

Moorefield Girls High School

2019 Annual Report



8241

Introduction

The Annual Report for 2019 is provided to the community of Moorefield Girls High School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

Throughout 2019 we continued to ensure every student is known, valued and cared for. Our programs provide the best opportunities for our girls – both in and out of the classroom. Of significant note were our outstanding HSC results, our achievements in exceeding Literacy and Numeracy targets, and our extra-curricular activities.

Our graduating class achieved excellent Higher School Certificate results, in particular for Languages and Extension subjects. Our School captain was awarded First Place in the HSC examination in NSW for both Modern Greek Continuers and Modern Greek Extension. Another of our students placed 3rd in the state for Modern Greek Continuers. Our varied curriculum allows students to achieve success in the subjects they are most passionate about and we saw over 70% of Year 12 gain entry into university.

One of our major extra-curricular activities in 2019 was a trip to Space Camp USA for eight Year 11 students and two teachers as part of a STEM Leadership program and was supported by a \$20,000 government grant. The event had a major impact on our students where we have seen them thrive in their studies, be highly motivated to pursue careers in STEM, take on leadership roles outside of school and become mentors to others. Moorefield Girls High School aims to get more of our girls to Space Camp USA in future years.

Other extra-curricular success stories included our talented students from our Special Education classes performing in the Schools Spectacular, demonstrating their outstanding commitment and talent. I thoroughly enjoyed attending with a large group of staff to see the final showcase.

Our school held a major event within our community to celebrate International Women's Day, with the global theme of #BalanceforBetter. Our students told their own stories, their mothers' and grandmothers' stories, and we heard an inspirational tale from a former school captain.

For the first time in many years, Moorefield Girls High School reintroduced Multicultural Day which was extremely well supported by our students and families. A fine occasion to celebrate the 31 different cultural groups enrolled in our school; it enhanced our already harmonious and inclusive environment. Our school camps and wellbeing days continued to be a highlight on the school calendar and resulted in measurable improvements in wellbeing and engagement to support learning.

This year we saw a significant increase in success on the sporting field. We enjoyed watching some of our girls represent Australia both here and overseas, as well as win our zone competition in netball and mini-soccer. The number of students representing the school at a state level tripled and we sent our largest team to the Athletics and Cross Country Regional Carnivals.

Moorefield Girls High School has once again demonstrated that we deliver an outstanding program in educating girls. I am very proud to be leading this school and value the connections we have with our families and wider community as we all work together to contribute to its success.

Message from the school community

(This report covers the period 1 January 2019 through until 30 May 2020. An extension was granted as a result of the Covid-19 outbreak.)

P&C meetings are normally held in Week 5 of each Term on a Wednesday evening. Throughout this period a highlight of some meetings held were presentations from faculties within the school promoting their business. They were both informative and entertaining.

Expenditure by the P&C included Gift Vouchers at the end of the year to a student selected from each year, (7– 12) who may not have achieved academically but was awarded because of all round effort. There has been much discussion about where best to donate money whether it be the library or to assist in sport jerseys for representative sports.

The P&C held a very successful BBQ for students, staff and parents in the grounds on the evening of the Musical and Drama Night in Term 4 2019.

The P&C continues to have an excellent relationship with the school principal Ms Natalie Hale and the staff at Moorefield Girls High School. It is important to remember that although the P&C is involved in many areas of the school environment, the P&C Association is mainly a fundraising organisation and that the more support we have our daughters are the ones that ultimately benefit.

Finally, I wish to thank the P&C executive and our regular meeting attendees this past year. The P&C needs continued support from the family community of Moorefield Girls so that we can best support our girls. Being part of the P&C Association is a rewarding undertaking and I'm sure future members will continue to display a wonderful 'community spirit' in their ongoing support

Message from the students

Moorefield Girls High School's nurturing environment proves that each student is valued and cared for. With the amount of possibilities open to us, we are able to grow academically and creatively, sculpturing our individual strengths and talents as we aspire to become empowering women of the future.

As school captains, we feel extremely privileged in the opportunities our role provides us to grow and expand our knowledge and leadership skills, and to become role models for others. We are grateful for the supportive teachers and staff for always encouraging us and other students to do our best. By being in an environment surrounded by other caring and enthusiastic students, we have been inspired to achieve many goals, gaining the experience that would lead us to a great future.

Orchhna Pheap and Ksenia Konnova

School Captains 2020

School background

School vision statement

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

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

School context

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

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

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

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

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



Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1

Inspiring Learners

Purpose

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

Improvement Measures

- Increased rates of student participation and satisfaction in learning.
- Improvements in students' literacy and numeracy skills, including more than 17% of students achieving the top 2 bands in Reading and Numeracy.
- Increase the percentage of students achieving at or exceeding expected growth in Literacy
- Increase the percentage of students achieving at or exceeding expected growth in Numeracy.

Progress towards achieving improvement measures

Process 1: Implement an evidence-based whole school coordinated approach to explicitly teach literacy and numeracy skills (Bump It Up).

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Our coordinated approach to addressing students' literacy and numeracy skills over the last two years has resulted in the school exceeding our targets set within the Bump It Up program (22% rather than 17%). Literacy is also a major focus with our stage 6 students and we saw both in the classroom, and HSC examinations, a significant improvement in writing. In 2019 our planned and successful strategies included:</p> <ul style="list-style-type: none">• professional learning in explicit teaching strategies, such as the Frayer model, and inclusion of such strategies in lessons as well as teaching and learning programs.• teaching dedicated Numeracy periods to Year 7 and Year 8 to support understanding of numeracy skills across all key learning areas. This will continue into 2020.• the Numeracy Team supporting faculties to review numeracy demands in Year 7 & 8 programs and providing a sample work of numeracy in the subject area to share amongst colleagues• all staff, led by the executive, working collaboratively to understand the data provided on students strengths and areas for improvement | <ul style="list-style-type: none">• Use of Equity funds to employ an additional Learning and Support Teacher• Professional Learning for teachers and teacher planning time• MacLit program and associated resources |

Process 2: Design infrastructure and processes which allow for technology to be an integral part of teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>The school continued to develop our future focused program to Increase teacher confidence in the use of dynamic school resources along with purchasing of equipment to support the delivery of this program. In 2019 we achieved</p> <ul style="list-style-type: none">• an increased teacher use of the Maker Space to enhance student learning across many faculties and including the Gifted and Talented group• additional resources for the Maker Space through the successful application for a \$5000 grant• continuation of Genius Hour in Year 7 to develop students' general capabilities in particular in ICT and Creative and Critical thinking• shared learning amongst staff with 3D printing, iPads, Spheros, coding and embedding the general capabilities into lessons | <ul style="list-style-type: none">• Resources purchased such as 3D printer, iPads, laptops, Smart TVs, software licences• Resources purchased through grant funds to install an Engineering Wall in the Maker Space• Professional Learning time and teacher planning time |

Strategic Direction 2

Promoting Excellence

Purpose

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

Improvement Measures

- Teacher Performance and Development Plans and the NESA Accreditation process positively impact on the quality of teaching and learning.
- Increased proportion of students engaging with leadership, wellbeing and extra-curricular initiatives.
- Increased number of teaching and non-teaching staff seeking leadership opportunities both internally and externally.

Progress towards achieving improvement measures

Process 1: Develop a Growth Mindset culture that fosters continuous growth underpinned by the belief that intelligence and success can be developed.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Our research and understanding of Growth Mindset supported our method of delivering feedback to students, both formally and informally. Evidence-based research was shared, discussed and implemented so all teachers could apply these strategies. In 2019</p> <ul style="list-style-type: none">• data at classroom and faculty level tells us there has been an increase in task completion and on-time submission, particularly stage 6• Tell Them From Me student survey data suggests an increase in student engagement in learning and participation rates have significantly increased in representative Sport and extra-curricular programs including student leadership, indicating a growth mindset culture in these areas• School Excellence Teams provided Professional Learning time for colleagues to share ideas around formative feedback | <ul style="list-style-type: none">• Professional Learning for teachers and teacher planning time• Release time for project leaders to drive the implementation and evaluation of different formative feedback strategies• Equity funds to support student participation in extra-curricular activities and programs external to the school |

Process 2: Implement a Professional Learning model which supports a culture of continued learning, building capacity, and sharing practice.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>The school's Professional Learning Model continued in 2019 to build the capacity of staff both in their teaching and leadership abilities. Professional Learning is acknowledged as one of the key aspects to school improvement and this year included:</p> <ul style="list-style-type: none">• the Executive Coaching Model continue at a school level and a network level with the Kogarah Cluster Professional Learning Community• School Development Days and Twilight sessions focusing on driving school improvement, in particular Literacy and Numeracy, and feedback strategies.• sourcing staff feedback on the structure of the School Excellence Teams and the PDP process; this has informed the planning for 2020 for Teacher Professional Learning and SASS Professional Learning. | <ul style="list-style-type: none">• Kogarah Cluster Head Teacher Conference, including external guest speaker• Release time for all staff to observe colleagues and discuss Performance and Development Plans at different stages of the process• Presenter expenses for Twilight session |

Strategic Direction 3

Engaging Community

Purpose

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

Improvement Measures

- Increased student participation in community partnerships, including all Year 8 students engage with a community program.
- Increased percentage of parents and broader community interacting with school communication strategy.

Progress towards achieving improvement measures

Process 1: Relationships and partnerships between the school and broader community are strategically managed and implemented to reflect best practice.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>In 2019, Moorefield Girls High School continued to work with many community partners to enhance our school programs such as Careers and Student Leadership. Our evidence demonstrates that each partnership adds tremendous value to student's engagement in school and the program itself. Increased parent involvement in has also impacted positively . Partnerships and activities included:</p> <ul style="list-style-type: none">• Drought Relief drive with Ramsgate RSL• gardening project with Bezzina House at St George Hospital• Extension Mathematics program at Moorefield Girls HS for Years 4–6 from Carlton South PS, Brighton Le Sands PS and Ramsgate PS• Bell Shakespeare and Shopfront Theatre to support English curriculum• Year 10 Work Experience week and Mock Interview Day with local business representatives• extremely well attended information nights, assemblies and celebratory occasions with parents and families | <ul style="list-style-type: none">• Teacher release time to plan for, and be involved in, programs and events• Certificates, prizes and gifts• Catering costs for large events at school with parents, families and guests |

Process 2: Targeted school communication strategy to enhance community partnerships and the profile of the school.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>In 2019, the school launched a Facebook page to add to our communication channels with parents and community. The school also used surveys to seek feedback from students and parents including Tell Them From Me. Our successes in our communication strategy this year included:</p> <ul style="list-style-type: none">• high engagement with the school's new Facebook page• extremely positive feedback from parents at our Year 7 Meet & Greet night, through the Tell Them from Me survey, via the P&C meetings• increase in the number of parents communicating with the school about their daughter's learning and attending interviews• updated website information and a process in place to systematically keep information relevant | <ul style="list-style-type: none">• Planning time for teachers to organise communication channels• Use of Equity funds to employ additional administrative staff• upgrading of technical equipment to support communication channels such as Sentral, website, school cameras, and printers |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Aboriginal background loading | <ul style="list-style-type: none"> • Release time was allocated to our Aboriginal and Torres Strait Islander Student Contact Person to meet with students, families and to plan for events. • Funds were consumed to run key events throughout the year. • Teaching resources were purchased to support the continued implementation of Aboriginal Education into our programs Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$5 121.00) | <p>NAPLAN performance showed <i>Above Expected Growth</i> for Year 9 ATSI students in Reading demonstrating the success of our Bump It Up programs and support structures.. Our school data shows students engage positively with school and there has been an increase in ATSI students gaining leadership positions and participating in extra-curricular activities, such as performance nights, International Women's Day and Multicultural Day events.</p> <p>Activities throughout the year continue to share the story of Aboriginal people and our NAIDOC week assembly was a highlight on our school calendar.</p> |
| English language proficiency | <ul style="list-style-type: none"> • An additional EALD teacher was employed to support students who come from a non English speaking background • EALD staff supported students in the classroom as well as in our after school Homework Centre • Resources were purchased at faculty level to support learning Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$40 000.00) | <p>Over 80% of our students come from a Language Background other than English and all teachers are responsible for supporting English language development. Our EALD program was highly successful where students were supported individually and data shows our team teaching approach was successful where teachers planned collaboratively to address explicit skills. Scout data indicates further work is required with students in the <i>consolidating</i> band for English language proficiency.</p> |
| Low level adjustment for disability | <ul style="list-style-type: none"> • An additional Learning and Support Teacher (LaST) employed to support Transition • Funds for consumables and Teacher release allocated to plan for and run our Transition program (Year 6 into 7) • Resources to support students with a learning difficulty or disability, including MacLit Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$50 000.00) | <p>The Learning Support Team was active in managing Individual Education Plans and their implementation. The results from the MacLit program, which is heavily resourced with teaching staff, displayed an increase in students' literacy skills in reading and comprehension. These students also articulated an increase in confidence in completing their classwork.</p> <p>Other support was dedicated to assisting students with a range of identified needs including anxiety, dyslexia, hearing and vision impairment, physical disabilities, and mental health conditions. Our professional learning program included specific training for staff in modifying assessment tasks to cater for students with learning difficulties and disabilities.</p> |
| Socio-economic background | <ul style="list-style-type: none"> • Tutoring provided by teachers and university students in the after school Homework Centre • Refurbishment of the school library and identified classrooms in HSIE • School assistance for families suffering financial hardship to ensure all students have access to | <p>Data shows students and families are aware of the resources and activities they have access to at the school to support learning. Expenditure on the school infrastructure (library and classrooms) is a high priority with parents and the installation of air conditioning is planned for 2020 in several learning spaces.</p> <p>Participation rates for camps and excursions has continued to increase due to the school</p> |

| | | |
|---|---|--|
| <p>Socio-economic background</p> | <p>equal opportunities for learning and engagement</p> <ul style="list-style-type: none"> • Purchasing of equipment to support our future focused project (Laptops, STEM resources, ICT infrastructure) and the employment of a Technical Support Officer • Funds allocated to extra curricular activities such as Dance Club, STEM club, Creative and Performing Arts events, excursions and camps <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$130 000.00) | <p>use of Equity funds to subsidise part costs of some of these events.</p> <p>In 2019, the BYOD program was reassessed and actions were taken to ensure the continuation of this program was possible amongst all students.</p> |
|---|---|--|



Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2016 | 2017 | 2018 | 2019 |
| Boys | 0 | 0 | 0 | 0 |
| Girls | 332 | 319 | 301 | 313 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 93.1 | 93.6 | 94 | 92.8 |
| 8 | 88.5 | 88 | 90.1 | 88.4 |
| 9 | 91.3 | 89.5 | 85.7 | 87.6 |
| 10 | 86.7 | 87.6 | 84.9 | 78.5 |
| 11 | 85.3 | 84 | 85.9 | 84.3 |
| 12 | 88.9 | 90.5 | 87.1 | 87.9 |
| All Years | 88.9 | 88.9 | 87.5 | 87 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| 7 | 92.8 | 92.7 | 91.8 | 91.2 |
| 8 | 90.5 | 90.5 | 89.3 | 88.6 |
| 9 | 89.1 | 89.1 | 87.7 | 87.2 |
| 10 | 87.6 | 87.3 | 86.1 | 85.5 |
| 11 | 88.2 | 88.2 | 86.6 | 86.6 |
| 12 | 90.1 | 90.1 | 89 | 88.6 |
| All Years | 89.7 | 89.6 | 88.4 | 88 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 4 | 6 |
| Employment | 0 | 0 | 15 |
| TAFE entry | 2 | 0 | 19 |
| University Entry | 0 | 0 | 43 |
| Other | 0 | 0 | 14 |
| Unknown | 0 | 0 | 3 |

The total number of Year 12 students in 2019 was 67, including 5 Special Education students. Of the 67 students contacted, 73% are engaged in full time tertiary study at either University or TAFE, and the majority of students are engaged in tertiary study.

Of the 50 students who were eligible for an ATAR, an outstanding 32 students received offers to a range of universities including the University of NSW, University of Technology, University of Sydney, Western Sydney University, University of Wollongong, University of Notre Dame, Australian Catholic University, Torrens University and Macquarie University.

Academic pathways students have chosen are diverse and include Science (Medical, Nutrition and Health Sciences), Occupational Therapy, Criminal Justice, Primary Education, Business, Nursing and Psychology.

Year 12 students undertaking vocational or trade training

39.73% of Year 12 students at Moorefield Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.6% of all Year 12 students at Moorefield Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 6 |
| Classroom Teacher(s) | 22.3 |
| Learning and Support Teacher(s) | 0.9 |
| Teacher Librarian | 1 |
| Teacher ESL | 0.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 8.98 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 854,369 |
| Revenue | 5,704,844 |
| Appropriation | 5,499,506 |
| Sale of Goods and Services | 32,301 |
| Grants and contributions | 160,212 |
| Investment income | 6,917 |
| Other revenue | 5,909 |
| Expenses | -5,499,511 |
| Employee related | -4,972,543 |
| Operating expenses | -526,968 |
| Surplus / deficit for the year | 205,333 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The school is in a very strong financial position and has strategically managed funds to plan for the installation of air-conditioning into several learning spaces in 2020. The Finance Committee meets to endorse additional expenditure outside faculty budgets and has representatives from staff and community.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 706,516 |
| Equity Total | 342,508 |
| Equity - Aboriginal | 5,121 |
| Equity - Socio-economic | 120,458 |
| Equity - Language | 83,477 |
| Equity - Disability | 133,451 |
| Base Total | 4,004,672 |
| Base - Per Capita | 75,220 |
| Base - Location | 0 |
| Base - Other | 3,929,452 |
| Other Total | 261,964 |
| Grand Total | 5,315,659 |

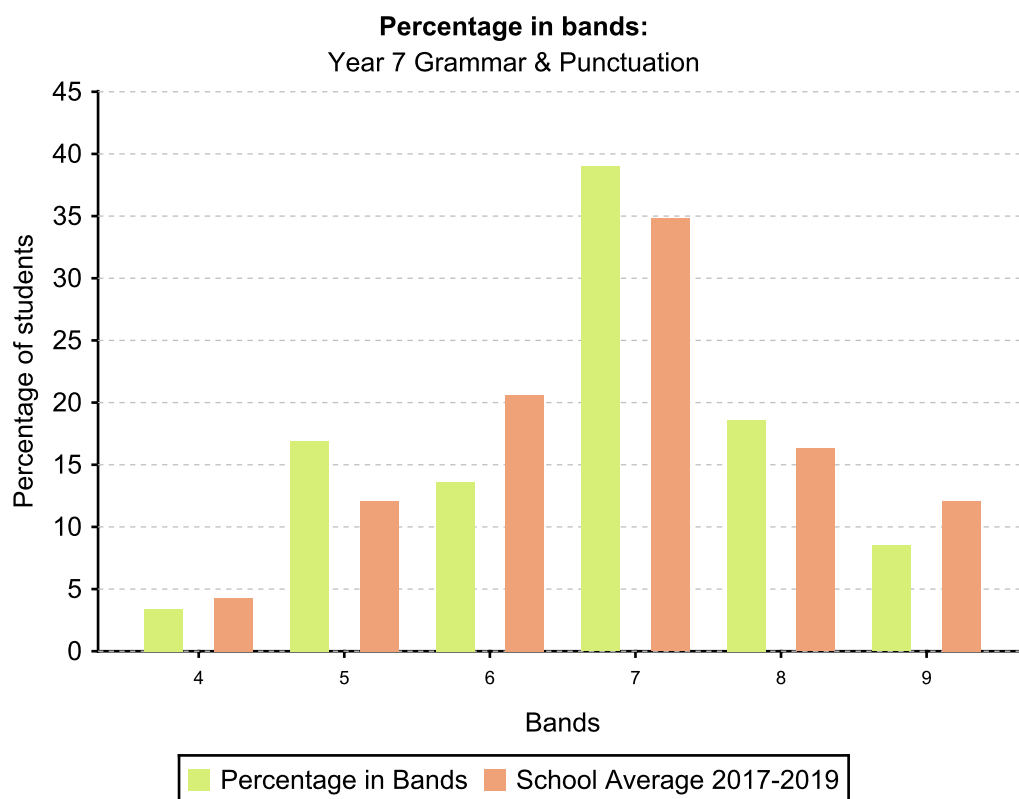
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School performance - NAPLAN

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.

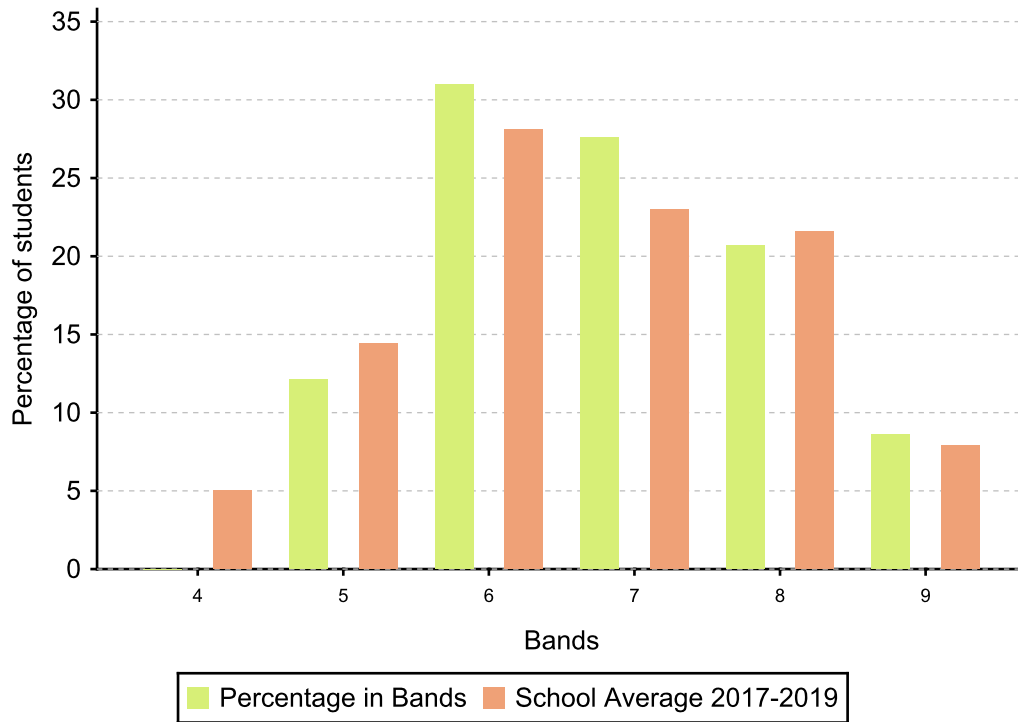
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



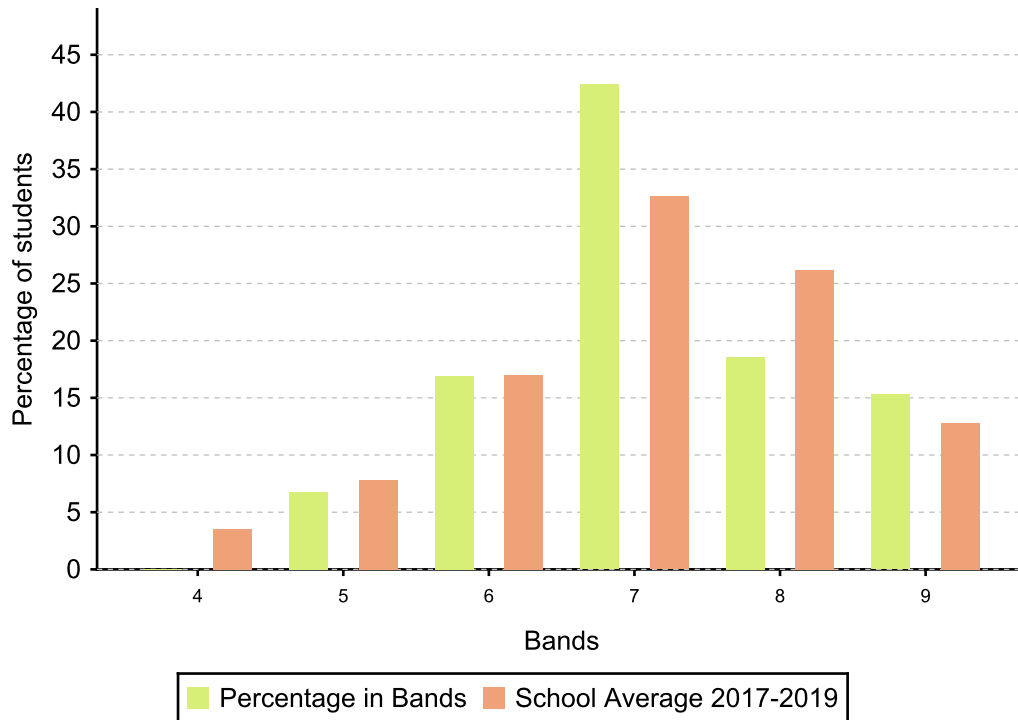
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 3.4 | 16.9 | 13.6 | 39.0 | 18.6 | 8.5 |
| School avg 2017-2019 | 4.3 | 12.1 | 20.6 | 34.8 | 16.3 | 12.1 |

Percentage in bands:
Year 7 Reading



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 12.1 | 31.0 | 27.6 | 20.7 | 8.6 |
| School avg 2017-2019 | 5 | 14.4 | 28.1 | 23 | 21.6 | 7.9 |

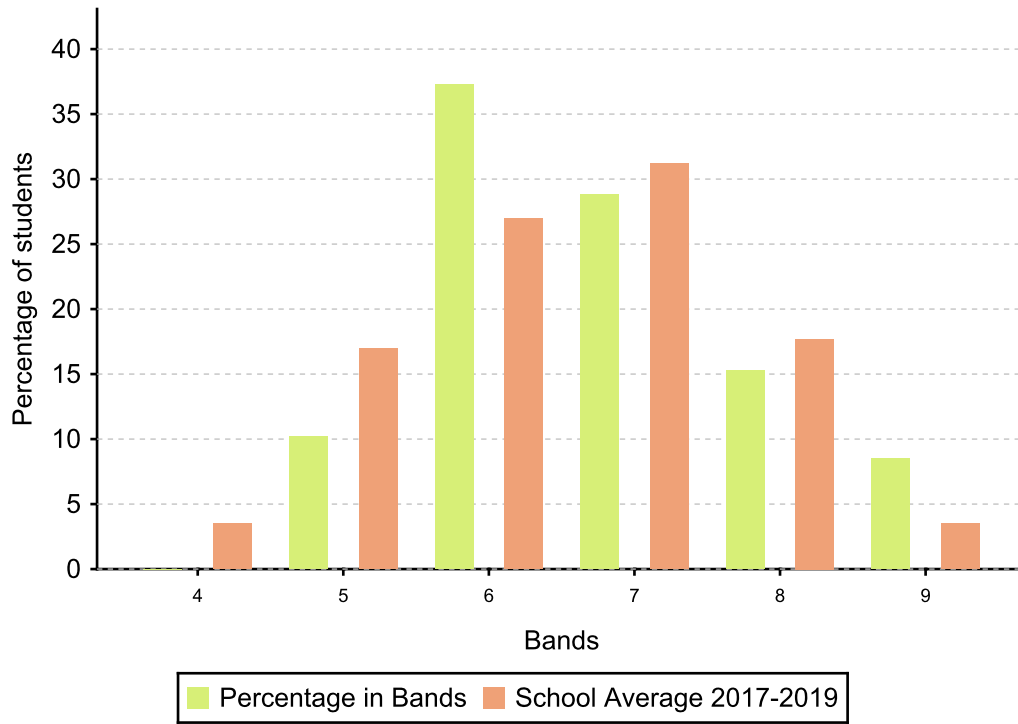
Percentage in bands:
Year 7 Spelling



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 6.8 | 16.9 | 42.4 | 18.6 | 15.3 |
| School avg 2017-2019 | 3.5 | 7.8 | 17 | 32.6 | 26.2 | 12.8 |

Percentage in bands:

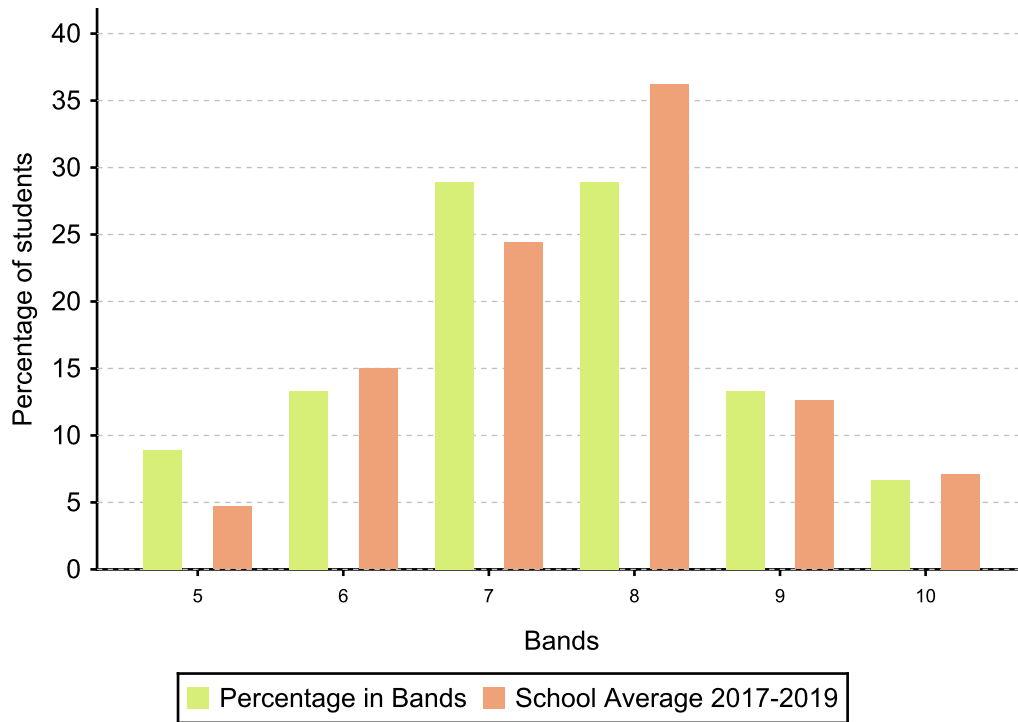
Year 7 Writing



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 10.2 | 37.3 | 28.8 | 15.3 | 8.5 |
| School avg 2017-2019 | 3.5 | 17 | 27 | 31.2 | 17.7 | 3.5 |

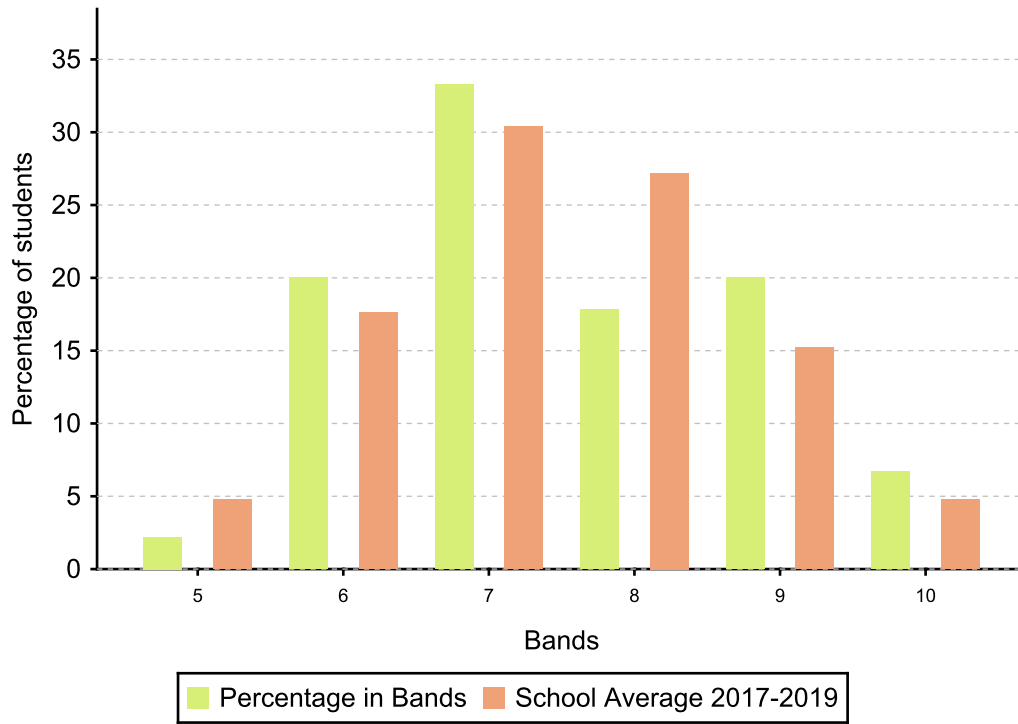
Percentage in bands:

Year 9 Grammar & Punctuation



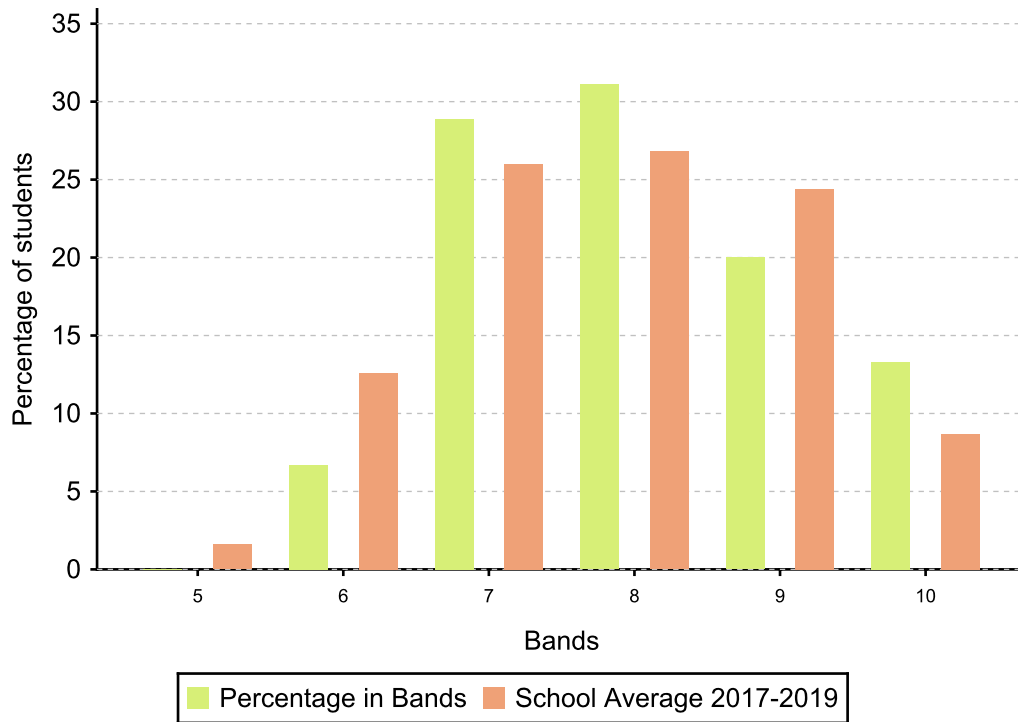
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.9 | 13.3 | 28.9 | 28.9 | 13.3 | 6.7 |
| School avg 2017-2019 | 4.7 | 15 | 24.4 | 36.2 | 12.6 | 7.1 |

Percentage in bands:
Year 9 Reading



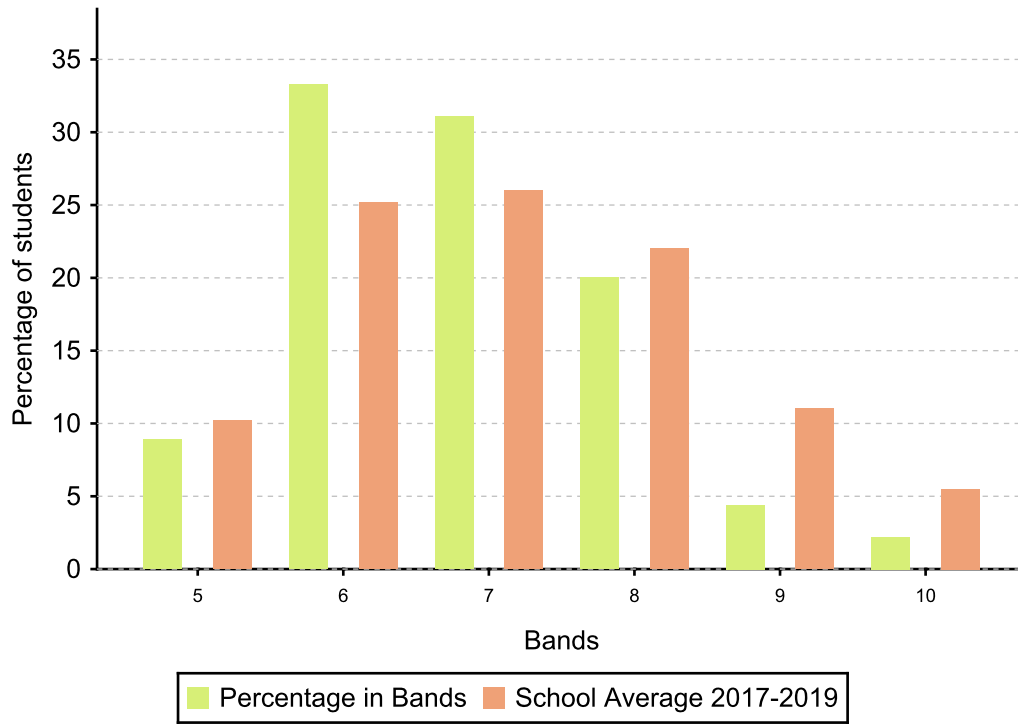
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.2 | 20.0 | 33.3 | 17.8 | 20.0 | 6.7 |
| School avg 2017-2019 | 4.8 | 17.6 | 30.4 | 27.2 | 15.2 | 4.8 |

Percentage in bands:
Year 9 Spelling



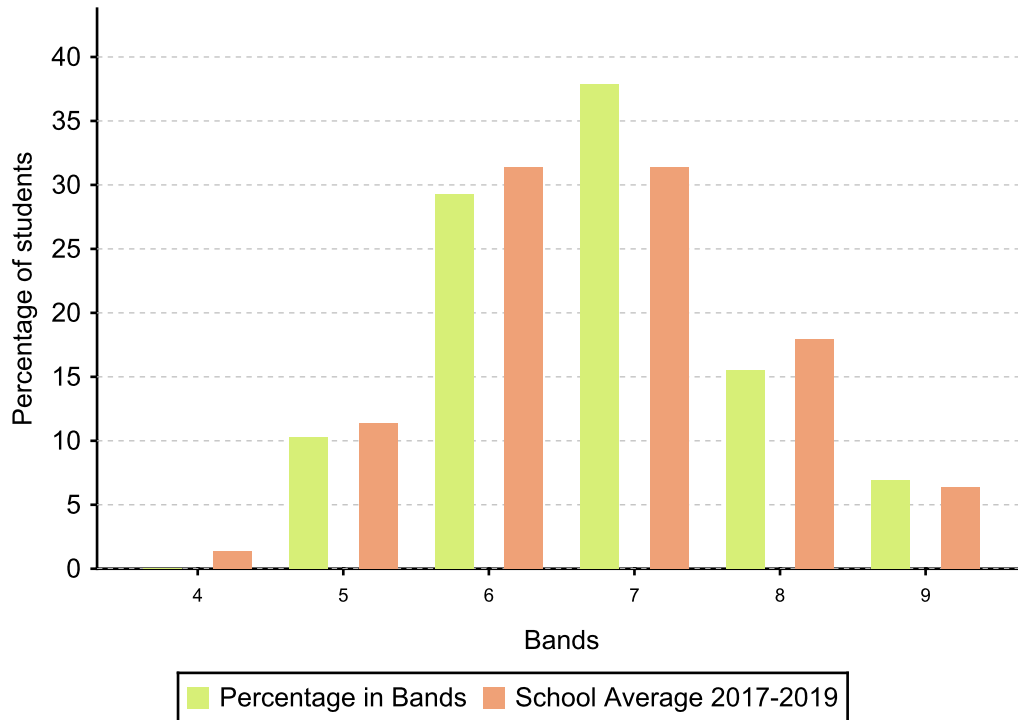
| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 0.0 | 6.7 | 28.9 | 31.1 | 20.0 | 13.3 |
| School avg 2017-2019 | 1.6 | 12.6 | 26 | 26.8 | 24.4 | 8.7 |

Percentage in bands:
Year 9 Writing



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 8.9 | 33.3 | 31.1 | 20.0 | 4.4 | 2.2 |
| School avg 2017-2019 | 10.2 | 25.2 | 26 | 22 | 11 | 5.5 |

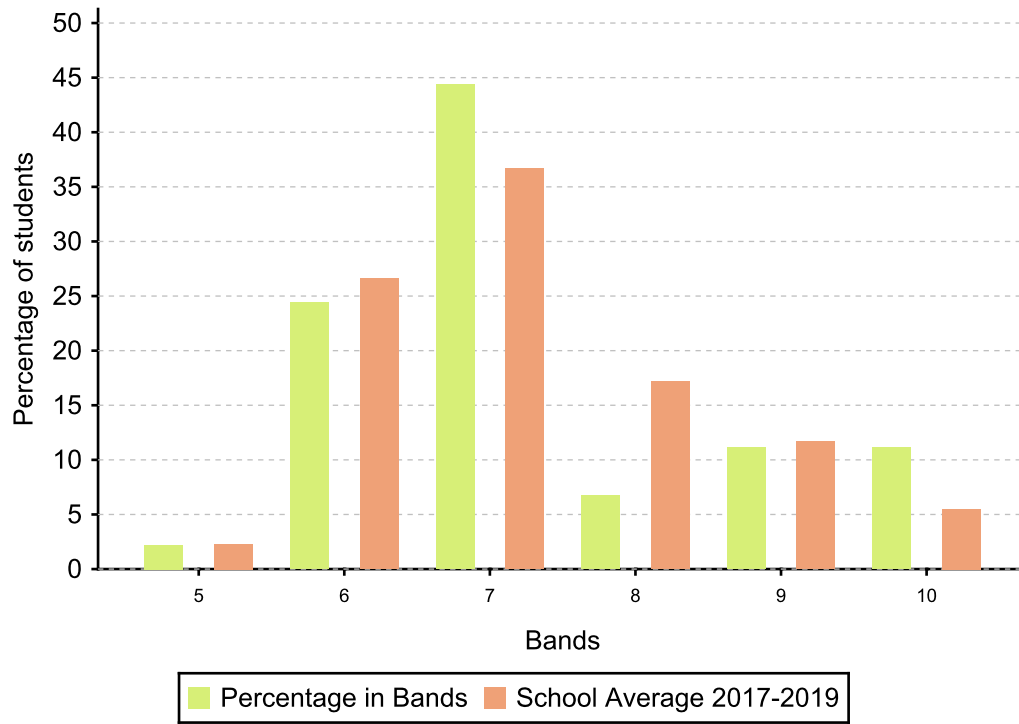
Percentage in bands:
Year 7 Numeracy



| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 10.3 | 29.3 | 37.9 | 15.5 | 6.9 |
| School avg 2017-2019 | 1.4 | 11.4 | 31.4 | 31.4 | 17.9 | 6.4 |

Percentage in bands:

Year 9 Numeracy

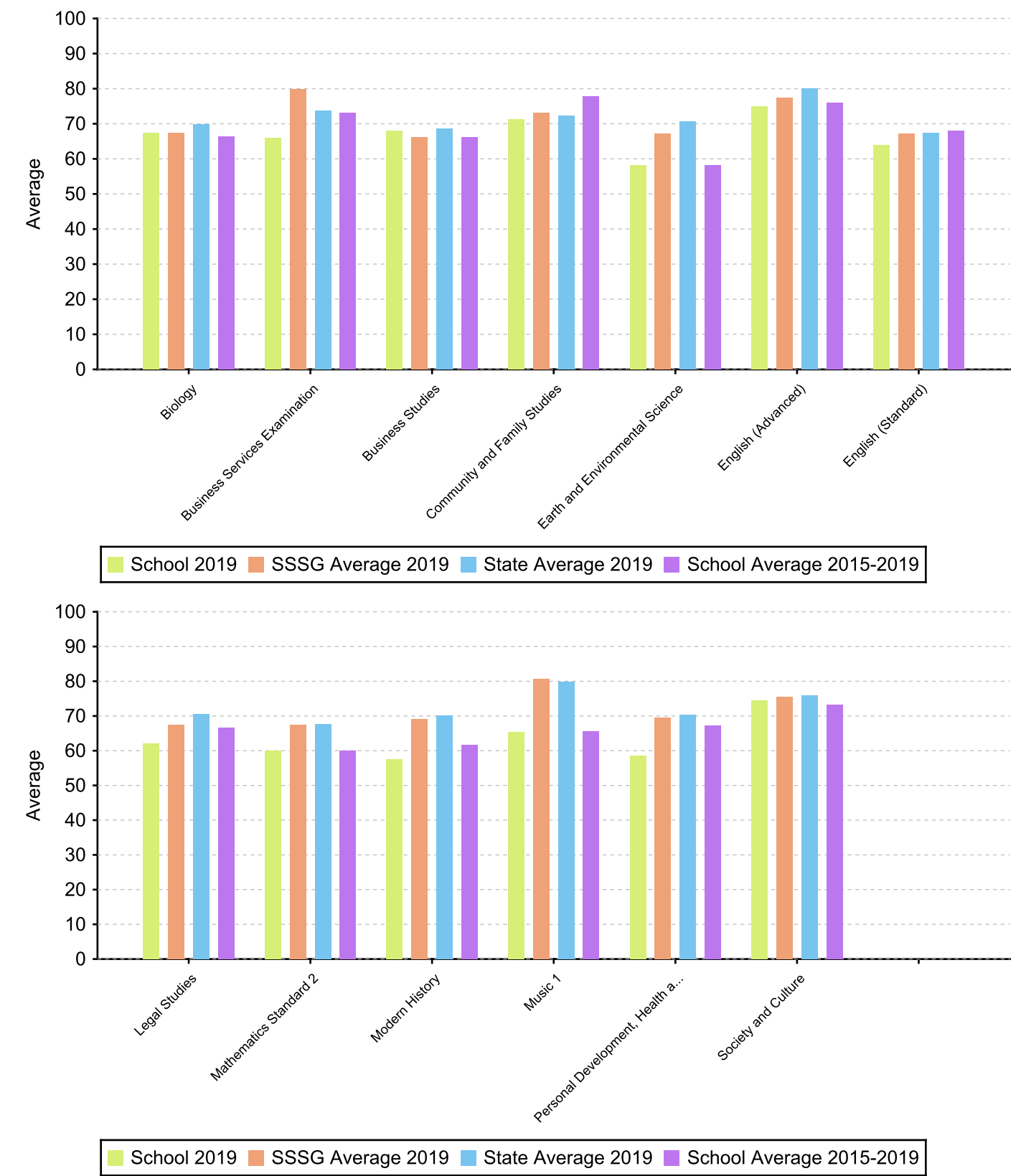


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.2 | 24.4 | 44.4 | 6.7 | 11.1 | 11.1 |
| School avg 2017-2019 | 2.3 | 26.6 | 36.7 | 17.2 | 11.7 | 5.5 |

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2019 | SSSG | State | School Average 2015-2019 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Biology | 67.3 | 67.3 | 69.9 | 66.3 |
| Business Services Examination | 65.9 | 79.9 | 73.7 | 73.1 |
| Business Studies | 68.0 | 66.2 | 68.6 | 66.1 |
| Community and Family Studies | 71.3 | 73.1 | 72.2 | 77.8 |
| Earth and Environmental Science | 58.1 | 67.2 | 70.6 | 58.1 |
| English (Advanced) | 75.0 | 77.4 | 80.0 | 76.0 |
| English (Standard) | 63.9 | 67.2 | 67.3 | 68.1 |
| Legal Studies | 62.1 | 67.4 | 70.6 | 66.7 |
| Mathematics Standard 2 | 60.1 | 67.5 | 67.7 | 60.1 |
| Modern History | 57.5 | 69.2 | 70.2 | 61.7 |
| Music 1 | 65.4 | 80.7 | 79.9 | 65.6 |
| Personal Development, Health and Physical Education | 58.6 | 69.5 | 70.5 | 67.2 |
| Society and Culture | 74.5 | 75.6 | 75.9 | 73.2 |

Parent/caregiver, student, teacher satisfaction

In 2019, we regularly collected data from parents/carers, students and teachers on a range of issues and topics. The school not only solicits feedback but aims to act on the responses through further discussion amongst school leadership teams. Extremely positive feedback was received via online surveys from all stakeholders regarding our Year 7 Meet and Greet evening, our Space Camp USA overseas excursion, School Spectacular involvement, as well as the Performing Arts events, Multicultural Day, International Women's Day and formal assemblies.

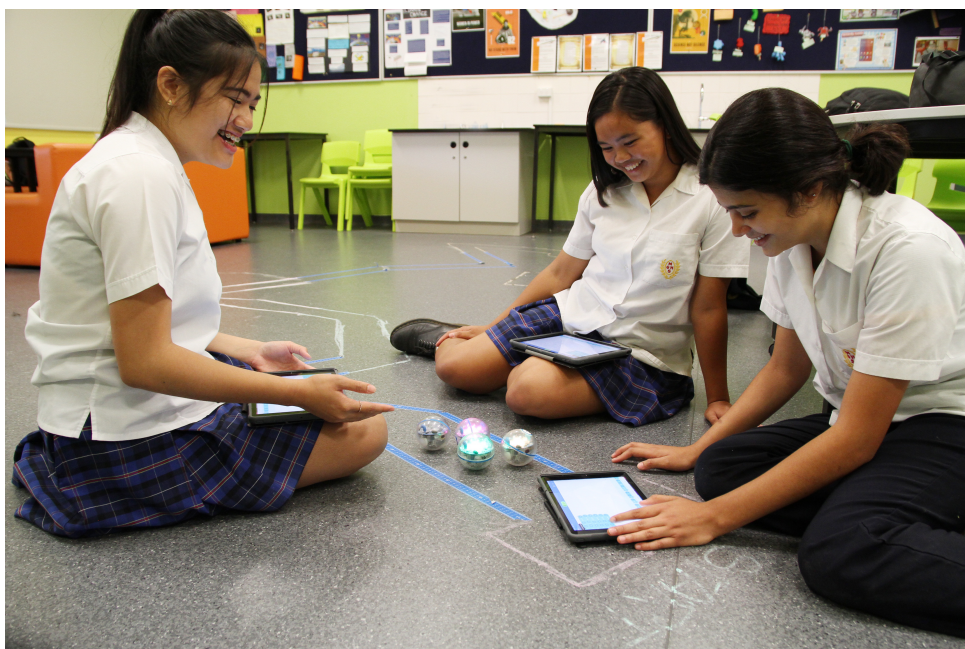
Students were asked to share ideas regarding Wellbeing Days, with some of those ideas already implemented (such as the Year 11 Camp in the city). The SRC and Prefects worked with their peers to ask for suggestions on mufti days, whole school charity days, and changes to the environment.

The Parents and Citizens group met regularly to discuss school initiatives and funding support. The P&C donated funds for the purchase of STEM kits and for awards and prizes for the end of year assembly. This group gave feedback to the school on communication channels, uniform and suggested ideas for future extra-curricular activities.

Teachers were surveyed on their professional learning needs and their skills in Microsoft Teams, Onenote and Sway. This feedback was used as the basis for our staff meetings and Excellence Team meetings.

In the Tell Them From Me survey,

- parents commented specifically about the benefit of the small class sizes and smaller school population. They referred to the teacher connections and welcoming environment.
- 94% of parents said they would recommend Moorefield Girls High School to parents of primary school children
- students responded positively about their sense of belonging, behaviour, homework habits and intellectual engagement. (All of these outcomes were above the NSW state norm.)
- students at Moorefield Girls High School reported 'school staff emphasise academic skills and hold high expectations for all students to succeed'
- we reported significantly higher results than the NSW state norm regarding how our students understand there are clear rules and expectations for classroom behaviour that are adhered to
- teachers highlighted their expert use of technology in classes to engage students in learning
- teachers also reported that school leaders clearly communicate the strategic vision and values for our school
- assessment and feedback were areas in 2019 that teachers worked on to refine practice for further improvement









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

