Moorefield Girls High School
Annual School Report 2014
School context statement

Moorefield Girls High School is a comprehensive high school with an emphasis on educating girls to learn, lead and succeed. Over forty different national groups are represented in our student population of 400, making it a culturally diverse community.

School programs focus on building 21st Century skills and are designed to challenge the students to strive for excellence. Key focus areas in our school are literacy and numeracy, student engagement and building the capacity of students, staff and community.

The school hosts a Special Education Unit.

Principal’s Message

The talents and achievements of Moorefield Girls High School students were increasingly recognised in 2014 across all areas of learning and development. I am proud of the many wonderful student and staff achievements across academic pursuits, sporting achievements, creative and performing arts exhibitions and performances and through student leadership and community involvement.

Our students achieved outstanding results in the 2014 Higher School Certificate. The demonstration of excellence and improvement was a true reflection of the talent and hard work of our students as well as the dedication and expertise of our teachers.

In 2014 we had 9 results on the Board of Studies Distinguished Achievers Merit List. These were in courses such as English (Advanced), Ancient History, Mathematics, English Extension 1, English Extension 2, Modern Greek Continuers and Modern Greek Extension. Our students performed above state average in Biology, Business Studies, English Standard, English Advanced, English Extension 2, History Extension 1, Physics, Visual Arts, Business Services Examination and the Retail Services Examination. The depth of talent of our students was recognised by 57% of our students attaining a result in the top two performance bands. Initiatives such as the school funded tutoring college and the creation of engaging classrooms that cater for 21st Century learning have enhanced these results and the performance of students across all year groups.

To celebrate the achievements of the outstanding athletes at Moorefield Girls High School, a talented athlete program commenced. This program is designed to support students with their physical and intellectual development as elite athletes. The combination of sporting prowess and outstanding sporting achievement was highlighted through the presentation of the Pierre de Coubertin Award to Valerie Kau of Year 12.

In 2014 Moorefield Girls High School utilised the National Australia Bank Schools First Award received at the end of 2013 to develop a Year 10 leadership program where selected students planned, organised, and facilitated our inaugural Arts Festival. This was a resounding success. The event allowed for students to showcase their artistic talents to the community and the leadership potential of the selected students was enhanced. This event has become an integral part of the calendar of events for our local community.

Community involvement was further enhanced through a number of community programs. The Intergenerational Technology Exchange involved year 10 students assisting older Australians with
their use of technology. We were active participants in the wrap with love program where our school community knitted and donated wraps to use with those in need. We also held our first working bee for a number of years with a strong community presence. Further, our links with our Bayside Learning Community primary schools were continued and enhanced through the Talent Acceleration Program and shared professional learning.

I would like to acknowledge our teaching and support staff for their professionalism and dedication to their roles in the school. It is their enthusiasm and knowledge that provides for the opportunities and successes of our students, promoting excellence and supporting our students to enhance results.

Thank you to our parents and families for your support and partnership in the education of your daughters. I am sure that the partnerships established will continue to build as we proudly celebrate together the achievements of our ‘Inspiring Young Women’.

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.

Julianne Beek, Principal

P & C Message

Throughout 2014 the P & C have been able to assist with contribution to and participation in:

- Collaborating with the Principal Ms Beek in developing the 3 year plan.
- Welcoming primary link students on special days and parents at open nights.
- Meeting with parents and guardians at parent/teacher evenings and Year 7 orientation day.
- Involvement in selection panels for new staff.
- Attending Zonta evenings and Year 12 graduation assembly and dinner.
- Supporting the Bayside Learning Community of Schools. This is strengthening partnerships across the Bayside Learning Community to enhance student transition programs and learning initiatives in our local schools.
- Representing Moorefield Girls High School at both state and regional P & C meetings.
- Kay Cottee Library – ongoing upkeep of the fish tank and supplying paint making a fresh, bright and innovative environment for all students and visitors.

The P & C believe that together parents and community can support the school in providing a strong and happy learning environment to help prepare the girls for future endeavours.

We are working hard to ensure parents help develop and support the school. This provides a strong and innovative education to both students and staff.
We are enthusiastic parents who pride ourselves on communication between parents, executive, teachers and students, following the guidelines of the P & C Federation NSW.

Your thoughts and input are highly valued whilst providing an opportunity to praise and raise questions where feedback is given. Meetings are used as an ‘Information Forum’ with one or more representatives of Moorefield’s executive team. Parents are brought up to date with school related changes to the curriculum, grounds, and Department of Education and Communities.

P & C meetings are held on the 5th Wednesday of each term at 6.15pm to start 6.30pm in the common room of the Admin block. It would be great to see you there.

Petra Hines, President (2014)

Student representative’s message

Just like any other year at Moorefield Girls High School, this year was one filled with many events and opportunities and not one student being left out of all the action.

Within the school, we strengthened our sense of community by organising a range of events to get students from all years engaging and connecting. Through our very successful multicultural day we were able to engage in activities from many different cultures and learn more about the people we see every day. Ending the day we finished with our famous Moorefield’s Got Talent event showcasing the talent Moorefield Girls High School has to offer.

Enhancing the relationships we as the student body have with teachers, we also carried out many student versus teacher sporting events, and the very exciting and invigorating Ice Bucket Challenge.

Fresh into Year 12 with our minds bursting with ideas, and bodies bursting with excitement, we were eager to grab every opportunity with two hands. Engaging with the community we were a part of many events such as high teas and remembrance day ceremonies, also working closely with organisations within the community such as Kogarah Library and the 3 Bridges Community. Connecting with those alike, we took advantage of the opportunity to attend a variety of events and forums in which we were able to communicate and express ideas and opinions with other young student leaders from across the state.

What we learnt through 2014, is that every opportunity is invaluable, as experiences shape us, leading us to learn new things, helping us grow and become better, as individuals, as a school and largely as a community.

Aleena Yunus, Student Representative Council

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>560</td>
<td>507</td>
<td>488</td>
<td>477</td>
<td>440</td>
<td>400</td>
<td>380</td>
</tr>
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</table>
## Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>7</td>
<td>92.1</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>91.0</td>
</tr>
<tr>
<td>2010</td>
<td>9</td>
<td>90.7</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>90.0</td>
</tr>
<tr>
<td>2012</td>
<td>11</td>
<td>89.7</td>
</tr>
<tr>
<td>2013</td>
<td>12</td>
<td>89.4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>90.4</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Monitoring student attendance remained a fundamental priority in 2014 based on the high correlation between high achievement and high rates of attendance.

We use an SMS messaging system which sends a message to parents if their child is absent from school. Parents are required to respond either by text or letter and provide a reason for their child’s absence. If a child is absent for a lengthy period of time, their parent is contacted by the year adviser and appropriate welfare support is put in place. Where there are no improvements an attendance improvement plan is developed with the student, parent/caregiver and the deputy principal. In instances where attendance continues to be of concern, despite support and appropriate interventions, the matter is referred to the Home School Liaison Officer (HSLO).

### Post-school destinations

The school tracks the post school destinations of students in Year 12. The total number of Year 12 students in 2014 was 56.

Of the 54 students contacted, 84% are engaged in full time tertiary study at either a university, TAFE or private college, and all students are engaged in either tertiary study or employment.

Post school destinations are:

<table>
<thead>
<tr>
<th>Year 12 / 2014 Post School Destinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
</tr>
<tr>
<td>6%</td>
</tr>
</tbody>
</table>

There were 41 students who were eligible for an ATAR. Of these, an outstanding 33 students received offers to a range of universities including: University of NSW, University of Technology, Sydney University, University of Wollongong, University of Western Sydney, Notre Dame University, Australian Catholic University and Macquarie University.

Academic pathways students have chosen are diverse and include: Medical Science, Engineering, Vet Bioscience, Business, Commerce, Communication, Arts, Education, Criminal Justice, Law, Health and Exercise Sciences and Nursing.
<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>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

Vocational Education and Training (VET) continues to be a very successful and integral part of the school curriculum. 51% of Year 12 students included one or more school or TAFE delivered VET courses in their HSC pattern of study in the areas of Retail Services, Information Technology, Hospitality (Commercial Cookery), Business Services, Animal Studies and Travel and Tourism.

One student from Year 12 completed a School Based Traineeship with Bendigo Bank and has secured employment with that provider post school.

A number of students have chosen employment or further study related to HSC VET courses undertaken in 2014.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

In 2014 all Year 12 students attained their Higher School Certificate apart from one student who is completing the credential in 2015 via the pathways program.

**Workforce information**

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

In 2014 Moorefield Girls High School’s staffing entitlement was 39 teachers, including 1 deputy principal and 6 head teachers. The school has an experienced staff balanced by mid and early career teachers.

**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>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39.7</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce.

Whilst the Moorefield Girls High School community supports the National Education Agreement, we report that in 2014 there were no Indigenous Australians employed at the school.

**Professional learning and teacher accreditation**

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>70</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>18</td>
</tr>
</tbody>
</table>

**Beginning Teachers**

18% of teaching staff at Moorefield Girls High School are early career teachers who have gained the new requirements for accreditation with the NSW Institute of Teachers.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>273,585.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>384,650.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>294,000.85</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>164,827.38</td>
</tr>
<tr>
<td>Interest</td>
<td>48,192.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12,246.37</td>
</tr>
<tr>
<td>Canteen</td>
<td>34,702.15</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,212,204.43</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching & learning       |            |
| Key learning areas        | 66,423.91  |
| Excursions                | 22,015.44  |
| Extracurricular dissections| 95,560.24  |
| Library                   | 6,298.87   |
| Training & development    | 3,060.49   |
| Tied funds                | 304,047.09 |
| Casual relief teachers    | 36,392.66  |
| Administration & office   | 108,514.94 |
| School-operated canteen   | 70,144.79  |
| Utilities                 | 76,196.26  |
| Maintenance               | 45,795.45  |
| Trust accounts            | 30,915.56  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 865,365.70 |
| **Balance carried forward**| 346,838.73 |

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.

School performance 2014

Academic achievements

NAPLAN
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

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

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

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

- Reading: 92.5
- Writing: 94.3
- Spelling: 96.2
- Grammar & Punctuation: 94.3
- Numeracy: 96.3

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Student growth is positive in most areas. With a strong focus on reading professional development at Moorefield Girls HS, 70.7% of Year 9 students achieving at or above their expected growth is testimony to the success of strategies and programs implemented.

Progress in Numeracy

Our NAPLAN results demonstrated satisfactory improvements. Our numeracy strategy across all subjects included implementing appropriate strategies to support skills in data and measurement within teaching programs. The mathematics faculty focused on skill of the week, explicit teaching, and regular quizzes as well as identifying students who are below national standards who need regular support. Support is offered through withdrawal from class and conducting small tutorial groups.

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).
We celebrated the outstanding effort and achievement of Year 12 HSC students. The high percentage of students who achieved a result in Bands 4 and above underpinned strong ATAR results and above DEC State-average performance in a number of courses such as Ancient History, Biology, Business Studies, English Standard, English Advanced, English Extension 2, History Extension 1, Legal Studies, Personal Development, Health and Physical Education, Physics, Visual Arts, Business Services Examination and the Retail Services Examination.

English

The English results were strong again in 2014. English Standard, English (Advanced) and English Extension 2 were above State average and above statistically similar schools. This consolidates the outstanding performance of students in English over a number of years. Students were placed on the Board of Studies Distinguished Achievers list for English (Advanced), English Extension 1 and English Extension 2.

Human Society and Its Environment (HSIE)

Ancient History, Business Studies, Business Services (VET), History Extension 1, Legal Studies, Modern History and Retail Services were studies by Moorefield Girls High School students in 2014. Ancient History and Business Studies were above the school average for 2010-2014. Ancient History, Business Studies and Legal Studies were above State average and statistically similar schools. Performance in History Extension 1 was also above state average. Students were placed on the Board of Studies Distinguished Achievers list for Ancient History. This is an outstanding result.

Mathematics

Moorefield Girls High School students achieved sound results in Mathematics and Mathematics General 2. The mean for students in Mathematics was at or above the school average for 2010-2014 demonstrating a consecutive year of improved performance. A student was placed on the distinguished achievers list for Mathematics.

Personal Development, Health and Physical Education

In 2014 students in PDHPE demonstrated improvement in student performance with the mean above State DEC, statistically similar schools and the overall school average for 2010-2014. This consolidates the ongoing improvement across mathematics courses.

Science

Three courses were offered within the Science faculty in 2014; Biology, Chemistry and Physics. The performance of all three courses indicated ongoing student improvement. Physics and Biology were both above statistically similar schools and state average. While improvements in performance were noted, the Chemistry results were affected by the acceleration of talented
Chemistry students in this cohort into the HSC course while they were in Year 11 in 2013.

**Visual Arts**

In 2014 students in Visual Arts performed well above State DEC with the school mean at 82.8 and the state at 76.4. Similarly the results were well above both statistically similar schools and the overall school average for 2010-2014. A student was shortlisted for inclusion in art express.

Please note: courses with less than 10 students are not represented in the graphs or analysis to maintain student privacy.

The following courses were studied by students from Moorefield Girls High School for the 2014 HSC: Ancient History, Biology, Business Services, Business Studies, Chemistry, Community and Family Studies, Drama, English (Standard), English (Advanced), English Extension 1, English Extension 2, English Studies, Food Technology, History Extension 1, Hospitality, Information Technology, Legal Studies, General Mathematics, Mathematics, Mathematics Extension 1, Music 1, Personal Development, Health and Physical Education, Physics, Retail Services, Textiles and Design and Visual Arts. In addition to these courses, a number of students studied languages other than English including Heritage Japanese, Modern Greek continuers and Modern Greek Extension 1 and courses studied through TAFE such as Tourism and events and Information and Digital Technology.

As can be seen in the graph above, Moorefield Girls High School value added is positive across students in all three areas, low middle and high performers. At all levels, Moorefield Girls High School's value added was positive growth and significantly above statistically similar schools which had negative growth. In 2014, Moorefield Girls High School had significant improvement with the progress of students in the high group.

**Other achievements**

**The Arts**

The Creative and Performing Arts (CAPA) faculty had a very productive and successful year in 2014, the highlight of course, being its Arts Festival where students from years 7 to 12 exhibited a range of artworks to an enthusiastic audience. The year 12 ‘Bodies of Work’ was an outstanding feature of the festival and our captain, Medina Krcic was interviewed and photographed with her major work by the St George and Sutherland Shire Leader, our local newspaper. Sonali Padarath’s series of three charcoal drawing “Haviors of the Visage” was nominated for Art Express. Furthermore, 70% of year 12 Visual Art students at our school scored a band 5 in the HSC, and our scores were above the state average in this subject.

Year 10 student Angela Lu was honoured to have her artwork exhibited at the St George Art Society’s annual Art Show. This exhibition showcases work from local artists.

Another highlight was our involvement with Brighton Le Sands Public School and their musical theatre production. Our art students and staff painted wonderful sets to enhance the performance of the primary students.
The music department was equally busy. Music students performed for NAIDOC week, MAD Day and at all academic and sports awards ceremonies, including the Year 12 graduation ceremony.

Year 12 Drama students created dynamic, thought provoking individual and group performances for the HSC. Their results were a credit to their hard work and dedication this subject.

**Sport**

Moorefield Girls High School students were well represented across a number of sports and events in 2014.

We fielded 23 Grade Sport (inter-school) teams in 2014.

Across all Sports Carnivals, we were represented by a total of 68 Moorefield Girls High School students at St George Zone level, with some moving forward to represent our school at Regional Carnivals. Lawson House won the Swimming and Athletics Carnivals, whilst Chisholm won the school Cross Country Carnival. The overall House winner for 2014 was Lawson.

Our track and field athletes achieved success at the Zone Carnival. Moorefield Girls High School was represented by 49 students. Our students performed extremely well in all Zone Carnivals, especially in Zone Cross Country where two students completed their event in the top 10 places for their age group. Holly McCreery finished in third place and Arabella Scott in seventh place. Arabella also won the Junior Sportswoman of the year award.

Moorefield Girls High School student, Valerie Kau of Year 12, was the well-deserved recipient of the Sportswoman of the Year award for the second year in a row. Valerie was the Swimming, Cross Country and Athletics Age Champion for the 17+ years. Valerie also received the Zone Blue award from St George Zone and the prestigious Pierre De Coubertin award for outstanding performance and commitment to the Olympic movement.

Holly McCreery won the Debbie Tait Memorial Trophy, which was an outstanding achievement, especially for a student in Year 7. The Debbie Tait Memorial Trophy is awarded to the student who records the fastest time at the school’s Cross Country Carnival each year.

Overall, Moorefield Girls High School had a very successful year in the sporting arena with many students showing their talents in a range of events.

**Student Leadership**

The prefects in 2014 attended some leadership conferences as part of their initiation into their leadership roles.

They attended the ‘Grip Leadership Conference’ at Homebush. At this conference the prefects were provided with ideas on how to implement leadership projects and initiatives that will have a
positive impact on others. Workshops also presented students with ideas on how to run meetings, deciding on an idea and presenting a proposal, and some tips on public speaking.

At the ‘National Young Leaders Conference’ at Homebush, students heard from a high profile team of speakers from business, sport, politics, challenging them to be their best. All speakers were inspirational and the prefects were able to gain more confidence in their role as prefects.

Students were then able to organise themselves to fundraise for the year 12 gift to the school by selling chocolates. They sold candy canes before the end of the year to raise extra funds. This encouraged the student body to buy candy canes for another student. The Prefects hoped this would bring the whole school together in a friendly way. They also lead the school into supporting the Gold Telethon to fundraise for the Children’s Hospital in Randwick. They organised a Krispy Kreme donut fundraiser and mufti day to support this idea.

These activities enabled all prefects to become involved and understand the importance of working as a team.

The School Captains attended a seminar ‘Young Women’s Leadership’ at Parliament House. The aim of the seminar was to discuss the many social, political and personal issues that affect women in leadership roles and to meet a variety of role models of women leaders.

The Captains also attended the ‘Secondary School Student Leadership Program’. This program offered the students the opportunity to develop their knowledge of constitutional and parliamentary proceedings and the role of the Governor. Students also met with the Governor.

Students have been able to put this into practice through representing the school at various activities such as Year 7 orientation day, presentation day, Year 7 transition to high school and orientation programs.

Environmental Education

Our program is inspired by the Environmental Events Calendar which encompasses local, national and internationally significant events. Commemorative events include; Clean-Up Australia Day, Earth Hour, Tree Planting, World Environment Day, Endangered Species Day, and Recycling Week.

The highlights in 2014 were as follows:

- Pacific Islander Students dance performance on World Environment Day to highlight the threat to culture due to sea level rise resulting from global warming.

- Year 7-8 GAT cross curricular design project inspired by sustainability. Students were presented with the challenge of redesigning a retrofit of an existing building at the Sydney Observatory.

Plans for 2015:

- Implementation of Year 8 TAS Sustainability Education program to plan and develop a vegetable garden (funding from special grant).

- Ongoing programs include recycling of paper, aluminium cans, mobile phones and cartridges.
Arts Festival

Moorefield Girls High School in association with 3Bridges Community held the inaugural Moorefield Girls Arts Festival on 10th September, 2014.

The festival featured major works by Moorefield Girls High School HSC students, visual arts and photography students in Years 7-12 as well as musical performances by some of the school's young musicians. The school's administration building was transformed into an art gallery for two days, giving members of the local community the opportunity to view and appreciate art produced by talented art students.

As part of the festival, ten local primary schools were invited to participate in an art competition with the theme of My Family, My Culture. The works from the primary school students were also be displayed with prizes for best drawing, painting and photograph awarded.

This project was an initiative funded by the NAB School's First Award Program which 'aimed to promote excellence in school-community partnerships'. The project involved 18 Moorefield Girls High School students with leadership potential undertaking a six week leadership course covering topics such as marketing, communication, team work and project management. The girls organised the festival and hosted the opening. They presented the art competition at various primary schools' as well as conducting art classes at some of the schools.

The Moorefield Girls Arts Festival was a community initiative to help further engage the wider community with young people and to demonstrate the positive contributions that young people make.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Moorefield Girls High School staff participated in professional learning on the implementation the Aboriginal Education and Training policy. We promoted quality teaching and the inclusive perspectives and content across Key Learning Areas (KLA’s). This was aimed to increase cultural understanding and knowledge about Aboriginal content.

Through the Dare to Lead initiative the Aboriginal Education Team was formed to put in place an action plan. The team included parent representation and gives Indigenous parents the opportunity to engage with and work with school staff.

Our parents were also invited to a morning tea for a meet and great which allowed all of our Indigenous students and families to get to know each other.

Our school held a Close the Gap campaign to highlight the Health issues of the Aboriginal and Torres Strait islander people. We made a pledge as a school to close the gap.

Multicultural education and anti-racism

Teacher professional learning in the area of multicultural understanding was led by staff experts in the area of Indigenous inclusivity. They presented a cultural interface workshop for all members of staff.

Teaching programs throughout all faculties across all year groups in the school developed students’ awareness of multiculturalism. There is strong focus on text selection in all subjects which explore aspects of multiculturalism.
There have been numerous community and harmony activities. School student representatives conducted a range of activities both at school and in the broader community to promote harmony and engagement with the broader world. Year 9 students participated in a program to help package birthing kits for economically and socially disadvantaged people from other cultures.

**Literacy and Numeracy National Partnership**

In 2013 Moorefield Girls High School was one of 400 Government schools selected to be part of the two year Improving Literacy and Numeracy National Partnership. The aim of the initiative was to improve literacy and numeracy performance in target groups, effective identification and monitoring of target improvement areas and improved capability and effectiveness of literacy and/or numeracy teaching in participating schools. Each school was required to use a variety of assessment tools to make reliable, on-balance judgments against the literacy or numeracy continuum. These assessments were used as benchmarks at the beginning, middle and end of the program and student progress was measured against the Literacy Continuum for both Reading and Comprehension.

In 2014 the school was allocated the second portion of funds in order to continue the development and implementation of this initiative.

The STARS program was developed to focus on improving the literacy of both Year 7 and 8 students and provide ongoing professional learning to improve teacher capacity and classroom practice. The program consisted of:

- **Professional learning in the Literacy Continuum K-10**, comprehension strategies, reading fluency and classroom teaching strategies to support differentiation. This also consisted of the development of resources for classroom use, assessing the readability of texts, collaborative team teaching with the Learning and Support Teacher, feedback and reflection.

- **Explicit, modelled and independent practice** of eight comprehension strategies. These strategies were based on both Focus On Reading K-6 and Collaborative Strategic Reading and were gradually embedded into the teaching and learning program in all Key Learning Areas. The strategies are; Previewing, Predicting, Making Connections, Asking Questions, Monitoring, Clicks & Clunks, Visualising and Summarising.

- **Development of a metalanguage coversheet** in each Key Learning Area to be used at the beginning of each unit of work. The vocabulary was explicitly taught to the students and as a portion of the assessment of learning.

- **Development of whole school resources** to support the implementation of the strategies. This included classroom posters and a strategy bookmark for each student.
Weebly website (www.mghs-stars.weebly.com) was developed to support and provide ongoing information and resources for teachers, parents and students.

Improvements for Year 8 students:
- 15% increase in students at expectation in comprehension.
- 7% increase in students at well above expectation in reading comprehension.
- 8% increase in students at expectation in reading fluency.
- 8% increase in students at above expectation in reading fluency.
- 22% decrease in students at well below expectation in comprehension.
- 18% decrease in students at well below expectation in reading fluency.

RAM Aboriginal background
Our Indigenous students were given opportunities to participate in and attend a number of regional, state and federal programs and initiatives. These include:
- Speak up, which offers students the opportunity to learn the skills of public speaking and techniques for impromptu speeches
- Making connections with the Nuru Gili from the University of NSW and the Jumbanna from the University of Technology.
- Celebrating NAIDOC, with special guest speakers and hosting the Aboriginal Games with year 7 and 8.
- Attending the ANZAC Memorial service, commemorating the Indigenous servicemen and service women where students also laid a wreath.
- We raised money for an Indigenous community of Walama Muru

All students had personalised learning pathways to improve the learning outcomes. Our students are given opportunities to improve their literacy and numeracy skills through various programs offered by the school. Indigenous students were also monitored regarding attendance. Support plans, developed with parents and students were implemented and successfully demonstrated improved engagement.

RAM Socio-economic equity
RAM socio-economic equity funding was utilised to:
- develop 21st Century skills and engage girls in mathematics and technology to enhance numeracy skills.
- create innovative learning environments to engage students with their learning, improving their learning outcomes.
- development of leadership skills and enhanced student wellbeing and leadership skills.

To support numeracy skill development teaching staff undertook the development of a mastery learning numeracy program based on the research of Bloom. This included differentiation to lead to success with regular and effective feedback. This involved the employment of a mathematics teacher to analyse data and develop the program for implementation and teacher professional learning across the mathematics faculty to support the implementation of the program in 2015. This has enhanced the teaching and learning of students, particularly in the junior school. Initial evidence indicates enhanced student engagement with mathematics.
School staff undertook academic research into enhancing 21st Century learning environments to engage girls in learning. Students and staff designed and implemented 21st century learning spaces in Mathematics, Human Society and Its Environment, English and Personal Development, Health and Physical Education.

This is supported with professional learning for staff across all Key Learning Areas to enhance understanding and integration of 21st century skills in teaching and learning programs and classroom practice. Evidence indicates that students are more engaged in the classroom and it has contributed to the enhancement of a positive school culture. The professional learning undertaken by staff to embed 21st century skill development in teaching and learning programs has enhanced student opportunities in the classroom. Teaching and learning programs indicate enhanced collaboration and use of technology in the classroom.

Collaborative, creative activities were developed and implemented with students to support student engagement and wellbeing. Support was provided for the Talented Athlete Program and other student reward initiatives. This initiative with additional school based activities and those above has led to an improvement in student attendance rates as indicated in 2014 data that has the school above state average.

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:

- Improved literacy and numeracy outcomes for all students
- Improved student engagement and attainment
- Building capacity and resilience

School planning 2012-2014:

Improved literacy and numeracy outcomes for all students.

Outcomes from 2012–2014

1.1 To decrease the percentage of Year 7 students in the bottom two bands in NAPLAN reading from 35.6% in (2011) to 20.6% by 2014. Interim targets to achieve this will be 30.6% (2012) and 25.6% (2013).

1.2 To decrease the percentage of Year 9 students in the bottom two bands in NAPLAN reading from 40.7% in (2011) to 25.7% by 2014. Interim targets to achieve this will be 35.7% (2012) and 30.7% (2013).

1.3 To increase the percentage of students achieving at or above expected growth in NAPLAN reading from 46.3% (2011) to 61.3% by the end of (2014). Interim targets to achieve this will be 51.3% (2012) and 56.3% (2013).

1.4 To decrease the percentage of Year 7 students in the bottom two bands in NAPLAN numeracy from 20.7% in (2011) to 5.7% by 2014. Interim targets to achieve this will be 15.7% (2012) and 10.7% (2013).

1.5 To decrease the percentage of Year 9 students in the bottom two bands in NAPLAN numeracy from 42.0% in (2011) to 27.0% by 2014. Interim targets to achieve this will be 37.0% (2012) and 32.0% (2013).
1.6 To increase the percentage of students achieving at or above expected growth in NAPLAN numeracy from 33.8% (2011) to 48.8% by the end of (2014). Interim targets to achieve this will be 38.8% (2012) and 43.8% (2013).

Evidence of achievement of outcomes in 2014:
Our achievements include:
- 8% increase of students achieving at or above minimum standard in NAPLAN literacy in year 9 (80.3% - 88.8%)
- 12% increase of students achieving at or above expected growth in NAPLAN reading (56.3% - 68%)
- 2% increase in the number of students at or above minimum standard in NAPLAN numeracy in Year 9 (89.5% - 91.7%)

Strategies to achieve these outcomes in 2014:
- Professional learning focused on reading strategies for year 7 and 8 teachers across all KLAS.
- Professional learning on the literacy and numeracy continuum.
- Established collaborative teaching practices.
- The implementation of the school’s literacy and numeracy plans.
- Homework Centre staffed and organised to support specific needs of students.
- Focused support and development of individual learning plans for targeted students.
- Enhanced promotion of numeracy through targeted teacher support, University of Wollongong Maths via Digital Media competition, entry in ICAS competitions and the school based maths problem of the week.
- Creation of extra classes to support numeracy needs of identified students in year 9.

School priority 2
Improved student engagement and attainment

Outcomes from 2012–2014
2.1 Improved student attendance
2.2 Greater representation of students in top two bands of HSC courses

2.3 Authentic Assessment Tasks incorporating QT framework developed for all KLAS
2.4 Innovative practices and curriculum to engage girls embedded in all KLAS

Evidence of achievement of outcomes in 2014:
Our achievements include:
- Increase in attendance rate for school population to exceed state DEC attendance rates. DEC attendance rate was 90.2 with Moorefield Girls High School rate at 92.6.
- 19% increase in the number of students achieving in the top 20% of the state in HSC
- 39% increase in number of students achieving top three bands in HSC
- Stage 5 and 6 Teaching and Learning Programs contain Quality Teaching and Assessment elements and practices
- Strengthening Differentiated programs incorporating cutting edge practice to engage girls as 21st Century Learners

Strategies to achieve these outcomes in 2014:
- Closer monitoring of student attendance incorporating strategies from the school discipline and welfare policy.
- Implement individual attendance plans, parent interviews and consistent follow up of concerning student attendance.
- Access support from outside agencies and HSLO for students at risk and provision of access to VET short courses.
- Continue Coffee Shop for at risk students in year 10.
- Continue the implementation of Lawyers Encouraging and Assisting Promising Students (LEAPS) program.
- Evaluation of assessment policy and practices and development of standardised policy of assessment across the school.
- Development of Australian Curriculum programs for stage one syllabuses (English, History, Mathematics and Science) in years 7 to 10.
- Redesign of learning spaces utilizing theory around 21st century learning to promote creativity and collaboration.
• Professional learning for staff on 21st century skills including problem solving, higher order thinking and the utilisation of web 2.0 tools.

• Implementation of Bring Your Own Device policy in 2014.

**School priority 3**

Building capacity and resilience

**Outcomes from 2012–2014**

3.1 Solutions focused learners thriving within an inclusive school community

3.2 Increased school leadership capacity for school improvement

3.3 Strong community participation and support for student engagement and learning outcomes

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

Our achievements include:

• Successful learning evidenced by 10% increase in numbers of students receiving recognition within the school and community.

• Members of school community supported to achieve leadership aspirations by increasing the provision of opportunities for leadership roles including the Arts Festival Leadership Program.

• Students who participate in community projects progress to whole school leadership roles.

• Continue developing reasonable accommodations and adjustments for the management of behavior of students with high needs.

• Continue and strengthen solutions-focused approach to student discipline to develop student resilience.

• Continue and extend the learning community through focused primary links program and increased opportunities for professional learning with partner primary staff.

• Moorefield Girls High School fostered the local schools learning community. An example of this is that staff delivered professional learning sessions on subject specific information to primary school teachers across 10 primary schools.

• Implement community learning projects to enhance opportunities for students and staff outside the school to develop leadership capabilities through partnerships through local businesses and community organisations such as the Intergenerational Technology Exchange Program.

**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.

We conducted an exit survey for year 12 students that asked them to reflect on three areas that they were happy with about Moorefield Girls High School and three areas that they would improve. The analysis of the results indicated the value of the data in assisting the school to establish supportive learning environments.

Overwhelmingly, the students indicated that Moorefield Girls High School has a positive learning environment and that teachers were ‘positive’, ‘supportive’, ‘inspiring’, ‘excellent’ and ‘encouraging’. Over 90% indicating that the quality of the teaching was a key feature of the school.

Students also commented that the small school environment encouraged positive relationships with their peers and led to enhanced collaborative learning environments. Feedback indicated that areas where the school could improve were to enhance the physical environment, strengthen opportunities for student voice and for staff to review the range of extracurricular opportunities.

This information will influence planning for 2015 and beyond.

**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.
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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Julianne Beek</td>
<td>Principal</td>
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<tr>
<td>Rose Daniels</td>
<td>Deputy Principal</td>
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<tr>
<td>Frida Diakos</td>
<td>HT, Mathematics</td>
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<tr>
<td>Dyana Dos Santos</td>
<td>School Administration Manager</td>
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<tr>
<td>Alexis Heron</td>
<td>Co-ordinator Student Wellbeing</td>
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<tr>
<td>Petra Hines</td>
<td>2014 President, P&amp;C Association (Parent)</td>
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<tr>
<td>Rachelle Pirie</td>
<td>Co-ordinator, PD/H/PE</td>
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<tr>
<td>Kerri Stack</td>
<td>Careers Advisor</td>
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<tr>
<td>Nicholas Tcaciuc</td>
<td>HT, English</td>
</tr>
<tr>
<td>Aleena Yunus</td>
<td>Student Representative</td>
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</tbody>
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School contact information

Moorefield Girls High School
Princes Hwy, Kogarah 2217
Ph: (02) 9587 6095
Fax: 95882112
Email: moorefieldg-h.school@det.nsw.edu.au
Web: www.moorefieldg-h.schools.nsw.edu.au
School Code: 8241

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: