

# Moruya High School

## 2019 Annual Report



8368

## Introduction

The Annual Report for 2019 is provided to the community of Moruya High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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### Message from the principal

I am enormously proud to be Principal of Moruya High School. Moruya High School is a comprehensive high school catering for a wide range of interests and abilities with a commitment to serve both its students and the wider community.

The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish. Moruya High School is a Positive Behaviour for Learning School and has as its main values: Aspiration, Respect, and Responsibility.

Our Moruya High School learning community aims to provide:

\* A school community that is focused on innovation, creativity, imagination, collaboration and excellence, preparing staff and students for the challenges of the future.

\* A strong commitment to providing support for students with a range of learning abilities. Moruya High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential.

The school has a dedicated staff with a breadth of experience, a supportive community and an active and involved Parents & Citizens' Association.

Richard Schell

Principal

## School background

### School vision statement

Moruya High School has a positive, respectful and supportive environment that enables students to confidently engage in their education. Students leave our school with an ongoing passion for learning and the skills and attributes essential to thrive in a rapidly changing world. Strong relationships with our whole school community provide the opportunities for **all** students to be able to reach their full potential as 21st Century citizens.

### School context

Moruya High School is an inclusive, comprehensive public high school of some 600 students and 60 teaching staff. The school has developed a positive behaviour for learning culture based on respect, responsibility and aspiration. With a significant enrolment of Aboriginal students, a special education support unit for students with disabilities and behavioural difficulties and a tutorial centre, the school offers a diverse curriculum and has developed numerous initiatives designed to meet the needs of our students. These initiatives include peer tutoring, the media group, a successful seniors program, a student representative council, a prefect group, a group focussed on sustainability and comprehensive transition programs. We promote academic acceleration for gifted students, student leadership, extra-curricular activities in sports and creative and performing arts and adolescent health programs all of which build resilience. The school has forged strong partnerships with other organisations to ensure Moruya High students have access to a broad range of educational opportunities. Attention is currently focussing on improving the quality of our information technology and computer systems and ensuring all students have access to flexible quality learning spaces.

Our school motto challenges students to learn. It states that while we live we must learn and we must learn in order to live productive and meaningful lives. We trust that our students take full advantage of the many opportunities available to them at Moruya High School – the first in the Eurobodalla.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

In the Domain of Learning in 2019 Moruya High School continued to focus on the Learning Culture, Wellbeing, Curriculum and Assessment. A strong focus on working to embed the key concepts of the School Plan meant we continued to focus on quality teaching and learning principles. The staff worked to implement explicit quality teaching practices that are evidence based and support students in the learning process. This approach to teaching and learning was scaffolded by frameworks such as ALARM, Visible Learning and the Curiosity and Powerful Learning. This has assisted the school to continue moving forward, supporting all students to access more of the curriculum and engage in the learning process. A focus has also been placed on implementing differentiation of curriculum to better allow students to access the curriculum delivered across the school. Students have been well supported through the Learning Support Team and we continue to use Equity funding to ensure our Learning Support Team is staffed appropriately to meet the need of our school community.

Wellbeing continues to be a strong focus at Moruya High School and our commitment to embed proactive wellbeing programs, combined with our commitment to be innovative in providing support interventions has seen an increase in positive behaviours across the school during 2019. This is evidenced by a reduction in the number of student discipline referrals and a shift in the type of student referral.

We continue to work with our culturally diverse community and our outstanding Aboriginal education programs are providing promotion and support to our Aboriginal community. During 2019 Moruya High School placed focus on student assessment to support learning. The outcome of this work saw a shift in methods of assessment and scaffolds for assessment, and these changes provided students with more opportunity to succeed.

In the Domain of Teaching, in 2019 Moruya High School focused on Effective Classroom Practice, Data Skills and use, and Learning and Development. Teachers have focused on refining, reviewing and developing new teaching and learning programs to support adjustment of current programs and the introduction of new courses. Staff continue to engage in developing programs that align with school priorities to support inclusive and differentiated teaching practices which allow all students to engage in meaningful and accessible learning experiences.

Effective whole school classroom management practices were developed and adopted and these supported staff to implement appropriate classroom management techniques that supported student behaviours and allowed a focus on student learning to be adopted. Through executive support and professional learning activities, the school continued to build its use of data to drive a strategic and informed approach to the development of teaching and learning programs. Throughout 2019 staff have engaged in collaborative practice across a variety of school priorities and this has supported them to engage in reflective practice allowing for professional growth and the development of school programs and practices.

In the Domain of Leading in 2019 Moruya High School has focused on Educational Leadership, School Planning, Implementation, and Reporting, as well as School Resources, and Management Practice and Processes. Moruya High School continues to adopt a distributed leadership model and provide opportunities for aspirational staff to build skills areas of interest. During 2019 staff have supported each other to develop classroom practice through collaboration in the classroom, and reflective practice that has provided opportunity for feedback and growth. Professional learning activities have supported staff to identify areas of need and provided opportunity for staff to undertake professional learning which has improved performance.

The executive team have worked across all sectors of our school community to clearly articulate school priorities and have worked with staff to develop consistent processes and practices that are effectively implemented across the school. The school leadership team have continued to focus on the strategic acquisition of resources that complement the

expertise of school staff and provide a breadth of opportunity to students in an environment where the latest meaningful technologies are integrated into the teaching and learning process.

Finally in 2019, the leadership team of the school were responsive to the needs of the school community as outlined in feedback obtained through various surveys. This information has informed the direction for 2020 and the future development of programs, processes and professional learning structures that will support students, staff and the wider school community.

## Strategic Direction 1

### Excellence in Teaching

#### Purpose

To continue to build a culture of teaching excellence by developing the professional knowledge and practice of staff. Underpinning this culture of teacher excellence is a professional, collaborative workplace where staff have a sense of pride, commitment and enthusiasm. This culture will foster student engagement, enable students to develop an ongoing passion for learning and develop the skills and attributes essential to thrive in a rapidly changing world.

#### Improvement Measures

Positive learning climate as measured by Tell Them from Me surveys increases and exceeds state average each year from 2017 baseline of 5.5.

All teachers maintaining current accreditation standards with at least five working towards higher accreditation (HA or Lead) achieved through leadership of professional learning and collective efficacy.

#### Progress towards achieving improvement measures

##### Process 1: Evaluative Practice

Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning in the use of quality sources of data to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<p>In 2019, MHS continued to monitor the implementation of all recommendations from our external validation appraisals and developed a plan to authentically self assess curriculum delivery to ensure ongoing sustainability of best practice and continual improvement in school excellence. This has resulted in improved process quality of curriculum monitoring and assessment practices across the school.</p> <p>In 2020, MHS will continue to monitor faculty based implementation of NESA registration requirements.</p>	<p>\$19,000 expended on professional learning.</p>

##### Process 2: Collaborative Practice

Implement collaborative processes for consistency in teacher practice using frameworks such as Curiosity and Powerful Learning and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
<p>In 2019 Moruya High School participated in the Curiosity and Powerful Learning program in partnership with Professor David Hopkins. The program is designed for school communities that want to engage in a rigorous school improvement process. Subsequently our school improvement team has embarked on a journey to transform teaching practice school – wide. This has already made an impact on the quality of teaching observations and peer feedback that has resulted in improved practice.</p> <p>In 2020, the School Improvement Team will begin to deliver professional learning to all staff focusing on consistent and high quality classroom instruction. A clear focus on formative assessment will be addressed school wide ensuring that there are protocols of practice, i.e. common professional teaching practices carried out across all classrooms.</p>	<p>\$28,088 Professional learning costs, relief, travel, accommodation course costs for two years.</p>

##### Process 3: Incorporation of Research based Pedagogy

Ongoing application of educational best practice for example ALARM and Explicit Teaching.

## Progress towards achieving improvement measures

**Process 3:** Strengthening staff capacity by sharing evidence based research and practices at staff meetings.

Evaluation	Funds Expended (Resources)
<p>In 2019 Moruya High School created a culture of sharing research based pedagogy at various forums throughout the school. These forums included executive, staff and faculty meetings. Teachers shared their expertise within their schools, conducted observations of effective practice focused on Formative assessment and provided feedback to their peers resulting in school wide improvement.</p> <p>In 2020, a decision has been made based to implement 'Curiosity for Powerful Learning' as a framework for school improvement. Consequently, the school will have: * a clear and practical focus on school improvement * a practical understanding of the structures to improve practice by working collaboratively within the school * collaborative networks between schools * processes and content for professional learning within and between schools.</p> <p>This will also incorporate a strong professional learning focus on the importance of peer coaching in professional development and student learning.</p>	<p>\$15,000 in total utilised for teacher release to engage in school based professional learning.</p>

## Strategic Direction 2

Excellence in Learning

### Purpose

To build a learning culture where students are actively engaged in meaningful, challenging, future focussed learning experiences. Stimulating learning environments that support student engagement are evident throughout the school. Students will leave school with a strong foundation of literacy and numeracy skills. This learning culture recognises and supports the individual needs of all students, empowering them to achieve their full potential.

### Improvement Measures

Increase the proportion of students achieving proficiency in line with Premiers priorities. Baseline 2015–2017 average 17.57%

NAPLAN Year 9 – HSC value added exceeds growth of similar school groups.

Year 7–9 NAPLAN value added results are excelling under the School Excellence Framework.

### Progress towards achieving improvement measures

#### Process 1: Personalised Learning and Assessment for Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice. Ongoing student access to tailored support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>In 2019, MHS staff participated in professional learning to enhance their use of Formative Assessment practices.</p> <p>The impact of this professional learning has resulted in teachers developing a greater understanding of student progress and understanding to identify learning needs and adjust teaching appropriately.</p>	<p>\$15,000 expended to provide teacher release, purchase reference books and resources for formative assessment strategies that were implemented in classes.</p>

#### Process 2: Strong Foundation in Literacy and Numeracy

Review a range of data sources in order to inform future practice and directions for literacy and numeracy. This includes:

- inclusion of both summative and formative assessment practices
- timely targeted intervention by staff for students at risk of not meeting literacy and numeracy standards and provision of targeted literacy and numeracy support

Evaluation	Funds Expended (Resources)
<p>In 2019, Moruya High School staff participated in professional learning led by <b>Susan Gottschall</b> Capability Lead – Data and Information   Rural South and West.</p> <p>She worked with executive staff to increase their capacity in understanding aspects of data analysis school performance and student performance. Susan worked with teachers to enhance their understanding of NAPLAN performance and NAPLAN item analysis.</p> <p>In Term 2 Susan delivered 2 hours of Using Data with Confidence (focusing on internal school data), followed by 1 hour of navigation / functionality in Scout including HSC analysis, VALID and Best Start Year 7.</p> <p>In 2020, MHS staff will continue to build their capacity to use data analysis to inform teaching and learning programs and cater to individualised learning needs.</p>	<p>\$12,000 in Professional learning funds were utilised to provide release to staff to participate in SCOUT training.</p> <p>\$5,000 expended to release staff to run STEM days with Community of Schools.</p>



**Process 3: Wellbeing**

Continue to build whole school capacity implementing an integrated approach to well-being in which the school community can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>Evidence of impact: Over 50% of staff believe PBL is making a positive impact on student behaviour facilitating more positive learning environments. Many teachers report it would be more effective with a consistent approach by all teachers. A school wide system for acknowledging positive behaviour has been established and is accessible to all staff who access Sentral. Excursions were organised to acknowledge positive behaviour. 90% of staff reported using the electronic system to acknowledge positive behaviour. 80% of students reported they had received a positive but some were not sure what for and were not in the habit of checking their scores. 100% staff agreed with executive on what types of behaviours were self-managed and executive managed. 100% staff correctly identified the system for a critical incident in the school, Staff are collecting data on who, what, where, when and why.</p> <p>In 2020, MHS will ensure:</p> <p>Routines and procedures summarised for consistent approach in 2020. Summaries of PBL meetings on Sentral. Survey students regarding possible reward opportunities, to be run at least each term to promote acknowledgement system. Random Positive Incidents, Respect, Responsibility and Aspiration announced in formal assemblies by Principal or Deputy Principal.</p> <p>Pivotal Education will become a key aspect of PBL meetings. Start of year to involve refresher of Sentral data-entering in line with Consequence System, value of a positive incident, Routines and Procedures.</p>	<p>\$50,000 of Wellbeing program funding was expended to provide release allocation to PBL coordinator and release time to PBL team members to complete professional learning.</p>

## Strategic Direction 3

### Excellence In Relationships

#### Purpose

To ensure Moruya High School is recognised by the community as the school of choice in the Eurobodalla region. This is underpinned by an organisational culture where strong partnerships with our whole school community are valued.

#### Improvement Measures

Tell Them from Me survey results on two-way communication with parents exceeds State Government school norms.

Increased retention of students from primary partner schools.

An increase in engagement with school communications articulated through reach to community members using Facebook Insights.

Retention of Aboriginal students increases from Years 10 to 11 and 11 to 12 using baseline of 2015–2017 historical data.

#### Progress towards achieving improvement measures

##### Process 1: Aboriginal Education

Improved educational outcomes for aboriginal students through access to programs with ATSI agencies.

Ongoing acknowledgement and celebration of ATSI events.

Evaluation	Funds Expended (Resources)
<p>In 2019, Personalised Learning Pathway plans were implemented for all Aboriginal students. A Clontarf Academy was established and this resulted in improved attendance for Aboriginal boys in Years 7–10.</p> <p>In 2020, MHS will continue to monitor where our school is at with Indigenous students and why are we there? And what needs to change to improve achievement? Continuous monitoring must also become part of the school culture to evaluate if the changes are appropriate and contributing to raising achievement.</p>	<p>\$98,000 was expended on staffing to ensure personalised learning support for Aboriginal students.</p>

##### Process 2: Community Engagement

Deliver excellence in communication with the school community, to foster trust and continue to improve the school's reputation in the Eurobodalla region.

Evaluation	Funds Expended (Resources)
<p>In 2019, MHS continued to monitor the implementation of all recommendations from our communication and engagement plan to ensure ongoing sustainability of best practice and continual improvement in school communications.</p> <p>In 2020, MHS will continue to expand the role of Communications officer to focus on acquiring extensive knowledge and developing skills in the area of social media.</p>	<p>\$20,000 expended on engagement of communications officer.</p>

##### Process 3: Community of Schools

Develop an active plan for transition from K to 12 and a shared understanding of quality teaching practices across all schools.

Seek opportunities to work closely with and engage partner primary schools to improve student

## Progress towards achieving improvement measures

**Process 3:** outcomes.

Evaluation	Funds Expended (Resources)
<p>In 2019, the transition program led by the Transition Coordinator facilitated the development of quality relationships with Public School staff associated with the program.</p> <p>Throughout the year adjustments and modifications were made that improved process. These included:</p> <ul style="list-style-type: none"> <li>• Continual adjustment between PS Staff and Transition Coordinator to suit the individual school community and the needs of students;</li> <li>• Inclusion of a variety of succinct outdoor education activity to facilitate group dynamics and growth;</li> <li>• Conducting lessons with in a variety of settings, individual classes, whole year group, and whole stage groups;</li> <li>• Adjusted Transition Coordinator timetable in consultation with MHS teachers and Executive Staff to better suit primary school;</li> <li>• Numerous calendar adjustments to meet the needs of primary schools.</li> </ul> <p>The impact of the program resulted in the following:</p> <p>Sarah Davis (AP Moruya Public school) reported 100% growth in student self-reported survey of preparedness for High School;</p> <p>Broulee Primary School reveals 100% growth in student self-reported survey of preparedness for High School;</p> <p>Primary and High School Teachers reporting this cohort appears settled and ready for high school.</p> <p>In 2020, MHS will establish clear expectations of Transition Coordinator, Year Adviser and Learning Support to establish quality transition processes.</p>	<p>\$35,515 expended on release allocation for Transition coordinator, transition program resourcing and catering for community engagement events.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$95,545	<p>Funds were expended to employ an Aboriginal Education Officer, an additional School Learning support Officer. Funds were also expended on targeted professional learning for these two staff members.</p> <p>As a result of this expenditure overall attendance and engagement increased and one of two Aboriginal students in Year 12 successfully completed their HSC.</p>
<b>Low level adjustment for disability</b>	\$227,847	<p>\$149,402 of this funding is allocated to permanent staffing which is equivalent to 1.4 full-time.</p> <p>The remaining funds were used to employ an additional Learning Support Teacher and additional SLSO's during Semester 2.</p> <p>This resulted in improved completion rates of assessment tasks across all cohorts and a decrease in N – warning letters to students.</p>
<b>Socio-economic background</b>	\$232,474	<p>Funds were used to support whole of school programs and strategies including; Positive Behaviour for Learning, Curiosity and Powerful Learning, Literacy and Numeracy and Learning Support to support particular groups of students or individual students.</p>
<b>Support for beginning teachers</b>	\$56,520	<p>This funding was used in a variety of ways including; observing other teachers' lessons, enabling other teachers to observe their lessons, engaging in collaborative practices, receiving structured feedback based on observation, evaluating impact of their teaching on student progress and achievement, implementing effective classroom management strategies, engaging in professional discussion and personal reflection, assessing and evaluating student work, planning quality lessons to maximise their impact on learning, compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	325	318	307	309
Girls	272	262	264	248

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	87.8	90.2	87.4	88.7
8	87	86	86.3	84.3
9	86.4	85.8	84.5	81.9
10	83	82.7	82.9	77
11	89.7	86.6	90.2	87.9
12	90.2	90.2	87.8	91.1
All Years	87.2	86.8	86.6	84.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	7	11	12
Employment	3	17	36
TAFE entry	4	5	7
University Entry	0	0	37
Other	11	14	4
Unknown	3	4	4

## Year 12 students undertaking vocational or trade training

22.62% of Year 12 students at Moruya High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

88.7% of all Year 12 students at Moruya High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	40.9
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.48
Other Positions	2

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,303,072
<b>Revenue</b>	9,761,085
Appropriation	9,549,640
Sale of Goods and Services	39,800
Grants and contributions	168,963
Investment income	2,683
<b>Expenses</b>	-9,880,983
Employee related	-8,825,140
Operating expenses	-1,055,843
<b>Surplus / deficit for the year</b>	-119,898

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,530,258
<b>Equity Total</b>	555,866
Equity - Aboriginal	95,545
Equity - Socio-economic	232,474
Equity - Language	0
Equity - Disability	227,847
<b>Base Total</b>	6,146,239
Base - Per Capita	140,792
Base - Location	20,004
Base - Other	5,985,443
<b>Other Total</b>	787,375
<b>Grand Total</b>	9,019,739

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

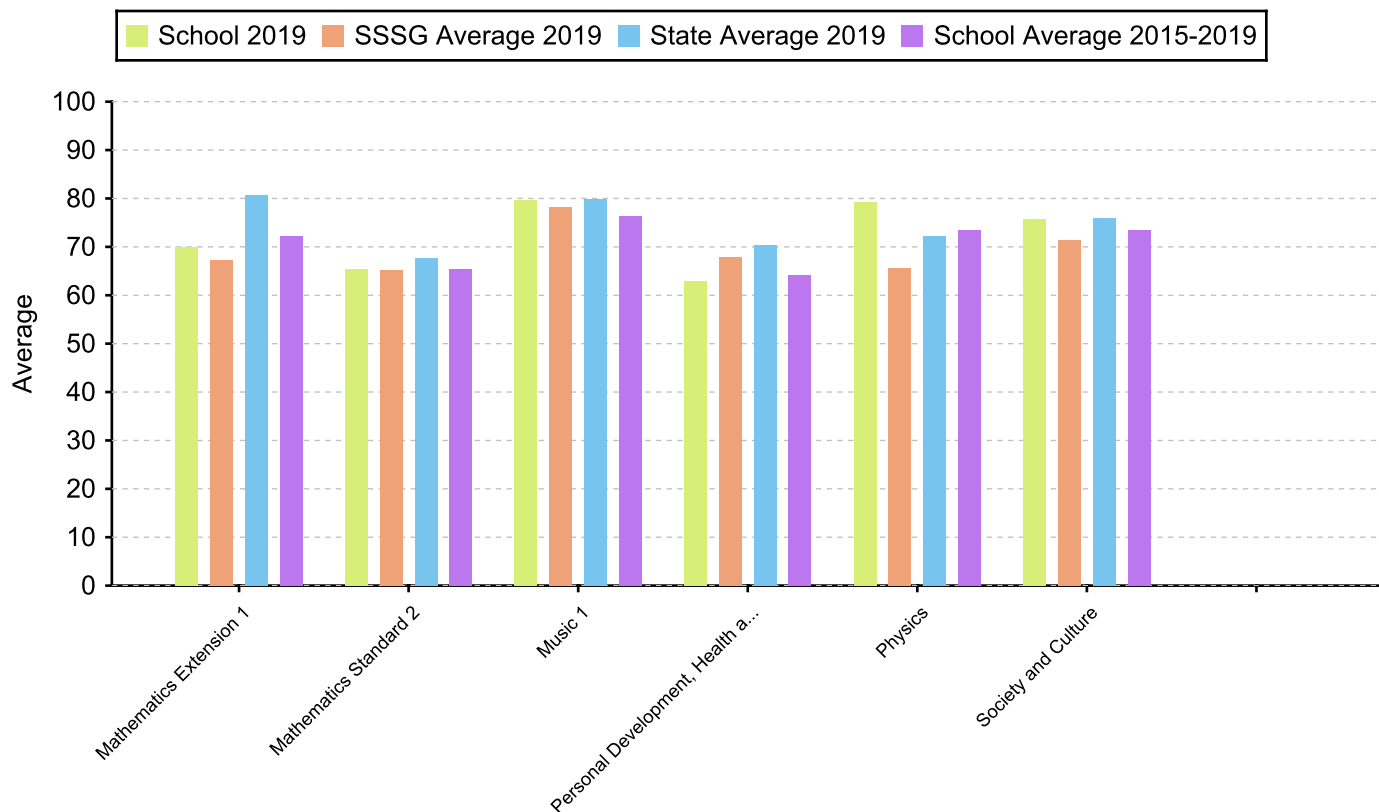
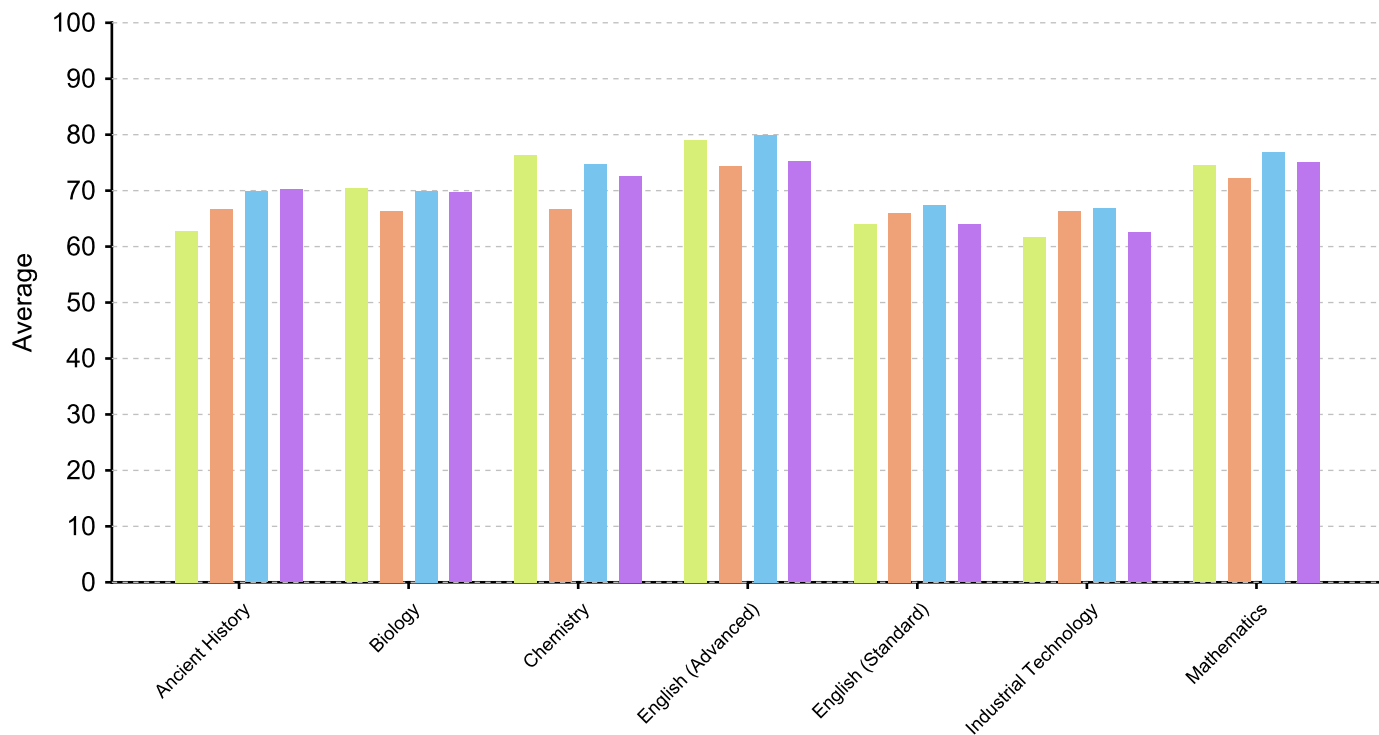
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	62.8	66.7	69.9	70.2
Biology	70.4	66.4	69.9	69.7
Chemistry	76.4	66.7	74.7	72.6
English (Advanced)	79.1	74.4	80.0	75.2
English (Standard)	64.0	66.0	67.3	63.9
Industrial Technology	61.6	66.4	66.8	62.5
Mathematics	74.5	72.2	76.9	75.1
Mathematics Extension 1	70.0	67.2	80.6	72.2
Mathematics Standard 2	65.4	65.1	67.7	65.4
Music 1	79.6	78.2	79.9	76.3
Personal Development, Health and Physical Education	62.9	67.9	70.5	64.2
Physics	79.2	65.6	72.1	73.5
Society and Culture	75.7	71.3	75.9	73.5

Moruya High School could not be more proud of the 2019 Year 12 cohort. We had many amazing results in this years Higher School Certificate and Australian Tertiary Admission Rankings (ATAR).

We had 20 students earn a band 6, over 50 earn a band 5 and many students results reflecting personal growth in their subject areas. Worthy of a special mention are Bridget Lunn (ATAR of 99 and 12th in the state in Biology), Sam Fletcher (ATAR of 97.65), Monique Lush, Jack Dent and Julian Crosby (ATAR's in the 90's). Nine of our students, Bridget Lunn, Sam Fletcher, Monique Lush, Dylan Holmes, Julian Crosby, Mallee Smith, Jack Dent, Mackenzie Clack and James Burnes were listed on the 2019 HSC Honour Roll which recognises honours for all round achievement, best in course and all Band6/E4 results. Another proud achievement was for James Burnes whose Major Project in Industrial Technology – Multimedia was selected for both InTech and Shape exhibitions which highlight exemplary Major Projects from Technical and Applied Studies subjects.

## Parent/caregiver, student, teacher satisfaction

In 2019 Moruya High School sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) student survey and parent survey. The responses of these three stakeholder groups are presented below:

- \* Parents feel welcome when they visit the school and important events are scheduled at times when parents are able to attend.
- \* Parents report that teachers are interested in their child's learning and academic reports are presented in a way that parents understand
- \* Parents indicated that their children feel safe going to and from school as well as while they are at school
- \* The majority of students indicated that they had friends at school that they could trust and who would encourage them to make positive choices
- \* The majority of students have high academic self-concept and feel they can do well in their studies
- \* The majority of students feel teachers are responsive to their needs and encourage independence with an academic approach
- \* Teachers indicated that they value a positive learning culture and have high expectations for student learning
- \* Teachers are involved in collaboration with colleagues and parents in order to support student learning
- \* Teachers develop and implement various teaching strategies for implementation in the classroom.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.