Moss Vale High School
Annual School Report 2013
School context

Moss Vale High School is located in the Southern Highlands of NSW. The school has an enrolment of 582 students in 2013. Year groups generally have four core classes each.

Moss Vale High School has over 60 staff who vary in range of experience from more than 30 years’ service through to teachers in the initial stages of their career. The school will see an increased number of beginning and newly appointed teachers in the coming years.

Moss Vale High has a large and effective Agriculture plot. Improvement in breadth of curriculum and all teaching facilities in Creative and Performing Arts has been a hallmark of the last 3 years.

Moss Vale High School has a Support Unit containing an I.O, Autism and a Multi-categorical class.

Aboriginal Education initiatives are particularly strong. Moss Vale High successfully operates the Positive Behaviour for Success program and has strong and productive links with the community. 2013 also saw Moss Vale High become a National Partnership School.

Principal’s message

I want to start by congratulating 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 is on display each and every day at school.

I was honoured to be selected to become the Principal of Moss Vale High School and I have found my first year as Principal to be one that I have enjoyed more than any other year in my career. 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 who on so many occasions in 2013 have shown that they have the commitment, diligence and belief to achieve their goals. There are so many instances where our students continually and constantly act safely, show respect and demonstrate the highest level of responsibility to themselves and all the people in our school.

I want to congratulate all our students – you are all special people and well done on your outstanding achievements in 2013!

My first year as Principal of Moss Vale High School has also allowed me to work with the most professional, committed, enthusiastic and cohesive staff group that I have ever had the pleasure of working with. The effort that the staff at Moss Vale High put in to every aspect of their roles at school is amazing and their commitment towards achieving success for our students is simply inspiring. As a Principal and as a parent of two students at Moss Vale High School, I am blessed that my daughters have the opportunity to work and learn from these special people each and every day. I congratulate them all.

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.

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.

2013 is a special year for Moss Vale High School as it is our 50th Anniversary year. Our school has had 50 years of achievement and success for so many. I want to congratulate and thank all those people who were involved in the fantastic events
we have had during the course of the year as we celebrate this special milestone. The hard work of many has helped to make this year just that little bit extra special. I also want to thank everyone from within our community for getting involved in all these activities and helping to celebrate our school’s birthday.

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 and/or School Council message

2013 has seen many positive changes within our school, which the P & C is proud to have been involved with. The school’s 50th Birthday celebrations have created a wonderful atmosphere throughout the school all year, and it’s been an honour to be a part of the P & C at this special time.

The continued success and growth of the Positive Behaviour for Success program is a credit to the staff and students, and the positive response to our school within the wider community is further proof of the program’s value.

The canteen continues to be a major fundraiser for the P & C. As well as providing a vital service to students and staff, including healthy breakfast options for those who have an early start to a variety of affordable lunches. Money raised goes towards funding commitments and initiatives within the school.

In 2013 the P & C contributed more than $10,000.00 in funding towards a number of important school events and programs, including: Ongoing financial support of the PBS program; funding towards the Annual Presentation Night; subsidising students to attend Drama camp and Young Leaders camp; subsidizing sporting students who achieve higher representative levels; purchase Australian Standing Order of books for the library; funding presentations to the library to recognise departing staff.

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.

The commitment to our school, our staff and ultimately our children by everyone who attends our meetings is always apparent, and I would like to say a very special thanks to you all.

Finally, a huge thank you to the dedicated teaching, support and administrative staff at Moss Vale High School for the wonderful work they do in educating and caring for our children. The assistance given to P & C is always efficient, professional and given with a smile, and we are so lucky to have you all!

Deirdre Mackay - P & C President 2013

Student representative’s message

During 2013 the SRC has organised many fundraising and charity events, including Valentine’s Day rose selling, barbecues and lolly selling at both the Athletics and Swimming carnivals. We also held a yellow and blue mufti day which raised funds for the Cancer Council. The staff and students generously donated to the Thomas Kelly Foundation. We co-ordinated the Christmas Child donation box where students and teachers donated goods for children in third world countries.

During our meetings we have had many guest speakers who gave us plenty of fresh new ideas. The idea for a suggestion box was widely agreed upon by the SRC, it was prepared and ready for business the next day. Finally we organised a special morning tea for the generous teachers at Moss Vale High School for National Teacher’s Day.

The SRC again organised VIVA Moss Vegas 2013. The theme for VIVA, this year held in December, was “Summer Party” and funds raised went to worthy community causes.

In 2013 we gained Miss Virtue as our new SRC teacher. Miss Virtue came with new ideas for the year and great suggestions on how we could improve our SRC. A review of SRC structures has led to a series of new positions, Executive positions now include President, Vice President, Secretary, Assistant Secretary, Treasurer, Charity Officer, Publicity Officers, P&C Liaison and Canteen Liaison.
In March Rhiannon Young of Year 11 was selected to attend the UBS Women’s Leadership Academy at Sydney University.

2013 has been an excellent year both for the events we have organised and for those we have participated in, and for the way the SRC has grown. I believe that the SRC will continue to improve as it builds on strong foundations.

Ebony Wesley

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

The total overall enrolment of the school is only slightly less than in 2012 and is steadying. This indicates a reversal of the declining enrolments experienced over the previous 5 years.

Student attendance profile

Student attendance rates are slightly, 0.8, below current state trends and above regional attendance.

Management of non-attendance

Student attendance is monitored via the Head Teacher Administration. Students are notified of attendance issues during Roll Call. Year Advisers and Head Teachers 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 2013.

Moss Vale High has a close relationship with the Home School Liaison Officer (HSLO) who supports us with poor attendees.

Post-school destinations

In 2013 MVHS had 68 students in Year 12. Of these 18 were successful in gaining entry to a university course, representing 26% of the cohort.

The University of Wollongong continues to be the preferred destination of our students with over 60% taking up placements. The University of Canberra, Charles Sturt University, Macquarie University, University of NSW, the Australian National University and the University of Technology, Sydney also provided places.

The range of courses offered to our students covered a wide range if disciplines including Music, Landscape Architecture, Journalism, Law, Agricultural Science, Psychology, Science and Arts.

Of the students who could be contacted who have not taken up a university placement, 16 have found work, 7 are studying at TAFE or other institutions, 4 have gained apprenticeships or traineeships and 2 remain undecided about their future plans.

Year 12 students undertaking vocational or trade training

In 2013 fifty-two Year 12 students studied within a Vocational Education and Training (VET) Framework. This number comprised 62% of the Year 12 student body. At Moss Vale High students undertook courses in Primary Industries, Hospitality, Construction, Information Technology and Business Services. Human Services was accessed through Bowral hospital and Metal and Engineering, Children’s Services, Animal Studies and Automotive were undertaken as TVET courses through the Moss Vale Campus of Illawarra Institute of TAFE. Students studying VET courses receive Certificate II qualifications or statements of attainment in the area they are studying. 77% of Moss Vale High students
received Certificate II in their chosen field, with the other 23% achieving Statements of attainment. Our students were once again successful at the Southern Highlands Excellence in Vocational Education & Training Awards. A number of students were awarded the VET Student of the Year in their particular area of study, they were; Horace Smyth in Automotive, Brittany Templer in Business Services, Hayden McAndrew in Metals and Engineering and Alison Mackay in Primary Industries. As well, Brett Sheather was awarded a Highly Commended Certificate for his commitment to studies in Hospitality.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All Year 12 students, except for those studying via Pathways attained an HSC or equivalent in 2013.

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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
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<td><strong>Total</strong></td>
<td><strong>62</strong></td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Staff retention

2013 began with the arrival of Mr Peter Macbeth, our new Principal, and with the return of staff who had finished the year with us in 2012. Staff turnover at Moss Vale High is normally quite small. Many 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.

By the end of 2013 we had seen the most significant turnover of staff we had had for many years. Head Teacher Mathematics, Mr Bruce Waters, retired. Mrs Gale Copland and Mr Neil Button, both from the Mathematics Faculty, retired at the end of 2013 after periods of leave. Mr Anthony Parro Head Teacher English retired at the end of the year as did Mrs Mary McKay who had been an English teacher at MVHS for 25 years. Mrs Janet Taranto from the Science faculty also retired after many years of service at Moss Vale High. Mr David Barros, from the HSIE faculty, received a transfer to Eden High School after 13 years at MVHS. Mrs Judith Jones our Learning and Support Teacher retired at the end of Term 3.

Mr Vere Roberts our school cleaner retired at the end of Term 1 after being an integral member of our school community for 15 years.

As the year ended Mrs Helen Campbell was appointed as Head Teacher Mathematics and Mr Matthew Carlyon was appointed as Head Teacher PDHPE, replacing Mrs Liz McKinnon. We congratulate both of them on their success in moving from valued classroom teachers here at Moss Vale to permanent members of the executive team.

Prior to the end of the year Mrs Kerri-Jane Burke was appointed as Head teacher English to begin in 2014.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1490897.69</td>
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</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 129609.75  |
| Excursions                 | 73804.73   |
| Extracurricular dissections| 234664.70  |
| Library                    | 15544.71   |
| Training & development     | 5977.9     |
| Tied funds                 | 245053.55  |
| Casual relief teachers     | 92516.77   |
| Administration & office    | 142671.57  |
| School-operated canteen    | 0.00       |
| Utilities                  | 83927.48   |
| Maintenance                | 50744.72   |
| Trust accounts             | 40734.99   |
| Capital programs           | 18181.81   |
| **Total expenditure**      | 1133432.68 |
| **Balance carried forward**| 357465.01  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

English

We have continued to extend our teaching programs beyond the traditional classroom activities through a variety of enriching and authentic learning activities. Early in the year, we had the ‘Poetry in Action’ people present introductory poetry performances: ‘Poetry at Play - the Elements of Rhyme’ for Stage 4 students, and ‘Home Grown Poems’, Australia through Australian poems for Stage 5 students.

The Year 9 unit, ‘Real Life Heroes’, brought to our attention the life of local Southern Highlands resident, ‘Rudy’, a holocaust survivor, who has written and self-published a book about his experiences.

The English and Science/Agriculture faculties cooperated in the ‘Cows Create Careers’ program with the Year 7 Pine class. Year 10 went on an overnight excursion to attend ‘Romeo and Juliet’ at the Opera House as part of their Shakespeare study. Uncle Bob, local aboriginal elder, was able to do story telling with the Year 8 students in the ‘Mura Gadi’ unit. Thank you Miss Curtis for this interesting unit of work.

Mr Vasilakis’s Year 12 class attended a staging of ‘Hamlet’, in an interesting contemporary production, at the Seymour Centre and had the opportunity to listen to Mark Baker, the author of one of the senior texts, ‘Fiftieth Gate’ at another HSC lecture event in Sydney.

As a faculty, we have spent the year preparing for the new national curriculum, ‘ACARA’, writing new programs and incorporating new requirements. In the traditional English faculty extra-curricular activities, Stephanie Lidgard coordinated the Stage 5 debating team, travelling to Goulburn and hosting debates; Miss Lidgard also coordinated the public speaking, including mentoring students for Quota student of the year quest, Rotary Four Ways test and hosting the Legacy Junior Public Speaking competition at the school; Mr Phil Brown coordinated stage four debates; and the seniors participated in the Seniors Week Debate, ‘Greys vs Youth’, winning the competition against Bowral.

Mr Anthony Parro – Head Teacher

Languages other than English (LOTE)

2013 saw our second Year 7 cohort studying Korean as their Language other than English. As part of their studies Year 7 were able to participate in a program offered by the Korean Cultural Office called “Ride the Korean Wave”. This was a full day of cultural activities which included dance, music, cooking, printing and creating a lotus lamp.

Our study of the Korean language and culture is enhanced by our Korean Exchange/Sister School Program with Nam Sung Middle School. 2013 saw our ninth exchange with Nam Sung students visiting Moss Vale High in August and our students and staff visiting Cheongju during the September holidays. This program allows
students and staff from two different cultures to extend and enrich their understanding of themselves, others and the wider world. We look forward to celebrating the tenth anniversary of this program in 2014.

Mathematics
The Mathematics Staff congratulate all of the 2013 HSC students for their successful achievements. Last year eight Year 11 students undertook the Mathematics HSC exam with their Year 12 peers. Their results were outstanding, promoting and supporting the Accelerated Mathematics learning program they began in 2011. Some of the HSC results achieved by students in 2012 included:

**Mathematics Extension 1**: Year 11 student Matthew Sainsbury-Dale (Notional Band 6) Samantha Jeffery Year 12 and Mia Lavers Year 11 (Notional Band 5)

**Mathematics**: Year 11 student Matthew Sainsbury-Dale (Band 6). Samantha Jeffery Year 12 and accelerated Year 11 students Mia Lavers, Jake Newbury and Dylan Rees (Band 5).

**General Mathematics**: Harley Cox, Madeleine Fitzgerald, Timothy Hamer and Luke Howarth (Band 5)

We continue to promote and support the accelerated program and hope to achieve the same success with future students. There are many talented students in Years 7 and 8 who are looking forward to the challenge this opportunity presents.

Year 11 Extension 1 students attended the UOW HSC Mathematics Day for the second time in 2013. This experience provides students with the opportunity to connect with peers from other schools and to learn from a variety of different teachers some excellent tips for the HSC. A huge thank you must go to Ms O’Brien for organising this valuable excursion for the senior students.

Twenty five students across Years 7-12 participated in the Australian Mathematics Competition. Distinctions were achieved by Jamie Lee (Year 7), Elijah Wren (Year 8) and Dominic Sabben (Year 10). Four Year 8 students gained a Credit.

Science and Agriculture
2013 has been a positive, productive and busy year in the Science and Agriculture faculty. Most significantly we have seen the learning enhanced for the students of Moss Vale High School.

Students and staff have had many opportunities in Science and Agriculture.

- Excursions to local farms, Human Anatomy, Museum, Taronga Zoo, Minnamurra River
- School visits by CSIRO
- Involvement by Year 9 & 10 in Science and Engineering Challenge.
- Cattle Showing at Moss Vale and Robertson Shows.
- Chemistry Quiz involving Year 12, 11 and 10 students.

2013 is heralding in significant change in Science education with planning for the implementation of the new Stage 4 and 5 Science Syllabi which align with the National Curriculum. A focus of these new programs is to enhance learning through a significant focus in the area of Literacy-Reading.

In Agriculture we have had another wonderful year. The improved layout of the school farm is nearing finalisation and the Poultry Section refurbished.

Human Society & Its Environment
For our 50th Anniversary Year the HSIE Faculty has had a definite “1960s” theme. Our Year 10 History classes carried out a variety of “Decade Study” themed learning activities focused on the events, fashion and popular culture of the 1960s. Our Year 7 students constructed Personal History Investigations about family and places, and in the process some interesting accounts of much earlier schooldays at Moss Vale High from family members emerged. Other classes researched aspects of the Ancient World, such as the Egyptian gods, and “modernised” them.

This year HSIE staff has been engaging in the development of new teaching programs and resources to implement the National Curriculum. These new courses will begin for the Year 7 and Year 9 cohorts in 2014. This will be one of the greatest shifts in the direction and philosophy of History curriculum in decades, and will include a more specific focus on Australia in the Asian region, Sustainability and further emphasis on Aboriginal and Torres Strait Islander histories and cultures. The pace of social and cultural change in
Australian society, and the differences between the classrooms of 1963 and those of 2013 are nowhere more evident than in this shift in our curriculum.

**Creative and Performing Arts**

**Dance**

2013 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 ISER Dance Festival at the IPAC, Inspire workshops and concerts at Robertson and Moss Vale Public Schools, the 2013 school musical, “The Wedding Singer”, the biennial Community of Schools CAPA Concert, four end of term CAPA Concerts and HSC composition performances.

**Drama**

Drama is fast becoming 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.

Our drama students have been busy this year. They have been a part of our 2013 school musical, The Wedding Singer, the Inspire program at Robertson, Moss Vale and Bundanoon Public Schools, the Biennial Community of Schools CAPA Concert, as well as four end of term CAPA concerts.

**Music**

From the Wedding Singer through to CAPA concerts, the CD Launch, performances for school assemblies, our Community of Schools Biennial Concert, Inspire and community performances as part of Moss Vale High's 50th Anniversary and Wingecarrie Shire’s 150th Anniversary, our students have performed at their best and represented our department and school impeccably.

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

This year the 2013 HSC Music classes’ results were again impressive. Three Band 6’s were gained with Madeleine Fitzgerald achieving an HSC mark of 96, and Dylan Harkin and Salvador Diaz being recognised for exemplary viva voce. Their names were printed in the Encore program. A viva voce is a discussion between the student and examiners on a topic of the student’s choice. Five Band 5’s were also achieved.

We would also like to congratulate Hana Lavers who was selected as a performer into the Illawarra South East Performing Ensemble.

**Visual Arts**

2013 has been a successful year in showcasing the students’ talents in their artistic endeavours across the areas of Visual Arts, Photography and Digital Media and Visual design. Some excellent artworks have been created by the students across all areas and have shown a positive approach to both their learning and the creative process involved in the area of Visual Arts.

Extra curricula opportunities are offered to our students through an after school interest group. The Visual Arts students continue to be an integral part of each terms CAPA concert and the art work for our CD’s.

**Technology and Applied Studies**

Students across all stages have had the opportunity to develop their skills in Technology and Applied Studies. A revision of Stage 4 programs resulted in student design and creativity being put to good use creating nutrition games, useful items from recycled materials, quirky clocks and bugs all while learning skills that will support them through life.

Technology and Applied Studies continues to be popular as an elective choice in Stage 5 with courses running in Metal, Timber, Food, Textiles and Child Studies. Our Timber Technology class and Minor Elective classes further enhanced their Timber skills and contributed, through volunteering, to improvements to the school environment.

In Stage 6 our Vocational Education training courses saw students gaining certificates in Hospitality and Construction and in the course of their studies often honing their skills through volunteering for school events and projects. Nine students sat for their Higher School Certificate in Textiles and Design.

**Personal Development, Health & Physical Education**
2013 has again been a busy and exciting year in our key learning area of Personal Development, Health and Physical Education. There have been plenty of highlights, with many students exhibiting a real passion for learning. Once again our staff, students and parents have worked together successfully to create many outstanding experiences at Moss Vale High. The teaching staff in PDHPE has remained unchanged from 2012 with Mr M. Carlyon continuing in the relieving Head Teacher position.

**Sport**

2013 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.

- Swimming – school and zone
- Cross Country – school, zone, regional and state
- Athletics – school, zone, regional and state
- Hockey - The most successful team this year for the second year running has been the boys opens Hockey team. Through the boys’ outstanding effort and commitment to their chosen sport, they achieved a top two placing in the State.
- Soccer
- Cricket
- Rugby League

There have been a number of outstanding individual achievements in the sporting arena throughout the year. We congratulate the following students and teams who succeeded in representing Moss Vale High for our region and beyond:

Our Boys’ Hockey team ably coached by Mr Matt Nash came second in the NSW CHS Boys Hockey. An outstanding achievement by a talented team.

Jack Donovan selected in the NSW U16’s All Schools’ Hockey squad and the U18’s New South Wales Hockey squad.

Blake Jeffrey selected in the New South Wales CHS Rugby League team.

Sharon Alcorn, Georgia Finlayson and Shania Martin who attended the CHS Girls’ Cricket trials in Coffs Harbour.

Chloe Middleton New South Wales CHS State Soccer team and was then chosen as a shadow player for the All Schools team.

Rowenn Turvey, Zone athletics Champion in her age group.

Sam Donovan who was selected in the South Coast Tennis team.

Roween Turvey and Jack Donovan who were South Coast Hockey representatives.

U 13’s Rugby League who came 2nd in their division of the Wests Cup.

**Support Class**


Other activities that our students participate in include: Swimming Carnivals, Athletics Carnivals, Cross Country, Moss Vale Show, Study at TAFE (Bakery), Community Access Programs, Travel Training Programs, School Formals, Formal Assemblies, Fundraising BBQ’s and Work Experience Programs with IGA Moss Vale, Video Ezy Moss Vale, Beresford Vet Moss Vale, Highlands Gourmet Meats, DSA Braemar and Moss Vale High School Canteen.

**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 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)

The majority of Year 7 at MVHS performed in Bands 6 and 7 of the NAPLAN reading assessment: 54.6% of students achieving in these bands. 19.3% performed in the top two bands and 26.2% 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. 23.3% achieved in the top two bands and 26.7% achieved in the bottom two bands.

48.9% of students in Year 7 at MVHS performed in Bands 6 & 7 in the Punctuation and Grammar component of the NAPLAN Literacy assessment. 23.3% performed in the top two bands and 27.8% performed in the bottom two bands.
42.2% of students in Year 7 at MVHS performed in Bands 6 & 7 in the Writing component of the NAPLAN Literacy assessment. 15.5% performed in the top two bands and 42.2% performed in the bottom two bands.

**NAPLAN Year 7 – Numeracy**

The majority of Year 7 students, 52.8%, at MVHS achieved in Bands 6 and 7 in the NAPLAN numeracy assessment. 15.7% achieved in the top two bands and 31.5% performed in the bottom two bands.

**NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

The majority of Year 9 students at MVHS performed in Bands 7 and 8 of the NAPLAN reading assessment: 52.3% of students achieving in these bands. 20.4% performed in the top two bands and 27.3% performed in the bottom two bands.

The majority of Year 9 students at MVHS performed in Bands 7 and 8 of the Spelling component of the NAPLAN Literacy assessment:
56% of students achieving in these bands. 14.6% performed in the top two bands and 29.2% performed in the bottom two bands.

NAPLAN Literacy assessment. 11.2% performed in the top two bands and 55.1% performed in the bottom two bands.

46.1% of Year 9 students at MVHS performed in Bands 7 and 8 of the Grammar and Punctuation component of the NAPLAN Literacy assessment. 18% performed in the top two bands and 35.9% performed in the bottom two bands.

33.7% of Year 9 students at MVHS performed in Bands 7 & 8 in the Writing component of the NAPLAN Literacy assessment. 18% performed in the top two bands and 35.9% performed in the bottom two bands.

43.7% of students in Year 9 at MVHS performed in Bands 7 & 8 of the NAPLAN Numeracy assessment. 16.1% performed in the top two bands and 40.2% performed in the bottom two bands.

Record of School Achievement (RoSA)

In 2013 ninety one Year 10 students achieved a Record of School Achievement (RoSA). Student achievement covered all grade levels from A-E in all subjects that the students undertook as part of RoSA.

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 2013 sixty one students at MVHS undertook the HSC in a range of subjects across all Key Learning Areas (KLA’s) Students at Moss Vale High performed very well in Ancient History, Business Studies, Advanced English, General Mathematics, Mathematics and Visual Arts with results above the average for the SSG. Outstanding results were achieved in
Mathematics, Music and Information Technology with results above the School, SSG and State averages.

The above graph shows that the value added growth of students who sat the HSC in 2013 has shown improvement when compared with the school averages 2009 to 2013.

Moss Vale High School has continued its unwavering commitment to Aboriginal Education with another busy and exciting year.

The school organised and hosted a “Closing the Gap” BBQ. This event was designed to raise awareness about the “gap” between life expectancies and outcomes that exists between indigenous and non-indigenous Australians. This event was a huge success and the school raised over $500 that was donated to Oxfam Australia.

Moss Vale High also celebrated NAIDOC week with a wide and inclusive variety of activities that acknowledged the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Firstly, Mrs Kirrily Sims organised a wonderful incursion that involved the local National Park Rangers coming to school and teaching Year 7 students about the rich diversity of Aboriginal traditions and culture. Secondly, Miss Josie Davidson organised and ran a formal assembly in which artwork and poetry written by students of all years and backgrounds was proudly displayed in the hall. Additionally, student achievement was recognised and honoured and awards and certificates of appreciation were presented by local, Bob Simpson. Finally, senior students were trained in Traditional Indigenous Games by expert locals Garry Russel and Bob Simpson; they then ran these games at the local Community Day at Hill Top Public School. Our students did a

Other achievements

Significant programs and initiatives

Aboriginal education
marvellous job and were universally praised by community members.

At the beginning of Term 2 Moss Vale High School staff engaged in Aboriginal Cultural Awareness training and visited significant local Aboriginal sites with local community representatives. This was a valuable activity that helped our staff in building connections with our local Aboriginal community and strengthen partnerships as we support our students.

Finally, Moss Vale High School has been working on a Community Engagement Project that involves developing Gundungurra signs and symbols to be used in conjunction with our very successful “Positive Behaviour for Success” initiative. A group of students were lucky enough to go to Katoomba with local Elder, Aunty Eleanor and speak to the Gundungurra Tribal Council about authentic symbols they could then produce and proudly display around the school to complement our existing PBS signage. These signs and symbols have been created by our students with the help of local artist Garry Russel. A record of this project has been created in the form of a picture book which will be available in 2014. Overall, Moss Vale High School has had another great year in terms of Aboriginal Education.

**Multicultural education**

In 2013 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.

**Volunteering**

Student service to the community continues to be a focus at Moss Vale High. We ensure that volunteering programs are provided in our curriculum so that students have the opportunity to use their talents, treasures and time for the common good.

In 2013 students have volunteered for Red Cross Calling, the Red Shield Appeal and Legacy badge selling; they have been coaches for Mobile Phone classes held at the Highlands Community Centre and happily participated in working bees for various community groups. Students assist at Harbison Care, Community Gardening, Quota pie and lamington drives and with coaching and umpiring for various sports and primary school carnivals.

Within our school community, students have provided their own time and skills to support other students through peer tutoring, as reader/writers for exams and to enhance our school environment. The construction of a garden in front of the school sign was the result of community service by the Year 11 and 12 Construction classes and 9/10 minor electives in Timber Technology and Agriculture.

Students are also actively involved in whole school programs through the Student Representative Council and as members of the Positive Behaviour for Success and Aboriginal Education teams.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

During Term 2 Moss Vale High was notified that we would receive funding as part of the Improving Literacy and Numeracy National Partnership initiative.

The initial phase of this was to analyse school data, consider our context and plan for effective use of the funds. We had to decide to focus either on Literacy (Reading and Comprehension) or Numeracy. After analysing the data we chose to focus on Literacy as this is also a critical area for improving Numeracy. The partnership 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 was formed, a plan written, shared with the Executive and staff and we were underway.

Our work began by working with teachers in their Year 7 classes. We attended professional Learning activities about the use of the Literacy
Continuum and visited Liverpool Boys High to observe and appreciate their highly effective program.

After our visit to Liverpool we further developed the Comprehension Strategies we had already decided to focus upon and created our Sensational Seven.

These comprehension strategies will be explicitly taught over the Term 4 and Terms 1 & 2, 2104.

All staff including School Learning Support Officers and our regular casuals participated in Professional Learning in Term 3 and 4 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.

Time was also spent preparing for our “Kick Off with Reading” initiative. On our last staff development day staff was issued with their holiday reading, the book that would be our shared text for the start of 2014.

After submitting updated data, a summary of curriculum based assessment and list of staff development activities we prepared for the second round of funding which would extend our program across 2014.

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.

School planning 2012—2014: progress in 2013

School priority 1
Literacy

Outcomes from 2012–2014

Improve literacy so that students at MVHS match ISER’s data in all areas of literacy.

Evidence of progress towards outcomes in 2013:

- The number of students in Year 9 achieving minimal growth or better in Reading has increased by 6.7% from 2012.

- The number of students in both Years 7 and 9 achieving minimal growth or better is below 60% of their cohort.

Strategies to achieve these outcomes in 2014:

- Continued focus on learning strategies TEEL, ALARM and Scaffold for Guided Writing.

- Staff has engaged in Professional Learning in Comprehension strategies as a result of our ILNNP partnership.

- Improving Literacy and Numeracy National Partnership: Reading and Comprehension.

- Staff have engaged in lesson observations and conversations and the shared responsibility for explicit teaching of comprehension strategies had been incorporated into TARs and EARs.

- Continued introduction of the Literacy continuum to assess student levels of skills and understanding and plan for improvement.
• PBS values of respect and responsibility are being explicitly linked to learning in all KLAs.
• Improved Reading and Comprehension has become the core of one of our three Strategic Directions for 2014.

School priority 2
Numeracy
Outcomes from 2012–2014
Year 9 students at Moss Vale High achieve shift 3% of out of the bottom two bands
Evidence of progress towards outcomes in 2013:
• Year 7 Numeracy results show above State and SSG in Bands 7 and 8.
• NAPLAN data indicates that we are still not achieving State Band patterns in Year 9.
• In 2013 eight Year 11 students completed their HSC in 2 Unit Mathematics course.
• In 2013 two Year 11 students completed their HSC Extension 1 Mathematics
Strategies to achieve these outcomes in 2014:
• Accelerant Mathematics classes continue as part of the curriculum in Stage 5
• PBS values of respectful and responsible are being explicitly linked to learning in Mathematics particularly to aspects of homework and serious attempts in assessment tasks.
• Improving Literacy and Numeracy National Partnership: Reading and Comprehension.
• Use of the Mathematics and Numeracy continuums to assess student levels of understanding and plan for improvement.

School priority 3
Engagement and Attainment
Outcomes from 2012–2014
Enhanced student engagement and attainment
Evidence of progress towards outcomes in 2013:
• Positive Behaviour for Success (PBS) initiative continues to be an outstanding success.
• School Short Suspension rates have decreased by a further 33%
• Attendance rates at MVHS continue to be within 1% of state and regional levels.
• Enrolment in alternative HSC pathways continue to increase.

Strategies to achieve these outcomes in 2014:
• Continuation of PBS initiative.
• Posters have been placed in each room and signage extended throughout the school.
• PBS values became the focus of an Aboriginal Community engagement project which will see Gundungurra signs and symbols used in conjunction with other PBS signage around the school in 2014.
• Introduction of VIVOs as an online reward system linked to PBS values.
• Further development of community links to extend the provision of School Based Apprenticeships.
• Improving Literacy and Numeracy National Partnership: Reading and Comprehension.
• Positive Behaviour for Success in Action has become the core of one of our three Strategic Directions for 2014.

School priority 4
Aboriginal Education
Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
• Statistically results in NAPLAN and the HSC cannot be reported as we had only one student in each cohort.

Strategies to achieve these outcomes in 2014:
• Norta Norta tutoring programs will continue.
• Personal Learning Plans are created and monitored by Aboriginal Education team.
• Staff has undertaken training in Aboriginal Pedagogies: Eight Ways.
• Embed Aboriginal Pedagogies in School Quality Teaching and Learning.
• Continue to build and enhance school community relationships.
• Continue to provide opportunities for Indigenous students to access School Based Apprenticeships.
• Through review of school planning Aboriginal Education initiatives have been integrated into each of our three Strategic Directions.

Professional learning

2013 has seen staff participating in a diversity of Professional Learning opportunities.

A significant focus for the year has been the preparation for implementation of the National Curriculum in 2014. 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 participation in The Improving Literacy and Numeracy Partnership has resulted in all staff having the opportunity to undertake Professional Learning in Comprehension strategies and introductory work with the Literacy Continuum.

At the beginning of Term 2 Moss Vale High school staff engaged in Aboriginal Cultural Awareness training and visited significant local Aboriginal sites with local community representatives.

One member of staff has been accredited to teach VET Primary industries and other Vet teachers have undertaken reaccreditation.

One member of staff completed accreditation with the NSW Teachers Institute and a number of casual and temporary members of staff have been supported through our SHINE program in getting their accreditation underway.

Staff participated in mandatory training and CPR.

Program evaluations

Curriculum: English

Background

The reasoning behind choosing English as the focus for the evaluation is as a result of the school planning cycle. In addition, there will be a new Head Teacher appointed to the English faculty, who will commence in that position at the beginning of the 2014 school year. The information gathered in this evaluation will help support the continuation of practices that are currently effective and also assist in identifying areas of improvement in 2014.

Terms of Reference:

The purpose of this school self-evaluation is to evaluate, report on and make recommendations about:

• the effectiveness of the school and faculty’s quality systems in supporting learning in English
• teaching practices and programs, and student learning in the English faculty
• student engagement with learning in English

The effectiveness of the school and faculty’s quality systems in supporting learning in English.

Generally, relationships in the faculty are positive. Teachers are supported in their professional learning and there is good faculty communication. At faculty meetings teachers, led by the Head Teacher, communicate collegially about all teaching practices, courses and units. The beginning teacher enjoys working with the Head Teacher. There are ‘mentor’ type arrangements in place for beginning teachers where experienced teachers are paired with the less experienced and staff indicated they would like to see this to continue.

Teachers who share classes of the same course, for instance, Preliminary and HSC Standard English and English Studies have established formal and informal procedures for communication and consultation to guarantee the students are all receiving the same course material. Teachers teaching the same year group work as a team; however, team organisation has changed this year because of the loss of experienced teachers who could act as
experienced team leaders. Year group teachers meet formally at faculty, or other planned meetings to discuss, and amend if necessary, unit work and assessment tasks, and also share pilot marking of assessment tasks to ensure consistency and accuracy of marking.

Teachers indicated through interviews that support is needed in improving the ability of teachers teaching the same course to spend more time consulting with each other and doing shared marking of student work. There is an identified need for beginning teachers to have more time with Head Teacher, as well.

Time to get together as a faculty is highly valued. The sharing of teaching resources is evident. Resources are available and distributed to students.

There is an effective electronic storage and filing system which is accessible by all teachers; all class lists, programs and assessment tasks are stored in folders which are updated each year as part of the process of the cycle of continuous improvement. Hard copies of all documents are filed in an expanding file as a backup in case of electronic failure of disruption. Teachers indicated that they use this system and find it very useful however they do need to update the files more frequently.

The faculty priority has been to prepare for ACARA through writing new programs and units and developing resources and document analysis to support progress in this area. However, collaborative planning time has been at a premium.

Year groups have been organised in teams with one teacher nominated as year leader; however, because of the loss of experienced teachers this organisation has been less structured and the teachers of year groups, as a consequence, have needed to collaborate more proactively.

Teaching practices and programs, and student learning in the English faculty

This part of the evaluation’s terms of reference was characterised by a very positive feel about the way in which the English teachers taught and supported the students across all year groups in the teaching of all aspects of English. The teaching staff spoke and showed evidence of extensive inclusion in teaching and learning programs of the quality teaching framework, higher order thinking skills, self-assessment tools, ALARM and a variety of other strategies. The inclusion of these quality teaching and learning strategies has ensured that a culture of high expectations is clearly evident in all areas and is built on and supported across all areas of the faculty. Variety of teaching strategies was seen as important in the development of student engagement.

Teaching staff indicated that the advent of the National Curriculum will provide a good opportunity to consolidate the teaching programs and continue the extensive inclusion of the focus on Aboriginal Education into teaching programs. The implementation of the National Curriculum will allow for the development of consistency in the teaching programs but also ensure that there was a retention of some degree of flexibility in their implementation to take into consideration the varying teaching styles of the faculty teachers and individual needs of students and class cohorts.

All participants placed importance on the development of relevance in all lessons. Students also placed great emphasis on effective and timely feedback, to students, on all aspects of their performance. Students indicated that they would like to develop the use of technology in their classes and thought that this was important for developing student engagement.

Students supported the notion of greater variety in assessment tasks but also understood that there was a need for a degree of uniformity in assessment tasks because of the nature of the course. Students believed, where appropriate, these assessment tasks should be spread out. Senior students believed there were a lot of texts that they had to study. The students indicated that they liked obtaining a list of related texts as a guide.

Student engagement with learning in English

This component of the Evaluation’s terms of reference indicated that the English faculty has been achieving success with engaging students in their learning. Students interviewed through the focus groups expressed a high level of engagement with their learning in English classes. 97% of students interviewed stated that they
‘enjoyed English lessons’ and believed that their English classrooms were ‘good environments in which to learn’. Students believed that English lessons allowed them an opportunity to express their ideas creatively through class discussions, poetry, narrative writing and visual representations.

The teacher focus group interviews clearly indicated that classroom teachers knew their subject content and how to engage their students in the learning process. There was substantial evidence, through lesson observations and teaching resources, of the extensive use of ALARM (A Learning and Responding Matrix) throughout Stage 6 English to assist students in developing quality extended responses. The English programs in Stages 4 and 5 had been developed around topics which were both relevant and engaging to students, and the majority of students interviewed stated that their ‘English lessons were preparing them for the future’.

The focus groups and lesson observations indicated a strong focus on the Quality Teaching framework where students were required to engage in higher-order thinking and to communicate substantively about what they were learning. The importance of data analysis as an effective tool for measuring student learning and engagement is clearly communicated and understood within the English faculty. Substantial faculty meeting time is devoted to analysis of Smart and HSC data, and is evident in practices utilised by classroom teachers.

**Future directions**

The following recommendations have been developed as a result of a reflection on the findings made by the school self-evaluation team. The recommendations have been based on the findings of the self-evaluation process.

- As part of the implementation of new English Syllabus in 2014 there is a documented system of registration that is clearly understood and consistently followed and completed by all teachers. The system needs to allow for flexibility of teaching styles and meeting student needs.
- In-school and faculty management structures include provision of professional learning opportunities for collaborative programming and planning. Time is also needed for team teaching, modelling lessons and ensuring the consistency of standardised marking.

- Actively support teachers to participate in professional learning opportunities such as HSC marking to improve teaching practice.
- Formalise mentoring structure to support newly appointed teachers.
- There is a continuation of school and faculty data analysis to inform teaching and learning. Analysis of external data assists greatly in supporting ILNNP.
- In order to sustain and increase student engagement with learning, a focus should be placed on timely and student-centred feedback.
- A whole school focus be placed on professional learning resources to support the growth of student-centred learning through the continued development of quality teaching practices, including the use of ‘Langford’, TEEL, ALARM and other quality teaching strategies.

**Evaluation of Reporting procedures and systems.**

**Background**

The task group was established to evaluate consistency in the reporting process and to gain feedback from staff and parents. The school has been using SBSR for approximately 7 years and with the possible roll out of LNBR we wanted to examine our options and select the system that best suits the needs of the whole school community.

A task group was established in Semester 2. Key issues were identified and survey questions were designed to be used on Survey Monkey for both staff and parents.

Contact was made with schools using other systems so information could be gained from them.

**Findings and conclusions**
A staff survey indicated that less than 50% of the staff felt the SBSR software met current needs. It was felt that longer comment boxes were needed and that there needed to be the capacity for linking behavioural or Positive Behaviour for Success information to the reports. Questions were raised about the flexibility of the program.

70% of the staff agreed that report deadlines and schedules were effective and realistic but there was some concern about the time between writing of reports and receipt by parents.

Over 90% of staff agreed that the current processes produce professional and consistent feedback to parents.

Staff commented on the need for consistency of rules for comment construction. Many asked for exemplars of teacher comments as a model guide. There was a strong consensus that teachers are responsible for the editing and accuracy of their reports prior to handing to Head Teachers. A buddy system, for checking reports, was suggested by many staff.

A parent survey was conducted in September 2013. Thirty parents responded. 86% indicated that they would like to see a grade at the end of Stages 4 and 5. 55% of respondents said they would like to see a position in both class and grade while fewer than 50% would like more information about the standards.

The most significant response of 87% said that they would like teacher comments to include areas of improvement.

A number of respondents indicated that they would like Year Advisers comments that provided a picture of how their child appears in the whole school context, that is, social, engagement, academic, school citizenship. A number of parents indicated their awareness of the amount of work involved in Year Adviser comments.

90% indicated that they are happy with timing of reports although there was an indication that parents would like time before the end of term to speak with teachers after reports are issued. The survey was not conclusive in indicating whether 2nd semester report should report on the whole year or just the semester.

Parents clearly indicated that they want extracurricular activities to be recorded on reports.

Some few expressed specific concerns about spelling of names and accurate entry of data such as attendance and other school activities. 93% of respondents indicated that their child’s reports are valuable, clear and informative. There was a clear indication from the survey that parents value the written comment and appreciate the effort that goes into them.

Only 20% of the respondents were happy to receive reports via email.

Future directions

As a result of the evaluation of reporting a new school document was prepared: Reporting Procedures and Areas of Responsibility for teachers and Head Teachers. This was reviewed and approved by the reporting Task Group and Executive and implemented for Semester 2, 2013. The document provided style guide information and articulated school standards for reporting.

Reporting timelines have been adjusted where possible and are published early each semester.

Where the SBSR software allowed the reporting format was adapted. Further decisions regarding the most appropriate software is being held over pending the roll out of LNBR.

Parent/caregiver, student, and teacher satisfaction

In 2013, 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. Survey Monkey is being used through the schools website to garner parent feedback. This year parent satisfaction with reporting was surveyed as communicated in the Reporting Evaluation.

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.

In 2013 students took part in two surveys: an Anti-bullying survey and a Social-Emotional
survey “Tell them from Me” Some key findings are follow:

“Tell them from Me”

- In a number of area students at Moss Vale High responded 2-5 percentage points above the NSW pilot norm. These included: High sense of belonging, positive relationships, valuing school outcomes, positive homework behaviours, positive behaviour, intellectual engagement, effort to succeed.

- Students were below the NSW pilot norm in indicating moderate or high levels of anxiety, moderate to high levels of depression.

- The survey included a school specific evaluation of “Focus on Writing” and the level of post school options support.

- Students were above the NSW pilot norm for high participation in art, drama, or music groups; extracurricular school activities; or a school committee and slightly below for high participation in Sports.

The survey has informed school planning in the areas of PBS, Careers and HSC culture.

Anti-Bullying Survey.

143 students from Years 7-11 responded to this survey. The survey collected information in the following areas:

- The frequency of being bullied at school.
- The types of bullying occurring
- Student responses to and understanding about school procedures for reporting and dealing with bullying.

88% of students agreed or strongly agreed that procedures for addressing bullying at Moss Vale High are effective and widely understood by students and 95% of students agree that staff at our school seem to genuinely care about the issue of bullying.

The survey strongly indicated that policies and procedures are understood by students. While 52% of students feel they have never been bullied at school Moss Vale High will continue to proactively implement strategies to combat bullying and explicitly practice zero tolerance of bullying.

Staff has participated in the reporting evaluation, a professional learning survey and through faculty and whole staff meetings had input into the review of our Strategic Planning.

Staff also took part in an Improving our School Survey to help in the analysis of how to enhance the way staff at Moss Vale High work together.

100% of respondents said that they felt positive about working at Moss Vale High.

97 % said that School leaders usually or almost always supported staff.

95 % recognised a culture of professional collegiality as usually or almost always present.

86% said that staff at Moss Vale High usually or almost always actively engage in Professional Development.

This survey informed the review of school planning undertaken with the support of the High Performance Directorate. 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.

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: