

Moss Vale High School

2019 Annual Report



8388

Introduction

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

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

School contact details

Moss Vale High School

Narellan Rd

Moss Vale, 2577

www.mossvale-h.schools.nsw.edu.au

mossvale-h.school@det.nsw.edu.au

4868 1717

Message from the principal

Moss Vale High School is a proud public comprehensive high school that caters to the needs of our students and delivers the high quality education that the community has come to expect. Our highly qualified and experienced teachers motivate, engage and inspire our students to achieve their personal best. We provide opportunities for students to succeed in whatever they do. I acknowledge our parents who work with the school to ensure quality learning outcomes for students. We actively promote high expectations for our students in all areas of their school and social lives, and Moss Vale High School is strongly supported by our local community. Our students are respectful, responsible and take great pride in supporting each other. They are successful young people who are regularly recognised for their contributions and achievements academically, on the sporting field, in the creative and performing arts, in community volunteering and in student leadership.

School background

School vision statement

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Positive Performance for all

Purpose

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

Improvement Measures

All teaching staff familiar with the key concepts of How2Learn.

Growth demonstrated in student data for literacy and numeracy.

Increased student engagement in setting and evaluating goals.

Progress towards achieving improvement measures

Process 1: School-wide delivery of PBS lessons to support the Kick Off With Reading and HOW2Learn focus.

Evaluation	Funds Expended (Resources)
The film roll call students successfully created films to promote the the learning habits of the How2Learn initiative.	Film roll call students.

Process 2: Strengthening the whole school implementation of literacy and numeracy strategies.

Evaluation	Funds Expended (Resources)
Professional learning workshops were successful in upskilling staff in the use of SCOUT and HSC RAP data.	Professional learning CESE and Scout

Process 3: Increased whole school focus on ensuring every student is known, valued and cared for at Moss Vale High School.

Evaluation	Funds Expended (Resources)
All staff informed of the new student wellbeing policy, processes and practices. Staff have developed their understanding of the wellbeing framework.	New student wellbeing policy created

Strategic Direction 2

Leaders of Learning

Purpose

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

Improvement Measures

Increased number of students engaging in the school's enrichment activities.

All KLAs share successful teaching and learning strategies at all whole school staff meetings, with particular focus on the HOW2Learn Learning Habits.

All Head teachers trained in the use of SCOUT so that they can lead their faculty in the analysis of student performance data more effectively.

Progress towards achieving improvement measures

Process 1: Strengthen and promote a school-wide enrichment programs and initiatives.

Evaluation	Funds Expended (Resources)
Each KLA submitted a program review to enrichment coordinator. Data from student survey demonstrates an increase in students participating in enrichment activities.	

Process 2: Initiate and develop a school-wide focus on critical thinking and learning dispositions through How2Learn.

Evaluation	Funds Expended (Resources)
The students have been delving into different aspects of H2L across all their classes. They have spoken about Growth Mindset and used a whole range of new learning habits to help them to set goals and improve in their learning. Staff	\$5,000 Professional Learning Funds

Process 3: Developing staff confidence in the use of data to inform teaching practice and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
SCOUT and Schools Online demonstrates that all faculties are accessing data and utilising it to inform and improve practice.	\$2,000 Professional Learning Funds Workshop presenters from NESAs and CESE

Strategic Direction 3

Productive Partnerships

Purpose

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

Improvement Measures

Increased number of feeder schools actively participating in the Year 6 Transition program. .

All staff documenting evidence of collegial observations and producing a quality Performance Development Plan.

Increased leadership opportunities for Aboriginal and Torres Strait Islander students.

Progress towards achieving improvement measures

Process 1: Continuing to build stronger partnerships with the local, wider and global community, particularly with our parents and the Community of Schools.

Evaluation	Funds Expended (Resources)
The increased number of students involved in community volunteering and extra-curricular events has been met and publicly recognised at assemblies and through Presentation Evening awards.	

Process 2: Provision of opportunities for staff to reflect on their classroom practice, collaborate with others and to share educational thinking that will support the success of their students and their own career development.

Evaluation	Funds Expended (Resources)
Staff surveys completed which demonstrate increasing awareness and use of H2L dispositions and strategies, which have been incorporated into classrooms.	

Process 3: Maintaining a high functioning Aboriginal Education Leadership Team with developing links to community and services.

Evaluation	Funds Expended (Resources)
Cohesive and committed Aboriginal Education Team that meet on a regular basis and supported increased student participation AIME, cultural and leadership activities. Greater ownership of all Aboriginal Leadership Team members in the PLP process.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$36,460	It can be demonstrated that ATSI Students who began 2019 with low levels of engagement in learning are now highly engaged. This can be demonstrated through relevant qualitative and quantitative data. All ATSI Students have progressed in their learning outcomes, in line with their similarly levelled peers. The school devised quality Personalised Learning Plans for all Aboriginal students and they were highly utilised by teaching staff.
Socio-economic background	\$201,258 (includes \$138,731 for LAST teachers)	SLSOs were strategically placed across a range of classes to ensure the best possible support for students struggling with literacy and numeracy skills in particular. The Attendance coordinator regularly communicated with any student and their parents where the student's attendance had dropped below 85%. There was a significant improvement in the attendance of a small percentage of chronic non-attenders by Term 4. The school's Community Liaison Officer was successfully promoting the school via social media platforms and local media whereby over 90% of significant students and school achievements were being reported on via one of these mediums.
Support for beginning teachers	\$50,928	The early career teachers were able to participate and engage in the Beginning teachers program at our school. This involved regular sessions per term on relevant topics for the staff involved, particularly around accreditation. This also allowed them to work towards achieving their accreditation at the level of proficient and time to work with their mentors. All beginning teachers in 2019 have been successful in achieving accreditation at Proficient level.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	315	336	329	344
Girls	287	309	317	373

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.9	92.1	91.6	89.6
8	90.6	92.9	88.1	88.1
9	87.2	90.5	88.5	86.3
10	89.3	86.8	83	85.6
11	85.5	89.8	82.4	82.6
12	88	89.4	88.9	86.6
All Years	89.1	90.3	87	86.8
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	5	10	10
Employment	2	10	30
TAFE entry	5	10	35
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Moss Vale High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.1% of all Year 12 students at Moss Vale 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)	9
Classroom Teacher(s)	41.9
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.28
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	598,685
Revenue	9,412,680
Appropriation	8,931,166
Sale of Goods and Services	6,712
Grants and contributions	469,452
Investment income	4,658
Other revenue	691
Expenses	-8,979,765
Employee related	-8,019,621
Operating expenses	-960,144
Surplus / deficit for the year	432,915

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.

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	974,709
Equity Total	456,603
Equity - Aboriginal	36,460
Equity - Socio-economic	201,258
Equity - Language	0
Equity - Disability	218,885
Base Total	6,852,436
Base - Per Capita	155,814
Base - Location	8,860
Base - Other	6,687,763
Other Total	404,131
Grand Total	8,687,879

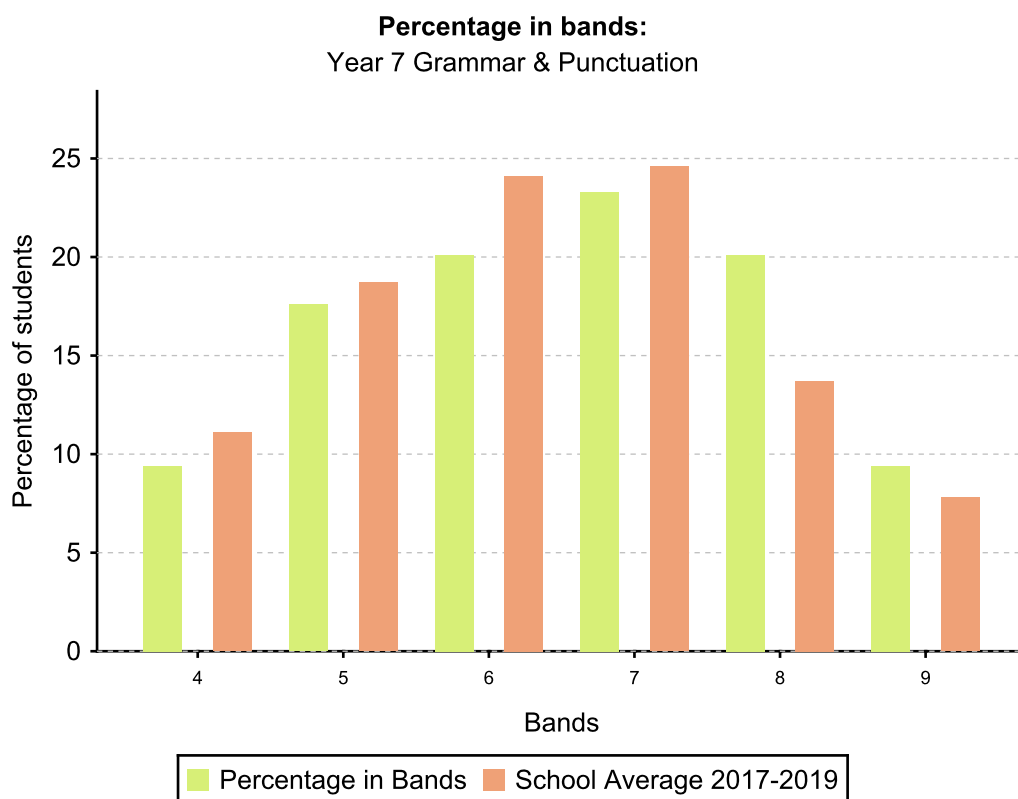
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

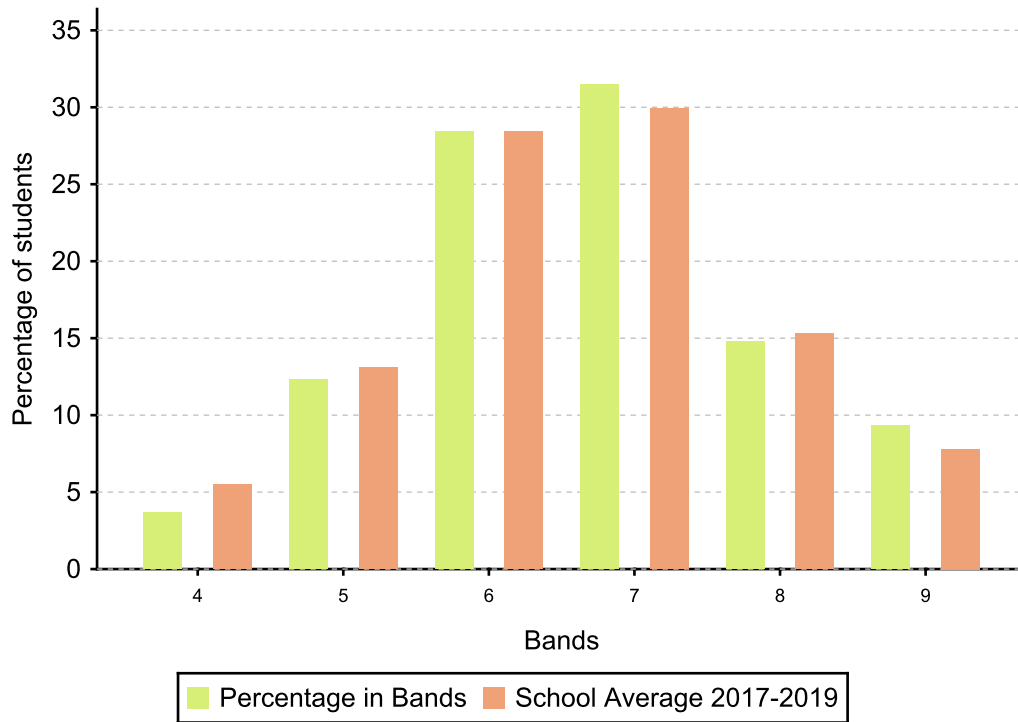
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



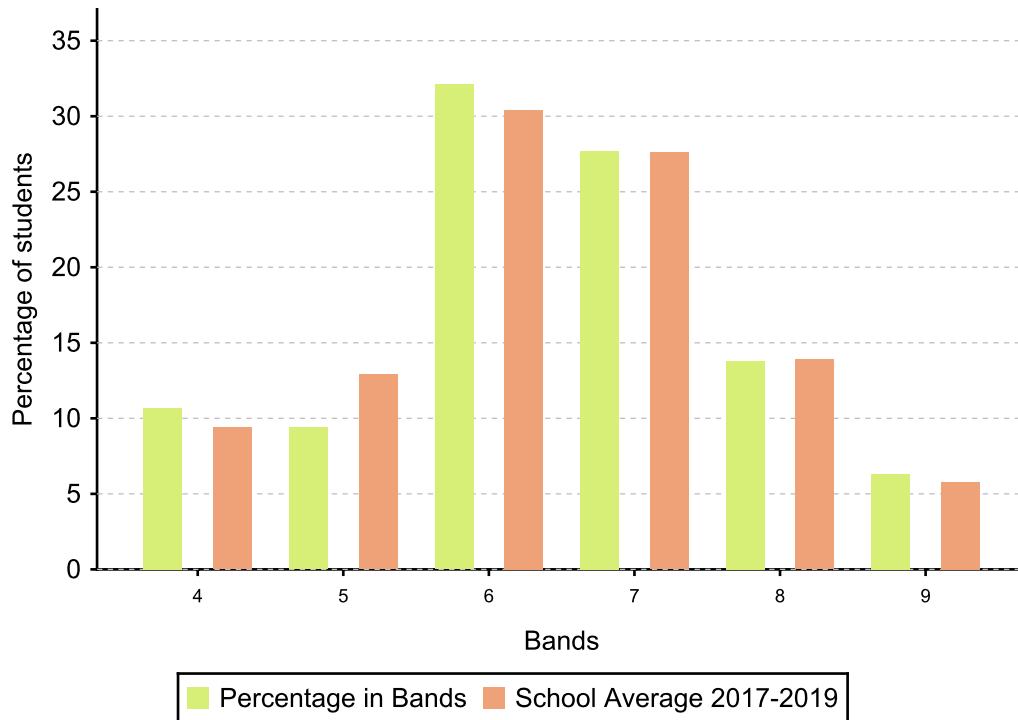
Band	4	5	6	7	8	9
Percentage of students	9.4	17.6	20.1	23.3	20.1	9.4
School avg 2017-2019	11.1	18.7	24.1	24.6	13.7	7.8

**Percentage in bands:
Year 7 Reading**



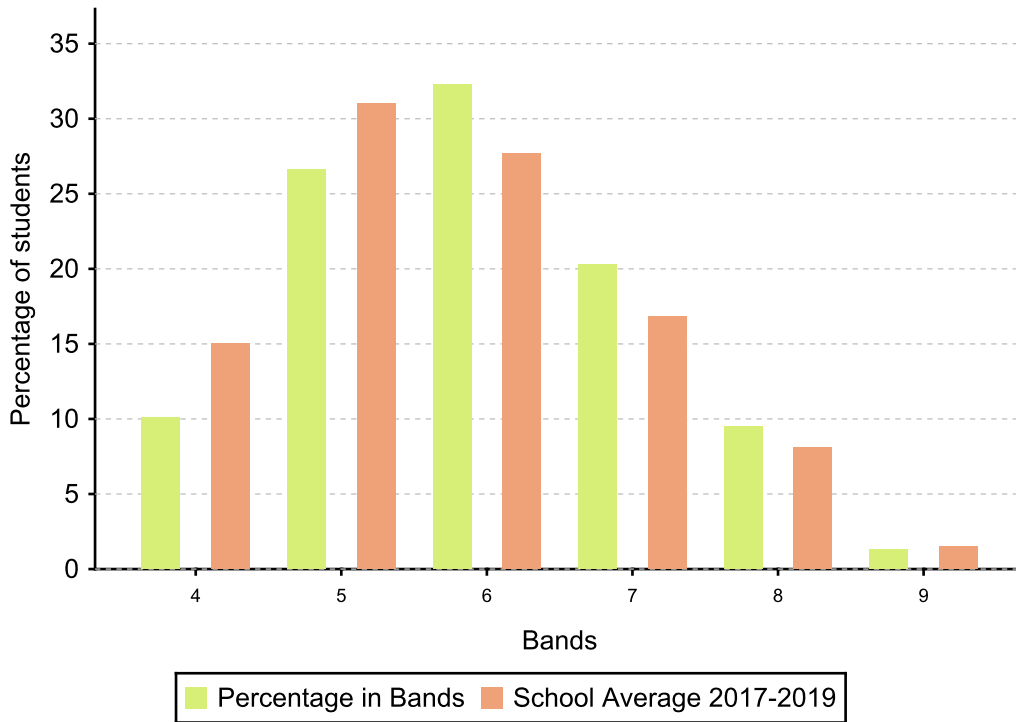
Band	4	5	6	7	8	9
Percentage of students	3.7	12.3	28.4	31.5	14.8	9.3
School avg 2017-2019	5.5	13.1	28.4	29.9	15.3	7.8

**Percentage in bands:
Year 7 Spelling**



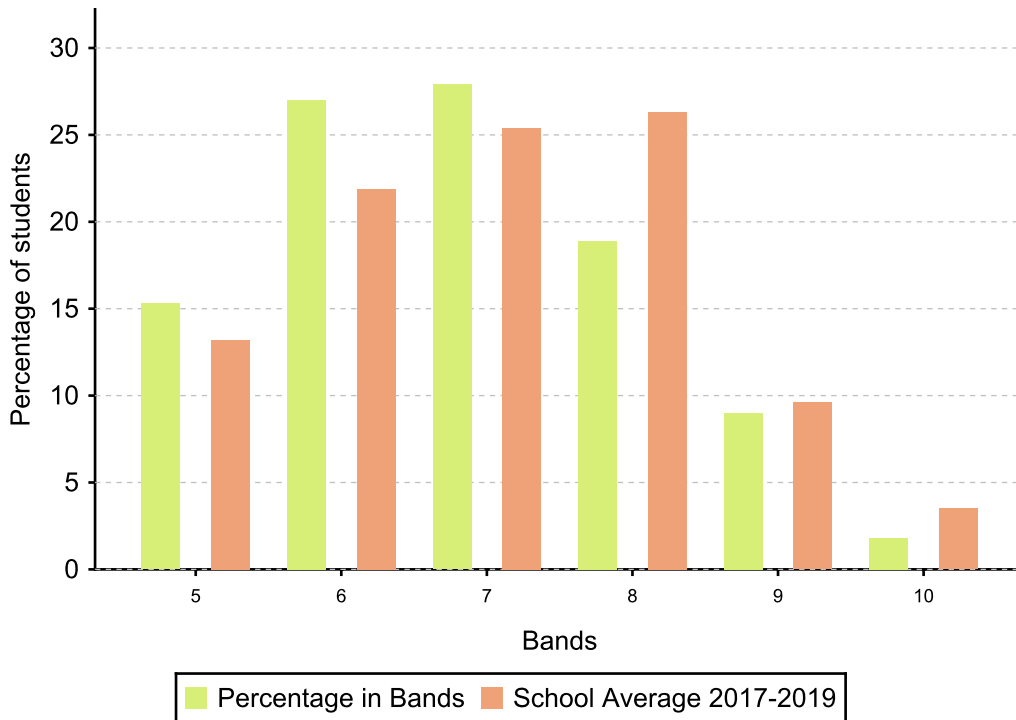
Band	4	5	6	7	8	9
Percentage of students	10.7	9.4	32.1	27.7	13.8	6.3
School avg 2017-2019	9.4	12.9	30.4	27.6	13.9	5.8

Percentage in bands:
Year 7 Writing



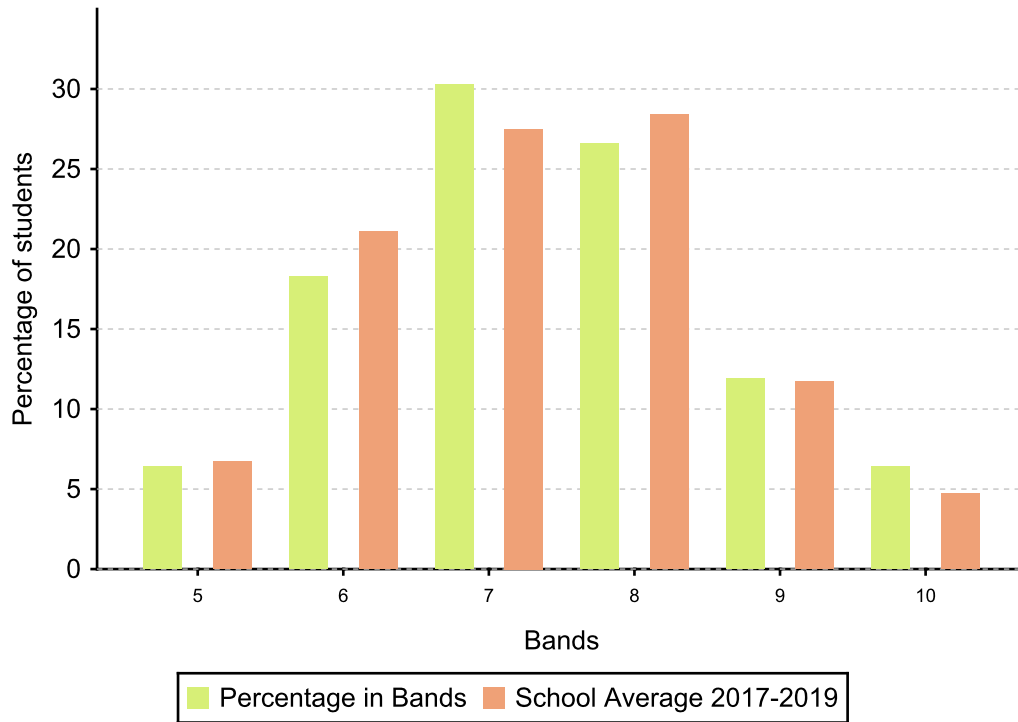
Band	4	5	6	7	8	9
Percentage of students	10.1	26.6	32.3	20.3	9.5	1.3
School avg 2017-2019	15	31	27.7	16.8	8.1	1.5

Percentage in bands:
Year 9 Grammar & Punctuation



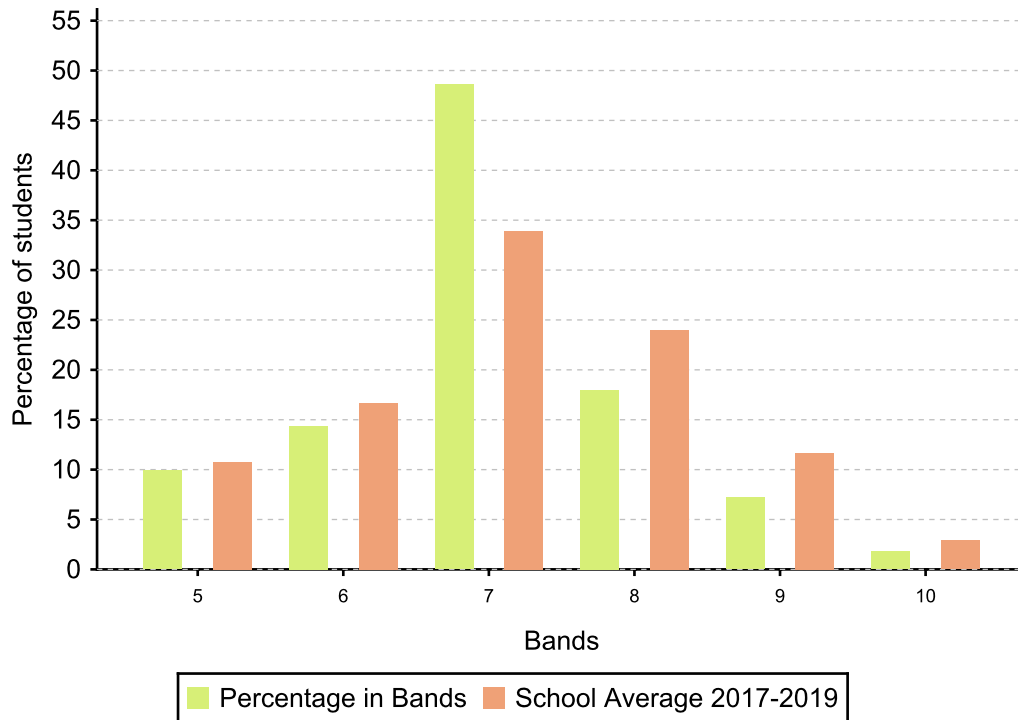
Band	5	6	7	8	9	10
Percentage of students	15.3	27.0	27.9	18.9	9.0	1.8
School avg 2017-2019	13.2	21.9	25.4	26.3	9.6	3.5

**Percentage in bands:
Year 9 Reading**



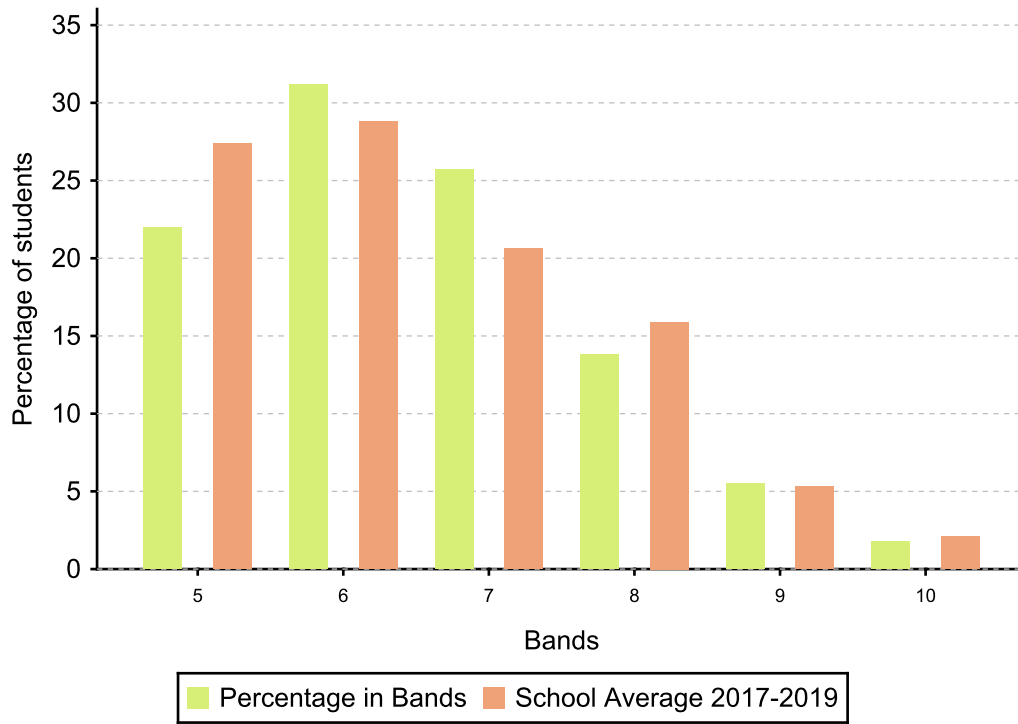
Band	5	6	7	8	9	10
Percentage of students	6.4	18.3	30.3	26.6	11.9	6.4
School avg 2017-2019	6.7	21.1	27.5	28.4	11.7	4.7

**Percentage in bands:
Year 9 Spelling**



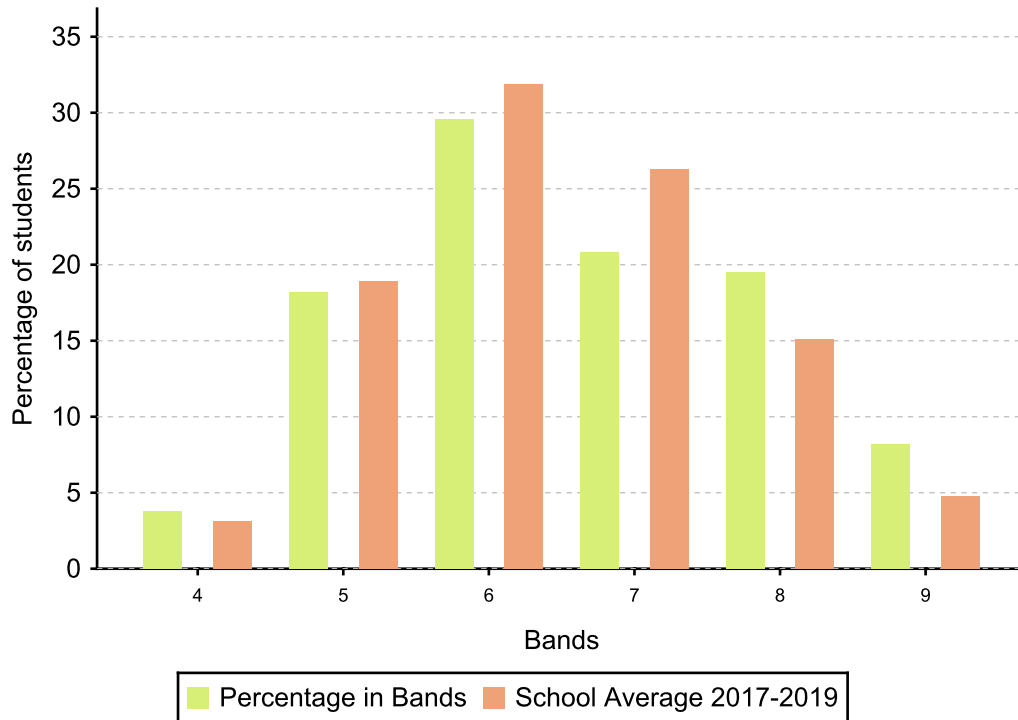
Band	5	6	7	8	9	10
Percentage of students	9.9	14.4	48.6	18.0	7.2	1.8
School avg 2017-2019	10.8	16.7	33.9	24	11.7	2.9

Percentage in bands:
Year 9 Writing



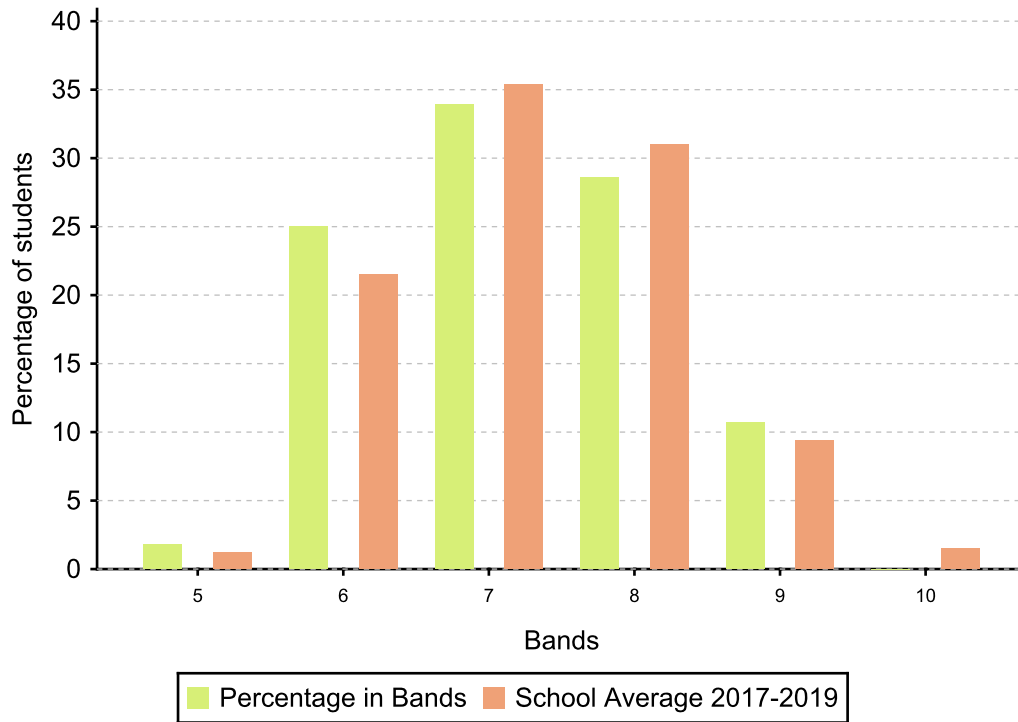
Band	5	6	7	8	9	10
Percentage of students	22.0	31.2	25.7	13.8	5.5	1.8
School avg 2017-2019	27.4	28.8	20.6	15.9	5.3	2.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.8	18.2	29.6	20.8	19.5	8.2
School avg 2017-2019	3.1	18.9	31.9	26.3	15.1	4.8

Percentage in bands:
Year 9 Numeracy

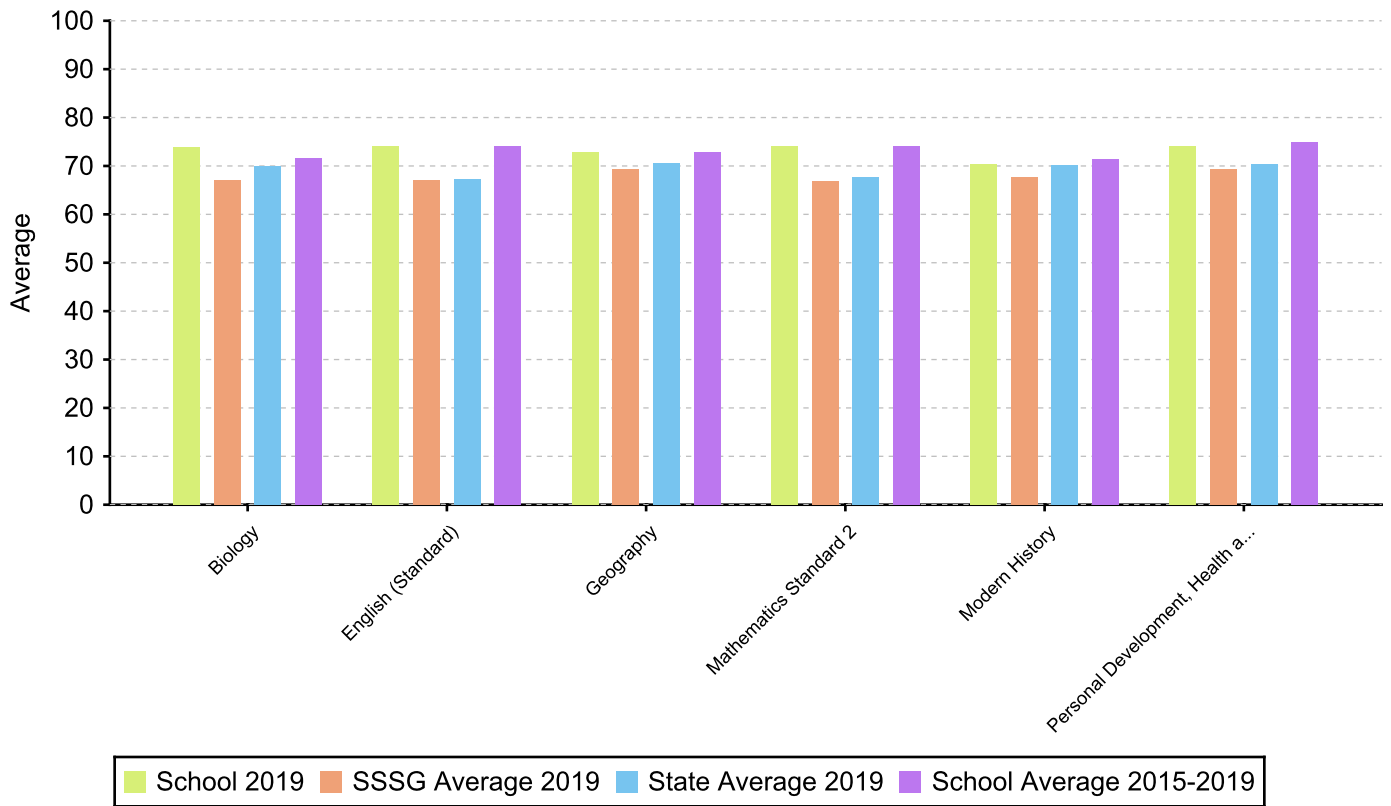


Band	5	6	7	8	9	10
Percentage of students	1.8	25.0	33.9	28.6	10.7	0.0
School avg 2017-2019	1.2	21.5	35.4	31	9.4	1.5

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	73.8	67.0	69.9	71.6
English (Standard)	74.0	67.1	67.3	74.0
Geography	72.8	69.2	70.6	72.8
Mathematics Standard 2	74.0	66.8	67.7	74.0
Modern History	70.3	67.7	70.2	71.4
Personal Development, Health and Physical Education	74.1	69.3	70.5	74.8

Parent/caregiver, student, teacher satisfaction

Parent Survey

The following feedback was given through a Parent Survey:

Do you value the Positive Behaviour for Success program at Moss Vale High School? 77.78% stated Yes zero said No and 22.22% were unsure. My child is generally happy at school: 44.44% Strongly Agree, 48.15% Agree, 3.70% Disagree and 3.70% Strongly Disagree. I believe the Positive Behaviour for Success program has had a beneficial impact on the school's culture: 44.44% Strongly Agree and 55.56% Agree. Zero disagreed. The school's 'Kick off with Reading' initiative has had a positive impact on my child's interest in reading: 18.52% Strongly Agreed, 66.67% Agreed, 14.81% Disagreed. I value the opportunity to meet with my child's teachers at Parent-Teacher evenings: 55.56% Strongly Agreed, 37.04% Agreed, 7.41% Disagreed. I am satisfied with the feedback I receive from the school about my child's learning and progress: 18.52% Strongly Agreed, 51.85% Agreed, 22.22% Disagreed and 7.41% Strongly Disagreed.

Student Survey

The following feedback was given through a Student Survey:

I believe that my teachers expect me to do my best at all times: 58.82% Strongly Agree, 37.25% Agree, 3.92% Disagree. There is a staff member at school who I can talk to if I need help or support: 41.18% Strongly Agree, 50.98% Agree, 5.88% Disagree and 1.96% Strongly Disagree. I understand the school's expectations of my behaviour: 60.78% Strongly Agree, 37.25% Agree, 1.96% Disagree. If I do the wrong thing, I am given the opportunity to learn from it: 30.00% Strongly Agree, 52.00% Agree, Disagree 16.00% and 2.00% Strongly Disagree. When an assessment is returned to me, I get an opportunity to understand how to improve next time: 29.41% Strongly Agree, 60.78% Agree, 7.84% Disagree and 1.96% Strongly Disagree.

Staff Survey

The following feedback was given through a Staff Survey:

I feel supported in accessing professional learning opportunities at MVHS: 98.25% Agree and 1.75% Disagree. There are processes in place to support staff well-being at Moss Vale high. 92.98% Agree and 7.02% Disagree. There are opportunities for students to engage in leadership roles at our school: 100% Agree. Our school assemblies promote and acknowledge student achievement: 100% Agree. feel we generally have a positive, supportive and cohesive staff at MVHS: 98.25% Agree and 1.75% Disagree. Are there enough opportunities to network and discuss teaching with colleagues? 85.97% said Yes, 14.04% said No. PBS lessons are productive and effective in highlighting important values and social issues: 96.49% Agree and 3.51% Disagree.

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.