

Muirfield High School

2019 Annual Report



8498

Introduction

The Annual Report for 2019 is provided to the community of Muirfield High School as an account of the school's operations and achievements throughout the year.

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

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

Implementation of Recommendations 1 & 2 from Curriculum Review: BYOD & Year 7 STEM course.

Science faculty review – teaching and learning programs and assessment tasks meet DoE and NESA requirements and support rigour and relevance in teaching.

Overall summary of progress

Teachers and leaders at Muirfield continue to work together to identify areas that might be considered for school improvement. The Curriculum Review of 2018 was intensely powerful given that it gave voice to parents, students and teachers. Two of the key recommendations were implemented in 2019 – the move to BYOD for Year 7 and the introduction of STEM as a subject. Additionally, each year the school holds a review of one faculty – looking at aspects of compliance and quality practices, and how to improve. The openness to change and innovation for curriculum that engages students and is rigorous is reflective of the daily practice of all the staff at Muirfield.

Progress towards achieving improvement measures

Process 1: Assessment for Learning Team:

Whole-school team to support best practice in assessment and feedback. Executive Team will develop a common approach to programming and to junior assessment. Faculties and subject teachers to action implementation.

Evaluation	Funds Expended (Resources)
Executive developed an agreed approach to Scope and Sequences and programming, with differences for individual syllabus requirements. Faculties continue to refine their approach to evidence of revisions and annotation. The Assessment for Learning Team worked via faculties to lead conversations in embedding literacy demands and criteria in assessment tasks. Sustained conversations were held to develop consistency of application of assessment approaches.	<ul style="list-style-type: none">• Faculty, staff and teams meetings – nil cost.

Process 2: Curriculum Review:

A review and evaluation of curriculum offerings and future directions.

Evaluation	Funds Expended (Resources)
The school has successfully introduced a consistent approach to laptops for Year 7 2019. This will be continued in subsequent years for each new Year 7 cohort. All teachers participated in the Digital Nutrition presentation by Jocelyn Brewer on cybersafety, social media, the range of social, emotional and cognitive impacts of technology use (and overuse) and solutions to help maximise the benefits of devices and avoid the pitfalls. Teachers are embracing new technologies and engaging with professional learning to improve their use of technology in a meaningful way that support creative and deep learning. More professional learning is required to ensure that all teachers have the skill to use technology to enhance learning.	<ul style="list-style-type: none">• School Development Days and Staff professional learning meetings have been used to develop capacity – nil cost.• External presenter, Jocelyn Brewer, on Digital Nutrition: \$1790• Charging stations in the library for student laptops: \$8410• Chrome books for class use (year groups other than Year 7): \$14,038• Laptops for teachers: \$33,017

Progress towards achieving improvement measures

STEM as an integrated subject has been introduced to all Year 7 students. Teachers from the faculties of Mathematics, Science and TAS jointly program the course. Teachers have worked collaboratively to ensure implementation has resulted in an engaging course. Students report they enjoy the hands-on, project based learning approach.

Process 3: Faculty reviews:

Annual reviews of individual faculties, focusing on teaching and learning, as well as programs and systems. (Mathematics, Science & CAPA)

Evaluation	Funds Expended (Resources)
The review team of the Science faculty consisted of Tina Hosen, Deputy Principal; Heliya Ebrahimi, Head Teacher Science, Natasha Gilder, Science teacher and Dean Ward, Head Teacher Science from another secondary school. The team collected data from staff and student interviews, faculty documentation and student work samples. The review identified many strengths, including the changing culture towards accountability and programs that cater for a range of abilities. The review also identified areas of possible improvement and made recommendations for action, including improving assessment tasks. The Head Teacher Science is tasked in leading this change..	4 days release: \$2,000

Process 4: VET: Ongoing training and development of VET teachers.

Evaluation	Funds Expended (Resources)
An additional teacher has been trained in both Primary Industries and Sports Coaching. Primary Industries has had growing demand. Unfortunately, despite advertising three times, the successful candidate in Construction remained at Muirfield for less than a semester. As a result, after many years of a successful program of Stage 6 Construction, this subject will not be offered at Muirfield in 2020 and beyond.	VET Teacher re-training: \$3,000 VET Teacher ongoing training: \$1,000

Next Steps

As part of the cyclic review of faculties, CAPA will undergo a review in 2020. The Science and Mathematics faculties will review implementation of the recommendations of the reviews of 2018 and 2019. The school will continue to implement the recommendations of the Curriculum Review of 2018, specifically moving towards the introduction of the iSTEM course in Stage 5, refurbishment of STEM rooms to facilitate the integrated teaching of STEM and transformational use of technology in the classroom. We have identified assessment practices need a more nuanced approach, particularly in implementation of Stage 6 assessments to allow demonstration of all bands, and to facilitate timely feedback. NESA Assessment Liaison Officer has been booked for 2020 to work with the whole staff and individual faculties.

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.

Improvement Measures

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.

Numeracy: average scaled school growth in Year 9 Numeracy in NAPLAN to be above state and similar school average.

Increase the percentage of ATAR Bands 3 & 4 (76 to 100) by 5% from 2016–2018 average.

Overall summary of progress

In a period of just over two years, Muirfield has created a culture of collaborative professional learning which has a clear purpose, is supported by all staff and provides learning that is translated to improvements in classroom practice. Teachers have undertaken leadership roles across the school with a focus on raising outcomes in writing for all students and improving HSC results for students with high potential. Collaboration has resulted in change beyond individual classrooms, with outstanding improvements in HSC results across faculties and significant growth in top bands in NAPLAN writing. The success of the Instructional Leader in the teaching of writing is evident in Muirfield meeting and exceeding the improvement measures for Year 9 writing in NAPLAN. Numeracy continues to require further investigation – why the results in reading and writing are not replicated in numeracy, how we can develop in students their belief in themselves as numerate and capable at Mathematics, how we can improve the teaching of numeracy across the curriculum.

Progress towards achieving improvement measures

Process 1: Instructional leadership

Through Instructional Leadership and targeted, in-class professional learning, we will build the pedagogical practices of teachers, including to explicitly and effectively teach writing/numeracy.

Evaluation	Funds Expended (Resources)
The Instructional Leader model to coach and mentor teachers has proven to be a successful model, working as it does "in the action" of the classroom. A coordinated, whole-school approach has ensured common language and explicit approach to teaching of sustained communication.	<ul style="list-style-type: none">• Instructional Leader 0.1: \$10,000• 10 release days for teachers to work with Instructional Leader: \$5,000

Process 2: Instructional teaching team:

Responsible for the implementation of Educator Impact across the school; facilitating classroom observation and feedback; and supporting teachers as they prepare for maintenance.

Evaluation	Funds Expended (Resources)
All teachers engaged Educator Impact, a program of 360 degree feedback – peer observation, student feedback and self reflection – and used these as the basis to identify an area of professional learning on classroom practice. Educator Impact generates a number of different insights into the practice of our teachers. This feedback can reinforce awareness of existing strengths, illuminate hidden strengths, reveal opportunities for development and to see teachers' practice as they and their students perceive it, highlighting the perception gap between your teachers' intent and their impact. The strongest competency identified by students and teachers continues to be the	<ul style="list-style-type: none">• Educator Impact: nil cost as purchased a three year deal in 2017.

Progress towards achieving improvement measures

positive relationships. Interestingly, students and teachers identify the same aspect as having biggest opportunity – driving deep learning, (ie intellectual quality). Teachers receive individual reports with tailored professional learning and follow-up surveys and self-reflection to gauge growth in the selected area. Educator Impact has proven to be a great tool for professional growth and formed part of every teacher's PDP cycle.

Process 3: Evidence-based Learning Team:

This team will analyse key sources of data to identify student need, which will be used to inform the work of instructional leaders and the School Improvement Team.

Evaluation	Funds Expended (Resources)
The strength of the Instructional Leaders model has been replicated in a distributed model with a focus on successful HSC teaching and data analysis. Successful teachers who continually achieve outstanding HSC results have been identified. Every School Development Day, successful HSC teachers share their practice. As part of the PDP process and HSC monitoring process, teachers are required to show evidence of HSC data analysis which forms the foundation for deep conversations. As a result of the significant trend in HSC improvements, the school was awarded the 2019 Secretary's Award for School Improvement. Of particular note is the achievement in HSC English, with Muirfield being placed on the Top 10 comprehensive schools in HSC English.	<ul style="list-style-type: none">• Use of School Development Day and Staff and faculty meetings = nil cost

Process 4: PBL:

Implementation of PBL processes through the development and shared learning of the PBL Team and strategies to promote and recongise positive student behaviour.

Evaluation	Funds Expended (Resources)
The PBL Team surveyed students about positive reinforcement and the merit system. Students reported a preference for actual cards, rather than online points. A new merit card design and merit card system was implemented in 2019. The PBL Team implemented a program for Year 7s during roll call which focused on behaviours for being ready to learn. The Executive Conference focused on supporting teachers in dealing with challenging behaviours. Ian Luscombe presented for the whole day on positive behaviour management for leaders. Leaders and teachers reported that the scripts and approaches have proven useful in managing repeatedly challenging and disruptive behaviours.	<ul style="list-style-type: none">• New merit cards (several years' supply): \$956• Executive Conference with Ian Luscombe, of Behaveability: \$6,950

Next Steps

The success of the Instructional Leader in Writing, and the identified need for continued improvement in HSC results, has highlighted the need for a dedicated position focusing on HSC Success. At the end of 2019, we called for successful HSC teachers to apply for the position of 0.4 Instructional Leader HSC Success. Ms Yvonne Ansoul, Head Teacher Senior Studies, was subsequently appointed for the start of 2020. This position aligns with her existing role, however it is to work directly with teachers, rather than with students. The aim is to share successful practice and replicate the success in writing. Strategies to improve numeracy will also be investigated. As teachers have become more confident in the provision of feedback about classroom practice to their colleagues, different models will be explored by the Instructional Leadership Team. They have developed an in-house model to support peer observation and student feedback on teaching practice which will be implemented in 2020.

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.

Improvement Measures

All staff complete mental health training, parents and community engaged in mentally healthy strategies and school has support plans for students identified with mental health concerns.

Parent satisfaction identified through survey.

Overall summary of progress

All staff completed mental health training, online via BeYou and in face-to-face seminars presented by the Deputy Principal Support. New systems were incorporated for students with mental health concerns. Survey of parents indicated significantly high levels of satisfaction with their child's learning at Muirfield. Julie Diodati, English Head Teacher, was successful in gaining a grant from DoE to work with primary schools to develop common approach to pedagogy in Stage 3/ Stage 4 English textual concepts.

Progress towards achieving improvement measures

Process 1: Barclay Learning Team:

Dynamic, sustainable and meaningful partnerships with primary schools to enhance student learning and leadership; support student transition to high school; and to support the sharing of pedagogical approaches.

Evaluation	Funds Expended (Resources)
The primary partnerships continue to provide opportunities for deep professional conversations about pedagogical practices. They also provide scope for Muirfield students to act as teachers, leaders and mentors. This program continues to evolve with staff changes at the primary schools. Muirfield's English faculty was successful in gaining a grant to participate in an action research project developing a common understanding to English textual concepts and the teaching of literary analysis, reading and writing. Teachers shared practice, observed lessons across secondary and primary and engaged in deep conversations about practice.	• English Contextual Project: \$10,000

Process 2: The Sentral/Connected Communities Team

Supporting staff in the use of communication technologies, including the Sentral suite of software, to help with informed decisions regarding students and teaching, and improve communication.

Evaluation	Funds Expended (Resources)
The SAM and Principal were trained in the new website. Throughout the year, they met to review and upload content. Website traffic has shown consistent growth, with considerable interest in news stories and photo galleries. The Sentral Team ran differentiated workshops for teachers on the use of Google Classrooms, catering for different levels of knowledge and expertise.	• School Development Days and Team meetings = nil cost

Process 3: Professional Development for Non-Teaching Staff

Building the capacity of non-teaching staff to navigate through change driven by SAP through targeting

Progress towards achieving improvement measures

Process 3: professional learning and job sharing.

Evaluation	Funds Expended (Resources)
The large number of changes in support staff placed demands on the skills of all administrative and support staff. On the job training and job shadowing resulted in skill development so that two or more administrative staff can fill any position required. Refurbishment of the front office and a particular focus on customer service and phone skills resulted in a polished and professional front office experience for customers. Administrative staff have become skilled in the use of SAP, ebs and eFPT. Together with proprietary software systems, the SAS staff have been supporting teaching and learning.	<ul style="list-style-type: none">• Course funds: \$5,200

Process 4: Deputy Principal, Support

Senior Exec position to review and develop school practices and systems and build the capacity of all staff to support a mentally healthy community.

Evaluation	Funds Expended (Resources)
The Head Teacher of the Support Unit was successful in gaining the promotion position of Deputy Principal Support, an instructional leadership position focused on developing systems and supports for students with mental health issues and students with challenging behaviours. The DP reviewed the safety, return to school and risk assessment pro formas used by the school for students returning to school after mental health conditions. The DP also reviewed school practices in supporting students with mental health conditions and issues, building the capacity of the senior executive in providing supports. All staff participated in modules to support a mentally healthy community provided by BeYou. The DP ran seminars for all staff on how the issues raised in the modules present at Muirfield and our responses. Community links were made through BlackDog and local mental health providers. The DP ran sessions with the P&C which were well-attended, with attendance 10 times larger than usual P&C meetings.	<ul style="list-style-type: none">• Additional release and extra DP : \$58,000

Next Steps

The position of Deputy Principal Support will continue in 2020 with a focus on building capacity for all to identify and support mental health. Further training is required in addressing the most challenging behaviours. Administrative and Support Staff will undertake learning to build capacity in customer service framework. In line with Departmental requirements, the school will undertake a review of mobile phone use which will include consultation with parents and carers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3378	Funds supported development of Individual Learning Plans for all students who identify as Aboriginal. One student successfully completed Year 11 Preliminary courses and progressed into Year 12.
English language proficiency	\$150,632	Employed 1.2 EALD teachers and a part-time bilingual SLSo to support students' English language acquisition.
Low level adjustment for disability	\$187,967	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. 0.3 of LaST worked as an Instructional Leaders to support the teaching of writing. Employed SLSOs, 1.4 full-time equivalency, to support students in the classroom. There are a wide range of student supports in-place – eg disability provisions for assessment, in-class SLSo support, LaST and SLSo assignment support, planning and provision of high quality advice for class teachers by LST.
Socio-economic background	\$46,273	Used to part fund additional Deputy Principal Support who worked with families and teachers to support students with mental health and challenging behaviours. Support also given to families who require assistance with electronic devices, excursions and clothing.
Support for beginning teachers	\$18399 – Beginner Teacher Fund 2019 allocation Additional \$29939 from previous Beginner Teacher Fund	We received funding for one teacher in first year and one teacher in second year. We supported five teachers who were not eligible for funding due to Staffing delays or contract conditions. Support provides to provide release from face-to-face lessons to enable time for planning; professional learning and mentoring.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	428	436	428	440
Girls	363	385	377	399

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.8	95.1	94.9	93.5
8	92.8	91.9	93.7	91.1
9	90.7	91.3	89.6	91.5
10	91.2	90	90.7	85.1
11	90.7	92.8	91.2	88.5
12	89.7	91.3	92.2	88.6
All Years	91.8	92.1	92.2	90
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	3
Employment	N/A	N/A	23
TAFE entry	1	6	18
University Entry	N/A	N/A	47
Other	4	3	4
Unknown	1	3	5

Year 12 students undertaking vocational or trade training

41.60% of Year 12 students at Muirfield High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Muirfield High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,840,910
Revenue	10,513,893
Appropriation	9,658,354
Sale of Goods and Services	32,122
Grants and contributions	686,514
Investment income	19,198
Other revenue	117,705
Expenses	-10,291,210
Employee related	-8,878,612
Operating expenses	-1,412,598
Surplus / deficit for the year	222,682

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	782,244
Equity Total	388,250
Equity - Aboriginal	3,378
Equity - Socio-economic	46,273
Equity - Language	150,632
Equity - Disability	187,967
Base Total	7,832,535
Base - Per Capita	192,516
Base - Location	0
Base - Other	7,640,019
Other Total	429,572
Grand Total	9,432,602

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

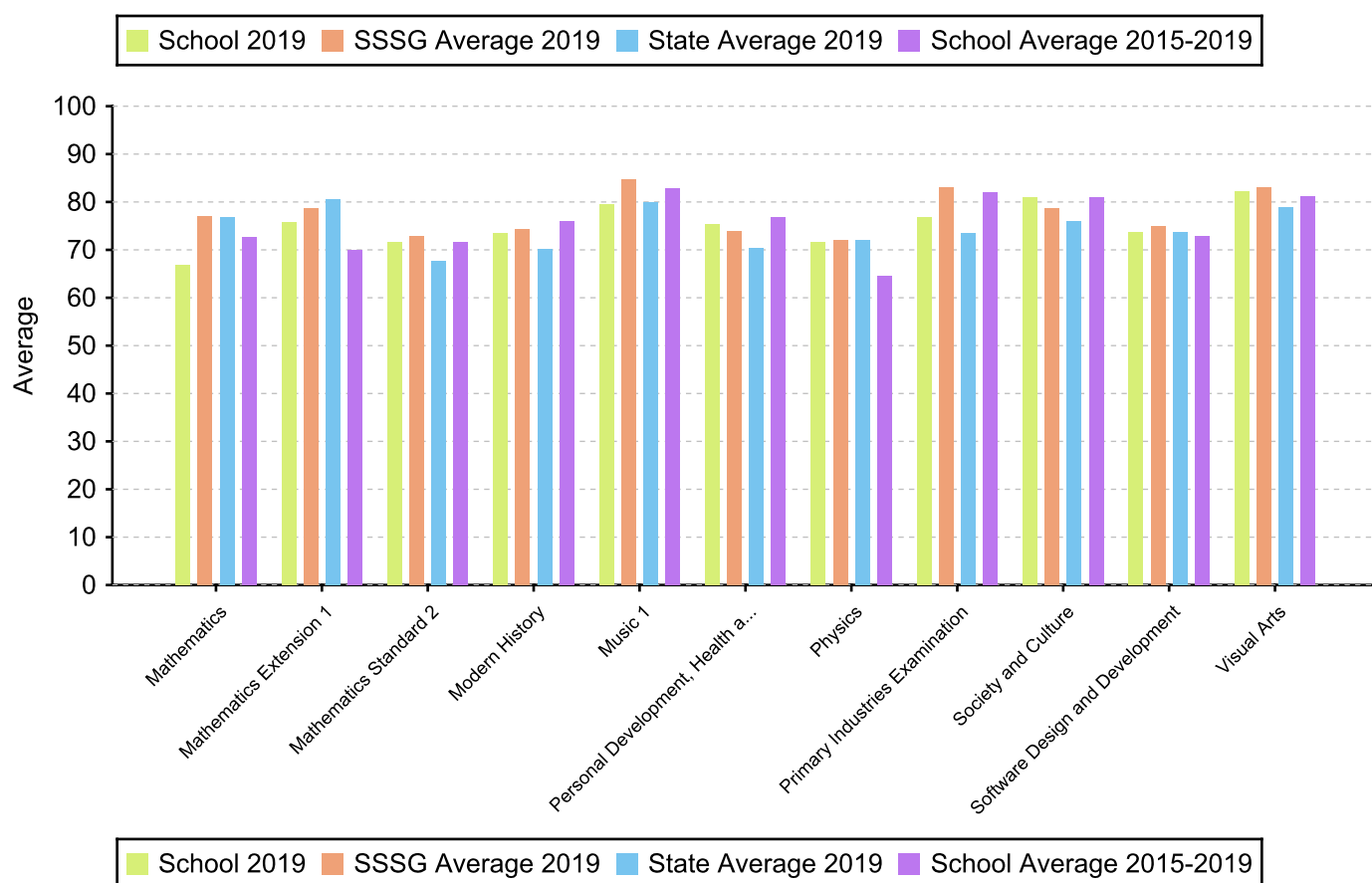
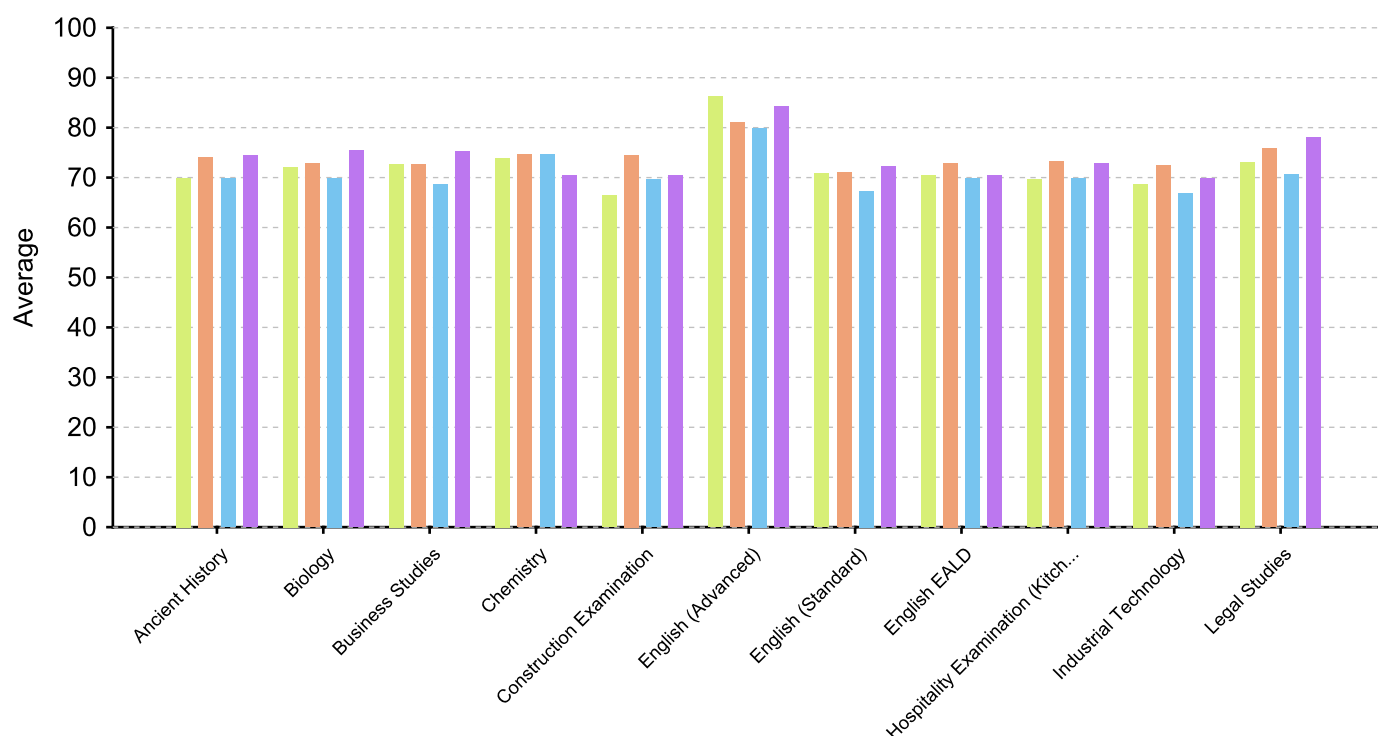
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	69.9	74.1	69.9	74.4
Biology	72.1	72.9	69.9	75.5
Business Studies	72.7	72.6	68.6	75.2
Chemistry	73.9	74.7	74.7	70.4
Construction Examination	66.4	74.5	69.6	70.5
English (Advanced)	86.2	81.1	80.0	84.2
English (Standard)	70.8	71.0	67.3	72.3
English EALD	70.4	73.0	70.0	70.4
Hospitality Examination (Kitchen Operations and Cookery)	69.6	73.2	70.0	72.8
Industrial Technology	68.7	72.4	66.8	69.9
Legal Studies	73.1	75.9	70.6	78.2
Mathematics	66.9	77.0	76.9	72.7
Mathematics Extension 1	75.7	78.7	80.6	69.9
Mathematics Standard 2	71.6	73.0	67.7	71.6
Modern History	73.5	74.4	70.2	76.0
Music 1	79.5	84.7	79.9	82.8
Personal Development, Health and Physical Education	75.4	73.8	70.5	76.8
Physics	71.6	72.0	72.1	64.6
Primary Industries Examination	76.8	83.0	73.6	82.1
Society and Culture	81.0	78.7	75.9	81.0
Software Design and Development	73.6	74.9	73.8	72.8
Visual Arts	82.2	83.1	78.8	81.2

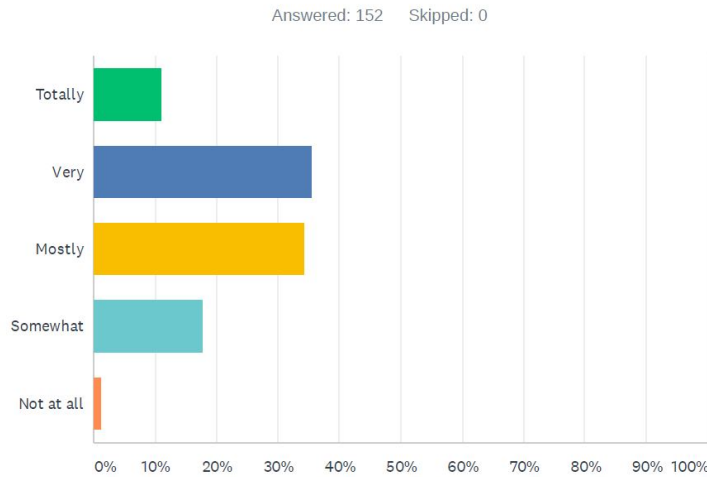
Parent/caregiver, student, teacher satisfaction

Students were surveyed through Educator Impact, a program that surveys students on their views on individual teachers. Teachers use the responses to identify areas for professional development. Across the school, students showed great satisfaction with the positive relationships between staff and students.

The same program indicated the response of teaching staff, who also reported high levels of satisfaction with the positive relationships.

Parents were surveyed and were explicitly asked how satisfied they were with their child's learning at Muirfield. 80% were totally, very or mostly satisfied. In response to whether their child had a sense of belonging to Muirfield, over 88% said totally, very or mostly. Responses to suggested improvements will be considered in 2020.

Q1 How satisfied are you with your child's learning at Muirfield?



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.