

# Moss Vale High School Annual Report



2017



8388

## Introduction

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

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

Patricia Holmes

Principal

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### Message from the Principal

One of the highpoints for Moss Vale High School in 2017 was the visit from Turia Pitt in Term Two where she spoke at a whole school assembly about her experience of being trapped in a bushfire during an ultramarathon in the Kimberley when she became caught in a fire in a remote gorge. She suffered catastrophic burns to 65% of her body and went on to face a gruelling recovery. Every student and staff member received Turia's book, *Everything to Live For*, as part of our Kick Off With Reading (KOWR) program. The school's Positive Behaviour for Success (PBS) team supported the KOWR program by utilising Turia's messages around resilience and gratitude in many of the school's PBS lessons. Mr Luke Vandenberg, one of our PBS team members, worked tirelessly to secure Turia's confirmation that she would visit our school and speak about her life-changing experiences. I am confident that this was a moment that none of our students and staff will ever forget.

Moss Vale High School moved up over 100 points in the HSC ranking for New South Wales schools, after the 2017 HSC results were published. The school performed well above state average in Senior Science, Agriculture, Standard English, PDHPE, Business Studies, Society and Culture, Industrial Technology, VET Entertainment and Primary Industries. The school has focused on preparing students for the HSC through study skills workshops, a whole-school approach to literacy and the use of 'A Learning and Responding Matrix'. Students also took the opportunity to avail themselves of after-school tuition with Learning and Support staff, and extra holiday workshops prior to the Trial exams.

I am very proud of all the outstanding achievements in our school community across a broad range of areas. Our students have excelled at all levels in the sporting arena, volunteering, public speaking, debating, creative and performing arts, academia, school service and leadership. I am equally proud of the positive culture that we have worked hard to create at Moss Vale High School and I look forward to an even greater 2018.

### Message from the students

The SRC had a productive and successful 2017, which included participation in a variety of fundraisers, as well as opportunities to enhance Moss Vale High School's community engagement through participation in community events, leadership workshops and school events such as Presentation Evening. In conjunction with our successful Kick Off With Reading initiative and focus on Turia Pitt's book *Everything To Live For*, the SRC and Moss Vale High School community were able to raise significant funds for Turia Pitt's charity, Interplast. Regular SRC-led events such as the Lip Sync Battle and Valentine's Day were held throughout the year, and the participation in these events by our entire school community highlighted the positive school spirit we have at Moss Vale High School.

2017 also saw the election of our new Senior Leadership Team and School Captains, as well as new junior students, nominating for positions in the SRC. We provided community representation at the annual Moss Vale ANZAC Day march and ceremony, and two of our Year 12 Senior Leadership Team members were given the opportunity to participate in

Wingecarribee Shire Council Planning Workshops, where they were provided a platform to voice their opinions and represent the youth of the region. Four of our new Year 11 Leadership Team members also had the opportunity to participate in the Elevate Youth Leadership Workshops at Wollongong University, through which they further developed their leadership skills and were able to network with other student leaders from the wider Sydney region.

## School background

### School vision statement

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

### School context

Moss Vale High School is located in the Southern Highlands of NSW. The school had an enrolment of approximately **630** students in 2017, with **89** students in Year 11 and **83** students in Year 12.

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

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

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

The school's strategic directions are focused on creating a positive and inclusive community, fostering quality learning, as well as developing and maintaining strong partnerships.

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

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

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

## 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 results of the school's self-assessment against the School Excellence Framework indicated that in the domain of Learning, Moss Vale High School is **Sustaining and Growing overall**, improving from our result of Delivering in the previous year. In five of the six elements, the school is **Sustaining and Growing**: Learning Culture, Wellbeing, Curriculum, and the newly defined Reporting. In both Curriculum and Assessment, this was an improvement from our previous result. In the element of Student Performance Measures, the school is **Delivering**. Learning culture and wellbeing at Moss Vale High School are supported school-wide by the Positive Behaviour for Success program, which is a sustained and universal approach to teaching explicit behaviour through shared values. Structures to sustain the program are inherent to the school's daily life, from Assemblies and PBS Lessons, to the Positive Behaviour Reflection system for students who require reminding of the school's expectations. Parents and community are encouraged to share these values through our annual PBS parent information evening, regular newsletters and invitations to merit

assemblies. Our Wellbeing and Learning Support team is a robust team with dedicated participants, as is demonstrated through the team's fortnightly report, which comprises the meeting minutes and other relevant information; this report ensures clear lines of communication to the entire teaching staff regarding the individual needs of students. All teachers have been trained and receive regular reminders in the process for referring students to the team, which then connects the students with relevant supports ranging from academic and psychological testing, Learning and Support, welfare programs, connections to external services, counselling and attendance support. This holistic approach to students with additional needs minimises duplication and ensures the student is receiving the most relevant support for their unique needs. Similarly, staff are able to work collegially in the knowledge that they are not shouldering the task alone. Additionally, school programs are developed and implemented to address the needs of identified student groups, including Aboriginal and Torres Strait Islander students and gifted students. Our Aboriginal Education team oversees the development of PLPs for our Aboriginal and Torres Strait Islander students, as well as implementing the long-term project *Our Ways* – a contextually customised version of the 8 ways program. The school's analysis confirms that faculties have developed relevant processes for moderation of marking, particularly in senior years. This is seen in inter-school professional interaction and HSC-style corporate marking. The school has developed a clear, common assessment format that is used throughout the school to ensure students are confident in approaching assessments with an explicit understanding of what is expected. Extra-curricular opportunities, both in school and in alliance with other schools and organisations, cater to a broad variety of interests and are provided across the school, allowing students to explore and develop beyond the classroom. Our Creative and Performing Arts programs, Community of Schools Sports Coaching arrangements, Agriculture Show team, and various sporting teams are just a sample of the extra-curricular opportunities in the school.

The results of this process indicated that in the School Excellence Framework domain of Teaching, Moss Vale High School is **Sustaining and Growing overall**. In three of the four elements: Effective Classroom Practice, Learning and Development, and Professional Standards. The school is Delivering in Data Skills and Use. Practices that support effective classroom practice at Moss Vale High School include staff networking structures which are in place to review and revise teaching and learning programs in response to student feedback, the Sensational Seven school-wide literacy practices, Professional Development Plans and support for continuous review and improvement of practice. School-wide training in and implementation of the Sensational Seven strategies support an ongoing focus on proven literacy practices such as reviewing previous content and previewing future learning. The development of staff in utilising data is supported by the examination of external measures including NAPLAN and HSC data, and has been used to inform practices including the sustained use of Sensational 7, Kick Off with Reading, and ALARM for writing. Relevant data is regularly reviewed by school teams including the executive, Learning and Wellbeing, Aboriginal Education and the PBS team, as well as faculties. The Community of Schools Visible Learning program has continued to be utilised across all faculties in the form of clear Learning Intentions and Success Criteria for lessons and lesson sequences, framed within Moss Vale High School as "Active Learning". Positive Behaviour for Success provides a clear, positively-framed process for implementing classroom practice and for responding appropriately to poor behaviour, ensuring learning spaces with minimal disruption. 2017 saw the shift from school-level detentions for elevated poor behaviour to a PBS-based response – the Positive Behaviour Reflection. This involved a small group of teachers working with the referred students to reflect on their behaviour in the context of the school's PBS values and rules, followed by the writing of a letter intended to repair damaged relationships. The program has been well-received by staff, students and parents, with a significant drop in non-attendance and gradual drop in recidivism. The most important outcome has been contact between these students and the Learning & Support staff, who are able to respond to patterns of problematic behaviour with referrals to support. This, in addition to consistent executive support of consequences, ensures school-wide maintenance of standards. Learning and development is effectively supported through Professional Development Plans (PDPs) to ensure commitment to building capacity in staff and the development of quality teaching and learning within the school, which are clearly linked to the school's priorities stated in the School Plan. The Sentral Professional Learning calendar and Networking Report demonstrates the processes and commitment of the school in targeting identified needs for beginning and early-career teachers as well as experienced staff for effective professional learning and sharing of professional practice amongst colleagues.

The results of the self-assessment process indicated that in the School Excellence Framework domain of Leading, Moss Vale High School is **Sustaining & Growing overall** and in each of the four Elements within the Domain. Professional Development Plans clearly indicate the promotion of succession planning through mentoring key staff to take on roles of responsibility, such as Daily Organisation, timetabling, NAPLAN and exam organisation, the volunteering program and Transition. The executive planning process also supports the school's commitment to succession planning and building capacity within staff members to ensure effective organisation. All key team meeting minutes demonstrate a broad distribution of staff membership from all faculties, encompassing teachers with diverse experiences. The school has developed productive partnerships with external agencies such as the University of Wollongong and the In2Uni program, BDCU Alliance Bank and Bowral Co-op with trainee partnerships to support school programs and student learning outcomes, particularly in Agriculture. Feedback is regularly sought through the Tell Them From Me survey as well as through SurveyMonkey surveys created to understand views on issues specific to MVHS, including PBS, Kick Off With Reading, and the structure and delivery of school-based PD amongst others. The school plan is regularly updated with identified areas for improvements aligned to clear milestones as well as local and system priorities. A broad understanding of, and commitment to, the school's strategic directions in the school plan is seen in the alignment of these within staff PDPs, as well as the collaborative assessment of milestones which is undertaken regularly by the school's key teams. The successful implementation and ongoing commitment to high expectations for all students is demonstrated in the school's flourishing merit system and celebrations of student achievements in CAPA concerts, Merit

Assemblies, Year Meetings and Presentation Evenings. Staff, students, parents and the wider community are given opportunities to be engaged in the life of the school through the Parents and Citizens, Subject Selection evenings, PBS information and parent workshops on cyber safety.

Our self-assessment 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

### Our Positive Self

#### Purpose

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

#### Overall summary of progress

The school community achieved all the set milestones in Strategic Direction 1 – Our Positive Self. Our new students and all Year 7 students became actively engaged in the school's merit system. The school successfully linked our Positive Behaviour for Success (PBS) values to the key concepts of our Kick off with Reading text through our whole-school PBS lessons. The school also achieved its goal of increasing student leadership capacity through student delivery of PBS lessons, peer mediation training and SRC planning and organisation of key events, such as Close the Gap and formal assemblies.

The school's Community Liaison Officer has facilitated increased positive coverage of the school in our local media. Local media representatives are now a common feature at special events, such as the visit by Turia Pitt in Term One. The school is also widely promoted through the use of social media, such as Facebook and Twitter, creating highly positive feedback in the local community and our feeder schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in the number of students reaching the Green Award in the Merit System	Positive Behaviour for Success – \$15,000 Vivo Reward system – \$4,000	There was a greater than 5% increase in students achieving the second level of the merit system. The Vivo online rewards system continued to be an incentive for students to access the merit system.
10% increase in student leadership roles across the school.		Increased student leadership in our Student Representative Council and senior leadership team. Student feedback demonstrated a greater interest in taking on leadership roles at school.
Increased parent engagement at school events.	Monkey Survey membership – \$1,200	There was a significant increase in the parents engaging with Parent Teacher evenings and Year 6 information evenings. The role of the Community Liaison Officer has enhanced communication with our parents and broader community.

#### Next Steps

Our next steps with Strategic Direction 1 will be to refresh the title as 'Positive Performance for all' as part of the 2018–2020 School Plan. The school will continue to build on the positive school culture that sets the environment for quality teaching and learning. As part of this strategic direction, the Positive Behaviour for Success team will work with the How 2 Learn team in an effort to implement this whole school initiative that will support enhanced learning outcomes across the school. The school will ensure a significant amount of professional learning funds are provided in 2018 to enable a team to engage in the three day How 2 Learn workshop in Term One, and ongoing sessions across the year.

## Strategic Direction 2

### Quality Learning

#### Purpose

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

#### Overall summary of progress

The school made sound progress towards achieving the set milestones in Quality Learning. The most important progress was made in establishing a more effective whole school enrichment program. The school also met its milestones in relation to the continued development of a whole school learning culture through the successful networking days of Stage 4 teachers and the sharing of best practice. Strong connections were established between the school's Positive Behaviour for Success (PBS) program and the Kick off with Reading program. The school's executive made the decision to dismantle the Quality Learning team, and to have the executive and PBS teams oversee Quality Learning strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff using a range of appropriate student feedback strategies to improve quality learning. (Measured through Survey Monkey)	Networking funds – \$7,500	Stage 4 teachers engaged in successful networking workshops in order to share best practice and quality literacy strategies.
Stage 5/6 students instructed in the processes by which feedback can inform quality teaching. (Measured through Survey Monkey)	Learning & Support coordinator – \$20,000	The focus on visible learning enabled a whole school approach to ensuring quality feedback from teacher to student, student to teacher and student to students.
Enrichment program and policy established for Stage 4 students.		Enrichment roll calls were established in film making, vocal ensembles, school band, public speaking and debating.

#### Next Steps

The Strategic Direction 2 will become Leaders of Learning with an ongoing focus on quality teaching and learning. The next steps for the 2018–20 plan, will be to introduce the 16 Habits of Mind and the How2Learn framework, in an effort to support students learning. There will be an even greater emphasis on and broadening of the enrichment program in 2018.



## Strategic Direction 3

### Strong Partnerships

#### Purpose

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

#### Overall summary of progress

The school was on track in meeting the set milestones in sharing best practice in teaching strategies through faculty sharing at all whole school staff meetings. The Gundungurra Shield was held again Term 4, and successfully brought the Aboriginal community together with the school community. The day also consisted of a Positive Behaviour for Success lesson which focused on cultural awareness. Staff networking increased with a strong focus on collegial observations and mentoring those staff undertaking accreditation. All faculties successfully contributed to the developing enrichment program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collect qualitative and quantitative baseline data on student participation and leadership in community partnerships and volunteering.	Community Liaison Coordinator – \$28,000 Attendance Coordinator – \$9,000 Transition Program – \$4,000	The Community Liaison Officer successfully communicated all key events to the parents and broader community.  The Attendance Coordinator has maintained a consistent approach to addressing student attendance issues so that there is a regular communication with students, parents and the Learning & Wellbeing team. Attendance increased to over 90%.  The school's transition program was highly successful with student leaders assisting at local primary school events, full attendance at the Year 5 Taster Day and 25% increase in parent attendance at information evenings.
Alternate program community service partnerships established		Increased knowledge of school based apprenticeships and traineeships by local employers. Established the alternate program community service project. Students engaged with service clubs to enhance interview skills.

#### Next Steps

The next steps will see Strategic Direction 3 being renamed as Productive Partnerships for the 2018–2020 School Plan. There will be an even greater focus on strengthening the partnerships with our local Community of Schools. Student leaders will be targeted for leadership and mentoring opportunities at our feeder schools. Student leaders will also be encouraged to attend and contribute to key team meetings, such as the Positive Behaviour for Success team.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$21,520	<p>A dedicated staff member worked with students, family/carers, teachers and case workers to develop comprehensive Personalised Learning Plans, reflecting best practice. Outcomes for students included connection with external support services, referrals to career counselling, literacy and numeracy support, and connection to in-school mentors.</p> <p>The school organised a visit for students with Aboriginal and Torres Strait heritage to AIATSIS to research family history. For most students, this was their first experience of looking at their Aboriginal and Torres Strait ancestry.</p> <p>Continued support of Closing the Gap and NAIDOC Week.</p> <p>Maths tutoring priority for students with Aboriginal and/or Torres Strait background.</p>
<b>Low level adjustment for disability</b>	\$193,206	<p>School Learning Support Officers employed to assist with Learning and Support in classrooms across all KLAs and scholastic years. Teachers surveyed in relation to SLSO support in their classrooms stated that all students benefitted from their contributions to classroom learning. Engagement and achievement of students with disabilities in the classroom increased significantly when supported by SLSOs compared with those without equivalent support.</p> <p>Established Learning &amp; Wellbeing team, meeting fortnightly with regular communication to all teachers, ensured thorough support for students with disabilities. Referrals from all staff members addressed at meetings to ensure meaningful connection with relevant supports.</p> <p>Head Teacher Learning and Wellbeing appointed from RAM funding mid-2017 to support the continued success of this work.</p> <p>Counselling continued to be thoroughly supported at the school as a core component of interventions for students with disabilities.</p>
<b>Socio-economic background</b>	\$195,686	<p>Staff employed in dedicated positions of Attendance Coordinator, Community Liaison Coordinator, and Technology Support Officer.</p> <p>Our Community Liaison Coordinator has ensured that the school maintains a strong and positive profile in the community by regularly liaising with key stakeholders and the local media in order to highlight important school events, as well as communicating with parents and carers regarding opportunities to be involved at the school.</p> <p>The Attendance Coordinator has maintained</p>

<p><b>Socio-economic background</b></p>	<p>\$195,686</p>	<p>a consistent approach to addressing student attendance issues so that there is regular communication with students, parents and the Learning &amp; Wellbeing team. Attendance increased to over 90% in 2017, largely supported by this role.</p> <p>The Technology Support Officer maintains the school's technology, allowing access for all students to these resources.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$13,841</p>	<p>The school had five funded new teachers in 2017. All beginning teachers are provided with release time and mentoring. Support strategies were negotiated, including timetabled release time, planning days, professional learning opportunities and networking days.</p> <p>Head Teacher Teaching and Learning conducts an induction program for all beginning teachers. 100% of beginning teachers surveyed stated that they found the induction program useful and highly supportive.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	295	313	315	336
Girls	305	295	287	309

Enrolments continued their upward trajectory in 2017, with an increase of 42 students overall. In 2017, there were 89 Year 11 students and 77 Year 12 students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.3	93.9	92.9	92.1
8	92	90.8	90.6	92.9
9	87.9	91.6	87.2	90.5
10	84.7	86.9	89.3	86.8
11	89	88	85.5	89.8
12	88.8	90	88	89.4
All Years	89	90.3	89.1	90.3
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

In 2017 an Attendance Coordinator was employed from RAM Equity Funding to oversee school attendance and to liaise with staff, students, families and external agencies regarding student attendance. This focus on attendance saw the school return to over 90% overall attendance. The Attendance Coordinator continued to work the Learning and Wellbeing team to identify students requiring support and connect them with relevant and meaningful interventions.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	5	5	10
Employment	5	12	20
TAFE entry	2	10	33
University Entry	0	0	25
Other	0	0	2
Unknown	0	0	0

Students have transitioned out of school and into a variety of post-school destinations. Students leaving Years 10 and 11 have entered into TAFE courses including traineeships and apprenticeships. Students have also taken up opportunities offered by local employers in retail traineeships, auto, construction and hairdressing apprenticeships.

Year 12 students have taken up university places with 33 offers made to 15 students. Students have used VET qualifications to continue their study at TAFE in the Hospitality and Construction industries as well as places with private colleges in audio engineering, para-legal and business courses. There are students looking to study forensic psychology, dental nursing and teaching. Wollongong University was again a major destination for our students. However, students have also gone to Bond and Western Sydney for business and science courses.

### Year 12 students undertaking vocational or trade training

33% of our Year 12 students have moved into vocational or trade training. These opportunities include TAFE courses in auto, construction, landscaping and hospitality. Students have also taken positions with private colleges in the areas of audio engineering, drama and para-legal positions. These students have accessed fee help to assist with their course fees and will use the contacts in business that these colleges offer to secure employment at the completion of their studies.

### Year 12 students attaining HSC or equivalent vocational education qualification

77 students attained the HSC or equivalent education qualification. The cohort achieved 12 merit list Band 6 results (results in the top 10% of the state) across a number of subjects. The school moved up one hundred places in its ranking for the New South Wales Higher

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	39.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	1

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

All members of staff engaged in mandatory professional learning on staff development days, and during staff and faculty meetings. There are also key whole school teams that have been involved in professional learning to assist with the effectiveness of the teams, such as Aboriginal Education, Positive Behaviour for Success and the Learning and Wellbeing teams. Three beginning teachers attained their accreditation at the Proficient level in 2017. There was a significant focus throughout 2017 on the pre-2004 teachers and what it means for them in terms of maintenance of accreditation.

All teachers maintaining accreditation at Proficient, Highly Accomplished or Lead Teacher were informed that they must complete at least 100 hours of Professional Development in the maintenance period. For teachers maintaining at Proficient Teacher, the 100 hours of Professional Development requires a minimum of 50 hours of NESA Registered Professional Development. Teacher accreditation and maintenance of accreditation will continue to be a major focus of the school's professional learning 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>316,573</b>
Global funds	403,639
Tied funds	266,982
School & community sources	200,345
Interest	4,036
Trust receipts	22,642
Canteen	0
<b>Total Receipts</b>	<b>897,644</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	90,792
Excursions	27,432
Extracurricular dissections	84,295
Library	9,020
Training & Development	17,662
Tied Funds Payments	279,065
Short Term Relief	83,906
Administration & Office	81,009
Canteen Payments	0
Utilities	48,222
Maintenance	39,252
Trust Payments	23,761
Capital Programs	18,835
<b>Total Payments</b>	<b>803,250</b>
<b>Balance carried forward</b>	<b>410,967</b>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,062,267
Appropriation	878,903
Sale of Goods and Services	-490
Grants and Contributions	182,943
Gain and Loss	0
Other Revenue	0
Investment Income	911
<b>Expenses</b>	-718,517
Recurrent Expenses	-669,517
Employee Related	-302,579
Operating Expenses	-366,938
Capital Expenses	-49,000
Employee Related	0
Operating Expenses	-49,000
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	343,751
<b>Balance Carried Forward</b>	343,751

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.

A Finance Committee consisting of the Principal, Deputy Principal, School Administrative Manager, School Administrative Officer, Executive Teachers and a School Community representative meet regularly to monitor the school's financial position and determine future spending priorities.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	6,116,674
Base Per Capita	94,963
Base Location	7,851
Other Base	6,013,860
<b>Equity Total</b>	410,411
Equity Aboriginal	21,520
Equity Socio economic	195,686
Equity Language	0
Equity Disability	193,206
<b>Targeted Total</b>	963,727
<b>Other Total</b>	150,327
<b>Grand Total</b>	7,641,140

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

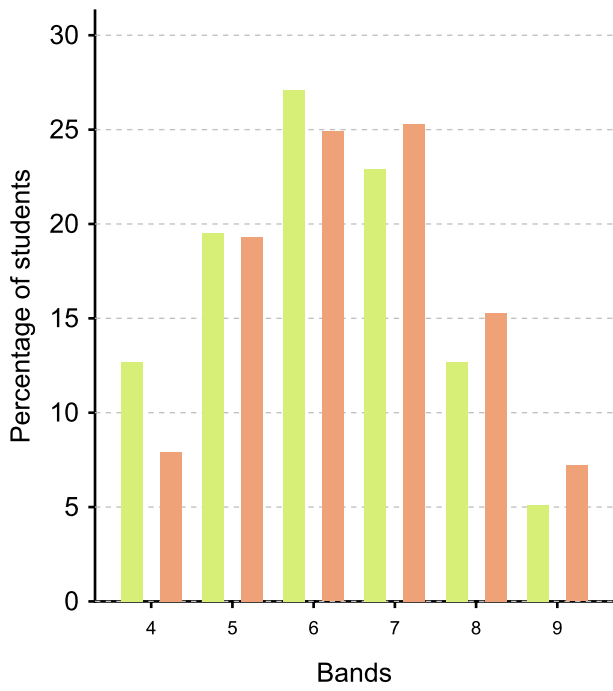
### NAPLAN

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.

Moss Vale High School continues to show growth in literacy and improvement in Reading, Writing, Spelling, Grammar and Punctuation. In support of our whole school reading and writing focus, students in the middle bands show consistent advances, with almost 50% showing greater than expected growth from Year 7 into Year 9.

This is evident for Year 9 in all areas of literacy measurement. In Reading, students outperformed the state average in Band 7 and made significant gains in Band 6 for Writing. Spelling results show above average outcomes in Bands 6, 7 and 8. Grammar and Punctuation is being successfully embedded within each Key Learning Area as reflected in more than 50% of our students achieving above state average results in Bands 7 and 8.

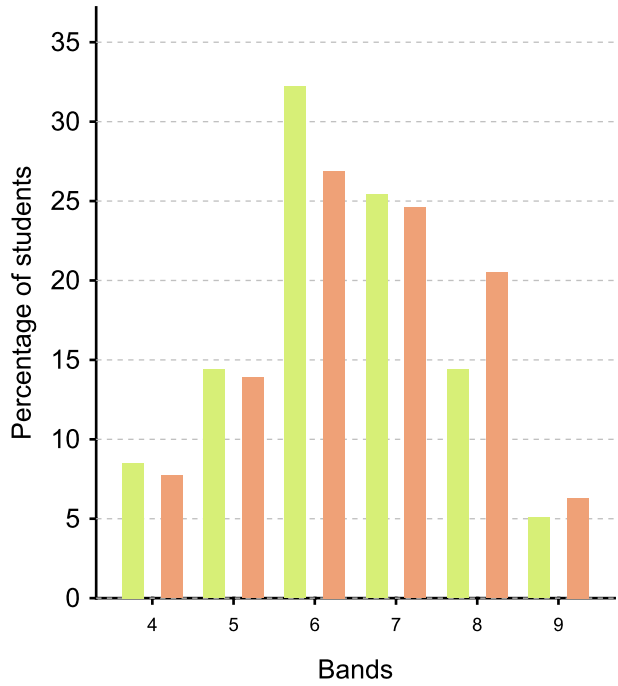
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	12.7	19.5	27.1	22.9	12.7	5.1
School avg 2015-2017	7.9	19.3	24.9	25.3	15.3	7.2

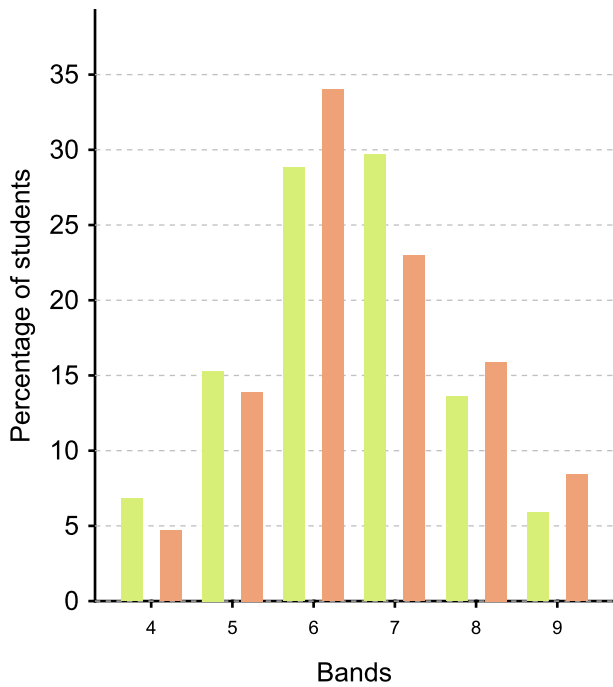
Band	4	5	6	7	8	9
Percentage of students	6.8	15.3	28.8	29.7	13.6	5.9
School avg 2015-2017	4.7	13.9	34.0	23.0	15.9	8.4

**Percentage in bands:**  
Year 7 Spelling



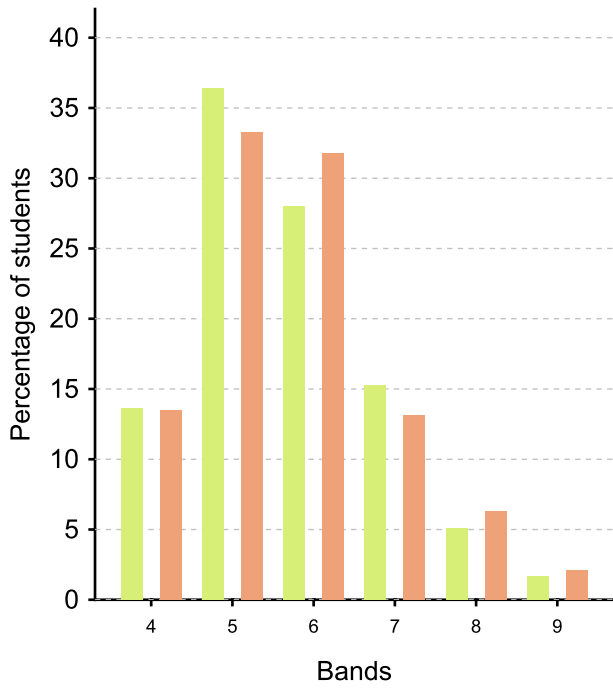
Band	4	5	6	7	8	9
Percentage of students	8.5	14.4	32.2	25.4	14.4	5.1
School avg 2015-2017	7.7	13.9	26.9	24.6	20.5	6.3

**Percentage in bands:**  
Year 7 Reading





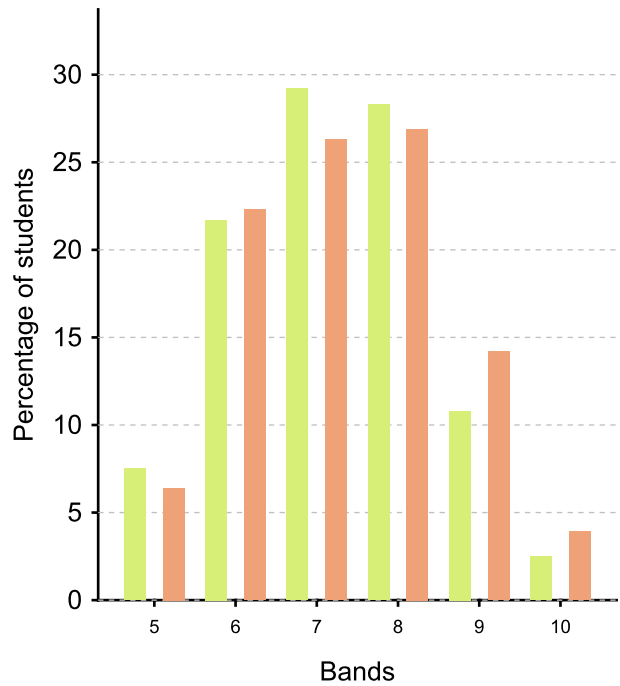
**Percentage in bands:  
Year 7 Writing**



Band	4	5	6	7	8	9
Percentage of students	13.6	36.4	28.0	15.3	5.1	1.7
School avg 2015-2017	13.5	33.3	31.8	13.1	6.3	2.1

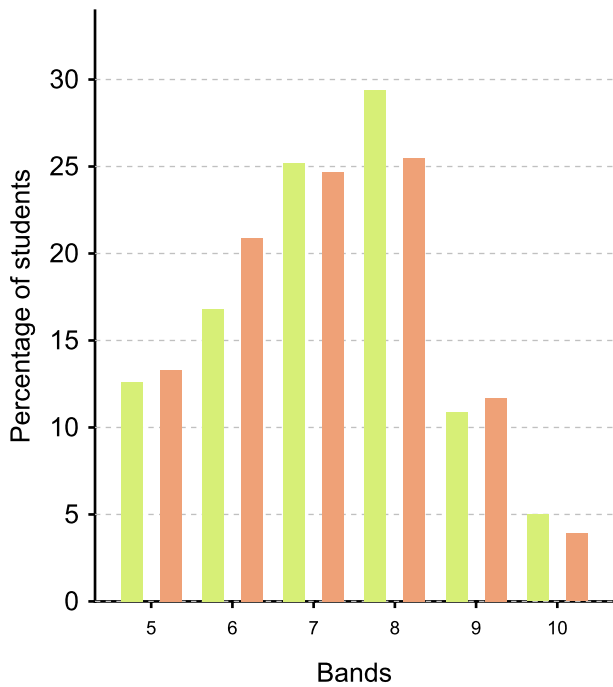
Band	5	6	7	8	9	10
Percentage of students	12.6	16.8	25.2	29.4	10.9	5.0
School avg 2015-2017	13.3	20.9	24.7	25.5	11.7	3.9

**Percentage in bands:  
Year 9 Reading**

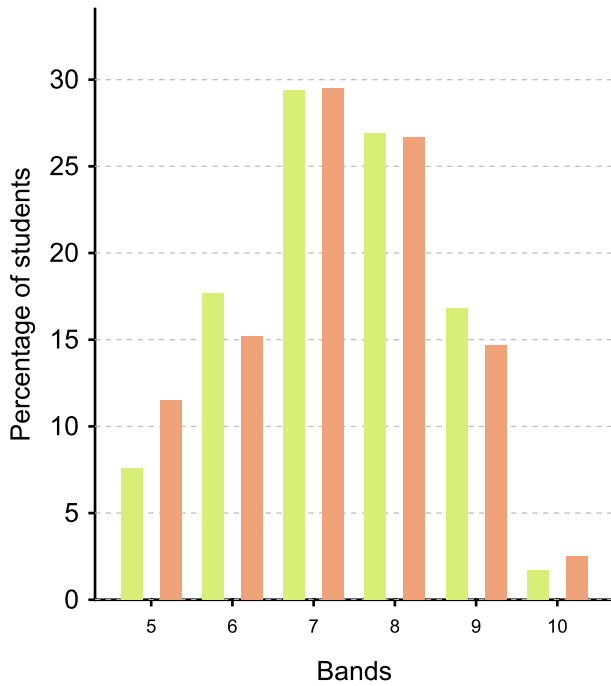


Band	5	6	7	8	9	10
Percentage of students	7.5	21.7	29.2	28.3	10.8	2.5
School avg 2015-2017	6.4	22.3	26.3	26.9	14.2	3.9

**Percentage in bands:  
Year 9 Grammar & Punctuation**



**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	28.6	26.9	18.5	19.3	4.2	2.5
School avg 2015-2017	28.2	26.7	21.8	17.8	3.8	1.6

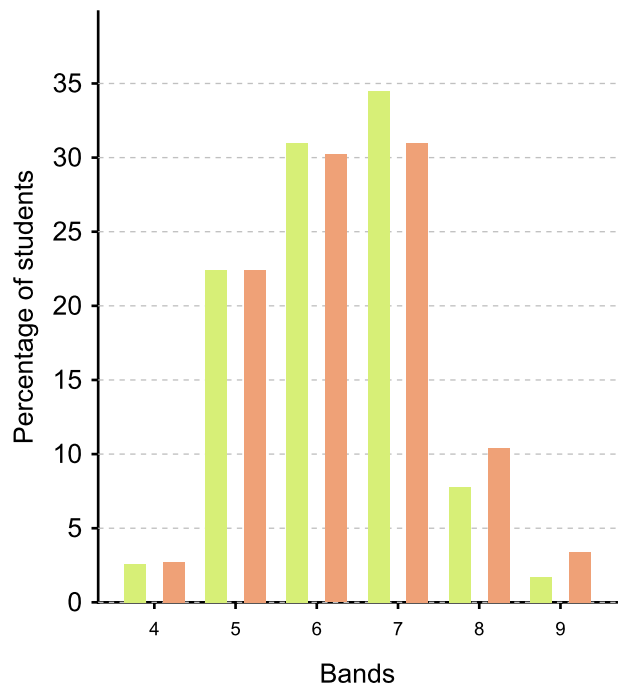
2017 NAPLAN numeracy results demonstrate an improved pattern of student achievement in Bands 6 and 7. Numeracy results continue to remain above state average in in all but the top two band levels across Year 7 and Year 9, however there is little progress in students achieving Bands 8 through 10, with school achievements in these bands below the state average in both cohorts.

Future learning improvements will focus on lifting student achievement above the state average in Bands 8 through 10 in Year 7 and 9. Enrichment activities, differentiated classroom learning and formative assessment activities will be a focus for 2018 Mathematics classes. Moss Vale High School will continue to adjust numeracy learning to meet the needs of students on an individual basis, with the goal to improve all student outcomes.



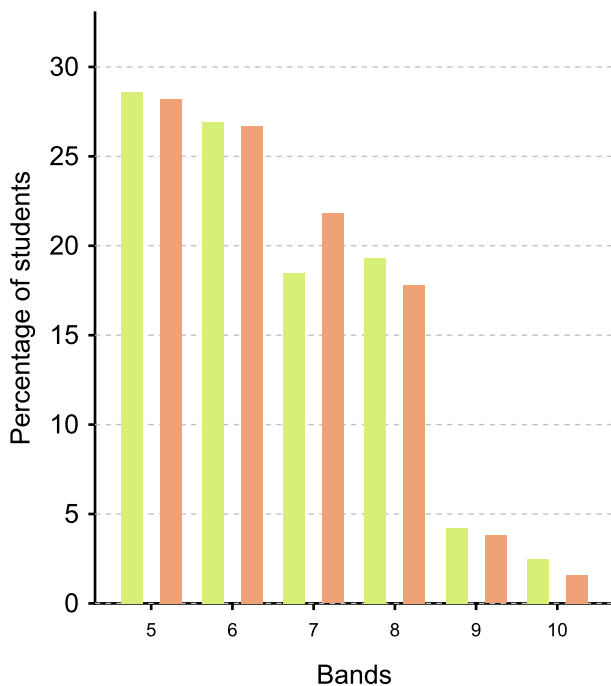
Band	5	6	7	8	9	10
Percentage of students	7.6	17.7	29.4	26.9	16.8	1.7
School avg 2015-2017	11.5	15.2	29.5	26.7	14.7	2.5

**Percentage in bands:**  
Year 7 Numeracy

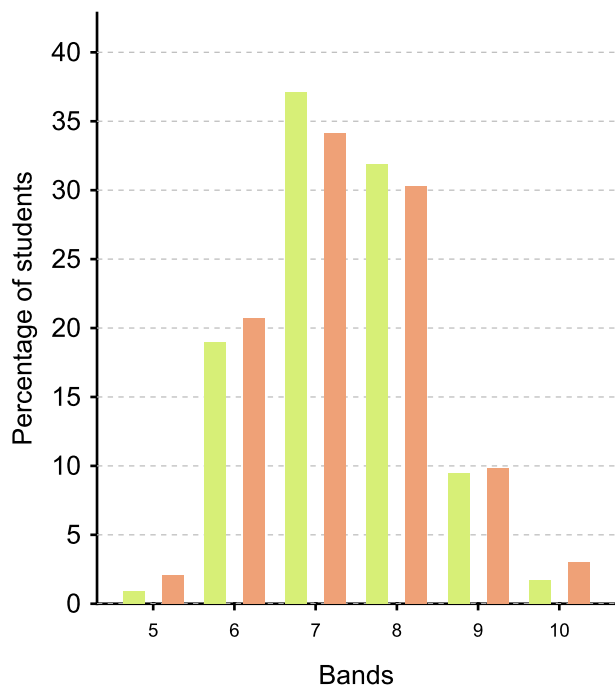


Band	4	5	6	7	8	9
Percentage of students	2.6	22.4	31.0	34.5	7.8	1.7
School avg 2015-2017	2.7	22.4	30.2	31.0	10.4	3.4

**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:  
Year 9 Numeracy**



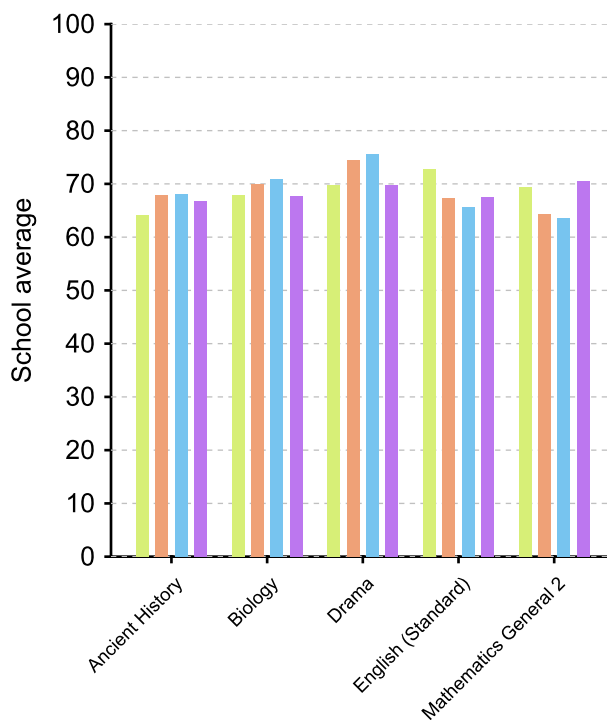
<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.9	19.0	37.1	31.9	9.5	1.7
School avg 2015-2017	2.1	20.7	34.1	30.3	9.8	3.0

Literacy and Numeracy achievement, it is believed that the school's results in this area will improve in future years.

**Higher School Certificate (HSC)**

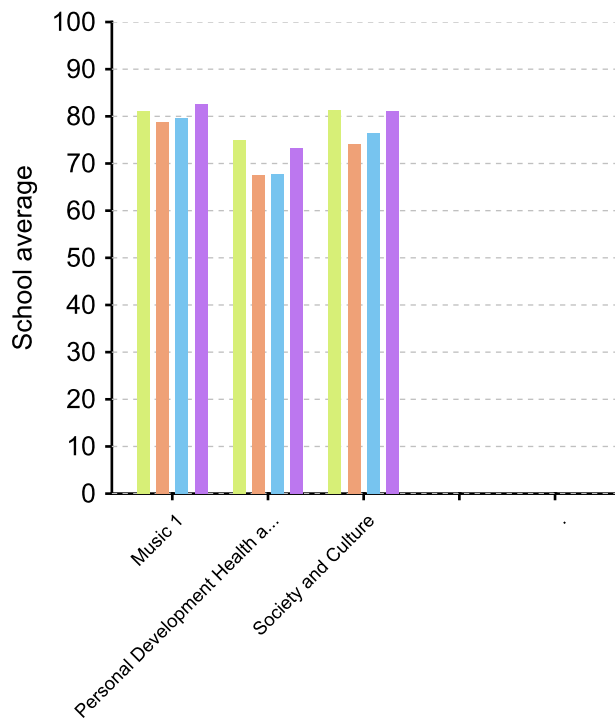
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



<span style="color: green;">■</span> School 2017	<span style="color: orange;">■</span> SSSG Average 2017
<span style="color: blue;">■</span> State Average 2017	<span style="color: purple;">■</span> School Average 2013-2017

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.

In 2017, the school had eight students in Year Seven and five students in Year Nine who identify as Aboriginal and/or Torres Strait Islander participate in National Assessment Program (Literacy and Numeracy). In Year Seven, none of these students secured results in the top two bands. In Year Nine, a top-two-band result was secured in each of Reading, Spelling, and Grammar & Punctuation. The small number of Aboriginal and/or Torres Strait Islander students at the school means that it is difficult to comment on trends in this data. However, Aboriginal and/or Torres Strait Islander students access thorough support in Literacy and Numeracy at the school, and this support is detailed in the students' Personalised Learning Pathways. This process was enhanced in 2017, involving an experienced Maths teacher conducting consultations with students, caregivers and relevant external agencies. In 2018, this support will be extended to include a close partnership between Moss Vale High School and the Australian Indigenous Mentoring Experience (AIME), which will see all Aboriginal and/or Torres Strait Islander students at the school engaging with university students to access tutoring in core subjects. With this increase of support for Aboriginal and/or Torres Strait Islander students'



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

- Agriculture (4.29)
- Business Studies (1.93)
- Dance (1.05)
- English (Standard) (2.96)
- Entertainment Industry (10.00)
- Human Services (2.65)
- IDT Examination (Web and Software Application) (5.92)
- Industrial Technology (6.06)
- Mathematics General (0.56)
- Mathematics (0.32)
- Personal Development, Health and Physical Education (3.76)
- Primary Industries (5.59)
- Senior Science (8.94)
- Society and Culture (4.08)

This is an increase of two subjects from last year.

## Parent/caregiver, student, teacher satisfaction

Surveys of teaching staff and administrative staff revealed overwhelmingly positive experiences in working at Moss Vale High School. In a survey of 49 teaching staff, 94% recognised the structures and processes in place at the school to support staff wellbeing. Over 98% reported feeling supported by senior executive in their role, with a similar number identifying feeling rewarded in their work at the school. Amongst administrative staff, all staff felt confident in

discussing issues with a supervisor or other senior staff member. Similarly, all felt supported by the senior executive in their role. Following both surveys, staff concerns and questions were addressed at appropriate staff meetings by the Principal and Deputy Principal in order to provide an open forum for discussion.

Two main student surveys were implemented for 2017: the Year 12 Exit Survey and a Student Satisfaction survey. The Year 12 Exit Survey was designed to gather data from Year 12s after completion of their HSC. Questions centred on student preparedness for exams, academic support network, and the influence of the Positive Behaviour for Success program during their high school careers. The students overwhelmingly responded that they had felt well prepared for their HSC, identifying teaching staff as the most important support in achieving this. Friends and the school Year Adviser were also named as key supports by many students. 2017's graduates were the first cohort to experience PBS throughout their time at MVHS, as it was introduced in late 2011. The students identified a range of changes they had witnessed as a result of the program, from more respectful staff/student relationships, and a cleaner school environment with less vandalism, to a more positive attitude to learning, improved uniform and attendance. The students could identify the central role of the PBS values of Safe, Respectful and Responsible. Overall, these were rated first in their importance to the success of PBS at the school, closely followed by our school Assemblies and extracurricular activities such as CAPA concerts, social justice campaigns and fundraising, and school carnivals.

The Student Satisfaction survey was administered to a range of students from Years 7 to 11, and was developed to reflect criteria in the School Excellence Framework. It revealed that 94% of surveyed students believe that teachers expect students to do their best at all times. This had the expected correlation to student effort, in which 92% of students try their best in class all the time or most of the time. Students reported engaging in a wide range of teaching and learning activities in the classroom, with students selecting between 4 and 6 strategies which are regularly used by their teachers in catering to a range of learning styles. In terms of behaviour, 97% of students agreed or strongly agreed that they clearly understood the school's expectations of their behaviour, demonstrating the high saturation level of our PBS program. 80% of students believed that if they did the wrong thing, they were given an opportunity to learn from their mistake. This lower result reflects the early stages of our implementation of the Positive Behaviour Reflection program, which is based on restorative justice practices. It is expected that this result will improve in future years. Students reported a strong level of connectedness at the school – all but one respondent could identify a staff member to whom they could speak if they needed support. Finally, the diverse extracurricular and enrichment offering at the school was reflected strongly in the survey, with 75% of students identifying at least one activity in which they participated. On average, students identified between 3 and 4 activities in which they were already participating, or in which they intended to participate.

## Policy requirements

### Aboriginal education

Moss Vale High School possesses a highly dedicated and active Aboriginal Education team that meets twice a term in order to ensure there is increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander (ATSI) people within the school community, and that the educational outcomes and wellbeing of our ATSI students continue to improve. In 2017 Moss Vale High School continued to implement the Our Ways, completing the Outdoor Learning Space and maintaining the school's website of learning resources supporting the program. The Closing the Gap day BBQ in March once again raised a significant amount of money for Oxfam's programs supporting Aboriginal and Torres Strait Islander students, as well as providing an opportunity for our ATSI students to plan and lead a major school event. In Term One, a dedicated staff member was employed over several days to implement our Personalised Learning Plans with student, family and staff consultation. This process resulted in the highest rate of family involvement MVHS has experienced. Our NAIDOC Day assembly included Aboriginal community members and parents, and the highlight of the assembly was a dance performance aligned with the NAIDOC week theme of Language. The school ran an excursion to AIATSIS in Canberra to provide our ATSI students with an introduction to the resources held there, along with the opportunity to begin understanding their personal histories. In Term Four our school community came together to celebrate and highlight the contributions of our Aboriginal culture with the Gundungurra Shield. The day involved story creations, art sculptures, bush tucker, traditional dance and sporting activities under the house totems. It has become a highlight in the school's calendar and a key aspect of the annual House Cup, providing leadership opportunities for senior Aboriginal students and for House Captains.

### Multicultural and anti-racism education

The Multicultural Education Policy and Anti-Racism Policy has continued to be supported at Moss Vale High School. An anti-racism (ARCO) officer has been trained through professional learning events and assists students and staff with issues relating to racism and discrimination. The school has engaged in a number of events to raise awareness and funds for global charities such as the One Girl Foundation that assists girls in Africa to receive an education. The highly-active Student Representative Council leads these social justice campaigns, ensuring high rates of student engagement. This is reinforced through links to our Positive Behaviour for Success program and the bi-term PBS lessons which often explicitly focus on the selected cause, ensuring a depth of understanding amongst students.

### Other school programs

### ***Kick Off with Reading***

Once again every student and staff member was given the same book to read as part of the Kick off with Reading program which is made possible through the generous support of the P & C Committee. This year's book came from a recommendation by Luke Vandenberg, Head Teacher PDHPE and what an inspirational choice it was.

The book documents Turia's horrific ordeal of being caught in a bush fire during an ultra-marathon run in the Kimberley region in 2011. Turia suffered catastrophic burns to over 65% of her body and has shown great courage and spirit in dealing with her ongoing road to recovery. In the years since the fire, she has undergone intense rehabilitation and hundreds of surgeries. Pitt's experiences have given her a unique view on the value of life and the importance of giving your best.

In addition to the lessons undertaken by students a fundraiser for Interplast, for which Turia is an ambassador and has raised over \$1 million, was held. Students and staff got into the spirit of a masquerade mufti which mirrored the fundraiser that was held by her home town of Ulladulla. Over \$1000 was raised and the school was able to present Turia Pitt with the funds when she came to speak to the school in May.

### ***Gratitude Attitude Awards***

As in 2016, the school embraced a theme for the year which related to our Kick Off with Reading book. In 2017, this was "Gratitude Attitude" and linked closely to the themes of Turia Pitt's book. Students and staff were encouraged to nominate someone in the school community for whom they were grateful, for whatever reason. The program received strong support with many hundreds of award certificates presented at assemblies, year meetings and staff meetings across the year.

### ***Positive Behaviour for Success***

Positive Behaviour for Success continued to be a core aspect of school life for MVHS. Each term, two PBS lessons are taught to the whole school. These lessons are an opportunity to explicitly teach students about social justice issues, school expectations and other identified whole-school concepts. The lessons are introduced by members of the PBS team in a whole-school assembly presentation, followed by a learning activity conducted in roll calls. Members of the Student Representative Council go to selected roll calls to support staff implementing the lessons. In 2017, lessons included resilience-building, goal-setting and practising a gratitude attitude in line with *Everything to Live For*, as well as learning about the Five Ways to Wellbeing.

### ***Five Ways to Wellbeing***

In 2017, MVHS became one of the first schools in the region to introduce Five Ways to Wellbeing, an evidence-based program supporting wellbeing and

mental health. This was a joint-project with the NSW Department of Health and the Wingecarribee Shire Council. Student focus-groups worked on a community information campaign including ads for the local cinema and postcards for distribution at medical centres and community organisations. The whole school participated in PBS lessons to learn about the five identified strategies in the program, and completed a tailored work-booklet to practice the tasks.

### ***Rewards Excursions***

Students who had achieved a certain level on the merit system were given three opportunities across the year to participate in merit excursions. In Semester One, students were taken to Macarthur Square for a movie and shopping experience. In Term 4, we again ran a movie and shopping excursion to Macarthur to see the film adaptation of *Wonder*, the Kick Off with Reading book from the previous year. Also in Term 4, an excursion to Luna Park was strongly support by merit students. These excursions saw hundreds of hard-working merit students recognised and celebrated for their efforts and achievements.