Moruya High School is located in the traditional country of the Dhurgha speaking clans of the Yuin People and has the proud distinction of being the first school to offer secondary education for students in the Eurobodalla Shire. The school enjoys a reputation for academic excellence and this is enhanced by outstanding achievements in cultural and sporting endeavours. Moruya High School provides a strong welfare system in which individuality is valued and programs are designed to reflect the diversity of the community it serves.

Student leadership is promoted and encouraged. We believe that every student can experience growth and success. We set high expectations for achievement and personal standards of cooperation and conduct. We receive strong support from a very active parent body and various community agencies. These partnerships are vital to ensure the very best educational environment for our students.

Our school motto *vive atque disce* translates as a reversible slogan. “Live and learn” is the common expression but the structure also could be translated as “learn in order to live”. Essentially we believe that life and learning are mutually linked and that both benefit from the experience of the other. Consequently we all learn from each other and our lives are enriched as a consequence. Our motto also encourages the development of community participation in the learning process and for that we are grateful and our students benefit significantly.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

John Walsh
During 2010 we addressed a number of topics including school uniform, student health and welfare seminars, school/parent communications including greater use of email and P&C access to posting information on the school website. A school website information night provided a ‘hands on’ guide for parents to the school website and facilitated open discussions about ways of implementing more effective use of electronic communication within and across the broader school community. This program was followed by a cyber awareness session covering many of the issues and concerns generated about the use of social networking sites by young people and the potential for modern communication devices to generate harmful and anti-social behaviours.

The P&C approved and funded the purchase of new blazers for student leaders to wear during formal assemblies and whilst representing the school at official functions.

We would encourage and welcome more parent participation at the P&C level and through voluntary assistance in the school canteen which raises most of our funding contributions to the school. Canteen workers enjoy their time and this is a great way to meet the school staff and students. Many parents feel that there are limited opportunities for involvement in the high school context but this is definitely one where you will be welcomed and appreciated. Please give it some thought and hopefully we will see many more of you in 2011.

Catherine Reilly
P&C President

Student representatives

The school leadership team consists of the school captains and prefects. In 2010 the captains were Ethan Gannon and Ruby Mitchell. Vice-captains were Dylan Callender and Jacqui Wellham. The prefect group consisted of Ed Ashton, Gemma Moorefield, Phoebe Sheppard, Anna Marlin, Kate Pavlou, Matt Moreland, Patrick Taylor, Jacob Wray, Tara Masterson, Kate Sharpe and Jemma Harrison. Prefects are elected following a nomination and interview process for prospective candidates. The captains and vice-captains are then elected from within the prefect group after a two day leadership camp where issues of leadership and responsibility are examined and discussed. Priorities for school participation and planning are also established by the group during this camp. Throughout the year the leadership team runs official school assemblies and represents at official functions such as ANZAC Day, Remembrance Day and School Presentation Day.

The leadership group was mentored by Mr. Michael Lambert and met on a regular basis to discuss relevant issues and establish consultation processes with the school principal and executive staff. The leadership group assisted the canteen staff through voluntary canteen duty on a rostered basis. On behalf of the current leadership group we would like to extend our appreciation for the support we have received from the school community throughout 2010 and also extend our best wishes to the new leadership group for 2011.

Ethan Gannon and Ruby Mitchell
School Captains 2010

Student information

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

Enrolment profile

In 2010 there were 708 students comprised of 688 students enrolled in mainstream classes and 20 students in support unit classes. Female students outnumber male students by 5% whilst approximately 10% of students identify as Aboriginal or Torres Strait Islander people.

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>331</td>
<td>323</td>
<td>338</td>
<td>346</td>
<td>338</td>
</tr>
<tr>
<td>Female</td>
<td>391</td>
<td>373</td>
<td>345</td>
<td>351</td>
<td>370</td>
</tr>
</tbody>
</table>
Attendance and participation rates have been key school priorities for the past few years and will remain as priority areas for the near future. Attendance rates fell in the years 2007 to 2009 but improved significantly in 2010. Current attendance rates are better than those for the Region but still slightly below the State. Year 9 and 10 students have the lowest attendance rates whilst Year 7 students have the highest. The school has a comprehensive attendance monitoring plan, intervention strategies involving Home School Liaison Officer support and SMS messaging to parents when students are marked absent. Total attendance rates improved from 86.4% in 2009 to 89.1% in 2010. The average attendance figure for the State was 89.9% in 2010.

The school target is for our attendance rates to equal or better the rates for the State by 2012. Attendance is also a key indicator for the success of our National Partnerships program which aims to provide better outcomes for all students across a range of areas.

Retention rates declined gradually from 2006 to 2008. In 2009 they reached their highest level for many years exceeding both State and Region retention rates. In 2010 they declined again but still remained higher than comparative rates for the Region and for the three years prior to 2009.

**Year 12 students undertaking vocational or trade training**

35% of students undertook vocational education subjects or participated in trade training programs as components of their HSC or Year 12 completion requirements.

**Year 12 students attaining HSC or equivalent vocational education qualification**

100% of students enrolled in Year 12 received the HSC credential and/or completed a Certificate 11 vocational education qualification as a result of their studies and pattern of completed subjects.

**Post-school destinations**

The following pattern reveals the post-school destinations for students leaving Year 12 in 2010:

- 65% of students entered further education and training either at university, TAFE or other tertiary institution.
- 25% of students entered employment.
- 10% of students either seeking employment or their destinations remain unknown.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>41</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Severe Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>HSLO</td>
<td>1</td>
</tr>
<tr>
<td>Counsellors</td>
<td>2</td>
</tr>
<tr>
<td>STL</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Administration Assistants</td>
<td>13</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Staff Total</td>
<td>78</td>
</tr>
</tbody>
</table>

Staff retention

Staff retention rates at Moruya High School are exceptionally high with very little change from one year to another. In 2010 there were only three changes to the permanent teaching staff from 2009 and these resulted from one retirement, one resignation and one additional entitlement.

Total variations represent less than 3% of established staffing.

Teacher qualifications

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

Professional learning

All members of staff participated in formal professional learning during 2010. This learning was concentrated on the two school development days at the commencement of Terms 2 and 3 and included Child Protection and Emergency Care training.

Teaching staff also participated in the development of programs to enhance senior student engagement and flexible curriculum delivery. Literacy workshops were conducted for all staff to enhance their approach to literacy teaching across the whole school curriculum. Total expenditure on professional learning activities exceeded $28,000.

Faculty specific interactive whiteboard training was provided to 50% of the teaching staff. All teachers now have personal professional learning plans to guide future development and growth.

Financial summary

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

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>101,750.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>471,702.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>592,392.27</td>
</tr>
<tr>
<td>School and community sources</td>
<td>180,800.54</td>
</tr>
<tr>
<td>Interest</td>
<td>12,350.67</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,304.97</td>
</tr>
<tr>
<td>Total income</td>
<td>1,263,551.08</td>
</tr>
<tr>
<td>Total Available</td>
<td>1,365,301.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Programs</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>204,312.96</td>
</tr>
<tr>
<td>Excursions</td>
<td>67,762.38</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>63,804.39</td>
</tr>
<tr>
<td>Library</td>
<td>11,651.81</td>
</tr>
<tr>
<td>Professional learning</td>
<td>7,670.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>331,128.98</td>
</tr>
<tr>
<td>Short term relief</td>
<td>108,162.69</td>
</tr>
<tr>
<td>Administration and office</td>
<td>109,315.35</td>
</tr>
<tr>
<td>Utilities</td>
<td>93,027.36</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33,869.57</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>3,552.39</td>
</tr>
<tr>
<td>Capital programs</td>
<td>2,037.20</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,036,095.36</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>329,206.13</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is available and further details concerning the statement can be obtained by contacting the school.
School performance 2008

Our achievements

The arts

• Former student James Nash performed a charity concert for the benefit of the school. James has performed in Ireland, England and France in recent years. His music represents a combination of jazz, blues and pop.

• A music, art and drama (MAD) night was held at the Mechanics Institute on Tuesday 23rd August. Students prepared for a full school term and produced paintings, exhibits, photography, water colours and art books. Drama and musical performances complemented the static displays.

• Moruya High School students were invited to participate in the “InTheBin” Short Film Festival held at the Eurobodalla Botanic Gardens in April. Ten students combined to produce three short films which were then shown amongst the professionally made films. The students participated in a three day workshop that included storylines, scripting, filming and editing.

• Performance assemblies were conducted each term to showcase the full range of student performing arts talents.

• Jarrad Ferrier received the South Coast Music Society Award. Lachlan Atkinson, Liam Douglas and James Reid received music encouragement awards.

• Grace Homann received the inaugural Louise Megaloconomos Art Award.

Sport

• Anna Marlin received the Pierre de Coubertin Award for 2010.

• Josh English, Elijah Blair, Ellie Prow and Amelia Berry were named as the “Outstanding Sports People” of the year at Moruya High School.

• Deua was the outstanding sporting house winning the Sports House Shield for 2010.

• Excellence in Sport Awards were issued to Wade Mongta and Stacey Mortell (athletics), Amelia and Hannah Berry (basketball), Kate Crumblin (cross country), Mathew Carlson (golf), Teagan Stuart (lawn bowls), Kate Chesher and Kim Suandee (swimming).

• Dylan Callender was awarded the Caltex All-Rounder Medallion.

• The Moruya A team won the zone girl’s surfing competition. The team consisted of Jaykie Bull, Eva Davis-Boermans, Ashleigh Jones and Claudia Ferguson.

• 26 students competed in the South Coast regional Athletics Championships held at the Australian Institute of Sport in June. From there three students went on to compete at the NSW Championships. These students were Wade Mongta, Stacey Mortell and Byron Brunhuber.

• For the first time Moruya High School entered a team in the Coodoo Mountain Bike Championships which were hosted by Vincentia High School. We sent two teams - Keegan Bailey, Nathan Carruthers, Jon Docherty, Ben Emeray, Tom Harris, Lindsey O’Meley and Jesse Pelcer. Team A finished 5th and Team B finished 8th. The school would like to thank parents Mr. Emeray, Mr. O’Meley and Mr. Pelcer for their help and assistance, especially with transport.
Moruya High School 8368

Academic and/or competitive

- The outstanding performance of so many students in the HSC examinations with Ethan Gannon gaining the highest ATAR score of 96.45. Other notable achievements were recorded by Kate Pavlou (94.00), Eric Zachariadis (92.65), Jacqui Wellham (92.00), Kate Williams (91.00) and Kate Sharpe (90.35).

- 45% of our HSC students received offers of university placement for 2011 in courses ranging from medicinal chemistry, engineering, forensic studies, law and accounting to primary teaching and politics and international relations.

- Jacob Wray continued in his role as a member of the NSW State Student Equity Advisory Team.

- Llewellyn Kingston, Nicholas Badullovich and Natalie Browning were recipients of the Australian Defence Force Long Tan Leadership and Teamwork awards.

- Faith Neil received the 2010 David Felkin Memorial Scholarship.

- Ethan Gannon received the 2010 Mike Kelly Student Leadership Award whilst Zyrus Halverson-Green and Kelly Hull received the Andrew Constance Award.

- Dylan Callender received the Caltex All-Rounder Medallion whilst Justin Gock and Rhianna Dunn received the Class of 2005 Academic Scholarship for students undertaking the final year of their HSC studies. This award is sponsored by the Year 12 cohort who completed their HSC in 2005.

- Ethan Gannon, Ruby Mitchell, Dylan Callender and Jacqui Wellham, Rachael Gamble, Simon Blue and Shauna Harrison were all acknowledged for their contribution as school captains and vice-captains and leaders of the prefect team.

- Troy Kincl received the annual Rotary Encouragement Award whilst Phoebe Sheppard was awarded the 2010 Rotary Endeavour Prize.

- A total of 22 students gained a credit in the Australian Mathematics Competition. Belinda Kennedy, Lucas Traynor, Brianna Lazzaro and Justin Gock all received high distinctions in the same competition.

- In the Annual Geography Competition Moruya High School had seven students who received high distinctions – Jordan Williams, Laurence Grimwood, Scott Lamont, Liam Douglas, Felix Ziergiebel, Jade Reid and Zyrus Halverson-Green.

- Ethan Gannon competed in the State final of the Sydney Morning Herald Plain Speaking award. Ethan was also the district winner of the Lion’s Club Student of the Year competition and he represented our district in the State final which was limited to four finalists in total.

- Kate Holder, Felix Ziergiebel and Tyler Adams attended the Model United Nations forum in Canberra where they represented Austria. Before the forum the students had conducted significant research into their “adopted” country to understand perspectives and issues from an Austrian point of view. The experience included a formal dinner at the Australian National University and a guided tour of Old Parliament House where the actual Model United Nations program was held.

- Earlier in the year some 50 Year 12 students attended the annual University of Wollongong Open Day where they experienced a slice of University life and clarified some of their expectations about what their own situation might be in 12 months time. Students spent the day experiencing academic life at the university itself, participating in lectures and tutorial groups across a wide range of academic disciplines and potential degree courses. Students were able to converse with university staff and students (many of whom are former Moruya High School students) in order to gain a more personal perspective with regard to the totality of the university culture and context.

- In August students from Years 9 to 12 attended the Annual South Coast Careers Market which has been organised and hosted by Moruya High School for more than a decade. Students travel from as far afield as Bega and Bombala to attend this high quality local event. The patronage of tertiary education institutions and business and industry groups has proved very beneficial for the information and future focus of our young people.
Examinations and assessment

The purpose of the National Assessment Program – Literacy and Numeracy (NAPLAN) is to assess the literacy and numeracy learning of all students in Australian schools at Years 3, 5, 7 and 9.

The Commonwealth Government sets minimum national standards for literacy and numeracy at particular ages. These are referred to as national benchmarks and student performance is reported in bands 4 to 9 for Year 7 students and bands 5 to 10 for Year 9 students.
Literacy-Year 7

In 2010 the percentage of Moruya High School students in Year 7 performing at or above the national minimum standards was as follows:

Reading = 91.1% compared to the state figure of 93.3%
Writing = 89.6% compared to the state figure of 91.8%
Spelling = 92.0% compared to the state figure of 92.3%
Grammar and punctuation = 92.0% compared to the state figure of 86.4%

Literacy-Year 9

In 2010 the percentage of Moruya High School students in Year 9 performing at or above the national minimum standards was as follows:

Reading = 91.2% compared to the state figure of 88.7%
Writing = 88.2% compared to the state figure of 86.0%
Spelling = 87.4% compared to the state figure of 88.5%
Grammar and punctuation = 90.8% compared to the state figure of 88.5%
Numeracy – Year 7

In 2010 the percentage of Moruya High School students in Year 7 performing at or above the national minimum standards was 92.0% compared to the state figure of 94.8%.

Numeracy – Year 9

In 2010 the percentage of Moruya High School students in Year 9 performing at or above the national minimum standards was 92.6% compared to the state figure of 92%.
School Certificate

Student performance in the School Certificate for English literacy, mathematics and science is reported in achievement Bands 1 to 6 (Band 6 identifying highest achievement). Results in courses assessed at the school level are reported in Grades A to E. Grade A indicates excellent achievement. Grade B indicates high achievement. Grade C indicates substantial achievement. Grade D indicates satisfactory achievement. Grade E indicates elementary achievement.

At Moruya High School 114 students sat for the School Certificate in 2010, plus 2 students who sat as accelerated candidates for mathematics.

- In English literacy, 79.0% of students were placed in the top three performance bands compared with 76.4% statewide. (School average for the past 4 years is 78.6%)
- In science, 78.9% of students were placed in the top three bands compared with 66.9% statewide. (School average for the past 4 years is 68.2%)
- In mathematics, 38.8% of students were placed in the top three bands compared with 46.0% statewide. (School average for the past 4 years is 33.5%)
- In computer skills, 46.5% of students were classified as ‘highly competent’ compared with 48.1% statewide. (School average for the past 4 years is 53.4%)
- In Australian history, civics and citizenship, 41.6% of students were placed in the top three bands compared with 44.2% statewide. (School average for the past 4 years is 50.0%)
- In Australian geography, civics and citizenship, 51.4% of students were placed in the top three bands compared with 50.7% statewide. (School average for the past 4 years is 57.3%)
Higher School Certificate

Student performance in the 2010 Higher School Certificate is reported in achievement Bands 1 to 6.

(Band 6 represents the highest achievement for standard and advanced courses and Band 4 for extension courses). Course marks are allocated in addition to the band placement.

Results in courses can be compared across the state using percentages in bands and average course marks.

In 2010 a total of 87 students sat for various HSC courses at Moruya High School.

Students sat for a total of 29 examinable courses.

**How did students perform in various courses?**

Course results were most impressive for information processes and technology, personal development, health and physical education, English standard, English advanced and English extension 2, ancient history, biology and physics, legal studies, industrial technology and engineering studies, food technology and hospitality and software design and development.

All these subjects received course results higher than the mean or average state results for all NSW DET schools.

**Note:** Data and graphs are provided for courses with ten or more candidates only.

**Higher School Certificate Course Summary Table**

(The figures above represent the mean or average scores for students in the respective courses in the 2010 HSC examinations and the mean or average scores for those same courses for the past four years 2006-2010)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>71.0</td>
<td>68.0</td>
<td>66.0</td>
<td>70.5</td>
</tr>
<tr>
<td>Biology</td>
<td>73.6</td>
<td>69.4</td>
<td>69.0</td>
<td>72.2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>70.8</td>
<td>71.7</td>
<td>68.0</td>
<td>73.8</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>72.1</td>
<td>69.7</td>
<td>0.0</td>
<td>75.5</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>76.4</td>
<td>75.7</td>
<td>71.0</td>
<td>75.2</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>65.2</td>
<td>65.8</td>
<td>61.0</td>
<td>61.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>81.1</td>
<td>78.5</td>
<td>77.0</td>
<td>79.9</td>
</tr>
<tr>
<td>Food Technology</td>
<td>72.5</td>
<td>68.1</td>
<td>67.0</td>
<td>68.8</td>
</tr>
<tr>
<td>Geography</td>
<td>71.7</td>
<td>69.8</td>
<td>70.0</td>
<td>72.1</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>73.6</td>
<td>68.2</td>
<td>71.0</td>
<td>68.8</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>77.9</td>
<td>77.6</td>
<td>72.0</td>
<td>72.2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>77.9</td>
<td>74.4</td>
<td>68.0</td>
<td>70.7</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>67.5</td>
<td>60.7</td>
<td>67.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66.6</td>
<td>65.9</td>
<td>67.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>61.7</td>
<td>69.3</td>
<td>72.0</td>
<td>81.3</td>
</tr>
<tr>
<td>Modern History</td>
<td>70.9</td>
<td>69.1</td>
<td>68.0</td>
<td>73.7</td>
</tr>
<tr>
<td>Music 1</td>
<td>70.6</td>
<td>75.9</td>
<td>77.0</td>
<td>78.7</td>
</tr>
<tr>
<td>Physics</td>
<td>76.1</td>
<td>71.9</td>
<td>70.0</td>
<td>74.4</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>77.2</td>
<td>75.0</td>
<td>0.0</td>
<td>70.9</td>
</tr>
</tbody>
</table>
Value Added Outcomes Information

The system of comparing current performance against previous benchmark information refers to these comparisons as the “value added” to the student’s educational outcomes and experience.

For both the School Certificate and the Higher School Certificate these comparisons are made on the basis of the following student groupings:

- lower performing students (Bands 1 to 3)
- middle performing students (Band 4)
- higher performing students (Bands 5 and 6)

How did SC performances compare with previous Year 5 Basic Skills performances?

A comparison between the Basic Skills Test results (Year 5) from the 2010 School Certificate cohort reveals that students displayed most growth in the following order of subjects; Science, Australian geography, civics and citizenship, computer skills, English, Australian history, civics and citizenship and mathematics.

An analysis of results for the past four years indicates a consistent pattern. Moruya High School maintains a profile that mirrors the statewide profile with relatively minor variations from subject to subject each year. Some specific groups achieve outstanding results by performing much better than the statewide average and we would recognise our performances in science and Australian geography, civics and citizenship as such examples in 2010. Results in mathematics continue to cause concern and the elevation of results and performance in mathematics is an identified school priority.

Average School Certificate relative performance from Year 5 (value-added)

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2010</th>
<th>School Average 2006 - 2010</th>
<th>SSG Average 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.0</td>
<td>0.8</td>
<td>-0.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.8</td>
<td>-1.4</td>
<td>0.1</td>
</tr>
<tr>
<td>Science</td>
<td>4.1</td>
<td>1.5</td>
<td>0.0</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>0.9</td>
<td>0.4</td>
<td>-0.2</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>2.4</td>
<td>0.4</td>
<td>0.1</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>1.6</td>
<td>0.6</td>
<td>0.4</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.

How did HSC performances compare with previous School certificate performances?

Average Higher School Certificate relative performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>-2.6</td>
<td>-0.2</td>
<td>-2.6</td>
</tr>
<tr>
<td>School Average 2006 - 2010</td>
<td>-4.2</td>
<td>-2.6</td>
<td>-3.4</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>-1.1</td>
<td>-2.5</td>
<td>-3.4</td>
</tr>
</tbody>
</table>

Note: By definition, state average value-added is zero.
Average HSC relative performance from Year 10 (value-added)

Of those students who had their HSC performance compared with that of their School Certificate performance the data revealed that results were strongest for the middle performing group followed by the high and low performing groups who displayed identical growth data. These results have been relatively consistent over time and indicate that more attention needs to be given to improving the performance of all students in all the performance band groups. It is important that all students achieve and maintain a level of growth throughout their high school years and especially for those students progressing from the School Certificate to the Higher School Certificate.

What are the implications of this data for school planning?

The implications for the school include the necessity to evaluate the HSC curriculum choices, structure and delivery for students progressing from Year 10 to the completion of Year 12. It is clear that we achieve some outstanding results with the more capable students but we also need to analyse our teaching methodology and approach to those students with less academic ability and for whom the main focus is not on gaining university entrance or progression to other full time tertiary study. The school has implemented a “Successful Seniors” program in an attempt to focus upon and respond to many of these challenges.

Many of the students in the lower and middle performing groups obtain a satisfactory HSC credential but there is a relative performance gap in the growth and progress of some students compared with other students in the same cohort. Strategies could include developing greater ownership amongst these students via an increased commitment to their studies and attendance. Access to resources must be ensured and the development of a staff mentor system for the benefit of senior students could also provide positive outcomes. The quality teaching framework has implications for our approach to these students through the use of systematic and explicit teaching practices. The school will continue to assess and evaluate student curriculum counselling processes, curriculum structures and daily organisation. Elevated attendance and participation rates for all senior students are priority goals that will assist and facilitate improved outcomes for all students.
Significant programs and initiatives

- Aboriginal Education – Moruya High School students received specialised tutoring and academic assistance through the Norta Norta Funding program for both junior and senior students. Additional support structures were arranged through private providers such as Campbell Page and the Reconnect Project Officer, Ms. Jenny O’Brien. The school participated in the AEC “P” Plate Program which is an initiative designed to provide training and support to young Indigenous Australians primarily in Years 10, 11 and 12, creating pathways into employment as soon as schooling and training are completed. The NSW Police Force also conducted the Wanga Indingi Program which is designed to maintain school attendance, participation and progress by Indigenous students in the high school context.

- Multicultural Education - Cultural exchange programs feature significantly at Moruya High School and in 2010 we hosted a group of Japanese exchange students in August. Many students volunteered to welcome 12 Japanese students into their homes for a period of three weeks. During their stay the Moruya host families have introduced their guests to aspects of Australian lifestyle, cuisine and culture. The students came from various parts of Japan including Ibaraki and Aichi. Some exchange students have been fortunate enough to witness some of the breathtaking views and sites around the Eurobodalla Region. The highlights of their stay so far have been nature, the beach and people. Mr. Cusack (Japanese teacher) organised the opportunity for the exchange program and he also organised a school/community trip to Japan in September. This trip involved students, parents and other interested individuals in a two week cultural tour of the Japanese islands.

- Respect and Responsibility – In 2007 Moruya High school commenced a whole school review of our discipline and welfare policies resulting in the publication of a revised statement for the School Discipline Policy, School Values, Core Rules and Respect and Responsibility. Respect is reflected through the student code of conduct where specific expectations are stated in relation to respect for self, the school, staff, fellow students, community, property, truth and animals. These policies were complemented in 2010 with a revised set of Anti Bullying Protocols and these details are outlined in the “Key Evaluations” section of this report.

- National Partnership on Low SES School Communities – Moruya High School completed its first year of the National Partnership program in 2010. A revised situational analysis was conducted in September and the results of that analysis are included in the key evaluations section of this report.

Key evaluations

Educational and management practice – Anti Bullying Protocols

Background

A change in executive staff and the regular turnover of Year Advisers together with the passing of time since the previous review (conducted in 2003) prompted the school executive and the MHS Welfare Team to initiate a review of the ways in which the school deals with the issues of bullying and related behaviours at Moruya High School. The Welfare Team conducted a workshop in order to ensure a coherent and consistent approach to dealing with bullying in the school was maintained in the light of these changes. The workshop involved school executive members, Year Advisers and School Counsellors.

Findings and conclusions

The workshop identified both areas of strength within the school’s existing system and areas which needed refreshing and updating. In general the group found that in most cases the discipline and welfare systems in the school worked together well and in a timely manner. In the majority of cases these systems dealt with most discipline issues effectively. The group identified bullying as an area which would benefit from a more coherent and widely understood approach where disciplinary responses and consequences of these behaviours were set out in a clear manner. The group aimed to produce a range of responses aimed to reduce/prevent the behaviour, support students who had been subjected to such behaviour and to educate students engaged in bullying behaviour through a system of consequences and counselling.

There was an acknowledgement of the work done by PD/Health/PE in these areas and the aim of the group was to build on the concepts taught by this faculty and to reinforce the application of those skills to students’ lives in general.
Future directions
In relation to a whole school approach, the team after much discussion and consideration, chose a range of programs to assist students in their social development and to address issues of their rights and responsibilities within the school environment and with a further view to their development as good citizens in the wider community. The programs chosen for implementation and further evaluation are:

- Year 7 - Body Think (with modification to address specific issues identified in the workshop).
- Year 8 - Rock and Water (modified to suit both males and females)
- Peer Mediation Training (continuation of existing program within the school)
- Year 10 - Peer Support (post School Certificate).

The Welfare Team will seek to implement these during the 2010/2011 school years and beyond, whilst also maintaining an ongoing evaluation process via student surveys at the end of each session. A structured support document will be published to guide support for students who have been subjected to bullying behaviour as well as documented and consistent protocols for dealing with students engaged in bullying behaviours.

Curriculum – National Partnership on Low SES School Communities

Background
Moruya High School commenced the National Partnership program in 2010 after considerable planning and consultation in the second half of 2009. In September a revised school situational analysis was published to drive the planning and strategic directions of the program for the next three years.

Findings and conclusions
The result of the school based research and data collection revealed that student enrolments have remained relatively stable over the past 5 years and appear to have levelled around the 700 mark. Female enrolments have exceeded male enrolments for all those years although the “gap” has narrowed in recent years. Student attendance rates have been declining since 2008. A detailed attendance plan was implemented in 2010 and for the first time in many years our attendance rates actually improved to the point where they were better than those for our Region but still slightly less than those for the State. Student retention rates improved significantly in 2009, dropped back slightly in 2010 but were still better than for the years prior to 2009. NAPLAN results demonstrated growth and achievement for students in literacy in Years 9 and 10 whilst the results were of some concern for growth and achievement in numeracy. This pattern is reflected at the School Certificate and Higher School Certificate levels as well. Approximately 35% of all HSC students undertook some form of vocational education as part of their HSC studies and pathways. In 2010 there were 20 school based apprentices/trainees. Professional Learning Funds were expended to support the National Partnerships program in the following manner:

- 6% towards beginning teachers
- 20% towards the use of ICT
- 20% towards literacy and numeracy initiatives
- 12% towards quality teaching initiatives
- 12% towards syllabus implementation
- 12% towards career planning
- 12% towards student welfare
- 6% towards school planning
Future directions

The school will establish clear targets for student attendance, participation and retention in line with regional, state and national targets. The coordination and refinement of the program will be greatly enhanced through the leadership of Greg McDonald (Deputy Principal- National Partnerships and Curriculum Quality). The school will facilitate greater awareness and participation by parents in the senior school process and in the key transition points processes. The school will implement a mentor program and trial the effectiveness of the new SENTRAL attendance monitoring system. The school will aim to conduct a formal evaluation of the various components of the ‘Successful Seniors’ program in 2011 with specific recommendations for refinement and improvement. The school will aim to capture parent, teacher and student satisfaction levels with the program as a whole and with specific components of the program in particular. The challenges facing teachers, parents and students will increase as the expectations of greater HSC completion rates increase. The desire and need for a positive and inclusive senior school culture will be imperative if our school community is to meet these challenges and expectations in the coming years. Success will be possible if there is a genuine commitment from all parties. Following the relative success of initiatives to strengthen the teaching of literacy across the school, it is envisaged that similar initiatives be implemented as a matter of urgency to address the relatively inferior results in mathematics and numeracy. The management of National Partnership expenditure will be refined under the key areas of literacy, numeracy, engagement/retention/Aboriginal education, connected learning and learning support.

Parent, teacher and student satisfaction surveys

Staff surveys revealed that 10% of teachers believed they had a limited capacity for Literacy teaching, whilst 43% indicated they had basic confidence but also needed intensive professional learning.

Staff identified 13 separate Numeracy areas and concepts where professional learning would assist in the development of these concepts with students across curriculum areas.

“Literacy and numeracy surveys gave teachers the opportunity to reflect on their own abilities in literacy and determine their own needs for growth and development in this area of the curriculum. It also served the purpose of refocussing staff from all faculties on the importance of stressing accurate literacy models in their daily teaching and learning experiences for their students.”

Representative from Mathematics Faculty

“Staff literacy and numeracy surveys increased the levels of confidence to see correct solutions in spelling, formatting, etc. from various references, including colleagues.”

TAS Faculty

Summaries of the results of the Literacy and Numeracy surveys indicated a wide range of ability and confidence to teach certain Literacy and Numeracy concepts. For example, 16% of staff lacked confidence in teaching ratios and 14% lacked confidence in solving simple equations. Significantly, 30% of staff considered these concepts relevant to their subject area. There was a high degree of confidence to incorporate Numeracy concepts into their subject.

Literacy survey results indicated that 53% felt a need for a “refresher” in Literacy skills and concepts.

There has been significant involvement of the P&C in National Partnership decision making.

Parent and student bodies have been closely involved in the development of a new senior retention, engagement and attainment model. Numerous surveys and meetings established the need and modified the format of the proposed changes. Parent and student bodies are supportive of school actions to provide greater opportunity for senior students (curriculum choice, vocational education, extension HSC programs).

Parent and community interaction with the school increased through website access, discussion forums and online surveys. The P&C is actually communicating with the broader community through the website facility.

Community involvement in the PIE Program has occurred in consultation processes and in developing the program. Parental feedback for the PIE students has been very positive with documented case studies. One of the recommendations of the evaluation of the program will be the need to include parents more thoroughly in the processes.
School progress on targets for 2010

Target 1

Attendance rates for all students will equal or better regional and state attendance rates.

Our achievements include:

- Attendance rates for senior students improved in 2010 compared to the rates recorded for 2009. The attendance rates were equivalent to those on a regional basis but still slightly below those on a statewide basis. Consequently the target for improved attendance and participation will remain unchanged for 2011 and in accordance with the school’s three year management plan.
- Attendance rates for students in Years 7-10 improved for all year groups compared to the figures for 2009. The whole school attendance rate was slightly higher than the rates for our Region but still below those for the state. The challenge remains to meet or exceed statewide attendance rates.
- Attendance rates are recorded in detail on page 3 of this report.

Target 2

Increased levels of literacy and numeracy achievement for all students in line with national, state, regional and school specific benchmarks.

Our achievements include:

- The average marks for Moruya High School students in Year 9 NAPLAN reading, writing, spelling, grammar and punctuation exceeded the average marks for statistically similar school groups and for the state.
- The average mark for English in the School Certificate exceeded the average mark for the state.
- Higher school Certificate marks for standard English, advanced English and English Extension 2 all exceeded state means.
- The average mark for Year 9 NAPLAN numeracy was identical to the marks for statistically similar school groups but slightly below the average mark for the state (568.2 v 570.6)
- The average mark for School Certificate mathematics showed a similar result with Moruya High School students recording an average mark of 68.3 compared to 70.2 for the state.
- The average marks for the Higher School Certificate general mathematics, mathematics and mathematics extension 1 courses were all below the average state mark.

Targets for 2011

Target 1 - Attendance rates for all students will equal or better regional and state attendance rates.

Strategies to achieve this target include:

- Review and improve all existing attendance monitoring systems.
- Monitor the implementation of the SMS messaging system for improved school home communication on student absenteeism.
- Promote the importance of regular attendance for positive student outcomes across the parent and student communities especially for senior school students.
- Utilise Aboriginal mentors to encourage the attendance and participation of targeted students.

Our success will be measured by:

- The achievement of parity with regional and state attendance rates for all students at Moruya High School.
Target 2 - Increased levels of numeracy achievement for all students in line with national, state, regional and school specific benchmarks.

Strategies to achieve this target include:

- Provide professional learning in teaching numeracy – best practice
- Build capacity in the use of SMART data to inform and improve teaching and learning
- Structure intervention support for maths classes in Year 7 and 8
- Develop individual numeracy plans for identified students and all Aboriginal students

Our success will be measured by:

- Numeracy outcomes data in external testing for Years 7, 9, 10 and 12
- Numeracy outcomes data in school based testing and assessment programs
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes.

The self-evaluation committee has determined targets for the school’s future development.

Members of the school self-evaluation committee included:

Mr John Walsh, Principal
Mr Greg McDonald, Deputy Principal (National Partnerships)
Mr Michael Lambert, Teaching Staff Representative
Ms Catherine Reilly, Parent/Community Representative
Mr Ethan Gannon, Student Representative
Ms Ruby Mitchell, Student Representative
Mrs Dawn Daken, SAS Staff Representative

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr John Walsh
Principal