School context statement

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of approximately 604 students in 2014, with 96 students in Year 11 and 71 students in Year 12. There are 23 Aboriginal students enrolled at the school. The school has a Support Unit containing I.O. and Autism classes and a Multi-categorical class.

An expansive curriculum exists that supports the learning needs of students across all key learning areas. The school shows great leadership in literacy and numeracy, the creative and performing arts, sport, agriculture and Aboriginal education. The school has a highly functioning Learning Support Team. The team/school has strong support from Aboriginal Elders.

Positive Behaviour for Success (PBS) underpins student wellbeing with our expectations for our school community being Safe, Respectful and Responsible. The PBS initiative has had a massive impact in the school through the growth and development of a very positive culture in all aspects of the school. The VIVO rewards system was introduced in 2013.

The 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 in many ways.

There is a strong relationship with local and regional Aboriginal elders and the school received a Nanga Mai award in 2013 for school/community partnerships.

Principal’s message

What an outstandingly successful year we had at Moss Vale High School in 2014. The school continues to go from strength to strength in so many areas. I want to congratulate all our students, staff, parents and community members for a year that has been characterised by success in so many areas and by a wonderful positive spirit that continues to grow.

Moss Vale High School is a school that is built on a very caring, supportive and positive spirit where each and every person is valued for the wonderful contribution that they make towards the growth and development of our school.

The students that make up Moss Vale High School are so very special. They are a wonderful group of young people that continue to demonstrate their commitment, diligence and belief to achieve their goals. There are so many instances where our students continually and constantly act safely, show respect and act responsibly – the three core values of our Positive Behaviour for Success initiative.

I want to congratulate all our students – well done on your outstanding achievements in 2014!

I continue to be inspired and encouraged by the endless professionalism, commitment, and enthusiasm of the staff group that I am lucky enough to work with each and every day. The effort that the staff at Moss Vale High put into every aspect of their roles at school is amazing and their commitment towards achieving success for our students is outstanding. As a Principal and as a parent of a student at Moss Vale High School, I am blessed that my daughter has the opportunity to work and learn from these special people each and every day.

I want to acknowledge as well, the amazing support from our parents, our P & C Association and also the Southern Highlands Aboriginal Education Consultative Group. They have provided wonderful support, advice and direction as we move our school forward. We have also been very lucky to secure tremendous support from within our community. I want to thank all our local businesses for their support and would also like to recognise the wonderful partnership with the Wingecarribee Shire Council.

Our Moss Vale Community of Public Schools is another wonderful collaboration that supports students from Kindergarten to Year 12. This year’s Biennial Community of Schools CAPA Concert was a highlight with over 250 talented students from Moss Vale High, Berrima, Bundanoon, Burrawang, Exeter, Moss Vale, Penrose and Robertson Public Schools coming together to perform Music, Dance and Drama items.
Our schools also worked extensively on our middle schools linkages project and supported our Year 6 students through our award winning high school transition project.

The outstanding growth and development of our school is a result of that wonderful partnership that we have with our parents and community. Their input is vital for the ongoing success we want for our students and I look forward to strengthening these partnerships well into next year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Peter Macbeth - Principal

P & C

2014 was another successful year for our P & C association, with the funding of many projects within the school. Over the past year we have contributed funding towards a number of important events and programs around the school, including:

- Ongoing financial support of the PBS program and VIVO rewards program
- Funding towards the Annual Presentation Night
- Refurbishment of the school foyer
- Irrigation of the lower sports field
- Subsidising sporting students who achieve higher representative levels

The PBS program continues to go from strength to strength, and is a credit to the staff and students. The positive response to our school within the wider community is further proof of the program’s value, and I hope it will continue to grow.

We have been offering the Year 7 book packs for several years now, and they have again been well supported. As well as being a fundraiser for the P & C, it is a wonderful service for new students and parents, helping to make the transition from primary to high school a little smoother.

Although the number of people attending our monthly meetings has been small, I’m pleased to see it is growing, and the commitment to our school, the staff and ultimately our children by everyone who attends is always apparent, and I would like to say a very special thanks to you all.

The relationship and mutual respect between our school and the wider community is incredibly strong, and something we should all be very proud of. This is largely due to the wonderful teachers, support and administrative staff at Moss Vale High School and the amazing work they do in educating and caring for our children. Thank you all for your ongoing commitment to making Moss Vale High School the best school we can be.

Deirdre Mackay - P & C President 2014

Student representative’s message

During 2014, the SRC organized many fundraising and charity events including, selling Valentine’s Day roses, Close The Gap campaign, a best dressed competition at the swimming carnival and the selling of lolly bags at the athletics carnival. The SRC also worked collaboratively with the school’s PBS team to raise funds for various charities and liaised with community members at a number of community events.

During our meetings and morning Roll Call, the SRC discuss and organized ways to improve and become more involved with the wider community, whilst also improving the school environment. The SRC focused on developing their leadership skills and training other students who have shown an interest in leadership. Rhiannon Young of Year 12 attended a number of leadership events; one of these events was effectively run by the University of Wollongong and provided Rhiannon with a number of strategies and life skills that she then passed onto the younger years and SRC members.

At the end of Term 4, the SRC coordinator Miss Virtue passed her role onto Miss Lidgard, who was a member of the Student Representative Council during her time as a student at Moss Vale High School. The SRC looks forward to working with Miss Lidgard and the new SRC members to further strengthen its involvement in school and community events.

Overall, 2014 has been a proactive year for the SRC and it can only grow and strengthen in the years to come. In 2015, the SRC looks forward to organizing many fundraisers, particularly to raise...
money and support for Bowral Hospital Children’s Ward. The funds will help to purchase books, toys and games to help brighten the lives of children in this ward. The SRC will continue to embody our school values of being respectful, responsible and safe by building upon their knowledge and understanding and continuing to be effective role models for all students.

Charlie Burns, Ashlee Garske and Nadia Shaw

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Graph showing student enrolments from 2008 to 2014 for both male and female students.]

The total overall enrolment of the school in 2014 increased by 27 students from 2013. This indicates a positive trend of increasing enrolments with a Year 7 enrolment in 2014 of 121 students, an increase of 25 students compared with the Year 7 enrolment of 2013.

Student attendance profile

![Graph showing student attendance rates from 2008 to 2014 for School and State DEC.]

Student attendance rates are slightly, 1.1%, below current state trends and above regional attendance.

Management of non-attendance

Student attendance is monitored overall by the Deputy Principal. In 2014 utilising Resource Allocation Model Funding (RAM) funding, the school employed a teacher for half a day per week to work as a school based Home School Liaison Officer (HSLO) position which led to the management by this position of all matters related to student attendance.

Students are notified of attendance issues during Roll Call. Year Advisers and Head Teachers work with the Deputy Principal and our school based HSLO to make verbal and written communication to parents as required. Students with poor attendance records were placed in a specialised Roll Call group for close monitoring in 2014.

Moss Vale High has a close relationship with the DEC HSLO who supports us with poor attendees.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td></td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td>60%</td>
<td>16%</td>
</tr>
<tr>
<td>university entry</td>
<td>100%</td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

In 2014 MVHS had 66 students in Year 12. Twenty nine offers were made to 21 students for university places with six students receiving two offers from early and main rounds while one student received three offers, one each from early, main and late rounds. This represents about thirty two percent of the cohort.

The University of Wollongong continues to be the preferred destination of our students with 26 offers. Sydney, Western Sydney and Charles Sturt offered one place each.

The courses offered to our students covered a wide range of disciplines including Music, Science, Physics, Mathematics, International Studies, Indigenous Health, Education and Engineering Hons programs.

Of the students who could be contacted who have not taken up a university placement, 24 have found work, 11 are studying at TAFE including seven who have gained apprenticeships or traineeships two have entered the Defence
Forces while five remain undecided about their future plans.

Year 12 students undertaking vocational or trade training

In 2014 forty Year 12 students studied within a Vocational Education and Training (VET) Framework. This number comprised 54% of the Year 12 student body. At Moss Vale High students undertook courses in Construction, Business Services, Hospitality, Information & Digital Technology and Primary Industries. Human Services was accessed through Bowral Hospital and Animal Studies, Automotive, Beauty, Community Services and Metal and Engineering were undertaken as TVET courses through the Moss Vale Campus of Illawarra Institute of TAFE.

Two students were successful in completing SBAT’s (School Based Traineeships) one in Plumbing and one in Office Administration. Students studying VET courses receive Certificate II or III qualifications in the Framework or statements of attainment towards the qualification. 76% of students undertaking VET at Moss Vale High received Certificate II in their chosen field with the other 24% achieving Statements of Attainment towards the qualification.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All Year 12 students, except for those studying via Pathways attained a HSC or vocational education qualification in 2014.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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>1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Moss Vale High School had no staff who were identified as an Aboriginal or Torres Strait Islander person in 2014.

In 2014 our school welcomed a range of new staff to the school in permanent and temporary positions. The school welcomed Ms Kerri-Jane Burke to the position of Head Teacher – English, Ms Belinda Naujok and Mrs Sarah Bennett to Mathematics classroom teaching positions. The Mathematics faculty also welcomed Mr Andrew Adampolous into a temporary teaching position to cover a maternity leave position.

Mr Matthew Gannon was welcomed to the HSIE faculty as a permanent staff member.

Miss Stephanie Lidgard was welcomed as a permanent staff member to the English faculty.

Mrs Janeen Pepping and Mrs Bev McAndrew shared the role of the Learning and Support Teacher (LAST role in the school). Moss Vale High School receives a 1.4 entitlement for the LAST position.

Many casual staff request to teach at Moss Vale High and there is no shortage of committed, high quality casual staff who are actively seeking employment. Our pool of excellent casual staff continues to grow, particularly with new scheme teachers and in 2014 our school had the support of some excellent casual teachers.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>36</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

2014 has seen staff participating in a diversity of Professional Learning opportunities.

A significant focus for the year has been the continued implementation of the National Curriculum. Programs have been developed in English, HSIE, Mathematics and Science. Program reviews have taken place across all KLA’s to ensure continued student improvement.

Literacy continues to be a focus with further staff Professional Learning opportunities in the use of TEEL and ALARM. Our Linkages work with our Community of Schools has a focus on both Literacy and effective teaching and learning to assist in the transition to High School.

Our continued participation in the Improving Literacy and Numeracy Partnership has resulted in ALL staff having the opportunity to undertake Professional Learning in Comprehension strategies and the Literacy Continuum.

At the beginning of Term 2 Moss Vale High school staff engaged in professional learning based around emotional intelligence and behavioural coaching.

For staff development day term 3, the school staff participated in professional learning based area of quality teaching and technology delivered by educational specialist and motivational speaker Tony Ryan. In October, Tony Ryan also worked and supported staff from all faculties across the school as a follow up to the work completed on staff development day at the beginning of term 3.

ALL staff participated in professional learning around the school continued implementation of the Positive Behaviour for Success initiative.

One member of staff has been accredited to teach VET Business Services.

Two members of staff completed accreditation with the NSW Teachers Institute and two staff were reaccredited at the level of professional competence. A number of casual and temporary members of staff have been supported through our SHINE program in getting their accreditation underway.

Staff participated in a range of mandatory training including code of conduct, child protection, Emergency care, CPR amongst others.

From the Teacher Professional Learning Funds received by the DEC, the school spent $39,173.19 in total in 2014. $6,174.06 was spent on Professional Learning for the Introduction of National Curriculum.

Beginning Teachers

In 2014 there were two teachers who received funding under the Great Teaching Inspired Learning (GTIL) reform.

The teachers concerned, used this funding to participate in internal and external mentoring programs. These funds were also used to support the professional growth of these teachers by enabling them to participate in professional learning that was specific to the subjects that they teach.

These funds also allow these teachers to work with staff from other faculties in the school as well as attend and participate in their respective professional associations to enable them to develop networks and develop their subject specific expertise.
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>
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</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>458569.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>344802.31</td>
</tr>
<tr>
<td>Interest</td>
<td>13858.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19396</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1652096.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>120699.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>42999.8</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
<td>158817.18</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>119579.22</td>
</tr>
<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
<td>84164.34</td>
</tr>
<tr>
<td>Maintenance</td>
<td>46876.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15377.37</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1244734.02</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>407362.40</td>
</tr>
</tbody>
</table>

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

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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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.

Alternatively:

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

The majority of Year 7 at MVHS performed in Bands 6, 7 and 8 of the NAPLAN reading assessment: 70.8% of students achieving in these bands. 31.1% performed in the top two bands and 17.3% performed in the bottom two bands.
The majority of Year 7 students, 50%, at MVHS achieved in Bands 6 and 7 in the Spelling component of NAPLAN. 24.5 % achieved in the top two bands and 25.5% performed in the bottom two bands.

44.9% of students in Year 7 at MVHS performed in Bands 6 & 7 in the Punctuation and Grammar component of the NAPLAN Literacy assessment. 4.3% performed in the top two bands and 59.3% performed in the bottom two bands.

36.4% of students in Year 7 at MVHS performed in Bands 6 & 7 in the Writing component of the NAPLAN Literacy assessment. 4.3% performed in the top two bands and 59.3% performed in the bottom two bands.

NAPLAN Year 7 - Numeracy

The majority of Year 7 students, 55.1%, at MVHS achieved in Bands 6 and 7 in the NAPLAN numeracy assessment. 17.8% achieved in the top two bands and 27.1% performed in the bottom two bands.
The majority of Year 9 students at MVHS performed in Bands 7 and 8 of the NAPLAN reading assessment: 41.3% of students achieving in these bands. 20.6% performed in the top two bands and 24.7% performed in the bottom two bands.

46.3% of Year 9 students at MVHS performed in Bands 7 and 8 of the Grammar and Punctuation component of the NAPLAN Literacy assessment. 19.4% performed in the top two bands and 34.4% performed in the bottom two bands.

The majority of Year 9 students at MVHS performed in Bands 7 and 8 of the Writing component of the NAPLAN Literacy assessment. 47.3% of Year 9 students at MVHS performed in Bands 7 & 8 in the Writing component of the NAPLAN Literacy assessment. 8.7% performed in
the top two bands and 44.1% performed in the bottom two bands.

**NAPLAN Year 9 - Numeracy**

54.3% of students in Year 9 at MVHS performed in Bands 7 & 8 of the NAPLAN Numeracy assessment. 16% performed in the top two bands and 29.8% performed in the bottom two bands.

**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 sixty six students at MVHS undertook the HSC in a range of subjects across all Key Learning Areas (KLA’s). The following graphs show students at Moss Vale High performed very well. Students results indicated improvement in Business Studies, Chemistry, English (Standard), English (Advanced), Industrial Technology, Mathematics, and Modern History. Students who sat the HSC received Band 6 results in Music, PD/H/PE, Primary Industries, and Extension 2 Mathematics. Year 12 student Rhiannon Young scored 96% in the Primary Industries HSC examination which ranked her second in NSW. Students at Moss Vale High School also received 36 individual Band 5 results in a range of different courses.
The above graph shows that at the HSC, the relative performance from NAPLAN of the Year 9 cohort demonstrated growth in the middle band of 1.6 in conjunction with a negative growth of -1.6 in the low band and -9.7 in the high band.

**Other achievements**

**English**

We continue to implement the National Curriculum through concept based programming and streamlined assessment tasks that support the recently introduced Junior Assessment Policy. Program registers are completed in collegial discussions that enable year coordinators to adapt and modify our scope and sequence documents and reflect teaching and learning strategies that maintain differentiation. A Head Teacher English Network has been established to foster sharing and collaboration of tasks, texts and skills among teachers across our Gundungurra region.

The introduction of new HSC text prescriptions for 2015-2020 saw staff attending professional development opportunities, delivered by the English Teachers Association from Term 1, and provided a timely opportunity to overhaul senior assessment tasks and programs. A process of corporate marking has been adopted, with teachers demonstrating consistent standards in relation to identified script samples which are electronically stored in line with BOSTES requirements and to support the continuing development of student writing.

2014 saw the introduction of our regular newsletter column titled *English Experiences* that communicates important matters about subject English and celebrates the achievements of our students. Three teachers also shared the good news of Moss Vale High - Josie Davidson, Adelle Morris and Janeen Pepping - who delivered well received presentations at the ETA annual conference in Sydney.

Students have enjoyed incursions of Bell Shakespeare’s *Hamlet*, as well as an excursion to the Sydney Opera House to see *MacBeth*. HSC students participated in study days at Sydney University and the University of Technology as preparation for extended response writing in both Paper 1: Area of Study and Paper 2: Modules.

The creation of the Bamir Language Gallery encourages students to regularly compose, share and reflect on their literacy learning through a range of engaging activities documented each week in the bamirlanguagegallery.wordpress.com blog. Similarly, Stage 5 students enjoyed working with poets from the Red Room Company to submit poetry for an online anthology titled *The Disappearing*.

**Debating**

2014 was a positive year for our debating teams, with interest and participation growing across all years. Unfortunately we didn’t manage to make it out of the group stage, with teams having mixed results in the competition. All the debaters have
enjoyed meeting weekly and are eager to continue building their debating skills.

**LOTE**

Year 7 continued to study Korean as their Language other than English (LOTE) in 2014. Year 7 students developed their knowledge, understanding and skills of Korean language and culture both in and outside of the classroom. Students completed a unit titled; ‘The Most Delicious Food’ and investigated Korean food, culture and customs; creating a digital presentation detailing their findings. In conjunction, students in TAS were working on investigating healthier alternatives to fast or convenient foods. As part of a cross curricula project between LOTE and TAS, Year 7 were able to apply the knowledge learned in Korean and demonstrate their knowledge and understanding by experiencing and cooking Korean food in TAS. Students tried Kimchi, Korea’s national dish and made Bulgogi, a marinated beef dish. This was a valuable opportunity for students to demonstrate their appreciation and knowledge of Korean food in a different subject area.

Our study of the Korean language and culture is further enhanced by our Korean Exchange Program with Nam Sung Middle School. This year we celebrated our 10 year relationship with Nam Sung Middle School and held a number of events to celebrate this milestone. Many students, particularly of Year 7, worked with our Korean visitors on a number of projects. This program provides staff and students with the opportunity to extend and enrich themselves and others.

**Public Speaking**

We have had a particularly successful year with students representing Moss Vale High School at a number of public speaking events with a number of successful outcomes. India Walbridge participated in the Plain English Speaking Competition, Ben Brittle participated in The Legacy Public Speaking Award and Charlotte Fitzgerald, Rachel Goodacre and Georgia Finlayson participated in Rotary’s Four-Way Speaking Test. Charlotte Fitzgerald was chosen as the local winner for Moss Vale Rotary and progressed to the district final. Charlotte spoke with passion and clarity and was again successful and progressed to the semi-finals. We also had a number of students develop their public speaking skills during English classes and by speaking in front of the student body during whole school assemblies and in a variety of leadership roles.

**Mathematics**

2014 has been a productive and busy year for the Mathematics Faculty. The NSW Syllabus for the National Curriculum was implemented in Years 7 to 10 ensuring staff were kept busy designing new resources and assessment activities for new curriculum content.

**Science**

Students at Moss Vale High School were able to access a number of enhancement opportunities in Science in 2014.

In the 2014 ESSA examination the students cohort performed at a level above the state mean in all but two areas which were at the state mean.

Stage 5 students were involved in the “Science and Engineering Challenge” against other schools in the Southern Highlands. The school lead for most of the day and came a very close third.

A significant achievement for our students was in the 2014 International Science Poetry Competition where our Year 10 students excelled. Samantha Drayton won her division while Alexander Allen was awarded a Very High Achievement and Laura Mulcahy and Gabby Middleton were awarded High and Credit Certificates. Well done to all these students and their teachers. The staff need to be acknowledged for their leadership in the implementation of literacy in learning in their classrooms.

Additional opportunities included excursions to University of New South Wales, Illawarra Field and Botanical Gardens at Mount Annan.

From a curriculum point of view was the time and effort put in by staff to develop and implement the National Curriculum. 2014 saw implementation in Year 7 and 9, and development for Year 8 and 10 in 2015. They are an evolving framework with an emphasis on Quality Learning and the enhancement of Literacy and Numeracy in explicit teaching.

**Agriculture**

In Agriculture the highlight of the year was Rhiannon Young being placed second in New South Wales in Primary Industries in her Higher School Certificate. A fantastic result for Rhiannon,
her family, her teacher, Ms McNeill and the school.
Additionally, students attended HSC preparation days at the Sydney University Campus at Camden. Other enhancement opportunities in 2014 included, livestock preparation with cattle and sheep, with beef cattle being shown at the 2014 Robertson and Moss Vale Shows. Thanks also are extended to ex-student Brad Flemming for his efforts at Singleton Hoof and Hook Competition.

From an organisational perspective a planning day has lead to improved communication structures which have enhanced organisational and learning outcomes for staff and students.

**Student Achievements**

**ANU Mathematics Challenge Day**

In May, five Year 12 students attended the Australian National University Mathematics Challenge Day. Our students performed outstandingly against some strong competition and enjoyed the challenges presented throughout the day.

**ICAS Mathematics Competition**

In August, thirty two Moss Vale High students participated in the 2014 ICAS Mathematics Competition. Many of the participants achieved merit and credit certificates for their efforts with outstanding distinctions achieved by 4 students from Years 7 to 11.

**Accelerated Mathematics Program**

The accelerated mathematics students who began their study of Stage 6 Mathematics in 2011 reached their final year of study. Two of these students undertook Extension 2 Mathematics while the remaining undertook Extension 1 Mathematics.

A new class of accelerated students began study of Stage 6 Mathematics in Year 9.

**2014 HSC Results**

Mathematics Extension 2 – 2 students received Band E3 (notional Band 6)
Mathematics Extension 1 – 5 students received Band E3

1 student received Band E4
Mathematics – 5 students received Band 5 (2 accelerated students in the 2013 HSC)
1 accelerated student received Band 6 (achieved in the 2013 HSC)
General Mathematics – 5 students received Band 5

**Human Society & Its Environment**

2014 has been a successful year in program development and implementation of the new Australian HSIE curriculum. Teaching of the new curriculum commenced for History students in Years 7 and 9 this year, while staff continued to develop teaching programs for implementation in Years 8 and 10 for 2015. Themes in the new curriculum were also supported by our “Kick off with Reading” study of *The Happiest Refugee* by Anh Do, which was strongly supported across the HSIE classes. Students in Geography explored the changing roles of Australia in its regional and global context, focusing on immigration issues, while History students examined the impact of refugees after the Vietnam War, using the Anh Do text as a stimulus for diverse writing activities.

Year 11 Legal Studies and Society & Culture student, Regina Jenkins, was selected from students across the State to be one of 40 who attended the NSW Schools Constitutional Convention at Parliament House, Sydney in November. Students debated the approaches to Constitutional recognition of Indigenous Australians, and Regina made significant contributions at this Convention.

**Technology and Applied Studies**

Students across all stages have had the opportunity to develop their skills in Technology and Applied Studies. Year 7 and 8 designed and created nutrition games, useful items from recycled materials, quirky clocks, candle holders, BBQ tools and boxes. During this time they learnt about environmental sustainability and ethical design principles as well skills that will support them through life. We also purchased a Bottle Rocket Launcher Kit for future project development.

TAS electives in Stage 5 such as Industrial Technology Metal and Timber, Food, Child Studies and Multimedia continue to be popular elective choices.
In Stage 6 our Vocational Education training courses saw students gaining qualifications in Hospitality and Construction. Eleven students sat for their Higher School Certificate in Industrial Technology Timber. Our students HSC performance in both Hospitality and Industrial Technology were above state average. Melanie Aitken, Tamara Baxter, Meagan Handley, Jessica McConnell and Scott Woods achieved Band 5 in the Hospitality Examination and Matthew Pike, Rachael Reed and Jarrod Spajic Band 5 in Industrial Technology Timber.

We have also continued to upgrade our facilities and resources to enhance student learning experiences. New gas and electric stoves were purchased along with a hand spot welder, oxy-acetylene kit and a band saw. Our dust extraction system in our Industrial Technology rooms was also improved.

**Support Unit**

Students participate in a full range of subjects including: English, Maths, Science, HSIE, PD/H/PE, Food Technology, Wood & Metal Technology, Music, Drama, Dance, LOTE (Italian), ICT (Computer Technology), Agriculture, Sport and Work & the Community (Car Washing and Gym Programs).

Other activities that our students participate in include: Swimming Carnivals, Athletics Carnivals, Cross Country, Community Access Programs, Travel Training Programs, School Formals, Formal Assemblies and Work Experience Programs with IGA Café - Moss Vale, Movies and More - Moss Vale, Welby Garden Centre, Power Smash Repairs – Mittagong, Big W - Mittagong and Moss Vale High School Canteen.

The Support Unit at Moss Vale High School would like to thank the KKKK for their continued support.

### 2014 Volunteering

Over one quarter of the student population was involved in volunteering in 2014.

**Red Cross Calling** - Approximately 60 students from Years 8, 9 and 10 canvassed the Moss Vale and Berrima business and residential areas back in March and collected $4,428 for this organisation. This great effort resulted in the presentation of the Red Cross Shield for the most money raised in 2014 being presented to student representatives at the commemorative ceremony held in August this year in celebration of 100 years of Red Cross in Australia. This made our school the winner for the sixth year out of 11 years.

**Mobile Phone Tutoring to Seniors at the Highlands Community Centre** - Forty Year 9 and 10 students have been involved in tutoring senior citizens at Stafford Cottage in the use of their mobile phones and smart phones.

**Red Shield Appeal** - 60 students collected for the Salvation Army’s Red Shield Appeal in the Moss Vale business and residential areas. The students were able to fundraise their best amount ever with a total of $3,354 raised.

**Other volunteering activities undertaken by our students that we know of include:**
- Harbison Care – assisting with the “Activities” afternoon
- Coaching and umpiring in various sports
- Working Bees for various community groups
- Child Care Centres
- Peer tutoring/mentoring
- Community Gardening
- Reader/writer for students with additional learning needs
- Dream Cricket Helpers
- Legacy Badges Sellers
- Moss Vale Quota Club
- National Tree Day

### Significant programs and initiatives – Policy and equity funding

#### Aboriginal Education

Moss Vale High School had another wonderful year in Aboriginal Education. We started off with a bang in the form of the launch of our presentation book recording the PBS Our Ways symbols. The book was a major milestone in a journey which began in 2013 to learn about the 8 Ways Aboriginal pedagogy program and adapt it to our local context. Part of the adaptation was creating symbols to represent our PBS values of Safe, Respectful and Responsible Behaviour. By the end of 2013, students and local artist Garry Russell had produced vibrant artworks of a range of native animals which hold significance in Gundungarra culture. These were then associated with our PBS values in a meaningful way. This process was recorded in our presentation book.
To reinforce the association between our animal symbols and the PBS values, the school installed beautiful, full-colour reproductions of our students’ artwork next to the existing PBS signs around the school. It was an exciting moment when Patricia Holmes and local elder Wendy Lotter joined in cutting the ribbon to unveil the signs at the end of Term 2.

The PBS Our Ways book was sent to local community members and also to Senior Executive in the Department of Education. We were very excited when Michele Bruniges, the Director-General of the Department of Education and Communities, was so impressed with our work on this and the ILNNP Literacy program that she visited our school. Students who worked on the symbols walked Dr Bruniges around the school to show her the PBS Our Ways signs on the Day of Celebration in June.

The recognition of this exciting program continued, when the school was nominated for and WON the Nanga Mai award in Term 3! The Nanga Mai awards are run by the Department of Education and are granted in recognition of innovation, excellence and achievement in Aboriginal Education. Mr Macbeth and Mr Vasilakis attended the awards ceremony to accept this honour.

In Term 4, the next leg of the Our Ways journey began in a lovely way, with an excursion to Carrington Falls. Wendy Lotter joined Miss Davidson and Mr Vasilakis in helping the students to develop symbols to signify the eight ways of learning which make up Our Ways. These include: community, story-sharing, deconstruct/reconstruct, symbols, non-linear, non-verbal, learning maps, and land links. 2015 will see the continuation of this work – creating teaching resources for the whole school which use these approaches to learning.

In addition to the work with Our Ways, the year was studded, as always, with annual events. Our Closing the Gap BBQ was another wild success, raising important funds and awareness about the significant gap between Aboriginal and non-Aboriginal health outcomes. Our NAIDOC Week assembly was very moving and our K@M reading excursion in November provided a wonderful opportunity to keep alight the love of reading in our Koori students. Academically the calendar was busy as well. The Norta Norta tutoring program continued to support and extend Aboriginal and Torres Strait Island students in the Moss Vale High School community. We also continued our valuable work with M-Goals – an excellent website aimed at fostering Aboriginal community engagement around Australia. This work will continue into 2015 and we look forward to extending the relationship.

Aboriginal Education is a vibrant and exciting part of the Moss Vale High School curriculum. It thrives in large part because of the tireless work of the Aboriginal Education team, led by Mr Vasilakis, Mr Macbeth, Miss Davidson, Miss Curtis and the invaluable Wendy Lotter.

**Multicultural education and anti-racism**

In 2014 staff continued to embed multicultural perspectives across all stages and Key Learning Area in order to promote acceptance, tolerance and the celebration of diversity.

The school held a special day of activities to highlight the Close the Gap campaign where all students were made aware of the significant inequities between indigenous and non-indigenous Australians particularly in the area of health.

Our school has a trained anti-racism officer (ARCO) who actively promotes a racism free learning and working environment.

**Socio-economic background**

In 2014 the school received increased funding due to the implementation of the Resource Allocation Model (RAM). In 2014 the school spent this funding on a range of different initiatives and strategies.

These included funding for student assistance, increased school administrative support staff (SASS) time to assist in the implementation of school wide programs. The school also used the funding to cover costs associated with the employment of a teacher and a SASS officer to support the school focus on attendance.

Funding was also used to support the continued implementation of the Positive Behaviour for Success (PBS) initiative, teacher professional learning including VET teacher training and mathematics extension training.

Funding also supported initiatives to support our high school transition program, in special
education and the purchase of faculty resources to support the implementation of the new Australian curriculum.

**English language proficiency**

The school had only one student from an ESL background in 2014. This student was part of the school’s special education unit and as a result had a clearly developed Individual Education Plan. This plan supported the student in all aspects of their schooling.

**PDHPE**

As in previous years, many outstanding PDHPE experiences at Moss Vale High School have been created due to the continuing interaction of our staff, students and parents. The teaching lineup in PDHPE has remained unchanged from 2013 with the exception of Mr M Carlyon becoming the permanent Head Teacher of the faculty. Mrs J Wells, Mrs S Rossi, Ms D Middleton and Mr L Vandenbergh continue to make up the rest of the PDHPE team.

One of the biggest successes of 2014 was the introduction of a new Year 8 unit incorporating strategies to improve the literacy levels of students. Following on from the successful introduction of Anh Do’s “Happiest Refugee” reading initiative, students of Year 8 used the movie “Footy Legends” (written by Khoa Do, Anh Do & Suzanne Do) to examine the nature of relationships in their lives in engaging lessons incorporating the “Sensational 7” targeted literacy strategies. This has been well received by both students and staff and displays the commitment of the PDHPE faculty to improving literacy at Moss Vale High School.

**Sport**

2014 has once again been an extremely busy year for sport at Moss Vale High School.

We have had numerous successes during the year and student participation has been high throughout. Some of the sporting successes this year include;

- Chloe Middleton being selected in the CHS State Soccer team. Chloe was also named as a shadow player for the Australian team
- Lleyton Wallace being selected in the Southern NSW U15s Rugby league team
- Jack Donovan and Max Hanrahan being selected in the NSW Hockey team. Jack has also been extremely successful outside of school with representing at a number of levels. They include NSW Hockey Team, winners, NSW U18’s Hockey Team, NSW All Schools Hockey Team, AAP(Accelerated Athlete Program), Illawarra Div 1 U18’s State Champions, Illawarra Div 1 U18’s Indoor Champions

**2014 Learning and Support Report**

The Learning and Support Unit with Moss Vale High School has an allocation of one full-time teacher (Mrs Janeen Pepping), a part-time/casual teacher of two days per week (Mrs Beverley McAndrew) and a full-time Student Learning Support Officer (Mrs Cathy Vandervoort).

The support team have worked collectively with teachers from all KLA’s to provide assistance for mainstream students that have presented with learning needs.

**Year 7 and 8**

Every student was assessed using the YARC (York Assessment of Reading and Comprehension). This test assesses three components of reading comprehension: decoding (reading accuracy), fluency (reading rate) and text comprehension (literal and inferential meaning). Based on test findings and with teacher consultation a core group of students were selected to receive face to face lessons using the Macquarie University MultiLit Word Attack Program.

Students were also supported on a needs basis when referred by classroom teacher, school counsellors and Deputy Principal.

**Year 9 -12**

Students in Years 9 through 12 have been assisted based on teacher referral. The primary objective is to assist students in timetabled class time so that continuity in the subjects is not lost.

**Key successes** in 2014 have been the introduction of Individual Education Plans for students working within Learning and Support. This has allowed teachers to create SMART goals applicable to their own learning environments.

Additionally teachers have been encouraged to utilise the SENTRAL referral program for any
student with learning needs. Teachers have worked positively with the team.

Implementation of new learning assessment and teaching programs YARC, MultiLit, Excel Online and IXL Mathematics.

2014 has been a very busy and productive year for Learning and Support with many foundations laid for smooth transition in 2015.

2014 Creative and Performing Arts

Dance

2014 has been a very busy and productive year for all our dancers, with numerous individuals, classes and ensembles performing at various regional locations. The dance students have been involved in the Southern Stars, Inspire workshops and concerts at Robertson and Moss Vale Public Schools, two Community of Schools CAPA Concerts, three end of term CAPA Concerts and an impressive combined music, dance and drama ANZAC assembly item.

Our boys Hip-Hop crew participated in two state workshops in Sydney with a range of inspiring tutors. Year 9 student Louis Economos was selected for the School Spectacular Boys item; we also took a group of 20 students to watch the show at the Sydney Entertainment Centre in November.

Students from Years 7-12 also had the opportunity to participate in dance workshops with dancers from ‘So You Think You Can Dance’ and ‘Tap Dogs’ as part of our Winter Dance Workshop.

Drama

Drama has become a popular creative outlet at Moss Vale High School. Students are not only given the chance to undertake Drama as a subject in Years 8-12, but they also have the opportunity to be part of extra-curricular activities to promote their abilities to their peers and the wider community.

This year saw the formation of two Drama Ensembles, the Junior and Senior Drama Ensemble, that rehearsed weekly and performed at each of the end of term CAPA Concerts and numerous school assemblies.

Drama students were also a part of the Inspire program at Robertson, Moss Vale and Bundanoon Public Schools, two Community of Schools CAPA Concerts, and the impressive combined music, dance and drama ANZAC assembly item.

Our Drama students had the privilege of attending the Sydney Theatre Company’s production of “Rosencrantz and Guildenstern Are Dead”, as well as the regional touring production, “Ruby Moon”.

Special congratulations go to Adrian Bishop, Kiara Martin and Ebony Wesley who were accepted to attend the State Drama Camp. They had an amazing experience interacting with their peers from around the State and brought some great ideas back to the classroom.

Music

From CAPA concerts, performances at school assemblies, our Community of Schools CAPA Concerts, Inspire, our outstanding CD “Step it Up”, the Senior Vocal Ensemble’s solo performance at the Sydney Opera House and involvement in the Sydney Schools Spectacular, through to community performances for the Moss Vale Rotary Club, Moss Vale Public School Fete, Moss Vale Street March and Sculpture at Hillview. Our students have continued to perform at their best and represent our department and school impeccably.

This year we were fortunate enough to be included in the NSW tour of Matthew Flinders Anglican College. This highly esteemed school from Queensland brought a chamber orchestra, wind symphony, concert band and choir to our school and our students were able to attend workshops and present a concert of repertoire at the conclusion of the day.

All the opportunities provided for students to perform through extra-curricular participation, enhances their achievement in elective courses.

The 2014 HSC Music classes’ results were once again impressive. One Band 6 was gained with Georgia Finlayson achieving an HSC mark of 92. Five Band 5’s were also achieved.

We would also like to congratulate Hana Lavers and Gabrielle Middleton who were selected as performers into the esteemed Illawarra South East Performing Ensemble, as well as Jamie Lee who was chosen to attend the State Junior Music Camp at Narrabeen.
Visual Arts

2014 has been a successful year in showcasing the students’ talents in their artistic endeavors across the areas of Visual Arts, Photography and Digital Media and Visual design. They have created some excellent artworks across all areas and have shown a positive approach to both their learning and the creative process involved in the area of Visual Arts. As part of our Kick Off With Reading program all Year 8 students were involved in producing a mural inspired by Ahn Do’s book ‘The Happiest Refugee’ and the work of Guan Wei. The resulting work was included in the Beyond Borders Calendar for Cultural Diversity 2015.

The outstanding PBS mural in our passive area (near the hall), was designed by Scout Etcell, Yo Gaynor, Matilda Langford and Omar Bedaoui to reflect the three winning quotes about the importance of education: “Let Education take you to the branches in the tree of life”, “Education is like a staircase, you just need to step it up” and “Education is like a map, without it we are lost”. It is an excellent reflection of our students’ capabilities and they worked very hard for it to reach completion.

Extra curricular opportunities are offered to our students through an after school interest group and our students were fortunate enough to be part of the Moran Photography workshop. The Visual Arts students continue to be an integral part of each term’s CAPA concert, contributing to flyers, programs, tickets and artwork displayed throughout the Hall. This year, they were also involved in the successful Linkages program.

Learning and Support

National partnerships and significant Commonwealth initiatives (participating schools only)

In 2014 Moss Vale High School continued with the ground breaking work through the implementation of the Improving Literacy and Numeracy National Partnership initiative.

The focus of the school and the work we have done has been in the area of Literacy as this is also a critical area for improving Numeracy. The partnership had asked the school to identify a focus group and specified that funds be used for Professional Development of staff in the Areas of improving learning outcomes through a focus on Reading and Comprehension strategies.

A team comprising of staff from the school actively implemented our collaboratively developed plan.

In 2014 the school focused on the improvement in literacy outcomes of the students in Year 8 classes following on the work it had done with these students in the previous year.

A major focus for the National Partnership was the further implementation and development of the Sensational Seven comprehension strategies and there use in all classrooms by all our teaching staff. These comprehension strategies were explicitly taught through professional learning activities over Terms 1 & 2.

All staff including School Learning Support Officers and our regular casuals participated in Professional Learning to facilitate the roll out of these strategies. Faculty, whole staff meetings and our extended Staff development afternoon all dedicated time to embedding these strategies into our classroom practice and developing confidence in the shared language of our Sensational Seven.

The “Kick Off with Reading” initiative was also an outstanding success. Every student and every staff member enjoyed reading the Anh Do book, the Happiest Refugee. The themes and story lines in this book were used in classrooms in all faculties across the school.

This program really brought the school together and culminated in a visit in June by Dr Michele Bruniges, Secretary, NSW Department of Education and Communities to celebrate all that we had achieved.

The school submitted updated data, a summary of curriculum based assessment and list of staff development activities to meet its systemic reporting requirements.

The Improving Literacy and Numeracy National Partnership initiative has created a collective focus right across the school on the importance of literacy skills with a concerted focus on the shared implementation and use of strategies to support increased student learning outcomes in reading and comprehension.

Positive Behaviour for Success

The Positive Behaviour for Success (PBS) initiative has gone from strength to strength throughout the course of 2014. PBS has been the driving
force behind building an increasingly positive school culture where all staff and students recognise our core values of safe, respectful and responsible behaviour.

Our highlights for 2014 have been:

- 100% of staff and students engaging in the explicit teaching of our values through the PBS lessons. This has resulted in a number of students working collaboratively with staff and their peers to improve the wellbeing of students and the school environment.

- A greater involvement from our Student Representative Council (SRC) through leadership with PBS events and fundraising activities.

- Conducted our first PBS information evening for parents to develop a deeper understanding of the PBS initiative and its impact on the school culture.

- Implemented the Tier 2 strategies to assist students who have more challenging behaviours with their social, emotional and academic development.

- The 2014 Year 7 cohort engaged with the school merit system and 80% of students reached the first level (Red Award) by the end of the year.

- By the end of 2014, 30% of the school population had reached the second highest level in the rewards system (Silver Award).

- All staff members were involved in the creation of five common classroom rules that linked to our three core values of safe, respectful and responsible behaviour. Permanent signage, at a cost of $7,000, has been placed in each classroom, clearly stating the common rules of Respectful: be an attentive listener, follow all instructions, Responsible: be prepared for all lessons, be an active learner and Safe: use equipment for learning.

- A 20% decrease in discipline referrals relating to aggressive behaviour and a 25% decrease in referrals relating to continued disobedience.

- A book is currently being developed to detail Moss Vale High School’s PBS journey.

- At least $1000 per term was raised that contributed to both the Vivo Online System and various charities such as Stewart House, The Great Cycle Challenge and Wear it Purple.

- Successful films created by members of the PBS team and students are utilised each assembly to increase awareness of social issues and reinforce our core values. These PBS films explore social issues such as bullying, confidence, self-esteem and our school rules.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Working with the High Performance Directorate to review school planning.

- The collaborative development of the school plan has led to a clear, concise focus on three Strategic Directions:
  1. Improved Reading and Comprehension: National Partnership
  2. Positive Behaviour for Success in Action - Promoting positive culture and values.
  3. Leading Learning - Organisational Effectiveness.

- Analysis of NAPLAN, ESSA, RoSA and HSC data.

- Analysis of welfare data, including attendance, suspension and surveys of parent, student and teacher satisfaction.

- Engagement of staff in PARs EARs and TARS processes.

- Qualitative and quantitative feedback from students, staff and parents.

**Program evaluations**

**Curriculum: Science**

As part of the school annual cycle of evaluation, the Science faculty was the faculty that participated in the annual curriculum review in 2014. The review was designed to assist in the
development of strategies that will support the ongoing development and growth of the faculty into the future. The evaluation was conducted over two days in October 2014.

**Terms of Reference for the review**

To review, report on and make recommendations about:

- the effectiveness of programming and planning practices for the teaching of Science
- the extent to which the Science faculty has incorporated and embraced the school priority area of reading/comprehension
- the extent to which the Quality Teaching Model of pedagogy and assessment is embedded in classroom practice in the teaching of Science
- the effectiveness of professional learning to support the teaching and learning of Science
- the use of data to inform the teaching and learning of Science
- the effectiveness of faculty management and organisational practices to foster the building of leadership capacity and ensure effective succession planning

**Findings**

- It is very evident that the faculty have worked hard in getting the National Curriculum teaching programs together, the programs demonstrated their knowledge of the syllabus and the teacher’s capacity to utilise a range of strategies and resources.
- There are whole school implications for the development, review and evaluation of teaching programs across the school so that there is a consistent methodology used by staff in all faculties
- The Science faculty has played a leading role in the implementation of the school priority area in 2014.
- The implementation of the strategic direction around reading/comprehension has been very positive for the science staff and the quality of science teaching
- Students enjoyed higher levels of engagement when relevance in lessons is clearly articulated
- Students enjoyed it when lessons used a variety of teaching strategies
- Students indicated that teachers have high expectations for their performance
- Students enjoyed opportunities to get involved in discussions and research lessons to explore and develop their knowledge
- The faculty should be acknowledged for the take up and implementation of the professional learning associated with ILNNP
- Staff indicated that they engaged in a range of informal professional learning across the faculty
- The Science Faculty has looked at NAPLAN data and what impact these results have on student learning
- Staff are aware of the range of data that is available through the SMART data computer package
- ESSA results have been utilised to influence teaching and learning
- The science faculty are a great team, very supportive of each other, respect each other’s capacities and abilities and there is a distinct willingness to support each other
- All staff acknowledge the importance of respectful professional relationships
- Staff expressed a willingness to utilise technology as a tool to support student learning in variety of lessons
- Students expressed frustration in the need for technology to be used in an innovative way.
- Staff and students expressed frustrations regarding the reliability in the use of some forms of technology
- Staff expressed a desire to engage in professional learning related to the use of technology in Science

**Future Directions**

- Develop a school wide understanding around the components and function of a quality teaching program including working with staff from other schools
  This recommendation will be included as part of the school plan
To continue the implementation and use of these strategies and utilisation of these strategies as part of a school literacy team

Science staff to be given further opportunities to continue the development and implementation of literacy strategies as part of their programming and teaching and learning cycle

There is a need to utilise science staff in the literacy team. Science staff members are facilitated to become members of the literacy team

Explicitly develop thinking skills alongside literacy skills to further engage and extend students. The strengthening of an explicit and systematic explanation of student performance through a variety of feedback methods

Provide opportunities to consolidate professional learning and to share quality teaching practices in a more formal structure with colleagues

The faculty to focus on analysis and evaluation of HSC data to inform teaching and learning as well as future school curriculum structures in the senior school and to support students in appropriately choosing senior subjects

That all staff participate in the review and evaluation of student performance in external exams as a means of the development and use of effective strategies, and the teaching and learning cycle

Develop a clear faculty roles and responsibilities statement which is reviewed and updated annually.

School to allocate increased financial resources to the upgrade and availability of technology infrastructure and resources both in science and across whole school settings

Staff to participate in professional learning both in school and externally to increase staff capacity to integrate technology into effective classroom practice so as to engage students in their learning

School planning 2012-2014:

As a result of the schools participation in a pilot program with the High Performance Unit that resulted in the school trialing the implementation of the new school planning model, the school redeveloped the existing school plan that resulted in the establishment of three core strategic directions for the school plan in 2014. These strategic directions are reviewed below.

School priority 1

Improved Reading Comprehension (National Partnership)

Purpose for 2014

To improve the reading and comprehension outcomes for all our students to build their academic confidence, support their fluency and high order thinking in all subjects and other life and learning pursuits.

Evidence of achievement of outcomes in 2014:

- All Year 8 students have completed two comprehension tasks in KLAs other than English
- 2014 NAPLAN comprehension task undertaken by Year 8 which demonstrated areas of improvement in skills
• Staff continue to explicitly direct students in the use of Sensational Seven Comprehension Strategies with movement to guided and independent practice
• Staff across the school worked with students in ‘Kick o off with reading’ using chosen text as a key organiser for curriculum delivery 7 – 10
• Staff participated in professional learning to evaluate, review and develop assessment for learning
• Staff are explicitly teaching, building the field, questioning and summarizing to target their classes
• The learning and support teacher(LAST) worked with classroom teachers and students to develop Individual Learning Plans (ILP’s) that addressed the learning needs of targeted students
• Parents were informed about our Active Reading: Responsible Learning program and its sensational seven through school communication channels including the school website and newsletters.
• Parents of targeted students were invited to speak with the LAST at parent interviews to further support identified students

School priority 2
Positive Behaviour for Success in Action – Promoting positive culture and values

Purpose for 2014
To work across the school community to embed a positive culture and set of values based on the three expectation of being safe, respectful and responsible school community members. Using PBS to achieve a culture where success is valued and a strong social conscience is developed

Evidence of achievement of outcomes in 2014:
• 100% of students in Years 7 – 11 engaging in timetabled PBS lessons
• Staff actively participate in PBS merit assemblies
• All staff are using the common language of PBS and our core values
• Staff completed a survey indicating and demonstrating and understanding of the PBS process
• Parents were informed of PBS initiatives through increased presence in school communication publications including the school website and newsletters.
• Parents also received feedback on PBS initiatives at P & C meetings

School priority 3
Leading Learning - Organisational Effectiveness

Purpose for 2014
To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our student learning outcomes will increase

Evidence of achievement of outcomes in 2014:
• Evidence indicates that students are reflecting critically upon their learning both individually and collaboratively
• Students are able to articulate how the 3 PBS values are linked to their learning outcomes
• Structures have been put in place for the review of curriculum and timetable structures
• TARS observations and conversations for comprehension strategies are held with all staff
• Reporting procedures are clearly communicated to all staff
• Targeted professional learning is held for new scheme teachers and their mentors
• A review of learning and support organisation within the school is completed
• Senior Norta Norta is incorporated into senior aboriginal students PLP’s
• The Moss Vale High School P & C participated in the finalisation of the school technology policy
• There is increasing parent usage of the school website as a form of communication and knowledge of what is happening in the school

**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.

Our school seeks ongoing feedback from parents, students and teachers as a means of evaluating current practices within the school and as a means of informing future directions. For parents this includes P&C, parent and teacher evenings and a variety of surveys. Parent satisfaction with aspects of school operation was gained through surveys, formal school evaluations and informal discussions.

Students are provided with regular opportunities to voice their opinions and suggestions for school practices and programs. These opportunities include the Student Representative Council, the Positive Behaviour for Success Team, year meetings and annual surveys.

Focus interviews as part of the school review process indicated that students were:

• Students enjoyed higher levels of engagement when relevance in lessons is clearly articulated
• Students enjoyed it when lessons used a variety of teaching strategies and did not rely on consistent note taking including note taking from IWB’s
• Students indicated that teachers have high expectations for their performance
• Students enjoyed opportunities to get involved in discussions and research lessons to explore and develop their knowledge
• Students enjoyed practical lessons and could recall concepts associated with particular lessons. Staff articulated a consistent structure in the teaching of practical components of the course
• Students expressed a desire to participate in more lessons where high order thinking skills were used as a major component of the lesson

• In some cases students did not engage/ find effective the use of lesson booklets
• Students expressed frustration in the need for technology to be used in an innovative way in all aspects of teaching and learning
• Staff and students expressed frustrations regarding the reliability and the time wasting in the use of some forms of technology

As a result of gaining feedback from parents through focus group and individual interviews as part of the science review in October, parents indicated that:

• They were very happy with what their children were learning in science
• Parents want to know more about what is going in classrooms
• Parents sought additional parent teacher interview opportunities to discuss student progress with teachers

In 2014 staff participated in the ‘Focus on learning’ teacher survey.

Some of the key findings were:

• That there is a strong learning culture at Moss Vale High School
• There is a strong focus of collaboration at Moss Vale High School between staff, students and across the whole school community
• There is an effective use of data to inform teaching practice
• There is a feeling that the school executive has helped teaching staff to establish challenging and visible learning goals for students
• Staff have high expectations for their student learning
• Teachers utilised technology with students to help undertake research tasks
• Teachers need to continually develop their use of technology as a learning tool
• Teachers need further professional learning in support student use of technology as a learning tool
• Teachers make every effort to include students with special learning needs in class activities
• Teachers felt very comfortable in working with parents to support their child’s progress
• Teachers believed they have very clear expectations about student behaviour
• Teachers believed the school executive create a safe and orderly school environment
• Teachers would like greater opportunity to review student work with parents
• Teachers felt that an area to focus on would be the written feedback given to students about their work

The survey has informed school planning for 2015 - 2017.

This survey informed school planning supported by the High Performance Unit. Staff roles and responsibilities, communication, involvement in the planning processes and the efficacy of the TARs processes are some of the areas that have been evaluated in the development of our three Strategic Directions.

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.

• Strategic Direction 1: Our Positive Self – Being Our Best

Purpose:
Developing resilience, sense of self, empathy, connectedness and building a positive future for all our students and staff.

• Strategic Direction 2: Innovative and relevant quality teaching and learning

Purpose:
Supporting teachers to facilitate deep knowledge, intellectual quality and presenting challenging learning experiences for our 21st century learners.

Teaching students to value critical learning and strive for continuous improvement in their skills and knowledge.

Encouraging parents to actively participate in the school learning community and encourage their children to be responsible and reflective learners.

• Strategic Direction 3: Strong partnerships – Unlimited Horizons

Purpose:
Enriching our classrooms in quality teaching and learning through local, national and global partnerships which broaden and facilitate future personal success.

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.

Mr Peter Macbeth, Principal
Mrs Patricia Holmes, Deputy Principal
Ms Megan Norris, Head Teacher – Technology and Applied Studies
Mrs Dianne Sutherland, Community Liaison Co-ordinator
Mrs Deidre Mackay, P & C President

School contact information

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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: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php