

# Moss Vale High School Annual Report



2018



8388

## Introduction

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

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

Mrs Patricia Holmes

Principal

### School contact details

Moss Vale High School

Narellan Rd

Moss Vale, 2577

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

[mossvale-h.school@det.nsw.edu.au](mailto:mossvale-h.school@det.nsw.edu.au)

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### Message from the Principal

Once again, 2018 has been a positive and productive year at Moss Vale High School with so many staff and student achievements across all areas of the school. We have had a record number of students being involved in academic competitions, our Creative and Performing Arts concerts, sporting events and our charity fundraisers. The three main areas that have been a whole school focus throughout the year are the How2Learn initiative, Positive Behaviour for Success and Kick off with Reading.

#### How 2 Learn

This year, our staff commenced training in the How 2 Learn program. This innovative new program implements a cohesive, school-wide approach to student learning. By equipping students with skills and strategies to become more effective learners, How 2 Learn develops an environment for quality learning. The program also looks at the importance of mindset in learners, building resilience in students to persist in the face of challenges in the classroom. A small team of staff has been trained to deliver the course to the wider staff body, and this program will become an increasing focus throughout 2019 and beyond.

#### Positive Behaviour for Success

Positive Behaviour for Success continues to be a vital aspect of life at Moss Vale High School. In the past year, students have engaged in a range of lessons, activities and excursions which reinforce our values of being Safe, Respectful and Responsible.

Our PBS theme for 2018 was 'Let's Celebrate'. Throughout the year, we have celebrated small acts of kindness, persistence and excellence with our 'Let's Celebrate' awards, handed out at year meetings and assemblies. In Terms 2 and 3, the deep drought affecting all of NSW became a major focus for our PBS Fundraising. By Term 3, the drought was having a significant impact on several families within the MVHS community. As a result, the school focus became more local, and over the course of the term we raised several thousands of dollars to distribute directly to MVHS families affected by drought.

#### Kick Off with Reading

Our Kick Off with Reading program opened at our first assembly of the year, when we announced our book – *Tales of Outer Suburbia*, by Shaun Tan. A copy of this beautifully illustrated hardback book was given to each member of our staff and student body, thanks to the wonderful P&C. This program has become one of the most special aspects of MVHS life, as it reinvigorates our reading after the summer break, and develops a shared learning journey amongst students and staff.

## The Higher School Certificate

Our 2018 Year 12 students achieved some really impressive results across all courses. Overall, our average course mark for the school was 75, significantly higher than the average course mark of 66 for our Similar School group and 67 for the entire state of NSW. Congratulations to our graduating class of 2018.

It has been a full, productive and stimulating year at Moss Vale High School, proving once again that hard work from a dedicated staff, parent and student body makes a difference in a school which values relationships and academic achievements, as well as celebrating the wonderful, rich diversity of all that public education has to offer.

### Message from the students

It has been another exciting year for the Moss Vale High School Student Representative Council. It is a great pleasure to be working with such enthusiastic and conscientious young people who represent our school so positively both internally and in the wider community. This year has seen our SRC representatives from all year groups working together to achieve fantastic things through the raising of funds for various charities as well as successfully helping to run PBS lessons. The SRC have demonstrated that they are not only positive role models within the school; they are also upstanding members of the Southern Highlands community. Our first initiative of 2018 was Valentine's Day. This year we broke away from the tradition of selling chocolates and roses, instead making Valentine's Day a whole-school initiative with our installation, 'Field of Love'. Every student was provided with a love heart on a paddle-pop stick on which they could place a message to a loved one or a general message about love. The SRC then collected these and arranged them in our DP Area as a 'Field of Love' in which students and teachers could view their messages.

SRC members attended the 100 Year Anniversary of the Moss Vale ANZAC March culminating in a moving ceremony at the Moss Vale Services Club. Four of our Year 11 Student Leaders attended the GRIP Student Leadership Conference in which they gained valuable experience in working as a team and developing leadership skills. SRC Students were instrumental in making and selling the flavoured milk donated by Country Valley Dairy for our Country and Western themed mufti day raising money for drought-affected farmers. This helped raise awareness of the struggles many of the Dairy Farming families in our own school community were experiencing, and Term 3 saw us raise several thousand dollars in support of those families with our R U OK? Mufti day.

Several of our SRC members, as well as an enthusiastic group of Year 7 students, participated in the Southern Highlands Relay For Life. We raised over \$2,300 for cancer research, and despite the overnight part of the relay being called off due to dangerous weather, the students' spirits were not dampened as they returned on Sunday to finish the Relay. Additionally, our Year 10 SRC students completed their facilitator training with the Wingecarribee Shire Council. This enabled them to run several workshops and round tables during the Youth Forum Review with participants from all schools across the Southern Highlands. They did an excellent job engaging with other young people in our area and with the community as a whole.

## School background

### School vision statement

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

### School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 740 students in 2019. Our school motto is *Truth and Honour. Positive Behaviour for Success* (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible behaviour. The PBS initiative has had a significant impact across the school community and has enabled us to build on our positive culture at Moss Vale High School. All staff are involved in explicitly teaching lessons linked to our PBS values.

There are 52 Aboriginal students enrolled at the school. The school has a Support Unit containing I.O., Autism and Multi-categorical classes.

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

The school's strategic directions focus on Positive Performance for All, Leaders of Learning and Productive Partnerships.

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

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

The school experiences strong community support and has highly developed community partnerships. The Parents and Citizens Association is actively involved in the school, and community volunteering is an important component of school culture.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

The results of the school's self-assessment against the School Excellence Framework indicated that in the domain of **Learning**, Moss Vale High School is **Sustaining and Growing overall**, maintaining our level from 2017. In five of the six elements, the school is Sustaining and Growing: Learning Culture, Curriculum, Assessment, Reporting and Student performance measures. In the element of Wellbeing, the school is Excelling. Learning culture and wellbeing at Moss Vale High School are supported school-wide by the Positive Behaviour for Success program, which is a sustained through the universal approach to teaching explicit behaviour through shared values. Structures to sustain the program are inherent to the school's daily life, from assemblies and PBS lessons, to the Positive Behaviour Reflection system for students who require reminding of the school's expectations. Parents and community are encouraged to share these values through our social media updates, regular newsletters and invitations to merit assemblies.

Our Learning and Wellbeing team is a robust group with dedicated participants, as is demonstrated through the team's fortnightly report, which comprises the meeting minutes and other relevant information; this report ensures clear lines of communication to the entire teaching staff regarding the individual needs of students. All teachers have been trained and receive regular reminders in the process for referring students to the team, which then connects the students with relevant supports ranging from academic and psychological testing, Learning and Support, welfare programs, connections to external services, counselling and attendance support. This holistic approach to students with additional needs minimises duplication and ensures the student is receiving the most relevant support for their unique needs. Similarly, staff are able to work collegially in the knowledge that they are not shouldering the task alone.

Additionally, school programs are developed and implemented to address the needs of identified student groups, including Aboriginal and Torres Strait Islander students and gifted students. Our Aboriginal Education team oversees the development of PLPs for our Aboriginal and Torres Strait Islander students, as well as managing the AIME mentoring program at the school. The school's analysis confirms that faculties have developed relevant processes for moderation of marking, particularly in senior years. This is seen in inter-school professional interaction and HSC-style corporate marking. The school has developed a clear, common assessment format that is used throughout the school to ensure

students are confident in approaching assessments with an explicit understanding of what is expected. Extra-curricular opportunities, both in school and in alliance with other schools and organisations, cater to a broad variety of interests and are provided across the school, allowing students to explore and develop beyond the classroom. Our Creative and Performing Arts programs, Community of Schools Sports Coaching arrangements, Agriculture Show team, and various sporting teams are just a sample of the extra-curricular opportunities in the school.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, Moss Vale High School is **Sustaining and Growing** overall, and in three of the four elements: Effective Classroom Practice, Learning and Development, and Professional Standards. The school is Delivering in Data Skills and Use. Practices that support effective classroom practice at Moss Vale High School include staff networking structures which are in place to review and revise teaching and learning programs in response to student feedback, school-wide literacy practices such as Kick Off with Reading, Professional Development Plans and Networking support for continuous review and improvement of practice. School-wide training in, and implementation of, pedagogical strategies like Habits of Mind support an ongoing focus on proven literacy practices such as reviewing previous content and previewing future learning.

The development of staff in utilising data is supported by the examination of external measures including NAPLAN and HSC data, and has been used to inform practices including the sustained use of Kick Off with Reading, and TEEL and ALARM for writing. Relevant data is regularly reviewed by school teams including the Executive, Learning and Wellbeing, Aboriginal Education and PBS teams, as well as faculties. Effective use of data is set to become a greater focus in our School Plan in the coming years. The Community of Schools Visible Learning program continues to be utilised across all faculties through the use of explicit Learning Intentions and Success Criteria for lessons and lesson sequences, framed within Moss Vale High School as "Active Learners".

Positive Behaviour for Success provides a clear, positively-framed process for implementing classroom practice and for responding appropriately to negative behaviour, ensuring learning spaces with minimal disruption. The Positive Behaviour Reflection process applies restorative justice to students who have displayed ongoing or significant negative behaviours. This involves a small group of teachers working with the referred students to reflect on their behaviour in the context of the school's PBS values and rules, followed by the writing of a letter intended to repair damaged relationships. The program has been well-received by staff, students and parents, with a significant drop in non-attendance and gradual drop in recidivism. The most important outcome has been contact between these students and the Learning & Support staff, who are able to respond to patterns of behaviour with referrals to support. This, in addition to consistent executive support of consequences, ensures school-wide maintenance of standards.

Staff learning and development is effectively supported through Professional Development Plans (PDPs) to ensure commitment to building capacity in staff and the development of quality teaching and learning within the school, which are clearly linked to the school's priorities stated in the School Plan. The Sentral Professional Learning calendar demonstrates the processes and commitment of the school in targeting identified needs for beginning and early-career teachers and well as experienced staff for effective professional learning and sharing of professional practice amongst colleagues.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, Moss Vale High School is **Sustaining and Growing** overall, and in each of the four elements. Leadership opportunities are discussed at staff meetings and communicated via email, with our succession planning process providing mentoring for those who have expressed interest. Professional Development Plans clearly link to the School Plan, as well as providing space for staff to pursue their passions and personal priorities. The executive planning process further supports this by reviewing existing roles and revising them in light of changing pressures and priorities. All key team meeting minutes demonstrate a broad distribution of staff membership from across faculties, encompassing teachers with diverse experiences. The school has developed productive partnerships with external agencies such as the University of Wollongong and the In2Uni program, BDCU Alliance Bank and Bowral Co-op with trainee partnerships to support school programs and student learning outcomes. Feedback via surveys to staff, students and parents provide insight into attitudes around school-specific programs such as Kick Off with Reading and PBS as well as broader concerns affecting students today. The school plan is regularly updated with identified areas for improvement aligned to clear milestones as well as local and system priorities. A broad understanding of, and commitment to, the school's strategic direction is seen in their use to inform goals in staff PDPs and well as the collaborative development and assessment of milestones which is undertaken regularly by teams dedicated to each Strategic Direction. The successful implementation of high expectations for all students is demonstrated in the school's flourishing merit system and celebrations of student achievements in CAPA concerts, formal assemblies, year meetings and Presentation Evening. Staff, students, parents and the wider community are given opportunities to engage in the life of the school through the Parents and Citizens Association, subject selection evenings, information nights and parent workshops of key issues.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in educating 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

Positive Performance for all

### Purpose

To support high expectations for students and staff through a positive school culture where the ideals of resilience, goal setting and positive self-talk are explicitly taught for future success, including the use of data to inform practice.

### Overall summary of progress

Moss Vale High School made positive gains in 2018 in this Strategic Direction, with school-wide promotion of Habits of Mind paving the way towards a broad introduction of How2Learn in 2019. A staff team was fully trained to deliver H2L to staff in-house, ensuring long-term implementation of this evidence-based program in the coming years.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff familiar with the key concepts of How2Learn.	\$25,000 professional learning in How2Learn training.	Core team of six staff attended seven days of professional development in the How2Learn program, and began to implement this through whole-staff PD and in-depth training for staff who self-nominated. Habits of Mind were introduced to the school through assemblies and PBS lessons, as a preview of the Learning Habits which feature in How2Learn. Positive staff response to training was widely demonstrated in feedback.
Growth demonstrated in student data for literacy and numeracy.	\$6,000 staffing PLP process. \$15,000 Kick off with Reading program \$1,000 Mathletics program \$6,000 professional learning	Some growth in areas of Literacy and Numeracy performance for the school. However, further work in extending students with higher achievement is required. Introduction of Best Start for Year 7 in 2019 will deliver comparable data between the Year 5 and Year 7 NAPLAN tests to further inform teaching and learning.
Increased student engagement in setting and evaluating goals.	\$3,000	Staff induction in Scout facilitated through faculties. Surveys of staff, students and parents to inform future planning. Ongoing analysis of NAPLAN, HSC data. Staff training in Best Start to commence 2019.

### Next Steps

Data use and analysis promoted in School Plan Milestones in 2019 to advance its use further in the school. Professional development in use of data organised for Executive and other nominated staff, as well as the full roll-out of Scout training for all staff. How 2 Learn program rolling out to students with further staff development, links to Kick Off with Reading, promotion through assemblies and PBS lessons. Introduction of Best Start for Year 7 to further inform literacy and numeracy teaching.

## Strategic Direction 2

### Leaders of Learning

#### Purpose

To build a dynamic culture of innovation and best practice in teaching and leadership through ongoing professional learning and mentoring. Leaders and teachers will maintain high expectations of themselves and their students in order to foster sustained school improvement.

#### Overall summary of progress

Profile and delivery of enrichment opportunities grew significantly in 2018, with strong responses from staff and students. Faculty sharing at staff meetings became a valued and anticipated chance for professional sharing of teaching ideas and a great time to reinforce whole-school priorities.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students engaging in the school's enrichment activities.	\$6,000	Enrichment roll calls grew in range and enrolments, expanding to new areas of interest. Student surveys reveal a high level of engagement in these enrichment opportunities.
All KLAs share successful teaching and learning strategies at all whole school staff meetings, with particular focus on the HOW2Learn Learning Habits.	\$0	Faculty sharing occurred three times per term at staff meetings. This allowed staff to be exposed to new teaching ideas, particularly in areas of whole-school focus, such as Kick Off with Reading and Habits of Mind.
All Head teachers trained in the use of SCOUT so that they can lead their faculty in the analysis of student performance data more effectively.	\$3,000 for professional learning in effective use of SCOUT	Head Teachers were all trained in Scout, and introduced the program to their faculties. This will lead on to deeper engagement with the program in 2019.

#### Next Steps

Further growth of enrichment roll calls, offering a wider range of subject areas. Faculty sharing scaffold developed to further focus staff in delivering ideas which have broad application and relate to areas identified in the School Plan.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

To strengthen our educational community through the productive partnerships between all key stakeholders across the school and wider community. Enhancing the profile of the school through meaningful community endeavours and building an understanding of diversity and inclusivity between the school and community

#### Overall summary of progress

In 2018, the school worked closely with Moss Vale Primary School to further develop our transition program with the school. New initiatives were planned by selected staff at both schools in a series of meetings, and included sports– and play–mentoring by Year 9 students at the Primary School, a series of visits from targeted Year 6 students to the school to build confidence prior to commencing Year 7 and visits by our Student Leaders to the Primary School assemblies. Year 6 students also attended a number of our PBS assemblies in Terms 3 and 4, to develop in those students an understanding of the school's values and priorities.

Staff continued to invest in their Performance Development Plans, with guidance through staff meetings and mentoring from senior staff. Goals were aligned with Strategic Directions in the School Plan, as well as meeting targeted Professional Standards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of feeder schools actively participating in the Year 6 Transition program. .	\$5000 staffing transition program	Senior Executive visits to MVPS. YA and L&S visits to all public feeder schools. Information gathered on all incoming students from their primary schools. Continuation of successful transition programs including Inspire, sports coaching and Orientation Day. Year 5 taster day continued successfully.
All staff documenting evidence of collegial observations and producing a quality Performance Development Plan.	\$0	Discussion of PDP goals and process at whole–staff and faculty meetings. Mentoring of staff by Head Teachers to achieve goals. Mentoring of Head Teachers by Principal. Principal completing collegial observations in classrooms around the school.
Increased leadership opportunities for Aboriginal and Torres Strait Islander students.	\$4000 staffing leadership programs for ATSI students	Significant development of the AIME mentoring program at the school, providing tutoring and opportunities for leadership among students. Increased focus on developing Aboriginal students to present Acknowledgement of Country at formal school events. Student–led planning day to outline goals for Aboriginal education at the school in 2019.

#### Next Steps

In 2019 there will be a focus on refining the successful transition program that centred on our largest feeder school of Moss Vale Primary. The smaller feeder schools will be invited to attend the formal school assemblies in Term Four, and our student leaders will visit the schools to introduce incoming students to our school and programs including Positive Behaviour for Success. Aboriginal students will work with staff to develop plans for Aboriginal education around the school in 2019, featuring a growing NAIDOC celebration.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$29,442 total funding (\$17,885 tutoring)	<p>A dedicated staff member worked with students, family/carers, teachers and case workers to develop comprehensive Personalised Learning Plans, reflecting best practise. This resulted in our highest parent participation rate ever. Outcomes for students included connection with external support services, referrals to career counselling, literacy and numeracy support, and connection to in-school mentors.</p> <p>Maths tutoring continued weekly for small groups of students, to consolidate current learning and bridge gaps in past learning.</p> <p>AIME Mentoring was introduced to the school, with a strong take-up rate among students.</p> <p>NAIDOC was extended to a week-long celebration with different events each lunch time to engage a range of student interests.</p>
<b>Socio-economic background</b>	\$197,873 total funding (Student Assistance \$5,000, HT CAPA & Student Wellbeing \$64,000, Community Liaison \$34,000, Technology Support \$50,000, Additional Learning Support Officers \$44,000)	<p>Staff employed to dedicated positions of Community Liaison and Technology Support Officer, as well as HT CAPA and HT Student Wellbeing. Additional SLSOs in mainstream classes were also funded to ensure maximum support for students with additional learning needs. These officers completed targeted literacy and numeracy coaching, facilitated social coaching and supported teachers in classes.</p> <p>Technology Officer ensured maintenance and update of the school's technology, as well as facilitating students to access BYOD effectively.</p> <p>The Community Liaison officer fulfills a key role in engaging parents and community through communications, ensuring ongoing presence in local news, and managing important school events such as Presentation Evening and school photographs.</p>
<b>Support for beginning teachers</b>	\$41,358 total funding for 3 new Beginning Teachers	<p>The school had three funded new Beginning Teachers in 2018. All beginning teachers are provided with release time and mentoring. Support strategies were negotiated, including timetabled release time, planning days, professional learning opportunities and networking days.</p> <p>Principal Support and Head Teacher Administration shared the process of inducting new staff to the school, ensuring familiarity with vital school initiatives such as PBS and Aboriginal Education.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	313	315	336	329
Girls	295	287	309	317

Enrolments continued to increase year on year. In 2018, there were 94 Year 11 students and 57 Year 12 students. This was a smaller Year 12 cohort than the school has traditionally experienced, in part due to the success of our Alternative Pathways program which saw high numbers of students joining the workforce or traineeships/apprenticeships during their senior years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.9	92.9	92.1	91.6
8	90.8	90.6	92.9	88.1
9	91.6	87.2	90.5	88.5
10	86.9	89.3	86.8	83
11	88	85.5	89.8	82.4
12	90	88	89.4	88.9
All Years	90.3	89.1	90.3	87
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

**Positive Attendance Awards:** Moss Vale High School acknowledges outstanding attendance by providing students with a 100% Attendance Award for Semester 1 and the whole year. These awards are distributed at a whole school assembly and fortnightly Year meetings.

**Student Wellbeing meetings:** Attendance is the first item on the agenda at each Student Wellbeing meeting, where students who fall below 85% attendance are identified and discussed. Year Advisers make the initial

contact with the student to ascertain reasons for attendance rate. The Year Adviser or Head Teacher of the particular Year group will then make phone contact with the parent as a follow up measure. **Parent Meetings:** The school holds meetings with parents to discuss attendance concerns. These meetings aim to identify barriers and provide working solutions to counteract the student's non-attendance. Documented minutes are kept and plans established to return a student to full time attendance

**Attendance Meetings with the HSLO:** On a regular basis, structured meetings are held with the HSLO, Deputy Principals and students with attendance rates below 85% and high levels of unexplained absences. These meetings are aimed at improving student attendance by discussing the barriers preventing or discouraging student attendance and informing them of the necessity to attend school. These initial meetings with students form Stage 1 of the school HSLO referral procedures. Students are provided with their attendance information requiring parental explanation and a formal letter to parents explaining the reason why this student has been interviewed by the HSLO.

In 2018, Attendance was managed by staff members on the school's Learning and Wellbeing team. This decentralised approach proved problematic, and a revised approach will be adopted in 2019 with a clearly defined Attendance Coordinator.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	19
Employment	10	15	29
TAFE entry	10	15	35
University Entry	0	0	30
Other	0	0	12
Unknown	0	0	2

Students have transitioned out of school and into a variety of post school destinations. Students leaving Years 10 and 11 have entered TAFE courses including traineeships and apprenticeships. Stone Masonry and Horticulture positions were filled by students leaving Moss Vale High after trialling the job for work experience.

Year 12 students have taken up university places with 30% of students being made offers. Additionally, we have students looking to take a gap year in 2019 and use this time to travel and further their experiences.

### Year 12 students undertaking vocational or trade training

29% of our Year 12 students have moved into vocational or trade training. These opportunities include TAFE courses in auto, construction, landscaping and hospitality. Students have also taken positions with private colleges in the areas of audio engineering, drama and para-legal positions. These students have accessed fee help to assist with their course fees and will use the contacts in business that these colleges offer to secure employment at the completion of their studies.

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

While many of our classes were small enough to make comparisons with state averages invalid, all classes with more than 10 students demonstrated above-state average results. In 2018, 57 of the 58 students in our Year 12 cohort who completed the year attained an HSC or equivalent vocational qualification. One student was on a pathway course and will achieve the HSC in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	40.6
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.88
Other Positions	1

\*Full Time Equivalent

We have one Aboriginal teacher as part of our staff composition.

### 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	10

### Professional learning and teacher accreditation

Moss Vale High School provides staff with opportunities to engage in professional learning on a weekly basis. Professional learning forms a large component of executive, faculty and staff meetings. Twilight workshops and staff development days focus entirely on developing staff capacity in a range of areas. The total budget spent on Professional Learning was \$120,000. The main focus with Professional Learning in 2018 was the How2Learn initiative that looks at Higher Order Ways of Learning. However, there was a wealth of professional learning in areas such as data analysis, technology, curriculum development, literacy and numeracy, student wellbeing and PDP development. Staff also pursued professional learning opportunities with external facilitators to help them meet their professional learning goals. All school-based professional learning was aligned to areas of the school plan, as well as school and systemic priorities. All staff at Moss Vale High School successfully completed mandatory training in Child Protection, Anaphylaxis and the Code of Conduct. Teachers' professional learning is documented and supported in a collaborative learning environment through their teacher PDP Process. Policies and procedures for professional learning are transparent and communicated to all staff. Five teachers successfully gained their accreditation at Proficient level, while four teachers were approved for demonstrating the successful maintenance of accreditation. As part of the Permanent Beginning Teachers program, all beginning teachers were provided with additional release time to support them in their career development.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	343,751
<b>Revenue</b>	8,718,453
Appropriation	8,307,605
Sale of Goods and Services	3,481
Grants and Contributions	401,700
Gain and Loss	0
Other Revenue	1,044
Investment Income	4,623
<b>Expenses</b>	-8,463,519
Recurrent Expenses	-8,463,519
Employee Related	-7,652,487
Operating Expenses	-811,032
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	254,934
<b>Balance Carried Forward</b>	598,685

A Finance committee consisting of the Principal, School Administrative Manager, School Administrative Officer, Executive Teachers and a P & C representative meet regularly to monitor the school's financial position and determine future spending priorities. Moss Vale High School followed rigorous financial practices and governance structures which meet departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that aims to maximise the operation of the school within available physical and financial resources. The school ensured appropriate application of existing resources to identified areas of need including: maintenance/improvement of school buildings and grounds, identifying and addressing occupational health and safety issues and maintaining appropriate records in accordance with audit requirements.

The school has a canteen operated by the P & C.

The school has no Library or Building Funds.

Approximately \$100,000.00 of outstanding orders and invoices will be required to be paid from the surplus amount at the commencement of 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,452,911
Base Per Capita	129,175
Base Location	8,470
Other Base	6,315,266
<b>Equity Total</b>	432,862
Equity Aboriginal	29,442
Equity Socio economic	197,873
Equity Language	0
Equity Disability	205,548
<b>Targeted Total</b>	966,965
<b>Other Total</b>	152,926
<b>Grand Total</b>	8,005,665

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.

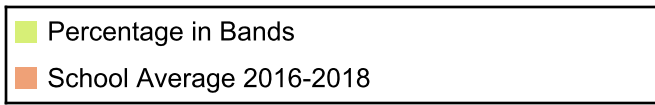
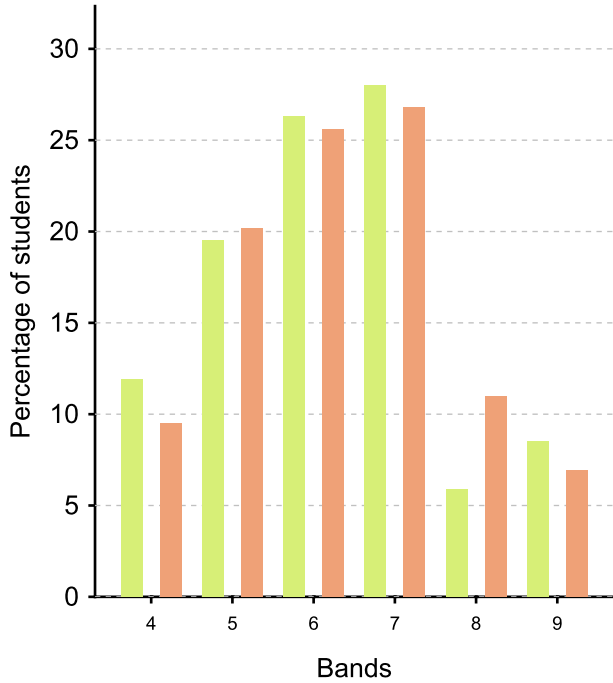
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

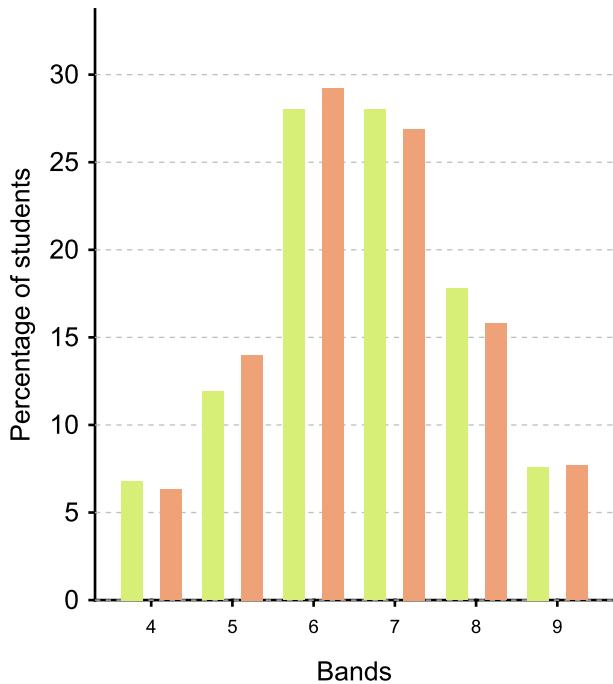
NAPLAN results for 2018 were mixed, with several areas of growth from our 4-year average, and some areas for further development. The average NAPLAN score for Year 9 in Reading was 579.8 which was above the average score for Similar School groups at 568.89 and a significant improvement from the school's average of 566.4 in 2017. In Writing, Year 9 there was 6.3% of students attaining the second highest Band 9

as opposed to 5.5% in the Similar Schools Group, and an improvement on the 4.2% in 2017. However, results across Writing, Spelling, and Grammar and Punctuation still show that the school performance is slightly behind the overall state performance, and we will continue to strengthen our focus on whole school literacy in 2019 in accordance with our School Plan.

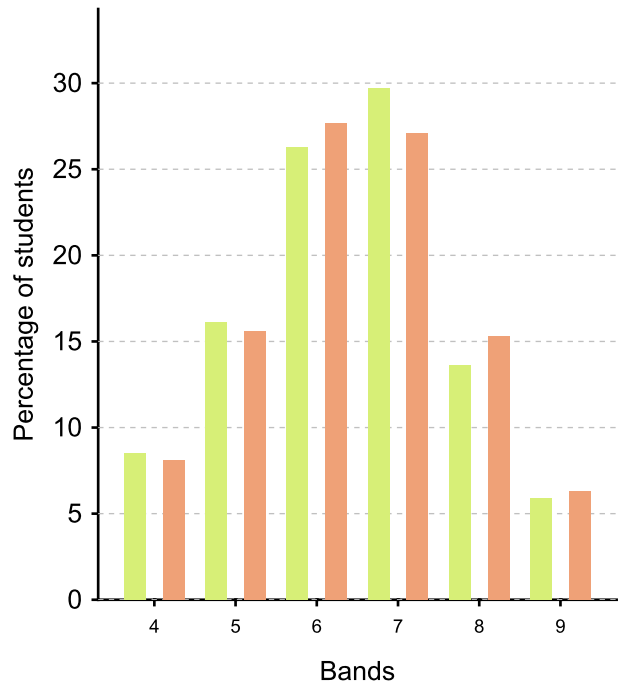
**Percentage in bands:**  
Year 7 Grammar & Punctuation



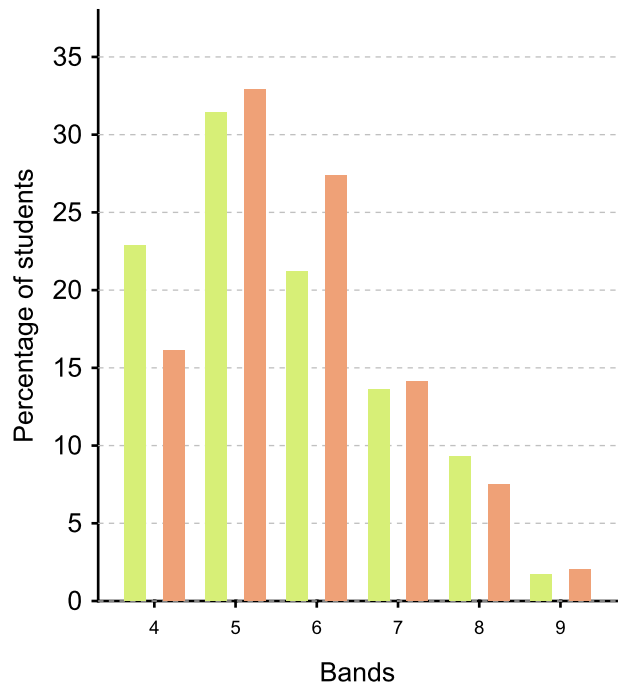
**Percentage in bands:**  
Year 7 Reading



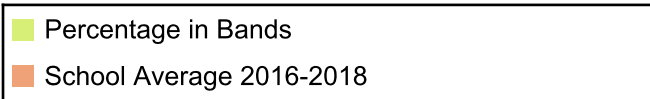
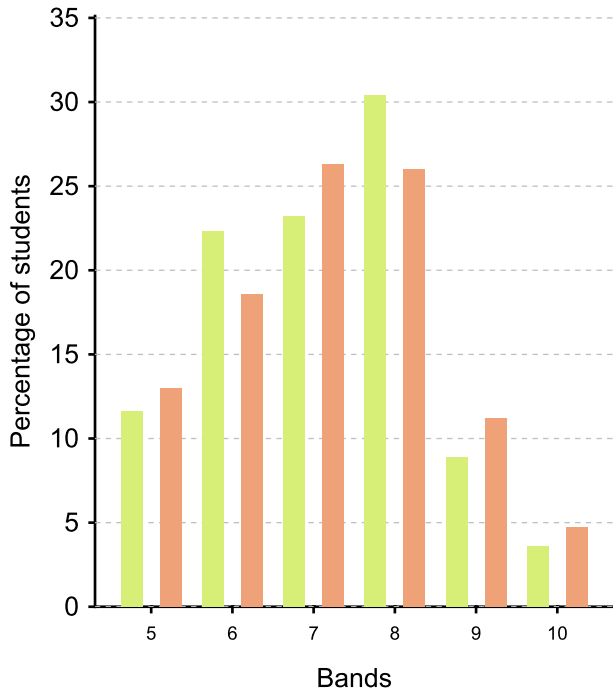
**Percentage in bands:**  
Year 7 Spelling



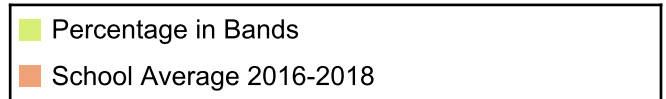
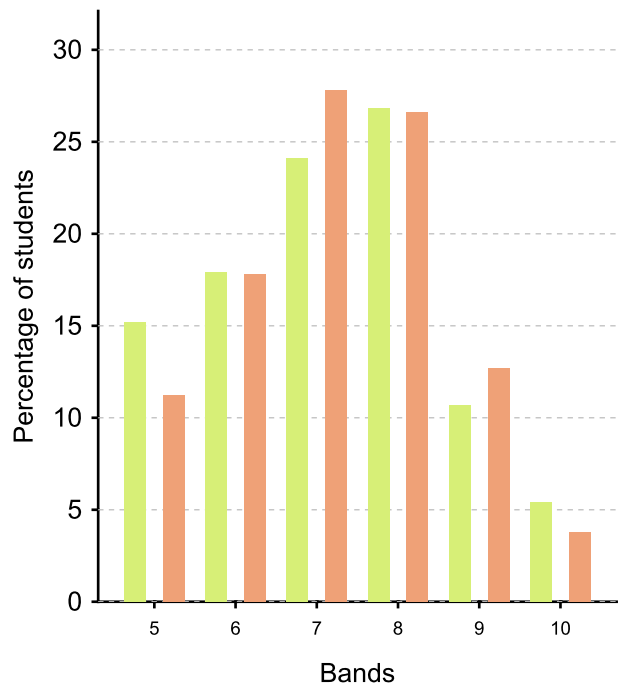
**Percentage in bands:**  
Year 7 Writing



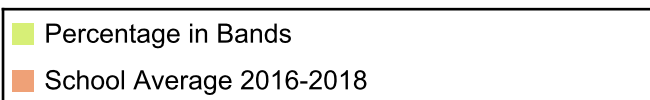
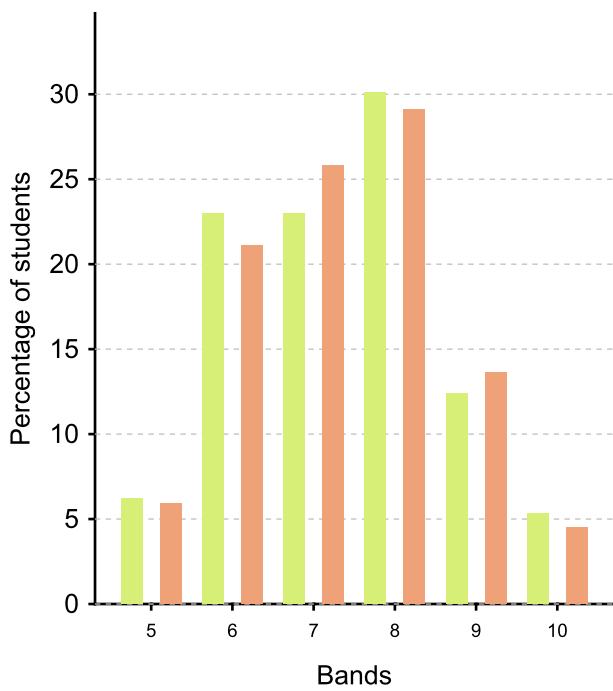
**Percentage in bands:**  
Year 9 Grammar & Punctuation



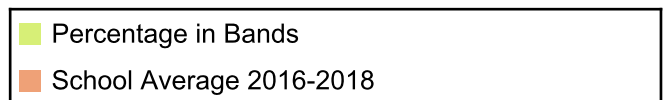
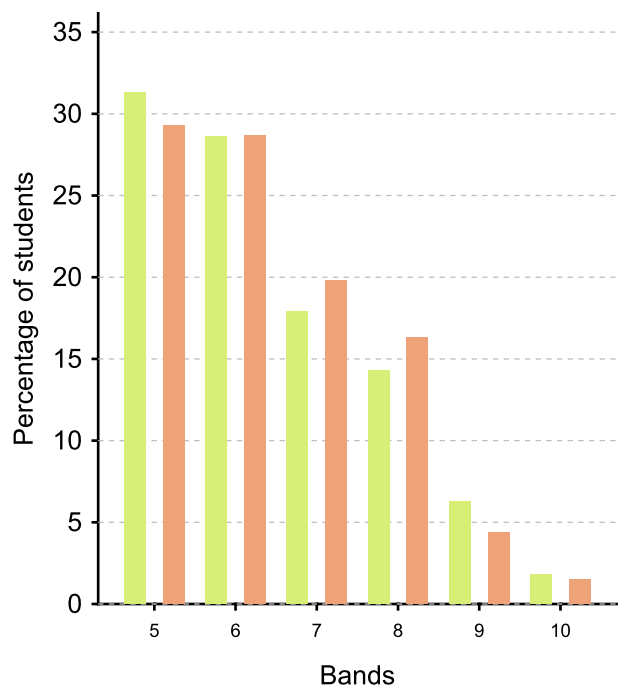
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



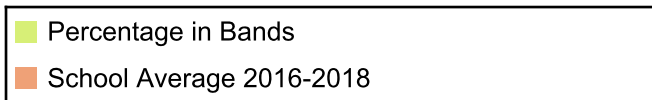
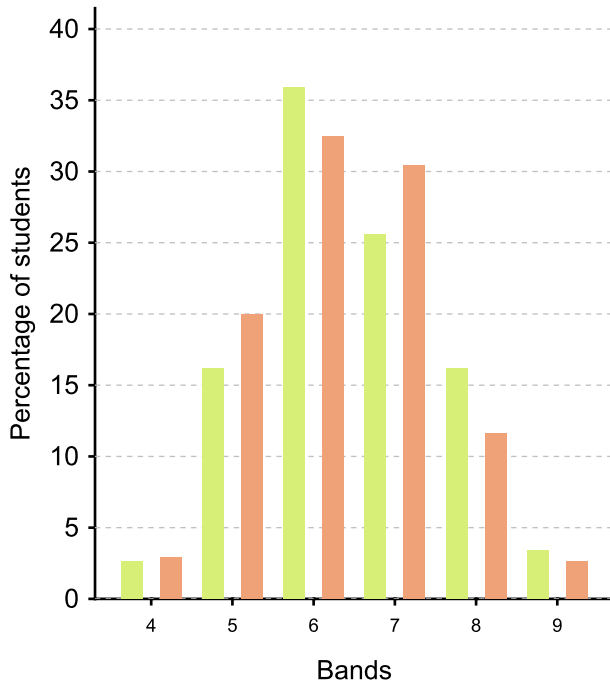
**Percentage in bands:**  
Year 9 Writing



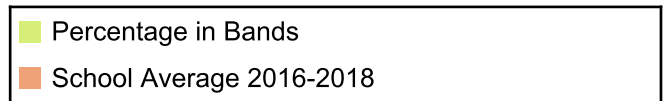
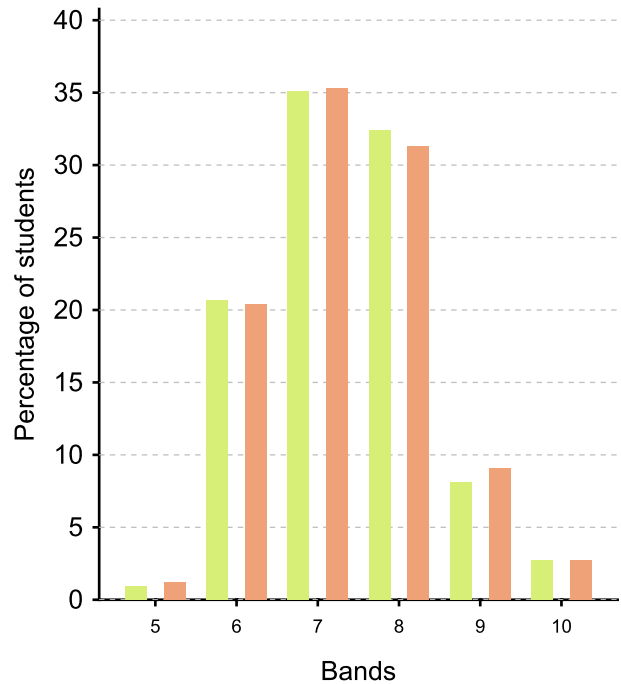
2018 NAPLAN results demonstrate student growth in numeracy for Years 7 and 9 was above state average. Year 9 average student achievements in Bands 8, 9 and 10 demonstrated improvement in overall numeracy scores. In Year 7 significantly more students achieved Bands 8 and 9.

Future learning improvements remain focused on lifting student achievements above the state average in Bands 8 through 10 in Year 7 and 9 and assisting more students to reach Bands 8, 9 and 10. Enrichment activities, differentiated classroom learning and formative assessment activities will be a focus for 2019 Mathematics classes. Moss Vale High School will continue to adjust numeracy learning to meet the needs of students on an individual basis, with the goal to improve all student outcomes.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



Aboriginal and Torres Strait Islander students performed relatively in line with their cohort in Years 7 and 9 NAPLAN. The lowest performing students from previous years demonstrated sound improvement in particular, closing gaps from earlier years.

In Reading for Year 9, our 9 Aboriginal students attained an average score of 535.84 as opposed to 579.83 attained by the 109 non-Aboriginal students in the cohort.

The percentage of Year 9 Aboriginal students whose growth is at or greater than the Expected Growth, compared with the growth of students in statistically similar schools and the State for each Domain of NAPLAN is outlined as follows:

Writing– 50% of students are at or greater than the expected growth as opposed to 40% in Similar School Groups and 41% across the state.

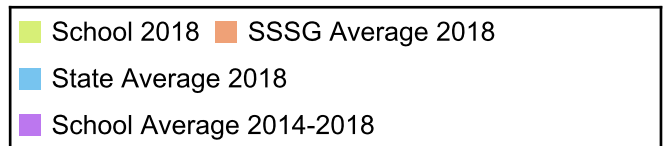
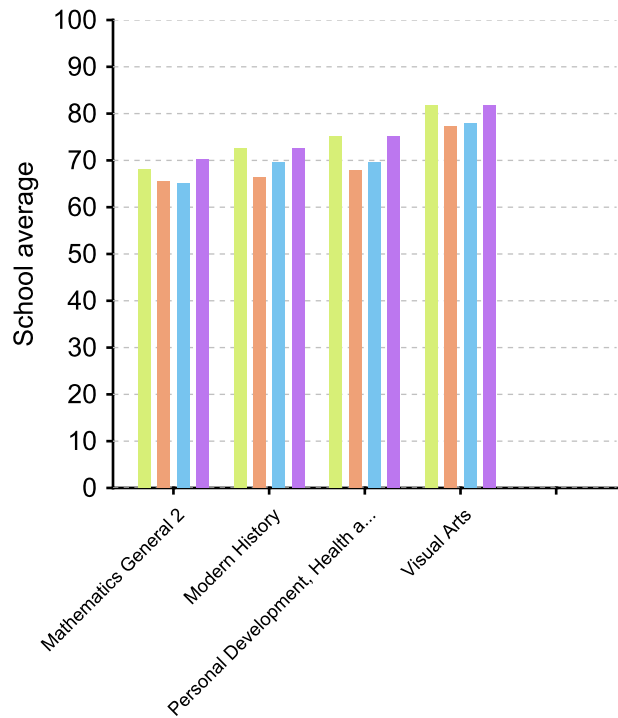
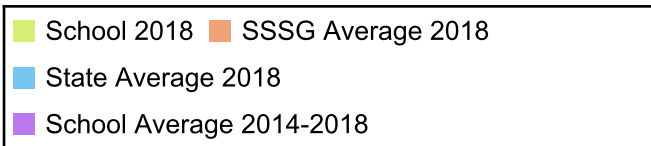
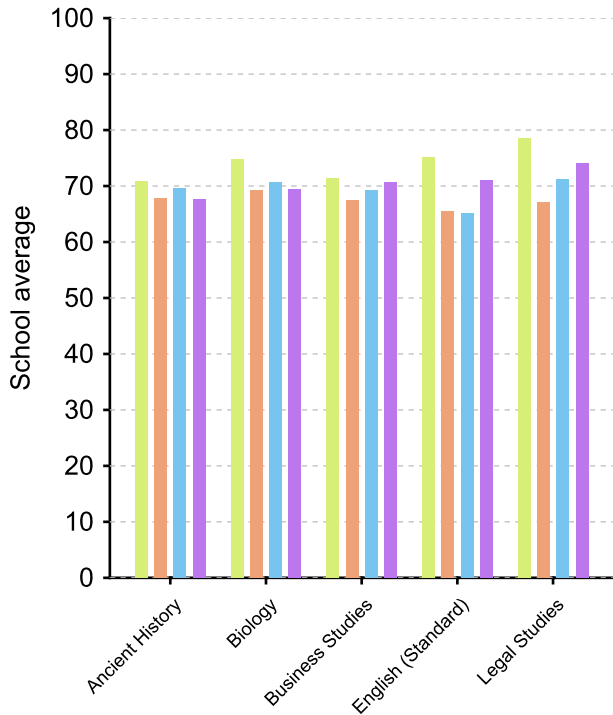
Numeracy–71.4% of students are at or greater than expected growth, 55% in Similar School Groups and 41% across the state.

Spelling– 62% of students are at or greater than expected growth, 47% in Similar School Groups and 48% across the state.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Moss Vale High School had another strong year in the HSC, with performances above our 4-year average, and above statistically-similar schools, in a

number of subjects. The following subjects were all above state average with the following percentages: Agriculture– 10.54% above, Standard English– 6.36%, Industrial Technology– 7.59, Legal Studies–3.02, Maths Extension 1– 5.91, Music–3.40, PDHPE–2.57, Senior Science– 3.75, Society and Culture–7.86 and Visual Arts– 1.76. PDHPE had 26% of students achieve in the second highest Band 5, Society and Culture had 12% achieve in the highest Band 6 and 35% in the second highest Band 5, Visual Arts had 13% in Band 6 and 41% in Band 5, and Agriculture had 6% in Band 6 and 26% in Band 5.



Moss Vale High School continues to demonstrate an upward trend in HSC relative performance data. The school performed better than similar school groups across all subjects, and was above the state average across all courses. The average course mark for the school was 75% as opposed to 66% for the average course mark from Similar School Groups and 67% for the overall state-wide average.

## Parent/caregiver, student, teacher satisfaction

A random selection of parents was invited to complete a survey focusing on school priorities such as PBS and Kick Off with Reading, as well as processes including communication. Responses demonstrated that recognition of our PBS values was very high among parents: the three values were selected on average 75% of the time out of a list of other values. One of the goals of Kick Off with Reading – to promote reading and talking about books – showed success, with 63% of parents having talked to their child about the program in the first five weeks of the year. In terms of welfare, over 90% of parents felt that their child had a place to go at the school where they could receive support when they needed it.

The theme for 2019 will be 'High Hopes, High Expectations'. As a preview to that, parents were asked whether they felt the school had high expectations of behaviour and of student learning. 98% of parents felt the school had high hopes of behaviour (with 65% strongly agreeing), while 93% felt the school had high expectations of student learning (with 42% strongly agreeing). This confirms our move to a stronger emphasis on high *academic* expectations of students,



to be addressed through How2Learn.

Our survey of teaching staff related to specific programs running across the school, as well as encompassing attitudes towards the school as a whole. Staff continue to support Positive Behaviour for Success as an integral aspect of school life, and over 80% strongly/agreed that our PBS lessons are productive and effective in highlighting important values and social issues. Communication about core issues affecting the school, such as the School Plan, student issues and professional learning, was considered highly effective. Similarly, staff were confident in locating school and Department policies, and in understanding the requirements around accreditation. This reflects a strong and structured approach to staff meetings throughout the year. Future areas identified for development in our School Plan, including higher academic expectations and mindfulness to support mental health were seen to be valuable additions to our school-wide pedagogy. One area of concern identified by staff is the perennial issue of the lack of time to engage with colleagues to discuss teaching and learning. While opportunities for this are built into staff meetings, at least a third of staff would like to increase this focus time.

Our survey of students encompassed a random selection from across grades, and included questions relating to PBS, our Student Representative Council and also student belonging. Students overwhelmingly recognised the value of the various structures supporting PBS, including our formal assemblies, fundraising and rewards excursions. Similarly, almost all students could correctly identify our three school values: Safe, Respectful and Responsible. Year 7 students were the only respondents who were less confident.

Responses showed strong recognition of our school captains, and also of the role played by the Student Representative Council in the school. However, students were less confident about identifying the SRC representatives for their own grade. This is something to be addressed in the coming year, by developing the role of grade-representatives at year meetings and assemblies. Most respondents (75%) felt that students received support with their concerns or problems as they arose, while over 80% could identify at least one adult to whom they could speak if they personally needed support. Over 95% of students felt that their teachers had very high expectations of both students' behaviour and learning, which is a key indicator of student success.

## Policy requirements

### Aboriginal education

Aboriginal Education continues to be an important part of the fabric of Moss Vale High School. Our focus for 2018 was on student involvement, seeking to engage as many of our Indigenous students as possible in the cultural and educational opportunities offered. A number of our students have grown in their pride, confidence, and curiosity about their culture.

One of the most significant developments for our Indigenous students this year has been our partnership with AIME – the Australian Indigenous Mentoring Experience. Through weekly tutor squads, program days, and a special reward excursion for senior students, AIME have been a pivotal part of our focus on student involvement. Each week in Term 2 and Term 3, a handful of mentors from University of Wollongong spent a period assisting students with classwork. This was available to all Indigenous students and we hope to see the number of students attending each week grow next year. The relationships developed in these tutor squads led to positive and valuable program days. Students were encouraged to think about the significance of their culture and how it plays into their identity and sense of self, set goals and work out how to achieve them, and address some of the things that might be holding them back from success. One of the highlights of AIME for our senior students was our Penrith Panthers excursion. The Panthers offer a 'Sticks to Stadium' program, and thanks to AIME and the incredible generosity of the Penrith Panthers, our school was given the opportunity to attend. Students were able to visit Muru Mittigar (Aboriginal Cultural and Education Centre), spend time exploring the Panthers' training facility, play aqua golf, and attend a Panthers' home game where we were able to form the tunnel for the players running onto the field, and then visit the sheds after the game. The Penrith Panthers generously provided all food for the three days, accommodation, and the various experiences and were wonderful hosts.

In Term 2, Kirli Saunders from Red Room Poetry presented a 'Poetry in First Languages' workshop. Students explored the significance of language in culture, learnt poetry writing skills and were taught some Gundungurra language to then be able to write their own poems in a mix of English and Gundungurra. It was very encouraging for the Aboriginal Education team to see students from each year group at the workshop and to be able to read the mature and profound works that were created. One student had her poem selected to be turned into an artwork by local artist Rhe Lotter, which is now on display in a prominent position within the school environment.

One of our senior Aboriginal students has been a particular inspiration for many people this year, including our Aboriginal Education Team. This student sat with some of the team and shared her thoughts about things she appreciates that we do, and also some things she would like to see implemented. These ideas were further discussed at a team meeting and we look forward to seeing them come to fruition in 2019. This confidence and willingness to share ideas, as well as the student's heavy involvement in artistic and cultural opportunities this year, led to a nomination for the Aboriginal Student Achievement Awards. We were delighted to hear that the student was successful in winning an award for 'Community, Courage and Commitment'.

Following through on our focus of student involvement, not just in the activities throughout the year, but also the planning, students were asked to volunteer to be involved in teams to help with NAIDOC week and our

annual Gundungurra Shield. We expanded NAIDOC week to have a different event each lunch time, with the most popular event being the hand print artwork on the wall. All students were invited to participate to show their support to our Indigenous students. The resulting artwork on the basketball courts is an ongoing reminder of how special our school community is. Two students have created a design to be presented around the flag and this should be completed by the start of 2019. The Gundungurra Shield continues to be an important and enjoyable day in the school calendar.

### Multicultural and anti-racism education

Multicultural and anti-racism education is addressed in a number of ways at Moss Vale High School, including through our school-wide Positive Behaviour for Success lessons and fundraisers, and through embedded programs in many Key Learning Areas. Fundraisers for events such as One Girl Foundation provide insight into global issues, while lessons from our Kick Off with Reading book, Tales from Outer Suburbia, taught students about the variety of cultural experiences in Australia and beyond. Assemblies celebrate key events in the calendar, including Harmony Day, NAIDOC Week and Closing the Gap day.

Moss Vale High School enforces a zero-tolerance approach to racism within the school in accordance with DoE policy and relevant Anti-Discrimination legislation. The school has a designated ARCO to support, educate and monitor instances of racism to ensure a positive learning environment. Fortunately, incidents of racism are extremely rare at Moss Vale High School.

Moss Vale High School continues to provide a positive educational environment by upholding and promoting the values of a cohesive and tolerant multicultural society in accordance with the DoE policy and Anti-Discrimination legislation. The school's core values of Safe, Respectful and Responsible behaviour are important in promoting tolerance and inclusivity within our school community.

### Other school programs

#### Positive Behaviour for Success

Positive Behaviour for Success underpins all we do at Moss Vale High School, and this is reflected in the positive and calm atmosphere of the school..

Our PBS theme for 2018 was 'Let's Celebrate,' and involved the celebration of the multitude of interests and talents in our school community. In Week 9 of Term 1, we held a Celebration mufiti day which, unlike our usual days, was free. This was to acknowledge the wonderful community which exists at MVHS which was evident in the huge support for the family of an ex-student following his car accident and hospitalisation; staff and students contributed over \$1,000 to the family to assist with rehabilitation and

In Terms 2 and 3, the deep drought affecting all of NSW became a major focus for our PBS Fundraising. In Term 2, the school hosted a 'Country and Western' dress up day to raise money for Country Valley Dairy in Picton, which was facing an overwhelming period of drought. Students in our SRC pulled together to make flavoured milk for sale, and many of the costumes were very eye-catching – especially the Science staff in their cow onesies! By Term 3, the drought was having a significant impact on several families within the MVHS community. As a result, the school brought the focus more local, and over the course of several weeks we raised several thousands of dollars to distribute directly to MVHS families affected by drought. From the amazing Colour Run, to 8G's film afternoon and Ms Finlayson's continued gathering of groceries and vouchers, initiatives around the school came together to make a real difference.

In Term 4, our focus shifted globally, with our fourth year of celebrating 'Do It In A Dress'. This initiative, started by the One Girl Foundation, aims to raise awareness of and money for girls in the many countries around the world in which girls do not receive a proper education. The day is widely supported throughout the school, as staff and students work, play and study in a dress to symbolise the fact that being born a girl should not prevent anyone from fully participating in life. For every \$300 raised, a girl will receive a full year of education, improving her future health, wealth and life expectancy.

Our biannual rewards excursions were again very popular, as students who had achieved the required Merit Level were invited to participate in a fun day of movies and shopping at Macarthur Square. These events are a wonderful celebration of the hard work which so many of our students put in, day after day.

Finally, our PBS assemblies and lessons also focused on teaching students about the Habits of Mind. These 16 habits, ranging from 'Persisting' to 'Finding Humour', have been shown to develop more effective and resilient learners. These habits are also incorporated into the How 2 Learn program; by teaching them this year, the students have received a valuable introduction to some of the key aspects of How2Learn, a program being rolled out school-wide in 2019.

#### Kick Off with Reading

Our Kick Off with Reading program opened at our first assembly of the year, when we announced our book – Tales of Outer Suburbia, by Shaun Tan. A copy of this beautifully illustrated hardback book was given to each member of our staff and student body, thanks to the wonderful P&C. Students began reading the book in roll calls, and completed learning activities focusing on the book in both PBS lessons and their normal classes. In addition to this, some students were able to participate in an interview with the author, which was then shown at our Book Week assembly in Term 3. The book offered an insight into an imaginative world – one that almost looks like our own – and provoked interesting discussions around the school.

This program has become one of the most special aspects of MVHS life, as it reinvigorates our reading after the summer break, develops a shared cultural capital amongst students and staff and provides a platform to explicitly teach literacy and learning strategies.

### **Higher Order Ways to Learn (HOW2Learn)**

Moss Vale High School began training in the HOW2Learn DEC initiative in 2018, with six members of staff attending trainer workshops during the year and then planning and delivering the long-term implementation of the program into the school. HOW2Learn is a comprehensive program that allows schools to focus on what matters most in education: learning.

The program draws on research from leading educationalists and psychologists such as Professor Guy Claxton, Professor Carol Dweck, Professor Stephen Dinham and Professor John Hattie, while aligning to state and national educational policies and priorities.

In 2018, HOW2Learn became a focus on teacher professional development with all staff engaging with the program. A quarter of our staff volunteered to delve deeper into the program by completing additional training sessions and submitting participant deliverables. The school is enhancing our learning culture, so that learning and student growth is at the heart of all we do. The delivery of the program continues in 2019, which is year two of our five year implementation plan.

Our classroom cultures are now developing so that staff and students are now aware of the importance of mindsets (growth v fixed), the concept of the learning pit and the impact of neuroscience in the learning process. The focus of 2019 will be the five Learning Dispositions and the 20 Learning Habits which will provide students with a 'tool box' of strategies to draw upon as life-long learners.