

# 2022 Annual Report

## Maitland High School



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# Introduction

The Annual Report for 2022 is provided to the community of Maitland 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 Strategic Improvement 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

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## School vision

Maitland High School is an inclusive and proudly comprehensive high school serving a diverse community. We are dedicated to working in partnership with our students and community to create a culture of high expectations where all students feel empowered and confident to strive for personal best achievement.

To achieve academic excellence, we use explicit teaching strategies to build higher order learning skills across all Key Learning Areas, forged on a foundation of strong literacy and numeracy skills development to prepare students to achieve their personal best at the HSC and in a variety of post-school endeavours. This will enable students to engage in society as responsible, confident, independent citizens.

## School context

Located in the Lower Hunter region, Maitland High School is a comprehensive secondary school with a Specialist Support Unit which has eight classes. The student population of 1088 has been steadily increasing over the last six years. While six percent of our students identify as having a non-English speaking background, only two percent require some level of EAL/D (English an additional language or dialect) support. Seventeen percent of students identify as having an Aboriginal and/or Torres Strait Islander background. Students at Maitland High School participate in a wide range of learning experiences by accessing a broad curriculum designed to meet the diverse learning needs of all students.

Our executive staff is stable with the majority holding leadership positions for more than five years. Seven percent of our staff are in their early career as teachers. The school's current staffing entitlement is 82.4 teaching staff and 18.6 non-teaching staff. In 2022, the school also employed a Business Manager, an Aboriginal Community Partnerships Officer, a Careers and Community Partnerships Officer and an additional Head Teacher Wellbeing from school funds. The school has developed a strong partnership with the local Aboriginal community. We have also fostered strong alliances with universities, TAFE, businesses and community groups. Students proudly represent the school in drama, music and dance ensembles and a wide range of sporting activities, with both state and regional representation.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2025 Strategic Improvement Plan. The school is committed to a process of continual improvement in classroom practice using a high expectations, high support strategies underpinned by explicit teaching practice. This focus will also ensure that student literacy, numeracy and the improvement is achieved through student performance data analysis and use which supports differentiated teaching and learning practice to set high expectations for all students.

Maitland High School's 2021-2025 Strategic Improvement Plan directions are intentionally aligned with the three domains of the School Excellence Framework ensuring a collective, sustained commitment to excellence in learning, teaching and leading by all teachers, every day to improve learning outcomes for all students.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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: Student growth and attainment

### Purpose

Our purpose is to establish a school culture strongly focused continual learning improvement supporting individual student aspiration and performance improvement for all students using a high expectations and high support framework. All teaching staff will: implement DoE Strategic and Guided Improvement Initiatives, engage in thorough analysis of internal and external student data to develop and implement explicit teaching strategies to improve student reading, numeracy, HSC achievement, attendance and retention.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improved Student Achievement
- Attendance and Retention Action Plan
- Aboriginal Education Plan

### Resources allocated to this strategic direction

**Socio-economic background:** \$214,466.34

**Aboriginal background:** \$229,422.00

**Professional learning:** \$56,552.50

**Low level adjustment for disability:** \$121,591.00

**English language proficiency:** \$12,248.75

**Integration funding support:** \$117,649.00

### Summary of progress

Our focus in this critical Systems Negotiated Targets direction was to improve student academic achievement, evidenced in NAPLAN and HSC results, and to action our Attendance and Retention Improvement Plan. Our on-balance judgement is that we have embedded effective systems to enhance the learning outcomes of students in all years through targeted programs and are driving quality initiatives to increase attendance, with ongoing focus required in both areas. We invested in the following initiatives:

- The integration of Literacy & Numeracy Sprints strategies in teaching and learning programs;
- Faculty-based HSC Improvement strategies based on longitudinal data analysis;
- Whole-school HSC improvement strategies, including the development of a Head Teacher Senior Studies position; the establishment of a Senior Study Centre and; development of the 'En Avant' Club to maximise the achievement of high potential Year 10 students and support their transition to achieving excellence in the senior school;
- Enhanced Aboriginal student retention in HSC courses;
- Guided Attendance Tier One Action Plan;
- A High Potential Gifted Education (HPGE) Program established, with a focus on enhancing teaching and learning practices and student programs to cater for extension and enrichment.

In 2022, Year 9 NAPLAN results showed improvement across Numeracy, Language Conventions and Writing and were above similar school groups in all three domains. Our Reading results were also above those of similar school groups. While writing also improved further work is needed to increase student performance in this area. Aboriginal students at Maitland High School achieved outstanding results, improving in all domains, and matching or exceeding state averages in each assessment. Aboriginal and Torres Strait Islander students exceeded state and similar school groups by 35 points in Grammar and Punctuation and 39 points in Numeracy.

As part of our literacy and numeracy focus, all faculties have dedicated literacy leaders to develop in faculty literacy activities informed by our Literacy Sprints. All Key Learning Areas (KLAs) have made progress towards embedding literacy strategies in units of work. The impact of embedding literacy and numeracy activities has been evaluated through analysis of lesson content delivered to students and feedback from teaching staff and literacy and numeracy coordinators. Results indicate that continued focus in 2023 is required to contextualise skills for specific units of work as our planned impact was affected by staffing constraints.

In 2023, NAPLAN numeracy improvement will be addressed through the delivery of faculty-specific numeracy sprints to be run prior to NAPLAN for Year 9 Term 1, 2023 to reinforce student skills in: percentages, decimals, unitary method and problem-solving. The numeracy team will redevelop numeracy sprints for Year 8 2023 to focus on measurement and geometry, fractions, proportional reasoning, and multiplicative thinking, based on data collected from Year 7 2022 NAPLAN results. Differentiated numeracy activities interventions will be developed and delivered in Year 8 Mathematics classes based on Year 7 2022 NAPLAN data, Band 7 to 10 students, in order to increase students in the top two bands

in 2024. Numeracy 'Brain Breaks' will be re-presented to faculties for inclusion in regular timetabled Stage 4 lessons to support numeracy development across 12 key areas. The Quick Smart (QS) program will be expanded and run for 30 weeks, targeting Year 7 and 8 students in the 50th to 80th percentile bands. In 2023, QS Literacy for Year 7 and QS Numeracy for Year 8 will be expanded. Our coordinators will provide direct support to faculties in order to ensure that key comprehension skills identified in Term 4 2022, are addressed across all KLAs in Year 8 and Year 9 in 2023. Additional support will be provided to Aboriginal and/or Torres Strait Islander students through the Aboriginal Tutorial Centre and the Aboriginal Education Team will be increased to include an ILSP teacher for one-to-one and small group tutorials. Our work with the Writing in Secondary School project in Semester Two, 2023 will further inform our strategies to lead student writing improvement development, specifically in HSIE, Science, PDHPE and CAPA faculties.

In Attendance, while systems and procedures were developed, the actioning of these procedures was not acquitted by all roll call teachers for 'Tier One' students. After our Annual Reflection review, our focus in 2023 will be to ensure that all 'Tier One' Attendance matters are followed up by roll call teachers every term. A specific week (Week 5) has been designated each term for roll call teachers to follow-up 'Tier One' students through phone calls, supported by the Executive staff during 'Tier One' Attendance Week. In Attendance monitoring, our 2023 focus will be focused on 'Tier One' students managed by roll call teachers, with Tier Two level students and all student absences in excess of three consecutive days without explanation, followed up by year advisers and supported by mentors engaged through the Perfect Presence program. Tier Three students will continue to be closely managed by the new Head Teacher Attendance & Engagement, along with the deputy principals of each year group.

To support HSC achievement, The ALARM framework has been successfully implemented into six out of eight faculties. This was supported by targeted professional learning using HSC work samples to scaffold written responses. We will continue to implement this framework and provide professional learning opportunities in 2023. Staff have worked towards milestone all assessment tasks and using differentiated success criteria to support course work completion at each student's optimal level. There has been an increase in the submission of drafts across all subjects, allowing students to value-add by closely engaging with and integrating teacher feedback. We will continue to consolidate this approach as a whole-school strategy in 2023. Exam preparations and responding to questions such as short answer and extended response, with a focus on unpacking the NESA verbs, is central to our practice. Further work to consolidate student understanding of HSC writing requirements through the use of the ALARM model and the continued development of higher order, analysis and synthesis of learning strategies is also planned. Cohesion across all Year 12 assessment tasks including the use of milestones and differentiated success criteria is an area of forward focus. Critically, in 2023, all KLAs are focused on improving our Top 2 Band results in the Higher School Certificate through universal implementation of these strategies, in addition to evolving Senior Study Centre practices and the provision of individual teacher mentors for every senior student.

Our High Potential and Gifted Education (HPGE) initiative, the 'M' Project, has ensured the accurate identification and ability grouping of high potential students using evidence-based practices. This has also resulted in more effective transition practices, data engagement and targeted professional learning for teachers to make adjustments to existing programs using the Differentiation Adjustment Tool. Our work aligns directly with the Intellectual Domain of the HPGE policy. This will expand to Years 8 and 10, with further focus on differentiated programming to complement the new syllabus. Enhancing the capacity of teachers and ensuring accurate identification of high potential students across all HPGE domains is our 2023 focus. We will also expand our project work to a 'Talent Development Program' to include all achievement domains, as well as ensuring that the Differentiation Adjustment Tool is applied in all learning opportunities.

In 2022, the school received Strategic School Support (SSS) with a focus on increasing the number of Aboriginal students attaining a HSC while maintaining cultural identity. The two key drivers identified were the student's perception of school and high expectations from teachers. Pre-data was gathered through the use of surveys, individual interviews, focus groups and community consultation to establish a theory of action. In 2023, teachers will have the required knowledge and skills through targeted professional learning to create culturally inclusive learning environments whereby all students feel culturally safe and valued.

Furthermore, Numeracy and Literacy Co-ordinators provided guide support sessions to familiarise Year 9 Aboriginal and Torres Strait Islander students with the testing interfaces for the Reading and Numeracy assessments available through ACARA's NAPLAN Public Demonstration site. Students were identified and grouped according to their Year 7 NAPLAN data for the provision of additional targeted support, two periods a cycle. Additional testing support was provided by tutors in the Language Conventions and Writing tests prior to the start of NAPLAN. This support was in addition to the in-class practice sessions run through English classes for reading, as well as Mathematics classes for numeracy.

Using the Personalised Learning Pathways (PLPs) analysis tool, it was established that majority of Pathway plans were not completed to a satisfactory standard, with most missing completed SMART goals. Senior PLPs did not provide adequate opportunity to consult and explore best choice subject selection options and post-schooling pathways. To address these issues, the PLP template was redesigned to be more culturally appropriate and aligned to our context. A procedure booklet was established to support the ongoing effective development and implementation of PLPs with the objective to provide a consistent approach to developing and maintaining authentic Personalised Learning Pathways. Aboriginal and/or Torres Strait Islander students accounted for 10% of Year 12 students achieving their HSC.

Next year our focus is on reviewing and embedding Aboriginal Histories and Cultures into teaching and learning programs and using student PLP goals to inform effective and culturally appropriate pedagogy choices. This will be achieved through the inclusion of 'faculty champions', building relationships with all stakeholders, working with community and ensuring quality Aboriginal Perspectives are included in all teaching and learning programs to support further improvement in Aboriginal and / or Torres Strait Islander students attaining a HSC while maintaining cultural identity.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 5.7% from system-negotiated target baseline.	The proportion of students achieving in top 2 bands declined from 15.73% to 12.95% in 2022 representing a 2.78% decrease. This result is 4.94% below agreed lower bound target.
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5.6% from system-negotiated target baseline.	The proportion of students achieving in top 2 bands improved from 8.82% to 11.36% in 2022 representing a 2.56% increase. This result is 2.25% below agreed lower bound target.
Increase the % of students achieving in the top 2 HSC bands by 5.4% from system-negotiated target baseline.	In 2022, 15.99% of students achieved HSC results in the top 2 bands, representing a 5.1% increase from 2021. Although this represents a significant improvement in results, it is below the agreed lower bound target of 21.10%.
Increase the % of Aboriginal and Torres Strait Islander students achieving in the top 3 HSC bands by 6.1% from system-negotiated target baseline.	In 2022, 13.0% of Aboriginal students attained results in the top three bands, representing an 8.4% decrease. This result is below our annual progress measure.
Increase the % of Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN numeracy bands by 4.7% from system-negotiated target baseline.	Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN numeracy bands improved from 8.33% in 2021 to 46.15% in 2022, representing an increase of 10.42%. This result is 11.85% below agreed lower bound target.
Sustained upward trend in Aboriginal students completing the HSC whilst maintaining their cultural identity to support achievement of network target of 58.6%.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity was 23% which is below our network target.
Increase the % of students attending school more than 90% of the time by 6.6% or above.	The percentage of students attending school more than 90% of the time was 17.5% which is below our network target.
Increase the % of Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN reading bands by 4.6% from system-negotiated target baseline.	Aboriginal and Torres Strait Islander students achieving in the top 3 NAPLAN numeracy bands improved from 8.33% in 2021 to 18.75% in 2022, representing an increase of 37.82%. This result is 14.95% above agreed upper bound target.
68.2% of students achieving Expected Growth in Reading.	Student achievement data is unavailable for this progress measure in 2022 as there is an absence of comparison data due to the 2020 cancellation of NAPLAN.
Increase the % of students achieving expected growth in NAPLAN numeracy by 4.5% from system-negotiated target baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data due to the 2020 cancellation of NAPLAN.
• Implement HPGE strategy with Year 9M class cohort at Maitland High	The Teaching and Learning team conducted observations and analysis of the school's top or 'M' classes, including NAPLAN and Check-In data, in

<p>School.</p> <ul style="list-style-type: none"> <li>• Develop a HPGE strategy in consultation with partner primary schools and introduce Year 6 into 7 student application process for M class placements.</li> </ul>	<p>addition to the observation of teacher practice and student surveying. The resultant case study informed a series of recommendations aligned to the needs of High Potential and Gifted (HPG) students at Maitland High School. Our findings determined that 70% of lessons required additional differentiation in terms of rigour, challenge and choice. Student perception of course work was identified as 'easy' 60% of the time. Our investigation informed in the development of our improvement strategy focus areas:</p> <ul style="list-style-type: none"> <li>• Increasing the number of accurately identified HPG students in 'M' or top classes;</li> <li>• Targeted professional learning for 7M and 9M teachers through High Impact Professional Learning;</li> <li>• Differentiation of programs and activities using the Differentiation Adjustment Tool;</li> <li>• Enhanced extra-curricular opportunities to develop individual student talents and interests.</li> </ul> <p>This case study has framed our teaching improvement focused project, the 'M Project'. Core subjects in 7M and 9M (PDHPE, English, Maths, HSIE, Science) focused strategies to cultivate a 'high-challenge, high-support' learning environment. Teachers worked with the Differentiation Adjustment Tool and collected evidence of impact to measure their success. Considering the momentum of our professional learning projects and cross KLA delivery our strategy, we have determined that our differentiation practice is at the "Delivering" stage, with ongoing evidence to be collated for analysis of impact in 2023. By the conclusion of 2022, we had met the progress measure, "developing a HPGE strategy" at the "Sustaining and Growing" level of the School Excellence Framework (SEF).</p> <p>In 2022, we also established our Year 7 Transition strategy, which included an Expression of Interest (EOI) process. This enabled us to accurately identify students, using teacher recommendations and an accurate sample analysis based on written responses to stimulus materials. We expect to maintain this strategy in 2023, with an increasing cohort of interested families and students. In 2023, expanding selection criteria focus areas and streamlining teacher recommendations to ensure accuracy and precision will enhance our actions and a sustained focus on differentiated programming for 'M' classes will run parallel with other higher order learning- based programming priorities. Furthermore, establishing the Talent Development Program in 2023 with all stakeholders will further cultivate the Creative, Socio-Emotional and Physical domains.</p>
<p>Upward trend in 2021 baseline Aboriginal attendance rate from 2020 baseline of 72% to 76% close the gap between SSSG and State %.</p>	<p>In 2020, the Aboriginal student attendance rate, drawn from 185 students, was 73.3%, lower than DoE State attendance rate of 89.5%. In 2021, the school had 204 Aboriginal students with an average attendance rate of 72.2%.. In 2022 the Aboriginal cohort size was 213, there was a significant decrease in attendance rate to 57.5% that being 20.6% below SSSG. These higher percentages in 2020 and 2021 Aboriginal attendance may indicate the impact of the COVID-19 Learning From Home period.</p>



## Strategic Direction 2: Continuous Improvement in Teaching Practice

### Purpose

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Teachers model the importance of lifelong learning by committing to a process of continuous improvement in their own professional practice. The school is focused on: building teacher efficacy and impact measured by student performance and engagement data; explicit teaching practice and differentiated program design; leadership capacity development through strategic professional learning and; leadership in practice opportunities for teachers at all career stages, which ensures that core educational delivery is grounded in evidenced-based, best practice teaching and learning principles.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Best Practice Teaching and Learning
- Strategic Staff Development

### Resources allocated to this strategic direction

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**Professional learning:** \$56,552.50

**Low level adjustment for disability:** \$100,000.00

**Socio-economic background:** \$214,468.00

### Summary of progress

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The consolidation of explicit teaching strategies and data-informed, differentiated teaching and classroom management were our key focus areas to improve teacher practice in 2022. Positioning and developing our faculty head teachers as Instructional Leaders within their areas of expertise is critical to the improvement of teaching and learning at Maitland High School.

Through the Head Teacher Instructional Leadership strategy, we focused on improved data-informed practice through further development of data analysis skills using the professional learning modules in SCOUT, supported by the introduction of Class Learning Complexity Profiles (CLCPs). As of December 2022, 90% of all teaching staff have accessed SCOUT and have an understanding of how to apply learning data captured in the Class Learning Complexity Profiles. Executive professional learning further developed the skillset of our middle leaders to implement and refine their approaches to lead differentiated teaching practice, contextualised for each course within their discipline.

Supporting head teachers to lead differentiated teaching strategies also included the introduction of SOLO Taxonomy through our Visible Learning partnership with Corwin Australia. Faculties are at varying stages embedding this strategy in teaching and learning programs and student assessments. There has been an increased number of staff using Learning Intentions and Success Criteria (LISCs), as represented in our progress against achievement. This has resulted in increased rates of task submission and engagement across all KLAs. Furthermore, reflection opportunities within executive professional learning supported Instructional Leaders to critique their assessment practices, evaluating their current teaching impact to strategically plan future improvement in pedagogy and coursework design.

In 2023, our focus is on ensuring that SOLO Taxonomy, Learning Intentions and Success Criteria, differentiation and regular analysis of student achievement to measure teaching impact, frames all teaching and learning across the school. Additionally, the continuation of CLCPs will enable ready access to student performance data, streamlining the differentiation process for teachers, who can then confidently focus on developing best practice teaching strategies to accurately support and extend the learning needs of each student.

In leading staff to strengthen their classroom management approaches, explicit classroom learning behaviour expectations were developed and published by the Positive Behaviour for Learning (PBL) team. These expectations are visible in all teaching spaces and have provided increased consistency in practice across the school. These expectations also support teachers to address escalating behaviours with support from our New Teacher Mentoring process. We consolidated our professional learning focus on ensuring positive education practice, which included Bill Rogers' Positive Behaviour Management strategies. This has resulted in a consistent set of actions teachers take to support student participation in an inherently positive and inclusive manner. The Department's Inclusive and Engaging and Respectful Schools (IERS) framework and procedures were successfully initiated in Term Four, 2022. Our focus on preventative classroom practices increased classroom support and introduction of new Behaviour Learning Support Team meetings at point of Formal Caution of Suspension has dramatically reduced the school's suspension rate. These practices combined have significantly reduced student interventions for negative behaviours, as reflected in a 75% drop in student suspensions over this period.

A reduction in low-level referrals, particularly in classroom disruption and refusal to follow directions is targeted in 2023 through sustained engagement with this framework. Throughout the year, we will continue to support executive staff as Instructional Leaders to deeply engage with and lead these strategies.

Reflective practice around data and the effective integration of explicit pedagogy and differentiation in teaching programs are core areas of focus in 2023. Tiered differentiation of success criteria using the school's Common Programming Template for all new teaching and learning program development, the inclusion of pedagogies in programming, and Explicit Teaching as the mode of practice at this school is now mandatory.

During Semester Two of 2023, executive professional learning will consolidate leadership skills development through engagement with CESE's LEED Project. Learning Walks, with a focus on Explicit Teaching practice and positive classroom management, will continue as well as faculty-driven focus on HSC assessment, milestone, and differentiated teaching strategies. Furthermore, we will invest in our Instructional Leaders by including our work with the Wayne Pearce Academy in our leadership strategy, building their self-awareness and interpersonal skills crucial that contribute to high-performance teams.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Learning Walks documentation indicates at least 80% of staff are embedding the focus areas from the Visible Learning Action Plan in the classroom up from 2020 baseline data of 60% (learning intentions), 20% (success criteria) and 32% (explicit instruction).</li> <li>• Upward trend in staff response to staff collaboration question in TTFM survey up to 7.5.</li> <li>• Increase average staff access to accredited PD to 12 hours.</li> </ul>	<p>The documentation of Learning Walks from Term 1, 2022 indicates that 81% of observed lessons had Learning Intentions, while 27% of lessons had a developed success criteria. During these walks, head teachers indicated that 88% of teachers used one or more explicit teaching strategies within the observed time. To measure the impact of professional learning following these observations, we intend to track our progress through further Learning Walks in 2023.</p> <p>Due to the shift in NESA Professional Development requirements defining 'accredited' and 'elective' professional development, our capacity to offer these options at a school level has decreased. However, we included 20 hours of elective PD related to our SIP initiatives in our in-house PL schedule, including 'Introduction to SCOUT' and 'Exploring SCOUT'.</p> <p>Our score for the 'collaboration' domain of the Tell Them From Me survey is 6.7, slightly below the mean score.</p>
<ul style="list-style-type: none"> <li>• 80% of staff are confident in the construction of LISCs and incorporate them in their teaching practice as observed by head teacher lesson observations.</li> <li>• 80% of Teaching and Learning programs audited show evidence of inclusion of Learning Intentions and Success Criteria (and subsequent Visible Learning Action Plan focus areas) from the 2020 baseline of 60%.</li> <li>• Upward trend of students reporting the use of Learning Intentions, Success Criteria and Explicit Instruction in lessons is up from 2020 baseline student survey results of 48% (learning intentions), 37% (success criteria) and 45% (explicit instruction) to 63% (learning intentions), 52% (success criteria) and 60% (explicit instruction).</li> </ul>	<p>In the 2022 staff 'check-in' survey, 78.1% of teaching staff indicated confidence in constructing a Learning Intention, while 75% indicated they could write and use success criteria in all lessons. Moreover, the 2022 'Teacher Promotion of High Expectations' survey showed that 88% of faculty head teachers were confident in leading the construction of learning intentions and success criteria.</p> <p>A random NESA Inspection occurred in Term Three where the school was found to demonstrate a high level of compliance in Curriculum Delivery and Assessment, exceeding NESA's baseline requirements.</p> <p>According to the 2022 Student Snapshot Survey in Term 4, 57% of students reported that their teachers used Learning Intentions, showing an increase from the baseline 2020 survey results. Additionally, 53% of students reported that their teachers actively used success criteria to set high expectations. Although the frequency of explicit work samples (51%) and teacher modeling (56%) was slightly lower than the expected outcome from 2020.</p>
<ul style="list-style-type: none"> <li>• Average score of 5.9 in relation to 'school leaders have helped me improve my teaching'</li> <li>• 65% of staff indicating they agree or strongly agree that school leaders are</li> </ul>	<p>The TTFM survey shows that our average score for 'school leaders have helped me improve my teaching' is 4.1, which falls slightly below the NSW state mean for this domain. Our school's overall score for the 'Leadership' domain on the TTFM survey is 4.6, below the state average for this domain.</p>

<p>leading improvement and change</p> <ul style="list-style-type: none"> <li>• 76% of staff strongly agree that building leadership capacity has had a positive contribution on teaching and learning</li> <li>• Average score of 7.6, up from baseline of 7.4 in relation to the School Driver area Data Informs Practice.</li> </ul>	<p>The TTFM survey indicates that our 'Data-Informed Practice' score is 7.3, with student feedback on improved assessment performance being the most influential factor at 8.6. Students identified this as a strength of our teachers in the Snapshot Survey.</p>
<ul style="list-style-type: none"> <li>• Faculty Based Behaviour Management Mentoring process is implemented resulting in a 10% reduction in negative behaviour referrals.</li> <li>• Average score of 7.6 in staff TTFM indicating they are 'effective in working with students who have behavioural problems' up from the baseline average score of 7.3 .</li> </ul>	<p>Our Faculty Based Behaviour Management Mentoring process was implemented throughout 2022, with a range of methods explored by faculties. The English faculty implemented a goal-oriented mentoring approach, using SMART goals and Learning Dispositions to track student progress. This provided productive dialogue in restorative conversations with students and their families. Furthermore, The use of a 'buddy' system in HSIE partnered experienced staff with beginning teachers to enhance intervention strategies. This was also embedded in the Specialist Support Unit, enhanced with additional crisis management plans. In 2023, the school plans to enhance staff knowledge of Personalised Learning and Support Plans, strengthening the MHS Behaviour Management Policy by supplying additional professional learning using the Bill Rogers Behaviour Intervention strategies.</p> <p>Our average score for staff indicating their effectiveness in working with students with behavioural problems on the Tell Them From Me Survey was 7.2, just below the baseline average.</p>

## Strategic Direction 3: School Wide Procedural Consistency

### Purpose

Our purpose is to review and refine our student management and student wellbeing initiatives developed in response to annual reflection and situational analysis data, guided by the Inclusive Engaging and Respectful Schools Package and Student Behaviour Policy, to increase teacher efficacy in positive, proactive student management and learning engagement. Developing a school wide culture of consistent high expectations within a Positive Education framework will maximise achievement for all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Learning and Wellbeing Procedures
- School Planning and Communication Procedures

### Resources allocated to this strategic direction

**Socio-economic background:** \$490,278.00

**Low level adjustment for disability:** \$188,094.00

**Per capita:** \$269,311.00

### Summary of progress

Maitland High School school prioritised the review of wellbeing, behaviour management and school communication practices. The aim was to achieve procedural consistency throughout the school by promoting positive behaviour, implementing actions informed by policy implementation, and improving the use of existing student monitoring and behaviour improvement systems.

The Learning Support Team underwent a restructure to improve early intervention strategies and the development of Personal Learning and Support Plans for students with identified needs. Analysis of internal data revealed trends in student behaviour, leading to the implementation of targeted interventions and small group programs to support the learning, social, and wellbeing needs of the students.

Behaviour management practices and processes were reviewed in line with the DoE's Inclusive, Engaging and Respectful Schools Policy, with a focus on restorative practice and teaching of explicit behavioural expectations. This led to greater parent engagement, and 2023 will see the development of a school Behaviour Support and Management Plan incorporating a multi-tiered care continuum to support all students.

Positive Behaviour for Learning (PBL) is in its initial stages of revitalisation, with a focus on increased engagement and procedural consistency across the school. Negative referral data and student learning behaviour merit data were reviewed regularly to identify focus areas moving forward. The development and implementation of a tiered academic, wellbeing, and behaviour model will support positive student learning and achievement outcomes.

The school executive refined effective communication methods through the use of Microsoft Teams in 2022, with parent communication shifting to the Sentral Parent Portal, email, and Facebook. The School Newsletter was also refined to include reports from senior executive and faculty reports. Compliance oversight was implemented and tested in a NESA Inspection, resulting in congratulations for comprehensive and effective systems. Communication systems protocols will be templated in 2023 to ensure streamlined delivery of information.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Downward trend in number of N-Awards issued for incomplete assessment tasks from 2020 baseline data	Since 2020, we have issued 45.5% more N-Awards for incomplete assessment tasks, which represents an 8.25% increase from 2021.  Compared to 2019 baseline data, we recorded a 16% increase in negative

<ul style="list-style-type: none"> <li>• Downward trend in negative behavioural referrals recorded in comparison to 2019 baseline data.</li> <li>• Upward trend in % of students reporting that teachers demonstrate high expectations of them in regards to their learning from 2020 student survey baseline</li> </ul>	<p>behaviour referrals, which is a 7.5% increase from 2021. Internal data indicates there was an 8% increase in documented follow up actions for negative behaviour referrals compared to 2021.</p> <p>According to the Tell Them From Me survey, students reported a 7% increase in teachers holding high expectations for their learning.</p> <p>In 2022, 74% of students agreed that high expectations were evident in their classrooms.</p>
<ul style="list-style-type: none"> <li>• Upward trend in parents accessing Canvas as Course Observers to support assessment requirements up from 2020 baseline data.</li> <li>• Upward trend in parent satisfaction with student academic reports from 2020 parent survey baseline data.</li> </ul>	<p>twenty-nine percent of surveyed parents reported accessing Canvas as Course Observers to support assessment tasks, which matches the 2020 baseline data. Additionally, 25% of parents stated that they ask their child for a paper copy of the assessment task, while 50% ask their child and regularly check the task. Only 21% indicated that they do not access assessment task information. Notably, none of the surveyed parents reported checking the assessment booklets provided by the school.</p> <p>Only 20% of surveyed parents either agreed or strongly agreed that report comments provided clear indication of their child's performance and areas for improvement. This represents a 30% decrease from 2020.</p>
<ul style="list-style-type: none"> <li>• Upward trend in number of Positive Merit Awards distributed by staff to students up from 2020 baseline data.</li> <li>• Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system negotiated target.</li> </ul>	<p>Since 2021, we have seen a continued growth in the number of Merits (9%) and 'Maggies' (5%) awarded in 2020. We supported this growth by increasing communication around Merit Award and PBL procedures for recognising student achievement. At the Semester Two Recognition Assembly in 2021, 712 Merit Awards were awarded, which increased to 754 awards in 2022.</p> <p>We observed a 3.34% increase in students' overall positive wellbeing based on Tell Them From Me data, with an aggregate value of 58%. This aggregate value includes a two percent increase in students' sense of advocacy at school, a one percent increase in sense of belonging, and a seven percent increase in expectations of success.</p>
<ul style="list-style-type: none"> <li>• 20% increase in wellbeing follow up actions evidenced by decline in % of wellbeing referrals requiring further action down from 2020 baseline of 18% to 14.4%.</li> </ul>	<p>The Wellbeing team documented follow-up actions for 64% of Wellbeing Referrals in 2022, compared to 56% in 2021, resulting in an 8% increase. Anecdotal evidence suggests that a higher number of referrals were followed up. To improve in the future, all team members need to place a stronger focus on documenting follow-up actions.</p>
<ul style="list-style-type: none"> <li>• Upward trend in % of parents confident in who to contact at Maitland High School if they have concerns about their child from 2020 parent survey baseline.</li> <li>• Upward trend in number of parents reading the School Newsletter in Sentral from 2020 parent survey baseline of 57%.</li> </ul>	<p>Maitland High School saw a 4.7% decrease from the 2020 baseline data in the percentage of parents surveyed who stated they are confident in who to contact if they have concerns for their child, with only 40.3% expressing confidence. However, staff have documented a 103% increase in parent/carer contact, with a 4% increase in wellbeing contact and a 98.8% increase in parent and carer contact relating to behaviour.</p> <p>In 2022, 70.9% of parents surveyed indicated that they read the school newsletter on the Sentral Parent Portal, reflecting a 13.9% increase from the 2020 baseline data.</p>
<ul style="list-style-type: none"> <li>• Survey indicated that 45% of staff indicating that they felt shared ownership of 2021-2025 school plan.</li> <li>• Survey indicated that 40% of staff reported that they felt confident in their role in contributing to the attainment of school targets in the 2021-2025 SIP.</li> </ul>	<p>The senior executive team published the 2022 improvement measures and activities as posters in staff spaces that clearly articulate the responsibilities of classroom teachers, executive, and senior executive. Consequently, 65% of staff indicated they knew where to access them through the 2023 'Check-In' survey.</p> <p>Additionally, 35% of staff felt shared ownership of the 2021-2025 school plan, while 84.4% of staff indicated feeling confident in their ability to contribute to the attainment of school targets.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$617,649.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Maitland High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance and Retention Action Plan</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Consultation with external providers for the implementation of adjustments and personalised learning and support strategies for individual students</li> <li>• Intensive learning and behaviour support for funded students</li> <li>• Employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The inclusion of School Learning Support Officers to support students' learning and behaviour in classrooms. Support staff are allocated to specific classes based on needs identified and goals that are established in students' individual Learning and Support Team meetings. This targeted support for funded students is to enable improved levels of academic achievement and progress on Personalised Learning and Support Plans. In 2022, the amount of Integration Funding Support increased allowing for the employment of additional School Learning Support Officers, increasing in-class support for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of targeted in-class support based on the specific individual needs of funded students. Goals will continue to be set in collaboration with parents/carers and other relevant stakeholders with support targeted to meet these goals.</p>
<p>Socio-economic background</p> <p>\$919,212.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maitland High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Student Achievement</li> <li>• Student Learning and Wellbeing Procedures</li> <li>• Attendance and Retention Action Plan</li> <li>• Strategic Staff Development</li> <li>• School Planning and Communication Procedures</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support Student Wellbeing, including: an additional Head Teacher Wellbeing and increased period allowances for both Head Teachers Wellbeing; student wellbeing programs targeted for each year group; additional funding to meet the wage of a full time Student Support Officer; student emotional support dog upkeep; additional deputy principal position; increased Attendance and Engagement Officer period allocation.</li> <li>• Resourcing to increase equitability of resources and services; lease of school bus; QuickSmart tutoring program; additional staffing in The Learning Centre; development of a Senior Study Centre; development of a Stage 5 into 6 HPGE Transition program supported by mentors- The Avant Club.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items, such as Breakfast Club; Student</li> </ul>

<p>Socio-economic background</p> <p>\$919,212.34</p>	<p>Assistance for excursions; increase in laptop banks for student use in classes across the curriculum.</p> <ul style="list-style-type: none"> <li>Professional development of staff through the Corwin's Visible Learning Program to support student achievement through explicit teaching practice.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The QuickSmart literacy and numeracy program commenced in 2022 with a focus on numeracy in its first year at Maitland High School. A total of twenty four students completed 22 weeks of small group tutorial sessions results in a significant improvement in the majority of students class rankings in class assessments in Mathematics and other subjects.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In order to improve the cost effectiveness of this program in 2023, two trained student learning support officers will work with the QuickSmart coordinator to deliver both the literacy and numeracy programs to sixteen Year 8 and twenty three Year 7 students, respectively. The program will run as intended for the full 30 weeks to ensure all students receive the full benefit of this support.</p>
<p>Aboriginal background</p> <p>\$229,422.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maitland High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Improved Student Achievement</li> <li>Attendance and Retention Action Plan</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>Employment of an Aboriginal Community Partnerships Officer to support Aboriginal students and their families.</li> <li>Employment of an Aboriginal Education Officer to support Aboriginal students.</li> <li>Employment of an additional School Learning Support Officers to support Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased wellbeing and academic support for all Aboriginal and Torres Strait Islander students and families.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The establishment of a self funded Aboriginal Learning and Engagement Centre to support all Aboriginal and Torres Strait Islander students and families. This will lead to increased community and student engagement and support.</p>
<p>English language proficiency</p> <p>\$12,248.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Maitland High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Improved Student Achievement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>Additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continued support for EAL/D students in the school's Learning Centre. This includes providing individual support to EAL/D students with</p>

<p>English language proficiency</p> <p>\$12,248.75</p>	<p>assessment tasks and in accessing the English EAL/D course via Distance Education.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continued review of individual student needs and goals based on their Individual Education Plans.</p>
<p>Low level adjustment for disability</p> <p>\$409,685.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Maitland High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Student Achievement</li> <li>• Best Practice Teaching and Learning</li> <li>• Student Learning and Wellbeing Procedures</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Targeted students are provided with an evidence-based intervention QuickSmart Numeracy program to increase learning outcomes, supported by an SLSO</li> <li>• Employment of an Aboriginal Tutor to support literacy and numeracy needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional School Learning and Support Officers in mainstream classrooms, providing additional individual support for student learning. This support is highly valued within the Maitland High School community, particularly the teaching staff and students. Additional School Learning and Support Officers, ensure that the Year 7 and 8 literacy classes, both have additional full-time support, enabling increased individual support in class. QuickSmart is an evidenced-based basic skills intervention program for students experiencing persistent difficulties in literacy and/or numeracy. In 2022, the QuickSmart numeracy program was re-introduced at Maitland High School with a focus on supporting identified stage 4 students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support students in mainstream classes who have a disability or additional learning and support needs. Students will continue to be supported in class by the School Learning Support Officers and through targeted intervention programs. This includes the continuation of the QuickSmart numeracy program and the addition of the QuickSmart literacy program with a focus on improving the basic literacy and numeracy skills of Stage 4 students.</p>
<p>Professional learning</p> <p>\$113,105.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Maitland High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improved Student Achievement</li> <li>• Best Practice Teaching and Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher release time for HPGE initiative, The 'M' Project</li> <li>• HPGE Coordinator release to undertake observations</li> <li>• Purchase of professional reading resources</li> <li>• Visible Learning and SOLO Taxonomy Staff Development Day Term 2</li> <li>• 'Team Ignition' Executive Professional Learning with the Wayne Pearce</li> </ul>



<p>Professional learning</p> <p>\$113,105.00</p>	<p>Academy (WPA)</p> <ul style="list-style-type: none"> <li>• Behaviour management professional learning Bill Rogers - Staff Development Day 2023</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of a resourced HPG program, with a focus on the Intellectual domain. 'M' Project teachers can now use the Differentiation Adjustment Tool to revise strategies and support faculties while programming. The distribution of professional reading more regularly to executive and interested staff is a priority in 2023. The executive team are refining their approaches to leadership to build collective efficacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To expand professional learning on the Differentiation Adjustment Tool to all staff so that all high potential students are differentiated for according to choice, complexity and challenge. Executive staff have a fundamental understanding of the factors that influence strong leadership and are working with WPA to understand their leadership profiles to improve their leadership and team work to deliver enhanced learning outcomes. Teachers are enabled to create and maintain safe and supportive learning environments through positive communication strategies.</p>
<p>COVID ILSP</p> <p>\$250,235.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers to deliver small-group tuition focused on literacy and numeracy</li> <li>• Providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• Providing intensive small-group tuition for identified students who were below stage level in literacy and/or numeracy</li> <li>• Development of resources and planning of small-group tuition. Staff employed to run the programs were allocated a period allowance to develop resources and complete planning for the groups they were supporting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased small-group literacy and/or numeracy intervention for identified students. An additional COVID ILSP teacher was employed to develop a Stage 5 writing program. The formative and summative assessments conducted at the completion of tuition programs indicated improvements in students' ability to apply the methods they had been introduced to through the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of the literacy and numeracy tuition programs with a focus on increasing students' NAPLAN results and supporting students to meet the HSC Minimum Standards.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Maitland High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Providing intensive small-group wellbeing programs for identified students</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>in the areas of; emotional and social support, anger management and impulse control, respectful behaviours and risk-taking behaviours.</p> <ul style="list-style-type: none"> <li>• Providing targeted and individualised support to identified students, working with their families, and providing relevant links to external agencies.</li> <li>• Staff Professional Learning in Youth Mental Health First Aid</li> <li>• Facilitating student respectful relationships program (Love Bites)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Increased small-group and individualised wellbeing intervention for identified students. Three small-group programs were conducted each term addressing the targeted needs of all year groups, as identified by internal data. At the completion of program, indicated improvements in students' ability to access school wellbeing support and external agencies connections were evident. Additionally for the students involved, increased emotional literacy and sense of belonging were observed.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The continuation of small-group and individualised wellbeing interventions with a focus on increasing students' attendance, sense of belonging and reducing risk-taking behaviours.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	523	537	547	524
Girls	455	457	491	465

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.1	88.8	85.7	80.1
8	84.8	88.5	81.9	74.6
9	82.7	85.7	79.2	72.6
10	83.6	84.1	77.8	73.0
11	80.4	77.9	75.7	66.5
12	86.4	77.9	80.2	74.3
All Years	84.6	84.9	80.3	73.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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	2	4	27
Employment	13	13	29
TAFE entry	4	0.8	7
University Entry	0	1.6	33
Other	6	6	4
Unknown	10	0	0

In 2023, 65% of Year 10 students at Maitland High School have returned for the Year 11 Preliminary HSC courses. Many students have opted for employment, TAFE or alternate schooling arrangements based on subject offerings.

## Year 12 students undertaking vocational or trade training

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20.31% of Year 12 students at Maitland High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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In 2022, 88.2% of all Year 12 students at Maitland High School are expected to complete Year 12 in 2022 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)	12
Classroom Teacher(s)	62.3
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	21.57
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	204,065
<b>Revenue</b>	15,918,583
Appropriation	15,583,588
Sale of Goods and Services	3,539
Grants and contributions	329,147
Investment income	1,989
Other revenue	320
<b>Expenses</b>	-15,801,797
Employee related	-14,206,241
Operating expenses	-1,595,556
<b>Surplus / deficit for the year</b>	116,786
<b>Closing Balance</b>	320,851

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	617,649
<b>Equity Total</b>	1,570,575
Equity - Aboriginal	229,423
Equity - Socio-economic	919,217
Equity - Language	12,249
Equity - Disability	409,687
<b>Base Total</b>	11,916,415
Base - Per Capita	269,311
Base - Location	0
Base - Other	11,647,104
<b>Other Total</b>	660,113
<b>Grand Total</b>	14,764,752

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.

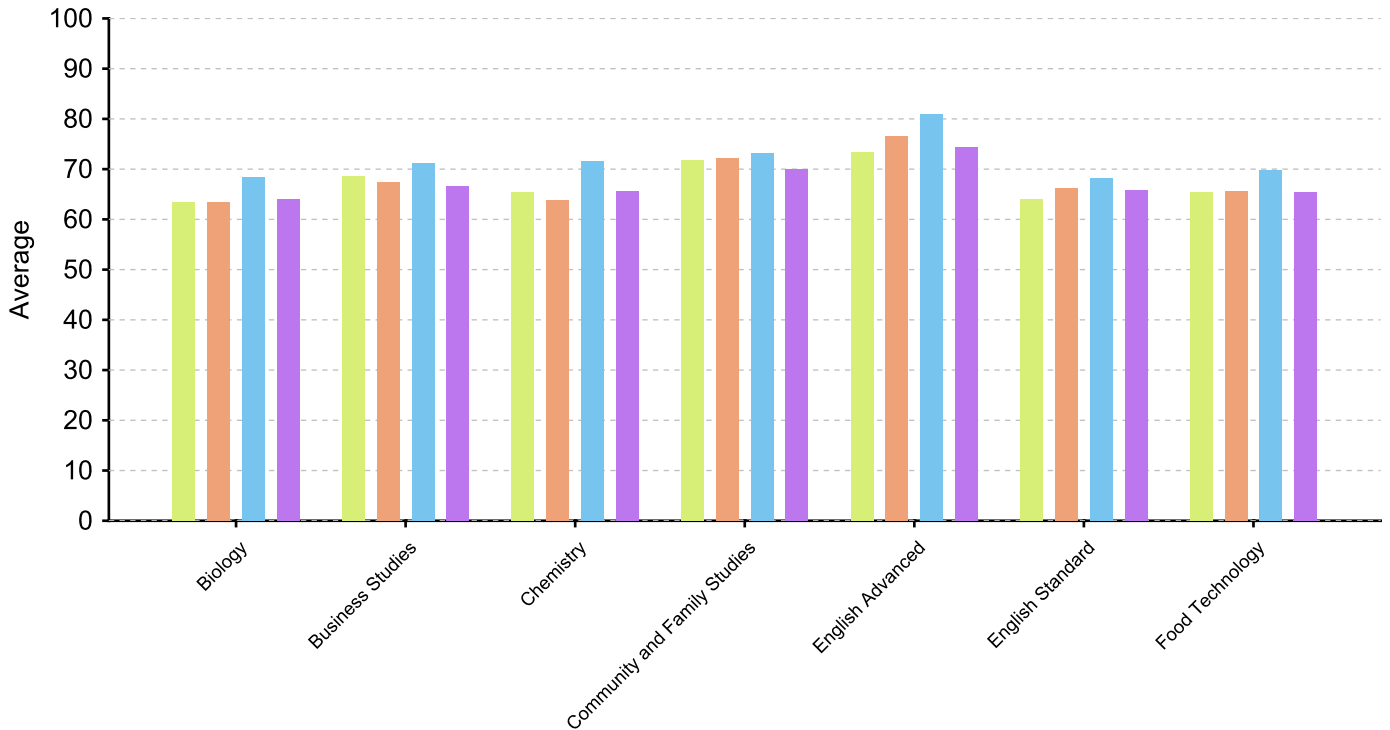
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



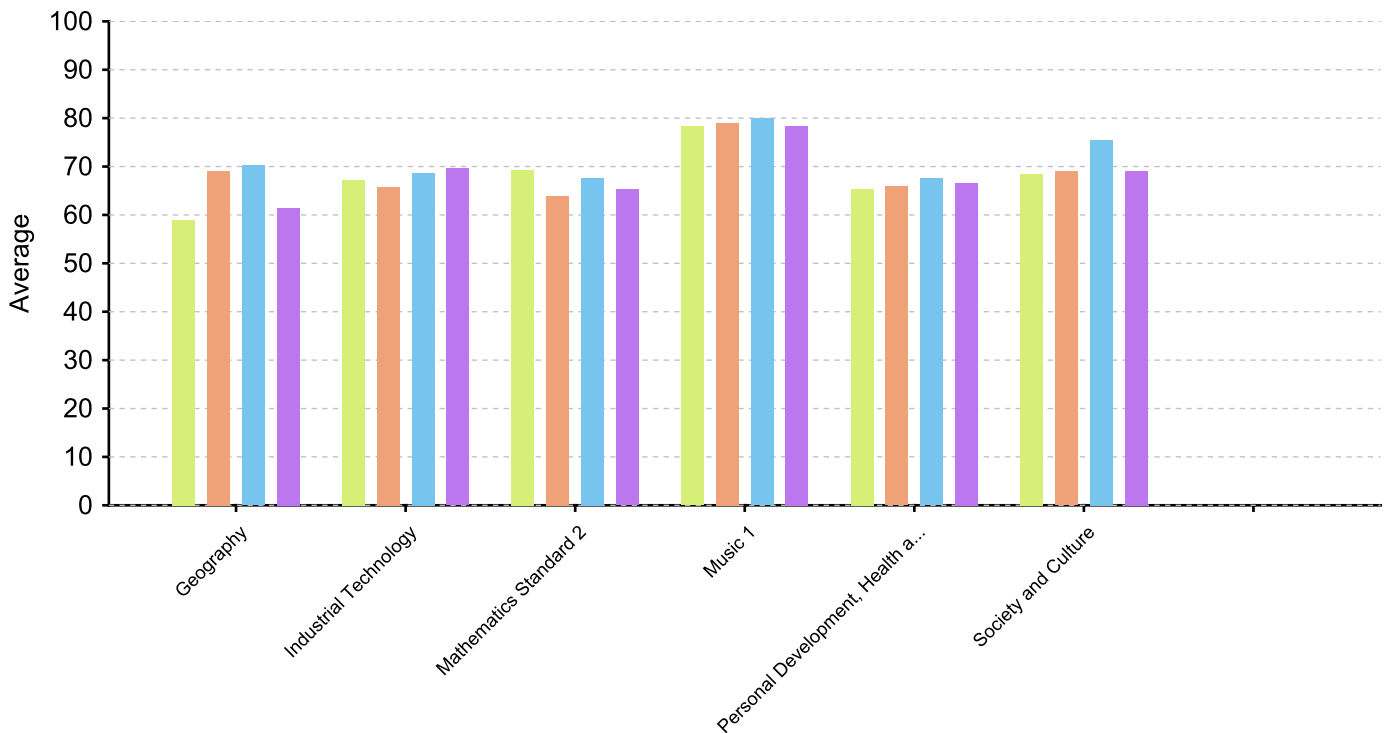
# School performance - HSC

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.



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022



■ School 2022 
 ■ SSSG Average 2022 
 ■ State Average 2022 
 ■ School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	63.4	63.4	68.5	64.0
Business Studies	68.6	67.4	71.2	66.6
Chemistry	65.3	63.8	71.7	65.7
Community and Family Studies	71.8	72.2	73.2	70.0
English Advanced	73.3	76.5	81.0	74.4
English Standard	64.0	66.2	68.1	65.9
Food Technology	65.4	65.7	69.7	65.4
Geography	58.9	69.0	70.2	61.4
Industrial Technology	67.2	65.8	68.6	69.6
Mathematics Standard 2	69.3	64.0	67.6	65.3
Music 1	78.3	79.0	79.9	78.3
Personal Development, Health and Physical Education	65.4	65.8	67.5	66.6
Society and Culture	68.5	69.0	75.5	69.1

## HSC Results Overview

The school's average HSC course mark replicated our Statistically Similar School Group (SSSG) of 68.00, 4.4 marks below that State average course mark of 72.4. In 2022, 15.99% of students achieved HSC results in the top 2 bands, representing a 5.1% increase on our 2021 HSC results. The school implemented a Senior Study Centre, including the trialing of a Head Teacher Senior Studies position; the development of Senior Individual Education Plans and ran targeted senior student workshops, based on curriculum and study skills, in response to identified student learning support needs. Each year, faculties develop HSC Improvement Plans based on the longitudinal analysis of student performance trend data. All faculties recognise that increased student achievement at the HSC is built upon the foundations of targeted skills development in the junior school. The faculty annual reflections below, capture these endeavours.

## Faculty Annual Reflections

### English

In the pursuit of continued student growth, data is used to inform the planning of teaching and learning. All Stage 4 and 5 programs are aligned to Literacy Progressions. To enhance results for middle and upper bands in Year 9, we aimed to increase the teaching of purpose and comprehension in high-level questions. This was reflected in the performance of 51.0% of students in the middle two bands and 12.9% in the top two bands, which is approximately 2% above SSSG in both categories.

The strategy for HSC improvement involves comprehensive RAP analysis and the explicit teaching of ALARM as a thinking and writing tool to increase student skills in analysis, conceptualisation, and evaluation. Year 11 workshops are conducted each year, supported by data generated from the results in Advanced and Standard English. This focus has led to a 50% increase in students performing above state for each section in the last three years. In consecutive years, we have increased our Band 5 achievement in Standard and Band 6 achievement in Advanced, demonstrating the effectiveness of the ALARM tool in extending student capacity and improving writing skills.

The introduction of the Aboriginal Languages course in 2021 has enabled students to study a course that is relevant to their cultural identity while working toward their HSC. This opportunity has been beneficial for students to engage in meaningful, contextually appropriate learning. Interviews with these students have indicated their appreciation for studying something that is culturally relevant and can provide them with knowledge of their own culture increases their desire to attend school.

The explicit teaching of writing skills through success criteria and differentiation has resulted in significant improvements. The average scaled growth in NAPLAN Writing for Year 9 was 69.9, which is approximately 20% above the state average. The percentage of students achieving scaled growth was 60.9%, approximately 20% more than the SSSG.

These results suggest that the growth is widespread across the entire year group rather than limited to specific groups of students.

Faculty-developed success criteria have also been instrumental in the development of differentiated activities. 'Must Do, Should Do, and Could Do' activities are designed to meet the varying needs of students. Formative 'milestones' are incorporated into assessment tasks 7-12 to enable students to experience some success and gain access to part of the assessment task and are differentiated using existing faculty scaffolds. Extension texts are provided for students in 'M' classes, with a focus on critical thinking.

We aim to continue to refine these successful practices as we plan to implement the new English K-10 syllabus throughout 2023, ready for the following year.

### **Mathematics**

Expanding our focus areas beyond the curriculum, 75% of Mathematics teachers actively use literacy strategies to support comprehension of numerical problems, as revealed by our learning walks dataset. However, embedding whole school literacy sprints has proven to be challenging, so teachers have prioritised focusing on vocabulary and breaking down complex questions. Throughout the year, data collected revealed that 60% of Maths teachers are using Learning Intentions and Success Criteria. In addition, a 'debrief' strategy was implemented to verbalise this criteria so students are aware of the expectations. This practice encourages students to discuss how marks are awarded collaboratively. It also explicitly models Band 6 solutions, showing students how to maximise marks and sets high expectations for all.

In Term Four, a bridging course for Year 10 students who have chosen Mathematics Advanced from the 5.2 strand, exposes them to content from the 5.3 strand and helps them make informed decisions about their capacity to adhere to the rigour of the course. As a result, three students selected Mathematics Standard as a more appropriate course, ensuring students are placed in accurate subjects from the onset.

Class Learning Complexity Profiles (CLCPs) have been used to map out how teachers plan to differentiate for students who represent the three levels and demonstrate informed decision-making using data. Each teacher has created a CLCP for each of their classes to give them a snapshot of their class group based on their most recent data. This is a new initiative and progress will be tracked next year when Mathematics starts to plan for a new syllabus implementation in 2024.

In experimenting with engaging formative assessment strategies, we have devised an exit slip method that includes questioning and using a 'fast five' at the beginning of the next lesson. While 45% of teachers have used these strategies consistently, as evidenced by learning walks and teacher surveys., this is an area of increased focus for the Mathematics faculty in 2023.

Assessments in Stage 4 are differentiated for below stage classes, and students are given the opportunity to create a reference sheet to use in assessment tasks. Mathematics is streamed in Stage 5 and assessments are then created for three different levels, with additional support provided for lower classes.

The faculty is working towards increased use of formative assessments and success criteria to measure student success and build partnerships with students to increase student ownership of their learning. We also look forward to transferring our successful practices in the new Mathematics K-10 syllabus in 2024.

### **Personal Development, Health and Physical Education (PDHPE)**

To enhance HSC success, The PDHPE faculty used the ALARM matrix to support the completion of examination-style questions in all Stage 6 classes. Our learning culture was framed around ensuring all students could infer HSC verbs, with posters in the learning space providing visual cues. The differentiation of theory and practical tasks was essential, with individualised feedback opportunities offered on all assessment tasks throughout Term Two. To support student success through high expectations, we committed to regularly contacting home with concerns about attendance and completion of class and assessment tasks, with accurate records of correspondence noted in Sentral.

Furthermore, we applied our professional learning (PL) in Visible Learning to enhance explicit teaching using Learning Intentions and Success Criteria (LISCs). This was applied particularly in the PDHPE and Community and Family Studies courses, with a particular focus to support HSC attainment for Aboriginal students. Teacher clarity is a significant factor in classroom belonging, and ensuring that all students knew, understood and felt a sense of achievement was vital to their continued engagement throughout the HSC course. To support this, we also focused on the Tier One Attendance Strategy and explicitly used LISCs in practical lessons. The PDHPE staff participated in faculty PL to implement data-informed practice using Class learning Complexity Profiles (CLCPs) for their Year 7-10 classes, with variable implementation in 2022.

Classroom focus on the revision and differentiation of teaching and learning programs, supported by SOLO Taxonomy verbs, was refined in Semester Two. The clear distinction between surface, deep and transfer tasks was vital to the success of theory and practical learning. The PDHPE faculty also incorporated whole-school literacy and numeracy strategies into their teaching programs. In addition, they started professional learning on differentiating for the M class in Year 7 and Year 9 2023, using the Differentiation Adjustment Tool to modify existing learning artefacts to ensure

challenge, critical thinking and creativity.

The PDHPE faculty focused on class learning tasks as formative assessments and added a marking rubric for practical participation and movement skills to all Year 7 to 10 mandatory PDHPE classes. This feedback assisted students in engaging in practical activities and understanding assessment criteria. The faculty continued to work on scaffolding assessment tasks to support student understanding.

Future development will be focused on the use of data to inform teaching practice, with the universal use of Class Learning and Complexity Profiles to differentiate assessment tasks. This will be well-supported by the continued application of SOLO Taxonomy. The explicit teaching of tools in Word and Excel will ensure Stage 6 students in PDHPE and CAFS can analyse numerical data and create graphs for their mandatory research projects. Elective PDHPE courses will provide students with a marking rubric that they could access on Canvas for regular feedback in the future.

## **Science**

The Science Faculty embedded literacy and numeracy strategies in our teaching and learning programs to ensure students at all learning levels could access the curriculum. HSC results were backward-mapped and programs were redeveloped with a focus on differentiation and embedding literacy/numeracy strategies. To enhance our data-informed practice, staff utilised a variety of data sources to develop, implement and evaluate stage appropriate literacy programs. This included the Class Learning Complexity Profiles (CLCPs), NAPLAN and VALID data as well as RAP data to inform differentiated teaching. Consequently, we implemented an assessment scale that clearly articulates how students can achieve, aligned to specific questions within an assessment or examination.

In developing staff capacity aligned to Strategic Direction Two, the Science faculty and head teacher teaching and learning collaborated to establish procedures and structure for whole school 'Coaching Rounds' focused on differentiation and use of LISCs - both key areas of address in the SIP. Consequently, the rounds were highly effective in enhancing differentiation practices and increasing the use of quality learning intentions and success criteria (LISCs). Data collected from observations indicated that the faculty practice for success criteria needed to be focused on student reflection, phrased in "I can (SOLO VERB) structure. This was applied regularly throughout the year with success.

To continue quality differentiation, staff were led to adjust and modify assessment tasks to inclusively meet the individual needs of students, including those following a Life Skills curriculum. Through this, we developed and provided scaffolds and templates to guide students in completing these assessments with constructive feedback from mentored staff.

## **Technology and Applied Sciences (TAS)**

The TAS faculty actively developed and implemented learning intentions and success criteria while designing new programs for the syllabus changes, resulting in differentiated assessment tasks. This will continue to be our focus throughout the new year, ensuring that all learning is differentiated using data captured in the Class Learning Complexity Profiles.

Students were provisioned with high support, high expectations learning activities for the HSC Examinations evolved through collaborative teaching practices for all senior courses delivered in this faculty, including VET courses and a Stage 5 Trade Auto Readiness program, "Start your Engines", where staff provided students realistic, vocation-based courses to prepare them for real-world, 'on the job' learning. In 2022, forty percent of Year 11 Hospitality students were offered casual work and two were offered full-time employment after positive commendations from supervisors.

Our faculty used exemplar model of student work to ensure students were aiming for suitably high level outcomes. This was achieved by using NESA samples of past HSC work, modelling through demonstrations of skills and techniques using various equipment and applications, as well as providing students with scaffolded templates for short answers, extended responses and assessment tasks, including folio templates. This led to an improvement in the quality of student work and a higher submission rate of student tasks using platforms such as Google Docs and Canvas, and improved address of marking criteria. Procedural text types for all practical-based components were addressed by the use of glossaries, case studies, reading graphical data, measurement and calculations, which were incorporated throughout the TAS learning programs and student work booklets.

To enhance teaching and learning, staff engaged in professional learning in the TAS and STEM 'State-Wide Staffrooms' as well as the Engineering Studies Network. The Hunter STEM Conference was attended by 37.5% of this faculty, where they engaged in activities which could be translated into teaching practices. The faculty delivered two Stage 6 courses for the first time in many years, Food Technology and Engineering Studies, which resulted in one student being offered early entry into Newcastle University to study Environmental Engineering.

Using our professional development opportunities, we evaluated assessment tasks and students' level of understanding of the content delivered through consultation via exit slips on Canvas and written feedback from students. We enhanced our teaching and learning through collaborative teaching, double marking, liaising with local schools and seeking resources and teacher professional learning. These will be practices that Maitland High School Technology and Applied Studies Faculty continues to implement and refine to deliver real-world, engaging and quality teaching experiences. We

endeavour to extensively prepare our students for their future learning and career choices.

### **Computing**

The Computer faculty analysed the RAP 2021 data for Industrial Technology, Multimedia and Software Design and Development to determine areas of weakness. Both classes performed well and were above state and SSSG; however, skill development was impacted by COVID-19 learning constraints. Consequently, we honed our explicit teaching of extended responses in Multimedia, resulting in an improvement of responses from 2 to 4 marks. The faculty also included literacy activities at various points in Stage 5 courses, including the Science, Engineering, Technology and Mathematics (STEM) courses. Teachers and students unpacked and discussed the key parts of questions using the ALARM matrix to respond with greater clarity. This process is well-supported with feedback. Evidence from the 9iSTEM class showed improvement throughout the year and all students demonstrating a better understanding and integration of key terms in their responses.

While all members of the faculty included learning intentions and success criteria (LISCs) in learning activities on CANVAS pages or worksheets, participation in Coaching Rounds revealed the need to apply the SOLO Taxonomy to success criteria to enhance learning. The analysis of class learning complexity profiles informed the wide variety of academic levels in all classes, framing differentiated success criteria in both assessment tasks and teaching and learning programs. Differentiation is embedded in all tasks through marking rubrics, and further differentiation in Stage 4 and 5 teaching and learning programs is being trialled through a range of methods that best suit our outcomes. We are continuing to develop and refine our LISC approaches in 2023.

Common faculty literacy practices include using appropriate unit vocabulary, real-world articles written from different perspectives, learning reflections each cycle, and evaluation scaffolding. Through analysis of student evidence in ISTEM over the course of the year, 85% of students have shown a marked improvement in their writing, evaluation, and comprehension skills. Eighty per cent of assessment tasks include an example of what a high-quality assessment submission looks like, and task outcomes are written in a student-friendly manner. All task notifications use consistent formatting and are uploaded to CANVAS. Throughout 2023, we are aiming to maintain the high standard of teacher feedback and to increase the use of peer, self and formative assessment strategies. The use of Google sites across courses will continue to obtain feedback from students to monitor & evaluate their understanding of coursework.

The head teacher presented various professional learning focus areas during allocated meeting times and organised extra professional learning to focus on specific practices. The new ISTEM Stage 5 syllabus was implemented in 2023, and new Mandatory Technology Stage 4 and Industrial Tech Stage 5 syllabi were also implemented in 2022. In 2024, all remaining computing syllabi will be new, requiring extensive collaborative programming time allocated for the development of teaching and learning programs and resources. We are also looking to promote STEM-based courses across the school in 2023, particularly to support girls in STEM.

To address challenging behaviour, a consistent seating plan strategy was developed after lesson observations and review of student Personalised Learning and Support Plans (PLASPs). The seating plan has been a successful management strategy with Year 7 groups, with minimal referrals evidenced in this year groups within the first seven weeks of Term Three. The faculty also uses Class Dojo Reward Systems for Stage 4 classes. Students receive points for their learning efforts, achievements, and positive class behaviour, and the digital representation of points has provided a competitive element to positive behaviour, successfully deterring students from negative behaviours. Our future direction is to maintain our current behaviour plans as disciplinary issues are minimal within computer classes.

### **Creative and Performing Arts (CAPA)**

As of the end of 2022, 100% of the Stage 4 Visual Arts programs have been developed to include the learning intentions (LI) for each activity. In Stage 5, 80% of Visual Arts programs have included LI. Additionally, 80% of Stage 5 Drama programs and 70% of Stage 4 Music programs include LI. This reflects our sustained implementation of explicit teaching practices, with continued work towards complete implementation of success criteria planned in 2023.

To enhance our data-informed practice, the CAPA staff had an in-service on Class Learning Complexity Profile (CLCP) use to inform differentiation of learning across all classes. Throughout 2022, these profiles were actioned in 30% of classes. We plan to continue working on and developing the success criteria (SC) for all programs, units, and tasks. The majority of CAPA classes are shared classes and this has impacted the consistency of the delivery of this initiative. The aim for 2023 is to increase the use of CLCPs to differentiate learning design in our teaching and learning programs .

We hold high expectations of all students in every CAPA discipline. CAPA offers a range of extracurricular activities that create and develop opportunities for students to extend their skills and interests in the arts, such as bands, performances, productions, excursions, pop-ups, and music nights. These influence the success of our High Potential and Gifted Education strategy and will be supported by the Talent Development Program in 2023.

The use of backward-mapping remains important in faculty professional learning, particularly in the review of programs. By planning backwards from HSC through to Stage 4 and 5, we determined that sustained and deeper studies of conceptual content and sophisticated artmaking techniques are required. Therefore, we continue to adjust programs and assessment tasks to reflect stronger ideas and techniques. This focus has contributed to an increase in CAPA enrolments.

To address HSC Marking centre feedback, the CAPA faculty uses interviews, HSC external marking procedures, Open Broadcaster Software studio and peer marking to ensure student growth. In addition, assessment and feedback options are provided in Stage 5 based on HSC proformas and criteria. Significant improvement in Visual Arts results have been observed over the past 6 years, with an increase in Band 5 results and the achievement of two Band 6 results over the past 2 years. The results are moving closer to like schools in Visual Arts and Drama and have been consistently well above state average in Music, for the past 7 years. Additionally, students have been selected for ArtExpress 2021, 2022, and Encore 2019, 2020.

The CAPA staff has developed case study templates that can be adjusted to suit all CAPA courses and build specifically on the use of course-related terminology. This also supports the cultural and personal interests of students, increasing engagement. There is a varied use of the strategies across the CAPA courses, and accurate completion data is difficult to extract. However, improvement has been documented in the results from Semester One and Two for Year 7 'above stage' and 'at-stage' case studies, using Visual Arts terminology emphasising functional grammar.

The CAPA staff are able to establish authentic relationships with their students and effectively manage classroom behavior through well-planned lessons and differentiated and engaging activities. In all CAPA classrooms, the PBL process of acknowledging and rewarding positive behavior is evident. The whole school follows specific posters and procedures such as the call home log, seating plan, senior placement slip, and senior placement request. However, the CAPA learning spaces require additional attention in future planning. The use of space is particularly challenging and requires additional resourcing. This is an area of focus for 2023 and beyond.

### ***Specialist Support Unit (SSU)***

The Specialised Support Unit (SSU) faculty developed explicit teaching practices defined by the School Excellence Framework (SEF2). Classroom teachers use data to inform practice through individualised Path Plans, complemented by PAT testing. Formative assessment strategies are used to inform student starting points using 'pre' and 'post' approaches. Teaching and learning programs outline differentiated activities for individual students, and faculty developed symbol representations indicate individual needs and adjustments. Quality student feedback is evident in 50% of classes, and exit slips are being explored for future development. Faculty professional learning includes: 'MHS basics', LISCs, learning routines, and behaviour management strategies. The application of Learning Intentions have increased significantly since 2021. There has been a variable application of differentiated success criteria, with further focus required throughout 2023 to effectively implement across the unit.

All classes embedded learning routines including Acknowledgment of Country, zones of regulation, morning check-in, math and English mental. Seventy-five per cent of classes saw a decrease in behaviour incidents during morning sessions. Brain breaks were routinely used at level relevant and suited to student ability and need. Instructional leadership focused on the development of SSU procedures booklet, expectations for SSU, and whole school documentation. A professional debriefing session was established for staff to collaborate on strategies for complex cases. The faculty collaborated during professional learning time to develop or adjust whole school documentation to meet the needs of faculty and students in SSU classes. The documentation included a crisis management flow chart, attendance procedures, MHS program template, and MHS mobile phone policy. The high demands of Emotional Disturbance (ED) classes hindered teacher observation and support practices. A SLSO daybook and feedback form were developed to support PDP development for School Learning and Support Officers, with weekly meetings held.

In the SSU, teachers adapt their behaviour management strategies to meet the needs of individual students and groups of students, using procedures outlined in the faculty procedures booklet (4.7). They support students to achieve their individual behaviour goals, and utilise DoE personnel such as APLAS, LWO and Behavioural Specialists to assist with student management. The Behaviour Management Plans are reviewed and updated regularly and are attached to Sentral for all teaching staff to read and engage with. Student profiles are also available on teacher desks for casual teachers to read and understand each student's behaviour and educational needs.

All classes have engaging learning spaces, with student learning displayed in rooms and displays to supplement topics covered in class and engage students in learning. Regular communication with parents is maintained to discuss positive and negative incidents. Reward systems are tailored to meet the needs of individual classes and include lucky dip draws, 'Dojo' points and class rewards such as Wednesday 'Reward Day', with a focus on promoting a positive, high-expectations learning environment.

The focus areas for 2023 include the embedding of consistent strategies across the SSU faculty, with a priority on the strategies outlined by the Behaviour Specialist from the DoE. These recommendations were established in Term 4 of 2022 for implementation in the new year. These recommendations involve Instructional Leaders driving quality pedagogy, with experienced classroom teachers modelling and observing successful practices. Additional training on quality feedback and exit slip strategies for individual students and developing collaborative programs for lessons across stage groups, such as Stage 4 HSIE is also an area of improvement in 2023.

### ***HSIE***

The HSIE faculty longitudinal HSC results identified that analytical and evaluative responses required address. Extended writing in specific forms, such as the Business Report structure in Business Studies were areas of focus. The inclusion of analytical and evaluative language when responding to questions in Stage 6 History required immediate action to refine, with positive impacts expected. To address this issue, the faculty focused on unpacking HSC exam questions with increased use of the ALARM thinking matrix. Additionally, Canvas homework quizzes were developed for Business Studies this year, including multiple-choice and short answer questions. Moving forward, a focus on developing Canvas quizzes and homework will support improved student HSC outcomes. The expertise of two Business Studies HSC markers will also be utilised to enhance question design for formative and summative assessments.

Offering courses that resonate with Aboriginal and/or Torres Strait Islander students is an essential action in increasing HSC attainment. The Aboriginal Studies teacher works closely with staff in the Aboriginal Tutorial Centre to support the students in this class and makes regular contact with parents. In 2023, the HSIE staff will continue to support Aboriginal students' success in their HSC by teaming parents and Tutorial Centre staff to provide timely support. to ensure students reach their full potential.

The HSIE Faculty has demonstrated explicit teaching in various areas. HSIE staff routinely use learning intentions and success criteria (LISCs), which are displayed in different formats. However, the use of differentiated success criteria has not been fully adopted by all staff. To address this, professional learning (PL) has been provided to support staff in adopting the SOLO Taxonomy when constructing success criteria. As a result of PL, all HSIE staff have an increased understanding of how to write differentiated success criteria for full implementation in 2023.

Class Learning Complexity Profiles provide data for further differentiation of lessons, programs, and assessment tasks. Strategies such as scaffolding and modelling have led to increased submission rates for Year 7-10 assessment tasks in 2022. All Stage 4 and 5 assessment tasks are differentiated according to the level of class complexity via the task instructions and support levels. The online submission of assessment tasks in Canvas has allowed students to engage with marking rubrics, promoting increased self-assessment and providing areas for further development. The focus area for 2023 is to have all assessment tasks include a marking rubric in the Canvas format.

All HSIE programs have been updated to include literacy and numeracy strategies, with Year 7-9 HSIE teachers delivering Literacy and Numeracy Sprints throughout 2022. Further programming will be required in 2023 to further embed strategies into all Stage 4 and 5 HSIE units. Programming for 'M' advanced classes has focused on allowing students to work beyond the expectations of the task or unit identified, allowing for more complex, challenging, creative and critical thinking. Year 7 and 9 scope and sequencing have been modified to allow for programming in these areas.

Student feedback is effectively gathered at the beginning of most units of work through informal questioning to gather prior knowledge. Exit slip strategies have been introduced but are unevenly evident in learning walks and teacher surveys. Teachers have reported a noticeable increase in student engagement during reflection on learning using exit methods.

Further professional learning will focus on programming success criteria and literacy and numeracy strategies written into Faculty Improvement Plans lead by the head teacher and literacy and numeracy team member. Program registrations will be adjusted to capture and monitor delivery of lower, mid and high band learning activities. There will be further PL on using Class Learning Complexity Profiles in 2023 to allow for further differentiation of assessment tasks in Stage 4 and 5 to build towards student HSC success.

## Parent/caregiver, student, teacher satisfaction

Parents provided feedback via the Tell Them From Me (TTFM) Parent Survey in Semester Two and a Maitland High School developed survey seeking parent satisfaction information, sent out early 2023, reflecting on 2022 practices.

Students were surveyed through TTFM across two snapshot periods in Semester One and Semester Two.

### Areas of strength identified by parents:

- 79.4% of parents who participated in the survey reported that they have daily conversations about what their child has learnt at school and that they feel involved in their child's learning.
- 90% of surveyed parents expressed that they believe Maitland High School has a culture of high expectations for student learning.
- Almost all parents surveyed reported that they have access to the parent portals in Sentral and Canvas.
- Most parents indicated via the survey that they were able to access assessment task information through Canvas and paper copies provided to their children.
- 71% of parents strongly agree with the school's mobile phone policy, that all phones are to be off and away during class time.

### Areas of improvement identified by parents:

- A portion of parents surveyed expressed that they disagree their child had the opportunity to engage in programs that promote sense of belonging and positive wellbeing.
- Although most parents indicated that they believe Maitland High School has a culture of high expectations for learning, 42% stated they did not believe this was consistent across all areas of the school.
- 43% of parents do not feel they received timely communication regarding any learning concerns the classroom teacher has for their child.

### Areas of strength identified by students:

- There was an increase in reported positive outcomes across all three domains; Advocacy, Expectations and Belonging in the student TTFM survey since 2021.
- A large portion of Aboriginal students indicated that they feel good about their culture when they are at school.
- Almost all students surveyed reported they know where to go for help if they are being bullied or see someone being bullied.
- 68% of students either have medium or high levels of optimism and positive expectations for the future.
- 87% of surveyed students has medium or high academic self-concept and felt they can do well in their school work.

### Areas of improvement identified by students:

- Students reported inconsistency in intellectual engagement across all areas of the school.
- A larger portion of surveyed students indicated that they do not feel 'proud' of their school. This is a decline from previous years.
- A portion of students have indicated that they do not feel the learning spaces help them learn.
- A large portion of students do not feel the toilets are clean and well looked after.



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.