

Muswellbrook High School

Annual Report



2018



8164

Introduction

The Annual Report for **2018** 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

It is my pleasure to present the Annual Report for 2018 to our school community. As the first year of our 2018–2020 Strategic Plan it was most successful.

Our three strategic directions centre around the concepts of positive wellbeing (Visible Well Being), student learning that is personalised and differentiated (Visible Learning), and organisational effectiveness as a school (Visible Communication). They are outlined in detail later in this report.

Our challenge is for every member of our school community to deliver these concepts consistently so that every student has the opportunity to maximize their potential. Students learn in a positive, caring, supportive environment which is characterised by mutual respect between the students themselves, and between students and staff. Student achievement is given strong recognition with regular celebrations and both formal and informal acknowledgement of their work.

This year the school restructured the Executive Leadership Team to incorporate Stage Head Teachers and a Business Manager. This has enabled the school to streamline and tailor Stage specific strategies and better cater for the wellbeing and learning needs of our students. We achieved 100% completion rate for the development of Personalised Learning Plans for our Aboriginal students and the development of the unique Student Progression Plans for ALL students. All students were asked to set specific academic and wellbeing goals which were later reviewed with a staff mentor, as part of our driving ethos, 'Striving for Excellence in a school that Cares'.

Due to growth in our student numbers, the careful decision was made to hold the HSC exams off site to the town library. Due to the supportive nature of the town library staff, the HSC Presiding Officer Mrs Tracy Pengelly and the thorough organisation of the Stage 6 team, this proved to be a highly successful decision for our Yr. 12 students.

In 2018 the school was required to undertake a number of audits as part of Department of Education processes. This included a copyright audit, a WHS audit, an attendance audit and a finance audit. It is pleasing to report that the school successfully met all audit requirements. In addition the school was involved in an external validation. This is a process where the school assesses its operation and performance against the School Excellence Framework and utilises evidence to justify the level of performance. This is a process where the school assesses its operation and performance against the School Excellence Framework and utilises evidence to justify the level of performance. Two principals reviewed the evidence and analysis, visited the school and provided an opportunity for staff and students to discuss different aspects of the validation process. The peer principals supported the validation process completed by the school.

The teaching and administrative staff at the school deserves enormous credit for the intelligence, determination and hard work that deliver on the outcomes showcased throughout this report. That, combined with the outstanding support of our small but highly dedicated P&C and student leaders, and our community supporters, resulted in another successful year

for Muswellbrook High School. I would like to thank the Executive Leadership Team, staff, the Student Leadership Team and our partner Primary Schools who have embraced the philosophy of personal best and positive psychology to bring about educational excellence for students. We all look forward to building on our successes in 2019!

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 2018 the Muswellbrook High School Parents and Citizens Association continued to work hard for our children and their school. The strong relationship our small group 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 used to purchase much needed equipment for our students. 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 2 x \$30, 000 grants from the Ridgeland Community Fund which will be used to help fund the upgrade of the canteen as well as extra timber seating for students. The timber seating has been ordered and the school will take delivery during term 1 in 2019.

During 2018 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 at our school in the future.

We look forward to working for our school community again in 2019 and welcome any new members who may like to join us.

Mrs Angela Barry

P&C President

School background

School vision statement

As a future focused school, in partnership with our community, we are committed to enabling students to *flourish*.

School context

At Muswellbrook High School, our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, 'Striving for Excellence in a School that Cares'.

The school is built on the land of the Traditional owners of the Wanaruah and Kamilaroi people. It boasts a proud history of educating families of the Upper Hunter; drawing students from the Muswellbrook, Denman and Martindale communities. The economic viability of these communities is based upon; mining, agriculture, viticulture, the equine industry and power generation.

The school is dedicated to developing a culture of academic achievement, success in sport, agriculture and the opportunity to enhance student performance in the cultural and performing arts.

Muswellbrook High School promotes public education by; catering for the diverse learning needs of students in our Support Unit, providing successful pathways into tertiary study or into employment, fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students via the Graham (Polly) Farmer Foundation and enhancing the opportunities of students to experience cultures from different countries, including our sister school relationship with the Sayama Seiryō School, Japan. All school programs and initiatives are well supported by an active parent community.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicates that the schools on balanced judgement for the **Learning Domain** in the elements for 2018 are as follows:

Sustaining and Growing: Learning Culture, Wellbeing, Student Performance Measures.

Delivering: Curriculum, Assessment, Reporting.

In 2018 the school continued to strengthen and refine its strategic approach to enhance the whole-school wellbeing processes and structures in place to support the students to connect, succeed and thrive. Through **Strategic Direction 1 and 2 : Visible Learning and Visible Wellbeing**, the school has explicitly focused on developing the mindsets and skills of the students to support their learning and pursuit of personal excellence. The school's learning culture demonstrates a commitment to strengthen and deliver on the school learning priorities to ensure that all students are making learning progress. Positive, respectful relationships are clearly evident across student, staff and parent groups, promoting student wellbeing and striving towards optimum conditions for student learning. Muswellbrook High School is a Visible Learning school. Teachers are guided by the Visible Learning framework to evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student. There is a strong commitment to differentiation to accommodate the broad range of ability levels of students and allow them to access the curriculum, be challenged and engaged with their learning.

Visible Learning is now embedding as a common language describing what makes an effective learner at Muswellbrook High School and individual student reports contain personalised information regarding their achievements and opportunities to progress. The Visible Learning Leadership Team planned and implemented a process to co-create a shared definition between staff and students of what constitutes an effective learner at Muswellbrook High School. Visual material displaying the characteristics of an effective learner have been placed in all classrooms as a reference point to

assist in reinforcing a common language around effective learners. There has been a significant focus on providing academic opportunities both inside and outside of the classroom through targeted programs which are suited to individual learning needs, the use of specialist teachers and broad curriculum opportunities to promote a culture of high expectations. Formative and summative assessment practices are used to inform teaching and learning programs.

The school is focused on developing a strong learning culture that promotes high educational aspiration and the commitment to ongoing growth and improvement throughout the school community. The progress made in the Learning Domain in 2018 will strengthen the mindsets and learning skills of the students that will allow the school to promote learning excellence while also remaining responsive to meeting the identified needs of all students.

The schools on balanced judgement for the **Teaching Domain** is as follows:

Sustaining and Growing: Professional standards, Learning and Development

Delivering: Effective Classroom Practice, Data Skills and Use

In 2018 a continued focus has remained on embedding explicit systems for collaboration and feedback to sustain quality teaching practice and to create opportunities for teachers to engage in both professional and purposeful discussion to improve teaching and learning. The MHS Strategic Planning Teams continue to provide an explicit structure for teachers to collaborate across faculties towards achieving school-wide improvement in teaching practice and student outcomes. Strategic Teams that support the school plan are led and co-led by a number of aspiring leaders from across the school, increasing the number of purposeful leadership opportunities available for staff. Teams continued to meet twice a term to execute their planned work on identified school projects, discuss and evaluate current programs, engage in evidence-based research and work towards achieving their identified milestones.

Collaborative practice is a growing strength across the school, with teachers working in stages and across KLAS as well as many participating in the classroom observations, walkthroughs and working with teachers from across schools in the Upper Hunter Valley. The Visible Learning project has seen the development of school-wide and inter-school relationships build on quality mentoring and coaching. The school aims to embed Visible Learning into its culture of practice.

With the introduction of NESA mandatory Accreditation for pre-2014 service teachers, the school has identified a need to better support staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards have started to be a reference point for whole-school reflection and improvement and the school has continued to have teachers engage in professional learning that is targeted to school priorities, the needs of the students and the achievement of their professional goals. Teachers at this school are *sustaining and growing* their practice in personal responsibility for maintaining and developing their professional standards. Staff has high engagement in wellbeing programs as well as provision for student learning beyond the classroom. Australian Professional Standards are routinely addressed within their teaching and learning practice, contribution to the school community as well as professional learning. The school is working towards the development of a collective teaching staff that demonstrate and share expertise, with high levels of content knowledge and teaching practices underpinned by evidence-based teaching strategies.

The schools on balanced judgement for the **Leading Domain** is as follows:

Excelling: Educational leadership, School planning, Implementation and Reporting

Sustaining and Growing: School Resources, Management processes and practices

The leadership team have purposeful roles based on professional expertise. It supports a culture of high expectations and community engagement with the goal of measurable sustainable whole-school improvement. The leadership team place importance on seeking and valuing feedback from all stakeholders within the school community. There are clear processes and timelines that direct school activity towards the effective implementation of the school plan and the school supports a culture of change that leads to improvement. A key focus has been on long-term financial planning to direct resources strategically to address school priorities and improve student outcomes.

School planning, implementation and reporting has been identified as excelling. Staff, students and the community are welcomed and engaged in the development of the vision, values and purpose of the school. The three-year school plan has annual iterations with the school needing to set clear processes to record purposeful data and evidence as well as annotating impact the processes and practices are having across the school. School resources are used strategically to achieve improved student outcomes. Long-term financial planning is closely aligned within the school plan and future directions of the school in improving student outcomes.

A range of data (TTFM, NAPLAN, HSC, parent, staff, student surveys) has been collected, analysed and inform decision making, the school plan and teaching and learning. The school heavily invests in facilities, enhancing and brightening all spaces to maximise the learning environment for students and staff. Streamlined communication systems and structures, together with effective and efficient administrative practices and systems streamline and support the operation of the

school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Visible Learning

Purpose

Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the ongoing learning of each student. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of one another's practices.

Overall summary of progress

During 2018 Muswellbrook High School continued to embed our future focussed learning, ProBL teaching and learning practices with an expansion into Year 8. This involved the training of new staff in problem based learning practices to enable delivery in both selected Year 7 classes and all of Year 8. Students are provided with a range of opportunities to develop skills such as collaboration, critical thinking and creativity. Greater opportunities for genuine partnerships between school and local employment involvement gave rise to an authentic audience for students through opportunities such as the Newcastle University's HunterWise program and Local Council Sustainability project.

There was a continuation of the implementation of the Visible Learning framework across the whole school. Staff professional learning had a focus on developing a shared language of learning, developing a profile of what makes an effective learner and the consistent use of learning intentions and success criteria. Our aspiration is for students to achieve one year's growth in learning across all curriculum areas.

There was great investment in both staff and physical resources in the support for learning and wellbeing of all students with the restructuring of the whole school Head Teacher Welfare position to Stage Head Teachers. Staff have developed a targeted approach to providing additional support to a range of students, both within the classroom and through individualised programs and group programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in students stating they have high skill/high challenge in the classroom in the Tell it From Me Survey based on 2017 data	\$5090.73 – Project nest embedded in school curriculum.	The ProBL Team incorporated the 4C's successfully into the year 7 and 8 curriculum and the stage 5 STEM program is developed.
Increase in the NAPLAN literacy and numeracy results of Indigenous students by 2% by the end of 2020 as per Premier's priorities	\$14000 School Impact Program \$103,000 Girls Academy and AEA employed	All Aboriginal students have an Individual Learning Plan developed and evaluated in consultation with parents. The target areas of the plans created encourage Aboriginal students to actively engage, participate and immerse themselves in a range of curricular, extra-curricular and Cultural activities to support Literacy and Numeracy
By the end of 2020 Stage 5 NAPLAN data shows improvement that represents an increase in the number of students in the top two bands for writing	\$3005.85 Visible learning Training	Visible Learning Team focused on embedding success criteria and learning intention into all lessons. Learning Dispositions poster campaign to ensure that posters were displayed around the school and in the learning environments.
Increased student engagement through innovative curriculum, so that our school attendance rates are aligned with the state average and a reduction in suspension rates	\$200 STEM \$5000 Project nest	3% decrease in suspension rate and attendance rates have increased.
Results in Year 9 NAPLAN show	\$2500 6 Write Ways	The Literacy Team continue to focus on data

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
an increase in students achieving above Band 8 in reading, writing and numeracy	Training	analysis, professional development of staff and targeted classroom practice incorporating literacy skills.
Progression from <i>Delivering to "Sustaining and Growing"</i> in the themes of curriculum, assessment and student performance (SEF) by 2020	\$20822.60 Visible Learning Coach \$5000 Elevate education	Moved to sustaining and growing under the theme of Student Performance.

Next Steps

In 2018 there will be a greater focus on empowering students to take greater ownership of their learning and the use of student voice in decision making has continued to develop across the school. Examples include students self-assessing against success criteria in classes, involvement in identifying the learner dispositions that will be amplified throughout the school and providing feedback and ideas through the Student Representative Council.

A stronger professional development for staff to ensure that the data from pre-assessments is used to inform and drive practice. The school has yet to develop a shared understanding of what progress looks like across the school in all learning areas; however, upcoming professional development on the NSW progressions will support the development of a shared understanding.

Strategic Direction 2

Visible Wellbeing

Purpose

To ensure that every student is known, valued and cared for.

Implement 'Positive Education PERMA wellbeing' to support the learning and the mental health of all staff and students, to create self-motivated learners; confident and creative individuals, with the personal resources for future success. To enhance learning opportunities and outcomes to create responsible, respectful, resilient and global citizens.

Overall summary of progress

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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing number of staff and students actively involved in and leading wellbeing in the school (participants in VWB committee, AI student leadership, examples of gratitude, resilience and mindfulness)	\$1273.94 – Introduction training for Visible Wellbeing \$2796.00 – Happy schools online resource \$5500 – Student AI Summit	There has been an increased participation rate of staff and students involved in targeted wellbeing committees and programs. 100% of staff participated in the Visible Wellbeing professional development throughout the year.
More positive responses captured in wellbeing surveys i.e. components of the TTFM survey, Wellbeing Profiler, VWB staff survey	\$7300 – Reach Presentations \$1404.55 – Burn Bright Leadership Program	An increased number of students and parents completed the Tell Them From Me survey. Student data has been a useful tool to plan and develop key learning and wellbeing areas for each cohort. Year Advisors have been able to use this data to identify trends within their cohorts as well as reflect on previous scope and sequences to plan for new welfare activities for 2019.
More positive responses captured in wellbeing surveys i.e. components of the TTFM survey, Wellbeing Profiler, VWB staff survey	\$7300 – Reach Presentations \$1404.55 – Burn Bright Leadership Program	An increased number of students and parents completed the Tell Them From Me survey. Student data has been a useful tool to plan and develop key learning and wellbeing areas for each cohort. Year Advisors have been able to use this data to identify trends within their cohorts as well as reflect on previous scope and sequences to plan for new welfare activities for 2019.
Progression from <i>Delivering and Sustaining</i> to <i>Excelling</i> in the themes of caring for students and a planned approach to wellbeing (SEF)	\$6629.11 – PESA conference and Training	The 2018 external validation process classified the school's progression from <i>Delivering to Sustaining and Growing</i> in the themes of 'Caring for students' and 'A planned approach to wellbeing'.
Student Progression Plans are conducted and wellbeing goals are SMART and achieved	\$ 8559.00 SPP costs	All students participated in the Student Progression Plans and identified SMART goals based on their individual learning and wellbeing needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff survey results; staff relational trust, Tell Them From Me and People Matters show improvement trends.		The results of the 2018 People Matters survey demonstrated improvement on the overall performance of working at Muswellbrook High School in all areas, compared with 2017 data. The data is used to inform and improve workplace practices.
Number of skill based lessons focused on engagement – SEARCH / PERMA	\$1368.00 – Seasons for Growth and VIA character strength implementation.	The Visible Wellbeing Team conducted an audit of the wellbeing and learning programs across the whole school. The team continued to provide professional development and practical support to all staff to implement the 'I See / I Hear / I feel' strategy.
Student attendance matches state average		A review of the school's attendance policy and procedures was conducted. Attendance monitoring processes were refined in line with the new Stage Head Teacher structure. Through the Student Progression Plans process, 100% of students are familiar with their personal attendance rate. All identified students requiring additional learning assistance were referred to the Learning Support Team.

Next Steps

In 2019 Muswellbrook High School will continue to focus on Positive Education, with the aim to embed the terminology and philosophy in every aspect of school life: **Students** will be empowered to learn, make decisions and take responsibility for their own wellbeing. They will foster resilience, confidence and optimism in the pursuit of an authentic sense of self through the explicit teaching of Visible Wellbeing; **Families** will continue to strengthen the authentic school/family partnership to empower our students to build on their strengths and fulfil their potential and our **Community** as a part of the wider Upper Hunter community will become powerful agents of positive change in society.

Strategic Direction 3

Visible Communication

Purpose

To foster authentic partnerships and develop effective collaboration between students, families, staff and wider community.

Overall summary of progress

Visible communication is Strategic Direction 3 in the school plan. It was identified as an area of need within the Muswellbrook High School community and is a significant aspect of the school plan. The need to improve communication between all stakeholders within the school community was identified through surveys, staff meeting feedback and anecdotal evidence as an essential element in the improvement of system management within the school and between the school and the whole school community. Communication systems that better inform the school community focused on utilising newsletter, student showcases, induction handbooks, school planning platforms, web–page, and social media and learning management system– Millennium.

The school is on a journey to increase staff, student and community engagement as the leadership team are aware of its importance to learning success. Parents are updated on the progress of their child with school reports providing a basis for discussion at the parent teacher evenings. The school has created a report guidelines document to ensure a culture of high expectations is evident for all staff in the writing of reports, including the embedding of the visible learning terminology. Leadership development opportunities through community events are central to school capacity building and enriching the schools standing in the community. Processes exist to deliver information that strengthens parental and community engagement within the school.

Assessments are planned and undertaken regularly in all classes and data is collected in Millennium. With a consistent assessment proforma and assessment booklets, students know when and why assessments are undertaken. Millennium allow teachers to collect and use assessment data to monitor achievement and identify gaps in learning. The whole school assessment strategy is in place that is designed to ensure that the learning of all students is systematically monitored.

Administrative practices and systems effectively support school operations and teaching. The major impact the schools Facebook page has been to increase disconnectedness of students to their school and increase the profile of the school in the global community. The data provided from the Insights Page shows that the page is regularly checked by parents and hence the school continues to use Facebook as a way to give parents important information. Through the use of Millennium all school staff are supported to develop their skills for the successful operation of administrative systems. The school allocates funding to a learning management system to enable staff to manage day to day routines. Parents and students can also access the system through either the student or parent portal and view information about attendance, reports, timetables and assessment tasks. This system also allows for text messages to be sent to parents to improve communication processes between teachers and parent.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increased engagement of parents and the wider community at school events and extra–curricular activities baseline data from 2018	\$12548.87 Software and hardware	Community Voice is being surveyed via 'Tell Them From Me' survey Staff monitor attendance on the Millennium System and a new organisational structure has been implemented to ensure students take responsibility for their learning with an expectation that they attend every day and every class. This is conveyed to parents via Millennium, letter and phone conversations.
Improve the effectiveness of school communication (Improved number of responses from the TTFM parent survey, increased number of community members	\$139825 – Staffing costs	A range of communication platforms exist and are effectively utilised in building relationships with our parents and the wider community. Significant redesign of the schools newsletter has occurred to promote improved engagement at school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
positively engaged in the school's social media forms of communication (FaceBook, school newsletter and website). All forms of school communication are used to build stronger community connections.		Assessments are planned and undertaken regularly in all classes and data is collected in Millennium. the schools Facebook page has been to increase connectedness of students to their school and increase the profile of the school in the global community. The data provided from the Insights Page shows that the page is regularly checked by parents and hence the school continues to use Facebook as a way to give parents important information

Next Steps

In 2019 there will be a list of key initiatives to improve communication at MHS. Some of which are as follows:

- Evaluate the interaction of stakeholders with Facebook, Millennium and school newsletter.
- Continued appointment of HT Technology.
- Implement a process to ensure all year parents have access to the parent portal.
- Develop a schedule for social media faculty input
- Implement the Communication process team
- Investigate School bag app.
- Implement positive phone call week.
- Implement consistent email signature for all staff
- Identify the professional learning needs of staff at a staff meeting.
- Continued collaboration with all Upper Hunter Schools in the form of the Upper Hunter network Accreditation Panel
- Implementation of professional learning in every staff meeting with a different focus to help support staff in the PDP process.
- Implementation of the PBL assessment and planning survey during a staff meeting.
- Implement the PBL process team.
- Implementation of the New behavior monitoring card system in line with PBL.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$258,196	<p>The Graham (Polly) Farmer Foundation again continued to support our aspirant ASTI students. This program is designed to build upon students' academic and cultural knowledge, awareness of further education and career options and confidence in setting and achieving educational goals. 100% of HSC students achieved their HSC and either gained entry into university or fulltime employment.</p> <p>The Girls Academy continued to support 60 ATSI girls to improve their educational outcomes and attendance. All students targeted achieved positive outcomes as a direct result of their involvement with the Academy.</p>
English language proficiency	\$45,800	<p>Through the strong connections made by the Stage 4 Head Teacher and the partner schools, students with high EAL/D needs were identified and provided with early and intensive support for their transition into high school. The school continued to employ an additional teacher to assist EAL/D students. The teacher was used within the class to provide individualised support, adjust and complete assessment tasks and understand the learning. The additional teacher provided staff with professional development on how to modify their teaching to best cater for EAL/D students.</p>
Low level adjustment for disability	\$168,151	<p>All teaching, executive and support staff were supported through the National Consistent Collection of Data (NCCD). NCCD processes and requirements were reinforced throughout the year through a variety of forums.</p> <p>The Learning Support Team continued to provide extensive guidance to individual teachers and KLAS in order to assist with the documentation and reporting of low level adjustments made for individual students. Staff were encouraged to access Individual Learning Plans (ILPs). The school used staff development sessions to demonstrate how adjustments to student learning can be done and the results for students learning are positive.</p> <p>Student Learning Support Officers (SLSOs) were timetabled to support funded students and students in need.</p> <p>The connection with the University of Newcastle's Occupational Clinic program provided invaluable feedback for parents and staff and treatment strategies for selected students.</p>
Socio-economic background	\$679,002	<p>Significant funds have been utilised for the employment of additional SLSOs to support students identified by the Learning Support Team as needing extra assistance with core</p>

Socio-economic background	\$679,002	<p>learning skills.</p> <p>With the use of the funds the school continued to fund additional Head Teachers. The restructuring of the Executive team created Stage Head Teachers. The Stage approach has enabled a close monitoring of each student by the Welfare and Learning and Support Teams. The establishment of Stage teams (consisting of Head Teacher and Year Advisor), coupled with a reduced teaching timetable, meant that more support has been provided to a greater number of students.</p> <p>The construction of the COLA over the basketball courts has provided much needed shelter and usable space for our students. It has resulted in more students being more active every day.</p>
Support for beginning teachers	106,000	<p>The school continued to support beginning teachers with release from face to face teaching and the appointment of a more experienced mentor.</p> <p>Resources and relief was also provided for beginning teachers to attend professional development courses and to peer teach. The successful Accreditation Panel continued to meet and provide support for staff, resulting in a number of staff attaining accreditation at Proficient level.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	382	400	429	450
Girls	368	382	396	415

The student enrolment profile yet again highlights the growth in student numbers. With a marked increase from 2017 to 2018 of approximately 36 students. The gender balance in student enrolments still highlights the male students. This trend has continued since 2013, again in 2018 with 33 more males than females enrolled at Muswellbrook High.

The percentage of Year 6 in to Year 7 enrolments has climbed from 76% in 2013–2014 to 96% in 2017–2018. The reputation of the school in the community is reflective of our school's hard work and dedication towards making our vision statement a reality: *'As a future focused school, in partnership with our community, we are committed to enabling students to flourish'*.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	88	89.6	88.9	89.2
8	90.6	83.5	83.4	82.8
9	86.9	87.8	81.6	80.3
10	82.6	80.7	84.3	77.9
11	83.3	81.8	79.2	78.4
12	88.1	88.1	84.4	75
All Years	86.5	85.2	83.9	81.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

The school complies with Departmental requirements on child protection with the close monitoring of student attendance. It is essential to ensure the school has an accurate picture of who is at school, where in the school is a student is at any particular time and who is not at school, at any time during school hours.

All students attend roll call for 15 minutes within their Home Group. The daily roll is marked by an assigned staff member, who ensures there is consistent interaction in the marking of rolls. The school contacts parents of students who are absent, through the use of a SMS message. Once the parent explains the reason for the absence the student attendance record is updated.

The school recognises the importance of strong attendance rates in relation to high academic and social achievement and therefore consistently monitors student attendance data. The attendance team comprises of the Deputy Principals, Stage Head Teachers, the Home School Liaison Officer and the Aboriginal Student Support Officer and Girls Academy personnel. The team aims to supports the identified student who displays a pattern of non-attendance or late to school, involve the parents/caregiver to find out why the student does not attend and develop strategies to encourage and reward attendance. Individual student attendance data is shared with students via their Student Progression Plans twice a year and is often the focus for improvement. Consequently, the 2018 data reflects an improvement from 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	10	10
Employment	2	25	10
TAFE entry	2	5	23.3
University Entry	0	0	36.7
Other	0	0	17
Unknown	0	0	3

From the interviews and data gathered 54.5% of ATAR eligible students were planning on attending university in 2019 (an increase from 2018), whilst 40% were looking at TAFE (increase from 2018), 22% were planning on entering the workforce, 18% intend to take a gap year whilst the remaining 2% were undecided (representing 1 student). Students indicated that 56% of the cohort, plan on leaving the local area while 27% were undecided.

There has been a significant increase in the amount of HSC students who have part time/casual employment during their HSC year, with the majority of students

25%, working over 10 hours a more a week during an average school week.

Year 12 students undertaking vocational or trade training

Students at Muswellbrook High School have utilised the school's resources with the wide variety of subjects offered by trained and accredited VET teacher's in across Stage 5 and 6. Thirteen staff have undergone additional training this year to maintain their teaching and assessing accreditation and skills. Student outcomes were achieved in Hospitality (Kitchen Operations), Construction, Primary Industries, Sport Coaching, Metal and Engineering, Business Administration and Retail.

Our students were also provided access to VET courses at TAFE (Hairdressing and Automotive). In addition to VET enrollments our students gained access to short term TAFE courses, designed for disengaged students. These courses have proven to be extremely popular and for many students, have provided an alternative to 'learning' within the school classroom, by studying a TAFE course in a variety of disciplines (Music Production, Automotive, Hair Salon Assistant, Beauty and Animal Studies).

VET enrollments (Years 10–12) were slightly down from 2017 (157 students) to 2018 (103 students), this decline is reflective across the VET sector in general. VET school enrolments represents nearly 30% of our Year 10–12 student population.

Local community businesses have provided support for our students with assistance in providing work placement, up to 70 hours, as a mandatory component of their VET course. We are well placed to assist students with their VET needs resulting in an increase and expansion of School Based Traineeships offered to our students (Warehousing, Retail, Human Services, Business Administration and Business Administration – Medical).

Year 12 students attaining HSC or equivalent vocational education qualification

All students but 2, gained the HSC or the equivalent vocational education equivalent in 2018. These 2 students received a record of achievement.

During Term 3 all Year 12 students attended a personal Interview with the Principal. This worthwhile event provides the opportunity for students to express their thoughts, concerns and seek assistance prior to sitting the Higher School Certificate exams. Students were surveyed at the completion of the interviews and there was an overwhelming response by the students, of having time to personally meet and discuss their plans and ideas for the school in the future. From the interviews and data gathered 54.5% of ATAR eligible students were planning on attending university in 2019 (an increase from 2018), whilst 40% were looking at TAFE (increase from 2018), 22% were planning on

entering the workforce, 18% intend to take a gap year whilst the remaining 2% were undecided (representing 1 student). Students indicated that 56% of the cohort, plan on leaving the local area while 27% were undecided.

There has been a significant increase in the amount of HSC students who have part time/casual employment during their HSC year, with the majority of students 25%, working over 10 hours a more a week during an average school week.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.48
Other Positions	1

*Full Time Equivalent

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

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	11

Professional learning and teacher accreditation

In 2018, ten beginning teachers were working towards NESA accreditation at Proficient. This group of staff were made up of permanent, temporary and casual employees. Five will continue their accreditation in 2019. In 2018 one staff member sought voluntary

accreditation at Highly Accomplished, but unfortunately was unsuccessful and elected not to pursue HAT into 2019.

Three staff members completed their Graduate Certificate in Positive Psychology to support and strengthen the Visible Wellbeing journey.

Our school development days continued with the school's Strategic Directions of Visible Learning and Visible Well Being and were delivered by external providers. In addition, mandatory training and updates occurred in the areas of Child Protection, the Code of Conduct and Health and Safety.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	875,501
Revenue	11,833,189
Appropriation	11,227,174
Sale of Goods and Services	152,457
Grants and Contributions	433,880
Gain and Loss	0
Other Revenue	17,781
Investment Income	1,897
Expenses	-11,610,754
Recurrent Expenses	-11,610,754
Employee Related	-10,438,277
Operating Expenses	-1,172,477
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	222,435
Balance Carried Forward	1,097,936

In 2018 the school transitioned to the new financial system implemented across the State. The largest capital expenditure was the COLA covering the dual basketball courts and an irrigation system for the school's oval. Further funds have been set aside this year for the development of a STEM hub to be completed in 2019. This will support the growing student interest in information technology and future focused learning opportunities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,684,982
Base Per Capita	167,512
Base Location	16,217
Other Base	7,501,253
Equity Total	1,480,332
Equity Aboriginal	195,903
Equity Socio economic	939,488
Equity Language	14,576
Equity Disability	330,365
Targeted Total	1,225,757
Other Total	291,593
Grand Total	10,682,664

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Student performance in Year 7 literacy reflected schools' percentage in bands, with the majority of

students in bands 6 and 7. With 47% of students falling within these bands. However writing in Year 7 indicated a future area for improvement with 53% of students in the bottom bands 4 and 5. In Literacy performance in Year 9 demonstrated students tended to perform in the lower to middle bands.

Student performance in Year 7 literacy reflected schools' percentage in bands, with the majority of students in bands 6 and 7. With 61% of students falling within these bands. Overall, Muswellbrook High school valued added results for Year 9 – Year 12 have continued to gradually increase over the past four years. This places the school in the 'sustaining and growing' range.

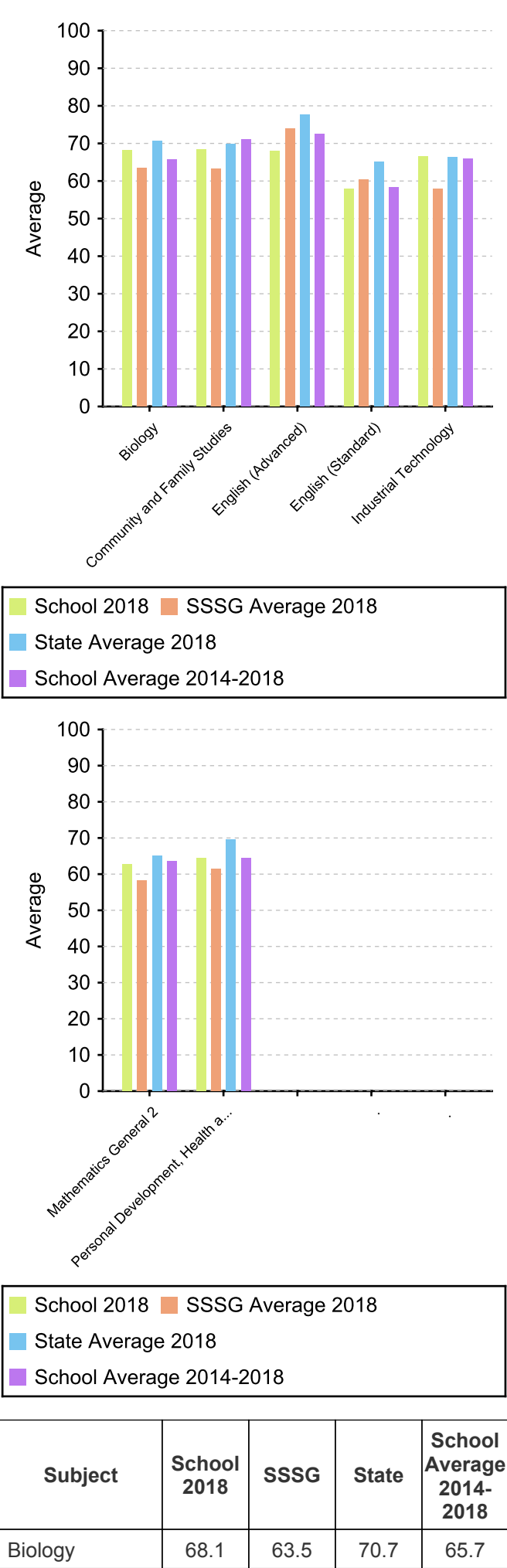
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

<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>

Delete text not required.

Higher School Certificate (HSC)

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



Community and Family Studies	68.4	63.3	69.9	71.1
English (Advanced)	67.9	73.9	77.5	72.4
English (Standard)	57.9	60.4	65.0	58.4
Industrial Technology	66.6	57.8	66.2	65.9
Mathematics General 2	62.8	58.3	65.1	63.6
Personal Development, Health and Physical Education	64.5	61.4	69.5	64.4

According to the Tell them From Me survey results, the Senior Prep Room has continued to make a positive impact, with the majority of Year 12 students aspiring to complete the HSC and to enter into tertiary education. 36.7% of students entered university, 23.3% are attending TAFE and 10% are employed.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

All students were invited to complete the online survey and teachers were also encouraged to complete the survey. 380 students completed the survey, with the 2017 results marginally lower than the 2017 survey results across the board. The use of focus groups to explore more deeply the issues surrounding student attitude and trends, will be a priority for 2019.

Parents and caregivers were invited to complete the survey through newsletters and the school's FaceBook site. In 2018, 72 parents completed the survey which was an increased from the 2017 participation numbers. The survey results were analysed by the whole staff.

Of significant note:

The majority of students have access to subjects they wish to study

High mean for 'child feels safe going to school'

Students know the classroom and school expectations

The majority of parents agreed the school had good communication and a strong reputation within the wider community.

55 teachers completed the Tell Them from Me survey, which is a slight increase from last year's participation rate. On all indicators the school ranked very closely to the state average. Positive responses were made by

staff about using data to inform practice and the school's leaders are implementing improvement and change. The area staff indicated further support was needed was in quality feedback. This will form the basis for further staff instruction in 2019.

Policy requirements

Aboriginal education

We are proud of our understanding of the place of Indigenous history in our environment and our Aboriginal students are well supported to both an individual and group domain. Aboriginal students have the opportunity to undertake many great initiatives whilst attending the school.

The school contributes and supports the Graham (Polly) Farmer Foundation enrichment centre. They employ qualified tutors under the program to work with identified students in an after school arrangement. The program aims to support our young people to pursue their aspirations at school and beyond.

Personalised Learning pathways have been developed, implemented and monitored for all students to ensure that aspirations, well being and engagement are met. In 2019 the goal is to share these plans and collaborate with parents and caregivers.

2018 is the second year of the Girl's Academy intervention for 60 of our Aboriginal female students. The aims of the program are: to mentor and support Aboriginal girls through academic and social support, promote a positive image of school, provide pathways to complete Year 12, and future career planning. The program also incorporates over programs like "Sista Speak" and "Sensibility".

Again in 2018 a tutoring program was used to improve writing and literacy skills across the school. Thirty six identified Aboriginal students in the junior years attended two sessions per week with an emphasis within the writing tasks in NAPLAN, especially narrative writing. SMART data for 2018 demonstrated that many students in the program demonstrated expected or above expected growth in most areas. Whilst Year 9 Aboriginal students outscored the State average for Reading, Writing and Grammar and Punctuation, growth was disappointing in Writing and Spelling. Year 7 achieved strong growth in Writing and performed above the State average scoring twice the average growth for State Aboriginal students. Their main area of weakness was Reading where their growth was substantially less than expected.

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growth was disappointing in Writing and Spelling. Year 7 achieved strong growth in Writing and performed above the State average scoring twice the average growth for State Aboriginal students. Their main area of weakness was Reading where their growth was substantially less than expected.

The success and continuation of these programs has been measured by individual success stories of our Aboriginal students. With a marked improvement of attendance of 93% for Aboriginal students. All students gaining a Higher School Certificate or its equivalent. Evidence also indicates an increase in the number Aboriginal students attending university, or attending a Vocational Educational institution.

Multicultural and anti-racism education

In 2018 Muswellbrook High School has developed a culture that promotes, and supports our diversity through learning programs, events, school visits, partnerships and celebrations. The whole school community has a well-established policy that has a zero tolerance towards racism. The results of this promotion of cultural diversity and zero tolerance towards racism is a school that is welcoming and inclusive for all students and staff. School population data indicates that there are people (students and staff) from 40 different cultural backgrounds. This reflects a growing trend within the school community of increasing cultural divergence. To promote this diversity and to promote inclusiveness within the school we come together to celebrate and promote pride in our Aboriginal community through NAIDOC Week celebrations. To celebrate and promote cultural diversity Harmony Week provided an opportunity to engage in multicultural activities, such as; a whole school assembly to celebrate the various cultural groups in the school with students holding flags to represent their cultural background and an African Drumming presentation. Year 8 students also had an opportunity to participate in an African drumming workshop on the day. Teaching and learning programs across all KLA's addressed multi-cultural issues. By relating to the school's cultural background and diversity reinforced that the school supports and understands its multi-cultural background.

Sister School Visit to Japan – 10 students and 3 teachers travelled to Japan in January 2018 on our biannual Japanese Language and Cultural tour. The group travelled around Japan visiting several historical sites for 9 nights including Hiroshima where students left 1,000 paper cranes at the Children's Peace Memorial, Kyoto, Takayama and Tokyo. Then the students participated in a 9 night home stay with a Japanese family and enjoyed the Japanese high school experience. In July 2019, students and teachers from our sister school are planning to visit Muswellbrook to experience home stay and Australian school life for 9 days.

Year 7 Cultural and Welfare Day– On the 29th November all of year 7 participated in the first ever Culture Welfare day held at Muswellbrook High School. On the day students participated in three sessions;

Japanese cooking, a health talk with a community health nurse and a police talk with two constables from NSW Police. The Japanese cooking session was run by two Japanese chefs from Sydney and students were taught to roll their own sushi rolls. In the health talk students learnt about their body and the many changes that it will undergo during adolescence. In the police talk students were engaged in discussions about drugs and alcohol, cyber safety and definitions of assault. The day was so successful that it will now become an annual event for year 7 students.

The school has a number of programs to support students from different cultural backgrounds. Additional support through the use of individual tuition for students with English as a second language allows these students to refine their understanding of English. The program also enables students from other countries to smoothly transition into high school. Further support is provided through selective classroom placements, and individual tuition provided by an allocation English as a Second Language teacher. The school continues to educate its community that it upholds a zero tolerance to racism. To deal with racist issues if they emerge at school the school has continued to provide two highly trained Anti-Racism Contact Officers. These trained staff create an environment that allows students and staff the confidence to address areas and concerns within the school community.

Other school programs

Cultural Achievements

At the end of Term 4, Muswellbrook High School's Faculty of Creative and Performing Arts presented their annual Big Night In. This event provides an opportunity for our students and the CAPA Faculty to demonstrate their creative and performing talents in Drama, Dance, Music and Visual Arts, Visual Design and also to highlight their skills in using Photographic and Digital Media. Our school's Vocal Ensemble, Guitar Ensemble, Concert Band and Stage Band were also showcased. The night was a huge success, with students performing to a full house of approximately 500. Community support for this event continues to increase each year. 2018 saw the biggest and best Big Night In yet.

A memorable highlight for 2018 was our production of the 70's Musical 'Disco Inferno'. Muswellbrook High School has steadily built on its reputation of being able to produce professional musicals and this year was no exception; seeing the biggest and most polished production yet. Students performed to over 1400 audience members over a season of four shows. The production attracted a great deal of media attention and also that of staff and students from other schools across the region.

Muswellbrook High School achieved outstanding success at this year's Muswellbrook & Upper Hunter Eisteddfod. Our Drama students performed very strongly in the senior monologue section, with Brady Cavanagh and Eadie Limon taking out first and second

places respectively, with Amy McCamley being Highly Commended. Shyanne Irwin, Piper Scott and Georgia Rohrich took out the Group Drama Category, while the team of Brady Cavanagh, Amy McCamley, Eadie Limon and Isobelle Wilks were awarded first place in the Secondary Improvisation. Equally as impressive, were the excellent results in the Schools Vocal Division, where our Vocal Ensemble took out first place in all four sections, being Theatre Music, Local Schools Contrasting Songs, Two Contrasting Songs and Own Choice.

This year, Muswellbrook High School was represented very well across a range of showcase events in the region and state. At this year's Bandwidth Band Competition, two of our bands gained a place in the final. Those were 'Best Kept Secret' (Shyanne Irwin, Melody Datson, Jenna Wolfgang, Joshua Potter and Maicey Limon) and 'Mark the Barber' (Brady Cavanagh, Michael Crowfoot, Annan Snewin and Callan Harvey). Mark the Barber were also successful in making it to the Semi-Finals of the NSW Youth Rock Band Competition held in Sutherland. Brady Cavanagh, was again, successful in gaining a position as a featured vocalist at Star Struck and Sophie Scriven was chosen to perform one of her HSC Music pieces in 'Reprise', which is a showcase of the best HSC Music Performances across the Central Coast, Lake Macquarie, Hunter and Upper Hunter Regions.

ProBL

As ProBL completes its second year since its inception, there has been a number of adjustments to ensure the continued success and development of programs to engage students in their learning. There are now over 18 staff who have completed a three day intensive training program in Newcastle and are committed to embedding the principals of Project Based Learning into the pedagogy of the school.

The Year 7 program was adjusted to capture two targeted groups who were identified as having the capabilities of working individually and as members of a team to problem solve and develop a range of skills to present a final solution. The success of the two groups was measured in the culmination of a showcase event where students presented their solutions at a range of small stalls to an audience along with presentations throughout the year.

2018 was the first year where ProBL was introduced as a stand alone subject in Year 8, to build upon the skills developed by groups of Year 7 students from the previous year. The students were arranged in classes of mixed ability with vary degrees of success. Results of a student survey revealed while 63% of students found group work their number one interest in ProBL, there were a few students who struggled with group dynamics. While this can be seen as a negative for these students they will have gained a valuable experience, which will enable them to negotiate and empathise with people in similar situations in the future.

The highlight for a number of the rugby league student enthusiasts was the attendance of Alex McKinnon, the

Newcastle Nights player who was badly injured in 2014 and became a quadriplegic. At the request of a Year 8 student as part of his study into sporting heroes, Alex attended a presentation set up by the student. The experience provided Year 8 students with an insight into the NRL, the career of a young sportsman and the emotional impact of a devastating injury.

Further engaging projects included the amalgamation of both Year 7 and 8 English/Drama students who presented an outstanding contemporised version of Shakespearean plays, which they performed to a large public audience.

While ProBL continues to be developed and refined as part of the curriculum at Muswellbrook High School, students responses to surveys have revealed 87% have found value in understanding their personal strengths, 78% feel they can provide valuable feedback to fellow students and 83% have stated the skills they developed in resolving problems to gain solutions has been valuable.

ProBL will continue into 2019 with an anticipation of all faculties developing tasks within their Stage 5 programs, continuing to engage and differentiate individual student learning.

Student Wellbeing Programs

The school continues to offers support through a variety of research supported wellbeing programs:

REACH YEAR 9 and 10

PEER SUPPORT – Year 10

33 Year 10 student leaders were trained as Peer Support Leaders and 180 Year 7 students competed the program.

LOVE BITES

95 students completed the course and the evaluation results shown below clearly shown this program is highly valued by students.

Would you talk to a friend if you were worried about their relationship?

Before Love Bites

No 2.1% Maybe 41.1% Yes 55.8%

After Love Bites

No 1.1% Maybe 10.1% Yes 74.7%

Are you confident knowing what a respectful relationship is?

Yes 85.3% No 1.1%

Are you confident in getting help if you need it?

Yes 83.2% No 1.1%

TEEN MENTAL HEALTH

108 students participated in the course and the results of the evaluation are below:

How new was this material to you?

New 12% I knew some information 75% I feel very confident with Mental Health 12%

How easy was it to understand?

Not at all 4.6% Very much 95%

How relevant was the content to you?

Not at all 2.7% Very much 97.2%

What was your overall response to this course?

Ineffective 1.8% Informative 98%

MHS Support program available for identified students – specific focus on early HS intervention with Stage 4 students

- Additional Transition to HS support via *Student at Risk (Vulnerable) sessions*
- Staff / student mentoring T1 Year 7
- Y7 / Y11 *Midweek Mentoring* for identified students from Transition information
- **BRAVE** – online ANXIETY program – Group facilitation
- **BITE BACK** – online positive psychology program for overall wellness for 13–16 yo – Group Facilitation
- **RAP** – Resourceful Adolescent Program – Facilitated by UHYS
- Funding support for SLSO in class support.

Sport Achievements

Muswellbrook High School offers a variety of sporting opportunities for students in a range of recreational and competitive sports. Integrated sport has continued for students in year 7.

In 2018, three students broke school records at our annual swimming and athletics carnivals.

Zahli Woolnough (Year 8) broke 2 swimming records for the 13 years girls

100m breaststroke

50m breaststroke

Joel Hartin (Year 12) broke 2 swimming records for the 17+ years boys

50m breaststroke

50m freestyle

Levi Hartin (Year 7) broke an athletics record for the 14 years boys

200m

Age Champions for the three school carnivals were as follows:

Swimming

12 – Harrison O'Hara, Caitlin Golding

13 – Glen Spicer, Zahli Woolnough

14 – Levi Hartin, Imogen Owen

15 – Zane Hartin, Amelia Bellotti

16 – Alex Thompson, Nadia Owen

17 – Joel Hartin, Jacinta Ballard

Cross Country

12 – Tyson Ward, Faith Redhouse–Veljanovski

13 – Tyrel Forrest, Ashtyn Quinn

14 – Joshua Halliwell, Kashanti Walmsley

15 – Darcy Saunders, Ashley Halliwell

16 – Walter Pankhurst, Corinna Brown

17 – Jack Clare, Jacinta Ballard

Athletics

12 – Tyson Ward, Jordanna Belcher

13 – Miles Chapman, Jessica Foreman

14 – Levi Hartin, Kashanti Walmsley

15 – Brad Aylett, Tenahya Dennis

16 – Alex Thompson, Nikita O'Hara

17 – Ty Watson, Jacinta Ballard

Muswellbrook High School had 8 Hunter Region representatives:

Joel Hartin – Swimming

Zahli Woolnough – Swimming

Emily Chapman – Touch Football, Athletics

Jacinta Ballard – Cross Country

Darcy Saunders – Cross Country

Ashtyn Quinn – Cross Country

Walter Pankhurst – Cross Country

Tenahya Dennis – Athletics

NSW Representatives

Marlow Court–Kriesch – Futsal

Muswellbrook High School also enjoyed success in the Premier's Sporting Challenge with year 7, elective PASS classes and Stage 6 SLR participation and achievement rates increasing in this valuable initiative.