

Muirfield High School

Annual Report



2017



8498

Introduction

The Annual Report for **2017** 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 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. Additionally, the software program does not allow pasting from Word documents. 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

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 on-balance judgement for learning culture, wellbeing, and assessment and reporting is excelling. For the remaining two elements, that of curriculum and learning and student performance measures, our on-balance judgement is sustaining and growing. 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 2017, we worked with the P&C to run information sessions with parents on adolescent anxiety and supporting learning.

In the domain of Teaching our focus has been on effective classroom practice, collaborative practices and learning and development. All teachers engaged in the Professional Development Framework, undertook a Professional Development Plan (PDP) where they set goals and self-reflection. In all elements our on-balance judgement is sustaining and growing. The school trialled a 360 degree professional learning program that combined self-reflection, student voice, and class observation by a colleague to enhance our 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 support distributed leadership to build a culture of high expectations. Our on–balance judgement is the school is excelling in the elements of leadership; school planning, implementation and reporting; and school resources; while the on–balance judgement for management practices and processes is sustaining and growing. There is strong commitment to executive leadership capacity development via the mentoring, coaching, networking and professional development. 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.

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. The school will move to using version 2 of the School Excellence Framework with the new plan for 2018–2020.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

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

Teachers have embraced the shared responsibility for students' improvement and contributed to the transparent learning culture by observing each other's practice. 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 2017 the school undertook a successful audit of VET programs by the RTO.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase percentage in top two bands for NAPLAN writing by 5 percentage points.	\$40,000 for an instructional leader.	Increase in the top two bands in Year 9 NAPLAN writing has bee substantial, increasing from 12.3 to 23% of students.
<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.	School teams and School Development Days have been used for this area. No direct cost to the school. Teachers have accessed professional learning funds, but as most courses cover more than one area, no specific breakdown is provided.	In 2017, 81% of our HSC courses had a percentage in the top 3 bands equal to or above the state percentage in the top three bands.

Next Steps

Supporting teachers to share best practice and what works will continue to be a focus in the new school plan. Professional learning and a collaborative practice are key in the continual focus on improvement and ensuring effective teaching in every classroom.

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 Professional Development process, with teachers working with their supervisor to systematically and strategically review progress based on evidence, self-reflection and feedback. School teams continue to be avenues to develop distributive leadership. The implementation of new management and financial systems required a change of focus for the Senior Executive to more managerial roles. The employment of a Business Manager supported them in these areas. The trial introduction of student voice on classroom practice was a positive step to help teachers reflect on the impact of their practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers will have authentically engaged with the Australian Teaching Standards and Teacher Performance and Development Framework.	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 = \$65,534	All teachers engaged with the PD Framework and co-created their PDPs. A small group trialled student voice in providing feedback
Use of student voice in provision of feedback to improve classroom practice.	Licence fee for educator impact = \$7466.67 Meetings and class observations done in teacher time so no direct cost to school	This was trialled with a small group of teachers and assisted teachers in setting goals.

Next Steps

In 2018, all teachers will engage with the Educator Impact program to ensure student voice is added to the collegial class observations to provide feedback on direct observation of classroom practice. This will assist the school in identifying quality practices, to support teachers in identifying goals and to improve the effectiveness of feedback. The employment of an instructional leader and a Business Manager will allow the Executive to examine other ways they can expand their roles as instructional leaders.

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

The primary partnerships continue to be a source of strength for the school, providing opportunities for our students to have real-life learning, to work collaboratively in teams and to develop leadership skills. The projects also enable teachers to engage in pedagogical conversations on the learning continuum from Stage 3 to Stage 4. The introduction of Sentral provided a greater consistency in communicating with parents, especially in the area of attendance. The department's introduction of SAP and new student management tools created a great deal of work that took administrative and support staff away from the planned improvements in regular communication on student learning and school activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Provision of a comprehensive student information system that allows enhanced and timely communication between the school and parents.	Annual licence fee = \$11,000	Sentral has been introduced. Website access data shows significant numbers of parents are regularly logging onto the portal to access attendance information.
Implementation of LMBR.	Principal, SAM and school staff attended mandatory 6 days of training each. School was not reimbursed for principal, which resulted in workload shifting.	SAP and ebs have been implemented with minimal impact on administering learning.

Next Steps

Primary partnerships will continue. Significant redevelopment of relationships will be needed as all feeder primary schools have new principals for 2018 and the department is changing network boundaries. The school will investigate and develop ways to improve communication with parents, including a revised web-site and provision of assessment schedules for junior years.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,932	Two Year 12 Aboriginal students achieved their HSC. One Aboriginal Preliminary student achieved his RoSA and gained an apprenticeship.
English language proficiency	0.8 ESL teacher = \$81,259 Funding = \$17,080	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. ESL students successful at HSC. Advice provided to classroom teachers. Bi-lingual teachers aid to support international students.
Low level adjustment for disability	0.8 Learning and Support teacher = \$81,259 Flexible funding = \$47,852	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.
Socio-economic background	\$40,864	Equitable access to high functioning computer hardware and network; ie contributed to payment for TSO on-site support from Jamark. Support for families facing financial distress, eg for camps, swim school and field studies.
Support for beginning teachers	\$75,376	Induction program, mentoring and strategic support for beginning teachers. Additional release time for beginning teachers and their mentors. All teachers have remained in teaching, after gaining their accreditation at proficient.

Student information

Liaison Officer.

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	436	413	428	436
Girls	374	352	363	385

Enrolment has shown gradual increase.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.6	94.6	94.8	95.1
8	94.7	91.3	92.8	91.9
9	94	91.1	90.7	91.3
10	93.6	90.1	91.2	90
11	94	89.7	90.7	92.8
12	93.5	89.2	89.7	91.3
All Years	94.5	91.1	91.8	92.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017, student attendance for all year groups was above that of state. Accurate records are maintained of student attendance. Regular attendance is encouraged and rewarded. In 2017, the school introduced the Sentral student management system which allows parents to see their child's attendance records and to report explanations for non-attendance. Parents/Caregivers are regularly informed of unexplained or unsatisfactory attendance via email. 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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	3.5	0	4
Employment	0	4.2	21
TAFE entry	0.7	6.1	4
University Entry	0	0	66
Other	0	4.9	2
Unknown	0	2	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.

- 66% of our HSC students were accepted into the university courses of their choice. The universities offering places to our students included Sydney University, Macquarie University, The University of Technology, University of Newcastle, Western Sydney University, Australian Catholic University, Charles Sturt University, Australian National University and the University of New South Wales. 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.
- 21% of our students went on to work in apprenticeships, traineeships, full and part time work.
- 4% of our students went on to further study at TAFE.
- 3% of our students are seeking employment.
- 4% have destinations unknown.
- 2% went on to other post school destinations.
- The majority of our Year 11 students went on to complete their Preliminary requirements at school and continue to the HSC studies.

The majority of our Year 10 students completed the requirements for their RoSA at school, and continue to senior school studies.

Year 12 students undertaking vocational or trade training

Vocational education is valued by our students. 37.12% 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, Hospitality, Primary Industries and Construction. Students also accessed TVET courses delivered by Hornsby, Meadowbank, North Sydney and

Ryde TAFEs. 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 placement as a networking opportunity to find employment. We had two students successfully completing School Based Traineeships in Retail studies.

Our students continue to do exceptionally well in their VET courses. Congratulations to Matthew Swain who came 2nd in the state for Information and Digital Technology. Students doing the accelerated Information Technology program sat for their HSC exam while they were in Year 11 this year.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of our students enrolled in Year 12 were successful in gaining accreditation by way of the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	45.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	14.08
Other Positions	1

*Full Time Equivalent

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

While the table above states that Muirfield has **one full-time** school counsellor, this is not actually so. Due to the allocation of school counsellors across the region, the school is allocated 0.7 equivalent, equal to approximately three days a week. The 0.3 is allocated to other schools.

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	34

Professional learning and teacher accreditation

Significant professional learning was undertaken by Muirfield High school staff in 2017. 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. Non-teaching staff undertook professional learning plans as part of the new process. Significant learning took place in the use of the new operating and financial systems implemented by the Department of Education.

21 teachers are maintaining accreditation at proficient, and 10 teachers are seeking accreditation at proficient.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

As the school moved to the SAP financial system there was a decrease in expenditure as there were delays in the new system. The school has also put aside funds for property improvement and has been waiting AMU approvals for the projects. An increase in the numbers of international students in 2017 saw a proportional increase in revenue.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,438,660
Appropriation	1,871,203
Sale of Goods and Services	196,638
Grants and Contributions	366,637
Gain and Loss	0
Other Revenue	0
Investment Income	4,183
Expenses	-1,038,498
Recurrent Expenses	-1,038,498
Employee Related	-259,375
Operating Expenses	-779,123
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,400,162
Balance Carried Forward	1,400,162

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school has employed a Business Manager to assist the principal with the financial management of the school due to the increasing complexity of accounting requirements and accountabilities. The Business Manager was successful in increasing revenue from hire of facilities.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	7,505,838
Base Per Capita	123,768
Base Location	0
Other Base	7,382,070
Equity Total	274,247
Equity Aboriginal	5,932
Equity Socio economic	40,864
Equity Language	98,339
Equity Disability	129,111
Targeted Total	678,578
Other Total	149,616
Grand Total	8,608,278

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

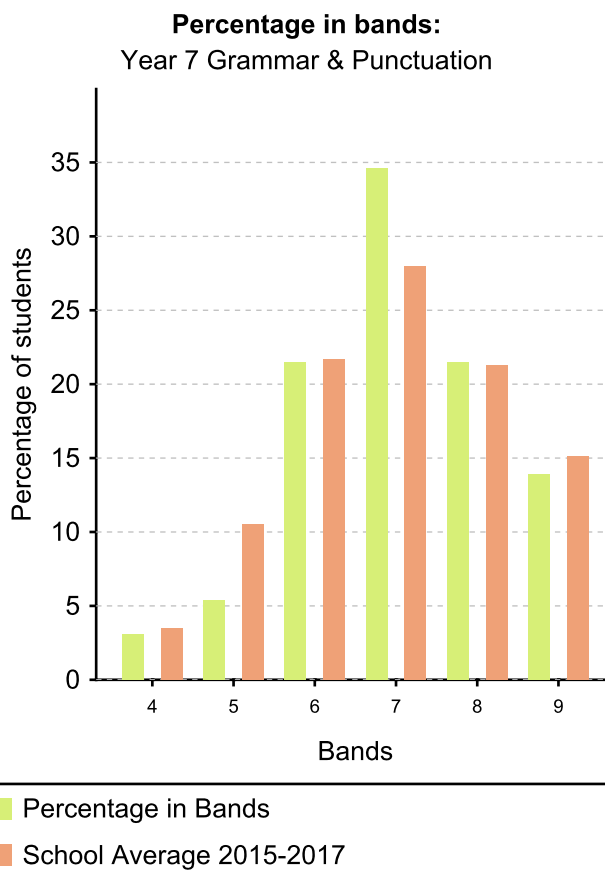
The graphs in this report were provided by the Department of Education. We can no longer select graphs that provide a comparison with similar schools or state. Further, we can no longer provide a graph displaying student growth, nor one that provides means. Thus the graphs are relatively meaningless.

In all aspects for Year 7 (reading, writing, spelling, grammar and numeracy), the mean was above state and similar school groups. In the top band (Band 9) the school had a higher percentage than state and similar schools in reading and writing and a higher percentage than state in spelling, grammar and numeracy.

For Year 9, mean was above state in reading, writing, spelling and grammar. 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.

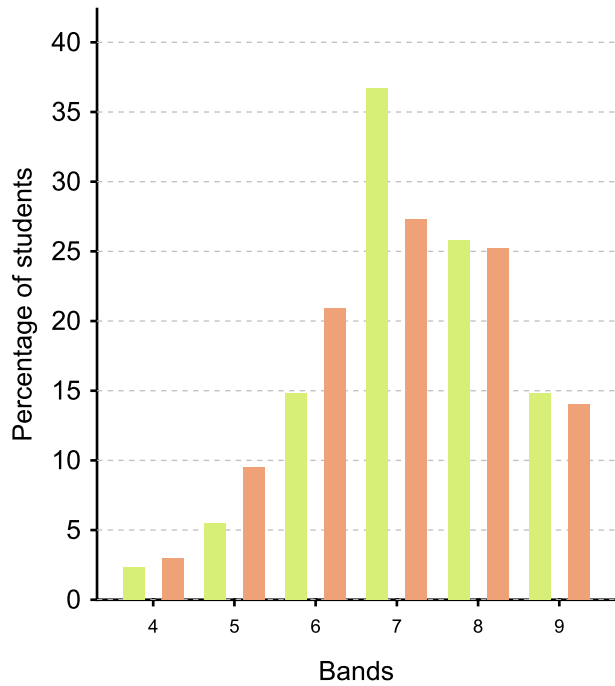
Year 9 growth in the aspects of reading, writing and grammar and punctuation were above state and similar

schools. There was significant growth in writing, reflecting the school's writing project.



Band	4	5	6	7	8	9
Percentage of students	3.1	5.4	21.5	34.6	21.5	13.9
School avg 2015-2017	3.5	10.5	21.7	28.0	21.3	15.1

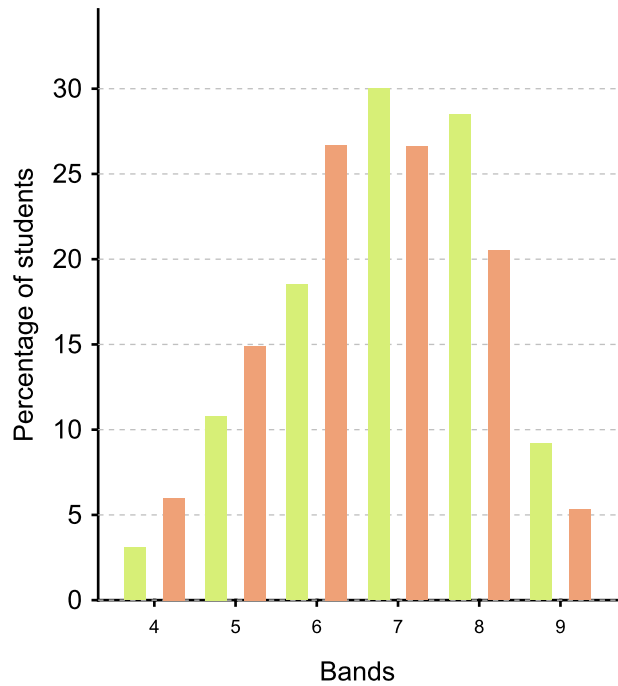
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	2.3	5.5	14.8	36.7	25.8	14.8
School avg 2015-2017	3.0	9.5	20.9	27.3	25.2	14.0

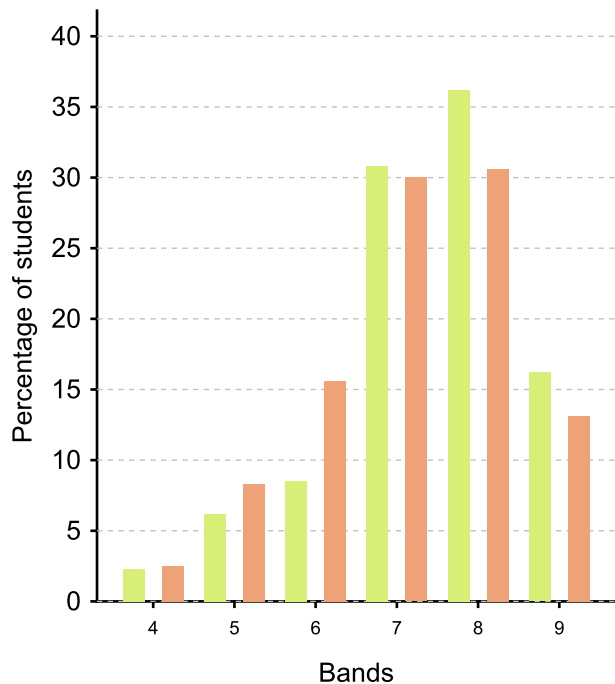
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

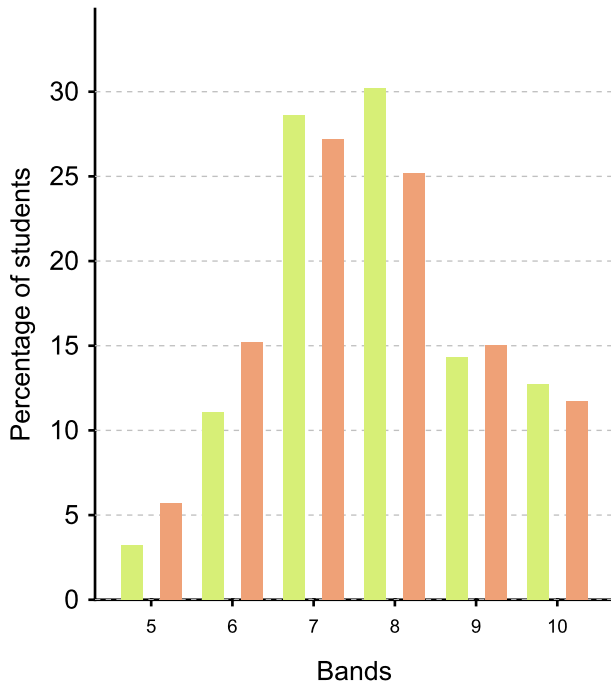
Band	4	5	6	7	8	9
Percentage of students	3.1	10.8	18.5	30.0	28.5	9.2
School avg 2015-2017	6.0	14.9	26.7	26.6	20.5	5.3

Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

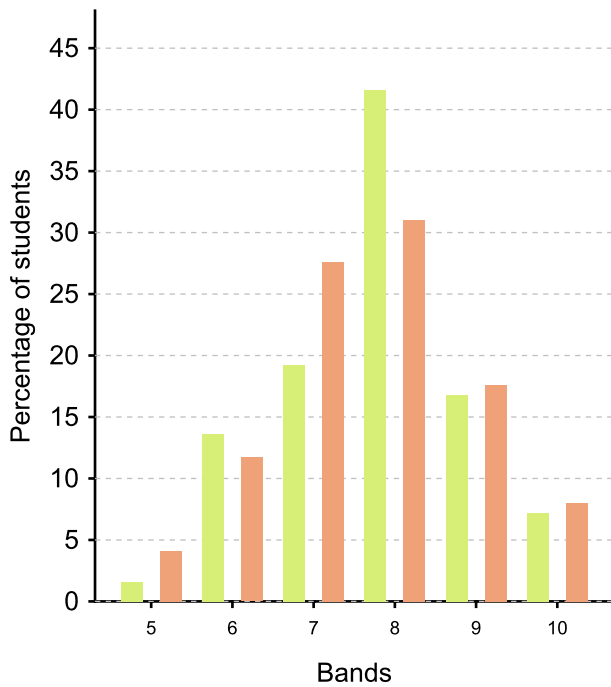
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	3.2	11.1	28.6	30.2	14.3	12.7
School avg 2015-2017	5.7	15.2	27.2	25.2	15.0	11.7

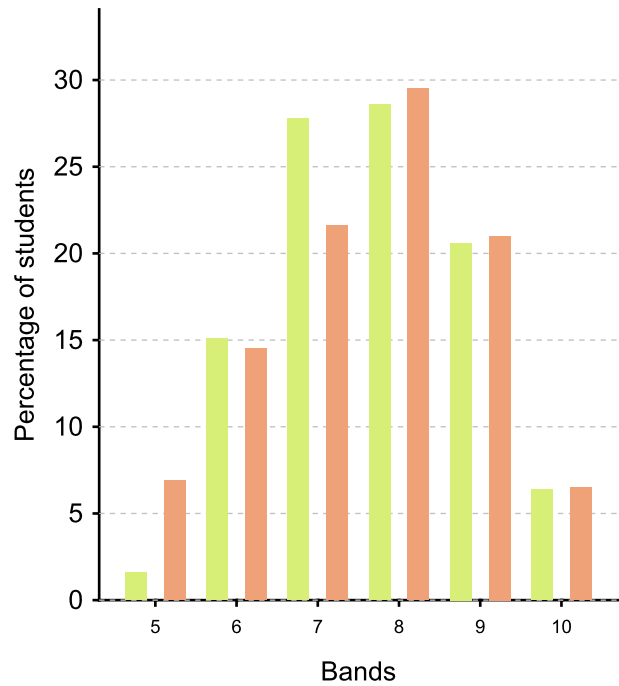
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.6	13.6	19.2	41.6	16.8	7.2
School avg 2015-2017	4.1	11.7	27.6	31.0	17.6	8.0

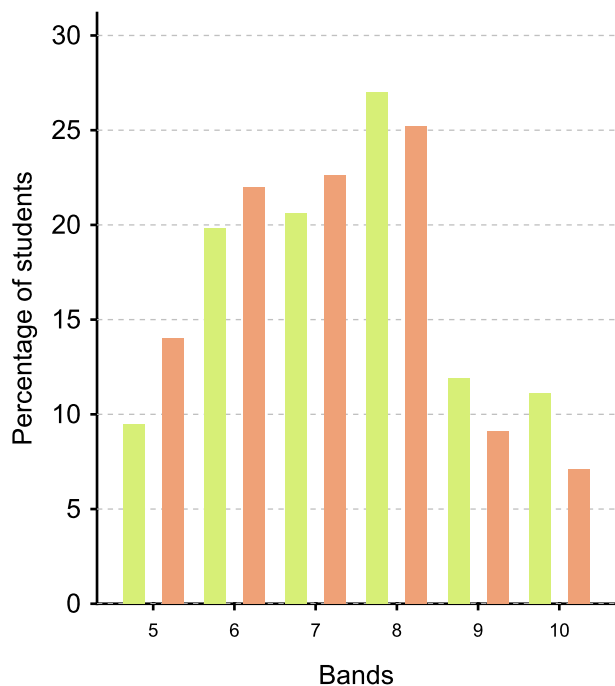
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.6	15.1	27.8	28.6	20.6	6.4
School avg 2015-2017	6.9	14.5	21.6	29.5	21.0	6.5

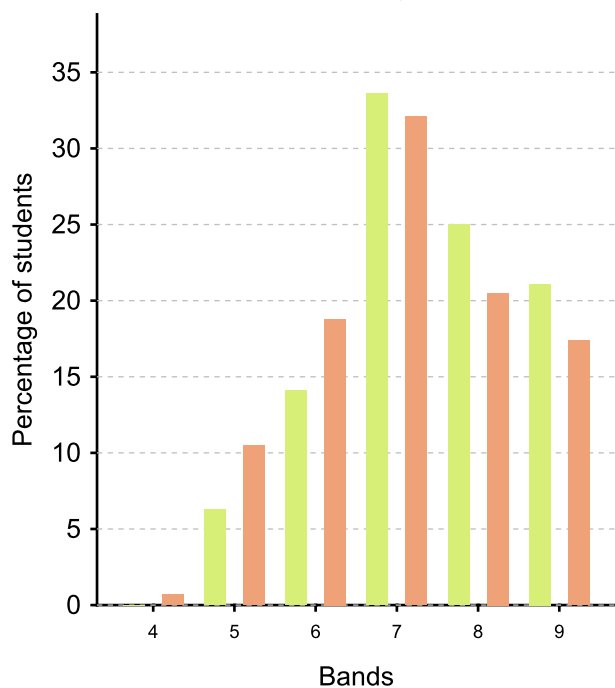
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	9.5	19.8	20.6	27.0	11.9	11.1
School avg 2015-2017	14.0	22.0	22.6	25.2	9.1	7.1

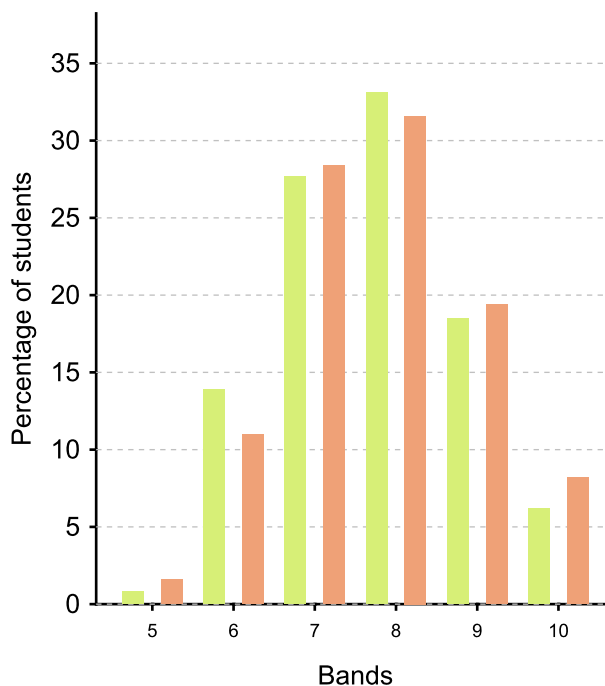
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	0.0	6.3	14.1	33.6	25.0	21.1
School avg 2015-2017	0.7	10.5	18.8	32.1	20.5	17.4

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.8	13.9	27.7	33.1	18.5	6.2
School avg 2015-2017	1.6	11.0	28.4	31.6	19.4	8.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school has specifically addressed the teaching of writing. Key in the project was the employment of an instructional leader. This has seen a significant increase of the percentage in the top two bands for writing. This addresses the *Premier's Priorities: Improving education results.*

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 Visual Arts being placed on its own graph are the result of the Department of Education's automatic layout.

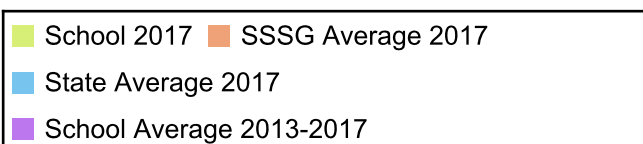
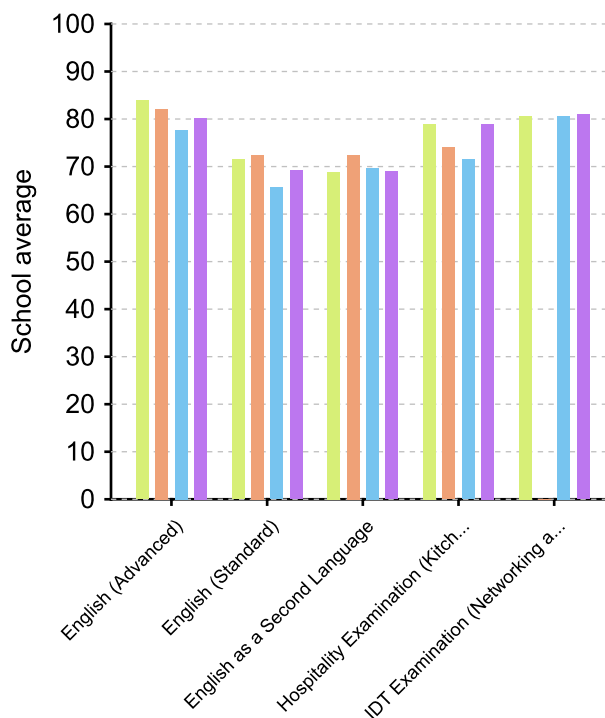
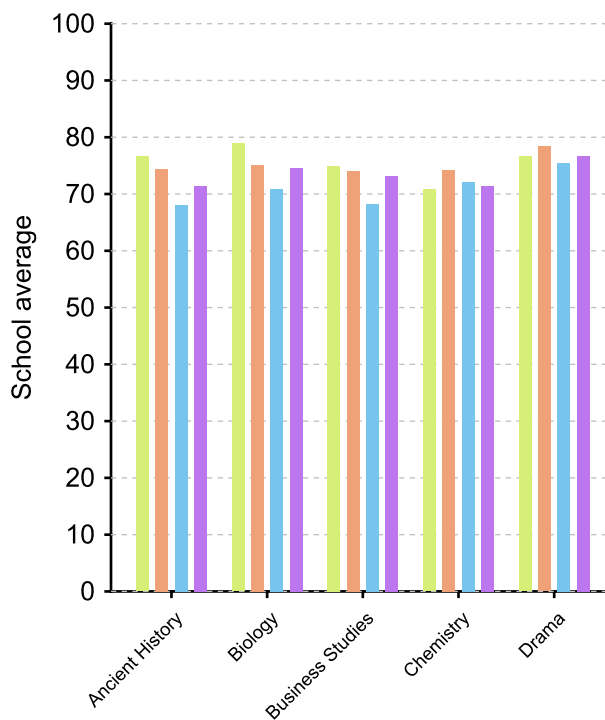
Muirfield had more HSC courses than indicated in the graphs. Graphs are only provided for courses with over 15 students. Many of the HSC classes at Muirfield have smaller numbers and thus they are not included in the graphs.

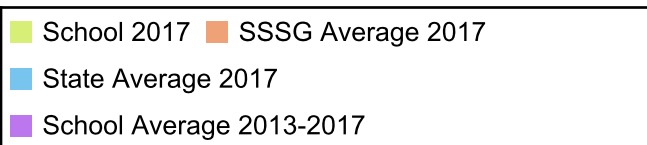
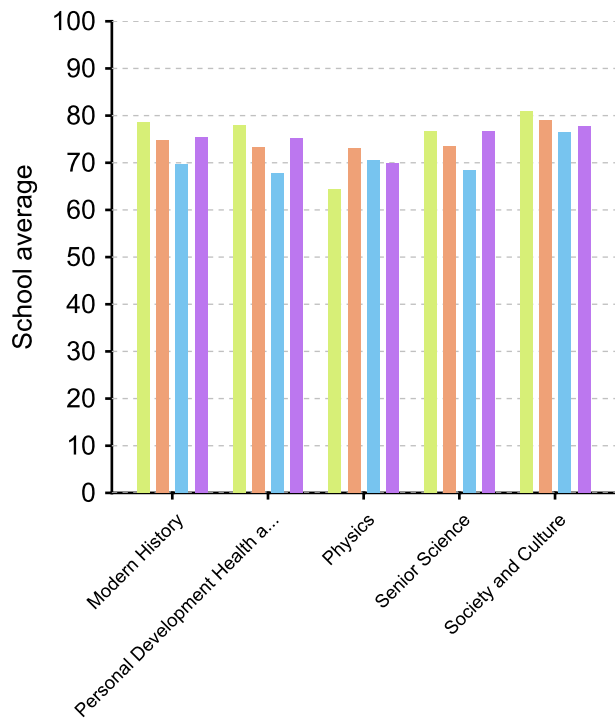
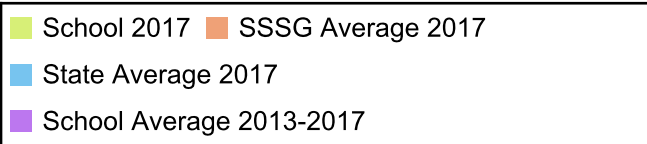
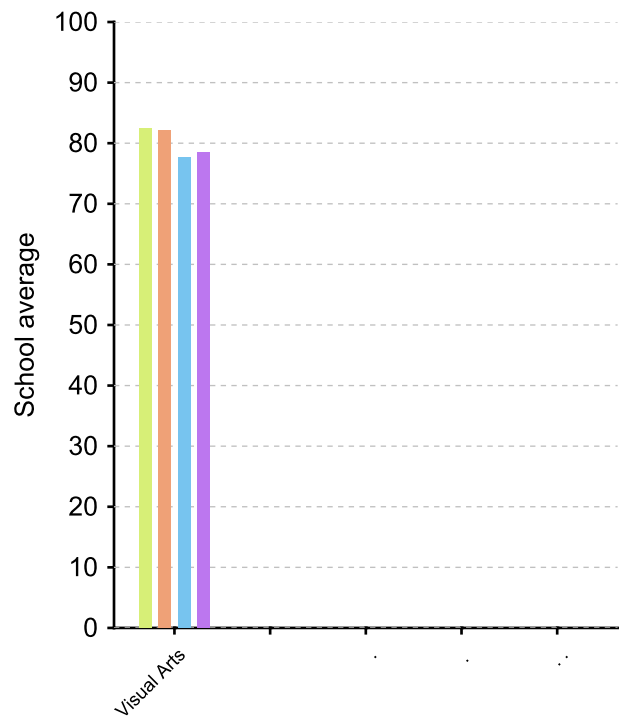
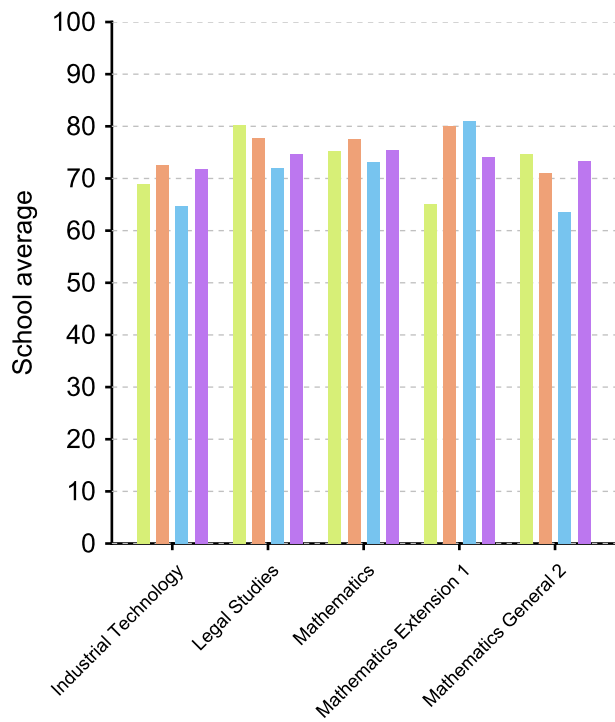
Our Year 12 students achieved some outstanding results. Dux was Clare Bickham with an ATAR of 95.25. Clare had a broad pattern of study – English (Advanced), Legal Studies, Mathematics, Modern History and PDHPE. With Band 6s in three of her subjects and Band 5s in two, Clare was rewarded for her hard work and sharp intellect. Caitlin Pollitt achieved an ATAR of 95.1. and also gained three Band 6s and two Band 5s.

Mr Carpenter had yet another year with a student on the Top Achievers in Course merit list for Information and Digital Technologies (IDT). Matthew Swain came second in the state in IDT. Matt undertook IDT as an accelerated student, sitting the HSC exam for IDT while in Year 11. 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, four out of the last five years in IDT.

Twenty-four students were placed on the Distinguished Achievers List for a range of courses.

Again, as was the case last year, over 80% of our courses had a greater percentage in the top three bands than the state. For courses with greater than 15 students sitting the HSC, 76% of our courses had a mean greater than state, and 57% had a mean greater than similar schools.





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	76.6	74.4	68.1	71.4
Biology	78.9	75.1	70.9	74.6
Business Studies	74.9	74.0	68.2	73.2
Chemistry	70.8	74.2	72.1	71.3
Drama	76.6	78.4	75.5	76.6
English (Advanced)	83.9	82.1	77.6	80.3
English (Standard)	71.5	72.4	65.6	69.2
English as a Second Language	68.9	72.4	69.7	68.9
Hospitality Examination (Kitchen Operations and Cookery)	78.9	74.0	71.5	78.9
IDT Examination (Networking and Hardware)	80.6	0.0	80.6	80.9
Industrial Technology	69.0	72.5	64.8	71.7
Legal Studies	80.3	77.7	72.1	74.8
Mathematics	75.2	77.6	73.2	75.5
Mathematics Extension 1	65.1	80.0	81.0	74.1
Mathematics General 2	74.6	71.0	63.6	73.3
Modern History	78.6	74.8	69.6	75.4
Personal Development Health and Physical Education	77.9	73.2	67.7	75.3
Physics	64.4	73.0	70.4	69.8
Senior Science	76.6	73.5	68.3	76.6
Society and Culture	80.8	79.0	76.4	77.8
Visual Arts	82.4	82.1	77.7	78.5

The Department of Education provides data to schools on the average difference in all courses, comparing the school with the state and with similar schools. The average result at Muirfield is above the state average and identical to similar schools' average.

Parent/caregiver, student, teacher satisfaction

Muirfield continually seeks different ways of gauging teacher, student and parent/caregiver voice. In 2017, a small number of teachers engaged in the Educator Impact trial, in which they surveyed students in their classes. Aggregated results showed a very high percentage of students found the relationships with teachers as very strong. Students pointed to driving deep learning as an area for improvement.

Through whole staff meetings and teams, teachers had a voice in developing the school plan. Their willingness to contribute to whole school initiatives and teams is a strong indication of the high levels of satisfaction of most teachers.

An open survey of parents at the start of 2018 focused on curriculum choices for their children. Seventy-four percent of parents were mostly, very or totally satisfied with the variety of subjects taught at Muirfield. Similarly, 73% were mostly, very or totally satisfied that the elective courses were meeting the needs and interests of their children. Students were also surveyed on curriculum choices with a significant majority in all year groups being mostly, very or totally satisfied with variety of subjects offered.

Policy requirements

Aboriginal education

At Muirfield High School, Aboriginal Education remains an important focus. The inclusion of Aboriginal perspectives and content in all KLA's 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. In 2017, two Aboriginal Year 12 students achieved their HSC. One Aboriginal Year 11 student achieved his RoSA and gained an apprenticeship.

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 2017, we had a large number of international students, attracted by the quality teaching available at Muirfield. We hosted visits from Chinese educators from universities and schools as well as Japanese and Chinese students, promoting cultural understanding and links with Asia. 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.