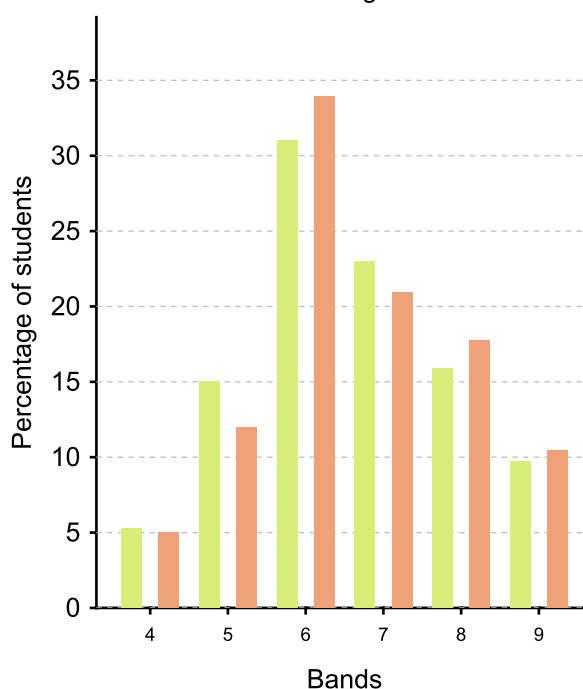
This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's financial statement is tabled at the annual general meetings of the Parents and Citizens. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	437 003.08
Global funds	527 853.45
Tied funds	436 299.27
School & community sources	453 348.92
Interest	9 090.08
Trust receipts	48 657.05
Canteen	0.00
Total income	1 912 251.85
Expenditure	
Teaching & learning	
Key learning areas	201 181.53
Excursions	193 967.16
Extracurricular dissections	205 018.48
Library	9 240.90
Training & development	3 726.99
Tied funds	424 636.14
Short term relief	177 819.35
Administration & office	168 664.00
School-operated canteen	0.00
Utilities	80 220.01
Maintenance	53 689.69
Trust accounts	45 488.06
Capital programs	32 026.17
Total expenditure	1 595 678.48
Balance carried forward	316 573.37

writing. Year 9 students are largely within Band 8 for reading, with spelling, grammar and punctuation falling into Band 7. The writing achievement of the 2016 cohort is in Band 6. Despite these results, there has been an overall student gain from Year 7 into 9 for both reading – Band 7 into 8 – and writing – Band 5 into 6. These figures reflect the school wide focus on reading through our *Kick-off with Reading* program, and the explicit teaching of writing in all faculties. The need to review and maintain these strategies is an important focus of our Quality Learning team and our approach in supporting future gains.

Percentage in bands:
Year 7 Reading



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.

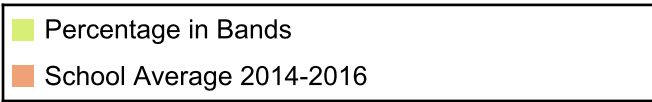
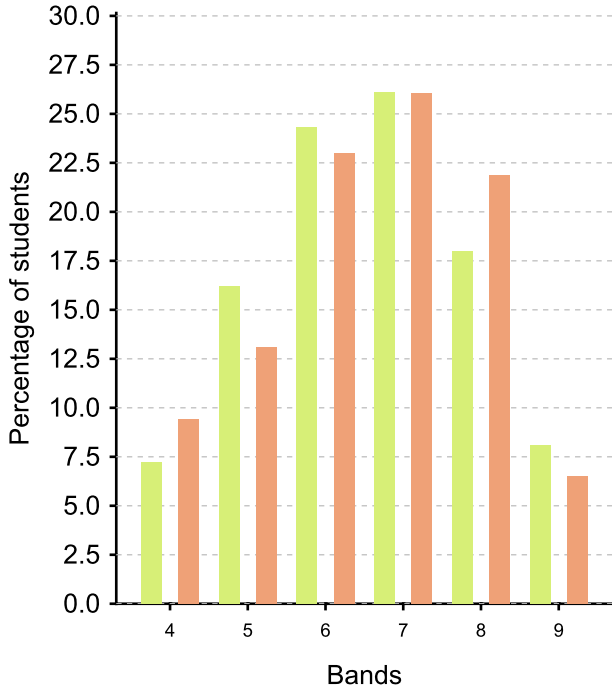
School performance

NAPLAN

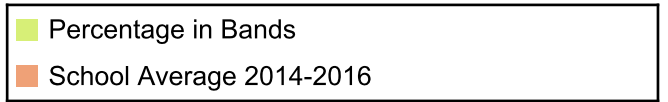
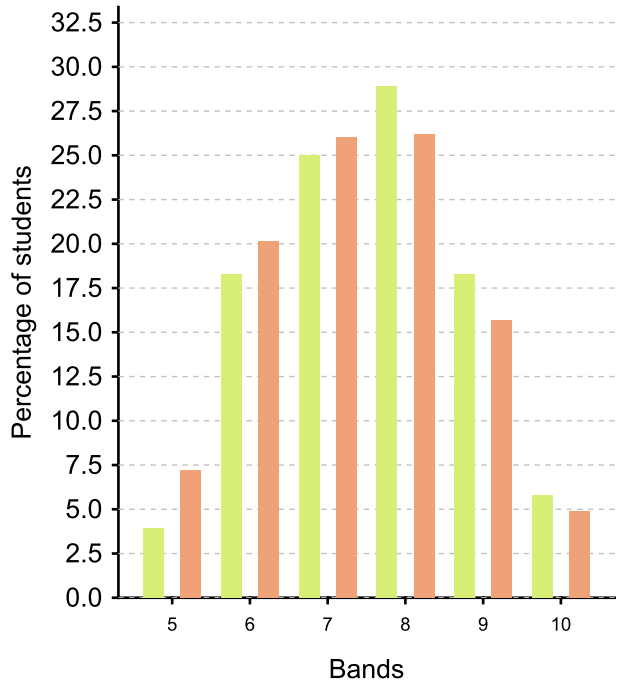
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Whilst NAPLAN results for Year 7 show students performing at Band 7 for reading, spelling, grammar and punctuation, the 2016 cohort achieved Band 6 for

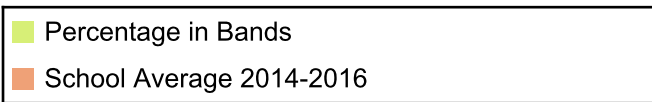
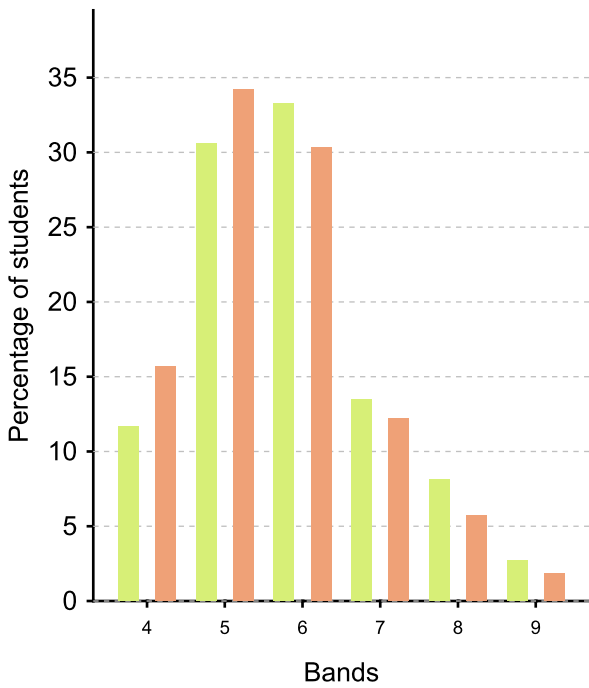
Percentage in bands:
Year 7 Spelling



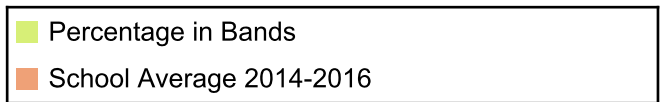
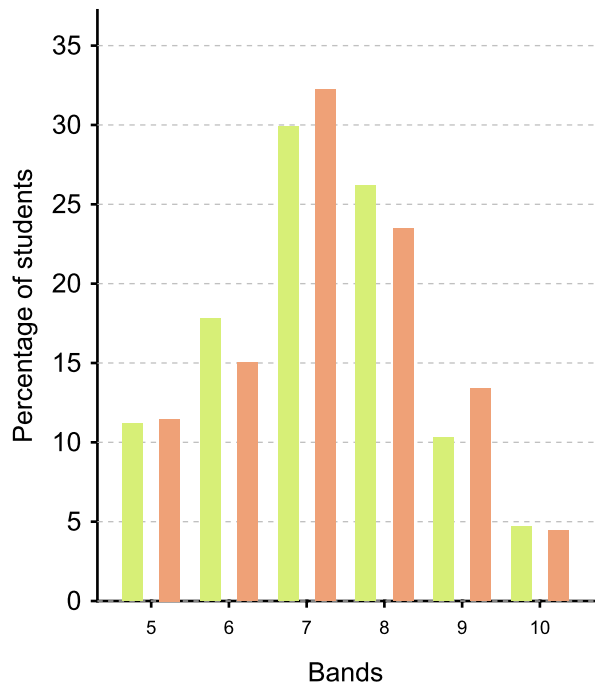
Percentage in bands:
Year 9 Reading



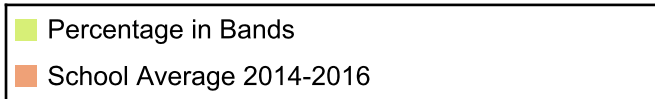
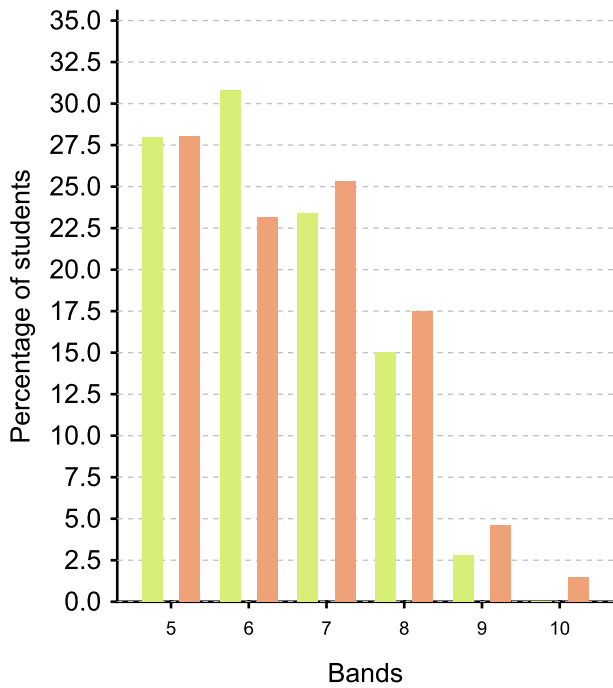
Percentage in bands:
Year 7 Writing



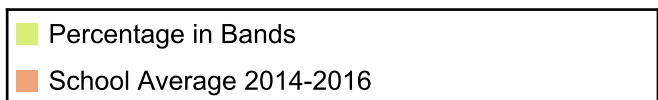
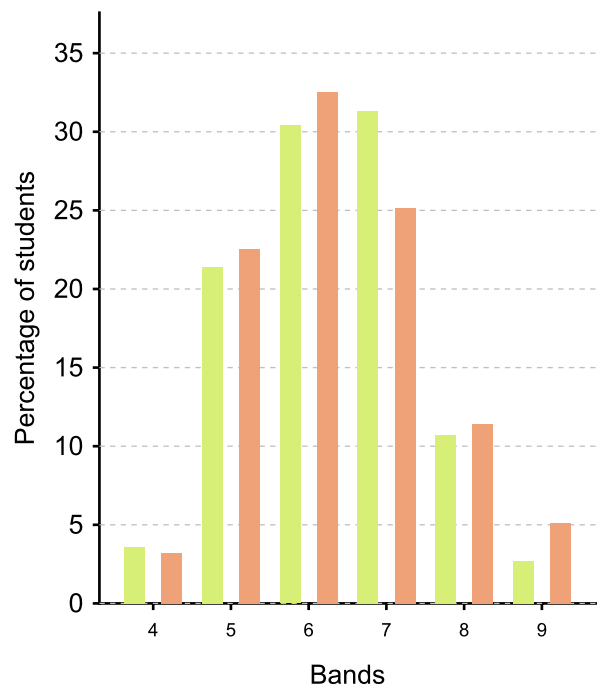
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



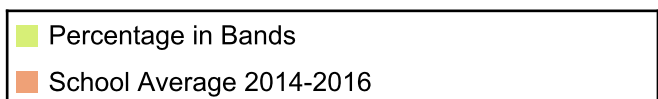
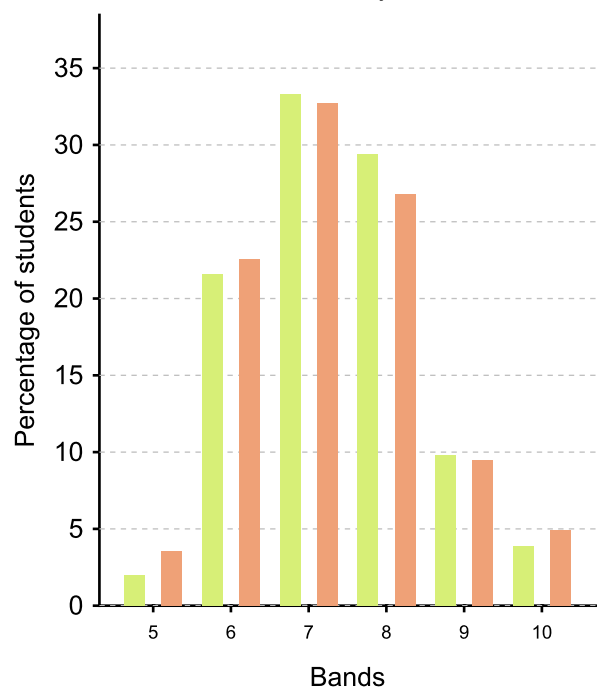
Percentage in bands:
Year 7 Numeracy



The 2016 NAPLAN numeracy results demonstrate a continuing pattern of student achievement in Bands 4 to 7. Numeracy results are above state average in all but the top two band levels across Year 7 and Year 9, however there is little progress in students achieving Bands 8 through to 10, with school achievements in these bands below the state average in both cohorts.

Future learning improvements will focus on lifting student achievements into the top two band levels for both Year 7 and 9 through enrichment activities and a whole school focus on numeracy. Moss Vale High School will continue to adjust numeracy learning to meet the needs of students on an individual basis to further improve all student outcomes. 2017 will see the implementation of numeracy improvement activities across the whole school, sharing roll call time between numeracy and literacy learning.

Percentage in bands:
Year 9 Numeracy

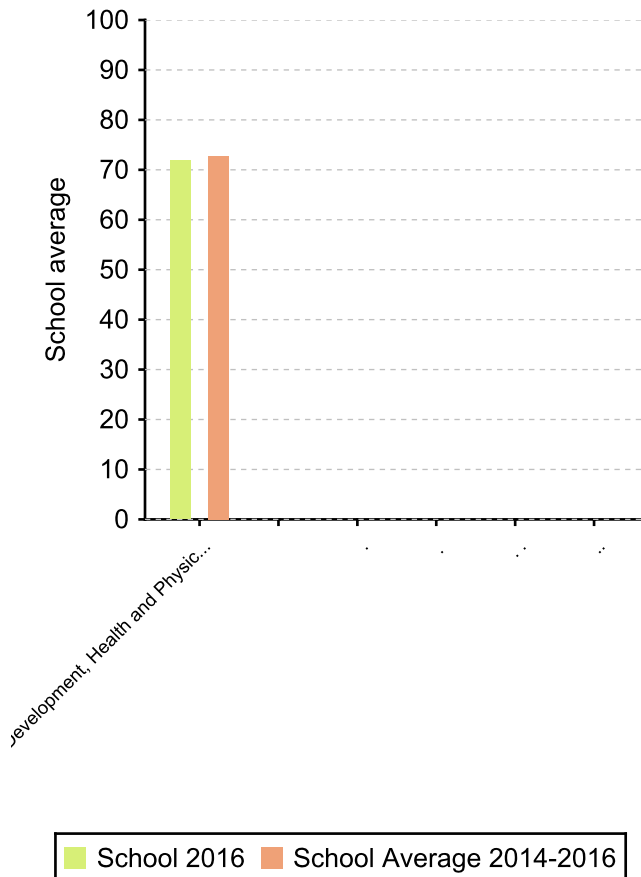
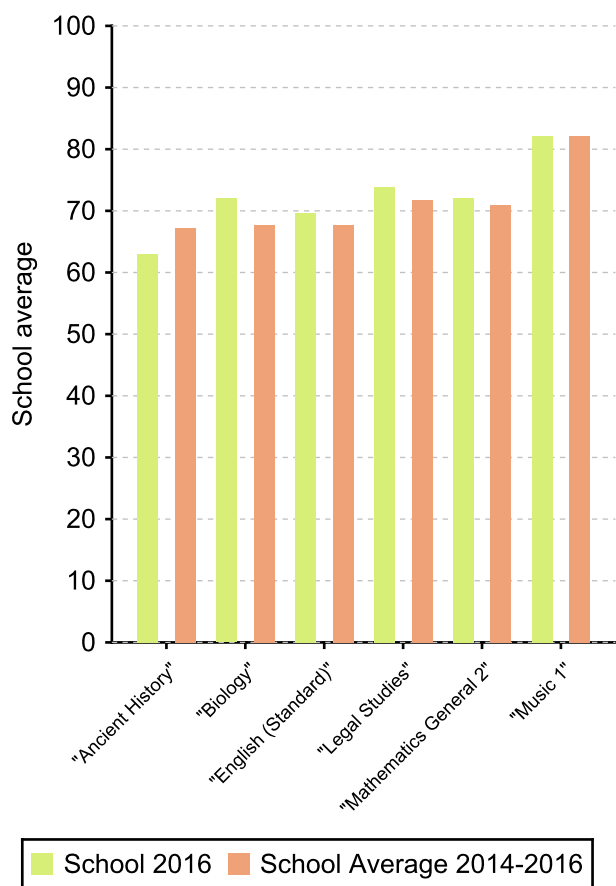


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. In 2016, 3.9% of Year 7 students achieved in Band 9 of NAPLAN and in the reading component, 9.7% of students achieved in the second top band (Band 9). No Year 7 student achieved in the top band (Band 10). However, for Year 9 students, 5.8% of the student cohort achieved in Band 10 in reading, up from 3.4% in 2015. 18.3% of the Year 9 cohort achieved in Band 9, above the state average of 16.9%. For Year 9 numeracy, 3.9% achieved in Band 10 and 9.8% in Band 9.

Higher School Certificate (HSC)

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



Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The following subjects were above state average:

English (Standard) (1.8)

Industrial Technology (3.8)

Mathematics General 2 (3.41)

Music 1 (1.24)

Society and Culture (2.70)

Textiles and Design (0.36)

Visual Arts (0.92)

Business Services (1.39)

Construction (13.04)

Hospitality (8.66)

Primary Industries (10.20)

Human Services (8.42)

Parent/caregiver, student, teacher satisfaction

In 2016 parents, students and staff were surveyed on a range of issues including school culture, the Positive Behaviour for Success (PBS) program and student achievement.

Parent survey

100% of surveyed parents value the school's Positive Behaviour for Success program, 100% either strongly agree or agree that PBS has had a positive impact on the school's culture, 92% agree that the Kick off with Reading program had a positive impact on their child's interest in reading. 100% of surveyed parents either agreed or strongly agreed that they valued the opportunity to meet with their child's teachers at parent teacher evenings. 25% of parents strongly agreed that they were satisfied with the feedback received from the school about their child's learning and progress, 60% agreed and 15% disagreed. Below is a sample of open-ended responses from the parent survey in 2016.

"As parents we are very happy with what Moss Vale High has to offer our child."

"Awesome first year for my daughter at her dream high school. Appreciate all the positive staff efforts."

"I think it is so good that the school places an emphasis on kindness and thinking beyond yourself. The fact that students are encouraged to give to causes that are important can only make my child a better person."

Staff survey

100% of staff agreed that they had been provided with appropriate support during the traumatic events of 2016. 61% of staff strongly agreed that there are processes in place to support staff wellbeing at Moss Vale High and 38% agreed, with nil disagreeing. 56% strongly agreed that there are opportunities for students to engage in leadership roles in our school and 43% agreed. Below are sample open-ended responses from the staff survey regarding PBS lessons.

"PBS lessons and initiatives aligned with social justice issues give students a broader context for the PBS values."

"Would like to see greater involvement by students in designing PBS lessons."

"PBS lessons are working well but not all students are engaged in program."

"Would like to see all teachers awarding VIVO's, not sure this is happening consistently across all faculties."

"Resilience- do we need to address this more?"

Below are sample comments from staff in relation to open-ended feedback on our schools strategic directions.

"The school is progressing well in our positive self and in providing quality learning opportunities for staff and students. Strong partnerships could perhaps be a focus in the future in creating even stronger links with the MVCOS."

"As a teacher who has a child at the school, I am very satisfied in relation to the school's direction. This is

reflected in its excellent reputation across the community."

"I believe that the school's positive self is excellent and that we are working towards having stronger partnerships with local schools and the wider community."

Student survey

78% of surveyed students agreed that the Kick off with Reading program has had a positive impact on their reading and literacy while 21% disagreed. 98% of surveyed students agreed or strongly agreed that they like participating in PBS lessons and initiatives, while only 2% disagree. Students were asked how often they received detailed and clear feedback from their teachers, 31% said often, 59% said sometimes and 9% said rarely. 99% of students surveyed agreed or strongly agreed that Moss Vale High provides an environment that looks after their safety and wellbeing while only 1% disagree. Below are the comments made by a sample of students in response to "what do you enjoy most about being a student at Moss Vale High school?"

"The positive attitude of all staff members and I enjoy getting feedback on my work."

"The opportunities that are provided for us."

"I think the VIVO reward system is great."

"The fundraisers. I feel they are a strong way to connect with the outside world and problems that are impacting on our society."

"Being a part of a school with such a strong social understanding that prepares us for life outside of school."

"The good quality education and the good friends that support me."

"I love CAPA and sport."

Policy requirements

Aboriginal education

Moss Vale High School possesses a highly dedicated and active Aboriginal Education team that meets three times a term in order to ensure there is increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander (ATSI), people and that the educational outcomes and wellbeing of our ATSI students continues to improve. In 2016 Moss Vale High School focused on the creation of the Gundungurra Respect Circle that will be utilised as an outdoor learning space where staff and students will engage in Aboriginal cultural education in partnership with our local Aboriginal community. As a school community, we focused on the 8 Ways of Learning, or **Our Ways** as we have titled the

framework at Moss Vale High School. The Our Ways of learning is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. Our NAIDOC Day assembly included Aboriginal community members and parents, and the highlight of the assembly was a dance performance, *Song lines*, in line with the NAIDOC week theme. The *Our Ways* book was launched at the start of Term Three combined with an On Country staff development day led by Aunty Wendy Lotter to Carrington Falls, to further teachers' knowledge of Gundungurra culture. In Term Four our school community came together to celebrate and highlight the contributions of our Aboriginal culture with the Gundungurra Shield. The day involved story creations, art sculptures, bush tucker, traditional dance and sporting activities under the house totems.

Multicultural and anti-racism education

The Multicultural Education Policy and Anti-Racism Policy have continued to be supported at Moss Vale High School. An anti-racism (ARCO) officer has been trained through professional learning events and assists students and staff with issues relating to racism and discrimination. The school has engaged a number of events to raise awareness and funds for global charities as the One Girl Foundation that assists girls in Africa to receive an education.

Other school programs

Kick Off With Reading Program

Kick Off with Reading was well under way again for 2016 by Week 3 Term 1, with our book for this year—***Wonder*, by R. J. Palacio.**

Staff and students alike responded warmly to the text, which introduced us to a wonderful cast of characters and, through them, an interesting array of ideas.

As in previous years, our reading of the book was enhanced with lessons targeting the Sensational 7 literacy strategies. These lessons deepened our understanding of *Wonder*. More importantly, however, the Sensational 7 equip our students with skills to approach texts throughout life, in and out of the classroom. The book conveys the message that we should all choose to be kind to others and not to judge on superficial appearances. The Positive Behaviour for Success (PBS) team connected our core values to the 'Kick off with Reading' program through initiating the Moss Vale High School Kindness Project. This project was launched during a whole school PBS lesson where we all reflected on what it actually means to show kindness. Throughout the year we encouraged students and staff to perform a 'random act of kindness' across our school community, and to nominate someone who they have witnessed being kind to others. The combined initiatives allow our students to strengthen their literacy skills while they continue to build on our positive school culture.

Reading continued until the end of Term 1, with a long list of related novels and non-fiction texts available in the Library for those students who finish *Wonder* before then.

We encouraged families to join us in reading *Wonder* and discussing it with friends and family. It's a beautiful story, with something for everybody.

MVHS Kindness Project

In association with the wonderful Kick Off With Reading, PBS was out to change the world in 2016 with The Kindness Project. The idea was inspired by a precept from *Wonder*: "When given the choice between being right and being kind, choose kind."

Here at MVHS, we've made it our own, launching The Kindness Project to celebrate random acts of kindness, along with our ongoing commitment to social justice issues.

The project gained a following, being picked up by local radio station 2ST: there was no stopping us!

Kindness Character Mufti Day

Mufti day was back for 2016 with a special Kindness Project event.

On Friday 4 March, Moss Vale High School celebrated the #MVHSKindnessProject with a wonderful mufti day. Students and staff came dressed as their "Kindness Character" and the imagination demonstrated was truly impressive.

From fairies to superheroes, cats to kindly nannas, the interpretations of what kindness means to the individuals in our community revealed the far-reaching nature of kindness. The money raised from this mufti day went to the School of St Jude in Tanzania, and also to continuing to fund Positive Behaviour for Success at Moss Vale High School—a program which adds so much to each day we spend together as a school.

Mufti days form an important part of our school calendar, providing a time to celebrate, and to turn our thoughts towards the range of social justice issues for which we raise money.

A Visit from the School of St Jude

On Thursday March 31 MVHS hosted two very special visitors: Gemma Sisia (school founder) and Dorice Livingstone Abel (one of the first students to graduate from Year 12) from the school of St Jude in Tanzania. During their talk to our students they informed us that the school was opened in 2002, with three students and some passionate volunteers. By the following year, the school had grown to 120 students, employing 23 local staff. Fourteen years later, The School of St Jude educated over 2,000 students from the poorest homes in the local area. With three campuses and boarding houses for all students over Year 3, the school's achievements are enormous. In 2015, the first cohort of St Jude's students graduated from Year 12—a

landmark event!

Fundraiser for Brain Cancer Research

Thursday May 6, we raised funds for brain cancer research. The school community donned beanies and berets as a symbol of their support for the many thousands of people diagnosed with brain cancer each year. The final total raised for the day was an impressive \$5,200.

Pink Stumps Day

Friday 27 May, Moss Vale High School turned pink as staff and students dressed in pink in support of Pink Stumps Day. All proceeds going to the Jane McGrath Foundation to raise awareness of, and money for, breast cancer.

Wear It Purple Mufti Day

Friday 26 August was Wear it Purple Day. 'The Wear it Purple' movement wants young people everywhere to know that they have the right to be proud of who they are! Sexuality, gender, race, religion do not change this.