

Muswellbrook High School

Annual Report



2016



8164

Introduction

The Annual Report for **2016** is provided to the community of Muswellbrook High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Elizabeth Bate

Principal

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Message from the Principal

Throughout 2016 our school culture has created a progressive educational community. This has been reflected in our academic, cultural, leadership, community service and sporting achievements. The school has effectively implemented the vision of preparing students from Muswellbrook High to be effective participants in a changing community.

As Principal of Muswellbrook High success has been evident in all aspects of school life. This success is a result of the dedication and commitment of students, staff and community that has moved the school in a positive direction. The strong support from our school community, enhances the culture of the school contributes and to the positive "school feel". Staff know their students, and strive to ensure our students do their best. Our students know they are attending a school that cares, and enables students to have the opportunity to achieve excellence.

The school's success and directions has been underpinned by three elements. The first element is to create an environment that promotes a love of learning, engagement. A school that encourages and challenges staff to continually develop their teaching and learning expertise.

Our second element is to develop a school of effective learners in the 21st Century. We have encouraged our students to be resourceful, independent and resilient to face and handle any challenges the community may offer.

The third element is to create a culture of quality relationships. These relationships can be gauged through our community programs, and local competitions that highlight school success in their community. Our Aboriginal programs; like the Polly Farmer Foundation demonstrate a successful partnership between the school, and business. To create an opportunity for our Aboriginal students to achieve academic success, and open pathways for tertiary and vocational success.

I am proud to work in a school community that challenges our students to strive for excellence. This challenge is being met by a dedicated, enthusiastic and caring staff, who are committed to the school's vision. We are encouraged and supported by parents and the community for their confidence and support in their local comprehensive high school.

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

Message from the school community

The P&C Association at Muswellbrook High School, exists to support our school, from a parent and/or citizen's perspective. The primary purpose of the P&C is to promote the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation and to assist in providing facilities and equipment for the school.

During 2016 the Muswellbrook High School Parents and Citizens Association continued to work hard for our children and their school. The strong relationship we have with the school and its teachers and staff continues to grow and strengthen.

We have again this year donated \$30,000 to the school which has been divided amongst the faculties. Our ideal is to provide educational aides to enhance the learning of the majority of our students, broadening their knowledge and keeping up with technology. Our funds are raised in the canteen and we thank the wonderful supervisors and volunteers as without you this would not be possible.

We have obtained a \$5000 grant from the CFMEU which has been used to help fund the upgrade to the front entrance of the school. We have also received a \$2500 grant from Glencore which will be used to install an oven and upgrade to a kitchen area in the Canteen. This will enable us to provide a greater variety of delicious items on our menu next year.

During 2016 MHS P&C have been busy around our school. We have welcomed students from years 5 and 6 during open nights at the school and look forward to seeing many of them a tour school in the future.

We look forward to working for our school community again in 2017 and welcome any new members who may like to join us.

Angela Barry

P&C President

Message from the students

Message from the Student Leadership Council 2016

Our Student Representative Council are proud to represent students at Muswellbrook High School. Student ideas, opinions and requests are discussed and supported by the SRC through fortnightly meetings.

This year we have held a number of highly successful major fundraising activities to support our wider community such as Westpac Helicopter Rescue Service. Funds were raised through a cupcake day stall, student year donation challenge and chocolate sales. This is the 17th year our SRC have participated in raising funds for this much needed community service, with Muswellbrook High SRC fundraising totalling over \$40,000.

During winter our SRC attended the Vinnies CEO sleep-out in Muswellbrook. They successfully raised awareness of homeless people in our area. Together with the help of FOCUS students, SRC organised a highly successful out of uniform Pyjama day and cupcake stall. The funds raised were donated to St Vincent de Paul and the Red Door Community Kitchen, to assist with providing meals for homeless and disadvantaged people in our community.

The Leadership Council was requested to compile and distribute a survey to staff and students on behalf of the school's Parents and Citizen Association. The SRC survey requested information about the existing canteen menu and sought opinions and ideas on healthy eating choices. Subsequently, the canteen survey results tallied by the SRC, were instrumental in designing a new canteen menu.

Our leadership Positive Behaviour for Learning (PBL) teaching team implemented PBL at Muswellbrook High this year. As a school wide program, PBL rewards positive student behaviour through core values of Respect, Responsibility and Resilience. The SRC has encouragingly supported PBL through the compilation of a uniform video, that highlights the importance of being part of the Muswellbrook High team, by wearing our Summer and Winter uniform. During each assembly, the Leadership Council have participated in awarding students for demonstrating PBL values by conducting the PBL prize draw.

SRC students have proudly supported school Welfare events by encouraging students to participate in raising awareness of mental health issues through Odd Socks Day, student inclusivity with Orange Shirt Day. The Leadership Council have supported student requests to raise awareness of important health issues such as organ donation with a Sports Jersey and socks day. Through our Annual General Meeting at the end of 2016, we have planned a new Schedule of Events, determined SRC roles and voiced student requests for the 2017 School Calendar.

School background

School vision statement

Muswellbrook High has a vision for student success; this vision will be realized through our school community.

That will create a progressive educational culture, the school is committed to inspire and challenge students to achieve individual success in preparation for effective participation in a changing world.

This vision allows all sectors in the school community to work for and to prepare our students to become life long learners. Students who are 21st Century learners; prepared and equipped to have the necessary, skills, leadership and resilience to adjust to a diversifying local and national community. Our school will develop a culture of students, staff and community that is positive, caring and proud of their school.

School context

Muswellbrook High School is a comprehensive high school that has student enrolments from the Muswellbrook Local Government Area (LGA). This area comprises families from the Upper Hunter, drawing students from the townships of; Muswellbrook, Denman and the villages of Sandy Hollow, and Martindale. The economic viability and diversity of the town is maintained through mining, agriculture, viticulture, tourism, and the equine industry and power generation.

The traditional owners of the land are the Wanaruah and Kamilaroi Peoples. In Muswellbrook Aboriginal people account for 5.2% of the local community. In 2016 the school's Aboriginal population was 116 students. Our school has developed programs and with the support of the Aboriginal community has ensured literacy and numeracy success through Norta Norta, improved attendance and engagement with a pathway to vocational success through the Graham (Polly) Farmer Foundation.

For our student body the school is dedicated to developing a culture of academic and vocational achievement, success in sport. Our school takes great pride in providing opportunities for students to enhance their individual talent in the creative and performing arts.

Muswellbrook High School promotes public education by providing opportunity and learning outcomes for all students. Our Support Unit ensures all students have the chance to participate and achieve. The school through their extensive gifted and talented program provides pathways for students to become independent and successful learners, and maximize their academic performance. To also enable our students the opportunity to experience cultures from different countries this can be demonstrated by our continuing sister school relationship with Sayama Seiryō School, Japan.

Our parent and carer community are active participants in their child's education. We attempt to keep our parents updated through newsletters and the social media. We actively promote and encourage parents to attend P&C meetings to provide a forum for community involvement in their school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Self-Assessing the School Excellence Framework

The results of this process indicated that:

In the domain of **Learning** the school has focused on **Learning, Culture and Wellbeing**. Our strong performance in creating positive, respectful relationships amongst students and staff this has resulted in the promotion of student wellbeing and has ensured our school environment for student learning. Evidence exists to demonstrate students are taking greater responsibility for their own learning, through increased return of assessment tasks, quality of the work handed in, and a decrease in N award warning letters. The fundamental importance of wellbeing has provided an understanding of how to build a culture of trust, respect and valuing each other. The results have been demonstrated in the changes the school has seen in terms of reduction in reporting classroom and playground behavior incidents. The school has built on previous work in literacy and the use of the Literacy Continuum to ensure a more focused approach to the identification of individual learning needs with parent/caregivers increasingly involved in planning and supporting student's learning directions.

Our major focus in the domain of **Teaching** has been on the collaborative practices for staff member. Using this process the school identifies expertise within its own staff and draws on this pool of knowledge to develop a dynamic professional learning community. The school has actively promoted the use of technology for learning, the importance of interpreting data to inform decision making, the ongoing development of teaching proactively through classroom observations, reflections and feedback, and the development of expertise in literacy programs, all highlight a teaching culture that is moving student learning to a new level. As a result of this emphasis on literacy, effective use of data, a collegial learning community staff are developing evidence-based practice through reflection and evaluation.

In the domain of **Leading**, our priorities have been to progress **Leadership**. Through the creation of Leadership Teams, this provided all staff with an opportunity to contribute to planning, designing and implementing the School's priorities and practices through their leadership team. This model has recognized that leadership development is central to creating a community of education excellence. This report demonstrates initiatives developed by our leadership teams and enhanced staff capability to create a dynamic school learning culture.

Our self-assessment process demonstrates the positive impact on the school, programs and student learning. They further assist the school to develop priorities in our School Plan leading to further improvements in the delivery of education to our students.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Strategic Direction 1

Excellence in Teaching

Purpose

Students develop a love of learning, which leads to higher levels of engagement, success and improvement. This occurs through teachers continually developing their expertise in their craft.

Overall summary of progress

The continuation and support for the school's eight leadership teams and the involvement of all teaching staff within these teams has been a focus in 2016, in order to achieve this direction.

The expansion of teacher numbers involved in the 'Quality Teaching Round' Leadership Team has encouraged teachers to collaborate within and across KLAs. The focus of these teams has been on improvement in teaching quality, assessment and the use of feedback.

The continued implementation of the Performance Development Framework has led staff to increasingly engage in deeper reflection, this has guided the ongoing development of staff. To provide a data base of achievement the school has monitored feedback processes, this enables the school to effectively put in place measures to ensure progress, support and plan for future growth.

Staff have engaged with the new strategic planning process. They monitor, evaluate and review milestone implementations and their impact. The engagement to the school community in leadership teams has resulted in a strong, positive and strategic approach that has ensured the school has achieved their goals in the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School data will equal or exceed State norms for the Learning Bar surveys; <i>Focus on Learning</i> Teacher survey and the <i>Tell them from Me</i> student survey. These results will be sustained over time due to improved teacher pedagogical practices.	Data from the "Tell Them From Me Survey" students were equal to or exceeded state norms	Nil
100% of staff participation in collegial discussion and observation based on elements and dimensions of the Quality Teaching Framework.	<p>The majority of staff have been trained in the practice of classroom walk throughs and lesson observation.</p> <p>The Leadership Team has continued to support and maintain classroom walk throughs, the data gained from literacy, PBL and technology will drive further planning.</p> <p>The Quality Teaching Leadership teams has maintained the implementation of <i>Quality Teaching Rounds</i>.</p>	<p>Staff release (\$1186.00)</p> <p>Staff Release (\$</p>
All staff are registered with BOSTES and should be working towards Proficient or Highly Accomplished Accreditation.	<p>All teachers have an understanding of the Australian Teaching Standards and the implementation timeline.</p> <p>Teachers have been encouraged and supported to develop their own professional learning plans and address their own professional development and moving to Proficient.</p>	<p>Teacher Mentor (\$20000.00)</p> <p>Staff Release (\$3600.00)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are registered with BOSTES and should be working towards Proficient or Highly Accomplished Accreditation.	<p>The leadership team Great Teachers Inspired Learning (GTIL) has assisted staff in understanding the requirements of accreditation.</p> <p>Four teachers have begun preparation for their nomination for higher levels of accreditation.</p>	

Next Steps

- Our School Plan 2018 –2020 will continue with the expansion of teachers to become involved in the Quality Teaching Rounds. This will encourage teachers to collaborate within and across KLAs and ensure consistency of curriculum delivery. The emphasis will be to develop strategies to demonstrate differentiation and consistency of teacher judgment. As staff become familiar with the Quality teaching elements they will be able to understand and code lessons. In the future staff will be able to use a shared language and have embedded an explicit system of collaboration, classroom observation. This will result in data that will demonstrate effective practice, educational and academic improvement in teaching and staff outcomes.
- All teaching staff will continue their involvement in Visible Learning. This professional development is focused on John Hattie's research and the principles of Visible Learning and visible teaching. It explores how evidence can be used to create innovation in the learning environment.

Strategic Direction 2

21st Century Learners

Purpose

21st Century learners live in a changing world. As a result, students will be provided with an environment that fosters the development of resourcefulness, independence, self-direction and resilience.

Overall summary of progress

The school throughout 2016 has continued to self assess and reflect on the need for a more integrated approach to quality teaching, curriculum planning and the delivery of learning to achieve improvement in student outcomes. In the previous Report the school outlined that we did not achieve the progress we expected. The school decided to focus in 2016 on achievable 21st Century Learning milestones. We have achieved growth in areas identified, as a result we addressed the need to personalize learning to meet our students targeted and individual needs.

Six staff members were trained in the delivery of Inquiry Based Learning and two Stage 4 classes taught in the inquiry mode were established.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement as measured by improvement in attendance, reduction in truancy, the completion of assessment tasks.	Six staff members were trained in Inquiry Based Learning. Preparation for Stage 4 delivery in 2017. Accredited Compressed Education Stage 6 course was implemented. Students have either reengaged with learning or secured fulltime vocational career pathways. Preparation for the delivery of Science, Engineering, Technology and Mathematics (STEM) Stage 5 elective.	Staff training (\$9090.00) Tutors, resources, capital (\$21833.00)
The creation of 21st Century flexible learning spaces.	Three learning spaces within the school were updated to enable greater flexibility for teaching and learning. All spaces are well utilised by various KLAs. Staff and student feedback indicate a positive correlation with the space and their engagement in learning.	Furniture (\$4600) Technology (\$109383.00)

Next Steps

The future Strategic Plan will develop achievable technology goals that will reflect the school's future needs.

The future School Plan will develop new improvement measures that are more aligned with the school's needs and the implementation of individual learning utilizing data.

Evaluation of the Inquiry Based Learning classes and the Stage 5 STEM elective will be conducted. It is anticipated that further training of more staff will result in more students being taught in the inquiry mode of delivery.

Strategic Direction 3

Quality Relationships

Purpose

Positive relationships actively contribute to an individual, the school, the community and the society in which we live.

Overall summary of progress

The adoption of a school wide focus on Positive Behaviour For Learning (PBL) has provided our school with a comprehensive and inclusive framework in order to approach student well being and learning culture. In 2015 the framework was in its infancy and goals were achieved, with the continued embedment of the PBL framework in school culture the program has achieved its goals.

Through RAM funding the school has continued the employment of a Head Teacher Welfare and support for the school's Welfare Team consisting of Year Advisors and Assistant Year Advisors. This has greatly enhanced the development of targeted programs that promote positive, respectful relationships and ensure positive conditions for student learning. This whole school approach to wellbeing has helped create a positive teaching and learning environment.

To enhance staff morale, and to encourage team support a number of staff wellbeing activities were also conducted in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School engagement data from the <i>Partners in Learning</i> survey will equal or exceed State norms.	259 students accessed the Tell Them From Me (TTFM) survey. 40 Parents/caregivers completed the TTFM survey. 40 staff completed the TTFM survey.	Nil
85% of students showing positive behaviour for effective learning.	All staff have now been trained in the universal practices of Positive Behaviour for Learning (PBL). In 2016 all staff continued to engage in PBL awareness training.	Signage (\$10000.00) Teacher release (\$2400.00) External provider – programs (\$7996.00)
Improve the retention rate at transition points.	The school continued to engage focus groups from all year groups. The student feedback from these groups directed discussion in Executive and Welfare team meetings.	Awards (\$3200.00)

Next Steps

- All staff are engaged in data collection, aware of the tracking system that will assist the ongoing implementation of Positive Behaviour for Learning.
- Supported by Positive Education Schools Australia (PESA) the school will investigate and pilot positive education strategies into the curriculum pattern.
- The continued support to the school's Aboriginal Education Programs (Girls Academy and Polly Farmer Foundation), embed high quality practices for Aboriginal students and extend links with the Aboriginal community.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>Employed additional teacher support in the classroom to support identified NAP students. The mode of delivery was; in class support or withdrawal.</p> <p>Assisted with professional development of teachers to adapt teaching materials to support EAL/D students</p>	
Low level adjustment for disability	<p>The school through the Learning and Support Team (LST) continued to develop Quality Teaching Practice: Differentiation For Learning (QTP:D4L) all students who were identified as needing low level adjustment have Individual Learning Plan (ILPs) and Student Identified Learning Goals.</p> <p>Individual Learning Plans – and the ability for staff to have access these plans to adjust their teaching delivery to meet student adjustment has been a focus of a number of staff development sessions.</p> <p>RAM has continued to support 2 SLSOs each working 0.3 days per week. The SLSOs worked with students in Literacy and Numeracy using the Quick Smart program. In 2016 20 Year 7 students were introduced to QuickSmart numeracy and 18 Year 8 per semester were supported in Quick Smart Literacy.</p> <p>Whole school Learning Support team practices and referral structures were reviewed and improved.</p>	<p>\$26601.00</p> <p>Tutors, resources, capital equipment</p>
Quality Teaching, Successful Students (QTSS)	<p>The implementation of Quality Teaching has been a key focus at Muswellbrook High. This has been underpinned by staff collaboration to develop a dynamic learning community. Through the use of data, and proactive classroom observations. Mentoring and support of new staff by applying the Quality Teaching model.</p> <p>Greater use of technology, with an emphasis on literacy and an understanding of the Literacy Continuum has been aimed at moving the students to a new level of academic success. With the identification of individual student learning needs and working with parents have established achievable student goals..</p> <p>The employment of SLSOs to assist identified students needing individual support. The assistance given to our Aboriginal students to organise and complete assessment tasks has created pathways to student success.</p>	
Socio-economic background	<p>Continued use of RAM funding employed a Head Teacher Learning Support and a Head Teacher Welfare programs.</p> <p>The Stage 5 Outreach program continued to</p>	<p>\$40000.00 (Staff)</p> <p>\$19794.00 (Staff)</p>

Socio-economic background	be implemented. Again 100% of students who participated in the program returned to complete Year 11 senior school or found vocational employment.	\$40000.00 (Staff) \$19794.00 (Staff)
Support for beginning teachers	Beginning teachers in 2016 were allotted release from face to face teaching for 2 hours per week. This allowed beginning teachers to access mentoring and coaching with more experienced teachers. Funds were also provided for beginning teachers to visit other schools, to see different teaching practices. Resources were also provided to staff to support their role in the classroom.	\$15091.00 (Staff)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	373	364	384	400
Girls	345	337	369	382

The student profile demonstrates the growth in student numbers from 2013 through to 2016. School numbers have increased by 64 students. Male students still dominate the gender balance in the school, with 18 more male students than female students in 2016. This has been the trend at the school since 2013.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91	93	88	89.6
8	88.9	89.9	90.6	83.5
9	86.5	84.3	86.9	87.8
10	81.5	82.3	82.6	80.7
11	84.3	84.2	83.3	81.8
12	84.1	89.4	88.1	88.1
All Years	86	87	86.5	85.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Attendance is closely monitored and acted upon as part of child protection measures. Each day every student is expected to attend Home Group for a roll call of 15 minutes. Each group has an assigned staff member and a daily roll is marked. Roll call groups are kept the same throughout the year this allows consistent interaction between student and teacher every day. The time spent in roll marking is also valuable as an opportunity to develop close relationship and to discuss attendance and welfare issues.

As a result of this daily marking the attendance information is entered in Millennium by the SAO staff. Once in Millennium contact can be made to parents of students who are absent, either through an SMS contact or a letter for non-SMS homes. A return SMS or a phone conversation regarding a child's absence enables SAO staff to update the student attendance record. The school has an accurate record of attendance.

To build on the daily home room roll call each classroom teacher is expected to mark the roll for their lesson, electronically on Millennium. The data that is received from these rolls assist in alerting the school that the student is not present in class.

Attendance data is discussed at a weekly Attendance Team meeting. This team comprises the Principal, Deputy Principals, Head Teachers Administration; Welfare and Support, also involved is the Aboriginal Education Worker and the Home School Liaison Officer.

For students who show a pattern of non-attendance the Team will develop a plan, with the student and parent, to develop strategies for attendance improvement.

When a student truant, they will be placed on detention and their parents informed. For a pattern of continued truancy the student will be placed on an attendance-monitoring card, further follow up with the parent, as well as a Formal Suspension Caution will occur. If the student continues to truant this will result in suspension, based on persistent disobedience, resulting in a parent interview with a Deputy Principal to develop a plan to modify behavior before the student can return to school.

Student attendance incentives.

Engaging students to reinforce the importance of attendance has a significant effect on improvement in the school's Attendance Plan and Policy. To foster a culture of engaging and encouraging attendance, on full school assemblies, students are awarded prizes for exceptional attendance. 100% Attendance Certificates are rewarded each term and at the conclusion of the year the Certificates have iTunes Vouchers, cinema tickets, family passes to NRL matches.

Students are encouraged to support their peers within their Home Group. A weekly review of Home group attendance statistics provided each group with a competitive motivation to be the best attendance group, as best group they are identified in the school and adequately rewarded.

Structure of classes

At Muswellbrook High School it is student choice that drives our curriculum implementation for Stages 5 and 6 electives. English, Mathematics, Science, HSIE and PDHPE are mandatory subjects in Years 7 – 10, and

class sizes do not exceed 30 students.

In Years 7 and 8 students study Japanese and Music, with a maximum of 30 students in each class. Students studying CAPA and TAS class sizes are set at 24 to ensure students are learning in a safe and secure environment.

Students studying electives in Years 9 and 10 class sizes are limited to 24. Students studying in Years 9 and 10 Electronics, Metal and Timber class sizes are set at 20.

In Years 11 and 12 (Stage 6) English is the only compulsory subject. Again student choice determines the study pattern of Stage 6 students. The Curriculum Team will look at student interest and ensure the school has adequate to teach the subject at Stage 6. Classes with fewer than 10 students are rarely included in the timetable this is largely due to staffing implications. Classes with more than 35 students at the commencement of Year 11 are provided with two teachers in order to maintain class sizes fewer than 24.

Retention Year 10 to Year 12

In 2016 89% of Year 10 students, started their Year 11 Preliminary Course.. Retention of Year 10 into Year 12 was 78%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	16	14	12
Employment	53	46	39
TAFE entry	11	9	8
University Entry	41	37	31
Other	13	11	10
Unknown	0	0	0

In 2016 88% of Year 12 students found employment or went onto further tertiary studies in 2016.

Year 12 students undertaking vocational or trade training

Courses offered for Year 12 students to undertake studies in vocational or trade training include, Primary Industry, Metals Engineering, Construction Timber, Technology and Hospitality. In 2016 53% of Year 12 students completed a vocational or trade training in 2015.

Year 12 students attaining HSC or equivalent vocational education qualification

From a short of 83 students in 2016, all students, 100% completed a mainstream HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.68
Other Positions	4.9

*Full Time Equivalent

To the best of my knowledge there are four staff members employed at Muswellbrook High School who identify as ATSI.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	23

Professional learning and teacher accreditation

In 2016 professional development has placed an emphasis on increasing the understanding of the process to gain Proficient and accreditation and alignment with the Australian Teachers Standards with each staff member developing their own Personalised Learning Plan. Funds allocated to professional learning and teaching accreditation reflect these Personalised Learning Plans. In 2016 six staff members started the process of gaining accreditation at the proficient. Although no staff member in 2016 started

accreditation at the level of Highly Accomplished and Lead Teachers stages.

Staff Development Days were spent on ensuring all staff had completed mandatory professional learning requirement i.e child protection. Time was allocated addressing implementation of new syllabi into KLAs, to ensure teaching programs reflected syllabus requirements. Whole school staff development days also addressed our focus area in teaching, and implementation of Quality Teaching and developing confidence in using technology.

The school allocated \$65,327.45 for the professional learning of staff. The average expenditure per teacher was \$883.00 this amount was greater than the funding allocated for schools for professional learning.. Under the direction of the schools Teacher Professional Learning Committee, staff applied to use this funding for professional development opportunities, that enhanced their teaching and learning skills, enabled staff to maintain accreditation, and to maintain compliancy with Departmental policies and procedures. Funding ensured that staff had the opportunities to up skill in the school's strategic direction for 2017. To become familiar with new syllabi including Stage 5 Geography. Ongoing professional learning has resulted in expert levels in whole school directions.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 087 325.27
Global funds	1 454 884.77
Tied funds	524 915.41
School & community sources	462 943.31
Interest	25 610.12
Trust receipts	32 542.60
Canteen	0.00
Total income	3 588 221.48
Expenditure	
Teaching & learning	
Key learning areas	603 209.84
Excursions	195 523.16
Extracurricular dissections	117 597.78
Library	13 159.29
Training & development	65 327.45
Tied funds	426 351.91
Short term relief	241 484.01
Administration & office	154 349.85
School-operated canteen	0.00
Utilities	124 577.68
Maintenance	218 179.06
Trust accounts	22 313.73
Capital programs	176 822.39
Total expenditure	2 358 896.15
Balance carried forward	1 229 325.33

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary

includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

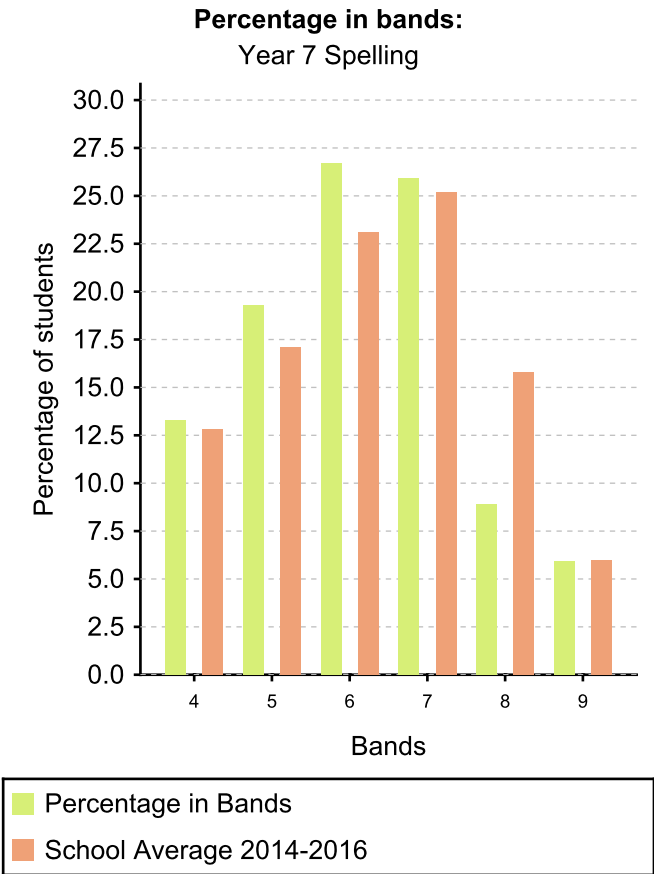
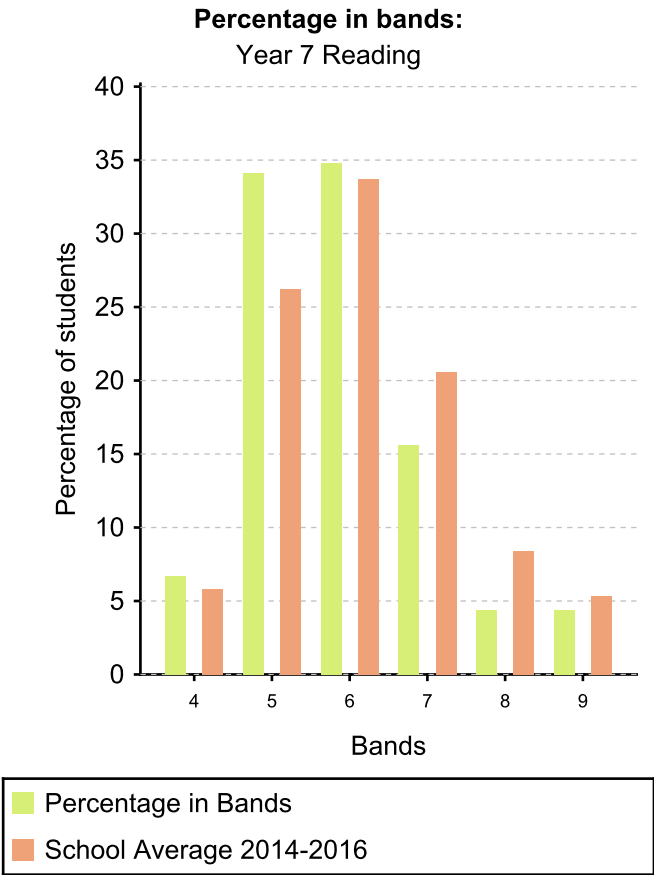
School performance

NAPLAN

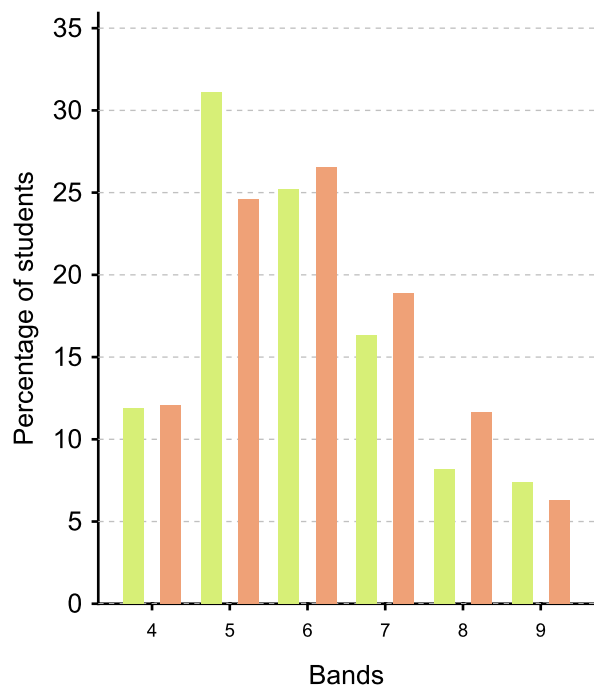
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Overall the Naplan bands for Years 7 and 9 show little

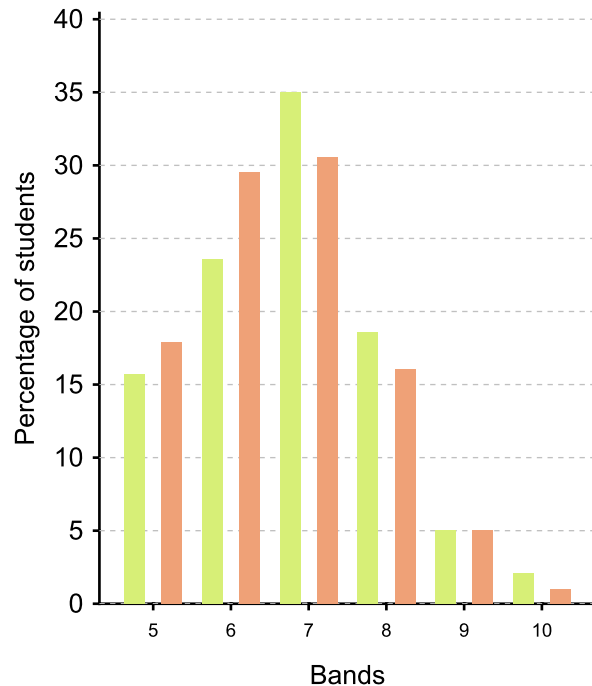
difference in 2016 percentage band and the school's average percentage bands from 2014 – 2016. The majority of students scored in bands 6 to 7, with approximately 30% of students scoring in these bands.



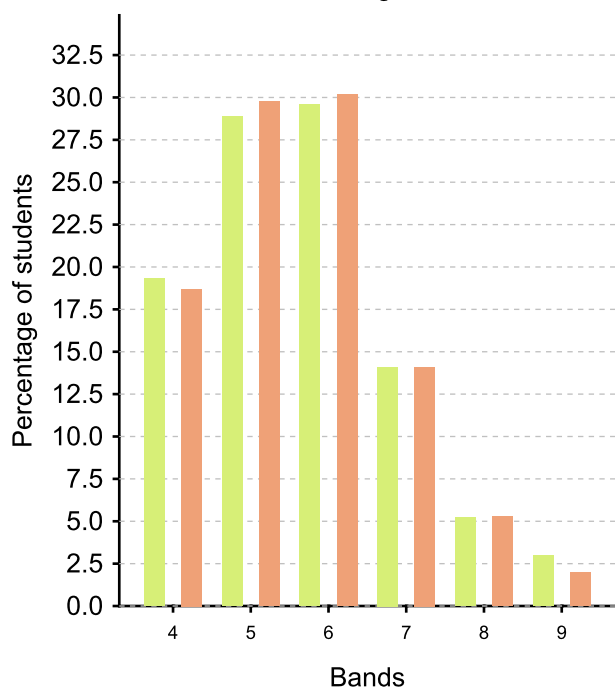
Percentage in bands:
Year 7 Grammar & Punctuation



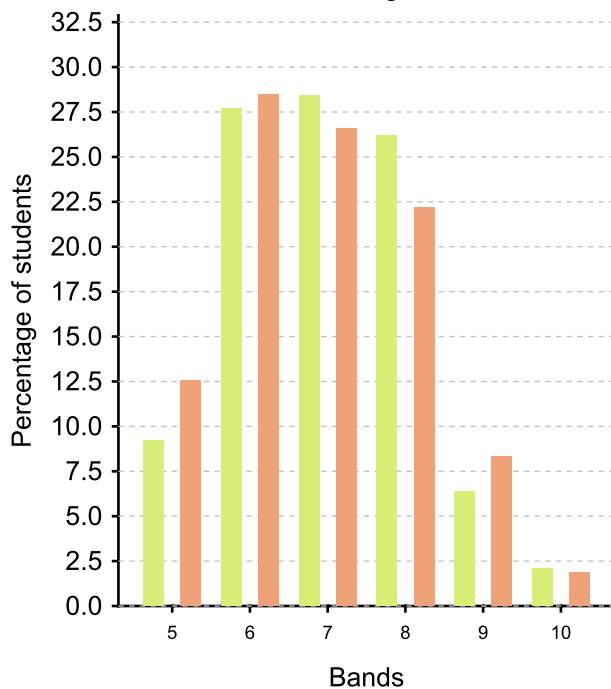
Percentage in bands:
Year 9 Grammar & Punctuation



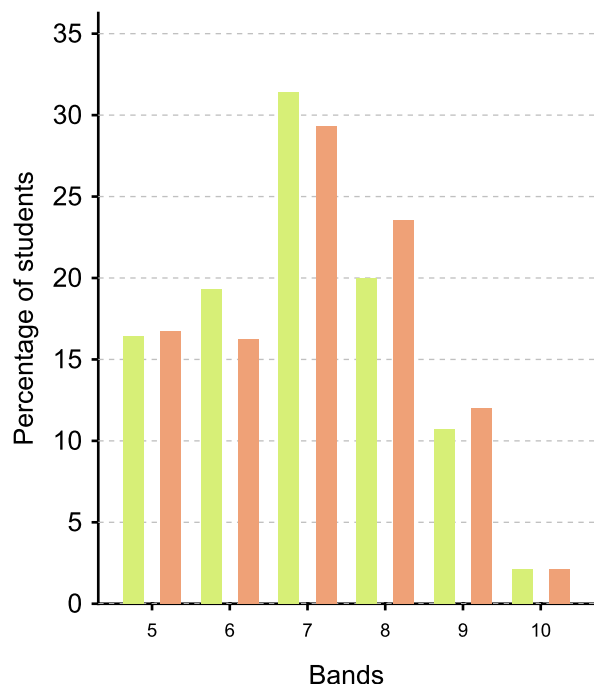
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

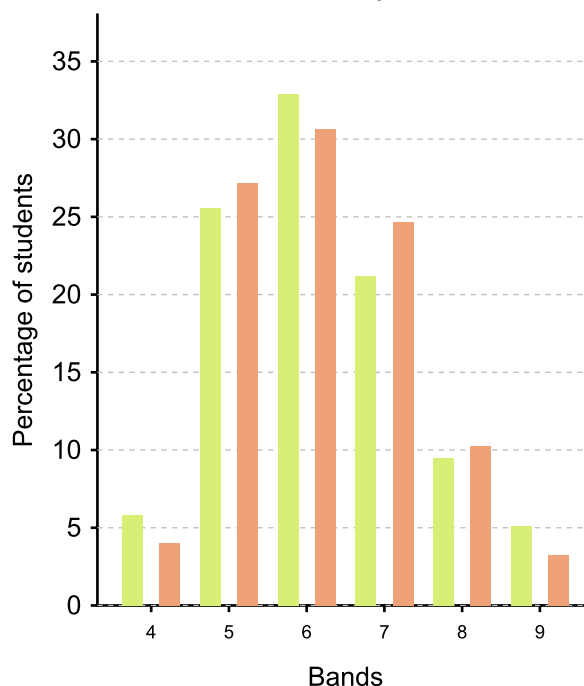


Percentage in bands:
Year 9 Spelling

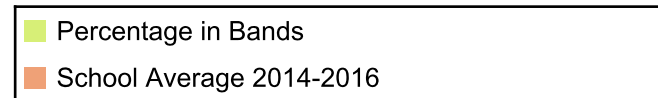
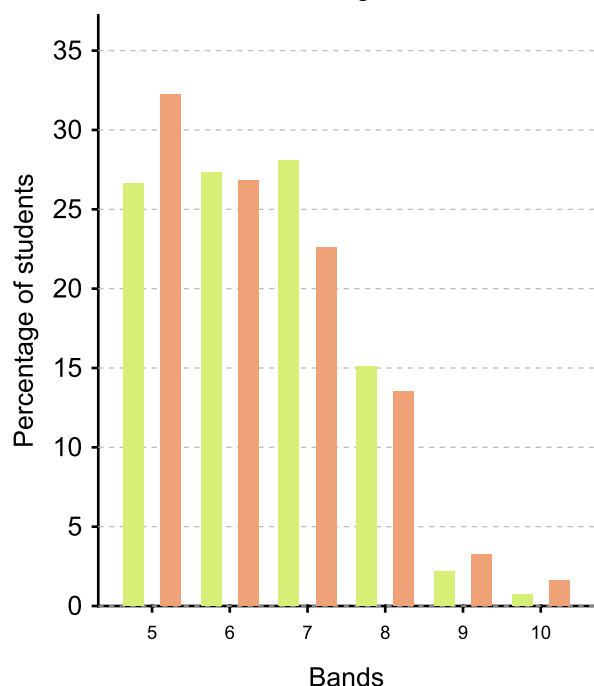


improvement in Grammar and Punctuation with 35% in band 7. In Writing the majority of students were in bands 5 and 6 a future target will be to improve the number of students in bands 7 and 8 in both Years 7 and 9.

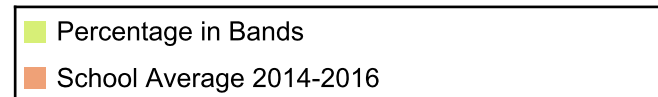
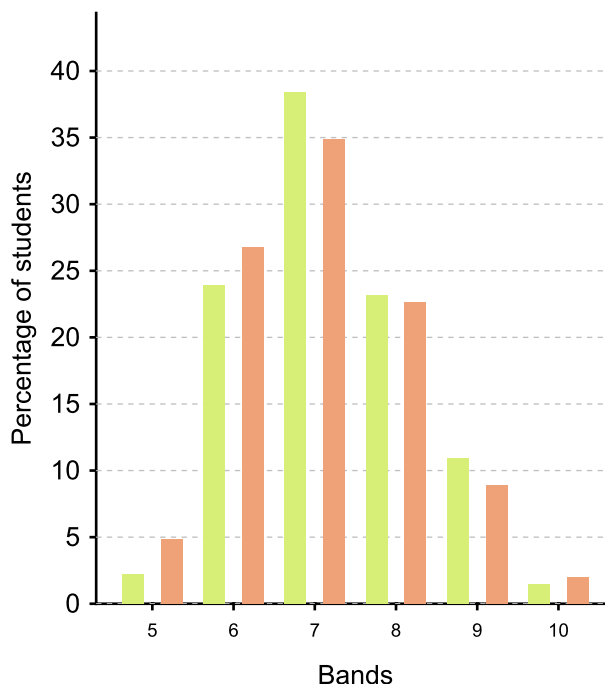
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



In Spelling students in Years 7, 25% of students were in bands 6 and 7, whilst in Years 9 29% of students scored in band 7. In the bottom bands 4 and 5 student numbers in Years 7 and 9 were approximately 15%, to lower this percentage will be a target in 2017. In Reading Years 7 and 9 30% of students were in band 6. With an increased in the number of Year 7 students in band 7. Students in Year 9 showed a marked

In Numeracy the majority of students were in band 6

with approximately 35% of students from Year 7 and 9 in this band. A pleasing result has been the decline in numbers who scored in band 5. In Year 9 over 10% of students scored in band 9. A future direction will be to continue the trend to move students into bands 7, 8 and 9.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

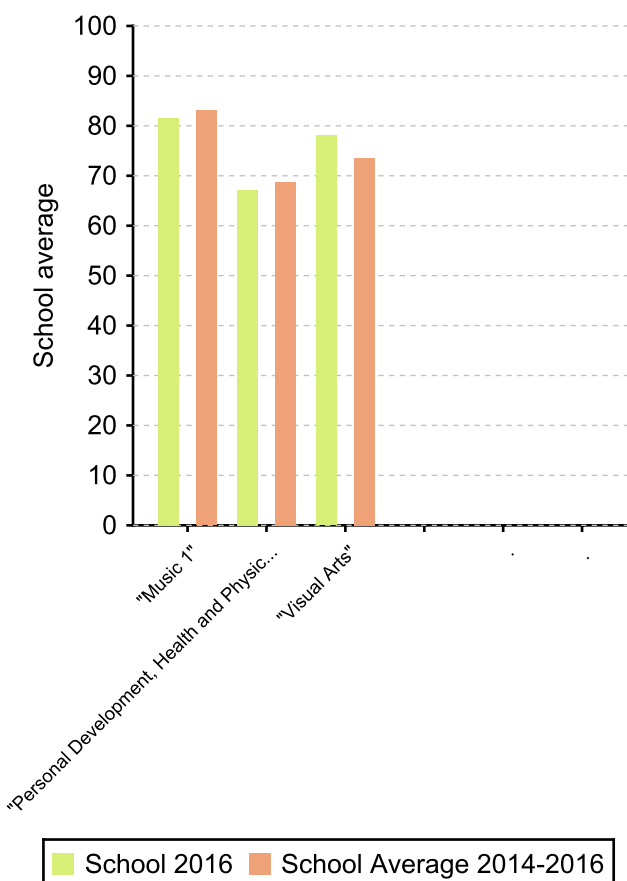
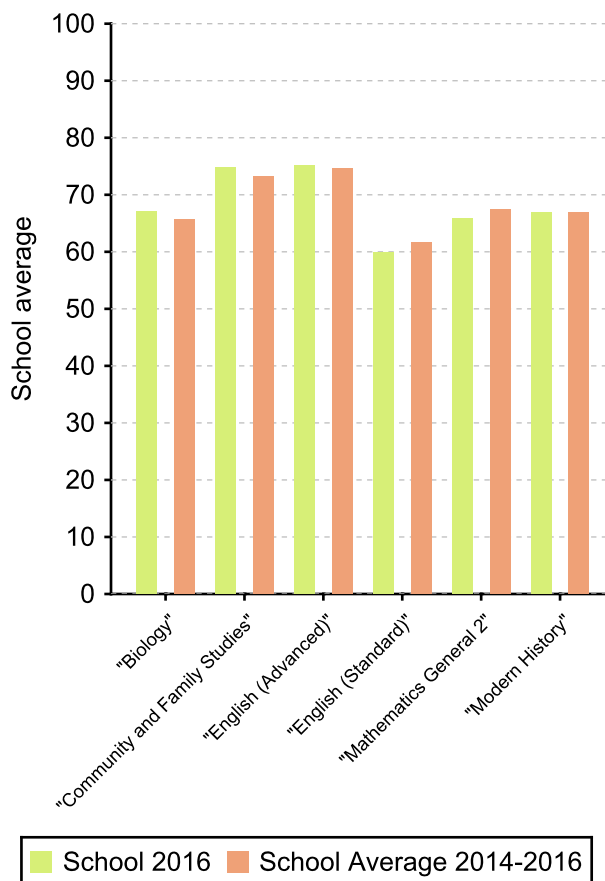
Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

Overall Naplan results demonstrated that the majority of students in Years 7 and 9 scored in bands 6 and 7. In Year 7 and 9 10 to 15% of students were in the bottom 2 bands. Moving students out of the lower bands in Writing for Year 9 will be a target in future Naplan planning.

Higher School Certificate (HSC)

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

Across all subjects studied by students in the Higher School Certificate showed little variation from 2016 compared to the school average 2014 to 2016. Students in the majority of subjects scored over 60%. With strong performances of 80% in Music 1, also scores over 70% were achieved in Community and Family Studies, English Advanced and Visual Arts.



You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence

Parent/caregiver, student, teacher satisfaction

In 2016, 44 parents completed The Partners in Learning Parent Survey. This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The data indicated the perspectives of parents towards Muswellbrook High School. Parents felt satisfied with being made to feel welcome at the school, parents do support learning at home, parents felt the school also supports learning, and the school supports positive school behaviour. Receiving school information and feeling safe at school scored lower amongst parents surveyed..

In Muswellbrook High School, 259 students completed the *Tell Them From Me* survey that included ten measures of student engagement alongside the five drivers of student outcomes. This report summarises the results.

In Social engagement students rated highly participation in sport and culture and developing strong positive relationships. The school's Institutional engagement measures indicated that students felt strongly that the school promoted attendance and positive behaviour. In measuring Intellectual engagement students scored the school highly in terms of encouraging students to make an effort. Students did have a strong sense of belonging amongst middle to upper levels of socio economic status within the school.

Based on the data students at Muswellbrook High were closely aligned with state levels of factors that drive student engagement at school.

In 2016 40 teachers completed the "Focus on Learning" teacher survey report. On the eight drivers of student learning teachers felt their efforts to help students in their learning and classroom behaviour was strongest.

Other areas teachers felt the school performed strongly in aiding student learning was collaboration, a learning culture, using data to improve performance, and teaching strategies. They identified the use of technology and parental involvement as areas for improvement.

Policy requirements

Aboriginal education

The Norta Norta Program, has provided the school with a focus in 2016 to improve writing skills across all Key Learning Areas (KLAs), for Aboriginal students. Explicit teaching lessons were conducted across faculties. 26 Aboriginal students were identified from

Years 7, 8 and 9 attending 2 sessions per week. The school's 2016 SMART data indicated that students who participated in the program demonstrated expected or above expected growth in most areas of NAPLAN. Areas for concentration in 2017 with Norta Norta support will be in writing especially using narrative text.

Aboriginal students were also provided with the opportunity to be involved in enrichment programs throughout 2016. The positive response from students indicated that this program will continue into 2017.

An important area for improving Aboriginal outcomes was assistance given to students to complete assessment tasks. This assistance was greatly appreciated by parents. In Norta Norta session's emphasis was placed upon scaffolding tasks giving quality examples to improve submission performance. This development of organizational skills has resulted in tasks completed on time and improved submission outcomes.

In senior years students working towards the completion of their Higher School Certificate (HSC). Were able to access the Graham (Polly) Farmer Foundation that supports the Muswellbrook Enrichment Centre (MEC). This Centre is well resourced with all student technology needs, and other learning resources. Tutors and Aboriginal community members, who along with parents, and the Centre coordinator support Aboriginal students, staff the Centre. To succeed in their HSC, pathways are developed for future success and to act as positive role models for the community.

Students attend the MEC twice a week, to work on homework, develop their literacy and numeracy skills. Opportunities are offered for students to attend university campus tours to; University of Western Sydney, Newcastle and New South Wales. Students also participated in activities at the art gallery and Bengalla Mine.

The outcomes from this Centre have been impressive for our Aboriginal students. With an attendance rate of 91% for our 35 Aboriginal students. All students who participated in the programs gained a HSC. With a number of students attending university or TAFE.

Multicultural and anti-racism education

Muswellbrook High School continues to promote, and support cultural diversity through programs, practices, partnerships and celebrations. The school community also has a zero policy towards racism; this creates an inclusive school culture for all students and staff.

The population of the school represents over 40 different cultural backgrounds, reflecting the gradual and far reaching change in our local community. As a school community we come together to celebrate and promote pride in our Aboriginal community through NAIDOC Week celebrations. During Harmony Week we celebrated the multicultural diversity within our school

with a flag ceremony and multicultural education activities in home groups. Also with the creation of a school video highlighting the school's multicultural diversity during Harmony Week. An African Drumming Workshop for Year 8 students, and an international food stall selling Thai and French croissants were all part of this celebration.

Teaching and learning programs delivered across English, HSIE, PDHPE and LOTE addressed multicultural issues. Raising student awareness of the diversity of the school population.

In 2016 students, and staff travelled to Japan on an educational tour to highlight and immerse themselves in a completely different culture. Students were able to visit the Hiroshima Peace Park, leaving 1,000 paper folded cranes created by our students at the Children's Peace Memorial. The highlight of this trip was the 9-night home stay and school visit to Sayama Seiryō Senior High School.

The school has in place affirmative action programs to assist new enrolments from different cultural backgrounds. Students with English as a second language have their learning needs supported with additional opportunities to refine their understanding of English. This is supported through class placements, additional practice time and instruction based on individual student needs.

To promote a zero tolerance to racism. The school educates the community on the impact of racism on the school. To deal with racism at the school MHS has two trained Anti Racism Contact Officers. These trained staff enable students and staff to feel confident that they can discuss issues of concern in relation to racism.

Other school programs

Muswellbrook High School maintains and enhances its relationship between the school and the town's intra agencies. The high school has developed a number of programs that have assisted both students and staff to use the expertise of intra agencies to prepare students, to address lifestyle choices they will be confronted with as they go through high school and enter the community.

Students had the opportunity to get to know their local police officers and work on their fitness through the "Boxing and Brekky" program. This program also improved student attendance. Living a healthy lifestyle was further promoted with the girls working with PCYC on "Growing Green".

Representatives from Muswellbrook's Legal Aid visited Year 8 and conducted social media workshops. With an emphasis on "sexting", privacy issues and cyber bullying.

midwives the school addressed body image, to Year 7 Sexual and Reproductive Health. Our local immunization program was continued. To foster healthy relationships Year 10 participated in the "Love Bites" programs.

Upper Hunter Youth Service assisted with their staff, working with students on a 1:1 on youth work and counselling along with a lunchtime drop in Centre. The service delivered programs that enhanced boy's resilience and self-regulation.

The school developed a strong relationship with "Where There's a Will" Foundation. This program assisted our Year 12 students prepare for their HSC. With this support the Foundation was able to conduct a school mental health audit, giving the school confidence to provide mental health support for our students.

A local mining company worked with the school to complete a beautification project. Apprentices from the mining company landscaped and resourced an outdoor leaning space, the Aboriginal Yarning Circle. This new space it used for sharing and cultural learning.

Working with Muswellbrook Community Health and