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**Moorefield Girls High School**  
**Annual School Report**

2011



Education &  
Communities



## Our school at a glance

### Students

Moorefield Girls High School is a vibrant and cohesive school focussed on preparing girls to lead successful and inspirational lives. Over forty different national groups are represented in our student population of 462, making it a culturally diverse community.

The school hosts a Special Education Unit.

In partnership with our community, our school provides a learning environment which optimizes the learning of all our students.

### Staff

Moorefield Girls High School has a staff of 42 teachers and 10 administration staff.

Our teaching staff is a highly qualified and dedicated team who provide teaching and learning programs which are innovative and engaging and which prepare students for success across the academic, sporting and cultural domains. Staff provide a differentiated curriculum and individualised programs to support students with special needs.

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

### Significant programs and initiatives

This year was marked by change, success and achievement. The energy and vision provided by new leadership was echoed in the success enjoyed by the school and students in the Award of the Kogarah City Council Youth of the Year, Senior Student Representation on the Kogarah City Youth Council and the receipt of the Minister of Education's Award for Excellence in Student Achievement.

Other initiatives included student representation in the YMCA NSW Youth Parliament and SRC State Executive, Public Speaking, Awards in the Sydney Region White Ribbon Competition, MAD day which saw the whole school community join to make a stand against discrimination and through recognition of the support our school has given pre-service teachers during their professional experience placements as the

recipients of the the Partnership School, University of Western Sydney Award.

### Student achievement in 2011

A significant number of students achieved an ATAR which has led them to enrol in University courses such as Law, Communications and Media, and Science with the highest result being 97.2 as well as many students who achieved ATARs in the 90s and high 80s.

NAPLAN results were positive. In particular, spelling was an area of strength for both Year 7 and Year 9 students. Numeracy results reflected improvements for all students. Year 9 students also showed improvement in writing and reading skills.

## Messages

### Principal's message

At Moorefield Girls High School our focus is to inspire young women to achieve their best through quality teaching, a diverse curriculum and innovative programs that provide experiences to engage and challenge students, and by providing a supportive learning environment. A strong academic focus, combined with supportive welfare programs enables our girls to develop into confident young women.

Moorefield Girls High School is a comprehensive girls' school catering for students from Years 7 to 12. The students come from diverse cultural backgrounds and include 86% from a language background other than English, including International students. The school also hosts a Special Education unit for students with intellectual disabilities.

Our core values of mutual respect and high expectations are seen in everything we do. Our girls are inspired through exciting and innovative teaching and learning experiences to do their very best with a sustained emphasis on learning, and a continued celebration of success, Moorefield girls achieved in all areas of the curriculum in 2011.

Our students achieved outstanding HSC results leading to a significant number of ATARs (Australian Tertiary Admission Rank) in the high 80s and 90s. Our top ATAR was 97.2. Girls were

offered university placements in Medical Science, Law, Communications, Media and Science. Many other students enrolled in TAFE courses, following their dreams of careers in accounting, nursing and graphic design. Students achieved at band 5 and 6 levels with notable achievements in Advanced English, Extension 1 English, English ESL, Extension 1 and 2 Mathematics, Ancient History, Legal Studies and Biology. Our graduating year of 2011 achieved outstanding results and we are immensely proud of these inspiring young women. 2011 was the final year of the School Certificate for year 10. Students achieved good results in a variety of subjects, as they did in NAPLAN especially in year 9 writing and spelling.

Staff professional learning was a priority and staff continued to develop their skills in using technology in the classroom as well as differentiating the curriculum for the needs of all of our students. An inaugural executive conference in September saw Head Teachers come together as educational leaders to discuss Girls' Education strategies as well as the future directions for the school. It was an exciting time at Moorefield Girls as we were evaluating programs and working towards developing new focuses and targets in planning for 2012-2014.

Our school believes in building the leadership capacity of our young women. The Prefect body and Student Representative Council worked as a team to strengthen their role within the school. Focused leadership training was key to their development as leaders within our school community.

Strong welfare programs support the learning to take place. Programs like Peer Support, MAD day, and a series of wellbeing workshops ensured that students had the tools and strategies to be confident young women. Our teachers set high expectations for learning and worked with students and their families to help maintain that focus.

Our strong links with the local community and our P&C enabled us to work together to provide the best learning environment and experiences for our girls. The Women in Business Leadership seminar with special guest, Gail Kelly CEO Westpac and University of Wollongong was an inspiring day for our senior students. Our links with the Beacon Foundation gave students

access to vocational opportunities, with Year 10 making a commitment to be successful learners.



Visiting academics from Canada and the USA enriched the learning of our staff. Our 'sister school' partnership with Huilan Junior Middle School, PR of China was established and we look forward to reciprocal learning for staff and students through this connection. Our Community Meetings ran twice a term and focused on different elements of schooling. Students, parents and local business people came to understand how the school functions and how we can work together to support greater outcomes for our students.

Congratulations to Katerina Jovanovska who was presented with the **Minister's Award for Excellence in Student Achievement**. Katerina was one of 37 students who received this prestigious award from NSW. It acknowledges her consistent effort and successes as a public school student. We were all immensely proud of Katerina who represented Moorefield Girls High School - the only school from the St George region to gain a Minister's award!



Katerina's speaking skills and citizenship also led her to the finals in the **Zonta Young Women in Public Affairs** regional competition. She again,



represented our school proudly and defeated students from schools across the region, to win the Award. Katerina has been a positive role model to our students and is an excellent example of what it is to be a Moorefield Girl.



At Moorefield Girls High School we can and we do, make a difference.

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.

**Marianne Siokos**

## **P & C message**

MGHS P & C is a friendly group of interested and enthusiastic parents who pride themselves on communication between parents, executives, teachers and students, following the guidelines of the P & C Federation N.S.W.

Our meetings are used as an 'Information Forum' with one or more of the MGHS Executive Team. Parents are brought up to date with school related changes to the curriculum, grounds, and DET issues.

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

In 2011 the P & C played an active role in planning and decision making, providing support and helping to promote MGHS to the wider community.

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

- Dictionaries for the Special Education Unit
- A fish tank, paint and funds to help brighten and upgrade the Library, which is looking great
- Selection panels for new staff

- Meeting with Regional Executives in regard to changes to the school and grounds
- Attending Regional P & C meetings
- Meeting our Primary Link students on special days and parents at Open Nights
- Being involved with Parent Teacher evenings and Year 7 Orientation Day
- Not to forget the 'Moore Involvement' community meetings for our community partners, parents and students.

Great partnerships have been forged.

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

Parents are always welcome at all meetings. Your thoughts and input are highly valued whilst affording you an opportunity to praise or raise questions which are then addressed and feedback is provided.

P & C meetings are held on the 5th Wednesday of each term at 6.30pm in the common room of the Admin block.

It would be great to see you there.

**Petra Hines**  
**President, MGHS P & C**

## **Captain's message**

This year was an incredibly vibrant and productive year for Moorefield Girls High School. We saw the dedication of the Student Representative Council in raising funds for Zonta, as well as Moorefield's sponsor child Ahlam. The prefects worked tirelessly in collaboration with the Welfare department to hold MAD Day, aiming to supplement the strong multicultural underpinnings of our school.

The environment team collected ring-pulls zealously in order to donate them to an organisation that creates prosthetic limbs, while the debating team was always meeting at lunch time to acquaint



themselves with the unraveling of the world, representing Moorefield in the Premier's Debating Challenge, admirably.

Samia Kandil and I were honoured to represent Moorefield as School Captains in our final year of high school. The sense of inclusivity and support we felt throughout the HSC year was invaluable to us both, and we always felt like the Moorefield community was proud of our accomplishments.

Teachers became more than educators - they were our mentors in life. They inspired us and encouraged us to persevere, even when the work seemed insurmountable. This is something truly special to Moorefield Girls High School, and one of the most important factors in the success of the senior students.

Thank you for providing us with such a dynamic and supportive environment. Our high school experience has ended, but we will always remember the stimulating experiences we had at Moorefield, and the incredible people that we have met. Good luck to the future students, I have no doubt that with the continued passion of the staff and the inherent inquisitiveness of the inspiring young women, academic success will be just one of the many attributes of a Moorefield graduate.

*Katerina Jovanovska*

## School context

### Student information

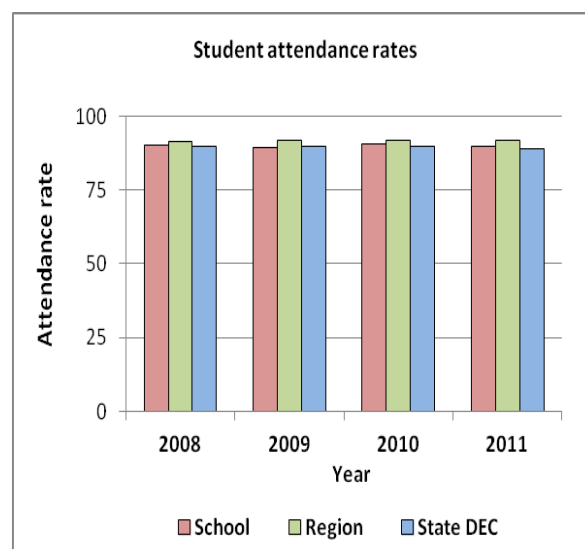
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

#### Student Enrolment

Gender	2007	2008	2009	2010	2011
Male	0	0	0	0	0
Female	593	560	507	488	477

### Student attendance profile



### Management of non-attendance

Monitoring student attendance remained a fundamental priority in 2011 based on the high correlation between high achievement and high rates of attendance. The school's attendance rates in 2011 continued their upward trend and remained close to regional levels and above state attendance rates.

### Class sizes

The following information shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

There were three classes in each year for 7, 8 and 9 and four classes in Year 10. The average size of classes in core subjects was between 25 and 30. Years 7 and 8 D&T and Visual Arts classes have a maximum of 20 students. In the senior school, class sizes vary considerably. English classes varied in size between 4 and 23 students, depending on which English course was being studied.

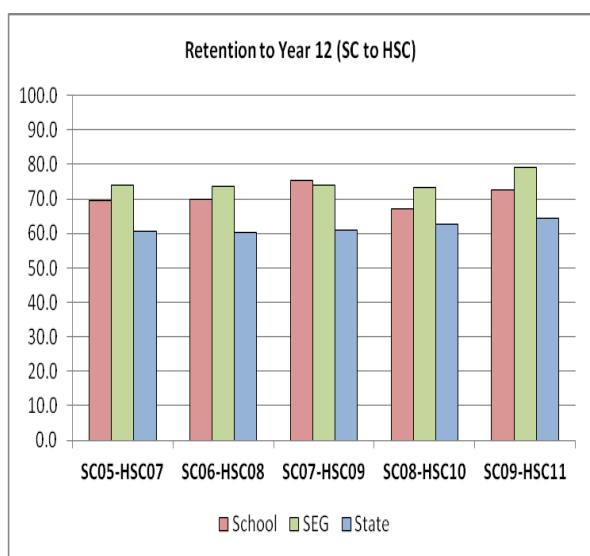
### Structure of classes

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 each year there is one ESL Support class in English. In Years 9 and 10 students selected two electives which were all mixed ability classes.

## Retention to Year 12

### Retention to Year 12

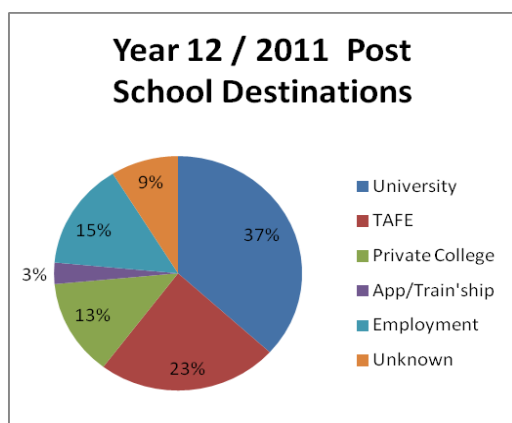
	SC05- HSC07	SC06- HSC08	SC07- HSC09	SC08- HSC10	SC09- HSC11
<b>School</b>	69.5	69.7	75.5	67.0	72.6
<b>SEG</b>	74.0	73.7	74.0	73.4	79.0
<b>State</b>	60.8	60.3	61.0	62.7	64.4



## Post-school destinations

The total number of Year 12 students in 2011 was 73.

Post school destinations are:



Seventy six percent (76%) of students have gone on to pursue further study through Universities, TAFE or Private Providers.

The predominate areas of tertiary study are: Science, Medical Science, Childcare,

Business/Commerce, Law and Design. Universities accessed were: University of New South Wales, University of Technology Sydney, University of Sydney, University of Western Sydney, Macquarie University and Australian Catholic University.

## Year 12 students undertaking vocational or trade training

Vocational Education and trade training continues to be a very successful part of the school curriculum.

Over 52% of Year 11 students and 50% of Year 12 students were enrolled in one or more school or TAFE delivered VET courses in the areas of Retail Services, Information Technology, Hospitality (Commercial Cookery), Business Services, Animal Care, Property Services, Accounting, Beauty Services, Entertainment and Screen and Media.

Two Students from Year 12 and two from Year 11 undertook a School Based Traineeship (SBT) in Out Of School Hours Care (OOSH) delivered by Community Network. In addition, one student in Year 12 undertook a SBT in Automotive Repairs delivered through St George TAFE and Sydney City Toyota.

A significant number of students went into employment or further study related to HSC VET courses undertaken in 2011.

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



Of the 73 students enrolled in Year 12 in 2011, 99% gained HSC credentialing. Additionally, 1 student is completing her studies in 2012 via the Pathways program to attain her HSC credential.

## Staff information

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

In 2011 Moorefield Girls High School staffing entitlement was 42 teachers, including 1 deputy principal and 8 head teachers. The school has a very experienced staff balanced by the appointment of early career teachers.

## Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	8
Classroom Teachers	32
Teacher of Mild Intellectual Disabilities	1
Teacher of Moderate Intellectual Disabilities	1
Support Teacher Learning Assistance	0.9
Teacher Librarian	1
Teacher of ESL	1
Counsellor	1
School Administrative & Support Staff	10
Total	58

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Whilst the Moorefield community supports the National Education Agreement, we report that in 2011 there were no Indigenous Australians employed at Moorefield Girls High School.

## Staff retention

There has been significant change to staff composition. We had a newly appointed Principal and Deputy Principal, one teacher transfer to another school and one Head Teacher appointed to a consultancy position within Sydney Region.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	49%

## Financial summary

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

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	354691.08
Global funds	328525.08
Tied funds	108093.19
School & community sources	196512.90
Interest	20984.36
Trust receipts	38161.23
Canteen	200005.56
Total income	1246973.40
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	112226.36
Excursions	78732.20
Extracurricular dissections	94999.85
Library	9438.29
Training & development	983.04
Tied funds	157652.05
Casual relief teachers	57135.24
Administration & office	149478.85
School-operated canteen	188696.27
Utilities	70469.36
Maintenance	46023.13
Trust accounts	37641.26
Capital programs	9370.00
Total expenditure	1012845.90
<b>Balance carried forward</b>	<b>234127.50</b>

A full copy of the school's 2011 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 2011

### Achievements

#### Arts

As well as non-elective Year 7 and 8 classes in Visual Arts, there were solid elective classes in Years 9, 10, 11 and 12 Visual Arts and Photography. The Year 12 candidates on the whole performed very well in the H.S.C in both Art and Photography, attaining some of the schools highest marks in the 2011 H.S.C. exams.



Year 7 participated in our annual 'Moorefield Archibald Prize', an authentic assessment task whereby student portraits of staff members are assessed in a public art competition.

Other years participated in visiting the major public Art events of the year as well as the 'Sculpture by the Sea' walk in November and the Art Express exhibition.

The Music Department had a very busy 2011 with more than a dozen major performances throughout the year. These included: Open Night, the Beacon Foundation presentation, MAD Day, The Education Week show at Rockdale Plaza and Presentation Day.

An innovation that gave the Special Ed. Classes the opportunity to participate in authentic assessment was the 'Spring Prom' show in September and the 'Summer Holiday' show in December. During Terms 3 and 4 most of the students' efforts in Music, Drama and Art were directed towards a final, public presentation at the end of the term.



Another innovation, which has proved to be very popular, was the introduction of class instruction in playing the ukulele. When it was noted that very few students had musical instruments at home, ukuleles seemed to offer a perfect solution being affordable, portable and easy to play, as well as very popular at the moment.

The year ended with the good news that music is building up significantly on the timetable with elective classes increasing from one to three.

Drama continued to be a very popular and high performing subject in 2011. Drama HSC results were particularly impressive as were the performances staged throughout the year. The students produced two plays that covered social

and political concerns in our society. The first play emphasized the narcissistic social networking of Facebook and the second play highlighted the ramifications of religious cults. Both performances were received enthusiastically by the audience.

Throughout the year, the Drama department was busy with a number of performances, including a mimed Basel mask performance for Harmony Day. This performance also gained first prize in Moorefield's Got Talent Quest. The year ended with a fabulous burlesque style melodrama which was performed for Presentation Day.

Drama classrooms are always exciting as students gain the opportunity to delve into the theoretical and practical studies of Ancient Greek Theatre, Commedia dell'Arte, Melodrama, Elizabethan Theatre to more contemporary styles, such as Physical Theatre, Method Acting, Poor Theatre, Absurd Theatre, Epic Theatre, Verbatim Theatre and Australian Drama. Student numbers choosing Drama as an elective attest to the strength of the subject.



## Sport

Many opportunities are provided for competitive sports involvement at MGHS. Sport is compulsory for all students from Year 7-11 MGHS is involved in the St George Zone Grade sport competition on Wednesdays. We entered 9 teams in the Summer Competition and 15 teams in the Winter. Students can also compete in state wide knock-out competitions in a variety of sports. In 2011 we entered teams in Basketball, Touch, Netball, Volleyball, OZ Tag and under 15's and open Soccer, reaching 2<sup>nd</sup> round matches in Volleyball and Soccer.



Sport is an integral and vital part of the MGHS program. It is compulsory for all students from Years 7-11. Students in Years 9 – 11 have the opportunity to experience a wide variety of both recreational and competitive sports, while Year 7 and 8 students learnt valuable skills through coaching in netball, basketball, Oztag and fitness development through boxing, circuit and spin classes at Fitness First.



Our main goal at MGHS is that students not only gain the many physical, psychological and social benefits associated with sports participation, but also have an enjoyable experience so that they are more likely to adopt a healthy lifestyle which includes lifelong physical activity.

All students are required to attend and are encouraged to participate in the school carnivals – Swimming, Athletics and Cross Country. If successful, students have the opportunity to progress to Zone, Regional and State levels.

Outstanding individual performers this year include Loyal Saab – winner of the Debbie Tait Memorial Fun Run; Ashley Kamnarovski who was the 15 Years Age champion in Athletics and Cross Country; Michelle Tran, who was the 16 Years Athletics Age Champion and represented in both basketball and Oztag.

House Champions for this year are Swimming – Chisholm; Cross Country – Lawson; Athletics – Turner.

### Academic

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.

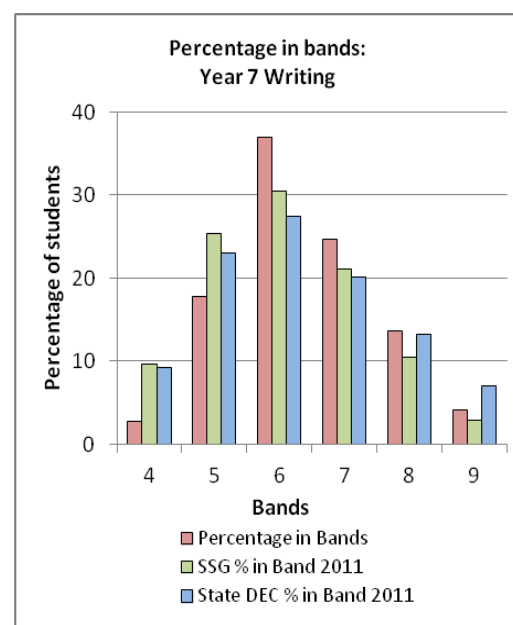
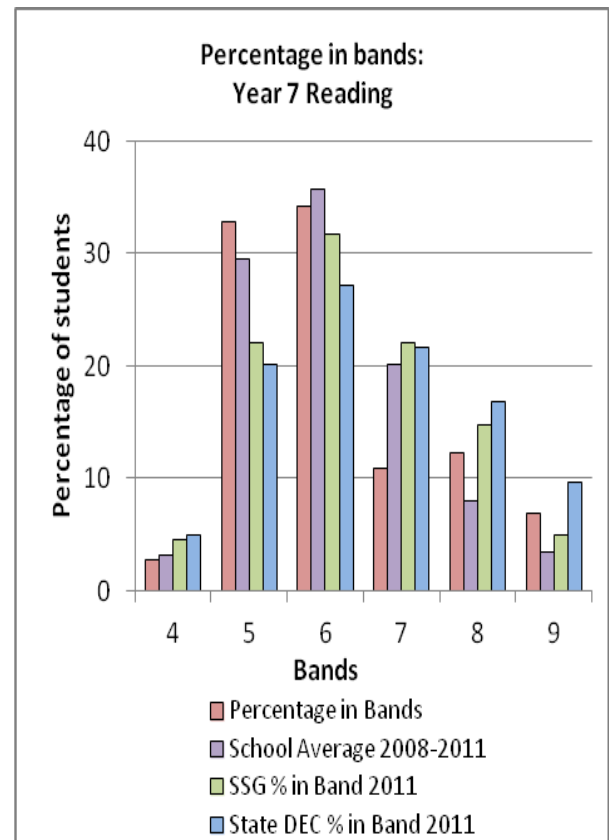
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

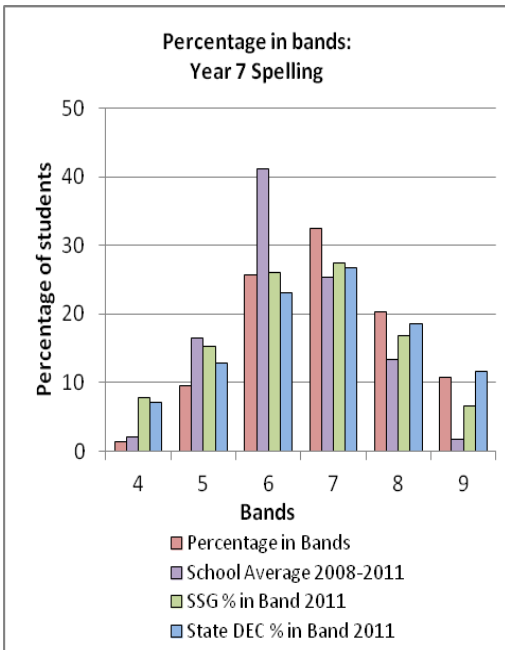
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

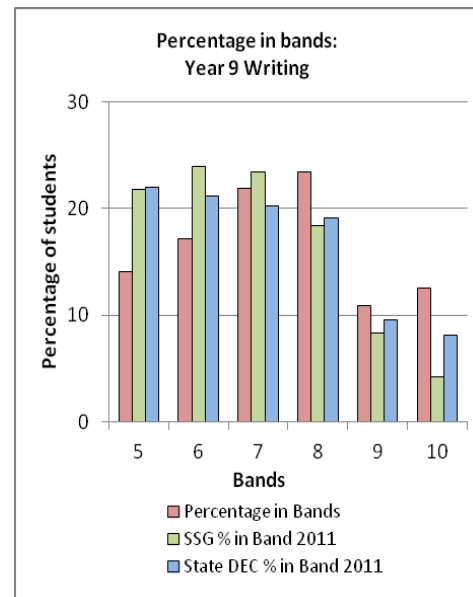
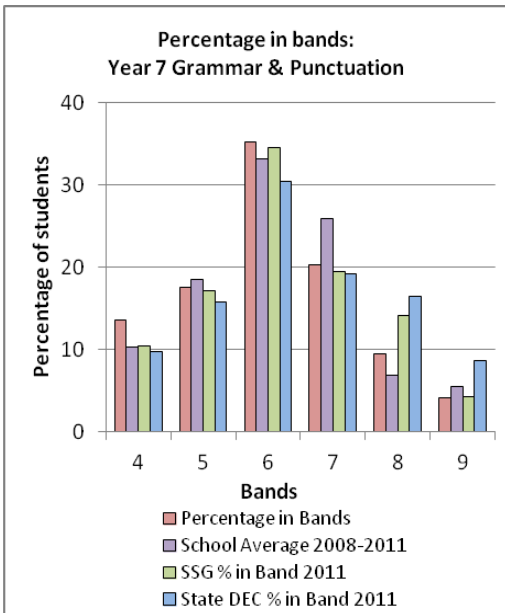
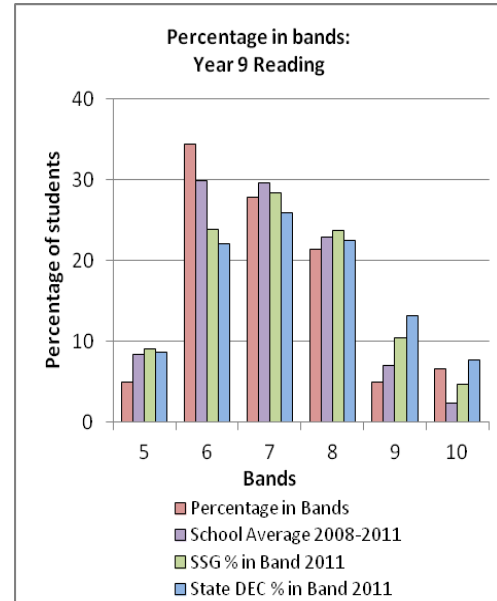
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

### Literacy – NAPLAN Year 7

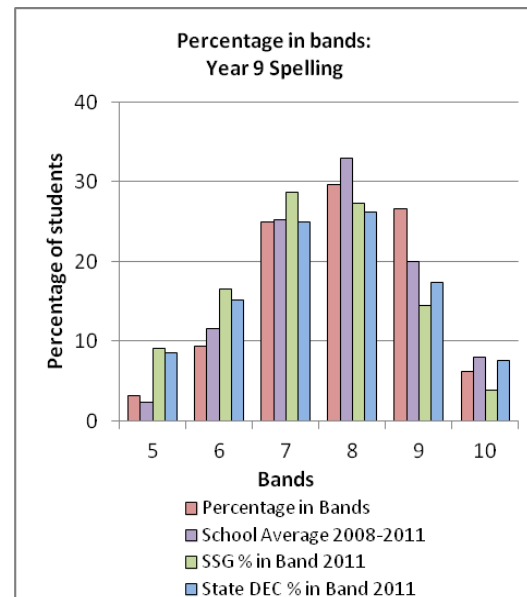
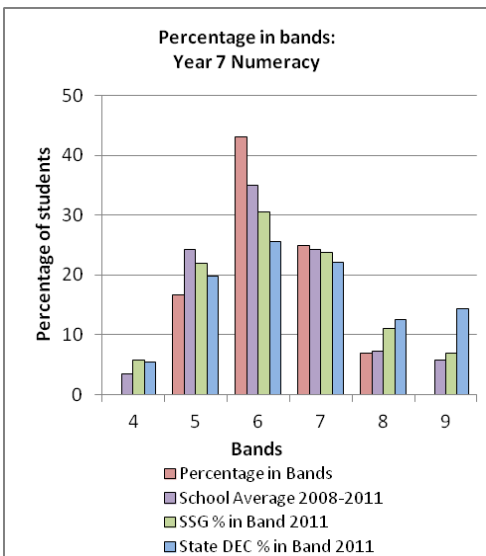


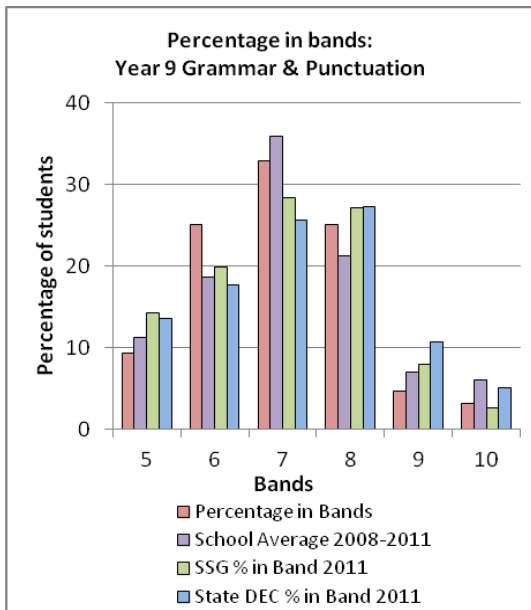


## Literacy – NAPLAN Year 9



## Numeracy – NAPLAN Year 7

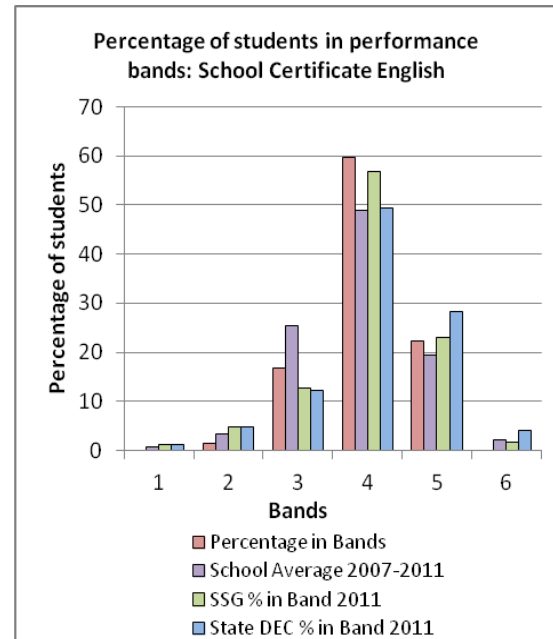
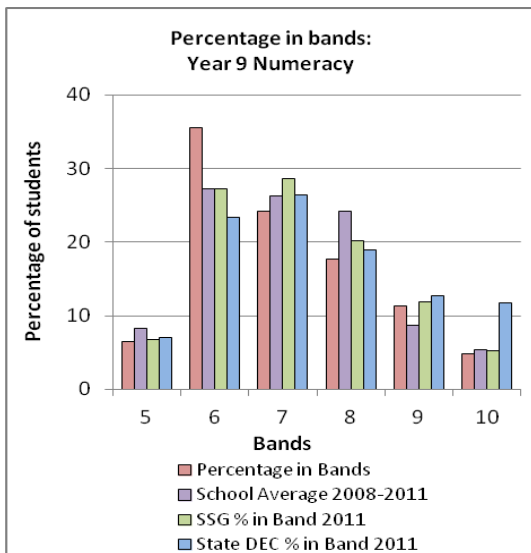




30% of students achieved band 4 or higher in the School Certificate Mathematics test as well as over 50% of students achieved band 4 or higher in the School Certificate Science test.

Over 40% of students achieved band 4 or higher in the School Certificate Australian Geography, Civics and Citizenship test and in the School Certificate Australian History, Civics and Citizenship test.

### Numeracy – NAPLAN Year 9

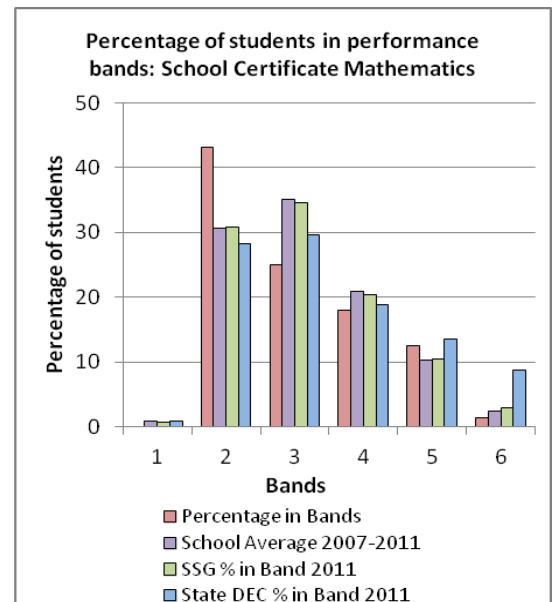


### Progress in literacy

Our performance in spelling and punctuation, reading and writing has improved for students across bands seven, eight and nine.

### Progress in numeracy

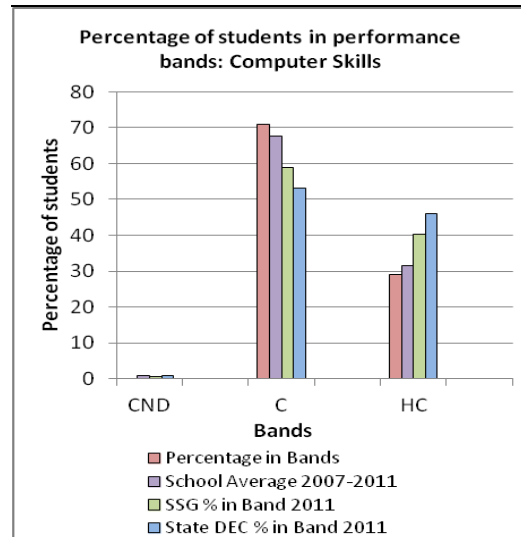
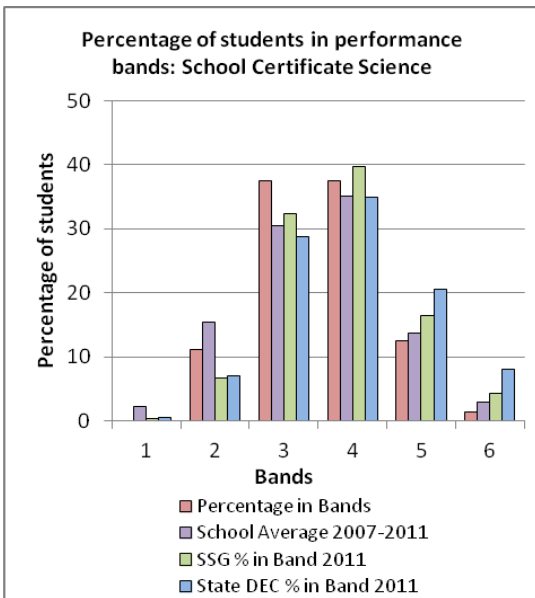
Student performance across bands 4-6 has been improving.



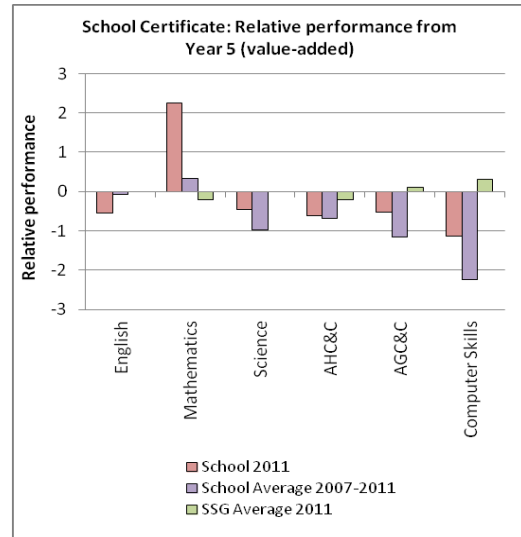
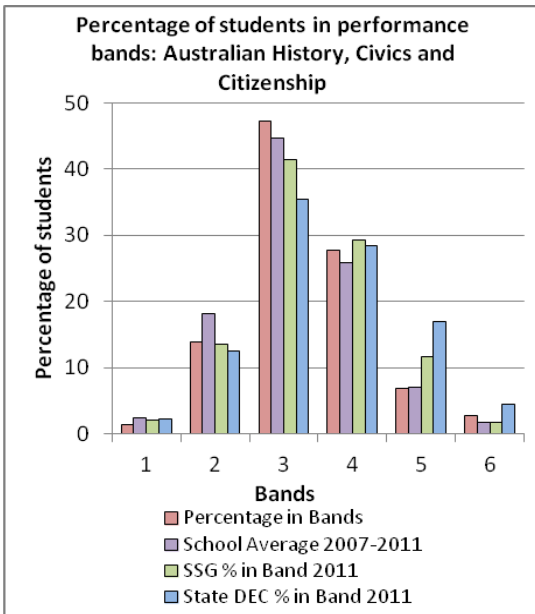
### School Certificate

Overall our students performed very well on all six School Certificate test with 22 students gaining band sixes in 3 or more School Certificate Courses.

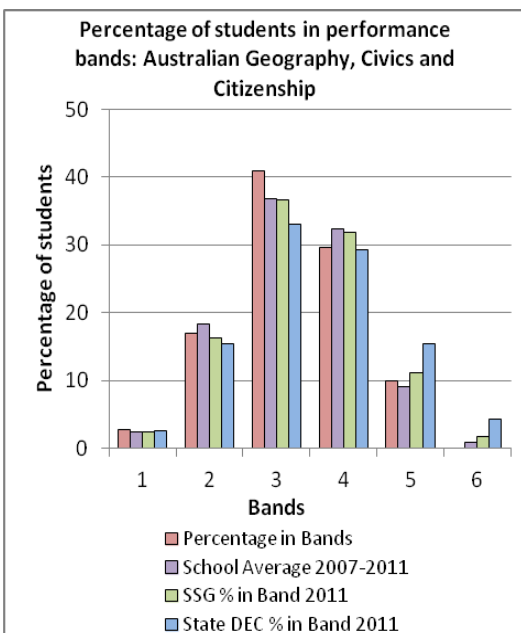
Over 80% of students achieved band 4 or higher in the School Certificate English literacy. Over



### School Certificate relative performance comparison to Year 5 (value-adding)



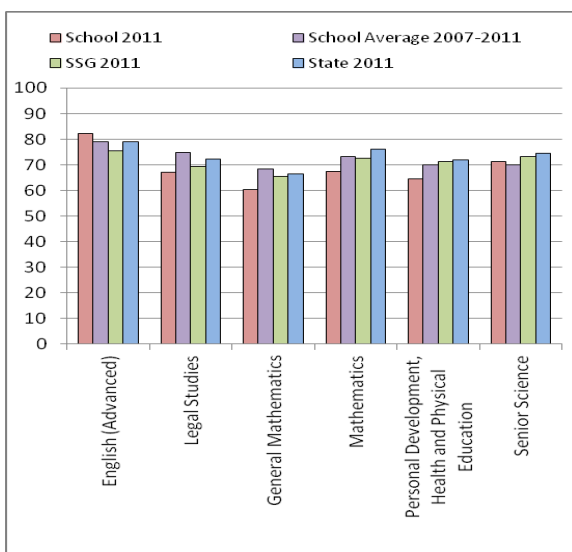
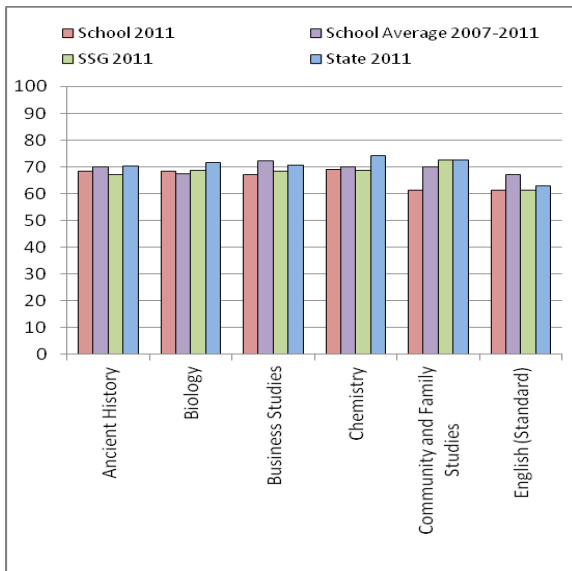
Year 10 students experienced outstanding growth from Year 5 in Mathematics.



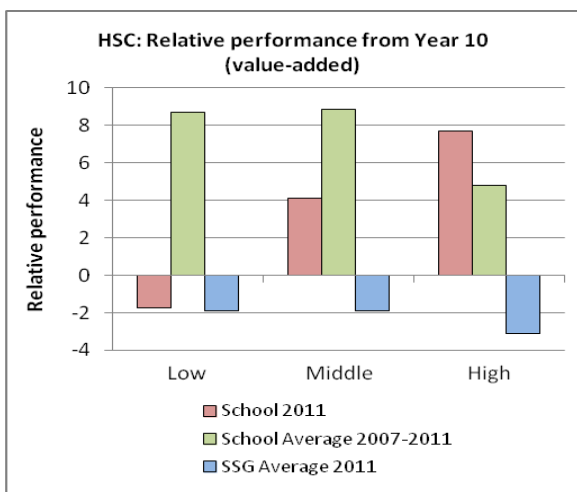
### Higher School Certificate

The class of 2011 continued Moorefield's tradition of excellent HSC results. Thirty two (32) students gained a University place. An additional 40 students completed the HSC, many of whom studied a non ATAR combination of subjects including TAFE courses.





**Higher School Certificate relative performance comparison to School Certificate (value-adding)**



Strong value-adding in student scores from School Certificate to Higher School Certificate

courses are a result of focused teaching and learning programs and teacher expertise.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2011**

**Minimum Standards data**

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	97.3
Writing	97.3
Spelling	94.8
Grammar & Punctuation	83.1
Numeracy	96.0

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	90.6
Writing	82.1
Spelling	92.5
Grammar & Punctuation	86.6
Numeracy	89.2

**Significant programs and initiatives**

**Multicultural education**

On 28 July 2011, MGHS celebrated MAD Day (Moorefield Against Discrimination Day). MGHS invited the community members and local girls' high schools to join students in the day's activities. Students participated in culturally based activities, culminating in an international parade and concert of dance, music and song.

The students' fundraising monies were donated to Zonta's Birthing Kit project and an Aboriginal group. A highlight of the day was the whole school and community members participating in high energy fun and an engaging interactive team building session with over 150 African drums.



Linda Burney, State Member for Canterbury addressed the school about her personal journey as the first Aboriginal Member of Parliament in NSW Government and how incidents of discrimination have offended her. MGHS with its community partners sent out a clear message to the local community about its zero tolerance to discrimination and intolerance.

## Other programs

### Welfare

The Welfare Team held its Annual Year 7 Aussie Bush Camp and Year 11 Queensland Camp to enhance student resiliency, leadership and team building. Workshops focusing on Year 7 transition, study skills for Years 10 & 12, tolerance, body image, safe cyber use and anti-bullying were undertaken by students. Students and their families valued this proactive approach to wellbeing and resiliency building.

Year Advisers, Counsellor and appropriate community groups such as St George Youth Services, personnel from St George hospital, local librarian, Police liaison officer and Youth Pathways provided additional student support and personnel to present issues and practical hands-on workshops.

Students in junior and senior years viewed Drama productions dealing with topics such as

cyber safety and risk-taking peer group pressure plays such as 'Cyber Shots' to support whole school welfare programs.

The Welfare Team expanded its core Professional Learning with four members completing Peer Support training and four members completing Mind Matters training with view to collecting school based data, planning and implementing a whole school well-being Program. One member of the Welfare Team was successful in attaining promotion.

We held our inaugural Welfare Conference in the latter part of 2011 with presenters from Mind Matters and District Behaviour Team to plan for a whole school welfare approach, to enhance resiliency and well-being utilising Mind Matters, Positive Support Behaviour resources and principles. The Welfare Team planned the development and implementation of Year 7-12 resources for use in roll-call (Moore Success), regular year meetings focusing on issues of relevance to students such as transition, self-esteem, study skills, effective balance of home/school pressures, management of stress and anxiety.



### Volunteer Work

Each year group focused on raising the participation of students in volunteering activities to enhance a sense of collective responsibility and promote student leadership skills.

- Year 7 raising awareness for the University of NSW of Aboriginal issues and helping to raise money
- Year 8 responsible for the paper recycling within school

- Year 9 involvement assembling 200 birthing kits with Botany Bay Zonta and TAS students working with Inner Wheel Balmain to cook Christmas cakes for fundraising
- Year 10 constructing paper cranes to send to Earthquake victims in Japan.

These socio-affective activities were highly valued by the whole school community and students who saw themselves as positive agents of change with the ability to make significant contributions at school, local and global levels. Community groups praised the genuine commitment and diligence of students.

### Business Partnership

MGHS HSIE faculty enjoys an ongoing partnership with the University of Wollongong, Faculty of Business. During 2011 Business Studies students attended presentations at the University of Wollongong and Moorefield Girls High School co-hosted the 'Inspiring Women in Leadership' Conference with the University in September.

The workshops held at the campus of the University of Wollongong for Business students conducted by University of Wollongong lecturers on the topic 'Marketing' inspired the students, enhanced their understanding and provided students a taste of university life. The business conference, featured speakers Prof. Mary Barrett from University of Wollongong and the globally highly respected female business leader, Gail Kelly, CEO of Westpac.

Business students from several local high schools also attended and reported having enjoyed and benefited from attending this highly regarded event.



### Environment Team

*"Our aim is to promote environmental education amongst the school community and to improve sustainability practices".*

Our initiatives are underpinned by the implementation of the Schools Environmental Management Plan which focuses on Curriculum, Use of Resources and Grounds Improvement.

Students are encouraged to develop leadership skills and experience opportunities that enrich their school life.

The UN declared '2011 - The Year of Forests' and our team worked on the establishment and maintenance of a biodiversity garden and a shrub hedge.

Students worked on a number of projects including beautification of school grounds. The Creative Arts faculty created clay tiles that will be incorporated into a mural alongside the biodiversity garden.

Other planned activities were based on an international Environmental Events Calendar and include:

- Clean up Australia Day
- Earth Hour
- Tree Planting
- World Environment Day

We held competitions and actively participated in commemorating these local, national and international events.

The UN focus in 2012 is 'The Green Economy' and our school will once again work with the idea of improving practices in 'our own back yard'.

### Progress on 2011 targets

We continued to focus on the 5 key areas for school improvement. We developed three year Targets for 2009-2011 through our school plan.

These were evaluated at the end of each year.

## Targets for 2011

### Target 1

*Implementing pedagogical initiatives and practices in Years 9-10 that challenge Generation Y students.*

Our achievements include:

- Implementation of the online Study Skills program to challenge students' learning processes in English, Rich Tasks in Years 9 and 10 and ICT skills with technology.
- Creation of Moodle resources to challenge students' processes.
- Creation and implementation of lessons to encompass the active involvement of students using Smart Board, PowerPoint including animation, electronic testing SRN.
- Explicit teaching of literacy strategies as evidenced in units of work.
- Analysis of NAPLAN data to identify common areas of weaknesses in Year 8 2010.
- The coding of Year 9 assessment tasks across all KLAs.

### Target 2

*Twenty percent (20%) of teachers have knowledge of higher order ICT in teaching and learning.*

Our achievements include:

- The integration of ICT with subject content in curriculum areas, pedagogy and assessment.
- Use of ICT to differentiate some areas of curriculum and enable student centred learning environment.
- Staff engagement in professional learning outside the school, focused professional learning at whole school level and Faculty professional learning through presentations for sharing KLA resources
- Increase in the number of staff using Moodle and logging onto school intranet.

### Target 3

*Assessments are authentic and support teaching and learning.*

Our achievements include:

- Employment of backward mapping and coding processes in designing assessments, to ensure they are authentic, challenging and meet relevant course outcomes, using the Quality Teaching framework as a frame of reference.
- The review, evaluation and development of programs and, teaching strategies reflecting best practice and team work.
- Improved level of understanding, confidence and competence in approaching assessments by teachers and students.
- Reporting outcomes match assessments and programs and provide valid information to parents.

### Target 4

*Improved profile and capacity of student leaders to become school ambassadors within the community.*

Our achievements include:

- Increased number of teachers participating in programs that build student leadership capacity.
- Student leaders run assemblies and year meetings and make regular contributions to the school newsletter.
- Improved capacity of student leaders to support and represent peers as well as representation at district and external events.
- Increased student participation in the organisation and planning of MGHS community events.

### Target 5

*Enhance and develop leadership capacity of beginning teachers through to executive.*

Our achievements include:

- Inaugural Executive Conference and Welfare Team Conference.
- Implementation of professional learning plans through TARS and EARS.
- Use of internal expertise to support staff learning to deliver professional learning.
- An increase in the numbers of teachers applying for internal and/or external



relieving or promotions positions as well as an increased number of teachers leading projects within the school.

- Positive Staff Development Day evaluations reflect increase in staff engagement.

## **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of The School Awards System, Assessment in English and Special Education.

### **Educational and management practice**

#### **The School Award System**

##### **Background**

The Welfare Team surveyed students, staff and parents to assess the effectiveness of the Student Merit System at MGHS. All stakeholders were united in valuing students receiving recognition for their efforts, talents and achievements.

##### **Findings and conclusions**

It was found that in the MGHS Merit System it was difficult to attain high recognition because the levels of attainment were unrealistic. Some surveyed remarked that they never had seen a student attain Silver or Gold status. As a result of the findings, the Merit System has been restructured with the inclusion of the new Principal's Student of the Week Awards (regular faculty awards for both juniors and seniors at weekly assemblies), two formal assemblies per term and the streamlining of the levels of Bronze and Silver achievement to enable more students to be awarded certificates at higher levels.

##### **Future directions**

The merit certificates themselves have been redesigned and there will be a trialing and evaluation of different types of merit awards, such as iTunes vouchers and canteen vouchers to encourage improved engagement in learning.

## **Curriculum**

### **English Faculty**

#### **Background**

The English faculty is successful and cohesive. Head Teacher, Mr Tcaciuc and English teacher, Mr Worner created and used tools to evaluate Stage 4 assessment practice in this curriculum area.

The two areas identified were: Student engagement and success in learning through assessment and the effective use of data to promote improved student learning outcomes.

Stage 4 students were surveyed using 'Zoomerang', a confidential online process. Professional learning was conducted to skill staff on coding stage 4 assessment tasks using the QT framework with faculty members and external English teachers. Using corporate marking strategies a range of data was examined which included school based assessment and NAPLAN results.

#### **Findings and conclusions**

The English faculty provides purposeful and engaging student assessment across a variety of modes and mediums to meet the needs of the students at Moorefield Girls High School.

Nearly all students whom responded indicated that 75% or more of the assessments across stage 4 were challenging, engaging, purposeful and they could articulate how the teaching and learning activities provided by their teachers enabled them to succeed at assessment.

Students responded that nearly all assessments had clear assessment criteria and 50% of assessments had criteria which were considered to be highly instructional.

Teacher respondents concluded that although several tasks were engaging and intellectually challenging they were coded low in significance using the QT framework.

Teacher respondents found that there needed to be more annotated student work samples to provide guidance and consistency for both students and teachers.

NAPLAN data and school based assessment revealed that stable or improved results

correlated with the improvements to stage 4 assessments during the past two years.

### **Future Directions**

The main areas of future directions for the faculty to focus on in the coming year will be:

- Increased opportunities for students to demonstrate excellence in using ICT through more authentic, engaging and innovative use of ICT in assessments.
- Provide more models of completed and annotated assessments.
- The English faculty should increase the number of project based learning assessments in each year to increase significance.
- Evaluate assessments which were not received by students enthusiastically or purposefully.
- Continue to encourage students to provide input to assessments through responding via online surveys.

The English faculty will implement findings and continue to ensure that assessments reflect best practice.

### **Other evaluations**

#### **Special Education**

##### **Background**

The Special Education Unit at Moorefield GHS was newly formed at the commencement of the 2010 school year. It consisted of two classes with students who have Moderate Intellectual disabilities (IO classes) and one class with students who have Mild Intellectual disabilities (IM class).

The two IO classes are split into a combined Year 7 and 8 class (Gilmore) and a combined Year 9, 10, 11 and 12 class (Cottee). This evaluation was conducted to provide an overview of current curriculum content, scope and sequence across Years 7 – 12.

##### **Findings and Conclusions**

Both IO class teachers had developed appropriate, comprehensive and sequenced programs that encompassed the teaching and learning of knowledge, skills and attitudes (as well as embracing issues such as subject matter,

pedagogy, assessment and evaluation). The curriculum content ie the focus on what to teach was found to have overlaps particularly in the topic areas of Science and HSIE. Scope of the curriculum covered over Years 7 – 12 was understood to be too broad and the curriculum sequence was found to be not effectively ordered.

### **Future Directions**

Based on the above findings a number of modifications to the curriculum have been implemented. A new curriculum has been developed with input from both teachers which has a more refined content base. The curriculum scope and sequence has been restructured so that any previous overlapping has been eliminated. New and additional aspects of the same topic have now been introduced at higher levels of learning where appropriate. We will continue to monitor the effectiveness of the adjustments made to the curriculum between the two IO, Year 7 - 12 classes.

### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about aspects of improving community participation within the school.

As a result, regular parent meetings twice a term helped to consolidate home/school partnerships. The format and content of the meetings was designed by a group of teachers, students and parents. Parents were encouraged to participate more actively in school life and have better understandings of school life.

Meetings covered issues of interest such as Drug Awareness, Anti-bullying, International Students, Body Image, Community Partnerships and HSC support for students. These meetings allowed parents to have better understandings of school policies, practices and personnel. Parents commented on the worth of the meetings, talents of the students and commitment of staff at MGHS. Student programs and work samples showcased an integral part of the Moore Involvement Agenda.

## Professional learning

In 2011 all staff members participated in professional learning activities. The focus of professional learning included:

- Quality teaching
- Quality Assessment in Stage 5
- Use of technology for teaching and learning
- Syllabus Implementation and curriculum differentiation
- Leadership and Career Development
- Student Welfare and Equity

All teaching staff also participated in five school development days at the beginning of Terms 1, 2, 3 and at the end of Term 4, 2011.

In 2011 a significant focus of our professional development plan included:

- The review of Assessment practices for Year 9 to reflect Best Practice and Quality Teaching Elements
- Supporting Stage 6 students with study strategies to support improved HSC performance
- Using Web 2.0 tools and DER Laptops to support learning
- Curriculum Differentiation strategies to support Gifted and Talented Students
- Strategies to cater for students with identified support needs

## School planning 2012-2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

**Improved Literacy and Numeracy outcomes for all students**

**2012 targets to achieve this outcome include:**

- 5% increase in the number of students

achieving above minimum standard in Year 9 in NAPLAN literacy (from 71.3% to 76.3%)

- 5% increase in the number of students achieve top three Bands in NAPLAN literacy (from 28.8% to 32.5%)
- 5% increase in the number of students achieving above minimum standard in Year 9 in NAPLAN numeracy (from 58% to 63%)
- 5% increase in the number of students achieve top three Bands in NAPLAN numeracy (from 33.8% to 38.8%)

**Strategies to achieve these targets include:**

- The implementation of the school's Literacy and Numeracy plans
- Moore Success Roll Call Program implementation
- Homework centre staffed and organised to support specific needs of students
- Focused support and development of Individual Learning Plans for targeted students
- Implementation of Athletics

### School priority 2

#### Outcome for 2012–2014

**Improved levels of student engagement and attainment**

**2012 Targets to achieve this outcome include:**

- 5% increase in attendance rate for school population (from 89.7% to 94.7%)
- 5% increase in the number of students achieving Band 4 or above in HSC (from 52.4% to 57.4%)
- Stage 4 Teaching and Learning Programs contain Quality Teaching and Assessment elements and practices
- Differentiated programs incorporating cutting edge practice to engage girls as 21<sup>st</sup> Century Learners

**Strategies to achieve these targets include:**

- Closer monitoring of student attendance and truancy incorporating consequences with the school discipline system and Sentral Welfare

- Implement attendance plans, parent interviews and consistent follow up of poor attendance
- Access support from outside agencies and HSLO for students at risk and provision of access to VET short courses
- Establish school coffee shop for at risk students in Year 10
- Implement LEAPS (Lawyers Encouraging and Assisting Promising Students) program for Year 9 students
- Review of GAT Policy to ensure differentiation of the curriculum for GAT students through integration of project-based learning to develop creativity, higher-order thinking skills and problem solving.

### School priority 3

#### Outcome for 2012–2014

##### Building capacity and resilience

##### 2012 Targets to achieve this outcome 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.
- Measureable improvement in individual learning outcomes for students engaged in transition programs and community participation projects

Strategies to achieve these targets include:

- Review school discipline policy
- Develop solutions-focused approach to student discipline to develop student resilience
- Develop learning community through focused primary links program and increased opportunities for professional learning with feeder primary staff
- Implement community learning projects to enhance opportunities for students and staff outside the school to develop leadership

capabilities through partnerships with Universities and local businesses

## 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.

Name	Title
Andrew Banks	Head Teacher (HT), CAPA
Rose Daniels	Deputy Principal
Petra Hines	2011 President, P&C Association (Parent)
Lynne Johnson	School Administration Manager
Katerina Jovanovska	School Captain 2011
Jennifer Morgan	HT, Special Education
Santina Rizzo	HT, Welfare
Marianne Siokos	Principal
Karen Smith	Co-ordinator PD/H/PE
Kerrie Stack	Careers Advisor
Nicholas Tcaciuc	HT, English
Anna Tsoutsas	HT, HSIE

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>