

Maitland High School Annual Report



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Introduction

The Annual Report for 2016 is provided to the community of Maitland High School (MHS) as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

I am proud to commend the Annual Report as a reflection of Maitland High School's focused work on improving the educational achievement and wellbeing of all our students. The school has addressed these key responsibilities with clarity and purpose through positive and effective student management and high quality educational leadership across the school. The school has been highly effective and creative in harnessing the significant opportunities arising from the Resource Allocation Model (RAM) and focusing funding on actions which improve and support the core business of teaching and learning in the classroom. Staff are clearly focused on sustaining the positive transformation of the school's learning culture which has seen Maitland High School recognised as 'the school on the move' in the community.

Significant whole-school improvement has been achieved by addressing and maximising the new accountabilities and opportunities associated with Local Schools Local Decisions (LSLD); Every Student Every School (ESES); Disability Standards for Education; The Wellbeing Framework; Australian Professional Standards for Teachers and particularly, the School Excellence Framework (SEF). Through extensive whole-school curriculum, student management, wellbeing and pedagogy reform, the school has successfully built momentum and belief in the school's capacity to achieve lasting, positive growth in student achievement. Our School Plan, 'Successful Teachers, Successful Students, Successful School' precisely targets success and achievement in *all* our classrooms and for *all* our students.

I am proud of the achievements of our staff, students and school in 2016.

Paula Graham

Principal

Message from the school community

The P&C provides a great opportunity for engagement between the school and its community. Our meetings and fund-raising initiatives focused on improving school grounds and equipment, and strategies to support student wellbeing and learning. P&C members participated in presentation days, merit selection panels and fundraising events. Meetings featured discussions on: whole school learning involving students right through to teachers; communicating pride in our school and making the school look its best; school uniform; student management and the general running of the canteen.

Liane Murray

P&C President

School background

School vision statement

Maitland High School is an inclusive and proudly comprehensive high school serving a diverse community. The school seeks to lead the community in understanding that the challenges that this diversity brings are opportunities to build a strong, fair and transparent public education system in the local area. Primary schools and their local high schools in our area work together as the Department of Education to ensure that all our local public schools experience the benefits which a fully comprehensive system confers. This ameliorates the disadvantage caused by residualisation and accepts the responsibility that all public schools have as the primary agent of socialisation in Australian society. Public Education, and our school in particular, aims to build a healthy and harmonious community of learners where issues of class, race, gender and all other forms of exclusion, are eliminated through diversity, understanding and inclusion, whilst actively teaching that learning and achievement are for all.

School context

Maitland High School is the second oldest state high school in NSW. It has a very rich history and a strong position in the community which provides a stable platform for the school to look to the future. Our school motto, "En Avant" (Go Forward) encapsulates the school's aim to develop a sense of future: of capacity, achievement and success in all students. Significant sections of the school community face barriers in fully engaging with education and accruing the inherent benefits of a successful education.

The school has had an annual enrolment growth of 4.1% since 2010, compared with similar schools (SSG) which have recorded a -1.1% decline in enrolments. The school's ICSEA is 929, compared with an SSG average of 935. Our FOEI is 134, which is comparable with SSG FOEI average of 135. MHS has an Aboriginal student enrolment of 14% and LBOTE student enrolment of 4%. Maitland High School's 2015-17 Strategic Plan directions, 'Successful Teachers, Successful Students, Successful School' succinctly captures the school's commitment to continual growth and improvement: positive movement widely acknowledged by our community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school's learning culture has evolved with an effective focus on the conditions of student engagement driven through collaborative programming targeting learning activities with increased higher order thinking skills, real-world applications and creative problem-solving ability. Instructional Rounds were introduced as an effective vehicle for teachers to learn from the observation of each other's practice. Analysis of this learning has led to improved teaching practice of the collegiate as a whole. These shared understandings of best practice have positively changed the dialogue among teachers from one which was dominated by student behaviour management, to an open, ongoing and supportive conversation about explicit teaching practice which leads learners to develop future-focused, critical and creative thinking skills.

Behaviour expectations have been explicitly taught and reinforced through the school's integrated Positive Behaviour for Learning (PBL) initiative. Explicit teaching of classroom expectations and consequences has continued to see a marked improvement in school tone. This is reflected in a 33% drop in suspensions and is universally commented on by teachers and visitors to the school, in addition to increasingly positive recognition in the school community. The school's student attendance rates are efficiently monitored and regular meetings are held with parents /carers, the school's Attendance Officer and the Home School Liaison Officer. The school was self-assessed as Delivering in Learning Culture Wellbeing, and Collaborative Practice with positive movement towards Sustaining and Growing evident through the commitment to improvement on a corporate and individual level.

Highly positive and respectful relationships are evident among students and staff and strongly reflected in high teacher morale, with 99% of staff reporting that they enjoy or highly enjoy working at Maitland High School. Correspondingly, the Tell Them From Me student survey reported fractionally greater than average positive student /staff relationships. Aboriginal students form 13% of the school's population and the school has a highly effective Aboriginal education program which saw two students receive State Nanga Mai Scholarships and several students successful in gaining selection to attend university summer and winter schools. The school employed a fulltime Aboriginal Education

Officer and Aboriginal Education Worker, in addition to junior and senior tutors who provided students with assistance across the curriculum.

Effective classroom practice at Maitland High School is characterised by well-managed classrooms with well-managed teaching taking place. There has been a marked improvement in student engagement in learning and minimal disruption in classes due to effective classroom support and effective teaching practice. Teachers are moving towards greater use of evidence-based teaching strategies and student performance data analysis to improve student academic performance. Analysis of whole school trend data has been used to develop the school's learning goals and inform key decisions in the School Plan. Professional Learning strongly aligns with the School Plan and a focus on developing distributed leadership was undertaken, with a reallocation of Head Teacher responsibilities and the opportunity for greater leadership to be exercised by teachers leading areas such as the timetable, ICT, PBL and Attendance. A central focus on improving teaching methods in literacy and numeracy occurred through the incorporation of a literacy focus in Instructional Rounds. *Seven Steps for Successful Writing* was introduced as a discrete class in Year 7 and continued by English teachers training in the method. The *Super Six Strategies* continue to provide a scaffold for unpacking meaning in texts and as an approach to problem solving across the curriculum. Instructional Rounds has effected greater teacher self-reflection on practice and has identified areas for focus in teacher Professional Development plans.

The school leadership team supports a culture of high expectations and community engagement which has resulted in sustained whole-school improvement. The school engaged the DoE's Communication and Engagement team to conduct extensive community research and review of the high school's performance. On the whole, this research revealed that the school community is positive about the school's educational provision and it provided valuable insights and direction to build further on the school's positive reputation in the community. School Planning, Implementation and Reporting has a strong focus on continuous improvement, centred on classroom practice. The school is characterised by a high level of commitment by teachers to the school's expectations and aspirations for improving student learning by adopting a corporate approach to classroom management, collaborative programming and whole-school, targeted focus on developing literacy skills across the curriculum. The management systems of the school have undergone extensive review, with training occurring to support the implementation of a new timetable program and student management system, to better complement deployment of LMBR in 2017.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework, follow the link below.

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Successful Teachers

Purpose

Teachers engage in collaborative professional development, evidence-based and reflective practice, to continually evolve their teaching skills and currency of subject knowledge, in order to develop engaging teaching & learning programs of high intellectual quality.

Overall summary of progress

MHS has made significant progress in providing teachers with opportunities to build their capacity. The vast majority of staff have seen an improvement in student behaviour as a result of a targeted and consistent behaviour management strategy. The continued evolution of the PLC has allowed teachers to teach in an environment free of persistent misbehaviour.

Significant time and effort have been invested in developing teaching programs that promote higher-order thinking. Although HSC results remained comparable to previous years in 2016, the focus on junior programs will hopefully reap rewards in future years.

Teachers at MHS are now receiving ongoing support in implementing literacy strategies by participation in Professional Learning and having LaSTs regularly offering support in classrooms. Instructional Rounds have provided teachers with opportunities to learn from each other and share resources. As a result, positive strategies to promote student learning are being widely used throughout the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Effective whole-school, student management and student engagement in learning processes are consistently implemented by all teachers and executive. Explicit Direct Instruction pedagogy models the successful steps for learning and it is in evidence in all classrooms. As a result: a reduction of 15% in student suspensions on 2016 figures is achieved; all classrooms are characterised by minimal disruption and quality work completion and a settled and positive school tone.	Effective whole-school, student management strategies and processes: The Positive Learning Class (PLC), a principal RAM initiative (implemented in 2013), has evolved to include a manager who instructionally leads student management strategies with class teachers in mainstream classes. The diversification of the PLC has resulted in: <ul style="list-style-type: none">• greater pedagogical support for staff• improved classroom practice• greater student engagement, and• calmer classrooms Each week the PLC team and Deputy Principals meet to outline goals for the following week. This initiative has assisted greatly in the reduction of student suspensions. Measured from January to October over the year, suspension rates have fallen by 33%. Deputy Direct System – Students who persistently disrupt learning are directed to the Deputy Principal. Disruption to learning is not tolerated at MHS; every student is aware of this. Enforcing firm, high expectations for behaviour, in conjunction with improved teaching practice, has seen a marked decrease in disruptive student behaviour in classrooms by 23% in November 2016.	2 x DPs taken off class: \$102,021 1 x teacher to staff the PLC: \$102,021

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Effective whole-school, student management and student engagement in learning processes are consistently implemented by all teachers and executive. Explicit Direct Instruction pedagogy models the successful steps for learning and it is in evidence in all classrooms. As a result: a reduction of 15% in student suspensions on 2016 figures is achieved; all classrooms are characterised by minimal disruption and quality work completion and a settled and positive school tone.</p>	<p>Effective whole-school, student engagement strategies and processes are consistently implemented by all teachers at MHS:</p> <p>Instructional Rounds conducted in 2016 revealed that successful teaching practices identified in the first round were being implemented across the school. The school-based action research found evidence that the majority of teachers (89%) explicitly structured learning activities with learning intentions, provided clear instructions to outline the successful steps of learning and modelled the desired outcome in a variety of forms.</p>	
<p>The intellectual quality and relevance of teaching and learning programs are improved through:</p> <p>thorough redevelopment via collaborative programming;</p> <p>faculty-driven, collaborative TPL in: HOTS and how to develop conceptual understanding in students from Stage 4 onwards.</p> <p>Result: Learning activities are developed which focus on Higher Order Thinking Skills (HOTS), 'real world' learning and creative problem solving skills across all year groups and class levels. All faculties have started to develop Project Based Learning assessment tasks.</p>	<p>All teaching staff participated in 12 hours of collaborative programming focusing on Higher Order Thinking (HOT) and increasing the intellectual quality and relevance of teaching and learning programs outside of school time. This is in addition to an extended Faculty/Staff Meeting each week. Meetings were extended each week until 4pm to focus specifically on TPL related to programming.</p> <p>The Literacy Committee was revitalised in Term 4, 2016 to scaffold the most effective practices in improving literacy achievement, outlined in 'How Schools can improve literacy and numeracy performance – and why it (still) matters', CESE September 2016. Mid-term and end of term milestone accountability processes have been determined for Term 4, 2016 until the end of 2017 to ensure they are explicitly addressed in every faculty in 2016 and 2017. The key practices for MHS in 2016–17 are:</p> <ul style="list-style-type: none"> • Multilit/Quicksmart/PeerTutoring– literacy and numeracy intervention for students below National Minimum Standard. • Seven Stages of Successful Writing– Year 7 curriculum. • Cohort literacy and numeracy tracking to the HSC – i.e. backward mapping Band 5 & 6 skill-sets through Stage 5. • Deployment of LaSTs into classrooms to teach teachers in the process of teaching how to implement literacy and numeracy strategies. • Data analysis and explicit teaching of known deficits in a coordinated strategy across Years 7–10. • Instructional Rounds focused on identifying successful literacy teaching practices for individual classes (across all stages in Term 4, 2016). • Clear and transparent SMART goals and literacy learning goals feature in every unit of work at the school and classroom level. • Teacher professional learning that improves the teaching of literacy and numeracy. • Quality Feedback to students about their writing from teachers, peers and self against explicit 	<p>Collaborative Programming: 2 x staff development days for all teachers</p> <p>Instructional Rounds: \$27,100</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The intellectual quality and relevance of teaching and learning programs are improved through:</p> <p>thorough redevelopment via collaborative programming;</p> <p>faculty-driven, collaborative TPL in: HOTS and how to develop conceptual understanding in students from Stage 4 onwards.</p> <p>Result: Learning activities are developed which focus on Higher Order Thinking Skills (HOTS), 'real world' learning and creative problem solving skills across all year groups and class levels. All faculties have started to develop Project Based Learning assessment tasks.</p>	<p>writing criteria.</p> <ul style="list-style-type: none"> • 'Writing to Learn' strategy to promote content learning across all Key Learning Areas. 	
<p>Quality teaching is developed through Evidence-based teaching practice. All teachers' practice aligns with the Australian Professional Standards for Teachers and an MHS corporate approach to using student performance data to establish: starting points; design teaching and learning programs; high expectations and learning intentions; monitor and analyse progress; reteach, consolidate and extend learning, occurs across the school.</p>		
<p>All teachers are Band 6 practitioners in the subjects they teach. Targeted Individual teacher professional learning and development is identified through the PDP process to develop high professional capacity, knowledge and skill.</p>		

Next Steps

- In the September, 2016 Teacher Survey on School Learning Climate, staff indicated that they would like more targeted professional development on student management and collaborative planning/programming.
- In 2017, each teacher will be supported in their collaborative planning with an additional half day per term release. This is in addition to the supplementary hours completed outside of school time. The aim is to incorporate Higher Order Thinking Skills (HOTS) into at least 50% of all teaching and learning programs by the end of 2017.
- Practical workshops addressing effective student management strategies are planned for 2017.
- Our key focus at MHS in 2017 and into the next School Plan is to prepare students for everyday life by improving their achievement in literacy. A literacy consultant will be employed in 2017 to support staff delivery of targeted

literacy skills to their students.

- The effectiveness of literacy strategies will be evaluated through Instructional Rounds in 2017.

Strategic Direction 2

Successful Students

Purpose

Engaged and motivated students who have a sense of pride and belief in the school and in themselves: evidenced in a confidence and determination to develop their knowledge, skills and creative problem solving ability to attain career and personal growth goals.

Overall summary of progress

Literacy programs such as *Seven Steps to Writing Success* and *Quicksmart* and the employment of LaSTs has led to modest improvements in student outcomes. Evidence shows more students acquiring the skills required to move out of the lowest bands. Instructional Rounds have provided teachers with practical literacy strategies that can be used in a wide variety of contexts.

An explicit and consistent approach to behaviour management has seen a significant decrease in the number of referrals for disruptive behaviour. Students are learning in settled, productive classrooms that promote high expectations and academic rigour. Removal of DEAR has resulted in students beginning the day with a focused mindset conducive to learning.

Lateness to school has also decreased with the elimination of DEAR. Our Attendance Manager continues to work closely with students and families who are facing difficulty with engaging in education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Disadvantage is ameliorated by whole school, targeted measures, evident in a 5% increase each year in students achieving at or above state mean in external examinations NAPLAN, VALID & HSC.</p> <p>The Student NAPLAN attainment in Year 7 & 9 improves to reflect SSG achievement or better.</p>	<p>In 2016, MHS is showing the early signs of improvement in literacy and numeracy. Our 2016 NAPLAN results show modest gains in Year 9 achievement, compared with our 2015 results:</p> <ul style="list-style-type: none"> • in Reading and Writing, a 7% decrease in students performing in the bottom two bands, with a 5% improvement of students performing in the middle two bands in Reading; • a 17% improvement and reduction of students in the bottom two bands in Grammar and Punctuation, and an 11% improvement in students performing in the middle two bands; and, • a 1.1% increase of students performing in the top two bands for Grammar and Punctuation. <p>In Numeracy, there was a decrease of students performing in the bottom two bands and a corresponding improvement in students performing in the middle two bands.</p>	
<p>Student engagement in learning is increased, evident in a 10% reduction in poor behaviour.</p> <p>Lateness to school reduces: 50% improvement by end 2016, and a further 10% by end 2017.</p> <p>Student attendance improves to SSG mean of 87% in 2016 and approximates the state mean of 90.2% by end 2017.</p>	<p>In addition to the whole-school targeted measures outlined in 'Successful Students':</p> <ul style="list-style-type: none"> • Multilit/Quicksmart/PeerTutoring– literacy and numeracy intervention for students below National Minimum Standard. • Seven Stages of Successful Writing– Year 7 curriculum. • Cohort literacy and numeracy tracking to the HSC – i.e. backward mapping Band 5 & 6 skill-sets through Stage 5. • Deployment of LaSTs into classrooms to guide teachers in the process of teaching how to implement literacy and numeracy strategies. • Data analysis and explicit teaching of known deficits in a coordinated strategy across Years 7– 	<p>Staffing with Teachers: \$105,000</p> <p>Staffing with SLSOs: \$40,000</p> <p>Staffing with SASS: \$86,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student engagement in learning is increased, evident in a 10% reduction in poor behaviour.</p> <p>Lateness to school reduces: 50% improvement by end 2016, and a further 10% by end 2017.</p> <p>Student attendance improves to SSG mean of 87% in 2016 and approximates the state mean of 90.2% by end 2017.</p>	<p>10.</p> <ul style="list-style-type: none"> • Instructional Rounds focused on identifying successful literacy teaching practices for individual classes (across all stages in Term 4, 2016). • Clear and transparent SMART literacy learning goals in every unit of work at the school and classroom level. • Teacher professional learning that improves the teaching of literacy and numeracy • Quality Feedback to students about their writing from teachers, peers and self against explicit writing criteria • 'Writing to Learn' strategy to promote content learning across all Key Learning Areas. 	
<p>The MHS learning environment is one where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving.</p>	<p>Enforcing firm, high expectations for behaviour, in conjunction with improved teaching practice, has seen a marked decrease in disruptive student behaviour in classrooms by 23% in November 2016. Annual parent and carer surveying at the end of 2015 also identified high satisfaction with educational provision at Maitland High School, with 96% of respondents indicating that they agreed that 'MHS provides high quality education and that their child can achieve their potential at the school'. Parent responses also indicated that 'MHS provides a caring learning environment, and was accepting of all students'.</p> <p>Clear, regular communication of expectations through a succinct discipline code outlining high expectations of learning has resulted in an outstanding improvement in school tone, attested to in our staff survey, where 98% of staff agreed or strongly agreed that student behaviour in class had improved.</p>	<p>Aboriginal Education Officer: \$52,000</p> <p>Aboriginal Education Worker: \$16,000</p>
	<p>With the introduction of Sentral, implemented to complement the system used by our partner primary schools, came the decision to remove DEAR/roll call at the beginning of each day. The removal of roll call has led to a decrease in lateness to school.</p>	
	<p>Maitland High School continues to develop attendance strategies to support the increase of student attendance rates. A Student Attendance Manager continues to manage daily attendance and non-attendance in close consultation with the Home School Liaison Officer and other outside support agencies.</p> <p>Their work is supported by the Deputy Principals who act regularly on partial truancy through the implementation of the Truancy Management Plan. This plan manages persistent truants through strategies including: interview, individual student attendance improvement plan and Formal Caution.</p>	

Next Steps

- Continue to make gains in all areas of NAPLAN. In regards to Year 9, ensuring all students are supported to meet the minimum standard in literacy and numeracy.
- Continue to make gains in the HSC so that students are achieving at or above state mean.
- Improve school attendance so that it meets the state mean.
- Further develop and increase student engagement by further reduction in behaviour referrals and suspensions.

Strategic Direction 3

Successful School

Purpose

The school is a happy and secure setting with a strong culture of continual learning, ongoing performance improvement and achievement. Respectful and positive relationships are modelled across the school and characterise all interactions.

Overall summary of progress

Faculties at Maitland High School have made significant improvement in their teaching and learning programs through:

- effective teacher collaboration and high quality professional learning which reflects the School Plan and PDP of the teacher;
- corporately-derived and implemented explicit teaching strategies, and;
- improved learning environments which promote high levels of engagement in learning.

Instructional Rounds have been pivotal to whole school improvement in pedagogy. In 2016, clear evidence of significant instructional improvement was noted. Clear, regular communication of expectations through a succinct discipline code outlining high expectations of learning has resulted in an outstanding improvement in school tone, attested to in our staff survey, where 98% of staff agreed or strongly agreed that student behaviour in class has improved.

The employment of a Business Manager has been effective in enabling the Senior Executive of Maitland High School to provision greater support to classrooms and focus on the development of an instructional leadership model. The Business Manager assumed site management and compliance management.

On balance, the school's status in Learning, Teaching and Delivering shows progression in 2016 to the higher end of 'Delivering', with some indicators in each area moving into 'Sustaining and Growing'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Quality Teaching and Learning programs are reviewed and regularly redesigned. All programs contain:</p> <ul style="list-style-type: none"> • Data determined starting points • HOTS • Learning to Learn strategies • Seven Steps to Successful Writing • Super Six Strategies • minimum 3 levels of differentiation, and • 'real world' connections. 	<p>Faculties have made significant improvement in their teaching and learning programs at Maitland High School by explicitly scaffolding the whole school steps of change in the 2016 School Plan, focused on the following key drivers of school improvement (a):</p> <ul style="list-style-type: none"> • Effective teacher collaboration • High quality professional learning which reflects the School Plan and PDP of the teacher • Explicit whole school goals and strategies for change • Corporately-derived and implemented explicit teaching strategies • Learning environments which promote high levels of engagement in learning • Setting high expectations of achievement <p>(a) <i>High Value-Add Schools: Key Drivers of School Improvement</i>. Centre for Education Statistics and Evaluation (CESE).</p> <p>Instructional Rounds has been pivotal to whole-school improvement in normal pedagogy at MHS. In 2016, clear evidence of significant instructional improvement was displayed when the second phase (Term 2) of Instructional Rounds found that successful teaching practices identified in the first round were being implemented across the school. The school-based action research found evidence that the majority of teachers (89%) explicitly structured learning activities with learning intentions, provided clear instructions to outline the</p>	<p>Teachers engaged in 12 hours of dedicated whole school collaborative programming across two days, in addition to faculty initiated collaboration in year group teams throughout the year.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Quality Teaching and Learning programs are reviewed and regularly redesigned. All programs contain:</p> <ul style="list-style-type: none"> • Data determined starting points • HOTS • Learning to Learn strategies • Seven Steps to Successful Writing • Super Six Strategies • minimum 3 levels of differentiation, and • ‘real world’ connections. 	<p>successful steps of learning and modelled the desired outcome in a variety of forms.</p>	
<p>School tone is high, reflected in settled and productive classrooms and 10% improvement in referrals for disruptive behaviour annually.</p>	<p>The Tell Them From Me Survey results (October, 2016) clearly indicated that MHS students were broadly aware of improved classroom practice: students self-reported improved student engagement and increased satisfaction with teacher/student relationships, which has risen to approximate that of the state average.</p> <p>Enforcing firm, high expectations for behaviour, in conjunction with improved teaching practice, has seen a marked decrease in disruptive student behaviour in classrooms by 23% in November 2016. Annual parent and carer surveying at the end of 2015 also identified high satisfaction with educational provision at Maitland High School, with 96% of respondents indicating that they agreed that ‘MHS provides high quality education and that their child can achieve their potential at the school’. Parent responses also indicated that ‘MHS provides a caring learning environment, and was accepting of all students’.</p> <p>Clear, regular communication of expectations through a succinct discipline code outlining high expectations of learning has resulted in an outstanding improvement in school tone, attested to in our staff survey, where 98% of staff agreed or strongly agreed that student behaviour in class had improved.</p>	<p>The school has invested Equity Staffing in a full-time position of student behaviour support – the Positive Learning Class.</p> <p>Additionally, the school has also used its Equity Staffing component to continue both deputy principals as non-teaching, enabling increased student management and teacher pedagogy support.</p>
<p>Executive are Instructional Leaders, improving teaching practice through effective on-site TPL and classroom support. This is enabled through distributed leadership and the employment of a Business Manager and an IT Manager.</p>	<p>High-calibre teacher professional learning for Maitland High School teachers, Hunter area teachers and leaders was delivered in the major educational conference, held in May 2016, “Empowering Teachers: Developing Professional Capital” with Professor Stephen Dinham. 230 teachers and executive staff attended this event.</p> <p>Executive Staff from all schools engaged in an Instructional Leadership workshop on “What works in the classroom: high impact strategies which increase student achievement”.</p> <p>Led by 12 guest educators, staff engaged in deep thinking workshops in four key areas of teacher-</p>	<p>Staffing – Business Manager: \$94,000</p> <p>Dinham Conference: \$6 000</p> <p>Hierck Seminar: \$6 000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Executive are Instructional Leaders, improving teaching practice through effective on-site TPL and classroom support. This is enabled through distributed leadership and the employment of a Business Manager and an IT Manager.</p>	<p>focused school improvement, based on the MHS School Plan: Innovative pedagogy: engaging curriculum delivery in the classroom. Creative risk-taking in program design;</p> <p>What does it mean to be a professional teacher? Part A. Developing individual professional and faculty capital: individual responsibility to create improvement of our 'school brand';</p> <p>What does it mean to be a professional teacher? Part B. Part of a 'Cutting edge' profession: Up to date or out of date?;</p> <p>Literacy and numeracy: why it is my responsibility for our school to reach benchmarks and how I can do it in my class.</p> <p>Professor Dinham's address and the associated intensive workshops have been pivotal in adding to the improvement momentum now evident at Maitland High School. The school has achieved outstanding school tone conducive to improved student learning, evidenced by the noticeably settled classrooms, improved student engagement, high staff morale and improved student teacher relationships. The positive school tone of MHS was independently attested to in Term 4 by a State Local Schools Local Decisions (LSLD) Project Officer and it was selected as a best practice case study in community engagement in education.</p> <p>The employment of a Business Manager occurred at the beginning of the year. This additional school administration and management systems position has been effective in enabling the Senior Executive of Maitland High School to provision greater support to classrooms and focus on the development of an instructional leadership model. The Business Manager assumed site management and compliance management primarily and has been highly effective in managing the day-to-day co-ordination of site maintenance and staff mandatory training and screening requirements.</p>	
<p>The School Excellence Framework maps growth into 'Sustaining and Growing' in 75% of indicators by the end of 2016.</p>	<p>Self-assessment practice guidelines have been determined and a method of recording evidence has been established in the 2016 Executive Notebook.</p> <p>A careful analysis of our School Excellence Framework (SEF) NAPLAN data conducted in 2016 (from 2014-15 data), has been the impetus for the formation of our revitalised Literacy Committee. We recognise that the school must improve our targeted literacy response, and Explicit, Direct Instruction and Literacy are the primary foci of the 2017 School Plan.</p> <p>The school's progression against School Excellence Framework indices reflect steady progression towards Sustaining and Growing in the area of Teaching: Learning and Development. Our</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The School Excellence Framework maps growth into 'Sustaining and Growing' in 75% of indicators by the end of 2016.</p>	<p>teachers actively share learning with each other and there has been a particular focus on improved teaching methods in literacy and numeracy delivered through targeted on-site professional development. On balance, the school's status in Learning, Teaching and Delivering shows progression in 2016 to the higher end of 'Delivering', with some indicators in each area moving into 'Sustaining and Growing'.</p>	
<p>School technology facilities are strategically upgraded to promote a 25% increase in ICT-based learning across the curriculum by end 2017.</p>	<p>The school is efficiently resourced with ICT equipment and growing access across the curriculum.</p> <p>The school also employed an Information Technology Manager who has enabled efficient on-site technology hardware and local network support, in addition to managing the strategic resourcing and roll out of technology across all Key Learning Areas.</p>	<p>Staffing: Technology Manager– \$94 000</p> <p>Computer room upgrade – \$27 000</p>

Next Steps

- Establish 'Learn–2–Learn' (Project–based Learning Course) in 2017
- Developing a whole–school Literacy Strategy, including the employment of a Literacy Coordinator
- Instructional Rounds
- Head Teacher Instructional Leadership development
- Further develop the practice of effective data analysis at all levels of the school to inform lesson design, programming and curriculum design
- Value–added strategies will be developed in each faculty to achieve measurable results on external examinations
- Business Manager position will evolve to include greater financial forecasting and management and the continued development of school procedures and maintenance of the school's DoE compliance obligations
- Readiness for External Validation and School Registration processes and practices.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Aboriginal Education Officer and Aboriginal Education Worker have been able to provide consistent academic and social support for Aboriginal students. For example, this assistance supported 3 students who carried out HSC Aboriginal Studies by distance education.</p> <p>NAIDOC celebrations were carried out during the year to reinforce the self-confidence of Aboriginal students and increase cultural awareness throughout the school.</p>	\$69367
English language proficiency	<p>An internal tutor was employed to assist students with English language proficiency. This support allowed a student to study academically demanding courses in her HSC and achieve commendable results.</p> <p>To support junior students, an SLSO was employed to assist students in the Quicksmart learning program. As a result, these students have made progress in reaching the levels of their peers and working autonomously in the classroom.</p>	\$14887
Low level adjustment for disability	<p>An additional teacher and an SLSO were employed to support students with disabilities. This support has benefited students by facilitating access to the curriculum, increasing the confidence of students and providing teachers with valuable strategies to address the needs of a wider range of students.</p>	\$98073
Socio-economic background	<p>A major focus of Teacher Professional Learning was accessing strategies for working with students from low SES backgrounds. This was provided by inviting guest speakers to talk to staff on two occasions. Literacy strategies were also shared via Instructional Rounds.</p> <p>A Business Manager was employed to reduce the administrative burden of the Senior Executive so they could focus on Instructional Leadership and supporting students with challenging behaviours.</p> <p>Funds were also spent on upgrading computer rooms and refurbishing the Year 7 playground area to provide a more current and engaging learning environment.</p>	\$129272
Support for beginning teachers	<p>15 beginning teachers were provided with funds to support their orientation into the profession. These funds were used to access professional development opportunities such as conferences and work closely with mentors and the executive to improve their capacity in the classroom.</p>	\$121279

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	448	449	460	463
Girls	445	420	425	414

Student enrolment has remained steady from 2013 through to 2016. Males made up 53% of the student population while females made up 47% of the student population. In 2016, a higher percentage of males were enrolled at MHS, continuing a similar trend over the past few years. The intake of students in 2016 was the largest since 2012.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.5	89.7	87.6	90.7
8	87.9	85.8	86.7	85.3
9	87.1	81.7	83	82.4
10	83.9	82.3	80.1	81
11	80.8	83.3	82.3	81.1
12	87.9	89.9	87.7	88.1
All Years	86.6	84.9	84.3	84.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall attendance rate of 84.70% is below the state average of 92.20%. Attendance rates have remained relatively stable over the 2013–2016 period.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.5	2.4	6.4
Employment	0.5	21.3	40
TAFE entry	3	6	5.3
University Entry			16
Other		1	1
Unknown			31.3

The majority of school leavers able to be contacted were employed in full-time or part-time work. 16% of former students are studying a wide range of courses at university such as Occupational Therapy, Science and Psychology. Veterinary Nursing, Childcare and Business Administration were some of the courses our former students were studying at TAFE.

Year 12 students undertaking vocational or trade training

Seven students undertook school-based traineeships in courses such as Acute Care, Business Services and Retail.

Year 12 students attaining HSC or equivalent vocational education qualification

A large number of students studied VET courses in 2016. Eight students studied Construction, 20 studied Hospitality, four studied Metals and Engineering, seven studied Sport Coaching and six Studied Information Technology.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	43.8
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.88
Other Positions	6

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

25 teachers accredited at the level of proficient. 1 staff member is seeking accreditation at higher levels.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	508 269.58
Global funds	781 115.85
Tied funds	1 074 300.89
School & community sources	383 106.30
Interest	19 482.77
Trust receipts	59 840.90
Canteen	0.00
Total income	2 826 116.29
Expenditure	
Teaching & learning	
Key learning areas	172 612.02
Excursions	151 935.38
Extracurricular dissections	67 317.77
Library	21 886.31
Training & development	201 376.75
Tied funds	885 632.87
Short term relief	287 759.45
Administration & office	206 187.24
School-operated canteen	0.00
Utilities	121 371.98
Maintenance	77 502.64
Trust accounts	40 876.37
Capital programs	79 984.00
Total expenditure	2 314 442.78
Balance carried forward	511 673.51

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

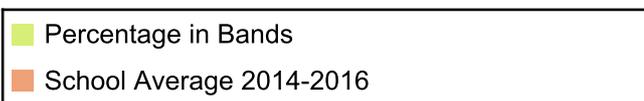
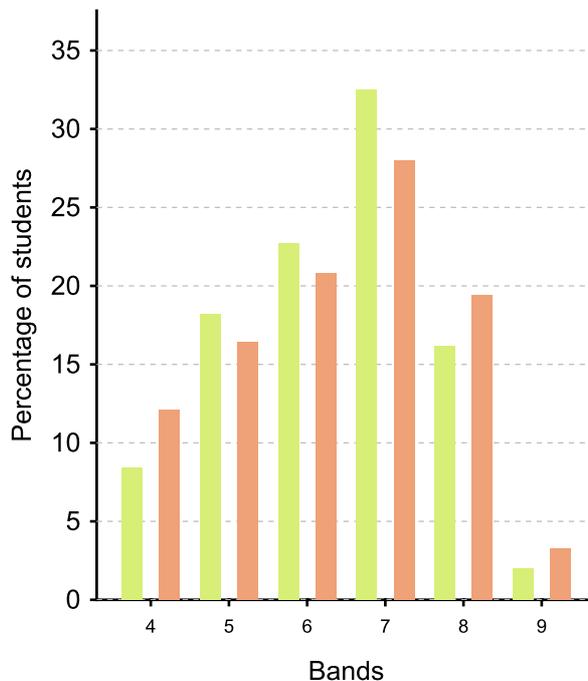
School performance

NAPLAN

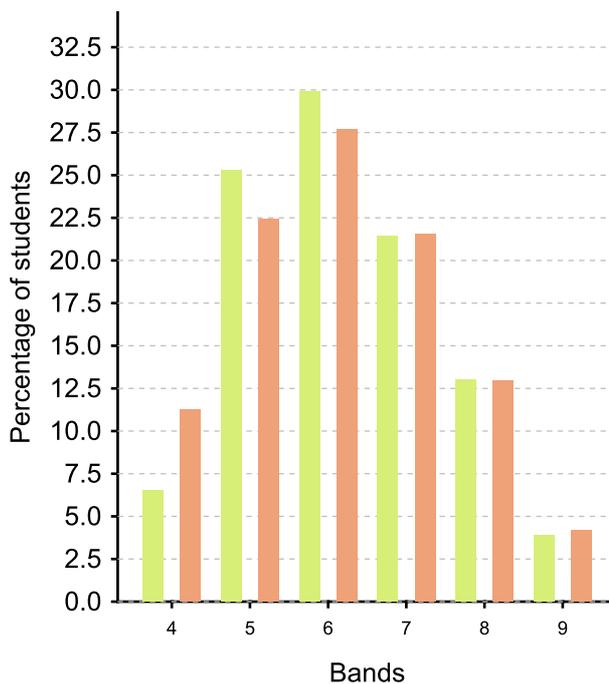
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- The percentage of students in the top two bands in Year 7 were as follows; reading – 10.5%, writing – 3.8%, grammar and punctuation – 16.9% and spelling – 18.1%.
- The percentage of Aboriginal students in the top two bands in Year 7 were as follows; reading – 7.6%, grammar and punctuation – 15.3% and spelling 19.2%. No Aboriginal students in Year 7 were in the top two bands for writing.
- The percentage of students in the top two bands in Year 9 were as follows; reading – 8.7%, writing – 2.9%, grammar and punctuation – 4.7% and spelling – 9.4%.
- The percentage of Aboriginal students in the top two bands in Year 9 were as follows; spelling – 8.3%. No Aboriginal students in Year 9 were in the top two bands for writing, grammar and punctuation or reading.

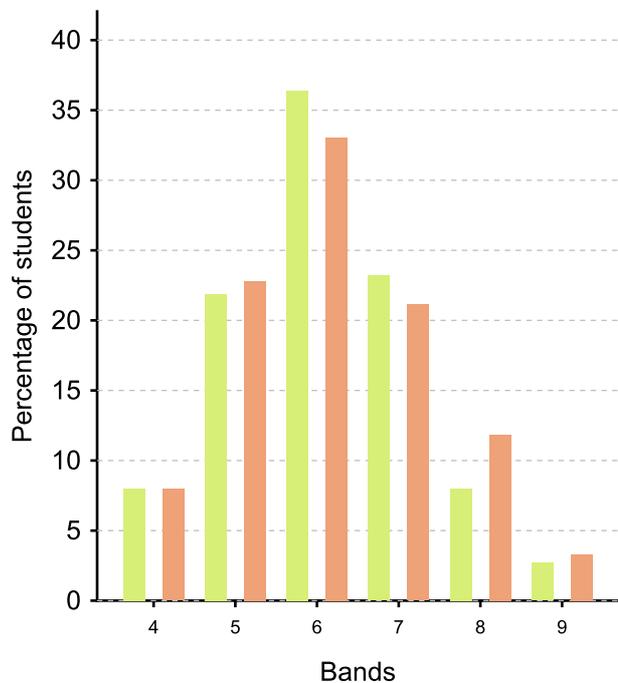
Percentage in bands:
Year 7 Spelling



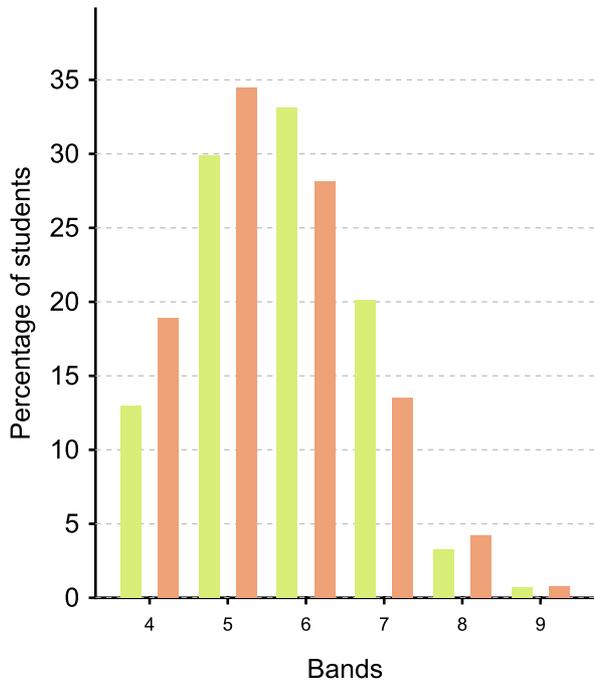
Percentage in bands:
Year 7 Grammar & Punctuation



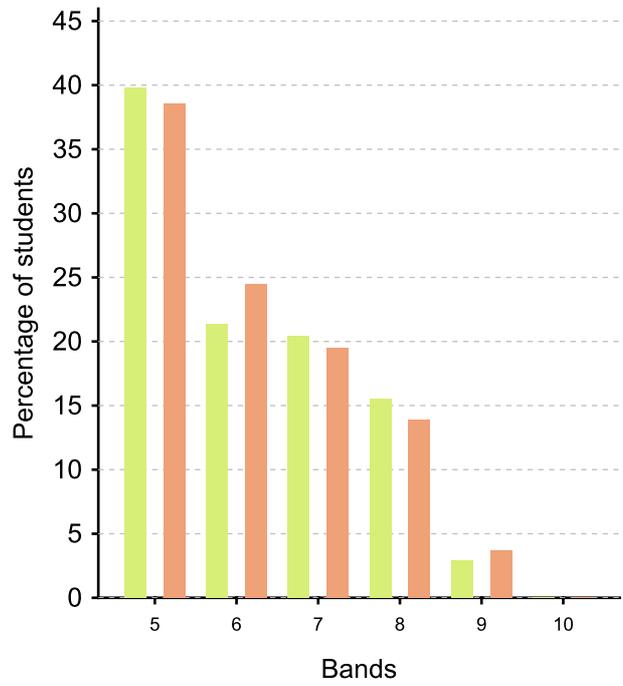
Percentage in bands:
Year 7 Reading



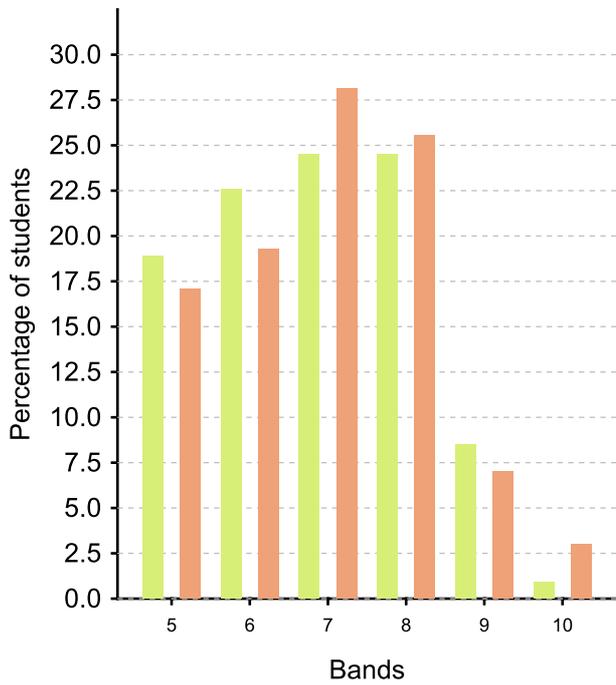
Percentage in bands:
Year 7 Writing



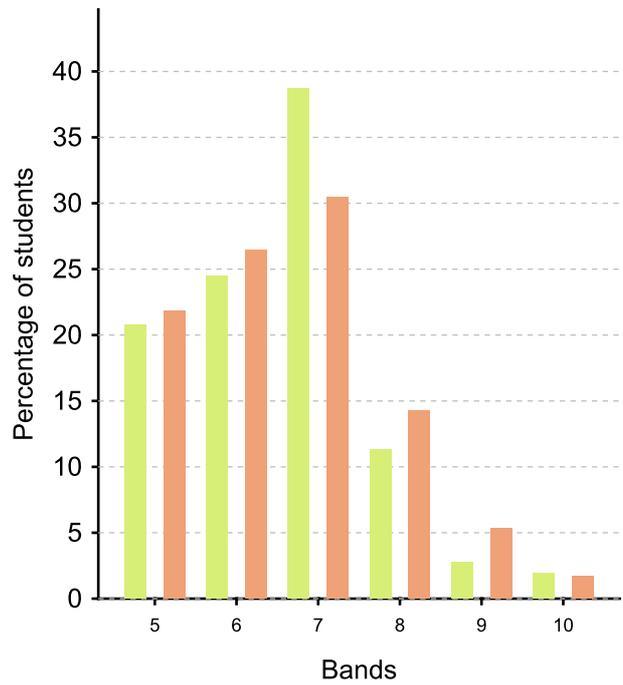
Percentage in bands:
Year 9 Writing



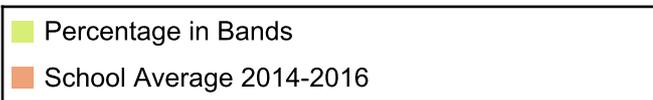
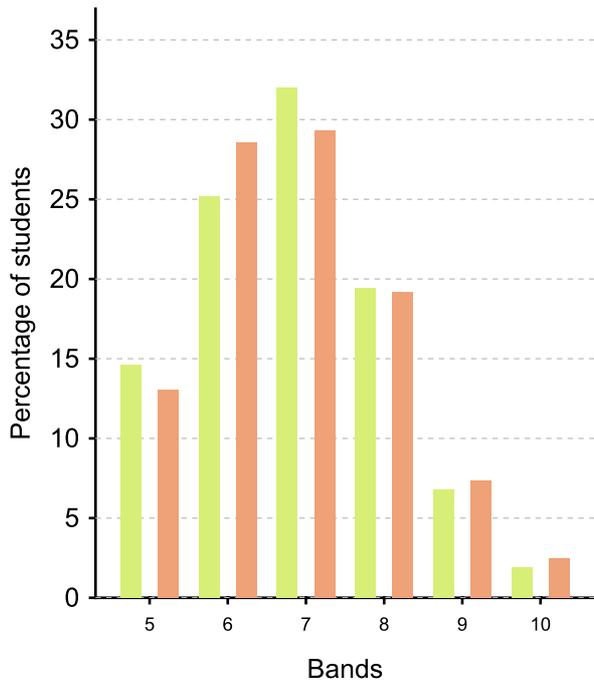
Percentage in bands:
Year 9 Spelling



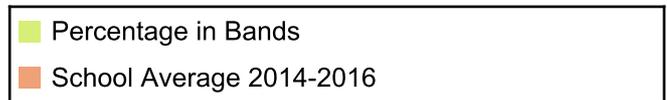
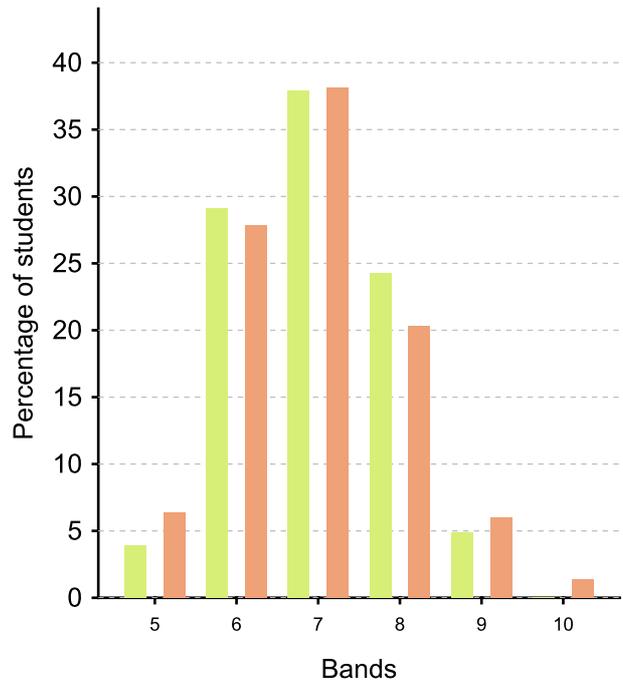
Percentage in bands:
Year 9 Grammar & Punctuation



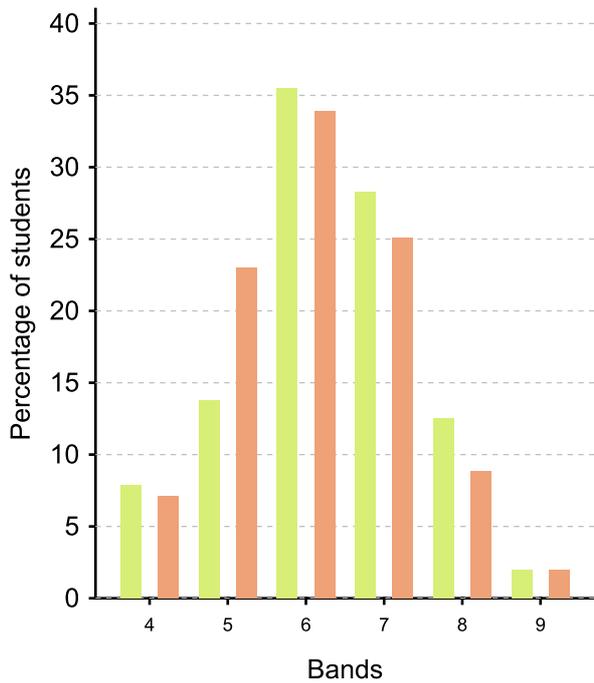
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Numeracy



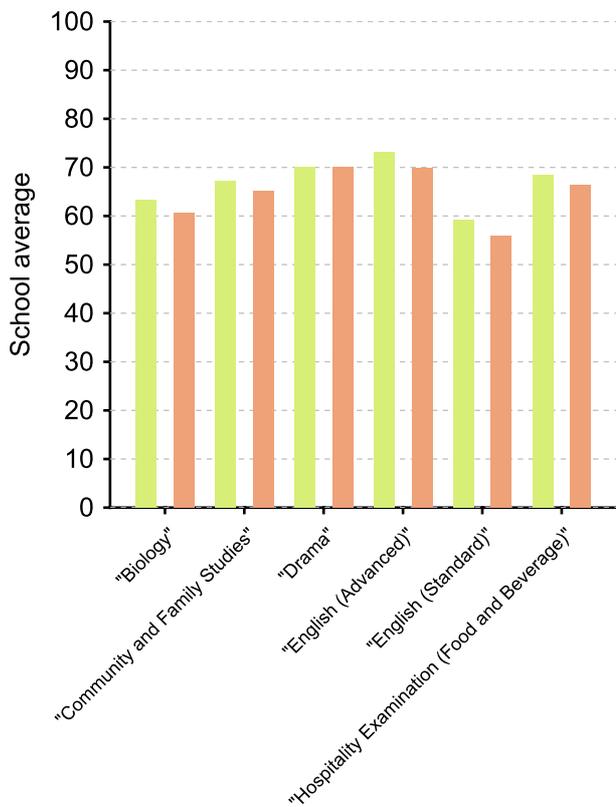
Percentage in bands:
Year 7 Numeracy



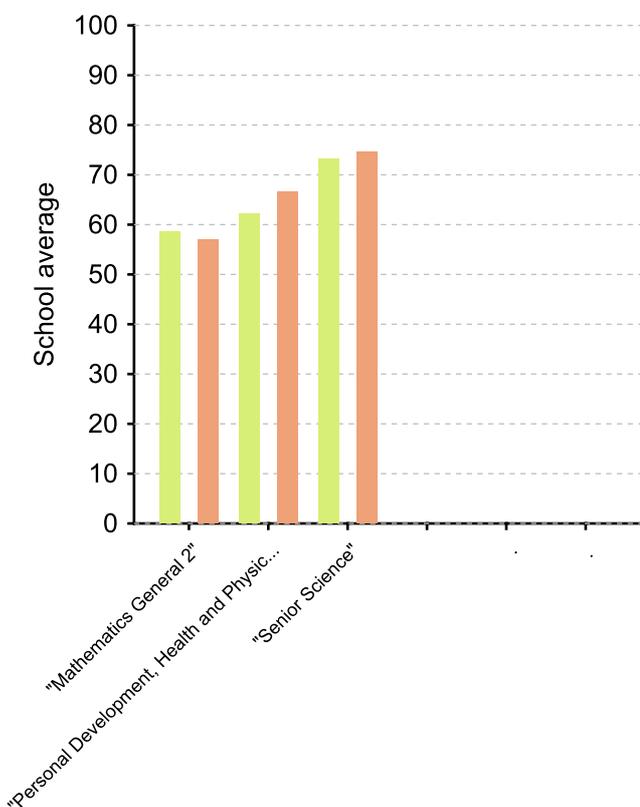
- 14.5% of students in Year 7 were in the top two bands in numeracy.
- 14.8% of Aboriginal students in Year 7 were in the top two bands in numeracy
- 4.9% of students in Year 9 were in the top two bands in numeracy.
- No Aboriginal students were in the top two bands in numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

In 2016, over 30 HSC courses were studied at MHS. Due to the Department of Education suppression rule, only classes with 10 or more students can be reported on.

Parent/caregiver, student, teacher satisfaction

- MHS has established positive links with its partner primary schools through the establishment of the Maitland Learning Community. Surveys reveal that the school's positive reputation within the community continues to grow, particularly in the last 4–5 years. Parents of students at MHS have high regard for the professionalism and accessibility of teachers and the multitude of extra-curricular opportunities on offer.
- Tell Them From Me data reveals that levels of happiness, optimism and positive relationships with their peers were comparable with other NSW state schools. Intellectual engagement is high in Year 7 but falls in Years 8 and 9 before rising again in Year 10. This trend is markedly similar to all other NSW state schools. Effective learning time, academic rigour and relevance were all comparable to other NSW state schools. Students rated the student-teacher relations at MHS to be 5.7 which is slightly higher when compared with other NSW state schools.
- A staff survey conducted in Term 4 2016 shows that over 90% teachers feel supported with managing challenging behaviour at MHS. 98% of staff enjoy working at MHS with the same percentage of staff revealing they have noticed an improvement in school tone over the past few years. Over 95% of staff are enthusiastic about opportunities to collaborate across other faculties. Ensuring students are adequately prepared for learning was an area identified by teachers as requiring improvement.

Policy requirements

Aboriginal education

2016 was a busy and productive year for the Aboriginal Education team at MHS. Two students were awarded Harding Miller scholarships worth \$20,000. Eight students were selected to attend the University of Sydney summer school and another three students were selected to attend the University of Newcastle summer school.

NAIDOC week was celebrated in the spirit of reconciliation and respect. A two-hatted chef was invited to the school to cook Aboriginal food for students, parents and elders of the local community. Members of the Local Aboriginal Land Council also took groups of students out into the local community to increase their cultural awareness. Male students were taken into the bush to cut coolamons while female students were instructed on traditional methods of basket weaving. Another activity involved Aboriginal students teaming up with a non-Aboriginal student to

design a boomerang that used symbols and pictures depicting reconciliation.

MHS is extremely proud of its Year 6–7 transition program for Aboriginal students. In 2016, the transition process involved the AEO visiting primary schools and meeting the Aboriginal students in Year 6. The same students were then involved in additional orientation activities such as visits to the school where they were assigned a mentor and an excursion to a local cultural site.

Our Aboriginal students are also well supported by Norta Norta funding and a dedicated space in the school where they can work with the AEO and other community members to improve their literacy/numeracy skills, receive assistance with assignments and build supportive relationships with each other.

Multicultural and anti-racism education

In 2016, Maitland High School appointed a new Anti–Racism Contact Officer (ARCO). Accreditation for this position was attained in September, 2016. Training for ARCOs is delivered as a blended online and face–to–face course to ensure all representatives are able to provide their school community members with support and education around multiculturalism and racism. Increasing multicultural awareness at MHS is a pivotal focus of the ARCO for 2017. Celebrating cultural differences across all Key Learning Areas (KLAs) and through internationally celebrated events such as Harmony Day have been included in planning this year. Additionally, raising awareness of the role of the ARCO to support students, staff and our community in eliminating racism was identified as a core focus in SMART goals and actions.