

Moorefield Girls High School

Annual Report



2017



8241

Introduction

The Annual Report for **2017** is provided to the community of **Moorefield Girls High School** as an account of the school's operations and achievements throughout the year.

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

Natalie Hale

Principal

School contact details

Moorefield Girls High School

Princes Hwy

Kogarah, 2217

www.moorefielg-h.schools.nsw.edu.au

moorefielg-h.School@det.nsw.edu.au

9587 6095

Message from the Principal

I began as Principal of Moorefield Girls High School in April, 2017. My first impressions of the school included the settled learning environment, excellent teaching practice and sense of community. The teaching programs are dynamic and challenging; staff are continually looking at new ways to engage our girls. Within 3 weeks of my arrival, the Premier's Implementation Unit visited the school to see our literacy and numeracy program in action (called Bump It Up). We were commended on this program and later in the year, the NSW Premier and Minister for Education came to the school to congratulate Moorefield Girls High School on reaching our targets.

Other significant events in 2017 included our 60th anniversary, NAIDOC week assembly and the inaugural Creative & Performing Arts Night. The 60th anniversary marked a very special occasion for former students, staff and families to visit the school, share stories and reminisce over our wonderful archive collection. The school tours, assembly and high tea were the culmination of more than 6 months of organisation and we only received positive feedback and well wishes for the future of the school. The NAIDOC assembly and CAPA night were opportunities for our girls to get involved in organising and hosting events, as well as liaising with our community. We celebrated our successes on many occasions throughout 2017 and the girls continued to be involved in school, regional and state competitions and activities.

I am delighted to have the privilege of leading this school at a time of exciting changes within the educational arena. Our motto *Inspiring Young Women* is a true representation of the work of our staff, our students and our community.

Natalie Hale

Message from the school community

As a parent and former student of Moorefield Girls High School, I have witnessed first-hand the increase in opportunities for young women and quality education. Moorefield Girls High School is a prime example of change and opportunities for inspiring young women's lifestyles and ethics and encourages their students to become successful and inspirational members of our ever changing community.

The school offers a comprehensive range of educational opportunities and activities that are designed to challenge and extend students in all curricular and extra-curricular areas. This is achieved through an inspirational, collaborative and creative learning environment. Students are given opportunities to take part in leadership roles as well as represent their school in athletics, debating, performing arts, public speaking and work placement to name a few.

Working within the P & C, I am able to be part of the school planning process and enjoy listening to all information presented by representatives from all faculty areas. Parents are well informed by what is happening at Moorefield Girls High School via the newsletter and other means. The school informs parents of what the students are learning which

enables parents to better support their daughter at home through her education.

Overall, Moorefield Girls High School has changed their style of teaching and learning as the needs of society have changed making their students enter their adult life aimed with the tools to be a successful citizen of the twenty-first century.

Figen Dormanli

Message from the students

Moorefield Girls High School inspires young women to grow their strengths and talents in a creative and collaborative learning environment. As a student attending Moorefield Girls High School, I believe I have been given the opportunity to excel academically in all my subject areas with the support from my teachers and fellow students. From experience, having small class sizes has enabled learning to be pleasurable and teachers are always readily available to answer any queries.

Furthermore, Moorefield Girls offers a range of extra-curricular activities for students to be involved in, including various sporting events, SRC, choir and dance. These opportunities enable students to be involved within the school community.

With all of the wonderful qualities Moorefield Girls High School offers and together with other students' positive learning behaviour, Moorefield Girls is no doubt a safe and positive learning environment where we can all excel and reach our full potential.

Paola Nicoletti

School background

School vision statement

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

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

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

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

School context

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

We offer a personalised approach to learning while delivering a broad curriculum catering to the full range of academic and vocational pathways. We are a culturally cohesive school servicing a diverse multicultural community. Our inclusive school community strengthens and supports the achievements of all our students.

Our students are supported by teachers who are passionate and enthusiastic about girls' education, creating quality learning environments where our girls are focused and work collaboratively. This is demonstrated through our outstanding Higher School Certificate results. We are future focused and develop learning skills such as creativity and innovation, critical thinking and problem solving, collaboration, communication and technology. This has been supported through the remodelling of learning environments into collaborative and innovative learning spaces. We support our students through our Gifted and Talented program which includes academic, artistic and athletic components.

Our learning environment allows students to take risks in their learning and develop a growth mindset creating the best conditions for every student to thrive. We provide a variety of leadership opportunities and programs for our students, particularly focused around the provision of mentors. We have developed strong community links and emphasise the importance of 'giving back' to the community. Our school ensures respectful relationships are valued across the community and we empower students to develop strong communication skills and resilience.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The executive team dedicates significant time to unpacking the School Excellence Framework and gaining a deeper understanding of high quality evidence to demonstrate impact of school processes. Our evidence was guided by our milestones for each term. Two whole school meetings gave the staff of Moorefield Girls the opportunity to contribute further to our evidence and understand the school's current analysis for each element and what was planned to move forward in each area. The introduction of the new School Excellence Framework (v2) mid year was highlighted at our

School Development Day and discussed in more detail at our executive conference. Moorefield Girls High School has demonstrated progress in all areas of the framework, in particular in two Leading elements, where the evidence says we are excelling.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Engaging Learners

Purpose

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

Overall summary of progress

Progress on the implementation strategies identified as milestones has been positive. HSC and NAPLAN results show improvement overall and explicit programs are embedded to support further growth. The leadership team drive the ongoing development of 21st century skills through professional learning for staff and this has had an impact on student engagement in the BYOD program with more than 80% of junior students ensuring they have a device to participate in class activities. Individual learning plans were collaboratively designed with all Year 7 and Year 8 students to identify a literacy, numeracy and personal goal for 2017. The Bump It Up program continues to be a high priority for the school and has seen excellent results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Rates of participation of students in day to day learning and special school activities as measured through improvements in attendance data and student surveys.	\$15 400	Students reported feeling a 'sense of belonging' to the school and enjoyed the volunteer program, including Frangipani CAFE, reading with Kindergarten students, Wrap with Love knitting, Intergeneration Tech Swap and the Environment Team. Other activities which also saw higher participation were I-Science at the University of Sydney, in-school bridge building competition and the Term 4 Creative and Performing Arts program. Overall attendance rates have remained consistent and the school works closely with parents and carers to support students in this area.
Improvements in student literacy and numeracy measured through school based assessments and trends in HSC and NAPLAN results.	\$39 000	The school exceeded the Bump It Up target of 17% of students achieving in the top 2 bands for Reading and Numeracy in NAPLAN (gaining over 19% for 2016/2017). HSC results continued to see a large number of Band 5 and 6 results and more subjects achieving above state average. Teachers used ALARM scaffolds to support student growth in English, HSIE, TAS and CAPA and shared this practice with colleagues within their faculty. The Literacy and Numeracy coordinators supported staff with Learning Sprints for targeted skills with years 7, 8 and 9.
Student and teacher surveys reflect implementation of 21st century learning practices.	\$ 13 500	High levels of uptake amongst teachers and students of Microsoft 365 across KLAS for classroom use. STEM has continued to be a focus area and is supported by the Maker Space and additional resources purchased in 2017 to develop students' skills in coding and digital technologies. Teacher PL sessions have provided mentoring opportunities.

Next Steps

The new 2018–2020 school plan continues to focus on Literacy and Numeracy and future focused learning to see

improved engagement and outcomes. Our next steps include

- implementation of a literacy support program 'WordFlyers' through English lessons with student progress reviewed and data collated by the Literacy Coordinator each term. This information will be shared with classroom teachers across targeted subject areas (years 7–9)
- explicit teaching of numeracy skills in Years 7 and 8 in dedicated lessons, relevant to KLA content. Pre and post testing will be completed and shared with class teachers.
- literacy coordinator and Numeracy coordinator to design and implement specific strategies to target students identified in the Bump It Up group, through building teacher capacity and understanding of data
- Australian Curriculum General Capabilities are embedded in teaching programs and teachers are supported in developing their skills in these areas
- continued use of Microsoft 365 for teaching and learning with a focus on sharing of practice amongst colleagues



Strategic Direction 2

Building Capacity

Purpose

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

Overall summary of progress

Building capacity of staff was supported by the implementation of strategies as identified in the milestones. Staff performance and development plan goals were centred around Bump It Up targets for Literacy and Numeracy and the knowledge gained from Learning Circle teams. Learning Circle themes were STEM, ALARM, Individual Learning Plans, Community Connection and 21st Century Learning. This structure allowed for staff to choose an area of interest for their individual, as well as school, improvement.

The student wellbeing team worked with all staff to investigate the Positive Behaviour for Learning model and as a result of this consultation, decided not to proceed. Focus was on strengthening programs in student leadership, the school's merit system and activities to further enhance school spirit. The new merit system was introduced and students and parents reported feeling valued and enjoyed seeing others recognised for their achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular feedback regarding student wellbeing and school satisfaction surveys demonstrate continual positive growth.	\$4 000	Students reported they felt a sense of belonging to the school and felt supported by the structures in place. Relationships with classroom teachers and year advisors was highlighted as a positive at the school. Students valued opportunities to participate in extra-curricular activities and proposed an increase in this area of school life. The merit system and 'Inspiring Young Women' awards were rated highly in surveys as having a positive impact on student wellbeing.
Teacher performance and development plans reflect teacher need and positively contribute to continual improvement of practice.	\$53 000	The process for Teacher Performance and Development plans at Moorefield Girls links staff participation in whole school PL, individual PL (external courses), and our Learning Circle teams. Teaching and non-teaching staff engaged in observations and feedback with colleagues and were supported through release time. Teachers identified as 'Beginning Teachers' followed a structured program to contribute to their growth and were mentored by a team of experienced practitioners (both in and out of the school).

Next Steps

The new 2018–2020 school plan will have a focus on promoting excellence amongst all partners in the school community. Our next steps include

- using Growth Mindset to drive teacher development and student improvement. Staff will investigate different evidence-based models to improve teacher practice which involves collaboration, observation and quality feedback in line with the accreditation process. Student intervention will include 'learning how to learn' and positive feedback.
- a commitment to staff and student wellbeing with programs designed to build confident, resilient and positive partners in leading and learning.
- the provision of leadership opportunities for staff, supported by the school.

Strategic Direction 3

Developing Community

Purpose

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

Overall summary of progress

In 2017, parental involvement in school activities increased including Parent Teacher Nights and showcase events such as the Creative and Performing Arts Night. Community engagement was highlighted at our 60th Anniversary with approximately 200 former staff, students and guests participating in celebrations. Our surveys told us that families valued student recognition in all areas of school life and high levels of parent attendance at school events demonstrated this. The introduction of a school app addressed concerns raised by parents regarding communication between school and families. The school app has allowed us to communicate about events, send out reminders, as well as sharing success stories about our students.

Moorefield Girls is a member of the Bayside Community of schools and in 2017 formed another learning community with four neighbouring secondary schools. Staff met in curriculum groups to network and share expertise and the senior executive teams across these schools offer support through planning and resourcing the networks.

Our connection with our feeder primary schools remains strong. Teachers from Arncliffe Public and Rockdale Public joined with our Mathematics faculty to gain knowledge around stage 4 requirements to enhance student outcomes. These types of partnerships are highly valued and are an opportunity for professional dialogue around pedagogy. All participants rated this as an important ongoing project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental satisfaction with and engagement in school initiatives and programs.	\$4 500	<p>The school's community engagement team recommended the implementation of a school app to strengthen communication practices. 'School Stream' was introduced in Term 4 and many families now engage with this technology. The incoming Year 7 parents rated this as a high priority for them to establish links with their daughter's high school.</p> <p>Parent events were well attended overall, with the highest rate at years 7–11 Parent Teacher Night and Year 12 Graduation. Family participation at the two High Achievers assemblies and P&C meetings increased significantly from 2016.</p>
Increased student engagement with learning through opportunities created through the establishment of community partnerships.	\$31 600	<p>The school's Careers program continued to offer dynamic and valuable opportunities to our girls. 100% of year 10 students participated in a week of work experience and a day of mock interviews. Year 12 attended the lunchtime 'Careers Cafe' where representatives from many industries gave talks. The school's volunteer program included the Intergeneration Tech Swap, reading to Kindergarten students, training as baristas, and working in the sustainable garden. Our student leadership group were active in raising money for several charities, the highlight being our Jeans for Genes day where we partnered with Brookfield Multiplex to raise funds.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement with learning through opportunities created through the establishment of community partnerships.		Our links with universities and TAFE widened opportunities for our students to access tertiary education beyond school.

Next Steps

The new 2018–2020 school plan will have a focus on further engaging parents/carers and the broader community with the current dynamic programs offered to our students. Our next steps include

- establishing stronger partnerships with tertiary providers so as to address equity issues and support continuity of learning
- placing emphasis on the promotion of outstanding programs and achievements through social media and local community avenues; the school app is more widely engaged with by teachers across the whole school to communicate with parents and carers.
- working with the Bayside community of schools to strengthen the transition process for primary students and to share expertise amongst colleagues. The establishment of the Kogarah Cluster will also provide a broader range of opportunities to all of our students and support teacher collaboration



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 000	Aboriginal students enjoyed organising whole school events to recognise Aboriginal history and culture. Our Year 7 and Year 9 students outperformed state average in all areas on NAPLAN, achieving above Band 7, Band 8 or Band 9.
English language proficiency	\$ 18 000	Additional EALD teacher days (0.2 FTE) were funded through this allocation and allowed for small group tuition for identified students. Year 11 and Year 12 students were mentored throughout the year and the DUX of the school was a part of this program.
Low level adjustment for disability	\$28 000	The Learning Support Team worked with students identified through NCCD to design Individual Learning Plans to support improvement. Parents and mainstream teachers were actively involved in the planning process. Our data shows outstanding growth as measured for the lower group (NAPLAN to HSC) compared to other NSW schools, and a focus on writing in the junior years had a positive impact with lower achieving students for NAPLAN.
Socio-economic background	\$134 000	Equity funding in this area was mainly utilised for staffing and the Empower Tutoring College. Our tutoring college is free to students and the school employs experts in English and Mathematics for two afternoons a week. Additional staff were employed to enhance our extra-curricular and student volunteering programs, as well as to keep class numbers at an average of 20. Students were given opportunities to attend events at no cost to learn about specific subjects, learn about leadership, be challenged, and research career paths.
Support for beginning teachers	\$18 000	Teacher release time built into the timetable allowed for beginning teachers to be mentored and engage in collaboration with colleagues. Observations were an integral part of this program, as well as guidance in understanding the Australian Professional Standards for Teachers. Two staff members successfully submitted their Accreditation Report.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	380	377	332	319

School enrolments slightly decreased in 2017 in line with enrolment trends across the area. Our Year 7 cohort was our largest intake in the last **5 years** supporting the growth of the school in the junior years. The school has been actively working with our feeder primary schools to engage families in visits and Open Nights which showcase the school. This has seen an increased interest amongst the community for future enrolments.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96	93.4	93.1	93.6
8	93	92.7	88.5	88
9	92.1	90.7	91.3	89.5
10	92.4	88.5	86.7	87.6
11	91.5	86.5	85.3	84
12	90.8	88.9	88.9	90.5
All Years	92.6	89.7	88.9	88.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Attendance at school is compulsory for all students under 17 years of age and as such, we communicate our high expectations of student attendance to students and parents through a variety of means.

Our management of student attendance was reviewed in 2017. We use an SMS messaging system which

sends a message to parents if their child is absent from school and send letters home for students with unexplained absences. Students with unexplained absences are interviewed by their year advisor and parents contacted to ensure that support needs are identified and appropriate strategies put in place.

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	8
TAFE entry	0	0	5
University Entry	0	0	72
Other	0	0	12
Unknown	0	0	3

The total number of Year 12 students in 2017 was 40. Of the 40 students contacted, 79% are engaged in full time tertiary study at either university, TAFE or a private college, and all students are engaged in either tertiary study, employment or a combination of both.

Of the 30 students who were eligible for an ATAR, an outstanding 29 students received offers to a range of universities including University of NSW, University of Technology, Sydney University, University of Wollongong, Western Sydney University, Notre Dame, Australian Catholic University and Macquarie University.

Academic pathways students have chosen are diverse and include Advanced Science, Biotechnology, Business, Commerce, Arts, Education, Criminology, Law, Health and Exercise Sciences and Nursing, Fine Arts, Communication, Social Work and Education.

Year 12 students undertaking vocational or trade training

VET continues to be a very successful and integral part of the school curriculum. 35% of Year 12 students included one or more school VET courses in their HSC pattern of study in the areas of Hospitality (Commercial Cookery) and Business Services.

A number of students have chosen employment or

further study related to HSC VET courses undertaken in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 all Year 12 students attained their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	22.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	8.98
Other Positions	1

*Full Time Equivalent

In 2017 there were no Indigenous Australians employed at our school.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The professional learning for teachers is aligned to the School's strategic plan and individual staff Performance and Development plans. Professional learning and development of teachers and support staff consists of

school development days and scheduled meeting sessions, in school development activities throughout the year as well as externally offered professional learning courses offered by the Department of Education and private providers.

The professional learning of teachers was supported by the school's teacher professional learning funding. Classroom practice by teachers has improved through teacher participation in professional learning courses and workshops to embed new strategies into teaching and learning programs. These courses include: Student wellbeing, MindMatters, Year 11 Curriculum development, High Expectations, Bump it Up Literacy and Numeracy Strategies, Leading for Impact and Smart Data Analysis. Our Term 3 School Development Day was combined with the Bayside Community of Schools and we were fortunate to hear from Anne McIntyre as a keynote speaker. Later in Semester 2, Moorefield Girls High School combined with 4 neighbouring secondary schools to form the 'Kogarah Cluster'. This group of schools was created to encourage collaboration amongst teachers within their teaching areas and grow their expertise. The school's executive conference is a valued professional learning event held in Term 4 each year and allows the leadership team to evaluate programs and plan for the following year.

The introduction of the LMBR finance and student management system required a commitment by the administrative staff in attending professional learning days, as well as training each other in aspects of the system. This was a significant change to the previous system and the administrative staff were professional and efficient in all areas to ensure a smooth transition.

Two beginning teachers completed and submitted their Accreditation Report as required by the NSW Education Standards Authority. One teacher was required to submit their maintenance report for Proficiency, and pre-2004 teachers prepared for the introduction of accreditation in 2018.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	443,939
Global funds	223,897
Tied funds	164,865
School & community sources	110,706
Interest	4,785
Trust receipts	7,422
Canteen	0
Total Receipts	511,674
Payments	
Teaching & learning	
Key Learning Areas	40,003
Excursions	17,160
Extracurricular dissections	70,467
Library	3,094
Training & Development	0
Tied Funds Payments	114,190
Short Term Relief	36,541
Administration & Office	67,492
Canteen Payments	0
Utilities	48,329
Maintenance	19,260
Trust Payments	7,731
Capital Programs	0
Total Payments	424,266
Balance carried forward	531,346

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	931,064
Appropriation	843,139
Sale of Goods and Services	32,280
Grants and Contributions	54,560
Gain and Loss	0
Other Revenue	0
Investment Income	1,085
Expenses	-262,921
Recurrent Expenses	-262,921
Employee Related	-84,293
Operating Expenses	-178,628
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	668,143
Balance Carried Forward	668,143

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,883,526
Base Per Capita	54,156
Base Location	0
Other Base	3,829,371
Equity Total	366,319
Equity Aboriginal	2,226
Equity Socio economic	134,082
Equity Language	100,028
Equity Disability	129,983
Targeted Total	657,348
Other Total	106,742
Grand Total	5,013,935

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

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

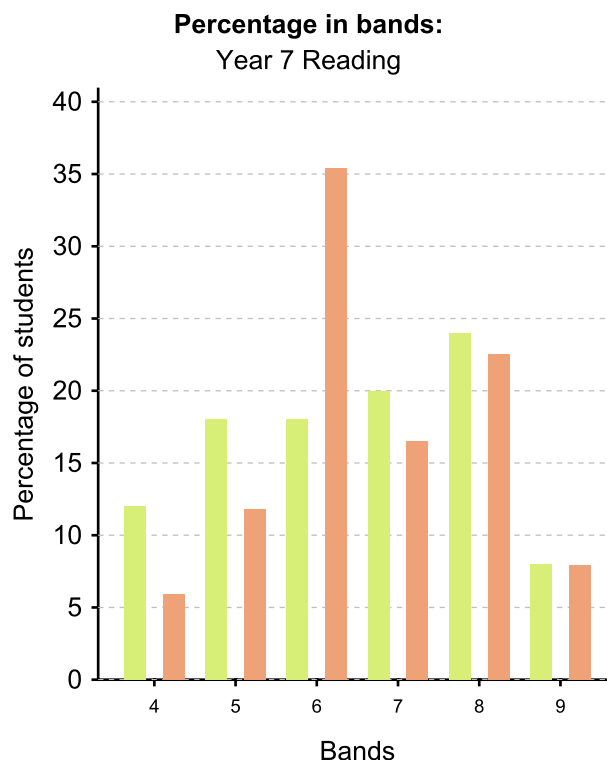
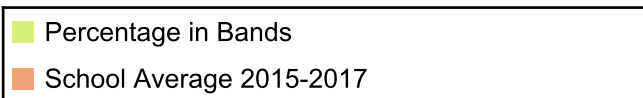
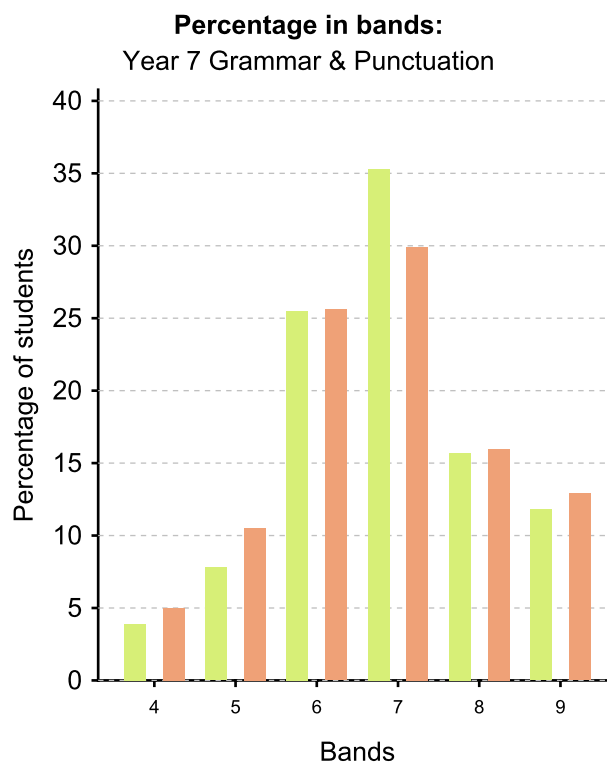
School performance

NAPLAN

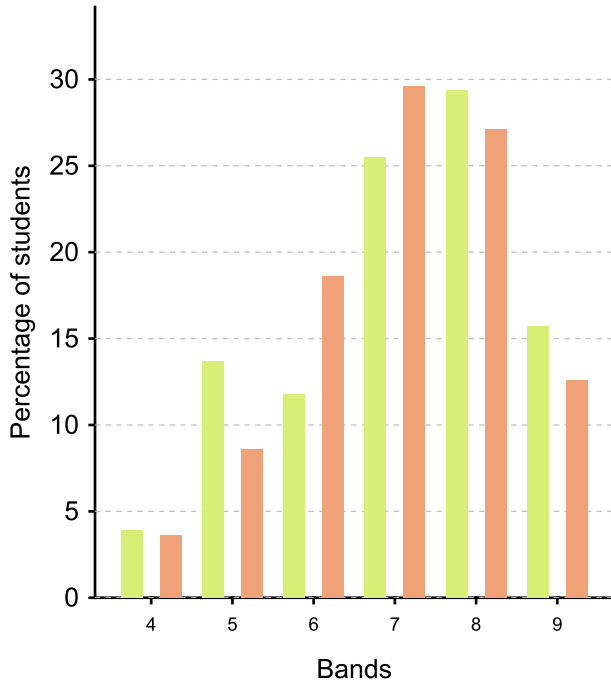
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Significant percentages of students in Year 7 were identified as achieving greater than or equal to expected growth with 52.4% in Reading, 78.6% in Writing, 52.4% in Spelling, 73.8% in Grammar and Punctuation and 73.8% in Numeracy.

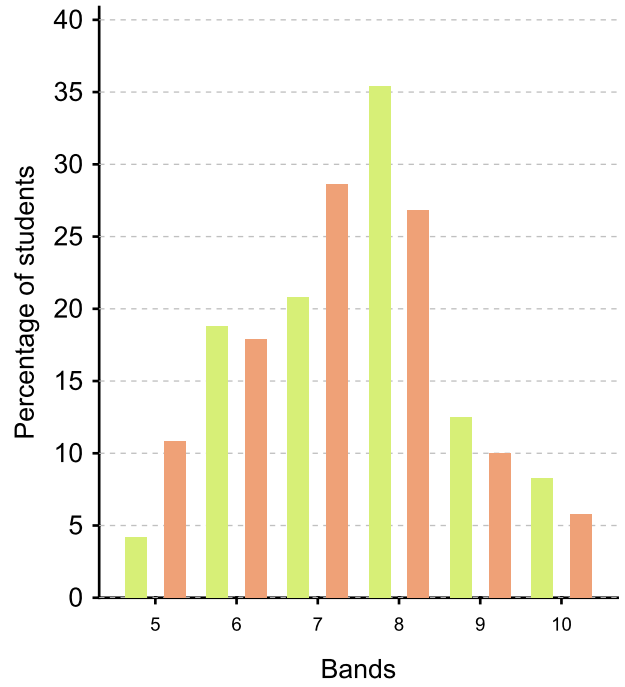
Significant percentages of students in Year 9 were identified as achieving greater than or equal to expected growth with 62.8% in Reading, 51.1% in Writing, 55.6% in Spelling, 60% in Grammar and Punctuation and 64.4% in Numeracy.



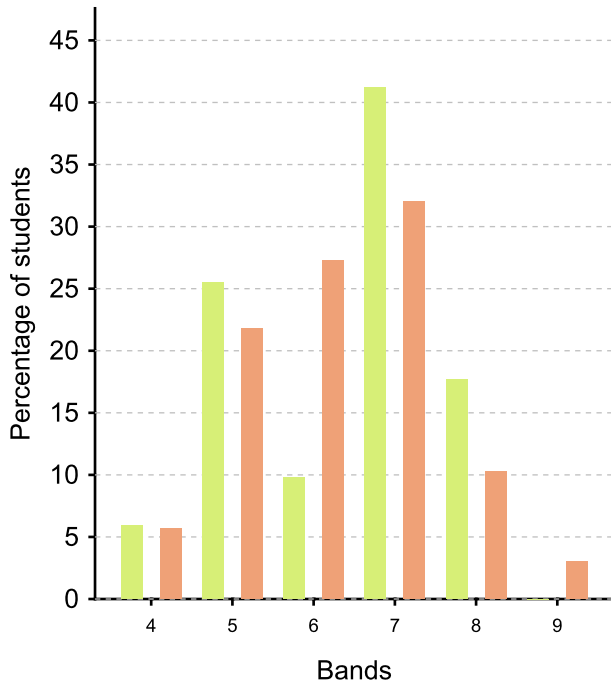
Percentage in bands:
Year 7 Spelling



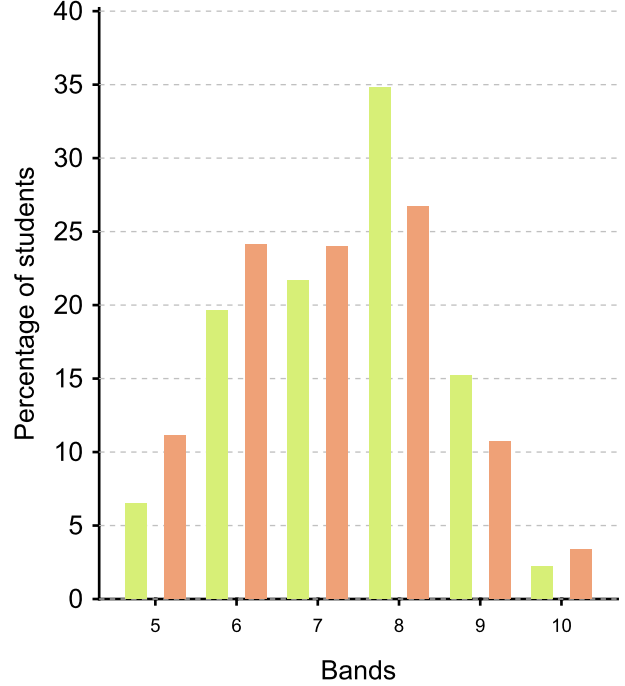
Percentage in bands:
Year 9 Grammar & Punctuation



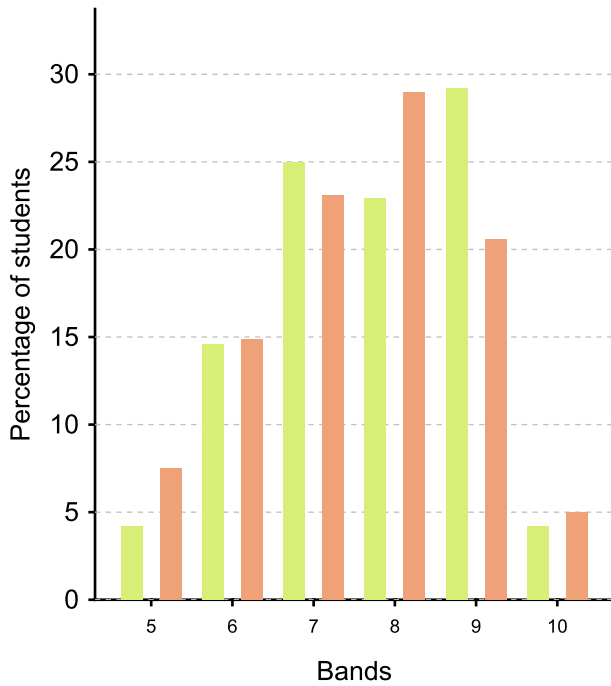
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

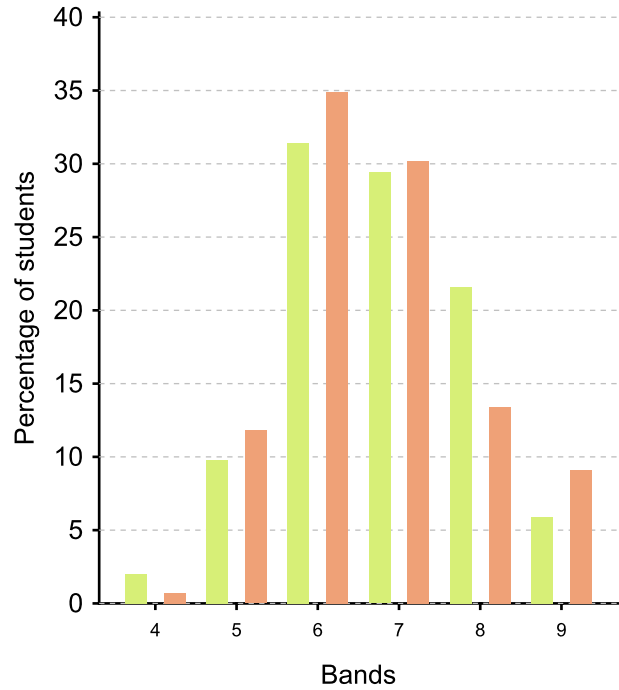


Percentage in bands:
Year 9 Spelling



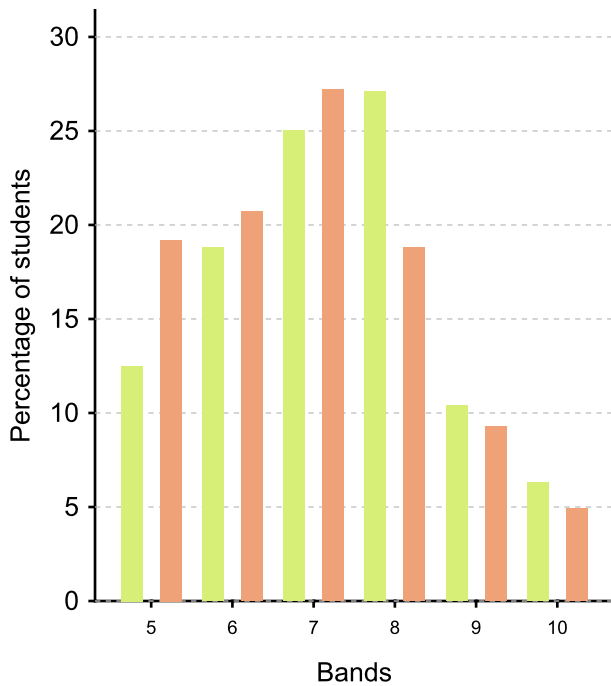
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Numeracy



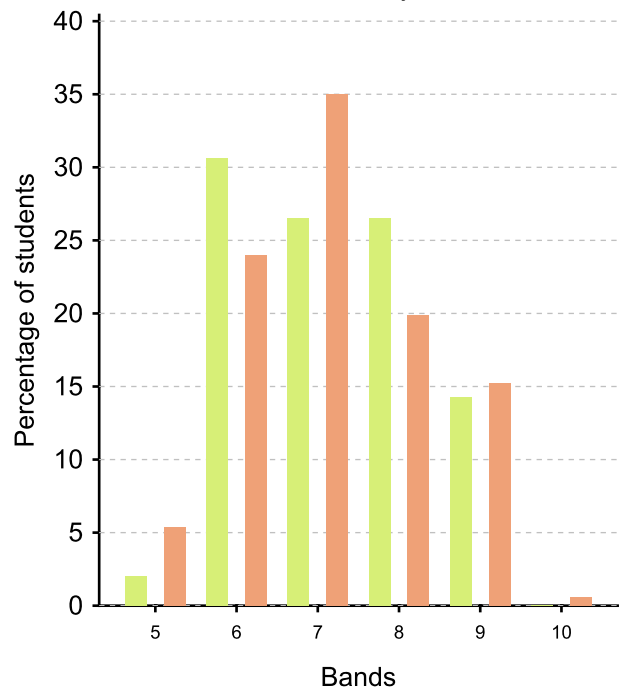
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Significant percentages of students were identified as achieving greater than or equal to expected growth in Numeracy since 2015 which demonstrates a consistent trend in both Year 7 and Year 9.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The Premier's Priorities: Improving education results and State Priorities: Better services – Improving

Aboriginal education outcomes for students in the top two NAPLAN bands:

In Year 7, 32% of students achieved in the top two bands of NAPLAN in Reading and 27.5% in Numeracy. In Year 9, 17.4% of students achieved in the top two bands of NAPLAN in Reading and 14.3% in Numeracy.

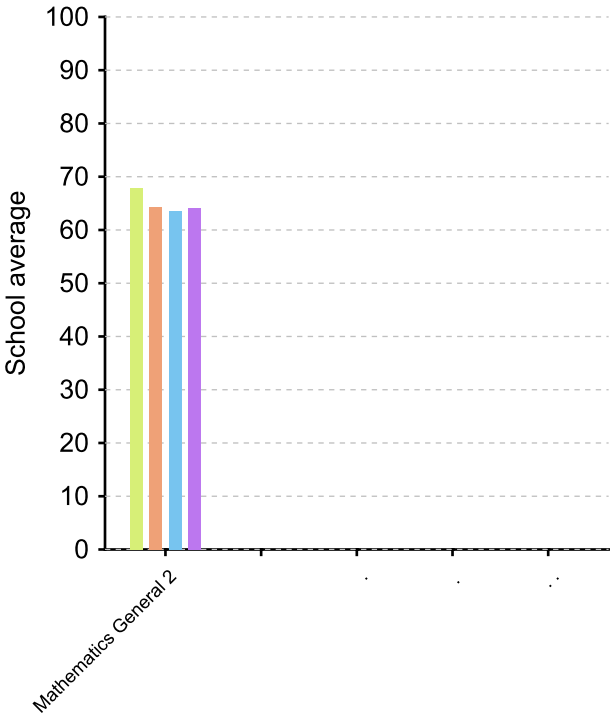
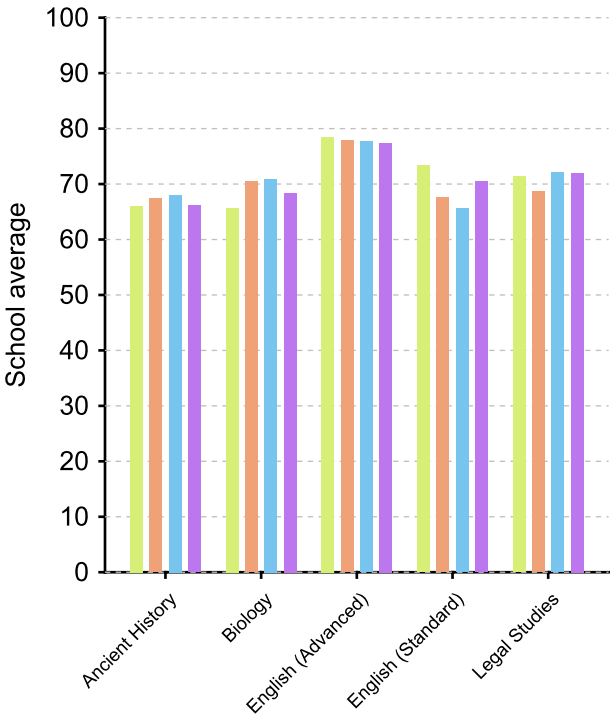
Overall, 22.96% of students in Years 7 and 9 achieved in the top 2 bands of NAPLAN which is an increase from 2016.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Our overall results in 2017 were impressive with our average HSC course mark being above state average – the first time in 4 years. Our trend data suggests that our HSC performance will continue to improve as the school has placed particular emphasis on stage 6 programs and support for students. Students studied 26 courses at school and 5 additional courses were offered externally to allow students to study different languages.

Outstanding results were achieved in English (Standard), English as a Second Language, Extension 2 Mathematics, Community and Family Studies, PDHPE, Business Services and Visual Arts. All of these subjects had a high proportion of students gaining Band 5 and Band 6 results with 100% in English as a Second Language, 89% in Community and Family Studies and 75% in Visual Arts. The school places value on students achieving their personal best and this is reported in value added data. Our value added data shows that our girls achieve a high level of growth as mapped from aggregated year 9 NAPLAN scores. In this area, the school significantly outperforms the average for all state schools.



Parent/caregiver, student, teacher satisfaction

In 2017 Moorefield Girls High School parents, students and teachers undertook the Tell Them from Me survey.

Their responses are presented below:

- 73% of students reported higher levels of effort, compared to 66% for the NSW Govt norm
- 91% of our girls planned to finish Year 12 and 78% planned to pursue a university qualification
- Our school was rated higher than NSW Govt norm for having a positive learning climate where there are clear rules and expectations for classroom behaviour
- Student participation in Sports and extra-curricular activities offered by the school was significantly higher than NSW Govt norm
- Students reported that overall, the school had high expectations of each student and had processes in place to support these expectations
- Students placed high value on positive teacher and peer relationships

Teachers gave feedback in a self evaluation tool and the results indicate the school rates highly in the following categories – understanding and using data to inform practice; teaching strategies; and being an inclusive school. Data was lower than expected in the category of parent involvement, hence our commitment to this area in our 2018–2020 School Plan. It was pleasing to see that the survey results were very positive in measures on 'staff morale', 'leading improvement and change', and 'communicating the school's vision'. Surveys undertaken by staff throughout 2017 regarding professional learning events indicated these events were valuable and contributed to improving student outcomes. Teacher collaboration within key learning areas was regarded as having one of the largest impacts.

Throughout the year, parents were asked to give feedback on several areas of the school. Their responses highlighted their appreciation of teacher commitment, the broad range of activities available to the students, and recognising that their daughter is known and valued in our small school setting. Parents positively rated our school's Careers program, the High Achievers assemblies, Year 12 Graduation, Meet the Teacher Night, and the Creative and Performing Arts night. Parent survey results also showed a need for an improved communication strategy, allowing parents to remain well informed on the school's programs.

Policy requirements

Aboriginal education

In 2017 Moorefield Girls High School strengthened our commitment to supporting Aboriginal student achievement and the education of the whole school community in Aboriginal Education. Our staff continued to implement strategies to cater for the educational needs of our Aboriginal students by implementing the 8 Ways of Learning strategies into classroom practice.

We celebrated NAIDOC with whole school activities which provided all students with opportunity to develop a value for Aboriginal culture. We also acknowledged National Sorry Day and attended the Memorial ANZAC ceremony, recognising Indigenous men and women who have or are currently serving their country.

The Aboriginal contact person consults with the Aboriginal Education and Engagement team to provide individual support and opportunities to our Aboriginal and Torres Strait Islander students and families through the development of Personalised Learning Plans which were developed through a collaborative process involving key school staff, parents and community members. Through this process one Aboriginal student in Year 11 was successful in gaining a school-based traineeship through QANTAS. Students were also supported with numeracy and literacy mastery both within class and through an after school tutoring program.



Multicultural and anti-racism education

Moorefield Girls High School is an inclusive school which values the cultural diversity of the community it serves. Currently, 81% of students enrolled come from NESB backgrounds. Teaching and learning programs continue to embed multicultural perspectives as a means of developing a value of inclusivity and raising awareness of cultural diversity in contemporary Australian society and the wider global context.

The school continued to engage in programs which develop our students' understandings of anti-racism and active citizenship. Teacher professional learning through MindMatters focused on ensuring that classroom practice strategies promote inclusivity and a sense of belonging.

We actively promote inclusivity at a whole school level through celebration of events such as Harmony Day and Anti-Bullying Day to ensure all students engage in learning in a respectful and safe environment.

The welfare team and the Anti-Racism contact officer are instrumental in the promotion of specific student workshops to support initiatives which develop relationships with various cultural groups who are part of our community. In 2017 CLOs were employed to assist us to strengthen our relationships with parents and local community groups.