School context

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

I am proud to be the principal of Moorefield Girls High School. We have had an outstanding year of learning in 2013, enjoying many wonderful student and staff achievements throughout this year across academic pursuits, sporting achievement, creative and performing arts exhibitions, performances and through many areas of student contribution and leadership.

We have students who are achieving outstanding results across all areas of learning and community involvement. Examples of this include our top academic performers achieved distinctions in ICAS competitions, our finalists in the Number Crunchers regional competition, our accelerated students who completed HSC in Chemistry while in year 11 and our year 8 students who won the University of Wollongong Maths Via Digital Media competition. In addition to these achievements are our students who put 100% effort into their learning every day.

Our value added data from year 7 to year 9 in NAPLAN is particularly strong and demonstrates the impact of this work ethic and the expertise of our teachers. Our HSC students achieved good results with 39% of our students achieving a result in the top 20% of the state. Students performed above state average in courses such as Standard and Extension 1 English, Legal Studies and Business Studies.

Our International Women’s Week activities were a wonderful opportunity for our students to meet mentors and see genuine examples of the varied roles of women in our society, empowering our students to achieve their dreams.

A group of our students and staff undertook an excursion to Italy in the April school holidays. Our girls were acknowledged by locals as being wonderful ambassadors for our school and country with their outstanding behaviour and enthusiasm. I am sure that their senior study is being enhanced through this fantastic opportunity. We are looking forward to our next trip in 2015.

This year, Moorefield Girls High School was selected for a National Australia Bank Schools First Award. We were one of 55 schools recognised across Australia, celebrating our outstanding school-community partnerships. The panel of judges recognised the opportunities and support we provide for our young women with
mentoring, leadership and event management. We are looking forward to working with Arncliffe Community Centre, a part of Keystone Community Solutions, into 2014 as our students organise a local arts festival.

We have had a number of visitors to the school this year. Our student groups visiting from Japan and China developed and enhanced the cultural understanding for both the visitors and our students. During book week we had a number of authors visit and undertake writing workshops with our students including Jane Caro, who as an author, social commentator and advocate of public education provided great insight into writing and the promotion of achievements.

Our students within the creative and performing arts areas represented the school with distinction throughout 2013. Our school band, The Lady Beatles undertook a number of performances in the local community. We also had a range of drama, dance and music performances during education week and at the Moorefield’s Got Talent competition. Our artists were also well represented with our year 11 visual arts students exhibiting their work in the Arncliffe Arts Festival. The feedback from local community leaders on their artistic talent was most positive.

We have outstanding sportswomen amongst our student population. Our Athletics, Swimming and Cross Country Carnivals were a great success and saw a number of records broken. Our Athletes broke 3 zone records, achieved 5 first places and 10 top three finishes at the Zone Athletics Carnival. One of our Oztag teams won the St George Gala Day and the Zone Grade Sport competition. These results are just a couple of examples to highlight the outstanding depth of sporting talent at Moorefield Girls High School.

Our students were provided with a broad range of leadership opportunities throughout 2013. From the prefects and SRC, the environment group and debating and public speaking opportunities, to demonstrations of leadership in everyday activities, our students represent our school and themselves with integrity, poise and intelligence. This year’s school captain, Ghada Ali was a finalist in the Lions Youth of the Year Award where she attained the Public Speaking Award. At the Zonta Young Women in Public Affairs final, Ghada Ali and Medina Krcic spoke about women in their lives who inspire them. A key feature of the areas of leadership where our girls excel is where there is a connection with their community and social justice.

The emphasis on developing technology skills at our school have the students and teachers perfectly placed to implement these new programs with their focus on 21st Century skills of collaboration, communication, critical thinking and creativity.

In 2013 staff across all key learning areas focused on developing our students’ literacy and numeracy skills through the implementation of our intensive Moorefield STARS program where key literacy skills are explicitly taught to our students across all key learning areas.

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

Moorefield Girls High School values the partnerships that have been formed through the Bayside Learning Community where we are able to jointly provide varied learning opportunities to primary school students through our Talent Acceleration Programs and for the professional learning partnerships being established.

Thank you to our parents and families for your support and partnership in the education of your
daughters. From our P&C through to parents that contribute in so many different ways across the school. I am sure that these are partnerships that we will continue to build and proudly celebrate together.

Our school motto is ‘Inspiring Young Women’ and each and every day I have been inspired by the talents, enthusiasm and engagement of our students with their learning. Congratulations to all of our students on your achievements in 2013.

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

Over the last year the P & C have been able to assist with contribution to and participation in:

- Collaborated with the Principal Ms Beek, regarding the design and installation of the new school signs giving Moorefield Girls High School a fresh new look.
- Welcomed Primary Link students on special days and parents at Moorefield Girls High School Open Nights.
- Met with parents and guardians at Parent-Teacher evenings and Year 7 Orientation Day.
- Involved in selection panels for new staff.
- Discussed the school with Regional Executives.
- Attended the Zonta evenings and Year 12 graduation assembly and dinner.
- Supported the Bayside Learning Community of Schools. This is strengthening partnerships with the school in the Bayside Learning Community to enhance student transition programs and learning initiatives.
- Representing Moorefield Girls High School at both State and Regional P & C meetings.
- Up keep of the fish tank and paint in the library making a fresh bright and innovative environment for all students and visitors.

Moorefield Girls High School P & C believe that together parents can support the school in providing a strong and happy learning environment to help prepare the girls for their future endeavours.

We are working hard to ensure that parents help to develop and support the school. This supports a strong and innovative education to both students and staff.

We are enthusiastic parents who pride ourselves on communication between parents, executives, teachers and students, following the guidelines of the P & C Federation N.S.W.

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 the Principal and one or more of the Moorefield Girls High School 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 Administration block.

Petra Hines
President Moorefield Girls High School P & C

**Student representative’s message**

Throughout 2013 we have had the great privilege of being School Captains. Through our time in these positions we developed as both leaders and individuals: we grew into better people, able to move into our wider communities with confidence and ability.

As School Captains we were able to watch the school grow in such a fantastic manner. The various events that were held throughout the year enabled us to continue on with our original goal of raising the school spirit. To watch the girls participate and enjoy themselves was nothing short of inspiring. They were able to teach us so much about ourselves through our interactions in various areas of life whether it be personal or school related.

Our teachers acted as role models for us to aspire to. They provided us with everything we could possibly need to ensure that our transition from any stage of life was smooth and enjoyable. Without them we would not be the people we are today.

We are honoured that we were given the opportunity to represent the school the way we did and can only hope that we were able to give to the school the way it gave to us.

Ghada Ali, Jeramie Pingol
2013 School Captains

**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**

![Student enrolment profile graph]

**Student attendance profile**

![Student attendance profile graph]
Management of non-attendance

Monitoring student attendance remained a fundamental priority in 2013 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 amount 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 Head Teacher Welfare and 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).

Class sizes

The following information shows our class sizes as reported at the 2013 school enrolment audit conducted on Wednesday 6 March 2013. There were 2 classes in years for 7 and 8 and 3 classes in years 9 and 10. The average size of classes in core subjects was between 25 and 30. Year 7 and 8 Technology (Mandatory) and Visual Arts classes have a maximum of 20 students.

In the senior school, class sizes vary considerably. English classes varied in size on average, between 15 and 23 students, depending on which English course was being studied.

Structure of classes

In each year from 7 to 10 there was one upper band extension class with an additional upper band class in core subjects in years 9 and 10. The remaining classes in each year were mixed ability. In years 9 and 10 students selected three electives which were all mixed ability classes.

Student Retention Year 10 to Year 12

The proportion of students staying on to Years 11–12 is above State average and the school education group levels. Students who leave Year 10 proceed to apprenticeships and/or TAFE or alternative education providers.

Post-school destinations

The school tracks the post school destinations of students in Year 12.

The total number of Year 12 students in 2013 was 68. Of the 67 students contacted, 83% 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:

46% of students received offers to a range of universities including: University of NSW, University of Technology, University of Wollongong, University of Western Sydney, Australian Catholic University and Notre Dame. The pathways students have chosen are diverse and include: Medical Science, Science, Criminology, Media Studies, Education, Business and Commerce, Health Sciences, Communication, Interior Architecture, Childcare, Beauty, Tourism and Events, Nursing and Food Technology.
Year 12 students undertaking vocational or trade training

Students in this cohort studied 52 vocational education courses, including VET Framework courses, TAFE delivered courses and Trade Traineeships. This represents 54% of the Year 12 student population.

All but one student completed their VET training and received an Australian Quality Framework Certificate II (or Statement of Attainment) in the following:

- Retail Services, Information Technology, Hospitality (Commercial Cookery), Business Services, Hairdressing, Travel and Tourism, Events, Beauty Services, Health Services and Workplace Communication.

One student from Year 12 completed a School Based Traineeship in Health Services Assistance and completed a Certificate III qualification.

A number of students have chosen employment or further study related to HSC VET courses undertaken in 2013.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 all Year 12 students (100%) attained their Higher School Certificate.

Workforce information

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

In 2013 Moorefield Girls High School’s staffing entitlement was 40 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>31</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>10</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 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 2013 there were no Indigenous Australians employed at the school.

Cheque presentation to Sydney Children’s hospital

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>70</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>18</td>
</tr>
</tbody>
</table>
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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>190155.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>324621.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>198044.26</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>175318.78</td>
</tr>
<tr>
<td>Interest</td>
<td>9275.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27849.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>160119.60</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>895229.02</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 80228.29   |
| Excursions                 | 48385.75   |
| Extracurricular dissections| 75805.38   |
| Library                    | 7237.85    |
| Training & development     | 357.87     |
| Tied funds                 | 159182.9   |
| Casual relief teachers     | 46199.73   |
| Administration & office    | 92349.13   |
| School-operated canteen    | 156901.83  |
| Utilities                  | 88369.87   |
| Maintenance                | 29060.60   |
| Trust accounts             | 27720.53   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 811799.73  |

| Balance carried forward    | 273585.14  |

A full copy of the school’s 2013 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 2013

Achievements in Arts and Sport

Arts

The Creative and Performing Arts continue to shine at Moorefield Girls High School. Our students continue to excel in Music, Drama and Visual Arts.

Individual musicians and the School Band performed at Rockdale Plaza during Education Week. The Lady Beatles also performed at St George’s Jubilee Oval to raise awareness of the plight of homeless youth.

“Moorefield’s Got Talent” is an annual event at Moorefield Girls High School. It gives all students the opportunity to showcase their hidden talents and perform before their peers and teachers. Both performers and the audience were enthusiastic, and our exceptionally talented dancers took out first and second prize.

Moorefield’s Got Talent

Senior Drama students attended workshops at Shopfront Theatre in Carlton. This gives our students the opportunity to work amongst professional performers and script writers.

Visual Arts had a particularly busy and very productive year. In March students exhibited their artworks during the St George Arts Festival. The Arncliffe Community Centre was the exhibition space and our year 11 charcoal drawings stole the show. Members of the public were impressed and offered to purchase some of the artworks. Other people were moved by the imagery.

Our primary Bayside Learning Community of Schools were invited to participate in a gifted and talented Visual Arts Workshop. Year 5 students
who demonstrated talent in Visual Arts attended two full day workshops in November. They created digital self-portraits, painted self-portraits using a grey tonal range, and to top it off ceramic self-portraits. These artworks were then exhibited at Kogarah Library. The response from students and parents was wonderful. Again Moorefield Girls High School demonstrated that we can cater to high achieving students in the arts.

Lady Beatles- Moorefield Girls High resident band

2013 was a busy year for Moorefield Girls High School’s Rock Band, The Lady Beatles. Students ranging from Year 7 to Year 11 were actively involved in performance from weekly school assemblies, to Bayside Community school assemblies, performances at Rockdale Plaza for Education Week, performances in conjunction with Arncliffe Community Centre, Kogarah Library and at OKI Stadium for the Kogarah Council Sleep Out. The Lady Beatles were featured in the Leader newspaper twice during the year, and thank you to Greg Harriden, Community Development Officer for Kogarah Council, who invited the band to record a rock version of Australia’s National Anthem to be played at the start of each council meeting. The rock band rehearses weekly with extra rehearsals scheduled prior to major performances. The band has moved from strength to strength in 2013 and plans to continue along the path of excellence in 2014.

Sport

Moorefield Girls High School students were well-represented across a number of sports and events in 2013.

We fielded 23 Grade Sport (inter-school) teams in 2013 and had our 15A Oztag team crowned St George Zone Champions. This same team were the winners of the inaugural St George Schools Oztag Gala Day. An additional three teams, two junior and one senior also participated in the Gala Day.

Across all Sports Carnivals, we were represented by a total of 75 Moorefield students at St George Zone level, with 10 of these reaching Regional Carnival. Turner House won the Swimming and Athletics Carnivals, whilst Chisolm won the school Cross Country Carnival.

Swimming Carnival

Our track and field athletes achieved success at the Zone Carnival. Moorefield Girls High School was represented by 42 students. Jasmin Fernando, Montarna Cohen, Malia Charley, Tionne Wiki and Valerie Kau all achieved places in one or more event and as such, were included in the St George Zone team to represent at the Sydney East Regional Carnival. Our most successful athlete, Tiarna Mason, was awarded the Zone Age Champion for the 14 years age category. Tiarna was remarkable, achieving places in all track event from the 100m to the 1500m. She achieved first place in the 200m, 400m, 800m, 1500m, and 3rd in the 100m. She also broke two Zone Athletics records in the 400m and 800m events.

New Moorefield Girls High School student, Valerie Kau of Year 11, was the well-deserved recipient of the Sportswoman of the Year award. Valerie was the Swimming, Cross Country and...
Athletics Age Champion for the 17+ years. She represented the school at Zone level for Swimming, Athletics and Cross Country. A talented athlete, Valerie also represented at Regional level for Swimming.

Layal Saab made Moorefield Cross Country history, becoming the first student to win the Debbie Tait Memorial Trophy for three consecutive years. 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.

**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)

Moorefield Girls High School Year 7 students’ results in reading and grammar and punctuation show above State average growth. Of particular strength is Year 7 students at Moorefield achieving significant improvement in grammar and punctuation. Year 7 performance in writing and spelling will be a target area for 2014.
NAPLAN Year 7 - Numeracy
Our Year 7 students’ NAPLAN results in 2013 show above State average growth. Our numeracy focus across all subjects will continue to include strategies in data and measurement that will further improve skills within KLA teaching programs. The Mathematics faculty is focused on implicit teaching, regular quizzes as well as targeting students who are below national standards who require enhanced support.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Moorefield Girls High School Year 9 students’ reading, writing, and grammar and punctuation results show above State average growth. Writing and grammar and punctuation show significant growth. Year 9 performance in reading and spelling will be a target area.
Average growth Year 9

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.7</td>
</tr>
<tr>
<td>Writing</td>
<td>85.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.5</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Numeracy

Our Year 9 students’ numeracy results in 2013 show improvements from the previous year. The students’ Year 7 results however are not above State average. Our focus is to continue with explicit and implicit teaching and professional development for teachers from other faculties to embed numeracy strategies in their teaching and learning programs.
Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) continued in 2013 with the removal of the School Certificate. Moorefield Girls High School students achieved sound results across all key learning areas. Of particular note is the outstanding performance of students in Australian History with 55% of students achieving a grade A or B. This performance is well above state average.

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 as we honoured 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 State-average performance in a number of courses such as Business Studies, Legal Studies, Standard English and English Extension 1.

Analysis of courses by key learning area with more than 10 students:

English

The English results were strong again in 2013. English Standard and English Extension 1 were above State average and above statistically similar schools. Students in English Advanced also performed above statistically similar schools.

Human Society and Its Environment (HSIE)

Ancient History, Business Studies, Legal Studies and Modern History were studies by Moorefield Girls High School students in 2013. Business Studies and Legal Studies were above the school average for 2009-2013, State average and statistically similar schools. This is an outstanding results. A student was placed on the distinguished achievers list for her performance in Business Studies. Students achieved sound results in Ancient History and Legal Studies. In 2014 we are expecting the Italy excursion to have a positive impact on Ancient History results.

Mathematics

Moorefield Girls High School students achieved sound results in Mathematics. The mean for students in Mathematics was above statistically similar schools and above the school average from 2009-2013 demonstrating a consecutive year of improved performance.

In 2013, the new General Mathematics course was introduced into the Preliminary HSC year. This new course will allow students in the HSC year to undertake either General Mathematics 2 or 1. This is expected to have a positive impact on the results in the General Mathematics course from 2014.

Science

Three courses were offered within the Science faculty in 2013; Biology, Chemistry and Senior Science. The performance of all three courses was above the average school performance for 2009-2013, indicating ongoing student improvement. Chemistry and Biology were both above statistically similar schools with Chemistry also equaling State average. This validates the decision to accelerate talented Chemistry students into the HSC course while they were in Year 11.

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 2013 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, Exploring Early Childhood, Hospitality, Information Technology, Legal Studies, General Mathematics, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 1, Physics, Senior Science, Retail Services and Sport, Lifestyle and Recreation. In addition to these courses, a number of students studied languages other than English including Modern Greek, Modern Greek Extension and Arabic continuers and courses studied through TAFE such as Tourism and events, Human Services and Workplace Communications.

### HSC: Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>64.2</td>
<td>67.3</td>
<td>67.6</td>
<td>69.3</td>
</tr>
<tr>
<td>Biology</td>
<td>71.2</td>
<td>67.4</td>
<td>71.1</td>
<td>72.8</td>
</tr>
<tr>
<td>Business Studies</td>
<td>75.9</td>
<td>72.3</td>
<td>69.7</td>
<td>71.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>75.4</td>
<td>72.5</td>
<td>68.3</td>
<td>75.4</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>66.1</td>
<td>66.3</td>
<td>63.7</td>
<td>63.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>75.6</td>
<td>78.7</td>
<td>75.3</td>
<td>78.5</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>76.1</td>
<td>75.2</td>
<td>69.1</td>
<td>72.8</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>59.6</td>
<td>63.9</td>
<td>63.6</td>
<td>64.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>72.0</td>
<td>70.6</td>
<td>71.6</td>
<td>76.3</td>
</tr>
<tr>
<td>Modern History</td>
<td>70.3</td>
<td>72.3</td>
<td>71.5</td>
<td>73.5</td>
</tr>
<tr>
<td>Senior Science</td>
<td>69.8</td>
<td>68.1</td>
<td>72.8</td>
<td>71.9</td>
</tr>
<tr>
<td>Business Services</td>
<td>61.1</td>
<td>65.1</td>
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</tr>
<tr>
<td>Examination</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Work Experience

![Work Experience](image-url)
As can be seen in the graph below, Moorefield Girls High School value added is positive, particularly with students in the low to middle relative performance groups. At all levels, Moorefield Girls High School’s value added was significantly above statistically similar schools which had negative growth. In 2013 the value added for the low and middle group was again significantly above the school average from 2009-2013. This is more significant than in 2012, highlighting ongoing improvement. While the relative performance of the high group was just below, when compared with the statistically similar group average, our students performed well. This demonstrates that the overall HSC performance of our students continues to improve as a result of quality teaching and learning programs and teacher expertise.

**HSC: Relative performance from Year 10 (value added)**

**Significant programs and initiatives**

**Aboriginal education**

In 2013 Moorefield Girls High School continued to strengthen the partnerships we have with the UNSW Indigenous Studies Unit, Nura Gili. Mentors from the centre visited our school during NAIDOC Day celebrations and we engaged the students in a wide range of Indigenous Australian games and awareness raising workshops.

As part of our Indigenous Program at Moorefield Girls High School, the Aboriginal Student Contact Person and the Welfare Head Teacher worked in partnership with the Regional Aboriginal Education Consultant to provide support and leadership opportunities for our Indigenous students. Indigenous Elder, Aunty Fay Carroll supported the Indigenous students in the school environment and has provided leadership and guidance in our development of proactive programs.

In 2013 at Moorefield Girls High School we had a small number of students who identified as of Aboriginal and Torres Strait Islanders heritage. The school organised meetings with Regional support and students and parents and collaboratively designed Personalised Learning Plans. One student was extremely talented in sport and was supported to compete at Regional and State levels. She was awarded Hurstville Council’s, Active Aboriginal People Award during the celebrations of NAIDOC week. Another student was awarded the prestigious Deadly Awards for her leadership qualities which were demonstrated during the school’s celebration of NAIDOC. The Elder, Uncle Max performed a traditional smoking ceremony with our Indigenous students leading the Assembly and speaking about the importance of NAIDOC. We also had an archaeologist who spoke about Aboriginal pre-history and she demonstrated to the senior History students Aboriginal archaeological findings and the work that is done to preserve the history of one of the world’s oldest civilisations.

The students have shown significant improvements in Literacy and Numeracy since Year 7 and also have a record of strong attendance.
Multicultural education

Harmony Day

The MOSAIC project strengthens students’ awareness of both community and global issues and provides a forum to express their ideas as well as experience life at university. Moorefield Girls High School students from Year 9 attended a forum at the University of New South Wales held by the Student Representative program MOSAIC. A group of twelve Moorefield Girls High School students, under the guidance of three UNSW student mentors, explored the meaning of multiculturalism and the concept of globalisation and its impact on small communities. The students spent a term working on individual projects to voice their ideas about multiculturalism and their work throughout the term culminated in an exhibition night held in the Roundhouse at the University of New South Wales.

Student Welfare

The Welfare Team has developed holistic and proactive approaches to student engagement with learning, wellbeing and resilience building and consolidated community partnerships. The Welfare Team lead a thorough parent, student and teacher review of the discipline practice to improve student support and learning outcomes. A solutions focused approach has been adopted as a whole school model. Professional Learning sessions at executive meetings, staff development days and staff and parent meetings have seen a successful implementation of policy.

Performances

Students are supported through on-going mentoring and monitoring such as student progress reports, cyclic evaluations and parent meetings resulting in less stressful and calmer learning environments. As a result of negotiation and on-going professional learning, there has been a shift in culture with teachers using a common language, a specific welfare scaffold approach and are respectful in their interaction with students. Follow up is consistent but also flexible according to individual student need. As a result of consultation with all stakeholders through focus groups, workshops and surveys, the welfare policy was re-written embedding positive behavior strategies.

Student v’s Teacher Basketball challenge

Attendance monitoring procedures have been managed by close and regular data analysis, establishing clear roles and timeframes. Year advisers monitor attendance with positive reward systems and use student data of less than 85% attendance to support students with referrals to Welfare Team, Counsellor and other agencies as required. The Team has improved home/ school
student communication – parent contact/ interview for students between 80% to 85% attendance, attendance letters, and, where required, access to alternative educational settings such as MTC and Links to Learning. Apprenticeships are sometimes sought to improve engagement and learning satisfaction.

Peer Support

The accurate recording of all letters sent, minutes from meetings, phone calls made and agreed undertakings from interview and interventions; reward programs trialed. Lists of support personnel and outside agencies involved are recorded clearly on the Sentral database making case management transparent and current at all times. Limited improvements in attendance after 20 days of an Attendance Plan, results in another level of support with the involvement of the Regional Home School Liaison Officer. The analysis of data and our approach to all students is individualised with specific non-attendance issues resulting in individualised plans to achieve restitution of satisfactory attendance.

Creative Arts

Transition programs to support the transition of students into Year 7 have been consolidated with increased school visits and Taster days for students from local feeder schools with programs in Science, TAS and Visual Arts. The Year 7 Orientation program was revised with a greater emphasis on connectness to the de-mystifying of the high school setting with practical activities, buddy systems and Peer Support involvement. Student data in regards to student need and learning has been improved with stronger primary school links.

Wrapped with love

Student Leadership

Moorefield had seven prefects in 2013, two of which were the school captains.

The prefect body organised fundraising days for the year 12 school gift and flowers for the graduation dinner. A mufti day and Krispy Kreme day were organised for the Gold Day Telethon in June. The purpose was to raise money for Randwick Children’s Hospital. The total amount raised was $650. The captains attended a cheque presentation ceremony at the Hospital.
The prefect body also attended The National Young Leaders Day in Darling Harbour and the GRIP leadership conference in the city. At these two conferences students were able to network with other student leaders. They gained insight into what it is to be a leader and to achieve the best that they are able to be as well as learning about how to organise successful events for charities and school events in order to bring about school unity.

The captains attended various School leadership workshops at Parliament House.

National partnerships and significant Commonwealth initiatives

Improving Literacy and Numeracy National Partnership

Background

In 2013 Moorefield Girls High School was one of 400 Government schools selected to be part of the 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 judgements against the literacy and 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.

The school was allocated a portion of funds in order to implement this initiative and after a consultation process within the school and the Bayside Learning Community the Moorefield STARS (Strategies To Achieve Reading Success) program was developed.

STARS Program Development

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. A Weebly website (www.mghs-stars.weebly.com) was developed to support and provide ongoing information and resources for teachers, parents and students.

Findings and Conclusions

The following tables summarise the results and growth of the students based on the comparison of pre and post assessments and the subsequent placement on the Literacy Continuum.

Reading Year 7

<table>
<thead>
<tr>
<th>Year 7 Total sample - 15 students</th>
<th>Reading Comprehension</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assess 1</td>
<td>%</td>
<td>Assess 2</td>
<td>%</td>
</tr>
<tr>
<td>Well below</td>
<td>3</td>
<td>20%</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Below</td>
<td>9</td>
<td>60%</td>
<td>7</td>
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<td>14%</td>
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<td>6%</td>
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<tr>
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<td>6%</td>
<td>5</td>
<td>33%</td>
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<tr>
<td>Well above</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

Reading Fluency

<table>
<thead>
<tr>
<th></th>
<th>Assess 1</th>
<th>%</th>
<th>Assess 2</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well below</td>
<td>5</td>
<td>33%</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Below</td>
<td>5</td>
<td>33%</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>At expectation</td>
<td>5</td>
<td>33%</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
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<td>4</td>
<td>26%</td>
</tr>
<tr>
<td>Well above</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Year 7 improvements:
- 27% increase in students at above expectations in comprehension.
- 26% increase in students at above expectations in reading fluency.
- 19% decrease in students at well below and below expectations in comprehension.
- 19% decrease in students at well below expectations in reading fluency.

Reading Year 8

<table>
<thead>
<tr>
<th>Year 8 Total Sample - 22 students</th>
<th>Reading Comprehension</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assess 1</td>
<td>%</td>
<td>Assess 2</td>
<td>%</td>
</tr>
<tr>
<td>Well below</td>
<td>10</td>
<td>45.50%</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
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<td>9</td>
<td>40.90%</td>
<td>9</td>
<td>40.90%</td>
</tr>
<tr>
<td>At expectation</td>
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<td>27%</td>
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<tr>
<td>Above expectation</td>
<td>1</td>
<td>4.50%</td>
<td>1</td>
<td>4.50%</td>
</tr>
</tbody>
</table>

Reading Fluency

<table>
<thead>
<tr>
<th></th>
<th>Assess 1</th>
<th>%</th>
<th>Assess 2</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>22.70%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>11</td>
<td>50%</td>
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<tr>
<td>At expectation</td>
<td>4</td>
<td>18%</td>
<td>7</td>
<td>33.80%</td>
</tr>
<tr>
<td>Above expectation</td>
<td>2</td>
<td>9%</td>
<td>4</td>
<td>18%</td>
</tr>
</tbody>
</table>

Year 8 improvements:
- 18% increase in students at expectations in comprehension.
- 9% increase in students at well above expectations in reading comprehension.
- 9% increase in students at expectations in reading fluency.
- 9% increase in students at above expectations in reading fluency.
- 26.5% decrease in students at well below expectations in comprehension.
- 22.7% decrease in students at well below expectations in reading fluency.

Future Directions
- Continue reading focuses in Year 7 and 8 teaching and learning cycle.
- Differentiate program for development of higher order skills for students in the at and above expected growth clusters on the literacy continuum.
- Provide ongoing training for staff not involved in professional learning opportunities in 2013.
- Incorporate ‘Defining a task’ PDF into assessment tasks across all KLAs and link to overall assessment procedures.
- Investigate the development of a literacy conference for the Bayside Learning Community to enhance consistency across Primary and Secondary settings.
- Review and refine strategies identified for the program in 2013 based on the evaluation of student performance at the end of 2013.
- Reading Teacher/Mentors in each Key Learning Area build capacity for Year 7 and 8 teachers.
- Continued support for Year 9 students in review and guided instruction in the reading strategies.

Dress For success

Parent/caregiver and community programs

Students have been engaged with a wide range of leadership opportunities within the community such as being part of the Kogarah Council Youth advisory group and leadership awards with community groups such as Lions, Kogarah and Zonta, Botany Bay. In 2013 two girls from Moorefield Girls High School were finalists in the Zonta awards, another was a runner up in Kogarah Lions Youth of the Year award, and another girl was selected as a Regional Director for the day with two students in the finals of both competitions. Year 9 students worked with Zonta members to assemble 100 Birthing Kits to send to third world countries and Year 11 Hospitality students worked with the Inner Wheel of Balmain to bake cakes for their annual fundraising drive. This socio-effective model is highly valued by students, staff and community members with improved school profile and pride.

Established authentic student leadership experiences with the community can be seen in our links with Arncliffe Community Centre (ACC) to target disengaged and under-achieving Year 10 students. Together we identified joint concerns about youth engagement and connectedness and collaboratively developed a specific girls’ leadership program that was awarded the NAB Schools First Award of $15 000 for its innovation in school community partnerships. We set shared goals, management of workloads and established clear timelines for the effective delivery of a youth event in Kogarah jointly run by the students of Moorefield Girls High School and ACC. This program valued youth involvement within the framework of planning a real community event with a shared sense of ownership and a strong connection to learning and civic responsibility. Community youth workers were significant role models, providing explicit and personalised support to the students to effectively navigate local government bureaucracy, workplace practices and develop marketing strategies to design and provide a service to their peers and the local community.

Student voice is valued and communication, organisation and leadership skills are developed in regular workshops and mentoring to allow students to make articulate contributions to the discussion and strategic planning meetings. Students are provided with models of success to enhance their ability and skill sets to engage effectively within a “real” workplace and to deliver a real community event for youth. The NAB project will culminate in students and community partners staging a three day Youth Arts Festival in 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:
- Documentation review
- Focus groups and
- Teacher, parent and student surveys

School Processes and Procedures Evaluation

Background
As a part of Moorefield Girls High School’s self-evaluation cycle, whole school processes and programs such as mobile phone policy, school uniform, school canteen and communication processes have been evaluated.

The evaluation focused on whole school processes and programs such as:
(a) Mobile phone and electronic devices use and policy within the school
(b) Implementation of the school uniform policy
(c) Evaluate the effectiveness of the school canteen
(d) Effectiveness of the current communication methodology at the school
(e) Supportive student transition to high school program

The methodology used in the evaluative process was a review of documentation and surveys of students, staff and the parent community utilising an online survey program. The survey was completed by 184 students and 31 teachers. Unfortunately, less than 10 parents responded to the survey, indicating limited representation.

Findings and conclusions

Mobile phone and electronic devices
Students, staff and parents were surveyed regarding the use of mobile phones and electronic devices during the school day and the impact of this use on engagement of students.

The majority of each group agreed that it was important for mobile phones use to be restricted during lessons so as to not distract from student learning. The agreement being that, if permitted by the teacher for educational purposes, mobile phones may be used. Similarly, all three groups agreed that students should be able to use their electronic devices and mobile phones at lunchtime. It was suggested that the school provide ongoing support regarding cyber safety and anti-bullying so that the devices are used effectively. The policy for mobile phone and electronic device use will be reviewed in line with the Bring Your Own Device policy for the use of laptops and tablets in the classroom.

Uniform

Generally each group were happy with the school uniform. Feedback from the students indicated that over 80% were happy with the uniform with a request for it to be worn in a presentable and smart fashion. Concerns were raised about the fit of the shorts, trousers and tracksuit pants. Similarly, over 88% of parents and 70% of teachers felt that the uniform generally presents a good image of our school in the community. Concerns were raised by teaching staff regarding the wearing of correct uniform and all staff playing a role in ensuring students are in uniform each day. Additional concerns have been raised regarding the school short and trousers, including sizing and style. The school will form a uniform committee to evaluate current uniform and review options to address concerns.

Presentation Day

School canteen

Over 90% of students, teachers and parents agreed that the canteen provides good service and generally sound value for money. An area of focus for comments is the level of healthy food options available in the canteen to be in line with
the Healthy Canteen Food Strategy. A team will evaluate offerings and consider areas where healthier options with enhanced nutritional value can be implemented. This would also extend the range of food on the canteen menu.

Communication structures

Students, staff and parents were surveyed as to the effectiveness of our school communication processes. 78% of students and staff and 90% of parents have utilised our school website. The most popular pages for all three groups are access to the calendar, contact details and newsletter. The Moorefield Girls High School website was established many years ago utilising a private website provider. During 2013, school staff have been updating the current website but have experienced difficulties with the site functionality and ease of navigation. Suggestions from respondents was that the website needs to be updated and reflect current events. Students in particular, requested more photographs of students involved in different activities. A website team will be formed to evaluate the current website and investigate alternative providers such as the Department of Education and Communities to better meet the needs of our community.

Further to this, when asked about the school newsletter, all groups indicated that they would like to see electronic communication of the newsletter enhanced. Students indicated that they would like to see a smart phone/table application for the newsletter and the addition of additional features that cater for students as well as parents. Parents and teachers both indicated that they would like to receive the newsletter via email as the most popular choice, followed by the smart phone/table application and a blog on the school website. Currently the school newsletter is issued once a term. Each group indicated that they would like to receive newsletter updates more regularly with staff and parents indicating that they would like to receive information once a month.

Transition program

Moorefield Girls High School runs a number of different programs to assist students with their transition to high school such as orientation day and the Junior Talent Acceleration Program. Respondents were asked to reflect on areas where we can enhance the transition of students from primary school to high school. Students indicated that the program could be enhanced by adding activities to develop student study skills, organisation, mentoring and understanding of the use of technology. The transition program will be evaluated by the welfare team and enhanced for students transitioning to Moorefield Girls High School from 2014.

Recommendations:

1. In line with the Bring Your Own Device policy, form a team to evaluate the current Mobile phone and Electronic Devices policy to reflect survey outcomes.
2. Form a uniform committee and evaluate current uniform components such as trousers, shorts and tracksuit pants.
3. Evaluate canteen menu to ensure that the healthy options available are enhanced.
4. Enhance electronic communication processes and utilise resources such as email, the school website and applications for smart phones and tablets.
5. Investigate alternative website providers, such as that offered by the DEC, to update the Moorefield Girls High School website.
6. Review our current transition to high school program and enhance so that it incorporates further student skill development and wellbeing aspects.

School planning 2012—2014: progress in 2013

School priority 1

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 progress towards outcomes in 2013:

Our achievements include:

- 5% increase of students achieving above minimum standard in NAPLAN literacy in year 9 (76.3% - 80.3%).
- 5% increase of students achieving top three Bands in NAPLAN literacy in year 9 (32.5% - 37%).
- 5% increase of students achieving above minimum standard in NAPLAN numeracy in year 9 (63% - 67%).
- 5% increase of students achieving top three Bands in NAPLAN numeracy in year 9 (38.8% - 44%).

Strategies to achieve these targets include:

- Professional learning focused on reading strategies for year 7 and 8 teachers across all KLAS.
- 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 implementation of Mathletics, hosting and involvement in number crunchers, 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 years 8.

Targets to achieve these outcomes in 2014

- Decrease the percentage of Year 7 students in the bottom two bands in NAPLAN reading to 20.6%.
- Decrease the percentage of Year 9 students in the bottom two bands in NAPLAN reading to 25.7%.
- Increase the percentage of students achieving at or above expected growth in NAPLAN reading to 61.3%.
- Decrease the percentage of Year 7 students in the bottom two bands in NAPLAN numeracy to 5.7%.
- Decrease the percentage of Year 9 students in the bottom two bands in NAPLAN numeracy to 27.7%.
- Increase the percentage of students achieving at or above expected growth in NAPLAN numeracy to 48.8%.

Strategies to achieve these outcomes include:

- 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.
- Support program for reading and writing across the curriculum for Year 9.
The implementation of the school’s literacy and numeracy plans.

Development of assessment tasks that incorporate reading assessments and reporting of reading outcomes across all courses in year 7.

Homework Centre staffed and organised to support the specific needs of students.

Implementation of the learning assistance program providing focused support and development of individual learning plans for targeted students.

Continue the promotion of numeracy through our involvement in regional and state competitions such as Number Crunchers, University of Wollongong Maths via Digital Media competition, entry in ICAS competitions and the school based maths problem of the week.

5% increase in number of students achieving Band 4 or above in HSC.

Stage 5 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.

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 progress towards outcomes in 2013:

Our achievements include:

- Increase in attendance rate for school population to match state DEC attendance rates.

- 5% increase in number of students achieving Band 4 or above in HSC.

- Stage 5 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 targets include:

- 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 and 9.

- Professional learning for staff on the utilisation of web2.0 tools.

- Development of Bring Your Own Devise policy for implementation in 2014.

Targets to achieve these outcomes in 2014:

- 5% increase in attendance rate for school population.

- 5% increase in number of students achieving Band 4 or above in HSC.

- Stage 6 Teaching and Learning Programs contain Quality Teaching and Assessment elements and practices.

- Extending Differentiated programs incorporating cutting edge practice to engage girls as 21st Century Learners.
Strategies to achieve these targets include:

- Closer monitoring of student attendance incorporating strategies from the school discipline and welfare policy utilising the Sentral database.
- Increased engagement of parents in the development and implementation of individual student attendance plans.
- Consistent follow up of concerning student attendance through the welfare team.
- Access support from outside agencies and HSLO for students at risk and provision of access to VET short courses.
- Implementation of early intervention strategies to reengage students with emerging attendance issues.
- Continue Coffee Shop for at risk students in year 10.
- Continue the implementation of Lawyers Encouraging and Assisting Promising Students (LEAPS) program.
- Ongoing evaluation of assessment policy and practices and refinement of strategies to ensure standardised policy of assessment across the school.
- Integration of technology component within assessment tasks, particularly the use of Web2.0 tools.
- Development of Australian Curriculum programs for stage one syllabuses (English, History, Mathematics and Science) in years 8 and 10.
- Professional learning for staff on the utilisation of web2.0 tools and differentiation across the spectrum.
- Implementation and evaluation of the Bring Your Own Devise policy and procedures.

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 progress towards outcomes in 2013:

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

Student art display, Arncliffe Arts Festival

Strategies to achieve these targets include:

- 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.
- 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.
 Targets to achieve these outcomes in 2014:

- 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.
- Students who participated in community projects represent school in SRC and school / DEC and community opportunities.

Strategies to achieve these targets include:

- Continue developing reasonable accommodations and adjustments for the management of behavior of students with high needs.
- Continue and strengthen solutions-focused approach to student behaviour 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.
- Implement community learning projects to enhance opportunities for students and staff outside the school to develop leadership capabilities through partnerships with local businesses and community organisations.
- Implementation of NAB Schools First Award program in partnership with Arncliffe Community Centre, a member of the Keystone Group.
- Review executive structure and leadership support.

Professional learning

The Professional Learning Plan for teachers at Moorefield Girls High School was developed to align with the school’s priorities for 2013 and meet the needs of staff based upon the whole school priorities and programs, and faculty and individual needs. Professional learning is a crucial element of the School’s budget. Focus areas include: Literacy and Numeracy, Improved Levels of Student Engagement and Attainment and Building Capacity and Resilience.

The majority of teacher professional learning was in the area of syllabus implementation and quality teaching programming and practices including the preparation for the implementation of the Australian Curriculum. Analysis of HSC and NAPLAN data, literacy and numeracy data was undertaken and used to inform teaching and learning. Professional learning of reading strategies was undertaken by teachers using funds from the Improving Literacy and Numeracy National Partnership project. Additionally the integration of technology into classroom practice was expanded to include teacher professional learning in the use of web 2.0 tools in teaching, learning and assessment to further engage students as 21st Century learners.

Professional learning and development of teachers consists of five designated whole School Development Days and sessions throughout the term as well as externally offered professional learning courses. These courses are comprised of seminars, workshops, presentations and demonstrations of relevant pedagogical issues.
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.

School processes and procedures survey

Parents, students and staff were surveyed as part of Moorefield Girls High School’s ongoing whole school improvement process.

Surveys were conducted and administered using the online tool “Survey Monkey”.

The survey sought feedback regarding school processes such as uniform, the school canteen, mobile phone use, enhancing communication between school and home, school organisation and curriculum. Results of this survey are indicated in the evaluation section above.

Unfortunately, the survey method elicited a small number of parent responses. In 2014 the school will investigate different options for gathering parent feedback regarding school processes and teaching and learning.

Year 12 student exit survey

In 2013 Moorefield Girls High School also introduced 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.

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, for staff to review the range of extracurricular opportunities and enhance the processes of rewarding student achievement. This information will influence planning for 2014 and beyond.

Program Evaluations

The Australian Curriculum

The Australian Curriculum will be phased into NSW schools from 2014. It will be implemented in English, Mathematics, Science and History in Years 7 and 9 in 2014 and Years 8 and 10 in 2015.

At Moorefield Girls High School extensive professional learning has been undertaken by head teachers and classroom teachers in preparation of the implementation of the Australian Curriculum. A whole school approach, led by the executive team, was undertaken to ensure consistent quality teaching and learning practices were embedded into each program and timely completion. Head Teachers led the writing of new programs which included literacy and numeracy strategies, information communication strategies and differentiation to cater for gifted and talented students. Topic coversheets were developed incorporating cross curriculum themes to ensure consistency across Key Learning Areas. Appropriate new resources were developed and purchased including textbooks.

School Band

During 2014, these draft programs will be evaluated and further refined. Head Teachers will lead their teams in developing programs and resources for Years 8 and 10 in anticipation for 2015 implementation of the Australian Curriculum in English, Mathematics, Science and History.
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.

School contact information

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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:

International Women’s Week Assembly

<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>Helen Fragkioudakis</td>
<td>Co-ordinator, CAPA</td>
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<tr>
<td>Alexis Heron</td>
<td>English Teacher</td>
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<tr>
<td>Victoria Garrett-Meade</td>
<td>Learning and Support Teacher</td>
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<tr>
<td>Petra Hines</td>
<td>2013 President, P&amp;C Association (Parent)</td>
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<tr>
<td>Lynne Johnson</td>
<td>School Administration Manager</td>
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<tr>
<td>Ghada Ali</td>
<td>Student Representatives</td>
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<td>Jeremy Pingol</td>
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<tr>
<td>Jennifer Morgan</td>
<td>HT, Special Education</td>
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<tr>
<td>Rachelle Pirie</td>
<td>Co-ordinator, PD/H/PE</td>
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<tr>
<td>Santina Rizzo</td>
<td>HT, Welfare</td>
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<tr>
<td>Kerrie Stack</td>
<td>Careers Advisor</td>
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<tr>
<td>Nicholas Tcaciuc</td>
<td>HT, English</td>
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<td>Anna Tsoutsa</td>
<td>HT, HSIE</td>
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Captains elect for 2014