

# 2020 Annual Report

## Moss Vale High School



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# Introduction

The Annual Report for 2020 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

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Moss Vale High School

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## Message from the principal

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2020 has been a year like no other in recent memory, with the global pandemic of Covid-19. Towards the end of Term One, NSW Health and the NSW Department of Education directed schools across our state to minimise staff and students on school site through remote teaching and learning. We had teachers on a roster alternating with working remotely from home and at school on supervision. Each day we had two faculties on supervision duty with a couple of casual relief staff, while others were working from home and engaging with students over Edmodo or Zoom. Our SAS Staff were very busy taking parental and student concerns with online learning and ensuring that hard copies of work were provided for students without a device or had poor internet connectivity. Our Learning Support team had also been working hard to make sure that all students with an Individual Education Plan had been contacted and appropriately adjusted work was hand-delivered to them.

At school each day we had very small numbers of students in attendance on site and they engaged with the exact same work as our students learning remotely. We ensured that these students were also having breaks from screen time and trying to get them outside where possible. At all times, our students' mental, physical and social wellbeing was our top priority.

We checked Edmodo every day and could see that most students were engaging with the work and with their teachers. There was also an Edmodo page set up by each Year Adviser where student wellbeing material and support was offered. The Year Adviser, school counsellor, School Chaplain and senior executive were all communicating on these pages with each year group to ensure that we were making it clear that our students' wellbeing was paramount.

Despite thinking that we were going to be operating under remote teaching and learning for a prolonged period of time, NSW Health and Department of Education changed the guidelines sooner than expected. Term Two started with a 'staggered return' to normal classes with Years 7-10 attending one day per week and Years 11 and 12 attending two days per week. Senior students engaged in face-to-face teaching with each of their subject teachers for one double lesson per week.

On May 19, we received the directive that students across NSW would return full time to face to face teaching on May 25. It was wonderful to have all our students and staff back together, and to have the energy and life back in the school environment. We quickly adapted to being back and having to operate under strict Covid-19 guidelines of social distancing, stringent hygiene, reduced extra-curricular activities and no full school assemblies.

For the remainder of the year, we had virtual assemblies which were filmed prior to assembly day and all students were able to view the virtual assembly in their home groups. The main disappointment from the Covid-19 restrictions was the inability for us to invite parents and families to join us for the Year 12 Graduation. However, we ensured that the Graduation ceremony was filmed and shared with our Year 12 students and their families.

Although we had many changes and challenges to deal with over the course of the year, our school community worked together with collaboration, compassion and great resilience. I would like to thank our staff, students and their families for all their efforts and cooperation in making it through a tumultuous 2020 with a positive mindset.

Our school's Positive Behaviour for Success initiative underpins every aspect of our school community and culture. Despite the difficulties that the year brought us, we stayed true to our commitment to raising awareness of social justice issues and working towards making our world a better place.

In Term One, we ran a fundraiser for the Rural Fire Service (RFS) and for the students, and their families, impacted by the bushfires in our local area. In Term Two, we held a fundraiser and mufti-day to thank and acknowledge our front-line workers throughout the bushfires and the COVID-19 pandemic. In Term Three, our attention turned to the mental wellbeing of our school community with a whole week of R U OK activities to ensure all staff and students knew that they could reach out to someone if they were experiencing issues with their mental health. All funds raised were donated to Beyond Blue. In Term Four, we held our annual fundraiser, 'Do It in a Dress', to raise funds for educating girls in developing countries where they do not automatically have access to an education. We also held our usual Movember fundraiser through the Bro-toes sock campaign to raise awareness of men's health issues and to donate to the Movember Foundation to address mental health, suicide prevention, prostate cancer and testicular cancer. Finally, the PBS and SRC led a whole school lesson and activities to raise awareness of the White Ribbon campaign in an effort to stop domestic violence where women and children are too often the victim. This focus that we have on important social justice issues and our support of major charities make a significant difference in maintaining a school culture where care and compassion matter.

In addition to this, the PBS team has also initiated the introduction of mindfulness and gratitude into weekly Home Groups. All students have developed an understanding of how mindfulness can help them develop emotional, behavioural and attention regulation skills that set the foundations for learning and equip them to better deal with the pressures of life. Through practising gratitude each week, our students are learning that focusing on being thankful helps to shift their mindset to a more positive one where they become far more appreciative of the good things they have in their lives.

Thank you to all members of our school community for your ongoing support of our wonderful school. We continue to go from strength to strength because of our committed and passionate community. In particular, I would like to thank our P&C members who continue to give of their time and energy in supporting our school and our students.

Patricia Holmes

Principal

## Message from the school community

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### P&C Report 2020

The COVID-19 pandemic has had a significant impact on the activities of the P & C Association this year, but we are hopeful the new year will bring new opportunities and allow us to better engage with the wider school community. The most significant and lasting impact on the Association has been the move to "virtual meetings" using Zoom. Due to restrictions on our ability to hold meetings on school grounds, we have embraced the digital way of life for meetings, with the first totally on-line meeting held in September. This has proven to be a positive move, allowing those parents who have been unable to attend to now "Zoom in". As restrictions relax in the months ahead, we will keep this option open to encourage even more parents to be part of the Association, with combined face-to-face and virtual meetings.

Like other small businesses, our Canteen has also faced challenges due to the COVID-19 pandemic. The closure of the canteen early in Term 2 due to COVID-19 and the subsequent remote learning period reduced turnover and would have impacted our profits if not for the Federal Government's Jobkeeper payments. As it turned out, we were able to continue to pay our Canteen staff as well as meet our normal commitments for donations.

In June we saw the election of a new Committee, who have been keen to build on the excellent work of the 2019 Committee. With fundraising activities on hold, the new team decided to develop a business plan for the Canteen for 2021 which will be tabled at the next P&C meeting. The Moss Vale High School Canteen Business Plan has been developed to increase the efficiency of the canteen, ensure we remain compliant with government requirements, and develop innovative practices that will better serve the students and staff. A number of exciting initiatives will be introduced in the new year, so I encourage you to keep a watch out.

With the Canteen reopening in Term 3, it was necessary that the Canteen be COVID-19 safe. The Association bought new Perspex screens to ensure the safety of staff and provided hand-sanitiser at each window.

We will also be upgrading the pie warmer and oven over the coming months, with the new pie warmer installed in November, and the oven purchase awaiting the passing of the business plan. In both cases, this will see the Canteen in a position to meet the increases in student population in the years ahead.

The P&C continues to provide financial support to various aspects of school life. Even with the disruptions this year, we have:

- provided \$1000 to the Support Unit to set up an on-line presence for the sale of items produced by the students
- provided \$484 for school blazers for the incoming student leadership team
- provided \$1700 for the Presentation Night for awards and prizes
- paid for two teachers to attend Mental Health First aid training
- provided morning tea to celebrate the School Administrative and Support Staff recognition week
- provided \$12,000 for the school to provide Student Wellbeing Journals and associated materials
- provided catering in support of the Year 12 farewell

The P&C is a small but dedicated group of parents and citizen that strive to provide the best possible support to the student and teaching staff. We would love to have many more parents come and join the meetings or volunteer when needed. The old saying of 'Many hands make light work' is something that we will strive to achieve in the coming years.

Regards,

Carolyn Francis

President, Moss Vale High School P & C Association

## School vision

**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 2020. 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 40 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>

### Self-assessment using the School Excellence Framework

| Elements                                               | 2020 School Assessment |
|--------------------------------------------------------|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Excelling              |
| 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 school, despite the interruption of remote learning through COVID, attained the improvement measure of 100% teaching staff becoming familiar with the key concepts of How2Learn. All teachers engaged with extensive professional learning through staff development days and whole staff meetings where a deeper understanding was achieved in how to utilise the Learning Habits in programming and classroom practice. | Professional Learning funds \$6000 for all teaching staff<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$6000.00)</li></ul> |

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

| Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Funds Expended (Resources)                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Launch of Kick Off With Reading successfully refocused staff and students on literacy. The implementation of Year 8 H2L period enabled further review and practice of basic numeracy and mental calculation skills. However, with COVID-19 and lockdown we were unable to either utilise the program to its potential for part of the year. Students with lower literacy and numeracy skills were supported through remote learning with the delivery of hardcopy tailored learning packs.<br><br>Analysis of data from COS Progressing Assessment Tests and Check-In demonstrated little to no growth in either numeracy or literacy for students in Years 7 to 9. | \$2000 Professional Learning Funds<br><br>Socio-economic background funding-extra SLSO staffing in targeted classrooms |

**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)                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020 was extremely challenging for the wellbeing of students at Moss Vale High School. Year 7 transition commenced well with teachers receiving detailed information about incoming students. Students received a program developed to ensure a successful start to high school. However, the interruption of remote learning resulted in a range of challenges. School assemblies are a core aspect of wellbeing in the school through communal celebration and reflection. The loss of these had a substantial impact on student behaviour and morale. Virtual assemblies were filmed, edited and delivered through Home Groups to address this. While this was a huge investment of time and resources, it was vital to bolster community cohesion through the year. Learning and Wellbeing team introduced the Complex Case | <ul style="list-style-type: none"><li>• .5 Principal's Support role largely dedicated to production of Virtual assemblies.</li><li>• \$2000 cover for relief from f2f teaching for transition program</li><li>• Wellbeing Coordinator role</li><li>• PBS funding of initiatives including Gratitude Journals, awards and prizes.</li></ul> |

## Progress towards achieving improvement measures

plan process which provided a valuable tool for assessing the needs of students who had not benefited from prior interventions. Again, 2020 was particularly challenging for these students and the structure for addressing their needs and developing a plan for their next steps was critical.

Home Groups continued to focus on pastoral care, with Mindfulness Mondays and Gratitude Fridays. Having a check in with the same teacher each morning has delivered a settled and positive framework for school days, and has improved the success of our Positive Behaviour for Success lessons.



## 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)                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Due to the impact of COVID, the school was unable to implement the planned enrichment activities as COVID Safety Guidelines prohibited and redistricted participation in such activities.<br><br>Growth in the number of students enrolled in Aurora College across all Stages. | HT Maths, Aurora Coordinator, Survey Monkey<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$2500.00)</li></ul> |

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

| Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                    | Funds Expended (Resources)                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The school, despite the interruption of remote learning through COVID, attained the improvement measure of 100% teaching staff becoming familiar with the key concepts of How2Learn. All teachers engaged with extensive professional learning through staff development days and whole staff meetings where a deeper understanding was achieved in how to utilise the Learning Habits in programming and classroom practice. | School reports, structured reflection template using the language of H2L, period from timetable, H2L team<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li><li>• Socio-economic background (\$4000.00)</li><li>• Support for beginning teachers (\$2000.00)</li></ul> |

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

| Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Funds Expended (Resources)                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased staff confidence in the use of data to improve practice and student outcomes due to ongoing professional learning. Successful implementation of PAT testing (Year 7) with data utilised in faculty programming, LAST interventions and student transition. Structured program to support attendance is in place which includes higher levels of collaboration from across the staff. Generally attendance data from the period of remote learning was rigorous and reflected high level of staff support for students. | SENTRAL, SCOUT, faculty & staff meetings, Term 4 SDD<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3000.00)</li><li>• Integration funding support (\$5000.00)</li><li>• Socio-economic background</li></ul> |

## Progress towards achieving improvement measures

Increased staff confidence in the use of data to improve practice and student outcomes due to ongoing professional learning. Successful implementation of PAT testing (Year 7) with data utilised in faculty programming, LAST interventions and student transition. Structured program to support attendance is in place which includes higher levels of collaboration from across the staff. Generally attendance data from the period of remote learning was rigorous and reflected high level of staff support for students.

(\$3000.00)

## 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)                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Strengthening partnerships across the school community was successful and continued to be consolidated despite a disrupted year due to COVID. As a result</p> <p>* Learning partnerships with the COS led to PAT testing being successfully implemented and the analysis of data being shared across the COS network. The established Learning Co-ordinator presented this as a COS wide webinar on SDD.</p> <p>* Strong links continued to be made with P&amp;C and the new committee. Deputy Principal was elected as Vice President demonstrating the commitment the school has with the parent body.</p> | <p>Allocated staff working group, results from PAT tests</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$3500.00)</li></ul> |

**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)                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>* The PDP process and focus on collaboration and collegial observations was a success but looked somewhat different to what was first expected. The implementation of remote learning meant many staff shifted professional development toward online learning to gain the best educational outcomes for students. This led to cross KLA collaboration in best practice.</p> <p>* NESA presentations were well received by staff and further presentations were secured for the remainder of the year.</p> <p>*Student/staff wellbeing was closely monitored upon the resumption from remote learning and became a major focus for the remainder of the year.</p> | <p>Template for discussion, SDD time</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$5500.00)</li><li>• Support for beginning teachers (\$4500.00)</li></ul> |

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

| Evaluation                                                                                                                 | Funds Expended (Resources)        |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <ul style="list-style-type: none"><li>• Personalised Learning Plans were fully implemented and created with full</li></ul> | Aboriginal Education team members |

## Progress towards achieving improvement measures

consultation and inclusion of students' parents or carers. Class teachers actively utilise the PLPs in their classroom practice and have led to appropriate individual adjustments for learning.

- Creation of the Connection Crew afternoons demonstrated positive engagement of students in cultural activities on a regular basis (twice per term). Student feedback was very positive as students indicated that they preferred the regular sessions and felt a greater sense of cultural connection.
- NAIDOC at Home activities were successful and engaged the entire school community. The video footage of the students participating in these activities was displayed on the WSC website and at the NAIDOC 2020 Community Art exhibition on Friday 13 and Saturday 14, November, 2020 at the Bowral Memorial Hall that was hosted by the Wingecarribee Shire council.

released to complete PLPs with Aboriginal students and their families.

### **Funding Sources:**

- Aboriginal background loading (\$9600.00)

| Key Initiatives                       | Resources (annual)                                                                                                                                                                                                                                                                                                                                 | Impact achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aboriginal background loading</b>  | Aboriginal Education Team<br>SLSO<br>AECG members<br>SRC and student leaders<br>Our Ways Garden area<br>External providers<br>Parent, carers and community elders<br>Aboriginal Community Development Officer from WSC<br><b>Funding Sources:</b><br><ul style="list-style-type: none"> <li>Aboriginal background loading (\$50 006.00)</li> </ul> | <ul style="list-style-type: none"> <li>Personalised Learning Plans were fully implemented and created with full consultation and inclusion of students' parents or carers. Class teachers actively utilise the PLPs in their classroom practice and have led to appropriate individual adjustments for learning.</li> <li>Creation of the Connection Crew afternoons demonstrated positive engagement of students in cultural activities on a regular basis (twice per term). Student feedback was very positive as students indicated that they preferred the regular sessions and felt a greater sense of cultural connection.</li> <li>NAIDOC at Home activities were successful and engaged the entire school community. The video footage of the students participating in these activities was displayed on the WSC website and at the NAIDOC 2020 Community Art exhibition on Friday 13 and Saturday 14, November, 2020 at the Bowral Memorial Hall that was hosted by the Wingecarribee Shire council.</li> <li>SLSO support provided both teachers and ATSI students an invaluable classroom resource and opportunities for targeted literacy and numeracy support.</li> <li>Overall, there was improved attendance and engagement.</li> </ul> |
| <b>Socio-economic background</b>      | Executive team<br>Transition Year Adviser<br>Community of Schools team<br>SLSOs<br>Staff meeting time for professional learning<br>P&C representatives<br>Student Representative Council<br><b>Funding Sources:</b><br><ul style="list-style-type: none"> <li>Socio-economic background (\$225 816.00)</li> </ul>                                  | <p>The school's Transition program was successful, despite some slight modifications due to COVID. SLSO time was used to provide intensive support to students with additional learning needs or socio-economic barriers to accessing education effectively during remote learning, as well as continuing to provide additional support as students returned from remote learning. Multilit program continued to support students with low reading levels to assist them accessing their learning in the mainstream classroom.</p> <p>Professional learning was delivered across a range of focus areas including better supporting students with additional learning needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Support for beginning teachers</b> | Beginning Teacher funds<br>External and Internal professional learning events<br>Staff mentor<br><b>Funding Sources:</b><br><ul style="list-style-type: none"> <li>Support for beginning teachers (\$58 921.00)</li> </ul>                                                                                                                         | Five beginning teachers attained Accreditation at Proficient level as a consequence of clear and supportive processes in place to support and mentor beginning teachers. All beginning teachers engaged in and completed at least ten hours of NESA registered Professional Learning in house. All beginning teachers were mentored in the use of the professional standards for their Professional Development Plans for continual improvement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 336        | 329  | 344  | 354  |
| Girls    | 309        | 317  | 373  | 371  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.1 | 91.6 | 89.6 | 92.9 |
| 8         | 92.9 | 88.1 | 88.1 | 89.7 |
| 9         | 90.5 | 88.5 | 86.3 | 89.8 |
| 10        | 86.8 | 83   | 85.6 | 87.1 |
| 11        | 89.8 | 82.4 | 82.6 | 85.2 |
| 12        | 89.4 | 88.9 | 86.6 | 88.7 |
| All Years | 90.3 | 87   | 86.8 | 89.2 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| 7         | 92.7 | 91.8 | 91.2 | 92.1 |
| 8         | 90.5 | 89.3 | 88.6 | 90.1 |
| 9         | 89.1 | 87.7 | 87.2 | 89   |
| 10        | 87.3 | 86.1 | 85.5 | 87.7 |
| 11        | 88.2 | 86.6 | 86.6 | 88.2 |
| 12        | 90.1 | 89   | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88   | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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                                                               | 2         | 5         | 25        |
| Employment                                                                       | 0         | 3         | 25        |
| TAFE entry                                                                       | 3         | 2         | 17        |
| University Entry                                                                 | 0         | 0         | 33        |
| Other                                                                            | 0         | 0         | 0         |
| Unknown                                                                          | 0         | 0         | 0         |

## Year 12 students undertaking vocational or trade training

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48.96% of Year 12 students at Moss Vale High School undertook vocational education and training in 2020.

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

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97% of all Year 12 students at Moss Vale High School expected to complete Year 12 in 2020 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)                         | 9     |
| Classroom Teacher(s)                    | 42.7  |
| Learning and Support Teacher(s)         | 1.3   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 14.68 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30%                  | 6.30%                                                                     |
| Teachers       | 3.30%                  | 2.80%                                                                     |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 1,031,600        |
| <b>Revenue</b>                        | 9,800,739        |
| Appropriation                         | 9,528,486        |
| Sale of Goods and Services            | 2,716            |
| Grants and contributions              | 264,370          |
| Investment income                     | 1,776            |
| Other revenue                         | 3,390            |
| <b>Expenses</b>                       | -9,830,667       |
| Employee related                      | -8,816,192       |
| Operating expenses                    | -1,014,475       |
| <b>Surplus / deficit for the year</b> | -29,928          |
| <b>Closing Balance</b>                | 1,001,671        |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 93,867                        |
| <b>Equity Total</b>     | 503,627                       |
| Equity - Aboriginal     | 45,251                        |
| Equity - Socio-economic | 225,816                       |
| Equity - Language       | 1,366                         |
| Equity - Disability     | 231,194                       |
| <b>Base Total</b>       | 8,278,345                     |
| Base - Per Capita       | 177,430                       |
| Base - Location         | 9,955                         |
| Base - Other            | 8,090,961                     |
| <b>Other Total</b>      | 459,169                       |
| <b>Grand Total</b>      | 9,335,008                     |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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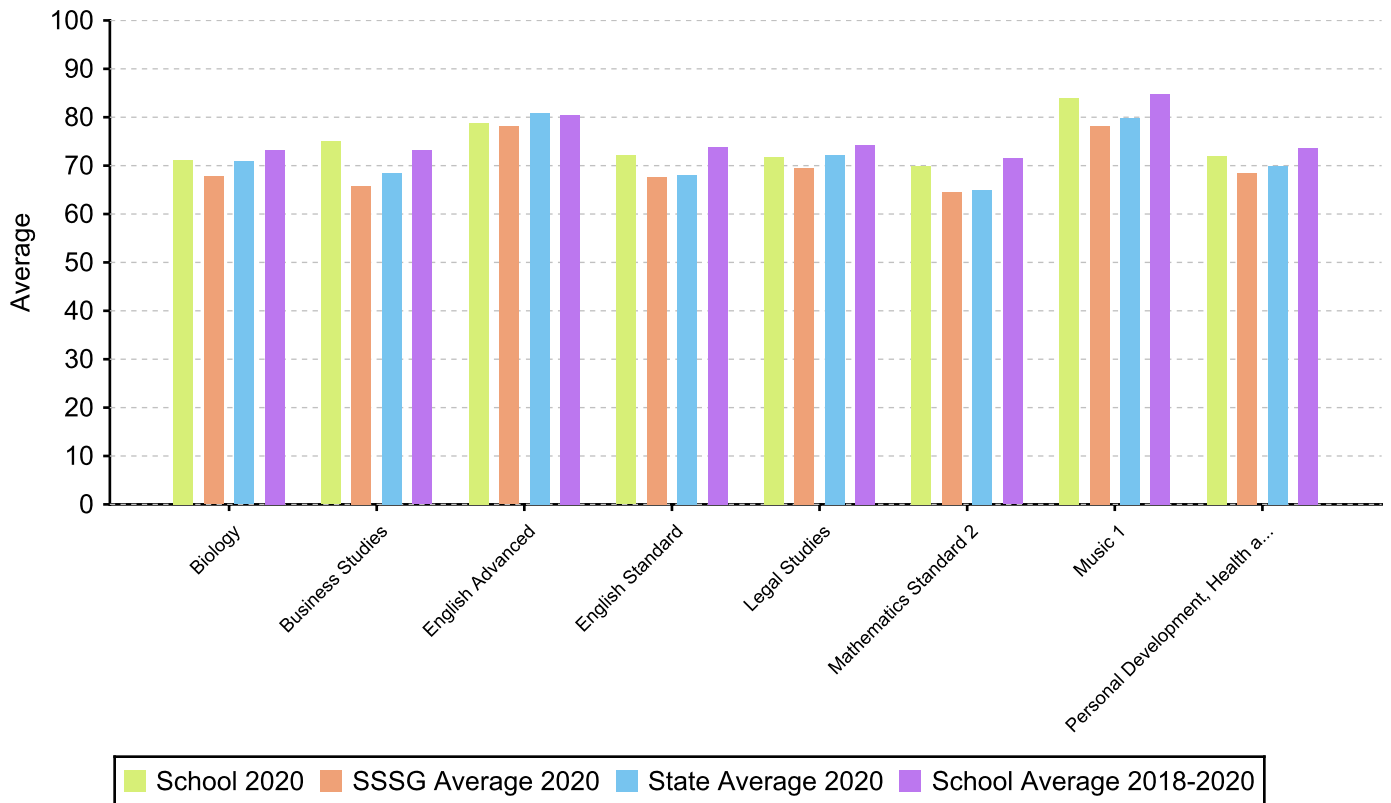
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020 | SSSG | State | School Average 2018-2020 |
|-----------------------------------------------------|-------------|------|-------|--------------------------|
| Biology                                             | 71.1        | 67.8 | 70.8  | 73.2                     |
| Business Studies                                    | 75.0        | 65.8 | 68.6  | 73.1                     |
| English Advanced                                    | 78.8        | 78.1 | 80.8  | 80.4                     |
| English Standard                                    | 72.1        | 67.7 | 68.1  | 73.8                     |
| Legal Studies                                       | 71.8        | 69.6 | 72.1  | 74.2                     |
| Mathematics Standard 2                              | 70.0        | 64.6 | 64.9  | 71.5                     |
| Music 1                                             | 83.9        | 78.2 | 79.8  | 84.8                     |
| Personal Development, Health and Physical Education | 72.0        | 68.6 | 69.9  | 73.7                     |

## Parent/caregiver, student, teacher satisfaction

### Students:

The school's Tell Them From Me survey results from 2020 demonstrated the impact of our focus on strong social-emotional support. MVHS students reported higher than NSW Govt norm results in all areas. 69% of our students reported feeling accepted and valued by their peers and by others at the school, above the state average of 66%. Students also reported positive academic achievement, showing that MVHS students experience success in their learning at school, as measured by their last grade in a range of core subjects.

MVHS students reported feeling that they are advocated for at school (6.1, slightly above the state mean of 6.0) and that staff emphasise academic skills and hold high expectations (7.8 vs the state mean of 7.0). High expectations are one of the key predictors of academic achievement and have been a focus for the school in recent years. Students reported lower than average optimism levels, an outcome which fits in the context of wider events of 2020. MVHS students' academic self-concept was stronger than the NSW average, with 71% of students reporting high self-concept, compared with 65% across the state.

### Staff:

After returning to school from remote learning during COVID, a staff wellbeing survey was conducted and the results are as follows:

1. The wellbeing of staff is a priority at Moss Vale High School- 98.53% agree and 1.47% disagree.
2. How would you have rated your wellbeing at work prior to remote learning? Far Above average-20.90%, Above Average- 58.21%, Average- 19.40%, Below Average-1.49% and Well Below Average- 0%.
3. How would you rate your wellbeing at work in the current context? Far above average-17.65%, Above average-39.71%, Above average-39.71%, Average-32.35%, Below average-10.29%, Far below average-0%
4. Do you have any suggestions for how we might enhance staff wellbeing at MVHS?

Open-ended responses:

Wellbeing has always been a priority at this school and the collegial cooperative manner of the staff is what makes MVHS staff unique and a pleasure to be a part of. The support and empathy displayed/given by the Senior Exec is highly valued and appreciated.

Have a team specifically designed to address/promote staff wellbeing .

Social distancing amongst adults? Maybe meetings and musters in library where there is more space, at least through winter and then see how things are going.

Currently we are able to approach our executive staff on any concerns or problems. I feel supported and comfortable to discuss any well being issues.

I love my job and am very happy be here. Sometimes the job itself is just stressful, the school and exec go above and beyond to support staff. My rating is intrinsic and reflective of my need to build boundaries between home and school.

I think it will just take time to get back to 'normal'. MVHS (senior exec) have gone above and beyond in ensuring staff were/are well looked after during COVID online learning and on return to school

It would be good to have morning teas at lunch 1 rather than recess as it is difficult to get to these and enjoy them on a 5-6 period day.

Think about reviewing how things are done to reduce load. Systems like uniform, levels become more onerous as the school grows. How can the load be shared perhaps? - Thinking about ways we can help staff to feel empowered - a focus on specific, positive feedback from supervisors to staff on a regular basis? - More time to talk about pedagogy - this is the thing we have in common and can break down barriers between staff. H2L has been helpful for this. - Gratitude Friday in home groups - reflect on the week and remind ourselves and the kids of the good things that happen around us. - This might be a bit ridiculous: a separate mentor position for beginning teachers (perhaps someone given a small number of concessional periods eg 3-4) to meet with and support beginning teachers in a way where they can discuss shortcomings and problems without feeling 'supervised'. Sometimes they seem to find it hard to ask colleagues in their faculty for help, perhaps because they don't want to let them down. - Return to 'fun' awards at Friday lunchtimes and get back onto the PBS awards because they were a nice way for staff and students to thank each other.

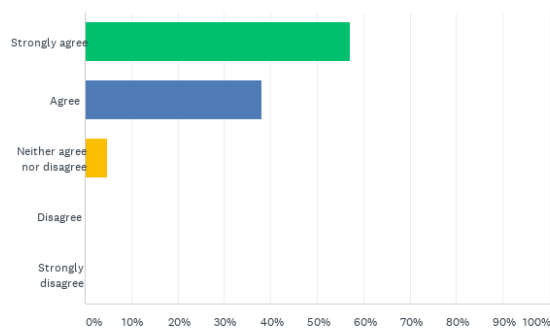
## Parents/caregivers:

The school sought responses from parents/caregivers in two specific fields in 2020: feedback regarding a change in format for school reports, and consultation on the proposed Strategic Directions in the School Improvement Plan for 2021-2024.

In response to the updated reporting format, the responses were overwhelmingly positive. Over 70% believed the new format was clear and accessible, and over 85% agreed that it communicated the skills and understanding the students have achieved.

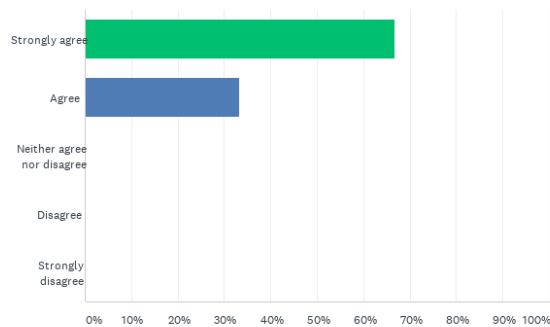
Similarly, community consultation revealed thorough support for the Strategic Directions identified in our school's Improvement Plan.

Q1 Strategic Direction 1 of our new School Improvement Plan is Student Growth and Attainment. This Strategic Direction will focus on increasing the number of students achieving in the top two bands of NAPLAN in Reading and Numeracy, and on maintaining our strong HSC results. I support this Strategic Direction and see it as an important part of the school's overall improvement plan:



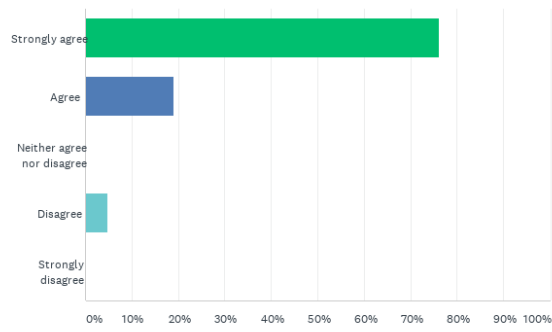
Community Consultation: Strategic Direction 1

Q2 Strategic Direction 2 of our new School Improvement Plan is Student Well-being and Engagement. This Strategic Direction will focus on improving student attendance, performance and resilience through strong well-being programs and engagement strategies. I support this Strategic Direction and see it as an important part of the school's overall improvement plan:



Community Consultation: Strategic Direction 2

Q3 Strategic Direction 3 of our new School Improvement Plan is Building Teacher Capacity to Improve Student Outcomes. We will be focusing on strategic professional learning, more effective data analysis and building leadership capacity. I support this Strategic Direction and see it as an important part of the school's overall improvement plan:



Community Consultation: Strategic Direction 3

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.