

Muirfield High School

Annual Report



2016



8498

Introduction

The Annual Report for 2016 is provided to the community of Muirfield 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 survey 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.

The layout and choice of graphs is controlled by the Department of Education. In some cases this has resulted in a standard other than one of which I would be proud. Further, the Annual School Report no longer allows us to outline and describe the wide range of student activities; compare results of Muirfield students in external examinations with state levels of achievement and include data on growth. Additionally, the software program does not allow pasting from Word documents that were mandated to be used by the Department. As a result occasional spacing problems have resulted. For this I apologise.

Details on the wonderful opportunities and achievements of our students can be found in the school's newsletters which can be accessed on the school's website.

Jennifer Reeves

Principal

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School background

School vision statement

Muirfield High School is noted for the positive and respectful relationships between all members of the school community. Offering a broad curriculum including traditional academic subjects and a wide range of vocational, creative and practical subjects, Muirfield provides opportunities for personal achievement for a diverse range of learners. The school's strong academic success is underpinned by the productive learning environment which engages students in creative and critical thinking. Outstanding extracurricular programs in the creative and performing arts and leadership development provide tremendous opportunities for student growth. The school actively promotes a sense of wellbeing with staged and strategic welfare programs. Our core values are embedded in our daily practice.

School context

Located in Sydney's north-west, Muirfield's student population has shown continual growth. Muirfield has an experienced and committed staff with a strong ethos of collaboration and collegial professional learning to engage and challenge students. Working closely with the wider community, Muirfield enjoys close partnerships with primary partner schools and local businesses to support students' identity as learners. Parents have strong aspirations for their children in achieving personal best. The majority of students come from an English-speaking background, with most parents having post-school qualifications. Our expansive grounds are used to facilitate healthy competition in sport and an active lifestyle. The school actively promotes a sense of wellbeing with staged and strategic welfare programs.

The school is a PBL (Positive Behaviour for Learners) school with our key focus on all students to participate, show respect and learn.

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.

Our self-assessment indicated that the teaching staff at Muirfield are committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student. The Executive Team examined school programs, practices and data, using the descriptions of key elements of practice contained in the School Excellence Framework. The Executive Team reflected on the progress being made across the school, based on the descriptors in the Framework.

In the domain of Learning, our efforts have been primarily focused on the elements of learning culture; curriculum and learning and assessment and reporting. In all three elements, the on-balance judgement is excelling. All teaching staff understand that student engagement and learning are related and there is school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school achieves good value-added results for students with students showing higher than expected growth in some areas. In the element of wellbeing, the Student Wellbeing Team leads a strategic and planned approach to support the emotional, social and cognitive wellbeing of all students. In 2016, we worked with the P&C to run information sessions with parents on cyber-safety and adolescent mood disorders.

In the domain of Teaching our focus has been on effective classroom practice, collaborative practices and learning and development. 2016 saw the refinement of the Professional Development Framework for all of the teaching staff. This was the first full year of teachers undertaking a Professional Development Plan (PDP) where they set goals and engaged in professional learning targeted to the school priorities. The school has initiated a peer class observation program, entitled SOTO (Show One Teach One), which has supports teachers to share best practice to develop more engaging and effective teaching practices. All teachers of senior classes reflect on HSC data and how this informs current classroom

practice. In addition, all teachers engage in faculty discussions on how to improve student achievement.

In the domain of Leading, our priorities have been to enhance opportunities for leadership in different aspects of the school and for teachers at all levels. There is strong commitment to executive leadership capacity development via the implementation of coordinators in key focus areas such as VET, Welfare and PDHPE. All faculties have “2ICs” with the second in charge attending selected Executive Meetings and Executive Conferences. The Executive Team undertook a day’s training in GROWTH coaching to assist with mentoring teachers at all stages of their career and to support leadership development. This also built the capacity of supervisors to provide constructive feedback as part of the peer classroom observation. Diversified leadership is evident in our school teams which are led by class teachers as facilitators with an executive teacher as a coach to the team leader. Student Leadership is an integral part of student wellbeing. The school student leadership structure comprises the SRC and Student Executive Team. Opportunities exist for student leadership across the school in a range of different programs, including peer tutoring, peer support, music programs and primary partner programs. Student leaders also have the opportunity to represent the school on numerous formal occasions such as local ANZAC Day ceremonies and meetings at the NSW Houses of Parliament.

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. 2017 will see a focus on developing communication channels with parents, implementing PDPs with non–teaching staff to improve customer service and strengthening the role of feedback in SOTO.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Critical and creative lifelong learners

Purpose

MHS is committed to nurturing, inspiring and challenging students to find the joy in learning. Its environment is one where students are well supported as self-motivated learners who are both confident and creative individuals, with the personal resources for future success and well-being. We aim for students to achieve their best and to take their place in the world as critical thinker sand leaders.

Teachers take shared responsibility for students' improvement and contribute to the transparent learning culture by observing each other's practice.

Overall summary of progress

This area of our school plan has centred on engaging and challenging students to assist them in achieving their best. Teachers have worked in whole-school teams and faculties to develop classroom practice. HSC and NAPLAN results have indicated growth and above state means in many areas. In 2016 two teachers were trained in VET Sport Coaching which provided an additional vocational framework course in Stage 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">HSC growth will equal to or above state growth.	Data from Smart indicates that in 2016, our students demonstrated growth greater than state for the HSC. Growth ranged from small to moderate.	School teams = no cost; using school meeting time. School Development Days = no cost to school. A proportion of total professional learning funds was used to support teacher learning in this area.. Total professional learning funds = \$50,304.
<ul style="list-style-type: none">Percentage in top 3 bands equal to or above percentage in top three bands the state in over 75% of courses.	In 2016, 83% of HSC courses had a greater percentage of students in the top 3 bands compared to the state.	School teams = no cost; using school meeting time. School Development Days = no cost to school.

Next Steps

The Critical and Creative Team will engage in action research, drawing on CESE What Works material, to further refine classroom practice that has greater impact on student achievement. In 2017 the school will employ an instructional leader to build teacher capacity in teaching writing. The school will undergo a VET audit in late 2017. Faculties continue to use HSC data to reflect on practices in order to improve student achievement and to support all students.

Strategic Direction 2

Leading Learners

Purpose

Leadership underpins every aspect of sustained learning. School leaders, at all levels, recognise, promote and build the capacity of staff, students, parents and the community. This provides opportunities for student ownership and student voice in decision making.

Distributive leadership enables staff to support a culture of high expectations and collegial professional learning.

Overall summary of progress

All teachers engaged in the first full year of Professional Development Plan, with teachers working with their supervisor to systematically and strategically review progress based on evidence, self-reflection and feedback. The Wellbeing Team undertook a review of current practices that support student wellbeing. School teams continue to be avenues to develop distributive leadership. The Executive Team engaged in learning about models of coaching and mentoring with a focus on GROWTH coaching. Links to Learning programs were not continued due to the change of funding model by the Department of Education. However Links to Learning was successfully utilised, in its last year of the current funding methodology, to support students at risk of disengagement in 2016. The Learning Support Team codified the approach taken to learning support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework.	All teachers completed the first full year of the PDP process. A school developed quality teaching rounds program has been implemented. Collegial class observation and feedback are supported by a team of experienced practitioners.	School teams = no cost; using school meeting time. School Development Days = no cost to school. Proportion of total professional learning funds used. Total professional learning funds = \$50,304

Next Steps

The school will investigate ways to refine the collegial class observations to provide feedback that is a result of direct observation of classroom practice in order to support the school in identifying quality practices, to support teachers in identifying goals and to improve the effectiveness of feedback. In line with the School Excellence Framework, the school will also investigate ways to refine self-reflection based on the Teaching Standards and to incorporate student voice in providing constructive feedback. The Wellbeing Team and Senior Executive Team will publish, and communicate to all, the framework of student wellbeing and the MindMatters program. The Wellbeing Team, with student leadership, will also review the merit system.

Strategic Direction 3

Connected Community

Purpose

Parent and community connectedness to the school engenders a school community that operates in a collegial and sustainable manner and embeds a culture of success and high expectation. Through reflective practices and whole school planning, effective and meaningful partnerships are empowered to contribute positively to the school community and support student learning. With consistent practices and clear communication our community can work to maximise student achievement.

Overall summary of progress

To support parents' understanding of what their children are learning and how they can support their children's progression to the next level, all faculties provided scope and sequences for junior programs, written in plain English, and which indicated the deep learning and key skills taught. These scope and sequences were placed on the parent portal. The Connected Community Team investigated a third party provider of school administrative and communication systems. As a result, the school purchased Sentral for implementation in 2017. The P&C was consulted as to what information and methods of communication are preferred. The P&C supported the implementation of Sentral. Strategic training in its use and attendance modules took place in 2016 Term 4. Sentral will be used administration and communication on student wellbeing, attendance, reports, and communication with parents. In addition, the Edval timetabling package was also purchased. The Timetabling Team was trained and used Edval to create the 2017 timetable. Edval proved effective in ensuring students were allocated to courses based on their preferences. The Barclay Learning Team continued sustainable and meaningful partnerships with primary schools, including team teaching in areas of technology and sharing approaches in the teaching of English. These primary partnerships assisted in building the leadership capacity of our students. We were not successful in gaining funding to implement a mentoring program for Year 11 students. While this formed part of our School Plan, without funding it could not go ahead.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Provision of a comprehensive student information system that allows enhanced and timely communication between the school and parents.	Sentral investigated and selected as IT system to be implemented for 2017. Edval timetabling package also purchased. Training for staff commenced in 2016.	\$17,000 for start up of Edval and Sentral and training of staff
Implementation of LMBR.	Readiness tasks and introductory training undertaken	Nil finances expended. Time of SAM and Principal

Next Steps

With the Department's introduction of LMBR, Muirfield will "go live" with LMBR in May 2017. PDPs for non-teaching staff become mandatory from 2017. Training for these, together with new systems of financial management, requires significant time and resources. The school will investigate employment of a Business Manager. The School To Work Team will reapply for funding to implement a Year 11 student mentoring program. The Connected Community Team will continue to lead the expansion of the range of modules in Sentral being used effectively, especially in communicating with parents and in monitoring student attendance.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students supported in learning and accessing curriculum, including Individual Learning Plans for all students.</p> <p>NRL School To Work mentoring, including Aboriginal Girls Leadership Program.</p>	\$2,700
English language proficiency	<p>Ongoing support of students at various levels of English language proficiency and ESL Stages to develop English language skills and to achieve in all stages of learning.</p> <p>ESL students successful at HSC, with all proceeding to university study.</p>	<p>\$61,213 for 0.6 ESL teacher</p> <p>\$28,959 for additional bi-lingual ESL teacher, approximately 0.2</p>
Low level adjustment for disability	<p>There are a wide range of student supports in-place – eg disability provisions for assessment, in-class SLSO support, LaST and SLSO assignment support, planning and provision of high quality advice for class teachers by LST.</p> <p>Review of LST Policy and Programs</p>	<p>\$81,617 for 0.8 LaS teacher</p> <p>\$43,597 for 0.9 SLSO</p>
Socio-economic background	<p>Equitable access to high functioning computer hardware and network.</p> <p>Support for families facing financial distress, eg for camps, swim school and field studies</p>	\$28,491
Support for beginning teachers	<p>Induction program, mentoring and strategic support for beginning teachers.</p> <p>Additional release time for beginning teachers</p> <p>All teachers have remained in teaching, after gaining their accreditation.</p>	\$39,741

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	428	437	414	429
Girls	359	375	353	364

Student enrolment has remained steady.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.1	96.6	94.6	94.8
8	97.3	94.7	91.3	92.8
9	96.5	94	91.1	90.7
10	95.1	93.6	90.1	91.2
11	96.1	94	89.7	90.7
12	95.1	93.5	89.2	89.7
All Years	96.5	94.5	91.1	91.8
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

In 2016, all year groups, except Year 12, student attendance was above that of state. The overall attendance for 2016 above state.

Accurate records are maintained of student attendance. Regular attendance is encouraged and rewarded. Parents/Caregivers are regularly informed of unexplained or unsatisfactory attendance. Students whose attendance falls to 85% or less are referred to their respective Year Adviser for support and counselling. Strategies to improve lateness or poor attendance include an attendance monitoring card, parent involvement and an attendance improvement program with support provided by the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			5
Employment	0.4	11	
TAFE entry	0.2	2	31
University Entry			54
Other			6
Unknown		4	4

The majority of our Year 12 students continued onto either full or part time study at university, TAFE or other tertiary education providers following their H.S.C. 54% of our HSC students were accepted into the university courses of their choice. The universities offering places to our students included Sydney University, The University of New South Wales, The University of Technology, Macquarie University, University of Melbourne, Western Sydney University, Australian Catholic University, Charles Sturt University, University of Newcastle, the University of New England and Australian National University. A number of our students were offered placements into courses at university early, based on criteria such as their community service, leadership and academic merit.

The majority of our Year 11 students went on to complete their Preliminary requirements at school.

The majority of our Year 10 students completed the requirements for their RoSA at school and continued to Stage 6 studies.

Year 12 students undertaking vocational or trade training

Vocational Education programs are valued by our students. 46% of Year 12 students included one or more VET courses in their HSC program of study. The most popular choices in school were Information and Digital Technology, Entertainment Industry, Primary Industries, Hospitality and Construction. Students also accessed TVET courses delivered by Hornsby, Meadowbank, North Sydney and Ryde TAFE. Many students who chose VET used their credentials and experience as a transition into a related field in further study at university or TAFE. Others used their VET mandatory work placements as a networking opportunity to find employment. We had two students successfully completing School Based Apprenticeships or Training in Retail Studies.

Our students continue to do exceptionally well in their VET courses. Congratulations to Jovan Sia, who came 2nd in the state for Information and Digital Technology

and to Abbie Fowler who came 4th in the state for Retail Services. Students doing the accelerated Information Technology program sat for their HSC exam while they were in Year 11 this year. Students recognise the benefits of being able to focus on one HSC subject, and completing it before the pressures of their HSC year. Once again, the students achieved outstanding results in the program. This accelerated program will be offered again to talented students in Year 10.

Early access to VET was also taken up by Year 10 students through TAFE. Students were keen to access courses in Agrifoods Operations, Hospitality and Timber which appeared as Stage 5 electives on the RoSA. Other students took up Hair and Beauty which appeared as a Stage 6 course on the RoSA.

Year 12 students attaining HSC or equivalent vocational education qualification

All but two (98%) of our students enrolled in our Year 12 group were successful in gaining the HSC credential. Two are undertaking pathways by accessing TAFE in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	13.68
Other Positions	3.5

*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. No staff member identifies as Aboriginal.

The school would benefit from school counsellor allocation. While there is no school counsellor appointed to the school on the entitlement report, the school is allocated 0.7 school counsellor.

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	42

Professional learning and teacher accreditation

Significant professional learning was undertaken by Muirfield High school staff in 2016. This took place on School Development Days, at external courses, at conferences and via on-line learning. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a Professional Development Plan. Mandatory training included child protection and CPR.

19 teachers are maintaining accreditation at proficient, and 8 teachers are seeking accreditation at proficient.

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

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	850 883.84
Global funds	711 467.32
Tied funds	291 257.65
School & community sources	698 395.56
Interest	20 974.60
Trust receipts	81 025.01
Canteen	0.00
Total income	2 654 003.98
Expenditure	
Teaching & learning	
Key learning areas	119 699.09
Excursions	205 111.21
Extracurricular dissections	83 504.48
Library	10 183.49
Training & development	0.00
Tied funds	290 370.47
Short term relief	101 568.76
Administration & office	472 878.07
School-operated canteen	0.00
Utilities	121 124.62
Maintenance	63 068.44
Trust accounts	57 454.28
Capital programs	72 304.70
Total expenditure	1 597 267.61
Balance carried forward	1 056 736.37

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

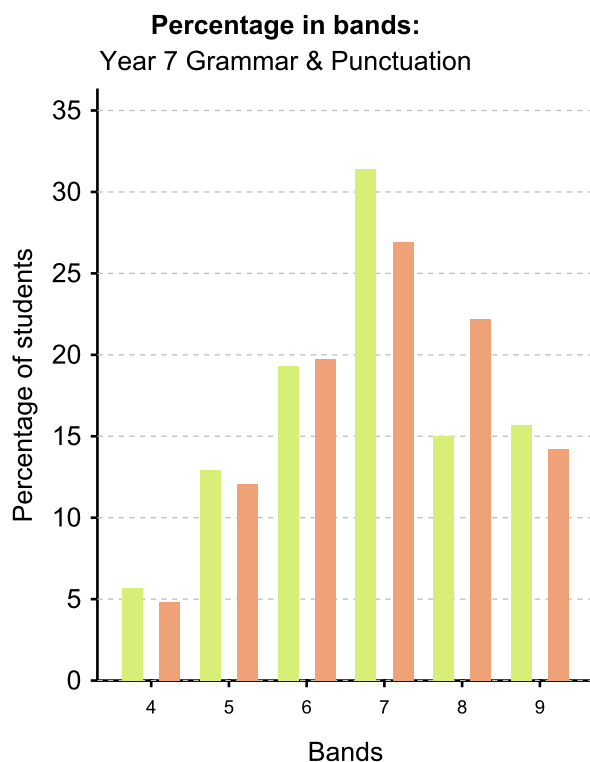
NAPLAN

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.

The graphs in this report were provided by the Department of Education. We can no longer select graphs that provide a comparison with similar schools

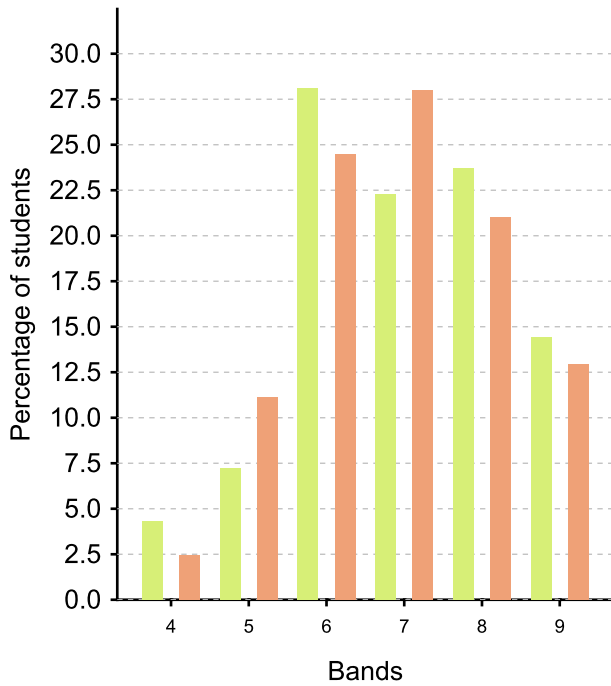
or state. Further, we can no longer provide a graph displaying student growth. In all aspects for Year 7, mean was above state. For Year 9, mean was above state in reading, writing, and grammar and punctuation. Mean for Year 9 was slightly below state in spelling, which reflects this cohorts' achievement in the top band being lower than the school's average over the past three years. Year 9 growth in the aspects of reading, spelling, grammar and punctuation were above state. No growth data was provided for writing as the writing task changed text types from non-literary to literary.

The mean for Year 7 numeracy was above state. Similarly, Year 9 mean in numeracy was above state. A greater percentage of Year 7 students gained scores in the top three bands compared to state, as did Year 9.



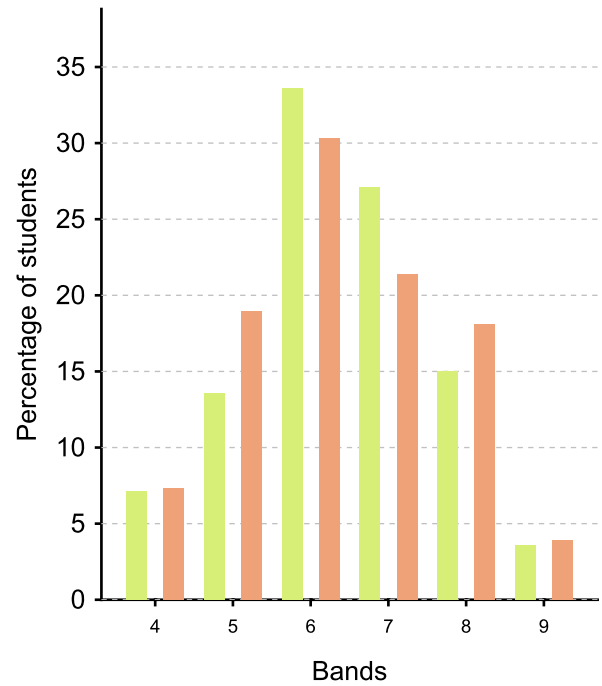
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Reading



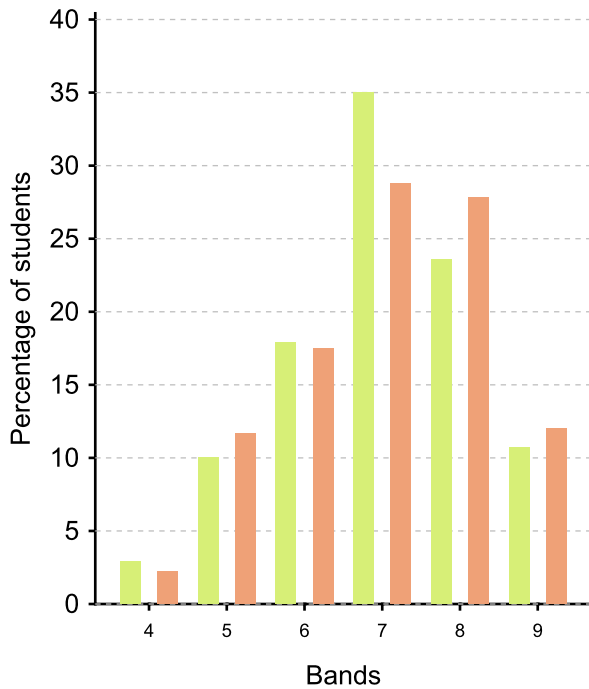
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



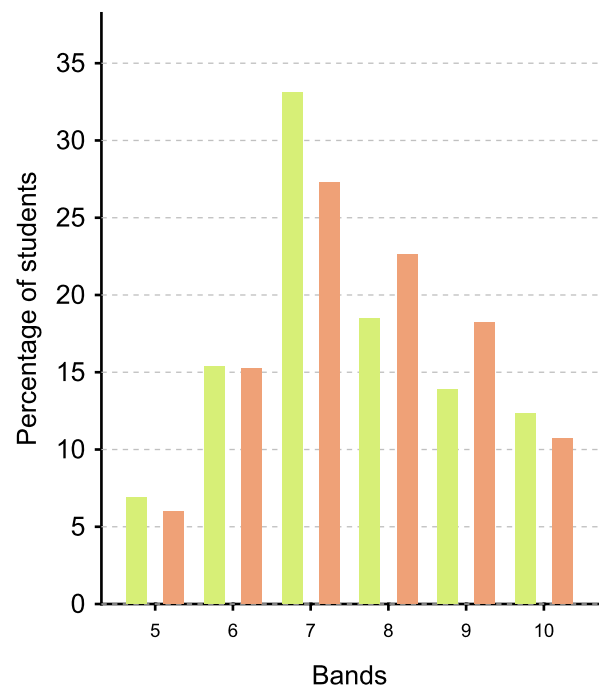
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Spelling



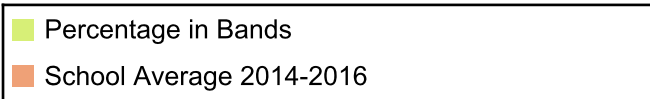
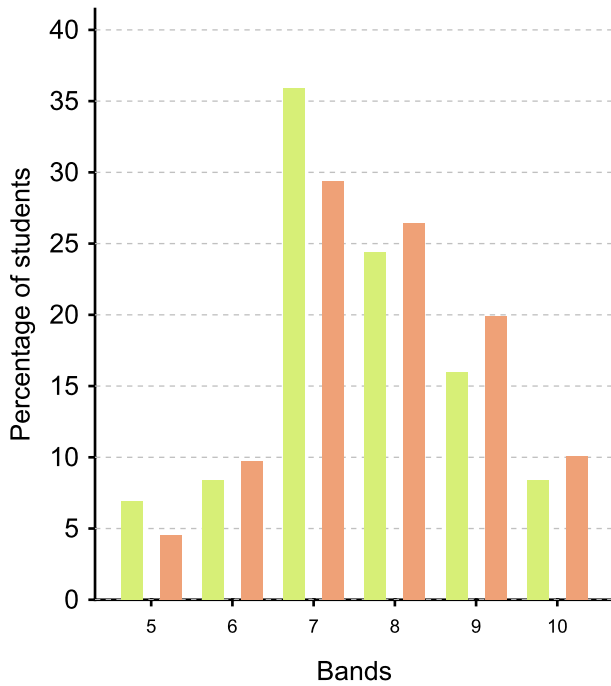
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation

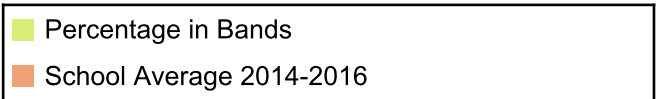
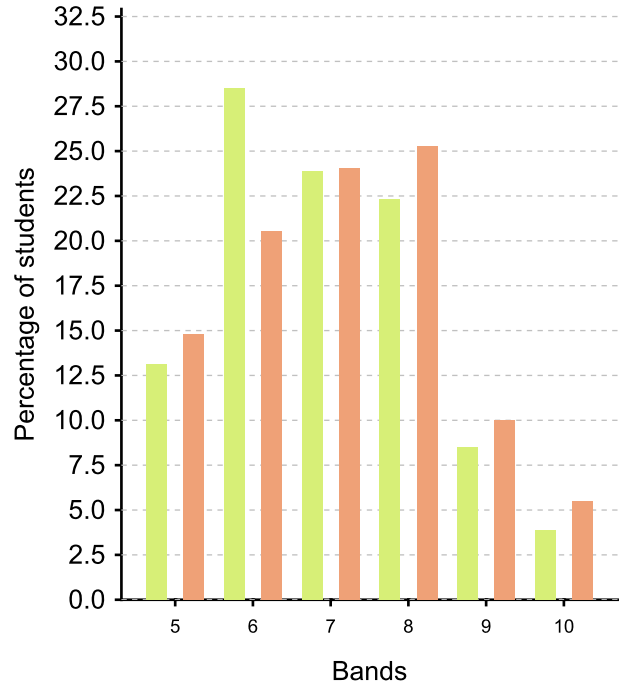


Percentage in Bands
School Average 2014-2016

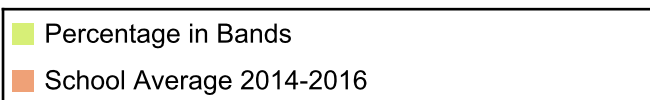
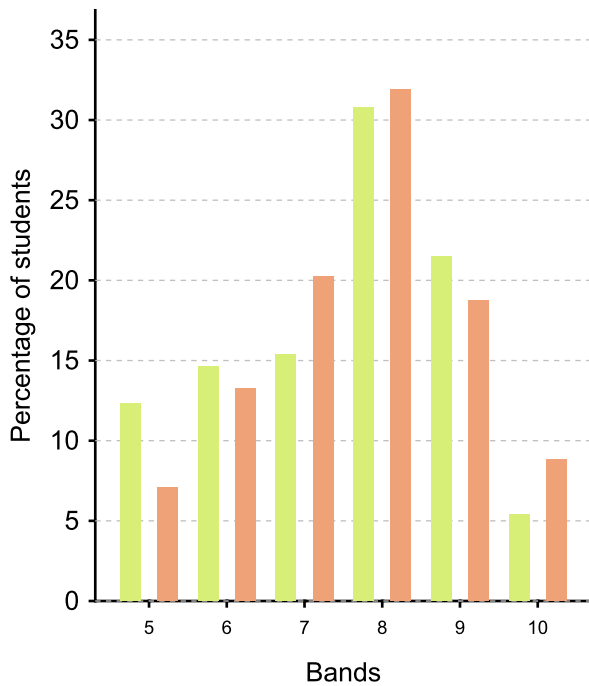
Percentage in bands:
Year 9 Reading



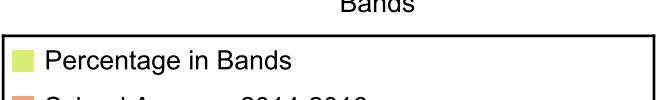
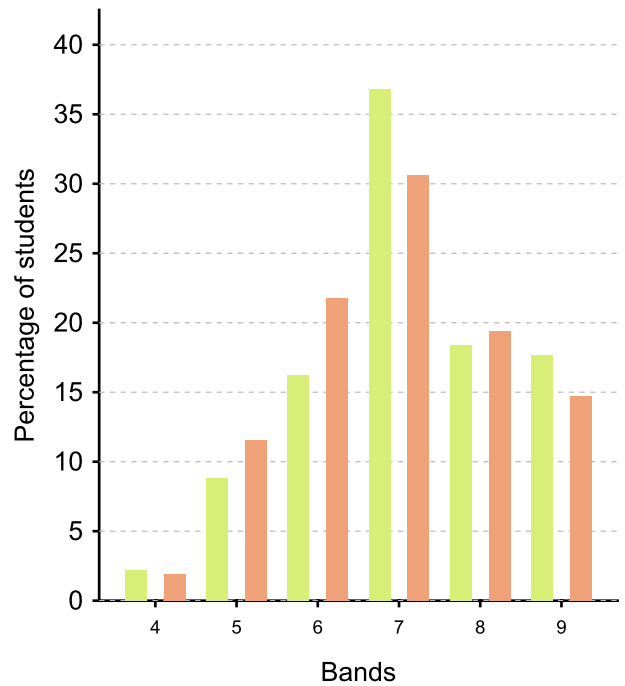
Percentage in bands:
Year 9 Writing



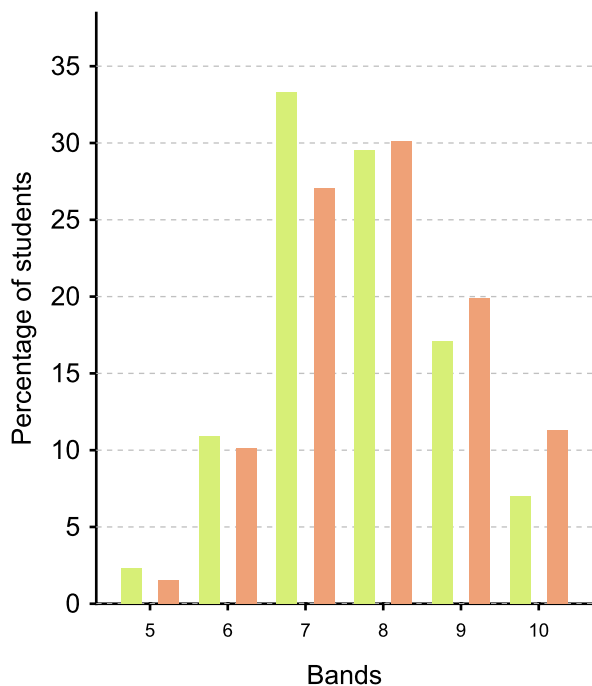
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

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.

Higher School Certificate (HSC)

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

Please note: the graphs inserted into this document were automatically placed by the Department of Education. The school cannot alter layout. Course titles that are cut off and SDD being placed on its own graph are the result of the Department of Education's automatic layout.

Muirfield had more HSC courses than indicated in the graphs. Graphs are only provided for courses with over 15 students. Many of the HSC classes at Muirfield have smaller numbers and thus they are not included in the graphs.

Our 2016 Year 12 cohort was quite small with fewer than 70 students. Within this small group there were many outstanding results. Of particular note is the excellent performance by our outgoing school captain, Tara Arrow. Tara's hard work was rewarded with an outstanding ATAR of 98.95. Achieving a Band 6 in every subject she studied, she was placed on the Board of Studies' All-round Achievers merit list. Tara was also recognised on the HSC Top Achievers in Course merit list which recognises students who

achieved one of the highest places in an HSC course, as she came sixth in the state in Society and Culture. Tara achieved the school's top ATAR with a rank of 98.95.

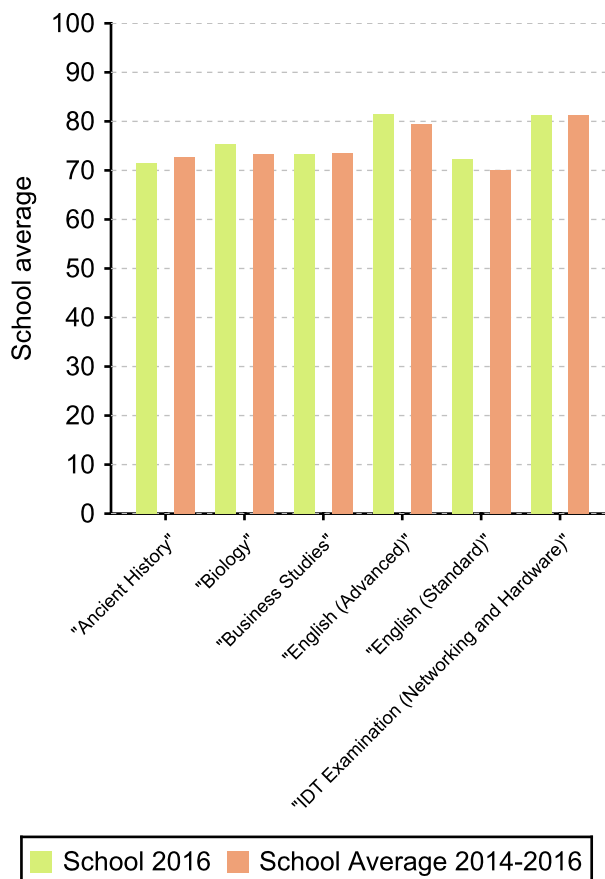
Mr Carpenter continues to facilitate students to achieve excellent results in Information and Digital Technologies (IDT). Jovan Sia was placed on the Top Achievers in Course merit list for coming second in the state in IDT. Mr Carpenter has had a student on the Top Achievers in Course, which lists student who are placed in the top 10 in the state in the course, three out of the last four years in IDT.

At Muirfield some students undertake a TAFE course which counts towards their HSC. Abbie Fowler undertook Retail at TAFE and excelled in her TAFE course, placing fourth in the state.

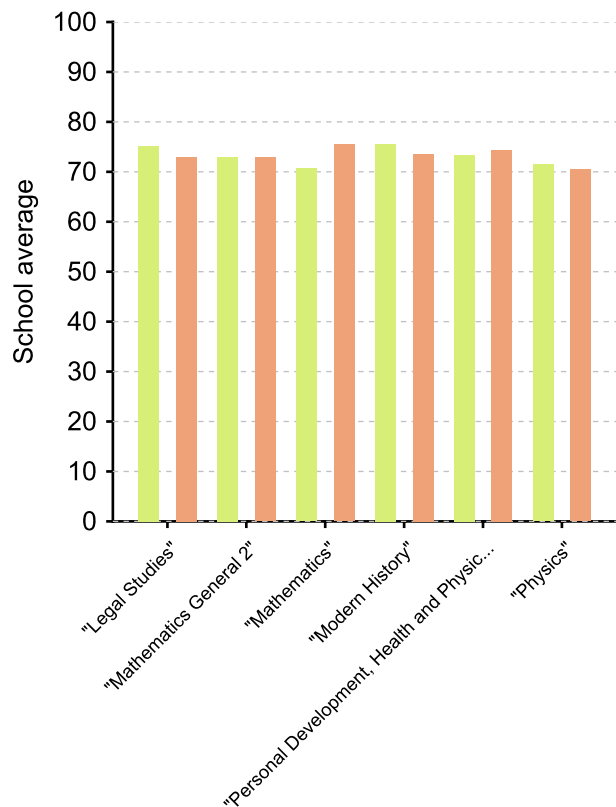
Sixteen students were placed on the Distinguished Achievers List for a range of courses.

More than 80% of all the HSC courses had a greater percentage in the top three bands than the percentage in the top three bands for the state.

Teachers use HSC performance to reflect on their practices. Teachers examine aggregated data, individual student results and school performance compared with state performance to inform programs and practices.



School 2016 School Average 2014-2016



with their child's learning at Muirfield. No one stated they were not at all satisfied. More than 50% of parents surveyed stated they would like more communication and information about their child's learning. Similarly, over 30% stated they would like more communication regarding school events. This is being reflected in the school plan.

A survey of staff regarding the collegial classroom observations indicated high levels of satisfaction with the program, with a request for refinement to include the relevant Professional Standards.

Policy requirements

Aboriginal education

At Muirfield High School, Aboriginal Education remains an important focus. The inclusion of Aboriginal perspectives and content in all KLAs is designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

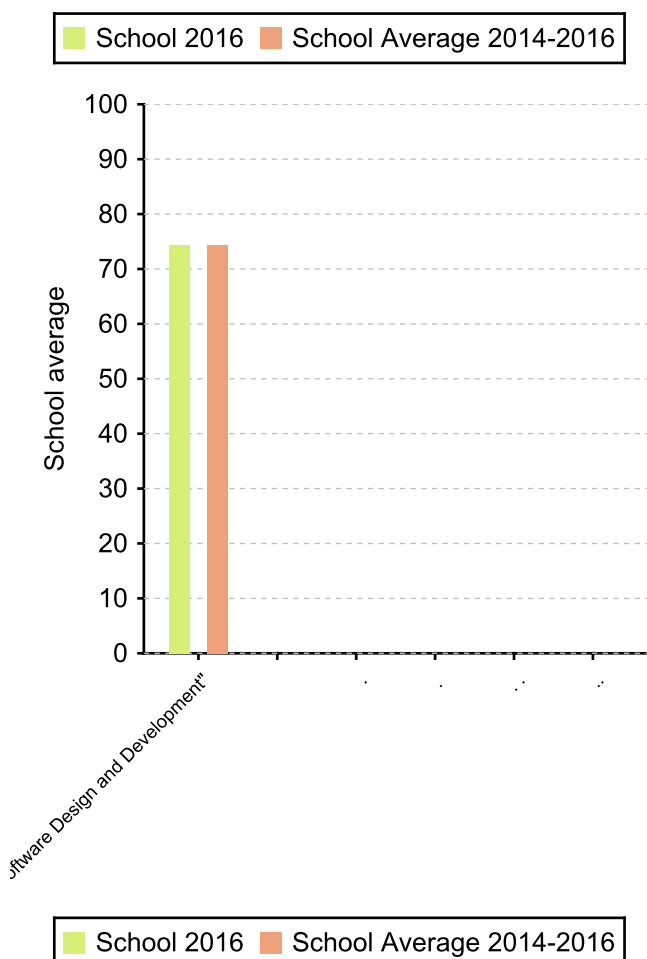
All Aboriginal students have an Individual Learning Plan and are making progress towards their goals. This year we worked with the NRL School to Work program which provided an Aboriginal mentor for Aboriginal students in Year 11. Of the three Year 11 Aboriginal students, while one declined to participate in the program, the other two were successfully supported. As a result, one of the students gained a traineeship and another participated in the Aboriginal girls leadership program. Encouraging attendance and working with families has been an important part of supporting our Aboriginal students.

Multicultural and anti-racism education

Whilst a large proportion (75%) of the Muirfield community is of an English speaking background, Muirfield values and strongly promotes multicultural harmony. In 2016, we had an increase in enrolment of international students, attracted by the quality teaching available at Muirfield.

Dedicated to recognising our cultural diversity, Harmony Day is a significant event on our calendar, allowing members of the Muirfield community to celebrate links to cultures from around the world. Many students and staff members wore orange or wore national dress or clothing which reflected their cultural heritage. Once again a team of teachers organised a colourful assembly, consisting of musical performances and speeches. The canteen provided special international dishes, while Ms Wong's Year 10 Japanese classes organised cultural activities, and Mrs Mutraja and Ms Uppal offered henna tattoos.

Our Year 10 and 11 students of Japanese visited Japan, leading to global connections. Ms Wong invested significant amount of time to organise this overseas excursion. We hosted visits from Chinese educators at universities and schools, promoting cultural understanding and links with Asia.



Parent/caregiver, student, teacher satisfaction

In a survey which included a random sample of parents, 95% stated they were either totally, very or mostly satisfied with their child's learning at Muirfield. The remaining 5% said they were somewhat satisfied

The school's Anti-Racism Officer(ARCO) supports staff and students in identifying ways of addressing racism. On rare occasions where incidents involving deliberate or inadvertent racist remarks occurred, ARCO intervention provided effective guidance and support, to promote awareness of our values of respect and inclusion.

Our school values of participation and respect apply to all. Underpinned by fairness and integrity, they allow the Muirfield community to show our commitment to multiculturalism and racial harmony.