

2020 Annual Report

Muswellbrook High School



8164

Introduction

The Annual Report for 2020 is provided to the community of Muswellbrook High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

At Muswellbrook High School, our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, 'Striving for Excellence in a School that Cares'. The willingness of the school to pilot a range of initiatives to support student learning has resulted in additional student enrolment growth of over 200 students in 5 years. The transition rate from Primary School to High School has blossomed from 78% to 93%.

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

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

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

Self-assessment and school achievement

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

Strategic Direction 1

Visible Learning

Purpose

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of one another's practices.

Improvement Measures

The School demonstrates progress towards sustaining and growing in the themes of teaching and learning programs, curriculum provisions and formative assessment.

Improve the percentage of students meeting the expected growth from 7 -9 NAPLAN and minimum standards.

Increase student engagement through ProBL and STEM.

Progress towards achieving improvement measures

Process 1: Visible Learning

Implement a whole school Visible Learning Strategy that will focus on a shared understanding.

Evaluation	Funds Expended (Resources)
Lesson Focus and Success Criteria has taken time to embed into all stage 5 and 6 programs and teaching practices. A significant reason for this has been the turn-over of staff, including school leadership. As a result the momentum to drive the project has fluctuated. Embedding formative assessment practices will be a focus in the next iteration of the school planning cycle.	\$30,000

Process 2: Literacy and Numeracy

Consolidate knowledge and embed practices of strong literacy and numeracy support across all stages.

Evaluation	Funds Expended (Resources)
The ALARM Pilot Program has been implemented in Year 11 Advanced English, the second year of expansion. As a learning and responding matrix the explicit nature of teaching the process has yielded positive results for students and their learning. In the next iteration of school planning, the ALARM matrix will be expanded in to other Stage cohorts with the focus on utilising it as a framework for developing writing capacity and deep thinking skills.	\$24,000

Process 3: Future Focused Learning - STEM/ ProBL

Future focused learning spaces and curriculum are further developed to provide support and establish opportunities for a broad range of individual student learning needs.

Evaluation	Funds Expended (Resources)
PROBL continues to be a significant element of the Stage 4 transition program. The showcase was tied to the first post-COVID whole school event, the <i>Big Night In</i> - a showcase of the Creative and Performing Arts. Whilst parents were not able to be present to witness the event, feedback from students was very positive and they felt a strong connection to the work presented and achievement.	\$33,050
The fit-for-purpose STEM room transition is complete. It is utilised strongly by the Science and Technology staff with students reporting that they enjoy the	

Progress towards achieving improvement measures

learning environment in that setting. Investigations are underway in regards to reinvigorating other learning environments within the school, including the MHS Learning Centre.

Whilst the online platforms for learning were expanded due to COVID, the nature of the STEM training required face-to-face interaction, preventing this capacity building from taking place. With the easing of restrictions it is hoped that the STEM program training will take place and further allow the initiative to flourish.

Strategic Direction 2

Visible Wellbeing

Purpose

To ensure that every student is known, valued and cared for by implementing a proactive and consistent approach to wellbeing which supports the learning and wellbeing of all staff and students, creates self-motivated, confident and creative individuals, with the personal resources for future success.

Improvement Measures

Implementation of a whole school wellbeing program having a positive impact on student and staff wellbeing and whole school culture.

Increasing number of students who are actively involved in and/or leading enhanced wellbeing across the school.

Increased visible PBL expectations being modeled by staff and student leaders including the embedding of PBL language into communications.

Implementation of a whole school transition program to ensure quality processes and practices are in place.

Progress towards achieving improvement measures

Process 1: Visible Wellbeing

Embed a whole school Wellbeing Framework for staff and students that focuses on a shared understanding of the SEARCH Framework.

Evaluation	Funds Expended (Resources)
<p>The visibility of the wellbeing initiatives has been a strength of the school plan this year. Students and staff have benefited from a range of activities that have sought to improve connections - to each other, to learning and to the school.</p> <p>The embedding of the SEARCH framework continues to be a focus, with further consultation planned with Anabel Knight in 2021. There is scope for the VIA Character Strengths to be incorporated in to the wellbeing practices for suspension returns, student mentoring and support. This will be explored further in 2021.</p>	\$52,200

Process 2: Student Voice

Develop leadership opportunities for student voice to lead programs, including SRC and PBL expectations, across the school and the wider community.

Evaluation	Funds Expended (Resources)
<p>Is there a reduction in negative incidents including the number of students using technology inappropriately during lessons?</p> <p>The development of the mobile devices policy has reduced the impact of phones in class. However, there has not been a consistent approach across all classrooms. Executive support is required to further embed consistent practice.</p> <p>Is Character Strength and PBL language evident in letters, signs and conversations ?</p> <p>An audit of PBL language in classrooms has yet to be undertaken.</p>	\$18,157

Progress towards achieving improvement measures

Broadening the VIA Character Strength use has been planned for further investigation in 2021.

Survey students to identify the significance of student voice and student leadership across the school. Is there evidence of an increase in student voice and student leadership?

Survey has been conducted and will be used as a benchmark for the Situational Analysis to inform the 2021 SIP.

Process 3: Transitions and continuity of learning

Collaborating with students, families and community for all transition points to strengthen student wellbeing and learning outcomes.

Evaluation	Funds Expended (Resources)
<p>What has been the impact of the Year 7 program?</p> <p>The scope of the impact of the program included the updating of the Yr 7 Welfare scope and sequence to include the Wellbeing Journal, PBL values and Character Strengths. Additionally, there has been an increase in the communication between the school and individual families to support student wellbeing.</p> <p>Explicit pathways have been developed, including those within our Support faculty with those students and their families provided with additional transition support. The development and expansion of the dedicated support time for students and their Study Periods has taken place and has been incorporated in to the planning (staffing and timetable) for 2021. Further, Work Experience / Work Placement / SBAT, the operations of the various TAFE courses as well as extensive training and communication of the changing requirements of the universities and other third parties involved in post-schooling options has taken place with Year Advisors and key ancillary and support staff.</p>	<p>\$5,000</p>

Strategic Direction 3

Visible Communication

Purpose

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

Improvement Measures

Increased use of communication systems by all stakeholders.

All PDP's are authentic and reflect professional growth as reflected by the Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Process 1: Effective communication

Delivering effective communication systems to ensure strong staff and community engagement.

Evaluation	Funds Expended (Resources)
Progress on a formal digital and print communications strategy was impacted by the COVID-19 Pandemic. However, this expedited the development of digital lines of communications with the majority of students/parent/caregivers. Such as Google Classroom, Microsoft Teams, E Mail, Skoolbag App, Facebook, Adobe PDF etc.	\$22,674.67

Process 2: Professional learning

Provide ongoing, relevant and localised professional learning for staff as articulated in PDP's

Evaluation	Funds Expended (Resources)
Performance and Development strategy has had mixed success across faculties. What was intended, through the release of HTs, was hampered by the shortage of casual and temporary staff. However, the premise of mentoring has been well established and will be incorporated as an element of the situational analysis to inform the next iteration of school planning.	\$91,638

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$277,633	<p>The ASSO (Aboriginal Student Support Officer) and the Girls Academy have provided a sound platform for supporting ATSI students. The ASSO has effectively organised the Aboriginal Education Team with a high quality NAIDOC Week celebration as well as key cultural initiatives which included the creation of a mural painted by our ATSI students. To incorporate belonging and inclusivity, non-ATSI staff were invited to place their hand-print on the mural.</p> <p>The Girls Academy continued to work closely with 60 female students who identified as ATSI. However, at the conclusion of the 2020 school year the Girls Academy program ceased due to budgetary factors outside of the school's control. This will leave a significant gap in the support systems available to ATSI students and a program of intervention and support is being developed with a focus on developing local community links.</p>
English language proficiency	\$15,528	<p>A teacher was employed 0.4 to support students requiring development with their English language proficiency. One on one tutoring, necessitating withdrawal from some classes, and in-class support was provided to students from Stage 4 - 6. Much of the work took place in the MHS Learning Centre.</p> <p>A critical element of engagement was with families, with regular and ongoing contact maintained throughout the duration of intervention with students.</p>
Low level adjustment for disability	\$391,678	<p>Muswellbrook High School has a strong network of support for students with disability. The funding has been successfully utilised to provide support for literacy and numeracy growth as well as support to implement differentiated learning strategies.</p> <p>Support for students has been at the individual and small group level. Interventions include, but are not limited to Multilit, work experience support, the development of ILSPs and othe plans, and cultural enrichment opportunities to facilitate attendance and engagement.</p>
Socio-economic background	\$1, 200, 181	<p>The flexible funding allocation has been utilised to support students in a range of different areas. This includes:</p> <ul style="list-style-type: none"> - additional release of Head Teachers (8 above entitlement) to provide mentoring support for their staff; - the backfill of Executive staff to support their additional release; - the addition of Stage Head teacher roles as well as a third Deputy Principal;

Socio-economic background	\$1, 200, 181	<ul style="list-style-type: none"> - the supplementary cost of a Business Manager to support the smooth financial and administrative function of the school; - additional classes in Stage 4 and an investment in the provision of curriculum to support student achievement and aspiration; - investing in technological updates across the school (laptops and electronic whiteboards) to enhance the delivery of teaching and learning instruction.
Support for beginning teachers	\$147,266	Beginning teacher release funding was utilised to support accreditation requirements, mentoring, and release from face-to-face teaching. Support provided also included access to professional learning, consistent with PDP goals, and access to regional subject specific network events.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	429	450	449	460
Girls	396	415	410	424

Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.9	89.2	86.9	89.9
8	83.4	82.8	85.6	86.4
9	81.6	80.3	81.4	87.6
10	84.3	77.9	73.4	84.5
11	79.2	78.4	73.2	82.6
12	84.4	75	83.2	86.7
All Years	83.9	81.8	81	86.4
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	30	20	10
Employment	5	10	41
TAFE entry	10	2	10
University Entry	38	40	38
Other	12	23	10
Unknown	5	5	0

Year 12 students undertaking vocational or trade training

22.22% of Year 12 students at Muswellbrook High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

91.5% of all Year 12 students at Muswellbrook High School expected to complete Year 12 in 2020 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)	11
Classroom Teacher(s)	48.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.48
Other Positions	1

*Full Time Equivalent

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.

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	569,901
Revenue	12,809,663
Appropriation	12,561,325
Sale of Goods and Services	7,262
Grants and contributions	222,250
Investment income	1,300
Other revenue	17,526
Expenses	-12,076,336
Employee related	-11,030,823
Operating expenses	-1,045,513
Surplus / deficit for the year	733,327
Closing Balance	1,303,228

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.

	2020 Approved SBA (\$)
Targeted Total	123,364
Equity Total	1,815,912
Equity - Aboriginal	229,076
Equity - Socio-economic	1,170,163
Equity - Language	30,736
Equity - Disability	385,936
Base Total	9,371,767
Base - Per Capita	215,535
Base - Location	18,339
Base - Other	9,137,893
Other Total	549,847
Grand Total	11,860,890

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.

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

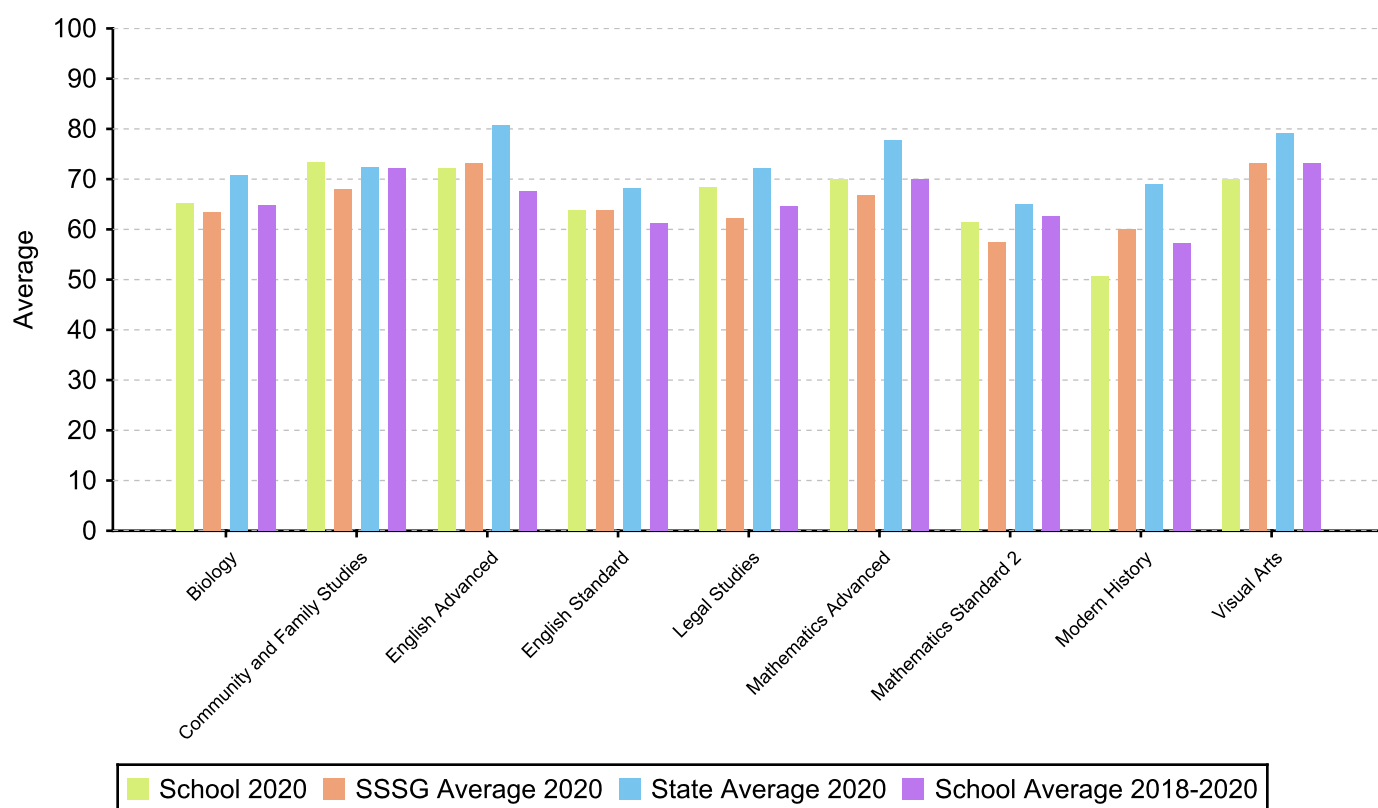
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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
Biology	65.1	63.3	70.8	64.9
Community and Family Studies	73.3	68.0	72.4	72.2
English Advanced	72.2	73.2	80.8	67.5
English Standard	63.8	63.7	68.1	61.2
Legal Studies	68.3	62.2	72.1	64.7
Mathematics Advanced	69.9	66.8	77.7	69.9
Mathematics Standard 2	61.4	57.4	64.9	62.7
Modern History	50.6	60.0	68.9	57.3
Visual Arts	69.9	73.2	79.2	73.1

Parent/caregiver, student, teacher satisfaction

Muswellbrook High School navigated leadership changes in a collaborative manner in 2020. The school was led by 3 different Principals (2 in a relieving capacity) and these leadership changes, as well as the disruption of normal operations resulting from COVID, provide some context for the satisfaction responses below.

Teachers who completed the survey rate highly a strong collaborative approach to planning and strategies to engage student engagement and the setting of high expectations. Our teachers rate our school as being inclusive with a high degree of support for students who required additional assistance with tasks. 'Visible Learning', 'Visible Wellbeing' and 'Visible Communication' professional development have been drivers in our school for the past three years.

Results from the survey highlight that in most classes learning goals for the lesson are articulated. Whilst teachers provide explicit, quality feedback to students, the results indicate this could be more regular and be used to inform parents of their child's progress.

Parent responses indicate that parents support learning at home and that there is broad support for the school in the community. However, we need to work on the perception of safety and supporting positive behaviour. It was evident that parents feel the school aims to cater for individual student needs by offering a wide range of subjects that meet and engage students and special programs such as ProBL (project-based learning), Senior Prep Room support and Career exposure.

Our students are engaged and actively involved in school life (academically, socially and culturally) and they are involved in sports or other extra-curricular activities. Students feel what they are learning is directly related to their long-term success. This is reflected in their school and class attendance, and effort in doing homework. An area to work on include consistency in and across classrooms. The trend of retention from Years 7 - 12 was in decline, and contextually this was most acute from Years 10 -12. This trend, across year groups and cohorts, reflects the emphasis our community places on employment with students leaving for local mining positions, employment in hospitality or as a result of transient family circumstances. A focus on attendance, engagement and retention is crucial in the next iteration of school planning.

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.

Other School Programs (optional)

The 2020 school year, whilst successful, was impacted academically, socially and culturally by COVID. As a result, many of the usual sporting and cultural events which would normally be reported upon did not take place. However, the following Vocational Education Report reflects some elements of our successful school culture which can be meaningfully reported upon.

Vocational Education Report (VET) - 2020 Muswellbrook High School

Students at Muswellbrook High School have utilised the school's resources with the wide variety of subjects offered by trained and accredited VET teacher's in across Stage 5 and 6. Student outcomes were achieved in Hospitality (Kitchen Operations), Construction, Primary Industries, Sport Coaching, Metal and Engineering and Retail.

Our students were also provided access to VET courses at TAFE (Hairdressing, Automotive and Early Childhood Care). Muswellbrook High School continued to support senior students with their successful employment in School Based Traineeships (Human Services, Warehousing, Retail, Business Administration (medical and services) and Early Childcare. In addition to VET enrolments our students gained access to short term TAFE courses, designed for disengaged students. These courses have proven to be extremely popular and for many students, have provided an alternative to 'learning' within the school classroom, by studying a TAFE course in a variety of disciplines (Automotive, Electrical, Hair Salon Assistant, Beauty and with the introduction of Try A Trade and Try A Vocation, developed to expose students to trade areas predominately in short supply in the local area).

VET enrolments (Years 10-12) were comparative to previous years' with approximately 130 students enrolled in a VET course during 2020 (in 2019, 123 students), this decline is reflective across the VET sector in general however, our VET school enrolments represent over 72% of our Year 11-12 student population. Whilst our Year 10-12 school population reflects an overall VET enrolment of over 24%, highlighting the popularity of VET in senior years and small enrolments in Year 10 however, highlighting growing student interest across all VET frameworks.

Local community businesses have provided support for our students with assistance in providing work placement, up to 70 hours, as a mandatory component of their VET course. With Covid-19 restrictions, students were able to claim up to 35 hours as recognition from NESA for the inability to complete some of their mandatory placements. We are well placed to assist students with their VET needs resulting in an increase and expansion of School Based Traineeships offered to our students (Warehousing, Retail, Human Services, Business Administration and Business Administration - Medical). We have the ongoing support of our local Chamber of Commerce which encourages local business to engage with our school to offer our students work placement and representation at our annual Careers Day event.