

Moorefield Girls High School

Annual Report



2018



8241

Introduction

The Annual Report for **2018** is provided to the community of **Moorefield Girls High School** as an account of the school's operations and achievements throughout the year.

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

Natalie Hale

Principal

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Message from the Principal

As Principal of Moorefield Girls High School, I was very pleased to see so many great achievements in 2018. Our school motto, *Inspiring Young Women* is a true representation of our daily work. Our focus is always about providing the best opportunities for our girls – both in and out of the classroom. Of special note was a visit from Channel 7's Mel McLaughlin to our Term 2 High Achievers assembly to celebrate the success of our students in academic areas, sport, community participation and music. The students were easily captured by Mel's dynamic personality and she spent time speaking individually with our staff and students.

In 2018, NSW curriculum underwent major changes and this required staff to dedicate many hours to designing engaging and challenging programs and assessment tasks, and reflect on those throughout the year as they were implemented. I admired the commitment of staff to get this process right and it was the topic of many faculty meetings and corridor conversations.

The school continued to grow in reputation within our community as a result of our work with our local Primary schools and opportunities showcasing our girls' talents throughout the year.. Moorefield Girls highly values our partnerships with businesses and groups who support our teaching and learning programs, such as Shopfront Theatre and the University of Sydney. Our 'Long Lunch' in Term 3 was an opportunity for our Hospitality students to give back to the community, and guests included our P&C, Director Educational Leadership, volunteers and colleagues from neighbouring schools. Our Year 11 and 12 Hospitality students hosted this fabulous event, closely mentored by their teachers.

Feedback from parents and students was very positive in 2018. It is widely recognised that our school knows, values and cares for each student.

Message from the school community

As a parent with two daughters at present in Moorefield Girls High School, the school offers great opportunities for the young women at this school. Moorefield Girls High School is always encouraging their students to become successful and inspirational members of our community.

The educational opportunities at Moorefield Girls are endless, and they also offer a broad range of activities in all curricular and extra-curricular areas. The students are given opportunities to take part in leadership roles as well as represent their school in sport, debating, performing arts, public speaking and work placement to name a few.

Being a part of the P & C I am able to be part of the school planning process and I enjoy listening to all the information presented by the teachers and parents as well as others within the community.

I believe Moorefield Girls High School is a great school and the girls love coming to school and are happy here.

Rebecca McCreery

Message from the students

At Moorefield Girls High, we are constantly given opportunities to grow our strengths and overcome our weaknesses in a learning and collaborative environment. Students are always reminded that their potential is endless, which contributes to their positive learning behaviour, and eagerness to further develop their skills and broaden their horizons. As students and current school captains, we have been given the opportunity to excel academically and build our leadership skills through a range of extra-curricular activities.

All academic, sporting and artistic achievements are encouraged through numerous programs, events and projects, which also allow students to be involved within the school community. The dedicated teachers, do everything in their power to help us reach our full potential and make our dreams come true. Moreover, the wide range of subjects offered at the school are suited for each individual and her interest, and the small class sizes enable learning to be pleasurable and personal for every individual. Our school motto reflects the attitudes of our teachers and student body, and as a unified community, we inspire and learn from each other.

We are extremely proud to say that our school is not just a place of learning, but also a place of acceptance, nurturing and empowerment. Students are enabled with the tools necessary to uphold one another to develop strength and unity, ultimately creating an everlasting connection among our student body.

It fills us with pride to say that our school is more than just a series of buildings. What we have is a family and we would love nothing more than to show others what we stand for.

Coco-Vianne Davis and Savina-Ipapanti Ellina

School Captains 2019

School background

School vision statement

Moorefield Girls High School is a learning community dedicated to inspiring our young women to achieve personal success. We value and nurture a culture of respectful relationships where students develop confidence and a sense of belonging to our school and the wider community.

Our learning environment facilitates collaboration, creativity and high expectations. Students are empowered to develop social responsibility, pursue academic excellence and value lifelong learning.

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The executive team dedicates significant time throughout the year to unpacking the School Excellence Framework and gaining a deeper understanding of high quality evidence to demonstrate impact of school processes. Our evidence was linked to our milestones for each term. When undergoing the process of self-assessment, whole school staff meetings, faculty and team meetings, allowed for further contributions to our evidence and provided an understanding to all staff of the school's current analysis for each element and what was planned to move forward in each area. The school also sought feedback from our students, parents and community partners through surveys and meetings which supported our evaluation. Moorefield Girls High School continues to pursue excellence in all elements of the Framework by focusing on student outcomes through a shared vision, set strategic priorities, and the ongoing tracking of progress towards them.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Inspiring Learners

Purpose

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

Overall summary of progress

Moorefield Girls High School has continued to achieve high 'value-add' as a result of our Bump It Up strategy. In particular, our performance and growth in Literacy is outstanding and is evidenced in both school and external assessments. We commit professional learning time across the school to equipping teachers with the skills to engage, inspire and challenge our learners. In 2018, staff teams refined our teaching and learning programs to further address 21st century skills and supported this with the introduction of Genius Hour in Year 7 and the purchasing of the latest technology to deliver dynamic programs across all key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased rates of student participation and satisfaction in learning.Improvements in students' literacy and numeracy skills, including more than 17% of students achieving the top 2 bands in Reading and Numeracy.Increase the percentage of students achieving at or exceeding expected growth in LiteracyIncrease the percentage of students achieving at or exceeding expected growth in Numeracy.	\$140,000	<p>In 2018, all questions relating to 'Drivers of student outcomes' in the Tell Them From Me student survey were above NSW Govt norm, many of the questions significantly above the average. These included a positive learning climate and high expectations.</p> <p>The school exceeded our Bump It Up target, achieving 19% of students in the top two bands for Literacy and Numeracy. However, the achievement in Numeracy was lower than expected. Growth (value-add) for all areas of Year 9 Literacy was outstanding.</p> <p>The use of the Microsoft online platform across the school to support future focused learning continued with a significant increase in its use for administration, as well as teachers using it to deliver the new Stage 6 courses.</p>

Next Steps

Following consultation and self-assessment, the team leaders of Strategic Direction 1 have identified the following next steps:

- Continuing with the current literacy strategies and enhancing numeracy initiatives through a focused plan to embed explicit teaching of numeracy skills in all key learning areas.
- Working with our parent body so that all students can participate in the BYOD program. The school now has a working relationship with HP to support BYOD and school funds have been utilised to purchase equity devices and will continue to do so in 2019.
- Planned sharing of teacher expertise through collaboration and observation in the integration of technology and assessing the impact of the school's work in future focussed learning, to ensure we are delivering innovative and challenging learning sequences

Strategic Direction 2

Promoting Excellence

Purpose

The school community empowers students and staff to be confident, resilient and positive partners in leading and learning.

Overall summary of progress

In 2018, Moorefield Girls High School provided opportunities for all teaching and non-teaching staff to engage in targeted professional learning to support growth. Our professional learning model saw the commencement of *School Excellence Teams*, as well as continued collaboration with two community of schools – the Bayside Community of Schools and the Kogarah Cluster. These two partnerships have significantly impacted on our successes in transitioning students to high school, as well as the implementation of the new Stage 6 syllabuses. Our work with Growth Mindset focused on formal feedback to students and enhancing each faculty's processes around feedback. The school's wellbeing program was another focus area, including the appointment of a locally funded acting Head Teacher Welfare to the school's executive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Teacher Performance and Development Plans and the NESA Accreditation process positively impact on the quality of teaching and learning.• Increased proportion of students engaging with leadership, wellbeing and extra-curricular initiatives.• Increased number of teaching and non-teaching staff seeking leadership opportunities both internally and externally.	\$ 45,000	<p>In 2018, both teaching and non-teaching staff were supported to design meaningful Performance and Development Plans and attended Professional Learning to support the achievement of performance goals. Our school goal was related to Growth Mindset for students and twilight sessions allowed for a greater understanding of this concept and how to implement strategies into our formal feedback to students.</p> <p>100% of our SASS team attended one or more courses to grow their professional knowledge for their roles within the school.</p> <p>We saw an increase in students participating in extra-curricular programs offered to support their education. These included Knockout Sport, charity fundraising, Intergenerational Tech Swap with Rockdale Library, and the Wrap With Love knitting program. We saw our Student Leadership Body engage with (and initiate) a larger number of networking days, hosting several at our school and leading many important events and assemblies.</p> <p>Moorefield Girls High School has experienced a significant movement in staffing positions in 2018. Three teachers, one Head Teacher and one SASS member gained promotions. Two staff gained permanency and aspiring leaders were mentored and provided with leadership opportunities in the school. We are very proud to have seen such success amongst our staff as it demonstrates our commitment to continually developing ourselves.</p>

Next Steps

Following consultation and self-assessment, the team leaders of Strategic Direction 2 have identified the following next steps:

- our Growth Mindset project will focus on informal feedback to students as a continuation from our work on formal feedback in 2018. All teaching staff will include a PDP goal which allows them to grow in this area.
- the Executive Coaching program will assist Head Teachers to implement school priorities and drive school improvement, especially in the area of high expectations and feedback (staff and students)
- Wellbeing initiatives are reviewed against the Wellbeing Framework and the school continues to know, value and care for every student.



Strategic Direction 3

Engaging Community

Purpose

Learning is enhanced by connections between the school, parents, local and global community. These partnerships support students to develop positive and inclusive relationship with their community.

Overall summary of progress

Community connections are highly valued at Moorefield Girls and it was very pleasing to see greater participation from parents and families in 2018 as a result of new communication strategies. We saw a significant increase in parent attendance at all events including celebration assemblies, Parent Teacher nights, formal events and special activities. More parents also participated in the Tell Them From Me survey, providing valuable information for our school direction.

Our partnerships with the broader community are aimed at enhancing our girls' learning experiences. The school has ongoing partnerships with UNSW Women in Engineering, the Office of Environment and Heritage through LEAPS, Rockdale Library, Ascalon Services and many local businesses who support our Careers program. Our teachers also benefit from the ongoing professional connections through the Bayside Community of Schools and Kogarah Cluster of high schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased student participation in community partnerships, including all Year 8 students engage with a community program.Increased percentage of parents and broader community interacting with school communication strategy.	\$ 60,000	<p>Strong collaboration to improve student outcomes has been highly evidenced by our work with colleagues within our network of schools. Improvement in Year 8 reading outcomes through the Stage 3/4 English Conceptual Frameworks project where student growth has shown a 24% increase involved 4 schools (two primary, two secondary) within the Bayside Community of Schools. The Kogarah Cluster collaboration on Stage 6 programming and assessment has demonstrated improved outcomes for stage 6 students across the participating schools, and allowed for teacher confidence in delivering new Stage 6 courses. Our partnerships with these schools also provided opportunities for our student leaders to join other students and engage in regional activities such as Leadership by the River, White Ribbon initiatives and charity events.</p> <p>Parents engaged at a higher rate as evidenced by the use of the School App, higher attendance at Parent Teacher Night, and packed halls of families celebrating at formal assemblies. A group of parents worked tirelessly to run our P&C and donated funds to the school for breakfast club and the purchase of Sphero technology.</p> <p>Support from local businesses ensured our Year 10 Work Experience and Mock Interview program was successful. 100% of year 10 students participated, including students in support classes. Most of these businesses have been connected with Moorefield Girls for many years and value their association with the school.</p> <p>Students willingness to contribute to society was highlighted during our Drought Relief drive where</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased student participation in community partnerships, including all Year 8 students engage with a community program. Increased percentage of parents and broader community interacting with school communication strategy. 		families donated items for farmers in need. Three local community groups donated over \$2500 to contribute towards the fundraiser.

Next Steps

Following consultation and self-assessment, the team leaders of Strategic Direction 3 have identified the following next steps:

- further engage parents and carers in their child's learning progression
- build upon existing community partnerships which enhance inclusivity and support continuity of learning.
- launch social media accounts to enhance communication to the wider community



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 6,000	Our funds were used strategically to assist our Aboriginal students as well as to enhance our Aboriginal Education program across the school. Once again, our community came together for NAIDOC week which is recognised with activities and a formal assembly. Students were individually provided with opportunities to support their personalised learning plans which positively impacted their academic achievement and engagement with school. Our Year 12 Aboriginal student was the recipient of the Ultimo VET Excellence award for School Based Traineeships.
English language proficiency	\$ 40,000	Additional EALD staffing were funded through this allocation and allowed for small group tuition for identified students. EALD teacher support was assigned to classes with high literacy needs which resulted in improved comprehension and performance in these subjects.
Low level adjustment for disability	\$ 36,000	Additional staffing allowed for extra Learning & Support teacher time and the implementation of the MacLit program with year 7 and year 8 students. MacLit results show substantial improvement for students who were approx. 2 years behind in their reading age. NAPLAN data shows significant growth from 7–9 in all Literacy areas. Students on Individual Education Plans were supported with differentiated classwork and assessment. Professional Learning to enhance staff's understanding of differentiation was a focus of our staff meetings and part of these funds were dedicated to teacher release time.
Socio–economic background	\$ 120,000	Equity funding in this area was mainly utilised for staffing and the Empower Tutoring College. Our tutoring college is free to students and the school employs experts in English and Mathematics for two afternoons a week. Additional staff were employed to enhance our extra–curricular and student volunteering programs, as well as to maintain class numbers at an average of 20 in Years 7–10 and less in the senior school. The funding also supported the employment of an acting HT Welfare whose impact has been widely felt in our wellbeing programs.
Support for beginning teachers	\$ 15,000	No official funding was allocated to the school for beginning teachers however the school continued to mentor temporary and permanent teachers new to the profession. Four teachers were successful in gaining the Proficient level of accreditation as a result of targeted support with their mentor. Beginning Teachers developed their skills through participation in Professional Learning and release time to work with and observe colleagues.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	377	332	319	301

Moorefield Girls High School has continued to work with our local primary schools to showcase the school and to promote enrolments. In 2018, actual student enrolments stabilised (313) and of important note is that 90% of families who visited for Open Day (February 2018) chose to enrol their daughter in Year 7, 2019. The school welcomed new enrolments across all year groups and our Support Unit classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.4	93.1	93.6	94
8	92.7	88.5	88	90.1
9	90.7	91.3	89.5	85.7
10	88.5	86.7	87.6	84.9
11	86.5	85.3	84	85.9
12	88.9	88.9	90.5	87.1
All Years	89.7	88.9	88.9	87.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school understands the impact of non-attendance on student learning and as such, we communicate our high expectations of student attendance to students and parents/carers throughout the year. Parents are notified via SMS for each absence recorded and all absences are expected to be explained by the parent/carer. Students with concerning attendance patterns are interviewed and supported by the Year

Advisor to improve and address any issues which may be hindering their engagement with school. Where there is no improvement, the Deputy Principal will work with families, agencies and Department of Education personnel to provide appropriate interventions.

In 2018, the school introduced Wellbeing Days on the last day of each school term for Years 7 – 9, to encourage attendance and participation in activities to enhance the wellbeing of our girls. Each of these days included Growth Mindset activities, sessions on resilience and positive mental health, as well as excursions to increase physical activity. The attendance on these days saw significant improvement from 2017 overall and in Term 4 we grew the program to include Year 10. In 2019, the Welfare Team will review the implementation of this initiative to ensure it sustains its successful impact.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	3	14
TAFE entry	1	4	5
University Entry	0	0	64
Other	0	0	5
Unknown	0	2	12

The total number of Year 12 students in 2018 was 44. Of the 44 students contacted, 73% are engaged in full-time tertiary study at either university, TAFE or a private college and the majority of students are engaged in tertiary study.

Of the 29 students who were eligible for an ATAR, an outstanding 25 students received offers to a range of universities including the University of NSW, University of Technology, University of Wollongong, University of Notre Dame, Australian Catholic University, Torrens University and Macquarie University.

Academic pathways students have chosen are diverse and include Science (Medical, Nutrition and Applied Sciences), Para medicine, Business Management, Hospitality, Primary Education, Commerce/Law, Design, Policing, Nursing and Psychology.

Year 12 students undertaking vocational or trade training

Three Vocational Education and Training (VET) subjects ran in Year 12 at Moorefield Girls High School – Hospitality (Kitchen Operations), Business Services and Information and Digital Technology. All students

except one, successfully gained their Certificate 2 or Certificate 3 qualifications. ___ other students studied courses at TAFE one afternoon a week as a part of their HSC pathway. and one student was partnered with QANTAS in a business mentoring program (School Based Traineeship) to gain TAFE qualifications, the HSC credential as well as employment with the company. Two of our students were recognised for excellence in vocational education at the Ultimo VET awards evening.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students enrolled for the 2018 school year were awarded the Higher School Certificate qualification. At the beginning of 2018, three Year 12 students left to return overseas or attend a private college and two of these successfully gained an equivalent qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	22
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	8.98
Other Positions	1

*Full Time Equivalent

In 2018 there were no Indigenous Australians employed at our school.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Our Professional Learning program was designed around our school's strategic directions and staff Performance and Development Plan goals. In 2018, our focus was on Growth Mindset and collaboration. We linked this to feedback strategies for assessment, report writing and class tasks. Our School Development Days and twilight sessions were tailored to address Stage 6 syllabus implementation and the design of assessment tasks for these courses, with the overarching theme of Growth Mindset (Power of Yet). Staff highly valued the opportunity to meet with other secondary teachers in the Kogarah Cluster to share resources for Stage 6 and new Stage 4/5 syllabuses in PDHPE and Technology. Our annual combined School Development Day in Term 3 with the Bayside Community of Schools allowed for further collegial discussion supporting the process of transition to high school and sharing of practice. Our key note speaker Andrew Fuller kept staff entertained and wanting to know more about child and adolescent brain development and psychology.

100% of teaching and non-teaching staff participated in external courses and all teachers used classroom observations as a learning tool. Courses included Student Wellbeing, new syllabus implementation, Leadership and Collective Efficacy, Accreditation processes, and Differentiation. Moorefield Girls hosted a 3 part course delivered to executive staff from 4 secondary schools on Coaching and Mentoring, delivered by NSW DoE Teacher Quality Advisors. This was a very successful initiative where each school has now implemented a formal program with executive or aspiring leaders to support leadership within the school.

In 2018, four teachers were successful in gaining Proficient accreditation status after being a part of our Beginning Teacher program. All teachers engaged with the new NESA e-tams system to log and evaluate professional learning activities. Four VET teachers undertook mandatory upgrade training to ensure they are current with the qualifications to deliver Vocational subjects.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	668,143
Revenue	5,468,788
Appropriation	5,263,408
Sale of Goods and Services	38,918
Grants and Contributions	153,029
Gain and Loss	0
Other Revenue	6,000
Investment Income	7,433
Expenses	-5,282,562
Recurrent Expenses	-5,282,562
Employee Related	-4,918,962
Operating Expenses	-363,600
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	186,226
Balance Carried Forward	854,369

The school has thorough processes in place to ensure we strictly adhere to all rules and procedures relating to finances set by the NSW Department of Education. At a local level, the executive team manage budgets and expenditure for particular subject areas and the finance committee oversee larger purchases or special purchase requests. The finance committee comprises of the Principal, Deputy Principal, Teacher Representative, Parent Representative and School Administrative Manager.

In 2018, we dedicated significant funds to additional staffing to allow for classes to remain small and extra elective subjects to run. The employment of a Community Liaison Officer, acting Head Teacher Welfare and additional days for a Learning and Support Teacher, meant the school had solid support structures in place for all of our girls.

Funds were also spent on the purchase of new laptops for student use and new sound equipment for the hall.

As can be seen by our balance carried forward, money has been saved for our school library upgrade which will be completed by the end of Term 2, 2019. This space will be completely transformed to a future focused learning space, and this space will need air-conditioning units installed at a major cost.

Overall, the school is in a very good financial position.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,934,181
Base Per Capita	66,009
Base Location	0
Other Base	3,868,173
Equity Total	374,025
Equity Aboriginal	4,197
Equity Socio economic	116,104
Equity Language	123,316
Equity Disability	130,408
Targeted Total	697,643
Other Total	106,984
Grand Total	5,112,833

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

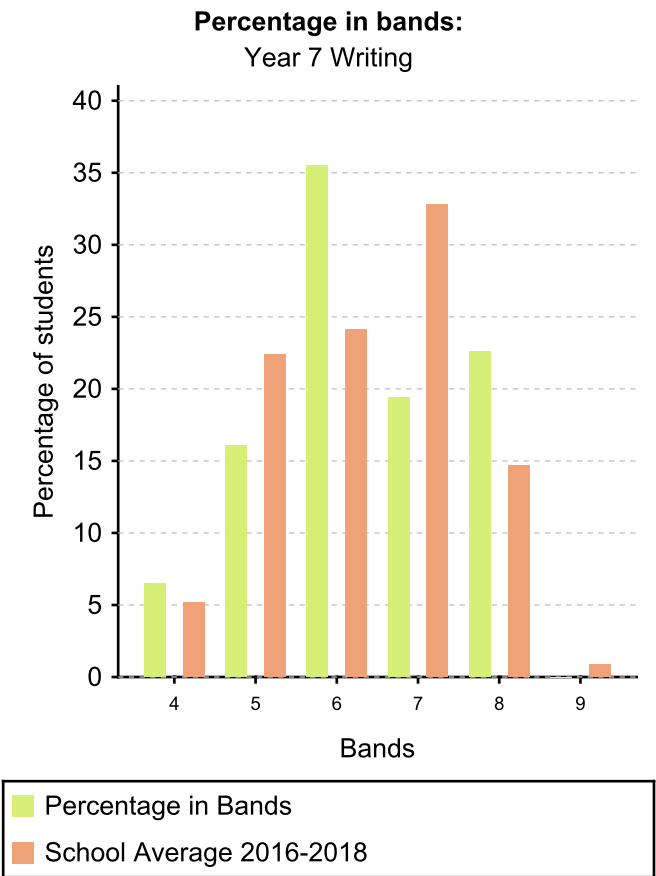
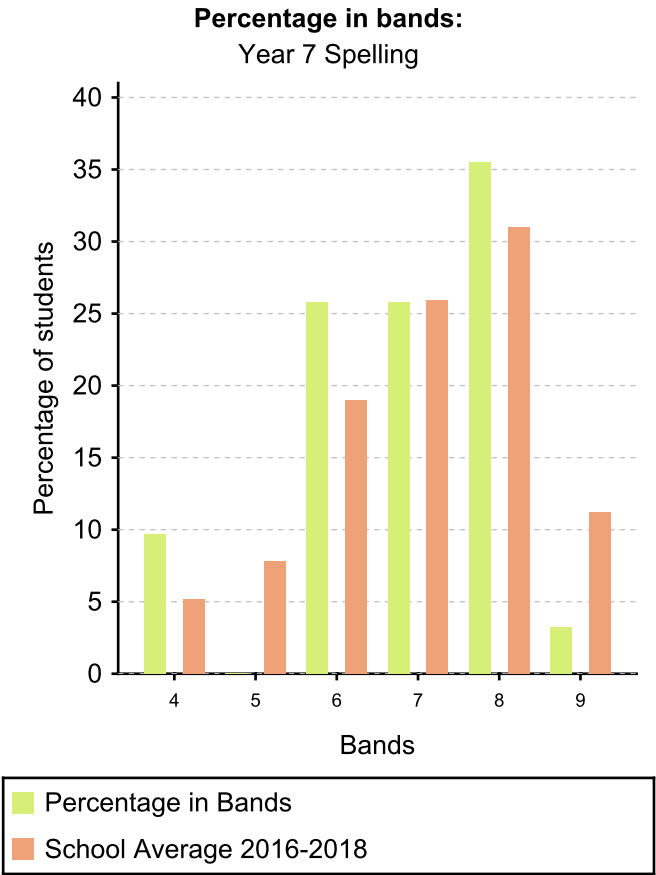
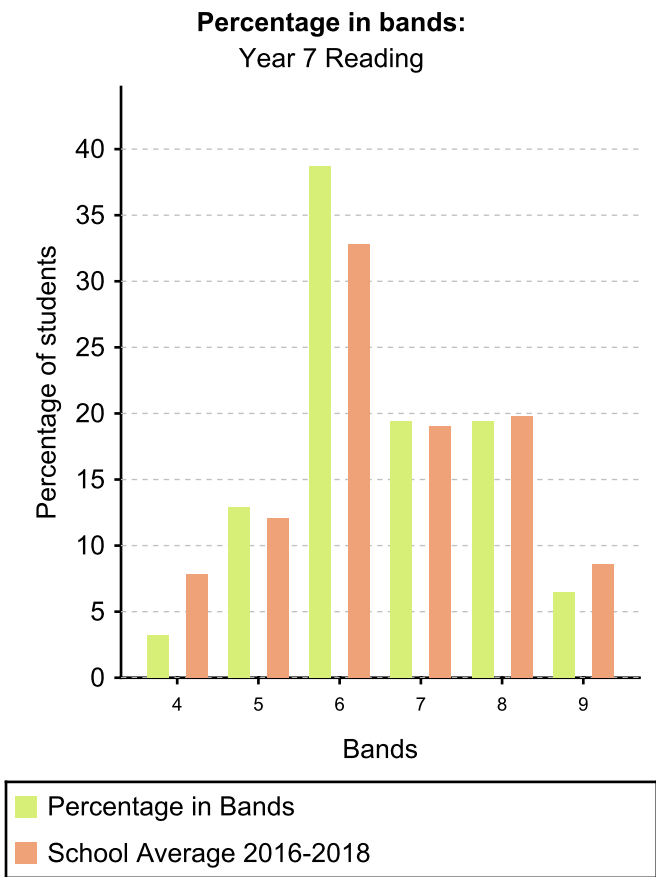
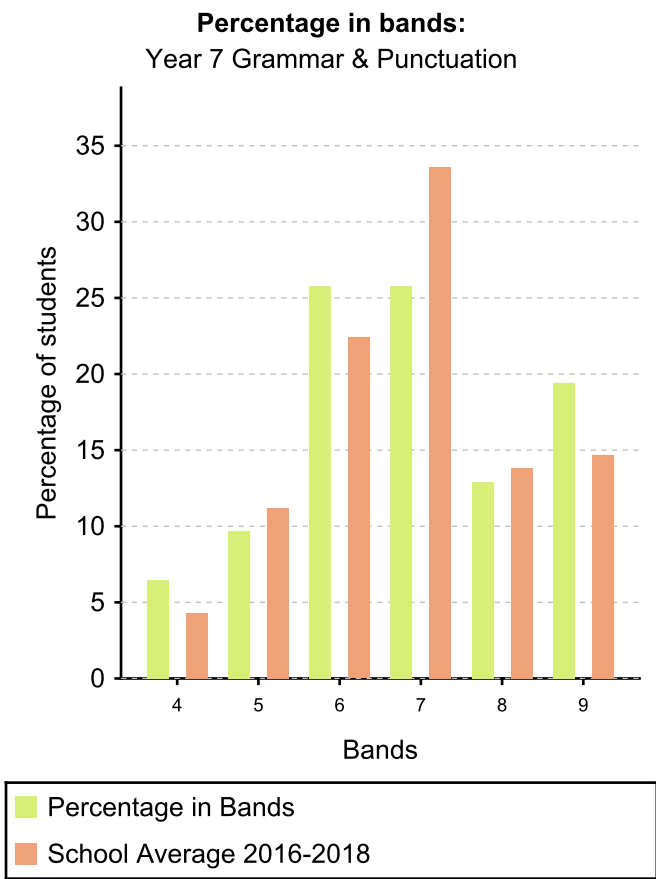
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. At Moorefield Girls High School, we use this data in conjunction with school based assessment and teacher observed evidence to inform our teaching practice. The reported bands assist the school in identifying areas for support for our students.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

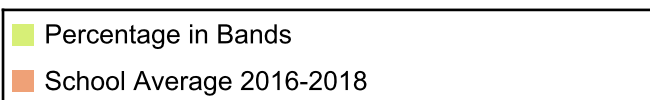
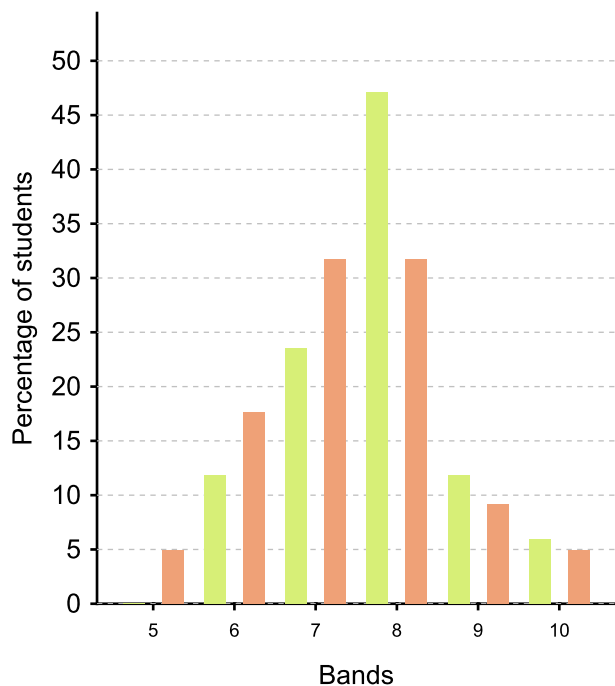
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 and Year 9 students outperformed the state

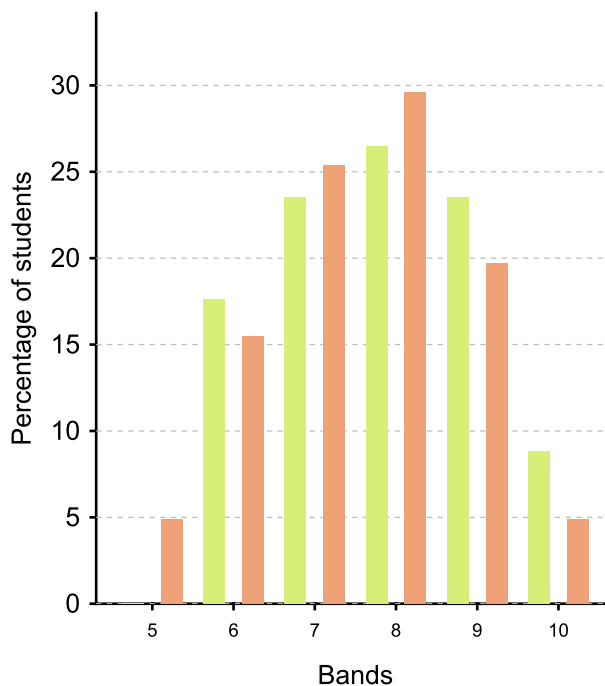
average in all areas of Literacy – Reading, Spelling, Grammar & Punctuation and Writing. Of note is our positive and sustained trend of outstanding results in Writing. (Picture 1)



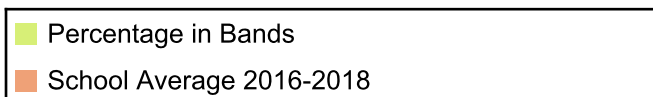
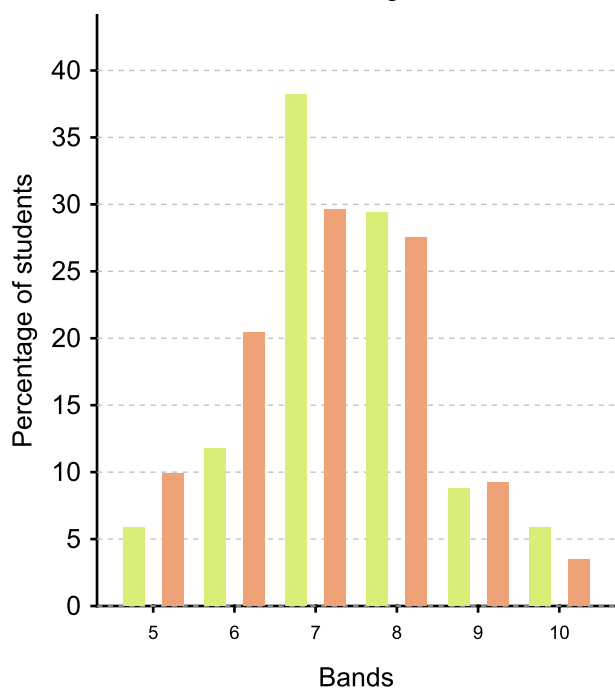
Percentage in bands:
Year 9 Grammar & Punctuation



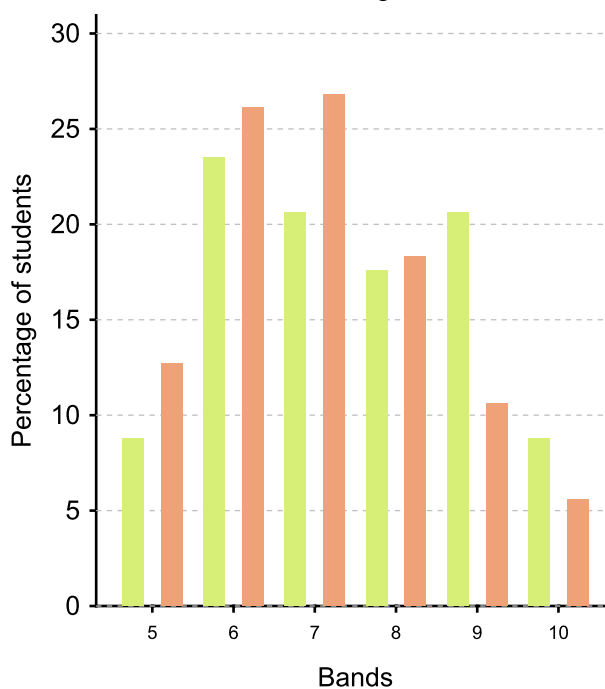
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

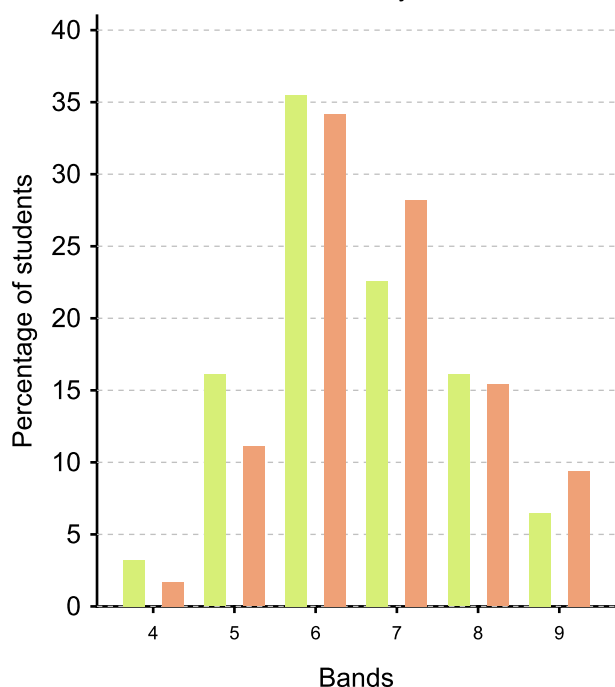


Percentage in bands:
Year 9 Writing



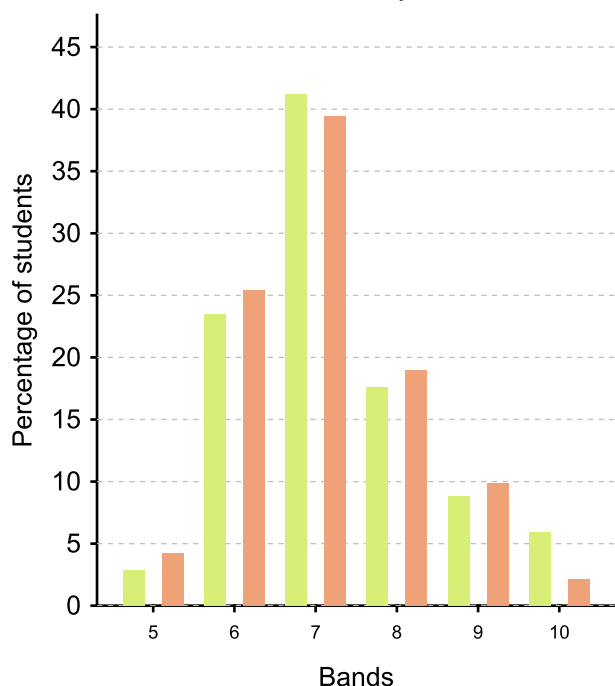
Our Year 9 NAPLAN results in Numeracy have continued to improve since 2016. Overall, the school has identified Numeracy as an area for further growth and will be a focus for the following year. The design of the Numeracy initiative will centre around explicit teaching of skills in each key learning area and embedding such lesson delivery into programs.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

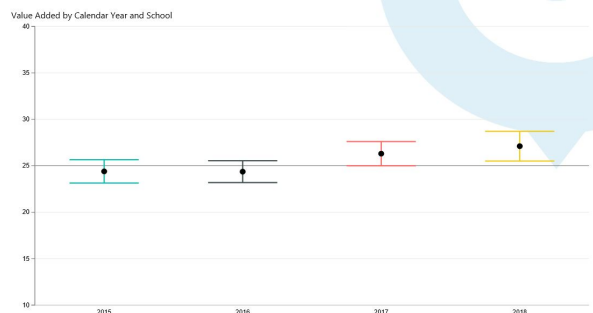
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Moorefield Girls High School is a 'Bump It Up' school as a part of the *Premier's Priorities: Improving education results*, increasing the number of students performing in the top 2 bands of NAPLAN Reading and Numeracy. In 2018, we achieved above our target for the second year in a row. Our school is on track to exceed the 4 year target (of 17%) in 2019. Bump It Up has allowed

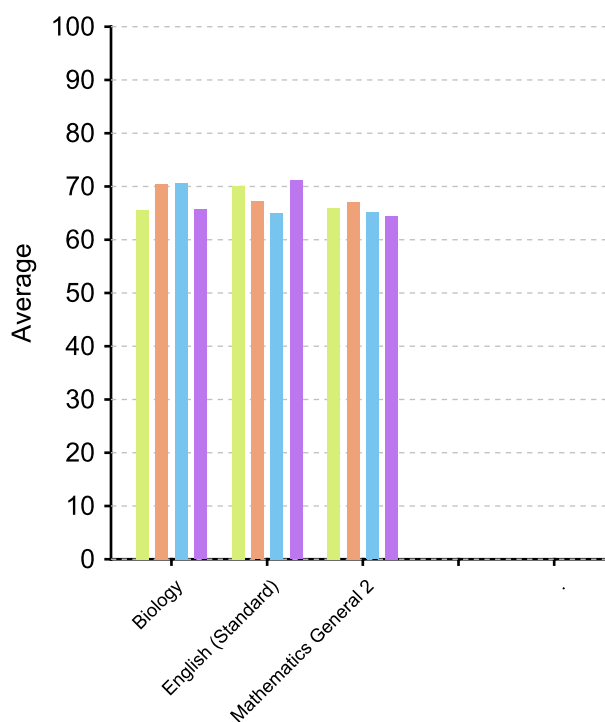
the school to develop teachers' skills in unpacking the literacy and numeracy demands of their subject areas and ensured our core business is improving student outcomes.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Due to our small class sizes, only three subjects are displayed however 28 HSC subjects were delivered at Moorefield Girls in 2018 to Year 12, and 10 of our girls studied languages or single TAFE courses through other providers. Outstanding results were achieved in English Extension 1 & 2, English Standard, Community & Family Studies, PDHPE, Retail Services (VET), Society & Culture, IPT, and Mathematics Extension 2.

Most importantly, our value added data shows that our girls achieve a high level of growth as mapped from aggregated year 9 NAPLAN scores. In this area, the school significantly outperforms the average for all state schools and we have been assessed as 'excelling' as a result.



School 2018
State Average 2018
School Average 2014-2018

Parent/caregiver, student, teacher satisfaction

In 2018 Moorefield Girls High School parents, students and teachers undertook the Tell Them from Me survey. Their responses are summarised below.

- Across all year groups, our students rated *effective learning time* and *positive learning climate* significantly higher than students across the state
- Students said that school staff emphasise academic skills and hold high expectations for all students to succeed
- Students rated teacher–student relationships highly and also said they would be less likely to be victims of bullying, compared to those in other schools
- Parents reported they feel welcome at school and are informed, with 82% satisfied with the *general communication* by the school
- Parent comments included "The student population is small, so teachers know the students individually and can pick up on learning and social issues quickly. Its a multicultural school where diversity is embraced. All staff are attentive and kind to myself and my child."

The theme of individual attention to students came out strongly from parent comments. For example "the teachers have a genuine concern for the students"; "staff are always helpful & ready to give advice & assistance at all times".

Teachers gave feedback in a self evaluation tool and the results indicate the school rates highly in the following categories – written feedback to students, having high expectations for learning, trialling new technologies in the classroom, and promoting positive learning environments. Teachers also reported they wanted more leadership in setting and achieving goals. Staff completed school based surveys which gave constructive feedback in the areas of literacy and numeracy, school excellence teams, professional learning days and teaching and learning facilities. In all of these areas, teacher responses were positive and presented ideas for future directions.



Policy requirements

Aboriginal education

In 2018 Moorefield Girls High School continued to support Aboriginal student achievement and the education of the whole school community in Aboriginal Education. Our staff continued to implement strategies to cater for the educational needs of our Aboriginal students by implementing the 8 Ways of Learning strategies into classroom practice.

We celebrated NAIDOC with whole school activities which provided all students with the opportunity to develop a value for Aboriginal culture. Our local primary and high schools joined us at a formal assembly to hear our guest speaker, Samara Hand who is a former School Captain and is now working within the NSW Department of Education with early childhood programs for Indigenous families. Samara studied both in Australia and overseas to complete her university degrees and was thrilled to share her story with the school during NAIDOC week.

The Aboriginal contact person consults with the Aboriginal and Torres Strait Islander students and families through the development of Personalised Learning Plans which were developed through a collaborative process involving key school staff, parents and community members. Through this process one Aboriginal student in Year 12 successfully completed her school–based traineeship through QANTAS. Students were also supported with numeracy and literacy mastery both within class and through an after school tutoring program.



Multicultural and anti-racism education

Moorefield Girls High School is an inclusive school which values the cultural diversity of the community it serves. Currently, 83% of students enrolled come from NESB backgrounds. Teaching and learning programs continue to embed multicultural perspectives as a means of developing a value of inclusivity and raising awareness of cultural diversity in contemporary Australian society and the wider global context.

The school continued to engage in programs which develop our students' understandings of anti–racism and active citizenship. Our wellbeing program actively

promotes inclusivity at a whole school level through celebration of events such as Harmony Day and Anti-Bullying Day to ensure all students engage in learning in a respectful and safe environment. In 2018, a sub group of our student leadership team visited Multicultural day at Holroyd HS to assist in preparation for our school's Multicultural Day in 2019.

Community Liaison Officers (Arabic and Chinese) continued to be engaged to assist us to strengthen our relationships with parents and local community groups.