

2022 Annual Report

Moree Secondary College Carol Ave Campus



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Introduction

The Annual Report for 2022 is provided to the community of Moree Secondary College Carol Ave Campus 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 Strategic Improvement 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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Moree Secondary College Carol Ave Campus

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School vision

Moree Secondary College delivers a rich and innovative curriculum where students are known, valued and cared for. Central to the implementation of a variety of educational programs is educational excellence for every student. At Moree Secondary College we ignite and inspire students to reach their potential as life-long learners.

Our school vision aligns with the NSW Department of Education's priorities in achieving student growth and attainment in terms of literacy, numeracy, HSC, attendance and classroom culture.

School context

Moree Secondary College is situated on Gamilaroi country and implements the Connected Communities Strategy, servicing the students from the agricultural region surrounding and within the township of Moree (town population 7 000).

The College is across two campuses with Years 7-9 on the Carol Avenue campus and Years 10 -12 on the Albert Street campus. On the Carol Avenue campus there are 238 students (59%) who identify as ATSI (Aboriginal and Torres Strait Islander) and 221 students (52%) identify as ATSI on the Albert Street campus.

The total enrolment for the College is 459 students of which there are 254 students who identify as ATSI. Student attainment in the HSC has been positive, with a sustained trend of increasing numbers of ATSI students completing the HSC.

College staff are committed to achieving the best possible options for all students by developing strong links with parents, community groups and organisations to enable the realisation of the aspirations of its individual students. Moree Secondary College provides an environment where students explore their learning strengths and build on their "skills for life" in a supportive, safe and respectful educational setting in preparing them to be lifelong learners and operate confidently in the 21st Century.

The college is committed to create connected classrooms with staff who have completed targeted professional learning to strengthen their knowledge and understanding of assessment capable visible learners. We will continue to create strong connections with the school community to improve attendance and engagement in all aspects of school life to ensure a sense of belonging and achievement across the college community.

College staff are committed to achieving the best possible outcomes for all students by developing positive partnerships with families, community groups, Moree Local AECG, MSC P&C and external agencies to enable the realisation of the aspirations of its individual students.

The MSC School Reference Group works collaboratively with the Executive Principal in the development, planning and shared decision making of the implementation of the Connected Communities Strategy.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy that will build strong foundations for academic success.

We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Literacy and Numeracy Practices
- Collaborative Data Informed Skills and Use
- Student Attendance

Resources allocated to this strategic direction

Professional learning: \$3,782.00

Integration funding support: \$15,395.00

Low level adjustment for disability: \$139,606.00

Aboriginal background: \$318,385.54

Socio-economic background: \$294,196.15

Per capita: \$63,114.34

Location: \$34,901.80

Summary of progress

In 2022, we continued the delivery of stand-alone literacy lessons in Stage 4. These lessons focused on the super six comprehension strategies and the PEEL paragraph writing structure (areas of need as identified by NAPLAN and CIA data). The delivery of these lessons was significantly disrupted by staff changes and absence. The workshops were offered to staff to support the application of the strategies in the classroom. In 2023, the literacy lesson will take on an intervention-style approach with the introduction of the Learning and Support Teacher as a co-teacher in the room.

The numeracy strategy has had a significant impact on those students who have been involved. A focus on multiplication strategies, ensuring all students know their multiplication facts has been a success with 75% of students in Year 7 and 8 completing the program until mastery. The continuation of this program in 2023 will see the shift from a withdrawal model to one within the classroom setting.

The attendance team met regularly with the HSLO and ASLO to ensure ease of communication and ensure all students are accounted for. These regular meetings provided us with the opportunity for school services and local agencies support. The attendance team also focuses on support to identified students and meets fortnightly. The team was supported with an School Administration Officer and an Aboriginal attendance SLSO.

SHAE Academy Youth Workers support male students at risk and this has proven to improve their attendance and engagement in class. The students are identified by SHAE and are part of their program to support at risk students in the community.

Girl Academy established to support all female students. A director was appointed in Term 4 2022 and started to work on structural and organisational aspects in the delivery of the academy's outcomes. Students will access the academy in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in student attendance to be above the system negotiated target	Student attendance for above 90% of the time has improved and is at 25.7% compared to 22.9% in 2021. Further work is needed to reach the

baseline of 35.8% attending school 90% of the time.	35.8% baseline goal of students attending school 90% of the time. Next steps: Attendance processes are to be inclusive in there MSC Behaviour and Wellbeing Policy. Support for attendance is also anticipated from the DOE strategic support team for attendance in 2023.
Improvement in the percentage of results in the top 2 bands in NAPLAN reading to be above the system negotiated target baseline of 2.9%.	Student results in the top 2 bands in reading for 2022 were 5.13%, 2.23% above the negotiated target of 2.9%. <i>COVID Intensive Learning Support Program</i> was used to support Year 7, 8, and 9 students with with their reading. Next steps: In 2023, the school will implement an intervention-style approach with the introduction of the Learning and Support Teacher as a co-teacher in the classroom.
Improvement in the percentage of results in the top 2 bands in NAPLAN Numeracy to be above the system negotiated target baseline of 7.3%.	Student results in the top 2 bands in numeracy for 2022 was 8.44%, 1.14% above the negotiated target of 7.3%. Mathematics programs incorporating ASTIMA strategies resulting in improved numeracy teaching and learning, and strategic numeracy support. Next steps: In 2023, numeracy support will shift from a withdrawal model to one within the classroom setting. Support will continue to incorporate ASTIMA guidelines.
Improvement in the percentage of results in the top 3 bands in NAPLAN Reading to be above the system negotiated target baseline of 15% for ATSI students.	Student results in the top 3 bands in reading for 2022 was 14.8%, 0.2% below the negotiated target of 15%. Next steps: In 2023, the school will implement an intervention-style approach with the introduction of the Learning and Support Teacher as a co-teacher in the classroom.
Improvement in the percentage of results in the top 3 bands in NAPLAN Numeracy for ATSI students to be above the system negotiated target baseline of 18%	Student results in the top 3 bands in numeracy for 2022 was 6%, 12% below the negotiated target of 18%. Mathematics programs incorporating ASTIMA strategies resulting in improved numeracy teaching and learning, and strategic numeracy support. Next steps: In 2023, numeracy support will shift from a withdrawal model to one within the classroom setting. Support will continue to incorporate ASTIMA guidelines.
Improvement in the percentage of student achieving expected growth in NAPLAN Reading to be above the system negotiated target baseline of 41.4%	Data for this set of students is not available due to the cohort no sitting the previous tests due to COVID-19. Next step: In 2023, Learning Support teachers will focus on all students.
Improvement in the percentage of student achieving expected growth in NAPLAN Numeracy to be above the system negotiated target baseline of 61.4%	Data for this set of students is not available due to the cohort no sitting the previous tests due to COVID-19. Next step: In 2023, Learning Support teachers will focus on all students.
Improvement in the percentage of students that have a positive sense of belonging at Carol Avenue campus to be above the system negotiated target baseline of 66%	2022 <i>Tell Them From Me</i> data indicated 51% males, 31% females had a positive sense of belonging at Carol Ave Campus. Clontaf supporting Aboriginal male students in working towards raising the sense of belonging to our campus. Girls Academy Director appointed. Next step: Wellbeing Team to support students and staff in raising the sense of belonging level of our student community. Increase the number of sporting and extracurricular opportunities available to students. Girls' Academy to commence in Term 1 Week 3 2023.

Strategic Direction 2: Visible Leadership, Visible Learning

Purpose

All members of the school community will work together to foster a learning culture which celebrates inclusion and diversity, where every student is empowered to articulate what they are learning and describe their progress and celebrate achievement. Our aim is to ensure that every individual makes a year's growth in every year of schooling, through programs which engage and challenge all learners.

We aim inspire a collaborative culture where leadership capacity is built through a clear performance and development framework facilitated by high quality professional learning. Teachers demonstrate personal responsibility for improving teaching practice to improve student learning. School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Staff Leadership
- Staff Wellbeing

Resources allocated to this strategic direction

Professional learning: \$20,450.00

Summary of progress

The achievement of the Visible Leadership Visible Learning progress measures has a had varied success. The Visible Learning strategy has been interrupted by the competing initiatives within the school and staffing restrictions to support the process of application in the classroom. In 2022, no internal school data was collected in the strategy due to staff being used to cover classes when they were scheduled to collect data on the strategy. Moving in to 2023, the school needs to prioritise Visible Learning and the application of Learning Dispositions in the classroom environment.

For the second year the school has been unable to achieve in the area of Visible Leadership in regards to the progress measures set. While the school has participated in various leadership activities at an executive level the COVEY training was not completed. The in-house COVEY facilitator was no longer available, causing the school to investigate alternative leadership courses and models that can be delivered internally. A model was developed and plans have been made for implementation in 2023.

In the area of Instructional Leadership, the school executives have participated in a variety of activities to build their capacity in the area of coaching. To continue to build the capacity of the staff in this area the allocation of shared faculty meetings will be trialled in Term 1 2023.

Head Teacher Mentor, across both campuses, to be appointed in 2023. Part of that role will be to monitor and support the visible learning strategy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
60% of all students to identify and use the learning dispositions to become effective learners.	Learner Dispositions are displayed in all classrooms and reflected in our whole school rewards systems. Staff were to continue to refer to the learning dispositions in all lessons to develop student understanding the the dispositions and success criteria . Next steps: In 2023, staff will refocus on learning dispositions and success criteria. Head Teacher Mentor will monitor and support staff in the continued application of the learning dispositions and success criteria in all lessons.

<p>90% of staff to identify and embed the learning dispositions in their classroom practice</p>	<p>The Visible Learning walk throughs (the process of gathering data on implementation of the strategy) was not conducted due to staffing restrictions and competing initiatives in the school. Anecdotal evidence would indicate that staff identifying and embedding learning dispositions in classroom practice is progressing towards target.</p> <p>Next steps: In 2023, staff will refocus on learning dispositions and success criteria. Head Teacher Mentor will monitor and support staff in the continued application of the learning dispositions and success criteria in all lessons</p>
<p>60% of executive staff to attend <i>COVEY 7 Habits of the Mind</i> professional learning</p>	<p>Due to impact of COVID on staffing, it was not possible to conduct the COVEY 7 professional learning. This program was unable to be executed in 2022.</p> <p>Investigation into alternative leadership programs that could be delivered in-house was conducted and an alternative course was identified.</p> <p>Next steps: In 2023, planning and programming for facilitation to occur in Term 1 and implementation to begin in Term 2.</p>
<p>Aspiring leaders to attend COVEY Leadership Course: <i>Great Teams, Great Leaders, Great Results</i> professional learning.</p>	<p>Due to the impact of COVID on staffing, it was not possible to conduct the COVEY 7 professional learning. This program was unable to be executed in 2022.</p> <p>Investigation into alternative leadership programs that could be delivered in-house was conducted and an alternative course was identified.</p> <p>Next steps: In 2023, planning and programming for facilitation to occur in Term 1 and implementation to begin in Term 2.</p>
<p>Achieving, sustaining and growing in the theme of instructional leadership across the school as measured in the college excellence framework.</p>	<p>Self assessment against the School Excellence Framework (SEF) indicates that the school is currently performing at Delivering in the element of instructional leadership.</p> <p>Working towards achieving instructional leadership capacity of all staff, they were asked to reflect on the questions - Are we having an impact? Is it worthwhile? Is it sufficient? Their reflection on the questions posed led to the response outcome of Delivery in the self assessment.</p> <p>Next steps: In 2023, the focus will continue to be on practice that supports effective teaching and learning and provides guidance and direction for instructional improvement.</p>

Strategic Direction 3: Connected Classrooms

Purpose

To increase the impact on student learning through building and sustaining a positive and connected classroom culture, where students are supported in their learning pathway.

Teachers will ensure the on-going collaboration with staff, student and the school community, to ensure evidence-based classroom practices are assessed, developed and implemented across all subject areas, to deliver the best possible outcomes for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Rounds
- Aboriginal Pedagogies
- Community Connections
- Classroom Culture
- Behaviour and Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$201,981.59

Professional learning: \$19,642.04

Location: \$3,775.00

Aboriginal background: \$56,517.72

Socio-economic background: \$252,721.62

Student support officer (SSO): \$96,058.00

Summary of progress

- The Quality Teaching Framework was revisited in Semester 2. Staff were given the opportunity to look at the dimensions of QTF: intellectual quality, quality learning environment and significance. Discussions centred around what the dimensions were and how they affect teaching and learning. Quality Teaching Rounds will commence in Term 1 2023.
- TTFM survey result indicated that only 40% of students think that the school values their identity and culture. All staff to complete Aboriginal Cultural Education - Let's take the first step together by the end of Term 4.
- Senior executive and executive commenced the Coaching for classroom change course in Term 4 2022.. SDD Term 1 2023 - Head Teachers to deliver module 1 to faculty.
- 8 Ways of Learning to be the focus of SDD 19/12/2022 for teaching staff and SLSO's.
- Behaviour and Wellbeing - focussing on creating an effective environment for learning. Consistent expectations of behaviour. Implemented Inclusive, Engaging and Respectful Schools in Term 4.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school is Delivering in the theme of classroom management as measured in the School Excellence Framework.	<p>Self assessment against the School Excellence Framework (SEF) indicates that the school is currently performing at the Delivering element of classroom management.</p> <p>The school's wellbeing approach is focussing on creating an effective learning environment.</p> <p>Teaching and non teaching staff explicitly communicate expectations of behaviour across school settings and this is making a difference in the classroom.</p>

<p>The school is Delivering in the theme of classroom management as measured in the School Excellence Framework.</p>	<p>Next steps: In 2023, teaching and non teaching staff continue to work towards managing challenging behaviour to create a positive environment for learning.</p>
<p>The school is Delivering' in the theme of explicit teaching as measured in the School Excellence Framework.</p>	<p>Self assessment against the School Excellence Framework (SEF) indicates that the school is currently performing at the delivering element of explicit teaching.</p> <p>Teachers review the learning content and preview the learning planned with students in each of their classes. In conjunction with visible learning strategies, this is working towards a change in the culture of the classroom.</p> <p>Next steps: In 2023, explicit teaching will continue to be the main practice used. Teachers will continue to routinely and explicitly review previous content and preview the learning planned with students in their classes.</p>
<p>All staff participate in professional learning on the Quality Teaching Framework [QTF]</p>	<p>Quality Teaching Framework dimensions were revisited during staff meetings Semester 2.</p> <p>Discussions focussed on using the dimensions and their elements as a platform for critical reflection and analysis of current teaching practice.</p> <p>Next steps: In 2023, all staff will participate in professional learning on the Quality Teaching Framework.</p>
<p>20% of teaching staff have participated in the practice of Quality Teaching Rounds [QTR]</p>	<p>Quality Teaching Rounds were not fully implemented in 2022.</p> <p>Next step: In 2023, Quality Teaching Rounds will not be implemented as an alternative has been sourced.</p>
<p>Aboriginal students and community members report an increase in the percentage that the school values their identity, culture, goals and aspirations, as evidenced in TTFM and community surveys.</p>	<p>The <i>Tell Them From Me</i> survey result indicated that only 40% of students think that the school values their identity and culture.</p> <p>Head Teacher Welfare, Senior Leader Community and AEO's supported students in completing of TTFM survey.</p> <p>Next steps: in 2023, wellbeing programs to reflect the cultural needs of Aboriginal students.</p> <p>60% of staff have participated in the 8 Ways of Learning/Newly Appointed Staff Induction program and are able to implement teaching strategies to meet the learning and cultural needs of all students in their class.</p>
<p>All teaching staff and School Learning Support Officers (SLSO) participated in the 8 Ways of Learning professional learning that was delivered on the School Development Day on 19 December 2022.</p>	<p>Next steps: In 2023, 8 Ways of Learning elements to be embedded in all Year 7 to 12 curriculum. New staff to undertake professional learning in 8 Ways of Learning.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,395.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moree Secondary College Carol Ave Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy and Numeracy Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist student with additional learning needs <p>The allocation of this funding has resulted in the following impact: successful additional SLSO support provided in the classroom and to address student wellbeing issues as needed.</p> <p>After evaluation, the next steps to support our students will be: continuation of support to ensure student/s equitable access to student resources.</p>
<p>Socio-economic background</p> <p>\$546,917.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moree Secondary College Carol Ave Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Attendance • Classroom Culture • Behaviour and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • external providers to support students with additional learning needs • classroom and wellbeing support to students with special needs in mainstream classes <p>The allocation of this funding has resulted in the following impact: Consolidation of the school behaviour and wellbeing strategy that included Core Value rewards linked to a fortnightly prize draw. Employment of Attendance Officer to coordinate the monitoring of student attendance has seen an improvement in attendance in Term. Shae Academy Youth Workers have supported students who struggle to attend and engage in school, there has been a significant improvement in their attendance.</p> <p>After evaluation, the next steps to support our students will be: The Attendance Officer, in 2023, will continue to coordinate the monitoring of attendance and work with Attendance Team to implement strategies that will continue to improve attendance overall.</p>
<p>Aboriginal background</p> <p>\$374,903.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moree Secondary College Carol Ave Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$374,903.26</p>	<ul style="list-style-type: none"> • Community Connections • Student Attendance • Classroom Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • Aboriginal Education Officer's (AEO) to facilitate improved community engagement, including the engagement of students and their families with attendance strategies, classroom engagement and wellbeing. <p>The allocation of this funding has resulted in the following impact: AEO's and Clontarf Academy supporting wellbeing, attendance, retention and engagement improvements of Aboriginal male students. School Learning Support Officer's supporting wellbeing, attendance, retention and engagement improvements of Aboriginal female students.</p> <p>After evaluation, the next steps to support our students will be: Ensure the AEO's and Clontarf's work at MSC Carol Ave campus is integral to the Aboriginal Education Strategy. Continue to employ female Aboriginal School Learning and Support Officers to support female Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$341,587.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Moree Secondary College Carol Ave Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy and Numeracy Practices • Quality Teaching Rounds • Behaviour and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Lessons co-taught by classroom teachers and Instructional Leader focusing on areas identified in NAPLAN and Best Start Year 7 data. The FOCUS (CAMS, STAMS & Solve) program saw an improvement in targeted students numeracy competency. Employment of additional SLSOs to support the literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students will be: to support student inclusion, engagement, learning and positive behaviour planning for 2023.</p>
<p>Location</p> <p>\$38,676.80</p>	<p>The location funding allocation is provided to Moree Secondary College Carol Ave Campus to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Pedagogies • Student Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$38,676.80</p>	<ul style="list-style-type: none"> • additional staff to support improving attendance • additional staff to support 8 Ways of Learning <p>The allocation of this funding has resulted in the following impact: additional funding supported improved communication between the school, students and their families in relation to attendance. Additional funding supported staff training in 8 Ways of Learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to focus on improving attendance patterns of students 2023. The 8 Ways of Learning Strategy to be embedded in all programs and supported by additional cultural experiences for staff in 2023.</p>
<p>Professional learning</p> <p>\$43,874.04</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Moree Secondary College Carol Ave Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Literacy and Numeracy Practices • Visible Learning • Staff Leadership • Aboriginal Pedagogies • Student Attendance • Classroom Culture • Behaviour and Wellbeing • Collaborative Data Informed Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • CORWIN consultant to coordinate and deliver Evidence in Action (CORWIN) workshop with Visible Learning Leadership team • 8 Ways of Learning professional learning • CORWIN workshop on structural learning strategy SOLO taxonomy <p>The allocation of this funding has resulted in the following impact: Working with the CORWIN Consultant, the VL Leadership Team reflected on the progress of the Visible Learning Strategy in the Evidence in Action workshop. The team identified that LISC would put the focus back on learning. Faculties participated in CORWIN workshop on SOLO Taxonomy giving them the opportunity to explore how a learners' understanding builds from easy to difficult while learning different tasks or subjects.</p> <p>After evaluation, the next steps to support our students will be: Learning Intentions and Success Criteria (LISC) to be the focus of Visible Learning Team in 2023. SOLO Taxonomy to be reflected in teaching and learning.</p>
<p>COVID ILSP</p> <p>\$165,986.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy • employing staff to provide online tuition to student groups in a Speech and Language Program <p>The allocation of this funding has resulted in the following impact: In numeracy, 67% of students had improved by 25% or more. The</p>

<p>COVID ILSP</p> <p>\$165,986.00</p>	<p>intervention program targeting students with speech and language issues resulted in noticeable improvement in student engagement.</p> <p>After evaluation, the next steps to support our students will be: to continue to fund programs targeting numeracy and literacy. The speech intervention program will continue in 2023 to build upon the success so far.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Moree Secondary College Carol Ave Campus</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Behaviour and Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • monitoring and implementing strategies to support the health and well being of students <p>The allocation of this funding has resulted in the following impact: The SSO operated the HUB where students could come during before school, during breaks or be withdrawn from class when the need arose. The HUB has been successful as it gives a place where students feel safe and are willing to engage with the SSO. The SSO is an integral part of the overall wellbeing program within the school.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the SSO will become more mobile and will be supporting students in class and the playground. The breakfast program will run from the canteen.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	118	124	124	108
Girls	95	99	106	94

Student attendance profile

School				
Year	2019	2020	2021	2022
7	77.2	80.5	73.4	68.1
8	70.0	80.0	63.5	61.1
9	63.2	73.5	62.0	51.6
10			50.2	6.7
11			64.4	1.6
12			41.0	78.6
All Years	70.3	78.4	65.7	59.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10			83.3	78.9
11			83.6	80.0
12			87.0	83.9
All Years	89.1	90.4	85.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	17.62
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.78
Other Positions	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	842,259
Revenue	7,436,326
Appropriation	7,375,212
Sale of Goods and Services	49,438
Grants and contributions	9,060
Investment income	2,615
Expenses	-6,563,704
Employee related	-5,271,052
Operating expenses	-1,292,652
Surplus / deficit for the year	872,622
Closing Balance	1,714,880

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.

	2022 SBAR Adjustments (\$)
Targeted Total	44,395
Equity Total	1,263,409
Equity - Aboriginal	374,903
Equity - Socio-economic	546,918
Equity - Language	0
Equity - Disability	341,588
Base Total	4,097,077
Base - Per Capita	63,114
Base - Location	38,677
Base - Other	3,995,286
Other Total	901,270
Grand Total	6,306,151

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The TTFM survey indicated that the majority of parents feel welcome when they visit the school. The school supports learning by encouraging the student to his or her best. Parents support learning by encouraging their child to do well at school. The school supports positive behaviour and the majority of students are clear about the rules for school behaviour. Some concerns were expressed in relation to consistency in classroom management.

The TTFM student survey indicated the following: 66% of students participate in sports with an instructor at school; 67% of students have friends at school they can trust and who encourage them to make positive choices; 47% of students were not confident of their skills and found English, Maths or Science challenging.

The TTFM Staff survey indicated the following: 81% of staff set high expectations for student learning; 87% of staff have established clear expectations for classroom behaviour; 71% of staff work parents to resolve problems interfering with the student's progress.

Some areas of improvement identified include: students sense of belonging; inclusivity; and teachers maintaining control in 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.