

Muirfield High School

Annual Report



2018



8498

Introduction

The Annual Report for **2018** is provided to the community of Muirfield High School as an account of the school's operations and achievements throughout the year.

It is in the format and structure that the Department has mandated. 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. We are unable to chose graphs that may contain meaningful data, such as growth data or NAPLAN comparison with state. For this I apologise.

We cannot provide many photographs to highlight the wonderful and varied opportunities and achievement of our students. Details of these can be found in our newsletters on our website.

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Principal

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School background

School vision statement

At Muirfield our goal is that all students feel they are known, cared for and valued. Through our student wellbeing and extra-curricular programs and daily interactions, we work to enhance each student's sense of belonging to the community. We are committed to ensuring students succeed at their studies and feel a sense of achievement. Working together to achieve excellence in teaching will challenge all students to learn.

School context

Muirfield High School is noted for the positive and respectful relationships between all members of the school community. The majority of students come from an English-speaking background, with most parents having post-school qualifications. Parents have strong aspirations for their children in achieving personal best. The dedicated and committed staff are strongly focused on working collaboratively as part of a learning community. The school actively promotes a sense of wellbeing with staged and strategic welfare programs.

The school is a PBL (Positive Behaviour for Learning) school with our key focus for all students to participate, show respect and learn. Offering a broad curriculum including traditional academic subjects and a wide range of vocational and creative subjects, the school's strong academic success is underpinned by the productive learning environment. Outstanding extracurricular programs provide tremendous opportunities for student growth.

Our core values are embedded in our daily practice.

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 of Muirfield are committed to ongoing improvement and the pursuit of excellence. They are guided by the desire to provide high quality educational opportunities for each and every student. The School Improvement Team examined school programs, practices and data, using the descriptions of key elements of practice contained in the School Excellence Framework.

The school undertook a whole school curriculum review, focusing on patterns of study in Years 7 to 10 and BYOD. A review of the Mathematics faculty was undertaken to evaluate the extent to which programming complies with requirements and meets expectations in regards of differentiation and high expectations.

In the domain of Learning, our on-balance judgement for the elements of wellbeing and reporting is excelling; for the elements of learning culture, curriculum and assessment is sustaining and growing and for student performance measures is delivering. The school has evidenced-based, whole-school student well-being programs. In surveys, student identified relationships with staff as one of the school's key strengths. Of course, we do not rest on our laurels. For 2019, we will focus on working collaboratively to build a mentally healthy community. While students are well-supported through transitions, the school is looking to way to monitor students longitudinally. In the element of assessment professional learning has continued on the importance of summative assessment, the role of feedback and ensuring assessments assess the full range of student capabilities.

In the domain of Teaching, our focus has continued to be on effective classroom practice, and using collaborative and reflective to enhance classroom practice. All teachers engaged in a 360 degree professional learning program, called educator impact, that used peer class observation, student feedback and self-reflection on classroom practice. The aggregate data from this program has identified focus on the need for deep learning and the use of feedback to support improved student learning. The leadership team continuously engage in programs to develop capacity of all teachers. The focus on writing has continued with the support of an instructional leader. Teachers work in cross-faculty teams to improve different areas across the school, such as data use and use of technology. Teachers and leaders are supported with coaching and mentoring. All teachers collaborate to embed good practice. Through teams and the educator impact

program the school has implemented embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice. The on-balance judgement for the elements of professional standards and for learning and development is excelling. For the elements of effective classroom practice and data skills and use, the on-balance judgement is sustaining and growing.

In the domain of Leading, distributed leadership through teams, faculties and projects has provided a strong pipeline of leaders. Our on-balance judgement is that the school is excelling in the elements of school planning and reporting and school resources, and sustaining and growing in educational leadership and management practices and processes. The employment of a business manager has supported the principal in ensuring facilities are used flexibly within the constraints of the school design and setting. In addition, the business manager has been able to maximise community use of the facilities which has resulted in benefits for the school. Significant change in the administrative and support staff, together with ongoing changes in website and school HR systems, has meant that the school has not been able to communicate as effectively with parents as previously. Also the constant changes implemented by the department meant that the leadership team was unable to collect information about the school's administrative practices in order to ensure their effectiveness. When things are in constant and imposed change, it is difficult to reflect and evaluate practices.

Our self-assessment 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

Rigorous and responsive curriculum

Purpose

To ensure the provision of flexible, relevant and engaging curriculum that meets individual student needs and will deepen their understanding and develop creative and critical thinking skills within an authentic context. To support students to achieve their best with consistent quality teaching programs and rigorous assessment practices.

Overall summary of progress

The school undertook a curriculum review to assess whether the school is providing flexible, relevant and engaging curriculum. The review looked at whether school patterns of study and modes of delivery needed to be modified or enhanced to adapt to changing demands and innovations so that curriculum provisions enable students to rise to the challenges of the future. The Muirfield Curriculum Review Team found a high level of student, staff, and parent satisfaction with the school and its curriculum. However, there was parent, staff, and student support for a number of changes.. The evidence collected through the committee's inquiry clearly shows that Muirfield High School is not meeting community and government expectations in STEM; in allowing students to have individual and regular access to technology; and in careers education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Curriculum Review report completed by the end of Term 2 2018.	\$4,500 Additional time in Executive and Staff meetings or on teachers' voluntarily donated time	Review completed.
All teaching and learning programs will have evidence of enhanced intellectual quality, explicit literacy and numeracy strategies and differentiation. (Via faculty reviews.)	\$3,100 for Mathematics faculty review. Other work undertaken by faculties supported through the Professional Learning funds.	Review of Mathematics faculty completed. Programs and assessments comply with requirements but need more explicit strategies for differentiation.

Next Steps

The school has introduced a BYOD program for Year 7 2019. Teacher professional learning will focus on integrated use of personal laptops in lessons to engage and challenge students. The library lesson in Year 7 will be cut from 2019 and a STEM lesson introduced in 2019. From 2021, a STEM elective will be introduced. The School to Work Team are investigating ways of developing the careers education for Year 10 students. The Mathematics review of programming and assessment indicated a need for explicit teaching and learning strategies, including those that enabled differentiation.

Strategic Direction 2

Learning for personal best

Purpose

To improve student achievement through quality teaching practices underpinned by high expectations for success so that students achieve higher results.

Overall summary of progress

The Instructional Leader Writing Project continued to provide support, advice and assistance across the school to classroom teachers. The Instructional Leader also team taught with teachers to assist them to develop their skills in teaching students advanced writing skills. All teachers engaged in "Educator Impact", an evidence-based program that supports self-reflection, guided lesson observation by a colleague and student feedback to support a teacher to reflect on their practice and identify professional goals specifically focused on classroom practice. Teachers are provided with professional reading material that addresses their goal. Follow up is provided with a smaller set of surveys to enable teachers to get progress feedback and assess how they have developed. Over 900 student surveys were submitted. In the aggregated data, students identified teacher-student relationships as the strongest competency. The strongest improvement opportunity was identified by both teacher self-reflection and students was in the area of deep learning. The Executive conference focused on using data with sessions run by CESE on how to delve into RAP data to analyse HSC results as a start for deep conversations. Presentations to the whole staff and Executive by Eddie Woo started whole school conversations about building the disposition in staff and students to be positive towards mathematics and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Percentage in the top 3 bands in Year 9 writing in NAPLAN to be equal to or above similar school groups with percentage in the top band to be 4 percentage points above state.	\$60,000, teacher relief and employment of instructional leader Other release from professional learning funds, staff meetings and from teachers' donated time	Percentage in top two and top 3 bands significantly above state and above similar school groups. Top 2 bands: school = 19.2, state = 12.6 and similar school groups = 17.8. Top band is not above state. This may be due to school moving to online test, making comparisons unsound.
Numeracy: average scaled school growth in Year 9 Numeracy in NAPLAN to be above state and similar school average.	Use of professional learning funds, team time and teachers' own time	Increase in Premier's Priority of top two bands for reading and numeracy has trended up over last three years. However, average NAPLAN growth score in numeracy is below state and similar school groups.
Increase the percentage of Bands 5/6 in the HSC by 10% from 2015–2017 average.	Ongoing faculty, team and staff meeting. Professional learning funds used for new HSC syllabus implementation.	Average top two bands 2015–2017 = 19.6. Top two bands in 2018 = 27.1. Target achieved.

Next Steps

The learnings from the writing project on the impact of an instructional leader and a strength-based coaching model will be used to widen the brief to include other aspects of classroom practice. More skills development is needed on building teacher efficacy and on data analysis. Consistency of teacher judgement has also been identified as an area of opportunity for growth. With many new teachers the challenge is to continue the high expectations and share strategies for effective HSC teaching. The school will investigate an instructional leader model in numeracy.

Strategic Direction 3

Building a stronger learning community

Purpose

To improve communication with parents/carers and increase community connections so that we maximise student achievement and opportunities.

Overall summary of progress

Partnerships with parents are crucial for student learning, wellbeing and success. There have been many opportunities for communication, including parent–teacher nights, subject selection forums and interviews, Year 12 parent support seminar, P&C and P&C subcommittees. Parents responded to the surveys and focus groups in the curriculum review. The largest problem has been the change to the school's website. This has been a barrier to communication with parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in parent satisfaction in school communication. (Baseline 2017 & 2018 surveys.)	Nil	Given the change to website platform and the inability of the school staff to use it in 2018, we felt there was no need asking parents how satisfied they were with the communication. We ourselves were not satisfied.
All courses in all years will have published assessment schedules by commencement of 2019.	Nil	While this was achieved in earlier version of the school's website, introduction of new website program by the Department with insufficient training or time to implement has meant we have taken a backward step in this regard.

Next Steps

2019 will see a focus on learning how to operate the new website program. The goal will be to have all relevant policies and procedures and regular news updates on the website. Following from the Curriculum Review, the School to Work Team will investigate ways to improve the careers education program so that it is more explicit.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,449	Funds supported development of Individual Learning Plans for all students who identify as Aboriginal. One student successful completed Year 10 ROSA and progressed into Year 11.
English language proficiency	\$250,613	Employed two EALD teachers and a part-time bilingual SLSO to support students' English language acquisition.
Low level adjustment for disability	\$182,318	<p>Employed 1.1 full-time equivalent Learning and Support teachers to support students with a range of learning needs and disabilities to access the curriculum.</p> <p>Employed SLSOs, 1.6 full-time equivalency, to support students in the classroom.</p> <p>There are a wide range of student supports in-place – eg disability provisions for assessment, in-class SLSO support, LaST and SLSO assignment support, planning and provision of high quality advice for class teachers by LST.</p>
Socio-economic background	\$46,117	Used to support equitable technology access for all students by providing technology support officer to ensure the network and school-owned devices operate. Purchase of sets of notebooks for students in library. Support also given to families who require assistance with excursions and clothing.
Support for beginning teachers	\$26,278	For three teachers in second year and one teacher in first year to provide release from face-to-face lessons for professional learning and mentoring.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	413	428	436	428
Girls	352	363	385	377

Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.6	94.8	95.1	94.9
8	91.3	92.8	91.9	93.7
9	91.1	90.7	91.3	89.6
10	90.1	91.2	90	90.7
11	89.7	90.7	92.8	91.2
12	89.2	89.7	91.3	92.2
All Years	91.1	91.8	92.1	92.2
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 continues to have attendance above state. Parents are able to access daily attendance records via the parent portal. Emails are sent weekly to parents notifying them of unexplained absences. Year Advisors monitor attendance and make contact with parents when attendance drops, should there have been no prior contact from parents, for example notifying the school of possible illness. Deputy Principals intervene should attendance concerns continue. In-school support includes school counsellor support, daily monitoring, goal setting, and regular communication with parents. Where these interventions do not lead to an improvement in student attendance, the school refers students to the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	1	3	10
TAFE entry	0	0	12
University Entry	0	0	74
Other	0	0	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

Vocational Education programs are valued by our students. 34% 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, Construction, Primary Industries and Hospitality. Students also accessed TVET courses delivered by Hornsby, Meadowbank, North Sydney, Ultimo 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 placements as a networking opportunity to find employment. We had one student successfully completing a School Based Apprenticeship or Traineeship in Retail Studies.

Students doing the accelerated Information Technology program sat for their HSC exam while they were in Year 11 this year. Students recognise the benefits of being able to focus on one HSC subject, and completing it completed early. Once again the students achieved outstanding results in the program.

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

Year 12 students attaining HSC or equivalent vocational education qualification

Ninety-nine percent of our students enrolled in our Year 12 group were successful in gaining accreditation by way of the HSC. One student was not successful in gaining the full credential.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.9
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and 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	44

Professional learning and teacher accreditation

In 2018 Muirfield High School continued to flourish as a centre for innovative teaching and learning. Our five School Development Days included engaging, interactive workshops on a range of topics. Many of our own staff presented, leading colleagues through literacy initiatives and differentiation strategies, for example, which support the successful implementation of the School Plan. A particular highlight was the visit of Eddie Woo to deliver presentations entitled *Mathematics: Confessions of an Outsider* and *Lessons from the Lion City*. During 2018 all staff transitioned into the Maintenance stage of the Australian Professional Standards for Teachers which builds the knowledge, skills and understanding expected of competent and

effective teachers. Accreditation is the structure through which teachers are recognised as meeting these Standards and Muirfield supported four of our new teachers to successfully gain Accreditation, reinforcing our reputation as a school which actively fosters the development of young teachers, thereby ensuring the ongoing integrity and accountability of the profession.

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	1,400,162
Revenue	10,168,785
Appropriation	9,201,544
Sale of Goods and Services	133,442
Grants and Contributions	699,765
Gain and Loss	0
Other Revenue	112,374
Investment Income	21,660
Expenses	-9,728,037
Recurrent Expenses	-9,728,037
Employee Related	-8,374,036
Operating Expenses	-1,354,001
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	440,748
Balance Carried Forward	1,840,910

The revenue and recurrent expenses are significantly greater than previous annual school report financial statements as the school is now responsible for managing staff salaries and on-costs. To assist with this and other increased requirements for accounting and financial management, the position of Business Manager was made permanent. The school is waiting for several major properties projects to be approved by the Department's Assets branch; funds for these are saved in the balance carried forward. 2018 saw the second year in a row of an increase in school generated revenue, for example from hire of facilities. Funds will be expended in 2019 should Assets approve our projects.

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	7,568,697
Base Per Capita	162,082
Base Location	0
Other Base	7,406,614
Equity Total	483,498
Equity Aboriginal	4,449
Equity Socio economic	46,117
Equity Language	250,613
Equity Disability	182,318
Targeted Total	777,765
Other Total	153,835
Grand Total	8,983,794

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.

In 2018, Muirfield transitioned to NAPLAN online. As

advised by the Department of Education, school level data should be treated cautiously during the transition period.

Year 9 students at Muirfield continue to perform significantly above state in a range of comparative measures. The percentage of Year 9 students in the top two bands is above that of state in reading, writing and numeracy – reading 30.0% vs 21.2%; writing 19.2% vs 12.6%; numeracy 14.8% vs 13.3%.

In Years 7 and 9, our average NAPLAN scores are above state in reading, writing and numeracy. Our ongoing focus on the teaching of writing has continued to see outstanding results in student achievement with average scaled score growth in writing being above state and similar school groups – school: 57.2, state 34.3 and similar school groups 38.1. The percentage of students at or above expected growth in writing is also very pleasing compared with state and similar school groups: school 72.8%, state 57.3% and similar school groups 59.9%.

2018 results in Year 9 were above the previous three-year average. The percentage in the top two bands for Year 7 was above state and for Year 9 above state and similar school groups.

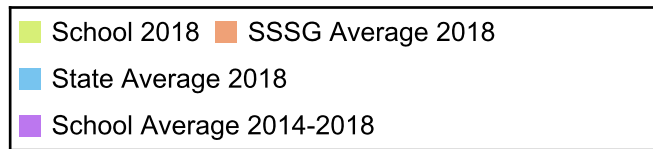
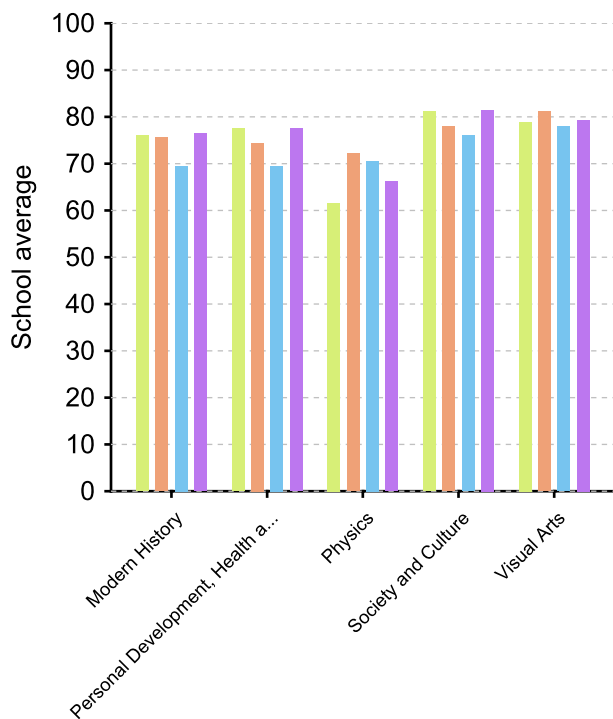
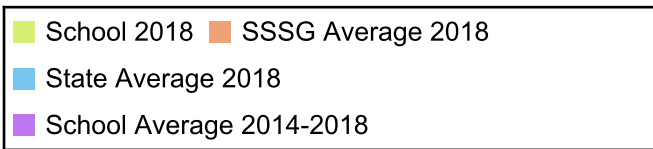
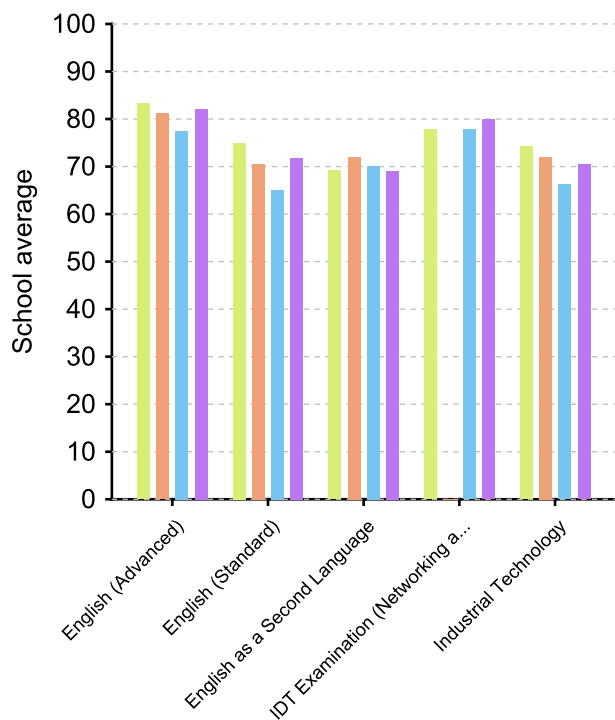
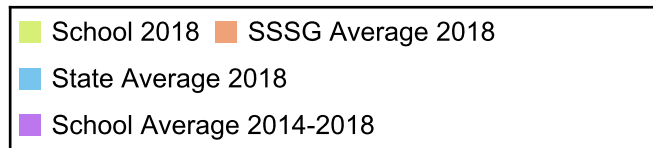
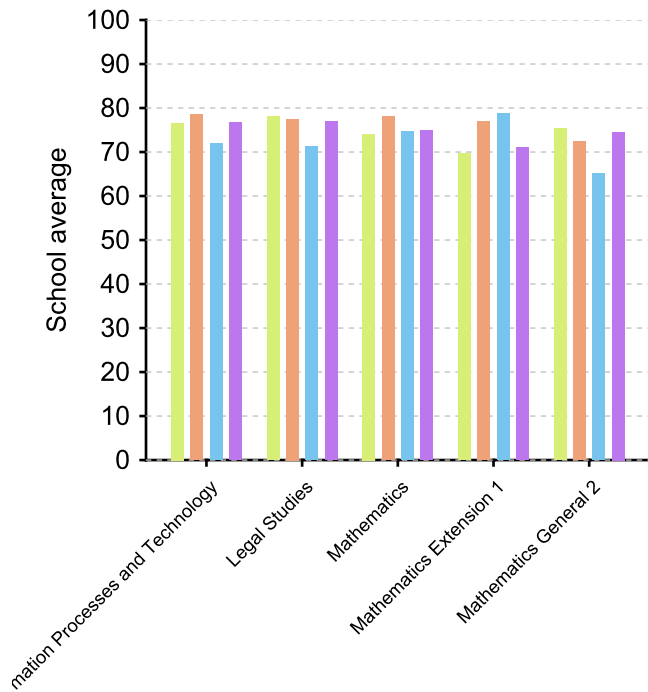
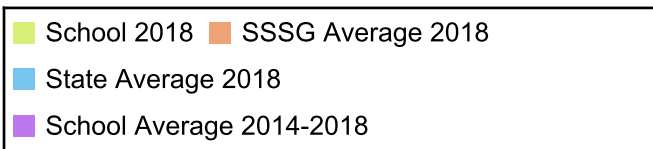
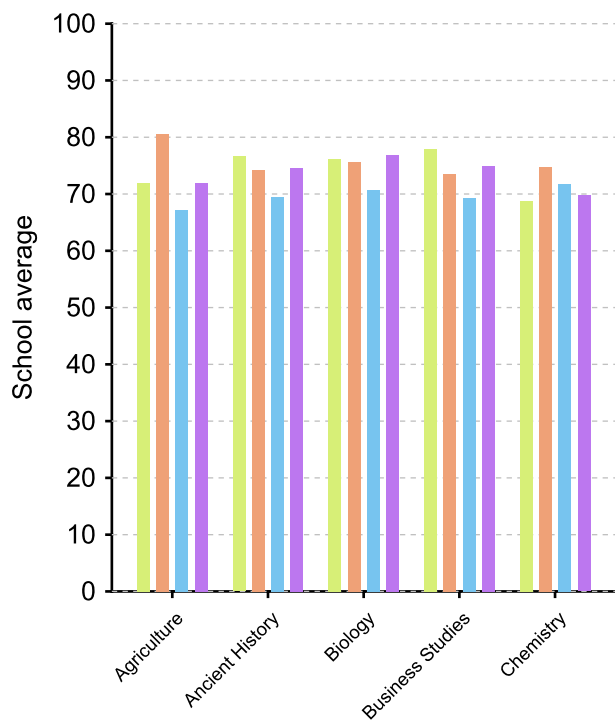
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. 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.

<Schools are required to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* – for students in the top two NAPLAN bands.

The average percentage in the top two bands for Years 7 and 9 in reading and numeracy has been trending up for the past three years. 73% of Year 7 are in the top two bands for numeracy and 31% for reading. In Year 9, 42% are in the top two bands for numeracy and 30% for reading.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Due to the small numbers of students in some subjects, not all courses studied to HSC are reported here.



Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the views of students and parents in a number of ways. As part of the 360 degree classroom practice review, 923 individual student responses were submitted. Students identified staff–

student relationships and managing the classroom as key strengths. That students feel teachers care and that students identified relationships as positive is very heartening. Parents were invited to participate in a survey as part of the curriculum review. Over 42% of parents were totally or very satisfied with the variety of subjects taught at Muirfield and over 32% were totally or very satisfied that the elective courses were meeting the needs and interests of their children. When those who were mostly satisfied are included these percentages jump to over 85% and 72% respectively. The People Matter Survey of staff had a response rate of 31%. 65% reported feeling engaged with their workplace. Highest responses were to questions of personal satisfaction, receiving help from colleagues and belief that the workplace strives to achieve customer satisfaction.

Policy requirements

Aboriginal education

At Muirfield High School, Aboriginal Education remains an important focus. The inclusion of Aboriginal perspectives and content in all KLAs is designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. All Aboriginal students have an Individual Learning Plan and are making progress towards their goals. In 2018, one student who identifies as Aboriginal completed her Year 10 ROSA and progressed into

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.