

Moorebank High School

Annual Report



2018



8501

Introduction

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

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

Ms Vally Grego

Principal

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Message from the Principal

It is my pleasure to present Moorebank High School's 2018 Annual Report. Literacy and numeracy results in 2018 were positive. The percentage of students in the top two bands in Year 7 and 9 numeracy significantly exceeded state averages, while the percentage of students in the top two bands for most aspects of literacy surpassed state averages.

Our students also achieved strong Higher School Certificate results. The school's exam mean was greater than the state mean in 12 subjects and the average results across KLAs were greater than the state average. The top Higher School Certificate ATAR in 2018 at Moorebank High School was 99.7.

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

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

School background

School vision statement

Instructional leadership will guide and support staff to enhance effective, evidence-based practices in teaching and wellbeing, in order to provide all students with the opportunities to become empowered, responsible, active and generous citizens. Through a culture of high expectations, explicit teaching and effective feedback our school will optimise the learning progress of all students and develop mindsets that value the pursuit of life-long learning.

School context

Moorebank High School is a dynamic part selective and part comprehensive high school situated in southwest Sydney. The school has 1086 students with 75% of students from a language background other than English. The school is committed to extending its students through excellence in teaching and learning and collaboration with its partner primary schools and other comprehensive and selective high schools. Moorebank High School offers students and teachers rich opportunities for leadership and quality learning and has a proud record of academic, sporting and cultural achievements. The school continues to refine a broad and differentiated curriculum, progressive welfare practices and quality professional learning to ensure excellence in student learning outcomes in the middle and later years of school. Current school priorities include literacy, numeracy, engagement and achievement supported through innovation in areas such as whole school behaviour and merit programs, the arts, quality mentoring and study skills initiatives, enhanced student leadership and student voice opportunities, and an emerging and deepening focus on building student resilience.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

The school planning team, comprising executive and teaching staff, completed a self-assessment against the School Excellence Framework and progress of Moorebank High School 2018 – 2020 school plan. Outlined below is a summary of our analysis and synthesis with annotations to evidence that helped us determine a final assessment of each domain of the School Excellence Framework.

The school leadership team have established and are driving a strong improvement agenda, grounded in evidence from research, performance data and feedback from all stakeholders to improve student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students and accompanying timelines.

LEARNING

- **LEARNING CULTURE:** *sustaining and growing*
- **WELLBEING:** *delivering*
- **CURRICULUM AND LEARNING:** *sustaining and growing*
- **ASSESSMENT:** *delivering*
- **REPORTING:** *sustaining and growing*
- **STUDENT PERFORMANCE MEASURES:** *sustaining and growing*

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

The school's strong focus on learning culture is evident in the strengthening relationships that we continue to develop with our MCOS and CoS4 partnerships. The school demonstrates its **commitment within the school community to strengthen and deliver on school learning priorities**. Our investment in strengthening our early transition program in years 6 into 7 with the introduction of a two week induction program into high school promotes ongoing student wellbeing. The Learning and Support team continues to provide resources for staff to assist in making adjustments to teaching and learning to address the needs of all students. The school also maintains a robust focus on student leadership. The school has invested in both a career adviser and later years transition adviser to support older students in gaining apprenticeships, full employment and support in scholarships and early university entry scheme. With the

continued implementation and evaluation of the school's Teaching and Learning policy the school successfully **implements and evaluates current policies, programs and processes that identify, address and monitor student learning needs**. Subject selection evenings' supports student choice in subjects offered on an annual basis to **meet the changing needs and requirements of students**. And the Teaching and Learning committee continues to implement strategies from the What Works Best document to ensure that **teaching and learning programs describe expected student progression in knowledge and understanding**. The schools attendance data is above state average and the Wellbeing team **regularly monitors** student attendance and liaise with the HSLO and outside agencies to support our most at risk students.

The school has undertaken a thorough review of the wellbeing policy and initiatives as per Strategic Direction 1 in the school plan. Where **the wellbeing of students is explicitly supported by identified staff** this is not common practice across all staff. Staff **do explicitly communicate expectations of behavior across school settings** via the schools PBL initiative. The implementation of the Australia Wellbeing Policy is being addressed within the review. A plan has been established to begin staff professional learning and implementation of the new wellbeing focuses in 2019.

A variety of assessment approaches including formative and summative **monitor student achievement and identifies student learning gaps**. Each KLA also has **explicit processes to collect, analyses and report on internal and external data**. All staff analyse RAP and NAPLAN data to inform the schools priorities in teaching and learning with particular focus on Stage 6 and literacy and numeracy standards in the younger years. In 2018 staff implemented the new reporting policy (Strategic Direction 1) to ensure consistency of practice and ensure that **student reports contain personalised information about individual student learning progress and achievement**. MHS Assessment policy has been written for implementation in 2019 to ensure a consistent approach throughout the school as per NESA requirements, however, parent feedback on the learning of their child is an area that will be addressed in conjunction with the implementation of learning goals.

The school continues to achieve **excellent value added results** where more than **35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy**. The numeracy team has developed a structure to address numeracy needs for students at all levels, the Literacy team is working towards developing the structure (Strategic Direction 1). The implementation of the learning plans in 2019 will allow students to be aware of their expected growth when receiving assessment grades.

TEACHING

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

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

Ongoing implementation of the Teaching and Learning policy, Learning and Support policy and review of faculty specific programs demonstrates **explicit teaching as the main practice used to reflect current evidence based**. Further to this flexible financial management has allowed the school to employ a teacher mentor to support effective classroom practice in line with the schools Strategic Direction 2. The school has a school-wide approach to effective and positive classroom management, yet there is a lack of consistency of practice. PBL will continue to be implemented in conjunction with the restructure of wellbeing across the school.

Staff professional learning on the use of understanding data on school performance have **built the skills of teachers in the analysis, interpretation and use of student progress and achievement data**. The analysis of HSC, NAPLAN, VALID, TTFM and internal feedback data allows for the development of targeted learning activities for student, milestones within the school plan and new programs within the school, such as the Triple E program, highlighting that **student progress and achievement data is used to inform key decisions** within the school. In piloting the Triple E program, students **reviewed their performance on internal measures and compared these with the results from external assessments (NAPLAN)**. This program allowed the teachers involved to make **comparable and consistent judgements of student learning**.

The school leadership team and key stakeholders have analysed student data which has **informed planning that is shared within the community in the annual report**.

The Collegial Support policy supports staff in **demonstrating personal responsibility for sustaining and developing their professional standards** by providing professional learning opportunities that are linked to staff PDPs, the Australian Teaching Standards. **All staff complete PDPs in accordance to Department requirements**, these include **negotiated observations of classroom teaching practice with feedback**. This has been supported by the creation of a Teacher Mentor position in the school which provides formal mentoring and coaching to teachers requiring accreditation at proficient level. Further to this the school has conducted faculty reviews/evaluations in Mathematics and Technology to promote **improvement in whole school practices**. Professional learning is published in a scope and

sequence which has been developed to align with and support school priorities as identified in the school plan (Strategic Directions 1, 2 and 3).

Twice a term staff are provided with additional opportunities to partake in professional learning to increase their ability at working towards the school's goals in Strategic Directions 1, 2 and 3. The Collegial Support Committee are investigating registering identified professional learning to allow staff to evaluate their teaching practice using research methodology. **This is consistent with the 'What Works Best' document**, in terms of gathering evidence of practice and feedback to inform teaching practice. The school's Accreditation Policy and Accreditation Presentation support staff in completing their accreditation **to the Australian Professional Standards**. It provides step by step procedures as well as providing them with samples of the type of evidence that will best fit **the relevant professional standards**. The policy focuses on all staff across all areas of their professional experiences. The school's literacy and numeracy teams provide **professional learning that builds teacher understanding of effective strategies in teaching literacy and numeracy skills and knowledge**.

LEADING

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

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

TPL conducted during executive meetings/executive conference demonstrates that **professional learning in the school emphasises developing effective instructional leadership, management skills**. The various roles and responsibilities in which staff engage that encompass whole school priorities such as WHS, Teacher Mentor, third/forth Deputy Principal position, Rel. Deputy Principal rosters and Wellbeing, Collegial Support and Teaching and Learning committees contribute to the development of **leadership attributes** and succession planning in building a **strong pipeline of leaders**. The PDP process occurs for teaching and non-teaching staff and has ensured that there is a culture of high expectations and that **underperformance is addressed**. The Parent Phone survey and the Year 12 exit survey alongside the TTFM surveys demonstrates that the school **regularly solicits and addresses feedback on school performance from students, parents and the broader school community**.

The School Plan's Vision Statement and Strategic Directions were developed in consultation with staff, students and parents. **The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement**. The Milestone document was established by staff teams based on the school plan and the evaluation and feedback from the 2017 executive summary and is reported upon twice a term by the leadership teams. **The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored**. The milestone document is the driving force that informs the professional learning for staff. The Milestone document and evidence folders ensure **the school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success**. Professional Learning was informed by PDPs, DoE and NESA priorities and the milestones documents. Staff evaluations and feedback emphasised the areas of professional learning required and these needs were systematically addressed. Targeted professional learning ensures **staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures**. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff including support for QMS (VET), timetabling, reporting, entering of sick leave for staff and students, enrolment enquiries, first aid, processing letters and information to parents, school newsletter, school website, notifications to parents including absence notification. **Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs** as evidenced in the schools Sentral resource booking schedule. KLAS across the school also use the school facilities flexibly to engage students in hands on learning within the limits of the school design. **All staff and students have access to technology** and the school provides each staff member with a laptop. The school has 4 computer rooms, 50+ computers in the library and a senior study room with access to a further 14 computers and an interactive whiteboard. All learning areas have interactive data projectors (60). The school has a BYOD policy which has been difficult to implement, yet we have ensured that laptops are available for students on loan. **The school collaborates with the local community where appropriate on decisions about, and access to, school assets and resources, delivering benefit to both the school and the community**. Pre-Uni book 15 classrooms each weekend and throughout the school holidays. The hall is booked on weekends based on individual community enquiries. **Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals**. The school plan, milestone document and ISSE, SEF evaluation, TTFM surveys and educational data dictate where monies need to be spent in the short term and long term.

VORs and Day sheets show that current administration systems are **supporting school operations and teaching**. Replacing Skoolbag with SchoolBytes was in response to **school community feedback** with the delivery of financial and extracurricular information that had limited information via LMBR. The school has also given parent access to the Sentral Portal allowing them to access student reports, attendance data, results and daily notices to further **support parent engagement**. The leadership team shares the **community satisfaction data with parents** at Community Focus Groups. To encompass more parental feedback the telephone parent survey has now encompassed areas of SEF and TTFM to better map parent engagement and needs.

FUTURE DIRECTIONS and RECOMMENDATIONS

Learning

- Expand upon community partnerships with MCOS and CoS4
- Student attendance – staff accountability with accurate roll marking
- Implementation of new student leadership structure
- Implementation of new wellbeing structure
- Implementation of strength plans
- Implementation of learning plans for years 7,9 and 11 to increase student and parents participation in their learning and understanding of their achievement level
- Encourage full use of the parent SENTRAL portal via workshops
- PBL – phase three and new delivery method
- Implementation of consistent assessment policy across all KLAS
- Improved use of internal assessment data
- Review of whether tasks actually assess learning outcomes

Teaching

- Review and update the current behavior management policy
- Ongoing staff PL on: Teaching and Learning Policy, PBL, Wellbeing Framework
- Review structure of literacy and numeracy teams – minutes to be shared and one or two focuses each year– identified early in milestone process.
- Continuation of teacher mentor pending availability of funds
- RAP and NAPLAN analysed data stored on common drive.
- Faculties to compare internal and external data to identify and address gaps in student learning
- Provide PL for all staff on the new NESA site to access information re: individual accreditation requirements.
- Review of staff induction process – to include all new staff to the school and ensure that each is provided with a mentor.
- Effectively evaluate the impact of professional learning and how the learning links to the standards.

Leading

- Effectively evaluate the impact of professional learning and how the learning links to the standards.
- Full implementation and PL for staff of SENTRAL by the technology team.
- Processes to be established for systems to track individual student data (external and internal) to better measure our impact of our practices on student learning progression and achievement.
- School vision and strategic directions need to be made more explicitly evident in all our activities.
- The school will need to review roles and responsibilities of the SASS staff in light of the ever increasing demands of SAP finance.
- Review our hall hiring policy. With the new NESA requirements there will only be two formalised examination periods requiring the hall, as such it opens up the opportunity for a long term booking. Revisit with council the possibility of our fields being utilised during the school holidays.
- Review the schools BYOD policy as it is not effectively being implemented in Year 7 – 10.
- With the school expected to reach 1100 students next year, the school will continue to employ a third DP from equity funds.
- Formally survey staff regarding the admin practices and the impact on school operations and teaching.
- Completion of the Sentral How To Guides currently being developed and implementing these into the school induction.
- Increase information given to parents via School Bytes.
- Publish changes made to improve the school based on the results of the TTFM survey to our community.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Proactive Learners

Purpose

Student success is driven by high standards in educational and wellbeing practices, with the support of families, to develop proactive learners. Student learning is further enhanced by active participation in setting and monitoring personal learning goals. When a planned whole school approach to wellbeing, dynamic teaching and learning programs, school wide practices for quality assessment and school reporting practices align, measurable improvement in student achievement will occur.

Overall summary of progress

Staff development on the new reporting policy was successful. This was identified by feedback provided by Deputy Principals in the quality of feedback included in reports. The Teaching and Learning Committee introduced the concept of "The Big Question" (TBQ) to complement the learning intention and success criteria initiative introduced in 2016. Peer observations indicated staff were able to use a variety of questioning skills to engage students and assess student understanding. The Wellbeing team evaluated the existing Learn to Live program. A recommendation for a new holistic approach to wellbeing aligned to the DoE's Wellbeing Framework was supported by staff and parents. The Wellbeing team provided TPL for all teaching staff in the new initiative of Individual Learning and Wellbeing Plans (ILWP) and strength plans to commence in 2019. The new initiative will allow students to reflect on their strengths and develop learning goals. By 2020 all students will have a teacher mentor to support them in this process. The English faculty provided TPL to staff in developing reading and writing skills for all students at Moorebank High School. Resources on the school's RAA site allowed staff to create rich literacy lessons and assessments to enhance students reading and writing skills. Furthermore, TPL supported staff in their ability to differentiate writing tasks to allow all students to achieve identified success criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	Employment of a 0.2 LaST \$20,000	<ul style="list-style-type: none">• All students will by 2020 have a teacher mentor they are connected to through the ILWP. The role of the mentor is to support students to achieve their individual goals as identified in the ILWP and enhance student wellbeing through connection.• Year 9 English class selected to trial the Triple E program. This project was led by Head Teacher Secondary Studies during Term 1 and 2. The project assisted students to create their own learning goals by analyzing their NAPLAN data from Year 7. This allowed students to set reasonable and achievable goals for the Year 9 NAPLAN tests. Reports from the classroom teacher and Head Teacher Secondary Studies stated an improved learning culture was established with higher levels of engagement and students reflecting on their work and what they could do to improve the quality of their writing. Students in this class all met expected growth outcomes in writing in NAPLAN.• The success of Triple E helped identify and shape the creation of the 2019 wellbeing focus of ILWP and strength goals. Staff were upskilled in how to support students in the new wellbeing initiative through staff TPL.• Proposal presented to Executive in Term 4 for parent workshops to support students in achieving their identified learning goals through the ILWP. Executive support has led to the creation of a parent workshop program to be implemented in 2019

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating growth in literacy and numeracy.	Employment of 0.2 LaST \$20,000. Four planning days \$2,000	<ul style="list-style-type: none"> • TPL provided to staff at Term 2 twilight session addressing specific literacy strategies. Over 80% of staff indicated through evaluations their ability to support students in reading and writing with the introduced strategies. • RAA site re-launched to support teachers in implementing a variety of literacy teaching strategies into their teaching practice. Evaluation of staff found the website supported their ability to create lessons with a specific literacy skill component included. • English faculty presented Writing Showcase presentation to Executive team in order to demonstrated how they are extending writing skills in Stages 4 and 5. The presentation included a key focus on differentiation of writing tasks. • Processes created by English and mathematics faculties in identifying Year 10 students who are ready to attempt the online Minimum HSC Standards test/s. 100% of students who completed the numeracy component were successful. This was also evident in the pilot group who sat the practice test for literacy.
Increase in the implementation of evidence-based whole school wellbeing practices so all students can connect, succeed, thrive and learn.	10 x planning days \$5,000	<ul style="list-style-type: none"> • Review and evaluation of existing wellbeing structure indicated the need for a new whole school focus. This resulted in a new whole school wellbeing initiative of Student Individual Learning and Wellbeing Plans (ILWP) (Yrs 7, 9 & 11) and strength plans (all years) to be implemented in 2019. In 2020 all cohorts will have an ILWP. The strategy aims to be a holistic approach to wellbeing for students at Moorebank High School. • Wellbeing team provided TPL to staff on the roles and responsibilities of teachers in student wellbeing. This incorporated following procedural guidelines and upskilling staff on student case management. The TPL focused on the DoE's Wellbeing Framework and current pedagogical research. • Wellbeing team provided TPL to staff on new school wellbeing reforms to be implemented in 2019. Majority of staff indicated they liked the new wellbeing direction.

Next Steps

- Staff expressed a desire for the Reporting Guidelines to be reviewed at a staff meeting in 2019 prior to the Semester 1 reporting cycle commencing with a continued focus on providing effective feedback
- English and mathematics faculties to provide TPL to staff in teaching literacy and numeracy within their own KLAs
- Wellbeing team to provide additional training and support to staff so they can assist students in developing their ILWPs and strengths goals
- Identified Year 10 and 11 students to attempt the online national minimal standards tests for literacy and numeracy
- Further development of holistic wellbeing practices to ensure students feel connected to their school through initiatives such as "meet and greet"
- Specific focus on developing the literacy skills of Stage 6 students in all KLAs with a particular focus on differentiating the curriculum



Strategic Direction 2

Effective Teachers

Purpose

Teachers take personal responsibility for improving teaching practice, based on the utilising of effective evidence – based teaching methods, to optimise the learning progress of all students. When effective teaching methods are identified, promoted and modelled, and teachers explicitly teach literacy and numeracy to students at all levels of achievement, student learning outcomes improve.

Overall summary of progress

Ongoing implementation of the Teaching and Learning Policy, Learning Support Policy and review of faculty specific programs continued to embed within the school, evidenced–based effective teaching practices, with a particular focus on explicit teaching. Teachers were professionally developed in the use of higher order questioning skills and the use of 'the big question' (TBQ) was implemented throughout lessons across the school to guide student learning. The school also employed a teacher mentor to support the teaching of effective classroom practices. Ongoing teacher professional learning on the analysis of school and student performance data has built skills in the analysis of HSC, RAP, NAPLAN, VALID and TTFM data. The school piloted a program (Triple E) that empowered students to conduct their own analysis of their internal and external data and to develop from this individualised learning goals and plans. Structures were developed to identify when students had demonstrated the numeracy skills in class comparable to the skills required in the HSC Minimum Standard Test and this proved very effective as 100% of students who sat the test met the required standard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students consistently performing at high levels on external and internal student performance measures..	Stage 6 Coach: \$44,000	<ul style="list-style-type: none">• In Year 7 Naplan, 45% of students achieved a top 2 band result in numeracy compared to 27% across the state.• In Year 7 Naplan, 47% of students achieved a top 2 band result in spelling compared to 33% across the state.• In Year 9 Naplan 42% of students achieved a top 2 band in numeracy compared to 26% across the state.• In Year 9 Naplan 40% of students achieved a top 2 band in spelling compared to 24% across the state.• In the HSC The performance of students in community and family studies, economics, engineering studies, English advanced, English extension 1, food technology, mathematics extension 2, music, PDHPE (personal development, health and physical education), physics, society & culture, and software design and development, was above state average
Increase the use of effective evidence–based teaching methods to optimise learning progress for all students.	Teacher Mentor: \$60,000 TPL funds: \$5,000 School Development Days: \$2,000	<ul style="list-style-type: none">• Each year the Teaching and Learning Team professionally develops staff in aspects of the 'What Works Best' (CESE) document and embeds associated practices within classrooms. In 2018, this involved higher order questioning skills and the introduction of 'The Big Question' (TBQ) into lesson plans across the school.• The employment of a teacher mentor who worked closely with teachers across the school, including providing feedback on observed lessons and supporting the development of more effective lesson plans and programs.• In the TTFM survey the school mean for 'students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the use of effective evidence-based teaching methods to optimise learning progress for all students.		are intellectually engaged and find learning interesting, enjoyable and relevant' was 3% above the NSW Govt. Norm. • In the TTFM survey the school mean for 'students do homework for their classes with a positive attitude and in a timely manner' was 10% above the NSW Govt. Norm

Next Steps

- Develop and implement a school-wide teacher assessment policy in line with evidence-based best assessment practices.
- Develop and implement a faculty monitoring policy in line with NESA expectations and in-school reviews and self-evaluation to ensure an efficient and effective process for the monitoring, evaluation and improvement of all teaching and learning.
- Development of a structure to be able to measure the impact of professional learning across the school.
- Employment of a Head Teacher Mentor to support teachers to maximise student learning outcomes in Stage 6.
- Develop individualised student learning and wellbeing plans guided by the student's identified strengths.
- Establish a strategy for the identification, intervention and required support for students to achieve the HSC minimum standards in literacy and further enhance the strategies employed in 2018 with numeracy.



Strategic Direction 3

Instructional Leaders

Purpose

A clear and explicit focus on instructional leadership will support a culture of high expectations and make sure that every student receives the highest quality instruction each day. Efficient and clear administration systems, structures and processes will enable teachers to devote more time to effective classroom practice and enable school leaders to support continuous improvement in teaching and learning.

Overall summary of progress

The whole executive of the school attended a conference at the end of term 4 where professional learning sessions unpacked the nature of both instructional and transformational leadership and provided opportunity for head teachers to reflect on at their own instructional leadership practices. They were able to develop plans for ensuring the provision of this type of leadership in their faculties for 2019. The school's policy on the allocation of grades and marks was updated and is being implemented. Progress was slow on the review of other policies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The principal and school leadership team demonstrate increased instructional leadership to support a culture of high expectations.	Additional DP: \$159,000 (\$104,000 from equity funding, \$55,000 from Principal support funding).	• Head teachers have plans in place and information to enable them to provide instructional leadership to their staff. This will be further followed up in 2019 in terms of the extent to which head teachers have been able to maintain a professional learning program in their faculties.
Increase in the school's evaluation of its administrative systems, policies and processes, to ensure we are delivering anticipated benefits to the school community.		• Progress on administrative systems and policy updates was slow in 2018. For 2019, specific policy development time will be allocated to deputy principals to enable this to move ahead. The technology committee has been reinvigorated to enable the development and use of Sentral to proceed for 2019.

Next Steps

- Development of "How To:" guides for Sentral units and the full implementation of units on Sentral.
- Ongoing monitoring of instructional leadership in Faculties.
- Development of a Faculty monitoring Policy.
- Ongoing updates to school policies including Wellbeing, Sport, Excursion, Uniform.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15,559	<ul style="list-style-type: none"> • Period allocation for ATSI coordinator. • School fee funding support for our ATSI students. ATSI students have been provided with a wide range of enrichment opportunities to engage with their culture, including links with WSU Pathway to Dreaming Program, mentoring and art classes from a local Aboriginal artist.
English language proficiency	Staffing entitlement: \$104,113 Flexible: \$45,379	<ul style="list-style-type: none"> • Nine members of staff completed professional learning in Teaching English Language Learners. • Additional support was provided to targeted EAL students through the provision of team teaching to support students' English language learning needs. • 1.0 staffing entitlement • Additional Stage 6 ESL English class formed above establishment. • 71% of students were LBOTE.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level disability staff funding: \$145,758 • Integration funding: \$113,354 • Refugee funding: \$1,989 • Low level disability funding: \$91,536 	<p>This allowed for the employment of 1.2 LaST, 3.2 SLSO and 0.2 Itinerant Behaviour Support Teacher.</p> <p>Year 7 and 8 students were tested and identified to receive one hour per week of peer tutor reading or peer tutor numeracy.</p>
Socio-economic background	\$204,981	<ul style="list-style-type: none"> • Allocations for PBL coordinator, MCOS coordinator and Student leadership coordinator to focus on school's priority areas in wellbeing initiatives and transition to high school programs. • Employment of a 0.4 stage 6 coach to support stage 6 students whole wellbeing and educational needs in preparation for the HSC. • 0.2 additional staffing to be able to diversify curriculum options for students • Employment of external supervisors to facilitate the creation of time to support staff professional learning linked to their PDP learning. • Release time for the facilitation of the school's faculty internal review program to recognise specific KLA achievements and areas for improvement. • 1.0 staffing to backfill for the creation of a third Deputy principal's position (in conjunction with the Principal's initiative funding).
Support for beginning teachers	\$46,156	<ul style="list-style-type: none"> • Eleven early careers teachers working towards accreditation (six who were temporary). • The school has an induction program for all new teachers to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers in gaining accreditation. • All beginning teachers are released from face to face teaching for mentoring and assistance with; programming, differentiating, assessment and reporting. Relief is also provided for targeted professional learning as

Support for beginning teachers	\$46,156	<p>identified via their PDPs.</p> <ul style="list-style-type: none"> • In 2018, seven members of staff completed their accreditation at Proficient level.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	612	590	592	570
Girls	440	435	445	508

The school's student population increased to over 1050 in 2018. Two per cent of the school were indigenous students, which has been consistent for several years. 70.2% of the school were students from a language background other than English.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.8	94.3	95	95.2
8	92.8	91.9	92.7	92.4
9	92.8	92.4	91.9	92.8
10	92.2	91.4	91.3	89.3
11	88.9	91.3	91.1	91
12	90.8	92.7	92.3	89.9
All Years	91.9	92.3	92.3	91.7
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 overall average attendance rate for the school was 92%, consistent with attendance data from previous years. The rate continues to be above state averages. The attendance rate for students in all year groups was above state averages. The mobile phone attendance messaging system is efficient in providing early notification for parents and carers regarding attendance issues and has a positive impact on improving attendance. The wellbeing team regularly monitors attendance patterns of individual students and provides targeted interventions. The Home School Liaison

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0.7
Employment	2.2	1.1	7
TAFE entry	2.2	2.2	9
University Entry	0	0	72
Other	4.7	1.8	6.6
Unknown	0	0	4.7

With the raised school leaving age becoming more familiar with students, parents and teachers there has been an increase in the number of students seeking Later Years Transition support. Evidence has shown 21 students from years 10, 11 and 12 transitioned into vocational study, employment, apprenticeship or traineeship in 2018.

Fifty percent of these students were successful in obtaining an apprenticeship in trades such as Carpentry, Plumbing, Beauty Services and Mechanic. Twenty three percent gained entry into TAFE and 33% were successful in gaining full time employment, a 32% increase from last year. In 2018, one hundred and sixty-seven students sat for the Higher School Certificate examinations. Of these students we were able to contact, 72% were offered places at a university, with a focus on degrees such as Engineering, Law, Business, Teaching, Communications, Mathematics and Medical science. There was a significant increase in students obtaining a place in Advanced Science, Medicine, and Media and Journalism degrees. Most students received offers from the Western Sydney University and University of Sydney, whilst there was an increase in students obtaining offers from the University of Technology Sydney and the University of New South Wales. There has been a slight increase in students obtaining apprenticeships in trades such as Mechanics, Electrical and Construction fields. There has also been a slight decrease in students still seeking employment from the previous year.

Year 12 students undertaking vocational or trade training

In 2018, 24% of Year 11 and 26% of Year 12 students chose to study one or more VET subjects at Moorebank high. Students had a choice of VET Hospitality or Construction pathways which are both certificate II courses and Sports Coaching which is a board endorsed course.

Students study these VET courses within the school and they continue to be very successful in both theory and practical applications.

Additionally, 4% of students undertook external vocational education and training through TVET courses and student based apprenticeships at TAFE whilst still enrolled at Moorebank High School. This included courses ranging from Business Services to Electro-technology.

The regional Vocational Education awards are given to the students that have displayed a consistently high standard of work throughout the course. Student achievements in vocational education and training in 2018 included:

- Aram Said – Construction.
- Abby Shearim– Hospitality.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 26% of Year 12 students completed a VET course as part of their HSC. The students were successful in gaining a vocational education qualification, either as a statement of attainment towards a certificate ii or as a completed certificate ii qualification in their chosen subject.

The subjects offered by Moorebank High in 2018:

- SIT20416 Certificate II in Kitchen Operations
- CPC20211 Certificate II in Construction Pathways
- SIS20513 Certificate II in Sport Coaching

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.7
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

- The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. Of the school's workforce, 1.2% identify as Aboriginal.
- School Support Allocation – \$55,128 – for a third DP position.

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	1.2

Professional learning and teacher accreditation

In 2018 Moorebank High School had 11 early careers teachers working towards accreditation (six who were temporary). The school has an induction program for all new teachers to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers in gaining accreditation. In 2018 seven members of staff completed their accreditation at proficient level.

Nine members of staff completed professional learning in Teaching English Language Learners. Staff participated in professional learning in supporting literacy, questioning skills and student wellbeing. Executive staff participated in a conference in which they completed professional learning in instructional leadership, conducting difficult conversations, and

evaluating the behaviour management plan. \$74,782 was spent on targeted professional learning (TPL) in 2018.

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	1,133,579
Revenue	11,543,880
Appropriation	10,687,915
Sale of Goods and Services	292,750
Grants and Contributions	508,304
Gain and Loss	0
Other Revenue	40,165
Investment Income	14,746
Expenses	-10,913,248
Recurrent Expenses	-10,913,248
Employee Related	-9,852,046
Operating Expenses	-1,061,202
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	630,632
Balance Carried Forward	1,764,211

The opening balance for the 2018 school financial year is displayed in the table as Balance brought forward. The financial summary table for the year from 1 January to 31 December 2018 shows the opening balance.

The amount displayed in the appropriation category of the financial summary table is drawn from the balance carried forward and includes all financial transaction in SAP the school has undertaken.

- Members of the financial committee met to determine the 2018 budgets. Faculties were allocated funding based on subject consumables and student numbers.
- The SAM communicated budgets for 2018 to all HTs and committees and periodically updated the executive staff regarding budgeting figures and fees.
- Standard ordering of supplies goes through a designated SASS member, utilising the school

claim and purchase forms. They are then signed off on by the principal. Since LMBR has been phased in, members of the senior executive and the SAM were upskilled in the use of p-cards. These are used for some purchases.

- Money for excursions is taken through cash and eftpos in the front office. Over the phone credit card payments can also be made as long as a student has submitted a permission note. Moorebank High School, payment for fees and excursions can also take place utilising an online platform.
- At the end of 2018 the eFPT was used for future planning in line with department policy.
- High expenditure: Money has been placed aside for the purchase and construction costs of a barista cafe and air conditioning.

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	9,343,993
Base Per Capita	200,524
Base Location	0
Other Base	9,143,469
Equity Total	625,738
Equity Aboriginal	15,559
Equity Socio economic	204,981
Equity Language	167,904
Equity Disability	237,294
Targeted Total	115,343
Other Total	151,624
Grand Total	10,236,699

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.

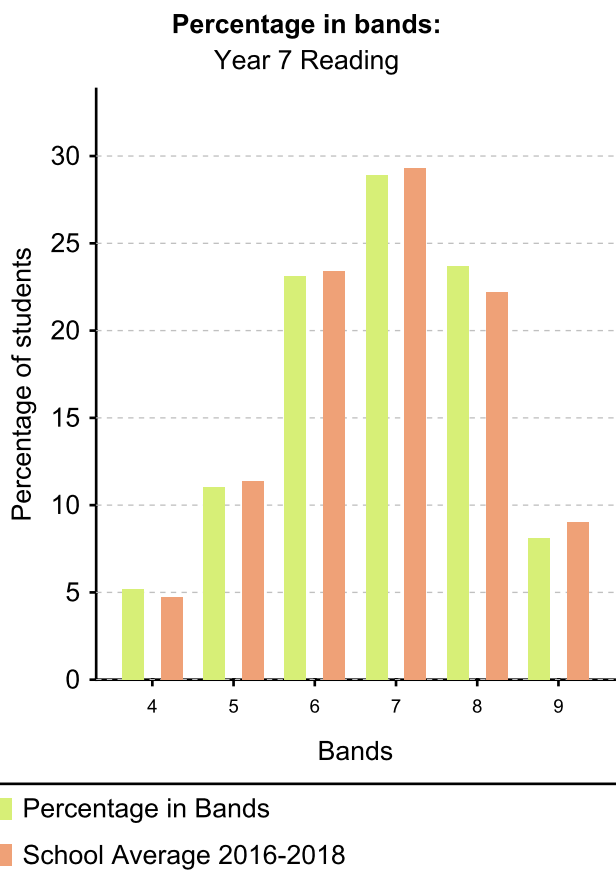
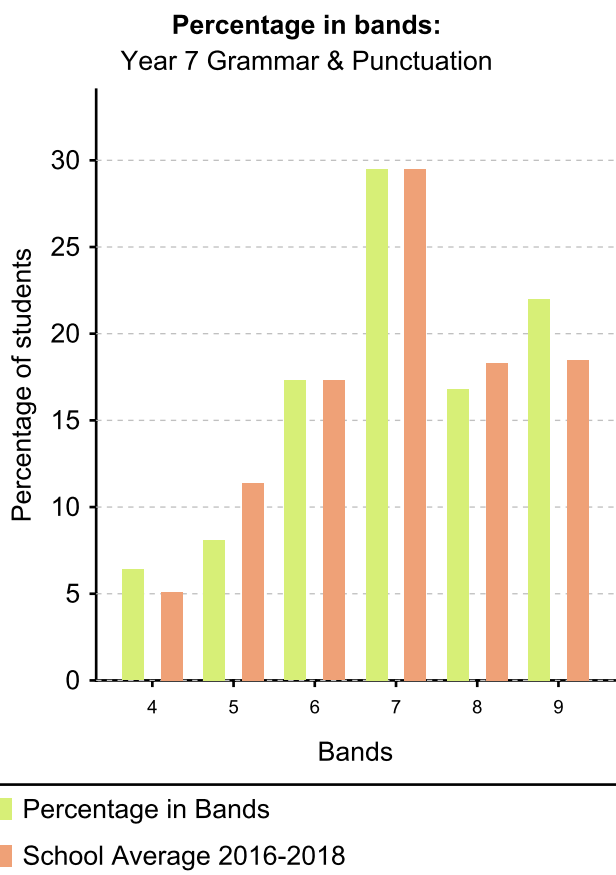
Literacy

Our Year 7 results indicate that:

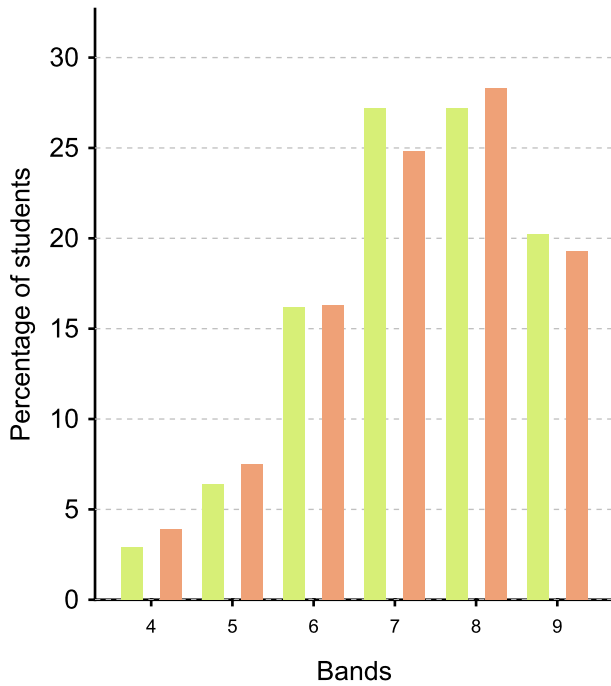
- Forty seven percent of Year 7 students achieved a performance of a Band 8 or 9 for Spelling, compared with 41.6% for the state.
- Twenty two percent of Year 7 students achieved a performance of a Band 8 or 9 for Writing, compared with 5.5% for the state.
- Thirty nine percent of Year 7 students achieved a performance of a Band 8 or 9 for Grammar and Punctuation, compared with 26.2% for the state.

Our Year 9 results indicate that:

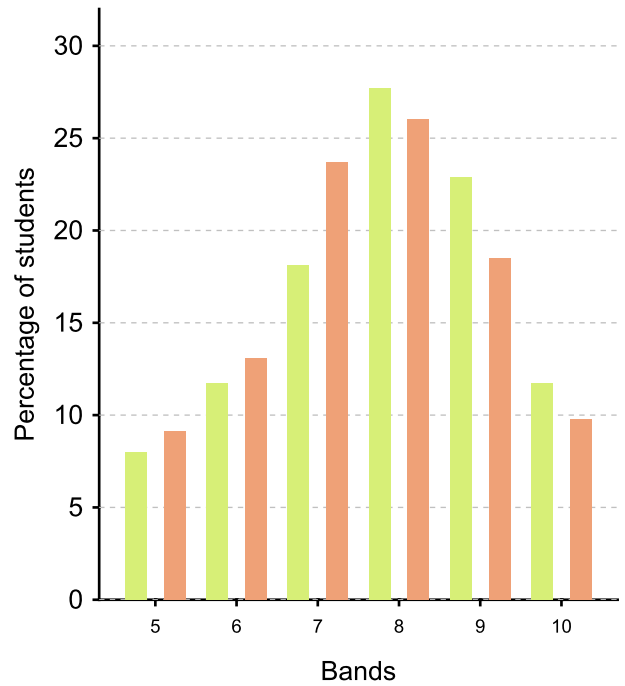
- Thirty nine percent of Year 9 students achieved a performance of a Band 8 or 9 for Spelling, compared with 24.4% for the state.
- Seventeen percent of Year 9 students achieved a performance of a Band 8 or 9 for Writing, compared with 12.6% for the state.
- Thirty five percent of Year 9 students achieved a performance of a Band 8 or 9 for Grammar and Punctuation, compared with 23.3% for the state.



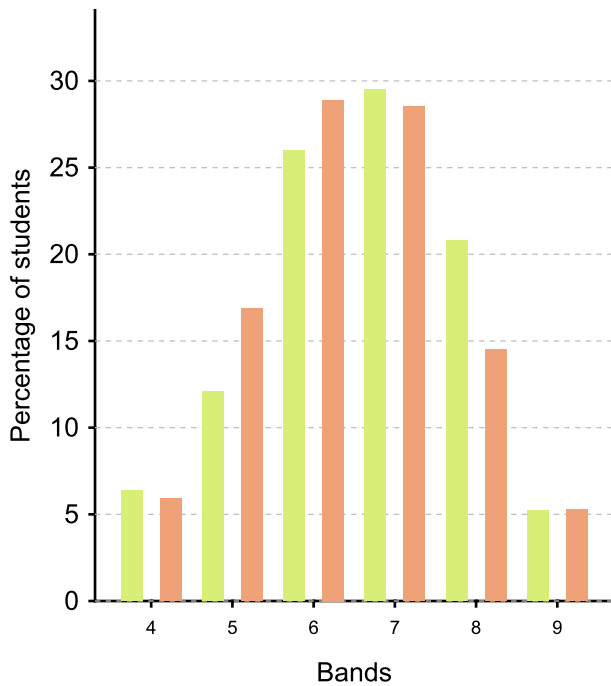
Percentage in bands:
Year 7 Spelling



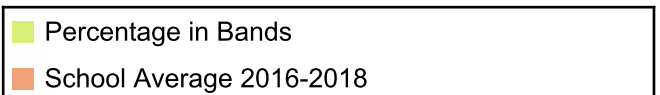
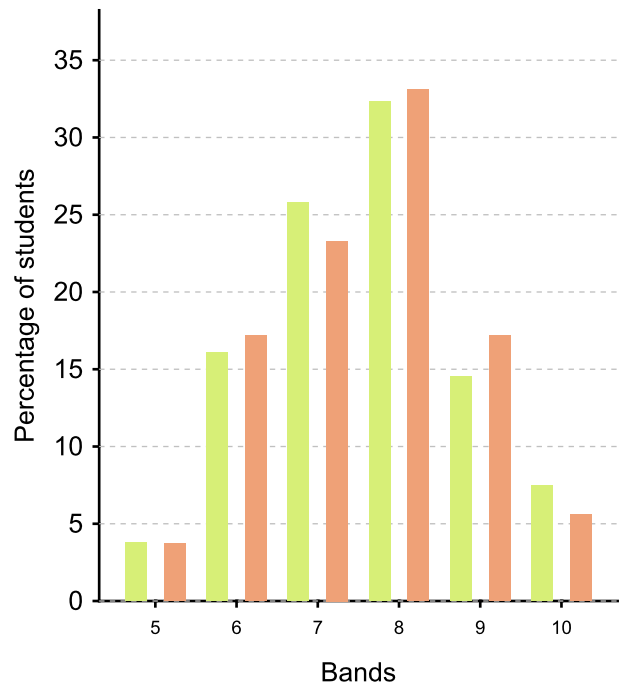
Percentage in bands:
Year 9 Grammar & Punctuation



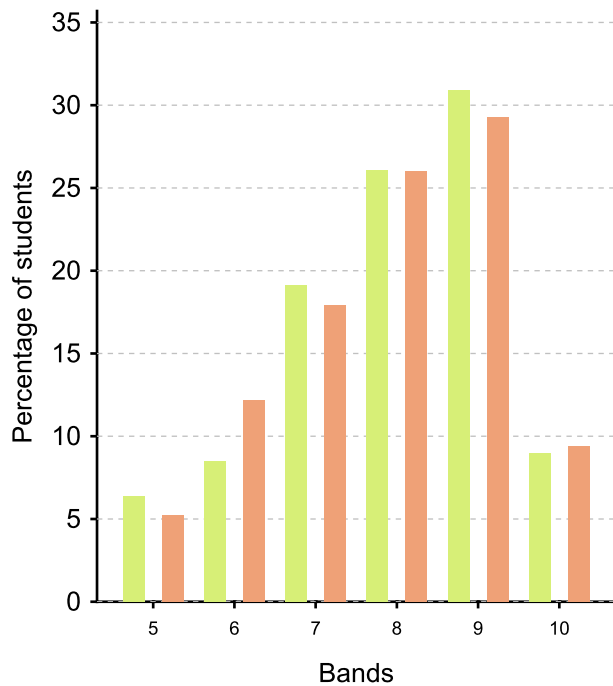
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling

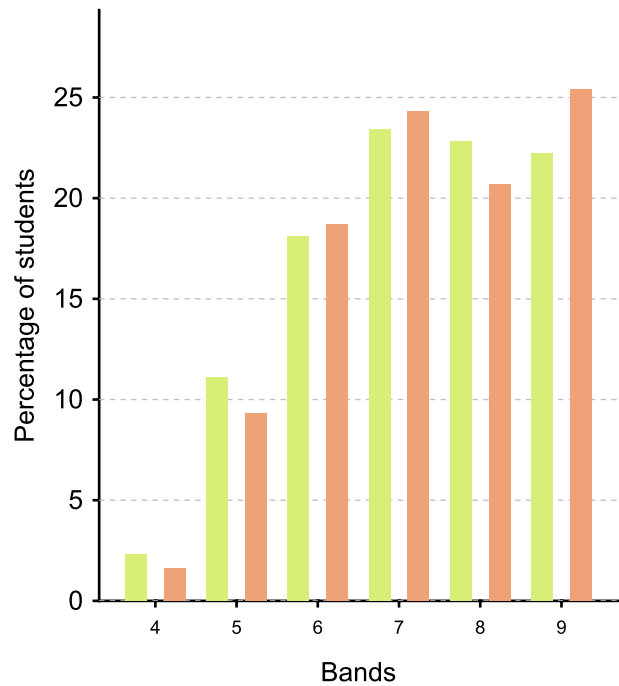


- Forty percent of Year 7 students achieved growth across bands

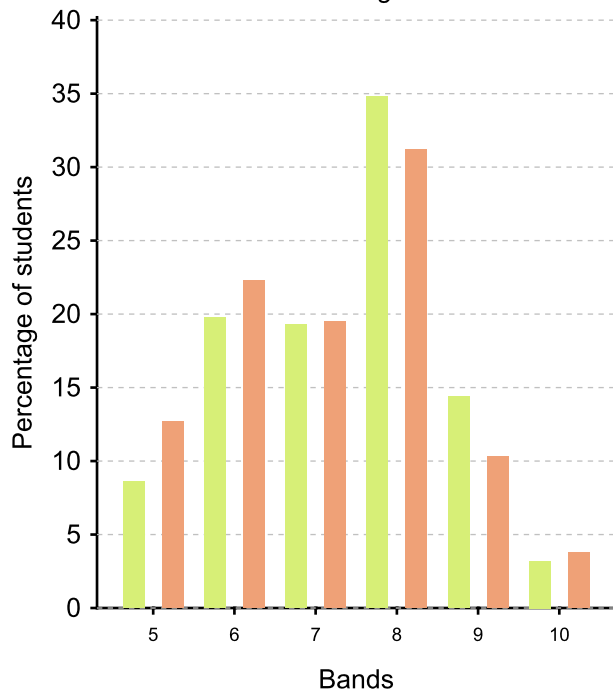
Our Year 9 results indicate that:

- Forty two percent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for Numeracy, compared to 26.2% for the state.
- Seventy one percent of Year 9 students were at or above expected growth
- Fifty one percent of Year 9 students achieved growth across bands

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



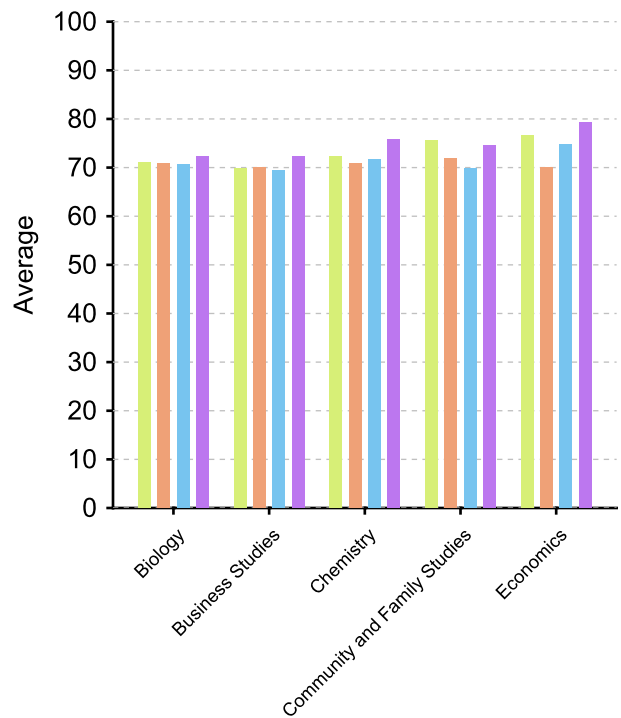
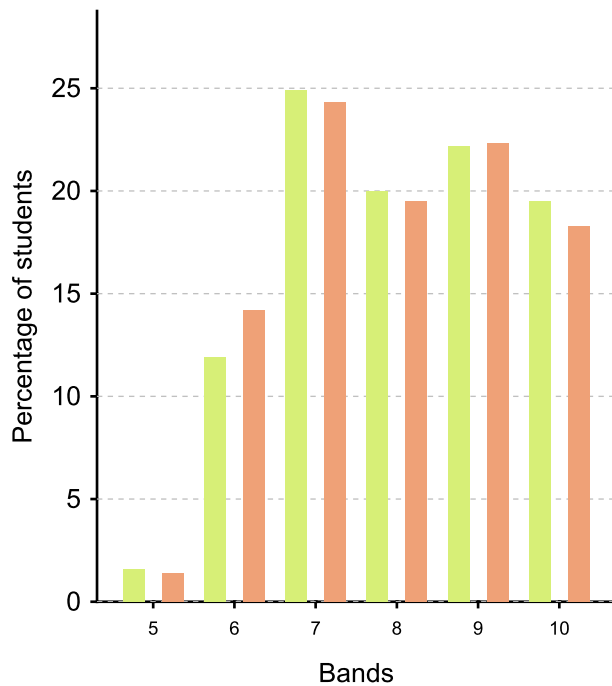
Percentage in Bands
School Average 2016-2018

Numeracy

Our Year 7 results indicate that:

- Forty four percent of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for Numeracy, compared to 26.9% for the state.
- Seventy one percent of students are at or above expected growth

Percentage in bands:
Year 9 Numeracy



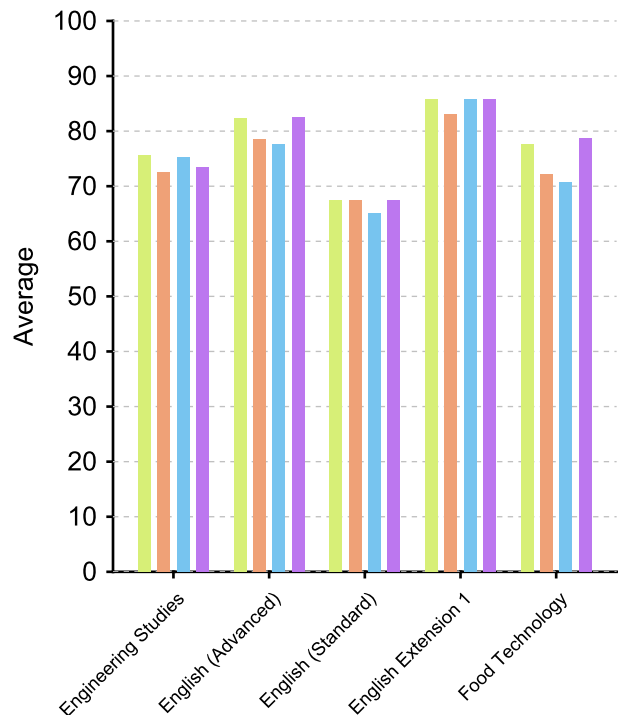
Percentage in Bands
School Average 2016-2018

School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018

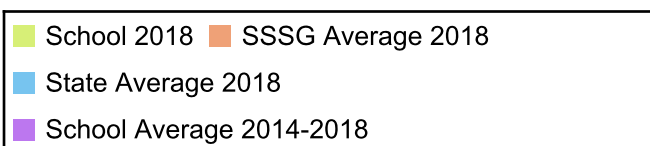
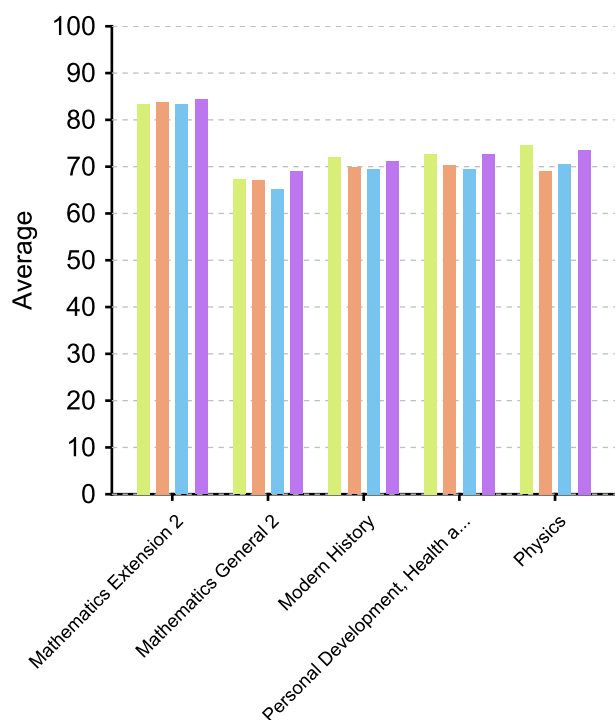
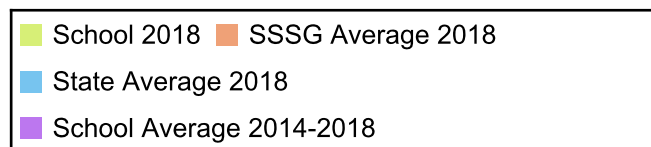
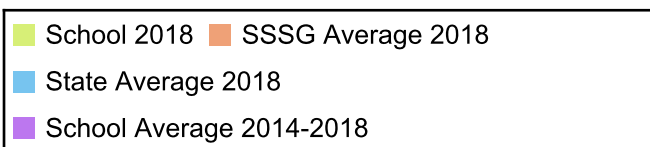
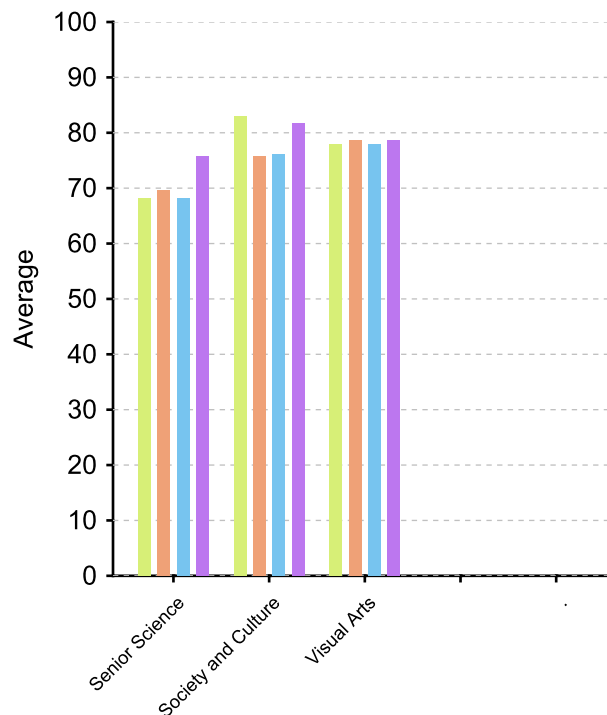
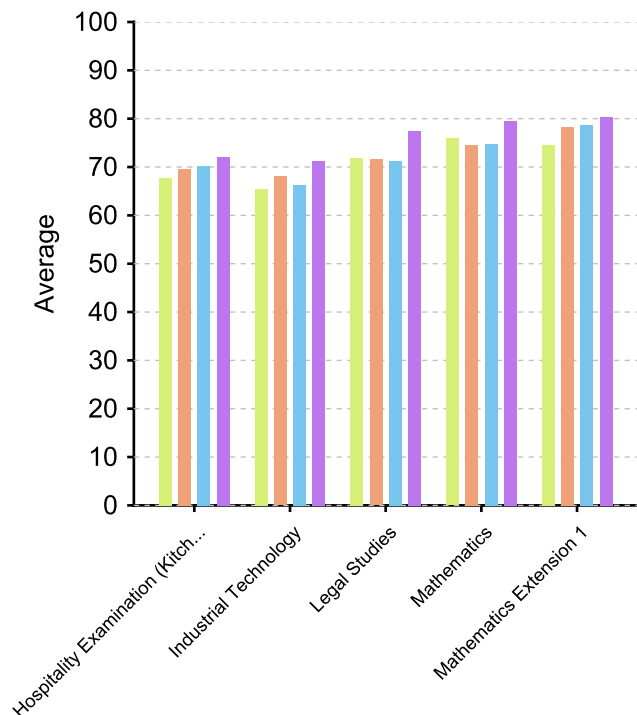
Moorebank High School met the Premier's Targets for NAPLAN in 2018.

Higher School Certificate (HSC)

- In 2018, 146 students from Moorebank High School sat for the Higher School Certificate. The performance of students in community and family studies, economics, engineering studies, English advanced, English extension 1, food technology, mathematics extension 2, music, PDHPE (personal development, health and physical education), physics, society & culture, and software design and development, was above state average.



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018



English

- Forty-three per cent of students in English standard achieved a result in the top three bands compared with 50% across the state.
- Sixty-eight per cent of students in English advanced achieved a result in the top two bands compared with 63% across the state.
- Forty-five per cent of students in English extension 1 achieved a result in the top bands compared with 38% across the state.
- Seventy-five per cent of students in English extension 2 achieved a result in the top two bands compared with 71% across the state.
- Fifty per cent of students in English ESL achieved a result in the top three bands compared with 57% across the state.

Mathematics

- Fifty per cent of students in mathematics general 2 achieved a result in the top three bands compared with 53% across the state.
- Seventy-five per cent of students in mathematics achieved a result in the top three bands compared with 78% across the state.
- Twenty-eight per cent of students in mathematics extension 1 achieved a result in the top band compared with 33% across the state.
- Eighty-five per cent of students in mathematics extension 2 achieved a result in the top two bands compared with 85% across the state.

Science

- Sixty-two per cent of students in biology achieved a result in the top three bands compared with 70% across the state.
- Nine per cent of students in chemistry achieved a Band 6 result compared with 9% across the state.

- Thirty–nine per cent of students in physics achieved a result in the top two bands compared with 34% across the state.
- Seven per cent of students in senior science achieved a Band 6 result compared with 4% across the state.

Human Society and Its Environment (HSIE)

- Seventy–eight per cent of students in ancient history achieved a result in the top three bands compared with 63% across the state.
- Twenty–nine per cent of students in business studies achieved a result in the top two bands compared with 37% across the state.
- Eighty–five per cent of students in economics achieved a result in the top three bands compared with 72% across the state.
- Seventy–one per cent of students in history extension achieved a result in the top two bands compared with 79% across the state.
- Forty–seven per cent of students in legal studies achieved a result in the top two bands compared with 44% across the state.
- Thirty–one per cent of students in modern history achieved a result in the top two bands compared with 42% across the state.
- Twenty–nine per cent of students in society and culture achieved a Band 6 result compared with 13% across the state.

Technological and Applied Studies (TAS)

- Eighteen per cent of students in engineering studies achieved a Band 6 result compared with 9% across the state.
- Fifty–six per cent of students in construction examination achieved a result in the top three bands compared to 49% across the state.
- Sixty–seven per cent of students in food technology achieved a result in the top two bands compared with 32% across the state.
- Nineteen per cent of students in hospitality examination achieved a result in the top two bands compared with 29% across the state.
- Twenty–seven per cent of students in industrial technology achieved a result in the top three bands compared with 48% across the state.
- Twenty–five per cent of students in software design and development achieved a Band 6 result compared with 13% across the state.

Personal Development, Health and Physical Education (PDHPE)

- Forty–six per cent of students in community and family studies achieved a result in the top two bands compared with 29% across the state.
- Sixty–four per cent of students in personal development, health and physical education achieved a result in the top three bands compared with 61% across the state.

Creative and Performing Arts (CAPA)

- Eighty–three per cent of students in music 1 achieved a result in the top two bands compared with 65% across the state.
- One hundred per cent of students in visual arts achieved a result in the top two bands compared with 92% across the state.

Parent/caregiver, student, teacher satisfaction

Bronwen Jones – President of Moorebank High School's Community Focus Group CFG: Meet the second Monday of the month from 7.00pm – 9.00pm in the Library Annex.

Each year the school conducts a parent telephone survey to include parents in the evaluation process of the school. In 2018, thirteen per cent of the parent body were personally contacted to undertake the survey. Of the parents that were involved in the survey, 94% indicated that teachers at Moorebank High School provided a stimulating and challenging environment for their child and 98% indicated that the students were the school's main focus.

The community focus group meetings are open to all parents of Moorebank High School community. The group has a charter and utilise the time to be informed about school initiatives and work in conjunction with the senior executive of the school to provide feedback on policies and procedures.

Student TTFM Surveys

At Moorebank High School, 736 students completed the Tell Them From Me Survey between 11 Apr 2018 and 13 Apr 2018, which included ten measures of student engagement alongside the five drivers of student outcomes.

- Student participation in school sports and clubs was 60%, compared to 58% across the state.
- Ninety four percent of students had positive attendance, compared with 90% for the state.
- Ninety two percent of students felt they had positive behaviour at school, compared with 87% for the state.
- In regards to positive teacher–student relations, a score of 6.3/10 was given for Moorebank High School, compared with 5.7/10 for the state.
- Sixty four percent of students indicated they had positive homework behaviours, compared with 54% for the state.
- Fifty six percent of Aboriginal students felt good about their culture at Moorebank High School.



Policy requirements

Aboriginal education

In 2018, the Aboriginal students at Moorebank High School participated in a range of extra curricula activities in and outside of the school, facilitated by the ATSI committee. Members of the ATSI committee mentored the ATSI students and collaboratively wrote, monitored and reviewed personal learning plans which reflected each student's personal learning and vocational goals. The ATSI committee also attended professional learning and provided professional learning to staff of Moorebank High School.

Personal Learning Plans

All Aboriginal students that attend Moorebank High School have individual learning plans. These plans are developed by the ATSI committee in consultation with students and parent. The students identify the educational areas that they require assistance in and collaboratively staff and students come up with achievable goals. The learning plans are kept securely online where all staff have access to them. Throughout the year the learning plans are reviewed as NAPLAN results, class progress and feedback from staff is reported on and analysed.

8 Ways of Learning

Teachers continued their professional learning in the 8 Ways of Learning. There were several professional learning sessions held throughout the year which focused on the use of the 8 Ways of Learning in the classroom with links to specific KLAs. These pedagogical practices are of benefit to all students at Moorebank High School in their learning. As part of the school's commitment to the 8 Ways of Learning BRAVE posters have been placed in classrooms using traditional symbols and images to symbolise the ideas behind BRAVE. These posters were created through consultation with both staff and students.

2018 Oxfam National Close the Gap Day.

In Term 1, Moorebank High School hosted a Close the Gap Event. An informative Close the Gap PowerPoint, addressing the important issue of the health gap experienced by ATSI Australians. The PowerPoint was delivered to all year7–12 Learn to Live roll call classes. At lunch time the students were invited to sign a petition to the government to Close the Gap.

Aboriginal Reconciliation Week

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

Mate Sullivan.

NAIDOC Week

Moorebank High School held an assembly to recognise and celebrate NAIDOC Week. Community Elder Carolyne Brown was invited to speak and our partnership primary schools were invited to take part. After the assembly the Moorebank High School students and primary school students took part in an art workshop with local Aboriginal artist Danielle Mate Sullivan.

As part of NAIDOC week Aboriginal students, in consultation with student leadership groups and Elder Carolyne Brown, created an Acknowledgement of Country specific to Moorebank High School. Having an Acknowledgement of Country specific to our school shows Moorebank High School's ongoing support and commitment to Aboriginal Education.

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

The NRL School to work program provides ongoing mentoring support to students in years 11 and 12 at Moorebank High School. Joshua and Alex Augusto both completed the program. Majority of the year 11 students started the program – Lachlan Augusto, Kali Rowe, Caitlyn Toland, and Jarred Finnerty.

Western Sydney University– Pathways to Dreaming

In 2018 majority of ATSI students participated in the Western Sydney University's Pathways to Dreaming Mentoring Program. The program includes both in–school mentoring by university staff and volunteer mentors, and excursions to Western Sydney University's different campus locations. At the end of the year the students organised an excursion to La Perouse where a local elder showed them how to find and use traditional bush tucker.

Ninety percent of students participated in the associated university enrichment days. These students attended a range of university lectures and workshops including sessions focused on science, engineering, medical science, literacy and numeracy. Local elders also attended the sessions which gave the students an opportunity to participate in cultural activities. Students were placed in groups with students from other schools which gave them the opportunity to make friends with other Aboriginal students.

Multicultural and anti-racism education

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

Other school programs

Achievements in Sport

Moorebank High School was filled with pride in regards to the sporting achievements of some students in 2018. We saw students achieving at local representative level all the way through to international competition. Our BSSSA Zone carnival teams continue to get stronger. Our students demonstrated excellent sportsmanship and commitment to their chosen sport. Some highlights include:

- A number of students represented our BSSSA Zone teams including Brendon Wood (Year 12–BSSSA basketball), Filip Pejakovic (Year 12–BSSSA basketball), Laith Ayari (Year 12–BSSSA basketball), Tuscan Onouhua (Year 10–BSSSA basketball), Bradley Julius (Year 9–BSSSA tennis), Jaye Fedda (Year 9–BSSSA tennis), Benjamin Pele (Year 10–BSSSA volleyball), Sade Henderson–Motu (Year 11–BSSSA netball), Mia Pihema–Colbran (Year 12–BSSSA touch football)
- Kaiser Tat (Year 7) displayed his well-rounded sporting skills by representing the school at SSW Regional and CHS swimming and athletics and achieving BSSSA Zone Age Champion for athletics.
- Thomas Hamilton (Year 9) represented our school at SSW Regional and CHS cross country and athletics and the NSW All Schools Triathlon.
- Matthew Dimond (year 10) represented the school at SSW and CHS swimming.
- Benjamin York (Year 11) achieved first place in the US Open ISKA tournament (Karate)
- Adam Mustow (Year 11) competed at the NSW Baseball Championships.
- Joshua Pearl (Year 10) and Quinn Johnson (Year 10) both competed at the NSW Baseball Championships and were subsequently selected for the national baseball team who competed in America.
- Daniel Thomas (Year 12) represented the GWS AFL Team Development Squad
- Taya Truman (Year 10) represented the school in BSSSA touch football and netball, and at the SSW athletics. She was also Zone athletics age champion.
- Hika Betar (Year 7), Kristyn Nguyen (Year 7), Jennifer Nguyen (Year 7) and Mia Nikolic (Year 8) competed at SSW and CHS swimming.
- Rachael Dimond (Year 12) was a member of the State Dance Ensemble and SSW swimming.
- Anne Donaire (Year 8) represented the school at SSW and CHS swimming and cross country.
- Yenny Sun (Year 9) represented the school at SSW and CHS swimming, athletics and cross country.
- Janine Fedda (Year 11) experienced continued success in SSW and state gymnastics.
- Emmanuella Alexis (year 7) and Jennifer Kokoris (Year 7) competed at state cross country.
- Jennifer Kokoris (Year 7), Clinton Pham (Year 8), Mitchell Russell (Year 11) and Daniel Russell (Year 11) competed in SSW and CHS cross

country.

Environment Committee

Moorebank High School has a student leadership group that is passionate about the environment and sustainability. The students in the Environment Committee come from years 8 to 12, and along with others from across the school, participated in a number of activities both at school and in the wider community. Key highlights include:

- Ongoing coordination of the school wide recycling program. It involves ensuring that the majority of the paper thrown out in the school is recycled appropriately from all staffrooms.
- Participation in Clean Up Australia Day. The whole of year 7 were split into smaller groups, led by members of Environment Committee, and removed rubbish that had blown into the areas surrounding both ovals, the tennis courts and the basketball courts.
- A number of Stage 6 science excursions which focus on testing of local ecosystems. Students across year 11 and 12 went on excursion to Penrith Lakes, Lake Parramatta and Grand Flaneur Beach. Excursions looked at a range of environmental factors included assessment of water quality indicators such as macro invertebrates. For instance, Year 11 biology classes also analysed other biological data, drawing conclusions on the impact of humans on the environment. Engagement in these excursions was high with several students being inspired to develop activities to promote environmental awareness within the school.
- Organisation of a fundraiser for 'The Love of the Reef' campaign. This campaign was run by the Australian Youth Climate Coalition (AYCC) and Seed Indigenous Youth Climate Network. The aim of the campaign was to protect the Great Barrier Reef by stopping two major fossil fuel projects: the upcoming coal mine and dangerous gas fracking in the Northern Territory.
- Commenced a relationship with Nepean Distributors to begin an in school 'Return and Earn' program. This program is still in its infancy, being introduced at the school's Festival Day, for implementation during 2019.

Wellbeing

All Moorebank High School students participated in our pastoral care program, 'Learn to Live'. Learn to Live (L2L) classes were held three times a week. Over the course of 2018, each year group participated in a number of focuses that developed students' awareness of themselves and the world in which they live in.

- In Year 12 L2Ls students focused on goal setting, mindfulness and study skills. Through this focus, students developed a better understanding of the impact their mindset had on their ability to achieve success and gain more personal power as a result. Students were introduced to significant role models that promoted ideas about the law of attraction and mindfulness, particularly through activities such as creating a vision board that visually represented their dreams, values and

future possibilities. Through discussions with their L2L teachers, students were also given strategies to support their study needs, leading them to the successful completion of their Higher School Certificate.

- In Year 11 L2Ls students focused on NESA requirements for Preliminary and HSC Study and study skills including time managements, goal setting, timetabling and study tips. Students also focused on their wellbeing by learning about resilience, emotional development and ways to manage stress. Further, all Year 11 students participated in the Crossroads program that focused on health safety and wellbeing. This assisted in students demonstrating knowledge and skills needed to make informed choices in relation to identity, independence and changing responsibilities as they approach adulthood.
- In Year 10 L2Ls students focused on a variety of different concepts to support them in becoming lifelong learners. Term 1 focused on the school's BRAVE values and expectations to strengthen student understanding of what is expected of them, preparing them for the year ahead. Term 2 there was a specific focus on 'Bullying' and the concepts of being a positive bystander. L2L teachers also devoted their time teaching all about careers to support the students in getting prepared for work experience. In the second semester of the year, other content covered included 'Getting Ready for the workforce', 'Valuing Other's Opinions', 'Sexting' and 'Pay it Forward Movement'. Students have deepened their communication skills, shown higher levels of resiliency and how to uphold a positive mindset.
- In Year 9 L2Ls students focused on a variety of key learning areas. Students were encouraged to think about where they came from, and their connectedness to other human beings, allowing them to see how we can all relate in some way. We discussed addiction, not only drugs and alcohol, but every day addictions, such as social media and technology, the effects and what they can do in these situations. Students also focused on healthy relationships, where students were asked to reflect on their own relationships and developing a better understanding of positive relationships.
- In Year 8 L2Ls students focused on bullying, goalsetting, global citizenship and writing bibliographies. Through this focus, students developed a better understanding of these issues, which were relevant to their needs.
- In Year 7 L2Ls students focused on building positive relationships, resilience and understanding the school's BRAVE values. Through this focus, students developed a better understanding of social interactions and the school's expectations. This assisted the Year 7 students to transition into a high school setting.

Upon reflection of the "Tell Them From Me Survey" and student feedback, it was decided that L2L would be replaced in 2019 with a new, whole school wellbeing approach which focuses on Student Strengths and Individual Learning and Wellbeing Plans. This new approach will allow students and staff to identify student

strengths and work towards students identifying SMART goals. The student wellbeing team worked with staff in how best to deliver these plans to students at extended staff meetings.

Prefects

The Term 4 2017 Prefect Induction ceremony saw two captains, two vice-captains, two senior prefects and 18 prefects commence a year of outstanding leadership at Moorebank High School. The prefects represented the school at numerous leadership conferences such as the Impact Leadership Conference at the State Sports Centre, National Young Leaders Day held at the International Convention Centre, Darling Harbour and the Tower Street Leadership Conference.

Throughout the school year the prefect body showed a strong presence at school events such as Annual Presentation Day, Harmony Day, Subject Selection evenings, Performing Arts nights, and Year 7 Orientation days. School functions were often hosted by the captains, with the support of the prefect body who assisted visitors to the school. A major event in Term 4 was the annual school festival where the Prefects ran stalls that helped raise money for charities. In another initiative, the Prefects organised Bake Sales that enabled them to purchase graduation sashes that were worn by the entire graduating class. The prefect body also assisted other leadership groups in running their planned activities, as required.

Over the past year the prefect body has developed leadership and teamwork skills that will support them in their future endeavours. The prefect body has taken great pride in representing the school, encouraging their peers and supporting the staff.

SRC

By the end of 2018, the SRC reflected upon a very productive year. After Alex Moscovis was appointed as the support teacher for the SRC, the group began busily preparing for Harmony Day by setting up stalls for International Food Day. The student body of Moorebank High School was brought together in the spirit of multicultural cuisine, ranging from manoush, nachos and pizza. The day was a huge success, with all stalls selling out of food by the end of lunch.

To develop the leadership skills of the students, the SRC travelled to Tower Street Public School to meet primary school leaders. They led conversations about the qualities and importance of leadership. The students greatly benefited from the experience and developed confidence and effective communication skills to help them become more effective leaders in the school.

The SRC also took initiative during NAIDOC week by selling Krispy Kreme doughnuts to raise money for the Gunawirra Foundation, which aims to provide learning equipment and support to Indigenous students in school. The initiative was a resounding success, and saw the SRC raise over \$600.00 for the foundation.

The students of the SRC also helped organise and run Jeans for Genes day. The school contributed to cancer research by all wearing their jeans to school and donating a gold coin for the cause. As a school, we raised over \$400.00 for cancer research, and will continue to contribute for the fight against cancer.

2019 is scheduled to be an even bigger year for the SRC, with even more events scheduled to help improve student wellbeing in the school.

MCOS Band and Ceramics Program

During Term 2 this year, the CAPA faculty continued the successful MCOS initiatives of the ceramics and music band programs with Nuwarra Public School. Ms Dominique Serisier created an enriching ceramics experience that explored the skills and techniques in creating small ceramic sculptures. The primary schools students had freedom to make their own individually designed masterpieces, all with the assistance of Ms Serisier and our expert student leaders/facilitators. The music band program focussed on instrumental skill development and during the final weeks, all students collaborated to perform ensemble pieces facilitated by Ms Karpour. MHS student leaders/mentors had an invaluable experience and benefited from teaching the primary school students the various instruments including keyboard, guitar, drums and vocal.

Mid Year CAPA Night

During Term 2 in 2018 the CAPA faculty put on a music concert with a range of talented performers including soloists, dance groups, bands and vocalists. The talent on and off the stage was evident with our stage, sound, lighting and photography crew who put in the hard work behind the scenes to make this event such a success. The students at Moorebank High School should be extremely proud of their achievements. CAPA would like to express our thanks to all students who practised tirelessly in preparation for the concert and also to SASS and teacher support, our prefects and most importantly the parents for their ongoing support and encouragement. Events such as CAPA Nights could not occur without the dedication of everyone who takes part in every aspect.

HSC Showcase Evening

The HSC Senior Showcase Night is a celebration of the Year 12 student achievements through the major projects that they have worked on in the past 12 months. This event acknowledges the students' hard work and dedication and acknowledges the dedication and support given to them by their Year 12 teachers as well as the support of all parents and family members. Once again, our talented students have put on a fantastic show for our traditional annual HSC showcase evening. This event included an exhibition of the major works from visual arts and industrial technology. The night concluded with performances by the Year 12 music students.