School context
Muswellbrook High School has a current enrolment of 715 students. There has been a recent reduction in enrolments due largely to the employment situation in the local area. The school has a drawing area which ranges from Martindale, Denman, Sandy Hollow, Aberdeen and the greater Muswellbrook Community. The staff is committed to the improvement of student learning outcomes and continue to provide a quality start to the careers of our students, in a supportive and caring environment.

Principal’s message
The 2013 school year saw the school continue to deliver high standard education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Brian Drewe (Relieving Principal)

P & C and/or School Council message
During 2013 Muswellbrook High School Parents and Citizens Association continued to work hard for our children. The strong relationship we have with the school and its teachers and staff has continued to grow and strengthen.

Last year provided us with some memorable occasions and after many years of collaboration with the executive staff our school hat was produced and is available for purchase at the uniform shop. Well done to all involved, who brought this idea to fruition.

As we do every year, the P&C donates $30,000 to the school, to be divided amongst the faculties over two semesters, ergo $15,000 per semester. These funds are raised in our healthy canteen and would not be possible without the wonderful volunteers and supervisors who man it.

We have a P&C member on the budget committee who has a strong voice on how and what the funds are spent on. Our ideal is to provide educational aides to enhance the learning of the majority of our students, broadening their knowledge and keeping up with technology.

Our CAPA department is increasing its film and visual arts equipment enabling our students to venture into the world of film making; this will no doubt become very popular amongst the children.

During 2014 MHS P&C will be working hard to increase our membership base, fundraising and attempting to replace our beloved Principal Mr Gareth Erskine, who has moved onto Cardiff High School. We wish him the very best for his future endeavours and look forward to forging new bonds with the new Principal once appointed.

Jennifer Bullivant - P&C President

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
School enrolments continued to fluctuate throughout 2013, mostly due to the changing nature of employment in the district, reflecting the slight downturn in the mining industry.
### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
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<table>
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<table>
<thead>
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<tr>
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</tr>
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<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
</tr>
</tbody>
</table>

### Management of non-attendance

All student absences and truancies are managed through our student database, Millennium. From this system, a daily SMS is sent to parents whose child is either late or absent for the day. For parents without SMS, a letter is sent, indicating the absence and responses from either method of contact, or over the phone, are recorded into Millennium for OASIS uploads.

This has been the primary system for attendance monitoring over the past few years and has been developed from the 2001 Attendance Policy and Plan.

A new Policy and Plan was developed in 2012 and implemented in 2013. While the successful features of the existing plan have been maintained, there is now greater influence towards whole-school monitoring, student achievement and self-regulation. The key features are outlined in the following sections.

### Whole school monitoring

All teachers are assigned to a Home Group (or Year Group for Head Teachers) and the roll is marked daily to create the school absence records. All lessons have period by period electronic roll marking to easily identify truancy. Weekly Attendance Team Meetings involving the Principal, Deputy Principals, Head Teacher Administration, Aboriginal Education Worker, Learning Support Coordinator and Home School Liaison Officer are conducted to identify students who are of concern due to frequent absences. Year Advisors are provided lists of students of concern due to absences each fortnight at the Learning Support Team Meeting. This monitoring has increased the level of parental contact via SMS, letter or phone call.

Acknowledgement of students with excellent attendance and a focus on making attendance at school a priority for student motivation is an integral part of the new plan. A partnership with the Hunter Sports Group (Newcastle Knights NRL and Newcastle Jets A-League teams) has been established to provide prizes as rewards for positive attendance, along with vouchers from local businesses.

### Self-regulation

Student self-regulation is another important aspect of attendance monitoring. With our electronic roll marking each period the identification of truancies occurs daily. A four step, progressive system sees students complete a detention for the first, and any following truancy, with an SMS to notify parents. For additional truancies, students may be placed on an Attendance Monitoring Card. If there is no further improvement students will spend a day in the Time Out Room. If there is still no improvement following the three steps of intervention, students may receive a suspension.
Post-school destinations

<table>
<thead>
<tr>
<th>Destination Post School</th>
<th>No.</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td>University Offer accepted and deferred for 12 months</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>TAFE Certificate 3 Level Programs</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Diploma Programs at TAFE/Private Colleges</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>University Bridging Programs</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Traineeships (e.g. office admin)</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Working (including 20 plus hours casual work per week)</td>
<td>19</td>
<td>29%</td>
</tr>
<tr>
<td>Unknown/seeking/yet to confirm or commence</td>
<td>6</td>
<td>9%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

63% of Year 12 students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students attained an HSC in 2013. From a cohort of 73 students, 70 (96%) completed a mainstream HSC and 3 (4%) completed their HSC with one or more Lifeskills subjects. Forty Eight students were ATAR eligible.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>42.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>72.5</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>41</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>784295.24</td>
</tr>
<tr>
<td>Global funds</td>
<td>497746.90</td>
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<tr>
<td>Tied funds</td>
<td>565404.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>392424.41</td>
</tr>
<tr>
<td>Interest</td>
<td>25054.09</td>
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<tr>
<td>Trust receipts</td>
<td>30162.3</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2295087.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. 2.7% of Muswellbrook High School staff were from an Indigenous background in 2013.
School performance 2013

Sport 2013

Muswellbrook High School offers a variety of sporting opportunities for students in a range of recreational and competitive sports. The school’s expanding sports program includes a diverse range of activities such as fitness boxing, swimming, indoor soccer, cheer leading, indoor basketball, lifesaving, touch football, T-Ball, frisbee, squash, golf, YMCA gym, girls’ fitness (Curves), lawn bowls, water polo, Power Walking, skate boarding, Tennis, Zumba and weight training. The sports on offer are ever changing to provide students with the best and widest variety of opportunities to become passionate about health and physical activity.

Integrated sport has continued for students in Year 7. Here, students continue to learn and develop practical movement skills and exhibit their sporting prowess in an enthusiastic environment enhancing teamwork and peer relationships. Muswellbrook High School fosters an environment that encourages participation in various traditional sports including rugby league, touch football, netball, cricket, soccer, basketball, jump rope for heart, dance, tabloids, target games and volleyball.

In 2013, four students broke a total of six records at the annual swimming and athletics carnivals.

- Swimming: John Langley 17yrs+ boys 50m Freestyle 26.72
- Swimming: John Langley 17yrs+ boys 100m Freestyle 59.57
- Swimming: John Langley 17yrs+ boys 50m Butterfly 28.20
- Athletics: Natasha Hall 14yrs girls 100m 13.10
- Athletics: Jake Parker 15yrs boys 100m 11.96
- Athletics: Blessing Sithole 17yrs+ girls Long Jump 4.20m

Muswellbrook High school had 6 Hunter Region representatives throughout the year.

- John Langley – Hockey and Swimming
- James Howard - AFL
- Jake Parker – U16 Boys Touch Football + Open Boys Touch Football
- Brydie Parker – U16 Girls Touch Football
- Georgia Harris - Soccer
- Bradley Collett – U16 Rugby League

Outside of the CHS competition, Muswellbrook High School also had one NSW Representative and two Australian Representatives in their sporting domains.

- Jake Parker – NSW Representative in All Schools Touch Football (finishing 2nd at Nationals)
- Mark Glew – Australian Representative in Junior Worlds Boxing Title (ranked 6th in World)
- Brendon Love – Tae Kwon Do

The school had continued positive results in CHS representative sports, with the Open Boys’ Triathlon team making the top 5 in the state. The Open Boys’ Triathlon team, which consisted of John Langley (swim), Jonathon Logan (cycle) and Beaudan Dixon (run), was named Muswellbrook High School’s team of the year for a second year running. The three students finished 5th in NSW in the CHS component and 13th overall in the combined schools division.
Muswellbrook High School participated and progressed well in the All Schools competitions including the Years 7/8 and 9/10 touch football competitions held in the Hunter Region. Muswellbrook High School also enjoyed success in the Premier’s Sporting Challenge with Year 7 participation and achievement rates increasing in this valuable initiative and increasing the activity patterns of students inside and outside of school.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
NAPLAN Year 7 - Numeracy

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

HSC: Course Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2013</th>
<th>School Average 2009-2013</th>
<th>SSG 2013</th>
<th>State DEC 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>62.3</td>
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<td>72.8</td>
</tr>
<tr>
<td>Community and Family Studies</td>
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<td>71.9</td>
</tr>
<tr>
<td>English (Standard)</td>
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<td>62.3</td>
<td>60.1</td>
<td>63.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
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<td>71.5</td>
<td>78.5</td>
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<tr>
<td>General Mathematics</td>
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<td>69.2</td>
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<td>64.0</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
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<td>74.2</td>
<td>63.3</td>
<td>68.8</td>
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<tr>
<td>Senior Science</td>
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<tr>
<td>Visual Arts</td>
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<tr>
<td>Metal and Engineering Examination</td>
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<td>67.2</td>
<td></td>
<td>64.8</td>
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</tbody>
</table>

Other achievements

Muswellbrook High School School Trip 2013

In April 2013 Mrs Duck and Mr Doust escorted an intrepid group of students and parents to Paris and the Western Front for 12 days. They spent 3 beautiful days viewing iconic symbols of Paris, such as the Eiffel tower, Notre Dame Cathedral, Arc’d Triumph, the Louvre and the Palace of Versailles.

They spent a week travelling around the Western Front, visiting places of interest from World War I as well as cemeteries that featured Australian dead. These included Peronne, Fromelle, VC Corner, Ypres, Menin Gate, Hill 60, Pozières, the Somme, Villers Bretonneux, Adelaide Cemetery and Hamel.

Upon our return to Paris our group spent a beautiful day at Euro Disney where we all felt a little special as we met Mickey, Goofy and Donald and travelled on some very fast rides. The Metro was an experience that was far scarier in the thought than the actual implementation.

This was the third historical excursion Muswellbrook High School has organised, China 2009, Italy 2011 and Mrs Duck is busily planning for Turkey/Gallipoli for 2015.

Significant programs and initiatives

The Graham [Polly] Farmer Foundation Muswellbrook Enrichment Centre ‘Partnership for Success’ began operation early in 2010 for local aspiring Aboriginal secondary school students at Muswellbrook High School. The program has involved a strong partnership between Muswellbrook High School, industry and private sponsors. The ongoing commitment of all the partners has contributed significantly to the sustainability and success of the Muswellbrook program.
secondary schooling, to ensure that they succeed. Students are provided with intensive and targeted support through:

- after school support and access to a safe and supportive study facility, equipped with educational resources and computers
- a full-time project leader along with tutors assisting with assessment tasks study skills and goal setting
- regular contact between parents and teachers to support student academic progress
- family and home support
- industry support
- educational excursions to develop resilience, leadership skills and career knowledge
- access to traditional culture and appropriate role models and
- access to tertiary motivational programs.

The Foundation’s Partnerships for Success has already produced many students with an enhanced sense of self-esteem through improved school based success. Since its inception in 2010, 21 students have graduated from the Muswellbrook program, with 7 entering university, 8 undertaking further training, at TAFE or by an apprenticeship or traineeship, 4 entering direct employment and 2 students after time of being unemployed have since found employment.

Students are achieving a 90% attendance rate or higher. Literacy, numeracy and science have continued to be the focus of student improvement to assist students to achieve higher grade levels in all subject areas.

The Enrichment Centre opens between 3.30 and approximately 6pm Monday to Thursday to cater for the needs of students to access mentoring and tutorial assistance. Where necessary, hours outside the normal operating hours are used, to provide access to tutors and the facilities to complete assignments and meet school deadlines.

In 2013, there was a pool of 19 tutors supporting the Partnership for Success program, including teachers from Muswellbrook High School and surrounding High Schools along with community members. Students attending the Enrichment Centre have access to a range of tutors, who not only provide subject-specific tutoring, but are also excellent mentors and role models for the students.

The Enrichment Centre provides and encourages students to take up a variety of opportunities to enhance their education and help their personal development so they can be resilient, confident young adults who are engaged in their community and wider world as well. In 2013, some of the student activities included:

- attending the Rural Indigenous Student Visit program at the University of Western Sydney – 1 week
- attending the Winter School Program at the University of New South Wales – 1 week
- Participation in the Earthwatch project in Melbourne – 1 week
- entering local Art Awards and attending special exhibitions
- training and performing traditional dances, led by appropriate adults in the community.
- Attending ‘Sydney experience Camp’ – 1 week

School attendance of the students who attend the Enrichment Centre is improving and more
Aboriginal education

Awabakal Health Day
Muswellbrook High School hosted an Aboriginal Health Day by the Awabakal Aboriginal Service. They conducted Aboriginal Health Clinics for our Aboriginal students.

This day is for the promotion of health services which are available for Aboriginal and Torres Strait Islander people in the Awabakal service area. The clinic provided education and screening for:
- Sexual health
- Dental
- Healthy lifestyle and tobacco
- Drugs & Alcohol
- Mental health

Meeka Youth Expo
The Meeka Aboriginal Youth Expo will feature services including; education and employment services, health and wellbeing, sexual health, Aboriginal culture and guest speakers are Sean Choolburra (Comedian) and David Widders (motivational speaker).
Organised by Ungooroo Aboriginal Corporation. Held in Singleton at the Civic Centre.

Media for the Mob
As part of Youth Engagement in Education and Training, selected students had the opportunity to participate in a 10 week learning program. This program focuses on re-engaging students with the education process and enabling them to gain an understanding of the various opportunities and post school pathways that are available.
Students studied 4 Units of Competency from the Certificate II in Creative Industries (Media) course, commonly referred to as “Media for the Mob”. Units covered by the students:-
- Assist with Sound Recording
- Perform Basic Sound Editing
- Assist with a Basic Camera Shoot
- Perform Basic Sound and Vision Editing

This course allowed students to explore and tell their story as an Aboriginal person, culminating in the development and delivery of a digital story.

Congratulations to the four students who graduated
Media for the Mob TAFE course.
NAIDOC Week

NAIDOC celebrations were held at Muswellbrook High School in Week 8 of Term 2 to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The theme for NAIDOC Week 2013 is We value the vision: Yirrkala Bark Petitions 1963. This year’s theme proudly celebrates the 50th anniversary of the presentation of the Yirrkala Bark Petitions to the Federal Parliament.

Multicultural Education

Muswellbrook High School prides itself on its inclusive approach to students. There are two Anti-Racism Contact Officers. English as a Second Language continues to be a focus of the Learning and Support Teachers, as 10 students are from a Language Background Other Than English.

National partnerships and significant Commonwealth initiatives (participating schools only)

From Term 3 2013, the ILNNP was embraced by MHS to identify students in Year 7 & 8 whose performance in Literacy would improve as a result of the effective use of evidence-based approaches.

Programs and strategies at MHS from Semester 2 2013, to improve the literacy of targeted students include:-

- **Home Group Reading Boxes** – boxes of reading material carefully selected for age appropriate, varied genre and interest levels were purchased for all Years 7 morning Home Groups. Teachers were provided with support and instruction as to how best to use these resources, to develop positive and consistent reading habits each morning, across this grade. Boxes of resources are rotated each term and feedback provided by staff and students. This daily resourced program has been extended to all Year 8 & 9 Home Group Classes from the beginning of 2014.
QuickSmart Literacy – 34 year 7 students participated in a 7 week Pilot Program of this intensive, systematic and explicit instruction. Preliminary results indicated 84% attendance, 79% improved word recognition speed by more than 1.5 sec/word with 18% by more than 4 sec/word and 90% improved accuracy by more than 10% across more than 2 lists. Most impressively, 100% of the students enjoyed the program, felt more confident in their classes and would recommend the program to others. Using these positive results, QuickSmart Literacy has been implemented as a sustainable program, with 21 Year 8 students participating from the beginning of 2014. A total of 98 Year 7 students and 108 Year 8 students’ Literacy achievements are being tracked.

Year 7 Literacy Classes – Specific lessons are being conducted weekly with all Year 7 classes. This universal tier approach was decided upon by the school Literacy Committee as a means to introduce whole school Literacy initiatives and model good practice in the delivery of literacy teaching.

Development of a Learning Centre – setting up a designated, well-resourced centre with a multi-faceted purpose has assisted in addressing the underlying school culture of continuous improvement in student learning outcomes. The Learning Centre accommodates 3 Learning Support Teachers and 2 School Learning Support Officers. 2014 will see the centre used by 20 Year 7 students participating in QuickSmart Literacy 3 sessions per week, 21 Year 8 students participating in QuickSmart Literacy 3 sessions per week, 5 Year 7 weekly Literacy Classes, individual and small group withdrawal, examination provisions across all year levels as well as several Welfare Programs accessing the centre.

Programs and strategies at Muswellbrook High School in 2014, to impact on the quality of teachers’ professional learning programs and improve the quality of whole-school teaching practices and student outcomes across the school will include:

- Ongoing development, evaluation and sustainability of the above programs and strategies.
- Professional development in the use of the Literacy Continuum to track student attainment and use the data to improve whole-school planning and student outcomes.
- Capacity building of all staff in the principles of specific Comprehension Strategies. These strategies will be implemented across all faculties, and in doing so, enhance teacher collaboration and shared responsibility for student outcomes in Literacy.
- Key members of the Literacy Committee will model good practice in the delivery of specific literacy strategies to all staff, to then be delivered and evaluated in all classes, across all curricula.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveying parents and community
- Open forums and discussions
School planning 2012—2014: progress in 2013

School priority 1

Improved NAPLAN and HSC Student Performance

Outcomes from 2012–2014
1. Students will achieve at or above the National Standards for expected growth in Literacy and Numeracy.
2. Students receive equitable, targeted support to improve literacy and numeracy.
3. Literacy and numeracy targets are supported through teaching in all key learning areas.

Evidence of progress towards outcomes in 2013:
- More than 83% of Year 9 students have achieved at or above minimum national standard in the NAPLAN Numeracy examination.
- More than 66% of Year 9 students achieved at or above minimum national standard in the NAPLAN writing examination.

Strategies to achieve these outcomes in 2014
- Implement a cross KLA targeted literacy programs for identified students.
- School wide reading program to encourage a love of reading. Stage appropriate reading material provided to all students and DEAR program restructured.

School priority 2

Enhanced Curriculum, Engagement and school learning environment.

Outcomes from 2012–2014
- Enhanced teacher quality in the areas of technology, Aboriginal education and literacy and numeracy.
- Improvement in student completion and quality of assessment tasks.
- Enhanced access to and training in the use of technology.
- Students receive appropriate recognition for achievement.

School priority 3

Aboriginal Student Achievement

Outcomes from 2012–2014
1. Aboriginal students achieve the same level of educational outcomes as non-Aboriginal students.
2. Improved relationships with Aboriginal students, parents and community.
3. Enhanced capacity for all teaching staff to deliver quality, culturally inclusive lessons.

Evidence of progress towards outcomes in 2013:
- 100% of Aboriginal students have PLPs and accessible by all staff.
- Close monitoring of attendance for Aboriginal students has resulted in improved relationships with students, teachers and parents.

Strategies to achieve these outcomes in 2014:
- Implement a specific Attendance Roll for targeted students with high levels of absenteeism.
- Monitor current communication with parents via email, SMS, phone and post and enhance usage of the Millennium Parent Portal.

Evidence of progress towards outcomes in 2013:
- Installation of Smart boards in majority of classrooms and provided opportunities for staff in-service.
- Implementation of Stage 5 VET courses in Manufacturing, Business Services and Retail.
- Increased retention from Year 10 to Year 12 from 53.10% in 2012 to 57% in 2013.

Strategies to achieve these outcomes in 2014:
- Planned, targeted staff training in the Literacy Continuum.
- Training and implementing quality teaching strategies designed to enhance student engagement.
School priority 4

Attendance for learning

Outcomes from 2012–2014

1. Improved attendance will result in enhanced student educational and vocational outcomes.
2. Reductions in the number and length of long suspensions will improve attendance and student educational outcomes.
3. Improved communication will ensure parents and the school are working together to support students with attendance concerns.

Evidence of progress towards outcomes in 2013:

- Incentive from community groups resulted in an increase of attendance across most year groups and an overall improvement to 84.65%.
- 75% of the total number of students who receive a long suspension will not receive another long suspension within the year.

Strategies to achieve these outcomes in 2014:

- Review the 2013 Attendance Plan and Policy, refining school support for disengaged students.
- Research existing models for motivating disengaged students through alternate programs.
- Enhance the rewards program for students with excelling attendance and seek further support from local organisations.

Professional learning

In 2013 Muswellbrook High School staff accessed 281 school based Professional Development opportunities. These included Michael McQueen: Generation Y with our feeder schools, Mindmatters, Anaphylaxis training, E emergency care and CPR training. Staff also attended 221 professional learning workshops and conferences.

The school spent a total of $63714 on teacher and staff professional learning. This covered areas such as Head Teacher networking, Curriculum development, Welfare and Equity, beginning teacher training, KLA subject specific workshops, Literacy training, Syllabus Implementation, Career Development and Online courses. On average, $740.86 was spent per member of staff.

The Term 1 school development day saw Muswellbrook High School host staff from our feeder primary schools for an energetic and dynamic presentation by Michael McQueen on Generation Y.

In Term 2 we moved one day from Term 3 and on our first school Development Day we had a presentation on Mindmatters which looked at the mental wellbeing of staff, the school community and ways to recognise and manage our health. Day 2 was devoted to planning and programming for the Implementation for National Curriculum.

Term 4 Day 1 saw our Careers Adviser, Mr Tony Borg present an analysis of the 2013 HSC results. This was followed by a workshop from Mr David Owens our regional ARCO. We finished the day with a summary from the Literacy and Numeracy committee and an analysis of the NAPLAN results and associated strategies. Day 2 was hands on, beginning with the completion of E emergency care training and CPR assessment.

Vocational Education and Training (VET) focused on teacher attendance at network meetings and the maintenance of currency compliance.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents and Students were surveyed to assess the level and type of harassment and/or bullying present in the student body. Responses can be summarised as below:

Whilst both parents and students acknowledged that harassment and bullying were evident, the majority of respondents reported that its effects on students were minor.
Over 70% of students report being harassed or bullied sometimes.

The majority of students responded that most issues occur in the playground.

Over 70% of students know someone in the school to talk to about problems.

The results of this survey have been used to develop the school Anti-Bullying policy.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Brian Drewe  Relieving Principal
Scott Copland  Deputy Principal
Jennifer Bullivant  P&C President
Elizabeth Halsted  SAM
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports