

2021 Annual Report

Moorebank High School



8501

Introduction

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

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

Moorebank High School
Bangalow Ave
Moorebank, 2170
<https://moorebank-h.schools.nsw.gov.au>
moorebank-h.school@det.nsw.edu.au
9601 3999

Message from the principal

It is my pleasure to present Moorebank High School's 2021 Annual Report. In the 2021 Higher School Certificate our students achieved above state average results in nine subjects, 85% of student's results were in the top three bands and 77 students made the honour roll in the Distinguished Achievers' category. In 2021 NAPLAN the school performed above the state average and above statistically similar schools (SSSG) in reading, spelling, grammar and punctuation. School attendance rates continue to be strong and surpassed state and SSSG averages. Due to COVID our students were not able to represent the school, region or state in the traditionally large number of extra-curricular activities involving sport, science, creative and performing arts, student leadership, vocational education and community service initiatives. I thank all staff for their continued commitment and preparedness to rise to new challenges to support students in so many ways both within and outside the classroom. 2021 brought its own set of unique challenges and the staff should be commended for their dedication to their students. I also thank our Community Focus Group, our primary parent body in lieu of a P&C, for the time and support they gave throughout the year. This included providing parent representation on merit selection panels and representation and support on the selective school placement panels and the out of area comprehensive student placement panels and in providing feedback and support on school policies and initiatives in line with the school plan.

Message from the school community

In accordance with the MHS's CFG Charter the purpose of the CFG is to provide a sounding board to the MHS Executive Team by providing comments and feedback on policies, procedures, student learning practices and the development of other initiatives. In 2021, as a consequence of the profound disruptive nature of Covid-19 pandemic, the CFG was not able to meet.

Message from the students

The year 12 cohort is asked to complete an exit survey annually on their experiences at Moorebank High School. Of the 115 students that completed the survey, 65% acknowledge the dedication and supportive nature of staff to be the most positive aspect of their schooling, whilst a further 11% acknowledged the positive learning environment at MHS. The friendly, supportive and encouraging demeanor of teachers allowed students to build positive relationships, resulting in positive outcomes with an improvement in HSC data in 2021.

School vision

Our guiding principle, Positive Relationships Positive Outcomes (PRPO) will lead and support staff to enhance effective, evidence-based practices in teaching and learning. By enabling positive relationships, all students will be provided with opportunities to become empowered, responsible, active and generous citizens. Positive outcomes will be enhanced by establishing a culture of high expectations, explicit teaching and effective feedback to optimise the learning outcomes of all students and develop mindsets that value the pursuit of lifelong learning.

School context

Moorebank High School is a dynamic partially selective and comprehensive high school situated in southwest Sydney. The school has 1046 students with 1.6% of students from an Aboriginal or Torres Strait Islander background and 78% of students from a language background other than English. In 2021 Moorebank High School established a support unit with three autism support classes. The school is committed to extending it's students through excellence in teaching and learning and collaboration with it's partner primary schools, other comprehensive and selective high schools. Moorebank High School offers students and teachers opportunities for leadership and quality learning, and has a proud record of academic, sporting and cultural achievements. The school continues to refine a broad and differentiated curriculum, progressive welfare practices, and quality professional learning to ensure excellence in student learning outcomes in the middle and later years of school. The school's priorities for the next four years include: growth and attainment; effective classroom practice and assessment and feedback, supported through innovation in areas such as; whole school behaviour and merit programs, the arts, quality mentoring, enhanced student leadership and student voice opportunities, and an emerging and deepening focus on building student resilience via the school's guiding principle Positive Relationships Positive Outcomes (PRPO).



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	Delivering
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence-based teaching practice. The school will embed quality literacy and numeracy practices informed by data analysis, to improve student outcomes.

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.

- Whole School Literacy Focus
- Whole School Numeracy Focus

Resources allocated to this strategic direction

English language proficiency: \$56,148.00

Socio-economic background: \$29,600.00

Summary of progress

Next steps:

- Executive allowance to support best practice in classrooms of Stage 6 subjects and embedding literacy and numeracy within teaching and learning programs specific to their KLAs.
- Employment of reading expert to support reading strategies across KLAs and supporting the development of subject specific WOW. Providing professional learning to staff to report on reading in the specific KLAs and support to staff, students and parents.
- Employment of numeracy expert to work with various KLAs to identify key numeracy skills in their program and professional learning on how to teach numeracy skills for consistency across KLAs where appropriate. Providing professional learning to staff to report on numeracy in the specific KLAs and support to staff, students and parents. Numeracy outcomes for all KLAs.
- Continue employment of COVID ISLP literacy and numeracy tutors.

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
To increase the number of students in Year 9 achieving in the top 2 bands of numeracy in NAPLAN with an uplift of 4.4%.	Expert numeracy teachers delivered explicit numeracy instruction to students who are underachieving through Maths classes. Creation of numeracy pretest. Year 8 2021 did not complete Naplan so data collected from these plus results from check in tests to help teachers. Explicit numeracy skills have been harder to differentiate in Mathematics classes. Going forward there will be specific lessons identified where all class teachers need to spend time looking at specific numeracy skills.
To increase the number of students in year 7 and Year 9 achieving in the top 2 bands of reading and numeracy in NAPLAN with an uplift of 4.1%.	Small group COVID ISLP tutorial groups all pretested, mapped on PLAN 2 and targeted program developed. Improved numeracy skills in students part of small group tutoring; improvement identified through data collected by COVID ISLP teacher, internal Mathematics results. 59 students (31.38%) in Year 9 were in the top two bands for NAPLAN numeracy. This is down from previous years as from 2017-2019 the average number of top two numeracy bands in Year 9 was 78 students (43.6%).

<p>To increase the number of students in Year 9 achieving in the top 2 bands of numeracy in NAPLAN with an uplift of 4.4%.</p> <p>To increase the number of students in year 7 and Year 9 achieving in the top 2 bands of reading and numeracy in NAPLAN with an uplift of 4.1%.</p>	<p>238 students (32.78%) in Year 7 and 9 were in the top two bands across both NAPLAN reading and numeracy. This is down from previous years as from 2017-2019 the average number of top two bands in Year 7 and 9 was 260 students (36.3%).</p> <p>NAPLAN analysis shows both Year 7 students and Year 9 had the most difficulty in answering questions that relied on their ability to correctly interpret information in a word problem.</p>
<p>To increase the number of students achieving in the top 2 bands in the HSC with an uplift of 1.3%</p> <p>To increase the number of students achieving in the top 3 bands in the HSC with an uplift of 1.5%</p>	<p>No 2021 data until 2022</p>
<p>To increase the number of students achieving expected growth in reading in Year 9 NAPLAN with an uplift of 1.5%.</p> <p>To increase the number of students achieving expected growth in year 7 and Year 9 NAPLAN with an uplift of 1.7 %.</p>	<p>Word of the Week (WOW) developed to promote professional dialogue and common vocabulary with students around Tier 3 vocabulary. WOW worked better under the remote learning setting, as students have better access to resources and parents have been playing a larger role. WOW parent session organised.</p> <p>Faculty focus on reading targetting TAS, English and HSIE faculties. HSIE have been the most successful with Yr8 geography teachers identifying the need for flash cards and working with literacy expert teacher to create and use in class, even in remote setting. Resources were created for TAS, however, staff up take has not been as high as expected.</p> <p>All staff included a reading goal in their PDP. All faculties reported on reading in their context in Semester 2 2021.</p> <p>Small group COVIS ISLP tutorial groups all pretested, mapped on PLAN 2 and targeted program developed. Improved numeracy skills in students part of small group tutoring; improvement identified through data collected by COVID LISP teacher, internal English results and students self reflection on literacy confidence.</p> <p>54% of students in Year 9 achieved expected growth in NAPLAN reading compared to an average of 68% between 2017-2019. Analysis of Reading results shows that Year 9 students have most difficulty in answering questions that rely on them interpreting information in factual texts.</p> <p>45% of students in Year 7 achieved expected growth in NAPLAN reading compared to an average of 58% between 2017-2019. Analysis of Reading results shows that Year 7 students have most difficulty in answering questions that rely on them identifying pronoun referencing throughout texts and in using context clues to work out the meaning of vocabulary.</p>
<p>Year 9 mainstream reading and numeracy targets. To increase the number of students achieving in the top 2 bands in NAPLAN numeracy and reading with an uplift of 0.5 % each.</p> <p>Year 9 selective stream reading and numeracy targets. To increase the number of students achieving in the top 2 bands in NAPLAN numeracy and reading with an uplift of 0.5% each.</p>	<p>12 (9.3%) Year 9 mainstream students achieved in the top two NAPLAN bands in numeracy compared to an average of 24 (19.10%) students between 2017-2019.</p> <p>10 (7.58%) Year 9 mainstream students achieved in the top two NAPLAN bands in reading compared to an average of 17 (13.16%) students between 2017-2019.</p> <p>47 (82.46%) Year 9 selective students achieved in the top two NAPLAN bands in numeracy compared to an average of 55 (92.69%) students between 2017-2019.</p> <p>32 (55.17%) Year 9 selective students achieved in the top two NAPLAN</p>

	bands in reading. This is an increase from an average of 29 (49.46%) students between 2017-2019.
--	--

Strategic Direction 2: Effective Classroom Practice

Purpose

Our purpose is to foster quality teaching and learning environments. This will be driven by the school's guiding principle of **Positive Relationships Positive Outcomes (PRPO)** and grounded in evidence-based practices.

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.

- Advanced Programming
- PRPO through Explicit Teaching
- PRPO through Student Wellbeing in the Classroom
- Aboriginal Student Achievement

Resources allocated to this strategic direction

6101: \$328,423.00

Professional learning: \$15,000.00

Socio-economic background: \$44,950.00

Summary of progress

Advanced programming specialist employed was able to review most advanced programs however class room observations and detailed feedback to all faculties did not occur. This has been delayed till 2022.

Due to Covid most professional learning on PRPO through explicit teaching did not occur in the context we had planned and instead, we focused on explicit teaching in a remote context upskilling staff in online tools and creating explicit lessons while teaching online. In 2022, we will resume the focus on explicit teaching focusing on the WWB and guided by a model of instructional QT rounds

Attendance initiatives were halted during COVID, however, they were replaced by wellbeing initiatives during remote learning to increase students' wellbeing and therefore engagement with online. work.

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 students in Years 7-10 attending 90% or more of the time with an uplift of 2%	<ul style="list-style-type: none">• During Term 1 and 2, targeted initiatives with students and staff were launched to improve attendance. With staff, SDD 3 focused on launching the "wellbeing matters @ MHS" website where staff were developed in how to tailor and design lessons to improve students attendance and in Term 2, the "Bump it Up" Initiative was launched to improve the attendance of students whose attendance is between 85-90%.• Scout data has indicated that In term 2 there was a slight improvement (.5%) in student attendance in years 7-10.• Scout data for Term 1 showed higher whole school attendance during the first 4 weeks of school compared to last year.• During Term 2, from when the Bump It Up Attendance competition was first advertised in Week 6 and throughout the competition period, there was a slight initial increase in whole school attendance in Week 6 (90% SCH Vs 85% State)• Sentral showed that Year 7 were the cohort who maintained the highest overall attendance percentage (between 94.42% in Week 6 and 93.71% in Week 10). Year 10 had the greatest improvement in the attendance during the competition period with an increase .34% whereas other cohorts still showed a slight decrease in attendance but less prominently than expected at end of term.• Current data on SCOUT suggests that the percentage of students in

<p>Improvement in the percentage of students in Years 7-10 attending 90% or more of the time with an uplift of 2%</p>	<p>years 7-20 attending 90% of more of the time is 73.6% in comparison between 64.5%, however care should be taken when interpreting this data due to the 4 month lockdown</p>
<p>Improvement in the positive wellbeing of students with an uplift of 2%</p>	<p>No data from TTFM has been released and therefore difficult to assess the progress of this initiative. Covid lockdown meant that we needed to amend the wellbeing initiatives such as student/parent focus groups around BRAVE, and Growth coaching and PRPO in the classroom. In lieu of such initiatives, during lockdown we focused on improving student wellbeing through targeted 'virtual' wellbeing initiatives including</p> <ul style="list-style-type: none"> • Wellbeing Wednesday - a weekly list of activities for students and their families that focused on student wellbeing • Designed a virtual BRAVE award to to students. During remote learning over 5000 BRAVE awards were issued and these were celebrated and announced at our end of term virtual assemblies with cohorts and their families. • Launching a 'Learning from Home Student Support' website site with a dedicated space for student wellbeing including links that allowed students to directly communicate with the wellbeing team and a live chat option with the SSO. • Weekly Wellbeing Check-in surveys for all year groups. These were distributed by the wellbeing team. Using the data generated from the surveys, the wellbeing team would contact students. Students also had the opportunity to request phone contact from the wellbeing team or Senior Executive. <p>Post COVID, we designed a 3 tiered transition program that included students, staff and the community. This included</p> <ul style="list-style-type: none"> • Running PL with staff in how to effectively meet the wellbeing needs of students in their teaching and learning post lockdown. • Delivering a whole day transition program for all year group that focused on building resilience, getting organised and 'bouncing back' post lockdown • Delivered 2 Parent/Carer webinars. The first was a Q&A regarding the return to school and the second was in how to support teenagers at school post lockdown <p>An analysis of Sentral data suggests that there has been an increase of students (82%) who feel they have been supported in their wellbeing concerns, however, data from the 2021 TTFM survey will provide a clearer picture of how effective the lockdown & post lockdown wellbeing initiatives have been in improving student wellbeing.</p>
<p>30% of staff demonstrate changes in their pedagogy in direct response to professional learning on PRPO through explicit teaching</p>	<p>Due to COVID most professional learning on PRPO through explicit teaching did not occur so there has been limited progress towards the annual progress measure. However, staff had been given the opportunity to engage in online PL to support their delivery of remote learning targeting the areas of individual teacher needs. Some of the areas of targeted learning were: ICT skills including video lessons, google classroom/online delivery of content. Staff were also supported through the developed of a website (MHS: STAFF SUPPORT WEBSITE_ that included guided lessons (in the form of videos, how-to guides & links to PL) in how to use online tools to deliver high quality lessons in a remote context. Staff were surveyed in how useful they found the website in developing their skills in developing explicit online material and 59% of staff it between "very and highly beneficial"</p> <p>PL was also delivered on SOLO taxonomy, exploring the use of teacher, student feedback when responding to assessment tasks.</p>
<p>Every Aboriginal student has an effective Personalised Learning Pathway (PLP), participation of Aboriginal students in Pathways to Dreaming led by Western Sydney University.</p>	<p>Every Aboriginal student had a Personalised Learning Pathway (PLP) created in 2021. Parent involvement was limited due to COVID. The process used to create and communicate these plans will be reviewed in 2022 with the goal of improving parent involvement. The format of these plans will also be reviewed and modified to provide staff with greater direction and strategies. Due to COVID, ATSI related programs and initiatives were limited.</p>

Strategic Direction 3: Assessment and Feedback

Purpose

Our purpose is to challenge and extend students through quality assessment, whilst empowering staff to flexibly and responsibly use assessment as an integral part of daily classroom practices.

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.

- Authentic and reliable formative and summative assessment
- Embedding a sustainable culture of data informed practice.
- PRPO through Effective Feedback.

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Summary of progress

A new 7 to 9 assessment policy promoting the use of formative and summative assessment tasks was implemented in 2021 by faculties and a draft Data Policy was written.

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
100% of faculties implement the 7-9 Assessment Policy (working document).	All faculties adjusted their assessment practices to varying degrees of effectiveness to meet the requirements of a new 7 to 9 assessment policy. There was an increased use of formal formative assessment practices across the school. There is still a need to develop some faculties in the nature and purpose of formative assessment.
All staff engage with faculty specific and whole school TPL on types of assessment and best practice in line with WWB. 100% of teachers on the selective cohort work with members of the HPG to design and review Advanced Assessments. 1-2 faculties per term take part in the faculty based assessment PL	Whole school TPL was delivered in Term 1 on the new assessment policy and the value of formative assessment. Advanced assessments were delivered by faculties to students in Years 7 to 10, however due to COVID and the delay in the evaluation of the advanced programs, advanced assessments were not the focus of the expert or HPGE team.
Draft Data Policy delivered to executive.	A policy focusing on teaching, learning and wellbeing data has been drafted and is now ready for consultation with stakeholders before presentation to the executive.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$301,903.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moorebank 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"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • consultation with external providers for the implementation of strategies • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: Sentral entries provide a record of 1714 instances of assistance being provided in the classroom due to SLSO support</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase the identification processes by which targeted students can access an SLSO in an area of need and having these areas of need clearly identified on the Learning and Support Timetable and reviewed biannually.</p>
<p>Socio-economic background</p> <p>\$322,664.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moorebank 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"> • Whole School Literacy Focus • Whole School Numeracy Focus • Advanced Programming • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • additional staffing to support identified students with additional needs • <p>The allocation of this funding has resulted in: Release and employment of staff to facilitate the implementation of whole school initiatives and programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: External validation identified areas of need and funding will be targeted to support whole school initiatives in meeting the targets over the next four years.</p>
<p>Aboriginal background</p> <p>\$15,891.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moorebank 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</p>

<p>Aboriginal background</p> <p>\$15,891.00</p>	<p>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"> • Other funded activities <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 Pathways <p>The allocation of this funding has resulted in: ATSI Coordinator worked with the ATSI Committee, parents and students to develop Personalised Learning Pathways for students. Reconciliation week activities were organised, however, these were cancelled due to the COVID lockdown. Fees of ATSI students were covered through this funding to support access to a wide range of elective subjects.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - review PLPs and embed greater links to cultural goals. - support student belonging and cultural identity with greater links to the broader ATSI community.
<p>Low level adjustment for disability</p> <p>\$261,612.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Moorebank 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • LAST to work within Mathematics faculty and Stage 4 Math lessons to implement Maths Mastery Numeracy program. • LAST to develop faculty schedule for teams and individuals for professional learning on Life Skills Collaborative Curriculum Planning. <p>The allocation of this funding has resulted in: Additional release time for LAST to team teach in various KLA specifically focussing on comprehension and vocabulary strategies. Additional release time for LAST to implement the Empower Me program for identified students who require specific social and emotional learning opportunities. Additional time for LAST to complete the PLASP process including collaboration with parents, external providers, teaching staff and students Implementation and evaluation of 318 PLASP and 22 Behaviour Support Plans. These plans support staff and students to access the curriculum ensuring evidence of support and reasonable adjustments are communicated to all parties.</p> <p>After evaluation, the next steps to support our students with this funding will be: Improve NCCD teacher adjustment forms to align more directly with NESA, DDA and suggested adjustments. Continued allocation for LAST to support additional comprehension strategies within mainstream classes. In 2022, LAST will support comprehension program and implement Numeracy program within Stage 4 Mathematics classes based on identified student need. Improved LAST process to implement Empower Me program for social and emotional support for students requiring emotional regulation and behaviour</p>

<p>Low level adjustment for disability</p> <p>\$261,612.00</p>	<p>support. This has resulted in a Year 7 Early Intervention program to implement proactive behaviour and emotional regulation strategies. Reintroduce Life Skills professional learning for all staff, paying particular attention to beginning teachers and new staff to teaching Life Skills.</p>
<p>Professional learning</p> <p>\$100,525.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Moorebank 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"> • Advanced Programming • PRPO through Explicit Teaching • Authentic and reliable formative and summative assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist to support the implementation of the Advanced program. Feedback to KLAs on the inclusion of teaching and learning strategies and activities that support high expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential. • Professional learning to support staff teaching remotely during Covid Lockdown, including advanced use of Google Classroom and Zoom, and in supporting students' wellbeing. • KLA specific PL to support programming for HSC classes and develop teacher capacity in pilot marking of HSC assessment tasks. <p>The allocation of this funding has resulted in:</p> <p>Much of the professional learning was delivered remotely using Zoom or was postponed. The employment of a specialist to support the implementation of the Advanced program had to be re-organised because of remote learning during lockdown Feedback provided to KLAs resulted in revision of programs to include strategies that support high potential and gifted learners. Classroom observations had to be put on hold until 2022. Professional learning in the advanced use of Google Classroom and Zoom resulted in more engaging and interactive lessons with more students being actively engaged in learning during lockdown. The HSC Trial was delivered remotely using Google Classroom. Pilot marking of the HSC Trials was conducted through Zoom meetings and helped to establish of consistency of teacher judgement in marking assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The specialist will continue to work with KLAs and will give feedback to HTs after conducting classroom observations. A staff meeting will be held in which staff share strategies implemented in classrooms and programs which have resulted in high achieving HSC results in the 2021 HSC.</p>
<p>School support allocation (principal support)</p> <p>\$50,839.00</p>	<p>School support allocation funding is provided to support the principal at Moorebank High School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a Business manager <p>The allocation of this funding has resulted in:</p> <p>Supporting Principal to manage school finances, WHS and AMU issues.</p>

<p>School support allocation (principal support)</p> <p>\$50,839.00</p>	<p>Reduction of administrative tasks for Principal</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of a Business manager to release Principal to focus on Teaching and Learning.</p>
<p>COVID ILSP</p> <p>\$175,473.00</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"> • 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 <p>The allocation of this funding has resulted in: Two full time tutors in Numeracy and Literacy. COVID lockdown impacted the effectiveness of the small group tuition, however, COVID ILSP teachers worked with students and assisted teachers to create scaffolded resources during remote learning that were beneficial to students targeted through this program. Data for this program is available on PLAN2</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine, through internal and external data, on which students to target for 2022.</p>
<p>Per capita</p> <p>\$261,406.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Moorebank 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Faculty budgets • Purchase of subject specific teaching and learning resources <p>The allocation of this funding has resulted in: Staff and students being better resourced with texts, laptops and equipment to facilitate quality teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to evaluate the needs to students across the curriculum and resources as appropriate. Increase purchase of laptops with charging stations for each KLA.</p>
<p>English language proficiency</p> <p>\$112,296.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moorebank 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"> • Whole School Literacy Focus • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$112,296.00</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• provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: Improvement in students' English Language proficiency and ability to communicate effectively in language modes in academic and social settings. Staff capacity to support EAL/D learners has improved through EAL/D teachers co-teaching and modelling teaching and learning activities that support the language development of EAL/D learners in mainstream classes. PL in using the EAL/D Learning progression to beginning EAL/D teachers has resulted in more streamlined identification of EAL/D learners and a more efficient allocation of support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued PL for co-teachers to develop capacity to program co-operatively to support learners. Roll out PL in the use of the EAL/D Learning progression to classroom teachers.</p>
---	--



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	570	544	531	529
Girls	508	516	529	489

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.2	92.8	94.6	93.4
8	92.4	91	92.1	91.2
9	92.8	91.4	93.6	90.2
10	89.3	87.8	92	89.7
11	91	90	92.8	87.8
12	89.9	89.6	93.6	91.6
All Years	91.7	90.4	93.1	90.7
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	5	6	2
Employment	8	11	12
TAFE entry	0	2	4
University Entry	0	0	68
Other	0	0	2
Unknown	0	0	12

Year 12 students undertaking vocational or trade training

22.81% of Year 12 students at Moorebank High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Moorebank 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)	12
Classroom Teacher(s)	54.2
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	15.17
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	2,144,722
Revenue	12,845,691
Appropriation	12,360,962
Sale of Goods and Services	153,016
Grants and contributions	307,142
Investment income	1,828
Other revenue	22,742
Expenses	-12,739,015
Employee related	-11,379,547
Operating expenses	-1,359,468
Surplus / deficit for the year	106,676
Closing Balance	2,251,397

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	301,903
Equity Total	716,306
Equity - Aboriginal	15,891
Equity - Socio-economic	248,114
Equity - Language	190,690
Equity - Disability	261,612
Base Total	10,451,038
Base - Per Capita	261,406
Base - Location	0
Base - Other	10,189,632
Other Total	486,427
Grand Total	11,955,675

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.

Year 7

- Thirty-one percent of Year 7 students achieved performance Band 8 or 9 (top two bands) for reading, compared to 27% in the state.
- Twenty-eight percent of Year 7 students achieved performance Band 8 or 9 (top two bands) for writing, compared to 21% in the state.
- Forty-seven percent of Year 7 students achieved performance Band 8 or 9 (top two bands) in numeracy, compared to 32% in the state.
- The school exceeded the state average for at or above expected growth for both writing and numeracy.

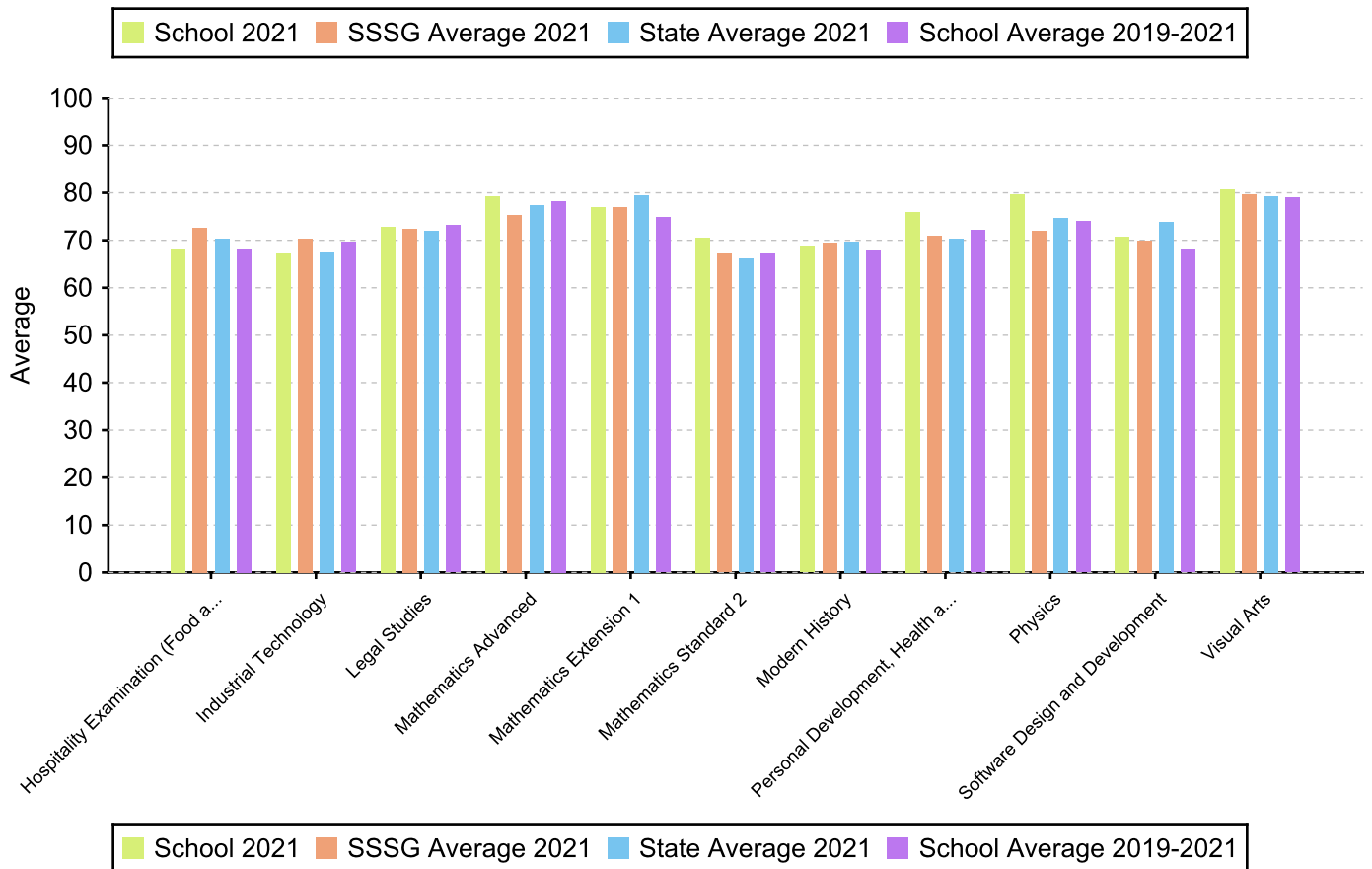
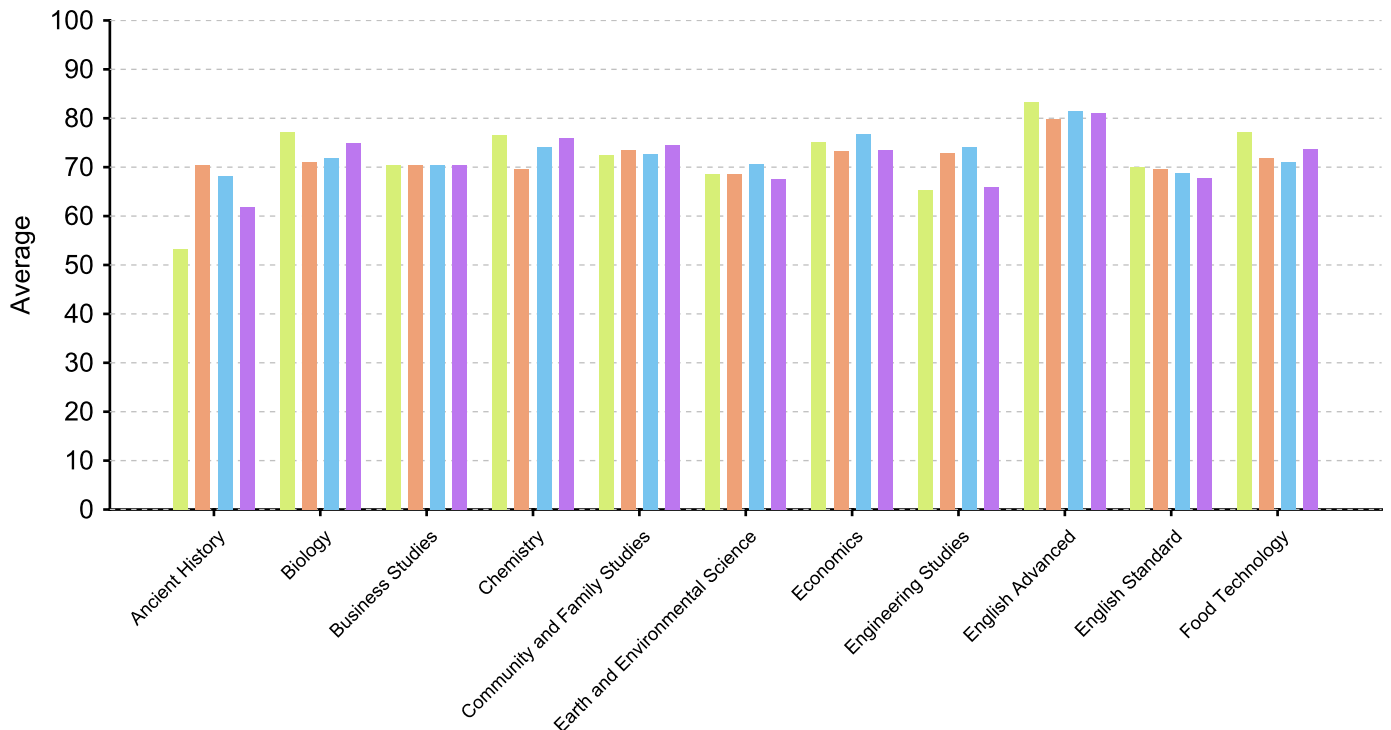
Year 9

- Thirty-one percent of Year 9 students achieved performance Band 9 or 10 (top two bands) in numeracy, compared to 23% in the state.
- The school met or exceeded the state average for at or above expected growth for reading, writing and numeracy.
- Year 9 ATSI students exceeded the stage average for reading by 18 points.
- The average Year 9 NAPLAN score in reading was 576 compared to the state average of 569.

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	53.3	70.5	68.1	61.8
Biology	77.1	71.0	71.9	74.9
Business Studies	70.4	70.4	70.4	70.3
Chemistry	76.5	69.7	74.1	76.0
Community and Family Studies	72.5	73.4	72.7	74.6
Earth and Environmental Science	68.6	68.7	70.6	67.5
Economics	75.2	73.4	76.7	73.5
Engineering Studies	65.4	72.9	74.1	66.0
English Advanced	83.4	79.9	81.4	81.1
English Standard	70.1	69.7	68.8	67.9
Food Technology	77.1	71.9	71.0	73.8
Hospitality Examination (Food and Beverage)	68.2	72.6	70.3	68.2
Industrial Technology	67.5	70.3	67.7	69.6
Legal Studies	72.9	72.4	72.0	73.1
Mathematics Advanced	79.3	75.3	77.4	78.3
Mathematics Extension 1	77.0	77.0	79.5	74.8
Mathematics Standard 2	70.6	67.1	66.1	67.3
Modern History	68.8	69.6	69.7	68.0
Personal Development, Health and Physical Education	76.0	71.0	70.3	72.1
Physics	79.7	71.9	74.8	74.0
Software Design and Development	70.8	69.9	74.0	68.2
Visual Arts	80.7	79.7	79.4	79.0



Parent/caregiver, student, teacher satisfaction

Students

In Moorebank High School, 836 students completed the Tell Them From Me Survey, which included ten measures of student engagement alongside the five drivers of student outcomes. The following results were found:

- * Eighty-nine percent of students believe they display positive behaviour at school.
- * Eighty-nine percent of students felt they had a high rate of attending classes.
- * In regards to drivers of student outcomes, the school mean for effective learning time was 6.7/10 compared to 6.3/10 for the state.
- * In regards to drivers of student outcomes, the school was rated 6.2/10 for positive teacher-student relationships compared to 5.7/10 for the state.
- * Seventy percent of students at Moorebank High School plan on attending university, compared to 67% for the state.

Parents

Each year the school conducts a parent telephone survey to include the opinion and feedback from parents in the school evaluation process. Of the parents surveyed 75% stated that the school communicates very well to extremely well in regards to your child's learning; 66% stated that the school communicates very well to extremely well in regards to your child's wellbeing; 90% stated that the school communicates very well to extremely well in regards to events happening in the school.



Harmony Day 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.