

# 2022 Annual Report

## Moss Vale High School



8388

# Introduction

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

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

## School contact details

---

Moss Vale High School  
Narellan Rd  
Moss Vale, 2577  
<https://mossvale-h.schools.nsw.gov.au>  
[mossvale-h.school@det.nsw.edu.au](mailto:mossvale-h.school@det.nsw.edu.au)  
4868 1717

## Message from the principal

---

The 2022 school year was overall another positive and productive one, and it was fantastic to be able to get back to a sense of normality after the past two years of disruption with COVID and remote learning. Students and staff enjoyed being able to return to competitive sporting events, excursions and to our Creative and Performing Arts events. Our Positive Behaviour for Success (PBS) theme for 2022 was focused on Kindness, which was initiated and promoted by one of our incoming school captains, Sam Kennedy. Throughout the year, students and staff were encouraged to nominate a member of the school community for making a positive difference through an act of kindness. Kindness Awards became a regular feature at our whole school assemblies each fortnight. Kindness was also one of the major themes in our 2022 Kick Off with Reading (KOWR) book, Eddie Jaku's, *The Happiest Man on Earth*. We have such an evident spirit and culture of kindness at our school.

Through our Positive Behaviour for Success program, we continued to encourage our students to have a strong social conscience and to understand that each of us has an obligation to give back to others and to our wider communities. Throughout 2022 our school raised more than \$10,000 for such charities and causes as relief for the victims of the Lismore floods, The One Girl Foundation to educate girls in developing countries, Homegroups for the Homeless, the Movember Foundation, Bowral Reframe which supports our young people suffering with mental health issues and the White Ribbon Foundation to support victims of domestic violence. The generosity of our school community never ceases to amaze me.

The KOWR book, *The Happiest Man on Earth*, was a great success and was utilised by most faculties in their classroom teaching and learning activities. We also made multiple references to the themes and messages in Eddie's book as they reinforced our PBS values perfectly. Whilst Eddie experienced some of the worst atrocities inflicted upon human beings in modern history, he still promoted the concepts of kindness, love for family, resilience and the value of education. One of Eddie's most important messages in his book is the belief that 'happiness does not fall from the sky. It is in your hands. Happiness comes from inside yourself and from the people you love.' It was a privilege to share the reading of this inspirational book with our school community. In 2023, our KOWR book will be Deng Adut's *Songs of a War Boy* (teen edition). The book is the inspirational memoir of a young man who has overcome unthinkable adversity to become a lawyer and refugee advocate. I would also like to thank our wonderful P&C for generously donating \$12,000 towards the purchase of these books.

Our school community suffered the very sad loss of a much-loved colleague and friend, Mrs Gillian Button. Gillian passed away on 26 October after a relatively short battle with an aggressive form of cancer. Gillian was not only an outstanding and committed Technology teacher, but she managed all aspects of the Duke of Edinburgh Awards program. Gillian loved assisting students in building resilience and creating memorable experiences throughout the Duke of Ed adventures. She had a generous and caring spirit, and she would do anything to help students who were most in-need.

I would like to thank all members of our school community for the ongoing support of our wonderful school.

I look forward to another great year in 2023.



## School vision

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

## School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 733 students as of Term 4, 2021. Our school motto is Truth and Honour. Positive Behaviour for Success (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible behaviour. The PBS initiative has had a significant impact across the school community and has enabled us to build on our positive culture at Moss Vale High School. All staff are involved in explicitly teaching lessons linked to our PBS values.

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

There are 38 Aboriginal students enrolled at the school. The school has a Support Unit containing I.O., Autism and Multi-categorical classes.

Moss Vale High School has an expansive curriculum that supports the learning needs of students across all key learning areas. The school shows great leadership in literacy and numeracy, the creative and performing arts, sport, agriculture and Aboriginal education. The school has a highly functioning Learning and Wellbeing Team.

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

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

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

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

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

Moss Vale High School is an important and active member of the Moss Vale Community of Schools.

Moss Vale High School has a highly dedicated and committed staff that is instrumental in providing quality education for all students. With a staff mix of experienced and early career teachers, opportunities for students across a wide range of extracurricular activities are offered.

The school experiences strong community support and has highly developed community partnerships. The Parents and Citizens Association is actively involved in the school, and community volunteering is an important component of school culture.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Improving Reading and Numeracy
- HSC Student Performance

### Resources allocated to this strategic direction

**Integration funding support:** \$159,669.00

**Professional learning:** \$24,000.00

**Socio-economic background:** \$11,384.00

**Low level adjustment for disability:** \$149,397.00

**Per capita:** \$184,810.00

**Aboriginal background:** \$10,000.00

### Summary of progress

In 2022, the activities implemented by the school to improve reading, numeracy and HSC student performance included:

- timetabled numeracy and literacy programs in Stage 4
- implemented Renaissance Reading Program
- explicitly taught problem solving skills with lessons targeted to specific student needs
- collected external and internal data to track student growth and inform ongoing planning of teaching and learning
- extra support provided for students with additional learning needs
- expert tutor provided to support Stage 6 students, particularly in writing skills
- provision of teacher mentors to each Stage 6 student, focusing on time management, well-being, and organisation.

There were no significant changes made to the 2022 School Improvement Plan during the course of the year.

Numeracy initiatives were particularly successful due to the commitment and motivation of the staff involved. There was strong ownership of this program by key stakeholders. Delivery of the Renaissance program was not as effective as expected, due to time constraints and teacher professional learning. Stage 6 tutoring and mentoring were extremely successful for the students involved. Similarly, extra support for those students with additional learning needs was successful as highlighted through the ongoing collection of teaching and learning data.

NAPLAN data and internal reading and numeracy data indicated the activities undertaken as part of this Strategic Direction were extremely successful, showing growth in all areas.

In 2023, the school will continue to run the timetabled reading and numeracy classes in Stage 4. However, there will be an increase in the frequency of the numeracy classes due to its ongoing success. The Renaissance reading program will also continue with an enhanced focus on professional learning for all teachers delivering the program. Additional funding will be required in 2023 to maintain the level of support provided to students in 2022, which was funded by the COVID Intensive Learning Support Program.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Improvement in the percentage of Year 9 students achieving in the top two bands of NAPLAN for Reading to	In 2022, the percentage of Year 9 students achieving in the top two bands of NAPLAN for Reading exceeded the lower bound target of 20.7%.

<p>be at or above our lower bound target of 20.7%.</p>	
<ul style="list-style-type: none"> <li>Improvement in the percentage of Year 9 students achieving in the top two bands of NAPLAN for Numeracy to be at or above our lower bound target of 18%.</li> </ul>	<p>In 2022, the percentage of Year 9 students achieving in the top two bands of NAPLAN for Numeracy was less than 1% below the lower bound target of 18%.</p>
<ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top two bands in the HSC will be at the lower bound target of 32.1%.</li> </ul>	<p>In 2022, the percentage of students achieving in the top two bands in the HSC exceeded our lower bound target of 32.1%.</p>
<ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving expected growth in NAPLAN for numeracy to be at or above 72%.</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving expected growth in NAPLAN for Reading to be at or above 63.4%.</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

## Strategic Direction 2: Student Wellbeing and Engagement

### Purpose

---

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

### Initiatives

---

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

- Improving Student Attendance
- High Expectations for Learning

### Resources allocated to this strategic direction

---

**Professional learning:** \$28,000.00

**Socio-economic background:** \$111,254.00

**Student support officer (SSO):** \$96,058.00

**Low level adjustment for disability:** \$27,000.00

**Aboriginal background:** \$20,825.00

### Summary of progress

---

In 2022, the activities implemented by the school to improve student attendance and set high expectations for learning included:

- employment a non-teaching staff member to complete administration tasks to support HT Admin to ensure regular communication with families regarding attendance concerns
- discussed student wellbeing needs and attendance concerns at weekly meetings and established case management plans to communicate support that has been put in place to assist students and families with attendance and wellbeing concerns
- implemented strategic attendance action plan inclusive of regular meetings with key stakeholders to discuss attendance concerns and strategic supports, acknowledgement of students who have outstanding and/or improved attendance, regularly promoted the benefits of regular attendance to students and families
- implemented cultural awareness activities to engage Aboriginal students in school life, created meaningful personalised learning plans inclusive of focused attendance goals
- employed instructional leader to deliver high impact professional learning related to building teacher and student awareness of high expectations for learning initiatives such as higher order ways to learn
- delivered high impact professional learning to build teacher capacity to embed and deliver practices, such as split screening, to accelerate learning into teaching and learning programs and lesson content.

There were no significant changes made to the 2022 School Improvement Plan during the course of the year.

The above activities were implemented to their full extent, with this largely being enabled through strong planning processes, collaborative staff commitment, and enhanced communication with all stakeholders. The recently-engaged Student Support Office has facilitated these enhanced systems and processes. Further strategic resourcing has allowed the embedding of structures throughout the school which support wellbeing and engagement initiatives.

One of the greatest barriers to improvement in attendance lies in student mental health concerns which correlate directly to the impact of remote learning under COVID restrictions.

Improved engagement and wellbeing processes have resulted in enhanced communication and positive relationships with our parents/carers, demonstrating a more collaborative approach to improving student attendance.

Throughout 2022, there was a renewed focus on professional learning in relation to HOW2Learn, facilitated by the instructional leader. The results of this include consistency of visible learning practices across all faculties and classrooms, with teacher surveys indicating improvement of confidence and quality of practice.

In 2023, the school will:

- strengthen current practices and ensure all staff and community have a detailed understanding of attendance practices and procedures.
- implement an enhanced transition program for Year 7.
- greater distributed leadership opportunities in the delivery of HOW2Learn practices and the further embedding of



practices at a faculty and classroom level.

### 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
• 63.9% of students attending school 90% of the time or more.	In 2022, the percentage of students attending school $\geq 90\%$ of the time was 30% below the lower bound target of 63.9%.
By 2022 Tell Them From Me data will be close to or at NSW Govt Norm in social-emotional outcomes.	In 2022, data from the Tell Them From Me survey indicated 61% of school students feel accepted and valued by their peers and by others at their school, 5% below the NSW Govt Norm. 88% of school students do not get in trouble at school for disruptive or inappropriate behaviour, 2% above the NSW Govt Norm.
95% of teachers can demonstrate in their programming and classroom practice that they are embedding Stage 1 of the HOW2Learn program	In 2022, 93% of teachers embedded Stage 1 practices and habits from the Higher Order Ways of Thinking (How2Learn) initiative into the teaching and learning programs and lesson plans, 2% below the predicted progress measure for 2022.

## Strategic Direction 3: Building Teacher Capacity to Improve Student Outcomes

### Purpose

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

### Initiatives

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

- Data analysis to inform teaching practice
- Collaborative Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$34,934.00

**Low level adjustment for disability:** \$58,663.00

**Location:** \$10,846.00

**Beginning teacher support:** \$50,248.00

**Professional learning:** \$29,329.00

### Summary of progress

In 2022, the activities implemented by the school to improve data analysis to inform teaching and enhance collaborative practices:

- Leadership team planned, delivered and supported high impact professional learning, data analysis, expert teaching and building capacity of classroom teachers.
- Faculty teachers, exec staff and LAST analysed transition data, Stage 4 data and HSC data and planned for future teaching and learning practices
- Release time for Head Teachers to meet with senior exec to discuss faculty planning, PDP progress, HSC data and future directions
- Collegial observations undertaken by all staff to reflect on implementation and use of ideas and concepts from HOW2Learn
- Instructional leader developed and implemented processes to support beginning teachers

There were no significant changes made to the 2022 School Improvement Plan during the course of the year.

Due to staffing constraints throughout 2022, some activities were not able to be fully implemented as planned. Significant uptake of high impact professional learning across all faculties, with a substantial number of staff engaging with HSC professional learning, leading to a building of staff capacity in assessment, feedback practices and curriculum development. The instructional leadership initiative resulted in positive outcomes for accreditation, knowledge of pedagogy and the building of classroom practice for beginning teachers.

In 2023, the school will be:

- focusing on a self-assessment of high impact learning practices and planning on the basis of these results.
- building structures and processes which enable regular data collection and analysis at a whole school and faculty level, using a variety of data sources.
- ensuring student learning data is used at a faculty level to systematically plan for student learning at point of need.
- further developing middle-leadership capacity through engagement with the SPC Middle Leader Essentials.

### 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
• Increased proportion of teaching programs/registrations compared to	In 2022, there was a 10% increase in teaching programs/registers demonstrating explicit adjustments made to meet the specific needs of

<p>2021 demonstrate evidence that teachers have utilised student assessment data to inform planning, implement learning adjustments and modified teaching practice.</p>	<p>individual students. 81% of classroom teachers utilised assessment data to make adjustments to teaching and learning.</p>
<p>The school undertakes the High Impact Professional Learning self-assessment tool and uses the resulting data to inform whole-school collaborative professional learning future planning.</p>	<p>In 2022, an action plan was developed to undertake the High Impact Professional Learning Self-Assessment tool in Term 1 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$159,669.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moss Vale High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around Multilit, Numeracy and Renaissance.</li> <li>• staffing release to build teacher capacity around trauma-informed practice, understanding the Berry Street Model, RAGE.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs (formerly individual education plans/IEPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$157,572.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moss Vale High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading and Numeracy</li> <li>• Improving Student Attendance</li> <li>• High Expectations for Learning</li> <li>• Data analysis to inform teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through numerous programs to support student learning</li> <li>• employment of additional staff to support program implementation</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>&gt; Numeracy NAPLAN results achieving at state and above statistically similar groups</li> <li>&gt; Reading NAPLAN results achieving above state and statistically similar groups</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ key staff to support our trajectory towards achieving targets and engage in literacy and numeracy programs. Next year, we will extend explicit numeracy classes, enhance professional learning for maximised use of Renaissance Reading program.</p>

<p>Aboriginal background</p> <p>\$30,825.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moss Vale High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading and Numeracy</li> <li>• Improving Student Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic as a result of the welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to liaise with Aboriginal Community Liaison Officer to provide better outcomes for our Aboriginal students with attendance concerns. The school will continue to engage with the local Aboriginal community to promote cultural awareness and connectedness.</p>
<p>Low level adjustment for disability</p> <p>\$235,060.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Moss Vale High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading and Numeracy</li> <li>• Improving Student Attendance</li> <li>• Data analysis to inform teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention programs to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$10,846.00</p>	<p>The location funding allocation is provided to Moss Vale High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Location</p> <p>\$10,846.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data analysis to inform teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for Head Teacher positions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to fund above-establishment Head Teachers to enhance subject choice and extracurricular offerings for students.</p>
<p>Professional learning</p> <p>\$81,329.00</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 Moss Vale High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading and Numeracy</li> <li>• HSC Student Performance</li> <li>• Improving Student Attendance</li> <li>• High Expectations for Learning</li> <li>• Collaborative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release of classroom teachers to participate in professional learning to enhance delivery of specific literacy and numeracy programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy and reading, resulting in improved internal and external student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> targeted professional learning focused on reading and numeracy.</p>
<p>Beginning teacher support</p> <p>\$50,248.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Moss Vale High School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time for beginning teachers to collaborate on programming, assessment implementation and marking.</li> <li>• Collegial observations and team teaching with a focus on effective feedback.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Beginning teachers felt supported in their classroom practice and in the process of curriculum implementation. Feedback from beginning teachers clearly demonstrated that they valued having a mentor within their faculty and found the collegial observations and team teaching extremely valuable to skill development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Head Teacher Teaching and Learning will take on a significant role in further development of beginning teachers, and will organise for early career teachers to have greater opportunities to engage in lesson observations with</p>

<p>Beginning teacher support</p> <p>\$50,248.00</p>	<p>highly effective and experienced teachers.</p>
<p>COVID ILSP</p> <p>\$88,502.52</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for students in literacy - reading and writing</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of explicit literacy and numeracy skills using data sources to identify specific student need. Providing additional in-class support and mentoring for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$184,810.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Moss Vale High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources and support officer to increase student engagement, support teaching and learning and whole school initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased and equitable access to technology devices, software and support for all students, teachers and staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning supporting the school to increase use of software and hardware for teaching and learning, such as Canvas and Rural Access Gap program.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Moss Vale High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Student Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted wellbeing policy, procedures and practices in conjunction with internal and external key stakeholders aimed at students thought to be at risk of not meeting learning goals or not completing school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>an increase in student engagement and improved communication regarding wellbeing, attendance and learning in the targeted group.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers; to enhance home/ school communication, complex case management and improved monitoring.</p>
---	---



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	344	354	345	362
Girls	373	371	361	386

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.6	92.9	91.2	85.2
8	88.1	89.7	90.1	83.3
9	86.3	89.8	84.5	83.4
10	85.6	87.1	84.2	79.2
11	82.6	85.2	84.5	81.6
12	86.6	88.7	86.5	86.6
All Years	86.8	89.2	86.9	83.0
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	4
Employment	10	15	28
TAFE entry	10	10	10
University Entry	0	1	37
Other	0	0	13
Unknown	0	3	5

## Year 12 students undertaking vocational or trade training

---

52.78% of Year 12 students at Moss Vale High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

---

97% of all Year 12 students at Moss Vale 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)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1.6
School Administration and Support Staff	15.68
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	842,017
<b>Revenue</b>	11,209,738
Appropriation	10,760,405
Sale of Goods and Services	2,866
Grants and contributions	433,107
Investment income	11,490
Other revenue	1,870
<b>Expenses</b>	-10,902,561
Employee related	-9,718,108
Operating expenses	-1,184,452
<b>Surplus / deficit for the year</b>	307,177
<b>Closing Balance</b>	1,149,195

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	159,669
<b>Equity Total</b>	423,459
Equity - Aboriginal	30,825
Equity - Socio-economic	157,573
Equity - Language	0
Equity - Disability	235,061
<b>Base Total</b>	8,770,439
Base - Per Capita	184,810
Base - Location	10,846
Base - Other	8,574,782
<b>Other Total</b>	758,065
<b>Grand Total</b>	10,111,632

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

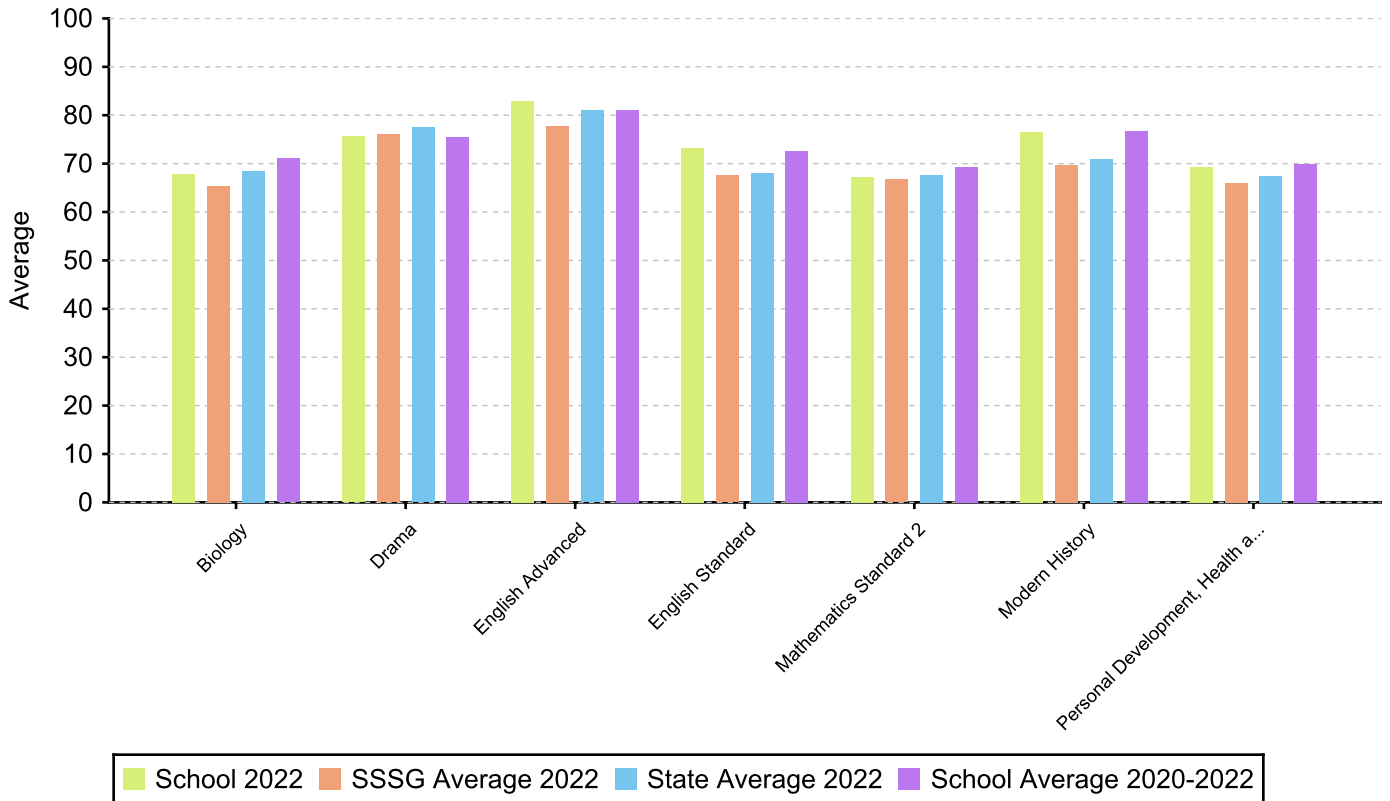
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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
Biology	67.8	65.4	68.5	71.1
Drama	75.6	76.0	77.5	75.5
English Advanced	82.9	77.8	81.0	81.1
English Standard	73.2	67.6	68.1	72.7
Mathematics Standard 2	67.2	66.7	67.6	69.4
Modern History	76.5	69.6	70.9	76.7
Personal Development, Health and Physical Education	69.3	65.9	67.5	69.9

The average HSC Course score for students in the Year 12 2022 cohort was 74.8 in comparison to 72.7 for the statewide average course mark, and 70.1 for the average course mark of Similar School Groups (SSG). While only 2.5% of the student cohort attained a Band 6 in 2022, 27.7% attained in the second highest Band 5 in comparison to the state result of 21.6% of HSC students achieving Band 5. Both English Advanced and English Standard performed above state and Similar School Groups, and also exceeded the average course results of the past two years. HSC teachers will continue to share expertise in curriculum and HSC marking with colleagues new to teaching HSC courses, staff mentoring will continue to be offered to Year 12 students and there will be an enhanced focus on quality assessment and explicit feedback in 2023.

## Parent/caregiver, student, teacher satisfaction

In 2022, Moss Vale High School teachers were asked to complete a 'Focus on Learning' Teacher Survey Report via Tell Them From Me. This report provides results based on data from 57 respondents in this school who completed the Teacher Survey between 17 Oct 2022 and 08 Nov 2022. For the survey question: 'Morale amongst staff at my school is good', 54% of teachers agreed, 24% strongly agreed, 14 % neither agreed or nor disagreed and 8% disagreed. For the survey question: 'School leaders in my school are leading improvement and change', 32% agreed, 55% strongly agreed and 11% neither agreed nor disagreed. For the survey question, 'School leaders clearly communicate their strategic vision and values for the school', 30% agreed, 65% strongly agreed and 5 % neither agreed nor disagreed. For the survey question, 'Are you aware that the new syllabuses will be released for all Key Learning Areas as part of the NSW Curriculum Reform initiative', 92% of teachers responded 'Yes' and 8% responded 'No'. For the survey question, 'I believe that my school does a good job of implementing curriculum change', 47% agreed, 31% strongly agreed and 19% neither agreed nor disagreed. For the survey question, 'Teachers in my school share and implement ideas about ways to help students retain what they are learning', 70% agreed, 11% strongly agreed and 19% neither agreed nor disagreed.

In 2022, Moss Vale High School students were asked to complete a Student Outcomes and School Climate survey via Tell Them From Me. This report provides results based on data from 497 students in this school who completed the survey between 24 Oct 2022 and 31 Oct 2022. The number of students by year level is as follows: Year 7-117, Year 8-102, Year 9-106, Year 10-108, Year 11-64. The following is a snapshot of the survey questions and responses:

1. 'Students feel accepted and valued by their peers and by others at their school': 59% of Year 7 - 60% of females agreed and 76% of males. Year 8- 64% of females agreed and 67% of males, Year 9- 58% of females agreed and 62% of males. Year 10- 56% of females agreed and 61% of males. Year 11- 72% of females agreed and 63% of males.
2. 'Students that do not get in trouble at school for disruptive or inappropriate behaviour': Overall, 88% of all students surveyed felt they did not get in trouble at school for disruptive or inappropriate behaviour.
3. 'I feel proud of my school': 70% either agreed or strongly agreed, 12% strongly disagreed and 8% disagreed.
4. 'I am treated with fairness and respect by my teachers': 67% stated 'Always', 21% -Usually and 13% stated 'Sometimes'.
5. 'If students are being bullied or see someone being bullied, they know where they can go for help': 86% responded 'Yes' and 14% responded 'No'.

In 2022, parents were surveyed to ascertain their satisfaction with the school's culture and student well-being processes. The following is a snapshot of the survey questions and responses:

1. 'I feel that my child is supported at MVHS, and has a place to go when s/he needs help.' 62% agreed, 21.2% strongly agreed, 10.3% disagreed and 61.% strongly disagreed.
2. 'I believe that MVHS has high expectations of student behaviour': 99% either agreed or strongly agreed and 1% disagreed.
3. 'I believe that MVHS has high expectations of student learning': 87% either agreed or strongly agreed and 13% disagreed.
4. My child(ren) has/have talked about the Kick Off with Reading program, or the book The Happiest Man on Earth: 69.1% responded 'Yes' and 30.9% responded 'No'.
5. My understanding and engagement with CNVAS (the school's online learning management platform) has been: 68% stated that it has been positive, 18% stated that it is confusing and 14% stated that they had not engaged with CANVAS.

The school executive will ensure that there is regular and explicit communication with parents in relation to the use and value of CANVAS.



# 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.