Muswellbrook High School
Annual School Report

201
Principal’s message

2011 was an exciting year for Muswellbrook High School (MHS) with outstanding performances from students in the areas of sport, agricultural competition and Higher School Certificate achievement.

It was also a year that saw significant developments and improvements to school buildings and grounds, through the construction of Trade Training Centre facilities and a number of school improvement projects.

Year 12 students achieved the highest Australian Tertiary Admission Rank (ATAR) result across all schools in the Upper Hunter, as well as three of the top seven overall results. School Captain, Sam Hume, received an ATAR of 98.15, with Band 6 results in all of his subject areas, along with two other students scoring a result in the nineties.

Matthew Alexander had his HSC major project nominated for InTech; a showcase for top HSC works in Industrial Technology. Overall, students scored 15 Band 6 results in the areas of Mathematics, English Advanced, Biology, Chemistry, PDHPE, Hospitality, Music 1, Community and Family Studies and Visual Arts.

Construction of the school’s new Trade Training Centre facilities was completed in December, with the school boasting industry standard facilities for Hospitality, Metal and Engineering and Agriculture.

New commercial kitchen

A range of other school improvement and beautification projects were undertaken with support from students, staff, parents and local businesses, including the construction of a memorial garden, Aboriginal education area, agricultural fencing and an upgrade of the school driveway.

2011 was a watershed year for sport at the school, with four teams finishing amongst the best 16 teams in state competition in Volleyball, Rugby League and Futsal, along with other outstanding individual achievements.

Long serving Muswellbrook High School Parents and Citizen Association member, Graham Whitehead was honored for his dedication to the school and public education for almost 30 years, receiving the Director General’s Award for excellent service to public education.

Careers teacher, Tony Borg, received recognition for his support of student achievement and career pathways by being amongst the top four nominations for the Careers Adviser of the Year Award for NSW and the ACT. He also was awarded an Education Week Award.
acknowledging his initiative and innovation in careers programming.

I would like to acknowledge the outstanding commitment shown by our school staff in supporting student achievement across academic, sporting and extra-curricular pursuits. I would also like to thank the school P&C and local benefactors for their tremendous support of the school during the calendar year.

Signing of memorandum of understanding for funding of the Aboriginal Education area

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.

Gareth Erskine - Principal

P & C and/or School Council message

2011 has been an exciting year for Muswellbrook High School. Our newly appointed Principal, Mr Gareth Erskine, had big shoes to fill with the retirement of Mr Peter Crick. He has proven himself to be the glue that holds our school together and on behalf of the Muswellbrook P&C Association, I’d like to thank Mr Erskine for a wonderful 2011 and we look forward to working with you and your staff again in 2012.

P&C President, Jenni Bullivant presents Principal, Gareth Erskine, with a $10 000 cheque for school beautification projects

The P&C was again able to contribute a substantial amount of money to the school in 2011, allowing us to enhance the educational and teaching resources requested by the various faculties each semester. An additional $10,000 donation was given to the school for the beautification of the area outside the Multi-purpose Centre, which remains an ongoing project, and to the erection of signs that are up and around the school grounds.

Upgrade of driveway area

These purchases are funded by the profits raised in our healthy canteen, and without this assistance the school would not be able to supply these valuable resources for our children. Of course none of this would be possible without our canteen managers, Stasia Gill and Marie Nimmo, our assistant managers Vanessa Smith, Marie Whitehead and Wilma Holmes, and the dedicated canteen volunteers that give freely of their time once a month or fortnight, affording
our children the opportunity to benefit from the resources provided. You are wonderful!

Sadly we said farewell to Maree Nimmo last year due to her retirement. Happily, we did not lose her completely, as Maree is still volunteering in the canteen several times a month. Thank you Maree for the 15 or so years you worked at Muswellbrook High School! Our canteen is still in wonderful hands with Stasia Gill accepting the role as our sole Canteen Manager.

I’d like to personally thank our dedicated Executive committee, P&C members and, of course, the teachers and school staff for their continued support of our association and, most importantly, our children.

The P&C meets on a regular basis (second Thursday of each month unless otherwise notified) to allow a forum for discussion on relevant issues concerning the school. P&C representatives hold positions to assist the school in decision making relating to curriculum, school improvement, budgeting, uniform, and, where appropriate, in the selection process for school personnel.

Parents and community members also assist by participating in the special programs and activities conducted at the school.

A heartfelt thank you to all our wonderful members and the tireless work you put into our association.

Jennifer Bullivant - P&C President

Student representative’s message

In 2011, Muswellbrook High School’s Student Representative Council (SRC) had an extremely productive year, thanks to the hard work, enthusiasm and support from the entire school community. The SRC’s projects in the areas of leadership, charity, and student representation were invaluable in improving the school environment.

The year began with the Annual General Meeting (AGM), which involved various team building activities designed to create student cohesion and promote teamwork. The AGM outlined to members the SRC’s responsibilities within the school and students were elected to specific roles, including chairperson, secretary, publicity officer and fundraising coordinator. The primary objectives and goals for the year were also decided upon. The focus for 2011 was fundraising and strengthening student leadership.

Accordingly, the SRC fundraised enthusiastically for a number of community based organisations. We continued our support for the Westpac Rescue Helicopter Service by raising money through a chocolate drive and coin line.

In addition, for the first time we held a fundraiser for the community based program Dance Ability Australia. The school held a concert in order to raise money for the organisation. A range of student groups from all years choreographed and performed a number of dance acts. This event was highly successful. Students from the school were able to showcase their exceptional talent while raising money for a worthy cause. The primary aims of both increasing student morale and making a positive contribution to the wider community were achieved.
The SRC represented the school at a number of community events including the ANZAC Day Parade and Service, both in Muswellbrook and Denman. The Black Coal Cup Charity Golf Day was also attended by the SRC in support of the Westpac Rescue Helicopter Service, where we presented the funds we had raised.

Overall, the SRC’s role in improving the school environment, strengthening student leadership and supporting community organisations was highly successful in 2011. The SRC is looking forward to continued success in 2012.

Jessica Sparre and Cohen Whyburn
School Captains 2012

School context

Student information

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

Student enrolment profile

There was a four percent growth in student numbers in 2011, with families moving to the area through employment in mining and related service industries, as well as new enrolments from local Catholic and Independent Schools.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Male</td>
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<td>336</td>
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<tr>
<td>Female</td>
<td>381</td>
<td>374</td>
<td>369</td>
<td>358</td>
<td>367</td>
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</table>

Student attendance profile

School attendance was a major focus for 2011 with a number of improvement-focused strategies implemented. The effect of the increase in the school leaving age has resulted in attendance rates in the school, region and state falling below their previous levels, particularly in regard to long-term non-attendees.

<table>
<thead>
<tr>
<th>Year</th>
<th>School 2008</th>
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<th>School 2011</th>
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<tr>
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<td>90.7</td>
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<tr>
<td>8</td>
<td>87.0</td>
<td>89.9</td>
<td>86.7</td>
<td></td>
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<tr>
<td>9</td>
<td>86.1</td>
<td>89.4</td>
<td>86.3</td>
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<tr>
<td>10</td>
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<td>85.8</td>
<td>81.2</td>
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<td>11</td>
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<td>83.7</td>
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<td>12</td>
<td>88.3</td>
<td>88.7</td>
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<td>Total</td>
<td>87.8</td>
<td>86.8</td>
<td>88.0</td>
<td>86.4</td>
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<table>
<thead>
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<th>Region</th>
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<th>2009</th>
<th>2010</th>
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<tbody>
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<td>7</td>
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<tr>
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<td>88.9</td>
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<td>12</td>
<td>88.4</td>
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<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
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<td>11</td>
<td>89.4</td>
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</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.2</td>
<td></td>
</tr>
</tbody>
</table>

Student attendance rates
Management of non-attendance

The school has implemented an electronic monitoring system, incorporating biometric finger scanning upon arrival and departure for senior students, and web-based recording of attendance for all students in Years 7-12. Parents are notified by text messages regarding lateness to school, truancy and absence.

Students with significant non-attendance are actively identified and managed by the Home School Liaison Officer working closely with the Head Teacher Administration, Deputy Principals, Aboriginal Education Worker and Police Liaison Officer.

Retention to Year 12

Student retention, although lower than 2010, continued to be significantly higher than the preceding three years and well ahead of the School Education Group (SEG). However, the high levels of employment in the area has resulted in a large number of students accessing apprenticeships and full time work before completing the two years of the HSC course.

<table>
<thead>
<tr>
<th>Destination post school</th>
<th>Nos</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Offers</td>
<td>20</td>
<td>33%</td>
</tr>
<tr>
<td>TAFE Certificate 3 level programs</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Diploma programs at Tafe/private College</td>
<td>3</td>
<td>6.66%</td>
</tr>
<tr>
<td>Uni Bridging Programs</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>5</td>
<td>8.3%</td>
</tr>
<tr>
<td>Traineeships (e.g. office admin.)</td>
<td>4</td>
<td>6.6%</td>
</tr>
<tr>
<td>Working (including casual work over 20 hrs/wk)</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Unknown/seeking employment</td>
<td>5</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Fifty percent of Year 12 students studied at least one Vocational Education and Training (VET) subject in their HSC pattern of study. The students studied Hospitality, Metal and Engineering, Primary Industries and Construction at school. In addition, students completed courses in Electrotechnology, Automotive, Business Services, Entertainment Industry and Retail Services through TAFE, Distance Education or a School-Based Traineeship pathway.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, 97.2% of students attained an HSC qualification at the completion of their studies. 54.2% completed an HSC which qualified them for an ATAR. 45.8% of students (including Life Skills students) completed a non-ATAR pathway allowing them to continue training through TAFE, private colleges or their chosen vocational pathway.
Staff information

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

Staff establishment

<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>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42.1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mod. Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Itinerant Teacher Behaviour Disorder</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Teacher Hearing</td>
<td>0.6</td>
</tr>
<tr>
<td>Itinerant Teacher Vision</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.7</td>
</tr>
<tr>
<td>Total</td>
<td>78.7</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. 2.54% of permanent staff are from an indigenous background.

Staff retention

Staff retention for 2011 was 92.38%, with six staff successful in receiving transfers to other DEC schools in metropolitan and regional NSW.

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>85.7</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14.3</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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income: $</td>
</tr>
<tr>
<td>Balance brought forward: 586396.38</td>
</tr>
<tr>
<td>Global funds: 523585.17</td>
</tr>
<tr>
<td>Tied funds: 718519.39</td>
</tr>
<tr>
<td>School &amp; community sources: 359252.67</td>
</tr>
<tr>
<td>Interest: 35737.35</td>
</tr>
<tr>
<td>Trust receipts: 27481.57</td>
</tr>
<tr>
<td>Canteen: 0.00</td>
</tr>
<tr>
<td>Total income: 2250972.53</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas: 86145.47</td>
</tr>
<tr>
<td>Excursions: 205349.26</td>
</tr>
<tr>
<td>Extracurricular dissections: 131942.28</td>
</tr>
<tr>
<td>Library: 7525.84</td>
</tr>
<tr>
<td>Training &amp; development: 0.00</td>
</tr>
<tr>
<td>Tied funds: 612139.67</td>
</tr>
<tr>
<td>Casual relief teachers: 133465.61</td>
</tr>
<tr>
<td>Administration &amp; office: 139901.93</td>
</tr>
<tr>
<td>School-operated canteen: 0.00</td>
</tr>
<tr>
<td>Utilities: 127109.75</td>
</tr>
<tr>
<td>Maintenance: 66888.51</td>
</tr>
<tr>
<td>Trust accounts: 28670.17</td>
</tr>
<tr>
<td>Capital programs: 10500.00</td>
</tr>
<tr>
<td>Total expenditure: 1549638.49</td>
</tr>
</tbody>
</table>

Balance carried forward: 701334.04

A full copy of the school's 2011 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.
In September, the CAPA Faculty presented a showcase event called ‘Something Out of the Box’. This night showcased the amazing range and depth of talent that Muswellbrook High School harbours within the student body in the areas of Drama, Music and Dance.

In preparation for the event, auditions were held and a rigorous schedule of rehearsals took place. Student participation in the event was further enhanced through volunteer roles as MC, back stage and sound crew and Hospitality classes catered for the event.

The performances on the night were extremely well received by the audience of parents and friends, with over 600 people attending the event. Having such a vast and supportive audience helped make the night a great success.

Muswellbrook & Upper Hunter Eisteddfod

On 7 and 21 June, Muswellbrook High School students competed in the Drama and Music sections of the ‘Muswellbrook & Upper Hunter Eisteddfod’.

The school was extremely well represented and the following individual student and group participants, along with their achievements are listed below:

**Drama**
- Duologue in costume: Karly Stevenson & Shaelee Rutland, Tyrell Roadley & Delilah Whipps (Highly Commended), Elizabeth Symington & Josie Whitten.
- Monologue: Ryan Chillingworth (2nd Place), Sarah Shorter (Highly Commended), Kristy Day, Gabrielle Fitzgerald
- Poems for Two People: Elizabeth Symington & Josie Whitten (2nd Place)
- One Act Play or Extract: Year 12 Drama class
- Readers Theatre: Year 11 Drama class

**Music**
- Secondary Vocal – Choir (1st Place)
- Secondary Instrumental Ensemble – MHS Instrumental Ensemble 1 (3rd Place), MHS Instrumental Ensemble 2 (Highly Commended), MHS Instrumental Ensemble 3 (Highly Commended)
- Secondary Vocal – 2 Contrasting Songs - MHS Choir (2nd Place)
- Secondary Concert Band – 2 Contrasting Pieces – MHS Concert Band
- Secondary Rock Band – MHS Rock Band 1 (1st Place), MHS Rock Band 2 (3rd Place).

Many thanks and much appreciation goes to Mrs Laura Martin, Mrs Dana Hogan and Mrs. Kay Sokulsky for their dedication and efforts with our Drama and Music students.
Star Struck 2011 – ‘The Original’

Muswellbrook High School was invited to take 32 dancers to participate in the Star Struck event.

The dance group rehearsed with Miss Amber Dean and Miss Rachel Murphy during lunch breaks and sport time. The dancers were placed in the items: ‘Singing in the Rain’ and the finale, which featured a medley including the hit songs ‘Can You Feel It’ by Michael Jackson and ‘Get On the Floor’ by Jennifer Lopez.

The group performed in four shows over a week that also included three major rehearsals. In order to be available for all the events, the students were required to camp out in the basketball stadium all week.

Of particular note were the achievements of Jordi Adam-Smith, who was selected to perform as part of the backing singers for the show. This is a highly commendable achievement as the back singers group is extremely selective and takes many trips to Newcastle for hours of intensive auditions and rehearsals in order to gain a spot on the roster. Jordi performed in multiple items throughout the show and was a credit to her school.

Sport

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: Boxing Fitness, Swimming, Indoor Soccer, Squash, Lawn Bowls, Water Polo, Power Walking, Skateboarding, Tennis, Girls’ Fitness and Weight Training.

NSW U/13 Rugby League 7’s Champions

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 been introduced 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, Netball, Cricket, Soccer, Basketball and Volleyball.

In 2011, one student broke a school record at the annual swimming carnival. Muswellbrook High School had seven Hunter Region representatives throughout the year in Swimming, Cross Country, Basketball, Touch, Hockey, Volleyball, as well as representatives in the NSW Special Olympics.

NSW Students with a Disability Futsal Champions
The school has had continued positive results in Combined High Schools (CHS) representative sports with the Open Boys’ Volleyball team qualifying in the top 16 of the state in CHS competition. The U19 Futsal team won the Northern NSW Championships and finished fourth at the State Titles. Another notable success was the U13’s Rugby League team winning the Captain’s Cup NRL 7’s competition in Sydney. The Open Boys’ Volleyball team was named Muswellbrook High School’s Team of the Year after much deliberation over the success of many sporting teams. Muswellbrook High School participated and progressed well in the All Schools competitions including the years 7/8 and 9/10 competitions held in the Hunter region.

Two teachers and six students and prepared steers, Rocky and Bullwinkle, participated along with 220 other students in the Wingham Beef Week Competition, camping in tents at the Wingham Showground. Students competed in events such as judging, parading and meat judging and appreciation, and were also able to attend a number of cattle industry-related educational workshops.

Experienced competitor, Amy Pickersgill, was interviewed on ABC radio and featured in a number of reports on the event.

Results from this competition included:
- Encouragement Award 2nd Place - Matilda Miller
- All Rounders Competition Highly Commended – Amy Pickersgill
- On the Hoof 3rd place – Steer Bullwinkle.

Singleton Land and Beef Management School Days

Forty students and two teachers attended the Singleton Land and Beef Management School Days, participating in a full day of judging classes, educational workshops and a seed identification workshop.

Results from this competition included:
- Intermediate Teams 3rd Place – Jaudyn Kavanagh, Logan Edwards and Shaileigh Doran
- Individual Event Highly Commended 2nd Place – Ryan Symington
- Individual Event Highly Commended 3rd Place – Kaitlin Ann Roberts-Batty
- Senior Section Individual Event Highly Commended 3rd Place – Brianna Waters
- Senior Section Teams Event 3rd Place – Briana Waters, Joshua Upton and Amy Pickersgill.
Singleton Show Junior Cattle Judging

Four students attended the Singleton Show for the Junior Judging Competitions. This is a Zone final where only four students are selected to compete at the Sydney Royal Easter Show (SRES) in 2012.

Results from this competition included:
- Beef Judging Competition 3rd Place – Ryan Symington
- Dairy Cattle Judging 2nd Place – Amy Pickersgill (qualifies for SRES)
- Dairy Cattle Judging 3rd Place – Briana Waters

Upper Hunter Beef Bonanza

Following 100 days of feeding, taming, grooming and leading prepared steers, Buttons and Patches, under the direction of Mr Taylor, students participated in the three-day Upper Hunter Beef Bonanza Competition. A team of 24 Herdsmen from Years 7-11 took part in the event, which was attended by 29 other schools.

Students also took part in the meat judging competition at the Primo Abattoir.

The highlight of the event was the school winning the Champion Herdsmen Team, which is judged for an entire day on student presentation and participation in competition, attending to steers, and knowledge of steers and competition. Other results from this competition included:
- Steer Parading Highly Commended – Courtney Price
- Heavy/Medium Weight On the Hoof Highly Commended – Steers Buttons and Patches
- On The Hook 3rd Place – Steer Buttons.

Gifted and Talented

The Gifted and Talented Student (GATS) Presentation Evening on the 31st of October was the culmination of many months of hard work. Twenty Year 7 and 8 students tested their imagination and originality in the pursuit of the perfect GATS project. Students met regularly with their GATS mentor Mr McKinlay, where they discussed and improved their ideas and concepts. In the end, there were many fantastic projects that reflected the amount of hard work that the students had put in. GATS projects ranged from the more practical: Rabbit Hutch, custom made bike and metal detectors, to the more theoretical: Newton’s Law, the History of Denman and War Memories.
All projects were of the highest quality; however, there were a few students that produced exceptional projects:

- **Most Outstanding Project:** Anna Suzuki and Lara Cutrupi for their nail polish marketing campaign
- **Best Presented:** Cody Risby for his restoration of lawn mowers business
- **Most Diligent:** Lesa Nolan and Kylie O’Connor for their project on Genjirou Inui
- **Most Original/Creative:** Brodie Merrett and Montana Gageler for their interior design home

Our primary feeder schools also enjoyed being a part of the GATS program. These students spent an extensive amount of time meeting with their high school teacher mentors and student mentors. Their contribution to the GATS evening was immense and they added some fantastic projects to the presentation evening.

Students from Muswellbrook South Public School receive their awards

Whilst all projects were of the highest quality, there were a few that are worthy of a special mention:

- **Most Outstanding Project:** Georgina Rowlands (Muswellbrook South Public School) for her pony club book
- **Most Diligent:** Ashley Merrick (Muswellbrook South Public School) for her wedding cake design
- **Most Original/Creative:** Georgia Gal (Muswellbrook Public School) for her recycled jewellery

Muswellbrook High School would also like to thank BHP Billiton - Mt Arthur Coal for their support of the program over this past year.

**Academic**

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.

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

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Overall, these results were below the three year school average result. However, extensive support is provided to students identified in the lower band areas, which has consistently produced significant growth and value-adding for students from Years 7-9. Positive results are noted in Spelling in comparison to the school three year average.
Whilst Muswellbrook High School continues to outperform the similar school group, these results were below the three year school average in this area.

**Numeracy – NAPLAN Year 7**

![Numeracy Chart]

**Literacy – NAPLAN Year 9**

![Literacy Charts]
Improvements and outperformance of the similar schools group and three year average were noted for the aspects of Reading and Grammar and Punctuation. However, results have moderated in the aspect of Spelling and the aspect of Writing has been identified for further attention.

Progress in literacy

After an extensive analysis of historical data, a comprehensive strategy has been developed through the School Management Plan 2012-2014 to address inequities in Literacy. This plan will build on the positive value-adding in Literacy that was consistently identified as students progressed from Years 7-12.

Progress in numeracy

Numeracy results continue to show very strong value-adding, highlighting the significant improvement students are achieving through the school Mathematics programs. This is especially evident in SC and HSC results when a comparison is made to student entry level results in Year 7.

School Certificate
Improvements from 2010 to 2011 were noted in English, Mathematics and Geography, with a positive improvement in School versus State comparison and outperformance of the SSG. Science and Computing Skills demonstrated a significant deviation from their long-term result range which will be a focus of the school’s annual results analysis and faculty review.

School Certificate relative performance comparison to Year 5 (value-adding)

The school demonstrated significant value-adding, particularly in the areas of Mathematics and Computing Skills, with most faculties comparing favourably against the SSG and school average.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>65.1</td>
<td>67.9</td>
<td>66.2</td>
<td>70.8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>68.9</td>
<td>68.2</td>
<td>65.5</td>
<td>74.1</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>70.0</td>
<td>74.7</td>
<td>69.9</td>
<td>72.6</td>
</tr>
<tr>
<td>English (Standard)</td>
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<td>62.1</td>
<td>57.9</td>
<td>62.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>71.5</td>
<td>75.0</td>
<td>71.5</td>
<td>79.1</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>64.8</td>
<td>68.1</td>
<td>66.0</td>
<td>72.2</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>70.1</td>
<td>71.7</td>
<td>61.8</td>
<td>66.4</td>
</tr>
<tr>
<td>Music 1</td>
<td>78.8</td>
<td>82.9</td>
<td>73.6</td>
<td>78.3</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>77.2</td>
<td>76.4</td>
<td>68.6</td>
<td>72.0</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>74.9</td>
<td>76.0</td>
<td>74.5</td>
<td>74.5</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero.
Results in Community and Family Studies, General Mathematics, Music 1, PDHPE and Hospitality bettered the State average. All subjects excepting Business and Legal Studies were well ahead of the SSG.

Strong value-adding was again noted in HSC performance, particularly amongst students in the middle area.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Per centage of Year 7 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.9</td>
</tr>
<tr>
<td>Writing</td>
<td>88.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.3</td>
</tr>
</tbody>
</table>

Per centage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.7</td>
</tr>
<tr>
<td>Writing</td>
<td>71.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Upper Hunter Trades Training Centre

Muswellbrook High School was a member of a successful consortium of schools that applied for Trades Training Centres in Schools Program funding, receiving approval in 2010. Our partner schools include Scone High School, Merriwa Central School and Scone Grammar School.

On 21 February 2011 work began on three new facilities for the school. Whilst the proposed 20 week construction phase stretched out to over 35 weeks and students and staff contended with daily disruptions such as classroom changes, power outages, reduced parking and demolition and drilling noise, the school now boasts state-of-the-art facilities including a commercial kitchen, metal workshop and agricultural facility.

In addition to the facilities, the subject areas of Hospitality, Primary Industries and Metal and Engineering received over $300 000 worth of new equipment for course delivery.

The record numbers of students undertaking study in Vocational Education courses will be well supported into the future in achieving their competencies under industry standard conditions.

Metal and Engineering workshop
Partnership for Success—Muswellbrook Enrichment Centre

Students graduating from the UNSW Indigenous Winter School

The ‘Partnership for Success’ Muswellbrook Enrichment Centre completed its first full year of operation in 2011, helping to meet the needs of and challenging aspiring Aboriginal students.

The program has a constant routine of ensuring students are at school and in class, with after-school tuition and mentoring ensuring students are focused on improving their school performance.

In 2011, 26 students gained places in the program and these students continue to develop and improve in their school achievement and in taking up opportunities offered to them at school and in the community. The academic achievement of students is monitored and improvements are celebrated. Furthermore, enrichment activities are undertaken to help build resilience and to empower students. During the year, 17 tutors were employed, including 11 teachers, two parents and five community members.

Camps, excursions and guest speakers focused on providing experiences and information to help students to achieve in mainstream Australia and to encourage the students to broaden their aspirations. Senior students attended ‘Job application and interview’ workshops, conducted by industry representatives and three students were selected for the UNSW Indigenous Winter School in the Business, Law, and Education faculties. A Year 10 student was also selected from applicants nationwide to attend the week-long Earthwatch Student Challenge program; Australia’s Vanishing Frogs.

In May, students attended the ‘Outward Bound’ Challenge and Leadership Camp in the Namadgi National Park, Canberra and in December attended a ‘City Experience’ camp in Sydney.

Students complete Aboriginal artworks at the enrichment centre

Awareness, knowledge and respect for culture helped to provide skills and strength for students to succeed and be confident in the classroom. Students have participated in traditional and modern dance workshops conducted by Aboriginal mentors and have performed both at the High School as well as at the local primary schools. They have also learnt more about Aboriginal Art from an award-winning Aboriginal artist and shared an art workshop with their non-Indigenous friends.

Students and their families value the support and opportunities the program offers and past students return to help mentor and inspire current students.

Aboriginal education

2011 saw the implementation of a range of programs and strategies focused on improving the achievement of educational outcomes for Aboriginal students.

Eighteen Aboriginal students completed their School Certificate and four successfully achieved their Higher School Certificate. Recognition of the success of these students was acknowledged at
the annual Pathways Awards hosted by Muswellbrook High School in May.

As demonstration of the school’s commitment to increasing its knowledge and understanding of the histories, culture and experiences of Aboriginal people, an additional three staff were trained in the Stronger Smarter philosophy and another four in the Connected to Country program.

Support of the local AECG was strengthened in 2011 with our Aboriginal Education Worker undertaking an executive position on the committee. Regular attendance by staff to monthly meetings reinforced the school’s commitment to collaborative decision making. The establishment of a Junior AECG was welcomed with five junior members attending a Leadership and Network day to gain skills and knowledge in the operation and importance of having a student voice on Aboriginal education.

The significance of strength, diversity and custodianship of country have been respected and promoted through students from Years 7 to 12 accepting responsibility to deliver the Acknowledgment to Country at all formal ceremonies, including fortnightly assemblies.

NAIDOC Week was celebrated with a formal gathering centred on the theme “Change – the Next Step is Ours”. The assembly witnessed performances of traditional and modern dance, vocal ensembles, musical pieces and a dialogue spanning the perspectives of three generations from a proud, local family. Celebrations concluded with the initial planting of the Bush Tucker Garden located on the northern boundary of the school. This location is being aesthetically enhanced by the creation of an Aboriginal mural designed and painted by students under the guidance of local artist, Les Elvin.

2011 also saw the advent of the 100% Knights program at Muswellbrook High School. The program targets students in Years 10-12 and provides support, mentoring and assistance for these students in study as well as identifying and accessing appropriate career pathways.

The educational achievements of Aboriginal students were strengthened with 90% of students receiving additional support through either the Norta Norta tuition program, 100% Knights program or the Graham Polly Farmer program. Dependent on the individual abilities and needs of students, these programs offer targeted learning assistance, mentoring, opportunities in post school pathways and the ability to access potential employment.
Multicultural education

2011 saw the reintroduction of the school ESL program, with a number of new student enrolments from China. These students were supported both in the classroom and in intensive specialist lessons by their teacher, Mrs O’Connor.

Plans for a visit by students from our Japanese sister school, Sayama Seiryo, had to be cancelled following the tragic events of the earthquake and resulting tsunami in March. However, Muswellbrook High School students will be visiting the Saitama Prefecture in April 2012, and then host Sayama students when they visit Australia in July, continuing the strong links between the two schools.

Other programs

Student Welfare

Muswellbrook High School not only acknowledges the importance of both academic achievement but also the importance of relevant and beneficial welfare programs for our students.

Year 7 and 8 students participated in varied and comprehensive welfare programs delivered by their Year Advisors. These programs encouraged students to identify a variety of current issues such as bullying, peer interaction and safety whilst engaging in internet usage, and develop strategies to deal with this effectively.

All Year 7 boys and girls were involved in a welfare day, which included sessions delivered by local midwives from Muswellbrook Hospital and Muswellbrook Police. These days were very beneficial for our students and helped to ensure student safety and protection, whilst enhancing student wellbeing and health.

Year 9 and 10 girls were again involved in the ‘GET Smart Program (Girls Empowering Themselves), a school based initiative. The main objective of these sessions, which are delivered by local professionals, was to promote self-esteem, initiative, and knowledge of female identify and help in making informed decisions.

Tony Borg, MHS Careers Advisor, facilitated the Plan It Youth Mentoring program, in which students are involved in a ten-week program run throughout the year with trained community volunteers as mentors. Youth Connections, a federal government initiative, was also run once per week for Years 9 and 11 students. The TAFE Outreach program helped introduce students to TAFE courses and potential career pathways.

Environmental Education for Sustainability

The Staff Development Day at the beginning of the year included a presentation to teaching staff on some of the anticipated impacts of Climate Change and the United Nations, Australian Federal NSW State Government and Department of Education and Training’s policies with respect to Education for Sustainability.

Year 10 Peer Support leaders and Year 7 students participated in the “Clean-Up Schools Day” in March, and a student and teacher represented the school at the National Clean-Up Day Event.

Memorial Garden

A Sustainable Schools Committee was formed and the components of the School Environment Management Plan – Curriculum, Resource Use and Grounds were all examined.

Curriculum is being addressed in faculties, each identifying and implementing Board Of Studies syllabus obligations.

Energy consumption has been consistently reduced but still exceeds our DEC budgeted allowance and there are still identified opportunities to reduce waste. Reducing paper consumption and sourcing recycled paper remain key objectives. Increased rainfall has reduced the pressure for water conservation. Improvement to school ground biodiversity was made with the planting of a Bush tucker garden, a new Memorial garden, participation in Planet Ark National Tree
Planting Day and by the removal of introduced species.

Muswellbrook High School sent teams to the Department of Education and Communities “Envirothon” and the inaugural Tom Farrell Institute for the Environment’s “Electric Vehicle” Competition. Both groups showed determination and courage facing up to city competition.

**Progress on 2011 targets**

**Target 1**

*Use of technology to enhance communication with students and parents to enhance school management and support student learning.*

Our achievements include:

- Installation of seven interactive whiteboards and eleven digital televisions
- Introduction of the Parent Portal on the Millennium website allowing parent access to student attendance, behavioural and assessment information online
- Development of a new school website to be launched early in 2012
- Continued use of text messaging for student absence, truancy and upcoming school events
- Students emailed assessment schedules and associated policies.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Technology use and NAPLAN, School Certificate and HSC performance relating to Literacy and Numeracy.

**Educational and management practice**

**Background**

In 2011, the School Technology Committee conducted a review of technology use within the school. The review focused on student and staff concerns regarding the use of technology, teacher technology needs for training and up-skilling, curriculum content, laptop usage and the planning for, and distribution of, future hardware purchases, as part of an equitable whole-school focus. The committee, with the assistance of the new Head Teacher – Teacher Quality, undertook a program of data collection to identify and prioritise the future direction and best practice for technology at Muswellbrook High School.

**Findings and Conclusions**

1. Student laptops are yet to be used to their full potential. It was found that students were inconsistent in bringing their laptops to school each day, and often the laptops were not fully charged. However, students indicated that the poor battery life of earlier laptop models was a major obstacle in utilising the devices as an effective learning tool. Lessons later in the school day were particularly affected by this problem.
2. Teaching and learning programs are inconsistent with laptop usage. Whilst many faculties had comprehensive programs that consistently incorporated technology especially laptop use, other faculties had made limited progress in this regard.
3. Staff identified a need to access a range of targeted hardware and software as a discrepancy was identified in the range of skills across all faculties. Therefore, Quality Teaching Practices are inconsistent in the area of technology.
4. The school is currently running two educational management systems, Moodle and EDMODO. Each system has its own intuitive operations,
however, skills and resources are not easily transferred between systems.

5. There was an identified need for the development of a unique and highly engaging technology program in the areas of Film, Music, Animation and Industrial Design, building on the skills and knowledge of teachers within the school. However, a need for high end computer hardware, which the school, at this stage, does not possess has been an impediment.

6. Each Faculty has varied levels of technological access to Interactive Whiteboards and other devices used to engage students during lessons.

Future directions

- Targeted training and development for both students and staff in OneNote. This will become the basis for recording work for all lessons in each faculty area.
- While charging of computers at school will be discouraged, it will be possible in each classroom to ensure an increase in laptop usage.
- Make a staff decision to use one management system to be used in the school. Provide staff with training and time to develop resources to ensure the system is used throughout the school by both staff and students. Ensure compulsory use of the management system with Preliminary and HSC students.
- The School Management Plan 2012-2014 has set a target for each faculty to have access to at least three interactive whiteboards and for all classrooms to have a digital television set. This will assist staff in presenting class lessons that are relevant and engaging.
- The school has provided access in 2012 to the Clickview educational resource for all teachers and students.
- The Technology Committee to support and monitor staff to ensure that laptop use in each class utilises consistent strategies across all KLA’s.
- Staff will be involved in regular technology training to ensure all staff have a high level of knowledge to enable student programs to be engaging and meet the highest standards of quality teaching.
- The development of programs and resources online to enable student access at all times. This will assist with students involved in long absences while providing extension work for students requiring a greater depth and understanding of topics.
- The development of a fully functional multimedia lab, accessed by a range of faculties and students. Extension programs developed within the multimedia lab will include short film festivals, filming of major events e.g. musicals and performances and the development of visual benchmarks across all KLA’s. Due to the significant costing involved in the development of a Multimedia Lab, it will be necessary to access funding from an outside source. An interest group will be responsible for developing a proposal which meets the requirements of sponsors and ensures the development of the Multimedia Lab.

Curriculum

As part of the associated review of school curriculum performance for the School Management Plan (SMP) 2012-2014, the school participated in a National Partnerships Situational Analysis.

Background

The school undertook a review of data related to student performance in NAPLAN, School Certificate and Higher School Certificate examinations in developing a whole-school focus on literacy and numeracy. All teaching staff were divided into focus groups which were created with representation from each school faculty and a broad cross section of teaching experience. These groups then reviewed and discussed the collected data and made recommendations for future school focus and strategy.

Findings and conclusions

- Muswellbrook High School had the lowest score on the Index of Community Socio-Educational Disadvantage (ICSEA) amongst all secondary schools in the Upper Hunter area, as referenced from the My School Website.
A comparison of all schools in the Upper Hunter area, including Catholic and Private Schools, showed that the literacy and numeracy levels of the Year 7 student cohort was consistently the lowest amongst all schools, meaning that teachers were working with students from a lower base level to begin with.

A comparison of student growth between Years 7-9 NAPLAN examinations 2007-2009 showed that Muswellbrook High School student growth was comparable or better than other schools in the area.

There was significant growth demonstrated by students who received direct support from the Support Teacher Learning Assistance.

There was a strong correlation between student attendance at school and NAPLAN performance.

The longer that students were enrolled at Muswellbrook High School, the more significant the student growth and value-added. EMSAD data used in the 2010 ASR highlights the strong value added for both School Certificate and notably, HSC students. The 2009 HSC cohort was identified as having the highest value-added amongst all schools in the Hunter/Central Coast Region.

Between 2007-2010 the school achieved the highest number of Band 6 HSC results across all schools in the Upper Hunter, as reported in the Sydney Morning Herald, three out of four years. In the 2010 HSC, 10 HSC courses had student results above the stage average (7 with a student cohort greater than 10).

Future directions

The findings and conclusions from this review were further scrutinised by the Head Teachers of the English and Mathematics faculties in leading the development of the Literacy and Numeracy section of the SMP 2012-2014. These, and other investigations, formed their rationale in identifying and developing 13 key strategies which can be read on page 27 of this report.

In summary, it is hoped that these strategies will support the continued success of students studying their HSC, help address inequities in literacy and numeracy achievement in NAPLAN examinations and inform the school strategy for the next three years.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

After extensive student, parent and staff consultation, the school introduced a new school uniform and associated policy in 2009. At the request of, and in consultation with, the School Uniform Committee, a survey was developed and sent by email to parents.

The questions and parent responses are presented below.

1. In consultation with students, staff and parents, Muswellbrook High School introduced a new school uniform in 2009. What impact has this change had on the image of the school in the Muswellbrook and Denman communities?
2. How would you describe the quality of the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td>36.6</td>
<td>48.9</td>
<td>8</td>
<td>1.1</td>
<td>3.4</td>
<td>0</td>
</tr>
<tr>
<td>Blouse</td>
<td>25</td>
<td>31.6</td>
<td>6.6</td>
<td>1.3</td>
<td>1.3</td>
<td>34.2</td>
</tr>
<tr>
<td>Skirt</td>
<td>28</td>
<td>25.3</td>
<td>6.7</td>
<td>1.3</td>
<td>1.3</td>
<td>37.3</td>
</tr>
<tr>
<td>Sports Polo</td>
<td>36.8</td>
<td>43.7</td>
<td>13.8</td>
<td>1.1</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Sports Shorts</td>
<td>31</td>
<td>41.4</td>
<td>16.1</td>
<td>4.6</td>
<td>4.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Tracksuit Top</td>
<td>22.5</td>
<td>37.5</td>
<td>15</td>
<td>2.5</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>Tracksuit Pants</td>
<td>20</td>
<td>29.4</td>
<td>17.6</td>
<td>14.1</td>
<td>16.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Knitted Jumper</td>
<td>33.8</td>
<td>36.4</td>
<td>7.8</td>
<td>2.6</td>
<td>0</td>
<td>19.5</td>
</tr>
<tr>
<td>Fleecy Jumper</td>
<td>21.6</td>
<td>27</td>
<td>9.5</td>
<td>1.4</td>
<td>0</td>
<td>40.5</td>
</tr>
</tbody>
</table>

3. How would you describe the pricing of the uniform?

4. Have you experienced any issues with the fit of any of the following items?

5. The uniform shop is open Tuesdays 7:30am-11:30am and Thursdays 12:00pm-4:00pm. Would you like to see the uniform shop open:

6. Muswellbrook High School is looking to build up a used uniform pool to loan to students who are out-of-uniform or for disadvantaged families. Would you be willing to donate items of uniform that your child no longer requires?

7. Would you support the introduction of a non-compulsory school cap?
8. Were you aware that Muswellbrook High School receives a 10% commission from all sales made through the uniform shop which the school uses to fund student learning programs and school improvement projects?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3</td>
<td>66.7</td>
</tr>
</tbody>
</table>

9. In 2011 the school has successfully introduced and enforced the wearing of black, leather shoes, consistent with the Department of Education’s policy, for student safety and appearance. Please provide feedback on this initiative to assist the school in maintaining a high standard of compliance in the future.

Sixty Seven parents chose to comment on this question. In summary, their responses were:

— In support of initiative = 37
— Difficulty in sourcing correct footwear locally = 15
— Affordability = 5
— Issues regarding sports days = 5

10. Are there any other issues relating to uniform that you would like the Muswellbrook High School Uniform Committee to evaluate?

Forty five parents chose to comment on this question. In summary, their responses were:

— Positive praise for uniform/school/uniform committee = 10
— Commented on particular items of uniform = 13
— Nil response = 23

**Professional learning**

Seventy six members of staff participated in school development day activities with a further 55 teachers attending professional learning workshops and conferences facilitated by the DET or external providers, a total of 208 days.

The school spent a total of $38944 on teacher professional learning. This included $8272.41 for beginning teacher training, $5938.06 for Vocational Education and Training, $11 264.22 for Technology training and $41650 for all other training undertaken. On average, $883.22 was spent per member of staff.

Environmental Sustainability, Training in technology to support Laptops for Learning, training in data analysis using SMART 2 and the analysis of NAPLAN test data was undertaken by all members of staff during the Term 2 school development day. In Term 3 faculties incorporated technology into their curriculum planning and were trained in activities to engage students in learning.

Staff were also able to update their First Aid qualifications, with 41 staff gaining their Certificate through Royal Lifesaving Australia.

Vocational Education and Training (VET) focused on teacher attendance at network meetings and continued maintenance of their industry currency.

Two teachers attended the Stronger Smarter workshops in Aboriginal Education. Four staff attended the Connecting to Country program. Staff also attended faculty specific network meetings and professional association conferences.

A presentation on behaviour management and leadership to Muswellbrook Local Management Group Executive staff by Dr Christine Richmond was hosted by Muswellbrook High School.

Four new scheme teachers were working towards accreditation in 2011, with a further 18 staff maintaining professional competence.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Improved NAPLAN and HSC Student Performance

Outcomes for 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.

2012 Targets to achieve this outcome include:

1. More than 40% of Year 9 students will achieve a Band 8, 9 or 10 result in NAPLAN examinations from 37.2% (2009-2011) in the test aspect Numeracy.
2. Less than 30% of Year 9 students will achieve a Band 5 or 6 result in NAPLAN examinations from 32.4% (2009-2011) in the test aspect Numeracy.
3. More than 30% of Year 9 students will achieve a Band 8, 9 or 10 result in NAPLAN examinations from 23.1% (2011) in the test aspect Writing.
4. Less than 30% of Year 9 students will achieve a Band 5 or 6 result in NAPLAN examinations for the test from 53.2% (2011) in the test aspect Writing.
5. Year 12 students will record greater than 15 Band 6 results in the 2012 HSC (15 in 2011).

Strategies to achieve these targets include:

1. Development of programs to foster students’ ability to read, discuss and write substantive texts in multiple genres.
2. Provide reading experiences to enrich and extend student abilities.
3. Explicit teaching of effective use information across a range of media including books, internet, etc. to develop:
   - Reading with understanding
   - Locating and using information
   - Following a process or argument
   - Summarise, synthesise and adapt what is learnt
   - Assess and interpret visual literacy.
4. Work collaboratively with feeder Primary schools within the Muswellbrook LMG to prepare students for the rigours of writing required for the secondary curriculum (7-9).
5. Develop teacher capacity to improve student literacy and numeracy.
6. Maintain and re-emphasise a whole-school writing focus, modelled, scaffolded and independently attempted within faculty context and a preparation of resources to support this strategy.
7. Maintain and modify a targeted literacy program with a writing focus incorporating a systematic teaching of Text Type scaffolds and proformas.
8. Extensive student feedback through marking rubrics with detailed, specific criteria for each assessment task.
9. Implement NAPLAN style assessable examinations in English in Years 7, 8 and 9 and non-assessable NAPLAN style examinations in Mathematics in Year 8.
10. Analyse SMART data, on an individual student basis, to provide all faculties with feedback and suggestions for improving literacy and numeracy.
11. Implement a cross-faculty targeted literacy program for identified low ability Year 7, 8 and 9 classes.
12. Targeted, intensive support for students achieving at or below the National Minimum Standard.
13. Identify and target high-achieving and GAT students within class groups and provide mentoring and support.

School priority 2

Enhanced Curriculum, Engagement and School Learning Environment

Outcomes for 2012–2014

1. Enhanced Teacher Quality in the areas of technology, aboriginal education and literacy and numeracy.
2. Improvement in student completion and quality of assessment tasks.
3. Enhanced access to, and training in the use of, technology.
4. Students receive appropriate recognition for achievement.
5. The school is a well-resourced, functional, modern learning environment.
2012 Targets to achieve this outcome include:

1. Installation of one new Interactive Whiteboard and at least one digital television for each faculty in the school in 2012.
2. Implementation of a new Stage 5 and 6 Curriculum structure including the delivery of VET courses in Stage 5.
3. Increase in retention from Year 10 to Year 12 from 54.4% in 2011 to 58% in 2012.

Strategies to achieve these targets include:

1. Improve teacher and student access to technology and enhance student engagement through:
   - Installation of three interactive whiteboards (minimum) per faculty area
   - Installation of digital televisions in every classroom
   - Access to Clickview as a teaching and learning resource
   - Staff remote access to the school Terminal server
2. Support student learning through the provision of all assessment schedules and tasks on an improved and enhanced school website incorporating Moodle.
3. Enhance communication to parents through access to student information including attendance, assessment task completion and results, as well as school reports through the Parent Portal hosted by Millennium.
4. Provide a safe working environment through:
   - Active Work, Health and Safety Committee
   - Comprehensive process for reporting WHS issues
   - Implementation of staff training programs
   - Development of Grounds Management Plan (GMP) and execution of plan
5. Student achievement is recognised, celebrated and rewarded through the school Merit System, School Newsletter, School Assemblies Student Reward days.
6. Employment of a Head Teacher – Teacher Quality as part of the National Partnerships Teacher Quality Program:
   - Identify Teacher Professional Learning (TPL) opportunities
   - Maintain a Staff TPL register
   - New Scheme Teachers Accreditation
   - Induction and support of new teachers to school
   - Facilitation of TPL opportunities by external presenters
7. Enhance and diversify school curriculum offerings including the:
   - Introduction of Stage 6 VET courses in Stage 5
   - Introduction of new VET courses in Stage 6
   - Introduction of Skill Pathway for Youth (SPY) courses
   - Targeting students to undertake School-Based Traineeships (SBAT’s) in areas of interest related to identified career pathways
8. Engagement of disengaged students in the middle years through access to courses and vocational opportunities including:
   - TAFE outreach
   - Participation Pathways Options that Work (PPOW)
   - Challenge Disability Service and Advanced Personnel Management
   - Career and Transition Programs (CATS)
9. Development of a Grounds Management Plan (GMP) through the School Improvement Committee to inform the upgrading of school grounds and facilities.
10. Work collaboratively with schools in the Upper Hunter Trades Training Centre (TTC) consortium to provide improved access, for all students, to VET courses in industry standard facilities.
11. Improve student resilience through the school’s participation in the Healthy Schools, Healthy Futures (HSHF) project, Resourceful Adolescents Program (RAP), Lovebites and other welfare-based programs.
12. Encourage extension of high-achieving and gifted students through the Year 7/8 Opportunity Class (OC) and Gifted and Talented Student Program (GATS). Invite high achieving Year 9 and 10 students to participate in the Newcastle University program where GATS students complete a university subject.
School priority 3

Aboriginal Student Achievement

Outcome for 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.

2012 Targets to achieve this outcome include:

1. Improve the Year 7-12 Aboriginal student attendance rate from 78.6% in 2011 to 88% in 2012.
2. Improve the Aboriginal student Retention Rate (Year 10 into 12) from 28.57% in 2011 to 58% in 2012.
3. Personalised Learning Plans (PLP’s) completed for 100% of students, from 47% in 2011.

Strategies to achieve these targets include:

1. Up to 30 aspirational Aboriginal students will be selected for the Graham ‘Polly’ Farmer Foundation Program (GPFFP) involving students attending after-school tuition (at least) two days per week and cultural camps, excursions and educational opportunities.
2. Allocation of Norta Norta Tutors to work intensively with students not meeting the Minimum National Standards in Years 8 and 10.
3. Creation of an after-school homework centre in the school library to assist Aboriginal students with classwork, homework, assignments and examination preparation.
4. Personalised Learning Plans (PLP’s) are completed each year for all Aboriginal students and attached to student profiles on Millennium.
5. Construction of an Aboriginal Cultural Learning Centre at K Block, involving partnerships between DEC, AECG and corporate sponsors, to foster community engagement, cultural knowledge and enhanced student educational outcomes.
6. Completion of a Dare to Lead ‘Snapshot’ to help inform future planning in Aboriginal Education and identify and address perceived deficiencies.
7. Introduction of programs for students in Years 9 and 10 to develop cultural knowledge and awareness, including Sista speak and Bro speak.
8. Employment of an Aboriginal Education Worker to liaise with Aboriginal parents and community and school staff, monitor student attendance and mentor, tutor and assist students with personal and school-related issues.
9. Muswellbrook High School to become a Stronger, Smarter Hub School, enabling all school staff to be trained in the Stronger, Smarter Educational Philosophy.
10. Mentors from the 100% Knights program to assist students in Years 10-12 to enhance learning and engagement at school, and identify and support students to access appropriate educational and career pathways.
11. All school staff to undertake training in improving Aboriginal student educational outcomes and cultural competence and knowledge.
12. Celebration of NAIDOC week with a whole-school celebration assembly, community barbecue and related educational and cultural activities.

School priority 4

Attendance for Learning

Outcome for 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 with parents will enhance the relationship between the school and home and help improve student attendance.

2012 Targets to achieve this outcome include:

1. Improve the Year 7-12 Attendance Rate from 86.4% in 2011 to 88% in 2012.
2. Less than 28.5% of the total number of students who receive a Long Suspension will receive a second suspension within the next 12 months, compared with 46.42% in 2011.
Strategies to achieve these targets include:

1. Develop and implement a detailed school based Attendance Plan, including policy and procedures.

2. Maintain ongoing communication to parents regarding lateness and absence of their child from school through text-messaging, letters, phone calls and Millennium portal usage.

3. Improve existing text-messaging capacity to better inform parents of student truancy (with a focus on timely notification with appropriate consequences).

4. Shift the focus to Quality Learning to maximise engagement and enhance attendance – covered in previous sections.

5. Reduce suspension recidivism through enhanced suspension re-entry process including:
   - Greater use of funding support and RSSSP funds
   - Year advisor intervention and progress reporting
   - Increased use of Behaviour Management Plans
   - School Counsellor intervention
   - Girls’ Advisor
   - Support Teacher Learning Assistance (STLA)
   - External agency support including Upper Hunter Youth Services, Advanced Personnel Management and Challenge Disability Services.
   - Itinerant Support Teacher Behaviour (ISTB) intervention

6. Individual interviews with all students in Years 10-12 in regards to subject selection, academic performance, personal welfare, time management and career pathways.

7. Student Mentor program to provide guidance, support and tuition for Year 12 students.

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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: