

2020 Annual Report

Maitland Grossmann High School



8127

Introduction

The Annual Report for 2020 is provided to the community of Maitland Grossmann 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.

School contact details

Maitland Grossmann High School
Cumberland & Dixon Sts
East Maitland, 2323
www.maitgross-h.schools.nsw.edu.au
maitgross-h.school@det.nsw.edu.au
4934 2066

Message from the principal

2020 has certainly been a challenging, yet rewarding year. We all encountered new experiences as our schooling system faced operational barriers due to the COVID-19 pandemic. Initial disruptions occurred in early March, we still face daily limitations and rearrangements.

Pleasingly, the challenges throughout 2020 have brought out the best in most people and saw us consolidating relationships, empathy, and mutual respect. As always, members of our school community went above and beyond. Together we adapted to online learning social distancing and advanced hygiene measures. We're now hopeful that we can see the light at the end of the tunnel.

I know we all crave the return to normal school routines. Hopefully, 2021 will see our education system and society return to a space of "normality".

We celebrate our outgoing 150 Year 12 students and look forward to acknowledging their achievements at the graduation and formal. AS I look forward to 2021, I am excited about working with our new school leaders.

Together we acknowledge the amazing achievements of the 2019 Year 12 student Isabella Pearson. Based on her results in the 2019 HSC, this year Isabella received two prestigious awards - the 2020 NSW Department of Education's Nanga Mai Award and the Aboriginal Education Council High Achiever Scholarship. Isabella recorded the highest ATAR (96.90) for a student from an Aboriginal or Torres Strait Islander background. An amazing achievement!

Similar to 2019, MGHS students continued to achieve high success throughout cultural, academic, performing, and sporting pursuits. A notable achievement in the performing arts was Milla Kime, gaining selection in Company as one of the top Drama performers in NSW. Clearly a student with an acting career in her future.

In my second year as principal, MGHS implemented new focuses on school structures, pedagogical frameworks, and wellbeing. Our new day structure commenced Term 1, allowing a greater focus on student collaboration and enriching learning experiences. MGHS also saw the introduction of our fortnightly wellbeing program - Positive Education (PosEd). Our new structures and focus will continue into 2021 as we strengthen our commitment to student academic, cultural, and wellbeing growth.

MGHS is preparing for a new school strategic improvement planning phase (2021-2024). Our new strategic plan has commenced with a situational analysis of our achievements and areas of improvement aligned to the current 2018-2020 school plan. We look forward to collaborating with the whole school community in planning our directions for the next four years.

Amazing achievements continued in our support unit. In 2020 we expanded our unit with the introduction of new Multicategorical (MC) and Emotionally Disturbed (ED) classes. The hard work and commitment of our support unit must be recognised and celebrated. Again in 2021, the support unit will grow, with the addition of two more MC classes. We look forward to meeting our new students and including them within our strong culture of tolerance and acceptance.

I admire our wonderful staff. In 2020 they faced enormous challenges and rose to the occasion. Our committed, hard-working teachers and support staff have shone throughout this year, strengthening relationships with families and building collegiality.

I extend my appreciation to our dedicated volunteers, P&C, external support providers, and the wider community. Moreover, thank you, students! Our talented and unique students make MGHS a vibrant and positive place to work each day.

Mr. Josh Gane

Principal (rel.)

Message from the school community

Unfortunately due to Covid 19, the P&C was unable to meet after the lockdown began until the end of the year. This also affected the uniform shop. Parents however did order uniforms online throughout the year.

Due to Covid-19 and the direction from Mr. Gane, we had to close the canteen for a short time for the safety of all students, staff, and volunteers. Upon re-opening it was business as usual, taking all the necessary Covid actions to make our work environment safe for everyone. Thanks go to parents, students, and staff for your continued support of the canteen throughout this turbulent time. Thank you to the student leaders and SRC members who generously gave up their time to help volunteer in the canteen.

Message from the students

There have been many activities and events that the SRC would have loved to bring to life, however, due to the heavy restrictions brought in with Covid 19 many of these were cancelled. Although we are hoping next year, we will be able to do many of the events that we had planned for 2020 to raise money for various charities in 2021.

Even throughout the ups and downs of this year, from the fires to floods to Covid-19, the SRC has continued to uphold the many leadership traditions of MGHS.

- Throughout the year the senior prefects have always been ready with a happy face when serving at the canteen.
- Our Year 7's this year competed diligently in Week 6 of Term 1 to claim the title of handball champion, 2020.
- This year the SRC continued our Breakfast with a Friend tradition and worked together with staff and members of the P&C to serve breakfast to students and staff.
- Despite the restrictions of Covid-19, the SRC was still able to work around restrictions to support the students of Maitland Grossmann and raise awareness for brain cancer. The students were encouraged to wear their own beanies and bring in a gold coin to be donated to the Mark Hughes Foundation.



Making possum pouches following the bush fires - Year 10 Child Studies.

School vision

Quality Education in a Caring Learning Environment

Maitland Grossmann High School seeks to provide a safe, challenging, caring and friendly environment in which each student is encouraged to achieve personal excellence and self-reliance. We will support students to achieve their personal best whilst consistently demonstrating concern for others, allowing each individual to emerge as a confident and responsible citizens.

We aim to:

- empower and encourage each student to reach their full potential;
- develop the leadership capability and social empathy of every student;
- encourage each student to value our natural environment;
- support parental and community participation;
- consistently strive for excellence in teaching and learning;
- understand and uphold the school's history and traditions.

School context

Maitland Grossmann High School is a high achieving comprehensive high school that enjoys a positive community profile. The school has an experienced and committed staff. It is renowned for strong traditions in academic, the creative and performing arts, STEM education and cultural and sporting pursuits.

The curriculum emphasises relevance and quality learning environment across all key learning areas. Maitland Grossmann High School is considered a leader in the region for curriculum development, having produced a highly successful iSTEM program adopted by a number of schools across New South Wales.

The school encourages and supports all students to set realistic goals and strive for their personal best. The school caters for the learning and welfare needs of students from diverse backgrounds, including low socio-economic status, Australian and Torres Strait Islanders, a small number of students from differing cultural backgrounds. The school has a vibrant and inclusive support unit made up of three classes.



Easter drive for a local charity.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaging all students in a supportive learning environment which fosters positive wellbeing and academic attainment.

Purpose

1. Consolidation of data analysis practices to support individual student performance in key assessment measures (internal and external)
2. Delivery of evidence-based change to whole-school practices resulting in measurable improvements in wellbeing and engagement to support learning.
3. Provision of key accountability processes and supporting measures to ensure student assessment provides systematic and reliable information to evaluate student learning over time.

Improvement Measures

- combined HSC Value-Added Results (2017-2020) to remain in the **0 to + 1** range (or above)
- proportion at/above national minimum standard in Year 9 NAPLAN Reading and Numeracy to increase from **57.8%** to a minimum of **65%** (2017-2020)
- proportion of students with 2+ Band 5-6 results at HSC to increase from **56.4%** to **60%** (2017-2020)

• TTFM student survey data to indicate that the percentage of students with a positive sense of belonging has increased from **64%** to a minimum of **75%** (2017 -2020).

Preliminary and HSC assessment processes are audited to ensure alignment with NESAs policy.

Progress towards achieving improvement measures

Process 1: Policies and practices have been developed to support staff in the transition from SMART to SCOUT data analysis.

Evaluation	Funds Expended (Resources)
Program delayed until 2021 school Year (COVID 19). A Peer Coaching Program (Share the Space) has been developed for a soft launch Term 4, 2020.	\$10,000 Professional Learning allocated to employ casual relief.

Process 2: The school implements a student wellbeing framework that includes a collective responsibility for student learning and success, which is shared by students and carers.

Evaluation	Funds Expended (Resources)
Survey not implemented due to COVID 19 restrictions. DPs commencing behaviour data harvest late Term 3 2020.	No funds required

Process 3: Accountability practices are developed and embedded to support Key learning Areas with implementation of systematic and reliable HSC assessment practices.

Evaluation	Funds Expended (Resources)
This section of the plan was completed early as senior executive utilised additional time related created by COVID shutdown. <ul style="list-style-type: none">• 2021 - new class level plans to be introduced to support HSC teachers.• Formative Practice Project top commence 2021• New PL re: SCOUT Data analysis to be developed and implemented for 2021• Preliminary Minimum Standards testing accelerated (90%+ completed by Week 9 Term 3).• HSC Yr 9 NAPLAN to HSC Value Add Excellent Stage (2019)• No 2020 NAPLAN data to report.• No 2020 TTFM data to report.	Nil required

Strategic Direction 2

Providing quality teaching that is evidence based, collaborative and personalised.

Purpose

1. The development of explicit systems for collaboration (including formal mentoring of beginning teachers as well as, peer mentorships for all staff) as part of the MGHS Collaborative Teaching Project (2018-2020).
2. Develop explicit evidence-based classroom practice building the collective capacity of staff to identify and utilise data to achieve improved performance, including the use of 'assessment for, as and of learning' strategies in all stages.
3. Support staff to demonstrate responsibility for maintaining and developing their professional practice against the Australian Professional Standards for Teachers.

Improvement Measures

100% of staff engage in a minimum of 20 hours professional learning annually (half of which are registered hours).

All Stage 4 assessment tasks are audited and quality control procedures are regularly implemented.

100% of staff have aligned their professional learning goals to the Australian Professional Standards for teachers and the school and faculty plan as part of the performance development process.

Progress towards achieving improvement measures

Process 1: Collaborative, evidence based classroom practice is implemented to optimise learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff completed Professional Learning on the Berry Street Education Model and Trauma-Informed practice. This was held on a Staff Development Day and was led by Staff and counsellors who had attended a 3 day course.• Teachers collaborate in various forums, both within the school and across the learning community and educational networks to improve teaching and learning in their classes, year groups, and faculties. Whole school improvement is a focus of teachers being supported in evidence-based, future-focused practices and professional development is aligned with school priorities and professional standards. This is reinforced at all professional learning sessions in whole staff meetings and aligns to the Australian Teaching Standards.• Teaching and learning programs are differentiated for individual student learning needs and demonstrate student achievement of outcomes through program review and student work samples. Differentiated pedagogies and responsive teaching practices have resulted in increased engagement in learning in many classes.• The use of many sources of data (Scout, RAP, NAPLAN, attendance, SENTRAL), has helped the school target areas of opportunity and has helped the school reflect on our practices. All aspects are addressed to look at how we as a school can improve the outcomes of all students. Training is provided annually to staff on using data to develop class-level plans to inform teaching and learning practices. Staff regularly use RAP data to assist them with planning in their senior classes.• The Staff Mentoring Program (SMP) continues to provide an avenue to develop beginning teacher's practice and assist them with accreditation and mentoring. This takes place once per term and is led by the HT Teaching and Learning and Deputy Principals.• Staff wellbeing and professional growth continued with systematic implementation of the PDP process and all staff completing professional learning and observations aligned with professional goals. Staff have engaged with the Australian Professional Teaching Standards through the PDP process. All staff requiring accreditation and maintenance were supported to meet requirements and pre-2004 teachers are becoming more prepared for accreditation.	<p>Most activities were resourced through current human resources, teaching allocations, faculty meetings, whole staff meetings and staff development days.</p>

Progress towards achieving improvement measures

Process 2: Ongoing professional learning opportunities are accessed, developed and implemented to promote effective classroom practices in relation (but not limited) to; literacy, numeracy, ICT, curriculum differentiation and assessment, student feedback and reporting.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Professional learning opportunities limited throughout 2020 due to Covid. Four staff identified as potential candidates for higher accreditation and were given support. Teachers and support staff participated in specific training programs that accounted for students' varied learning needs and aspirations, in addition to enhancing their understanding of the complexity of students' experiences outside the school environment. Such training included Trauma-Informed Practice, vocational education assessment practices, emergency care, and child protection principles. curriculum-focused conferences, and data analysis for teaching and learning. Teachers and support staff have developed a range of strategies for collaborative planning and delivering quality teaching that optimises student learning progress. This year, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers, and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning. 	<p>Limited funds expended from professional learning budget due to Covid-19 restrictions.</p>

Process 3: Opportunities for teachers to build capacity and measure their professional growth against the Australian Professional Teaching Standards.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Staff meetings and additional professional learning sessions, both at staff and executive, are considered according to the standards, SEF, and School Plan (strategic directions). Continuation of the Staff Mentoring Program to assist beginning teachers with behaviour management, accreditation, differentiation, and various pedagogies. The program has been very successful and areas discussed and mentoring have aligned to beginning teachers' PDPs and the APST. Descriptors of all professional learning events included references to the Professional Standards, the School Excellence Framework, and the School Plan. This assisted teachers' familiarity with the key elements. 100% of staff engaged in relevant professional learning as identified through the PDP process. Several staff has undertaken professional learning provided through Leadership and High Performance with one staff member seeking accreditation at the Lead level through the Leadership Development Initiate. Staff have identified as aspiring leaders and will be supported in their leadership journey. 	<p>Professional learning funds and Beginning Teacher Funding</p>



Strategic Direction 3

Strong, strategic and effective leadership in a culture of high expectations and community engagement.

Purpose

1. To employ instructional leadership development and succession to build capacity planning and drive whole-school improvement.
2. Strategic financial management, where school resources are maximised to implement the targeted objectives of the school plan, including strategies to ensure improved learning outcomes are achieved by all students, including socioeconomically disadvantaged and Aboriginal and Torres Strait Islander students.
3. Development of the 'MGHS Community Engagement Action Plan 2018-2020'. The plan will be characterised by collaboration and consultation and be responsive to community feedback.

Improvement Measures

100% of staff have identified at least one area of professional learning in their PDP aligned to the school plan and strategic directions.

TTFM 'Parental Survey' data demonstrates increased 'inclusivity' using an average of the 2016 & 2017 as baseline data.

Progress towards achieving improvement measures

Process 1: Leaders (including aspirants) are provided opportunities for development using an instructional leadership framework.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Aspiring leaders have indicated their willingness to lead teams and drive strategic directions across all domains. Headteachers were given the opportunity to relive in Deputy Principal positions as required throughout the year. • Headteachers were encouraged to appoint a 2IC within their faculty to develop the capacity and competency of aspiring leaders. Aspiring leaders were encouraged to attend extended Executive meetings as part of their development. • Aspiring leaders were given the opportunity at executive and staff meetings to lead professional learning. 2ICs were involved in an extended executive meeting on What Works Best principles and strategies and how these could be applied to MGHS. Following this meeting, further discussion occurred at the faculty level and plans were developed for implementation at the faculty level. 	<p>Nil funds expended.</p>

Process 2: The MGHS Financial Management Team makes informed choices based upon evaluation of programs supported by ELP, RSS, low SES, integration and low level adjustment for disability funds.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Additional SLSOs were placed in classrooms to support students. This included some at-risk students who were not coping without support. • An Aboriginal LaST continued to support indigenous students in the classroom, through Culture Strong and other cultural development programs. This has proven to be a very successful initiative. • Behavioural LaST assisted DPs with student withdrawal and in-school suspensions. • Additional staff employed to assist with student welfare and at-risk students in a small group setting. 	<p>SLSOs - Equity Funding</p> <p>Behavioural LaST - Funded by DoE through the staffing entitlement./ Equity Funding.</p> <p>Aboriginal LaST - School staffing entitlement and topped up from Aboriginal Background Loading.</p> <p>Professional Learning funds were used to support welfare initiatives.</p>

Progress towards achieving improvement measures

Process 3: The MGHS School Leadership Teams consistently engages with community stakeholders and measures community satisfaction on an annual basis.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase engagement with students and their parents through increased use of the Student/Parent portal through SENTRAL. Utilise components of this platform to increase communication around parent-teacher interviews, reports, attendance, homework, student activities, and monitoring. Modifications were also made to the school website to ensure it is current and reflective of current school practices.• The principal and members of staff attended P&C meetings to talk about various programs and initiatives running in the school. This included welfare initiatives, teaching, and learning, and changes in curriculum. However, P&C meetings were suspended after Term 1 and did not recommence until late in Term 4 due to Covid restrictions and limited community access guidelines imposed by the DoE.• The TTFM parent survey data was not collected in 2020 due to Covid-19. A separate student survey was conducted to determine students' thoughts on home learning.• The continuation of School Bytes for collecting school fees has also been a successful tool utilised by the school this year. With the School Bytes payments module, MGHS can easily generate and email statements of account to parents, provide a direct link to online payment and send reminders.	CENTRAL - \$19000 (administration) School Bytes - \$6397 (Administration)



Culture Strong group

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education (school funds) \$4646 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$73 569.00) 	<ul style="list-style-type: none"> Aboriginal Education Team collaborated on developing and implementing processes for the identification, planning and implementation of processes to support the development of Personalised Learning Pathways for Aboriginal students, the celebration and acknowledgement of Aboriginal culture in the school and the community and the promotion of professional learning opportunities for staff members. The school has been able to employ an Aboriginal teacher full time to support our students in the school. This funding has also allowed these student to be involved a range of programs and activities to help their educational needs. Aboriginal students were supported through in-class support and mentoring leading to increased engagement and school attendance. Naidoc Week celebrations held in Term 4 Week 6 with activities activities including mural painting, a special Junior AECG led assembly, a one day weaving workshop, mini Cultural workshop experiences such as Sand Stories, Spear and boomerang throwing, dance, bush tucker tasting, and cultural painting. Culture Strong workshops were held at various times throughout the year.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$7 702.00) 	<ul style="list-style-type: none"> ESL students were supported in their learning. Additional assistance was undertaken to support the students in classes and engage additional staff in developing appropriate support for learning in the classroom in conjunction with their teachers. Support for Peer Reading, Library resources, and Professional Learning of staff in Renaissance Reading.
Low level adjustment for disability	1.9 FTE LaST Topup for 0.9 Behavioural LaST Additional SLSO's Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$119 954.00) 	<ul style="list-style-type: none"> Students from all years were able to access co-curricular activities, school camps and additional resources, elevating their opportunities and self-confidence. An additional SLSO was employed in the Support Unit to assist students.. Considerable support was provided to students during and after the Covid-19 lockdown to assist with learning from home - preparing resources and delivering to students who did not have technology. Purchase of additional staffing Learning and support and school learning and support officers allow effective support for students in both learning and well being. Additional staffing has allowed the allocation of support staff to targeted students, the development of effective individual learning plans and enhanced classroom support.
Quality Teaching, Successful Students (QTSS)	No funding in this area received	No programs used in this area.
Socio-economic background	<ul style="list-style-type: none"> Student assistance \$25000 	<ul style="list-style-type: none"> Maitland Grossmann High School strives to ensure that every student improves every

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Welfare programs such as the Boys program - staffing \$87507 • Professional learning. for staff in particular Wellbeing programs. • Staffing - additional SLSOs • 2.4 teaching positions for Welfare programs. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$272 848.00) 	<p>year through low-level adjustments and support for students with disabilities. The Learning and Support Team meets regularly to case manage students who require additional support to access the curriculum. The school's Learning and Support teachers collaborate with the Head Teacher Wellbeing and stage Deputy Principal to develop comprehensive Individualised Learning Plans, Health Care Plans and develop strategies for additional support. In addition, Student Learning and Support Officers (SLSOs) work with individuals and small groups to assist in the classroom and in small group settings.</p> <ul style="list-style-type: none"> • In 2020, the school funded 0.6 teachers to support numeracy programs. The teacher targeted numeracy skill development for students who had not achieved the national minimum standard in Year 7 and Year 9 NAPLAN and provided advice to teachers about appropriate differentiation and assessment adjustment strategies so that all students are able to demonstrate improvement in their learning. • In 2020, student wellbeing was supported through the provision of canteen and uniform assistance for families experiencing economic hardship. The school also assisted families with the cost of subject course fees and costs associated with excursions and co-curricular programs. • Boys program developed to assist disengaged boys (Rock and Water) and a similar program to build self-esteem in female students. Money spent on professional learning and the hiring of staff to support these programs. • PosEd program developed to build positive relationships and a sense of belonging for all students. The program was held once per fortnight for all years.
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$43 848.00) 	<ul style="list-style-type: none"> • Beginning teachers were supported to meet the requirements for accreditation with NESA at proficient level. Funds were expended for professional learning opportunities, release time from teaching for preparation, and liaising with mentoring staff and supervisors. • The Staff Mentoring Program. This program focused on providing professional learning sessions that centred on lesson planning, lesson observation formative assessment, behaviour management, and NESA accreditation requirements. These sessions were designed in alignment with the Strong Start, Great Teachers website, What Works Best - 2020 Update, and the Australian Professional Standards for Teachers, which describe the knowledge, skills, and understanding expected of adaptive and effective teachers. • Support was also given to beginning teachers who attended professional learning (course fees and casual costs); the purchase of teaching resources; and the costs of teacher mentors.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	633	587	548	532
Girls	617	607	538	514

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.8	91.6	90	92.9
8	89.9	87.1	87.9	90.3
9	88.8	85.4	84.4	89.3
10	87.4	84.3	84.6	86.1
11	89.6	85.8	85	90
12	90.5	89.6	86.8	92.2
All Years	89.8	87.1	86.3	90
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	1.0	1.0	6.5
Employment	0.49	9.8	28.6
TAFE entry	1.5	4.6	13.3
University Entry	0	0	43.4
Other	44	1.5	2
Unknown	0	0	6.3

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Maitland Grossmann High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Maitland Grossmann High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2020 five different frameworks - Construction Pathways, Entertainment Industries, Hospitality, Retail Services, and Metal and Engineering, with a high percentage of students achieving the nationally recognised dual TAFE and Board of Studies qualification from their training. Students have enjoyed developing their skills with many moving from school straight into full-time employment.

- **CONSTRUCTION PATHWAYS** - Construction students developed their skills by producing structures and projects related to the building industry. Students completed projects in Timber Framing, Levelling, Power tool use, and Tiling. The work placements students undertook complemented their school studies and helped in exposing them to qualified tradesmen and on-the-job skill development. Students enjoyed the practical nature of the course and being involved in worksites.
- **HOSPITALITY** - Hospitality students continued to develop their culinary skills to Industry standard. As a final practical assessment, the HSC class prepared a 3-course menu for 15 people under industry conditions. They showcased leadership, organisation, teamwork, and produced restaurant-quality food and service. The commitment and passion to the industry were evident with this class and it has been reflected in their food presentation, food quality, and their desire to learn. Congratulations to Year 12 for achieving a Certificate II in Kitchen operations and completing the HSC. Thanks must be given to our industry partners at Maitland Gaol for the use of their kitchens.
- **METALS & ENGINEERING** - The HSC Metals and Engineering class all worked hard throughout the year to achieve course competencies as they gained a Certificate I in Engineering. Students completed a range of fabrication and machining projects that included a Tack Hammer, Rocket Stove, BBQ Plate, and Grill, and a Toolbox. They developed a range of welding skills. All students displayed outstanding levels of commitment to this course and their studies with some excellent results where quality projects were constructed. The most pleasing aspect of this small class was to watch them operate as part of an effective team when completing a group project. All 3 students developed a range of communication skills and assisted the learning of each other.
- **RETAIL SERVICES** - These students developed life-long skills which will prepare them well for the Retail workforce. Subjects have included Point of Sale Operations, Financial Management, and Customer Service and used these skills in organised work placements in numerous retail outlets in the area. This has benefitted students in their development and work readiness leading to many students securing post-school employment.
- **ENTERTAINMENT INDUSTRY** - These students developed skills in the use of lighting, set construction and stage management, etc., and are often the unsung workers which make productions and performances take place. They participated in a variety of performance settings, satisfying the qualification requirements.

Thanks must go to Youth Express for assisting our school with VET work placements and our outstanding Vocational Education and Training team, who continue to deliver a high-quality, industry-standard education to our students across a wide variety of fields. Congratulations also to all students who have achieved their Vocational Education and Training qualifications this year.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	56.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.57
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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. In addition to these days, twilight sessions are held when additional professional learning is required throughout the year.

The staff has undertaken learning to support student learning and achievement of strategic directions including growth and support for all learners. Whole staff learning occurred in using data to improve teaching and learning, as well as, motivation and engagement. Mandatory compliance training including CPR and anaphylaxis was also completed. The school has continued to implement Dylan William's formative assessment strategies with a focus on learning intentions and success criteria. In addition, staff has had the opportunity, in collaboration with their supervising executive to undertake approved learning that complemented their Professional Learning Plans.

The needs of Beginning Teachers have been met via the Staff Mentoring Program (SMP) as well as through utilising Beginning Teacher Support funding to develop skills through mentoring and coaching. Head teachers have also worked with and mentored the beginning teachers through lesson observations, feedback, and professional discussions. Beginning Teachers also observed experienced teachers within their faculty and each other, to further develop their teaching practice. The SMP met after school in week 8 of each term where professional learning occurred in a relaxed and supportive environment on learning intentions and success criteria, class level planning, lesson structure, MGHS Learning Framework, Trauma-informed practice, and the Berry Street Education Model, behaviour management and differentiation techniques.

All professional learning is linked to the standards to support staff working towards gaining or maintaining accreditation.



Aboriginal dance workshop with Bangarra

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	901,761
Revenue	13,151,284
Appropriation	12,758,336
Sale of Goods and Services	33,408
Grants and contributions	353,424
Investment income	3,460
Other revenue	2,654
Expenses	-13,051,982
Employee related	-11,915,248
Operating expenses	-1,136,734
Surplus / deficit for the year	99,302
Closing Balance	1,001,063

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.



Annual swimming carnival

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	222,374
Equity Total	681,869
Equity - Aboriginal	73,535
Equity - Socio-economic	272,848
Equity - Language	7,702
Equity - Disability	327,783
Base Total	10,913,637
Base - Per Capita	264,814
Base - Location	0
Base - Other	10,648,823
Other Total	451,890
Grand Total	12,269,769

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.



Classroom - mock court situation

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

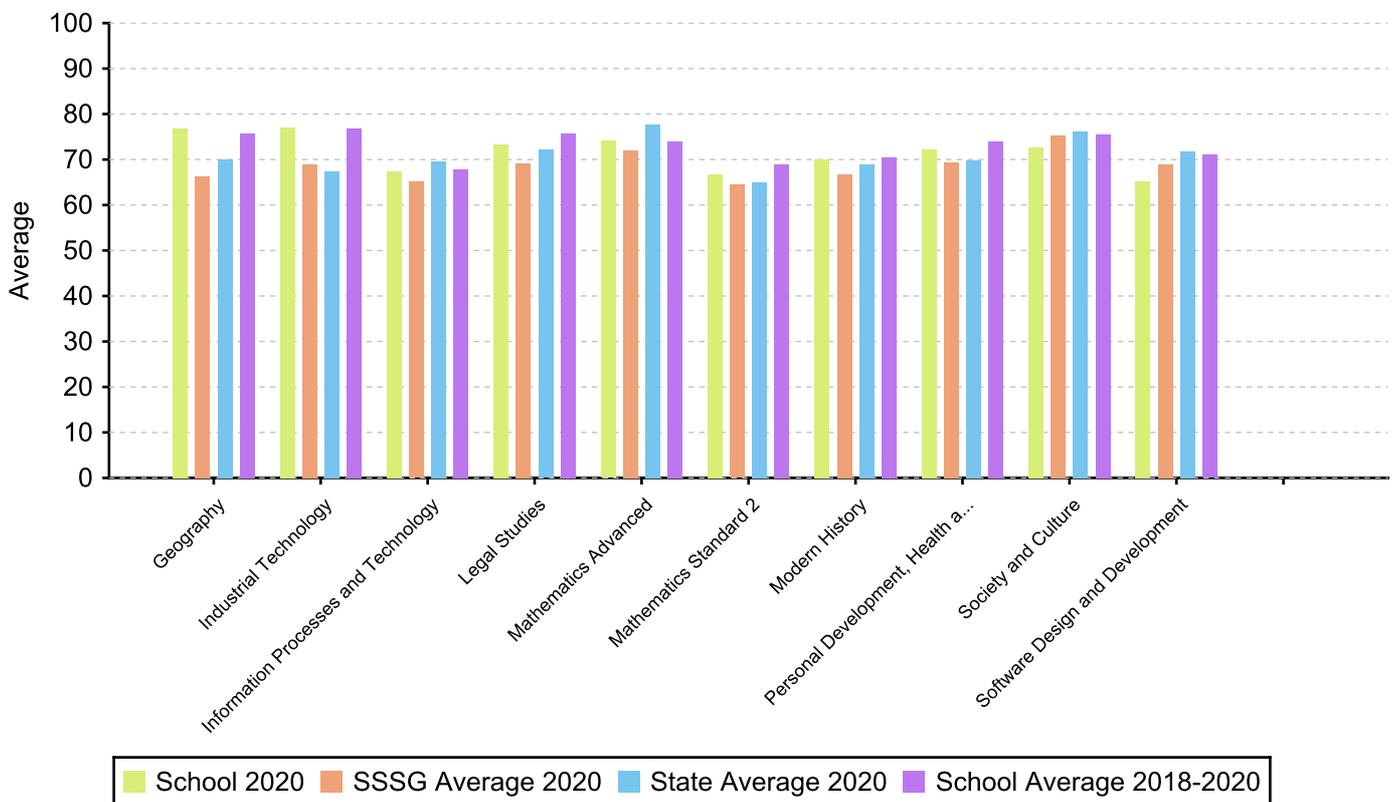
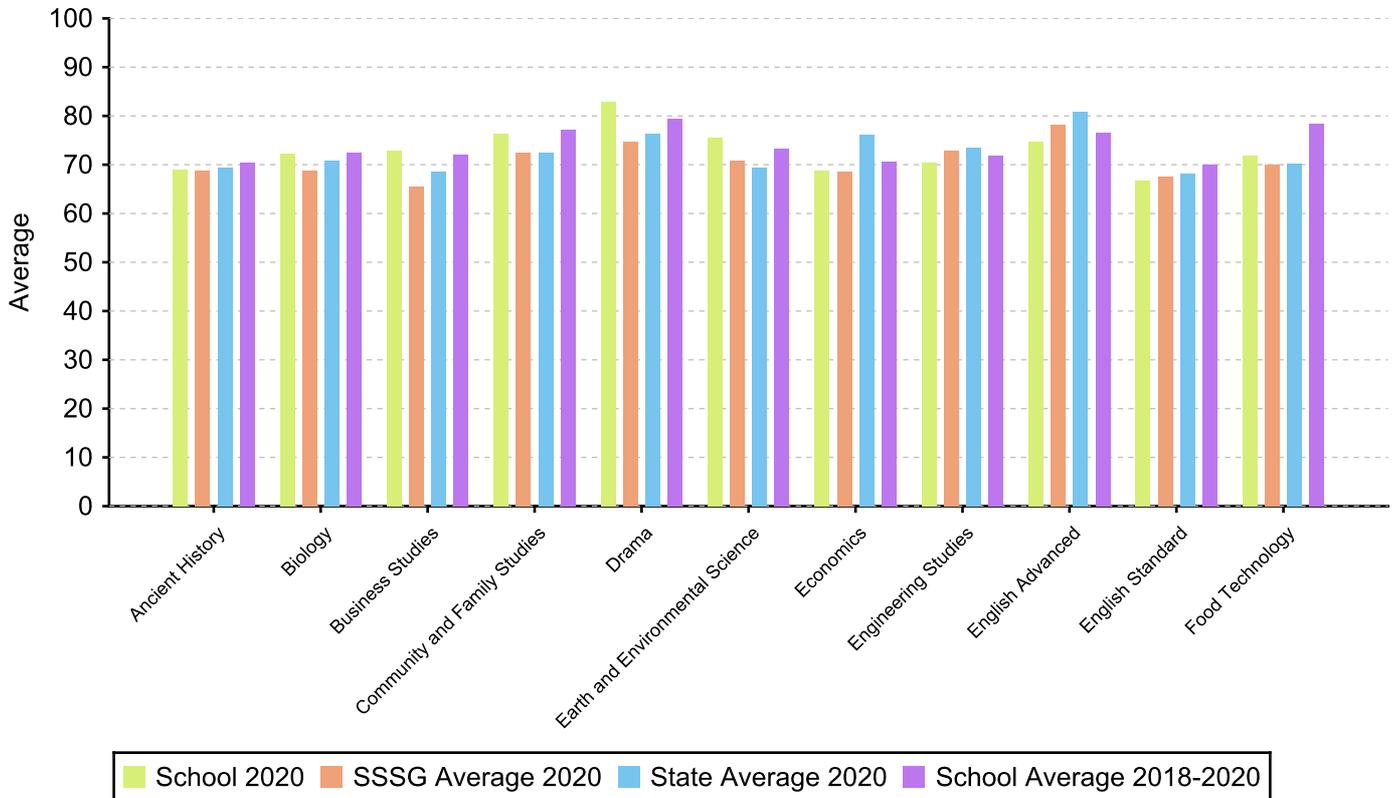


Isabella Pearson - The 2020 NSW Department of Education's Nanga Mai Award and the Aboriginal Education Council High Achiever Scholarship

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 2020	SSSG	State	School Average 2018-2020
Ancient History	69.0	68.8	69.4	70.4
Biology	72.2	68.8	70.8	72.4
Business Studies	72.9	65.5	68.6	72.2
Community and Family Studies	76.3	72.5	72.4	77.3
Drama	82.9	74.7	76.4	79.4
Earth and Environmental Science	75.6	70.8	69.5	73.3
Economics	68.8	68.7	76.1	70.6
Engineering Studies	70.4	72.8	73.6	71.9
English Advanced	74.7	78.3	80.8	76.6
English Standard	66.8	67.5	68.1	70.0
Food Technology	71.9	70.1	70.2	78.3
Geography	76.8	66.4	70.1	75.7
Industrial Technology	77.0	68.9	67.5	76.8
Information Processes and Technology	67.4	65.1	69.6	67.9
Legal Studies	73.3	69.2	72.1	75.7
Mathematics Advanced	74.1	72.0	77.7	74.1
Mathematics Standard 2	66.8	64.4	64.9	69.0
Modern History	70.1	66.8	68.9	70.6
Personal Development, Health and Physical Education	72.3	69.4	69.9	74.1
Society and Culture	72.7	75.4	76.2	75.4
Software Design and Development	65.3	68.9	71.8	71.0

As the table above shows, Maitland Grossmann High school exceeded the state average in 12 of the 21 subjects listed. Despite the challenges presented by remote learning, MGHS students excelled in subjects including Drama, Business Studies, Earth and Environmental Science, Industrial Technology, and Hospitality (Kitchen Operations) where the 2020 cohort exceeded statistically similar schools, the NSW average, and the school's average results. Value-added data 9-12 indicates that MGHS is in the excelling range. 43 Band 6 results were achieved by this hard-working cohort.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey was not completed in 2020 due to Covid 19. However, a survey of students concerning online learning provides some interesting insights.

The annals of Education in NSW will, in time, show 2020 to be a watershed year in educational history and instruction. A global pandemic year in which instruction shifted, on global masse, to a digital platform delivered from home instead of the traditional classroom.

This new instructional model bears a few recognition plates such as On-Line Learning, Remote Learning, Distance Education, COVID Learning, or simply **Home Learning** is more apt.

The unique uncertainty tied to our lives and livelihoods in a global pandemic environment has presented new challenges for students, teachers, schools, and families.

During Term 3, near one-fifth of the student population at Maitland Grossmann HS were surveyed. The goal of this task was to capture the character and challenges of Home Learning. It is hoped, that outcomes will provide a research base to develop forward-looking plans and processes to deal with disruptive environments in the future.

A cohort of 219 students drawn from an academic and gender mix of Year 12, 10 and 7 students formed the data group.

The survey consisted primarily of structured response questions and a few open questions which provided an opportunity for students to express their attitudes towards and challenges with their Home Learning.

The survey had three major inquiry areas -

1. Profiling the Home Learning environment;
2. Availability and access to Online learning tools and,
3. Profiling student engagement and collaboration.

Key outcomes from the survey follow -

- The first point highlights the instrumental and valued role of parents and care providers in supporting home learning.
- Furthermore, it shows that for some students this "in-house" support wasn't available.
- The bedroom, for 65% of our students, was their preferred place for home learning.
- Whilst 86% of students completed their home learning in company with siblings the vast majority had access to their own device.

With siblings competing for online resources the survey tapped into the availability of and access to hardware devices. This data informs us that -

- 9 out of 10 students had access to a desktop;
- Access to iPads and iPhones increased with age (Year);
- For our Year 12 students, iPhones were the dominant device to access learning opportunities;
- In what may seem to some a surprising outcome, 30% of our students don't have home internet connections.

Emerged statistics relating to connectivity between home, school, and the peers of students are potential of greatest "alert" for future planning. Of the 219 students surveyed, 42% had no or rare contact with their teachers online -

Web Conferencing tools such as the App Zoom weren't utilised to capacity and this provides the foundation for MGHS to review and build on the capability and capacity to ensure this resource is embraced with greater frequency and competency by both students and staff. The creation of groups of students to form Zoom Clusters is a possible strategy to promote Web Conferencing. Pleasingly, students had greater connectivity with their peers.

In the survey, students were given the opportunity to make suggestions with a strong focus on positive improvement recommendations.

One of the questions of the survey asked students to identify one thing that they disliked about online learning. A striking, however, a not unexpected outcome was that students grossly missed interacting with their peers and teachers. The valid inference from those responses is that students felt disconnected, disengaged, and lost a "sense of belonging".

A counterbalance to this loss was that students embraced the opportunity to sleep in; stay in their PJ's and being able to manage their time and what many described as a more comfortable environment.

At the instructional interface, students expressed greater comfort in using digital interactive devices instead of pen and paper; the capacity to manage their time and apportion work time to suit their needs and personal preferences; the ability to connect with and share learning experiences with peers and working in a less distracting environment.

Some of our students made constructive and valuable recommendations as to how future home learning can be improved -

- Post work on Google Classroom on a daily subject basis;
- Ensure work content and skills are suitable for all ability levels;
- More interactive lessons with virtual activities;
- Ensure lessons are not removed from Google Classroom;
- Record comments and not just grades or marks on students work on Google Classroom;
- Greater connection with teachers to provide more instruction and support through Zoom sessions.

Student responses reflect that they have high expectations when it comes to digital learning. I feel it is fair to suggest that there is a "gap" between those expectations and what we as educators are currently delivering.

We need to consider how we can "bridge" this gap giving priority to professionally developing ourselves in areas such as building digital resources; identifying libraries of suitable Apps for subject areas; presenting information through interactive lessons and virtual activities; develop proficiency in providing online feedback to students; inter-generational staff coaching; greater across faculty cooperation in agreeing on the timing and workloads of students; connecting more frequently via Web conferencing with students individually and in class groups to promote collaboration and coaching.

The COVID-19 lockdown caused us all to press the pause button in our lives, giving us time and the opportunity to reflect and review how we are living and learning.

At MGHS, we are reflecting and reviewing. A few of the key focus areas could well be, sustaining and enriching the "new connect" between school and home. As well as, "cherry-picking" those digital tools and strategies that have and, may profoundly impact the teaching and the learning of our students in a post Coronavirus pandemic environment. Furthermore, we strive to create a greater readiness and effectiveness in responding to future "disruptive" challenges.

The flexibility, adaptability, and resilience of students, parents, carer providers, and teachers to this "Year Like No Other" needs to be acknowledged and celebrated. At MGHS, we are extremely proud of how all stakeholders responded with urgency, thought, and consideration to meet the challenges of 2020.



Hospitality event

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.

We would like to acknowledge the Wonnarua people, the traditional custodians of the land and waterways on which we come together. It is upon their ancestral lands that Maitland Grossmann High School is built and where Kawul watches over us as we come together as a school community to learn and connect. We pay respect to the past, present, and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples.

Junior AECG Election and Induction

Each year we welcome in a new Junior Aboriginal Education Consultative Group committee, as nominated and elected by their peers and staff. They were formally acknowledged for their selection into these important roles at our special SRC and Junior AECG Induction Assembly. Students on the Junior AECG team can be Indigenous and non-Indigenous, forming a united group that proudly promotes the voice for our Aboriginal and Torres Strait Islander students while advocating for Aboriginal educational and cultural initiatives in the school. The Junior AECG continues to proudly acknowledge Country on school and special assemblies, organise and coordinate various fundraisers and social awareness activities and organise and lead the school in Reconciliation week and NAIDOC week celebrations.

President: Josh Sherwood **Vice President:** Hanah Wells

Secretary: Teliah Clarke **Vice Secretary:** Kurt Woodward

Year 12 Graduate Success

Term 4 we acknowledged the outstanding achievements and success of Year 12 Aboriginal student, Isabella Pearson. Isabella is a proud Kamilaroi woman with her strong connection to community and culture inherited from her Father's kinship. In 2019, she was proudly named Dux of Maitland Grossmann High School, successfully attaining an ATAR of 96.6. She was also set to receive a Nanga Mai Award for her academic accomplishment. Isabella says that 'teachers played a pivotal role in her achievement' and has since been successful in her university application, now currently enrolled in the Joint Medical Program at The University of Newcastle. Congratulations on your inspirational academic triumph, Isabella.

Culture Strong Transition Day

To support and welcome our incoming Year 7 First Nations students, our Junior AECG and Culture Strong Group organised and led a transition day of cultural workshops. The day was filled with fun opportunities to make connections and better know the school, students and staff through games, art, dance, school tours, and quizzes. It was also a special honour to invite and host the Whaleboat Family, Tat and Ellie, and 3 of their 12 children. The Whaleboats are a beautiful Aboriginal and Torres Strait Islander family that form a big part of our Maitland community. To celebrate culture with our transitioning students, they shared their family history, cultural stories of song and dance and joined us for lunch and a yarn.

Traditional Indigenous Games

To foster a greater understanding and appreciation of Indigenous culture, a huge part of learning in the *Culture Strong* program and as part of our transition days and celebrations is to play sporting games just like the way it was done many thousands of years ago and still is today. Many of the games you see today have evolved from traditional games of the past. One of our favourites to play is known as Itja/Ida or the running game. There are two variations with origins in both the Torres Strait (Ida) and Aboriginal Communities (Itja) with similarities shared and played in both cultural communities. The game has elements of "capture the flag" and "tips" with two teams and the objective to score points whilst having the Ida/Itja. Speed, agility, teamwork, and quick thinking are skills needed to be successful.

Culture Strong Workshops

Culture Strong is a program designed to provide young people with the knowledge and understanding of Aboriginal and Torres Strait Islander Culture as well as other Indigenous cultures from around the world. Students Years 8 to 12, both Indigenous and non-Indigenous were invited this year to participate in Culture Strong workshops for sport. Students are encouraged to embrace First Nations identities while becoming more culturally aware. Students participate in a range of activities including team building games, hearing stories and history of Country, Dreaming and kinship, playing Indigenous games, discovering bush food and medicine, learning the traditional uses of weapons and innovative inventions, playing cultural identity activities, and creating personalised images that showcase their connection to culture and heritage.

This year students were able to engage with 'Stronger and Prouder', the next stage of the Culture Strong Program. The program engaged students with more in-depth discussions and topics. To do this we use Yarning Circles in addition to implementing and following cultural protocols, to encourage equal voices and opportunities to share in a safe and welcoming space. Topics covered included facing racism and diversity, the importance of walking in two footprints, a cultural and western society footprint, and unpacking the significance of historical events and how they impact Aboriginal and Torres Strait Islander peoples.

One memorable activity was the recreation of ABC's *You Can't Ask That* episode that recorded interviews that addressed what it's really like to be an Indigenous Australian #YouCantAskThat. Interviewed were First Nation students including Teliah Clarke, Kira Andrew, Claudya Goodsell, and Victoria Pearson. They responded to questions with their own unique personal insight based on their experiences and cultural knowledge. Examples of questions included "Why is dancing so important, and what if you can't dance well?" and "Is it ok to ask someone 'how Aboriginal' they are?". This workshop gave students the opportunity to feel empowered and confident to answer, sometimes confronting questions and consider how they might respond.

Arts Initiative: Aboriginal Dance Workshop with Bangarra 2020

Another wonderful year of our students enjoying the one-day Secondary Contemporary Aboriginal Dance Workshop presented by The Arts Unit and tutors from Bangarra Dance Theatre. Aboriginal students from Years 7-12 were given the opportunity to connect with culture whilst developing their dance skills. Students worked with highly knowledgeable and skilled tutors to explore a contemporary Indigenous dance style. Students also enjoyed learning about famous Aboriginal and Torres Strait Islander people and historical events through collaborative learning activities with other local schools. We congratulate Josh Sherwood on his success in being selected for the audition round of the 2020 NSW Public Schools Aboriginal Dance Company.

Reconciliation Week: 'In This Together'- Whole School PosEd Lesson

This year we collectively as a school community took the time to reflect on the history of our nation and how we can unite and be 'In This Together' in recognition of the National Reconciliation theme. Reconciliation is a positive, two-way relationship built on trust and respect between Aboriginal and Torres Strait Islander and non-Indigenous Australians throughout society. ***At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefit of all Australians.*** To generate safe discussion and thought-provoking lines of thinking, students watched an extract of the film 'In My Blood, It Runs'. Following the life of ten-year-old Arrernte/ Garrwa boy Djuwan and his family, the story reveals the ways marginalised First Nations communities negotiate the colonial culture and keep their identities and cultures alive through self-determination, the revitalisation of languages and cultural practices. Students shared their reactions and perspectives on the film while reflecting on how we can all be 'In this together' as students of the Maitland Grossmann High School community.

Citizenship Gift Project - Boomerang Design and Painting

"Over the year Aboriginal and Torres Strait Islander students have had the opportunity to draw on and develop a range of art-making skills based on traditional artmaking styles with contemporary mediums. This involves the design and creation of boomerangs for citizenship gifts for new Australians, which will be presented during civic ceremonies by the local parliamentary member Jenny Aitchison. This aims to build community connections with the school and students and highlight the strong link to our local Aboriginal heritage through the designs and symbolism incorporated in the boomerang designs. This is also symbolic of our rich history, connecting the past traditional owners with new Australians to show our diverse community. The artworks have clear signage recognising the individual student artist, mob, and school. This project has been successful in building stronger peer relationships across school year groups and enhancing students' design and artmaking skills. The project has had continued support from the local member Jenny Aitchison and will be introduced to other local high schools in an upcoming workshop with the aim to build stronger connections within the broader school communities" - Mr. Pratt

School Jersey - First Nations Design

Platforms for recognition and acknowledgment of the unique Aboriginal identity are of great importance to our school community. It is of no surprise that when presented with the opportunity to showcase and express the love of culture through story, art, and design that we couldn't wait to get started. This year Aboriginal student artists Tori Waqatevuya (Year 9) and Josh Sherwood (Year 12) creatively produced the final design for the back of the 2021 Year 12 Jersey. The design is a combination of artworks by both students and is symbolic of the connections between students, teachers, learning spaces around the school, and importantly our ancestors and elders - the ultimate knowledge holders.

iBelieve Program

Year 7 and Year 8 First Nations students participated in the University led initiative, iBelieve. This program immersed students in aspirational thinking activities designed to promote and encourage the importance of schooling and determine what motivates students to set high standards and realistic goals for themselves. Students engaged with culturally enriched knowledge and practical activities, which helped to shape their unique identities and develop their personal skills to deal with challenges. The iBelieve program aims to plant the seed of empowerment through education, by offering and providing University as a potential option for students to begin thinking of their future in a culturally safe space. Our students shared with Dom and Kristy from the Wollotuka Institute what they might like to be in the future including sporting professionals, horse trainers, teachers, actors, and web designers.

NAIDOC - 'Always Was, Always Will Be.'

NAIDOC week is always a special celebration at our school and this year was held in Term 4, Week 6. The theme, *Always Was, Always Will Be*. will be our cultural focus, acknowledging that our nation's story began at the dawn of time and didn't begin with documented European contact. A range of activities has been planned to celebrate our history which dates back thousands of generations. Our Culture Strong Group has been learning about how our First Peoples engraved the world's first maps, made the earliest paintings of ceremonies, invented unique technologies, and built and engineered structures that predate well-known ancient sites such as the Egyptian pyramids or Stonehenge. Aboriginal and Torres Strait Islander people were Australia's first explorers, our first navigators, first engineers, first farmers, first botanists, first scientists, first diplomats, astronomers, and artists, and this year we will be honouring and celebrating our ancestors with activities including mural painting, a special Junior AECG led the assembly, a one day weaving workshop, mini Cultural workshop experiences such as Sand Stories, Spear and boomerang throwing, dance, bush tucker tasting, and cultural painting.

Year 12 Graduates and Wanay Kuwaykuway Awards 2020

Maitland Local AECG Wanay Kuwaykuway Awards aims to empower, support, and celebrate the accomplishments of Aboriginal and Torres Strait Islander students and the community by recognising individuals for their special achievements throughout the year. Wanay Kuwaykuway means 'Proud Children' in the local language of the Wonnarua people. Due to Covid-19, the local AECG was unable to host a special awards night so we as a school acknowledged our students at our own award ceremonies. We wish to congratulate 2020 Aboriginal and Torres Strait Islander Year 12 graduates as well as special congratulations to the following award recipients:

Academic Award: Xanthe Stephens, Harper Tansey

Cultural and Community Award: Tori Waqatevuya, Alex Murphy

Special Achievement Award: Josh Sherwood

Kawul the wedged-tailed eagle, watches over us as we come together to learn and connect on Wonnarua country.

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.

Other School Programs (optional)

STEM Education

New frontiers of technology and interactive learning as STEM moves students into 21st Century learning through VR and the WISE program.

MGHS is undertaking a world-first trial for students in years 8-10, involving a first-of-its-kind Virtual Reality (VR) social and emotional learning (SEL) course

Students are participating in a "world-first" trial of a virtual reality (VR) social and emotional learning program, which involves using headsets that transport them to other worlds where they encounter scenarios intended to develop - and spark conversations about - important life skills.

About 40 Maitland Grossmann High students from years eight to ten are participating in a five-week trial of an interactive program WISE, which was developed with experts in education, psychology, VR, and animation and designed to boost emotional fitness.

Through collaboration with School Industry partner Curious IQ and teaming up with the University of New South Wales, Maitland Grossmann High has accessed the VR technology required to conduct this program using the Oculus Quest headsets. We hope to have access to results next term once the University has completed the analysis of the questionnaires.

2020 was a year in which the school completed only a couple of STEM projects and activities due to Covid, however, the big project was definitely the WISE SEL trial. As Covid restrictions ease it is hoped we will be able to increase our industry partnerships and visits. We look forward to a very productive year next year with a number of new projects on the horizon..

SUPPORT Unit

It has been a busy year for the Support Unit! They have worked hard, despite the challenges that 2020 has brought, to build beautiful, hand crafted wooden stools and boxes, as well as learning new sports skills and writing reflections on their experiences whilst learning from home. The staff that work in the Unit each day are proud of the achievements they have made.

Aleah wrote a beautiful TEEEC paragraph about her experience during the Covid-19 lock down. "I think staying at home for Covid-19 has been beneficial for most people who are worried about getting it. Covid-19 is the worst virus ever experienced by people. People were told to lock down because they were getting infected. Social distancing stops people getting sick with the virus although children may want to go out. Staying at home for me was good and boring because I wasn't able to go out and have fun. I had to stay at home and do lots of work. In conclusion, staying at home for Covid-19 has been really important for the country and the world, although we might get bored staying at home. Governments are trying to keep us safe. We have to do work but after work you can always watch TV, play games or play with your pets".



Year 7 Camp