

2021 Annual Report

Moss Vale High School



8388

Introduction

The Annual Report for 2021 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 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.

School contact details

Moss Vale High School

Narellan Rd

Moss Vale, 2577

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

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

4868 1717

Message from the principal

The 2021 school year was overall another positive and productive one, despite the couple of months spent in remote teaching and learning. Our Positive Behaviour for Success (PBS) theme for 2021 was 'Better Than Ever' which we highlighted in our 2020 end of year film. Throughout the year, students and staff were encouraged to nominate a member of the school community for a 'Better Than Ever' Award. Numerous students were nominated for being an active learner, demonstrating kindness, creating a caring environment, school or community service, and assisting their peers in class. We have not made a final decision on our 2022 PBS theme, but it will definitely be linked to our Kick Off with Reading book, 'The Happiest Man on Earth', by Eddie Jaku.

Eddie Jaku was one of the oldest surviving Holocaust victims, before he passed away at the age of 101 in Sydney on 12 October 2021. Many of our past and present Year 10 students had met Eddie on their History excursion to the Sydney Jewish Museum. One of Eddie's most important messages in his book is the belief that 'happiness does not fall from the sky. It is in your hands. Happiness comes from inside yourself and from the people you love.' I look forward to the entire school community being able to read Eddie's book next year and to embrace his inspirational messages and life lessons. I would also like to thank our wonderful P&C for generously donating \$12,000 towards the purchase of these books.

Even though COVID restrictions and lock-down managed to put a stop to many of our sporting, cultural, volunteering and Creative and Performing Arts (CAPA) events, Moss Vale High School still managed to work creatively by holding debate and chess competitions virtually. Unfortunately, we were unable to present our CAPA concerts each term, and many of our major sporting events were cancelled. I was extremely disappointed for Year 12, who did not have the usual celebrations at the end of Term 3, and nor did they have their formal Graduation Ceremony. However, I am still grateful for the fact that we were able to hold a virtual farewell assembly for Year 12 students and their teachers, and we also managed to present students in person with their Graduation Portfolios. 2021's Year 12 students have been a truly resilient cohort and I wish them all the best in their future endeavours.

I would like to thank our hardworking and dedicated staff who made sure our students were supported throughout remote learning. In particular, the Year Advisers of each cohort were proactive in sending daily messages to students in order to assist them with their learning and well-being. The purchase of Canvas, our online learning management system, was invaluable during remote teaching and learning, and certainly allowed our teachers to deliver the curriculum in a consistent and engaging manner.

I am pleased to advise our school community that we will be continuing our beautification of the school environment throughout 2022. One of our projects will be to enhance certain walls around the school with custom designed wall art. We have chosen images that are, hopefully, inspiring as well as aesthetically pleasing. Two of the most powerful images will include Malala Yusefzai and her famous quote, 'One student, one teacher, one book, one pen can change the world,' and Eddie Jaku with his messages of happiness, kindness, gratitude and resilience.

I look forward to another positive and productive year at Moss Vale High School in 2022.

Message from the students

2021 brought great achievements and challenges to the students at Moss Vale High School. Our year began with some return to normality, and we were grateful to have sports, performing arts, assemblies and the many other aspects of school we had missed in 2020. Sadly this only lasted for a while, as COVID numbers grew.

Some of the highlights of our year were the fundraisers which are run as part of Positive Behaviour for Success. From wearing red for Heart Health, to wearing a dress for the One Girl Foundation and crazy socks for Movember, we raised thousands of dollars for people in need, as well as learning important lessons about the world we live in.

The period of remote learning was challenging and we missed the daily opportunity to see our friends and teachers. Motivation was the main challenge for students during this time and many of us came to appreciate the helpful encouragement of our teachers in getting our work done!

We would like to thank our teachers and school leaders for all the work and passion they bring to our education each day. Thank you to our Year Advisers who checked in with us each day, and invested so much in making sure we were persisting through the challenges of 2021.

We look forward to an exciting and enriching year in 2022 and the continuing leadership of our wonderful Student Representative Council and captaincy team.

School vision

At Moss Vale High school, we are committed to providing an inclusive educational environment where positive, respectful relationships are evident and fostered among students and staff. Students are supported in achieving personal and academic success through a school wide focus on explicit teaching, high expectations, building staff capacity and student wellbeing programs. The school's Positive Behaviour for Success and Higher Order Ways to Learn initiatives promote a collective responsibility for student learning and improvement. Our positive school culture is built on strong values, promoting awareness of social justice issues and the belief that all our students can become successful global citizens.

School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 733 students as of Term 4, 2021. 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.

The school's other key initiative is HOW2Learn (Higher Order Ways to Learn) and is focused on building students' capacity to learn. This is achieved by explicitly teaching dispositions and habits within the existing programs and practices at Moss Vale High School to develop a learning culture that enables everyone to be self-aware in their learning, use the language and dispositions of successful learners and share a belief that intelligence is learnable and expandable.

There are 38 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 is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The Teaching staff FTE = 59 and Non teaching staff FTE = 14.682

The school has three SLSOs funded from Learning Support equity and one SLSO from Aboriginal Background funding.

Learning & Support works with students throughout mainstream prioritising the allocation of SLSO resources, applying for funding and specialist environments as appropriate. Referrals for student support are received from staff, students self-identifying, parents, and from Primary Schools through a comprehensive transition process.

The school's strategic directions focus on Student Attainment and Growth, Student Wellbeing and Engagement and Building Teacher Capacity to Improve Student Outcomes.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for students to be supported in achieving academic success. In our school, students will continue to develop skills in literacy and numeracy from stage 4 to stage 6. This will be promoted by our focus on explicit teaching, feedback and data analysis.

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.

- Improving Reading and Numeracy
- HSC Student Performance

Resources allocated to this strategic direction

Socio-economic background: \$53,000.00
Integration funding support: \$102,559.00
COVID ILSP: \$77,251.00
Low level adjustment for disability: \$234,747.00
Operational: \$125,520.00
English language proficiency: \$2,400.00
Location: \$10,382.00
Aboriginal background: \$14,938.00
Per capita: \$111,812.00
Professional learning: \$4,000.00

Summary of progress

Our focus for 2021 was on establishing benchmark data and building teacher capacity to develop effective teaching practices to improve student growth and achievement. Focusing on collecting data from external and internal assessment, NAPLAN, Progressive Assessment Testing, school assessment, Renaissance, My Numeracy, Best Start, Check In, and Minimum Standards. From Term 2, Year 7 and 8 students undertook two focused reading periods each fortnight, participating in ongoing assessment of comprehension using Renaissance Star Reading Assessments. Year 8 students participated in one numeracy lesson per fortnight, undertaking activities focused on the numeracy progressions. Specific students targeted as capable of achieving in the Top Bands for NAPLAN numeracy were withdrawn from numeracy periods to mentor with an expert teacher and undertake Newman's Error Analysis with a focus on teaching specific skills identified for improvement from NAPLAN results.

Teacher/student mentor program was implemented for 2021 Year 11 cohort, 37 students volunteered - 50% of the year. Faculty sharing and professional learning with experienced markers was undertaken in some faculties. Specific teaching of HSC marking and feedback was provided for students in some faculties.

Next year in this initiative we will work with staff to implement high impact professional learning to further build capacity to develop highly effective teaching practices to improve reading and numeracy across all faculties. We will use data to identify Stage 4 student learning needs and annotate teaching and learning programs to demonstrate how teaching practices have been differentiated for student learning needs. We will continue providing expert teachers, LAST and SLSO staff to support teachers to team teach in the classroom, with specific focus on reading and numeracy skills. There will be the implementation of timetabled lessons into Stage 4 to specifically build reading and numeracy skills. We will continue to implement high impact professional learning to build teacher capacity to consistently mark and provide effective feedback for HSC assessments. We will expand Stage 6 mentoring program across Years 11 and 12, improve communication and recording of mentoring sessions.

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
• Improvement in the percentage of Year 9 students achieving in the top	16.11 % Year 9 students scored in top two bands of NAPLAN for Reading, down from 18% in 2020. 9% Year 9 students scored in top two bands of

<p>two bands of NAPLAN for Reading to be at or above 19%.</p> <ul style="list-style-type: none"> • Improvement in the percentage of Year 9 students achieving in the top two bands of NAPLAN for Numeracy to be at or above 14%. 	<p>NAPLAN for Numeracy, down from 10% in 2020.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving in the top two bands of the HSC to be above the actual percentage of 29.22% in 2020. 	<p>The 2021 HSC results showed student achievement in the top two bands has improved from 29.22% in 2020 to 33.1% in 2021. This meets the progress measure set for 2021.</p>
<ul style="list-style-type: none"> • The domain of effective classroom practice in the School Excellence Framework Self-Assessment will be maintained at sustaining and growing. 	<p>The 2021 <i>External Validation Assessment and Panel Report</i> supports the school as 'Sustaining and Growing' in the <i>School Excellence Framework</i> element Effective classroom practice. This meets the progress measure set for 2021.</p>
<ul style="list-style-type: none"> • Increase the retention rate of Aboriginal students attaining the HSC whilst maintaining their cultural identity, as a school collective, to a minimum of 56%. 	<p>At this stage we can only provide data pertaining to Moss Vale High School. In 2021, 2 Aboriginal students completed their HSC. Due to lack of collective data from peer high schools in the region, we are unable to accurately assess against this outcome.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN for Reading to be at or above 63.2%. • Improvement in the percentage of students achieving expected growth in NAPLAN for numeracy to be at or above 68%. 	<p>Percentage of students achieving at or above expected growth in 2021 NAPLAN for reading was 39.6%. This was 23.6% below the progress measure set for 2021.</p> <p>Percentage of students achieving at or above expected growth in 2021 NAPLAN for numeracy was 48%. This was 20% below the progress measure set for 2021.</p>
<ul style="list-style-type: none"> • Internal Progressive Achievement Testing benchmark established for Stage 4. 	<p>Using data collected from 2020 Progressing Achievement Testing the following benchmarks have been established for 2021. 10% of Year 7 students achieving in the Top 2 Bands PAT Numeracy. 20% of Year 7 students achieving in the Top 2 Bands PAT Reading.</p>

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Our students value their learning which is demonstrated through improved attendance, high expectations and uptake of independent learning strategies. Teachers evaluate their effectiveness and reflect on their practice.

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.

- Improving Student Attendance
- High Expectations for Learning

Resources allocated to this strategic direction

Aboriginal background: \$19,000.00

Per capita: \$62,000.00

Summary of progress

Staff have identified further professional learning to help implement and embed How2Learn (H2L) habits relative to improving students learning as well as faculty time during staff development days or faculty time with a focused approach on H2L programming and professional development. Faculty sharing at staff development days will continue.

From staff feedback, professional learning and delivery of the H2L program will be further streamlined and contextualised to the MVHS school setting. Delivery of H2L will be explicitly ordered.

The disruptions in semester 2 meant that evidence of student impact was not able to be accurately identified and will be a focus in 2022.

Further development and utilisation of H2L on CANVAS including staff professional learning and student based learning to identify student impact and promote high expectations.

Disruptions through 2021 meant explicit professional learning on split screening did not occur and will be a focus in 2022.

Students will continue to be supported and expected to attend school 95% of the time. Effective Tier 1 Intervention (80-89%) will have a significant impact on the school reaching its attendance target. The improved and clearly defined school systems, communication, follow up and other processes will allow this to be an achievable goal.

Continue to work with the Goulburn Network Target in an effort to increase our attendance rate by meeting our target of 63.9% in 2022. Proactive communication (posters, digital media, newsletter articles etc), procedural communication (unexplained absence letters, compulsory school attendance etc) and positive affirmation (95% plus attendance certificates, assembly awards, parent phone calls, end of year celebrations) will continue to be a powerful tool to build productive partnerships to enhance student attendance and achievement.

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
• 59% of students attending school 90% of the time or more.	In Semester 1, 54% of students were attending school 90% of the time or more. In Semester 2, that figure was 76.9% This figure for Semester 2 has been significantly impacted by the period of remote learning. During this time (end Term 3 to mid-Term 4), all students were marked as 'flexible.'
• 95% of teachers use the H2L (Higher Order Ways to Learn) Common Practices and Stage Based Habits	In 2021 93% of teachers explicitly used the How2Learn common practices and stage based habits in their classroom teaching practices. This is 2% lower than the progress measure set for 2021.

explicitly in the classroom.	
<ul style="list-style-type: none"> • Tell Them From Me (TTFM) embedded into the school culture. 	2021 was the first year Tell Them from Me (TTFM) was embedded into MVHS culture since 2015. TTFM will be continued annually from 2022.
<ul style="list-style-type: none"> • The Element of learning culture in the School Excellence Framework Self-Assessment will be maintained at sustaining and growing. 	The 2021 <i>External Validation Assessment and Panel Report</i> supports the school as maintaining 'Sustaining and Growing' in the <i>School Excellence Framework</i> in the Learning Culture element. This meets the progress measure set for 2021.

Strategic Direction 3: Building Teacher Capacity to Improve Student Outcomes

Purpose

Our teachers will develop a practical understanding of the strategies to improve teaching practice and student outcomes. Our staff will focus on evaluating their practice, engaging in data analysis and targeted professional learning and working collaboratively.

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 analysis to inform teaching practice
- Collaborative Practices

Resources allocated to this strategic direction

Professional learning: \$76,000.00

Socio-economic background: \$140,000.00

Per capita: \$10,000.00

Summary of progress

The executive team led the analysis of a variety of data to assess our school's progress in these initiatives. In Term One, staff engaged in professional learning in relation to HSC data analysis utilising both RAP and SCOUT. Each faculty completed an analysis of their HSC subject results, including future implications for program development. There has been a significant increase in the use of data analysis to inform teaching practice, particularly within the executive team. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. In 2022, we will be continuing professional learning for all teachers so that they clearly understand, develop and apply a full range of strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school has demonstrated a clear focus on collaborative practices through high impact professional learning in relation to Performance Development Plans and quality collegial observations and feedback. Staff Development days and staff meetings have included significant time for teachers to engage in professional discussion and collaborate to improve teaching and learning in their classes, stages and faculties. This included negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. For 2022, we will be focusing on developing and embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

All staff engaged in regular Professional Learning presented by NESA at full staff meetings on differentiation and adjustments of assessment practices to improve student outcomes.

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
<ul style="list-style-type: none">• Establish baseline percentage of teaching programs/registrations demonstrating evidence that teachers have used student assessment data to inform planning, implement learning adjustments and modified teaching practice.	70% of faculty teaching programs/ registrations show explicit evidence that teachers have used assessment data to implement learning adjustments for specific students. Staff have accessed the Teaching for Inclusion profile builder and Teaching and Learning adjustments form on Sentral to inform and implement adjustments.
<ul style="list-style-type: none">• Establish a baseline percentage of teachers engaging in high impact professional learning that is targeted to align with the School Improvement Plan, DoE priorities and staff PDP	Survey and professional learning application data demonstrates that 80% of substantive teaching staff engaged in high impact professional learning in the following areas: <ul style="list-style-type: none">• 80% in the Delivery and assessment of NSW curriculum• 20% in Student Well-being/ Mental Health

<p>(Performance and Development Plan) goals.</p>	<ul style="list-style-type: none"> • 10% in ATSI Education • 25% in Disability Training <p>All professional learning applications must identify how the PL links to PDP goals, SIP and DoE priorities.</p>
<ul style="list-style-type: none"> • The domain of Educational Leadership and Professional Standards in the School Excellence Framework Self-Assessment will be maintained at sustaining and growing. 	<p>The 2021 <i>External Validation Assessment and Panel Report</i> supports the school as 'Sustaining and Growing' in the <i>School Excellence Framework</i> elements of Educational leadership and Professional standards. This meets the progress measure set for 2021.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,559.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moss Vale 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning. programs • additional staffing to assist students with additional learning needs. • employment of staff to provide additional support for students who have high-level learning needs. • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Specific literacy and numeracy support needs to be based in the classroom, supporting teaching and learning practices rather than withdrawing students from the classroom.</p> <p>Continued support from LAST and SLSOs to identify and support students at risk.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to improve the targeting of support to students with additional needs.</p>
<p>Socio-economic background</p> <p>\$193,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moss Vale 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"> • Improving Reading and Numeracy • Data analysis to inform teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • professional development of staff through My Numeracy and Renaissance Literacy program to support student learning • employment of additional staff to support How2Learn program implementation. <p>The allocation of this funding has resulted in:</p> <p>Specific literacy and numeracy support needs to be based in the classroom, supporting teaching and learning practices rather than withdrawing students from the classroom.</p> <p>Ongoing use of CANVAS learning management system for teaching and learning practices.</p> <p>Continued support from LAST and SLSOs to identify and support students at risk.</p> <p>Use of expert teachers to address the specific learning required to support student achievement in the top two bands of reading and numeracy. High impact professional learning for expert teachers across faculties.</p> <p>Professional learning for teachers to identify students learning needs in Stage 4 using external and internal data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$193,000.00</p>	<p>Continue to implement My Numeracy and Renaissance Literacy programs, including further professional learning for staff in these programs.</p>
<p>Aboriginal background</p> <p>\$33,938.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moss Vale 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 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"> • Improving Student Attendance • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Development of quality Personalised Learning Plans for all ATSI students in collaboration with parents/carers. Increased consultation with community to develop greater cultural connection.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build a more efficient centralised system for the construction and distribution of PLPs. Increased focus on developing strategies to improve stronger community links and improve attendance for ATSI students. Continue to collaborate with network high schools in developing successful strategies for retention to Year 12.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moss Vale 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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Contribution to existing literacy programs to ensure the school capitalises on programs successful for our context. <p>The allocation of this funding has resulted in: Successful support for students with EAL/D through existing school programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide comprehensive literacy support in the most efficient manner possible, reflecting the context of our school.</p>
<p>Low level adjustment for disability</p> <p>\$234,747.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Moss Vale 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</p>

<p>Low level adjustment for disability</p> <p>\$234,747.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • 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 My Numeracy and Renaissance Reading to increase learning outcomes. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in:</p> <p>Specific literacy and numeracy support needs to be based in the classroom, supporting teaching and learning practices rather than withdrawing students from the classroom.</p> <p>Ongoing use of CANVAS learning management system for teaching and learning practices.</p> <p>Continued support from LAST and SLSOs to identify and support students at risk .</p> <p>Use of expert teachers to address the specific learning required to support student achievement in the top two bands of reading and numeracy. High impact professional learning for expert teachers across faculties.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintain and grow targeted provision of SLSOs in classes to support students with disabilities to access their education on the same basis as their peers. Continue to implement evidence-based programs including Multilit, My Numeracy and Renaissance Reading to accommodate the learning needs of all students.</p>
<p>Location</p> <p>\$10,382.00</p>	<p>The location funding allocation is provided to Moss Vale High School to address school needs associated with remoteness and/or isolation.</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"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement. <p>The allocation of this funding has resulted in:</p> <p>Provision of key technology to ensure the school and our students are accessing learning tools such as Canvas LMS on an equitable basis.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support our students in using technology to maximise their learning.</p>
<p>COVID ILSP</p> <p>\$282,216.00</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"> • Improving Reading and Numeracy • HSC Student Performance • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

COVID ILSP

\$282,216.00

funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy/numeracy
- providing intensive small group tuition for identified students who were below identified levels in literacy and numeracy
- employing and releasing staff to coordinate the program.
- employment of additional staff to support the monitoring of COVID ILSP funding.

The allocation of this funding has resulted in:

Students in targeted groups reported stronger understanding of concepts in numeracy, literacy, and engagement in class. Seniors accessing HSC support reported greater confidence in writing and exam preparation. Over 200 students have been supported through the program this year.

After evaluation, the next steps to support our students with this funding will be:

Refining aspects of the program to minimise impact on classes. Students will be supported through L&S interventions, and through faculty-led literacy and numeracy programs within class time.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	329	344	354	345
Girls	317	373	371	361

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.6	89.6	92.9	91.2
8	88.1	88.1	89.7	90.1
9	88.5	86.3	89.8	84.5
10	83	85.6	87.1	84.2
11	82.4	82.6	85.2	84.5
12	88.9	86.6	88.7	86.5
All Years	87	86.8	89.2	86.9
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	3	24	11
Employment	53	68	36
TAFE entry	27	5	15
University Entry	0	0	38
Other	17	3	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

48.10% of Year 12 students at Moss Vale High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

93.8% of all Year 12 students at Moss Vale 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)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.8
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 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	1,001,671
Revenue	10,396,609
Appropriation	10,043,395
Sale of Goods and Services	4,958
Grants and contributions	345,895
Investment income	961
Other revenue	1,400
Expenses	-10,278,038
Employee related	-9,182,433
Operating expenses	-1,095,605
Surplus / deficit for the year	118,571
Closing Balance	1,120,242

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.

	2021 SBAR Adjustments (\$)
Targeted Total	85,626
Equity Total	464,895
Equity - Aboriginal	33,938
Equity - Socio-economic	193,809
Equity - Language	2,400
Equity - Disability	234,748
Base Total	8,420,569
Base - Per Capita	183,813
Base - Location	10,383
Base - Other	8,226,373
Other Total	535,762
Grand Total	9,506,852

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

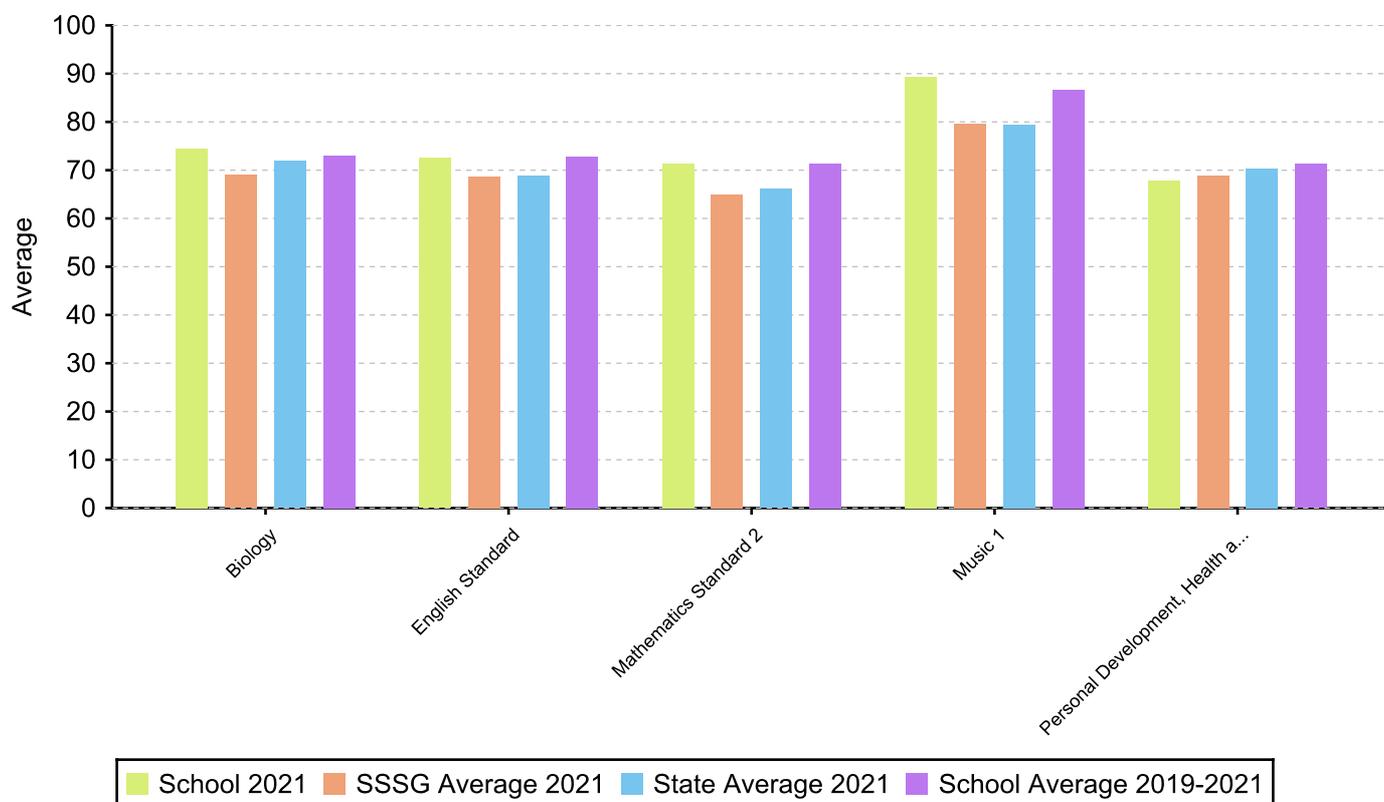
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Biology	74.4	69.0	71.9	73.1
English Standard	72.5	68.7	68.8	72.8
Mathematics Standard 2	71.3	65.0	66.1	71.4
Music 1	89.4	79.6	79.4	86.7
Personal Development, Health and Physical Education	67.9	68.9	70.3	71.3

Parent/caregiver, student, teacher satisfaction

Moss Vale High School conducts annual surveys of our parents/caregivers. For 2021, the primary focus of our survey was on the well-being of students and our response to the extended period of remote learning. Families were overwhelmingly positive about the support their children received at school, with over 82% agreeing/strongly agreeing that their child/ren had a place to go if they needed help at school. This is a key indicator of well-being for students. Communication with our families was a primary concern during the frequent and significant changes of the year. Moss Vale High School was rated positively by over 90% of those surveyed. Only 2.5% of families felt that communication about COVID-related changes to schooling had been 'poor'. The Sentral Parent Portal is one of the most vital communication modes for our families, with 75% using it. Facebook was the second-most utilised mode, with 50% of surveyed parents using this for information. School Bytes was a new addition to our communication channels in 2021. While only 8.8% of surveyed parents reported using it, their response to the school emails continues to grow.

Parents/caregivers were also asked about their experience of Canvas. 40% of surveyed families had established a Canvas account, but a further 46% reported that while they had not set one up yet, they would like to do so. Some further messaging to parents on how to set up a Canvas account will be valuable in 2022, as it is a helpful tool for parents wanting to support their children with their school work.

Students were also surveyed about key issues affecting their schooling, including our internal programs of Positive Behaviour for Success and How 2 Learn, their sense of belonging and their experiences of remote learning. Students demonstrated a broad understanding of Positive Behaviour for Success, with all students correctly naming our values. Social justice fundraisers were by far the most valued facet of PBS at the school, illustrating their importance in maintaining student engagement with the program. Assemblies and our rewards excursions were also highlighted as very important to PBS for students. Our PBS lessons had a lower perceived value for students, and is an area of ongoing improvement for our planning team.

Students reported strongly on two key indicators of wellbeing and engagement - over 85% strongly/agreed that they had one or more adults at the school to whom they could speak if they required support. And just 3% felt that students who had problems or concerns rarely received the help that they needed. Students felt that teachers had very high expectations of their academics and of their behaviour. This is one of the most important factors affecting student outcomes.

Students overwhelmingly appreciate the human interactions of school - their peers are a vital support network, as are face-to-face interactions with teachers. Staying motivated was by far the greatest challenge for students during remote learning, a responsibility shared so inherently with teachers during face-to-face learning.

Staff were surveyed on what structures and strategies were in place that are beneficial to their well-being at work. The following is a summary of the results:

96.97% of staff believe there is 'Support in situations with students and/or their families'.

100% agreed that there is 'support from senior exec as needed'.

91.04% believe they 'have support from direct supervisor/Head Teacher as needed.'

97.01% believe there is support in 'having flexibility regarding their role when family/personal situations arise'.

97.06% believe there is 'open and effective communication in the workplace'.

81.82% believe there is support in 'accessing professional learning and resources.'

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.