

2022 Annual Report

Moorebank High School



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Introduction

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

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

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Message from the principal

It is my pleasure to present Moorebank High School's 2022 Annual Report. Reading, writing and numeracy results in Year 9 NAPLAN continue to significantly exceed State Average. In the Higher School Certificate our students achieved above state average results in 9 subjects and 59 students made the honour roll in the Distinguished Achievers' category. School attendance rates continue to be strong and surpassed state averages. Additionally, our students successfully represented the school, the region and the state in a large number of extra-curricular activities involving sport, science, creative and performing arts, student leadership, vocational education and community service initiatives. I thank all staff for their continued commitment and preparedness to rise to new challenges to support students in so many ways both within and outside the classroom. I also thank our Community Focus Group, our primary parent body in-lieu of a P&C, for the time and support they gave throughout the year. This included providing parent representation on merit selection panels and at important school community events; providing parent representation and support on the selective school placement panels and the out of area comprehensive student placement panels; providing feedback and support on school policies and initiatives in line with the strategic improvement plan.

School vision

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

School context

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Whole School Literacy Focus
- Whole School Numeracy Focus
- Supporting Evidence Based Practice

Resources allocated to this strategic direction

Socio-economic background: \$51,800.00

English language proficiency: \$29,600.00

Summary of progress

Initiative 1 Whole School Literacy Focus

This initiative was chosen to ensure there was a whole school focus 7 - 10 on reading and writing with a view to increasing student performance in NAPLAN and HSC.

To improve our practice and processes we have introduced a reading outcome on 7 - 10 reports for each KLA. Employment of a literacy coordinator to support staff in embedding KLA specific literacy in their programs. All staff are engaged in the analysis of RAP data to inform best teaching practice.

What worked well was the implementation of the reading reporting outcome and the support given from the literacy coordinator for faculties that took on this professional learning and opportunity. What hindered our work was that staff required ongoing support and had some difficulty measuring the outcome and not all faculties took advantage of the support offered.

The improvement we have seen has been evidenced by embedding reading and numeracy outcomes across all KLAs 7 - 10.

To further our improvement, we will continue with reading reporting outcomes and introduce a writing outcome in 2023. This will be supported by the Literacy coordinator. We will also embed literacy periods within the curriculum in Stage 4.

Initiative 2 Whole School Numeracy Focus

This initiative was chosen because to ensure there was a whole school focus 7 - 10 on numeracy and writing with a view to increasing student performance in NAPLAN and HSC.

To improve our practice and processes we have introduced a numeracy outcome on 7 - 10 reports for each KLA. Employment of a literacy coordinator to support staff in embedding KLA specific literacy in their programs. All staff are engaged in the analysis of RAP data to inform best teaching practice.

What worked well was the implementation of the numeracy reporting outcome and the support given from the literacy coordinator for faculties that took on this professional learning and opportunity. What hindered our work was that staff required ongoing support and had some difficulty measuring the outcome and not all faculties took advantage of the support offered.

The improvement we have seen has been evidenced by embedding numeracy outcomes across all KLAs 7 - 10.

To further our improvement, we will continue with numeracy reporting outcomes in 2023. This will be supported by the Numeracy coordinator. We will also embed numeracy periods within the curriculum in Stage 4.

Initiative 3 Supporting evidence-based practice

This initiative was chosen because of a need to identify and support underachieving students across the school.

To improve our practice and processes we have continued to use student profiles to allow teachers to identify the specific needs of students in their classes. An executive allowance was provided to support head teachers with embedding literacy and numeracy in teaching and learning programs.

What worked well was the identification of underachievers and being able to identify the reason for the underachievement and provide tailored support. What hindered our work was the underestimation of the time required to conduct the student profiling resulting in some professional learning being cancelled. The lack of staffing and the impact of COVID 19 resulted in the Head Teacher allowances being utilised to cover classes.

The improvement we have seen has been evidenced by staff using the data to tailor learning to the needs of students as well as refer students to the appropriate support required.

To further our improvement, we will continue with student profiling and provide further professional learning to staff on the use of the data from the profiles and inform the growth coaching process.

As a result, we will need to adjust our next progress measures to focus on NAPLAN and HSC top band targets. We will combine our numeracy and literacy initiatives. We have removed the school report targets as these have been met. We will move the Attendance target and Initiatives to Strategic Direction 1 and rebrand the Supporting Evidence Based Practice to Growth Goal Setting.

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
System-negotiated target: NAPLAN top 2 bands - Reading To increase the proportion of students achieving in the top two bands in NAPLAN reading To increase the number of students in Year 9 achieving in the top 2 bands of reading in NAPLAN with an uplift of 8.8%.	26.14% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target system negotiated target. The number of students in Year 9 achieving in the top two bands of reading in NAPLAN has had an uplift of 3.74%, not quite meeting our target.
System negotiated target: HSC Measure To increase the number of students achieving in the top 2 bands in the HSC with an uplift of 2.7% To increase the number of students achieving in the top 3 bands in the HSC with an uplift of 3%	38.08% of students attained HSC results in the top two bands demonstrating progress yet to be seen toward the lower bound target. The number of students achieving in the top two bands in the HSC has declined by 1.1% 64.92% of students attained HSC results in the top three bands demonstrating progress toward the lower bound target. The number of students achieving in the top three bands in the HSC has declined by 3.2%.
School Set Target All school reports across Mathematics, HSIE, PDHPE, Science and TAS will have an explicit stage numeracy outcome.	All school reports across Mathematics, HSIE, PDHPE, Science and TAS have an explicit stage numeracy outcome.
System-negotiated target: NAPLAN top 2 bands Numeracy To increase the proportion of students in the top 2 bands in NAPLAN numeracy To increase the number of students in	36.49% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target. The number of students in Year 9 achieving in the top two bands of numeracy in NAPLAN has had an uplift of 5.11%, not quite meeting our target.

Year 9 achieving in the top 2 bands of numeracy in NAPLAN with an uplift of 8.8%.

Strategic Direction 2: Effective classroom practice

Purpose

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

Initiatives

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

- HPGE
- PRPO via Explicit Teaching
- Aboriginal Student Achievement
- Formalised Collegial Support Professional Learning Program
- Attendance Initiatives

Resources allocated to this strategic direction

Socio-economic background: \$22,984.00

Aboriginal background: \$7,400.00

Student support officer (SSO): \$99,516.00

Summary of progress

Initiative 1 HPGE

This initiative was chosen because the data showed that our selective students were not performing as well as like students. Significant resources were allocated in the development of advanced programs and assessments, this initiative was to evaluate how effective these programs and assessment were.

To improve our practice and processes we have employed an HPGE specialist to provide explicit feedback on the programs aligned with the syllabus and best practice for HPG students. This was then followed up by ongoing lesson observations with further feedback. Based on the feedback and evidence provided we have refocused professional learning on teacher practice of curriculum differentiation in the classroom.

What worked well was the work of the HPGE specialist. The feedback observations provided an explicit snapshot of where the school was performing and recommendations on how to move forward.

What hindered our work was illness of staff and the HPGE specialist resulting in the process taking longer than anticipated. As only one lesson was observed the data collected was limited as this only provided a snapshot of the teaching and learning across the school.

The specialist's report has given the school a clear direction of where the school needs to move to and improve.

To continue our improvement, we will employ a Head of Teacher Learning Communities who will lead and oversee the establishment of a Moorebank High Learning Community. We will also implement GERRIC Training for all staff.

Initiative 2 PRPO via explicit teaching

This initiative was chosen because our data showed that we required a whole school approach to wellbeing and teaching and learning across all classrooms.

To improve our practice and processes we have provided additional allowances for Wellbeing across the school. All professional learning integrate wellbeing within the classroom. Numerous wellbeing initiatives including My Strengths, Raise, Top Blokes, Growth Coaching, Student Profiling, Stage 4 Wellbeing lessons and BRAVE lessons have explicitly taught positive behaviours for learning in order to allow all students to connect, succeed and thrive.

The additional wellbeing allowances have facilitated a cohesive approach to support our most at risk students. What has hindered this has been the increase of mental health concerns across the community since COVID.

The improvement we have seen has been evidenced by an increase number of students engaging in explicit programs and the positive feedback from the students. The impact of these programs has been evidenced by our TTFM data that showed an uplift on student advocacy, a sense of belonging and expectations for success..

What worked well was the initial introduction of the Moorebank Model of Teaching. This model encapsulates learning intentions, success criteria, assessment and feedback and explicit teaching that elicits evidence of learning. What hindered our progress was the department's requirements to change our scheduled professional learning.

To continue our improvement, we will fully embed the Moorebank Model of Teaching and evaluate the impact of our wellbeing initiatives.

Initiative 3 Aboriginal Student Achievement

This initiative was chosen because the Chipping Norton Network agreed to focus on ongoing Aboriginal and Torres Strait Islander student achievement.

To improve our practice and processes we have ensured that all our Aboriginal and Torres Strait Islander student met regularly with their mentor to discuss their Personalised Learning Pathways that are future focused and aspirational.

What worked well was the student participation in the Belonging Program. All our senior students received the the Kari Scholarship. Successful NAIDOC, Reconciliation and Sorry Day events with full Aboriginal and Torres Strait Island student participating. NRL mentoring for our Stage 6 students.

Having a small cohort hinders larger events, but this has been rectified by the Belonging project.

The improvement we have seen has been evidenced by

To continue our improvement, we have established links with Western Sydney University for 2023. We will also continue with our whole school events encouraging links with the wider community and parents to create a greater sense of belonging and understanding.

Initiative 4 Formalised Collegial Support PL Program

This initiative was chosen because our data indicated that staff required different professional learning based on their experiences and various levels of accreditation.

To improve our practice and processes we have appointed a new teacher mentor. The teaching and learning committee have also tailored differentiated professional learning during school development days where staff were able to identify the most relevant and suitable learning.

What worked well was the differentiated learning this was evidenced by staff evaluations and feedback.

What hindered our work was the lack of understanding of the PDP process and application at all levels.

The improvement we have seen has been evidenced by better tailored professional learning to cater to staff areas of needs and expertise.

To continue our improvement, we will need to provide explicit professional learning around the PDP framework at classroom and executive level.

Initiative 5 Attendance

This initiative was chosen because it was a system priority to improve student attendance.

To improve our practice and processes we have employed an attendance coordinator and updated the MHS Attendance Matters site with the responsibilities for all levels of teaching staff. To engage students and improve attendance we refined the Bump It Up initiative, launched the Every Minute Counts Campaign which included explicit lessons in line with our BRAVE expectations "Right Place Right Time". We refined the lateness processes by utilising the SSO and launching Breakfast clubs.

What worked well was the attendance checks by Year Advisers that targeted all students that dropped below 85% attendance. The SSO intervention for lateness. The promotion of our campaigns on social media resulted in sponsorships for rewards from local businesses.

What hindered our work was the lack of intervention at a classroom level for attendance, lateness and truancy..

The improvement we have seen has been evidenced by the increase of improved attendance of students.

To continue our improvement, we will continue with our attendance coordinator and employ a Head Teacher Student Engagement to engage students, families and the community to address attendance..

As a result, we have adjusted initiatives where we have combined HPGE initiative into the PRPO via explicit teaching. initiative and in line with the new NESA accreditation process and the establishment of a formalised differentiated professional learning program across the school we are removing the Formalised Collegial Support Initiative.

We will move the Attendance target and Initiative to Strategic Direction 1.

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
<p>System negotiated target: Attendance</p> <p>Improvement in the percentage of students in Years 7 - 10 attending 90% or more of the time with an uplift of 3.3%.</p> <p>Updated attendance policy and procedures.</p>	<p><i>The number of students attending greater than 90% of the time or more has decreased by 24.42%,however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</i></p>
<p>System Negotiated Target</p> <p>Increase the percentage of Aboriginal students attaining the Higher School Certificate whilst maintaining their cultural identity.</p>	<p>The number of Aboriginal students attaining the HSC whilst maintaining their cultural identity was 100%.</p>
<p>System negotiated target: Wellbeing</p> <p>Improvement in the ADVOCACY (high expectations and a sense of belonging) of students with an uplift of 3.6%.</p>	<p><i>Tell Them From Me data indicates 61.73% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) demonstrating progress yet to be seen toward the lower bound system-negotiated target.</i></p> <p>The percentage of students with a sense of belonging and advocacy has increased by 2%.</p> <p>The percentage of students who have expectations for success has increased by 3%. We are well on our way to meeting this target in 2023.</p>

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$79,681.00

Summary of progress

Initiative 1 Embedding a sustainable culture of data informed practice

This initiative was chosen because the data showed that the school required a Data Analysis Policy as there was a lack of understanding and no uniform practice across the school.

To improve our practice and processes we have an increase in the use of data across the school, and we are continuing to gather evidence. The introduction of the MHS Model of Teaching also addresses feedback and assessment.

What worked well was the RAP analysis, student profiling, use of attendance data and SENTRAL data for PBL.

What hindered our work was a conflict of priorities. We will not meet this target in 2022 as we had concrete evidence from the HPG expert that further professional learning was required for staff.

The improvement we have seen has been evidenced by staff utilising informal assessment data to inform teaching practice. We have an increased number of students on PLASPS, improvement in studnet attendance.

To continue our improvement, we will need to develop and evaluate a formalised Data Analysis Policy.

Initiative 2 Authentic and reliable formative and summative assessment

This initiative was chosen because most of our tasks were summative across the school.

To improve our practice and processes we have embedded formative assessment in our Year 7 -10 Assessment Schedules.

What worked well was a take up across the school and the establishment of a partnership with two other schools for Quality Teaching Rounds (QTRs).

What hindered our work was the authenticity and reliability of the assessments. Staff shortages due to COVID also had an impact on delivering the QTRs.

The improvement we have seen has been evidenced by all faculties utilising formative assessment.

To continue our improvement, we will need to provide ongoing professional learning for reliable and authentic formative assessment and implement QTRs.

Initiative 3 Effective Feedback

This initiative was chosen to improve the quality and type of feedback given to students for improvement.

To improve our practice and processes, feedback was incorporated into the MHS Model of Teaching and professional learning was provided to staff.

What worked well was that feedback is positioned as part of daily classroom practice.

The improvement we have seen that 61% of teachers observed by the HPG specialist were using feedback that appropriately challenged and extended students.

To continue our improvement we have included "Feedback" professional learning in our Learning Communities in 2023.

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
Data Policy written and PL delivered on implementation.	This target has not been met and has been rolled over to 2023.
100% of faculties implement the 7-9 Assessment Policy.	This target was met with 100% of faculties implementing formative assessment for years 7-10 as per the assessment policy.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$256,040.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moorebank High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around ADHD and Understanding Behaviour • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around suggested curriculum adjustments and disability standards for education • consultation with external providers for the implementation of strategies to inform PLaSPs, BSP and Risk Assessments. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Over 30.83% of the students enrolled at MHS have a formalised PLaSP. 28 student have a BSP. 104 students are being monitored for NCCD purposes including literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate support to students based on internal and external assessment data and disability.</p>
<p>Socio-economic background</p> <p>\$74,784.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moorebank High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Literacy Focus • Whole School Numeracy Focus • PRPO via Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support wellbeing and attendance program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other resources. • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Improvement in NAPLAN results. Improvement in student overall attendance. TTFM data indicates an increase in student advocacy, a sense of belonging and expectations for success..</p> <p>After evaluation, the next steps to support our students will be: Ongoing targeted intervention by specialist staff to support our most at risk</p>

<p>Socio-economic background</p> <p>\$74,784.00</p>	<p>students.</p> <p>Employment of a Student Engagement</p>
<p>Aboriginal background</p> <p>\$7,400.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moorebank High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key 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"> • Aboriginal Student Achievement <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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: 100% of our Aboriginal and Torres Strait Islander students completed their 2022 HSC from enrollment in Year 7 2017. Student participation in the Belonging Program. All our senior students received the the Kari Scholarship. Successful NAIDOC, Reconciliation and Sorry Day events with full Aboriginal and Torres Strait Island student participating. NRL mentoring for our Stage 6 students.</p> <p>After evaluation, the next steps to support our students will be: Continuation of staff release and community involvement. Increase interaction with the AECG.</p>
<p>English language proficiency</p> <p>\$29,600.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moorebank High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Literacy Focus <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 utilising the flexible funding. • provide EAL/D Progression levelling PL to staff. The delivery of the TELL program. • employment of additional staff to support delivery of targeted initiatives, additional SLSO support in EAL/D class groups <p>The allocation of this funding has resulted in the following impact: Targeted Year 7 students have had intensive in class support via SLSOs and engaged in the Toe by Toe reading program. EAL/D support has been impacted by staff shortages due to COVID and EAL/D teacher has been allocated to class covers.</p> <p>After evaluation, the next steps to support our students will be: More comprehensive Pre and post testing of EAL/D students to better establish initial need and impact.</p>
<p>Low level adjustment for disability</p> <p>\$263.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Moorebank High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$263.20</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention in ADHD and Understanding Behaviour 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 • support for students in Life Skills; Individual Learning Plans/Profiles, Social and Emotional Programs (Empower Me, Ready to Go and Rock and Water) and HSC Special Provisions <p>The allocation of this funding has resulted in the following impact: Eight students targeted in a tailored literacy and numeracy program (Toe by Toe) have demonstrated increase comprehension, fluency and accuracy. Increased in school attendance and engagement of targeted students. Pre and post testing (reading)</p> <p>After evaluation, the next steps to support our students will be: Increased focus on numeracy support for identified students. A continuation of Toe to Toe and progressing to Stride Ahead for identified students.</p>
<p>Professional learning</p> <p>\$79,681.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Moorebank High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Authentic and reliable formative and summative assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to deliver MAPA training to staff • KLA subject specific professional learning in Stage 6. • Release of staff for curriculum programming and assessment creation. • Release of staff for curriculum reform • Conferences - KLA specific. <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy NAPLAN results. Improved HSC results in the higher bands. Improved student attendance. Improved sense of belonging for students.</p> <p>After evaluation, the next steps to support our students will be: Focus on: Curriculum Reform release time for staff; Learning Communities and release of Learning Community Leader; Mini COGs program and GERRIC training.</p>
<p>COVID ILSP</p> <p>\$200,080.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$200,080.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy based on NAPLAN results • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Improvement of NAPLAN results; however we did not meet our target. Due to staff shortages and the impact of COVID resulted in COVID ILSP employed staff being allocated a timetable to meet staffing demands in our Diverse Learning Unit and for staff absences.</p> <p>After evaluation, the next steps to support our students will be: Using our student profiling data to identify underachieving students, we will employ two full time SLSOs in 2023 to support identified students in English and Mathematics</p>
<p>Student support officer (SSO)</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Moorebank High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance Initiatives <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Addressing student lateness and liaises with students and families • Overseeing external programs and liaises with providers including PATHE, Top Blokes, Raise and Head Space • Implemented "Lateness" breakfast club • Works closely with students to improve their wellbeing, resilience and pro social behaviours <p>The allocation of this funding has resulted in the following impact: Improved NAPLAN results. Improved student advocacy and sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: Re evaluate strategies addressing student lateness. Support students in growth coaching. Early identification of students at risk</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	544	531	529	512
Girls	516	529	489	474

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.8	94.6	93.4	88.6
8	91.0	92.1	91.2	84.3
9	91.4	93.6	90.2	86.2
10	87.8	92.0	89.7	81.6
11	90.0	92.8	87.8	85.6
12	89.6	93.6	91.6	86.1
All Years	90.4	93.1	90.7	85.2
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	0	2
Employment	4	7	6
TAFE entry	1	0	12
University Entry	0	0	60
Other	0	1	3
Unknown	1	1	17

Year 12 students undertaking vocational or trade training

24.82% of Year 12 students at Moorebank 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 Moorebank 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)	12
Classroom Teacher(s)	52.6
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	16.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,731,214
Revenue	13,557,665
Appropriation	12,892,443
Sale of Goods and Services	200,613
Grants and contributions	431,718
Investment income	16,368
Other revenue	16,524
Expenses	-13,148,060
Employee related	-11,716,635
Operating expenses	-1,431,426
Surplus / deficit for the year	409,605
Closing Balance	2,140,819

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	259,475
Equity Total	591,133
Equity - Aboriginal	13,827
Equity - Socio-economic	235,418
Equity - Language	78,693
Equity - Disability	263,195
Base Total	10,518,552
Base - Per Capita	258,314
Base - Location	0
Base - Other	10,260,238
Other Total	618,417
Grand Total	11,987,578

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

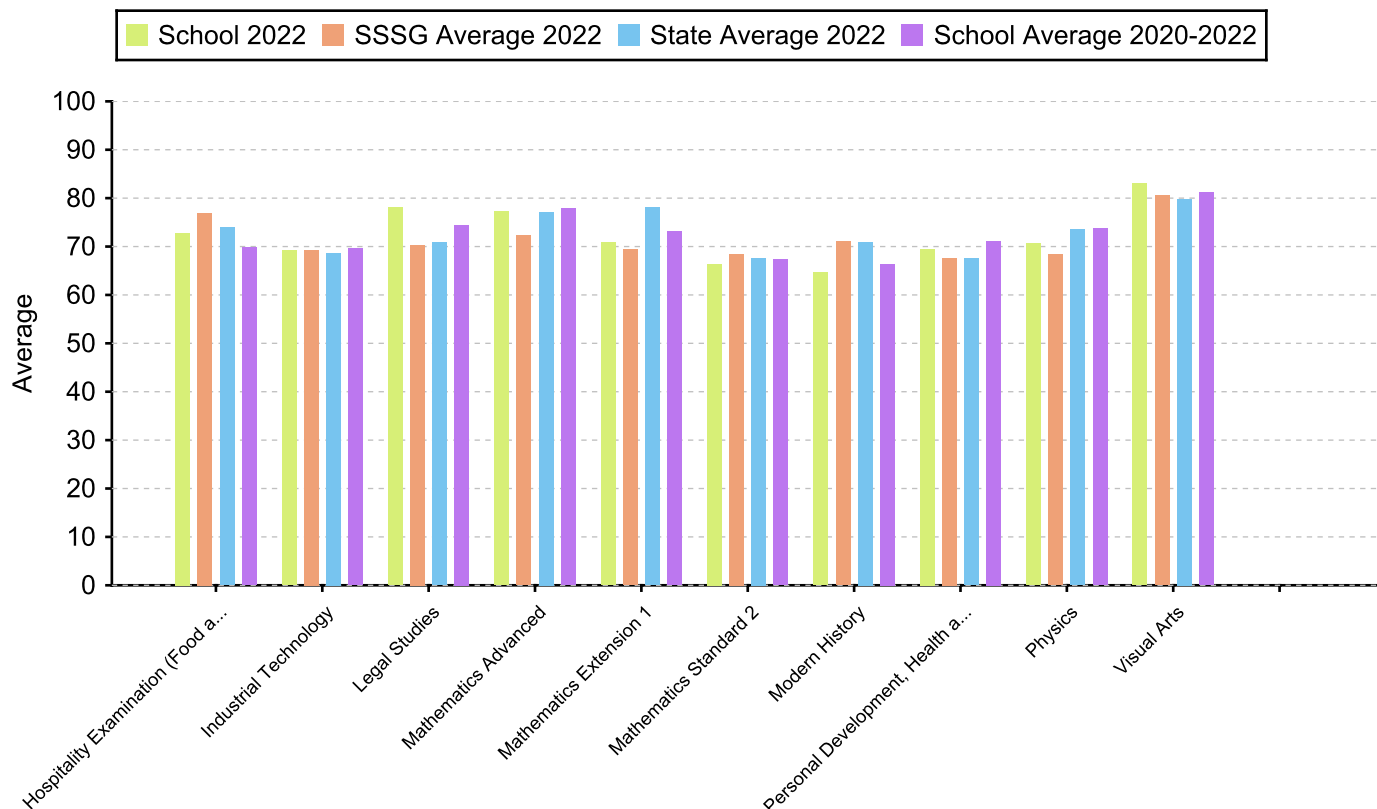
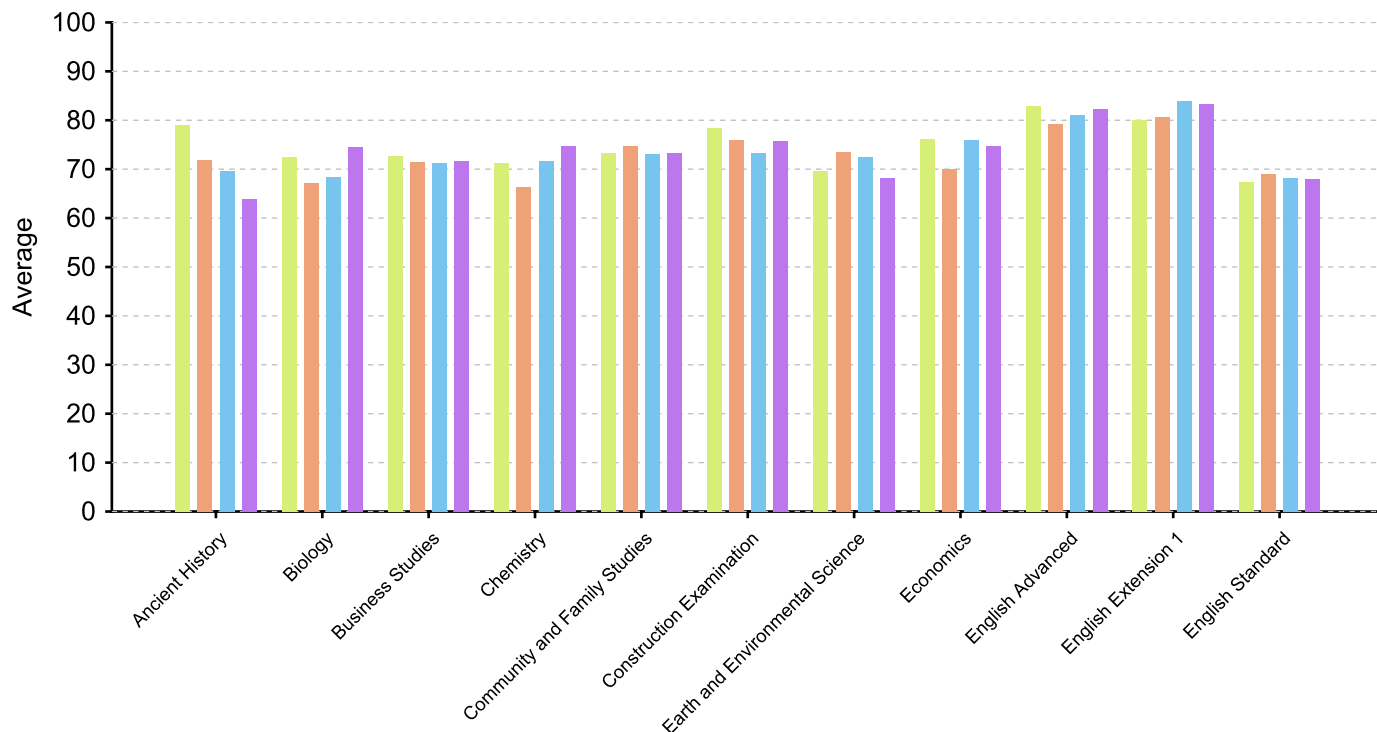
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	79.1	71.8	69.6	63.9
Biology	72.4	67.1	68.5	74.4
Business Studies	72.6	71.5	71.2	71.8
Chemistry	71.3	66.4	71.7	74.8
Community and Family Studies	73.4	74.7	73.2	73.4
Construction Examination	78.4	75.9	73.3	75.8
Earth and Environmental Science	69.7	73.5	72.5	68.1
Economics	76.1	70.1	76.0	74.8
English Advanced	82.9	79.3	81.0	82.3
English Extension 1	80.0	80.6	83.9	83.4
English Standard	67.4	69.0	68.1	67.9
Hospitality Examination (Food and Beverage)	72.8	77.0	74.0	69.8
Industrial Technology	69.2	69.3	68.6	69.6
Legal Studies	78.1	70.3	70.8	74.4
Mathematics Advanced	77.2	72.3	77.1	77.9
Mathematics Extension 1	70.8	69.4	78.0	73.2
Mathematics Standard 2	66.4	68.5	67.6	67.3
Modern History	64.6	71.0	70.9	66.4
Personal Development, Health and Physical Education	69.5	67.7	67.5	71.2
Physics	70.6	68.4	73.5	73.8
Visual Arts	83.0	80.5	79.8	81.2

Parent/caregiver, student, teacher satisfaction

In 2022 between 4/9/22 and 28/10/22, 822 students completed the Tell Them From Me survey. 74% of students felt they had positive relationships at school and 91% felt their behaviour at school was positive. 91% believed they had positive attendance.

In regards to drivers of student engagement, Moorebank High School rated higher in all four factors, compared to the state, specifically: quality instruction was rated 6.3/10 compared with 5.9/10 for the state, positive teacher-student relations was rated 6.3/10, compared with 5.7/10 for the state, positive learning climate was rated 6.1/10, compared with 5.6/10 for the state and expectations for success was rated 6.1/10, compared with 7.0/10 for the state.

The majority of parents (there were 57 respondents) were satisfied with the general communication from the school in terms of newsletters, emails, school website and believed that the school is a culturally safe place for students. 83% of parents expected that their child would complete year 12. 80% of parent respondents stated that the school was their first choice of public school.

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.