

2022 Annual Report

Moree Secondary College Albert St Campus



8325

Introduction

The Annual Report for 2022 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.

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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.

- Attendance Team
- Educational Pathways Program
- HSC Parent Partnership Learning Ecosystem
- Attendance Action PLaN

Resources allocated to this strategic direction

Socio-economic background: \$376,961.00

Aboriginal background: \$149,406.00

Per capita: \$34,901.00

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

Location: \$32,183.47

Summary of progress

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.

The Education Pathways Program team was established to ensure all students across Years 10 -12 have a post school transition plan and exit into employment, further education or a combination. In 2023 it is envisaged that all Stage 6 teachers will engage with the Parent Partnership Learning Ecosystem which as three components, teaching and learning, staff professional learning and increased parent partnerships.

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 the percentage of results in the top 2 bands in HSC to be above the system negotiated target	11.2 % of students attained results in the top two bands. An increase of 3.3% from 2021. Demonstrating closer progress toward the lower bound target of 13.4%.

<p>baseline of 13.4%.</p>	<p>Next steps: Moree Secondary College commenced participation in the Parent Partnership Learning Ecosystem HSC initiative in 2022. This was led by the DP Curriculum, HT Teaching and Learning and two classroom teachers. Support was provided for HSC marking, building and strengthening professional networks and targeted professional learning to support quality teaching and learning. Students who were identified as having the potential to achieve in the top 2 bands were offered additional mentoring and support through the Senior Success classes and Senior Learning Centre. A review of the subject selection process will be undertaken in 2023 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 of Aboriginal students to be above the system negotiated target baseline of 39%</p>	<p>16.7% of Aboriginal students attained results in the top three bands in HSC. Demonstrating progress is still needed to achieve the lower bound target baseline of 39%.</p> <p>Next steps: Moree Secondary College registered to participate in the Parent Partnership Learning Ecosystem HSC initiative in 2022. This was led by the DP Curriculum, HT Teaching and Learning and two classroom teachers. Continuing 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>44.06% of students reported a positive sense of wellbeing. Further progress is needed to achieve the target of 68.8%</p> <p>Our rewards system, wellbeing programs and the MSC Clontarf Academy programs contribute to our students' positive sense of well-being. COVID and excursion restrictions were lifted gradually throughout the year. Opportunities were offered and welcomed for student participation once again in extra-curricular activities.</p> <p>Next steps: 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.</p>
<p>Improvement in student attendance to be above the system negotiated target baseline of 25%</p>	<p>Over the past two years the % of students attending school $\geq 90\%$ of the time has decreased by 8.7%. Further work is needed to reach the 25% baseline goal of $\geq 90\%$ of students attending school.</p> <p>Next steps: Attendance processes were inclusive in the review of the MSC Behaviour and Wellbeing policy guidelines in 2022. Support in 2023 is anticipated from the DoE Strategic Support Team for attendance.</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.

- Staff Leadership Professional Learning Community [PLC] process
- Visible Learning
- Staff Leadership

Resources allocated to this strategic direction

Professional learning: \$9,125.00

Summary of progress

The achievement of the Visible Leadership Visible Learning progress measures has had varied success. The Visible Learning strategy has been interrupted by the competing initiatives within the school and staffing challenges due to staffing. In 2022 no internal school data was collected in the strategy due to COVID-19 impact. Moving in to 2023 the school needs to prioritize Visible Learning and the application of Learner Dispositions in the classroom environment.

For the second year the school has been unable to achieve in the area of Visible Leadership in regard 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 trialed on 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 staff to identify and embed the learning dispositions in their classroom practice	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 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.
60% of the executive staff to attend <i>COVEY 7 Habits of the Mind</i>	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

<p>professional learning.</p>	<p>2022. Investigation into alternative leadership programs that could be delivered inhouse 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 professional learning.</i></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. Investigation into alternative leadership programs that could be delivered inhouse 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 college as measured in the SEF.</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. 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>



Be Brave in Your Learning! Have Courage!

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.

- Aboriginal Pedagogies
- Community Connections
- Classroom Culture
- Behaviour and Wellbeing
- 8 Ways of Learning

Resources allocated to this strategic direction

Aboriginal background: \$34,601.00

Professional learning: \$12,989.00

Integration funding support: \$27,912.00

Low level adjustment for disability: \$115,771.00

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 was the focus of our Term 4 SDD for teaching staff and SLSO's.
- Behaviour and Wellbeing - focusing 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 SEF.	<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 focusing 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>Next steps: In 2023, teaching and non-teaching staff continue to work towards managing challenging behaviour to create a positive environment</p>

The school is delivering in the theme of classroom management as measured in the SEF.	for learning.
The school is Delivering in the theme of explicit teaching.	<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>20% of teaching staff participate in 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>
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>The <i>Tell Them From Me</i> survey results indicated of Aboriginal students, 30% <i>strongly agreed</i> and 50% <i>agreed</i> they felt good about their culture when at school.</p> <p>Head Teacher Welfare, Senior Leader Community Engagement officer and AEO's supported students in completion of the 2022 TTFM survey.</p> <p>Next steps: in 2023: Wellbeing programs to reflect the cultural needs of Aboriginal students.</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>All teaching staff and School Learning Support Officers (SLSO) participated in the 8 Ways of Learning professional learning delivered on Term 4 Staff Development Day.</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>\$27,912.00</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"> • Classroom Culture <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: 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 will be: Continuation of support to enable student to complete the HSC.</p>
<p>Socio-economic background</p> <p>\$376,961.00</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"> • Attendance Team <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the implementation of the Attendance Action Plan. • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Consolidation of the college's School Behaviour and Wellbeing Guidelines strategy that included Core Value rewards linked to a fortnightly prize draw. Employment of an Attendance Officer to coordinate the monitoring and reporting of attendance to Connected Communities, Home School Liaison Officer and Child Wellbeing Unit as required. External local non-government agencies - SHAE Academy and Miyaay Birray youth workers have supported students to increase their attendance and re-engage in school.</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>\$184,007.00</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</p>

<p>Aboriginal background</p> <p>\$184,007.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Attendance Team • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • 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 the following impact: The Aboriginal Education Officers [AEO] and the Clontarf Foundation support wellbeing, attendance, retention and engagement improvements of Aboriginal male students. School Learning Support Officer's [SLSO] support the 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 and the Clontarf Foundation support remain integral to the Aboriginal Education Strategy. Continue to employ female Aboriginal SLSOs to support female Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$115,771.00</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>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"> • 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a 0.4 FTE learning and support teacher 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: Employment of additional staff trained in LLN to independently support students' learning skills for the preparation of their Minimum Standards modules and the implementation of ALARM and CUBE methods across all Stage 6 KLAs.</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>\$32,183.47</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"> • Educational Pathways Program <p>Overview of activities partially or fully funded with this operational</p>

<p>Location</p> <p>\$32,183.47</p>	<p>funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: Continuation of support to Stage 6 students to enable student engagement, completion of assessment tasks and to ensure a pathway post-school.</p>
<p>Professional learning</p> <p>\$22,114.00</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 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"> • Visible Learning • Classroom Culture • Behaviour and Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • 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>\$51,000.00</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students to complete their HSC Minimum Standards • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The intervention programs provide the necessary support to reduce the</p>

<p>COVID ILSP</p> <p>\$51,000.00</p>	<p>number of N Warnings and support needed for students to plan, prepare and complete their assessment tasks.</p> <p>After evaluation, the next steps to support our students will be: Due to the competencies of the incoming cohort in Year 10 and 11, the success of these programs will continue to in addition to small group tutoring of applying the ALARM matrix when completing assessment tasks.</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 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"> • Attendance Team <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 co-ordinates a Wellbeing/Cultural hub in the centre of the school and is available for students to access - before school, during breaks and for supervised intervention programs during school sessions.. The SSO delivers wellbeing, behaviour and mental health programs [MHFA]. The SSO successfully works very well in a tiered step program with our school counsellor and SPE. In addition to wellbeing activities, extra-curricular activities [sport and gym coaching] are offered to our students. 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's program will become more flexible for morning activities as the morning breakfast program will run from the canteen. It is an expectation the SSO will deliver MHFA to all non-teaching staff across the college. The SSO will be supported with further professional development to complete MHFA facilitator training to enable the opportunity for other staff to deliver MHFA.</p>



Back to School with new technology in 2022

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	85	84	90	80
Girls	99	100	93	85

Student attendance profile

School				
Year	2019	2020	2021	2022
10	61.3	67.9	62.0	51.7
11	62.9	65.3	59.4	54.9
12	77.7	79.8	74.3	64.6
All Years	65.8	70.2	64.0	56.5
State DoE				
Year	2019	2020	2021	2022
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	86.8	88.6	84.4	80.6

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	11
Employment	0	15	48
TAFE entry	0	2	9
University Entry	0	0	26
Other	0	0	0
Unknown	0	21	6

Year 12 students undertaking vocational or trade training

60.94% of Year 12 students at Moree Secondary College Albert St Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.4% of all Year 12 students at Moree Secondary College Albert St Campus expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Student Leader Induction Morning Tea

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	14.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	7.78
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	945,588
Revenue	7,985,329
Appropriation	7,894,211
Sale of Goods and Services	38,000
Grants and contributions	45,041
Investment income	8,077
Expenses	-6,146,879
Employee related	-4,779,564
Operating expenses	-1,367,315
Surplus / deficit for the year	1,838,451
Closing Balance	2,784,038

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	28,746
Equity Total	733,364
Equity - Aboriginal	213,094
Equity - Socio-economic	395,954
Equity - Language	0
Equity - Disability	124,316
Base Total	3,335,125
Base - Per Capita	46,417
Base - Location	32,183
Base - Other	3,256,524
Other Total	1,852,024
Grand Total	5,949,258

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

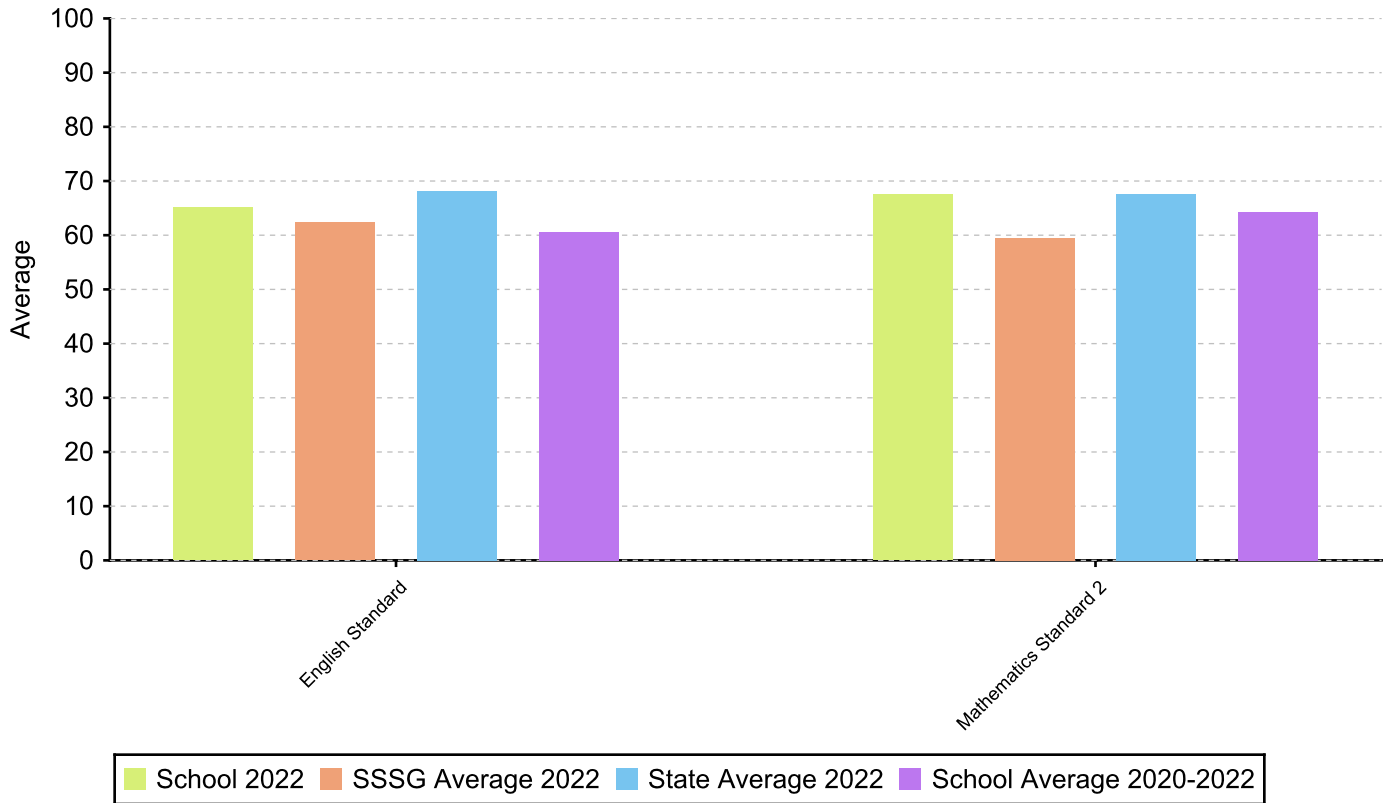
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
English Standard	65.1	62.3	68.1	60.5
Mathematics Standard 2	67.5	59.4	67.6	64.3

Parent/caregiver, student, teacher satisfaction

The 2022 TTFM Parent Survey was completed by 23 parents who indicated that the majority of parents feel welcome when they visit the school. The school supports learning by encouraging the student to do their 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: 77% of students have friends at school they can trust and who encourage them to make positive choices; 88% identified as not getting into trouble for disruptive or inappropriate behaviour and 84% of students plan to finish high school.

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 with parents to resolve problems interfering with the student's progress.

Some areas of improvement identified included: students who are interested and motivated; inclusivity; and participation in extra-curricular activities.



Be Kind!

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.