

# Moorebank High School

## Annual Report



2017



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## Introduction

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

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

Vally Grego

Principal

### School contact details

Moorebank High School

Bangalow Ave

Moorebank, 2170

[www.moorebank-h.schools.nsw.edu.au](http://www.moorebank-h.schools.nsw.edu.au)

[moorebank-h.School@det.nsw.edu.au](mailto:moorebank-h.School@det.nsw.edu.au)

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### Message from the Principal

Message from the Relieving Principal

It is my pleasure to present Moorebank High School's 2017 Annual Report. Literacy and numeracy results in 2017 were positive. The percentage of students in the top two bands in Year 7 and 9 numeracy significantly exceeded state averages, while the percentage of students in the top two bands for most aspects of literacy surpassed state averages.

Our students also achieved outstanding Higher School Certificate results. Students attained 101 band 6 results; 230 band 5 results; the school's exam mean was greater than the state mean in 19 subjects and the average results in all KLAs were greater than the state average. The school also achieved positive value-added data across all levels of student ability when comparing the relative state-wide position of students in Year 9 Naplan to their relative position in the Higher School Certificate.

School attendance rates continue to be strong and surpassed state averages. Additionally, our students successfully represented the school, the region and the state in a large number of extra-curricular activities involving sport, science, creative and performing arts, student leadership, vocational education and community service initiatives.

I thank all staff for their continued commitment and preparedness to rise to new challenges to support students in so many ways both within and outside the classroom. I also thank our Community Focus Group, our primary parent body in-lieu of a P&C, for the time and support they gave throughout the year. This included providing parent representation on merit selection panels and at important school community events; providing mentor support for the school model solar car team before and during state and national competitions; providing parent representation and support on the selective school placement panels and the out of area comprehensive student placement panels.

## School background

### School vision statement

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

### School context

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 school planning team, comprising executive and teaching staff, completed a self-assessment against the School Excellence Framework and progress of Moorebank High School 2015 – 2017 school plan. Outlined below is a summary of our analysis and synthesis with annotations to evidence that helped us determine a final assessment of each domain of the School Excellence Framework. The school leadership team have established and are driving a strong improvement agenda, grounded in evidence from research, performance data and feedback from all stakeholders to improve student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students and accompanying timelines.

### LEARNING

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

In this domain the school leadership team, as an on balance judgement against the School Excellence Framework has assessed our school as sustaining and growing.

The Wellbeing Policy at Moorebank High School is a working document. It focuses on both strategic direction 1 and 2 and through the professional learning of the Wellbeing Framework, staff are learning to implement a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The PBL initiatives, including the development and implementation of consistency grids and explicit lessons, utilise consultation procedures which demonstrate a whole school approach to wellbeing that has clearly

defined behavioural expectations. The development and implementation of consistency grids and explicit lessons aim to create learning environments that promote positive behaviour in order to support students' learning needs. Further growth is required in these areas. The Wellbeing Framework / policies need to be fully implemented and the PBL matrices need their success to be measured post implementation.

Collaboration and positive relationships with partner schools in the Moorebank Community of Schools (MCOS) have enhanced the provision of curriculum at both Moorebank High School and in our partner schools. This collaboration has included observations of STEM high school initiatives, high school students acting as peer leaders in creative and performing arts, and sports coaching students completing their mandatory work placement by leading sports programs at partner schools. MCOS needs to expand to encompass STEM. Student transition from primary school to Moorebank High School has been supported by the information gathered by members of the learning and support and wellbeing teams and executive in our partner schools. The introduction of a two week induction for year 7 enabled accurate classroom placements to address specific needs. Areas for enhancement include earlier transitioning for high risk students and sourcing more explicit information from the out of area primary schools.

Staff at Moorebank High School participate in the analysis and reporting of student performance data in NAPLAN and the Higher School Certificate. This analysis is used by faculties to produce reports which address ways to improve future learning outcomes for students. A Stage 6 Coach was employed to provide faculty support in the analysis of RAP data to monitor achievements and gaps in student learning to inform planning for particular students. Through staff analysis of NAPLAN results specific strategies are identified to target identified weaknesses. Future recommendations require procedures to be put in place for faculties to track internal data.

One fifth of the student body is engaged in leadership opportunities. This includes the planning and organisation of events such as senior morning musters, harmony day, R U OK day, festival day, leadership celebration assembly, mufti days and fundraisers. Such events allow students to liaise with staff and other leadership groups (cross leadership), report on event success and evaluate the success of each event through leadership reporting, creating extra-curricular learning opportunities which are significant and support student development. A future focus for the leadership groups includes the involvement of the junior years in leadership and targeted initiatives during junior muster.

## **TEACHING**

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

In this domain the School Leadership Team, as an on balance judgement against the School Excellence Framework has assessed our School as sustaining and growing.

The Collegial Support Policy has embedded procedures for conducting observations of classroom teachers to provide systematic and ongoing feedback to teachers. The policy also outlines the way professional development can be undertaken and how professional learning hubs will be run in the school to provide teacher professional learning. The hubs follow an action learning cycle to develop skills and or knowledge that teachers put into practice in the classroom and then evaluate the effectiveness of the skills implemented. Staff evaluations of the hubs indicate these to be a valuable form of teacher professional learning where staff actively share learning from targeted professional development with others.

There is a particular focus on instructional leadership, promoting and modeling effective, evidence based practice through the school's Teaching and Learning Policy. The measurement of the impact of WALT (learning intentions), WILF (success criteria) and the feedback bridge make evident that most teachers in the school are providing explicit, specific and timely formative feedback to students on how to improve.

Use of data at faculty level and systems level is routine at the school whereby teachers analyse and use student assessment data to understand the learning needs of students. An area for further development is the use of class data by individual teachers and the tracking of student cohorts across time. Furthermore, the literacy and numeracy committees will need to focus on the specific skills required for the new HSC standards.

Whilst teacher feedback after TPL is analysed, future directions include improved monitoring or evaluation of the impact of the professional learning in the classroom and embedding this into the teaching and learning and collegial support policies.

Executive in the school have undertaken growth coaching training and processes are in place to provide formal

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

Cross faculty groups completed training as part of the South Western Sydney STEM Academy run by Sydney University. All staff participating graduated from the program. Moorebank High School successfully ran STEM programs in 2017 including the solar car challenge and a program of mixed STEM projects in the third trimester. This represented a significant development in cross faculty program development and delivery. Future directions include integrating STEM content into programs across several faculties with the inclusion of our MCOS partners.

## **LEADING**

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

In this domain the school leadership team, as an on balance judgement against the Excellence framework has assessed our school as sustaining and growing.

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

Longer-term financial planning is integrated with school planning and implementation. Focusing on later years students with the employment of a 0.4 Stage 6 Coach, the school has incorporated the position in a substantive role statement. In 2017 the Stage 6 Coach allocation was increased to 0.8. The school also uses current staffing allocations for the employment of a 0.4 transition adviser. The transition adviser has developed strong links to establish opportunities for students. Students access group training organisations, employment pathways, work experience with a high success rate for students transitioning into the workforce. The Stage 6 coach provides ongoing support for HSC students and staff in assessment, time management, goal setting and areas for improvement.

There are opportunities for the community to provide constructive feedback on school practices and procedures, the Moorebank High School Community Focus Group (MHSCFG) is a key driving force on policy and procedure development in the school. Workshops are scheduled with the group to review data, provide feedback, and endorse policies and procedures. This is outlined in the MHSCFG charter. Parent surveys, transition program / information evenings, school email, SMS, skoolbag app, facebook, newsletters and website systems are the school's main delivery service to communicate with the entire parent community. These communication systems not only inform parents but offer opportunities for constructive feedback. Further improvement is required in parents and the local community promoting communication and initiatives and this needs to be addressed at the MHSCFG via the results from the 2017 parent telephone survey. The survey also needs to be further developed as the parent TTFM survey has proven not to engage parent feedback.

## **FUTURE DIRECTIONS AND RECOMMENDATIONS**

### **LEARNING**

- Wellbeing focus on building resilience and anger management
- PBL/L2L to encompass wellbeing i.e. caring for students and individual learning needs. This should be across all L2L including Leadership groups– L2L teachers mentoring students on achievements and setting learning goals– PBL data to be revisited post consistency grid implementation
- Strong focus on junior students to engage in leadership and building positive relationships
- Focus on Premier's Priorities – literacy / numeracy / ATSI. Literacy and numeracy committees alongside the learning and support team to focus on Year 9 students who have not met band 8 to prepare for HSC minimum standards.



- Take ownership on identification, preparation, support
- communication to parents
- identify skills required and with support from Stage 6 Coach address year 10–12 programs

## TEACHING

- Embedding professional learning and Teaching and Learning Policy into the classroom and monitoring. Emphasis on effective classroom practice and formative assessment.
- Full implementation of ALARM across all KLAs
- Using data in teaching. Once data is analysed how do we change our teaching practice? How is this monitored and evaluated?
- Rewriting of reporting policy
- Review and update Collegial Support Policy

## LEADING

- Evaluate impact of Professional Learning and ensuring PDPs are valued
- PL hubs to have leaders to drive learning focus
- Annual report a collaborative process
- System administration evaluated and SENTRAL fully implemented
- Promote parent engagement

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

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

### Purpose

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

### Overall summary of progress

Staff development has had a strong focus on implementing the key findings from the DoE 'What Works Best' document, especially the use of learning intentions and success criteria which was implemented across year groups and KLAs in 2017. The literacy and numeracy teams continue to focus on detailed analysis of data. Identified students are provided with one hour a week of peer tutor reading or numeracy. The Wellbeing Team has focused on building resilience through our dedicated pastoral care program and on targeted interventions for students with poor attendance. TTFM data and strong school attendance rates are an indication of the success of these initiatives.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Social and Emotional Outcomes indicators from the TTFM survey for students in Years 7 – 9 meet or exceed NSW norms.	\$7,000 PBL	<p>The Social Engagement indicators from the TTFM survey include:</p> <ul style="list-style-type: none"><li>• A high rate of participation in school sport. In the 2017 survey, the school mean exceeded the NSW norm, with significant improvement in the participation of Year 9 students from 2016.</li><li>• A high rate of participation in extracurricular activities. In the 2017 survey students were equal to or above the NSW norm in Year 9. Overall this is equal to 2016 data.</li><li>• Students have a positive sense of belonging at Moorebank High School. In the 2017 survey students exceeded the NSW norm for this indicator in Years 7. Overall this is equal to 2016 data.</li></ul> <p>The Institutional Engagement indicators from the TTFM survey include:</p> <ul style="list-style-type: none"><li>• Students that value schooling outcomes. In the 2017 survey students were below the norm in all year groups. Overall this was a slight decline on 2016 data.</li><li>• Students that regularly truant. The school truancy rate was on par with the NSW norm. This data was similar to the data in 2016 and 2015.</li><li>• Students with positive homework behaviours. In the 2017 survey the school mean exceeded the NSW norm for this indicator. Overall this is similar to the 2016 data.</li></ul>
70% of all Year 9 students meet	\$7,000 Literacy	This improvement was achieved in numeracy and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
or exceed expected growth in NAPLAN reading, writing and numeracy.		not achieved in literacy. In reading, 58.4% of students met or exceeded expected growth (below 2016 data, which was 62%). In numeracy, 72% of students met or exceeded expected growth. In writing, 58.6% of students met or exceeded expected growth. Whilst the target of 70% was not met, the average school scaled growth score was above the state average growth in both reading and numeracy.
Analysis of the TTFM survey, to reflect on areas of success and investigate areas for future concern	\$7, 000 MCOS	<p>The following areas of success were identified in the TTFM survey. Students with positive behaviour at school</p> <ul style="list-style-type: none"> <li>• 91% in Year 7</li> <li>• 78% in Year 8</li> <li>• 89% in Year 9</li> <li>• State norm is 87%</li> </ul> <p>This indicates the success of the implementation of Positive Behaviour for Learning and ongoing strategies employed by the PBL Team.</p> <p>The following was an area for concern in 2016 TTFM data. Student participation in extra-curricular activities.</p> <ul style="list-style-type: none"> <li>• 12% in Year 7 – 2% increase.</li> <li>• 16% in Year 8 – 2% increase.</li> <li>• 24% in Year 9 – 10% increase.</li> <li>• State norm is 25%</li> </ul> <p>This indicates the success of strategies utilised by leadership groups to encourage recruitment of junior students.</p> <p>The following area of concern was identified in the TTFM survey. Students that value schooling outcomes.</p> <ul style="list-style-type: none"> <li>• 88% in Year 7</li> <li>• 66% in Year 8</li> <li>• 60% in Year 9</li> <li>• State norm is 72%</li> </ul>
Survey data from parents of students in Years 7 – 9 indicates on average (from the 20 survey questions) that 80% of parents agree or strongly agree.		<p>The following percentage of parents surveyed indicated school-parent support strategies were valuable.</p> <ul style="list-style-type: none"> <li>• 80% of Year 7 parents</li> <li>• 78% of Year 8 parents</li> <li>• 74% of Year 9 parents.</li> </ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data from parents of students in Years 7 – 9 indicates on average (from the 20 survey questions) that 80% of parents agree or strongly agree.		Therefore we met the target for Year 7 and did not meet the target for Year 8 and 9.

## Next Steps

- Wellbeing Team to finalise wellbeing policy, support documents and associated staff professional learning
- Senior Executive to review Student Management Plan in consultation with all stakeholders
- MCOS develop initiatives to support middle years learners.
- Literacy team provide ongoing professional learning to staff.
- ATSI committee engage with parents, students and staff to support ASTI students in developing PLPs with a strong focus on academic and leadership opportunities.



## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
State average or higher HSC value-added data for lower, middle and higher performing students.	Stage 6 Coach \$40,000  KLA support for new HSC syllabus implementation \$40,000	This improvement measure was achieved in all three areas. Higher performing students had average positive value added of 0.09; middle performing average positive value added was 0.61; lower performing were at state average of 0.00.
Quality feedback and differentiated teaching and learning are driven by effective evidence collection including students' perspectives of learning.	Planning and development for a Teaching and Learning Policy \$4,000	All year 12 students are interviewed after they have finished the HSC examination. More than 90% of respondents indicated that their teachers were the most positive aspect of their time at MHS. Outstanding HSC results in 2017 across all ability levels indicate the success of the quality feedback and differentiation occurring across the school.
Social and Emotional Outcomes indicators from the TTFM survey for students in Years 10 – 12 meet or exceed NSW norms. Average of 80%	Planning and development for a Wellbeing Policy \$4,000	Ten of the fifteen Social and Emotional Outcomes from the TTFM survey met or exceeded NSW norms. This was short of the 12 needed to achieve 80%. Participation in school sports is unlikely to reach state norms as students in Years 11 and 12 at MHS do not participate in Tuesday school sport. Not meeting state norms in the aspect of 'intellectual engagement' shows the need for the school to further develop teacher skills in the area of direct instruction / explicit teaching.
Analysis of the TTFM survey, to reflect on areas of success and investigate areas for future concern.	Positive Behaviour for Learning (PBL) Coordinator \$7,000.	Ten of the fifteen Social and Emotional Outcomes from the TTFM survey met or exceeded NSW norms. This was short of the 12 needed to achieve 80%. Participation in school sports is unlikely to reach state norms as students in Years 11 and 12 at MHS do not participate in Tuesday school sport. Not meeting state norms in the aspect of 'intellectual engagement' shows the need for the school to further develop teacher skills in the area of direct instruction / explicit teaching.
Survey data from parents of		Eighty per cent of parents agreed or strongly

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students in Years 10 – 12 indicates on average (from the 20 survey questions) that 80% of parents agree or strongly agree.		agreed on 13 of the 20 survey questions. This increases to 18 out of 20 if the 'don't know' responses are ignored. So many 'don't know' responses suggest the school needs to improve its communication to parents in certain areas. The question of most concern involved the school informing parents about any major changes it is considering and asks for their ideas about it.

## Next Steps

- Implement an evidence based change to whole school practices as part of a planned approach to student wellbeing.
- Update / write the school's teacher reporting & teacher assessment policies.
- Create a process for the monitoring, evaluation & improvement of all teaching & learning programs.
- The establishment of a whole school approach to ensure the most effective evidence – based teaching methods in optimising learning progress for all students, across a full range of abilities
- Development of a structure to address literacy & numeracy needs for students at all levels.



### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff wellbeing survey developed or sourced annually shows sustained improvements in areas targeted by Staff Wellbeing Team for support.	\$5000	School Development Day 3 focused on staff wellbeing. A presentation by a guest speaker from WSU titled 'Work Life Blur' was found to be very useful by 27% of staff. Many staff commented that the presentation failed to clearly target the areas intended by the speaker. Ninety-six per cent of the staff indicated that the training led by their colleagues was highly rewarding and would like this component included in future PD days.
20% of staff taking on leadership roles.	\$5000 (Growth Coaching)	63% of staff took on leadership roles which included nine student leadership groups, seven staff professional learning hubs, six whole school teams, six year advisers and ten growth coaches.
The eight drivers of student learning from the 'Focus on Learning' Teacher Survey rating is 7.5 or better		This survey was not completed in 2017.
Quality Teaching Staff Survey indicates that staff regularly using a variety of multimedia resources to engage students and is corroborated by the student Quality Learning Environment Survey.		The results of the survey indicate that 78.9% of staff regularly use a variety of multimedia resources to engage students.

#### Next Steps

- Staff Wellbeing Team collects and analyses data related to staff wellbeing that is used to coordinate staff wellbeing initiatives.
- Collegial Support Team members provide professional learning and support to all staff at various levels of their careers from pre-service to aspiring.
- Collegial Support Team establish P&D processes, collaborative PL structures and PL registration opportunities.
- All staff members engage in P&D processes, with aspiring staff supported to attain higher levels of accreditation

- Technology committee responsible for the full use and implementation of the SENTRAL platform.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13,692	<p>All the Aboriginal students at Moorebank High School have individual learning plans. These have been developed by the Aboriginal Committee team members, the students and parents. The students listed a range of educational goals and areas where they needed assistance. All teachers at Moorebank High School have access to the learning plans. NAPLAN results were then looked at to see any areas of improvement or areas that needed attention.</p> <p>Teachers continued their Professional Learning in the 8 ways of learning. In Term 1 and Term 2 staff participated in activities to up-skill their knowledge of these pedagogical practices. This allowed staff to better cater to the needs of all students in their learning.</p>
<b>English language proficiency</b>	\$131, 106	Additional support was provided to targeted EAL students through the provision of team teaching to support students' English language learning needs.
<b>Low level adjustment for disability</b>	\$186, 400	Employment of 2.6 extra SLSOs to target literacy and numeracy strategies for identified students. Year 7 and 8 students were tested and identified to receive one hour per week of peer tutor reading or peer tutor numeracy.
<b>Socio-economic background</b>	\$201, 791	<p>100% of Year 12 students completed a Personal Learning Plan (PLP) after their half yearly examinations. 100% of students were then given a study timetable proforma to complete regarding home studies. Students were given access to online study skills resources and a 'Surviving the HSC' planner book to assist with organisation and study patterns. Students were assisted during study periods with assessments, assignments and the deconstruction of questions in the Library. Feedback from students was positive.</p> <p>Additionally, 100% of Year 11 students were interviewed at the beginning of Term 4, 2017 and given study timetable proformas and access to the online study skills resources. This assisted students in their first term of their HSC studies.</p>
<b>Support for beginning teachers</b>	\$4, 081	In 2017 Moorebank High School had eight early careers teachers working towards accreditation. The school has an induction program for all new teachers to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers in gaining accreditation. In 2017 four members of staff completed their accreditation at Proficient level.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	600	612	590	592
Girls	428	440	435	445

The school's student population was maintained at over 1000 in 2017. There is little variance in student numbers from year to year. Two per cent of the school were indigenous students, which has been consistent for several years. 70.2% of the school were students from a language background other than English (up 4% from 2016).

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.5	93.8	94.3	95
8	94.2	92.8	91.9	92.7
9	93.4	92.8	92.4	91.9
10	90.5	92.2	91.4	91.3
11	91.6	88.9	91.3	91.1
12	89.8	90.8	92.7	92.3
All Years	92.5	91.9	92.3	92.3
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

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

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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	0.5	1.1	5
TAFE entry	2.7	2.2	8
University Entry	0	0	67
Other	0	1.1	5
Unknown	0	0	10

With the raised school leaving age becoming more familiar with students, parents and teachers there has been an increase in the number of students seeking Later Years Transition support. Evidence has shown 22 students from years 10, 11 and 12 transitioned into vocational study, employment, apprenticeship or traineeship in 2017, an increase from 21 students in 2016.

59% of these students were successful in obtaining an apprenticeship in trades such as Carpentry, Plumbing, Beauty Services and Horticulture. 18% gained entry into TAFE and 1% were successful in gaining full time employment. There was also an increase of 2% of students taking up offers through Private Colleges in areas such as Vocational Training and Fitness.

In 2017, one hundred and forty-seven students sat for the Higher School Certificate examinations. Of these students 67% were offered places at a university, with a focus on degrees such as Engineering, Law, Business, Teaching, Communications, Mathematics and Medical science. There was a significant increase in students obtaining a place in Advanced Science, Medicine, and Media and Journalism degrees. Most students received offers from the University of Western Sydney and University of Sydney, whilst there was a small increase in students obtaining offers from the University of Technology Sydney and the University of New South Wales.

In comparison to 2016, there has been a slight decrease in students gaining university offers and offers to attend Private Colleges. There has been a genuine increase in students obtaining apprenticeships

in trades such as Plumbing, Electrical and Construction fields. There has also been a steady rate 3.5% in students seeking employment from comparative years.

### Year 12 students undertaking vocational or trade training

In 2017, 32% of Year 11 and 24% of Year 12 students chose to study one or more VET subjects. Students had a choice of VET Hospitality, Construction or Sports Coaching.

Students study these VET courses within the school and they continue to be very successful in both theory and practical applications. Additionally, 4% of students undertook external vocational education and training through TVET courses and school based apprenticeships at TAFE whilst still enrolled at Moorebank High School. This included courses ranging from Business Services to Electro-technology. Rotary Youth Vocation Awards went to Serena Nian for Hospitality, Cayla Fitzgerald for Sports Coaching and Jake Hewetson for Construction. Prayash Narayan was also the recipient of a Regional Vocation Education Award for Construction.

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

In 2017, one hundred and forty-eight students sat for the Higher School Certificate examinations. One hundred and forty four of them were awarded a Higher School Certificate.

In 2017, of the 24% of Year 12 students who completed a VET course as part of their HSC, all students were successful in gaining a vocational educational qualification, either as a statement of attainment or as a completed certificate two qualification. The following results were obtained by those students who sat the optional HSC examinations;

- One hundred per cent of students in Business Services Examination achieved a Band 5 or higher compared to 31% across the state.

- Forty-six per cent of students in Hospitality Examination achieved a result in the top two bands compared with 28% across the state.

We also had students complete student based apprenticeships in a range of areas such as carpentry, retail, sport and electro-technology.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	50.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	12.17
Other Positions	1

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

### Professional learning and teacher accreditation

In 2017 Moorebank High School staff undertook both school based and external professional learning. Eleven members of the Executive team completed professional learning in Growth Coaching. Staff participated in professional learning in the ALARM framework and in Gifted and Talented education. Staff were scaffolded in the setting of strategic goals through participation in professional learning workshops delivered at school.

In 2017 Moorebank High School had nine early careers teachers working towards accreditation (three who were temporary). The school has an induction program for all new teachers to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers

in gaining accreditation. In 2017 three members of staff completed their accreditation at Proficient level.

## 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	\$
<b>Balance brought forward</b>	<b>1,309,463</b>
Global funds	360,888
Tied funds	413,450
School & community sources	340,999
Interest	25,359
Trust receipts	2,146
Canteen	185,427
Total Receipts	1,328,270
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	86,919
Excursions	89,598
Extracurricular dissections	79,139
Library	9,395
Training & Development	1,380
Tied Funds Payments	290,245
Short Term Relief	87,517
Administration & Office	343,942
Canteen Payments	156,707
Utilities	80,770
Maintenance	82,249
Trust Payments	1,799
Capital Programs	325,627
Total Payments	1,635,288
<b>Balance carried forward</b>	<b>1,002,444</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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,001,454
Appropriation	1,591,983
Sale of Goods and Services	163,113
Grants and Contributions	222,886
Gain and Loss	0
Other Revenue	21,575
Investment Income	1,898
<b>Expenses</b>	-867,875
Recurrent Expenses	-867,875
Employee Related	-357,200
Operating Expenses	-510,675
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,133,579
<b>Balance Carried Forward</b>	1,133,579

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.

- Allocation of faculty budgets at Moorebank High School occurred through an application at the end of the 2016 financial year. Faculty HTs itemised funding based on teaching resources, consumables and minor equipment, putting proposals forward for supplies and cost. Members of the finance committee then met to determine the 2017 budgets.
- The SAM communicated budgets for 2017 to all HTs and committees and periodically updated the executive staff regarding budgeting figures and fees.

- Standard ordering of supplies went through a designated SASS member, utilising the school claim and purchase forms. These were then signed off on by the principal. As LMBR was phased in members of the senior executive and the SAM were upskilled in the use of p-cards. These were used for some purchases in the later half of 2017.

- Money for excursions is taken through cash and eftpos in the front office. Over the phone credit card payments could also be made as long as a student has submitted a permission note. As LMBR was phased into Moorebank High School, payment for fees and excursions could also take place utilising an online platform.

- At the end of 2017 the eFPT was used for future planning in line with department policy.

- High expenditure: Money was placed aside for the purchase and construction costs of a COLA which included a PA system.

## 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>	8,800,788
Base Per Capita	156,616
Base Location	0
Other Base	8,644,171
<b>Equity Total</b>	533,051
Equity Aboriginal	13,692
Equity Socio economic	201,791
Equity Language	131,106
Equity Disability	186,461
<b>Targeted Total</b>	28,010
<b>Other Total</b>	147,871
<b>Grand Total</b>	9,509,719

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.

- Thirty-four percent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for writing compared with 19% in the state.

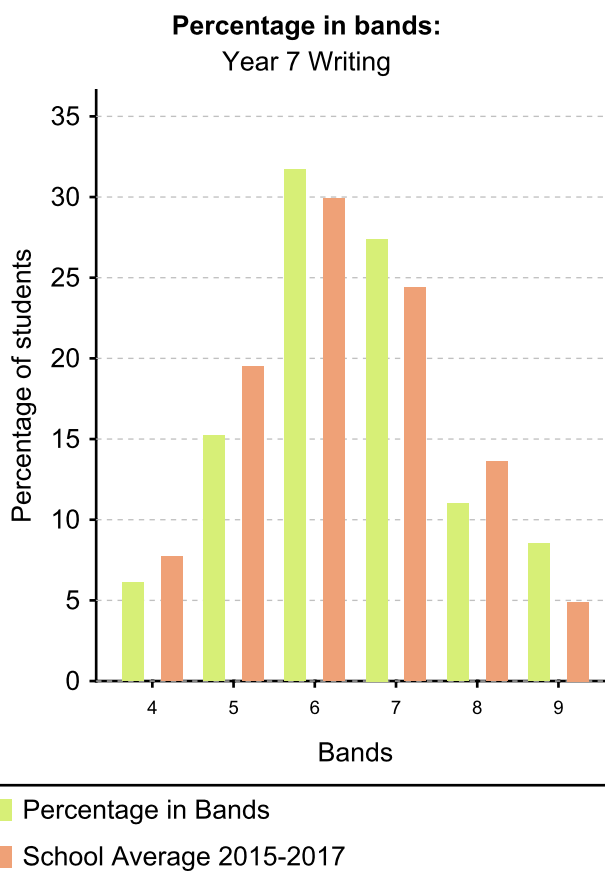
- Forty-eight per cent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for spelling compared with 41% for the state.

- Thirty-four per cent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for grammar and punctuation compared with 30% for the state.

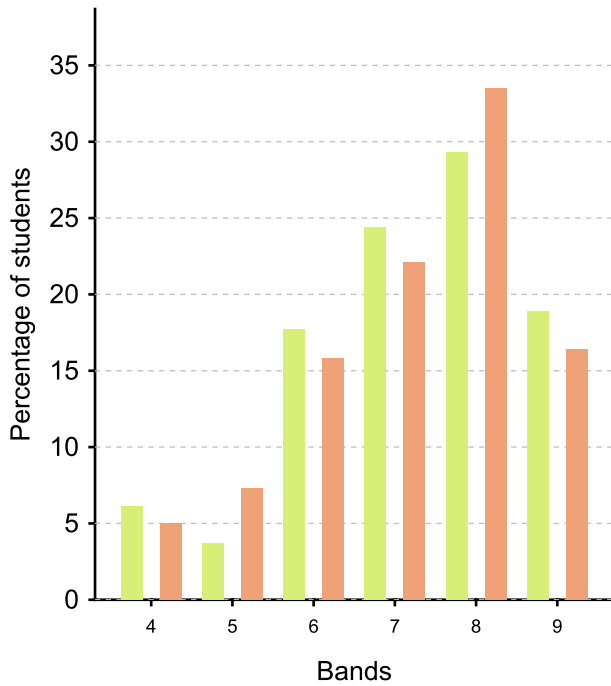
- The average growth for year 7 students in reading from Year 5 2014 was 50.5 compared with 46.3 across the state.

- Nineteen per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for writing compared with 13% for the state.

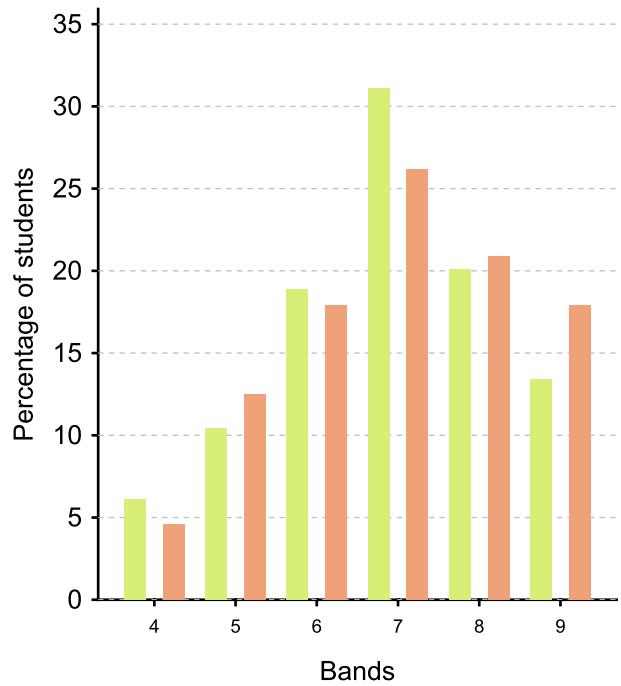
- The average growth for Year 9 students in their reading performance from Year 7 2015 was 43.6. compared with 38.6 across the state.



**Percentage in bands:**  
Year 7 Spelling



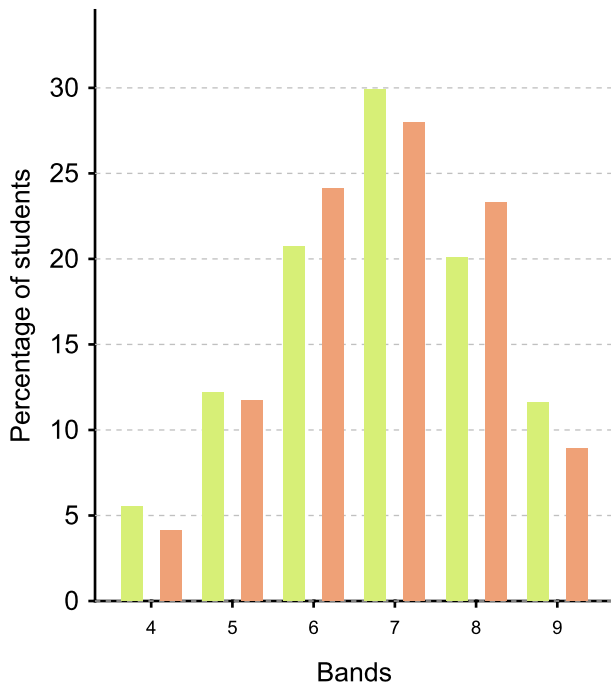
**Percentage in bands:**  
Year 7 Grammar & Punctuation



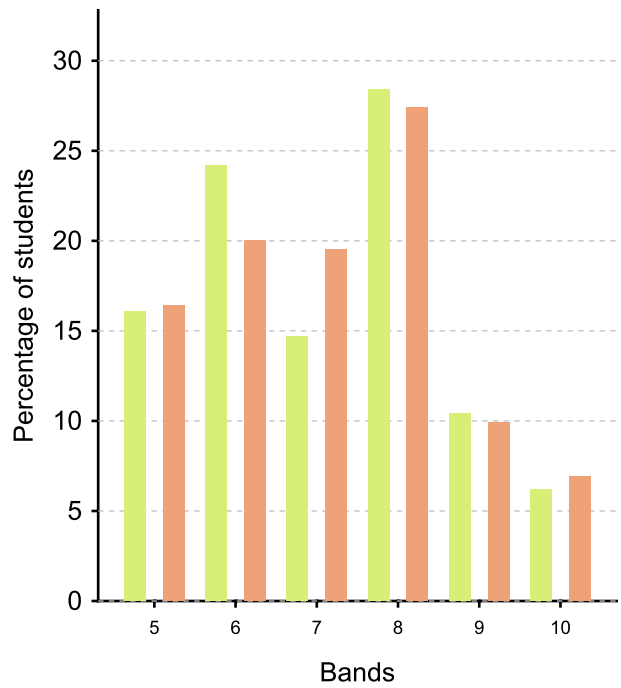
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Reading



**Percentage in bands:**  
Year 9 Writing

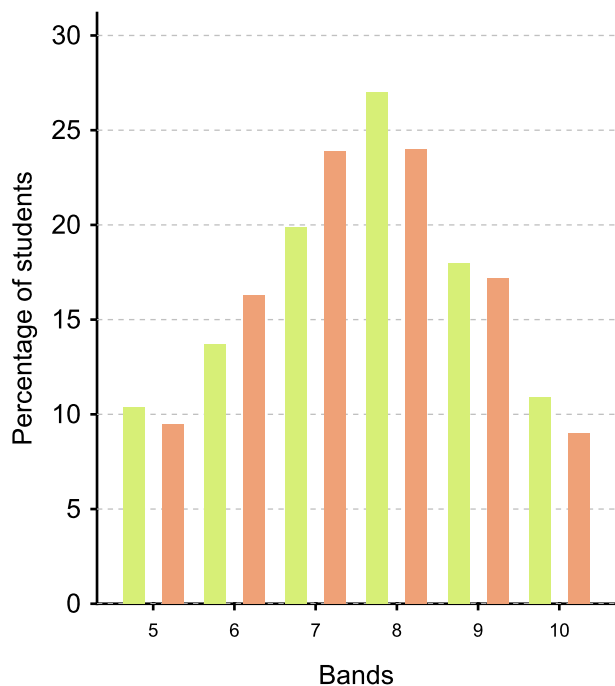


Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

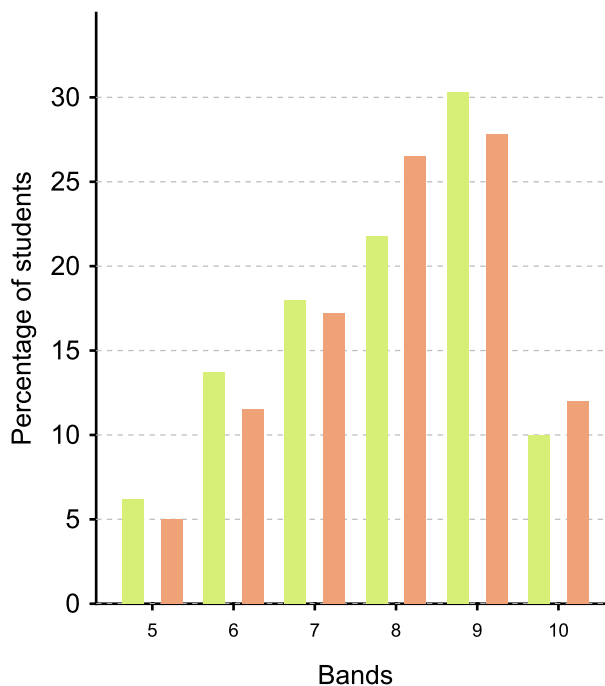


**Percentage in bands:**  
Year 9 Grammar & Punctuation



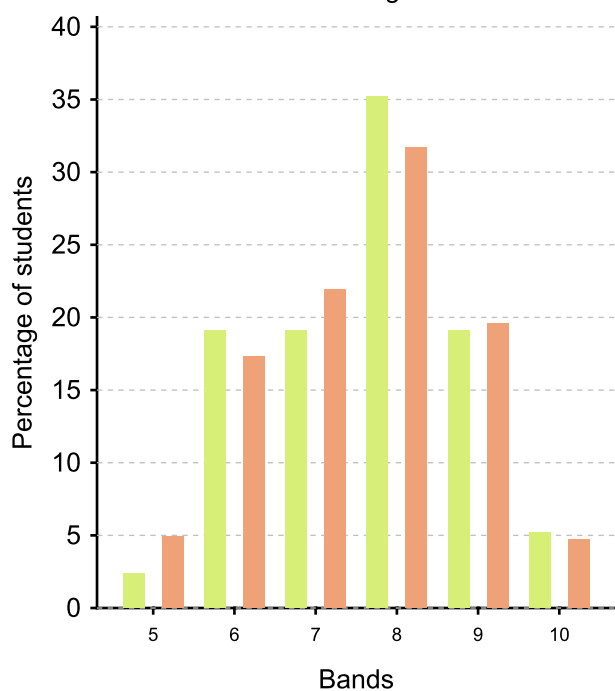
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

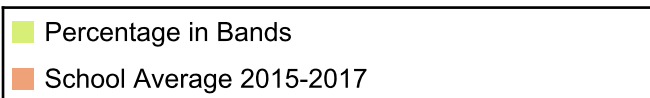
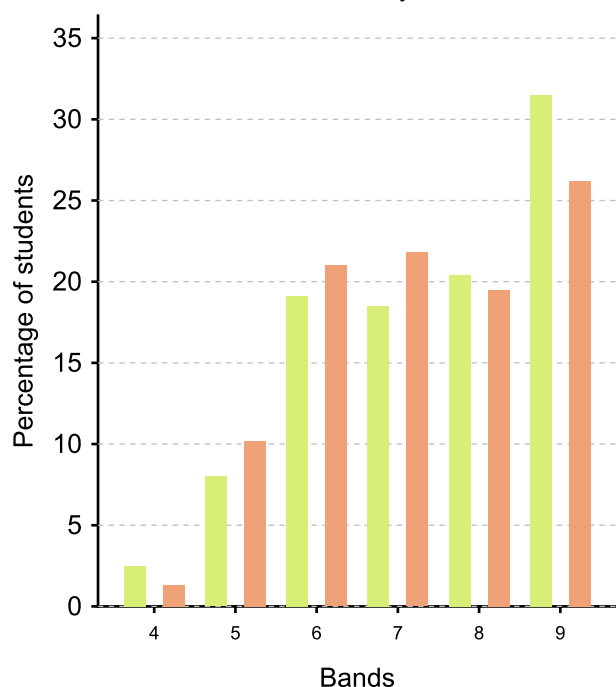
**Percentage in bands:**  
Year 9 Reading



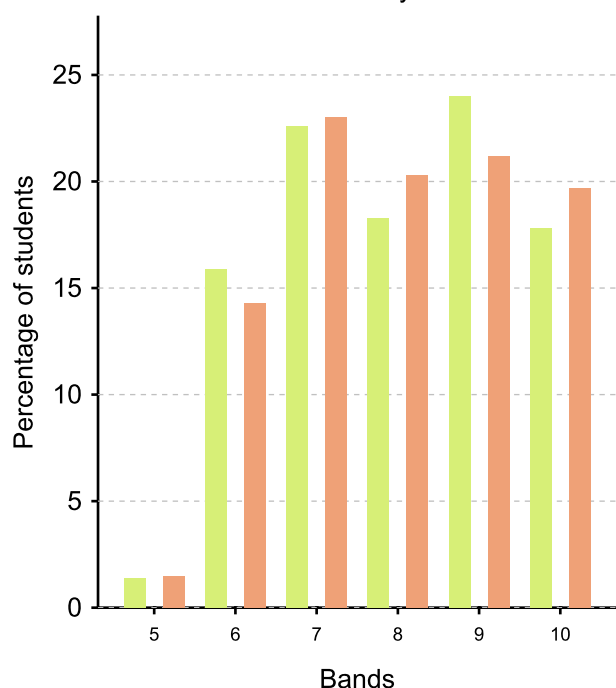
Percentage in Bands  
School Average 2015-2017

- 52% of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for Numeracy compared with 35% for the state.
- 45% of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for Data, Measurement, Space and Geometry compared with 33% for the state.
- 53% of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for Number, Patterns and Algebra compared with 39% for the state.
- The average growth for Year 7 students in their Numeracy performance from Year 5 (2015) was 70.8 compared with 59 across the state.
- 75% of Year 7 students achieved greater than or equal to expected growth.
- 42% of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for Numeracy compared with 30% for the state.
- 37% of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for Data, Measurement, Space and Geometry compared with 27% for the state.
- 40% of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for Number, Patterns and Algebra compared with 30% for the state.
- The average growth for Year 9 students in their Numeracy performance from Year 7 (2015) was 43.4 compared with 37.1 across the state.
- 72% of Year 9 students achieved greater than or equal to expected growth which is more than 10% higher than last year.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy

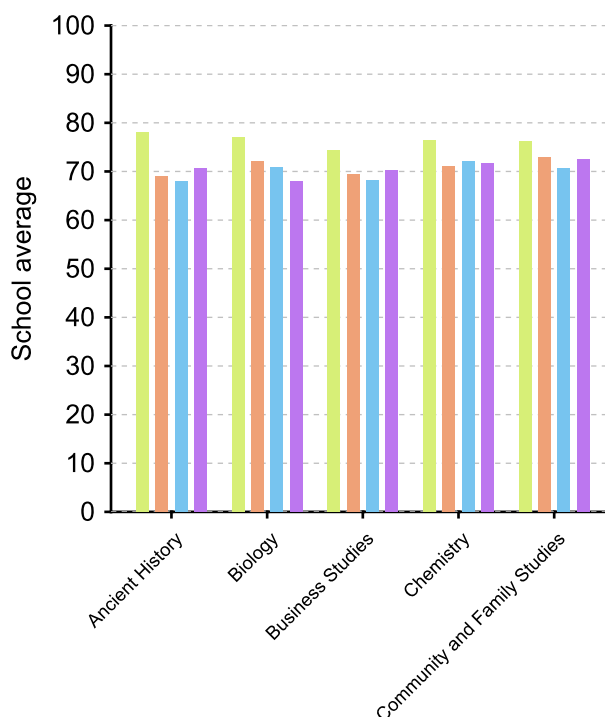


- 50% of Year 7 ATSI students achieved in the top two Bands (8 and 9) for Numeracy compared to 8.5% across the state.

- 33% of Year 9 ATSI students achieved in the top two Bands (9 and 10) for Spelling compared to 10.8% across the state.

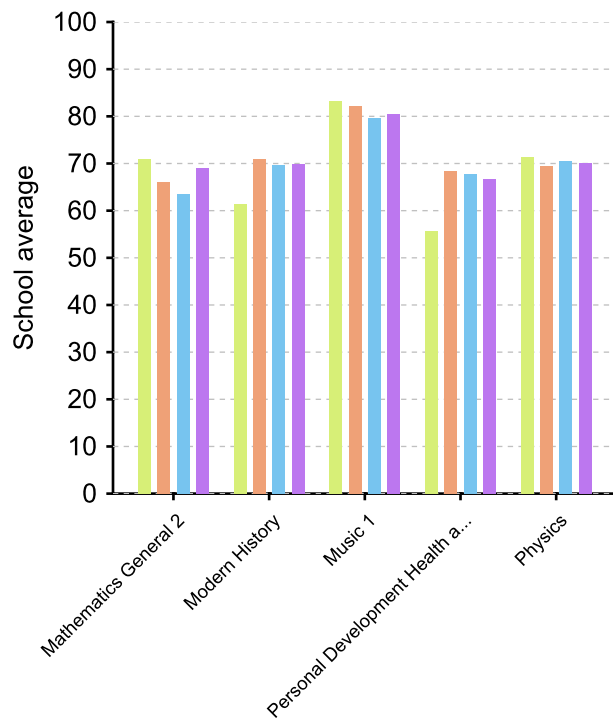
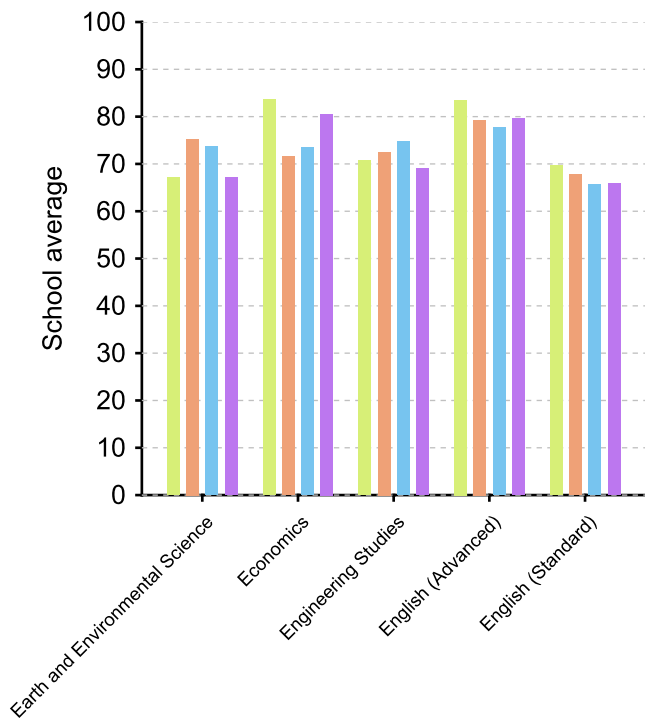
### Higher School Certificate (HSC)

In 2017, 147 students from Moorebank High School sat for the Higher School Certificate. The performance of students in ancient history, biology, business studies, chemistry, community and family studies, economics, English advanced, English extension 1, English extension 2, food technology, industrial technology, legal studies, mathematics general 2, mathematics, music 1, senior science, society and culture, studies of religion 1 and hospitality examination was above state average.



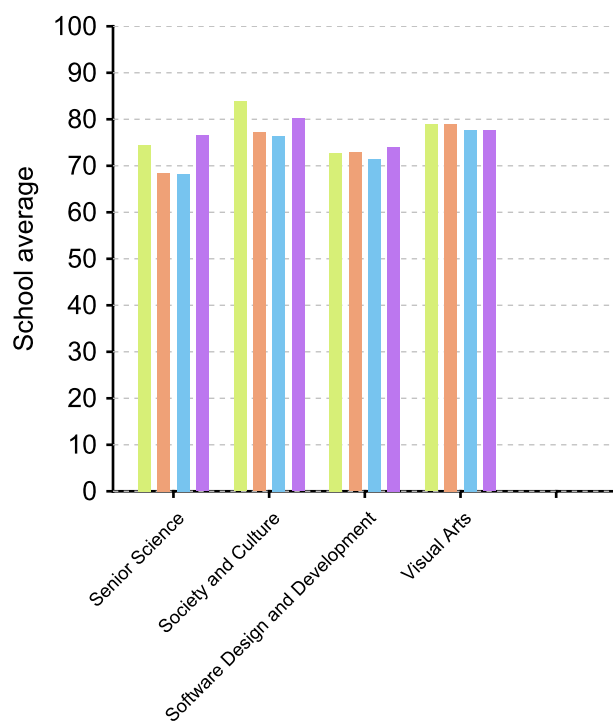
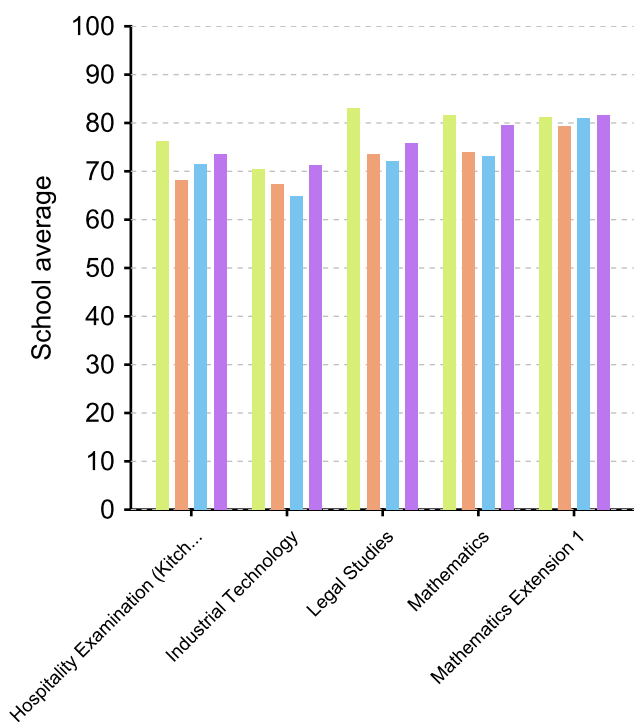
- 100% of Year 7 ATSI students achieved in the top two Bands (8 and 9) for Reading compared to 9.6% across the state.

- 50% of Year 7 ATSI students achieved in the top two Bands (8 and 9) for Writing compared to 5.4% across the state.



School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017



School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

School 2017 SSSG Average 2017  
 State Average 2017  
 School Average 2013-2017

## English

- Sixty-two per cent of students in English standard achieved a result in the top three bands compared with 45% across the state.
- Twenty-eight per cent of students in English advanced achieved a Band 6 result compared with 15%

across the state.

- Sixty-three per cent of students in English extension 1 achieved a result in the top band compared with 27% across the state.
- Twenty-five per cent of students in English extension 2 achieved a result in the top band compared with 18% across the state.

### **Mathematics**

- Thirty-four per cent of students in mathematics general 2 achieved a result in the top two bands compared with 17% across the state.
- Sixty-six per cent of students in mathematics achieved a result in the top two bands compared with 50% across the state.
- Eighty-eight per cent of students in mathematics extension 1 achieved a result in the top two bands compared with 82% across the state.

### **Science**

- Eighteen per cent of students in biology achieved a Band 6 result compared with 10% across the state.
- Fifty-two per cent of students in chemistry achieved a result in the top two bands compared with 41% across the state.
- Thirty-five per cent of students in earth and environmental science achieved a result in the top two bands compared with 30% across the state.
- Eighteen per cent of students in senior science achieved a Band 6 result compared with 5% across the state.

### **Human Society and Its Environment (HSIE)**

- Forty per cent of students in ancient history achieved a result in the top two bands compared with 28% across the state.
- Thirty-nine per cent of students in business studies achieved a result in the top two bands compared with 28% across the state.
- Sixty-four per cent of students in economics achieved a result in the top two bands compared with 45% across the state.
- Eighty-six per cent of students in history extension achieved a result in the top two bands compared with 74% across the state.
- Seventy per cent of students in legal studies achieved a result in the top two bands compared with 36% across the state.
- Thirty-nine per cent of students in modern history achieved a result in the top two bands compared with 30% across the state.

- Sixty-nine per cent of students in society and culture achieved a result in the top two bands compared with 45% across the state.

### **Technological and Applied Studies (TAS)**

- Sixty-seven per cent of students in engineering studies achieved a result in the top three bands compared with 63% across the state.
- Fifty-six per cent of students in food technology achieved a result in the top two bands compared with 25% across the state.
- Forty-six per cent of students in hospitality examination achieved a result in the top two bands compared with 28% across the state.
- Fifty per cent of students in industrial technology achieved a result in the top three bands compared with 39% across the state.
- Thirty-three per cent of students in software design and development achieved a result in the top two bands compared with 32% across the state.

### **Personal Development, Health and Physical Education (PDHPE)**

- Twenty per cent of students in community and family studies achieved a Band 6 result compared with 3% across the state.
- Eight per cent of students in personal development, health and physical education achieved a Band 6 result compared with 7% across the state.

### **Creative and Performing Arts (CAPA)**

- Seventy-five per cent of students in music 1 achieved a result in the top two bands compared with 57% across the state.
- Forty-four per cent of students in visual arts achieved a result in the top two bands compared with 44% across the state.

## **Parent/caregiver, student, teacher satisfaction**

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

- Ten per cent of parents of Year 7 – 12 were randomly selected for a telephone survey that asked 20 questions regarding satisfaction with various aspects of school. Data from the Satisfaction with School survey indicated that 94% of parents were pleased that their child attended Moorebank High School.
- The satisfaction with the school survey reported that 87% of parents reported that the school has a safe and secure environment and 98% reported that they feel welcomed in the school.

- eighty–eight percent of parents believe that the school provides helpful information regarding student progress.

- Ninety percent of students from the Tell Them From Me (TTFM) survey indicated that students demonstrated positive behaviour at school, surpassing the state average.



## Policy requirements

### Aboriginal education

In 2017, the Aboriginal students at Moorebank High School participated in a range of extra curricula activities in and outside of the school, facilitated by the ATSI Committee. Members of the ATSI Committee mentored the ATSI students and collaboratively wrote, monitored and reviewed personal learning plans which reflected each student's personal learning and vocational goals. The ATSI Committee also attended professional learning and provided professional learning to staff of Moorebank HS.

### Personal Learning Plans

One hundred percent of Aboriginal students at Moorebank High School have individual learning plans. These have been developed by the Aboriginal Committee team members, the students and parents. The students listed a range of educational goals and areas where they needed assistance. All teachers at Moorebank High School have access to the learning plans. The learning plans were reviewed at the end of the year and NAPLAN results analysed to determine areas for improvement.

### Kari Scholarships

Fifty percent of Year 12 ATSI students received a Kari Scholarship which helped with the purchase of resources, school fees and textbooks.

### 8 Ways of Learning

Teachers continued their Professional Learning in the 8 Ways of Learning. During term 2, teachers learnt about Symbols and Images and in term 3 they learnt about LandLinks. These pedagogical practices are of benefit to all students in their learning.

## 2017 Oxfam National Close the Gap Day.

In Term 1, Moorebank HS hosted a Close the Gap Event. Harry Brotherhood of year 10 created an informative Close the Gap PowerPoint, addressing the important issue of the health gap experienced by ATSI Australians. The PowerPoint was delivered to all year 7–12 Learn to Live roll call classes.

## Aboriginal Reconciliation Week

In Term 2, Moorebank HS held a Reconciliation assembly in recognition of National Reconciliation Week. Parents and ATSI students from our three partnership primary schools Nuwarra, Chipping Norton and Newbridge Heights were also invited to attend. Aboriginal community elder Walangari Karntawarra and Graham Davis–King, a master didgeridoo player, taught students about traditional Aboriginal dance, music, symbols and flora. For the rest of the day, high school and primary ATSI students enjoyed an artmaking workshop with local Aboriginal artist Danielle Mate Sullivan.

## NAIDOC Week

During Term 2, Moorebank High School ATSI students participated in an art making workshop with renowned Aboriginal artist Blak Douglas aka Adam Hill, in recognition of NAIDOC Week 2017. Douglas descends from the Dhungatti people of Kempsey and works as a graphic designer, exhibiting painter, cartoonist and illustrator. In 2015, Douglas was a finalist in the prestigious Archibald prize at the Art Gallery of NSW. During the 90 minute workshop, students engaged in inspiring drawing exercises, including a depiction of their 'place', inspired by the styles of central–western desert Anangu art. Douglas explained artistic concepts revealed to him by his mentors from Papunya and students created their own interpretation of a landscape familiar to them. Also, Harry Brotherhood in Year 10 created a NAIDOC Week PowerPoint, that provided all students in years 7–12 with an enriching learning experience in their Learn to Live roll call classes.

## NRL Opportunities: School to work Program, Indigenous Pathways Expo & Youth Leadership Summit

The NRL School to work program provides ongoing mentoring support to students in years 11 and 12 at Moorebank High School. Both Teagan Sanders and Drew Percy in year 12 completed the school to work program and Alex and Josh Augusto commenced the program at the start of Year 12. During term 3, year 9–12 students were invited to an Indigenous Pathway Expo held by the NRL, in which they received information on employment, traineeships and apprenticeships. Harry Brotherhood of year 10 was successful in being selected for the NRL Indigenous Youth Leadership Summit, where he participated in workshops and discussions aimed around meaningful employment, further education and his unique cultural identity.

## Western Sydney University– Pathways to Dreaming



## Program

One hundred percent of year 8 to 11 ATSI students participated in the Western Sydney University's Pathways to Dreaming Mentoring Program. The program includes both in school mentoring by University staff and excursions to Western Sydney University's different campus locations. The students organised an excursion to Taronga Zoo to learn about native Australian animals and how native flora are used traditionally. Ninety percent of students participated in the associated university enrichment days. These students attended a range of university lectures and workshops including sessions focused on science, engineering, medical science, literacy and numeracy. Local elders also attended the sessions which gave the students an opportunity to participate in cultural activities. Students were placed in groups with students from other schools which gave them the opportunity to make friends with other Aboriginal students.

## Leadership Excursion

During Term 3, year 7 to 12 ATSI students were invited to attend a leadership excursion to the Australian Museum and Hyde Park. Students engaged in leadership activities in Hyde Park before participating in an interactive tour of the First Australians exhibit conducted by an Aboriginal guide. The students also enjoyed taking part in a basket weaving workshop at the museum.

## Sydney University Wingara Mura–Bunga Barrabugu Summer Program

Kali Rowe of Year 10 was successful in obtaining a place in the Sydney University Wingara Mura–Bunga Barrabugu Summer Program where she participated in the music program at the Conservatorium of Music.

## 2017 Twugia Program

Year 7 student Ryan Morgan participated in the 2017 Twugia program at the Western Sydney University. Twenty four ATSI students were invited to participate in the program based on their excellent NAPLAN results. During the three day camp, students built friendships and developed an understanding of Aboriginal science, technology, engineering and mathematics. Workshops actively promoted STEM, including computing, information and communications technology and engineering.

## 2017 Aboriginal Student Achievement Awards

Ryan Morgan in year 7 and Kali Rowe in year 10 had the honour of being the recipients of the NSW Government Public Schools 2017 Student Achievement Awards. Ryan received his award under the category of Numeracy, due to his outstanding NAPLAN results. Kali received her award under the category of Creative Arts for her outstanding efforts within the field of music. For the past four years, Kali has been a member of KARI's Aboriginal Vocal Identification Program (VIP). VIP aims to seek out young Aboriginal singers from the South West area and provide them with unique musical and performance opportunities. Kali has performed at

numerous impressive locations such as Government House, Sydney Town Hall and The Opera House.

## Symbols and Images– BRAVE

In 2017, during staff professional development, teachers researched and designed symbols based on the 8 Ways of Learning Pedagogy to cater for visual learners and ATSI students. These symbols were then reviewed by a number of ATSI students and then transferred into a digital image. These images will accompany the BRAVE posters located around the school and within classrooms.



## Multicultural and anti-racism education

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

## Other school programs

### Student Leadership

2017 saw a very positive year for leadership groups. Over 200 students attended the Leadership Induction ceremony and were recognised as student leaders in a variety of ways. These different groups ran a variety of activities throughout the year to build relationships with the wider school community. From Swimming Carnivals to The World's Greatest Shave, Blood Donations to International Food Fairs, Performance Nights and Recycling, these students all worked together to fulfill their group's role statements, which are outlined below.

- Prefects: "To work as Leaders/overseers of other leadership groups to support and develop student leadership across the school"



•Peer Support: "To encourage harmonious relationships, especially between Year 7 students as well as with their Peer Support leaders to help with their transition into high school"

•House: "To promote House Spirit, encourage sporting participation and assist in the organisation and running of sporting events and carnivals"

•SRC: "To represent the student body of Moorebank High School and be its voice"

•Interact: "To raise awareness and funds for a variety of charity groups and societal issues"

•Band: "To provide sweet music for all CAPA nights and any school event that requires a performance"

•Tech Warriors: "To provide technical assistance and support related to computer systems, hardware, or software"

•Environment: "To maintain the school balance, raise awareness of environmental issues and lead and participate in environment focused days and initiatives"

•Literacy: "To support and work with junior students with literacy needs"

•Numeracy: "To help Year 7 students who are experiencing difficulties with basic mathematical concepts achieve their personal best".

The 10 leadership groups ended the school year by coming together to host the second Moorebank Festival Day. Despite the temperature, the day was successful, ending with Moorebank's Got Talent and The House Challenge, which will now become annual events aligned with the Festival Day.

### Environment Leadership Team

Moorebank High School's Environment Committee is a student leadership group that was made up of 17 students from Year 9–12, who are passionate about the environment and sustainability. These students, as well as others from across the school, participated in a number of activities, both at school and in the wider community. Key highlights include:

- Eight students from Years 9–11 participated in the Georges River Environmental Education Centre (GREET) Creek Monitoring initiative at the Barden Ridge location. Students collected invertebrates under the guidance of an environmental scientist from the Georges River Catchment Community Council and Garth Jones, principal of the GREET. The data was then sorted and analysed by the students and recorded so that the information gained from this day can contribute to the biannual report card of water quality in the Georges River.
- 40 students from years 7, 9, 11 and 12 participated in the Western Sydney Parklands 500 Schools Planting Program. This excursion was an opportunity for students to have a hands on

experience helping to regenerate the Cumberland Woodlands, of which only 5–10% remains. They did this by planting a number of native species, including Lomandra, Hop Bush and Parramatta Green Wattle. Students were then guided through a walk of the park, gaining value insight into the health of the local ecosystem.

- Providing information to students via daily notices and posters around the school about upcoming environmental activity days hosted by the Liverpool City Council, informing them about volunteering opportunities in the local area.
- Ongoing coordination of the school wide recycling program. It involves ensuring that the majority of the paper thrown out in the school is recycled appropriately from all staffrooms.

### Achievements in Sport

Moorebank High School was extremely proud of the sporting achievements of some of students in 2017. We had students achieving at local representative level all the way through to international competition. Students who achieved success in school based sport and in non-school competitions demonstrated outstanding sportsmanship and commitment to their chosen activity. Some highlights to mention include;

- Rachel Dimond (Year 11), an avid dancer, experienced success at an international dance competition, the School Spectacular and is a member of the State Dance Ensemble. She also represented the school at the SSW Regional Cross Country, Regional Swimming Carnival and was a member of the SSW Waterpolo team.
- Joshua Pearl (Year 9), a member of the Australian Baseball Team, travelled to Japan to compete and represent the country.
- Alicia Van Den Braak (Year 9) competed at the Australian National OzTag Championships, as well as the SSW Regional Athletics.
- Mitchell Heaslip (Year 12) represented the school at both the SSW Regional and State Athletics events.
- Laith Ayari (Year 11) represented the Bankstown Zone Basketball Team and competed in the NSW CHSSA Boys Basketball Championships.
- Thomas Hamilton (Year 8) has demonstrated his well-rounded sporting skills by representing the school at the SSW Regional Swimming, Cross Country and Athletics events. He also represented the school at the State Athletics.
- A number of students represented in various sporting teams including Jordan Britten (Year 10) in the Canterbury Bulldogs Development Squad, Daniel Thomas (Year 11) in the GWS AFL Team, Brendon Wood (Year 11) in the Bankstown Zone Basketball Team, Flynn Taylor (Year 9) and Kalvyn Pera (Year 9) in the Bankstown Zone Touch Team.
- Janine Fedda (Year 10) experienced ongoing success in the SSW Regional and State Gymnastics events.

- Anne Donaire (Year 7) demonstrated her excellent sportsmanship and skills at the SSW Regional Athletics, Swimming and Cross Country carnivals, as well as the State Swimming and Cross Country events. She was awarded Zone 13yrs Age Champion for Swimming due to her outstanding performance across 5 categories.

- Taya Truman (Year 9) represented the school in both the Bankstown Zone Netball and Touch Teams. She also participated in tournaments as a member of the State Touch Football.

### **Moorebank Community of Schools (MCOS) Band and Ceramics Program**

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

### **Film Making Club**

The CAPA faculty launched the Filmmaking Club in 2017, which included a filming day incursion in Term 4. The incursion allowed students to take on different roles including actor, cinematographer, director and costume designer. Feedback from staff and students was very positive.

### **STEM Program**

Miss O'Connor, Mr Cleaton, Mrs Richards, Mr Callaghan, Miss Bond and Mrs Williams participated in STEM training with the USYD STEM Academy. This program provided training and support for implementing STEM initiatives across Industrial Arts, Science and Mathematics.

### **MHS Solar Car Program**

Community Mentor Lee Edgecombe and Miss O'Connor worked with the Year 10 Solar Car Team to assist them in designing, building and racing a model solar car. The team consisted of Amy Wong, Jocelyn Pobert and Angela Salazar. The girls were successful in achieving 1st place at the NSW Sunsprint event and a top 16 finish at the AIMSC national event in Adelaide.

## **Wellbeing**

All Moorebank High School students participated in our pastoral care program, 'Learn to Live'. Learn to Live (L2L) classes are held three times a week. Over the course of 2017, each year group participated in a number of focuses that developed students' awareness of themselves and the world in which they live in.

In Year 12 L2Ls students focused on goal setting, mindfulness and study skills. Through this focus, students developed a better understanding of the impact their mindset had on their ability to achieve success and gain more personal power as a result. Students were introduced to significant role models that promoted ideas about the law of attraction and mindfulness, particularly through activities such as creating a vision board that visually represented their dreams, values and future possibilities. Through discussions with their L2L teachers, students were also given strategies to support their study needs, leading them to the successful completion of their Higher School Certificate.

In Year 11 L2Ls students focused on NESA requirements for Preliminary and HSC Study and study skills including time managements, goal setting, timetabling and study tips. Students also focused on their wellbeing by learning about resilience, emotional development and ways to manage stress. Further, all Year 11 students participated in the Crossroads program that focused on health safety and wellbeing. This assisted in students demonstrating knowledge and skills needed to make informed choices in relation to identity, independence and changing responsibilities as they approach adulthood.

In Year 10 L2Ls students focused on a variety of different concepts to support them in becoming lifelong learners. Term 1 focused on the school's BRAVE values and expectations to strengthen student understanding of what is expected of them, preparing them for the year ahead. Term 2 there was a specific focus on 'Bullying' and the concepts of being a positive bystander. L2L teachers also devoted their time teaching all about careers to support the students in getting prepared for work experience. In the second semester of the year, other content covered included 'Getting Ready for the workforce', 'Valuing Other's Opinions', 'Sexting' and 'Pay it Forward Movement'. Students have deepened their communication skills, shown higher levels of resiliency and how to uphold a positive mindset. Moreover, students participated in a wellbeing Enrichment Day where the whole cohort engaged in a variety of different wellbeing workshops. This was a successful day as it was well received by students as there were high levels of engagement and it supported them in enhancing their resiliency skills.

In Year 9 L2Ls students focused on a variety of key learning areas. Students were encouraged to think about where they came from, and their connectedness to other human beings, allowing them to see how we can all relate in some way. We discussed addiction, not only drugs and alcohol, but every day addictions, such

as social media and technology, the effects and what they can do in these situations. Students also focused on healthy relationships, where students were asked to reflect on their own relationships and developing a better understanding of positive relationships. Further to L2L, students also participated in a wellbeing enrichment day focused on the legal ramifications of 'sexting' and negative peer relationships. The Legal Aid Officer was able to come to discuss with the students their rights and responsibilities in relation to these topics furthering their understanding.

In Year 8 L2Ls students focused on bullying, goal setting, global citizenship and writing bibliographies. Through this focus, students developed a better understanding of these issues, which were relevant to their needs. Further, students participated in a wellbeing day which focused on cyber-safety and police powers run by Legal Aid Australia. This assisted in students demonstrating a better understanding of their rights and responsibilities in the public domain.

In Year 7 L2Ls students focused on building positive relationships, resilience and understanding the school's BRAVE values. Through this focus, students developed a better understanding of social interactions and the school's expectations. This assisted the Year 7 students to transition into a high school setting.