

Maitland High School

2019 Annual Report



8126

Introduction

The Annual Report for 2019 is provided to the community of Maitland High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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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. We work not only with our partner primary schools, but also with other 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 and builds a cohesive, integrated and well informed society. Public schools in particular, are 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 enrolment growth of 6.4% since 2011, compared with similar schools (SSSG) which have recorded a -14.8% decline in enrolments. The school's ICSEA is 929, compared with an SSG average of 935. Our FOEI is 131, which is comparable with SSG FOEI average of 135. The school has produced a 1.9% improvement in student NAPLAN achievement at Above the National Minimum Standard over time, compared with a -1.4% decline by similar schools (SSSG). MHS has an Aboriginal student enrolment of 14% and LBOTE student enrolment of 4%. Maitland High School's 2018-20 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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

School Assessment in 2019 involved three School Assessments: one pre–External Validation; External Validation and one post–External Validation. Our External Validation confirmed growth on our initial assessments, based on Panel review of our evidence. The results below are from our External Validation, with highlighted areas showing growth and improvement:

Learning Culture: Sustaining and Growing

Wellbeing: Excelling

Curriculum: Delivering

Assessment: Delivering

Reporting: Delivering

Student performance measures: Delivering

Effective classroom practice: Delivering

Data skills and use: Sustaining and Growing

Professional standards: Delivering

Learning and development: Sustaining and Growing

Educational leadership: Sustaining and Growing

School planning, implementation and reporting: Delivering

School resources: Sustaining and Growing

Management practices and processes: Sustaining and Growing

Strategic Direction 1

Successful Teachers

Purpose

Every student, every teacher, every leader improves every year. Teachers commit to the process of self-reflection and evaluation of: their teaching practice; student learning data and; engage in collaborative program design to ensure teaching is responsive and precise in meeting student learning needs. Teaching is focused on student skills and concept development through high impact teaching practice.

Improvement Measures

Executive Teachers become increasingly confident Instructional Leaders of: explicit teaching using the teaching and learning cycle; using student SMART data for each class to target teaching to address known literacy deficits and; develop differentiated learning strategies for units of work.

The MHS Teaching & Learning Cycle (Plan, Explain, Model, Scaffold, Practice) is used increasingly in classrooms to move students from lower order, concrete learning, through guided practice, to higher order, abstract conceptualisation and independent practice.

Teachers' programs demonstrate an increasing use of SMART data to develop and individualise teaching and learning activities. Every class has a learning plan developed from reflection on SMART data and assessment practices.

Teaching programs and registers demonstrate planning and self-reflection on pedagogy, formative assessment and quality feedback strategies.

Students are achieving expected growth in external student achievement measures.

The school continues to achieve value-added growth in Year 7–9 NAPLAN and achieves Sustaining and Growing valued added growth in Year 9 NAPLAN to Year 12 HSC results.

HSC students achieving results in the top two Bands (Band 5 and 6) shows positive growth, from baseline of 15.7% (2017–2018) to between 21.1–26.1% by 2022..

HSC students achieving results in the top three Bands (Bands 4, 5 and 6) shows positive growth, from baseline of 41.8% (2017–2018) to between 47.9–52.9% by 2020..

Students performing At or Above National Minimum Standard in NAPLAN continues to show positive growth, from 93.9% in 2017 to 98% by 2020.

Year 9 students achieving results in the top two Bands (Band 9 and 10) in Reading and Numeracy continues to show positive growth, from: a baseline of 9.5% across 2017–2018 in Reading, to between 15.2 – 20.2% by 2022 and; a baseline of 10.7% across 2017–2018 in Numeracy, to between 16.3% – 21.3% by 2022.

Overall summary of progress

The school has focused strongly on the DoE's premise that 'every student, every teacher, every leader improves every year.' The core driver of this expectation is continual teacher improvement in pedagogy. The school has focused on improving the academic rigour and explicit teaching practice through collaborative programming design, focused on High Order Thinking learning activities from Stage 4. This involved the adoption of a common programming template which scaffolded the teaching & learning cycle, literacy – Focus on Reading and Focus on Writing strategies.

Our teachers are strongly engaged in collaborative professional learning around explicit teaching practice; developing challenging and rigorous teaching and learning programs; assessing their impact in the classroom through student data and feedback analysis, and; engaging in observations of practice through Instructional Rounds. Successful Teachers, our first strategic direction, structures our professional learning agenda around research-based teaching practices that have the greatest positive effect on student learning outcomes. Making pedagogy visible, discussable and measurable continues to be the fundamental paradigm shift at Maitland High School. Explicit teaching is demonstrated to be the main practice used in the school.

Teachers are becoming skilled in explicit teaching techniques such as; questioning and assessing to identify students' learning needs, and using a range of explicit strategies to explain and break down knowledge. The school has just

entered a three year, whole school professional development program, Visible Learning, to support and accelerate our growing expertise in explicit teaching practice. Effective Feedback is one of our key focus areas in 2019. Some faculties are developing highly efficient and explicit feedback practices using CANVAS and a range of other feedback strategies are developing in classrooms across the school. Similarly, some faculties analyse and use student performance data regularly and effectively to design learning. However, the leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Focus on Writing teaching skills are a key focus area in our 2018–2020 School Plan. The school has provided a comprehensive program of professional development, where in–house, teacher professional learning involves explicit modelling, practice and support at all points of professional collaboration i.e. Staff meetings, Executive meetings, Faculty meetings and Team meetings. Maitland High School is Sustaining and Growing in the Theme of Expertise and Innovation. There is increasing confidence and momentum being generated to engage in new technologies such as CANVAS, and to start program design based on concepts or 'big ideas' and with the end in mind i.e. backward map the key skills and capacities students need to excel in Stage 6, through learning sequences in Stages 4 & 5. Teachers are asked to design programs based on innovative ideas for a units of work and map in syllabus 'dot points' as the ingredients, rather than teach the syllabus dot points discretely. Teachers are supported to trial innovative or evidence–based, future–focused practices through the Collaborative Programming Initiative, where every 1.0 FTE teacher receives a day a term to work with colleagues in unit design.

Progress towards achieving improvement measures

Process 1: Pedagogy focused professional learning

Teaching and Executive staff engage in structured professional learning focused on delivering quality pedagogy in every classroom.

Teachers collaborate effectively to implement: Hattie's Visible Learning precepts; the MHS Teaching and Learning Cycle and; CANVAS to improve teacher efficacy and student learning across all KLAS.

Evaluation	Funds Expended (Resources)
The Visible Learning program has aligned closely with the school's prior initiatives in pedagogy improvement i.e. the MHS Teaching and Learning Cycle. Visible Learning is a whole school professional learning program focused on Explicit teaching practice. The program has been highly effective in engaging teachers to review their current practice and introduce evidence–based strategies into their teaching repertoire.	Visible Learning Program Collaborative Programming Funding Sources: • Professional Learning (\$49544.00)

Process 2: Teachers reflect on their impact and receive collegial teaching practice feedback

Self–reflection and evaluation increase high impact teaching strategies and embedded literacy and writing practices across the curriculum. Instructional Rounds; peer lesson observation; principal walk–throughs and comprehensive Faculty Reviews provide valuable feedback and guidance to teachers and faculties in the areas of pedagogy, literacy and numeracy.

Evaluation	Funds Expended (Resources)
Instructional Rounds underwent an operational change in 2019 to prepare for 2020 delivery. A key change to the methodology included an analytical rubric supported by high impact pedagogical approaches in association with school goals and professional learning opportunities. School directed targets were included while teacher selected methods of assessment were enabled. The delivery of rounds was also adjusted to become more financially efficient with a significant, ongoing reduction in implementation costs.	This program will be delivered in 2020. Funding Sources: • (\$0.00)

Process 3: Data informed teaching to meet our school–specific student achievement targets.

Teachers review and use external student data e.g. NAPLAN / Valid8 / Best Start / HSC, internal performance measures and formative assessment to establish baseline data and target improvement in deficit areas. Teachers provide evidence of deficit address and measure impact.

Students' learning improvement is both planned monitored for growth using Learning Progressions. These measures, combined with processes 1 & 2, improve student performance in NAPLAN & HSC

Progress towards achieving improvement measures

Process 3: assessments.

Evaluation	Funds Expended (Resources)
Visible Learning evidence based teaching strategies in its first year at Maitland High School. Clear need for whole school literacy and numeracy strategy as well as focus on Aboriginal Education, attendance and student well-being. Literacy Team, to discuss possibilities for literacy strategy for 2020. Numeracy Team to work on whole school numeracy strategy. Bump It Up strategies to be explored.	Visible learning Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$49544.00)

Strategic Direction 2

Successful Students

Purpose

To develop young learners as critical thinkers and flexible problem–solvers, with a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn and adapt their knowledge and skills to new situations, so that all students can pursue fulfilling futures of choice in a complex and dynamic world.

Improvement Measures

Student conceptual development

Students demonstrate an increasing ability to be critical and thinkers and flexible, creative problem–solvers.

High Aspirations for Achievement

High Aspirations for achievement and a culture and confidence around learning success is developing in all students.

Student Literacy and Numeracy Achievement.

The school continues to achieve value–added growth in Year 7–9 NAPLAN .

Year 9 NAPLAN results show strengthening student growth, particularly in the middle and upper achievement Bands (Bands 8, 9 and 10).

Students performing At or Above National Minimum Standard in NAPLAN continues to show positive growth, from 93.9% in 2017 to 98% by 2020.

Year 9 students achieving results in the top two Bands (Band 9 and 10) continues to show positive growth, from 23.7% in 2017 to Over 30% by 2020..

Aboriginal and non–Aboriginal student achievement in the top two Bands (9 and 10) in NAPLAN increases from 4% in Year 9 Writing, and 5% in Grammar and Punctuation in 2017, to 15% by 2020.

HSC Academic Achievement

The school continues to achieve value–added growth in Year 7–9 NAPLAN and achieves Sustaining and Growing valued added growth in Year 9 NAPLAN to Year 12 HSC results.

HSC students achieving results in the top two Bands (Band 5 and 6) continues to show positive growth, from 25.6% in 2017 to Over 30% by 2020..

HSC results show school improvement in Value–Add from Year 9 NAPLAN to HSC to better similar school achievement

Overall summary of progress

Through the External Validation process, the leadership team collated and analysed a range of data sources to support our on–balance judgement of judgement of Sustaining and Growing in the domain of Learning. A significant emphasis has been placed on evolving High Expectations learning culture in every classroom across the school. This has been achieved by promoting strong learning and behaviour expectations through a network of supportive, learning–focused initiatives. A sustained commitment to whole school improvement is starting to show positive impact in: external, value–added assessments; improvement in accountability processes; connecting and preparing our students for post–school career opportunities in the community, and; moving into exciting ICT–enabled student learning and assessment practices.

There is demonstrated commitment within the school community that all students make learning progress. This included Successful Students initiatives which provided intra–curricula support to student learning, such as; the Senior Study Centre; The Aboriginal Tutorial Room; The Learning Centre; and Special Education Centre. These initiatives contribute to our high expectations culture by tailoring support for a broad range of students to engage successfully in learning. The impact of explicit teaching practice, including focus on writing and higher order thinking skills central to Successful Teachers strategic direction initiatives, is becoming evident in external assessment measures. The school has achieved

steady improvement in both NAPLAN Value-Added data and HSC performance. Our high expectations for student learning success is also captured in evidence drawn from across the school which reflects improvement in student achievement across all external and internal measures.

The school continues to achieve value-added growth in NAPLAN. In 2019, our average value-added growth (in Yrs 7-9 NAPLAN) was 43.63, which is 3.63 above the state average.

Year 9 Reading results showed 63.2% of our cohort to be performing at or above expected growth, 5.3% above Statistically Similar School Groups (SSSG.) Year 9 Writing results showed 57.9% of our cohort to be performing at or above expected growth, 1.8% above SSSG. Year 9 Numeracy results showed 52.8% of our cohort to be performing at or above expected growth, in line with SSSG.

Year 9 Reading results showed 92.7% achieving at or above National Minimum Standard, compared with 86.4% of SSSG. Year 9 Numeracy results showed 78.6% achieving at or above National Minimum Standard, compared with 71.3% of SSSG.

Year 9 Reading results showed 92.7% achieving at or above National Minimum Standard, compared to 86.4% of SSSG. Year 9 Numeracy results showed 78.6% achieving at or above National Minimum Standard, compared to 71.3% of SSSG.

.Aboriginal student reading and writing growth in the top two NAPLAN bands also showed continued improvement. In Reading, 11.3% of students achieved results in the top two Bands, 4.3% higher than in 2018. In Writing, 9.2% of students achieved results in the top two Bands, 4.7% higher than in 2018.

Year 12 2019 was a small candidature of 62 students. Our HSC results reflected an ATAR average of 65.95. Just over 13% of students achieved Band 5 & 6 results. In Year 11, 89.4% of students met National Minimum Standard (NMS) in Numeracy; 72% in writing; 92.3% in reading and 51.4% of students meeting the NMS in all three areas. Students yet to demonstrate their proficiency will have ample support and opportunity in 2020. In Year 10, 63.9% of students have met the NMS in numeracy; 47% in writing; 79% in reading and 40% of Year 10 students have already met the NMS for the award of an HSC in their final year. Again, the school has a focused strategy to ensure that students yet to meet the NMS do so before they complete their schooling.

Progress towards achieving improvement measures

Process 1: Literacy, Writing and Numeracy Across the Curriculum

Teachers engage in current professional learning on best practice strategies in literacy, writing and numeracy to develop students who have a deep content knowledge and the ability to express what they learn in written form using precise academic language of the discipline (metalanguage).

Evaluation	Funds Expended (Resources)
<p>All teachers at Maitland High School have engaged in professional learning on the Focus on Reading 'Super 6' strategies and Focus on Writing 'Shifty 6' strategies. This has been delivered through a combination of whole school staff meetings, faculty based sessions and literacy team meetings. In-class literacy support has also been provided by literacy team members for teachers who have requested support with a specific class. The 'Super 6' Focus on Reading strategies were revised for those members of staff who were not at the school when this program was initially introduced. To facilitate ease of implementation of these strategies for teachers, a range of 'Super 6' teaching and learning support resources were uploaded as a Literacy Module in the Maitland High School Canvas Guide Course. Similarly, the Focus on Writing 'Shifty 6' strategies, which are based on a program developed after rigorous analysis of Band 5 and 6 exemplar examination responses across a broad range of Higher School Certificate Courses, has remained a focus in relation to literacy based professional learning throughout this year. This professional learning, which equips teachers with the ability to lead students to develop a more sophisticated writing style by increasing their precision, cohesion and academic voice will continue to remain a focus for both staff and students in the year ahead.</p>	<p>n/a</p>

Process 2: Positive and Productive Learning

Classrooms are positive, settled, supportive and productive environments. A uniform approach to high

Progress towards achieving improvement measures

Process 2: expectations behaviour and application is supported by a responsive system of classroom supports.

Evaluation	Funds Expended (Resources)
<p>A high expectations learning environment is uniform across the school. Comprehensive systems of classroom support have been designed to ensure that learning disruption is kept to a minimum. The school operates The Learning Centre (TLC) for students who need one on one support for finite periods of time, or in specific subjects. Students who find it difficult to manage in a mainstream classroom due to anxiety or more transient conditions also use the TLC as a base from which to gradually increase their attendance in mainstream lessons. The Deputy Direct and Head Teacher Direct system operates to support settled classroom practice and is highly effective in ensuring persistently disruptive students are managed away from the classroom in a timely manner. The ZAP initiative– Zeroes Aren't Permitted sets out a high standard of work completion, with detention to complete work not completed in class. This has been unevenly used across the school.</p>	

Process 3: Critical and Conceptual Thinking development

Professional learning on HOT program design is delivered teaching staff so that teaching and learning programs are structured to provide students with critical and conceptual thinking learning opportunities. Teachers are provided with collaborative programming time to redesign targeted teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Professional learning sessions have taken place on a whole school, executive and faculty level in relation to developing teaching and learning programs and assessment tasks which aim to incorporate higher order thinking tasks to improve students' critical and conceptual thinking skills. This commitment has been underpinned by the implementation of a uniform teaching and learning template across the school which necessitates that these factors are taken into account by staff when developing and 'coding' their teaching and learning programs to ensure that all pedagogy and curriculum priorities are incorporated into classroom practice. Additionally, the school wide adoption of a uniform assessment task notification template which requires staff to consider how elements of the ALARM learning and responding matrix are being addressed within the task, also ensures that all assessments offer students the opportunity to engage, develop and demonstrate their higher order, critical and conceptual thinking skills. The incorporation of a focus on higher order, critical and conceptual thinking skills by all faculties, in all teaching and learning programs and all assessment tasks has ensured that all students, on a regular basis, are provided with the opportunity to develop, stretch and strengthen their own capacity to think critically and creatively, to analyse and evaluate and strategically respond to any given learning task, or in any situation in which they may find themselves as they move through life.</p>	<p>Faculty programs.</p>

Strategic Direction 3

Successful School

Purpose

Our learning community promotes responsibility for learning – leaders, teachers and students. Our high expectations environment focuses on promoting: wellbeing; individual learning goals, challenges and successes. All classrooms and staffrooms reflect our focus on: interpersonal skills development; universal respectful interactions; responsibility for our own behaviours; collegiality and genuine friendships.

Improvement Measures

Strong Supportive Professional Relationships.

Staff surveying reflects increasing improvement of collegiality, respect, support and positive communication in the work environment.

Student attendance continues to show steady improvement, from: 84% in 2015; 85% in 2016 and; 88% in 2017, to continued growth of 2% a year in 2018–2020 to over 90% by 2020.

Aboriginal student attendance continues to show steady improvement, from: 75% in 2015; 78% in 2016 and; 81% in 2017, to continued growth of at least 3% a year in 2018–2020 and achieve parity with the wider school community.

School tone, positive behaviour and learning engagement continues to show steady improvement, reflected in a comprehensive review of school data.

An increasing number of students demonstrate core school values and high expectations for learning as evidenced by internal and external school data.

Community partnerships which promote well-being and support student learning and career aspirations are increasingly embedded within the school community.

Overall summary of progress

Maitland High School continues to be judged on external measures as overall sustaining and growing in improvement measures across the school. Maitland High School's inter-connected School Plan strategic directions; Successful Teachers, Successful Students, Successful School purposefully transverses the three domains of the School Excellence Framework, V2. Our comprehensive School Plan has drawn praise from Leadership and High Performance Directorate for its targeted focus on research-based initiatives which improve learning outcomes for students. A sustained campaign to improve; school tone and student behaviour, student and staff morale, and raise expectations of student achievement over the past eight years, has created a solid bedrock for our professional conversations and improvement focus to move from an old paradigm of student behaviour management, to high expectations strategies for student learning success. This continues to be evident in 2019 and substantiated through the External Validation process.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. Positive classroom management is a core feature of Maitland High School, enabled by our supportive student management system and the 'high care' factor of our staff, both features which draw praise from visiting teachers and our parents.

Progress towards achieving improvement measures

Process 1: Staff Well-being:

Strong, Supportive Professional Relationships

Executive staff engage in and lead professional learning on the development of positive school culture to create an environment of unqualified respect and enhanced collegiality across the school.

Communication processes are reviewed and refined to improve staff information and procedural compliance.

Evaluation

Funds Expended

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Teachers at Maitland High School report experiencing highly positive relationships with students, high collegiality and moderately high professional satisfaction and support working at the school. These results reflect the views of head teachers and teaching staff. There is further work to do improving communication and collegial work culture among the Executive team.</p>	<p>Faculty Managers Initiative</p> <p>Deputy Direct system</p> <p>Collaborative Programming</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Faculty Manager (\$71219.00)

Process 2: Student Wellbeing

High expectations for individual student learning and prosocial behaviour is a whole school priority uniformly delivered across every classroom.

Evaluation	Funds Expended (Resources)
<p>Maitland High School has a strong focus on wellbeing as a whole school priority ensuring high expectations for individual student learning and prosocial behaviour. This is evidence by the extensive supports available within the school and through our growing community partnerships with external support agencies and recognised in our 2019 External Validation process, where the school was confirmed as Excelling. The promotion of high learning and behaviour expectations has been achieved through a range of learning-focused initiatives aimed at maximising the wellbeing of students through the network of supports provided by the school's Wellbeing Centre, The Learning Centre and Aboriginal Tutorial Room. These three key areas of the school work collaboratively to support all students and identify individuals with additional learning and support needs.</p> <p>The ongoing needs of the students are reviewed during weekly Wellbeing Meetings and through assessment of the Sentral Wellbeing Referral data. This information forms the foundation for the implementation or development of specialised programs to improve the physical, emotional and social wellbeing of students. Our full time Student Support Officer and School Counsellors are a key link to accessing and connecting our students and their families to external support agencies. The growth in wellbeing support provided in 2019 was enhanced by the implementation of the Wellbeing Manager role and increased allocation of time for wellbeing focused initiatives and individual student case management.</p> <p>Positive Behaviour for Success (PBS) is a whole school initiative designed to engage students in the key focus areas of prosocial behaviours, across all areas of the school environment promoting a uniformly delivered approach across every classroom.</p>	<p>Wellbeing Faculty Manager 6 Period allowance \$17,786</p> <p>Full-time Student Support Officer (additional 0.4 in RAM funds) \$36,568</p> <p>Full-time Aboriginal Education Officer, \$68,575</p> <p>1.0 FTE in Aboriginal SLSO support, \$61,252</p> <p>Full-time additional LaST, \$106,716</p> <p>Full-time additional Learning and Support SLSO, \$61,252</p> <p>Both Entitlement funded LaSTs full-time in The Learning Centre \$245,447</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$129827.00) • Socio-economic background (\$22322.00) • Low level adjustment for disability (\$245447.00)

Process 3: Maitland High School – A School of Choice in the Community

The school's enrolment growth and positive acclamation in the community continues to reflect our acknowledgement as 'the school on the move' in the community.

Evaluation	Funds Expended (Resources)
<p>The school's performance in External Validation in May 2019 showed a high level of growth across the majority indicators and student enrolments continuing to grow significantly from 2011 with 822 students to 2019 with 977 students. The acceleration in enrolments from 2016 of 872 students, to 909 students in 2017, 963 students in 2018 and 977 student in 2019 is reflected in the school average enrolment growth over the last two years of 7.8%.</p> <p>The school has been strongly focused on teaching and learning improvement. The process of extensive critical self-assessment in Learning,</p>	<p>Community Partnerships Officer</p> <p>RAM funded Head Teacher Senior Studies</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$96085.00)

Progress towards achieving improvement measures

Teaching and Leading, measured against School Excellence Framework Domains, Elements and Themes has revealed significant growth in; Learning Culture, Well-being, Effective Classroom Practice and Educational Leadership as our School Plan Strategic Directions gain traction and move student learning and well-being success forward – the measure of a successful school. The impact of our intensive focus on explicit teaching, with an emphasis on writing and conceptual understanding, is beginning to reflect in our external results. While there is further targeted improvement planned to meet the Premier's Priorities in NAPLAN (i.e. that a minimum of 90% of students meet National Minimum Standards) our 7–9 Value-Added Growth is Excelling, which strengthens our determination that the school is Sustaining and Growing in what is, our professional development or instructional phase in our journey of improvement. Attainment in the 2019 HSC has reflected a 3 year trend of increasing results in the top two ATAR Bands,. In 2019, 12.12% of students achieved an ATAR between 76–90 and 3.03% of students achieved an ATAR of 91 and above, although fractionally lower than the 2018 HSC cohort.

We are proud to conclude that our targeted work to improve our teaching and the care for our students every year; so that our student achievement results improve every year, indeed reflects our School Plan: Successful Teachers, Successful Students, Successful School.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staff salaries – \$165,000 Cultural excursions – \$3700 Community consultation – \$700 Teaching resources – \$1000 Furniture and computers – \$1500 Staff training – \$350 Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$162 171.00) • Socio-economic background (\$9 723.00) 	Aboriginal Education support at Maitland High School is valued and recognised by our community as highly effective in supporting our Aboriginal students to ameliorate disadvantage by providing equity of access to the curriculum through additional learning and well-being support. The school has the equivalent of three full-time Aboriginal Education staff who support junior and senior students in class, through tutorials and via liaison with community and cultural programs. The Aboriginal Education unit is highly successful at the school.
Low level adjustment for disability	Teacher salaries – \$245,447 Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$245 447.00) 	Evaluation indicated that the support provided by additional Learning and Support staff supporting both in classrooms and in The Learning Centre, combined with non-teaching deputy principals, provides highly effective support for students who require more intensive learning support to manage in a mainstream learning environment, or to transition into a mainstream classroom. Team teaching in more complex classes has also been highly effective.
Socio-economic background	Salaries – teaching and non-teaching – \$787,075 Professional Learning – \$6,900 Community Engagement – \$7,400 Technology – \$64,000 Furniture and equipment – \$23,000 Transition – \$4,100 Textbooks – \$21,000 Buildings and grounds – \$19,800 Teaching resources – \$4,400 Wellbeing – \$3800 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$918 077.00) 	We used these resources strategically to target additional learning support and resources for our students, with the largest proportion occurring in wages to provide additional student learning support officers in class; smaller classes in targeted areas of need such as literacy and numeracy in each junior year group, and to offer broader curriculum choice in the senior school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	462	483	511	523
Girls	411	426	452	455

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.7	91.9	89.5	89.1
8	85.3	88.2	86	84.8
9	82.4	85.7	84.1	82.7
10	81	85	78.6	83.6
11	81.1	88.4	86	80.4
12	88.1	91.1	88.4	86.4
All Years	84.7	88.4	85.5	84.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	N/A	N/A
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Due to the impact of Covid-19 at the beginning of the data collation period, this information has not been collated.

Year 12 students undertaking vocational or trade training

32.50% of Year 12 students at Maitland High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

85.7% of all Year 12 students at Maitland High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	56.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	476,480
Revenue	12,869,821
Appropriation	12,453,164
Sale of Goods and Services	3,722
Grants and contributions	408,937
Investment income	3,998
Expenses	-12,636,922
Employee related	-11,511,715
Operating expenses	-1,125,207
Surplus / deficit for the year	232,899

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	1,424,789
Equity Total	1,335,830
Equity - Aboriginal	161,678
Equity - Socio-economic	790,637
Equity - Language	0
Equity - Disability	383,514
Base Total	8,773,980
Base - Per Capita	232,165
Base - Location	0
Base - Other	8,541,814
Other Total	489,895
Grand Total	12,024,493

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

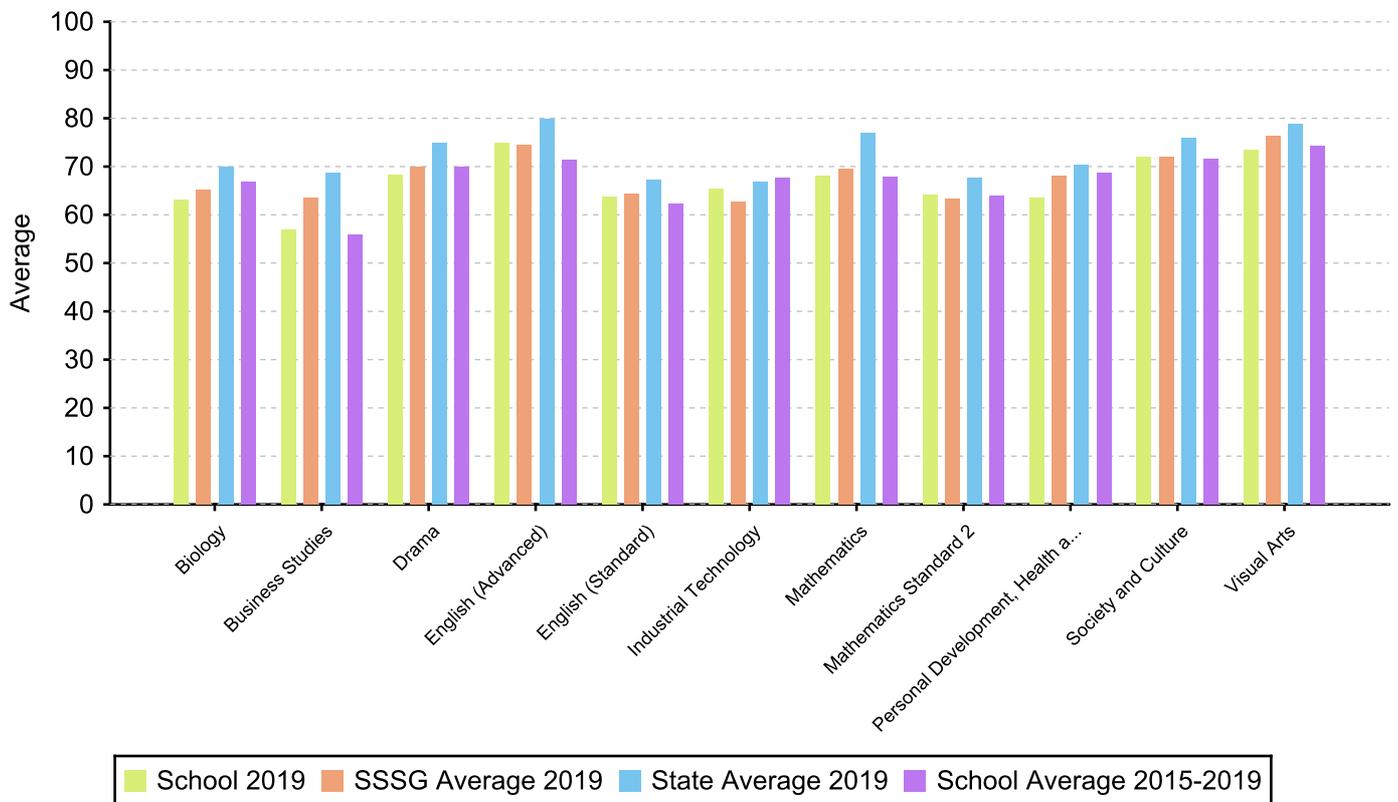
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	63.1	65.2	69.9	66.9
Business Studies	56.9	63.6	68.6	56.0
Drama	68.2	70.0	75.0	70.1
English (Advanced)	74.9	74.6	80.0	71.3
English (Standard)	63.8	64.5	67.3	62.3
Industrial Technology	65.4	62.8	66.8	67.6
Mathematics	68.1	69.6	76.9	67.8
Mathematics Standard 2	64.1	63.3	67.7	64.1
Personal Development, Health and Physical Education	63.6	68.0	70.5	68.7
Society and Culture	72.0	72.1	75.9	71.6
Visual Arts	73.5	76.3	78.8	74.3

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey measures student satisfaction in through their sense of belonging, advocacy and expectations of success. The school's results were closely aligned with Statistically Similar School Groups (SSSG) in these areas. Teachers at Maitland High School were surveyed and report experiencing highly positive relationships with students, high collegiality and moderately high professional satisfaction and support working at the school. The school enjoys increasing community satisfaction with educational delivery and student discipline and well-being processes.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.