Principal’s Message

As a newly appointed Principal I was sincerely impressed by the dedication and commitment of staff, students and community members, to ensuring that our school continues to move in a positive direction. The community feel of the school is one of its key features. The teachers know their students well, and most importantly they know how they learn best. I would like to thank Mr Brian Drewe for doing an excellent job in relieving in the position for Term 1 and his ongoing support throughout the year.

Throughout 2014, students at Muswellbrook High School enjoyed academic, cultural and sporting successes. The school continued its strong performance in the area of achievement with students receiving 7 Band 6 HSC results with a further 65 recording a Band 5 level, demonstrating the quality of the candidature. Of particular note was the achievement of students in Music where 4 students gained a Band 6. Congratulations to Jake Cronin for his selection in ‘Reprise’, which is a showcase of the Hunter Region’s best HSC Music performances. Congratulations to Jordi-Kiarah Adam-Smith who was a soloist preforming at the Hunter Region ‘Starstruck’ extravaganza.

The school’s Agricultural programs continued to achieve with outstanding individual student and team performances in a range of competitions, most notably in the Upper Hunter Beef Bonanza where the school scooped the awards with a string of first and second placings.

The Graham ‘Polly’ Farmer Foundation program, a joint venture between local mining companies, the DET and private benefactors, continued to strongly support aspirational Aboriginal students to work towards the achievement of future academic, tertiary and vocational success. The centre’s Coordinator, Mrs Debbie Douglass, announced her resignation of the role. On behalf of the school community and our Aboriginal families I would sincerely like to thank Debbie for her professionalism and support of our young people and to wish her all the best for her future endeavours.

Students benefited from a range of cultural and extra-curricular activities including the annual Ski Trip. The school enjoyed a visit by students and teachers from our sister school in Japan, Sayama Seiryo.

Muswellbrook High School again performed strongly in sport with many students earning Regional and State honours. Of special mention was Jake Parker who was awarded a Hunter sporting Blue for his contribution and achievement in Touch.

We invested heavily in teacher professional learning. With the assistance of National Partnership funding a team of teachers from each KLA were trained in literacy strategies and these were implemented across the whole school. I would like to take this opportunity to thank and acknowledge the staff leaving us in 2014, including our many temporary staff for their efforts in supporting us. Thank you also to our outgoing P & C President, Mrs Jenni Bullivant, and the outgoing P & C Secretary, Mrs Sandra Langley, for their service and commitment to Muswellbrook High School over many years.

Thank you to the school leadership team, our executive, our teaching staff, our SASS staff, our Captains and our student body for making 2014 such a successful year.

I continue to look for opportunities for staff and students to strengthen our strong reputation as a school that develops excellent learning opportunities for our students.

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.

P&C Message

During 2014 Muswellbrook High School Parents and Citizens Association continued to work hard for our children and their school. The strong relationship we have with the school and its teachers and staff continues to grow and strengthen.

Again as we do each year, the P&C donated $30,000 to the school to be divided amongst the faculties. Our budget committee member has a strong voice on how the funds are spent. 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 funds are raised in the canteen and we thank the wonderful supervisors and volunteers, as without you this would not be possible.

During 2014 MHS P&C have been busy around our school we held a working bee that was a great success in tidying up many parts of the school. There were many teachers and our school improvements committee in attendance. We funded the purchase of the big fan that is installed in the MPC for all to enjoy during the hot summer months. We have welcomed students from years 5 and 6 during open nights at the school and look forward to seeing many of them at our school in the future.

We also welcomed Elizabeth Bate our new principal during 2014. We look forward to working for our school again in 2015 and welcome any new members who may like to join us.

**School context statement**

Muswellbrook High School is a co-educational comprehensive secondary school. The school is located in the upper Hunter and is part of the Tamworth District. The school draws its students from the Muswellbrook and Denman communities, and surrounding areas. The economic viability of these communities is based upon; mining, agriculture, viticulture, the equine industry and power generation.

Currently Muswellbrook High School has 760 students enrolled at the school. Our Aboriginal students comprise 16% of these enrolments. With a strong community commitment and 63 teaching staff. The school is dedicated to developing a culture of academic achievement, success in sport and the opportunity to enhance student performance in the cultural and performing arts. Both the school and the community are aligned to providing successful pathways, into employment for students through a successful Vocational Education program.

As a comprehensive high school Muswellbrook High School promotes public education by: the provision of enrichment opportunities for Aboriginal students at Muswellbrook High in 2014: catering for the diverse learning needs of students in our Special Education unit and mainstream classes; fostering the talents of our gifted and talented students and enhancing the opportunities of students to experience cultures from different countries.

**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**

Over the past two years, student enrolments have decreased. This is in direct correlation with a downturn in the mining industry, resulting in many families leaving the Upper Hunter to find alternate employment. A slight increase of students commencing the year in the Preliminary and HSC courses have reflected the changing culture in the community, with fewer work opportunities and apprenticeships available and potential university study being retained as a post schooling option.

![Student enrolment profile](image)

**Student attendance profile**

The detailed statistics and graph below highlight the pleasing trends of student attendance at Muswellbrook High School. The improvement in whole school attendance can be attributed to the initiation of the school’s Attendance Plan and Policy which has outlined a range of strategies, since its implementation at the conclusion of 2013, to monitor attendance, motivate students to be at school and work collaboratively as a staff team to promote the importance of attendance.
Monitoring attendance

Every morning, every student is expected to attend Home Group for 15 minutes. Staff are assigned to each group and the daily attendance roll is marked during this time. These groups are the one consistent interaction between staff and students every day and also serve as an opportunity to develop close relationships and discuss attendance and welfare issues.

At the conclusion of Home Group, attendance information is entered by SAO Staff into Millennium in order to generate SMS contact or letters for non-SMS families to notify student absences in an expedient manner. A return SMS or phone conversation regarding the absence enables SAO Staff to update the student attendance record.

To build upon the daily Home Group, every classroom teacher is expected to mark the roll for every lesson, electronically on Millennium. The data that is received from these rolls contribute to the daily search for truanting students.

All attendance data is discussed at a weekly Attendance Team meeting. This team comprises of the Principal; Deputy Principals; Head Teachers Administration; Welfare and Support as well as the Aboriginal Education Worker and Home School Liaison Officer. Following these meetings, and in line with our Attendance Plan and Policy the following actions may occur:

Ongoing non-attendance: The Attendance Team may implement a plan of support for the student or instigate a meeting with key school personnel, the student and parent/carer to determine strategies for improvement.

Truancy: Where a student truants a lesson, they receive a detention and an SMS to parent/carer. A subsequent truancy results in an Attendance Monitoring Card, phone contact to parent/carer, including Formal Suspension Caution. A third truancy results in a suspension, therefore requiring a parent/carer and student interview with a Deputy Principal to modify inappropriate behaviours.

Student attendance incentives

Engaging students in the ongoing importance of attendance has held the most significant effect on ongoing improvements since the implementation of the Attendance Plan and Policy. Regular presentations on full school assemblies where prizes are awarded for exceptional attendance contribute to positive discussions in the playground about being at school every day. 100% Attendance Certificates are rewarded for each term and at the conclusion of the year and have been accompanied with iTunes Vouchers, cinema tickets and family passes to Newcastle Knights NRL matches.

Students are also encouraged to support their peers within their Home Group. A weekly review of Home Group attendance statistics provides each group the motivation to minimize their absence from school, as the best group is rewarded with Freddos.

Staff contributions to attendance

In Term Four, 2013 the Attendance Team trialed a Welfare/Attendance Home Group, staffed by a KLA Head Teacher, the Head Teacher Welfare and Aboriginal Education Worker. The significant support that was offered by these staff members, including daily contact to parents/carers of absent students, weekly celebrations of excellent attendance and pastoral care support, contributed to increased attendance for selected students. This group continued for Terms One to Three in 2013, with ongoing modifications to students and procedures.
At the end of Term Three, the Attendance Team identified an opportunity to extend the reach of this group to more students across Years 7-10, by selecting teachers with welfare roles in the school, grouped with part time staff, who were not previously included in the Home Group program, to trial a welfare and attendance focus group for each junior year. The trial has contributed to the lowest second semester attendance decrease from the first semester in the past five years indicated in the reported statistics.

Class sizes

At Muswellbrook High School, student choice drives the curriculum for Stage Five and Six electives. English, Mathematics, Science, HSIE and PDHPE are mandatory subjects for students in Years 7-10 and class sizes do not exceed 30 students.

In Years 7 and 8, students also engaged in Japanese and Music, also with a maximum of 30 students in each class, CAPA and TAS, with a maximum of 24 in these classes for safety and facility reasons.

Electives in Years 9 and 10 have some restrictions, particularly in TAS subjects. Food Technology has a maximum of 24 students and Industrial Technology (Electronics, Metals and Timber) a maximum class size of 20.

In Years 11 and 12, English is the only compulsory subject. When students select their electives in Year 10, the Curriculum Team determines whether there is enough interest to adequately staff certain subjects. Classes with fewer than 10 students are rarely included in the timetable due to the significant staffing impact that creates. Classes with greater than 35 students at the commencement of Year 11 are usually provided with two teachers in order to maintain class sizes fewer than 24.

Retention – Year 10 to Year 12

Enrolments at the conclusion of Year 10 in 2012 were 140 students. At the end of Year 11 in 2013, there were still 95 students enrolled in this cohort. 79 students completed their HSC in 2014.

Year 10 to Year 11: 68%
Year 10 to Year 12: 56%
Year 11 to Year 12: 83%

At the conclusion of 2013, a number of students in this focus cohort were successful in attaining apprenticeships with mining and energy companies in the Muswellbrook region. However, this was a market that was declining and the demand for new employees over the two-year period impacted some students who may have been considered disengaged.

Some leavers in this cohort were affected by this downturn in the fact that their parent/carer was required to relocate for employment, therefore not completing Year 12 at Muswellbrook High School. Additionally, some students made the decision to enter the workforce or not return to school upon reaching the age of 17, affecting this retention rate.

As a positive, over 80 per cent of students who completed their Preliminary certificate continued with their studies to achieve a HSC. This may be attributed to the limited work opportunities in the local area and the demand for higher levels of education to compete in the workforce.
2014 HSC Mainstream finishers

2014 based on 76 mainstream finishers 3 Life Skills students

<table>
<thead>
<tr>
<th>Destination Post School</th>
<th>No’s</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>16</td>
<td>21%</td>
</tr>
<tr>
<td>University Offer accepted and deferred for 12 months</td>
<td>9</td>
<td>11.8%</td>
</tr>
<tr>
<td>Tafe/RTO/private College Certificate 3 Level Programs</td>
<td>5</td>
<td>6.6%</td>
</tr>
<tr>
<td>Diploma Programs at TAFE/Private Colleges/RTO</td>
<td>3</td>
<td>3.9%</td>
</tr>
<tr>
<td>University Bridging Programs</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>3</td>
<td>3.9%</td>
</tr>
<tr>
<td>Traineeships (e.g. office admin)</td>
<td>6</td>
<td>8.1%</td>
</tr>
<tr>
<td>Working (including 20 plus hours casual work per week)</td>
<td>27</td>
<td>35.6%</td>
</tr>
<tr>
<td>Seeking employment/yet to confirm or commence /applications pending</td>
<td>6</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

NOTE of 27 working, 23 students were in the job/employment they had as casual work outside of school in Years 10/11.

Hidden employment/under employment continues to rise 18% in 2010, 20% in 2011, 26% in 2012, 29% 2013 and 35.6% in 2014.

The number of students undertaking VET and TEVT courses has increased in 2014, yet Year 12 who finished their HSC and gained apprenticeships has decreased.

While industry has declined due economic downturn, apprenticeship recruitment from large companies has remained stable.

NOTE: In 2014 those students who gained the highest profile apprenticeships, did an ATAR pattern of study, one student completed ADVANCED ENGLISH, another student with no VET pattern of studies also gained an apprenticeship.

32.8% university offers were accepted and when combined deferred and current university students is similar to the state average of 33%.

Year 12 students undertaking vocational or trade training

A total of 79 students completed their HSC in 2014

A total of 79 student courses completed by Yr11 and Yr12 in 2014 at TAFE TVET, 20 of who were in Yr12
A total of 99 student courses completed by Yr11 and Yr12 in 2014 at MHS in Trade Training and VET, of which 59 were in Yr12

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students attained a HSC in 2014. From a cohort of 76, all students completed mainstream HSC an increase of 3 students from 2013.

Workforce information

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

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>Teacher of ESL</td>
<td>?</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>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 2 staff members were Aboriginal. The school also had the support of an Aboriginal Support Worker and the Graham (Polly) Farmer Centre coordinator, Mrs Debbie Douglass to coordinate Aboriginal programs in the school.

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>
</tbody>
</table>
Professional learning and teacher accreditation

In 2014 the school allocated $52,458.05 for the professional learning of staff. Under the direction of the school’s Teacher Professional Learning Committee staff applied to use this funding for professional development opportunities, that enhanced their teaching and learning skills, enabled staff to maintain accreditation, and keep up to date with Departmental policies and procedures, and also ensured staff had the opportunities to upskill in the school’s strategic direction for 2014.

Beginning Teachers

In 2014 Muswellbrook High School had 2 Beginning Teachers as part of the school’s staffing entitlement. With the appointment of a teacher mentor, Beginning Teachers had the opportunity to ensure they achieved and maintained their accreditation status. Beginning Teachers were encouraged to undertake individual professional development. They were also able to work with the Head Teacher and Mentor Teacher through the provision of relief time.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>651,098.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>623,116.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>997,447.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>334,758.72</td>
</tr>
<tr>
<td>Interest</td>
<td>25,369.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>38,454.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2,019,147.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></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>
</tbody>
</table>

A full copy of the school’s 2014 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.

School performance 2014

Cultural Achievements

In 2014, students from Muswellbrook High School were given the opportunity to perform in Star Struck. Star Struck provides an opportunity for students throughout the region to demonstrate their talents in music, dance and drama. 32 of our students were selected to perform in a number of dance items and Miss McGrath & Mr. Foy coordinated dance teams. Jordi-Kiarnah Adam-Smith was selected as a featured soloist.

At the end of term 4, Muswellbrook High School’s Faculty of Creative and Performing Arts presented their annual “Big Night In”. This event provides an opportunity for our students and the CAPA faculty to demonstrate their creative and performing talents in Music, Dance, Visual Arts and also to highlight their skills in using Photographic and Digital Media. Our key school Vocal Ensemble, Concert Band also performed on the night, conducted by Mrs. Martin and Mr. Foy. The night was a huge success, with students performing to a full house. Community support for this event continues to increase.

To prepare and develop the confidence of our Year 12 students to perform in their Practical Examinations for HSC Drama and Music performances, they presented their efforts to family, friends and community at two outstanding Showcase Evenings. Our Music 1 results illustrate the success and efforts of our students, who performed above the state average in the HSC, achieving 4 band 6 results. Of particular note, was Jake Cronin’s selection in ‘Reprise’, which is a
showcase of the Hunter Region’s best HSC Music performances.

**Sport Achievements**

Muswellbrook High School offers a variety of sporting opportunities for students in a range of recreational and competitive sports. The school’s sports program includes a diverse range of activities such as: fitness, swimming, indoor soccer, golf, girls fitness, lawn bowls, water polo, power walking, skate boarding, tennis, zumba and weights training.

The sports on offer are ever changing to provide students with the 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, dance, tableaux, target games, world sports and volleyball.

In 2014, four students broke school records at our annual swimming and athletics carnivals. In Athletics, Jacinta Ballard broke a 10-year-old 1500 m record in 6.09.96 min and Megan Doran broke a 15-year-old Long Jump record of 4.29 m. In Swimming, John Langley broke the 17+ years boys 50m Freestyle record with a time of 26.05 and Damon Boeckx broke the 13 years boys 50m Freestyle record with a time of 30.59.

Our Age Champions for the three school carnivals were as follows:

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Kyle Barwick</td>
<td>Emily Bishop</td>
</tr>
<tr>
<td>13</td>
<td>Damon Boeckx</td>
<td>Jacinta Ballard</td>
</tr>
<tr>
<td>14</td>
<td>Joel Hartin</td>
<td>Hannah Hill</td>
</tr>
<tr>
<td>15</td>
<td>Blake Shackleton</td>
<td>Nicole Boeckx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Jai Twivey</td>
<td>Rachel Thompson</td>
</tr>
<tr>
<td>17</td>
<td>John Langley</td>
<td>Emma Wilkins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Kyle Barick</td>
<td>Grace Turner</td>
</tr>
<tr>
<td>13</td>
<td>Boston Gagelar</td>
<td>Jacinta Ballard</td>
</tr>
<tr>
<td>14</td>
<td>Joshua Page</td>
<td>Tahnee Ward</td>
</tr>
<tr>
<td>15</td>
<td>Joaby Stevens</td>
<td>Brydie Parker</td>
</tr>
<tr>
<td>16</td>
<td>Joel Barner</td>
<td>Mikayla Upton</td>
</tr>
<tr>
<td>17</td>
<td>Mark Glew</td>
<td>Samantha Elphick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Jayk Rann</td>
<td>Grace Turner</td>
</tr>
<tr>
<td>13</td>
<td>Connor Gill</td>
<td>Emily Hartin</td>
</tr>
<tr>
<td>14</td>
<td>Thomas Pickersgill</td>
<td>Tahnee Ward</td>
</tr>
<tr>
<td>15</td>
<td>Cashlin Murray-Mell</td>
<td>Brydie Parker</td>
</tr>
<tr>
<td>16</td>
<td>Brad Collett</td>
<td>Merinda Van Vliet</td>
</tr>
<tr>
<td>17</td>
<td>Nathan Elliott</td>
<td>Megan Doran</td>
</tr>
</tbody>
</table>

Muswellbrook High School had five Hunter Region representatives in 2014 as well as three NSW representatives in the following sports.

**Hunter Representatives:**
- John Langley – Hockey
- Brydie Parker – Under 16 Touch
- Jake Parker – Opens Touch
- Jacinta Ballard – Cross Country
- Megan Doran – Athletics

**NSW Representatives**
- Jake Parker – Opens Touch
- Brydie Parker – Under 16 Touch
- Joaby Stevens – Boxing

Jake Parker was successful in attaining a Hunter sporting Blue for his contribution and achievement in Touch. This is a rare feat for a student from Muswellbrook High School. He was part of the state
winning Hunter team and second place national team in their corresponding championships.

The school has had continued positive results in CHS representative sports with the 9/10s girls touch team placing 3rd in NSW in the All Schools competition. Accordingly, they were named Muswellbrook High School’s team of the year.

Muswellbrook High School also enjoyed success in the Premier’s Sporting Challenge with year 7, elective PASS classes and stage 6 SFR participation and achievement rates increasing in this valuable initiative.

**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 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 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**NAPLAN Year 7 – Numeracy**
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation).

NAPLAN Year 9 - Numeracy

Percentage in bands:
Year 9 Reading

Percentage in bands:
Year 9 Grammar & Punctuation

Percentage in bands:
Year 9 Writing

Percentage in bands:
Year 9 Spelling

Percentage in bands:
Year 9 Numeracy
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).

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2014</th>
<th>School Average 2010-2014</th>
<th>SSG 2014</th>
<th>State DEC 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>66.0</td>
<td>66.6</td>
<td>63.6</td>
<td>70.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>64.3</td>
<td>69.5</td>
<td>66.3</td>
<td>71.4</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>77.1</td>
<td>73.7</td>
<td>69.7</td>
<td>72.8</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>63.9</td>
<td>62.7</td>
<td>62.2</td>
<td>65.9</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>74.3</td>
<td>72.3</td>
<td>73.8</td>
<td>80.1</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>70.9</td>
<td>69.9</td>
<td>64.6</td>
<td>68.4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>69.4</td>
<td>68.5</td>
<td>61.7</td>
<td>70.4</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>72.0</td>
<td>72.0</td>
<td>59.1</td>
<td>65.5</td>
</tr>
<tr>
<td>Music 1</td>
<td>84.6</td>
<td>82.2</td>
<td>73.9</td>
<td>78.3</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>73.1</td>
<td>72.2</td>
<td>67.2</td>
<td>71.1</td>
</tr>
<tr>
<td>Visual Arts</td>
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Overall the school has maintained a strong performance in the Higher School Certificate in 2014. It is noted that Muswellbrook High has outperformed schools of similar size in subjects studied. Of particular note, the Food Technology class more than 10% above state average. Senior Science more than 8% above state average and Japanese continuers also achieved more than 8% above state average.

Community and Family Studies, Extension English, Mathematics General, Mathematics and Retail class results all above the state average.

Other achievements

Agricultural Competition Success
The Agriculture Department continues to spark interest from the students and community. The success enjoyed by our students at various competitions includes:

Upper Hunter Show 2014
- Muswellbrook High School competed with three Speckled Park Angus steers. All steers were placed in their weight division, with ‘Portos’ placed 1st in the heavy weight class. ‘Portos’ went on to win the Grand Champion steer which is the top award in the cattle section of our show.

Singleton Beef and Land Management Junior Cattle Judging Day
- Our school took 40 students to learn skills and judge on the day. We were placed in all three categories and was awarded runner up encouragement award on the day, with many school competing with over 230 students involved.

Wingham Beef Week 2014

Steer results were as follows:
- Class 2 ‘Blackout’ 1st Limousin Angus (on the hoof) led competition;
- Class 2 carcass competition (on the hook) ‘Blackout’ came first with a score of 89.9%;
- Reserve champion steer overall beaten by 0.5% to champion carcass was ‘Blackout’;
- Mitchell Taylor 16yrs, came 3rd in parading;
- 2nd Adele Hobbs; trophy for Best All-rounder and
- Elise Hagan scored 3rd in the Herdsman Competition.

In September the Group 3 Beef Cattle and Dairy Cattle Junior Judging Competition ASC Group finals were held. Ashleigh Farrell was placed 3rd in dairy cattle and Ashley Rossow was placed 2nd.
2014 Royal Easter Show

- Three Speckled Park Angus Steers were prepared for Mr John Quayle from Winbirra Estate, Denman. From the carcass results ‘Portos’ was placed 2nd with a carcass score of 89.9% and a silver medal for meat quality.

Beef Bonanza 2014

- Runner up herdsman competition out of 35 schools;
- Champion secondary carcass steer;
- Overall champion – steer carcass.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal Education at Muswellbrook High has been identified as one of the school’s key priorities. The targets have been achieved through ensuring all Aboriginal students, have a Personalized Learning Plan.

To guarantee our students improved their literacy and numeracy results in Naplan. Norta Norta tutors were employed.

To assist Aboriginal students working towards completing their HSC; to create pathways towards university, TAFE and vocational employment. The school has maintained Graham (Polly) Farmer, the Enrichment Centre, ‘Partnership for Success”.

To foster collaboration and involve the Aboriginal community in the school events; and to celebrate Aboriginal culture, and develop pride amongst our Aboriginal students; NAIDOC week was celebrated at the school. Students were also encouraged to attend career expos.

The school has maintained a strong relationship with the local AECG. Encouraging members to have a direct involvement in school decision-making.

Multicultural education and anti-racism

Although the majority of students at Muswellbrook High Schools are of Anglo-Saxon origin. The school does have a number of students from a variety of cultures. This has enabled our students to experience cultural diversity, but also to ensure students from different cultural backgrounds to feel safe and secure in their learning.

As a result of making our high school an inclusive school for all students and staff, we have a zero tolerance towards racism. The educated staff and students about the impact of racism on the school, and to deal with issues the school has two trained Anti-Racism Contact Officers. These trained staff enable students to feel confident they can discuss issues of concern in relation to racism.

During 2014 students, teachers and parents visited Japan. The purpose of this visit was to enable our student to experience Japanese culture by visiting major cities; Tokyo, Kyoto, Osaka and Hiroshima. But also to renew our friendship with our sister school in Japan Sayama Seiryo Senior High School. By being billeted with Japanese families and participating in Japanese ceremonies (Tea ceremony, Calligraphy, Ikebana, Chopstick and Furoshiki classes), our students gained a greater understanding of Japanese culture.

Aboriginal background

In 2014 the school had 96 Aboriginal students enrolled. Through RAM funding the school received $83,638, to support Aboriginal education at Muswellbrook.

These funds were used to support Norta Norta tutors, to employ an Aboriginal Education officer to co-ordinate the Graham (Polly) Farmer Foundation Muswellbrook Enrichment Centre “Partnership for Success”.

Subsequent funding was also used to support faculty initiatives that promoted Aboriginal perspectives in their teaching and learning. Funds were also used to support staff and students developing their PLP’s, NAIDOC Week celebrations and Sista Speak.
Socio-economic background

As a result of funding allocated to the school calculated Socio-economic equity loading, Muswellbrook received $383,823.

These funds enabled the school to ensure 2014 priorities were met. Funds were allocated to faculties to support the purchase of teaching and learning resources particularly in technology. Funds were also used to support teacher professional learning.

English language proficiency

Students where English is a second language continue to receive support through the Learning Support Centre and the employment of a LAST (Learning and Support Teacher).

Learning and Support – Welfare Programs.

In 2014 the school spent $147,698 on programs that ensured students received support which enabled them to access quality learning experiences. Funds were used to provide assistants for identified students with a diagnosed disability to receive support to enable participation in mainstream classes.

Funds were also used to create the position of Head Teacher Literacy. This person coordinated individual and group programs for students who need assistance with literacy development. To assist students in the classroom adjust to the learning environment, and to provide support our Student Learning Support Officers were employed. These valuable members of staff enabled our students to improve their learning experiences.

Welfare Programs

2014 started with the addition of a Head Teacher Welfare to Muswellbrook High School Staff and a focus on developing and streamlining Welfare Policies and Procedures within the school. The MHS Junior and Senior Welfare Teams merged together to form a new look Welfare Committee that includes Year Advisors, Girls Advisor, Boys Advisor and Anti-Racism Contact Officers. The new team meets fortnightly to monitor and support student welfare and also to streamline the referral process with the goal of supporting all students in a prompt and efficient manner.

Implementation of Innovative Welfare Programs

2014 saw the development and implementation of the new Stage 4 Welfare Program at Muswellbrook High School. Year 7 and 8 students participate in fortnightly Welfare lessons taught by the Year Advisors. The program aims to teach students practical life skills that will be useful during adolescence. The Stage 4 Welfare program’s main goals are to aid in student development through transition to High School and to ensure students are resilient and well equipped to deal with challenges within their lives. The program also focuses on developing relationships and strong help seeking behaviours and covers topics including Team Building, Study Skills, Confidence, Self Esteem and Respectful Relationships.

In 2014 Muswellbrook High School was also chosen as a Pilot School in the BHP Billiton supported, Reach program in the Hunter. Reach is a non-profit organization that has been partnering with Primary and Secondary schools for almost 2 decades to promote the social and emotional wellbeing of young people. Reach’s group-based workshops create safe and supportive spaces where young people can explore who they are and how they can get the most out of life. Reach school workshops are specifically designed to build the self-belief of individual students and positively impact peer-to-peer dynamics. Year 7 and Year 9 students participated in one workshop in Semester 1 and another in Semester Two. Muswellbrook High Schools involvement in the Reach program will continue in 2015.
Community Partnerships

Muswellbrook High School has continued to forge strong working relationships with local agencies including the Muswellbrook Police, Upper Hunter Youth Service, Upper Hunter Community Services, Upper Hunter Drug and Alcohol Service and Muswellbrook Community Health.

Representatives from Health and local youth organisations ran the Love Bites program with Year 10 students in Term 4. LOVE BITES is a program that was developed to educate young people about respectful relationships and reduce the incidence of relationship violence in the community. The program consists of two interactive education workshops on Domestic and Family Violence and Sexual Assault, followed by creative workshops where students create artworks or write music about what they have learnt throughout the program. The Artworks that students produced were then displayed at the Muswellbrook Town Library during the 16 days of Activism against Gender Based Violence.

In Term 4, female Year 9 students participated in the annual GET Smart program. The program, run by local midwives, involves several workshops dealing with a variety of topics that are both informative and beneficial for our female students including body image, contraception and pregnancy.

2014 also saw the implementation of a new program- Pit Stop for Boys, with our Year 9 male students. Staff ran the program from Hunter New England Health which is a flexible health package designed specifically for males encouraging them to become more proactive about their health, and having fun while they do. The Pit Stop program uses the analogy of vehicle maintenance and was a huge success with the students.

Local Midwives also presented information on Sexual and Reproductive Health at the Year 7 Development days in Term 4. During the development days students were also addressed by local Police on topics including Personal Safety and Cyber Safety and also completed workshops covering personal hygiene, presentation and self-esteem.
Muswellbrook High School has also continued with its partnership with the Upper Hunter Youth Service with regular presence in the school for a range of activities including case management and counselling provided to several students in 2014.

Teacher Led Welfare Programs

In 2014 the Girls Advisor was responsible for monitoring student health through the Student Immunisation Program and Scoliosis checks.

The Free to Be Program was a teacher led program that focused on body esteem for Year 7, 8 and 9 girls. Free to BE is a positive body image resource, which has been developed by The Butterfly Foundation as part of the Australian Government’s body image strategy and covers topics including Resilience, Media, Peers and Healthy bodies.

Seasons for Growth also ran at MHS in 2014. It is a program for young people who have experienced significant change or loss. Seasons for Growth is based on the belief that change, loss and grief are a normal and valuable part of life. The core intentions of this program are the development of resilience and emotional literacy to promote social and emotional wellbeing.

The Head Teacher Welfare also supported student transition in 2014. The second half of Term Four saw the execution of the SARS (Students At Risk) program, which provided additional transition support for students who had been identified as vulnerable by their Primary Schools. The students seized the opportunity to become more familiar with the expectations and procedures they could expect at High School.

MHS Year 11 students also had the opportunity to participate in the annual Crossroads Camp. Crossroads is a mandatory course that reflects some of the contemporary health issues facing students in the transition to adulthood. The program acknowledges and aims to support Senior Students as they address issues including identity, independence and changing responsibilities.

In December the Year Advisors of Muswellbrook High School coordinated a Rewards Day Excursion for students who had maintained a high level of achievement in 2014. MHS took three buses to Sydney Wet and Wild theme park where the students and teachers enjoyed a day full of water activities.

Student Led Welfare Programs

In 2014 Muswellbrook continued with its strong tradition of the Peer Support Programs. The Per Support Program involves Year 10 students mentoring Year 7 students during one session peer week in Term 1. The program which is a skills based learning program empowers young people to support each other and creates a supportive learning environment whilst developing the skills,
understanding and strategies to improve mental, social and emotional wellbeing.

In October a committee of dedicated Year 7 students led the Year 7 Drug Forum. The event started with interactive displays and a showcase of class work from Year 7 PDHPE students. Two special guests from the local police shared information on drugs in the local area. Guests on the night were also addressed by a representative from the Good Sports Foundation and were entertained by student’s drama and musical performances.

During Term 4 students from the MHS Student Representative Council worked closely with our Student Learning Support Officers to provide ‘Breaky Club’ three mornings per week. This program promoted a positive and healthy start to the day by providing free breakfast for any student interested.

In June, 2014 the Muswellbrook RSL provided sponsorship to MHS through the Club NSW’s Bully check Initiative to initiate a visit by Lorin Nicolson: The blind guitarist. Lorin is Australia’s preeminent youth motivational speaker and one of the nation’s leading guitarists, who is also legally blind. Lorin’s See Sharp presentation captivated students from Year 7 through to Year 12 and covered topics such as peer pressure, bullying, resilience and confidence.

In August 2014 Muswellbrook High School had the pleasure of hosting Guest Speaker Simon Clegg. Simon grew up in New Zealand as a top skateboarder and at a young age he found himself going down a pathway of drugs and alcohol within some serious family dysfunction. Simon’s presentation challenged young people to rise above whatever life throws at them and not to let the past dictate their future. Simon’s catch phrase is ‘Pressure makes diamonds’.

In 2014 Year 8 also attended a Bamboo Theatre Workshop called ‘Cybershorts’ which looked at the moral and ethical issues faced by the tech savvy generation. Year 9 students attended a UCHOOZ
Sexting workshop in June which aimed to teach young people to understand the dangers and see the potential consequences of sexting and misused social media. Kate Fitzsimmons from the Nicole Fitzsimmons Foundation also addressed Year 11 students. Kate told the tragic story of losing her sister in a motorbike accident whilst she was holidaying in Thailand. The Foundation aims to raise awareness of travel safety overseas among young Australians.

**Discrimination, Harassment and Vilification**

In March 2014 Muswellbrook High School participated in the National Day of Action against Bullying in Violence for the first time. The day saw students participate in a lunchtime artwork session, which produced some impressive artwork for the library, which had a very clear anti-bullying message.

2014 also saw the update of the MHS Bullying procedures with the introduction of the Discrimination, Harassment and Vilification (DHV) Policy.

**Staff Wellbeing**

Muswellbrook High School Staff were also involved in several training and development opportunities with a Welfare Focus in 2014. Staff were addressed by a representative from the Black Dog Institute on Depression in young people and were also trained in how to support students who have experienced trauma from Out Of Home Care Coordinator, Peter Lewis.

Muswellbrook High School also received funding from the Teachers Health Fund and NSW DEC School Staff Health and Wellbeing Grants Program to increase staff wellbeing. During Term 3 MHS staff were involved in their very own team building activity when they competed in the inaugural MHS Staff World Cup. Faculties were assigned a country to represent and participated in a range of physical challenges. The HSIE Faculty was victorious on the night and took home the trophy. Staff then enjoyed a social BBQ.

Ongoing activities to promote staff wellbeing were then held on a fortnightly basis and included team sports, Body Balance, Zumba and Mindfulness Meditation.

2014 was a hugely successful year for staff and students at Muswellbrook High School and we all continue to strive for excellence in a school that cares.

**Other significant initiatives**

**Improving Literacy and Numeracy National Partnership**

The 18 month iLNNP funding was a substantial tied grant to enhance data collection and assessment practices, improve student performance in Literacy and improve the capacity and effectiveness of Literacy teaching.
At Muswellbrook High School in 2014, it was important to develop sustainable initiatives from iLNNP funding. Such initiatives have been incorporated into the 2015-2017 School Management Plan, including:

- Further development of the Literacy Continuum as a tool to assess students and guide teaching and learning
- Ongoing implementation of the Super 6 Comprehension strategies across all faculties
- Further development of a Middle School Literacy Committee with Partner Primary Schools
- Individual student Literacy profiles for all Year 7 – 9 students, developed from Naplan Smart Data and Continuum tracking
- Year 7 explicit Literacy lessons
- Completion of the Learning Centre
- Professional Development in Classroom Walk Throughs and Quality Teaching Rounds to provide collaborative learning and feedback opportunities for staff
- The commitment of all faculties to be represented at regular Literacy Committee Meetings
- Continued funding and implementation of both QuickSmart Literacy and QuickSmart Numeracy Programs.

QuickSmart Literacy Report

Results for 24 Year 8 students, as analysed and collated by the QuickSmart team at University of New England for the 2014 program indicated:

- Strong improvement in automaticity of word recognition
- Substantial improvement in accuracy of reading
- Comprehension improvement was in excess of the expected yearly growth.

Anecdotal records indicated significant improvements in attendance, engagement and organisational skills.

As a result of these improved student performances, 24 Year 8 students will participate in the QuickSmart Literacy Program and 18 Year 7 students in the QuickSmart Numeracy program at Muswellbrook HS in 2015.

Community Initiatives

The Muswellbrook Community continued their strong support of our students through generous scholarships: Bengalla Undergraduate scholarship scheme, The Phipps Trust and the Upper Hunter Education Fund tutoring program.

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: In 2014 our school carried out an evaluation of the use of technology in teaching and learning and the access of both staff and students to technology in the school.

Background

With the implementation of DER, and student access to computers as a tool to supplement their learning. To also provide our students with access to the Internet, staff found by evaluating student usage especially the senior students that the school had a lack of Wi Fi infrastructure, in study periods students did not have access to the Internet. As part of our staff development process and planning in 2014, staff also expressed the need to have improved access to technology, and further opportunities for professional development.

With the increased funding into the school, a decision was made by the community to have all areas of the school provided with access to Wi Fi. Professional development funds were allocated to staff to enable them to up skill their knowledge of and confidence in using technology in the classroom. Funds were also allocated into faculties to upgrade their computer facilities.
Findings and Conclusions

Further student evaluation to Wi-Fi access throughout the school. Has indicated widespread satisfaction of the availability of the Internet throughout the school. This has enabled students during their study periods to communicate with staff to improve their learning outcomes and understanding of assessment tasks. They also feel they are maximizing their study time to effective research.

Staff has also expressed in increased satisfaction with the development of technology in the school. The staff have also indicated the need for further investment in computer technology throughout the school, with faculties integrating technology into their future directions in 2015.

School planning 2012-2014:

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 the teaching in all key-learning areas.

Evidence of achievement of outcomes in 2014:

- More than 30% of Year 9 students did achieve a Band 8, 9 or 10 result in NAPLAN examinations from 37.2% (2009-2011) in the test aspect Numeracy.
- Less than 30% of Year 9 students did achieve a Band 5 or 6 result in NAPLAN examinations from 32.4% (2009-2011) in the test aspect Numeracy.
- More than 20% of Year 9 students did achieve a Band 8, 9 or 10 result in NAPLAN examinations from 23.1% (2011) in the test aspect Writing.
- Less than 50% of Year 9 students did achieve a Band 5 or 6 result in NAPLAN examinations for the test from 53.2% (2011) in the test aspect Writing.
- Year 12 students in 2014 achieved 7 Band 6’s and 89 Bands 5s indicating a quality candidature.

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

1. Enhanced teacher quality in the areas of technology, Aboriginal education and literacy and numeracy.
2. Improvements in student’s 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 well-resourced, functional, modern learning environment.

Evidence of achievement of outcomes in 2014:

- Installation of one new Interactive Whiteboards and at least one digital television for each faculty were installed in the school.
- Implementation of a new Stage 5 and 6 Curriculum structure including the delivery of VET courses in Stage 5.
- Increase in retention from Year 10 to Year 12 from 54.4% in 2011 to 58% in 2012. In Year 12 over 80% of students transitioned from Stage 5 into Stage 6.

Strategies to achieve these outcomes in 2014:

- Planned targeted staff training in the Literacy Continuum.
• Training and the implementation of quality teaching strategies designed to enhance student engagement.

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 achievement of outcomes in 2014:
• The Year 7-12 Aboriginal student attendance rate has improved from 78.6% in 2011 to 88% in 2014.
• The Aboriginal student Retention Rate (Year 10 into 12) has improved from 28.57% in 2011 to 58% in 2014.
• 100% of Aboriginal students have Personalized Learning Plans (PLP’s) an improvement from 47% in 2011.

Strategies to achieve these outcomes in 2014:
• Working with local Aboriginal agencies and additional support through Norta Norta to provide specialized support in literacy and numeracy that will lead to an improvement in Aboriginal student performance in areas of external testing.
• The community of Muswellbrook High will work with the Aboriginal community to celebrate and commemorate Aboriginal student achievement, and NAIDOC Week celebrations.
• Faculty programs will show evidence that staff teaching and learning does incorporate Aboriginal perspectives, and demonstrate cultural awareness.

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 achievement of outcomes in 2014:
• The Year 7-12 Attendance Rate has improved from 86.4% in 2011 to 88% in 2014.
• Less than 28.5% of the total number of students who receive a Long Suspension in 2014 will receive a second suspension within the next 12 months, compared with 46.42% in 2011.

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.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. The Focus on Learning Survey is a self-evaluation tool for teachers and schools.

Their responses are presented below.
In 2014 the school community participated in Tell Them from Me Survey. The Focus of the survey was on learning.

The community responded most positively on the inclusive nature of the school, providing educational opportunities for all students. Also staff were satisfied with the range of professional
development opportunities provided, and the need to become life long learners to assist them in the classroom, and to achieve further accreditation.

Other areas that were identified as positive features in the school was the degree of collaboration between students and staff. A strong culture of learning and a desire to improve performance particularly in the HSC. All expressed a high level of satisfaction with the teaching strategies used in Muswellbrook High.

Compared with other schools in the state that undertook this survey. The school had a higher positive response to parental involvement in the school.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1: Excellence in Teaching.

Outcomes

- **Students** develop a love of learning, which leads to higher levels of engagement, success and improvement. This occurs through teachers continually developing their expertise in their craft.

- **Staff** will continue to work collaboratively to improve student outcomes; by ensuring quality teaching and learning are delivered in the classroom.

Targets

1. 100% of staff participation in collegial discussion and observation based on elements and dimensions of the Quality Teaching Framework.
2. All staff are registered with BOSTES and should be working towards Proficient or Highly Accomplished Accreditation.
3. 100% of staff have Professional Development Plans, which reflect AITSL National Standards and align with the school plan priorities.
4. Practice: All leadership positions have a plan for succession management.

Strategies

- **GTIL school-based project**: All staff are in-serviced and participate in lesson observations and classroom walkthroughs.
- **Quality Teaching Rounds** in partnership with Newcastle University will form a large part of the Professional Learning time. Teachers will work collaboratively to improve teaching and learning in their classrooms, provide and receive timely, constructive feedback.
- **Performance and Development Framework** Form a leadership accreditation group, exploring BOSTES and ATSIL.

Strategic Direction 2: 21st Century Learners.

Outcomes

- **Students**: Develop deep knowledge and understanding as learners with the ability to reflect on their own learning. They set explicit learning goals and identify the strategies required to achieve them.
- **Staff**: Differentiate curriculum delivery to meet the needs of individual students
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.
- Curriculum delivery integrates technology, library and information services.
- **Parents/Community**: Develop an understanding of the Literacy Continuum. Parents will know where their child is positioned on the Literacy Continuum. They will have opportunity to engage in meaningful conversations about their child’s learning.
- **Executive Team**: Promote learning excellence and responsiveness in meeting the learning needs of all students by
fostering an integrated approach to quality teaching, curriculum planning and delivery.

**Targets**

1. Student NAPLAN growth will equal or exceed the State average growth. Increased value-added results at HSC level.
2. Autonomous learners demonstrating practical skills, creativity and initiative (higher order thinking skills).
3. Students to develop skills in critical thinking and analysis in relation to technology.
4. Well resources learning spaces are created for flexible delivery.

**Strategies**

- **Learning Support** Students are identified for the National Collection of Data (NCCD) and provided with a range of support structures and plans relevant to their needs. Data is collected and evaluated.
- Students are familiarised with Literacy Continuum outcomes, their cluster placement and develop an understanding of specific strategies designed to facilitate progress on the Continuum.
- **Technology** All staff engage in regular professional learning in technology.
- Provide systems and processes to support students utilising BYOD.
- Teachers develop their own expertise in BYOD technologies and their delivery of rich tasks.
- **Creating innovative learning spaces.** Staff teams engage in learning partnerships with other schools of best practice.

**Evaluation Plan:**

- All faculties participate in the Learning Bar surveys.
- Data analysis is the basis for all planning, decision-making and driving future learning and improvement.
- Regular reporting against the milestones by the Executive Team.
- Utilise the School Excellence Framework as a guide for future planning

**Strategic Direction 3: Quality Relationships.**

**Outcomes**

- **Students:** Positive Behaviour for Learning (PBL) is demonstrated in all settings, building resilience, social competence and responsibility for their own behaviour.
  - Development of student leadership capacity through SRC and leadership teams.
- **Staff:** A deeper understanding of their beliefs and attitudes towards:
  1. Cultural perspectives
  2. Home-school partnership
  3. Relational Trust between staff.
- Develop processes to ensure positive, respectful relationships are evident between students, colleagues and wider community.
- **Parents/Community:** Parents and community members have an opportunity to engage in a wide range of school-related activities.
- **Executive Team:** Leadership strategy promotes succession planning, distributed leadership and organisational best practice.

**Targets**

1. School engagement data from the Partners in Learning survey will equal or exceed State norms.
2. Students will use enhanced social skills and demonstrate improved resilience.
3. Student achievement is acknowledged.
4. Increase awareness of cultural competence.

**Strategies**

- Develop and implement Positive Behaviour for Learning.
- Develop increased leadership opportunities for students. Introduce whole school
projects that enhance well-being and a positive learning culture.

- Promote and acknowledge positive student achievement.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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Brian Drewe (Deputy Principal)
Beth Halsted (SAM)
Kay Sokulsky (HT English)
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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: