

2020 Annual Report

Moorebank High School



8501

Introduction

The Annual Report for 2020 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.

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Message from the principal

It is my pleasure to present Moorebank High School's 2020 Annual Report. In lieu of NAPLAN in 2020 schools could opt for a "check in" assessment for students in year 9 for reading and numeracy. In reading, our students performed 4.3% above the state average and 3% above statistically similar schools (SSSG). In numeracy, our students performed 8.3% above state average and 5.8% above statistically similar schools. In the Higher School Certificate our students achieved above state average results in six subjects, 82% of student's results were in the top three bands and 58 students made the honour roll in the Distinguished Achievers' category. School attendance rates continue to be strong and surpassed state averages. Due to COVID our students were not able to represent the school, region or state in the traditionally 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. 2020 brought its own set of unique challenges and the staff should be commended for their dedication to their students. 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 representation and support on the selective school placement panels and the out of area comprehensive student placement panels and in providing feedback and support on school policies and initiatives in line with the school plan.

Message from the school community

Julia Scutella - 2020 Vice President of Moorebank High School's Community Focus Group (CFG)

In 2020, as a consequence of the profound disruptive nature of Covid-19 pandemic, the CFG was not able to regularly meet as it did in pre-pandemic years. In accordance with the MHS's CFG Charter the purpose of the CFG is to provide a sounding board to the MHS Executive Team by providing comments and feedback on policies, procedures, student learning practices and the development of other initiatives. To this end CFG did meet via Zoom in late October for the parent consultation on the 2020 MHS Situational Analysis.

The voluntary CFG Parent Contribution toward air conditioners for critical classrooms began successfully in 2020, with positive response and broad participation from the school community. The CFG encourages the parent community to be involved in the process of being informed and engaged in their children's learning. The CFG meeting is a critical information channel for the parent community where the MHS Executive has a chance to better clarify issues pertaining to student learning, data reviews and implementation of new initiatives. Moving forward the CFG will resume meeting regularly, restricted to what the contemporaneous COVID safe procedures will allow, which at the time of writing is the second Monday of the month during school term in the Common Room from 6.30pm to 7.30pm. The CFG meetings are for all parents of the MHS community, and open to all interested friends and community members surrounding MHS.

Message from the students

Each year the year 12 cohort is asked to complete an exit survey on their experiences at Moorebank High School. Of the 129 students that completed the survey, 85% stated that the best thing about learning at Moorebank High School was the commitment and dedication of the teaching staff and the positive relationships that were built over the six years of their schooling. Fifteen percent of students stated it was the new skills that they learnt that would assist them in the future, the diversity of cultures and the lifelong friends that they had made.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
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

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)
Evaluation of the BRAVE store showed participation by students across all year groups. Students were interested in both "cheaper" and more expensive items and there is interest in a mix of tangible products and positive contact home with parents. To continue the store into 2021.	Funding allocated to creating a period allowance for Coordinator. Existing consistency grids and matrix.
Awards per year group for BRAVE Students continued however it was not possible to hand these out at assemblies. As assemblies are more formal occasions to recognise students these will be implemented again in 2021 once restrictions ease.	

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)
Students participated well in PRPO assemblies and class sessions. Facilitator surveys found that 73% of facilitators felt they conducted the lessons in a positive way that was engaging for students. 75% of facilitators found the content engaging. 66% of students felt that their teacher was supportive/ engaged in the delivery of these lessons to their class. Refresher mini lessons and videos were created to be used at the start of Term 2 on PRPO and when students resumed face to face learning after the COVID lock down when schools were closed. 89% of teachers found the information in these sessions easy and clear to deliver to students. 90% found the lesson easy to follow. 89% found the activity worthwhile and engaging. 78% felt the content was relevant to the year group whose sessions they facilitated.	Additional period allocations for head teachers wellbeing to implement Positive Relationships, Positive Outcomes (PRPO) assemblies and class sessions. Purchase and installation cost of noticeboards for each year group - installed outside office.
Wellbeing Google classrooms were set up for all year groups. 100% of Yr 12, 100% of Yr 11, 65% of Yr 10, 72% of Yr 9, 82% of Yr 8 and 86% of Yr 7 students accessed the Wellbeing Google classrooms during COVID 19.	

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)

Progress towards achieving improvement measures

95% of students found the program to be accurate in identifying their top 10 strengths. 79% found the program had a positive impact on their self esteem. 94% were able to appreciate the difference in others and increase their tolerance of others.

Due to COVID 19 it was not possible to provide professional learning for staff on using this information to inform their teaching and learning. A plan and proforma was developed to use students profiling, including the strength plans in 2021 to inform teaching practice.

Cost of MyStrengths program.

Extra period allocation for head teachers wellbeing.

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Based on the evaluations from the PL last term.• Faculties are provided with a Google Form to collate evaluations and feedback.	RAA site

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)
Based on staff survey information a draft 7-9 Assessment Policy was developed. This will be further refined for use in 2021. Once finalised it will be issued to students in Term 1 2021. The policy was developed through staff consultation and faculty feedback. Professional learning was provided for staff on the need for differentiation of assessment and the inclusion of further formative assessment.	Additional deputy principal Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$135000.00)

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)
Based on HSC data analysis from 2019 a focus to improve stage 6 performance was identified by faculties. Classroom observations were used to identify teachers requiring support with stage 6 classes and various faculty strategies were implemented including double marking, program review and adjustment, vocal coaching, timed writing strategies. PDP consultation with teachers was used to reflect in teacher goals at the end of the PDP cycle. Future goals and directions were discussed to support the improvement of stage 6 results moving forward.	2 periods of release time for all curriculum head teachers Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$110000.00)

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)
A need for advanced programming across all KLA's was identified as a result of the analysis of historical performance data. All faculties engaged in advanced programming professional learning and have developed advanced programs for high performing and gifted students in their stage 4 and 5 subjects. The advanced programs will be implemented and evaluated in 2021.	

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)
The review of current policies revealed the need for a review of assessment practices before a curriculum review could occur. This resulted in a draft 7-9 assessment policy. The curriculum review identified the need to extend and accelerate our high performing and gifted students and to provide more choice in year 10 in terms of electives. A curriculum structure was agreed for implementation in 2022.	Employment of additional Deputy Principal

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)
Prior to Covid 19, 7 of 19 planned observations were conducted and beginning teachers were provided with constructive feedback and mentoring support. Some teachers were identified as needing intensive support and this was provided. During Covid head teachers were provided with time to support their staff with online learning.	Additional allowance for HT Teaching and Learning. Employment of additional Deputy Principal

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)
Sentral system automation efficiencies resulted in less work for SASS and greater accountability and record keeping of student movement during class time. The parent portal in Sentral was rolled out and initial data showed an increase in parents using the portal. The calendar has been separated into pages for various activities such as year group assessments and whole school events. This is to be rolled out in 2021 with a view to making tracking events easier and hopefully will result in less clashes of assessment with other activities.	Period allocation for HT Administration to support staff in the use of Sentral

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The following policies were developed or reviewed and implemented in 2020: RoSA monitoring policy, Working With Children Check Policy and Procedure, Attendance Policy, Policy management policy. Professional learning was held for all executive staff on these new or updated policies. They will be evaluated in 2021.	Additional Deputy Principal

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,773.00	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 enabled the ATSI coordinator to organise and facilitate a range of opportunities for students including Pathways to Dreaming and NRL mentoring program, that have allowed them to connect with their culture and achieve a sense of belonging.
English language proficiency	Staffing = \$131,261 Flexible = \$37,999	Professional learning for staff resulted in increased use of the EAL/D learning progressions and scaffolds for writing tasks. There was increased use of formative assessment to support student skills in writing. 1.2 staffing entitlement plus 0.2 school funded. Stage 6 ESL English class formed above establishment.
Low level adjustment for disability	Staffing - 1.2 LaST = \$135,138 Integration - 2.5 SLSO = \$182,575 Disability - 0.7 SLSO = \$51,1127	Year 9 students were assessed and 13 students identified who were not meeting minimum standards in literacy and numeracy. Year 9 Apollo class created to provide intensive literacy and numeracy support for these students. Further assessment using check in assessments indicated this group or students were 4% above state average - evidence of improved learning outcomes as a result of this specific support. SLSO support across the school allowed students to receive additional modifications, adjustments and support in class to access the curriculum. Behaviour support plans were developed for 25 students, to further assist them to access the regular curriculum in class.
Socio-economic background	Employment of additional deputy principal = \$167,335 Employment of additional teacher = \$109,386	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 KLA head teachers initially focused on improvement initiatives for stage 6. Covid 19 resulted in this support being directed to assisting teachers to develop quality on-line learning.
Support for beginning teachers	\$76,780	Induction and support programs upskilled teaching staff on school structures and supported 19 teachers working towards their accreditation. Mentoring, relief from face to face teaching and google classroom during Covid, allowed early career teachers to access support for programming, differentiating, assessing and reporting.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	592	570	544	531
Girls	445	508	516	529

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95	95.2	92.8	94.6
8	92.7	92.4	91	92.1
9	91.9	92.8	91.4	93.6
10	91.3	89.3	87.8	92
11	91.1	91	90	92.8
12	92.3	89.9	89.6	93.6
All Years	92.3	91.7	90.4	93.1
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	10	8	4
Employment	5	3	35
TAFE entry	0	3	9
University Entry	0	0	102
Other	0	0	5
Unknown	2	4	7

Year 12 students undertaking vocational or trade training

15.66% of Year 12 students at Moorebank High School undertook vocational education and training in 2020.

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 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)	11
Classroom Teacher(s)	52.5
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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.

With the impact of COVID professional learning at Moorebank High School for school development days, staff meetings and faculty meetings were focused on both the use of technology for teaching and learning and ensuring student wellbeing during remote learning. Staff engaged in online individual and small group learning. In terms 3 and 4 when face to face professional learning was again possible the school's focus was on advanced programming and covered areas such as "Effective differentiation for high potential and gifted students", "Assessment", "Positive relationships, positive outcomes" and "Evaluating faculty programs using the School Excellence Framework". Faculties had professional learning time to write advanced programs ready for implementation in 2021. Of our 2020 spending on professional learning 10.8% was spent on wellbeing, 3.1% on ICT, 13.5% on syllabus implementation, 20.9% on carer development and 51.7% on quality teaching.

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 (\$)
Opening Balance	2,368,878
Revenue	12,079,238
Appropriation	11,511,106
Sale of Goods and Services	201,210
Grants and contributions	318,786
Investment income	5,403
Other revenue	42,734
Expenses	-12,303,395
Employee related	-10,960,966
Operating expenses	-1,342,429
Surplus / deficit for the year	-224,156
Closing Balance	2,144,722

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.

	2020 Approved SBA (\$)
Targeted Total	185,622
Equity Total	715,425
Equity - Aboriginal	18,773
Equity - Socio-economic	263,608
Equity - Language	175,260
Equity - Disability	257,785
Base Total	9,797,348
Base - Per Capita	255,031
Base - Location	0
Base - Other	9,542,318
Other Total	402,275
Grand Total	11,100,670

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 to access the school data.

2020 NAPLAN

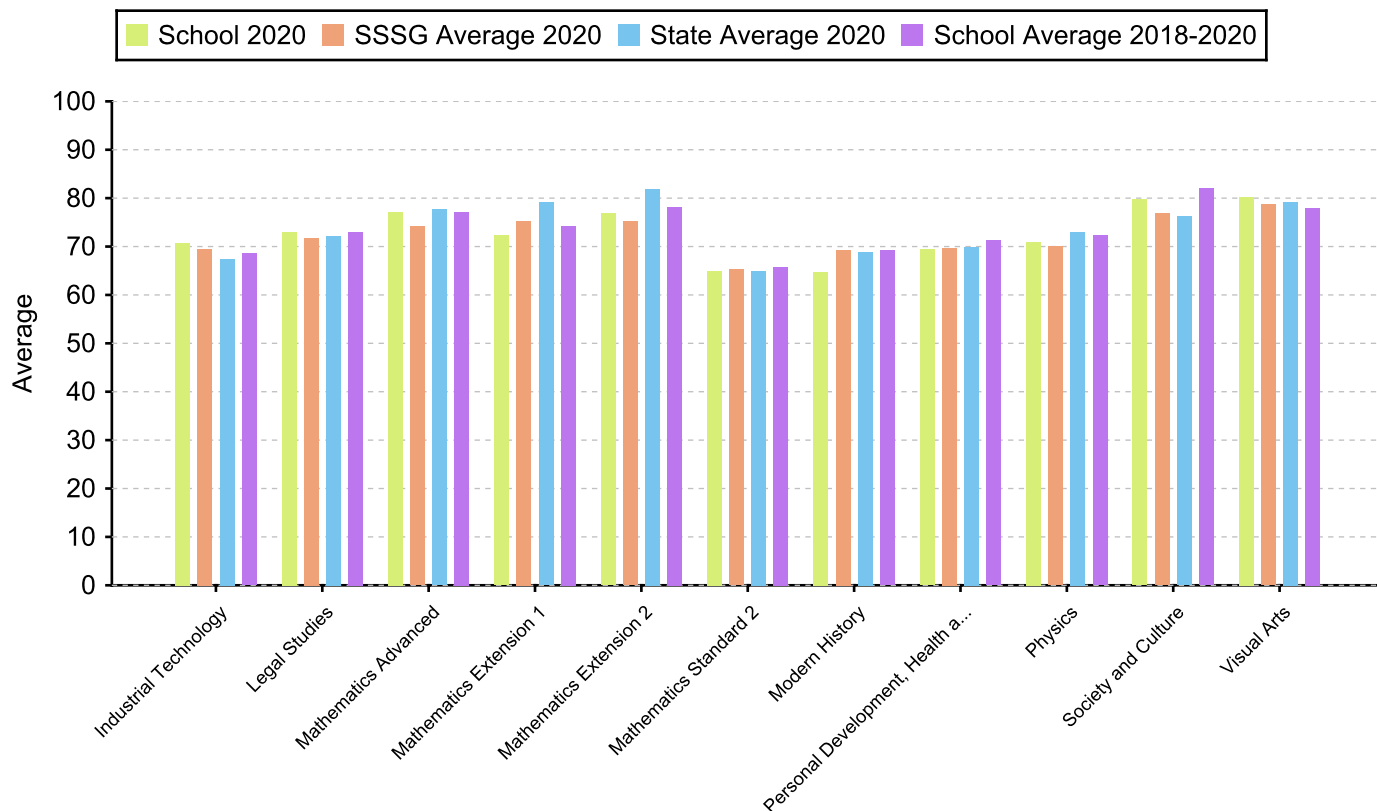
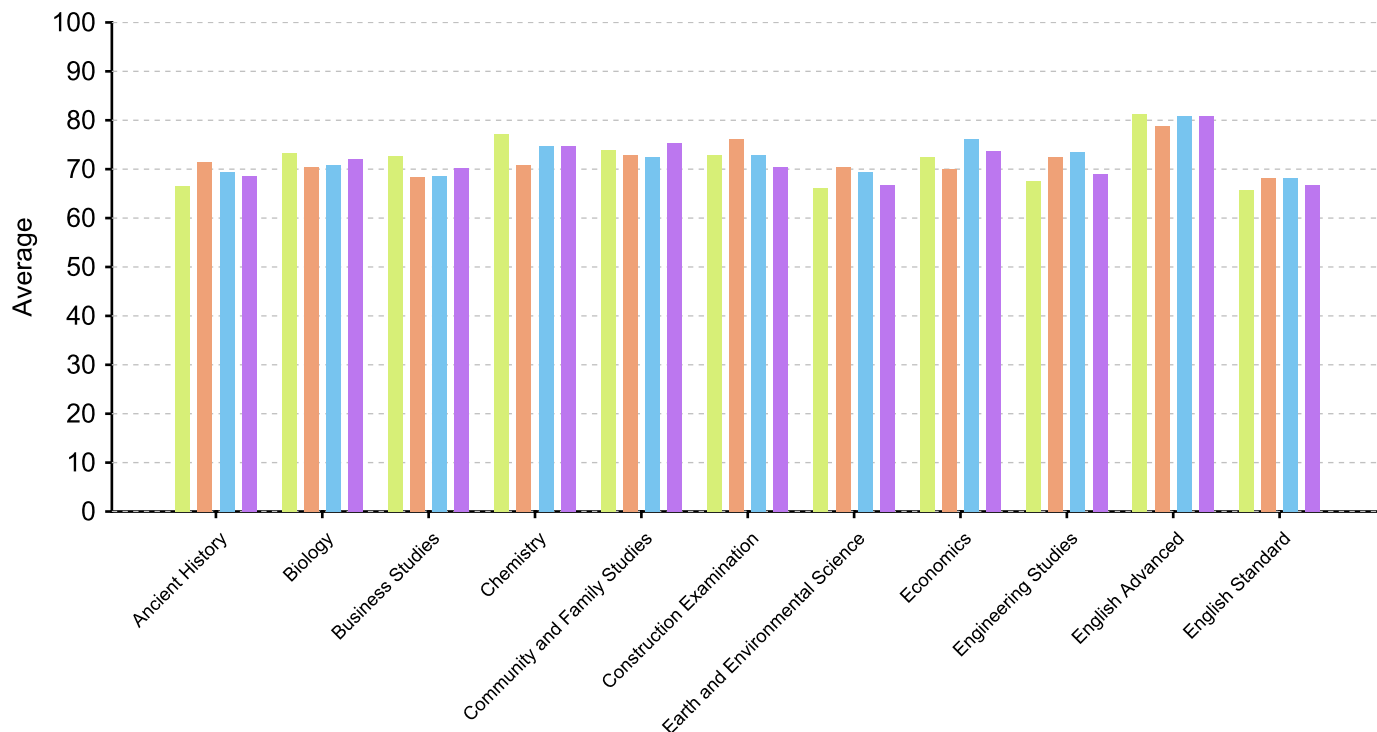
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Ancient History	66.5	71.6	69.4	68.5
Biology	73.3	70.4	70.8	72.1
Business Studies	72.7	68.5	68.6	70.2
Chemistry	77.1	70.9	74.8	74.6
Community and Family Studies	74.0	73.0	72.4	75.3
Construction Examination	72.8	76.1	72.8	70.4
Earth and Environmental Science	66.1	70.4	69.5	66.8
Economics	72.5	70.1	76.1	73.7
Engineering Studies	67.6	72.4	73.6	69.1
English Advanced	81.2	78.8	80.8	80.8
English Standard	65.7	68.2	68.1	66.8
Industrial Technology	70.7	69.5	67.5	68.6
Legal Studies	73.0	71.8	72.1	73.0
Mathematics Advanced	77.1	74.1	77.7	77.1
Mathematics Extension 1	72.3	75.3	79.1	74.2
Mathematics Extension 2	76.8	75.2	81.8	78.2
Mathematics Standard 2	65.0	65.2	64.9	65.8
Modern History	64.8	69.3	68.9	69.2
Personal Development, Health and Physical Education	69.4	69.7	69.9	71.3
Physics	70.9	70.0	73.0	72.3
Society and Culture	79.7	76.9	76.2	82.0
Visual Arts	80.2	78.7	79.2	78.0

Parent/caregiver, student, teacher satisfaction

Students

In Moorebank High School, 827 students completed the Tell Them From Me Survey between 23 Jun 2020 and 02 Jul 2020, which included ten measures of student engagement alongside the five drivers of student outcomes. The following results were found:

- 80% of students had positive relationships at school, compared to 78% across the state.
- 93% of students felt they had positive attendance, compared to 90% across the state.
- In regards to drivers of student engagement, Moorebank High School rated higher in all four factors, compared to the state, specifically: quality instruction was rated 6.3/10 compared with 5.9/10 for the state, positive teacher-student relations was rated 6.2/10, compared with 5.7/10 for the state, positive learning climate was rated 6.0/10, compared with 5.6/10 for the state and expectations for success was rated 7.2/10, compared with 7.0/10 for the state.
- In regards to drivers of student outcomes, students rated effective learning time 6.5/10 compared with 6.3/10 for the state, advocacy at school 6.1/10 compared with 6.0/10 for the state, positive teacher-student relations 6.3/10 compared with 5.7/10 for the state, positive learning climate 5.8/10 compared with 5.6/10 for the state and advocacy outside of school 5.6/10 compared with 4.5/10 for the state.
- 72% of students at Moorebank High School plan on attending university, compared to 67% for the state.
- Student participation in school sports and clubs was 55% compared to 48% across the state, with 7% more female students and 8% more male students engaging in sport.

Parents

Each year the school conducts a parent telephone survey to include the opinion and feedback from parents in the school evaluation process. Of the parents surveyed 77% stated that the school communicates well to extremely well in regards to your child's learning; 79% stated that the school communicates well to extremely well in regards to your child's wellbeing; 90% stated that the staff / school caters well to extremely well for your child's learning needs and 85% stated that the school communicates well to extremely well in regards to events happening in the school.

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.

The School's Anti-Racism policy was updated in 2020 for implementation in 2021.

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.

The School's Multicultural Education Policy was updated in 2020 for implementation in 2021.