

2021 Annual Report

Moree Secondary College Albert St Campus



8325

Introduction

The Annual Report for 2021 is provided to the community of Moree Secondary College Albert St 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.

School contact details

Moree Secondary College Albert St Campus

Albert St

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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 Department'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 Community 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>

Strategic Direction 1: Student growth and attainment

Purpose

To provide a committed, collaborative and innovative approach to evidence-based teaching practices. Whereby, high performing learning communities utilise evidence-based teaching and learning processes that centre on the reflective use of data to guide the teaching and learning for all students.

Attendance, literacy and numeracy are strong areas of focus for all subjects.

The development of learning hubs in each Stage provides the opportunity for teachers to meet twice per term to evaluate student data to inform teaching and learning practices.

Quality, evidence based professional learning will provide a basis for a consistent, assessment driven approach to the implementation of the curriculum and the school targets.

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.

- Student Attendance and Engagement
- Quality HSC Teaching and Learning Project

Resources allocated to this strategic direction

Location: \$31,398.20

Aboriginal background: \$60,725.00

Socio-economic background: \$198,228.00

Professional learning: \$4,808.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$133,926.20

Integration funding support: \$28,048.00

Summary of progress

The attendance team has established regular meetings with 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 a School Administration Officer and an Aboriginal attendance SLSO. The importance of returning students after COVID-19 remote learning was a challenge. With the changes to COVID-19 restrictions lifting in Term 4 2021 and moving into 2022 we expect to see a positive change in attendance data.

Quality HSC Teaching and Learning was led by the DP Curriculum with support from the NESLO to up skill Head Teachers on NESA monitoring processes. Three additional teachers undertook HSC marking through the Rural and Remote HSC marking strategy and the Stage 6 team led the Stage 6 Senior Success lessons with a focus on preparing students for HSC examinations.

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 baseline of 50%	<p>Over the past 2 years the % of students attending school 90% of the time has decreased by 9%. There has also been decrease in the number of students below 85% attendance. Further work is needed to reach the 37.4% baseline goal of 90% of students attending school.</p> <p>Next steps: Attendance processes will be inclusive in the review of the MSC Behaviour and Wellbeing policy guidelines in 2022. Support is also anticipated from the DoE strategic support team for attendance in 2022.</p>

<p>Improvement in the percentage of results in the top 2 bands in HSC to be above the system negotiated target baseline of 13.4%.</p>	<p>7.79 % of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.</p> <p>Next steps: Moree Secondary College has registered to participate in the Parent Partnership Learning Ecosystem HSC initiative for 2022. This will be led by the DP Curriculum, HT Teaching and Learning and two classroom teachers. Continued support for HSC marking, building and strengthening professional networks and targeted professional learning to support quality teaching and learning. Students who are identified as having the potential to achieve in the top 2 bands will be offered additional mentoring and support through the Senior Success classes and Senior Learning Centre. A review of the subject selection process will be undertaken to ensure that all students are following the most appropriate pathway to ensure students are studying subjects that best meet their post school pathways and needs.</p>
<p>Improvement in the percentage of results in the top 3 bands in HSC to be above the system negotiated target baseline of 39%</p>	<p>34.42% of students attained results in the top three bands demonstrating progress toward the lower bound target.</p> <p>Next steps: Moree Secondary College has registered to participate in the Parent Partnership Learning Ecosystem HSC initiative for 2022. This will be led by the DP Curriculum, HT Teaching and Learning and two classroom teachers. Continued support for HSC marking, building and strengthening professional networks and targeted professional learning to support quality teaching and learning. A review of the subject selection process will be undertaken to ensure that all students are following the most appropriate pathway to ensure students are studying subjects that best meet their post school pathways and needs.</p>
<p>Improvement in the percentage of students that have a positive sense of belonging at Albert Street campus to be above the system negotiated target baseline of 66%</p>	<p><i>Tell Them From Me</i> data indicates that 50.68% of students report a positive sense of well-being (Expectations for success, advocacy, and sense of belonging at school). Our rewards system, wellbeing programs and the MSC Clontarf Academy programs contribute to students positive sense of well-being. COVID restrictions impacted participation and involvement in sport and this has been a difficult challenge faced by all our school community.</p> <p>Next steps: Support for <i>students' voices</i> is expected to be strengthened with planned reviews by the DoE Safeguarding Kids Together team in 2022.</p>



Strategic Direction 2: Visible Leadership Visible Learning

Purpose

Through the facilitation of collaborative, evidence-based, learning initiatives, teachers become evaluators of their own teaching, leading and learning. Our school will strive to develop a culture of visible leadership.

Creating a culture of professional growth, through action research, will support the continual improvement of all teachers and enhance student learning.

Students will develop the capability to understand their learning goals, progressively assess where they are at in their learning and identify steps to move forward in their learning journey.

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.

- Build knowledge, make meaning and apply visible learning strategies.
- Staff Leadership development through the Professional Learning Community [PLC] process
- Creating effective student leaders

Resources allocated to this strategic direction

Professional learning: \$4,300.00

Socio-economic background: \$5,600.00

Summary of progress

At the commencement of the VL process in Term 1, Learning Dispositions which are the characteristics of *learning for life* skills were introduced. The learning dispositions are closely aligned to *taking responsibility* when faced with problems and the *perseverance in coping with change*.

The Visible Learning [VL] process (3-year cycle) was paused in early Term 2. The VL team felt that given the disruption to teaching and learning we were better to regroup when the school was experiencing less disruption from COVID. The school is expected to participate in the VL workshops in 2022 in Term 1 and Term 3.

During the pause in the program allowed for the development of specific resources to support the Dispositions phase. These resources included the production of magnets designed by our CAPA staff to display and be utilised in the classroom as a teaching reference tool.

Recommencing in Term 4 the walk-through data taken indicates our progress to what *good learners* look like at MSC is:

27 % of teachers referred to the school Learning Dispositions while teaching.

50% of teachers used the Learning Disposition magnets as a teaching reference tool [see explanation below] and at the commencement of their lesson.

2022 will see a reboot of Visible Learning. The assessment of where the school is at in regards to VL is scheduled for Week 3 Term 1 and future planning with CORWIN. A possible focus for 2022 could be the application of Learning Intentions.

Student Leadership practices in 2021 were reviewed in Term 1. This resulted in a review of the *MSC Policy for School Leader Elections*. The outcomes of the policy now provide for non-gender specific leadership positions, nomination requirements and explicit guidelines to be followed in the election procedures. All student leaders were expected to attend a GRIP Student Leadership conference in Term 1 2021 and lead school assemblies, celebrations and college functions. Due to COVID restrictions these events were often cancelled but the students were honorable in upholding their positions despite the adversities.

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
50% of staff to identify and embed the learning dispositions in their classroom practice.	<p>Focus group data indicates 15% of staff can identify the learning dispositions.</p> <p>Next steps: In Term 1, 2022 staff will participate in professional learning of the learning dispositions and their application in the classroom.</p>
50% of the executive staff to attend <i>COVEY 7 Habits of the Mind professional learning</i> .	<p>0% of staff attended the COVEY 7 Habits of the Mind professional learning due to COVID restrictions.</p> <p>Next steps: The intention is for this professional learning opportunity to be facilitated in 2022.</p>
Aspiring leaders to attend COVEY Leadership Course: Great Teams, Great Leaders, Great Results <i>professional learning</i> .	<p>0% of staff attended the Aspiring leaders to attend COVEY Leadership Course: Great Teams, Great Leaders, Great Results professional learning due to COVID restrictions.</p> <p>Next steps: The intention is for this professional learning to be facilitated in 2022.</p>
Achieving and Delivering on the theme of instructional leadership across the college as measured in the SEF.	<p>Self-assessment against the School Excellence Framework [SEF] shows the school currently performing at sustaining and growing in the element of instructional leadership.</p> <p>Next steps: To move from Sustaining and Growing to Excelling in the SEF, the DP IL will work in collaboration with head teachers to build further capacity. This plan would involve regular check-in meetings and the establishment of faculty goals. The goals would be developed by the faculty themselves and measured each term.</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.

- Implementation of PIVOTAL Training
- Quality Teaching Rounds
- Positive Behaviour in School Program
- Community Connections
- Connected Communities Schools Induction Program

Resources allocated to this strategic direction

Professional learning: \$61,282.00

Socio-economic background: \$48,635.00

Aboriginal background: \$157,661.00

Summary of progress

The school is *Delivering* in the area of Classroom Management. Teachers regularly maintain orderly classrooms and the management of specific challenging behaviour has an identified process.

Staff participated in the Micro Skills training in Term 2. From this training a shared language of classroom management was created. Staff gained an understanding of the variety of strategies they could use in the classroom when managing students.

Executive staff collaborated to devise a process to address specific behaviours that can be used universally. The process has a planned script allowing all staff to maintain clarity and consistency when dealing with the identified behaviour.

Classroom observations were completed as part of the induction process for our beginning teachers. This individualised support for teachers ascertains the level of application of the 10 micro skills. Feedback from staff about the process was positive and they felt supported and that it was a beneficial process.

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 SEF.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice. Next steps: In 2022, we aim to have a team of executive staff complete the PIVOTAL Connected Classrooms "Train the Trainer". The model will allow all the school to develop a sustainable school-wide approach of positive classroom management.
The school is Delivering in the theme of explicit teaching	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of explicit teaching.

<p>The school is Delivering in the theme of explicit teaching</p>	<p>Next steps: This plan should include but not be limited to: professional learning about explicit teaching strategies. Consideration should be given to strategies and implementation.</p>
<p>All staff participate in professional learning on the Quality Teaching Framework [QTF]</p> <p>10% of teaching staff participate in Quality Teaching Rounds [QTR]</p>	<p>0% of staff participated in professional learning on the Quality Teaching Framework due to COVID restrictions.</p> <p>0% of staff participated in professional learning on the Quality Teaching Rounds due to COVID restrictions.</p> <p>Next steps: In 2022, it is expected that all staff will participate in professional learning on the Quality teaching Framework and at least one set of Quality teaching rounds be implemented in Semester 1.</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>42% of Aboriginal students neither agree or disagree, 17% agree and 33% strongly agreed they felt good about their culture.</p> <p>58% of Aboriginal students neither agree or disagree, 17% agree and 8% strongly agreed their teacher understands their culture..</p> <p>0% of community surveys were conducted due to COVID-19 restrictions and the difficulty of a high majority of our school community do not have access to internet connections..</p> <p>Next steps: With the appointment of a Head Teacher Welfare in 2022, the HTW role will be inclusive of leading and support our Senior Leader Community Engagement and AEO to support our students and community in the completion of the TTFM surveys. With the implementation of additional well being programs designed to meet our students' needs, this percentage should increase with the development of additional cultural programs in 2022.</p>
<p>10% 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>0% of staff participated in professional learning on the 8 Ways of Learning due to COVID restrictions.</p> <p>100% of newly appointed staff participated in an Aboriginal education induction program facilitated by our Aboriginal Education Officers, Senior Leader Community Engagement and community elders. This program provided context of the local Aboriginal culture, history and social experiences staff can now embed in their teaching practices..</p> <p>Next steps: Our staff induction program will continue at the commencement of each term for all new staff members in 2022. 8 Ways of Learning will be rescheduled in 2022.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,048.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moree Secondary College Albert St 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"> • Quality HSC Teaching and Learning Project <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Reviewing, collating evidence and applying to NESA to ensuring the student with special needs is provided with special requirements. • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Much needed support providing to the student with special needs to have equal access to classroom and digital materials.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of support to enable student to complete the HSC.</p>
<p>Socio-economic background</p> <p>\$252,463.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moree Secondary College Albert St 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"> • Quality HSC Teaching and Learning Project • Creating effective student leaders • Positive Behaviour in School Program • Student Attendance and Engagement • Quality Teaching Rounds <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning and support programs to support identified students with additional needs • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in: the development of a learning hub that provides all students with social and emotional support. The development of a new whole school behaviour and wellbeing strategy that included Core Value rewards linked to a fortnightly prize draw.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support our students with this funding will be: continue with the stand-alone wellbeing hub and increase the proactive programs offered by the SSO. Further develop the whole school behaviour and wellbeing policy to ensure it is in line with the current department policy and the school's needs. This will involve the professional learning for teaching staff in the are of</p>

<p>Socio-economic background</p> <p>\$252,463.00</p>	<p>Classroom Culture and Mental health First aid for SLSOs.</p>
<p>Aboriginal background</p> <p>\$218,386.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moree Secondary College Albert St 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> <ul style="list-style-type: none"> • Community Connections • Student Attendance and Engagement • Positive Behaviour in School Program <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 • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>The continued development of a wellbeing hub and maintenance of a Senior Learning Centre that provides all students with social and emotional support.</p> <p>The development of a new whole school behaviour and wellbeing strategy that included Core Value rewards linked to a fortnightly prize draw.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The collaboration of working with families, students and staff to complete Personalised Learning Pathways to support the direction of students' patterns of learning and subject choices.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moree Secondary College Albert St 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"> • Quality HSC Teaching and Learning Project <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <p>the students accessing LLN to independently support their learning skills and the implementation of ALARM and CUBE methods across all Stage 6 KLAs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue developing a scope and sequence to deliver the Senior Success and Senior Study lessons to support Stage 6 essential study skills.</p>
<p>Low level adjustment for disability</p> <p>\$133,926.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Moree Secondary College Albert St Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$133,926.20</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"> • Quality HSC Teaching and Learning Project <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 needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of an experienced Stage 6 PT teacher/s to manage the Senior Learning Centre <p>The allocation of this funding has resulted in: attendance of self-nominated teachers attending Rural and Remote HSC Marking. Students accessing and undertaking the LLN Robot to determine independent study skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to encourage Stage 6 teachers to participate in HSC marking opportunities and to continue to build the capacity of staff to develop their students' performance in the five core skills.</p>
<p>Location</p> <p>\$31,398.20</p>	<p>The location funding allocation is provided to Moree Secondary College Albert St 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"> • Student Attendance and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • incursion expenses • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: all students in Years 10 -12 are now provided with digital devices for their daily use. Support has been provided for students to access incursions, excursions and sporting events although minimal opportunities due to COVID-19 restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support lead and managed by a newly appointed Head Teacher Welfare from the commencement of 2022.</p>
<p>COVID ILSP</p> <p>\$106,115.00</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 2021.</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

COVID ILSP

\$106,115.00

- providing intensive small group tuition for identified students who were...

The allocation of this funding has resulted in:

- the majority of the students in the program achieved significant progress towards their personal learning goals
- 86% of students were able to complete assessment task using the ALARM matrix.

After evaluation, the next steps to support our students with this funding will be:

After evaluation, the next steps to support our students with this funding will be: to continue the implementation of small group tutoring of applying the ALARM matrix when completing assessment tasks.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	73	85	84	90
Girls	107	99	100	93

Student attendance profile

School				
Year	2018	2019	2020	2021
10	66.1	61.3	67.9	62
11	65	62.9	65.3	59.4
12	79.7	77.7	79.8	74.3
All Years	69.8	65.8	70.2	64
State DoE				
Year	2018	2019	2020	2021
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.1	86.8	88.6	84.4

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 in 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 has 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular

attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	16	38
Employment	8	32	28
TAFE entry	0	0	2
University Entry	0	0	30
Other	14	18	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

42.37% of Year 12 students at Moree Secondary College Albert St Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

72.9% of all Year 12 students at Moree Secondary College Albert St Campus completed Year 12 in 2021 and received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	15.22
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	6.78
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,005,975
Revenue	6,230,406
Appropriation	6,190,189
Sale of Goods and Services	3,992
Grants and contributions	34,880
Investment income	976
Other revenue	369
Expenses	-5,392,930
Employee related	-4,625,528
Operating expenses	-767,402
Surplus / deficit for the year	837,476
Closing Balance	1,843,451

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	610,900
Equity - Aboriginal	142,195
Equity - Socio-economic	332,379
Equity - Language	2,400
Equity - Disability	133,926
Base Total	3,388,360
Base - Per Capita	45,211
Base - Location	31,398
Base - Other	3,311,751
Other Total	1,290,313
Grand Total	5,289,573

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

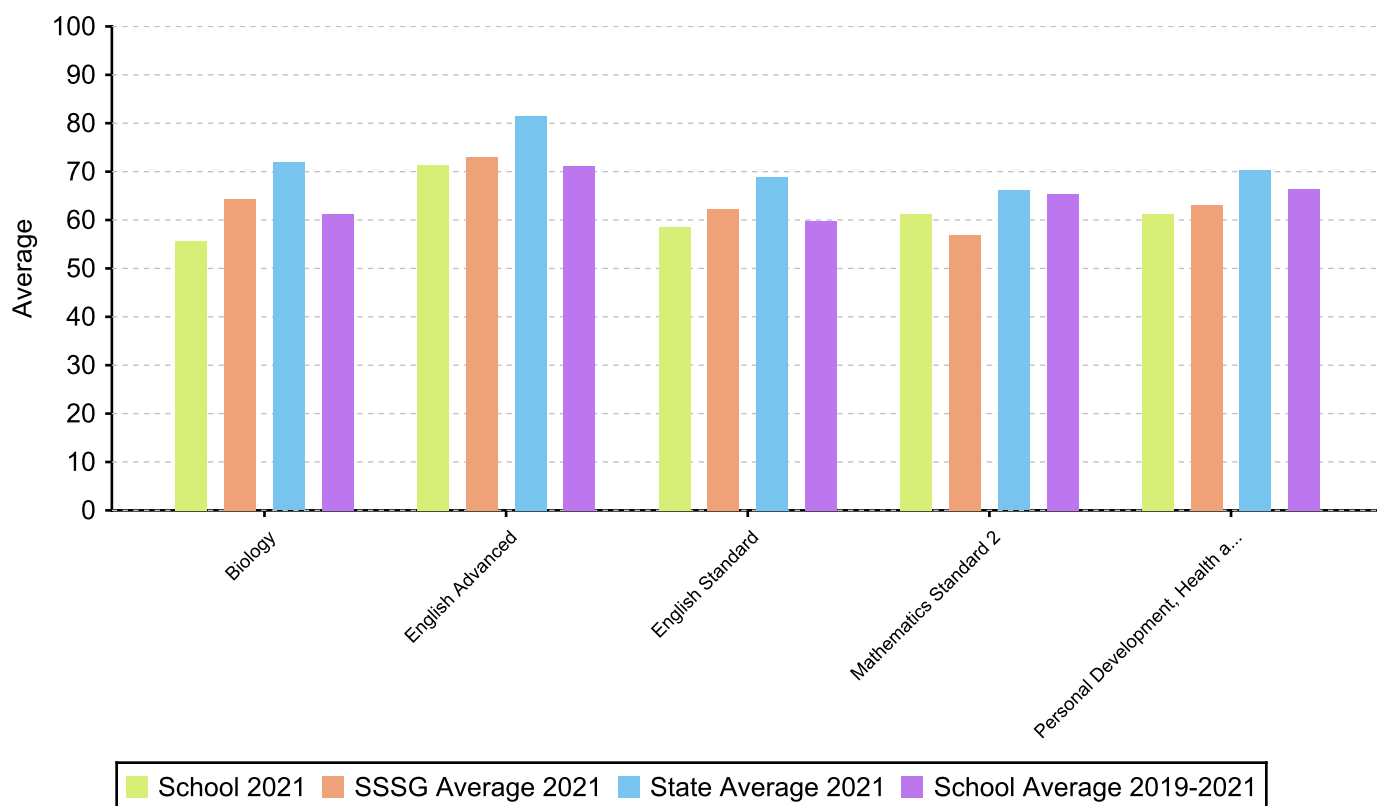
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

School performance - HSC

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

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



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	55.6	64.4	71.9	61.2
English Advanced	71.3	73.0	81.4	71.2
English Standard	58.5	62.2	68.8	59.8
Mathematics Standard 2	61.2	56.8	66.1	65.3
Personal Development, Health and Physical Education	61.3	63.1	70.3	66.4

Parent/caregiver, student, teacher satisfaction

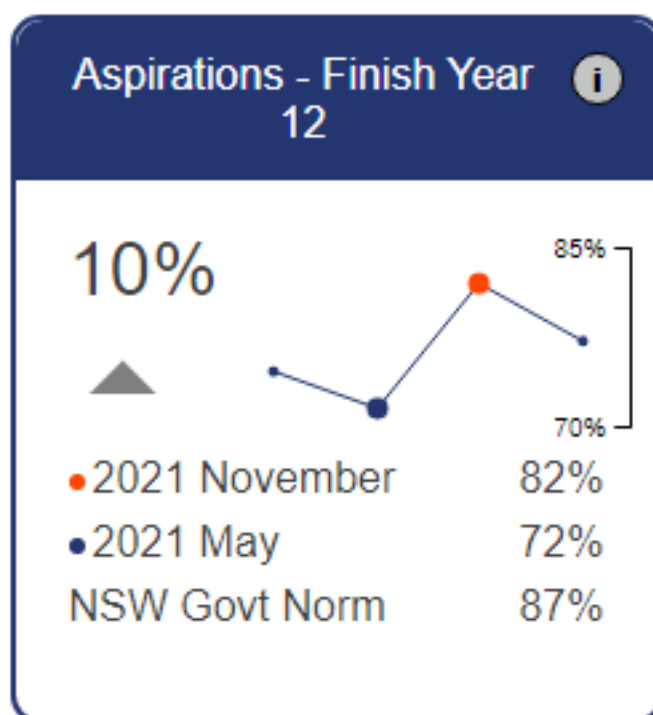
During 2021 the community *Tell Them From Me Surveys* were not conducted due to COVID-19 restrictions. The restrictions affected the ability of community to be on site and/or our staff visiting families to complete the survey. However throughout the year, positive feedback was received by the community and the MSC P&C for our College's management and production of *Learning from Home* resources provided to students to ensure continuity of learning. This positive feedback also included the appreciation of our college providing digital devices to every Year 12 student to ensure their engagement for the completion of their Year 12 studies.

With COVID restrictions in place for most of the 2021 year, we held student/parent/teacher interviews by phone supported by an online booking system or parents contacted the school to book interviews if they did not have access to the internet. Parent engagement of this process was *extremely* successful with full teacher bookings being the norm of the majority of teachers' appointments.

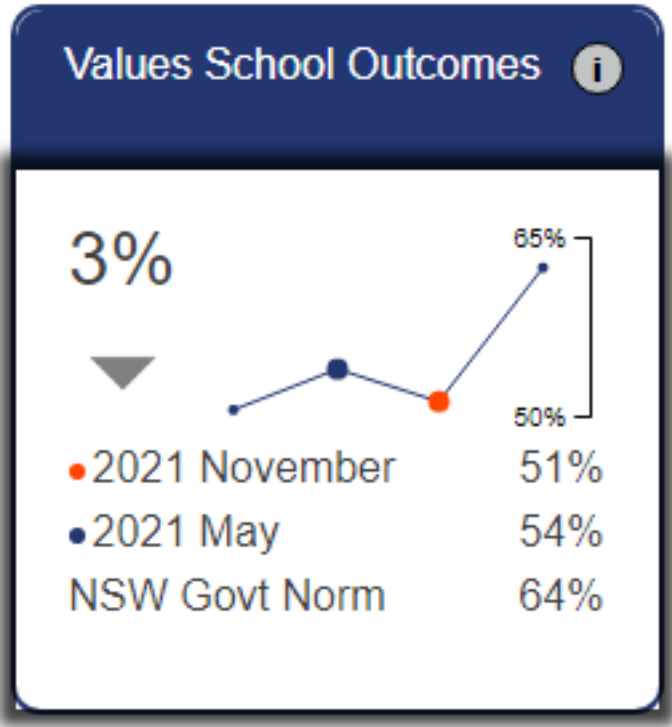
The MSC School Reference Group and MSC P&C have attempted to meet monthly under the COVID restrictions and have been collaborative in reciprocal sharing of information and feedback.

During 2021, staff did not complete the *Tell Them From Me Surveys* due to the interruptions of COVID restrictions placed on our staff during the survey availability period. Staff will be encouraged to participate in this survey in 2022.

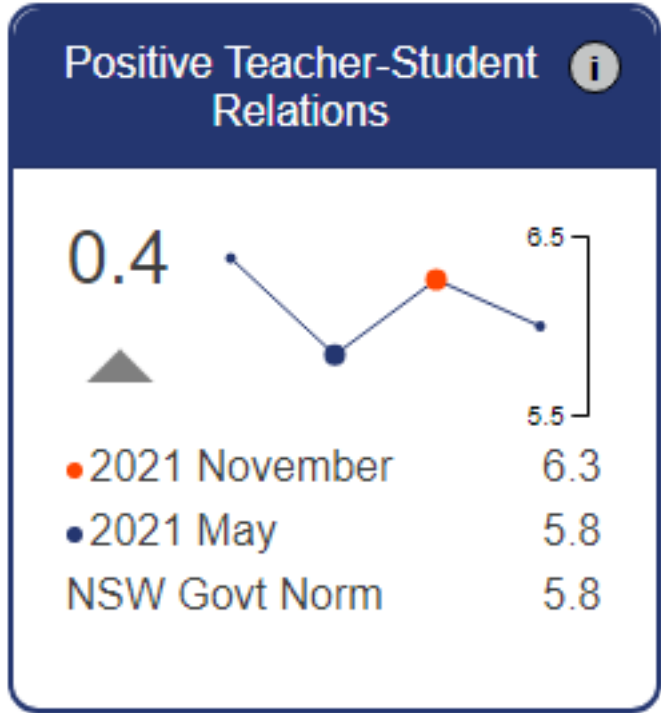
For student outcomes of the comparative student surveys taken in May and November of our 2021 *Tell Them From Me Surveys* see below:



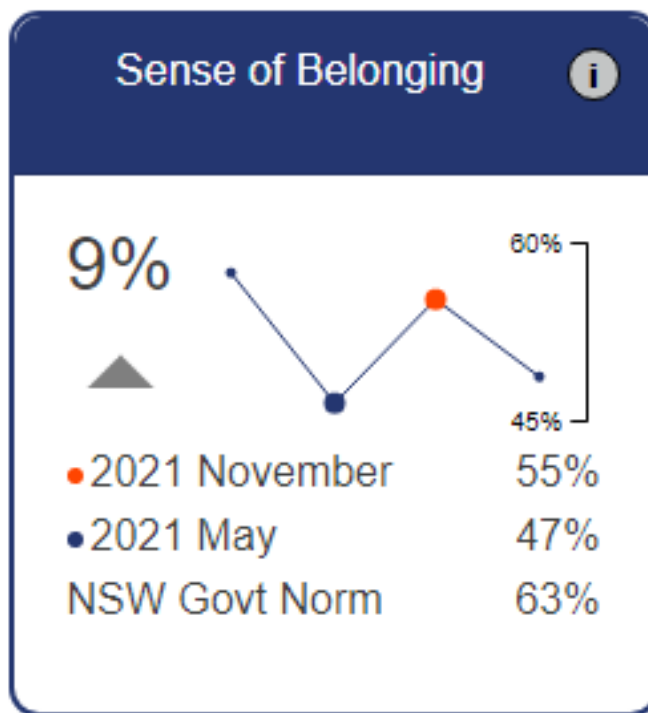
Students plan to finish high school.



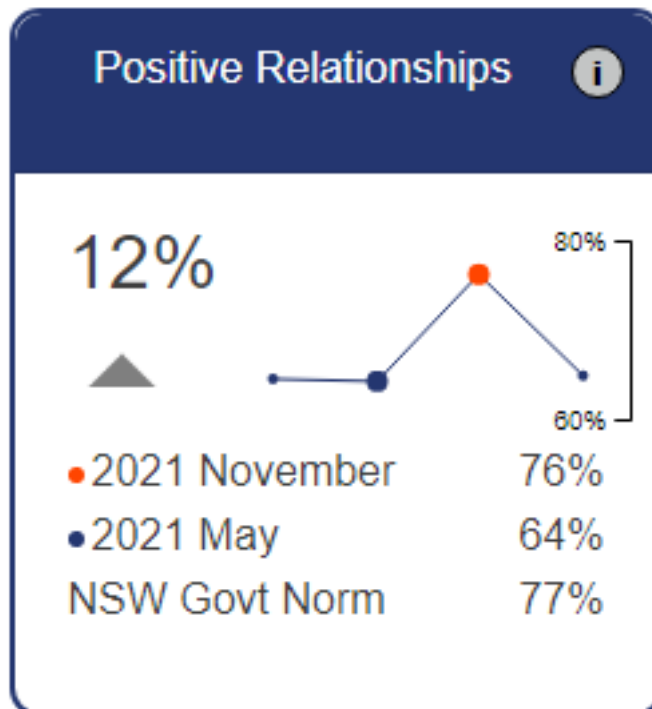
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



Students feel teachers are responsive to their needs and encourage independence with a democratic approach



Students feel accepted and valued by their peers and by others at their school.



Students have friends at school they can trust and who encourage them to make positive choices.

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.

