

2021 Annual Report

Moorefield Girls High School



8241

Introduction

The Annual Report for 2021 is provided to the community of Moorefield Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

The Annual Report provides an opportunity for our school to share information about our progress in relation to the Strategic Improvement Plan. I am very pleased with our progress at Moorefield Girls High School throughout 2021 and believe our achievements were a direct result of our continued focus on students. Our decisions are based on student need and evidence-based research that will result in improved learning outcomes. We know our community well and always aspire to get better.

Whilst my memory of 2021 seems to divert quickly to the lockdown period, it is important to recognise our hard work and successes throughout the entire year. Some highlights for all of us included our Sport Carnivals, Formal Assemblies, International Women's Day, Year 7, Year 8 and Year 9 Camps, new air-conditioning across the school, new technology, and community engagement through the Kogarah Community Services.

2021 was the beginning of our new initiatives including 'Writing for Purpose' and 'Self Regulated Learning' which had immediate impact across the school. This school plan goes over 4 years and considering the interruption to the first year of implementation, I am extremely satisfied with our direction. All staff at Moorefield Girls High School are a part of school improvement and thoroughly commit to initiatives to build their own (and collective) capability. We have an expectation around 'High Quality Teaching' and 'Professional Engagement' which supports student growth.

It is important to recognise the amazing work that teachers and support staff accomplished during the online learning period. Our school had 3 or 4 staff onsite each day and welcomed those students who needed to be at school. At home, teachers became experts in Microsoft 365 using Teams, OneNote, Forms, Sway and more to keep our community engaged. Live lessons were delivered all day, every day and extra curricular programs were designed quickly to deliver online, such as the Express Yourself writing project. The difficulty of being on a screen all day was met with a 'can do' attitude and we persevered until finally, we could welcome our girls back to school again.

After the last two years, the world has changed and adjusting to our new world and preparing for our future is more important than ever. Moorefield Girls High School will continue to empower our girls to develop social responsibility and pursue academic excellence, poising them for successful futures.

Natalie Hale, Principal

School vision

Moorefield Girls High School inspires our young women to achieve their full potential. We promote high expectations through learning environments which empower students to develop social responsibility and pursue academic excellence underpinned by strong literacy, numeracy and digital skills.

We value and nurture a culture of belonging to our school and the wider community to poise our students for successful futures.

School context

Moorefield Girls High School is a comprehensive school for girls catering for students from years 7-12, including a support unit. We are a growing school located in Kogarah, NSW with strong links to our local primary and high schools as valued members of the Bayside Learning Community and The Kogarah Cluster of High Schools. Our school motto is Inspiring Young Women.

We are a culturally cohesive and inclusive school servicing a diverse multicultural community. Over 80% of our girls have a non-English speaking background with a large proportion accessing EAL/D support. Our strong commitment to supporting the achievements of all our students is underpinned by developing partnerships in learning with parents and carers where the data shows we have the greatest impact.

We offer a personalised approach to learning ensuring our girls are known, valued and cared for through delivering a broad curriculum catering to the full range of academic and vocational pathways. Our school funds are used strategically in the employment of additional teachers to allow for elective subjects and an additional Head Teacher (Welfare). Our teachers are passionate and enthusiastic about girls' education and commit to continual professional growth with the understanding that classroom teachers have the greatest in-school influence on student outcomes. Our staff support students through individualised learning plans as well as our High Potential and Gifted Education program which includes academic, creative and athletic components. We are future focused and develop learning and social skills which support the success of our students beyond school.

Our learning environment allows students to be innovative, think critically and work collaboratively and creates the best conditions for every student to thrive. We provide a variety of leadership opportunities for our students, which develop student voice and our extra-curricular programs aim to enhance each student's schooling experience.

A thorough analysis of school data in the areas of academic performance, enrolment, human resources, wellbeing and finance has provided the basis for this new school plan. Data informed teaching and learning, Quality Teaching Rounds and Student Engagement are key focuses to ensure the continual improvement of all students and all staff.



Sydney Academy of Chess Tournament at Moorefield Girls HS - Term

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that every student grows in their learning through challenging, explicit and research informed teaching practice. With strong literacy, numeracy and digital skills our students will be equipped to maximise their learning and achievement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed teaching and learning
- Writing for purpose

Resources allocated to this strategic direction

Socio-economic background: \$76,000.00

Low level adjustment for disability: \$60,000.00

Professional learning: \$50,000.00

English language proficiency: \$50,000.00

Summary of progress

During Semester 1, Head Teachers participated in professional learning with Tania Kirkland on Assessing Data to Lead. We employed a Numeracy Teacher working 3 days Wednesday, Thursday, Friday to provide small group tuition for identified students in year 8 as part of our focus on improving the numeracy achievement of students in the middle bands.

During Semester 2, following on from the executive conference, HTs planned and developed 2 tailored workshops T3 SDD catering to the needs of individual faculties. HTs were provided with release time to plan, prepare and act upon feedback to develop their workshop for their faculty. However, due to covid, workshops were postponed until T4. Professional learning sessions provided opportunity for staff to enhance their ability to use SCOUT for NAPLAN Numeracy/Literacy, Check in assessment (Year 8), Best Start Year 7 and HSC including Minimum Standards.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving expected growth in Year 9 NAPLAN reading to be above the system-negotiated baseline of 60.2%.	The Expected growth in Year 9 NAPLAN reading was 61.36% which was above the system-negotiated baseline of 60.2%. To support the explicit growth in student reading achievement, our focus was to continue embedding evidence-based strategies to explicitly teach reading across all subject areas.
Increase in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy to be above the system-negotiated baseline of 56.1%.	<p>The Expected growth of Year 9 NAPLAN numeracy was 34.1% which was below the system-negotiated baseline of 56.1%.</p> <p>To support the growth of student achievement the focus for 2021 was the development of teacher skills to use data to inform teaching and learning and embed explicit strategies into classroom practice through whole school and faculty -based professional learning. A numeracy expert was employed to deliver a focused program to targeted students.</p> <p>88% of Teachers have developed a more confident and positive mind-set towards using data informed practice in the explicit teaching of Numeracy. 91% of teachers reported that they are able to identify the numeracy needs of their students using NAPLAN data while 85% imbed explicit teaching of numeracy strategies in their classroom practice to address the needs of their students.</p>

Increase in the percentage of students achieving expected growth in Year 9 NAPLAN numeracy to be above the system-negotiated baseline of 56.1%.	The professional learning needs of teachers has been identified as the focus for 2022 with support for teachers to embed explicit teaching of numeracy into their Stage 4 and 5 programs as a priority.
Increase in the percentage of students achieving in the top 2 bands of HSC course results to be above the system-negotiated baseline of 27.9%	10% of HSC students achieved in the top two bands. This is below the system-negotiated baseline of 27.9%. In 2021 there was a focus to support student HSC achievement through developing teacher capacity to explicitly teach writing. In 2022, there will be a strong focus on teacher professional learning to teach writing using evidence-based practices.
Increase in the percentage of students achieving in the top 3 bands of HSC course results to be above the system-negotiated baseline of 60.6%.	49% of students achieved in the top three bands. This is below the system-negotiated baseline of 60.6%. In 2021 there was a focus to support student HSC achievement through developing teacher capacity to explicitly teach writing. In 2022, there will be a strong focus on teacher professional learning to teach writing using evidence-based practices.
Increase in the percentage of Year 7 and Year 9 students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated baseline of 16%	20.3% of Year 9 students achieved in the top 2 bands of NAPLAN reading. 26.5 % of students in Year 7 achieved in the top 2 bands of NAPLAN reading. 23.7% of students in the top 2 bands in NAPLAN reading and is above the negotiated baseline of 16%.
Increase in the percentage of Year 7 and Year 9 students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated baseline of 14.5%	8.5% of Year 9 students achieved in the top 2 bands of NAPLAN numeracy. 20.9% of Year 7 students achieved in the top 2 bands of NAPLAN Numeracy. This is a total of 14.8% of students in the top 2 bands of NAPLAN numeracy and is above the negotiated baseline of 14.5%. We employed a Numeracy Teacher in Term 2 who worked with small groups of year 8 students on the identified areas of Numeracy from NAPLAN. Students who performed in the top and middle bands were targeted in the second half of the year.



Writing for purpose with Year 11

Strategic Direction 2: Excellence in Practice

Purpose

Our teachers and leaders are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies. There are explicit systems for collaboration and feedback to sustain quality teaching practice and student growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Quality Teaching
- Professional Engagement

Resources allocated to this strategic direction

Professional learning: \$27,500.00

English language proficiency: \$50,000.00

Summary of progress

The major focus of this initiative was to improve the professional engagement of teachers to in order to support high quality teaching across the school. Teachers engaged in a range of professional learning activities to deepen and broaden their understandings and to embed a range of evidence-based strategies into classroom practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (Partial SEF element Curriculum, Sustaining and Growing.) The school delivers professional learning through Best Practice for differentiation - Universal Design for Learning and High Potential and gifted education.	Professional Learning was conducted for all teachers on differentiation across the curriculum. Teachers engaged in implementing a range of strategies into their classroom practice. At the end of the year, teaching and learning programs demonstrated implementation of strategies to challenge and extend HPGE students as well as support students with identified support needs with particular focus to stage 5 across all KLAs.
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice with feedback, to improve professional knowledge and practice. (QTR) (SEF element Learning and Development, Sustaining and growing). Pilot group complete QTR.	The school has funded two participants in the first QTR Professional Learning and started using the QTR Model to engage in professional discussion and collaboration to improve teaching and learning in their classes. By the end of 2021 the Professional Learning Community had been established and had participated in one observation of a 'round', importantly paying close attention to the 'coding discussion' aspect of the Quality Teaching Model, the aspect which prompts teachers to further consider elements and dimensions of the Quality Teaching Model and make changes to their future practice. Participants reported feeling engaged in the Quality Teaching Rounds process and were confident that their participation would have a positive impact on teaching and learning in their classrooms.
The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative or evidence-based, future-focused practices. (SEF element	Our evaluation of this key initiative identified the need for continued Professional Learning for staff to enhance teacher confidence and competence translating the technological skills they learnt/refined in lockdown, into everyday classroom practice in relevant and meaningful ways as a Learning Management System, to enhance student outcomes. Continued Professional Learning for staff on how to use the technologies

Learning and Development, Sustaining and growing.) Microsoft Transformation Partnership professional learning with pilot team is completed.

now to 'support differentiation for low-level learners, EALD learners and gifted and high potential students'. As well as further professional learning for teachers on how best to provide students with meaningful feedback using Microsoft technologies and how these tools could be time saving.

The analysis of our evaluation data from teacher survey and student forums demonstrated that we have made a positive impact with this initiative so far, despite the changes to the schedule and that teachers have embraced the technology.

The next steps are to ensure continued use of Teams and other applications in the classroom as a Learning Management System and to implement PL around using technology to differentiate classroom activities for students to enhance student learning.



Special Education students performing in Music.

Strategic Direction 3: Engagement for success

Purpose

Our purpose is to ensure that our whole school community is engaged in improvement. Through creating a supportive culture of high expectations, our school community will thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building educational aspirations
- Student Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$15,000.00

Aboriginal background: \$5,000.00

COVID ILSP: \$90,000.00

Professional learning: \$8,200.00

Flexible Funding for Wellbeing Services: \$6,600.00

Summary of progress

Our self regulated learning initiative was very successful, even through lockdown, and enhanced student skills in exam preparation, planning, and consolidating learning through regular revision. Staff engaged with professional learning opportunities and worked with students, colleagues and parents to pass on knowledge on the benefits of being a 'self regulated learner'.

Our student wellbeing initiative aimed to improve attendance and student engagement. Our attendance rates still need improvement however progress was made with a refinement of school processes and better parent communication around this issue. Our students were most engaged when they felt supported in the classroom and had access to someone they could talk to about learning or wellbeing concerns, and this information was shared with all staff to inform our practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students are starting to increase to support clear improvement aims and planning for learning.	Students engaged with the Prue Salter Self Regulated Learning Model focusing on strategies in Stages 4-6. This was supported through the development of faculty checklists identifying key areas/strategies that could be adopted to improve student outcomes.. Elevate student seminars were adopted to deliver and outline key strategies in supporting individual student needs. Student seminars were delivered in term 4 highlighting note taking, summarizing, time management, at home study and revision and improving exam performance. Partnerships with the community were established with parents/caregivers accessing information regarding self regulated learning through Sentral via the Student/Parent portal and Elevate Parent Webinars. This allowed our community to engage support students in achieving success.
The school has undergone a thorough self assessment against the Wellbeing framework and established baseline data and articulated improvement goals.	The Welfare team conducted a detailed review of all the wellbeing programs run throughout the year to determine the success/impact of these programs. Year advisors spent time to digitally organise and collect resources in Microsoft teams allowing all team members to share and access them. Wellbeing team put forward proposal around alternate wellbeing structure.

<p>The school has undergone a thorough self assessment against the Wellbeing framework and established baseline data and articulated improvement goals.</p>	<p>Progress on this stalled due to COVID and unable to carry out consultation on some program/structure change.</p>
<p>Monitor and refine attendance management strategies to support an increase in the number of students attending 90% or more, above the system-negotiated baseline of 65.8%.</p>	<p>In term 2 student forum was conducted in welfare meetings to get student feedback on why they attend or don't attend school on particular days. Feedback was discussed at welfare team conference. Welfare team did a deep dive into scout attendance module to explore trends in data across the school and comparatively to statistically similar schools. Attendance management was significantly disrupted by COVID lockdown. On return to face to face in term 4, Head Teacher Welfare worked with the Deputy to develop a new attendance monitoring procedure to implement at the start of 2022.</p>
<p>All staff have engaged in professional learning with Dr Prue Salter to build their capacity to train students to utilize learning tools and develop study skills.</p> <p>Parents have engaged with school based activities to support their child in learning to learn.</p>	<p>Executive and staff SDD1 engaged in professional learning outlining the Prue Salter Model for Self Regulated Learning . The aim of this professional learning was to give insight to staff of ways to support students both at school and home in engaging voluntarily in strategies to improve individual performance. Staff were presented with a checklist concept that was further developed in School excellence Teams in both training and individualizing check lists for both stage and faculty requirements. Parents engagement with this concept via the student /parent portal on Sentral and accessed Elevate parent webinars. This model delivery and implementation hindered by COVID.-19 lock down.</p>



Staff Professional Learning with Prue Salter on Self Regulated Learning - Term 2

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moorefield Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: identified students successfully accessing all learning activities and extra-curricular activities with their peers. Integration funding support has allowed for students to reach their potential and be supported in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue with the model of targeted School Learning Support Officer assistance in specified classes or activities. Continue with teacher professional learning to ensure each staff member can support a student with identified learning needs.</p>
<p>Socio-economic background</p> <p>\$91,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moorefield Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • Writing for purpose • Building educational aspirations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the school's writing strategy to support identified students with additional needs. This allows for improved access to the curriculum and improved HSC results and future pathways. • professional learning for all staff in knowing our students and how they learn. <p>The allocation of this funding has resulted in: an increased confidence amongst teaching staff to explicitly teach writing in their key learning area (KLA). Students' ability to complete writing for different text types has improved in stage 5 Science and English as a result of the work with the writing mentor.</p> <p>After evaluation, the next steps to support our students with this funding will be: the writing mentor will work in more faculties in 2022 as identified from the teacher survey. More release time will be given to staff to complete professional learning activities, specifically on sentence and paragraph structure in 2022.</p>
<p>Aboriginal background</p> <p>\$5,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moorefield Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$5,000.00</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building educational aspirations • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • whole school activities to recognise Aboriginal history and important calendar events • continued professional learning for all staff on Aboriginal education <p>The allocation of this funding has resulted in: teaching and learning programs recognising our history and allowing for an understanding of Aboriginal culture through learning activities. Whole school events such as NAIDOC week assembly giving voice to our Aboriginal students. Improved student learning outcomes for our Aboriginal students through the self-regulated learning program and improved attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continuation in 2022 of working with families to create PLPs to support improved outcomes. Enhancing opportunities for Aboriginal students to connect with youth agencies outside of school. Providing release time for staff to evaluate their programs to improve the inclusion of cross curriculum theme 'Aboriginal and Torres Strait Islander histories and cultures'.</p>
<p>English language proficiency</p> <p>\$100,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moorefield Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing for purpose • High Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: students identified at beginning, emerging and developing phases in English language acquisition have been supported by EALD teaching staff across many key learning areas. Co-teaching model has allowed for all staff to build capacity in teaching strategies to further support EALD learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continuation of the co-teaching model in 2022 in classes with identified EALD learners. More professional learning for staff to enhance strategies for differentiation.</p>
<p>Low level adjustment for disability</p> <p>\$60,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Moorefield Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning

<p>Low level adjustment for disability</p> <p>\$60,000.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MacqLit) to increase learning reading and comprehension in stage 4. • employment of Learning and Support Teachers • Small group tuition available through the school's Homework Centre two afternoons per week with teacher and tutors in attendance. <p>The allocation of this funding has resulted in: improved learning outcomes and engagement of students experiencing learning difficulties. An increase in assessment task submission and draft submission for feedback. Teachers knowing their students and how they learn through accessing and understanding available data.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continuation of additional resources such as SLSOs and Homework Centre to support students with additional learning needs. Further professional learning through co-teaching with specialist staff to improve teachers' capacity to differentiate teaching and learning activities.</p>
<p>COVID ILSP</p> <p>\$212,690.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building educational aspirations • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition to support HSC success • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: the development of an HSC success strategy at Moorefield Girls High School which empowers students to access mentoring and improve their academic performance. One-on-one support for students across the school as recommended through the learning support team, as well as small group withdrawal for stage 4 students in Numeracy. HSC results showed improvement in some areas and students gained confidence in their ability to apply numeracy strategies in different subject areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: a continuation of the COVID intensive learning support program to improve student outcomes in literacy, numeracy and HSC accomplishment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	301	313	314	331

Enrolments continue to grow at Moorefield Girls High School as we see more and more parents choosing our inclusive learning environment which allows for individual support and promotes high expectations. The community and local primary schools provide positive feedback on our small class sizes, engaging curriculum offerings and dynamic extra-curricular program.

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94	92.8	91.5	92.8
8	90.1	88.4	91.8	88.5
9	85.7	87.6	87	90.1
10	84.9	78.5	85.3	81.9
11	85.9	84.3	82.8	84.8
12	87.1	87.9	86.7	84.6
All Years	87.5	87	87.8	87.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day

absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	0	2	4
TAFE entry	10	8	20
University Entry	0	0	72
Other	1	1	2
Unknown	0	3	1

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Moorefield Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Moorefield Girls High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	24.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	9.98
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

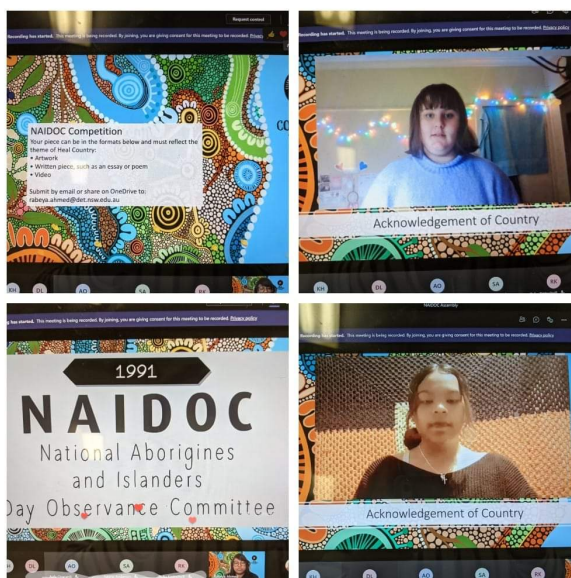
The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,320,218
Revenue	6,633,408
Appropriation	6,499,337
Sale of Goods and Services	20,280
Grants and contributions	101,469
Investment income	864
Other revenue	11,458
Expenses	-6,440,752
Employee related	-6,060,378
Operating expenses	-380,374
Surplus / deficit for the year	192,655
Closing Balance	1,512,874

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.

Moorefield Girls High School is in a strong financial position to embark on major projects in 2022 including upgrading the Gymnasium, playground areas and purchasing new classroom technology to support student engagement. The finance committee meets regularly to consider additional finance requests by executive staff to enhance our teaching and learning programs. In 2022 we have approved purchase requests for upgraded student laptops, laser cutter, online study platforms (Education Perfect and Edrolo) and Clevertouch interactive boards.

The school will also continue to use our allocated funds to employ teaching and support staff so our class sizes remain small and we can offer a broad range curriculum.



Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	21,171
Equity Total	428,726
Equity - Aboriginal	4,546
Equity - Socio-economic	127,047
Equity - Language	161,922
Equity - Disability	135,211
Base Total	5,250,503
Base - Per Capita	82,706
Base - Location	0
Base - Other	5,167,797
Other Total	309,697
Grand Total	6,010,097

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.

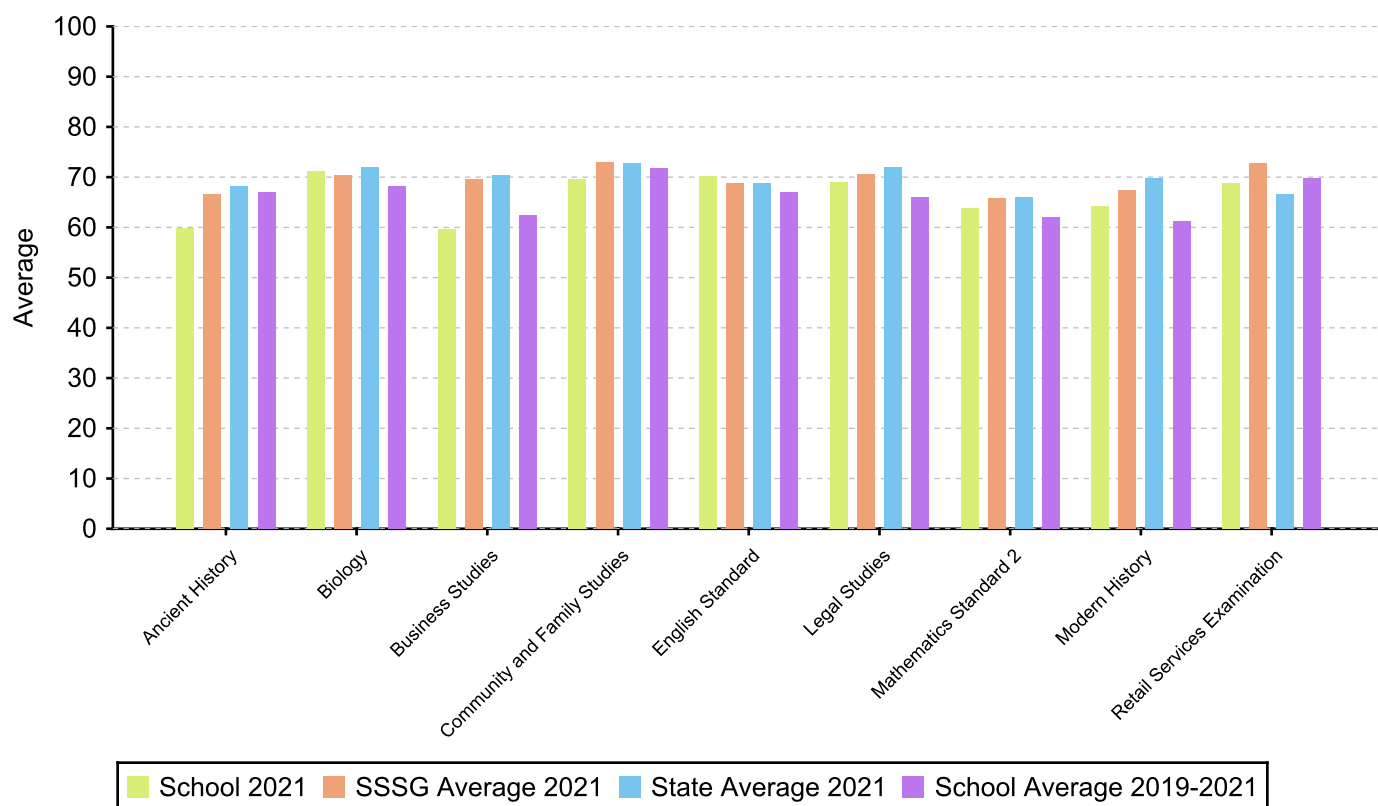
Student growth from Year 7 to Year 9 in Reading and Writing was above state average compared to students from similar background and who had the same starting score.

Student growth from Year 7 to Year 9 in Numeracy was below state average compared to students from similar background and who had the same starting score.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	59.9	66.6	68.1	67.1
Biology	71.1	70.3	71.9	68.3
Business Studies	59.6	69.5	70.4	62.4
Community and Family Studies	69.6	73.0	72.7	71.8
English Standard	70.1	68.9	68.8	66.9
Legal Studies	68.9	70.5	72.0	65.9
Mathematics Standard 2	63.9	65.8	66.1	62.0
Modern History	64.3	67.4	69.7	61.3
Retail Services Examination	68.7	72.8	66.6	69.7

HSC performance of Moorefield Girls High School students in 2021, on average, is consistent with past performance..

Parent/caregiver, student, teacher satisfaction

In 2021 we collected data from parents/carers, students and teachers on a range of issues and topics. The school solicits feedback through surveys (Tell Them From Me, Meet and Greet events) and at our regular P&C meetings. Our aim is to act on the responses through further discussion amongst staff teams and community groups. The school received positive feedback from the parent community for the following:

- the staff's commitment during the 'learning from home' period and the quality of lessons delivered online
- our important calendar events including International Women's Day, Year 12 Graduation, High Achievers Assembly and Naidoc Week Assembly
- our wellbeing program supporting students at all levels, especially throughout the lockdown period, and ensuring their safety during the return to face to face learning
- our extra-curricular programs including Chess, Write a Book in a Day, Knockout Sport, Frangipani Cafe and Express Yourself.

Our P&C raised money for the school by running a bbq at Rockdale Bunnings which was well supported by the community. This enabled us to purchase noticeboards for each year group for communication and displays. Our regular newsletters and social media activity was well received by parents and students, showcasing student work and celebrating accomplishments throughout the year.

Students completed surveys, participated in focus groups and provided feedback through the SRC. Overall, our girls had positive experiences at school both in and out of the classroom, including school camps. They valued connections with Year Advisors and teachers and during semester two, appreciated the merit awards sent to their homes throughout the lockdown period. Students recognised that teachers had high expectations in all aspects of their schooling, even whilst learning from home, and could connect this with their successes.

Teachers completed the Tell Them From Me survey with our highest 'scores' in the areas of Technology, Data Informing Practice and Teaching Strategies. An area noted for future planning was parent involvement in learning opportunities and teachers collaborating through Quality Teaching Rounds. A survey of teachers during our online learning period checked in on their wellbeing, their management of Microsoft Teams to deliver lessons, and asked them to identify the biggest obstacles they faced when teaching online. 100% of staff said they couldn't wait to return to school to see students in person and re-engage inside a classroom.



International Women's Day Long Lunch - Parents and Staff - 8 March 2021

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

