Moorebank High School
Annual School Report 2014

Learn To Live
School context statement

Moorebank High School is a selective and comprehensive Year 7–12 coeducational high school that is a part of the Glenfield Network situated in south western Sydney. In 2014, the school had an enrolment of 1028 students and was in its final year of a federally funded program, Smarter Schools National Partnerships – Low SES. This program provided valuable additional resources to support the school’s continuing improvement and growth. The school aims to provide a balanced educational program for all students in a stimulating and caring environment. The school has a supportive and dedicated staff that constantly strives for whole school improvement and embraces initiatives and change readily. The school’s vision is to provide outstanding learning experiences within the school community to encourage students to pursue personal excellence and develop the knowledge and skills that will equip them for the demands of an ever-changing world.

Our families come from a wide socio-economic background with 62% of our students being from a language background other than English. 1.2% of our students are Indigenous. Our staff establishment consists of 75% experienced teachers, and 25% early career teachers. 75% of the staff is female, while 25% of the staff is male. The Indigenous composition of the staff is 2.6%.

There is a growing focus on ensuring excellent post-school outcomes for students through quality guidance programs and through a committed Community Focus Group and partnerships with University of Sydney and University of Western Sydney, emerging partnerships with local businesses and growing partnerships with other local agencies. Moorebank High School has a strengthening student leadership program, which includes Prefects, Interact, House Captains, SRC, Environmental Group, Peer Support, Band, Peer Reading and Peer Numeracy Leaders.

Principal’s Message

It is my pleasure to present Moorebank High School’s 2014 Annual School Report. The school received significant funding under the transitional arrangements to needs based funding and the Resource Allocation Model (RAM) in 2014. These transitional funds honoured the same amount of funding as would have been allocated to the school under the Smarter Schools National Partnership – Low SES program. This greatly supported continued and rigorous review of policies, programs and practices for improved student learning outcomes.

Literacy and numeracy results in 2014 improved significantly, with student growth across all areas of literacy and numeracy surpassing state averages. School attendance rates also improved and surpassed state averages. Additionally, our students successfully represented the school, the region and the state in a large number of extracurricular activities involving sport, science, creative and performing arts, student leadership, vocational education and community service initiatives.

Our students achieved the strongest Higher School Certificate results that the school has seen in the last five years in most Higher School Certificate courses, and the number of students achieving a Band 6 result in one or more courses was the largest in more than eight years. Continued focus on value-added data remains a priority to build upon these mostly very encouraging results.

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 consultation body in-lieu of a P&C – for the time and support they gave as follows:

- Support of the school’s completion of a thorough evaluation report that was used to identify priority areas, targets and strategies as part of the planning process for school improvement.
- Participation in the Year 10 Mock Interview Day with parents conducting professional interviews of allocated students as part of a Careers Mentoring Program.
- Providing mentor support for the school model solar car team before and during state and national competitions.
- Providing parent representation and support on the selective school placement panels and
the out of area comprehensive student placement panel.

- Providing feedback on, and ratification of, the school’s Enrolment Policy.
- Support for improving communication processes with the parent community.
- Parent feedback on specific student learning and assessment practices.
- Providing parent representation on merit selection panels for various teacher and executive positions.
- Providing parent representation and guidance at important school community events.

**Student representative’s message**

**Prefect Activities**

The Term 4 2013 Prefect Induction ceremony saw two Captains, two Vice-Captains, two Senior Prefects and 18 Prefects commence a year of outstanding leadership at Moorebank High School. The Prefects represented the school at numerous leadership conferences such as the Impact Leadership Conference at the State Sports Centre and National Young Leaders Day at Darling Harbour. As well, the entire Prefect Body participated in a full day Leadership conference at school, part of which involved the induction of all the other leadership groups in the school. Approximately two-thirds of the Prefect Body attended the Year 7 camp acting as mentors for the younger students. Our school captains, Ryan Webster and Maree Cassimatis, also had the privilege of meeting with the Governor of NSW, Professor Marie Bashir, when they attended NSW Government House.

Throughout the school the Prefect Body showed a strong presence at school events such as Annual Presentation Day, Harmony Day, Subject Selection evenings, Performing Arts nights, and Year 7 Orientation days. School functions were often hosted by the captains, with the support of the Prefect Body who assisted visitors to the school.

Over the past year the Prefect Body has developed leadership and teamwork skills that will support them in their future endeavours. The Prefect Body has taken great pride in representing the school, encouraging their peers and supporting the staff.

![2014 Prefects](image)

**Student Representative Council (SRC)**

The Student Representative Council (SRC) had a successful 2014 with a key focus on making a change both within Moorebank High School and the local community. Initiatives undertaken included Harmony Day and Wear it Purple Day within the school, and Tower Street Focus Groups and Refugee Challenge Training within the local community.

To further build upon the leadership and organisational skills of SRC members, the students were responsible for hosting the junior ‘Monday Morning Muster’, which is a weekly assembly for years 7-9. The musters allowed the SRC to promote various whole school events such as Harmony Day and White Ribbon Day.

The 2014 Wear it Purple Day and Harmony Day celebrations were both successful in terms of raising awareness and building community spirit amongst Moorebank students.

Members of the SRC effectively represented Moorebank on a regional level, at the South-West Sydney SRC Conference as well as Inter-School SRC meetings each term.

During the HSC period, the SRC body completed a range of duties on behalf of the Prefects and also assisted in the running of whole school events including the Merit System Review.

The year concluded with an evaluation and review day where the SRC reflected on their progress as student leaders and developed a wide range of ideas and initiatives for 2015.
2014 School Captains
Ryan Webster and Maree Cassimatis

Student information
Student enrolment profile
The school’s student population was maintained at over 1000 in 2014. The gender composition of the school in 2013 was 42% females and 58% males. Students from non-English speaking backgrounds accounted for 62% of the school’s population, a slight increase from the previous year, with 1.2% of our students identifying as indigenous, a slight rise from the previous year.

Student Attendance Profile
The overall average attendance rate for the school was 92.5% (an increase from the previous year and consistent with a 3 year increasing trend). This rate continues to be above state averages. The attendance rate for students in all year groups except Year 12 was also above state averages.

Management of non-attendance
The mobile phone attendance messaging system is efficient in providing early notification for parents and caregivers regarding attendance issues and has a positive impact on improving attendance. The welfare team regularly monitors attendance patterns of individual students and provides targeted interventions. The Home School Liaison Officer works closely with the welfare team in terms of analysis of attendance data and intervention support. Period by period electronic roll marking, introduced in 2013, continued. All students in 7 to 12 were monitored in 2014 regarding school attendance. Any student whose attendance fell below 85% was interviewed and monitored by the welfare team and a variety of strategies were then implemented to support this important aspect of a student’s school life.

Post-school destinations
In 2014, one hundred and thirty six students sat for the Higher School Certificate examinations at our school. 62 students were offered a position at a university in degrees such as Policing, Paramedicine and Teaching. Most students received offers from University of Western Sydney and University of Wollongong, whilst others took up offers with University of Sydney, University of Technology Sydney and University of NSW.

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking employment</td>
<td>6%</td>
</tr>
<tr>
<td>Employment</td>
<td>18</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>8%</td>
</tr>
<tr>
<td>Private college</td>
<td>11</td>
</tr>
</tbody>
</table>
University entry 45
Apprenticeship 4
Other 1
Unknown 7

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) is seen by many students as being an important part of their education at Moorebank High School. Through VET they gain a Technical and Further Education (TAFE) qualification (industry qualified) whilst studying for their HSC. Additionally by sitting for the optional HSC examination in their VET subject they are able to have their VET course also count towards their ATAR.

In 2014, 28% of Year 11 and 29% of Year 12 students chose to study one or more VET subjects. Students chose to study Hospitality, Construction, Sports Coaching or Metal and Engineering. Students study these VET courses within the school and they continue to be very successful in these courses. Additionally a number of students have been studying various courses at TAFE whilst still enrolled at Moorebank High School.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, of the 136 students who successfully completed the HSC, 29% were successful in gaining a vocational educational qualification.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>51</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.172</td>
</tr>
<tr>
<td>Total</td>
<td>82.772</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 1.2% of the workforce at the school in 2014 were aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The quality of teaching and learning outcomes for students results from a Professional Learning Continuum for all staff. In 2014, the school’s priorities were for improvements in student outcomes in three major areas: literacy and numeracy; engagement and attainment; and curriculum and assessment. Building leadership capacity through Career Development was a major focus in 2014, followed closely by professional learning in Syllabus Implementation and Quality Teaching.

The average expenditure per teacher on professional learning was $826. The total school expenditure on teacher professional learning was $49000, with an additional $8,800 to specifically support the implementation of the Australian Curriculum in the junior years.

During 2014, a substantial amount of RAM Equity – Low SES funding was utilised for the release of face to face teaching for staff to embed a strong culture of collegial support within their KLA. All staff at Moorebank High School participated in
shared lesson observations, professional dialogue and constructive feedback to enhance the quality teaching and learning environment within their classroom.

The School Development Days had a direct focus on the school needs and priorities. A general overview of the professional development offered to staff on these days is outlined below. School Development Day 4 was delivered over two afternoons in Term 4.

<table>
<thead>
<tr>
<th>School Development Days 2014</th>
<th>Staff Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDD 1</td>
<td>Overall School Organisation; Child Protection; Code of Conduct; Social Media Guidelines; Collegial Support and PBIS Programs</td>
</tr>
<tr>
<td>SDD 2</td>
<td>DEC Directions – Excellence in Teaching Practice; Rationale for a Teaching and Learning Policy; Wellbeing Interactive Case Study linking the Frameworks</td>
</tr>
<tr>
<td>SDD 3</td>
<td>Collegial Support Program; Instructional Rounds; PBIS; L2L and KLA Professional Learning</td>
</tr>
<tr>
<td>SDD 4 – Part A</td>
<td>National Partnerships – LOW SES the four year journey; Review of Practices; Review of Data; Creation of Vision Statement for New School Plan</td>
</tr>
<tr>
<td>SDD 4 – Part B</td>
<td>New School Plan – Vision Statement; Development of Strategic Directions 1 &amp; 2 and Purpose Statements</td>
</tr>
<tr>
<td>SDD 5</td>
<td>Student Voice across KLAs; Staff PLPs; HSC Analysis; KLA Professional Learning</td>
</tr>
</tbody>
</table>

The partnerships with our partner primary schools MCOS and our Community of Schools (selective stream) CoS4 continue to be strong. The partnerships provide invaluable, ongoing opportunities for staff to build networks, share and develop resources, mentor and be mentored by peers and hold professional dialogues on best practice in the classroom.

**Beginning Teachers**

In 2014 Moorebank High School had four early careers teachers working towards accreditation (three who were temporary). The school has an induction program for all teachers new to the school during Term 1 of each year followed by a structured and organised program of mentoring, training and assisting early career teachers in gaining accreditation.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>585349.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>595221.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1448378.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>452318.67</td>
</tr>
<tr>
<td>Interest</td>
<td>33549.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>46092.76</td>
</tr>
<tr>
<td>Canteen</td>
<td>326065.55</td>
</tr>
<tr>
<td>Total income</td>
<td>3486975.94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>161434.04</td>
</tr>
<tr>
<td>Excursions</td>
<td>113691.04</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>106191.20</td>
</tr>
<tr>
<td>Library</td>
<td>17469.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1060.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>854986.98</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>82731.25</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>222353.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>272057.83</td>
</tr>
<tr>
<td>Utilities</td>
<td>124618.74</td>
</tr>
<tr>
<td>Maintenance</td>
<td>52579.46</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>48463.85</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7375.33</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2065012.98</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>1421962.96</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the school parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our Year 7 results indicate that:

- Twenty-seven per cent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for reading compared with 31% for the state.
- Nineteen per cent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for writing equivalent to the state performance.
- Fifty-seven per cent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for spelling compared with 38% for the state.
- Thirty-eight per cent of Year 7 students achieved performance Band 8 or 9 (top 2 bands) for grammar and punctuation compared with 34% for the state.
- The average growth for year 7 students in reading from Year 5 2012 was 50.8 compared with 49.1 across the state.
- The percentage of Year 7 students below the national minimum standard in reading, writing, spelling and grammar and punctuation is under state average.

NAPLAN Year 7 - Numeracy

Our Year 7 results indicate that:

- Forty-two per cent of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for numeracy compared with 31% for the state.
- Forty-one per cent of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for data, measurement, space and geometry compared with 31% for the state.
- Forty-five per cent of Year 7 students achieved a performance Band 8 or 9 (top 2 bands) for number, patterns and algebra compared with 35% for the state.
- The percentage of Year 7 students below the national minimum standard in numeracy is under the state average.
- The percentage of Year 7 students at proficient level in numeracy is above the state average.
- The average growth for Year 7 students in their numeracy performance from Year 5 (2012) was 61.7 compared with 53.1 across the state.
- Seventy-two per cent of Year 7 students achieved greater than or equal to expected growth.
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Our Year 9 results indicate that:

- Thirty-three per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for reading compared with 18% for the state.

- Twenty-two per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for writing compared with 16% for the state.

- Forty-seven per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for spelling compared with 27% for the state.

- The average growth for Year 9 students in their reading performance from Year 7 (2012) was 46 compared with 39 across the state.

- The average growth for Year 9 students in their writing performance from Year 7 (2012) was 38.4 compared with 27.2 across the state.

- The percentage of Year 9 students below the national minimum standard in reading, spelling, writing and grammar and punctuation is under state average.

NAPLAN Year 9 - Numeracy

- Our Year 9 results indicate that:
  
  - Fifty-four per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for numeracy compared with 29% for the state.
  
  - Forty-five per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for data, measurement, space and geometry compared with 27% for the state.
  
  - Fifty-four per cent of Year 9 students achieved a performance Band 9 or 10 (top 2 bands) for number, patterns and algebra compared with 30% for the state.
  
  - The percentage of Year 9 students below the national minimum standard in numeracy is under the state average.
  
  - The percentage of Year 9 students at proficient level in numeracy is above the state average.
  
  - The average growth for Year 9 students in their numeracy performance from Year 7 (2012) was 57.9 compared with 50.1 across the state.
  
  - Seventy-nine per cent of Year 9 students achieved greater than or equal to expected growth.
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2014, 136 students from Moorebank High School sat for the Higher School Certificate. The performance of students in food technology, Modern Greek beginners, English extension 2, legal studies, society and culture, economics, industrial technology and history extension was above the state average.

The average performance in ancient history, chemistry, English standard, English advanced, food technology, mathematics, mathematics extension 1, music 1, physics, textiles and design and visual arts was superior compared to the school average 2010 – 2014.

English
- Forty-seven per cent of students in English Advanced achieved a result in the top two bands compared with 17% in 2013.
- One hundred per cent of students in English extension 1 achieved a result in the top two bands compared with 92% across the state.
- One hundred per cent of students in English extension 2 achieved a result in the top two bands compared with 75% across the state.

Mathematics
- No students achieved a Band 1 result in mathematics compared with 4% state-wide.
- Twenty-four per cent of students in mathematics achieved a Band 6 compared with 22% state-wide.

Science
- Seventy-three per cent of students in physics achieved a Band 4 or higher result, compared with 64% state-wide.
- Five per cent of students in senior science achieved a Band 1 or 2 result compared with 14% state-wide.

Human Society and its Environment (HSIE)
- Eight per cent of students in ancient history achieved a Band 6 result compared with 6% state-wide.
- Fifty per cent of students in economics achieved a Band 5 or 6 result compared with 44% state-wide.
- Twenty-two per cent of students in legal studies achieved a Band 6 result compared with 10% state-wide.
- Seventy-eight per cent of students in society and culture achieved a Band 5 or 6 result compared with 41% state-wide.

Technological and Applied Studies (TAS)
- Forty-six per cent of students in food technology achieved a Band 5 or 6 result compared with 22% state-wide.
- Seventy-one per cent of students in industrial technology achieved a Band 4 result or higher compared with 49% state-wide.
- Thirty-three per cent of students in hospitality examination achieved a Band 5 or 6 result compared with 29% state-wide.

Personal Development, Health and Physical Education (PDHPE)
- Nine per cent of students in community and family studies achieved a Band 6 result compared with 5% state-wide.
Creative and Performing Arts (CAPA)

- Twenty-one per cent of students in music 1 achieved a Band 6 result compared with 11% state-wide.
- No student achieved a Band 1 or 2 result in visual arts compared with 4% state-wide.

Languages other than English

- Sixty per cent of students in Modern Greek beginners achieved a Band 6 result compared with 43% state-wide.

Retained Year 10 to Year 12

Visual Arts

‘The World’s Biggest Classroom’

For the second year running the junior years in visual arts participated in ‘The World’s Biggest Classroom’. This is an exhibition program that displays the work of public school students in public venues. In 2013 3,000 projects from 150 schools were showcased across 12 sites including movie posters created by our photography and digital media students.

In 2014 the Year 9 photography and digital media class and Year 7 entered works based on the concept of technology and how artworks are being re-interpreted in today’s world. We were fortunate enough to have several of our works showcased on the website, Facebook and Liverpool Station as well as one having a prominent position at St James Station in the city.

Other achievements

Creative and Performing Arts

In 2014 the Creative & Performing Arts faculty celebrated many achievements. Our focus was to provide as many enriching learning opportunities and experiences for all students at Moorebank High School and our MCOS partners. We believe students have gained valuable skills within the classroom and through extracurricular activities both within the school and the wider community.
space. The group then moved on to two large scale murals that will soon be exhibited around the school.

MCOS Workshops

Music - In 2014, Music teacher and Student Leadership and Engagement Coordinator Mr. Nicholas Sergi conducted music workshops for the primary schools in the Moorebank Community of Schools (MCOS). The program aimed at inspiring primary students through the area of music. The program has been facilitated by our very talented music students from years 10 – 12. In Term 2, Nuwarra Public School students attended our school for one hour per week to ‘have a go’ and learn a rock band instrument of their choice. They were able to choose from singing, guitar, drums, bass guitar and piano. In Term 4, Chipping Norton Public School was also given the same opportunity. Overall, the program was fun and engaging for all. Moorebank High School students will develop their leadership skills further with the workshops continuing in 2015.

Visual Arts – Nuwarra and Chipping Norton students also attended a Mural workshop coordinated by Ms. Suzy Edwards. Both groups successfully completed a mural and block artwork piece which was presented to the schools to be displayed on their walls. The program highlighted the collaborative relationship Moorebank High School has with our MCOS partners which will again continue in 2015 and beyond.

HSC Senior Showcase Evening

During Term 3 the CAPA faculty presented the Year 12 ‘HSC Showcase Evening’. This event was an opportunity for CAPA to invite parents, siblings and close family and friends to come and view the major ‘Bodies of Work’ from the Year 12 visual arts class and to listen to the HSC performances from the students in the Year 12 music class. The aim of the night is to acknowledge the hard work from all the students in visual arts and music. Additionally, it is important to mention the support given to those students from their dedicated teachers and supporting families.

Ceramics Workshop

During Term 4 Ms. Suzy Edwards conducted a two day ceramics workshop for students who were interested in learning new skills in creating small sculptures and pottery. Professional ceramic techniques were explored while using professional industry tools and equipment. This extra-curricular learning experience for students will continue in 2015.
‘Shuffle’ – CAPA Performance Night

In Term 2, we kicked off what has been an amazing year in Creative and Performing Arts with the first of our showcase nights. Shuffle allowed students to choose their own pieces for performance from a broad range of styles and mix it up a bit. The night featured many great acts, including for the first time in many years a drama performance coordinated by Ms. Grace Leggett. Mitchell Wilkinson – MHS’s very own Houdini was a real crowd pleaser with his card tricks, and in usual fashion, the Band L2L students tore up the stage with some outstanding performances.

School invited Newbridge Heights, Chipping Norton and Nuwarra primary schools from the Moorebank Community of Schools (MCOS) to perform on stage with our students. Additionally, students from the MCOS submitted many art works that were then displayed around the hall during our Art Exhibition at the beginning of the evening. During the day we had a matinee for all students to view art works and to watch the performances on stage. Students and staff from our partner primary schools also attended to watch the performances and to view the artworks. The success of the Art Exhibition was contributed to by the fantastic staff and students in Home Economics as they prepared some wonderful canapés to complement the exhibition. Students from MHS received awards and gifts in appreciation for their hard work and dedication to the arts and a congratulations went to Charlotte Zhu who was the winner of the ‘People’s Choice Award’.

‘Around the World’ – CAPA Night / 2014 Annual Art Exhibition

In Term 4, the Creative & Performing Arts night was bigger and better than ever before, with an event that showcased our talented artists, musicians, dancers and actors. Moorebank High School invited Newbridge Heights, Chipping Norton and Nuwarra primary schools from the Moorebank Community of Schools (MCOS) to perform on stage with our students. Additionally, students from the MCOS submitted many art works that were then displayed around the hall during our Art Exhibition at the beginning of the evening. During the day we had a matinee for all students to view art works and to watch the performances on stage. Students and staff from our partner primary schools also attended to watch the performances and to view the artworks. The success of the Art Exhibition was contributed to by the fantastic staff and students in Home Economics as they prepared some wonderful canapés to complement the exhibition. Students from MHS received awards and gifts in appreciation for their hard work and dedication to the arts and a congratulations went to Charlotte Zhu who was the winner of the ‘People’s Choice Award’.

‘Kaleidoscope’ – Art Exhibition (UWS Bankstown)

In collaboration with the University of Western Sydney (Bankstown Campus) the Creative Arts Faculty presented ‘Kaleidoscope’, an exhibition that showcased the artistic talents of students at Moorebank High School. All year groups were represented in a wonderful celebration of student artistic achievement. Various forms of works were presented, including: Pencil Drawings, Etchings, Print Making, Pastel, Digital Photography and Charcoal. The CAPA faculty would like to thank Maria Serafim, Director, Public Schools NSW Glenfield Network, for attending our exhibition. The CAPA faculty would also like to thank all the wonderful students who submitted works and all the family and friends that supported the event.
APRA Musicians in residence song writing workshop

In 2014 Moorebank High was selected to be part of the APRA Musicians in Residence Workshop, which saw Ray Thystlewaite from Thirsty Merc and USA music producer Rob Conley (Beyonce, KISS) attend our school for two days to assist students in collaborative song writing and recording. Our school was selected personally by Rob, when he came across our talented students via our YouTube channel: https://www.youtube.com/channel/UCn3hwNKJ e80m3FreH6lrh1w. Day one of the program saw Ray and Rob work with the selected students to write a song that has all the elements of a hit song and on day two they were able to record their piece using state of the art equipment. Since this experience students at Moorebank have taken their song writing to the next level, by continuing to write, record and perform their songs publically!

MHS Recording Studio

The Music department is excited about the development of our first professional recording studio. This studio will be integrated in Stage 5 and 6. Our recording software has already been utilised in the recording of student performances and original compositions. In CAPA we are confident that the addition of a recording studio will inspire, engage and challenge students in the area of ICT to a level that can be connected with the ‘real-world’ music industry.

Competitions

Throughout 2014 the CAPA faculty provided students with opportunities to enter competitions. These competitions have given students an avenue to express their creativity while challenging themselves to become involved in creating an art work that follows a specific art form.
Students took part in some of the following competitions in both Music and Visual Arts: ‘Harmony Day Poster Design’, ‘Artist of the Month’, ‘People’s Choice Award’, ‘Song Writing Competition’, ‘Ewart Scholarship Applications’ and the Annual DEC ‘Calendar for Cultural Diversity’ to name a few.

Year 7 visual arts students were involved in the celebration of Harmony Day. Students were invited to design posters which reflected the unique cultural diversity of all students from different backgrounds at Moorebank High School. Students were also involved in the annual World’s Biggest Classroom competition. Students created unique artworks which modernised an iconic Australian masterpiece. These mixed media artworks included painting, collage and digital photographic manipulation.

Year 12 student Maree Cassimatis had her ‘Body of Work’ selected for the annual Casula Powerhouse exhibition of Year 12 visual arts students work 'Next'. Maree's work 'Glass Ceiling', which was created within the expressive form of Photomedia, was on display at Casula Powerhouse in 2015 from January until March.

In collaboration with the University of Sydney, the Year 7 gifted and talented class completed a major project in the form of a ‘Stop-Motion animation’. Many students from various schools around Sydney were involved in this collaboration; however, only Moorebank High School students in the Year 7 gifted and talented music class had the exciting challenge of creating the soundtrack as well as the visual aspect of the stop-motion animation. Our students completed a total of six short animations and received an award at the showcase event for ‘Best Original Sound Track’. ICT skills were developed as students composed music using various music programs, for example Pro Tools, (Using our Music Recording Studio) as well as using the Music iPads for composing music and for editing and mastering the final stop-motion animations.
Sport

Moorebank High School demonstrated outstanding sporting achievements in 2014. Students participated in grade sports, recreational sports, house sports, carnivals, gala days, Knockout Sport teams, Premier’s Sporting Challenge, Year 7 Lunch competitions and many more. Students represented the school with pride and demonstrated the school’s BRAVE values on and off the field. Excellent achievements were made through hard work by both students and staff.

Some of the key highlights include:

- Under 14 Male Futsal team were crowned Sydney Futsal Champions after they progressed through the tournament undefeated. They were invited to compete at the Australasian Championships in Brisbane where they placed fifth.
- Lachlan Hancock was selected in the Australian Futsal team after his outstanding performance at the Australasian Championships in Brisbane.
- Ellesse Carini was selected in the Australian junior ice hockey squad to compete in Europe in 2015.
- Latroy Lee was selected in the junior Australian Touch Football squad.
- Jake Taylor was selected in the Australian Junior OzTag squad
- Katelyn Sanders received the prestigious Pierre de Coubertin Award and the South Western Sydney Aboriginal Achievement Award in Sport.
- Adam Najjarine-.Podbury was selected in the Sydney South West AFL team that won the Sydney Championships.
- Jessica Bringolf was selected to represent the Sydney South West Region in Trampolining at the State Championships. She placed third overall for the 15 Years Girls’ event.
- Matt Bannerman represented Sydney South West at the Hockey State Championships.
- Jason Perkin was selected in the Sydney South West Golf team.
- Jake Brewer was selected in the Sydney South West Cricket team that won the State Championships.
- Zane Rifai and Latroy Lee were selected in the Bankstown Zone’s 15 years Rugby League squad.
- The Year 11 Sport Coaching (VET) class conducting a Backyard Rugby League coaching session at Chipping Norton Primary School under the supervision of the NRL Bulldogs Development Coordinator.
- Student leadership in sport was developed and enhanced through the L2L House Leadership group.

Surf School

The PHDPE Faculty organised the 3rd annual merit surf excursion in 2014. Students who had demonstrated the school’s BRAVE values consistently in PDHPE throughout the year were invited to attend the excursion to Cronulla Beach. Students were taught surf safety skills and how to surf by Cronulla Surf School. Students (and staff) had a great time learning to surf and all students represented themselves and the school in a manner of which they can be proud.
Year 7 Swim School

Year 7 Swim School was a new PDHPE initiative in 2014. Year 7 students attended a Water Safety Seminar in October conducted by Sea Australia about how to stay safe in open water environments. In November Year 7 students attended a practical water safety education program at Sandon Point Beach, Bulli where they learnt first-hand how to identify a rip, what to do if caught in a rip and how to stay safe in the water. The instructors were overwhelmed with the kindness and respect they received from our students and all students who attended had a fantastic day. Students who did not attend the practical workshop completed a school-based water safety education program where they too learnt valuable lessons about how to stay safe in water environments.

Grade Sport

All students who represented Moorebank High School in Grade Sport teams did so with pride and excellence. Great teamwork and sportsmanship was evident each week within all grade sport teams. We achieved some fantastic results with the Senior Girls Soccer and Junior Girls OzTag being crowned premiers in the Term One competition. Junior Boys OzTag and Junior Boys Futsal were crowned Premiers in Term Four for Grade Sport.

• Marko Janjetovic U14 Boys Age Swimming Champion
• Aleisha Thackray U15 Girls Age Swimming Champion
• Alexander Valois U17 Boys Age Swimming Champion
• Ellesse Carini U16 Boys Age Athletics and Cross Country Champion
• Shiva Shabani U16 Girls Age Athletics Champion

We also had numerous students represent the school at a state level in the three carnivals. In swimming Alex Valois, Jack Stokes, Marko Janjetovic and Aleisha Thackray represented the school at the NSW CHS Swimming Championships. Ellesse Carini competed at the NSW CHS Cross Country. Laikyn Wynne-Roebeck, Nikola Bozic, Ellesse Carini, Sara Downie and Annalee Silva competed at the NSW CHS Athletics Championships. This is an outstanding achievement and Moorebank High School celebrates the success of these committed and tremendous athletes.

Carnivals

Moorebank High School saw an increase in attendance at all three carnivals in 2014. Students who participated showcased outstanding performances and sportsmanship. The three carnivals, Swimming, Cross Country and Athletics resulted in strong teams being sent to the Zone Championships. At the Zone Carnivals numerous students demonstrated brilliant overall performances and were named Zone Age Champions. These students are:

• Marko Janjetovic U14 Boys Age Swimming Champion
• Aleisha Thackray U15 Girls Age Swimming Champion
• Alexander Valois U17 Boys Age Swimming Champion
• Ellesse Carini U16 Boys Age Athletics and Cross Country Champion
• Shiva Shabani U16 Girls Age Athletics Champion

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2014 Swimming Carnival

Significant programs and initiatives – Policy and equity funding

Aboriginal education

2014 was a big year for the Indigenous students at Moorebank High School. The Aboriginal students were given many opportunities outside of the classroom, which they took on with enthusiasm.

Indigenous students were involved in multiple activities at different university campuses. Jarred Finnerty, Kali Rowe and Harry Brotherhood were involved in Aboriginal reconciliation week at The
University of Sydney. Students participated in University workshops run through the Compass Program and placed a hand in the reconciliation garden.

Teagan Sanders, Klaire-Leigh Doulman, Drew Percy, Matthew Rowe, Desmond Percy, Kyle Fickle and Jack Southern were involved in the Pathways to Dreaming program through the University of Western Sydney. Students participated in mentoring sessions and a range of University workshops including an introduction to the police force and writing workshops. The students celebrated their involvement at the end of the year by attending the Australian Wildlife Park in Sydney.

Kyle Fickle attended a camp in the Christmas holidays through the University of Western Sydney where he was able to experience university life and participate in cultural experiences and mentoring sessions.

Katelyn Sanders received an early entry into the University of Western Sydney through the Badanami Alternative entry program.

Desmond Percy and Matthew Rowe attended the University of Technology Open Day through the Nanga Mai program. The students were given a tour of the university, participated in mentoring sessions and attended an engineering workshop.

Teagan Sanders, Klaire-Leigh Doulman and Drew Percy also attended the University of Technology where they participated in a literacy workshop on creative writing.

Senior students took up the advantage of using the Norta Norta program and received tutoring in a number of subjects to help them with their HSC studies. Katelyn Sanders, Nick Drakakis, Waide Southern, Jack Giblin and Corey Fickle received Kari Scholarships which helped with the purchase of resources and school fees.

A number of students also achieved awards. Harry Brotherhood received a South Western Sydney Aboriginal Achievement Award in Literacy. Katelyn Sanders received a South Western Sydney Aboriginal Achievement Award in Sport. She also received the Pierre de Coubertin Award for her commitment and participation in secondary school sport.

Indigenous students were also involved in a number of specific programs. Teagan Sanders, Matthew Rowe and Drew Percy participated in the Inspire program. The students organised a fund raiser for Kari Foster kids and began planning to enter the Beanie Festival in 2015. Drew Percy and Teagan Sanders attended a felt making workshop. The students were taught how to make beanies in preparation for the Beanie Festival. Kali Rowe was involved in the Kari Vocal program and performed at Casula Powerhouse.

Leadership skills were further developed with Drew Percy and Teagan Sanders running a meeting with local primary and high schools at Moorebank High School. The students chaired the event and helped with the organization.

Students visited Hyde Park for the Indigenous Veterans Ceremony in association with ANZAC Day. The students also had the opportunity to speak to an Aboriginal Lieutenant about opportunities available to them in the Australian Army.

All students at Moorebank HS participated in ‘closing the gap’ and learnt about the gap in indigenous health in their Learn to Live classes. Students were presented with a range of lessons about indigenous health over three lessons.

**Multicultural education and anti-racism**

Sixty-two per cent of students are of a Language Background Other Than English. The diversity of the students' cultural and linguistic backgrounds
was celebrated on Harmony Day with a concert. One hundred and thirty-three students, including five International Students, received support from the ESL staff. Fifteen staff members successfully completed the Teaching English Language Learners (TELL) course. The school also has a trained Anti-Racism Contact Officer (ARCO).

Respect and responsibility
As one of Moorebank High School’s student leadership groups, Interact actively works to assist charities. Interact is an active group of students across all year groups in the school that promotes respect and responsibility through encouraging a generosity of spirit across the school community. Interact ran fundraising activities to support various charities operating on a local, national and global basis during 2014.

Interact organised mufti days and cake stalls, sold roses for Valentine’s Day, organised the World’s Greatest Shave for the Leukaemia Foundation, celebrated Purple Day and ran a World Cup soccer competition.

Interact has continued to support the 40 hour famine, Legacy Day and UN Day and to sponsor a child in Ouagadougou. Some of the funds raised also went to local children who were disadvantaged and needed some time away. Children were treated to a day out at the movies with their carers.

In 2014, our Interact students participated in a Global Leadership day to build their leadership skills, as well as a school leadership which aimed to build leadership proficiencies and acknowledge students in their contributions to the school and wider community. All students continued to encourage generosity in the school, this being one of Moorebank’s ‘Brave’ expectations.

Student Welfare
All Moorebank High School students participated in our pastoral care program, ‘Learn to Live’. Learn to Live classes are held three times a week and focus on issues that are specific to each year group. In 2014 lessons had the following focus topics:

Year 7 - Transition to high school, learning new routines, developing positive relationships and being inspired by the world.

Year 8 - How to show empathy, conflict resolution, global citizenship, gender issues, being a team player and self-awareness.

Year 9 - What inspires me?, goal setting, 7 habits of highly effective teens, self-image, mental health, leadership action research project.

Year 10 - Goal setting and motivation, healthy lifestyle choices, including risky behaviour, careers, dealing with stress and anxiety.

Year 11 - Wellbeing, study skills, organisational and time management skills.
Year 12 - Creating connections, career planning, study skills.

Students in Years 7 and 10 attended three day camps involving an Active Outdoors program. Year 10 also completed the mandatory Crossroads program. Students participated in a range of outdoor activities including High Ropes, Canoeing, Abseiling and Giant Swing. Teamwork was developed and enhanced through the activities and student feedback about the programs was very positive.

Year 7 Camp

Year 8 students participated in High Resolves. This was a global citizenship program where students spent two days developing a sense of belonging and responsibility not only for their own community but communities around the world. Student feedback was very positive and the program emphasis was around supporting others less fortunate than ourselves.

Year 10 were involved in several wellbeing workshops, including having players from Canterbury-Bankstown Bulldogs speak to them about safe partying, as well as representatives from Digital Thumbprint, who presented a seminar on the impact of social media on young people.

In Term 3 Year 11 students attended the B Street Smart program at ACER arena in Homebush. The program which was hosted by NRMA and police and emergency services provided students with graphic detail about road traffic accidents and the effects of alcohol and speeding on injury incidence and survival rates.

Year 11 students had an opportunity to join the Max Potential program, which is aimed at helping student leaders to maximise their potential in their final years of school and beyond. Max Potential draws on leaders within the community, business and industry to mentor and pass on their experience and leadership competencies. It also encourages participants to focus on their local community and find ways they can work to improve it.

The PRAISE Program was an ongoing program for girls from Years 7 and 8. The program aims to provide young women with a safe environment where they participate in a number of interactive and educational workshops. These workshops focus on developing safe and positive relationships and improving self-esteem and confidence. 2014’s program included workshops on Assertive Communication, Managing Emotions, Self-Esteem, Understanding Family Differences and Managing Depression and Anxiety.

The main initiatives linked to Positive Behaviour Intervention Strategies (PBIS) focused on students wearing full school uniform, evaluating and improving the merit system and reinforcing the importance of teachers’ positive interactions rather than corrections. We also established a BRAVE mission statement: “Brave at MHS seeks to develop a positive school culture of achievement, unity and participation through consistent demonstration and recognition of our core values”

The PBIS team also underwent a significant evaluation of the implementation of PBIS at MHS and has developed an extensive action plan to direct the team in 2015.

Programs for students with additional educational needs

The Links to Learning program aimed at supporting students who were experiencing difficulty in engaging and connecting with their learning. Students in Year 9 attended the program every Friday for 10 weeks and all elements of support for students around their school work were provided.

The Rock and Water Program aimed especially at improving boy’s self-esteem and participation in their education within the high school setting. The program entailed relating physical activity to the teaching of emotional, social and physical development. The students were led through awareness exercises and discussion topics that aimed to develop their self-confidence, self-
School planning and evaluation 2012—2014

School evaluation processes

Curriculum – English

Background

As part of the regular review process undertaken, the English Faculty engaged in analysis of their practice through a process called the In School Self Evaluation (ISSE). This involved surveys of staff and students, classroom visits and interviews. Two areas were reviewed in this ISSE: Teaching Practice and Faculty Culture and Attitudes.

Findings and conclusions

Teaching Practice

There was agreement between students and staff about the need for students to see the relevance of what they were learning. However there was a disparity between the extent to which staff and students felt students understood the relevance of their learning in English. Teachers and students agreed that the teacher made the difference in relation to this understanding and this was particularly so in English Studies where students felt well informed. Students in selective, comprehensive and senior classes often felt they did not know what was expected of them in terms of assessment tasks, feeling the terminology that described various levels of achievement was too vague. Students and teachers are in agreement about the types of activities and learning experiences that need to occur for students to learn in English. There is however a disparity of opinion between students and teachers about whether this is occurring. Teachers generally feel that there is a collegial approach to improving teaching and learning in the Faculty and that teaching is underpinned by the Quality Teaching Framework.

Attitudes

Teacher and students had the same views about the importance of a good relationship being established between them for appropriate learning and classroom behaviour to occur. Selective and senior students felt this rapport was positive whilst other students were less enthusiastic about their relationships with teachers. Students expressed concern about their learning being disrupted by some of their peers when there was not strong behaviour management by their teacher in the classroom.

Staff overwhelmingly felt that as teachers they were acknowledged and valued in the Faculty and they could express their opinions openly.

Programs

In relation to the programs two questions were addressed:

1. Do teachers construct learning experiences which allow students to demonstrate achievement of syllabus outcomes?
2. Do assessment tasks/marking criteria guidelines meet syllabus outcomes?

Programs were generally found to meet course requirements and outcomes.

There were recommendations related to better and clearer differentiation to cater to the wide range of students at the school in various classes. There was also a need identified to be more specific about how the 25% class mark would be determined for the junior years. There were some units of work where a deeper conceptual exploration of ideas was recommended for higher ability students, rather than lower order activities focusing on techniques. Some programs needed to show more explicitly where grammar, punctuation and language features would be incorporated. Critical thinking skills and intercultural understanding need to be more explicitly embedded into some units. It was also suggested that students may benefit from being able to analyse past student work samples. There was also some inconsistency between course outlines and assessment notifications or marking criteria.

Key Recommendations

- All teachers to review the list of things that students and staff feel makes a good English teacher and use the list to reflect on their own practice.
- Teachers need to ensure they continue to try to build positive relationships with students and continue sharing behaviour management strategies to support one another.
School planning 2012-2014:

**School priority 1**

Literacy and Numeracy

**Outcomes from 2012–2014**

1. Enhanced school leadership capacity for school and community of schools improvement in the areas of literacy and numeracy.
2. Increased levels of literacy achievement for every student, with Aboriginal students meeting or exceeding rates of growth expected for all students.
3. Increased levels of numeracy achievement for every student, with Aboriginal students meeting or exceeding rates of growth expected for all students.
4. Differentiated teaching and learning strategies strengthened through planning based on the Quality Teaching Model and evidence of student literacy and numeracy learning needs.
5. Enhanced parent and community participation in literacy and numeracy strategies that improve student learning outcomes.

**Evidence of achievement of outcomes in 2014:**

- 71.4% of Year 9 students achieving greater than or equal to expected growth in reading in NAPLAN, exceeding the school target by 10.8%.
- All four schools (MCOS) are using Mathletics to differentiate the curriculum. Use of Mathletics in six months across the MCOS schools recorded student completion of 1,096,562 curriculum questions and 947,933 questions requiring the four operations.
- All Year 9 ATSI students met or exceeded growth in writing, spelling and numeracy. Four of five ATSI students in Year 7 met or exceed growth in writing, spelling and grammar.

**Strategies to achieve these outcomes in 2014:**

- Employed 3.2 teachers to relieve Curriculum Head Teachers and one teacher per KLA (who has provided in-built faculty support) from face-to-face teaching by 3-6 hours per week. This time was utilised by faculties mentoring and collaborative practices for improved student learning outcomes in reading.
- Development of new Numeracy Team supported by release of up to one period per week for Numeracy Team coordinator for the administration of Mathletics to support improvements in leadership and management across MCOS – High School and Partner Primary Schools Context.
- Aboriginal Education Committee Leader was supported with a one period allocation each week to ensure PLPs were data driven by extensive consultation with staff, students and peers.

**School priority 2**

Engagement and Attainment

**Outcomes from 2012–2014**

1. Improved student attendance and parent / community participation in learning and support programs that enhance student engagement and attainment.
2. Strengthened school culture and practices that respect, enhance and celebrate every student’s leadership development and participation in learning.
3. Enhanced provision of flexible, personalized and safe learning environment for students.
4. Improved social skills and emotional wellbeing for every student.
5. Increased proportion of students progressing to tertiary study, employment or recognized vocational training following school.

**Evidence of achievement of outcomes in 2014:**

- The school attendance rate for students in Years 7 – 12 was 92.5 % which was above state average and an increase from previous years.
- Quality Teaching Survey results showed 82% of teachers reported that the majority of their students are mostly or always able to remain on task with minimal attention to discipline. This target was exceeded by 2%. This is an increase of 31.1% as compared with 2010 results.
- Significant expansion of student leadership opportunities via school and DEC events, MCOS initiatives and community events in the
areas of sport, student voice and action in school, community and environmental improvement, social justice and CAPA. Almost 20% of students (193) are members of one of eight student leadership groups and induction included a full day of leadership training and activities. Various student leadership groups or individuals have either led or participated in over 40 separate leadership specific initiatives in semester 1 2014.

**Strategies to achieve these outcomes in 2014:**

- Employment of an additional equity funded DP and HT Learning & Engagement with the responsibility of whole school leadership and management of attendance systems and policy.
- Employment of equity funded DP (term 1), HT L&E (terms 2-4) and 0.2 release PBIS Coordinator.
- Employed 0.2 teacher using equity funds to release HT Welfare to coordinate merged Learning and Support, and Welfare Teams; to review the school’s Learning and Support policy, procedures and structures and enhance leadership opportunities and student voice.

**School priority 3**

**Curriculum and Assessment**

**Outcomes from 2012–2014**

1. Enhanced provision of a broad, flexible and inclusive curriculum and curriculum structure.
2. Strengthened leadership and management of syllabus implementation founded on processes that support clear alignment of quality programming, engaging practices, assessment and feedback and reporting to students and parents.
3. Quality of teaching, differentiation practices and student learning outcomes are enhanced through professional learning that promotes teacher collaboration, innovation and evidence-based programming and practice.
4. Effective learning design and pedagogy that integrates digital technologies to enhance student-learning outcomes through increased student ownership and direction in learning.

**Evidence of achievement of outcomes in 2014:**

- Fifty-three per cent of students who completed the “Tell Them From Me” survey reported they are intellectually engaged. The NSW norm for this aspect of the survey was 46%.
- The performance of HSC students in food technology, Modern Greek beginners, English extension 2, legal studies, society and culture, economics, industrial technology and history extension was above the state average. The average performance in ancient history, chemistry, English standard, English advanced, food technology, mathematics, mathematics extension 1, music 1, physics, textiles and design and visual arts was superior compared to the school average 2010 – 2014.
- Seventy-five per cent of teachers surveyed responded that they regularly modify teaching strategies in response to assessment results and other data sources. This is a 3% increase from the 2012 survey results and a 37% increase from 2010 survey results.

**Strategies to achieve these outcomes in 2014:**

- 0.6 release of HT Teaching and Learning to support targeted faculties in improving differentiation strategies, scaffolds and other resources used in tasks.
- Employed a Stage 6 coach who coordinated the use of the senior independent learning centre, providing guidance and support for students in Years 11 and 12, including the development of study skills.
- Employed 3.2 teachers to relieve Curriculum Head Teachers and one teacher per KLA (who has provided in-built faculty support) from face-to-face teaching by 3-6 hours per week. This time was utilised by faculties to strengthen leadership and management of strategies to make improvements in the area of curriculum and assessment.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Ten per cent of parents of students from years 7-12 were randomly selected for a telephone
survey that asked 20 questions regarding satisfaction with various aspects of school. Data from the Satisfaction with School survey revealed an affirmative response to the set of questions from 82% of parents.

- Ninety-four per cent of parents indicated that the Annual School Report, newsletters and other information tell them how the school is performing.
- Ninety-eight per cent of parents indicated that they are “pleased my child attends this school”.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Vision Statement 2015-2017

- Moorebank High School’s strong and optimistic school spirit is driven by students, staff, parents, carers, communities of schools, and the broader community, actively uniting to build a bright and motivating environment for all. This is evident through our mutual respect and understanding, great teaching, inspired learning and opportunities for young people to grow as empowered, responsible and generous citizens of the future.

School Strategic Directions 2015-2017

- Strategic Direction 1 – Student success driven by high standards in educational and wellbeing practices specific to the needs of middle years learners and their families.
- Strategic Direction 2 – Student success driven by high standards in educational and wellbeing practices specific to the needs of later years learners and their families.
- Strategic Direction 3 – Building a supportive environment for staff that fosters new and better ways of doing things.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: