

2020 Annual Report

Moree Secondary College Carol Ave Campus



8471

Introduction

The Annual Report for 2020 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Moree Secondary College Carol Ave Campus

Carol Ave

Moree East, 2400

www.msccarolav-h.schools.nsw.edu.au

msccarolav-h.school@det.nsw.edu.au

67506500

School vision

At Moree Secondary College we value respectful, responsible students who achieve their personal best in our school and community

School context

Moree Secondary College, situated on Gamilaroi Country, is part of the Connected Communities Strategy servicing the students from the Agricultural Region surrounding and within the township of Moree (population 10,000). 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 120 students (49%) who identify as ATSI (Aboriginal and Torres Strait Islander) and 104 students (41%) identify as ATSI on the Albert Street campus. The total enrolment for the College is 492 students, of which there are 224 students who identify as ATSI.

School attendance across all years has been improving. However, still sits below the State average.

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.



Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Summary: At Moree Secondary College, the School Excellence Framework is utilised to inform school planning, reporting and improvement on a regular, term by term basis. Executive and Senior Executive staff work with faculty staff and non-teaching staff to reflect on teaching and learning practices and school leadership directions and actions. Education and awareness raising of how to effectively review and self assess our college directions in line with the SEF is an ongoing focus. The progression of practices at MSC is reviewed at whole school staff meetings, executive meetings and senior executive meetings.

2020: The review of the self assessment process indicates that MSC has identified eight [8] out of the fourteen (14) elements at Delivering from across the three (3) domains of Learning, Teaching and Leading. This is a decrease of three [3] from 2019 and can be accounted primarily to the re-evaluation of the Learning themes and has been reviewed as part of the Situational Analysis for the 2021-2024 School Improvement Plan.

Strategic Direction 1

Leading: Positive Partnerships and Promotion of Student Leadership

Purpose

Moree Secondary College will work to create a school community that is committed to the school's strategic directions through purposeful leadership. We value and acknowledge the support of our parents and our community in the operation of the College. Parent and Community representatives are empowered to participate in decision making through the School Reference Group and the P & C. They are valued as a positive influence in supporting the school to nurture capable, engaged and successful learners.

Improvement Measures

Year on year improvement in Tell Them From Me Student, Staff and Parent Survey Data

Increased number of opportunities to recognise student achievement and their participation with the wider community through authentic experiences.

Improved communication through technology including text messaging parents, newsletters and Facebook page. Increased school website traffic and Facebook page hits.

Development of school website to include resources to support learning available online including assessment schedules, assessment tasks, scope and sequences and calendar.

Progress towards achieving improvement measures

Process 1: 1 - Student Leadership Skills Development

Development of student leadership skills through the SRC & visible leadership opportunities by students each day across the college. Empowering students to take an active part in decision making around their learning through the continuation of our Junior AECG, SRC and their Personalised Learning Pathways.

Evaluation	Funds Expended (Resources)
<p>* Student leadership opportunities (active committee participation and engagement) is promoted.</p> <p>* A rigorous review of student leadership opportunities is required as an area of future improvement. This should promote greater opportunities for students to engage students in reflection and decision making more often.</p>	\$ 0 COVID-19

Process 2: 2 - School Community actively informs and participates in school directions.

The Tell Them From me Survey is completed by student, staff and parents each year to track key improvement measures.

Evaluation	Funds Expended (Resources)
<p>* Improvement in the analysis of the Tell Them From Me (TTFM) survey was experienced. Trends analysis was sufficiently actioned.</p> <p>* Specific areas of improvement experienced by students in 2020 included: The college recorded measures higher than the NSW DoE norm in the following areas: 1. Student participation in school sports; and 2. Student participation in extra curricula activities. The provision of authentic participation in community experiences and the active engagement in sport and other activities by students indicates positive nurturing of the whole school experience for students. The majority of Aboriginal students reported that they felt good about their culture when at school and that their teachers had a good understanding about their culture.</p>	<ul style="list-style-type: none">• Central photocopying resources/ communication funds: \$50 (communication to parents).• Casual Relief- TTFM coordinator: \$440.76

Progress towards achieving improvement measures

* Specific areas of improvement experienced by staff in 2020 identified that the majority of staff surveyed agreed that school leaders are leading improvement and change.

Process 3: 3- Collaborative and cultural connections are valued.

Schedule regular cultural events and activities in collaboration with staff, students and community elders.

Evaluation	Funds Expended (Resources)
<p>* Overall, students benefit from the school's planned engagement and focus on proactive engagement with parents/ carers and the broader community.</p> <p>* Opportunities to recognise student achievement and their participation with the wider community through authentic experiences was promoted.</p> <p>* Recognition events and systems (Annual Awards Presentation Day, Excellence Excursion, rewards / commendation system) are valued by students and were actioned within COVID19 guidelines, receiving positive feedback from students and parents/ carers.</p> <p>* Positive connections and rapport building across the school community through extra curricular opportunities are valued.</p> <p>* Positive learning behaviours and high expectations were identified as a key driver and integral focus for learning success. This is further supported through adopting teaching and learning processes such as Visible Learning and evidence based classroom practices. Variable improvements in student behaviours were experienced in 2020.</p> <p>* AECG, SRG and P&C meetings are valued and recognised as authentic connections to community and an integral component of informing school directions.</p>	<p>* Pink Stumps Day: \$125</p> <p>* Annual Presentation Day: \$750</p> <p>* SRG/ AECG/ P&C support funds: \$525</p> <p>* Fundraising funds: \$1025</p>

Process 4: 4 - Supportive school community communication

The wider school community are supported through improved communication systems and methods. Regular and quality updates from MSC to parents on school business and directions occur each term. Reporting to parents via improved report templates and teacher professional learning opportunities. Online communication enhanced to reach more parents and wider community members

Evaluation	Funds Expended (Resources)
<p>* An increase in the number of virtual communication posts to the school community was experienced in 2020 compared to 2019.</p> <p>* This can be attributed to: a focus on improving the number of "important messages", key operational information posts, informative posts about Curriculum, Assessment and Reporting and celebrating student success more frequently. The number of NSW DoE MSC website views peaked between March to April, attributed to the regular communication and updates to our school community on the COVID19 response and guidelines. On average the number of views across each month is now sustained between 100 to 200 per post. This is an increase.</p> <p>* Furthermore, the regular linking of posts between the MSC Facebook site and MSC website has strengthened the communication strategy to parents / carers. MSC Facebook views per posts peaked similarly in the March to June period, indicating that the school community valued the site as a means of obtaining critical information about the "return to school" guidelines and remote learning phase associated with the COVID19 pandemic.</p>	<p>* Millennium Administration Access: \$3 097</p> <p>* <i>SchoolBookings</i> subscription: \$114</p>

Progress towards achieving improvement measures

* Millennium SMS notices to staff, students and parents/ carers continues to be a strong and reliable source of communication of urgent notices. The utilisation of Millennium by staff for record keeping purposes was improved alongside streamlining methods of recording student incidents was experienced.

* Capacity to link and communicate with parents via the School Bookings system was positive. Parent/ Teacher interviews were undertaken by phone interview, with an increase in response from parents/ carers.

Process 5: 5 - Positive Learning behaviours are promoted, supported and reinforced.

Students are supported to reach their learning potential through effective and targeted student positive behavioural and learning recognition systems.

Evaluation	Funds Expended (Resources)
<p>* All staff developed an agreed set of behaviour expectations. The majority of staff implemented / trialed the strategy.</p> <p>* Executive and Senior Executive working collaboratively to address and develop a positive learning environment, consistent expectations and refine behavioural consequences/ follow up.</p> <p>* Staff actively working together to address behavioural concerns across the college.</p> <p>* Positive Behaviour for Learning (PBL) program was successfully reviewed. Key directions moving forward were identified.</p> <p>* Executive staff worked together to collaboratively review behavioural expectations and undertook effective data driven professional learning (PL) to improve student wellbeing, engagement and behaviour management.</p>	<p>* Executive - Teacher PL: "When the Adults Change: Paul Dix" resources: \$75</p> <p>* Executive collaboration day with Deputy Principal Instructional Leader (DP IL) to develop agreed behaviour descriptors /expectations: \$55</p>

Process 6: 6 - Strategic and purposeful leadership is valued and supported.

Strategic leadership is promoted through Senior Executive and Executive, providing opportunities for staff to regularly monitor and review the school strategic directions together and understand their contributions towards identified school goals.

Evaluation	Funds Expended (Resources)
<p>* All executive staff contribute positively to school plan development. Staff can articulate MSC school directions, key targets and know how they contribute to achieving each goal.</p> <p>* Executive staff supported to improve their awareness of data driven, evidence based goal setting.</p> <p>* Staff are involved and understand the school planning cycle and future directions.</p> <p>* All executive members have participated in the Franklin Covey Leadership course and as such can articulate the attributes of effective leadership and apply this to their roles.</p> <p>* A focus on increasing executive participation and contributions is valued. Executive staff capacity to lead effective faculty and staff meetings is enhanced.</p>	<p>* PL: Executive participation in school planning PL sessions: \$75</p> <p>* PL: <i>FranklinCovey</i>: Great Teams, Great Leaders, Great Results: \$280</p>

Next Steps

* TTFM survey (staff and students) will continue to inform future school directions. 2020 results indicated a range of focus areas (Students: self direction and application to learning (at home and at school), focusing on learning success, attendance concerns (truancy), bullying, Staff: clear communication of school vision, morale).

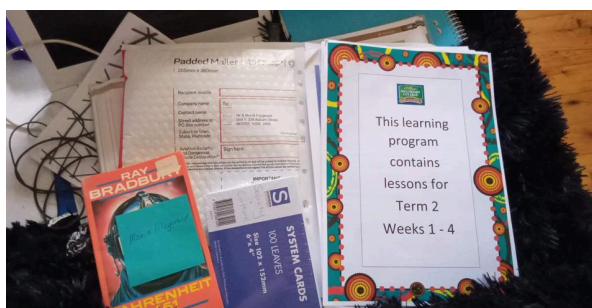
* Staff wellbeing: develop the wellbeing of staff through innovative and supportive practices. Staff wellbeing regularly monitored.

* Communication strategy: effective communication using both print and virtual/ online methods could be reviewed to ensure enhanced communication to parents/ carers and the wider school community is enacted. Strong, relevant and effective communication and positive communication about MSC could be an identified goal.

* Visible Learning and student behavioural expectations are understood, regularly reviewed & informed by evidence based classroom management practices. This will promote a safe learning environment where all learners can succeed.

* Continue to promote, support and reinforce innovative learning and teaching practices across the college through collaborative school / parent/ teacher and staff relationships. * Fostering of local community services to support student achievement.

* Focus on positive promotion of MSC in the wider community through positive interaction and contact between school, parents and carers and community. This is to ensure that the positive values, attitudes and behaviours for learning are adopted beyond the school's boundaries.



2020 COVID Home Learning Packages

Strategic Direction 2

Learning: Student Engagement and Wellbeing

Purpose

Moree Secondary College strives to ignite all students' potential through culturally appropriate programs. We are developing a contemporary learning culture focused on high expectations in student friendly learning spaces. The college promotes empathy and understanding to ensure that all students engage, grow and learn in an environment that develops capable, confident, resilient and respectful individuals. We intend to develop independent, adaptable, collaborative learners who think critically and creatively.

Improvement Measures

Higher course mean scores.

Lower numbers of N-Award warning letters.

Increase in the number of Year 7 & 9 students achieving at or above expected growth in NAPLAN.

Increase in Overall Aboriginal student attendance.

Progress towards achieving improvement measures

Process 1: 1 - A strategic focus on improving student learning outcomes is regularly promoted and underpinned by effective wellbeing, learning and engagement programs.

Establish and implement programs to achieve 2020-2023 School Targets for:

- * Top 2 Bands Reading 10 - 15%
- * Top 2 Bands Numeracy 15 - 30%
- * Top 3 Bands Reading ATSI 5 - 10%
- * Top 3 Bands Numeracy ATSI 5 - 10%
- * Expected Growth Reading 60 - 65%
- * Expected Growth Numeracy 70 - 75%
- * HSC Top 2 Band 20 - 25%
- * HSC Top 3 Band 45 - 50%
- * Well-being and Attendance

Evaluation	Funds Expended (Resources)
<p>* Analysis of 2019 NAPLAN results was undertaken by the IL. Opportunities were enabled for all teaching staff to understand NAPLAN achievement trends and related MSC literacy / numeracy achievement strategies. A focus remains on strategically targeting all resources and initiatives to achieve the student growth and attainment.</p> <p>* Senior Executive and Stage Deputy Principals analysed achievement data (school based assessment data and external testing data) to identify areas for improvement, appropriate target setting and improvement initiatives for improvement.</p>	<p>* Senior Executive Planning PL/ Days: \$150</p> <p>* School Planning PL- \$130</p>

Progress towards achieving improvement measures

Process 2: 2 - A culture of high expectations of self and others supports student learning outcomes and achievement.

Wellbeing and attendance practices and processes are reviewed regularly and targeted, data informed systems are implemented to promote a positive learning culture across the college.

Evaluation	Funds Expended (Resources)
<p>* Head Teacher Wellbeing position established and reviewed. A focus and targeted improvement in identifying wellbeing, attendance and learning support (behavioural) issues were enacted. Continued focus of this position was not identified as a sustainable measure, including the focused attendance team. Reallocation of funds in 2021 identified to other improvement initiatives.</p> <p>* Attendance focus: 88% of zero attenders returned to school in Semester 2, contributed by improved systems for HSLO/ ASLO referrals and follow up. Attendance systems, reporting and recording improved.</p> <p>* TTFM student response data indicated positive trends in the following areas:</p> <p>* Students feel that they have a positive learning environment, with clear rules and expectations for classroom behaviour.</p> <p>* Students feel that they have advocacy at school, someone that they can turn to for advice.</p> <p>* Students feel that they have advocacy outside of school, someone at home or in the community that they can turn to for advice.</p> <p>* Students feel that they have positive teacher-student relationships.</p>	<p>* Attendance Officer - \$7500</p> <p>* Head Teacher Wellbeing - \$26615</p> <p>* Wellbeing Officers & Program - \$2730</p>

Process 3: 3 - Essential skills for all learners.

Implementation of evidence based Literacy Intervention programs to support students in bottom 25% of Stage 4. Essential skills to access the curriculum across stage 4 to 5, 5 to 6 is embedded. Teaching, learning, curriculum, assessment and reporting structures support students to understand how they learn, how to progress their learning and are aligned to promote students as active learners.

Evaluation	Funds Expended (Resources)
<p>* Stage 4 Literacy Intervention: Lessons were implemented consistently, however, staffing of lessons changed due to school circumstances. Lessons were intended to be team taught by teacher and IL, this was not the case for second semester as IL was redirected to other duties. Varied effectiveness was experienced. Students in the identified top classes provide to have a more invested approach to the skills. 80% of students on the identified top class were able to write a GPS paragraph and apply the close reading strategies to a nonfiction text. 50% of students in the mixed ability classes were able to identify the GPS features of a paragraph and 30% being able to write a GPS paragraph.</p> <p>* Essential Skills Lessons: Years 7-9, varied teaching of literacy/ numeracy content and skills. This was due to teaching staff not being consistent on the classes and reluctance of teachers to take ownership of the program. Students were exposed to external testing examples and skills building opportunities. Post testing was inconsistently implemented across the years 7- 9 classes so data was invalid. HSC skills to access the curriculum, assessment completion and post school skills were delivered, varying engagement was experienced.</p>	<p>* Literacy Team Professional Learning - \$2790</p>

Process 4:

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Completed in 2019	.

Process 5:

Evaluation	Funds Expended (Resources)
Completed in 2019	

Process 6:

Evaluation	Funds Expended (Resources)
Completed in 2019	

Next Steps

* Non- completion of course: A focus for the Executive is to re-define the MSC N warning processes and procedures for all staff to again follow consistently across each faculty. This will result in the application of consistent expectations for issuing N-warning letters for students in Stage 5 and Stage 6. Continued support of the SLC for students to meet course requirements and assessment requirements should continue.

* Stage 4 Literacy Intervention Focus: Removal of combined classes, extra lesson in year 8 to complete program, consistent teacher and new teachers trained in program and; skills embedded throughout the school.

* Meetings: ensure that staff meetings, executive, senior executive meetings allow for members to plan, monitor and evaluate the high level activities aligned to each of your initiatives and the SIP.

* Essential Skills: All staff allocated an ESSK class, Change time of day the lesson is given, Teacher given program and instructed to implement as per the dynamic of the class and greater collaboration between teachers delivering the Stage 6 classes and alignment to Senior Success and HSC skills.

Strategic Direction 3

Teaching: Quality Teaching for Exemplary Classroom Practice

Purpose

Moree Secondary

College builds the capacity of all staff to inspire learning and meet the individual needs of every student. The development and implementation of evidence based classroom practices will lead to improved student outcomes and engage teachers in a culture of reflective practice and collaborative professional learning, learning from and with each other.

Improvement Measures

All Aboriginal Students have a PLP

A reduction in the number of students achieving in the bottom three bands to less than 50%.

Increased number of students meeting RoSA/Preliminary/HSC requirements through early intervention as measured by retention rate.

Increase the value added performance for all students in external testing

Reduce the number of students performing at or below the national minimum standard for Literacy and Numeracy

Increase the proportion of students who complete their HSC at Moree Secondary College.

Teachers engage in a variety of collaborative practices and demonstrate an improved ability to measure their professional learning against the Australian Professional Standards for Teachers.

Teachers will improve their knowledge and understanding of Visible Learning by engaging in the Foundation training.

Progress towards achieving improvement measures

Process 1: 1 - Visible Learning

Staff to attend Day 1 and 2 of Foundation Day professional learning for Visible Learning [VL]. Establish a Visible Learning leadership team to collect evidence to identify the schools focus area for VL.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">* Feedback form PL was positive, 85% of those surveyed felt the PL was beneficial to their teaching.* Regular VL leadership meetings were held with decisions being made on the next steps in the VL process for the school.* Staff were aware of the VL team and aware of the data collection process for VL.* The characteristics of a visible learner are understood by teachers.* Learning dispositions were identified as the most important focus for improved student learning. These are established through collaborative and consultative approaches with staff, students and community.	<ul style="list-style-type: none">* CORWIN Visible Learning (PL/ Resources) - \$16573• CORWIN PL Conference - \$4600

Process 2: 2 - Students are active and reflective participants in their own learning.

Personalised Learning Pathways are valued and reviewed for all students. Students are supported to learn how to identify learning goals and what to do to achieve their goals. Staff utilise evidence based classroom practices to inform and guide their daily teaching practices.

Evaluation	Funds Expended
------------	----------------

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>* Personalised Learning Pathways: PLP completion and monitoring/ review requires improvement. COVID greatly impacted the initial establishments of the PLPs for our students and therefore the check-ins weren't all able to take place and this affected the effectiveness and engagement in PLPs for our students in 2020.</p> <p>* Positive evaluation feedback of NESLO support and advice received each term from Senior Executive, Executive and teaching staff.</p> <p>* Refined and improved Assessment Guides to meet NESLA and NSW DoE policies and quality practices for students.</p> <p>* Increased awareness of plagiarism and methods to review assessment tasks prior to submission for validity, authenticity and grammatical errors was starting to be evidenced in submitted works.</p>	<p>* SLSO (AS/ CA): \$39 865</p>

Process 3: 3 - Building teacher capacity

Targeted professional learning promotes implementation of EBCPs in all classrooms. Best practice reporting to parents / carers is a key focus.. Teaching practices are regularly reviewed and responsive, collaborative pedagogy is promoted.

Evaluation	Funds Expended (Resources)
<p>* Teachers engage in a variety of collaborative practices through a continued focus on evidence based classroom practices across each faculty.</p> <p>* The demonstration of linking and measuring their professional learning against the Australian Professional Standards for Teachers has been achieved initially through the PL application processes and the PDP processes across the college.. PDP processes identified the need to include a faculty and ongoing school goal for each staff member.</p> <p>* Improved quality of reporting to parents/ carers (report templates, learning improvement comments, work habits accuracy, NSW DoE reviewed as a part of PL completed).</p> <p>* EBCP descriptors adopted to behavioural expectations and learning attitudes.</p>	<p>* Professional Learning Funds (central): \$39716</p>

Process 4: 4 - Curriculum practices and processes support improved student learning outcomes.

Curriculum, Assessment and Reporting processes across the college are effective and regularly reviewed.

Stage 4, 5 and 6 curriculum structure aligns to best meet the needs of all learners and related achievement targets.

Evaluation	Funds Expended (Resources)
<p>* Improved processes re-established for teaching staff, varied adherence to procedures addressed by regular review at Executive meetings with Head Teachers regarding efficacy and effectiveness of systems. NESLO review of policies was again beneficial, alongside PL accessed for Executive staff. Systems alignment that lead to improved student learning outcomes was identified as critical and important measures to improved achievement across each stage.</p>	<p>* Central Curriculum funds - \$0 [AS]</p> <p>* NESLO PL/ Visits - \$0 [AS]</p>

Next Steps

* Visible Learning; Revisit the VL plan for the school, Re-establish the VL team (loss of 3 members), VL lessons to teach embed the ideas of VL. * HSC / Curriculum Focus: Ongoing NESLO relationship to be maintained.

* Support for Head Teachers to refine faculty based curriculum reviews and Executive based audits across the college to build collective efficacy and capacity.

* Ongoing MSC consistent HSC Monitoring is implemented.

* PLP's are to involve establishing a new system and template that engages all students in the college in preparing and monitoring PLP's that are age appropriate and asking relevant questions to support every student in their learning, engagement and attainment at school. The involvement of parents and community members in the process is highly recommended to build partnerships for our students to support them through their schooling. A team of staff met together in 2020 to discuss ways of improving the PLP process in the college and develop a more age appropriate template that could follow students as part of a portfolio.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 152 554 Staffing \$ 188 329 Flexible	2 x <i>Aboriginal Education Officers</i> successfully provided a partnership with our school and community. Additional <i>School Learning Support Officers</i> were successfully employed to support student learning in mainstream classrooms.
Low level adjustment for disability	\$ 240 645 Staffing - LAS Teachers \$ 97 890 Flexible - LAS SLSO	2.2 FTE Learning and Support Teachers employed Additional <i>School Learning Support Officers</i> were successfully employed to support student learning in mainstream classrooms.
Socio-economic background	<ul style="list-style-type: none"> \$1000: Breakfast Club \$1000: Homework Club 	* Wellbeing initiatives including Breakfast Club, uniform support, reward excursions organised on a regular basis
Support for beginning teachers	* \$33337 HT T&L: (Central salary funds)	* Beginning teachers supported with accreditation processes. * Meetings and Teach Meet session feedback positive.



Special times gardening at Carol Ave.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	113	114	118	124
Girls	108	94	95	99

Student attendance profile

School				
Year	2017	2018	2019	2020
7	87.4	80.2	77.2	80.5
8	79.4	73	70	80
9	77.1	69.7	63.2	73.5
All Years	81.3	73.7	70.3	78.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
All Years	90.8	89.6	89.1	90.4

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. 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.

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.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Moree Secondary College Carol Ave Campus undertook vocational education and training in 2020.



What's cooking?

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	16.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.78
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

* School Development Days in 2020 consisted of Visible Learning training for all teaching staff, operational processes and procedures review, mandatory training, a focus on Evidence Based Classroom Practices, Curriculum, Assessment and Reporting and online professional learning courses.

* MSC supports the focus on investing in leadership and developing teacher capabilities to make a significant difference to the quality of teaching and therefore the quality of student learning. Effective allocation of PL funds and ensuring collaborative processes and opportunities for staff to work with and learn from each other has been identified as an ongoing focus for the college.



Visible Learning Professional Learning

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	519,816
Revenue	5,973,476
Appropriation	5,966,043
Sale of Goods and Services	716
Grants and contributions	5,911
Investment income	705
Other revenue	100
Expenses	-5,601,563
Employee related	-5,091,569
Operating expenses	-509,995
Surplus / deficit for the year	371,912
Closing Balance	891,728

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.



U/14 Cricket Team

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	142,668
Equity Total	1,146,464
Equity - Aboriginal	340,883
Equity - Socio-economic	467,047
Equity - Language	0
Equity - Disability	338,534
Base Total	3,888,184
Base - Per Capita	56,398
Base - Location	34,552
Base - Other	3,797,233
Other Total	604,400
Grand Total	5,781,716

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.



MSC is number 1!

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Moree Secondary College engaged with parents/ carers, students and staff in 2020 to obtain feedback on school directions and satisfaction:

* **Parents and Carers:** Opportunities such as interim report interviews, Parent / Teacher interviews via telephone and progress interviews were provided. Improved responses from the telephone interviews utilising the *Schoolbookings* website were positively received.

* **Students:** The college recorded measures approximately equal to the NSW DoE norm in the following areas from responses in the TTFM survey: Opportunities for participation in extra curricular activities, Advocacy at school, positive teacher/ student relationships and purposeful classroom instruction. Other areas were identified in relation to learning environment. Student satisfaction could be improved in relation to bullying and school attendance.

* **Staff:** The majority of staff surveyed agreed that school leaders are leading improvement and change. However, the majority of staff did not agree that school leaders are clearly communicating that vision.



Carol Ave Book Week 2020

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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

Other School Programs (optional)

MSC proudly supports the Clontarf Foundation.

Being a Connected Communities School, Academy staff have worked collaboratively with host school to address the college's strategic direction for:-

- student attainment and growth
- focus area of attendance
- meeting the needs of the NSW Premier's Priorities, Clontarf Foundation priorities and the Connected Communities deliverables.

Specifically, in 2020, Academy staff have supported Academy members with the following:

- Work site visits to broaden knowledge of future opportunities.
- Practicing Clontarf skills and expectations
- Portfolio building
- Application for birth certificates
- Subject selections that compliments Academy men's interest's.
- Support of Aboriginality forms
- Academy staff organising work experience with local business's



MSC Clontarf Academy 2020