

Moorebank High School

Annual Report



2016



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Introduction

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

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Message from the Principal

It is my pleasure to present Moorebank High School's 2016 Annual Report.

Literacy and numeracy results in 2016 were positive, with the percentage of achieving results in the middle and top two bands surpassing state averages across all areas of literacy and numeracy. School attendance rates continue to be strong and surpassed state averages. Additionally, our students successfully represented the school, the region and the state in a large number of extra-curricular activities involving sport, science, creative and performing arts, student leadership, vocational education and community service initiatives.

Our students achieved strong Higher School Certificate results. Although our cohort was smaller in 2016 the results surpassed last year's. The school achieved 88 Band 6 results; 206 Band 5 results; the school's exam mean was greater than the state mean in 20 subjects and the average results in all KLAs were greater than the state average. Continued focus on value added data remains a priority to build upon these mostly very encouraging results.

I thank all staff for their continued commitment and preparedness to rise to new challenges to support students in so many ways both within and outside the classroom. I also thank our Community Focus Group – our primary parent consultation body in-lieu of a P&C – for the time and support they gave as follows:

- Providing mentor support for the school model solar car team before and during state and national competitions.
- Providing parent representation and support on the selective school placement panels and the out of area comprehensive student placement panel.
- Providing feedback on, and ratification of, the school's Enrolment, Uniform and Anti-Bullying Policies.
- Support for improving communication processes with the parent community.
- Parent feedback on specific student learning and assessment practices.
- Providing parent representation on merit selection panels for various teacher and executive positions.
- Providing parent representation and guidance at important school community events.

School background

School vision statement

Moorebank High School's strong and optimistic school spirit is driven by students, staff, parents, carers, communities of schools, and the broader community, actively uniting to build a bright and motivating environment for all. This is evident through our mutual respect and understanding, great teaching, inspired learning and opportunities for young people to grow as empowered, responsible and generous citizens of the future.

School context

Moorebank High School is a dynamic part selective and part comprehensive high school situated in southwest Sydney. The school has 1040 students with 66% of students from a language background other than English. The school is committed to extending its students through excellence in teaching and learning and collaboration with its partner primary schools and other comprehensive and selective high schools. Moorebank High School offers students and teachers rich opportunities for leadership and quality learning and has a proud record of academic, sporting and cultural achievements. The school continues to refine a broad and differentiated curriculum, progressive welfare practices and quality professional learning to ensure excellence in student learning outcomes in the middle and later years of school. Current school priorities include literacy, numeracy, engagement and achievement supported through innovation in areas such as whole school behaviour and merit programs, the arts, quality mentoring and study skills initiatives, enhanced student leadership and student voice opportunities, and an emerging and deepening focus on building student resilience.

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 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 Moorebank High School is *sustaining and growing* in the three domains of Learning, Teaching, and Leading. The external validation panel report concluded that in all three domains the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework. Below are the details from the school's executive summary that informed these conclusions.

LEARNING

- LEARNING CULTURE sustaining and growing
- WELLBEING sustaining and growing
- CURRICULUM AND LEARNING sustaining and growing
- ASSESSMENT AND REPORTING sustaining and growing
- STUDENT PERFORMANCE MEASURES sustaining and growing

In this domain the school leadership team as an on balance judgment against the School Excellence Framework have assessed our school as *Sustaining and Growing*.

Positive and respectful relationships between students and teachers at Moorebank High School have created a learning environment in which students are interested and motivated in their learning. Professional learning in positive relationships has demonstrated the staff's commitment to building these positive relationships and helping students 'Connect' with the school and their learning experiences. Staff identified a need for professional learning in responding to bullying and evaluations of this learning demonstrate an increased capacity to respond to bullying and consistently implement the procedure developed by the Wellbeing team.

Collaboration and positive relationships with partner schools in the Moorebank Community of Schools have enhanced the provision of curriculum at both Moorebank High School and in our partner schools. This collaboration has included observations of best practice, high school students acting as peer leaders in creative and performing arts, and Sports Coaching students completing their mandatory work placement by leading sports programs at partner schools. Student

transition from primary school to Moorebank High School has been supported by the information gathered by members of the Transition team and executive in our partner schools.

A focus of professional learning has been on building the capacity of all staff to identify and address student learning needs. Professional learning has been delivered to upskill staff in supporting students who identify as ATSI and the evaluation of this learning demonstrates that staff feel confident in using Aboriginal pedagogy. Teachers of Year 8 students have participated in professional learning in using the Literacy Continuum to track and monitor student achievement in reading and to develop and deliver differentiated instruction. The use of the Literacy Continuum and the 8 Ways of Learning to plan and deliver teaching programs that are responsive to the learning needs of students demonstrates a systematic process to identify and address student learning needs.

Staff at Moorebank High School participate in the analysis and reporting of student performance data in NAPLAN and the Higher School Certificate. This analysis is used by faculties to produce reports which address ways to improve future learning outcomes for students. Through staff analysis of NAPLAN results specific strategies are identified to target identified weaknesses. This analysis is supported by the use of the Literacy continuum to plan differentiated instruction.

TEACHING

- EFFECTIVE CLASSROOM PRACTICE sustaining and growing
- DATA SKILLS AND USE delivering
- COLLABORATIVE PRACTICE sustaining and growing
- LEARNING AND DEVELOPMENT sustaining and growing
- PROFESSIONAL STANDARDS sustaining and growing

In this domain the School Leadership Team as an on balance judgement against the School Excellence Framework have assessed our School as *Sustaining and Growing*.

The school has embedded systems for teachers providing professional learning for their peers via our professional learning hubs. Our teacher professional learning scope and sequence shows the plan for the year for our professional learning at staff meetings and staff development days that shows 15 teachers apart from executive who have or will present TPL to their peers. Hence the school identifies expertise within its staff and draws on this to further develop its professional community.

This TPL target needs identified via teacher PDPs as well as through analysis of the milestones set by school committees that oversee the implementation of the school plan.

There is a particular focus on improved teaching methods in literacy via targeted whole school learning in literacy provided by the literacy committee and whole school literacy plans are developed and implemented for all year 8 classes. Use of data at faculty level and systems level is routine at the School whereby teachers analyse and use student assessment data to understand the learning needs of students.

However an area for further development is the use of class data by individual teachers and the tracking of student cohorts across time. Whilst teacher feedback after TPL is analysed, future directions include improved monitoring or evaluation of the impact of the professional learning in the classroom and embedding this into the teaching and learning and collegial support policies. Classroom observations are embedded practice at the School and began prior to the Performance and Development Framework. Executive in the School have undertaken mentoring training and processes are in place to provide formal mentoring support to improve teaching and leadership practice.

In addition to feedback from peers and supervisors, teachers actively seek feedback from students (other student feedback) to evaluate the effectiveness of their teaching practice and modify programs and practices when necessary. Data of various forms such as HSC, NAPLAN and VALID is analysed by faculties and across the school and influences program delivery, via the school leadership team engaging the school community in reflecting on this student performance data using provided scaffolds.

Classroom observations at this point focus on teacher identified areas. There is room for improvement here to focus these observations on school identified priorities in addition to those of the teacher. Teacher professional standards are linked to all TPL run by the school and the school has structures in place to support beginning teachers achieve accreditation at proficient. We are beginning to support teachers going for higher levels of accreditation through our MCOS network. Areas for improvement include making sure all staff use best practice and that staff engage in action research themselves to identify what works best with their own classes.

LEADING

- LEADERSHIP sustaining and growing

- SCHOOL PLANNING, IMPLEMENTATION AND REPORTING sustaining and growing
- SCHOOL RESOURCES sustaining and growing
- MANAGEMENT PRACTICES AND PROCESSES sustaining and growing

In this domain the school leadership team as an on balance judgement against the Excellence framework have assessed our school as *Sustaining and Growing*

The school solicits and addresses feedback on school performance. Moorebank High School strives to support a culture of high expectations and community engagement to sustain whole school improvement. The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Performance data includes; NAPLAN, HSC, Tracking Data and Year 12 Feedback and parent survey. Performance feedback from students via the Tell Them From Me Survey data was specifically addressed by the Teaching and Learning Leadership Team and Wellbeing Leadership Team. These teams have used the data to set clear targets for improvement outlined in the schools milestones.

Leadership development is central to school capacity building, as is ongoing staff professional learning. The professional learning focus for the past two years has been linked directly to staff Performance and Development Plans (PDPs) that are linked to the school plan and teaching standards. The collegial support leadership team audits staff PDPs and introduces Professional Learning Hubs that are facilitated by staff. The eight hubs teams formally meet twice a term, collaboratively a project is designed and each member takes responsibility to implement and report findings. This process allows staff to: focus on their area of identified need for professional learning; collaborate; provide feedback; engage in professional dialogue based on research; and report on findings. The assessment of impact within the classroom needs to be a future direction for these teams. The school also has a productive working relationship with various universities that provide ongoing professional learning to build staff capacity. The University of Sydney's Compass Program focuses on opportunities for students to make connections with the university, but also offer ongoing teaching and professional learning opportunities for staff. A formalised succession planning process is required for Moorebank High School as currently the process lacks consistency.

Clear processes with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Each of Moorebank High School's strategic directions encompass all three domains of the School Excellence Framework (SEF). The Journey of Excellence document was created to assist staff and parents to be able to self-assess where the school is performing in the elements in each domain of the SEF. The document provided a synopsis of the data gathered, provided an avenue of self-reflection, professional dialogue and feedback on meeting targets. The parent and staff workshops mapped the school progress to the SEF, made recommendations for future directions. This document was instrumental in the development of the milestones to direct school activity towards effective implementation of the school plan. The Professional Learning Scope and Sequence was informed using the Journey of Excellence and milestones documents. Staff evaluations and feedback emphasised the areas of professional learning required and these needs were systematically addressed.

RAM equity money is used to gain efficiencies and to maximize resources available to implement the school plan. The global budget is also strategically managed to maximize school resources and supports the implementation of the school plan. The school recently underwent an external audit, the financial excerpt reinforces that the school's financial and physical resources and facilitates are well maintained. Research supports that a positive learning environment is directly linked to improved student outcomes. The Collegial Support Leadership Team also maintains a detailed professional learning register that demonstrated that all professional learning is linked to the implementation of the school plan. The school's BYOD policy, the staff laptop register and the maintenance of interactive data projectors across all learning areas ensures that technology is available and accessible to all staff and students.

There are opportunities for the community to provide constructive feedback on school practices and procedures, the Moorebank High School Community Focus Group (MHSCFG) is a key driving force on policy and procedure development in the school. Workshops are scheduled with the group to review data, provide feedback, and endorse policies and procedures. This is outlined in the MHSCFG Charter. Parent surveys, transition program / information evenings, school email, SMS, Skoolbag app, newsletters and website systems are the schools main delivery service to communicate with the entire parent community. These communication systems not only inform parents but offer opportunities for constructive feedback. Encouraging more parents outside of the MHSCFG to provide feedback on policies and procedures is a future focus and the school will investigate a formalised Facebook page for parents.

FUTURE DIRECTIONS and RECOMMENDATIONS

Learning

- Build positive, healthy respectful relationships. White ribbon focus to complement PBL
- Best Classroom Practice and tracking student achievement. Professional Learning for staff on General Capabilities and Pedagogy.

Teaching

- Embedding professional learning and Teaching and Learning Policy into the classroom and monitoring. Observations need to focus on school identified priorities. Ongoing professional learning of staff.
- Focus on pedagogy, current research and impact of Professional Learning. Embedding Teaching and Learning Policy within classroom practices and designing a monitoring and evaluative process.

Leading

- Increase parental involvement in school. Introduction of a social media page. Utilise and sources cultural groups to support students and families.
- Need to develop a sustainable process to monitor, track and evaluate impact of T&L and student improvement within the classroom. Observations need to focus on school identified priorities. Ongoing professional learning of staff.
- Formalise succession planning. Explicitly designed coaching and mentoring program.

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

Student success driven by high educational standards in educational and wellbeing practices specific to the needs of middle years learners and their families.

Purpose

Transition to high school gives rise to specific learning needs for students, their teachers and their families. Harnessing student potential for developing increasing independence in their learning, resilience, and creativity requires deeper understanding of the needs of middle years learners. This will translate into quality teaching and learning and consistently high expectations supported through effective wellbeing practices and leadership development opportunities. Effective home-school partnerships in this endeavour will maximise student success in the middle years of schooling.

Overall summary of progress

Staff development has had a strong focus on implementing the key findings from the DoE 'What Works Best' document, especially the use of learning intentions and success criteria, which was trialed in Year 8 classes with full implementation planned for 2017. The literacy and numeracy teams continue to focus on detailed analysis of data; professional development of staff on teaching strategies; and preparing for NAPLAN tests. Identified students are provided with one hour a week of peer tutor reading or numeracy. The Wellbeing Team has focused on building resilience through our dedicated pastoral care program and on targeted interventions for students with poor attendance. TTFM data and strong school attendance rates are an indication of the success of these initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Social and Emotional Outcomes indicators from the TTFM survey for students in Years 7 – 9 meet or exceed NSW norms.	<p>The Social Engagement indicators from the TTFM survey include:</p> <ul style="list-style-type: none">• A high rate of participation in school sport. In the 2016 survey students exceeded the NSW norm for this indicator in Year 7 and 8, but were below in Year 9. Overall this is an improvement on 2015 data.• A high rate of participation in extracurricular activities. In the 2016 survey students were below the NSW norm in Year 7, 8 and 9. Overall this is a decline on 2015 data.• Students with a positive sense of belonging. In the 2015 survey students exceeded the NSW norm for this indicator in Years 7, 8 and 9. Overall this is similar to the 2015 data.• Students with positive relationships. In the 2016 survey students exceeded the NSW norm for this indicator in Years 7, 8 and 9. Overall this is a significant improvement on 2015 data. <p>The Institutional Engagement indicators from the TTFM survey include:</p> <ul style="list-style-type: none">• Students that value schooling outcomes. In the 2016 survey students exceeded the NSW norm in Year 7, but were below the norm in Years 8 and 9. Overall this was a slight decline on 2015 data.• Students that regularly truant. In the 2015 survey students exceeded the NSW norm for this indicator (by having a lower truancy rate) in Years 7, 8 and 9. Overall this is similar to the 2015 data.• Students with positive homework behaviours. In the 2016 survey students exceeded the NSW norm for this indicator in Years 7, 8 and 9. Overall this is similar to the 2015 data.	\$7,000 (PBL)
70% of all Year 9 students meet	This improvement measure was not achieved. In	\$7,000 (Literacy)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
or exceed expected growth in NAPLAN reading, writing and numeracy.	<p>reading, 62.3% of students met or exceeded expected growth (similar to 2015 which was 63%). In numeracy, 60.8% of students met or exceeded expected growth (down from 2015 which was 71%). No growth data was available in 2016 for writing.</p> <p>Whilst the target of 70% was not met, the average school scaled growth score was above the state average growth in both reading and numeracy.</p>	
Analysis of the TTFM survey, to reflect on areas of success and investigate areas for future concern	<p>The following areas of success were identified in the TTFM survey.</p> <p>Students with positive behaviour at school</p> <ul style="list-style-type: none"> • 93% in Year 7 • 91% in Year 8 • 93% in Year 9 • State norm is 87% <p>This indicates the success of the implementation of Positive Behaviour for Learning and ongoing strategies employed by the PBL Team.</p> <p>Students with high levels of academic self-concept (students feel they can do well in their school work)</p> <ul style="list-style-type: none"> • 84% in Year 7 • 73% in Year 8 • 70% in Year 9 • State norm is 65% <p>This indicates the success of strategies initiated by the Teaching and Learning Team</p> <p>The following area of concern was identified in the TTFM survey.</p> <p>Student participation in extra-curricular activities</p> <ul style="list-style-type: none"> • 10% in Year 7 • 14% in Year 8 • 14% in Year 9 • State norm is 22% <p>While the indicators for this measurement significantly exceed state norms in Years 10, 11, 12, the school needs to continue to seek similar opportunities for junior years.</p>	\$7,000 (MCOS)
Survey data from parents of students in Years 7 – 9 indicates on average (from the 20 survey questions) that 80% of parents agree or strongly agree.	<p>The following percentage of parents surveyed indicated school-parent support strategies were valuable.</p> <ul style="list-style-type: none"> • 95% of Year 7 parents (77% in 2015) • 96% of Year 8 parents (70% in 2015) • 94% of Year 9 parents (74% in 2016) <p>Therefore we exceeded our targets.</p>	

Next Steps

- Development of the Wellbeing Policy. Wellbeing Team to finalise wellbeing policy, support documents and associated staff professional learning
- Senior Executive to review Student Management Plan in consultation with all stakeholders
- MCOS develop initiatives to support middle years learners.
- Literacy team provide ongoing professional learning to staff in collaboration with primary partners.
- English to analyse assessment for learning tasks to build curriculum continuity and enhance innovative task design.
- Development of the Teaching and Learning Policy: Teaching and Learning Team to finalise T&L policy, support

documents and associated staff professional learning

- KLAS implement and evaluate on Explicit Teaching and Quality Feedback (WALT, WILF and the Feedback bridge)
- ATSI committee engage with parents, students and staff to support ASTI students in developing PLPs with a strong focus on academic and leadership opportunities.



Strategic Direction 2

Student success driven by high standards in educational and wellbeing practices specific to the needs of later years learners and their families.

Purpose

The later years of schooling are a significant stage in a young person's education as they prepare to make successful transitions to future learning and employment. Quality teaching, high expectations of learning, strong wellbeing structures and leadership development opportunities will be enhanced at MHS with the support of parents and the community. This will maximise students becoming increasingly self-motivated learners and confident and creative individuals with the personal resources for future success and wellbeing.

Overall summary of progress

The employment of a Stage 6 coach to provide targeted support for senior students has ensured that a dominant culture of academic excellence was enhanced in the senior school. A detailed study skills program was delivered through the school's pastoral care periods. Very strong HSC results are an indication of the overall value of these initiatives. Professional learning has focused on effective feedback to students involving the feedback bridge as well as the importance of learning intentions and success criteria. The appointment of a Head Teacher Secondary Studies has embedded support for students and staff on effective programming and assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
State average or higher HSC value-added data for lower, middle and higher performing students.	<p>Value-added data for lower performing students in the 2016 HSC was -0.48, representing a moderate effect size, indicating the cohort's progress was below average performances. (This figure was 0.4 in 2015)</p> <p>Value-added data for middle performing students in the 2016 HSC was -0.19, representing a small effect size, indicating the cohort's progress was below average performances. (This figure was -0.36 in 2015)</p> <p>Value-added data for higher performing students in the 2016 HSC was 0.26, representing a moderate effect size, indicating the cohort's progress was above average performances. (This figure was 0.41 in 2015)</p> <p>By definition, the state average performance is zero.</p>	\$40,000 (Stage 6 Coach)
Quality feedback and differentiated teaching and learning are driven by effective evidence collection including students' perspectives of learning.	<ul style="list-style-type: none">• The Science Faculty implemented a Year 11 Early Feedback student survey to assist teachers reflect upon their teaching and identify successes and areas for improvement in order to better meet the needs of their students. This survey was an opportunity for students to provide thoughtful and honest feedback to assist with this process. It was also a chance for students to reflect on their progress and identify what assistance was needed.• All Year 12 students participated in an exit survey to provide valuable and timely feedback on what had worked well for them and the ways in which the school could make improvements.	
Social and Emotional Outcomes indicators from the TTFM survey	The Social Engagement indicators from the TTFM survey include:	\$7,000 (PBL)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
for students in Years 10 – 12 meet or exceed NSW norms. Average of 80%	<ul style="list-style-type: none"> • A high rate of participation in school sport. In the 2016 survey students were below the NSW norm for this indicator in Years 10, 11 and 12. Overall this was a decline on 2015 data, largely affected by a change in sport requirements for Year 11 beginning in 2016. • A high rate of participation in extracurricular activities. In the 2016 survey students exceeded the NSW norm for this indicator in Years 10, 11 and 12. Overall this is similar to the 2015 data. • Students with a positive sense of belonging. In the 2016 survey students exceeded the NSW norm for this indicator in Year 10 and 11 and it was met by students in Year 12. Overall this is an improvement on 2015 data. • Students with positive relationships. In the 2016 survey students exceeded the NSW norm for this indicator in Years 10 and 11, but were below for Year 12. Overall this is an improvement on 2015 data. <p>Overall, 67% of state norm were met or exceeded which is below the target of 80%.</p>	
Analysis of the TTFM survey, to reflect on areas of success and investigate areas for future concern.	<p>The following areas of success were identified in the TTFM survey.</p> <p>Student participation in extra-curricular activities.</p> <ul style="list-style-type: none"> • 40% in Year 10 • 40% in Year 11 • 39% in Year 12 • State norm is 24% <p>This indicates the success of the leadership and student voice initiatives.</p> <p>Students with positive teacher-student relations.</p> <ul style="list-style-type: none"> • 5.5 (score out of 10) in Year 10 • 6.2 in Year 11 • 6.3 in Year 12 • State norm is 5.7 <p>This indicates the success of strategies initiated by the Teaching and Learning Team about the importance of positive relations and is supported by data attained through the Year 12 exit survey. The following area of concern was identified in the TTFM survey. Students believe that education will benefit them personally and economically and will have a strong bearing on their future.</p> <ul style="list-style-type: none"> • 52% in Year 10 • 55% in Year 11 • 49% in Year 12 • State norm is 62% <p>This is an area that will need to be considered by the Teaching and Learning Team and the newly appointed Head Teacher Secondary Studies.</p>	
Survey data from parents of students in Years 10 – 12 indicates on average (from the 20 survey questions) that 80% of parents agree or strongly agree.	<p>The following percentage of parents surveyed indicated school-parent support strategies were valuable.</p> <ul style="list-style-type: none"> • 92% of Year 10 parents (89% in 2015) • 99% of Year 11 parents (75% in 2015) • 99% of Year 12 parents (93% in 2016) <p>Therefore we exceeded our targets.</p>	

Next Steps

- Development of the Teaching and Learning Policy. Teaching and Learning Team to finalise T&L policy, support documents and associated staff professional learning
- KLAs implement and evaluate Explicit Teaching and Quality Feedback (WALT, WILF and the Feedback bridge)
- ATSI committee engage with parents, students and staff to support ATSI students in developing PLPs with a strong focus on academic and leadership opportunities.
- HT Secondary Studies to review with faculties, Stage 6 learning and assessment to improve student learning and raise expectations.
- Development of the Wellbeing Policy. Wellbeing Team to finalise wellbeing policy, support documents and associated staff professional learning.



Strategic Direction 3

Building a supportive environment for staff that fosters new and better ways of doing things.

Purpose

Genuinely supportive and professional processes are required for all staff to meet the demands of significant school and system-wide changes. Four areas that have been identified as crucial to strengthening such processes at our school are; improving resilience and morale through explicit staff welfare initiatives; enhancing collegial performance and development structures and processes; building systems and staff capacity to support younger and older students with complex learning and support needs. Using collaborative strategies to strengthen these four areas enables our school to be self-sustaining and self-improving with systems to nurture innovation through the leadership practices and optimism of all staff.

Overall summary of progress

Six members of the school executive were trained in growth coaching with the rest of the executive planned to undertake the training in 2017. This has enabled more effective support for staff development especially for teachers seeking higher levels of accreditation or promotion. A dedicated School Development Day on Staff Wellbeing with Rob Edwards provided practical and reasoned strategies to enhance staff resilience and morale. The ongoing refinement or technology, both in the learning environment and with school systems, enhanced effective teaching and learning as well as efficient school organisation and functioning.

Progress towards achieving improvement measures

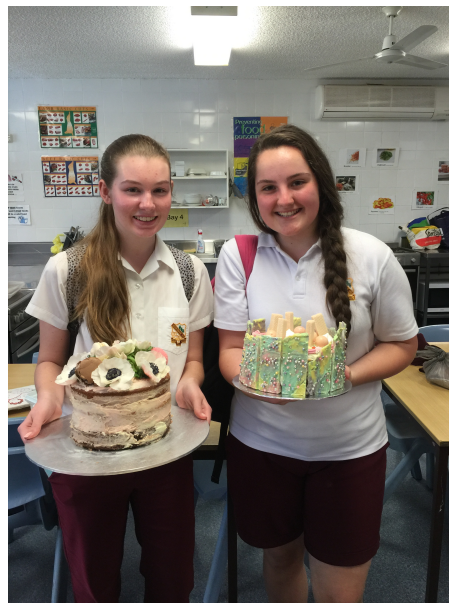
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff wellbeing survey developed or sourced annually shows sustained improvements in areas targeted by Staff Wellbeing Team for support.	School Development Day 3 focused on staff wellbeing, presented by Rob Edwards. Ninety-six per cent of the staff indicated that the training led to changes in behaviour in relation to diet, exercise and wellbeing during breaks.	\$5,000
20% of staff taking on leadership roles.	47% of staff took on leadership roles that included nine student leadership groups, sixteen staff professional learning hubs; six whole school teams; six year advisers; six growth coaches.	\$5,000 (Growth Coaching)
The eight drivers of student learning from the 'Focus on Learning' Teacher Survey rating is 7.5 or better	<p>The 10 point scale is an average numerical conversion of teacher responses (from strongly agree to strongly disagree) for eight specific questions per driver of student learning. A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 is a neutral position.</p> <p>In the 2016 survey teacher average responses were;</p> <ul style="list-style-type: none">• Leadership 6.8• Collaboration 7.4• Learning Culture 7.8• Data Informs Practice 7.9• Teaching Strategies 7.7• Technology 6.9• Inclusive School 7.9• Parental Involvement 6.0 <p>Therefore we met our target for 4 of the 8 drivers.</p>	
Quality Teaching Staff Survey indicates that staff regularly using a variety of multimedia resources to engage students and is corroborated by the student Quality Learning Environment	These surveys were not completed in 2016.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey.	These surveys were not completed in 2016.	

Next Steps

- Staff Wellbeing Team collects and analyses data related to staff wellbeing that is used to coordinate staff wellbeing initiatives.
- Collegial Support Team collaboratively develops Collegial Support Policy:
- Collegial Support Team members provide professional learning and support to all staff at various levels of their careers from pre-service to aspiring.
- Collegial Support Team establish P&D processes, collaborative PL structures and PL registration opportunities.
- All staff members engage in P&D processes and collegial PL hubs, with aspiring staff supported to attain higher levels of accreditation.
- Technology committee responsible for the full use and implementation of the SENTRAL platform.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All the Aboriginal students at Moorebank High School have individual learning plans. These have been developed by the Aboriginal Committee team members, the students and parents. The students listed a range of educational goals and areas where they needed assistance. All teachers at Moorebank High School have access to the learning plans. The learning plans were reviewed at the end of the year and NAPLAN results were then looked at to see any areas of improvement or areas that needed attention.</p> <p>100% of the senior Aboriginal students received Norta Norta funding with 50% of students receiving tutoring across different KLAS. Furthermore, 100% of the year 11 and 12 students received a scholarship from Kari which helped students with the purchase of resources, uniforms and school fees</p> <p>Teachers continued their Professional Learning in the 8 ways of learning. Term 1 teachers learnt about “Deconstruct/Reconstruct” and in Term 3 teachers learnt about “Learning Maps”. These pedagogical practices are of benefit to all students in their learning.</p>	\$8,462
English language proficiency	<p>Additional support was provided to EAL students in Year 8 through the provision of team teaching in Science to support students’ English language learning needs. Additional support was provided to students in the Emerging phase. Professional learning was delivered to support EAL teachers and subject teachers in identifying students’ language needs in Science and HSIE to develop teaching programs which supported English language development in the context of these subjects.</p>	\$26,000 (0.4 given to extra ESL support)
Low level adjustment for disability	<p>Employment of 2.6 extra SLSOs to target literacy and numeracy strategies for identified students. Year 7 and 8 students were tested and identified to receive one hour per week of peer tutor reading or peer tutor numeracy.</p>	\$26,000
Socio-economic background	<p>Positive Behaviour for Learning</p> <p>During 2016, the PBL team spent a considerable amount of time developing systems to support data extraction and analysis. The data revealed that active listening and following instructions were significant areas of concern among Moorebank High School students. The committee then developed a consistency grid, highlighting the common language to be used by staff, as well as L2L teaching resources to emphasise the importance of active listening both in and outside of school. These resources were implemented in term 3 and contributed to the improvements noted by</p>	\$40,000 (0.4 given to Stage 6 Coach)

Socio-economic background	<p>staff in regards to students' active listening.</p> <p>Stage 6 Coach</p> <p>100% of Year 12 completed a Personal Learning Plan (PLP) after half yearly exam. 70% of Year 12 students reviewed PLPs after Trial HSC exams. Stage 6 Coach analysed half yearly and trial HSC exams and associated student reports to identify strengths and areas for improvement. In the Year 12 exit survey 72% of students stated they utilised study periods for homework and assessment tasks. A study skills program was delivered to Year 12 students during L2L lessons.</p>	<p>\$40,000 (0.4 given to Stage 6 Coach)</p>
Support for beginning teachers	<p>In 2016 Moorebank High School had eight early careers teachers working towards accreditation (five who were temporary). The school has an induction program for all new teachers to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers in gaining accreditation. In 2016 two members of staff completed their accreditation at Proficient level.</p>	<p>\$4080</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	614	600	612	590
Girls	415	428	440	435

The school's student population was maintained at over 1000 in 2016. There is little variance in student numbers from year to year. Two per cent of the school were indigenous students (same as in 2015). Sixty-six per cent of the school were students from a language background other than English (up 2% from 2015).

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.9	95.5	93.8	94.3
8	94	94.2	92.8	91.9
9	91.3	93.4	92.8	92.4
10	89.4	90.5	92.2	91.4
11	87.2	91.6	88.9	91.3
12	91.2	89.8	90.8	92.7
All Years	91.5	92.5	91.9	92.3
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

The overall average attendance rate for the school was 92.3%, consistent with attendance data from previous years. The rate continues to be above state averages. The attendance rate for students in all year groups was above state averages. The mobile phone attendance messaging system is efficient in providing early notification for parents and carers regarding attendance issues and has a positive impact on improving attendance. The wellbeing team regularly monitors attendance patterns of individual students and provides

targeted interventions. The Home School Liaison Officer works closely with the wellbeing team in terms of analysis of attendance data and intervention support. Period by period electronic roll marking enables teachers to quickly identify, and respond to, attendance concerns. Specialised school personnel, such as the transition adviser, and targeted programs, such as links to learning, help to re-engage identified students with their education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1.4
Employment	1.7	6.3	19
TAFE entry	1.1	1.9	1.4
University Entry	0	0	70
Other	0	0.6	3
Unknown	0	0	8.5

In 2016 there was an increase in the number of students seeking later years transition support. Twenty one students transitioned, prior to completing their HSC, into vocational study, employment, apprenticeship or traineeship, an increase from 17 students in 2015. Three point six per cent of these students were successful in obtaining an apprenticeship in trades such as Carpentry, Plumbing, Beauty Services and Horticulture. Three per cent gained entry into TAFE and 4.4% were successful in gaining full time employment.

One hundred and forty-five students sat for the Higher School Certificate examinations. Of these students 100 were offered places at a university, with a focus on degrees such as Engineering, Law, Business, Teaching and Communications. There was a significant increase in students obtaining a place in Advanced Science, Medicine, and Media and Journalism degrees. Most students received offers from Western Sydney University and University of Sydney, whilst there was a small increase in students obtaining offers from the University of Technology Sydney and the University of New South Wales. In comparison to 2015, there has been a slight increase in students gaining university offers and offers to attend Private Colleges. There has also been a genuine increase in students obtaining apprenticeships in trades such as Plumbing, Electrical and Construction. There has also been a 3.5% decrease in students still seeking employment from the previous year.

Year 12 students undertaking vocational or trade training

In 2016, 25% of Year 11 and 30% of Year 12 students chose to study one or more VET subjects. Students chose to study Hospitality (Kitchen Operations and Cookery), Construction or Sports Coaching. Students study these VET courses within the school and they continue to be very successful in these courses. Additionally a number of students have been studying various courses at TAFE whilst still enrolled at Moorebank High School. Student achievements in vocational education and training in 2016 included regional vocational education awards for Jackie Jiang in Hospitality, Stephen Stamoudis in Construction and Benjamin Brooker in Sports Coaching. Our teachers were also recognised at the awards with Ms Debreczeni and Mr Shuker both receiving a Commitment to VET award for their ongoing effort in the teaching of Sports Coaching and Construction at Moorebank High. Rotary Youth Vocational Awards went to Aimee Cheers for Hospitality, Amy Rowles for Sports Coaching and Desmond Percy for Construction. Hospitality students Tahlia Mayes and Joshua Outterside also took part in a HTN inter schools Culinary Challenge where they achieved 3rd place.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 145 students sat Higher School Certificate examinations. One hundred and forty-four of them were awarded a Higher School Certificate, with one attaining a record of achievement.

In 2016, of the 30% of Year 12 students who completed a VET course as part of their HSC, all students were successful in gaining a vocational educational qualification, either as a statement of attainment or as a certificate two qualification. The following results were obtained by those students who sat the optional HSC examinations;

- Eighty-six per cent of students in Construction Examination achieved a Band 4 or higher compared to 58% across the state.
- Seventy-nine per cent of students in Hospitality Examination achieved a Band 4 or higher compared to 55% across the state.
- One hundred per cent of students in Human Services Examination achieved a Band 4 or higher compared to 70% across the state.

We also had students complete student based apprenticeships or SBATs in carpentry, plumbing, retail, sport, fitness and recreation and electro-technology.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	12.17
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce .1.2% of the school's workforce identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	87
Postgraduate degree	13

Professional learning and teacher accreditation

In 2016 Moorebank High School had eight early careers teachers working towards accreditation (five who were temporary). The school has an induction program for all new teachers to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers in gaining accreditation. In 2016 two members of staff completed their accreditation at Proficient level.

In 2016 the staff and community voted to have 4 twilight sessions in lieu of the two school development days at the end of the year. This allowed for the ongoing professional learning of staff in a timely manner to address the needs throughout the year. The three scheduled school development days and the four twilight sessions focused on a variety of area to up skill staff. These included:

- mandatory training in Child Protection, Anaphylaxis, CPR, Code of Conduct;
- using CESE "What Works Best" document focusing on the areas of learning intentions and success criteria, quality feedback, setting high expectations and building positive relationships; analysis of HSC results
- the general capabilities and 21st century learners
- evaluation and review of our current reporting system
- the domain of "Connect" in the Wellbeing Framework
- collaboration in the development of the school plan and milestones document
- development of faculty plans.

There was also a focus on staff wellbeing that was highly rated by the staff. As a result future school planning on professional learning will include a staff wellbeing component.

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

Financial information

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

Income	\$
Balance brought forward	1 181 770.75
Global funds	1 193 404.22
Tied funds	453 062.40
School & community sources	513 585.53
Interest	30 387.47
Trust receipts	3 225.90
Canteen	328 239.79
Total income	3 703 676.06
Expenditure	
Teaching & learning	
Key learning areas	292 376.97
Excursions	88 991.54
Extracurricular dissections	177 544.50
Library	16 759.76
Training & development	4 352.49
Tied funds	844 960.24
Short term relief	154 469.63
Administration & office	310 151.25
School-operated canteen	276 822.49
Utilities	121 425.80
Maintenance	100 674.86
Trust accounts	384.00
Capital programs	5 300.00
Total expenditure	2 394 213.53
Balance carried forward	1 309 462.53

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.

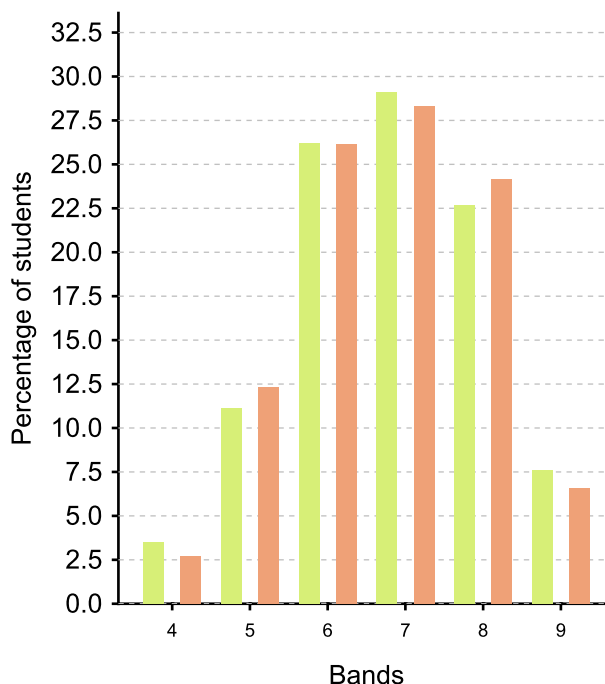
NAPLAN Literacy

- Forty-seven percent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for

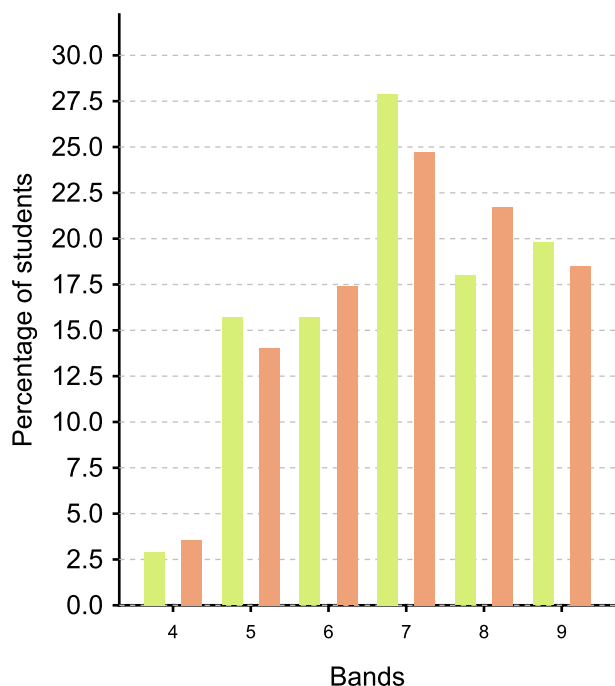
spelling compared with 34% in the state.

- Thirty-eight percent of Year 7 achieved performance Band 8 or 9 (top 2 bands) for grammar and punctuation compared with 31% in the state.
- The average growth for Year 7 students in reading from Year 5 2014 was 47.9 compared with 38.1 across the state.
- The percentage of Year 7 students below national minimum standard in reading, spelling, and grammar and punctuation is under state average.
- Thirty-five percent of Year 9 students achieved performance Bands 9 or 10 (top 2 bands) for spelling compared with 26% in the state.
- The average growth for Year 9 students in their reading performance from Year 7 2014 was 36.7 compared with 33.2 across the state.
- The average growth for Year 9 students in their spelling performance from Year 7 2014 was 37.7 compared with 33.8 across the state.

Percentage in bands:
Year 7 Reading

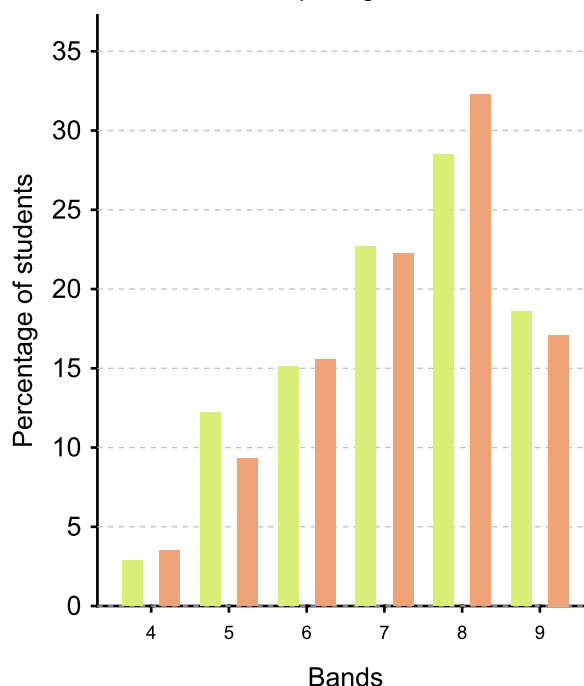


Percentage in bands:
Year 7 Grammar & Punctuation



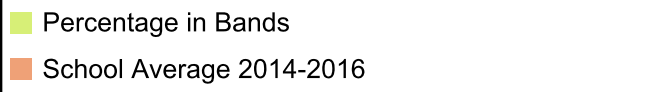
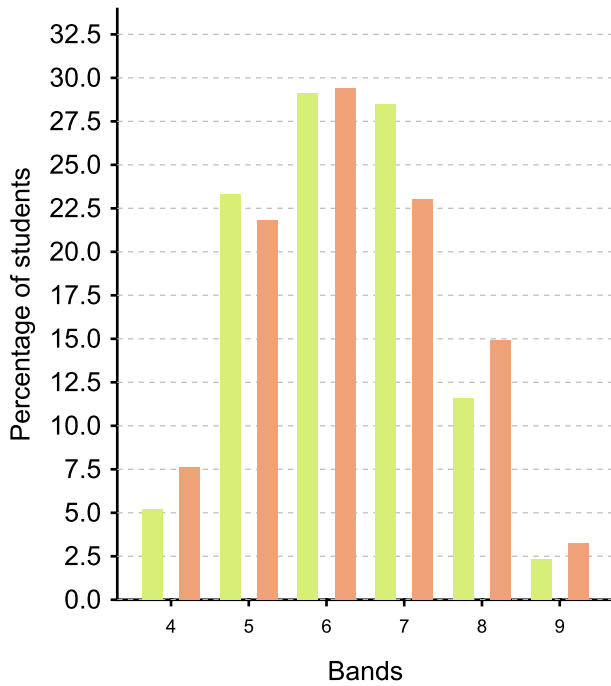
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Spelling

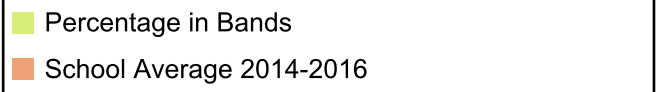
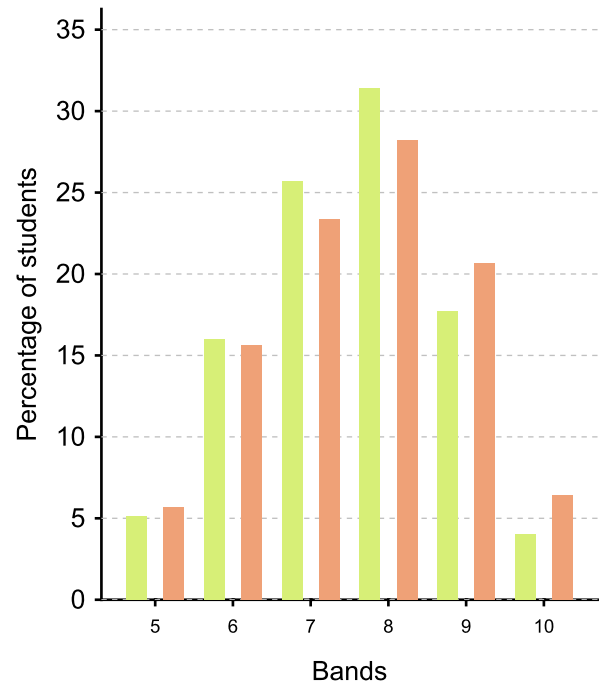


Percentage in Bands
School Average 2014-2016

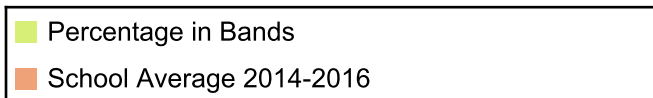
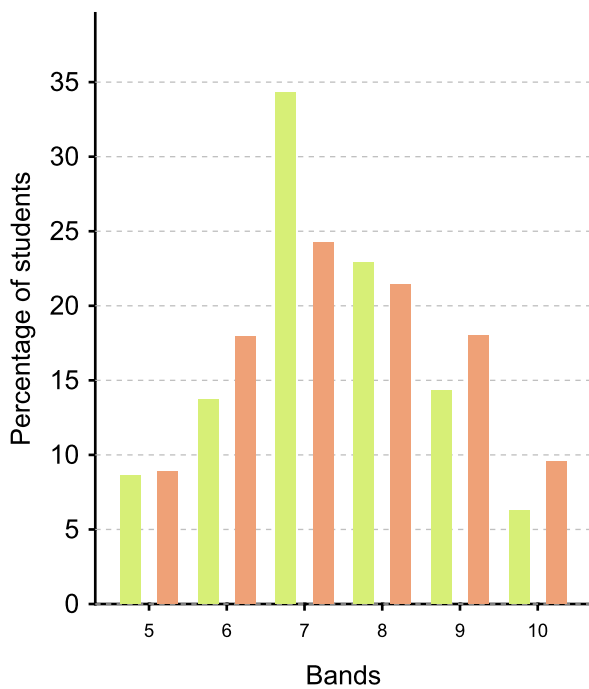
Percentage in bands:
Year 7 Writing



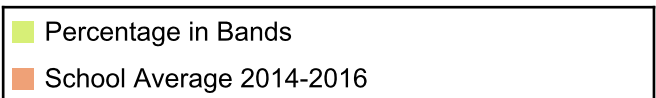
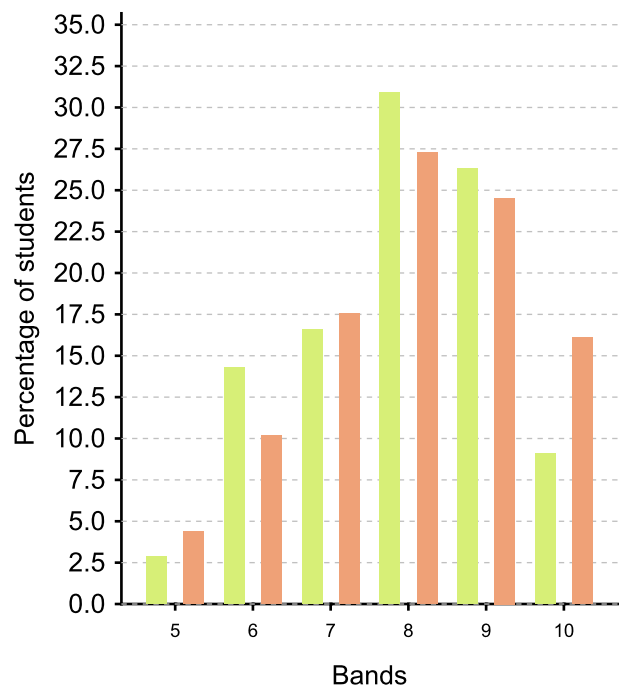
Percentage in bands:
Year 9 Reading



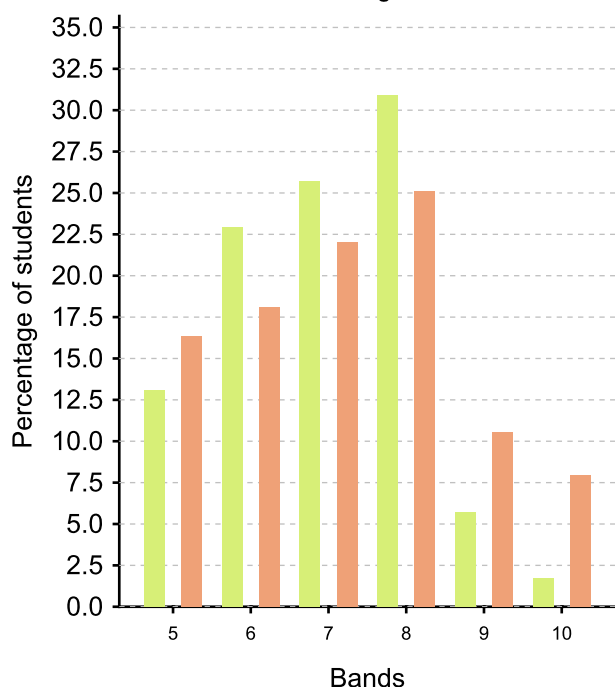
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

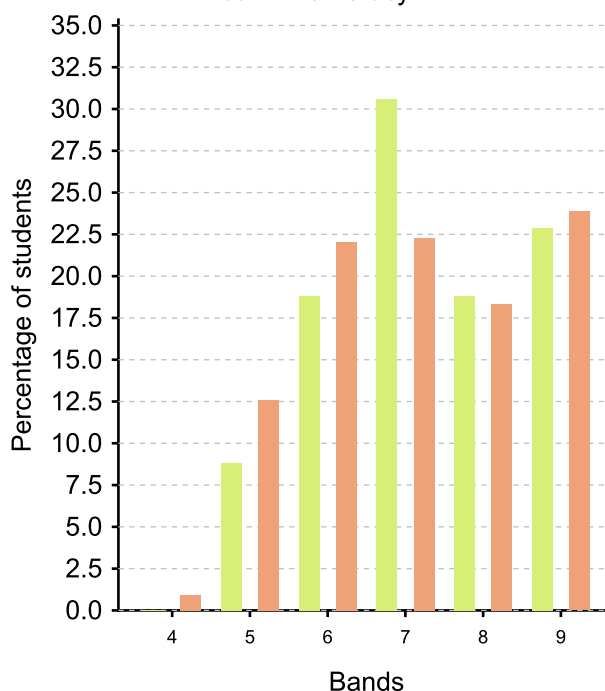


Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy

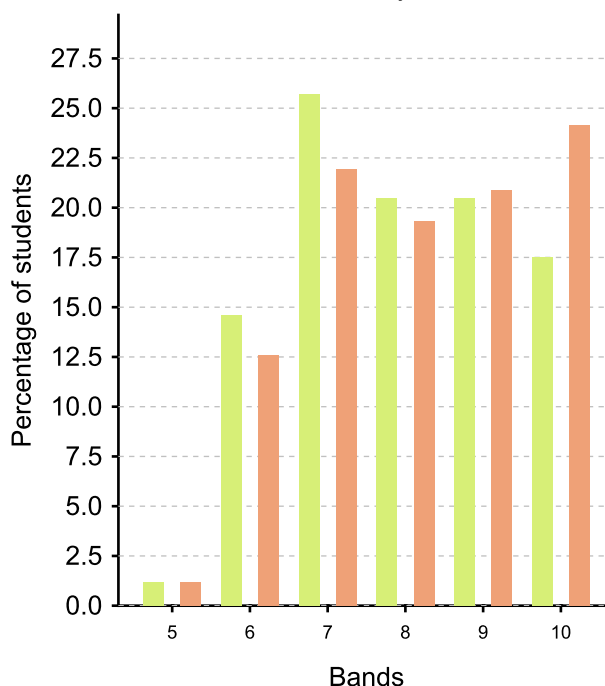


Percentage in Bands
School Average 2014-2016

NAPLAN Numeracy

- Forty-two percent of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for numeracy compared with 31% for the state.
- Forty-four percent of Year 7 students achieved a performance Band 8 or 9 for data, measurement, space and geometry compared with 34% for the state.
- Forty-six percent of Year 7 students achieved a performance Band 8 or 9 for number, patterns and algebra compared with 33% for the state.
- The average growth for Year 7 students in their numeracy performance from Year 5 2014 was 70.9 compared with 58.9 across the state.
- Eighty percent of Year 7 students achieved greater than or equal to expected growth.
- Thirty-three percent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for numeracy compared with 27% for the state.
- Thirty-five percent of Year 9 students achieved a performance Band 9 or 10 for data, measurement, space and geometry compared with 27% for the state.
- Thirty-nine percent of Year 9 students achieved a performance Band 9 or 10 for number, patterns and algebra compared with 26% for the state.
- The average growth for Year 9 students in their numeracy performance from Year 7 2014 was 43.1 compared with 40.7 across the state.
- Sixty-one percent of Year 9 students achieved greater than or equal to expected growth.

Percentage in bands:
Year 9 Numeracy



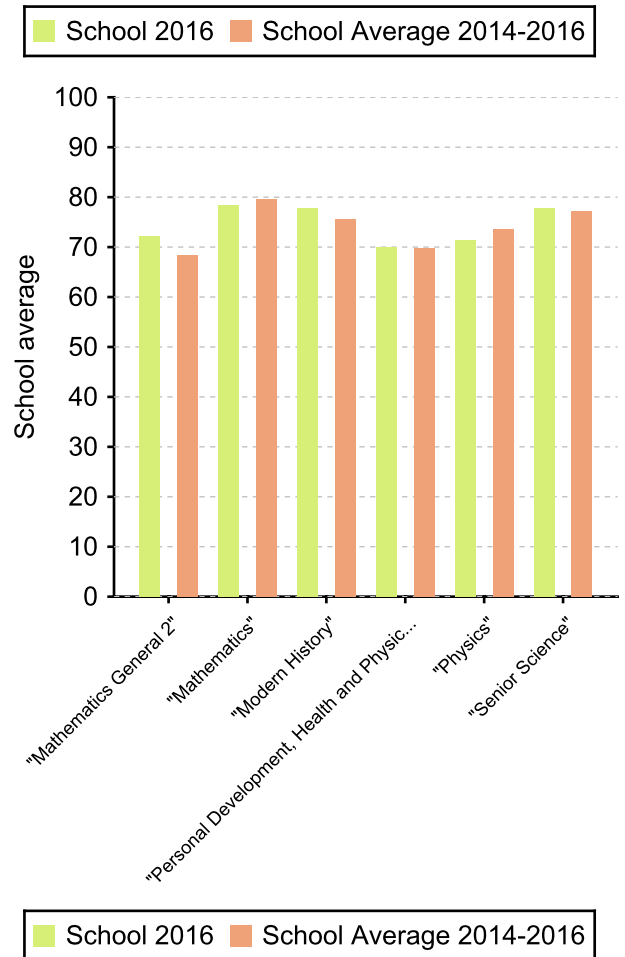
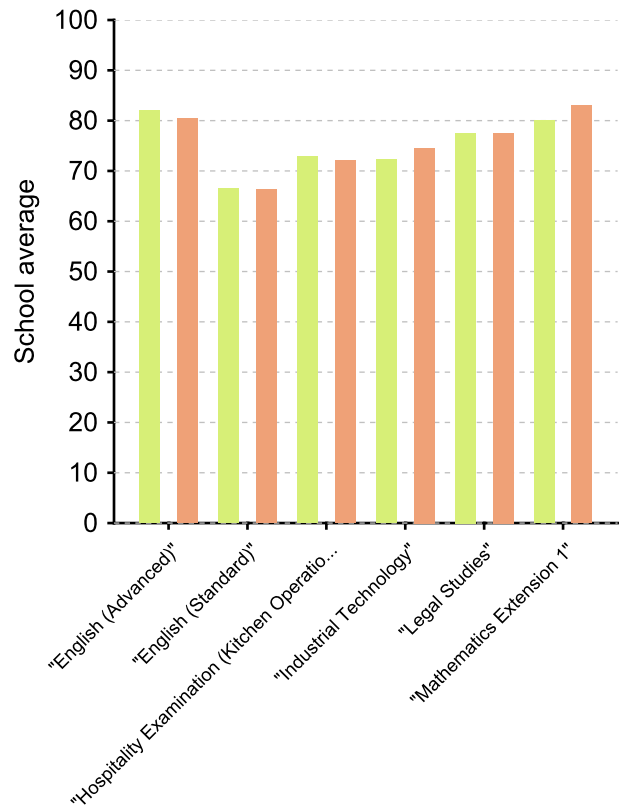
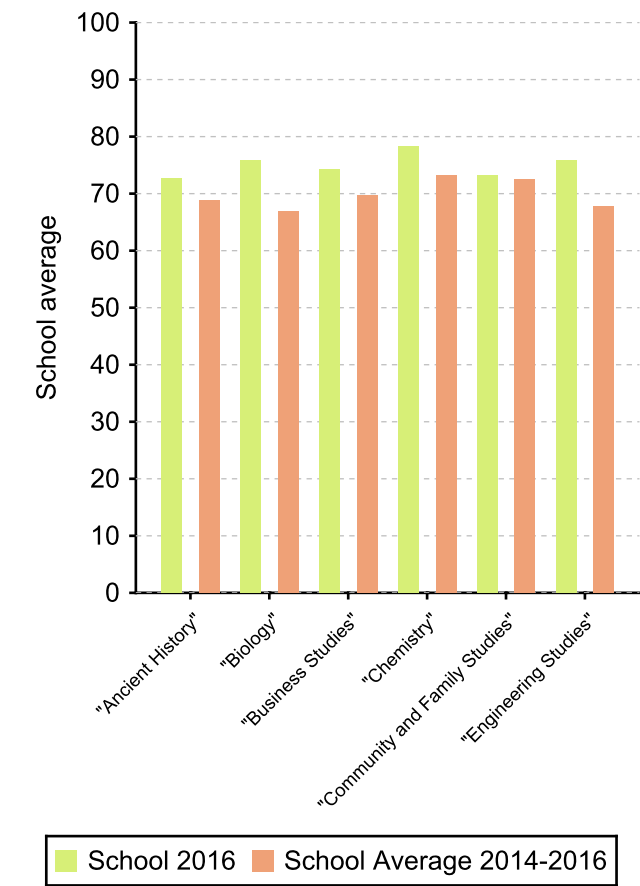
Percentage in Bands
School Average 2014-2016

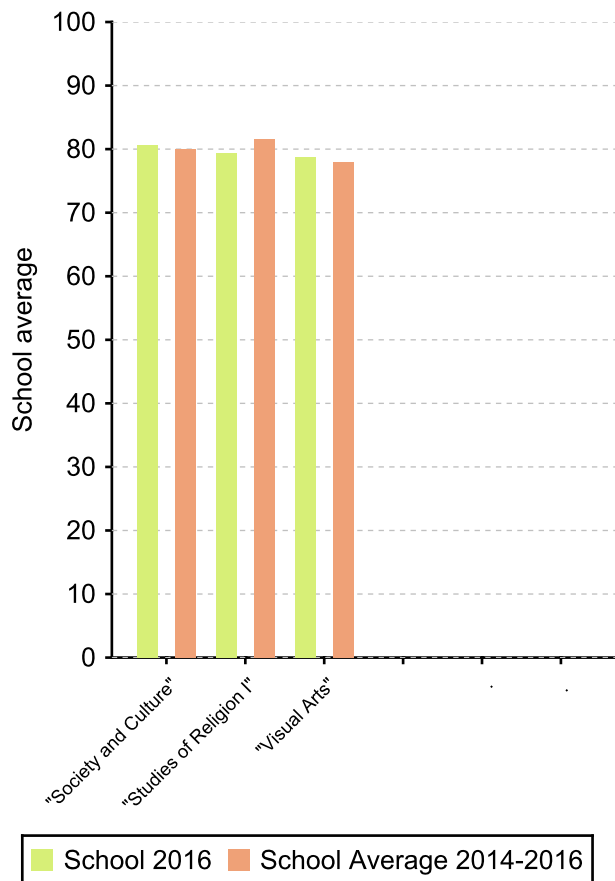
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Higher School Certificate (HSC)

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





In 2016, 145 students from Moorebank High School sat for the Higher School Certificate. The performance of students in biology, business studies, chemistry, community and family studies, English advanced, English extension 1, English extension 2, industrial technology, legal studies, mathematics general 2, mathematics, mathematics extension 1, mathematics extension 2, modern history, senior science, society and culture, software design and development, studies of religion 1, textiles and design, construction examination and hospitality examination was above the state average.

English

- Sixty-seven per cent of students in English advanced achieved a result in the top two bands compared with 57% across the state.
- One hundred per cent of students in English extension 1 achieved a result in the top two bands compared with 94% across the state.
- One hundred per cent of students in English extension 2 achieved a result in the top two bands compared with 75% across the state.

Mathematics

- Thirty-eight per cent of students in mathematics general 2 achieved a result in the top two bands compared with 17% across the state.
- Fifty-five per cent of students in mathematics achieved a result in the top two bands compared with 49% across the state.
- Forty-two per cent of students in mathematics extension 1 achieved a Band 6 result compared with 37% across the state.
- One hundred per cent of students in mathematics extension 2 achieved a result in the top two bands compared with 86% across the state.

- One student in mathematics general 2 ranked in the HSC top achievers list, placed fourteenth in the state.

Science

- Forty-six per cent of students in biology achieved a result in the top two bands compared with 31% across the state.
- Forty-six per cent of students in chemistry achieved a result in the top two bands compared with 40% across the state.
- Fourteen per cent of students in senior science achieved a Band 6 result compared with 5% across the state.

Human Society and Its Environment (HSIE)

- Fourteen per cent of students in ancient history achieved a Band 6 result compared with 6% across the state.
- Thirty per cent of students in business studies achieved a result in the top two bands compared with 26% across the state.
- Fifty-four per cent of students in legal studies achieved a result in the top two bands compared with 34% across the state.
- Seventeen per cent of students in modern history achieved a Band 6 result compared with 7% across the state.
- Twenty-five per cent of students in society and culture achieved a Band 6 result compared with 14% across the state.

Technological and Applied Studies (TAS)

- Forty-seven per cent of students in engineering studies achieved a result in the top two bands compared with 38% across the state.
- Forty per cent of students in food technology achieved a result in the top two bands compared with 19% across the state.
- Seventy per cent of students in software design and development achieved a result in the top two bands compared with 30% across the state.
- One hundred per cent of students in textiles and design achieved a result in the top two bands compared with 40% across the state.

Personal Development, Health and Physical Education (PDHPE)

- Thirteen per cent of students in community and family studies achieved a Band 6 result compared with 4% across the state.
- Seventeen per cent of students in personal development, health and physical education achieved a Band 6 result compared with 8% across the state.

Creative and Performing Arts (CAPA)

- One hundred per cent of students in music 1 achieved a Band 4 result or higher compared with 84% across the state.
- Eighty-four per cent of students in visual arts achieved a result in the top two bands compared with 43% across the state.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- Ten per cent of parents of Year 7 – 12 were randomly selected for a telephone survey that asked 20 questions regarding satisfaction with various aspects of school. Data from the Satisfaction with School survey indicated that 98% of parents were pleased that their child attended Moorebank High School.
- The satisfaction with the school survey reported that 96% of parents reported that the school has a safe and secure environment and 96% reported that they feel welcomed in the school.
- Ninety two percent of students from the Tell Them From Me (TTFM) survey indicated that students demonstrated positive behavior at school also students participating in extracurricular activities well surpassed NSW Govt. state norms.
- Eighty five percent of teachers from the Tell Them From Me (TTFM) Survey indicated that they set high expectation for their students and 88% stated that they set clear expectations for classroom behaviour.



Policy requirements

Aboriginal education

In 2016 Aboriginal students at Moorebank High School participated in a range of extra curricula activities in and outside of the school.

Personal Learning Plans

All Aboriginal students at Moorebank High School had individual learning plans. These were developed in collaboration by the Aboriginal Committee team members, the students and parents. The students listed a range of educational goals and areas where they needed assistance. All teachers at Moorebank High School had access to these learning plans.

Norta Norta and Kari

Students from year 10 to 12 received tutoring through the Norta Norta program. Desmond Percy, Drew Percy, Matthew Rowe and Teagan Sanders received Kari Scholarships which helped with the purchase of resources and school fees.

8 Ways of Learning

Professional Learning in the 8 ways of learning continued in 2016. In Term 1 teachers learnt about “Deconstruct/Reconstruct” and in Term 3 the focus was on the use of Learning Maps. These pedagogical practices benefit students in their learning.

Aboriginal Reconciliation Week

In 2016 Harry Brotherhood and Victoria Drakakis hosted a Reconciliation Assembly for all students at Moorebank High School. A local elder, Uncle Dennis, spoke to the students and the band played ‘from little things big things grow’. Local Aboriginal artist Danielle Mate Sullivan assisted Moorebank High School to facilitate our ATSI students in the creation of a mural to celebrate Reconciliation Week. ATSI students from two of our local partner primary schools, Nuwarra Primary School and Chipping Norton Primary School, were also invited along to create their own Reconciliation Week artworks. Students enjoyed working collaboratively in the creation of an artwork which is now a powerful symbol of Reconciliation within the school.

UTS Summer School

Desmond Percy successfully applied for the UTS Engineering/ ICT School Holiday camp. In the July school holidays he spent a week at the University where he stayed and attended a range of workshops, slept at the National Centre of Indigenous Excellence and participated in normal student life such as the gym, basketball, bowling and swimming.

NRL School to Work Program The NRL School to Work program provides ongoing mentoring support to students in Year 11 and 12 at Moorebank High School. Teagan Sanders and Drew Percy completed a smart goals workshop, which included their long and short term goals. They also attended a careers expo where they spoke to employers, TAFE and Universities. Teagan and Drew completed a First aid course whilst Teagan completed a Hospitality course where she obtained Responsible Service of Alcohol (RSA) and Responsible Conduct of Gambling RCG certificates.

Western Sydney University Pathways to Dreaming Program

The year 8 to year 11 students worked really hard in the University of Western Sydney’s Pathways to Dreaming Mentoring Program. The students organised an excursion to Sydney Botanical Garden to learn about traditional foods as well as which plants are used and how they are used. The students also got an opportunity to learn how to weave and learn about how fish or other animals would be caught and used as food.

Year 8 and 9 Pathways to Dreaming

Students attended a range of university lectures including science, engineering, medical, literacy and numeracy. Local elders also attended the sessions which gave the students an opportunity to participate in cultural activities. Students were placed in groups with

students from other schools which gave them the opportunity to make friends with other Aboriginal students.



Multicultural and anti-racism education

Staff and students celebrated Harmony day by exploring the diversity of the cultural and linguistic groups which make up the school population. Students participated in student-led activities which fostered their understandings of culture and cultural diversity within a democratic multicultural society. Anti-racism education is embedded within the teaching and learning programs in the English faculty.

Other school programs

Student Leadership

2016 saw a very positive year for leadership groups. Over 200 students attended the Leadership Induction ceremony and were recognised as student leaders in a variety of ways. These different groups ran a variety of activities throughout the year to build relationships with the wider school community. From Swimming Carnivals to The World's Greatest Shave, Blood Donations to International Food Fairs, Performance Nights and Recycling, these students all worked together to fulfil their groups role statements, which are outlined below.

- Prefects: "To work as Leaders/overseers of other leadership groups to support and develop student leadership across the school"
- Peer Support: "To encourage harmonious relationships, especially between year 7 students as well as with their Peer Support leaders to help with their transition into high school"
- House: "To promote House Spirit, encourage sporting participation and assist in the organisation and running of sporting events and carnivals"
- SRC: "To represent the student body of Moorebank High School and be its voice"
- Interact: "To raise awareness and funds for a variety of charity groups and societal issues"
- Band: "To provide sweet music for all CAPA nights and any school event that requires a performance"
- Tech Warriors: "To provide technical assistance and support related to computer systems, hardware, or software"

- Enviroment: "To maintain the school balance, raise awareness of environmental issues and lead and participate in environment focussed days and initiatives"
- Literacy: "To support and work with junior students with literacy needs"
- Numeracy: "To help Year 7 students who are experiencing difficulties with basic mathematical concepts achieve their personal best"

The 10 leadership groups ended the school year by coming together to host the second Moorebank Festival Day. Through a wide variety of activities and food stalls, students raised approximately \$1000 which was donated to Headspace. Despite the rainy weather, the day was very successful, ending with Moorebank's Got Talent and The House Challenge, which will now become annual events aligned with the Festival Day.

Prefect Activities

The Term 4 2015 Prefect Induction ceremony saw two Captains, two Vice-Captains, two Senior Prefects and 18 Prefects commence a year of outstanding leadership at Moorebank High School. The prefects represented the school at numerous leadership conferences such as the Impact Leadership Conference at the State Sports Centre and National Young Leaders Day held at the State Sports Centre. Our school captains, Tara Blackmore and William Blackmore, also had the privilege of meeting with the Governor of NSW, when they attended NSW Government House in March. Throughout the school the prefect body showed a strong presence at school events such as Annual Presentation Day, Harmony Day, Subject Selection evenings, Performing Arts nights, and Year 7 Orientation days. School functions were often hosted by the captains, with the support of the Prefect Body who assisted visitors to the school. A major event in Term 4 was the School Festival where all the Leadership groups came together to run the day. The Prefect Body also assisted other Leadership Groups in running their planned activities, as required. Over the past year the prefect body has developed leadership and teamwork skills that will support them in their future endeavours. The prefect body has taken great pride in representing the school, encouraging their peers and supporting the staff.

Environment Leadership Team

Moorebank High School's Environment Committee leadership group was made up of 17 students from Year 8 to 12, who were passionate about sustainability and environmental issues. These students participated in a number of activities, both at school and in the wider community. In 2016 we continued to strengthen our bond with other leadership groups whilst participating for Harmony Day initiatives and the school festival. The Environment Committee also continued its partnership with GREEC and their principal Garth Jones.

Some of the key highlights of 2016 included:

- Eight students from Years 8–10 participated in the GREEC Creek Monitoring initiative at Barden Creek. Students collected invertebrates under the guidance of scientists from the Georges River

Catchment Community Council, and then sorted and analysed their data. Information gained from this day contributed to the biannual report card of water quality in the Georges River.

- The undertaking of the school's recycling program. The Environment Committee continued the responsibility of ensuring that the majority of the white paper thrown out in the school is recycled appropriately from all staffrooms.
- 100 Year 10 students attended an excursion to the SITA (now SUEZ) waste management facility at Eastern Creek to learn about recycling of various materials, landfill management, gas trapping and reuse initiatives. They also participated in workshops at the GreenSkills Hub at Nirimba College regarding sustainable practices of obtaining energy and resources for human consumption. This included a practical activity about traditional Aboriginal hunting practices and a demonstration from Western Sydney University's Solar Car Program.
- Members of the Environment Committee ran a series of food stalls and activities during the student led school festival run in Term 4, 2016. Brooke Coughlin was the environment committee's representative at the cross leadership organisation meetings. She relayed messages and did the bulk of the organising for this day. The students had to coordinate with students from other leadership groups to design and carry out the student led festival.

Achievements in Sport

Moorebank High School was extremely proud of the sporting achievements of some of students in 2016. We had students achieving at local representative level all the way through to international competition. Students who achieved success in school based sport and in non-school competitions demonstrated outstanding sportsmanship and commitment to their chosen activity. Some highlights to mention include;

- Thomas Hamilton (Year 7) achieved fantastic results in swimming, cross country and athletics in 2016. He competed at the NSWCHS Swimming and Athletics carnivals and was Zone 12 Years Age Champion for Athletics..
- Jasmine Tran (Year 8) competed in the National School Sports Swimming Championships in Darwin. She won gold medals in the 13–14 years 100m Breaststroke and 200m Medley Relay. She received bronze in the 13–14 years 50m Breaststroke. Throughout the year, Jasmin broke both state and national records for breaststroke.
- Johnnie Demertzis (Year 9) competed at the NSWCHS Cross Country carnival..
- Janine Fedda (Year 9) received a gold medal in the beam at the NSW CHS Gymnastics championships that were held in Newcastle.
- Lachlan Hancock (Year 9) represented Australia in a junior Futsal team and competed overseas.
- Adam Mustow (Year 9) represented Australia in the Junior World Series Baseball Championships in the USA.
- Laith Ayari (Year 10) was successful in gaining a spot on the Sydney South West region basketball team.

- Mitchell Heaslip (Year 11) competed at the NSWCHS Athletics carnival and was Zone 16 Years Male Age Champion for Athletics.
- Ellesse Carini (Year 12) is a talented young man who was Age Champion for all 3 school carnivals in 2016 for the 17 – 18 years male division (swimming, cross country and athletics). In addition, Ellesse represented Australia in the Under 18's International Ice Hockey Championships in Europe. He was named "Most Valuable Player" of the tournament. Ellesse also received the prestigious Pierre de Coubertin Award.
- Jason Perkin (Year 12) placed 6th at the Sydney South West golf tournament.
- Aleisha Thackray (Year 12) was named Zone Open Girls Age Champion for swimming and represented the school at the Sydney South West Swimming Championships.
- Our Open Boys Soccer team, coached by Mr Brad Mitchell, placed in the top 16 of the state in the NSWCHS Knockout Soccer Championships.

The following students were successful in making a zone representative team which is an excellent achievement:

- Beatitude Ncube (Year 10) in Touch Football
- Mia Pihema–Coleman (Year 10) in Touch Football
- Brendan Wood (Year 10) in Basketball
- Zuo Yu Hsu (Year 9) in Tennis

Achievements in Creative and Performing Arts

In 2016 the Creative & Performing Arts (CAPA) faculty celebrated many achievements. Throughout the year our students participated in many opportunities and initiatives that enriched their educational experience at Moorebank High School. The CAPA faculty has continued to offer extra– curricular opportunities both within the school and the wider community.

Moorebank Community of Schools (MCOS) Band and Ceramics Program

During Terms 2 and 3 the CAPA faculty provided the Band music program for our partner primary schools Chipping Norton and Nuwarra Public Schools. Visual Arts teacher and ceramics expert, Ms Suzy Edwards devised a new ceramics program that explored the skills and techniques in creating small ceramic sculptures. The primary school students were given creative freedom to make their own individually designed masterpieces, all with the assistance of Ms Edwards and our expert student leaders/facilitators. The MCOS Band Program continued in its third year at Moorebank High School. Chipping Norton PS and Nuwarra PS both completed the program in Terms 2 and 3. The program this year focused on the students developing skills on keyboard, voice, drums and guitar. The schools worked on a joint performance piece "I'm a Believer". Both schools were successful in developing their technical skills and fluency on their chosen instrument. Moorebank High School student leaders were pivotal in building the skills necessary to perform an entire song as a group.

Operation Art

This year eight lucky Year 8 Visual Arts students had their artworks entered into the Operation Art exhibition. The students created bright and colourful celebrity portraits, altered in Photoshop to reflect the distinctive style of famous Pop artist Andy Warhol. The Operation Art exhibition is an initiative of the Children's Hospital at Westmead and encourages students to create artworks for children in hospital. Now in its twenty first year, the Operation Art exhibition is held at the Armory Gallery in Sydney Olympic Park and 849 artworks are framed, hung and exhibited. Ms. O'Loughlin and some of the students enjoyed attending the exhibition opening in September.

Calendar for Cultural Diversity

Year 8 Visual Arts classes entered artworks into the annual Department of Education's Calendar for Cultural Diversity competition. Twelve artworks will be selected from students across the state, to be included in a 2017 calendar reflecting the theme of heritage. The calendar aims to foster intercultural understanding and community harmony. The students are currently excited to hear back about whether their artworks will be included in next year's calendar.

NAS Scholarship for Year 11 Students

Each year the National Art School in Paddington invites the top year 11 students from around the state to participate in special workshops designed to challenge and develop their skills. The National Art School HSC Intensive Studio Practice is designed to enhance and extend students' technical, conceptual and intellectual skills under the direction of experienced, practicing artists, through intensive practical study. At the end of the second round of workshops students get to assist in the curation of an exhibition of the work they have developed in these classes that they feel best reflects what they have learned. To be considered students have to send in a portfolio of their work that highlights their technical and creative skills in a medium of their choice. This year Moorebank High School was fortunate enough to have one of our year 11 students to make it into this elite group. Darielle Corpuz was invited to participate in these intensive workshops that run during school holidays. Darielle was chosen based on her portfolio that showed off her skills in watercolour and painting.

Battle of the Arts Competition

This year the Battle of the Arts was held at Sarah Redfern High School. Four students competed in a Battle Justin Tran (Year 10), Vanessa Van Den Braak (Year 10), Amy Wong (Year 9) and Yashaswi Jadav (Year 9). Several workshops were held throughout the day in photography, drawing, printing and sculpture. The students were up against 18 other high schools and the competition was tough. With each step students needed to create unique and creative artworks that were pitched against the other schools. At the end of the day Moorebank students came out victorious, winning the sculptural workshop for their "rainbow fun

party survival hut", as well as winning the overall trophy for the day.

YouthRock 2016

For the second year running, Moorebank High School was represented at the NSW Youth Rock competition held at the Sutherland Entertainment Centre. This year we entered two year 12 bands from the Year 12 Music class. Both bands underwent an audition process which included the writing and recording of original rock songs. The two bands that entered were "New Society" and "Grey Matter". Both bands were successful in making it to the semi-final. The following students participated: Josh Tchatchanidze (Bass Guitar, Cajon), Nathan Matos (Vocalist, Guitarist), Vincent Nguyen (Drummer) and Jasmine Bishop (Drummer) along with Rebecca and Angus from Holsworthy High School.