

2022 Annual Report

Moorefield Girls High School



8241

Introduction

The Annual Report for 2022 is provided to the community of Moorefield Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Moorefield Girls High School

Princes Hwy

Kogarah, 2217

<https://moorefielg-h.schools.nsw.gov.au>

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

9587 6095

School vision

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

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

School context

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

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

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

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

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



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data informed teaching and learning
- Writing for purpose

Resources allocated to this strategic direction

Low level adjustment for disability: \$90,000.00

Socio-economic background: \$40,000.00

Professional learning: \$30,000.00

Aboriginal background: \$1,000.00

Integration funding support: \$10,000.00

Summary of progress

This year we focused on professional learning in data for the Head Teacher Mathematics, with Tania Kirkland. The Data Excellence Team also had professional learning with Tania Kirkland. Our numeracy teacher focused on building and consolidating numeracy skills with small groups in Years 7 to 9. The numeracy teacher also provided resources and worked with identified high achieving students to target bands 8, 9 and 10 NAPLAN questions.

Regarding 'Writing for Purpose', the writing mentor conducted an audit of Stage 5 programs across faculties and assisted staff in explicitly embedding the teaching of writing within their programs. Further to this, all staff engaged in PL targeting writing, with a focus on explicitly teaching grammar, through a developed workshop on the T3 SDD. This was organised and run by the Head Teacher of English, and incorporated the 'Best Start' writing suite. Faculties were then given additional time to embed these practices within their programs. Teachers in the English faculty engaged in additional faculty planning to support the development of literacy specific resources and learning sequences to enhance student writing. These resources have been implemented, and taught explicitly, across Year 8 classes in Term 4.

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
Continue to uplift the percentage of students achieving expected growth in Year 9 NAPLAN reading from the 2021 progress measure towards the lower bound system-negotiated target of 65.4%.	<p>The expected growth for Year 9 NAPLAN reading is unavailable. Check-in assessment for Year 9 Reading shows that students are performing below statistically similar schools. Analysis of individual student performance indicates ongoing focus is required on reading comprehension.</p> <p>In 2023, to support the explicit growth in student reading achievement, our focus is to continue embedding evidence-based strategies to explicitly teach reading across all subject areas. This includes designated planning time to review student performance data and plan for future learning accordingly.</p>
Continue to uplift the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from the 2021 progress measure towards the lower bound system-negotiated target of 63.9%.	<p>The expected growth for Year 9 NAPLAN numeracy is unavailable. Check-in assessment for Year 9 Numeracy shows that students are performing below statistically similar schools. Analysis of individual student performance indicates ongoing focus is required on statistics and probability.</p> <p>Continued and sustained professional learning and development for teachers has been identified as the ongoing focus for 2023. Supporting</p>

Continue to uplift the percentage of students achieving expected growth in Year 9 NAPLAN numeracy from the 2021 progress measure towards the lower bound system-negotiated target of 63.9%.	teachers to embed explicit teaching of numeracy into their Stage 4 and 5 programs remains a priority, and will be supported by a cross faculty numeracy team which includes members of senior executive.
A minimum of 31.9% of students achieve in the top 2 bands for HSC course results.	<p>18.1% of HSC students achieved in the top two bands. This is below the system-negotiated baseline of 31.9%.</p> <p>In 2022 there was a focus to support student HSC achievement through developing teacher capacity to explicitly teach writing. In 2023, there will be a strong focus on teacher professional learning to teach reading, writing and numeracy using evidence-based practices.</p>
A minimum of 64.4% of students achieve in the top 3 bands for HSC course results..	<p>48.5% of students achieved in the top three bands. This is below the system-negotiated baseline of 64.4%.</p> <p>In 2022 there was a focus to support student HSC achievement through developing teacher capacity to explicitly teach writing. In 2023, there will be a strong focus on teacher professional learning to teach reading, writing and numeracy using evidence-based practices</p>
A minimum of 21.1% of Year 7 and Year 9 students achieve in the top 2 bands in NAPLAN reading.	<p>2% of Yr 9 students achieved in the top 2 bands of NAPLAN reading. 23.3% of students in Year 7 achieved in the top 2 bands of NAPLAN reading. 13.5% of students in the top two bands in NAPLAN reading is below the negotiated baseline of 21.2%.</p> <p>In 2022 there was a focus to support student achievement in writing through developing teacher capacity to explicitly teach writing. In 2023, there will be a continued focus on writing coupled with a strong focus on teacher capacity to teach reading and comprehension using evidence-based practices.</p>
A minimum of 20.4% of Year 7 and Year 9 students achieve in the top 2 bands in NAPLAN numeracy.	<p>2% of Yr 9 students achieved in the top 2 bands of NAPLAN numeracy. 20% of students in Year 7 achieved in the top 2 bands of NAPLAN numeracy. 11.8% of students in the top two bands in NAPLAN numeracy is below the negotiated baseline of 20.4%</p> <p>We have continued to employ a Numeracy Teacher who works with small groups of Year 8 students on the identified areas of need from NAPLAN. Our Head Teacher Mathematics has also engaged closely with a data specialist to further develop data informed strategies within the faculty. In 2023, these initiatives will be carried forward by the new numeracy team.</p>



Strategic Direction 2: Excellence in Practice

Purpose

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

Initiatives

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

- High Quality Teaching
- Professional Engagement

Resources allocated to this strategic direction

Professional learning: \$50,000.00

English language proficiency: \$55,000.00

Summary of progress

In 2022, teachers engaged in a broad range of professional learning to support quality teaching across the school. Investing in leadership and enhancing teacher capabilities has made a difference to the quality of teaching and therefore the quality of student learning and outcomes at our school. Professional learning activities enhanced our staff's understanding of evidence-based practices which could be applied to our teaching for all learners.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (SEF element Curriculum, Sustaining and Growing.)	Whole school professional Learning in 2022 focused on strategies to support differentiation in the classroom and used the Universal Design for Learning approach. The school introduced a non-teaching period for all staff, allocated to different focus areas, to continually develop teaching skills and allow for planned collaboration in small groups to observe each other's practice and provide feedback. Our explicit teaching of self-regulated learning skills enhanced senior students' results and completion of tasks. This focus area also increased the amount of students handing draft tasks seeking feedback from their teachers prior to final submission.
Increase the number of staff (15) participating in QTR and continue to work towards measuring our school as excelling in the SEF element Learning and Development. Whole school understanding of SEF element Learning and Development.	A full 'round' of Quality Teaching Rounds using the Quality Teaching Framework (QTF) was completed over 2022. Only 4 staff completed the teaching 'rounds', while 3 out of 4 participating staff completed Quality Teaching Professional Learning. Two staff completed QTR Foundational Professional Learning and two staff [including one teacher who completed the Foundational Professional Learning] then completed 'QT Masterclass: <i>Extending the discussion</i> ' professional learning. Participating teachers reported a 93% satisfaction rating after participating in Quality Teaching Rounds, commenting positively on core elements of the 'rounds' process; suggesting that participants are invested in further developing their understanding and engagement in the Framework. Participating teachers have indicated they will recommend other colleagues to participate in further QTR learning and implementation 'rounds', noting that their individual practice has been improved by using the QTF to inform their planning, teaching & learning, and reflection of their teaching and in formative assessment of student learning, evidence that the school is beginning to embed an explicit system to facilitate professional dialogue, collaboration, modelling of effective practice, and feedback. Finally, participants have

<p>Increase the number of staff (15) participating in QTR and continue to work towards measuring our school as excelling in the SEF element Learning and Development. Whole school understanding of SEF element Learning and Development.</p>	<p>indicated a willingness to lead or co-lead a Professional Learning Committee [PLC] with new QTR participants to increase the reach of QTR and QTF across the school.</p> <p>Implication: Given the positive results it is recommended that the school continue with the planned expansion of the QTR initiative and concrete goals are planed and executed in 2023 to ensure a staged and durable expansion of the QTR model.</p>
<p>All teachers use the Microsoft suite to enhance curriculum delivery, support differentiation for low-level learners, EALD learners and gifted and high potential students. All staff use Microsoft Teams to facilitate collaboration and feedback.</p>	<p>Progress towards this progress measure has been outstanding. All teachers have continued to successfully use Microsoft Teams to create class groups as a platform for sharing resources in their subject. Most classes also have a OneNote within the Team as their digital notebook and a place to complete tasks and collaborate with classmates. Students are very familiar with the Microsoft suite and Year 7 students are introduced to this platform in scheduled introductory lessons during their orientation program.</p> <p>Students with higher learning needs are able to access the classwork at any time to support consolidation and clarification. Students are regularly reaching out to teachers via the class Team to seek support with learning and completing tasks, and ask for feedback on work.</p> <p>The school uses Microsoft Teams for administration purposes for staff committees, for example, as a place to collaborate, share notes and files. Non curriculum teams include Wellbeing Teams for each cohort, managed by the Year Advisors, Aboriginal and Torres Strait Islander Team, and Student Representative Council Team which all provide opportunity to enhance connections for students.</p>



Strategic Direction 3: Engagement for success

Purpose

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

Initiatives

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

- Building educational aspirations
- Student Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$145,000.00

Aboriginal background: \$9,000.00

Integration funding support: \$10,000.00

Summary of progress

The Self Regulated Learning ongoing initiative was further developed in 2022 with staff engaging in collegial discussion and sharing practice to develop student skills and engagement in Self Regulated Learning. Parent engagement has strengthened with increased attendance at parent teacher evenings, student subject selection and connection to school information through student/parent portal.

Our attendance rate needs improvement, however, implementation of new attendance monitoring strategies has had impact. Evidence based wellbeing programs and the appointment of a Student Support Officer mid year have had a positive impact on students engagement with planned opportunities to support them and build on the culture of the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students have significantly increased to support clear improvement aims and planning for learning.	Students engaged in workshops with Elevate focusing on independent study skills in stage 6. Teachers worked within faculties and in excellence in practice (EIP) periods to develop and implement self regulated learning skills through explicit teaching and visual checklists. Teachers collaborated in small groups and had professional discussion, completed observations with feedback. Parent engagement has strengthened with increased attendance at parent teacher evenings, student subject selection and connection to school information through student/parent portal.
Enhanced, research based Wellbeing programs are supported by students, parents and staff and have a direct impact on student engagement (including attendance) and learning outcomes.	Welfare team implementation of wellbeing programs that were determined through review in 2021 were successful and had positive impact. This supported students, parents and staff through engagement with planned welfare and learning support. Focus on transitions Year 6 to 7, Year 10 to 11 and Year 11 to 12 have supported students in planning and implementing study programs, adjusting to educational rigor and structures of new challenges in the high school environment. Appointment of a Student Support Officer has afforded students with access to further evidenced based wellbeing programs as well as individual mentoring. The introduction of the student Wellbeing Hub available to all year groups creates a physical space to support all student wellbeing.

<p>A minimum of 65.8% of students attend school 90% or more of the time.</p>	<p>Attendance targets of 65.8% were not achieved in 2022; this target was impacted significantly by COVID regulations requiring people to isolate.</p> <p>New attendance monitoring plan was implemented and has had a significant impact on engaging parents in reporting their child's absences. This has resulted in a significant reduction of unexplained absences in 2022.</p> <p>The attendance monitoring letters were revised and include a screen shot of the pattern of attendance for the student concerned. This visual impact has made the information very clear to parents.</p>
<p>Specific cohorts have been explicitly taught skills to become self regulated learners.</p> <p>More parents have engaged with school based activities to support their child in learning to learn.</p>	<p>EIP focus in Term 1 was the implementation of Self Regulated Learning, with each faculty targeting a Year group and explicitly teaching relevant strategies. Students were provided with checklists to further engage them in learning.</p> <p>There was an increased number of parents who attended Parent Teacher Meetings and subject selection forums. Other scheduled activities were impeded by isolation requirements and staffing issues. Requests from parents and carers for Portal access has increased and they are engaging with the parent calendar to support student engagement in learning.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moorefield Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing for purpose • Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around the role of the School Learning Support Officer (SLSO) in mainstream (Stage 6) • staffing release to build teacher capacity around using assistive technology • additional staffing to assist students with additional learning needs (SLSO). <p>The allocation of this funding has resulted in the following impact: Our students are well supported in class to have full access to the curriculum and all learning activities. School Learning and Support Officers have also supported students with wellbeing needs to ensure all of our students are included in all that we do. Teachers and SLSOs established solid relationships with parents which allowed for open communication channels and regular evaluation of our support.</p> <p>After evaluation, the next steps to support our students will be: Continue with the model of targeted School Learning Support Officer assistance in specified classes or activities. Continue with teacher professional learning to ensure each staff member can support a student with identified learning needs.</p>
<p>Socio-economic background</p> <p>\$185,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moorefield Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • Building educational aspirations • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students have access to educational opportunities, including extra curricular programs. School funds allow for additional programs to run within the school, such as Wellbeing guest speakers and every student having access to curriculum support with Education Perfect and Edrolo. These online platforms are utilised regularly by students and are a form of home tutoring to consolidate learning. School Administration Support Staff (SASS) have worked closely with families to ensure reasons for absence are provided and this has improved significantly. Our small group tuition for Numeracy resulted in positive improvement.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund opportunities that add value to the school</p>

<p>Socio-economic background</p> <p>\$185,000.00</p>	<p>life of each student both in and out of the classroom. Parent engagement in their child's learning is still an area for growth and a focus for 2023.</p>
<p>Aboriginal background</p> <p>\$10,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moorefield Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader 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"> • Writing for purpose • Building educational aspirations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • connecting with local community groups and organisations to support our Aboriginal students and to grow further awareness within our teaching programs • Term 3 Excellence in Practice release period allocated to reviewing teaching and learning programs in relation to Aboriginal Education policy requirements. <p>The allocation of this funding has resulted in the following impact: Teaching and learning programs recognising our history and allowing for a better understanding of Aboriginal culture through learning activities. Whole school events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) assembly with the Kogarah Cluster of secondary schools, and our professional learning with Wandana, impacted positively on student leadership and on teacher capacity.</p> <p>After evaluation, the next steps to support our students will be: Building cultural responsiveness through working with families of Aboriginal students, involving them closely in the PLP process and understanding of our support processes. Dedicating Term 2 School Development Day to Aboriginal Education and conducting an in-house critical self reflection to determine areas for growth.</p>
<p>English language proficiency</p> <p>\$55,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moorefield Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in the following impact: Student acquisition of the English language continually improves in our small classes. The EAL/D teacher supports students across all key learning areas and co-teaches to ensure the maximum benefit of her expertise. The use of Microsoft Teams and OneNote by class teachers is an additional tool that the students benefit from, being able to refer back to class work and access it in visual form.</p> <p>After evaluation, the next steps to support our students will be: A continuation of the co-teaching model and building the capacity of each</p>

<p>English language proficiency</p> <p>\$55,000.00</p>	<p>individual teacher to adjust teaching strategies to support EAL/D learners. Professional Learning led by the EAL/D teacher at staff meetings and individual meetings for class groups with an EAL/D cluster.</p>
<p>Low level adjustment for disability</p> <p>\$90,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Moorefield Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • Writing for purpose <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • small group tuition available through the school's Homework Centre two afternoons per week with teacher and tutors in attendance. <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes and engagement of students needing differentiation to access classwork and complete assessment tasks. More students are now submitting tasks on time as they have been assisted by SLSOs and specialist Learning Support teachers. HSC results demonstrate more growth in our lowest performing cohort than the middle or high performers. The changes to junior tasks to allow for in-class support has impacted positively on students' grades.</p> <p>After evaluation, the next steps to support our students will be: A continuation of additional resources including SLSOs, tutors and teachers at the Homework Centre. Further professional learning for staff on models of differentiation and an understanding of Universal Design for Learning. The re-introduction of MacLit in 2023 which was paused due to staffing issues in 2022.</p>
<p>Professional learning</p> <p>\$80,000.00</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 Moorefield Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • High Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • an additional release period per cycle for each teacher to work in small groups on focus areas as determined by the Strategic Improvement Plan initiatives • Access to courses, including most HSC teachers completing the HSC Strategy online professional learning • release days for planning and collaboration for the QTR model. <p>The allocation of this funding has resulted in the following impact: Teaching quality continues to improve and the school applies evidence based research to our professional learning program. Our school recognises the biggest in-school influence on student outcomes is the quality of the teaching and the school supports capacity building in all initiatives. We have seen a direct impact in HSC results, writing across several KLAS and students improving their self regulated learning skills.</p>

Professional learning \$80,000.00	<p>After evaluation, the next steps to support our students will be: A continuation of the Excellence In Practice release period for all teachers. Further professional learning to improve differentiation for High Potential and Gifted Education students in line with the DoE strategy and to improve support for students with learning difficulties. Growth of the QTR team and a full round completed before the end of Term 2.</p>
COVID ILSP \$130,000.00	<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 2022.</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 • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: One-on-one support for students as recommended through the learning support team, as well as small group withdrawal for stage 4 students in Numeracy. The Numeracy program showed excellent growth using Check In assessment data and school based data. Individual support for students with Individual Education Plans impacted positively on those students where assessment tasks were differentiated by the Learning and Support Teacher (LaST) and classroom teacher. HSC results significantly improved and students were equipped with organisational and study skills that ensured an improvement in learning outcomes for Stage 6 courses.</p> <p>After evaluation, the next steps to support our students will be: a continuation of the Numeracy program which will be expanded school wide across all faculties. Additionally, the employment of our Stage 6 Mentor in 2023.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	0	0	0	0
Girls	313	314	331	346

Enrolments continue to grow at Moorefield Girls High School as we see more and more parents choosing our inclusive learning environment which allows for individual support and promotes high expectations. Small class sizes, engaging curriculum offerings and an ever-growing extra-curricular program are aspects we have received positive community feedback on.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.8	91.5	92.8	88.3
8	88.4	91.8	88.5	81.6
9	87.6	87.0	90.1	79.2
10	78.5	85.3	81.9	85.5
11	84.3	82.8	84.8	80.3
12	87.9	86.7	84.6	83.6
All Years	87.0	87.8	87.8	83.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	2
Employment	0	2	8
TAFE entry	6	2	26
University Entry	0	0	62
Other	0	2	0
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

41.38% of Year 12 students at Moorefield Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Moorefield Girls High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	10.38
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,333,277
Revenue	7,166,239
Appropriation	7,006,841
Sale of Goods and Services	28,042
Grants and contributions	114,669
Investment income	7,840
Other revenue	8,848
Expenses	-7,018,077
Employee related	-6,336,080
Operating expenses	-681,997
Surplus / deficit for the year	148,162
Closing Balance	1,481,439

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.

	2022 SBAR Adjustments (\$)
Targeted Total	21,698
Equity Total	430,374
Equity - Aboriginal	6,328
Equity - Socio-economic	121,924
Equity - Language	167,329
Equity - Disability	134,793
Base Total	5,501,590
Base - Per Capita	90,156
Base - Location	0
Base - Other	5,411,434
Other Total	452,108
Grand Total	6,405,770

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 2022	SSSG	State	School Average 2020-2022
Ancient History	72.1	71.1	69.6	67.4
Biology	64.0	66.4	68.5	66.8
Business Studies	67.5	70.2	71.2	62.2
Community and Family Studies	74.5	74.5	73.2	72.8
English Standard	68.9	68.2	68.1	68.8
Mathematics Standard 2	65.0	67.5	67.6	64.0
Personal Development, Health and Physical Education	65.1	66.9	67.5	66.7

We saw a significant improvement in HSC results in 2022. English Extension 1 and 2, History Extension and Science Extension subjects performed very well, along with our four Vocational Education and Training Courses. Achievement of Band 5 and Band 6 results was impressive and reached across all key learning areas.

Parent/caregiver, student, teacher satisfaction

In 2022 we collected data from parents/carers, students and teachers on a range of issues and topics. The school solicits feedback through surveys (Tell Them From Me) and at parent events including our regular P&C meetings, at staff meetings and Year meetings. Our aim is to act on the responses through further discussion amongst staff teams, student and community groups.

Parents and carers reported

- they were pleased with the continual upgrade of facilities in the school including technology, learning spaces and resources
- their children benefited from the individual attention by staff for learning and wellbeing
- school staff were approachable and followed through with requests
- they would like more information about introducing structured opportunities for our students to join with James Cook Boys Technology High School in School Band, Chess Tournaments and STEM club
- a need for more set homework tasks in junior years.

Teaching and non-teaching staff provided the following feedback

- staff agreed they worked in an inclusive school with a strong focus on student wellbeing and learning support
- parent engagement in learning is limited and the school would like to see growth in this area
- teaching staff have access to, and use, technology to enhance engagement and learning
- the introduction of the Excellence In Practice period was beneficial to improvement of classroom practice in targeted areas.

Feedback was given by students across all cohorts and included

- sport activities were highly valued and students enjoyed success in this area
- students have positive relationships with their peers
- gifted and high potential students would like to be exposed to more challenging curriculum
- Multicultural Day and International Womens Day are highly valued events on our school calendar
- teachers had high expectations of their students



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.

