

2023 Annual Report

Moss Vale High School



8388

Introduction

The Annual Report for 2023 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.

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Message from the principal

The 2023 school year has been one of great achievements in so many areas of academia, community service, sport and athletics, the creative and performing arts and student leadership. It has been wonderful to return to all the events and extra-curricular activities that we missed over the past few years of Covid restrictions.

We are extremely proud of our students and all that they achieve across a broad range of areas, such as academia, sport and athletics, the creative and performing arts, debating, community service, agriculture and student leadership. I am particularly proud of our 2023 HSC cohort who achieved outstanding results and led to our school moving up over 200 places in the state's HSC rankings.

We know that our students could not achieve their potential without their teachers. I feel privileged to work with the most outstanding group of passionate, committed and caring teachers here at Moss Vale High. My staff and I are very proud of our school culture, and its associated high expectations that we have created here at Moss Vale High. These high expectations have supported us in not only making this a safe, calm school but they have had a significant impact on the academic growth of our students which is evidenced by internal and external testing data, particularly our ongoing strong results in the HSC and significant growth in Check-In assessment. I want to thank our parents for entrusting your children to MVHS and public education. A very important aspect of education is the 'hidden' curriculum where we work particularly hard in supporting our families by teaching and reinforcing strong values for life such as resilience, gratitude, respect and kindness.

We explicitly teach these values and ideals through our annual Kick off With Reading program and our whole school PBS lessons and assemblies. I would like to thank our hardworking P&C for supporting this reading program since 2014. This year our school community read Deng Adut's *Songs of a War Boy*, the inspirational memoir of a young man who was taken from his mother when he was only six years of age and forced into being a child soldier in Sudan. Deng overcame unthinkable adversity to become a human rights lawyer, here in Australia. One of the highlights of this year was Deng's visit to our school where he spent the entire day talking with students and spreading his message about the importance of education, resilience and kindness.

We have such an evident spirit and culture of kindness at our school. Through our Positive Behaviour for Success program, we continue 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 2023 our school raised in excess of \$12,000 for such charities and causes as Deng Adut's John Mac foundation to support refugees, the R U OK foundation to support those suffering with mental health issues, the Movember foundation to support men's health initiatives and the local 'Pop In' service which supports women and children who have been victims of domestic violence. The generosity of our school community never ceases to amaze me.

I am proud that we are working with our parents, teachers and wider community in preparing our students for the world beyond school to be responsible, caring and compassionate citizens. I look forward to another highly successful year for the school community in 2024 across all areas of the curriculum and our extra-curricular activities.

Message from the school community

Parents and Citizens

Engaging with the Parent & Citizens (P&C) is a way to show your children that their education and their school matters to you. With increasing levels of disengagement in teenagers, it's more important than ever that we, as parents and family members, show our children that their education is valued. Just by joining our P&C, you can add your voice to what's happening in our school. As a P&C member, you can contribute opinions on: positive school-wide behaviours, student dress code, school routines, P&C budget, school surveys and programs and much more. We would love more parents to get in touch with the committee so they can learn more about getting involved. We've been able to assist the school in the following ways: Kick off with Reading - program support of \$12,000 for the whole school reading of *Songs of a War Boy* by Deng Adut. We will provide \$10,000 towards the 2024 program. Lockers - we were successful in obtaining a grant from BDCU for \$10,000 and then provided \$16,500 from P & C fundraising to purchase 132 lockers for student use. Elite sport support - we have been proud to support some of our students in attending national level competitions. Duke of Edinburgh program - \$3,000 to expand the program. Audio Visual equipment for the Hall to \$18,000 including a generous contribution from Southern Highland Community Foundation of \$5,000. Canteen- under the careful management of Carolyn Shiel, the canteen has continued to provide a valued service to our school community and school faculty. New menus, new systems and new staffing this year has kept us very busy. Support Unit - we have pledged up to \$5,000 for the establishment of a kitchen for teaching valuable life skills to these students. This project will be undertaken in January 2024. Membership and participation has been sadly declining year on year making it more and more challenging for the few parents who do participate. I strongly encourage you to get involved in 2024. Without more support we are at real risk of not continuing and the vital contributions we offer to our school will cease. Everyone is welcome and encouraged to be part of our P & C and contribute to enhancing our school community.

Charlotte Berry President

Message from the students

Student Representative Council 2023

The Student Representative Council, or SRC, is a group of students elected by their peers to represent all students within the school. These students represent the school in community events and play a vital role in our Positive Behaviour for Success program through fundraising and other initiatives.

2023 started in a whirlwind, with the SRC helping the PBS team to carry out fundraising for Turkey and Syria, while also working on our Environmental focus for the term. In Week 9 this term, the SRC led a multi day fundraiser to raise money to install solar panels on the school. The solar panel project has been driven by the Sustainability Team, led by Jeremy Donaldson and Brittany Carr. However, in Term 4, 2022, the students of the SRC had identified climate change and environmental issues as one of the most important to the MVHS student body.

The SRC raised money by collecting donations for wearing mufti, as well as running a guessing competition for a jar full of green Easter eggs, chocolates, and lollies. At lunchtime, we ran a Book Swap in the Hall, with students bringing a book and exchanging it for one new to them, embodying the ideal of reduce, reuse, recycle. In total we raised several hundred dollars towards the cost of installing our solar panels.

On Wednesday 8th March, the girls in our senior leadership team (Year 12 SRC) were invited to attend the International Women's Day breakfast organised by the CWA at Centennial Vineyards. Captains Sara Rosas and Alyssa McCrow, along with SRC members Neve Wallace and Sarah Brumfield, were privileged to listen to the guest speakers on the day, as well as chatting with other attendees. It was a wonderful morning celebrating the strong women in our community and understanding the challenges which lie ahead.

On Monday 27th March, 10 students from our SRC travelled to Sydney to participate in the YLAA Youth Leadership Conference at the ICC at Darling Harbour. While it was a very long day (made longer by an unfortunate train delay on our return), the students were inspired by the conference, which was attended by well over 2000 students from all over NSW.

On Tuesday 25th April, our School Captains joined the Moss Vale community in marching up Argyle St for the ANZAC Day procession and service. Alyssa McCrow delivered a moving address about the significance of ANZAC Day.

In Term 2, the SRC helped Moss Vale High School to demonstrate kindness every day and to celebrate the huge impact which kindness has on our wellbeing. Research shared by the Mayo Clinic shows that practicing kindness increases self-esteem, empathy, and compassion, and improves mood. It can decrease blood pressure and cortisol, a stress hormone, which directly impacts stress levels. People who give of themselves in a balanced way also tend to be healthier and live longer.

Moss Vale High School was drenched in KINDNESS! Ms Baxt worked with her classes to create posters and tags around the school with a theme of kindness, providing a joyful reminder of our theme. Our PBS Lesson in Weeks 7 and 9 focused on the importance of kindness in our lives, and students produced social media posts capturing this message. Many of these designs were used on our school Facebook page.

On Friday 23rd June, Moss Vale High School wore our hearts on our sleeves. Each student who had purchased a heart badge from the SRC came to school in mufti, wearing their badge. \$2 heart badges were made by Ms Youman's Work Studies class, while limited-edition artist-designed badges were created by a range of talented students under the guidance of Ms Mumford and Ms Johnston. These badges were produced by student volunteers and from the sales we raised over \$1,500!

The money raised was donated to the John Mac Foundation which is the charity established by Deng Adut to support refugees as they become established in Australia. The Foundation helps new Australians access higher education, something which allowed Deng to build his life here in Australia. At the end of Term 4, Mr Adut visited MVHS to express his gratitude for the donation, and to answer questions about his life experiences, which we had read about as a school in the wonderful book, *Songs of a War Boy*.

In Term 3 the Student Representative Council was busy in supporting PBS fundraising efforts for Wear it Purple and SRC student Lucas Millward's work for R U OK Day. Student leaders visited Home Groups, volunteered their breaks selling merchandise to raise funds, and created posters to promote the events. It was wonderful to see young people making a difference.

In Week 3, students from our SRC accompanied Ms Rumble and Ms Regan on a wonderful excursion to Sydney, to meet students from the Student Representative Council for Bourke. Former MVHS student Allie Sims is teaching at Bourke High School, and arranged the networking experience which was enriching for all the students involved. The groups worked together in a scavenger hunt in the city and working through an escape room. Students gained insight into the similarities and differences of student leadership in their schools and had great fun as well.

On Tuesday 22nd August, students from our SRC represented the school at the Whitlam Youth Roundtable, which was hosted by MP Stephen Jones. On the day, students from local schools proposed and shaped ideas to be implemented in the electorate of Whitlam, which includes Moss Vale High School. Ms Cripps escorted the students on the day, and it was a wonderful chance to interact with the process of government.

Finally, Term 3 saw the process to elect and form our new Student Representative Council, which will serve for the coming year. Unfortunately delayed following a technical hitch, information was shared with students in the final weeks of Term 3, so elections were held early in Term 4. We welcome the students below to the SRC for the coming twelve months.

Year 7

Alfie Hopton, Jade Bradley, Elsa Jones

Year 8

Toby Longshaw, Angelique Borbone

Year 9

Phillip Havers, Charlotte Withers, Torrez Attwood, Lucy Smith, Brody Shepherd

Year 10

Angelina Cooksley, Caitlin Stone, Fletcher Knight, Donilyn Barbarona, Lucas Millward

Year 11/12

Isaac Guymer, Nathan Collison, Emerson Rochaix, Indy Burgess, Zahra Nasser, Mia Gardiner, Molly Knight, Sarah Vega Carrera,

Mikyla Kinch, Patrick McIntosh

In Term 4, our newly-formed SRC worked together to sell merchandise for White Ribbon Day, raising funds and awareness about the ongoing concern of men's violence against women in our community. The money raised was donated to the local Pop In centre, which has recently opened in Moss Vale, offering support to women and families affected by domestic violence. The SRC also supported Mr Vandenberg's impressive Movember campaign, assisting with sales of Magic Numbers and BroToes socks.

Friday 25th October was Teacher's Day in Australia, and our SRC team created a lovely film showing the appreciation of all the students for the teachers of MVHS. They also created hampers for each Faculty staffroom, with individual cards and stickers for each teacher. It was a wonderful and welcome celebration of our teaching staff.

On Saturday November 11th, two of our incoming School Captains, Nathan Collison and Isaac Guymer, attended the Moss Vale RSL to participate in our community's Remembrance Day service. In laying a wreath, they signify our commemoration of lives lost in war.

SRC students were busy across the term, and particularly on Tuesday 28th November, welcoming students who will be joining Moss Vale High in Year 7, 2024. Our student leaders gave wonderful, welcoming tours of the school, answering a myriad of questions from the nervous Year 6 students.

It's been a busy year, and a productive one. We look forward to welcoming Ms Katie Cripps to the SRC as a fellow co-ordinator in the coming year. Thank you to Ms Regan for her help this year, and we wish her all the best in her Year Adviser duties with the new Year 7 students next year.

Miss Curtis

SRC Co-ordinator

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 Learning for Success 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 802 students and 47 Aboriginal and/or Torres Strait Islander students. 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 Learning for Success and is focused on building student 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.

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, the Duke of Edinburgh program 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 data analysis and strategic teaching and learning strategies which underpins our belief in individualised and differentiated learning.

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 Senior Student Pathways.

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	2023 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 growth and performance	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

Students are supported in achieving academic success through the continued development of skills in literacy and numeracy from stages 4 to 6. This will be promoted by a whole school focus on explicit teaching, feedback and data analysis.

Initiatives

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

- Improving Reading and Numeracy
- HSC Student Performance

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Per capita

Low level adjustment for disability

Integration funding support

English language proficiency

Summary of progress

In 2023, the activities implemented by the school to improve reading, numeracy and HSC student performance included:

- establishment of a school-based literacy specialist teacher and above establishment learning and support teacher
- whole school professional learning on effective analysis of literacy and reading data
- explicitly taught literacy skills with lessons targeted to student needs as identified from assessment data
- explicitly taught numeracy skills with lessons targeted to student needs as identified from assessment data
- 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 Head Teacher Secondary Studies to mentor, monitor and support students to make curriculum choices to support HSC achievement
- ongoing professional learning to grow Stage 6 teacher capacity
- provision of teacher mentors to each Stage 6 student, focusing on time management, well-being, and organisation.

Significant changes made to the 2023 School Improvement Plan during the course of the year included adjusting progress measures for Strategic Direction 1 to change targets involving NAPLAN data to better reflect current data collected at school level.

Numeracy initiatives were particularly successful due to the commitment and motivation of the staff involved. Introduction of a literacy specialist was successful, providing essential data on student reading ability across faculties to support strategic programming to meet all student needs. Delivery of targeted literacy activities were successful in supporting student growth in reading. Stage 6 tutoring and mentoring were extremely successful for the students involved. Continuing LAST and SLSO support for those students with additional learning needs was successful as highlighted through the ongoing collection of teaching and learning data.

Check-in 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.

Where to in 2024:

In 2024, the school will continue to run the timetabled reading and numeracy classes in Stage 4. The Renaissance reading program and Essential Assessment program will be used in conjunction with Check-in data to map and target specific student needs. Numeracy classes will continue to target problem solving strategies, professional learning will be undertaken to build teacher capacity across faculties to understand and teach problem solving strategies to support the delivery of numeracy skills. Literacy classes will target specific areas of need using Essential Assessment and Renaissance Reading programs, focusing on reading and writing skills. A literacy and numeracy team will be established to support a whole school focus on literacy and numeracy improvement, building staff capacity across all KLA's to build quality teaching and learning strategies to embed in all teaching programs. Current HSC improvement strategies will continue, including; teacher mentors, pathways, explicit writing strategies, professional learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top two bands in the HSC will be at the lower bound target of 32.1%.	In 2023, the percentage of students achieving in the top two bands in the HSC was 45% exceeding our lower bound target of 32.1% by 12.9%.
The school percentage of questions correct in Check-in Assessment Year 8 cohort in the domain of reading to be increasing by 3% to 51.4% or above.	In 2023, the percentage of questions correct for Year 8 students in Check-in Semester 2 data for Reading was 58.7%, exceeding the progress measure target of 51.4%.

Purpose

Students value their learning and have a strong sense of belonging within their school community. This will be promoted by a whole school focus on improved attendance, high expectations and effective wellbeing initiatives.

Initiatives

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

- Improving Student Attendance
- High Expectations for Learning

Resources allocated to this strategic direction

Aboriginal background Professional learning

Summary of progress

Attendance

Rate overall is 85.18% which is above the network average. Students attending 90% of the time or more is 49.1% which is also above the network average. Initiatives and processes that have increased attendance include:

- Shared responsibility to support positive school attendance
- Reward incentives for students above 90% and students who have improved attendance by 20% or more
- Attending the Guided Attendance workshops to support and uplift student attendance in the 80% to 90% bracket
- Students self evaluating their own attendance through PBS lessons and it's impact on learning and wellbeing
- Dedicated SASS staff member tracking student attendance

Higher Order Ways To Learn (How2Learn)

- Ongoing professional learning with a focus on explicit learning, assessment and feedback.
- Faculty reviews highlighted the integration of practices in teaching and learning programs
- Faculty reviews indicated the need for individualised PL addressing H2L concepts
- Review of assessment practices to enhance collective efficacy
- Improved induction for new and beginning teachers

High Potential and Gifted Education (HPGE)

Implementation of the HPGE Policy has focused on policy points 1.1.1, 1.2 and 1.6. All staff have engaged with professional learning which focused on:

- Policy orientation and how the new HPGE Policy differs to the previous GAT Policy. 94.2% of staff strongly agree or agree that they now have a better understanding of the Department's HPGE Policy.
- The school's process for identifying high potential and gifted students across the four domains of potential. Our HPGE Student Identification Tool is now functional and integrated into the Sentral Dashboard.
- Participation in Curriculum Reform: Curriculum Planning for Every Student professional learning modules on HPGE

Initiatives and processes that have facilitated the implementation of HPGE Policy include:

- Establishment of a designated HPGE Team, consisting of representatives across KLAs. The HPGE Team has analysed current processes and practices, using the Evaluation and Planning Tool.
- Establishment a consistent referral process for the identification of high potential and gifted students. Staff are now able to confidently identify students across the four domains of potential.
- Triangulation of data to assess the learning needs of referred students (including ten Stage 4 students and one Stage 5 student at present)
- Creation of a HPGE specific Individual Education Plan template that utilises the Differentiation Adjustment Tool to support students in their learning.

Where to in 2024:

Attendance

- Focusing on early intervention strategies for students in the 80%-90% attendance range
- Consolidating and building on strategies that have successfully led to a positive change in attendance.
- Increasing minimum attendance requirements for extra curricular activities

How2Learn

- How2Learn will be re-branded as L4S (learning for success), linking the PBS culture with learning.
- Focus in upskilling middle management to lead the delivery of L4S professional learning tailored to faculties.

HPGE

- Consolidate our capacity to meet the learning needs of students by offering professional learning on differentiation and high potential and gifted education
- Begin the implementation of policy point 1.6.2 concerning specialist programs, settings and classes for high potential and gifted students

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 2023, students attending school 90% or more of the time was 49.1%. This was a 11.6% improvement from 2022.
95% of teachers can demonstrate in their programming and classroom practice that they are embedding Stages 1-2 of the HOW2Learn program	More than 95% of teachers have demonstrated integration of H2L practices and concepts in everyday practice.
95% of teachers can demonstrate their understanding of the High Potential and Gifted Education policy by identifying HPG students.	More than 95% of staff engaged in professional learning to identify HPGE students.

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.

- Reflective Practices
- Collaborative Practices

Resources allocated to this strategic direction

Professional learning

Per capita

Beginning teacher support

Summary of progress

In 2023, the activities implemented by the school to improve the reflective and collaborative practices of teachers included:

- Literacy and Numeracy Specialist employed in Terms 1-3 working with all Stage 4 classes to identify individual literacy needs, and engage in differentiated teaching practices. Teachers have been provided with professional learning that builds their understanding of effective strategies in teaching literacy and numeracy skills and knowledge. High impact professional learning was delivered to all staff in analysing literacy data and identifying specific literacy strategies to be explicitly taught.
- Faculty Head Teachers led teaching staff to discuss and map current teaching and learning practices to school improvement plan, to identify future professional development needs.
- Staff meetings and Staff Development Days throughout 2023 focused on developing a culture of knowledge sharing by promoting collaborative opportunities for all teachers to learn from each other in ways that support evidence-based practice.
- All teachers utilised the professional standards and Performance Development Plans to identify and monitor specific areas for development or continual improvement.
- 50% of executive staff have completed High Impact Professional Learning e Learning module.
- High Impact Professional Learning Assessment Tool completed.

There has been significant success in 2023 in developing a culture in which collaborative planning and teaching, reflection and peer feedback are embedded into everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

There were no significant changes made to the 2023 School Improvement Plan during the course of the year. However, the school implemented a 'choose your own adventure' for professional learning sessions in terms two and three staff meetings which enabled teachers to engage in different aspects of the Higher Order Ways of Learning initiative where they required further development.

Where to in 2024:

In 2024, staff meetings will regularly include professional learning in relation to key areas, such as Literacy & Numeracy, the Learning for Success initiative and learning support processes and procedures. The Learning and Support teachers will share best practice in differentiation and adjustments to improve teacher capacity to more effectively support all students in achieving learning outcomes. The Head Teacher Teaching & Learning will initiate a pilot program, the Professional Partner Program, that will enhance collaborative practices among teaching staff.

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 teachers showing documented evidence that student data informs planning and teaching practice, compared to 2022.	The SIP: Faculty Focus Review, demonstrates that 100% of faculties have engaged in data analysis to inform practice, and reflect on student progress and achievement data, to assist in the development of plans and strategies for further improvement across all stages. In 2024 we want to strengthen reflective and collaborative practices by introducing a pilot professional partner program.
Using the High Impact Professional Learning tool, the school demonstrates that it is delivering in the theme of "Collaborative and applied professional learning strengthens teaching practice".	The school is delivering on the theme of "Collaborative and applied professional learning strengthens teaching practice", with identified areas of sharing practice at sustaining and growing. Teachers engage in professional discussions and collaborate to improve teaching and learning in their classes and faculties. This includes negotiated observations of teaching practice, with feedback, to improve professional knowledge and practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$263,361.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moss Vale High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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 <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: 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>\$153,230.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moss Vale High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through the Renaissance Reading program and Essential Assessment in literacy and numeracy to support student learning • Resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students demonstrated growth in the Check-in assessment in both reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage a literacy and numeracy mentor to support our trajectory towards achieving targets. Create a Literacy and Numeracy Team in 2024 with members from each faculty to ensure all teachers are focused on developing evidence-based strategies to improve student outcomes in literacy and numeracy .</p>
<p>Aboriginal background</p> <p>\$29,280.94</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</p>

<p>Aboriginal background</p> <p>\$29,280.94</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Student Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (LaST) to support Aboriginal students • Employment of additional staff to support literacy and numeracy programs • Employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: An increase of more than 75% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic and productive.</p> <p>After evaluation, the next steps to support our students will be: Engaging an extra Learning and Support teacher who will be focused on delivering differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moss Vale High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: The identified next step is to focus on professional learning to identify explicit strategies to support EAL/D across all key learning areas. Ongoing professional learning will identify language and cultural demands across the curriculum. Develop stronger connections with the parents and carers of EAL/D students to maximise learning opportunities at school and at home.</p>
<p>Low level adjustment for disability</p> <p>\$283,383.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Moss Vale High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$283,383.17</p>	<p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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 and an above establishment Learning and Support Teacher in 2024.</p>
<p>Location</p> <p>\$11,981.63</p>	<p>The location funding allocation is provided to Moss Vale High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Technology resources to increase student engagement • Student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Increased subject and extra-curricular opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen and promote our partnership with Aurora College to increase collaboration and overcome any sense of isolation from access to a selective high school.</p>
<p>Professional learning</p> <p>\$91,663.09</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Reading and Numeracy • High Expectations for Learning • Reflective Practices • Collaborative Practices <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 unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Course costs for staff undertaking recognised courses • Teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing and Higher Order Ways of Learning, resulting in improved internal and external data.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching, particularly in the areas of reading comprehension strategies and numeracy skills.</p>
<p>Beginning teacher support</p> <p>\$38,089.24</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>Beginning teacher support</p> <p>\$38,089.24</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"> • Reflective Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ongoing feedback and support that is embedded in the collaborative practices of the school <p>The allocation of this funding has resulted in the following impact: Allowing reduced face to face load for beginning teachers across several key learning areas. Offering beginning teachers an assigned faculty mentor and ensuring all beginning teachers engaged with high impact professional learning in a range of areas.</p> <p>After evaluation, the next steps to support our students will be: To further enhance processes and procedures for beginning teachers to collaborate with peers to improve teaching and learning.</p>
<p>COVID ILSP</p> <p>\$104,880.36</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy/numeracy - focus area on reading. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will involve regular monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will be prioritised.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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>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 Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

Student Support Officer

\$99,516.00

The allocation of this funding has resulted in the following impact:

Student support officer (SSO) has been instrumental in providing additional wellbeing support to students individually, in groups, and through targeted programs to year groups. This role has also helped connect students and their parents with external support services. There are now more wellbeing initiatives and programs for students to access during their time at high school. The SSO has provided an extra staff member to help address the wellbeing of students. The SSO has worked collaboratively with the School Counsellor, Year Advisors, Head Teachers and Senior Executive as part of a highly effective student wellbeing network within the school and broader community. The SSO has been a positive addition to complex enrolment, attendance and suspension resolution meetings. Parents and students have expressed a greater sense of support for their child, and themselves, in these meetings.

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

To continue to promote this important role more effectively to parents, particularly those families who would benefit from being linked in with external agencies and community support. In 2024, the SSO will be working more regularly with targeted groups of students on issues that may be impacting certain year cohorts, such as cyber-bullying, respectful relationships and building resilience.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	354	345	362	344
Girls	371	361	386	396

Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.9	91.2	85.2	88.9
8	89.7	90.1	83.3	86.6
9	89.8	84.5	83.4	85.0
10	87.1	84.2	79.2	84.0
11	85.2	84.5	81.6	79.1
12	88.7	86.5	86.6	90.8
All Years	89.2	86.9	83.0	85.7
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	5	13
Employment	5	19	30
TAFE entry	4	9	14
University Entry	0	0	30
Other	0	0	9
Unknown	0	6	4

Year 12 students undertaking vocational or trade training

63.64% of Year 12 students at Moss Vale High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Moss Vale High School expected to complete Year 12 in 2023 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)	47.3
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1.6
School Administration and Support Staff	16.68
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,107,452.10
Revenue	12,102,730.73
Appropriation	11,565,292.99
Sale of Goods and Services	548.64
Grants and contributions	498,744.82
Investment income	37,704.28
Other revenue	440.00
Expenses	-12,033,320.83
Employee related	-10,856,215.18
Operating expenses	-1,177,105.65
Surplus / deficit for the year	69,409.90
Closing Balance	1,176,862.00

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.

	2023 SBAR Adjustments (\$)
Targeted Total	287,455
Equity Total	468,294
Equity - Aboriginal	29,281
Equity - Socio-economic	153,230
Equity - Language	2,400
Equity - Disability	283,383
Base Total	9,443,619
Base - Per Capita	200,218
Base - Location	11,982
Base - Other	9,231,419
Other Total	824,224
Grand Total	11,023,592

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

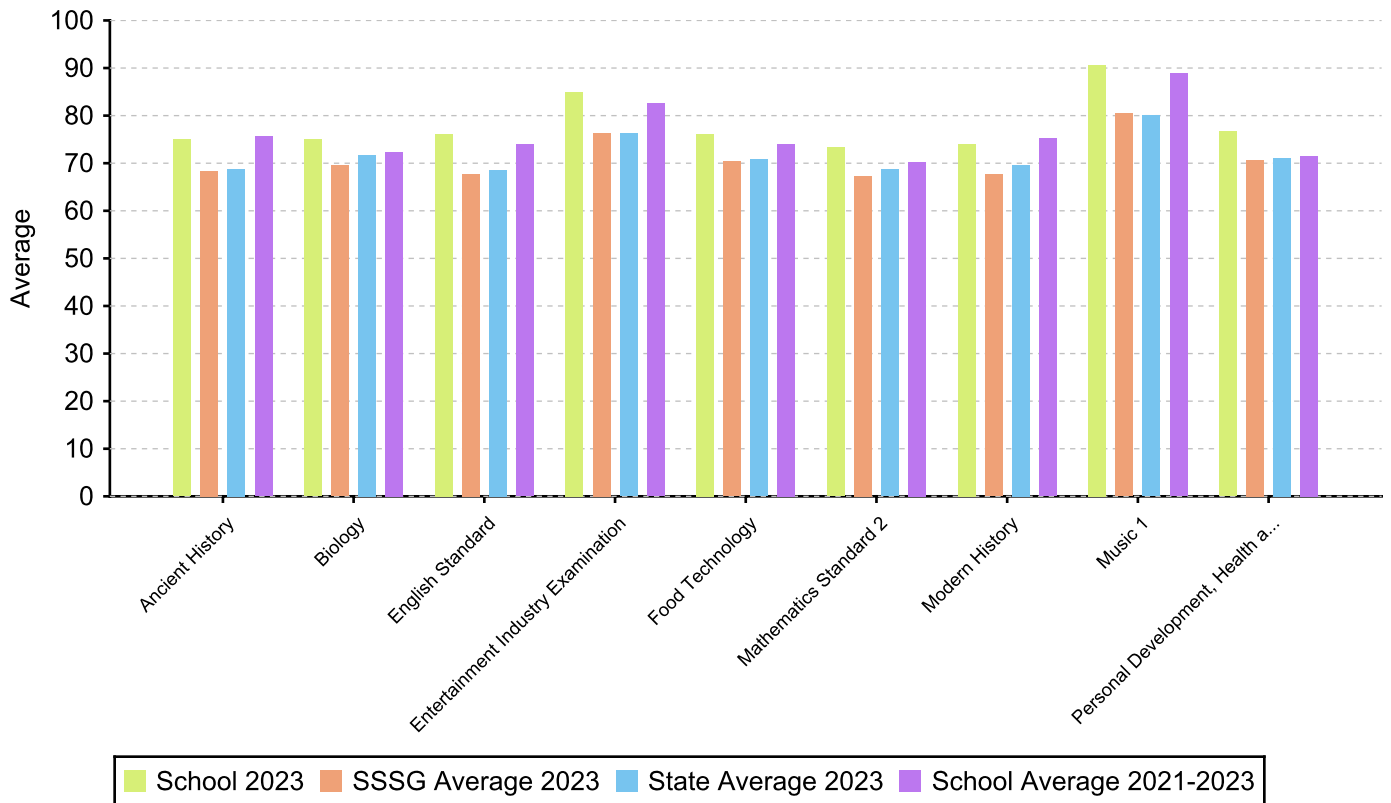
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	75.0	68.4	68.7	75.6
Biology	75.0	69.5	71.8	72.4
English Standard	76.2	67.8	68.5	73.9
Entertainment Industry Examination	85.0	76.3	76.3	82.6
Food Technology	76.1	70.3	70.8	74.1
Mathematics Standard 2	73.3	67.4	68.7	70.3
Modern History	74.1	67.6	69.6	75.2
Music 1	90.6	80.4	80.0	88.9
Personal Development, Health and Physical Education	76.7	70.7	71.0	71.6

Moss Vale High School (MVHS) exceeded the agreed target for increasing the number of students achieving in the top two Bands for the Higher School Certificate. The average of the school score was 77.45 in comparison to the average of the state score of 73.17. In 2023, 11.7% of MVHS students achieved a Band 6 in comparison to 7.4% of students state-wide achieving Band 6. As for the second top Band, 27.9% of MVHS students achieved a Band 5 in comparison to 21.9% across the state in the same band. The school moved up 200 places to 125th in the New South Wales HSC rankings across all schools in the state and ranked 14th in the state against comprehensive public high schools.

Parent/caregiver, student, teacher satisfaction

The school has been running the Kick Off With Reading (KOWR) program since 2013. This program has involved providing the same book each year to every student and staff member so that the school community can share the experience and enjoyment of reading the same book. This means that each student, if they go through to Year 12, should have been gifted six different books across their high school years. The school executive and Positive Behaviour for Success team surveyed students, staff and parents to gain a better insight into how the Kick Off With Reading program was perceived by the broader school community, and what changes could be implemented to improve the program. The survey results are as follows:

Parent Survey

All parents were emailed the survey with 470 responding. Parents were asked if they knew about the KOWR program. 76.81% were familiar with the program while 23.19 stated that they were not familiar with it. Parents were also asked, 'If you are familiar with the program, please rank the value of this program in exposing students to important ideas and social issues.' 75.93% responded with 3=High Value, 22.22% responded with 2=Moderate Value and 1.85% with 1=Low Value.

Parents were asked to make any comments or suggestions in relation to the program. The following is a selection of the comments:

I think it's a fantastic idea! If anything, it would be worthwhile running it twice a year. The more, the better!

I think it would be great to include books that have some real practical applications for growth and life skills. Something like the Resilience Project.

It's very important and quite unlike anything I've heard about in any other school.

Perhaps an email to parents with some suggestions for discussion points and for issues being addressed.

Perhaps create a series of book clubs to discuss the book in a couple of sessions after they have read it.

Keep it going! Provide some discussion points for families to talk with students about the text/issues raised .

I love the ideas of the whole community reading the same book and of kids always having a book available for the times they need one. It's also wonderful when the school can complement the program with an author visit or another whole-school event. It might be good to make the book selection process transparent to parents, and even provide students with the opportunity to put forward books they think their peers would enjoy or find enriching. Although I strongly support reading from the page, it might be good to consider ways for students to also access the audiobook version of the title selected (eg through the local library or a school subscription to an audiobook platform).

Student Survey

675 students responded to the survey. 80.85% of students surveyed stated that they found the KOWR book valuable and allowed them to explore important social justice issues. 19.15% responded that they did not value the KOWR program.

Students were asked to give suggestions or comments on the program. Below is a selection of their responses:

Let the students choose the books for the kick off with reading program.

Some suggestions I have for the Kick off With Reading program is to use more books for the program that convey an important message, within our community or the latest news. For next year we can read a book that addresses the problems we face in our community here, to help us better understand and work out our problems. We can also choose a book that better explains what is happening in our world today, like global warming or the war in Israel.

A suggestion I have for kick off with reading is to maybe have a wide range option of books for students to select from and have them choose which one is more appealing to them. This will help students get involved and have a book they are interested in, the most chosen book would be the book the school would read.

The kick off with reading book really showed to be grateful for what you have.

There can be a vote to decide what book is the most appropriate to read, this way students can also have a say towards what they'll be reading.

I feel that the Kick off With Reading program was run very well, although, It would be very beneficial if during some english classes, there was an opportunity to read, and be read the book. Also, having an online recording for those who find it difficult to read, would also be greatly beneficial. In addition to this, every few weeks, or every week, having a brief comprehension quiz on the last chapter or two would be a great way to help make sure that students are on track and that they understand. I think that having Deng Adut come to talk to everyone about his book was amazing. The Kick Off With Reading book this year was amazing and it is a great program.

Staff Survey

70 teachers responded to the survey. 99% of staff agreed that the KOWR program is valuable and allows the school community to explore important issues, and that it supports our school values. 1% did not agree that KOWR was valuable to our school community. Staff were asked to provide suggestions for the future of the KOWR program. Below is a selection of their responses:

Reading encourages us to step into the shoes of others and expands our view of the world. keep going in your selections of a road less travelled by most of us.

KOWR is a unique program to promote literacy, whole school learning and exploration of important social justice and international humanitarian issues. Losing it would be an absolute blow to the school. If the issues are around students actually reading the book, then perhaps targeted reading groups in roll call could help? In my experience the PBS team works really hard to find a book that will appeal to readers of all levels, I suspect general reading reluctance on the part of our students is more the issue.

Maybe there could be some voting system for students or SRC to select from a choice of books, so they feel they have some input?

KOWR is a good way to make all students read at least one book a year.

I feel we should continue KOWR as it may be the only book a student reads all year. It also gives students/teachers the opportunity to talk and discuss the book that has been read (a common thread).

It is a fantastically valuable literacy program & needs to be continued. Anyone who says differently needs to read a book.

Although I support the KOWR program 100%. Often the sentiment of the students seem to be they are not so happy being forced to read a particular book. I also think it's so hard to get a book that suits the abilities and interests of an entire school community, from your year 7 strugglers to advanced senior students.

KOWR is such a valuable program. It allows us to explore PBS values in a real-world scenario, while improving literacy. Best practice for improving literacy and reading skills, focuses on whole school reading programs.

Next Steps:

As a result of the three surveys, the Positive Behaviour for Success and executive teams will consider the option of finding several appropriate books and asking all members of the school community to vote on the most favourable choice.

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.