

# Moorebank High School

## 2019 Annual Report



8501

## Introduction

The Annual Report for 2019 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.

### School contact details

Moorebank High School  
Bangalow Ave  
Moorebank, 2170  
[www.moorebank-h.schools.nsw.edu.au](http://www.moorebank-h.schools.nsw.edu.au)  
[moorebank-h.school@det.nsw.edu.au](mailto:moorebank-h.school@det.nsw.edu.au)  
9601 3999

### Message from the principal

It is my pleasure to present Moorebank High School's 2019 Annual Report. Literacy and numeracy results in 2019 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. In the Higher School Certificate our students achieved above state average results in 12 subjects and 31 students made the honour roll in the Distinguished Achievers' category. 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.

### Message from the school community

#### **Bronwen Jones – President of Moorebank High School's Community Focus Group CFG:**

Meet the second Monday of the month during school term in the Library Annex from 7.00pm–9.00pm. All welcome.

Each year the school conducts a parent telephone survey to include the opinion and feedback from parents in the school evaluation process. In 2019, fourteen percent of the parent body were personally contacted to undertake the survey. Of the parents that participated, 94% were pleased that their child attends the school and 95% said their interactions with various parts of the school are a positive experience. A new question was put to parents asking if they would be prepared to attend a workshop with their child to develop a learning plan with them – 100% of participants indicated they thought this would be a wonderful initiative, however only 88% said they would attend. Those that indicated they would be unable to attend was due largely to language barrier concerns. The school is looking at the best ways to alleviate this barrier.

The community focus group meetings are open to all parents of the Moorebank High School community, please come along and be involved in the process of being informed and engaged in your child's learning.

## 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 south western Sydney. The school has 1065 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

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Evaluation of school processes, practices, initiatives and achievements has been an ongoing process throughout 2019. All executive staff (20) were involved in the identification of evidence which was annotated and analysed in line with the school excellence framework (SEF). During an in depth consultation and discussion recommendations for future improvement were identified.

Major Evidence used to map the school's journey to excelling included:

1. School Plan (milestone document / SPaRO)
2. School Policies ( Faculty Monitoring, Awarding Grades and Maintaining Records, HSC Monitoring, Teaching and Learning Policy, Collegial Support, Learning and Support Policies)

3. External Data (HSC RAP, NAPLAN, VALID, Best Start, SCOUT)
4. Internal Data (formative and summative assessment, faculty policies, ISSE, NCCD, PLASP)
5. Surveys (TTFM, parent phone and year 12 exit surveys)
6. Networks (MCOS, Chipping Norton High Schools, HSC minimum standards)
7. Administration Systems (SENTRAL, Edval, SkoolBytes)

## LEARNING

### LEARNING CULTURE – *sustaining and growing*

### WELLBEING – *delivering*

### CURRICULUM AND LEARNING –*sustaining and growing*

### ASSESSMENT – *delivering*

### REPORTING – *sustaining and growing*

### STUDENT PERFORMANCE MEASURES – *delivering*

In this domain the school leadership team, as an on balance judgment against the School Excellence Framework has assessed our school as ***delivering***.

The **Teaching and Learning Policy** incorporates the utilisation of Learning Intentions / WALT&WILF / Feedback bridge. All faculties have demonstrated and shown evidence where these areas have been addressed in **well-developed and current policies, programs and processes** that **identify, address and monitor student learning needs**.

**Learning and Support Policy** outlines the **LasT purpose statement**, parent consultation and guidelines for record keeping. The development of PLPs supporting individual students and parents/carers continues to be an invaluable process that provides **clarity and consistency towards maintaining effective strategies for targeted students and classes**.

The **2019 Faculty Monitoring Policy** ensures the **development, implementation and evaluation of school policies and programs**. The implementation of this document is imperative to the effective management of teaching and learning at MHS, areas of importance include; developing **a culture of high expectations, high quality and consistent reporting, monitoring of student progress, promoting a collegial and co-operative culture to support team effectiveness and to encourage individual development**.

The school has an explicit process for reviewing and analysing external data. There is also strong evidence that summative assessment is done well across all KLAs. NCCD demonstrates that the staff are capable of making exceptional accommodations for our less academic students, however, the school needs to establish an effective method of identifying students requiring Life Skills support. Further to this it has been identified that professional learning on formative assessment is a requirement for the school. In light of the department's new high potential and gifted policy, the school will need to review its practices and policies to ensure a workable high potential and gifted policy which incorporates ongoing professional learning for all staff.

Results from the TTFM survey, 6.3/10 students feel they have someone at school who consistently provide them with encouragement and can be turned to for advice. TTFM data has led to major consultation, to develop a guiding principle for the school. Positive Relationships Positive Outcomes will become the focus of the overarching whole wellbeing approach at Moorebank High School. Key teams and stakeholders will need to focus on and embed the school's new principle into plans, procedures and initiatives.

## TEACHING

### EFFECTIVE CLASSROOM PRACTICE *sustaining and growing*

### 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***.

In 2019 all staff have participated in the Management of Actual or Potential Aggression (MAPA). Professional learning is



scoped and sequenced to address the needs of the staff in line with the school plan. The school also undertakes two ISSEs each year and the feedback to specific KLAS identify future professional learning requirements. The impact to student outcomes of professional learning is an area that still needs to be investigated and addressed by the Collegial Support Team. The Collegial Support Team offers an extensive induction program to beginning teachers and has identified that beginning teachers need further mentoring and support within the classroom.

All executive have undertaken the SCOUT training to ensure that we build the **skills of teachers in the analysis, interpretation and use of student progress and achievement data**. Head Teachers have undertaken minuted meetings with staff to determine RoSA Grades where **teachers reviewed student assessment data to build consistent and comparable judgements of student learning**. The analysis of 2019 NAPLAN data has demonstrated that the school is meeting the Premier's Priorities in terms of students in the top two bands, and is categorised as 'excelling' in this area. Access to analysed data needs to be made available across KLAS.

The Collegial Support Policy requires a review and update to bring it into line with all staff now requiring accreditation. Further, where all staff have completed PDPs a closer monitoring that PDPs guidelines are being adhered to across KLAS is required. Support for Head Teachers has been identified as an area to address given then number of staff in relieving positions.

The Teaching and Learning Policy and the school plan identify major school focuses on learning intentions, success criteria, feedback bridge and explicit teaching, literacy and numeracy. The school has had a change of staff and it is anticipated that in 2020 there will be more staff changes in both executive and classroom teachers. As such, professional learning of the key initiatives needs to be established and the impact of the learning needs of staff to be ascertained by the committee. Effective classroom practice in 2020 need to align with the new school principle to focus on positive relationships to ensure ongoing positive outcomes for all students.

## 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 School Excellence Framework has assessed our school as ***sustaining and growing***.

The leadership team have **created a culture of shared accountability to achieve organisational best practice**. Deputy Principals meet regularly with Head Teachers to monitor compliance and accountability practices in line with the school's faculty monitoring process. Written feedback on areas for improvement is provided after each focus meeting. All school executive have a role in evaluating the school plan processes utilising the SPaRO template. The school also utilises data from evaluation processes conducted throughout the year including ISSE, VET Audits, parent feedback, SEF evaluation and Year 12 exit survey to identify and inform the immediate and future needs of the school. Analysis of this data ensures that allocated funds are allocated to address the areas of needs, allowing for long term planning for larger initiatives. With major changes in executive in 2020, a planning process to build staff capacity and succession planning will be required.

The school has sourced software to effectively manage administrative a tasks including Edval for timetabling and SkoolBytes for financing purposes. Despite this, parent uptake on the portal has been poor and SENTRAL has not been utilized to its full capacity. There is a need for professional development of staff in the consistent use and application of SENTRAL and the creation of user guides for SENTRAL are highly recommended. There is also a strong need to engage our parent community in the teaching and learning cycle.

TPL conducted during executive meetings throughout the year demonstrates that **professional learning in the school emphasises developing effective instructional leadership, management skills**. The review of code of conduct, continued support for new teachers to the school and beginning teachers indicates a culture of high expectations and that concerns are addressed. The parent phone survey and the Year 12 exit survey 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**. Significant aspects of school management have been refined through the development and implementation of School Policies and Procedures, including Faculty Monitoring, HSC Monitoring, Enrolment, Awarding

Grades and HSC Minimum Standard Procedures. The development of a new principle of 'Positive Relationships. Positive Outcomes' will direct school planning from 2020 with a focus on **effective practices and continuous improvement**.

## Recommendations

### Learning

Major wellbeing focus requires release time for key staff to lead and manage whole school initiatives to create an increase sense of belonging and advocacy at the school to ensure that all students are known, cared for and valued. Investigating the whole school structure of Wellbeing and Learning. (increase HT Wellbeing 2.2 to develop sustainable structures)

- Positive Relationships Positive Outcomes
- Strength Plans
- Revitalisation of PBL (BRAVE Bucks, Matrices, PL for staff and students)
- Development of whole school Wellbeing Policy
- School needs to develop a Teacher Assessment Policy to address gaps underpinning effective formative assessment and consistency in practice in summative assessment. Understanding how students learn and identifying learning needs of students and addressing gaps in learning to be able to track the progress of students. (Assessment and Reporting Committee to be established)
- Further professional learning in implementing the Awarding Grades and Maintaining Records Policy.
- Professional learning on tracking students' progress. Share tracking data with students.
- Better identification of Life Skills students.
- GAT policy development and PL for staff.
- Professional Learning for use of Parent Portal (workshops for staff and parents).

### Teaching

- A major focus to address Stage 6 needs requires release time for executive to support staff in particular beginning teachers teaching stage 6 for the first time.
- Literacy and numeracy focuses, whole school professional learning in meeting new premier's targets for more students attaining top two bands. Lack of information from the committees – release time. Require an ongoing whole school focus. All staff responsible for making adjustments to teaching and learning based on NAPLAN data. PL for all staff on SCOUT.
- Explicit teaching providing formative feedback and differentiation – release of HT and DP mentor to focus on explicit teaching and lesson observations – Collegial Support Policy to be revamped in line with all teachers being accredited. Purpose of evaluation – quality evaluation and we need to assess the impact of the PL delivered – Lesson obs and release of staff should support this. Mentoring of teachers. (HTs and Collegial Support Team)
- Use of internal data gaps and how these are being addressed.
- PL on effective differentiation. Staff are currently confusing accommodations with differentiation. (Teaching and Learning)
- Revisit WALT and WILF and Feedback Bridge. Teaching and Learning Committee.

### Leading

- Professional learning is scoped and sequenced, exec meeting PL focus and faculty meeting minutes to identify PL at faculty level.
- In 2020 major turnover of staff = employment of a DP mentor, release time for all executive to support staff and beginning teachers. Executive meetings will focus on instructional leadership to build executive and staff capacity. Review and update of Collegial Support Policy and Teaching and Learning and resources will be allocated accordingly in 2020 to facilitate these major leadership changes cross the school. There is a need for the school to employ a Business Manager to ensure that Administration staff are supporting the executive in administrative work. The school will continue to employ a second GA for some major works in 2020 with a review of this resource allocation in 2021 and the new schools plan.
- The school will also sustain a budget for the replacement of staff laptops and interactive data projectors across the school. The aim to air condition classrooms supported by CFG Parent Contribution and the establishment of a STEM room and outdoor learning.
- Review of facility hiring will also take place after the completion of lift installation.
- The school is excelling in school planning, implementation and reporting, the school does however, need to establish a system to track individual student data both internal and external so that we can effectively measure the impact of our practices on student learning progress and achievement.
- Key teams and stakeholders need to focus and embed the school's new principle into plans, procedures and initiatives.

### Future Directions for 2020

## Learning

- Major wellbeing focus requires release time for key staff to lead and manage whole school initiatives to create an increase sense of belonging and advocacy at the school to ensure that all students are known, cared for and valued.
- Investigating the whole school structure of Wellbeing and Learning under the Principle of Positive Relationships Positive Outcomes. (Resources: Increase HT Wellbeing 2.2 to develop sustainable structures and increase Year 12 YA allowance to two periods).
- Development of a whole school Wellbeing Policy (major theme PRPO including strength plans, PBL, meet and greet and other whole school initiatives).
- Development of a Teacher Assessment Policy.
- Further PL in current policies and mentoring of Head Teachers supported by the Deputy Principal Mentor Position.
- Focus on GAT.
- Engagement of parents in the school.

## Teaching

- Stage 6 focus in addressing subject specific needs for staff at all levels of their career. This will be facilitated by the further allowance for Curriculum Head Teachers
- Stronger Literacy and Numeracy focus across the school. Role statements to be established by Literacy and Numeracy committees. Sharing initiatives with the whole school community. Facilitated by allowances for the literacy and numeracy coordinators to address the premier's priorities in literacy and allowance for Head Teachers to further support staff via lesson observations with explicit feedback.
- Explicit professional learning and observations on formative feedback and differentiation. Facilitated by the allowances to HTs and DP Mentor.
- Review collegial support policy to include all teachers for accreditation. PL on quality of evaluations and observations to assess the impact of PL delivered in the school. Facilitated by the allowances to the Collegial Support team.
- Teaching and Learning Committee to address the use of internal data across KLA's and how gaps to learning are being addressed.

## Leading

- Executive meetings will focus on instructional leadership to build executive and staff capacity. Review and update of Collegial Support Policy and Teaching and Learning and resources will be allocated accordingly in 2020 to facilitate these major leadership changes cross the school.
- There is a need for the school to investigate the employment of a Business Manager to ensure that Administration staff are supporting administrative work to support the school's initiatives and new principle.
- The school will continue to employ a second GA for some major works in 2020 with a review of this resource allocation in 2021 and the new schools plan.
- There is a need to establish a system to track individual student data both internal and external so that we can effectively measure the impact of our practices on student learning progress and achievement.



## 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.

#### Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning.

Increase the percentage of students demonstrating growth in literacy and numeracy.

Increase in the implementation of evidence-based whole school wellbeing practices so all students can connect, succeed, thrive and learn.

#### Progress towards achieving improvement measures

##### Process 1: Revitalise PBL to further support student engagement

Evaluation	Funds Expended (Resources)
<p>The PBL team conducted an extensive analysis of the existing PBL practices in the school. This allowed the team to relaunch PBL at Moorebank High School in a manner supported by staff and students. One key initiative that was developed was the BRAVE store for Stage 4 students. This has now been rolled across all year groups in the school. The new model is sustainable and user friendly for both staff and students. The PBL committee will continue to review Sentral data in 2020 to ascertain the effectiveness of the initiatives rolled out towards the end of 2019 as well as utilise Sentral data to inform new team objectives.</p> <p>MAPA training for all staff was of significant value for teachers and students. The program has allowed staff to provide positive teaching and behaviour management strategies to support individual students with identified learning needs to succeed in their learning at Moorebank High School. This is evident in Sentral wellbeing data for identified students.</p>	<ul style="list-style-type: none"><li>• Funding allocated to creating a period allowance for Coordinator</li><li>• Existing consistency grids and matrix</li><li>• "Effort" lesson resources for staff to deliver BRAVE lessons at the commencement of the year for all students</li></ul>

##### Process 2: Implement an evidence based change to whole school practices as part of a planned approach to student wellbeing. Focusing on our guiding principle of Positive Relationships Positive Outcome.

Evaluation	Funds Expended (Resources)
<p>Whole Team Meetings held in Week 4 and Week 6 of Term 4 to do handover for 2020. This provided members of the Wellbeing team to be able to understand their roles and responsibilities for their year groups for the upcoming school year relevant to the needs of the cohort. This practice will continue in Term 4, 2020.</p>	<ul style="list-style-type: none"><li>• Internet and computer rooms</li><li>• PL for staff</li><li>• Funding for period allowance for Year Advisers</li><li>• Funding for team relief to launch and evaluation new wellbeing programs</li></ul>

##### Process 3: Development of a school wide process to enhance student resiliency by focusing on strength plans for Years 7 and 11.

Evaluation	Funds Expended (Resources)
<p>At the end of 2019, adaptations were made to the initial wellbeing structure to allow a student focused program to be of greater value and success in 2020.</p>	<ul style="list-style-type: none"><li>• Computer rooms and internet</li><li>• Learning plans template</li></ul>

## Progress towards achieving improvement measures

This involved Year 10 students being the first to engage in the MyStrengths program and to pilot the program for 2020. Year 10 students have found the program to be empowering and contribute to a positive sense of self. Review of this milestone will take place in 2020, with the employment of an external resource to support the staff and students with a strength based approach to learning. HT Wellbeing will work closely with this external source to support all key personnel.

- Human Resources – Wellbeing team
- Staff and student feedback surveys

**Process 4:** Development of a structure to address literacy and numeracy needs for students at all levels.

Evaluation	Funds Expended (Resources)
The success of the literacy and numeracy programs to target all learners was linked to HSC Minimum Standards. Staff leading these initiatives developed a structure of teaching strategies and programs to support all Year 10 and 11 students needing to be assessed. The success of these initiatives is highlighted by a one hundred percent pass rate for all students who attempted the HSC Minimum Standard tests. As such, continued funding and support will be allocated to support the leaders of these initiatives in 2020.	<ul style="list-style-type: none"><li>• KLA specific resources created for Year 9 cohort (focus: persuasive writing)</li><li>• Funding to relieve Literacy and Numeracy Coordinators to facilitate HSC Minimum Standards tests</li><li>• Computer rooms and internet</li><li>• School Online data</li></ul>

## 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.

#### Improvement Measures

Increase the percentage of students consistently performing at high levels on external and internal student performance measures..

Increase the use of effective evidence-based teaching methods to optimise learning progress for all students.

#### Progress towards achieving improvement measures

**Process 1:** Develop and implement a school-wide teacher assessment policy in line with evidence-based best assessment practices.

Evaluation	Funds Expended (Resources)
Review of existing school practices in combination with literature review led to draft proposal for new assessment focus for the school. Proposal presented at commencement of review of whole school focus for Positive Relationships, Positive Outcomes, therefore this initiative will be revisited in 2020.	<ul style="list-style-type: none"><li>• Future employment of a third Deputy Principal to ensure ongoing compliance to improve student outcomes.</li><li>• Education journals</li><li>• NESA documents</li></ul>

**Process 2:** 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.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Evaluations of the school evidence aligning to the SEF used with the evaluation of our processes will allow for further improvement and consistency in the implementation of these new policies and the development and / or review of existing policies. To continue to facilitate the implementation of these policies further release of staff and additional senior executive support to continue to mentor and coach executive to continue to build capacity via ongoing professional learning and providing samples of best practice.</li></ul>	<ul style="list-style-type: none"><li>• Future employment of a third Deputy Principal to ensure ongoing compliance to improve student outcomes.</li><li>• NESA documents</li><li>• Funding for relief time</li><li>• Funding for additional Deputy Principal</li></ul>

**Process 3:** Development of a sequenced professional learning for staff to be able to identify high potential and gifted students and understand their specific needs.

Evaluation	Funds Expended (Resources)
Activities developed in 2019 have been reviewed and will allow PL to be provided to staff in 2020 where the need has been established. This involves the creation of PL for all staff in relation to accreditation processes to support staff in meeting their professional obligations as well as enhancing staff wellbeing.	<ul style="list-style-type: none"><li>• Release time for Collegial Support Coordinator</li><li>• Journal articles</li><li>• AITSL documents</li></ul>

## 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.

#### Improvement Measures

The principal and school leadership team demonstrate increased instructional leadership to support a culture of high expectations.

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 towards achieving improvement measures

**Process 1:** The establishment of a whole school approach to ensure the most effective evidence-based teaching methods in optimising learning progress for all students, across a full range of abilities.

Evaluation	Funds Expended (Resources)
Head Teacher Stage 6 Mentor role proved highly effective. Unfortunately, the position was not held for the duration of the year due to staff member securing a position in another school prior to the end of the year. Recommendations made prior to Head Teacher Stage 6 Mentor's departure to Senior Executive to be considered in 2020 under the new principle Positive Relationships, Positive Outcomes.	<ul style="list-style-type: none"><li>• Funding for Head Teacher Stage 6 Mentor position</li><li>• Staff PL (Twilight session and staff meetings)</li><li>• Education journals</li></ul>

**Process 2:** Develop a shared understanding and ongoing professional learning in the provision of instructional leadership, for the improvement of the quality of teaching and the associated improvement of student learning.

Evaluation	Funds Expended (Resources)
Whilst appointed the Head Teacher Stage 6 Mentor was able to work with specific KLA's to offer support in achieving faculty milestones related to Year 11 and 12 outcomes. A whole school focus on "flipped classrooms" was introduced to staff. A pilot group of teachers were mentored by the Head Teacher Stage 6 Mentor in this process. PL was provided to all staff. Effectiveness of PL was highlighted by 80% of staff stating a stronger understanding of the benefits of "flipped classroom" learning and how to implement in their own classrooms.  Head Teacher Stage 6 Mentor received an appointment at another school. Decision made to not replace the position, instead allocate funding to Deputy Principal Mentor in 2020.	<ul style="list-style-type: none"><li>• Funding for Head Teacher Stage 6 Mentor position</li><li>• Literature review</li></ul>

**Process 3:** Develop coordinated approach in implementing and providing professional learning to staff in the use of SENTRAL and LMBR to support the efficient management of school processes.

Evaluation	Funds Expended (Resources)
Most targeted initiatives were able to be completed in 2019. This has allowed administrative procedures at Moorebank High School to operate more efficiently.	<ul style="list-style-type: none"><li>• TPL funds for upskilling staff in the Edval timetable program</li><li>• Relief for Technology team to work in a collaborative manner to complete Sentral audit and make modifications.</li></ul>

## Progress towards achieving improvement measures

**Process 4:** The writing, implementation and evaluation of school policies and procedures.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Evaluations of the school evidence aligning to the SEF used with the evaluation of our processes will allow for further improvement and consistency in the implementation of these new policies and the development and / or review of existing policies. To continue to facilitate the implementation of these policies further release of staff and additional senior executive support to continue to mentor and coach executive to continue to build capacity via ongoing professional learning and providing samples of best practice.</li></ul>	<ul style="list-style-type: none"><li>• Future employment of a third Deputy and further release for HT Literacy and Numeracy to ensure ongoing compliance to improve student outcomes.</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$ 18, 284	Having an ATSI Coordinator allows students to identify a staff member to whom they can confidently turn to for advice and assistance, as well as centralised coordination with parents. The time made available has allowed the ATSI Coordinator to organise and facilitate a range of opportunities for students that have allowed them to connect with their culture and achieve a sense of belonging. There has been an increased proportion of ATSI students into Year 11.
<b>English language proficiency</b>	Staffing = \$128,059 Flexible = \$34,590	Ten members of staff completed the professional learning in Teaching English Language Learners. Additional Support was provided to target EAL/D students through the provision of team teaching to support students' English language learner needs. 1.2 staffing entitlement plus 0.2 school funded. 75% of students were LBOTE. Additional Stage 6 ESL English class formed above establishment.
<b>Low level adjustment for disability</b>	Disability (staff) – \$149,402 Integration – \$124,724 Refugee – \$2543 Disability– \$99,437	Year 7 piloted Best Start and learning plans were developed and implemented to support students with low numeracy and literacy. This provided more targeted support and a better transition from Year 6 to Year 7. SLSO support allowed students to receive additional modifications, adjustments and support in class to access the curriculum. LaST worked with teachers to develop life skills resources, with teachers reporting improved skills and confidence.
<b>Socio–economic background</b>	\$249,326	An additional DP allowed for better progress towards the school's strategic directions, support for faculties and the development of initiatives within the school. The release time for KLAs supported the implementation of new HSC syllabi and supported faculties with resource development. External examination supervisors increased the time that HTs could mentor staff and time for collaboration both within and across faculties. The allocation of a PBL coordinator allowance allowed for a new PBL initiative to be rolled out across the school and professional learning to be created and delivered to staff.
<b>Support for beginning teachers</b>	\$82, 134 (with \$20, 000 carry over)	The mentoring program effectively upskilled teaching staff on school structures and supported 20 teachers working towards their accreditation. Mentoring and relief from face to face teaching allowed early career teachers to access support for programming, differentiating assessing and reporting.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	590	592	570	544
Girls	435	445	508	516

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.3	95	95.2	92.8
8	91.9	92.7	92.4	91
9	92.4	91.9	92.8	91.4
10	91.4	91.3	89.3	87.8
11	91.3	91.1	91	90
12	92.7	92.3	89.9	89.6
All Years	92.3	92.3	91.7	90.4
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	0	8
Employment	3	2	7
TAFE entry	2	1	9
University Entry	0	0	63
Other	4	1	6
Unknown	1	0.5	7

### Year 12 students undertaking vocational or trade training

23.31% of Year 12 students at Moorebank High School undertook vocational education and training in 2019.

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

96.3% of all Year 12 students at Moorebank 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.6
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	12.57
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,764,211
<b>Revenue</b>	12,064,314
Appropriation	11,205,823
Sale of Goods and Services	214,543
Grants and contributions	578,641
Investment income	15,937
Other revenue	49,371
<b>Expenses</b>	-11,459,647
Employee related	-10,367,559
Operating expenses	-1,092,088
<b>Surplus / deficit for the year</b>	604,667

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	127,267
<b>Equity Total</b>	679,099
Equity - Aboriginal	18,284
Equity - Socio-economic	249,326
Equity - Language	162,649
Equity - Disability	248,839
<b>Base Total</b>	9,638,103
Base - Per Capita	252,940
Base - Location	0
Base - Other	9,385,163
<b>Other Total</b>	461,600
<b>Grand Total</b>	10,906,069

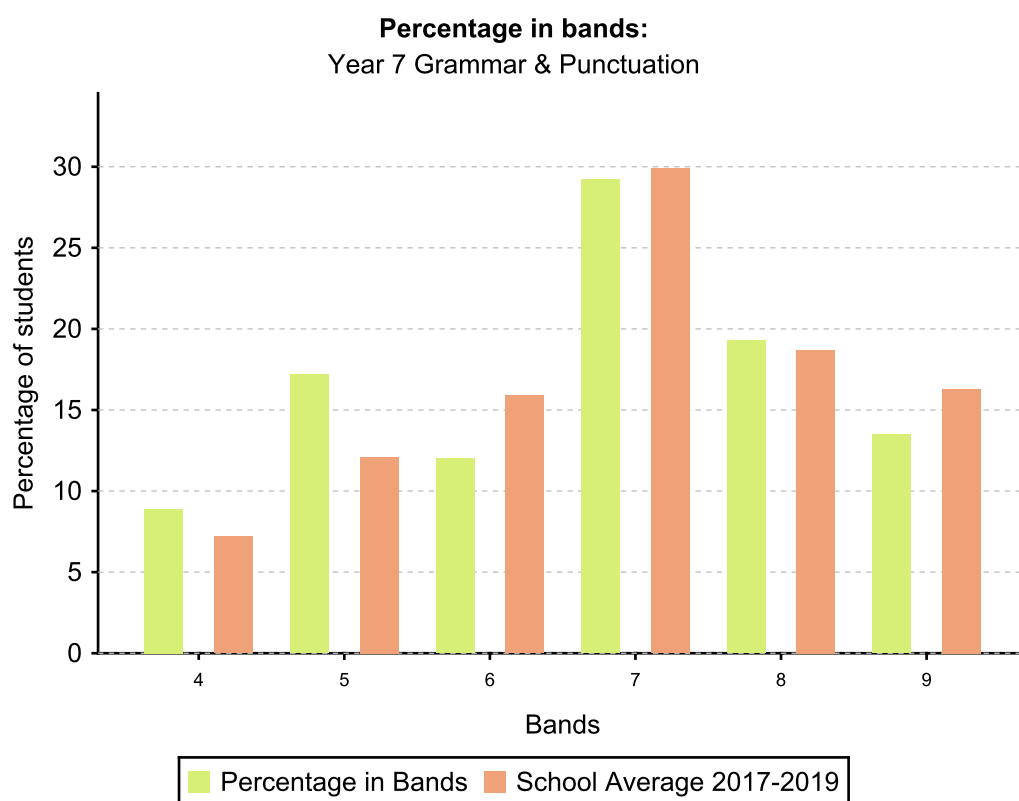
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

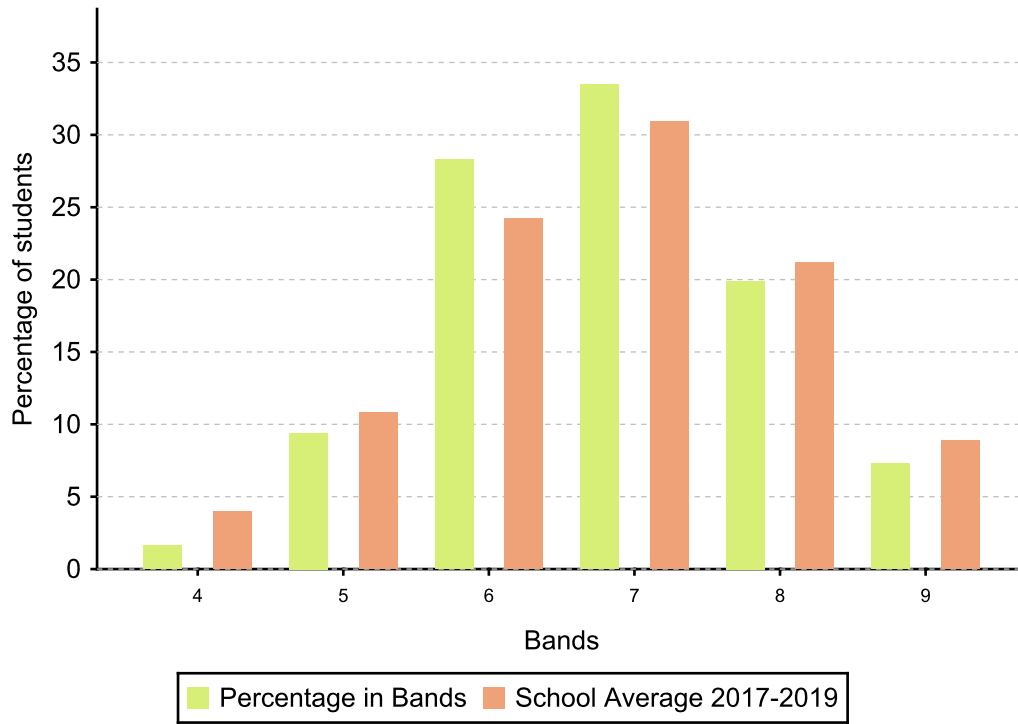
### Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	8.9	17.2	12.0	29.2	19.3	13.5
School avg 2017-2019	7.2	12.1	15.9	29.9	18.7	16.3

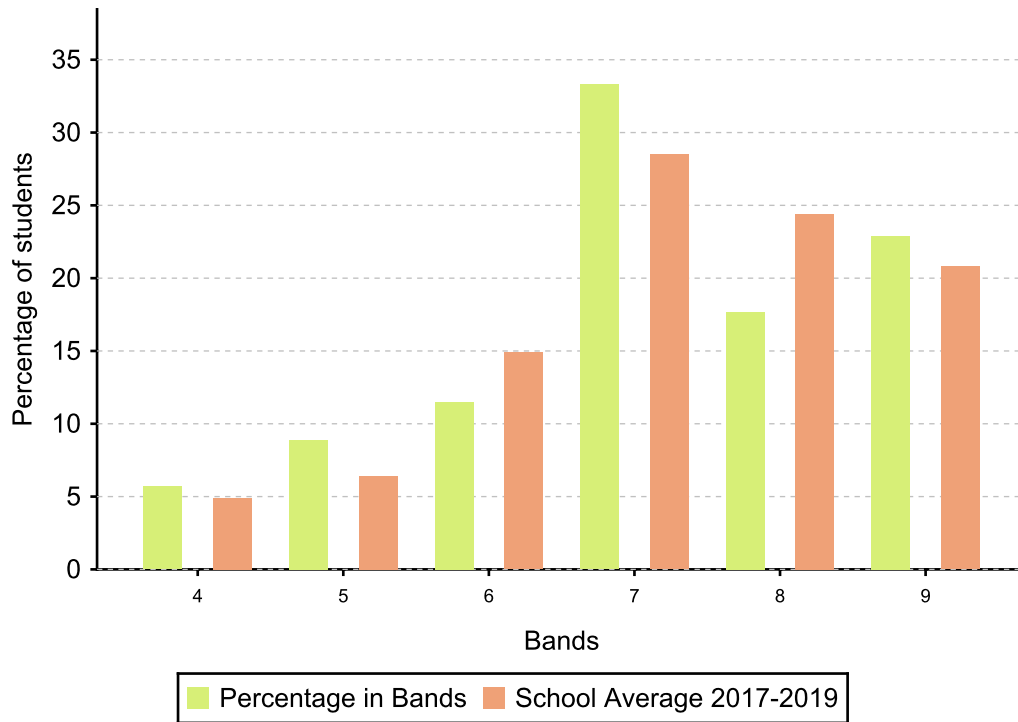


**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.6	9.4	28.3	33.5	19.9	7.3
School avg 2017-2019	4	10.8	24.2	30.9	21.2	8.9

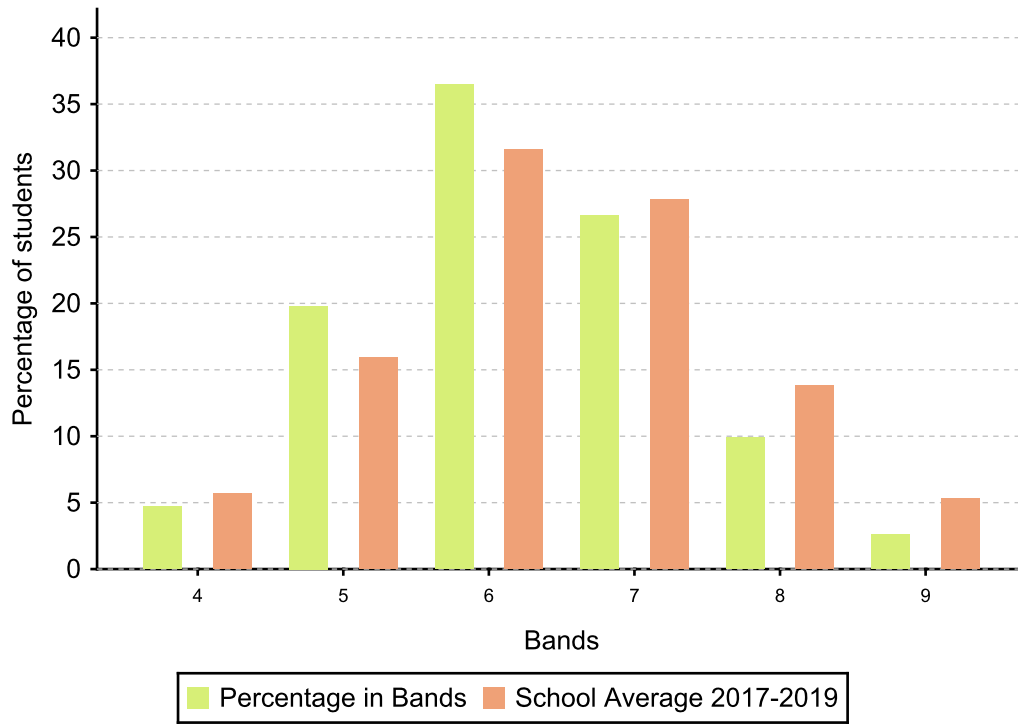
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.7	8.9	11.5	33.3	17.7	22.9
School avg 2017-2019	4.9	6.4	14.9	28.5	24.4	20.8

### Percentage in bands:

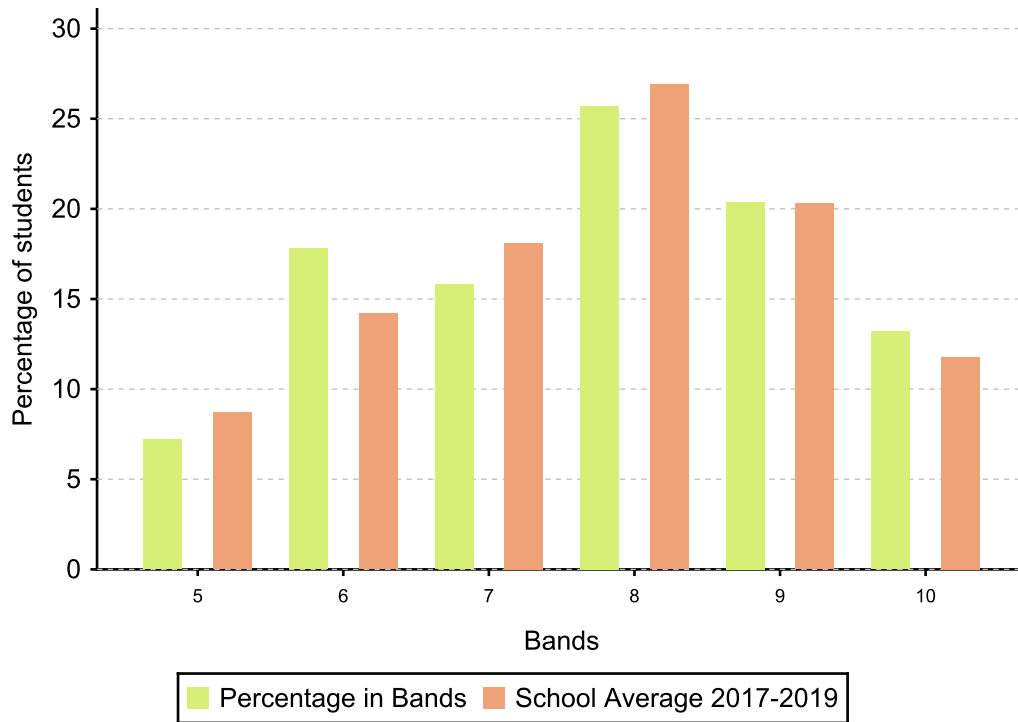
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	4.7	19.8	36.5	26.6	9.9	2.6
School avg 2017-2019	5.7	15.9	31.6	27.8	13.8	5.3

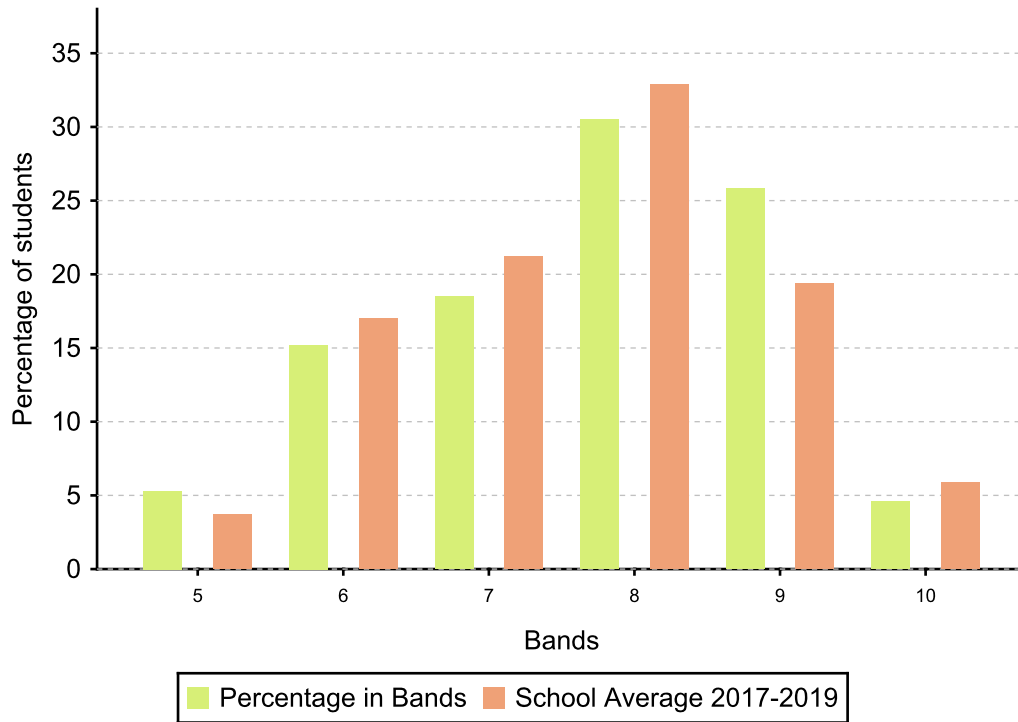
### Percentage in bands:

#### Year 9 Grammar & Punctuation



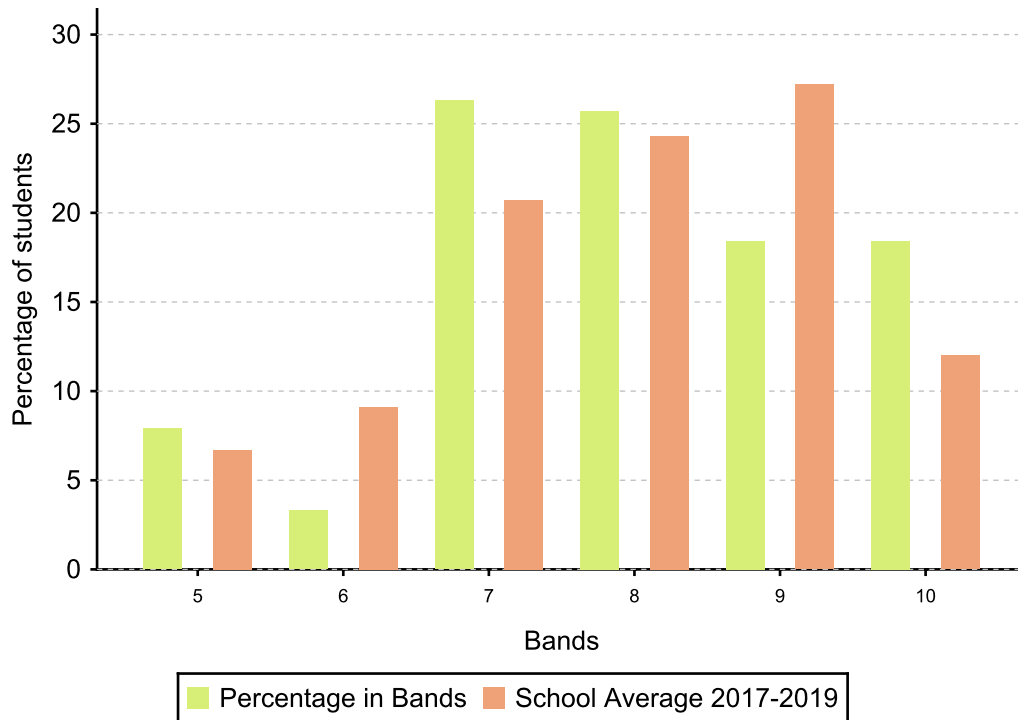
Band	5	6	7	8	9	10
Percentage of students	7.2	17.8	15.8	25.7	20.4	13.2
School avg 2017-2019	8.7	14.2	18.1	26.9	20.3	11.8

**Percentage in bands:**  
Year 9 Reading



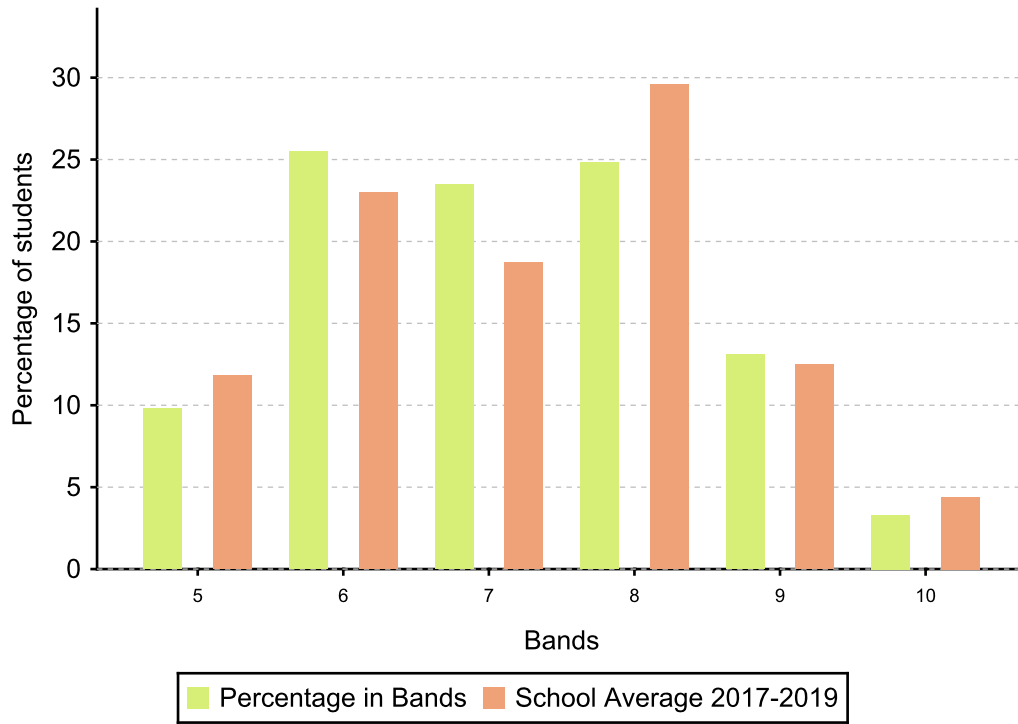
Band	5	6	7	8	9	10
Percentage of students	5.3	15.2	18.5	30.5	25.8	4.6
School avg 2017-2019	3.7	17	21.2	32.9	19.4	5.9

**Percentage in bands:**  
Year 9 Spelling



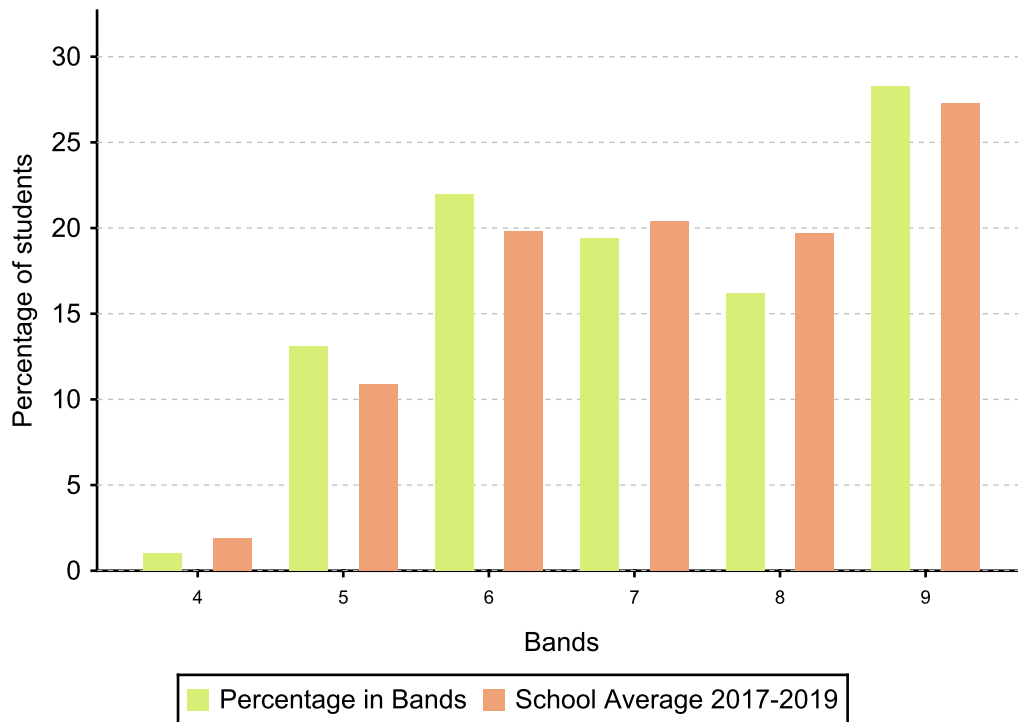
Band	5	6	7	8	9	10
Percentage of students	7.9	3.3	26.3	25.7	18.4	18.4
School avg 2017-2019	6.7	9.1	20.7	24.3	27.2	12

**Percentage in bands:**  
Year 9 Writing



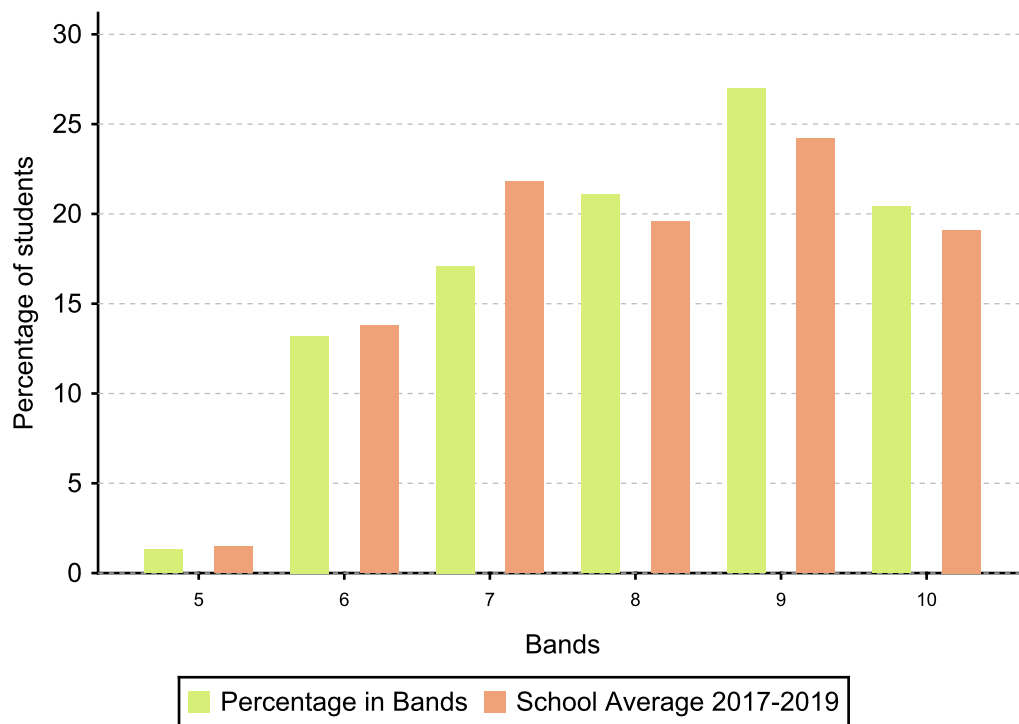
Band	5	6	7	8	9	10
Percentage of students	9.8	25.5	23.5	24.8	13.1	3.3
School avg 2017-2019	11.8	23	18.7	29.6	12.5	4.4

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.0	13.1	22.0	19.4	16.2	28.3
School avg 2017-2019	1.9	10.9	19.8	20.4	19.7	27.3

**Percentage in bands:**  
Year 9 Numeracy

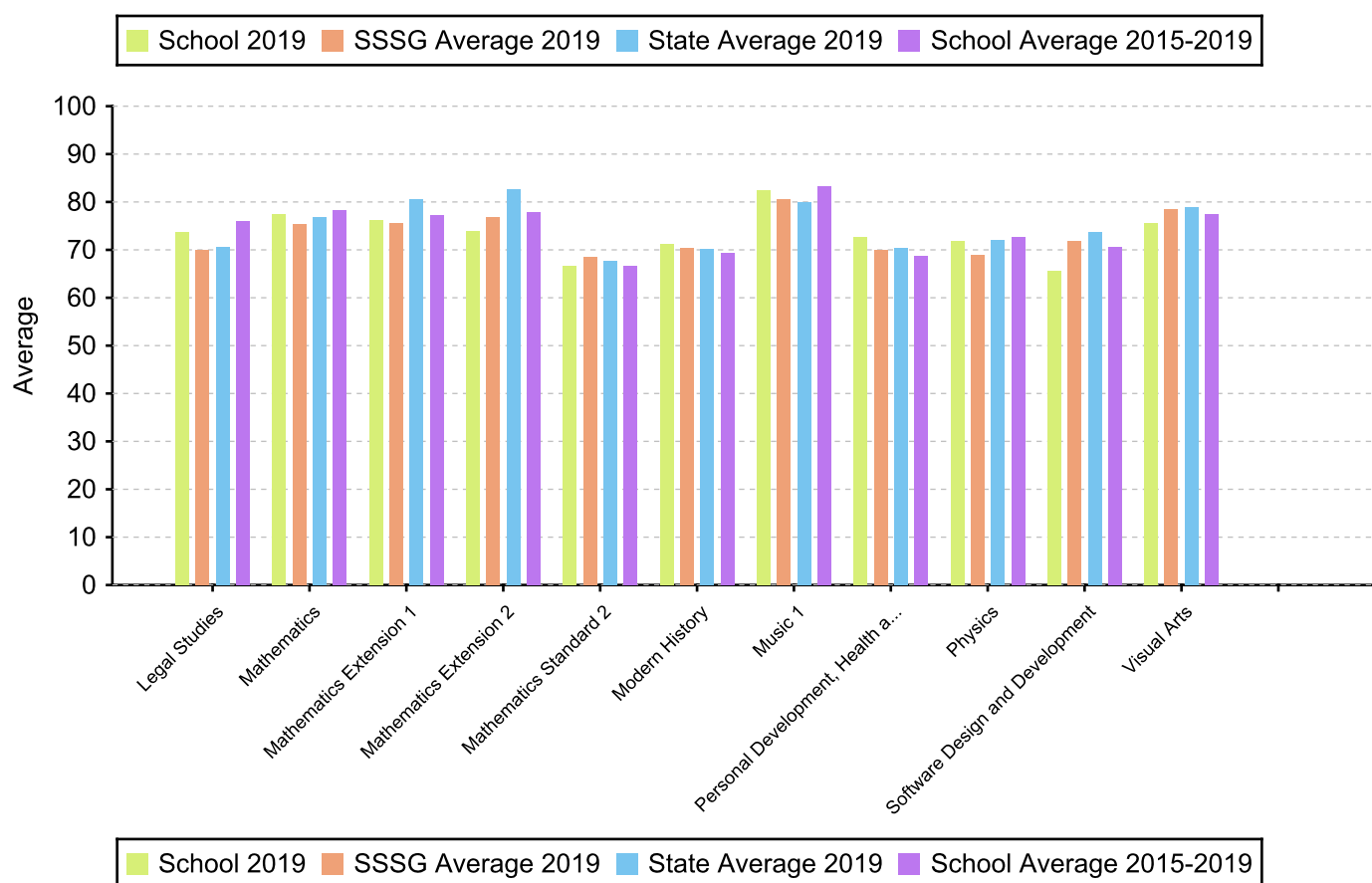
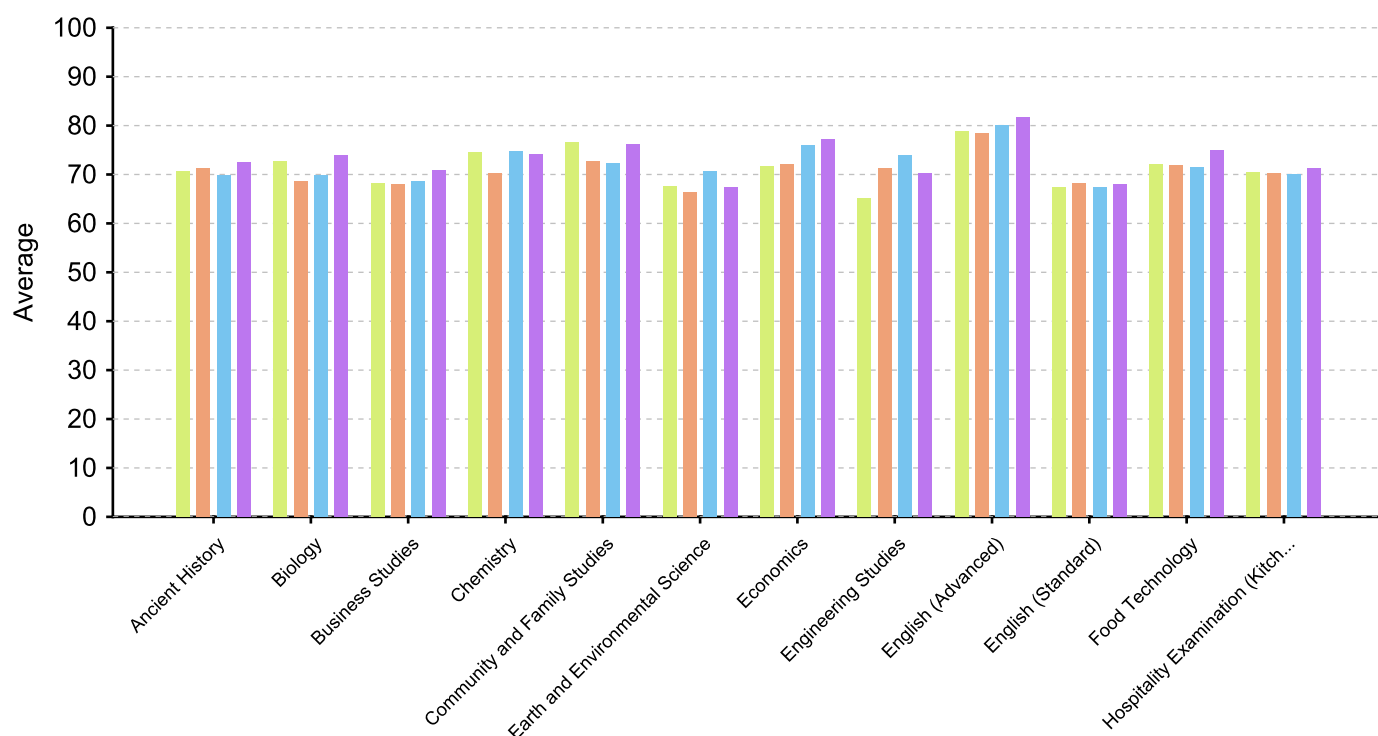


Band	5	6	7	8	9	10
Percentage of students	1.3	13.2	17.1	21.1	27.0	20.4
School avg 2017-2019	1.5	13.8	21.8	19.6	24.2	19.1

## 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.





<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	70.6	71.2	69.9	72.6
Biology	72.6	68.6	69.9	74.0
Business Studies	68.2	68.0	68.6	70.8
Chemistry	74.5	70.2	74.7	74.2
Community and Family Studies	76.6	72.8	72.2	76.3
Earth and Environmental Science	67.5	66.3	70.6	67.3
Economics	71.7	72.1	75.9	77.1
Engineering Studies	65.2	71.2	73.9	70.2
English (Advanced)	78.9	78.4	80.0	81.6
English (Standard)	67.4	68.1	67.3	68.0
Food Technology	72.0	71.9	71.4	75.0
Hospitality Examination (Kitchen Operations and Cookery)	70.4	70.2	70.0	71.2
Legal Studies	73.6	69.9	70.6	75.9
Mathematics	77.4	75.4	76.9	78.3
Mathematics Extension 1	76.2	75.5	80.6	77.2
Mathematics Extension 2	74.0	76.9	82.7	77.9
Mathematics Standard 2	66.7	68.5	67.7	66.7
Modern History	71.2	70.3	70.2	69.4
Music 1	82.5	80.5	79.9	83.3
Personal Development, Health and Physical Education	72.6	69.9	70.5	68.8
Physics	71.9	68.8	72.1	72.6
Software Design and Development	65.5	71.8	73.8	70.5
Visual Arts	75.6	78.5	78.8	77.5

## 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 the opinion and feedback from parents in the school evaluation process. In 2019, fourteen percent of the parent body were personally contacted to undertake the survey. Of the parents that participated, 94% were pleased that their child attends the school and 95% said their interactions with various parts of the school are a positive experience. A new question was put to parents asking if they would be prepared to attend a workshop with their child to develop a learning plan with them – 100% of participants indicated they thought this would be a wonderful initiative, however only 88% said they would attend. Those that indicated they would be unable to attend was due largely to language barrier concerns. The school is looking at the best ways to alleviate this barrier.

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, 650 students completed the Tell Them From Me Survey between 07 April 2019 and 11 April 2019, which included ten measures of student engagement alongside the five drivers of student outcomes. The following was found:

- Student participation in school sports and clubs was 48% compared to 47% across the state, with 3% more female students engaging in sport.
- Sixty three percent of students had positive homework behaviours, compared with 55% across the state.
- In regards to positive behaviour at school, 92% of students felt that they demonstrate good behaviour compared to 88% for the state.
- In regards to positive teacher–student relations, a score of 6.5/10 was given for Moorebank High School, compared with 5.8/10 for the state.
- In regards to expectations for success a score of 7.5/10 was given for Moorebank High School, compared with 7.1/10 for the state.

# 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.