

2020 Annual Report

Maitland High School



8126

Introduction

The Annual Report for 2020 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.

School contact details

Maitland High School
20-32 High Street
EAST MAITLAND, 2323
www.maitland-h.schools.nsw.edu.au
maitland-h.school@det.nsw.edu.au
4933 7933

School vision

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. 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.

Our self-assessment 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 assessment at Maitland High School involved a two-step process in 2020. Firstly, we conducted a Situational Analysis, in line with the school planning new procedures for the 2021-2024 Strategic Improvement Plan. This required an extensive consultation process involving staff, students and community to gather feedback on a range of school policies, processes and procedures. We then utilised this data to assist in informing the completion of the 2020 School Excellence Framework Self-assessment Survey. The results below highlight the areas where growth and improvement become evident during these self-reflection procedures.

Learning Domain:

- Wellbeing - Caring for students - Excelling
- Wellbeing - A planned approach to wellbeing - Excelling
- Assessment - Student engagement - Sustaining and growing
- Reporting - Student reports - Sustaining and growing

Teaching Domain:

- Data skills and use - Data literacy - Sustaining and growing
- Data skills and use - Data use in teaching - Sustaining and growing
- Learning and development - Collaborative practice and feedback - Sustaining and growing
- Learning and development - Coaching and mentoring - Sustaining and growing
- Learning and Development - Professional learning - Sustaining and growing

Leading Domain:

- Educational leadership - Performance management and development - Sustaining and growing
- Management practices and processes - Service delivery - Sustaining and growing
- Management practices and processes - Community satisfaction - Sustaining and growing

Areas which presented as focus areas for improvement through this self-reflection process are detailed below. Accordingly, these focus areas have guided the development Maitland High School's 2021-2024 Strategic Improvement Plan.

Learning Domain:

- Learning culture - Attendance
- Curriculum - Curriculum provision
- Student performance measures - Value add

Teaching Domain:

- Effective classroom practice - Classroom management
- Professional standards - Improvement of practice

Leading Domain:

- Educational leadership - Community engagement
- School planning, implementation and reporting - Continuous improvement

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

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

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.

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.

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.

Overall summary of progress

The onset of the Covid-19 pandemic during Term 1 necessitated substantial review of the professional learning and curriculum development plans which were in envisioned for 2020. In the absence of being able to have Corwin Education deliver the scheduled Visible Learning professional learning sessions to staff on site, we developed an alternate plan which utilised an online delivery method. This plan was strategically developed to upskill staff in relation to the ICT demands of the Covid-19 remote learning phase focused on building staff capacity in the use of Canvas, MS Teams and other online learning platforms. Staff also engaged in online professional learning sessions as a refresher to previous delivery of the Focus on Reading Super 6 Strategies, as well as a whole school introduction to the Focus on Writing Shifty 6 Strategies and the ALARM Learning and Responding Matrix. Whilst the changes required to accommodate pandemic restrictions caused significant disruption to schools, teachers at Maitland High School readily adopted a proactive, solutions-based approach to ensure the continued delivery of high quality teaching and learning opportunities for our students.

Progress towards achieving improvement measures

Process 1: Pedagogy focused professional learning

Progress towards achieving improvement measures

Process 1:

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)
<p>The Visible Learning sessions needed to be put on hold as a consequence of Covid-19 restrictions resulting in a delay to the development of learner dispositions, which will be held over until 2021. However, program audits and Learning Walk observations indicate that previous Visible Learning focus areas, including learning intentions, success criteria and formative feedback strategies, are regularly embedded into teaching and learning programs and practice. As a necessity, the professional learning focus was then redirected to the development of staff capacity to engage with Canvas, MS teams and other online learning and meeting platforms to facilitate the remote learning requirements. Delivery of online literacy professional learning on Focus on Reading, Focus on Writing and ALARM also embedded the modelled-guided-independent process as paramount to explicit teaching practice. Consequently, the growth in staff capacity to create and deliver online learning opportunities has been substantial. Improved capacity of teachers to engage with literacy-based instruction will continue to be an area of focus in 2021 with the introduction of junior Literacy Sprints initiative to be delivered on a cross-KLA basis.</p>	<p>Additional casual support Term 1 for Covid-19</p> <p>Canvas annual subscription</p> <p>Additional Laptops purchased to assist students at home during Covid-19</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$156087.00)

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)
<p>The planned staff collaboration around Visible Learning did not eventuate in 2020, as the Victoria based presenters were unable to deliver the scheduled sessions. However, collegiate collaboration was at an all time high during Semester 1 as staff were required to band together to reflect on their practice and make appropriate modifications to accommodate the shift to remote learning and then back to school based instruction with the gradual return to school and then extended depletion of student numbers.</p> <p>Comprehensive online staff professional learning was delivered, initially in relation to Canvas, MS Teams and other learning platforms to facilitate the delivery of online learning in line with Covid-19 restrictions. The success of this strategy was evident in the quality of online resources available to support our students during this period. Term 2 saw a shift to online literacy professional learning on Focus on Reading, Focus on Writing and ALARM also embedded the modelled-guided-independent process as paramount to explicit teaching practice. Analysis of Canvas analytics indicated high traffic in regards to staff use of the literacy support materials uploaded to Canvas. Improved capacity of teachers to engage with literacy-based instruction will continue to be an area of focus in 2021 with the introduction of junior Literacy Sprints initiative to be delivered on a cross-KLA basis.</p>	<p>Professional Learning</p> <p>Unspent funds will be redirected towards the development of a Future Forward Learning Space in 2021</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$98969.00)

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.

Progress towards achieving improvement measures

Process 3: 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 assessments.

Evaluation	Funds Expended (Resources)
<p>Our comprehensive HSC analysis procedures guide in the development of strategic HSC improvement plans. Additionally, data use in relation to teaching and learning and student wellbeing were paramount at Maitland High School in 2020. Attendance data, rates of student engagement in online learning, parent contact records, assessment submission rates, student access to technology, even the availability of transport within families, all contributed to our capacity to maximise student learning and wellbeing outcomes during pandemic. Following students' return to school, analysis of this comprehensive data set, informed decisions pertaining to support required by individual students to help minimise the impact of remote learning on their learning progress.</p> <p>In the context of 2020, and the revision to school planning this required, the use of data to guide school decision making to support student learning and wellbeing was extremely comprehensive at Maitland High School. Whilst the focus areas may have been redirected temporarily, in response to Covid-19, the focus on enhanced outcomes for students remained steadfast. The feedback from both students and parents about the provisions put in place to support students and the community during times of unprecedented change have been overwhelmingly positive.</p>	<p>This process has been actioned through a faculty-based professional learning allocation.</p>

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

There is no denying that the impact of Covid-19, and the repercussions it had for our students, was immense. However, there was definitely a silver lining that came out of the situation for many of our students. Increased self-motivation, organisation and technology skills were evident in many of our students during the remote learning phase. Likewise, the improved capacity of students to identify their own learning needs and seek out support was also noted as a positive consequence of the online learning model. A habit which seems to have continued as students returned to school, especially for many of our Stage 6 students. This increased responsibility, resilience and adaptability will prove valuable lifelong attributes for these students.

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

Progress towards achieving improvement measures

Process 1: learn in written form using precise academic language of the discipline (metalanguage).

Evaluation	Funds Expended (Resources)
The Literacy Sprint trial was successful and modifications were made to refine the process for implementation with Years 7, 8 and 9 in 2021. Literacy Sprint target areas have been devised following rigorous NAPLAN data analysis to identify areas of student performance which were below state average. In addition to the staff professional learning sessions on Focus on Reading, Focus on Writing and the ALARM Matrix, the Literacy Sprints initiative will help build the confidence and capacity of teachers from all KLAs to embed literacy-based instruction in their own lessons.	This initiative has been actioned through a Literacy Team, led by the Deputy Principal Instructional Leader.

Process 2: Positive and Productive Learning

Classrooms are positive, settled, supportive and productive environments. A uniform approach to high expectations behaviour and application is supported by a responsive system of classroom supports.

Evaluation	Funds Expended (Resources)
The presence of two additional Deputy Principals in the school enhanced the school's capacity to be more responsive to the rapidly changing circumstances associated with the pandemic. The Learning Centre and Aboriginal Support Room, along with our Wellbeing Centre, were instrumental in helping some of our most at risk and vulnerable students cope with the massive changes associated with the Covid19 pandemic. During the graduated return to school of students, effective systems were implemented to ensure that students were well supported and able to maintain their learning progress whether they were at home or at school. The Wellbeing Team initiated regular interactive activities on the Canvas Wellbeing page to ensure that the sense of school community remained strong and to provide a platform where students were able to maintain connections and engage with the school and their peers.	2 additional Deputy Principals Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$343026.00)

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)
In response to the restrictions around the number of teachers who could congregate together, our Head Teacher English, delivered a series of online staff professional learning sessions on the use of the ALARM Learning and Responding Matrix during Term 3. This was intended as an introduction to staff on how this matrix could be utilised in the classroom to develop students' higher order thinking skills, as well as their analytical, evaluative and critical response writing abilities. This will be followed-up up with more faculty based professional learning support in 2021 to assist staff in contextualising the ALARM Matrix to the specific needs of their KLA, particularly in relation to the HSC exam writing requirements of faculty related courses.	This professional learning was delivered online after school in Term 3, 2020.

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.

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 (Resources)
Teachers at Maitland High School reported feeling a high sense of value during 2020, especially in relation to the measures put in place to support them to create and deliver online lessons utilising the Canvas platform during the Covid remote learning period in semester 1. Likewise, the continuation of measures intended to maximise staff and student wellbeing following the resumption of in-school learning also had a positive impact on staff morale. This was reflected in an 11% improvement in staff morale in the Staff Tell Them From Me survey.	Employment of casual teachers to manage students at school during the remote learning phase. Funding Sources: <ul style="list-style-type: none">• Professional learning (\$12000.00)

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)
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Progress towards achieving improvement measures

Comprehensive online strategies were introduced to ensure maximum wellbeing support for students during Covid-19. This was supported by the implementation of a rigorous process for tracking student engagement in online learning, and making follow-up contact to any students who did not have a consistent online presence during this period.

Furthermore, extensive follow-up support was implemented to ensure impact of transition between home learning and the return to school phases were minimised.

This comprehensive level of support was effective in reassuring students during these unprecedented times, as evidenced by the upward trend in the student Tell Them From Me survey results in relation to advocacy at school, expectations for success and sense of belonging.

Fulltime Student Support Officer
 Aboriginal Partnership Officer
 Fulltime Aboriginal Education Officer
 Aboriginal SLSO in support/Tutor
 Fulltime Additional 0.7 LaST
 Two entitlement funded LaSTs full time in The Learning Centre

Funding Sources:

- Socio-economic background (\$262522.00)
- Aboriginal background loading (\$167949.00)
- Low level adjustment for disability (\$251583.00)

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 acceleration in enrolments from 872 students in 2016 to 994 students in 2020 represents an overall growth in enrolments of 12% over the past 4 years.</p> <p>To consolidate the positive perception of the school in the community, we continue to offer a high quality, high care model of education to our students at Maitland High School. The level of wellbeing support in place at Maitland High School is a source of great pride to our staff, a source of great comfort to students and their families, and was assessed in the 2019 External Validation process as excellent. Given the significant wellbeing toll Covid-19 posed for our school community, the level of wellbeing support on offer at Maitland High School was further enhanced during 2020.</p> <p>To compliment the high care factor afforded to our students, we also place significant importance of having high expectations that all students are empowered to maximise their academic outcomes at Maitland High School. This is supported by ongoing staff development and a commitment to continuous improvement in teaching and learning practice. Additionally, targeted academic programs are offered on a small group and individual basis to ensure that students experiencing difficulty in achieving their learning outcomes receive differentiated support. The success of these measures is evident with the schools NAPLAN reading, numeracy and value add results categorised as sustaining and growing. Continued focus now will be on maximising HSC achievement levels with a view to increasing the proportion of students achieving in the top 2 bands.</p>	<p>Community Partnership Officer RAM Funded Senior Studies Coordinator</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$211448.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staff salaries Cultural excursion Community consultation Teaching resources Furniture and Equipment Staff training Wellbeing/Hospitality/Student Assistance Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$167 949.00) • Socio-economic background (\$19 690.00) 	The focus on maximising attendance, retention and achievement levels for our Aboriginal students has continued to be a focus at Maitland High School in 2020. We have continued to provide a multi-faceted approach complementing our cultural and wellbeing programs with high expectations for academic success. 2020 saw our first cohort of Year 12 Aboriginal Studies students sit for their HSC exam as part of the mainstream cohort, rather than as distance education students. The inclusion of this subject alongside other Stage 6 subject offerings has had a significant impact on the outward demonstration of pride we have for Aboriginal people, culture, knowledge and perspectives at Maitland High School. The success of this combination of supports in place for our Aboriginal students is evident in HSC results which see us meeting our target in the number of Aboriginal students achieving a result in the top 3 HSC bands.
Low level adjustment for disability	Teacher and non teaching salaries Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$385 197.00) 	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 continues to be valued by staff, students and community. Team teaching in more complex classes has also been highly effective. The appointment of a substantive Head Teacher Learning Support in 2019 has also provided a platform within the school from which a more targeted, sustained approach to the management of school learning and support can occur to maximise the outcomes for students requiring differentiation or learning adjustments.
Socio-economic background	Salaries - Teaching and non teaching Technology Furniture and equipment Transition Textbooks Buildings and grounds Teaching resources Wellbeing Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$900 683.00) • Low level adjustment for disability (\$5 000.00) 	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			
	2017	2018	2019	2020
Boys	483	511	523	537
Girls	426	452	455	457

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.9	89.5	89.1	88.8
8	88.2	86	84.8	88.5
9	85.7	84.1	82.7	85.7
10	85	78.6	83.6	84.1
11	88.4	86	80.4	77.9
12	91.1	88.4	86.4	77.9
All Years	88.4	85.5	84.6	84.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	8	46	7
Employment	13	26	28
TAFE entry	78	25	5
University Entry	0	0	39
Other	0	1	21
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

26.60% of Year 12 students at Maitland High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

89.6% of all Year 12 students at Maitland High School expected to complete Year 12 in 2020 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)	12
Classroom Teacher(s)	57
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.17
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	709,379
Revenue	13,402,069
Appropriation	13,192,397
Sale of Goods and Services	16,305
Grants and contributions	191,816
Investment income	1,551
Expenses	-13,726,454
Employee related	-12,665,105
Operating expenses	-1,061,348
Surplus / deficit for the year	-324,385
Closing Balance	384,994

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.

	2020 Approved SBA (\$)
Targeted Total	336,638
Equity Total	1,453,829
Equity - Aboriginal	167,949
Equity - Socio-economic	900,683
Equity - Language	0
Equity - Disability	385,197
Base Total	10,534,838
Base - Per Capita	242,722
Base - Location	0
Base - Other	10,292,116
Other Total	438,796
Grand Total	12,764,101

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.

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.

2020 NAPLAN

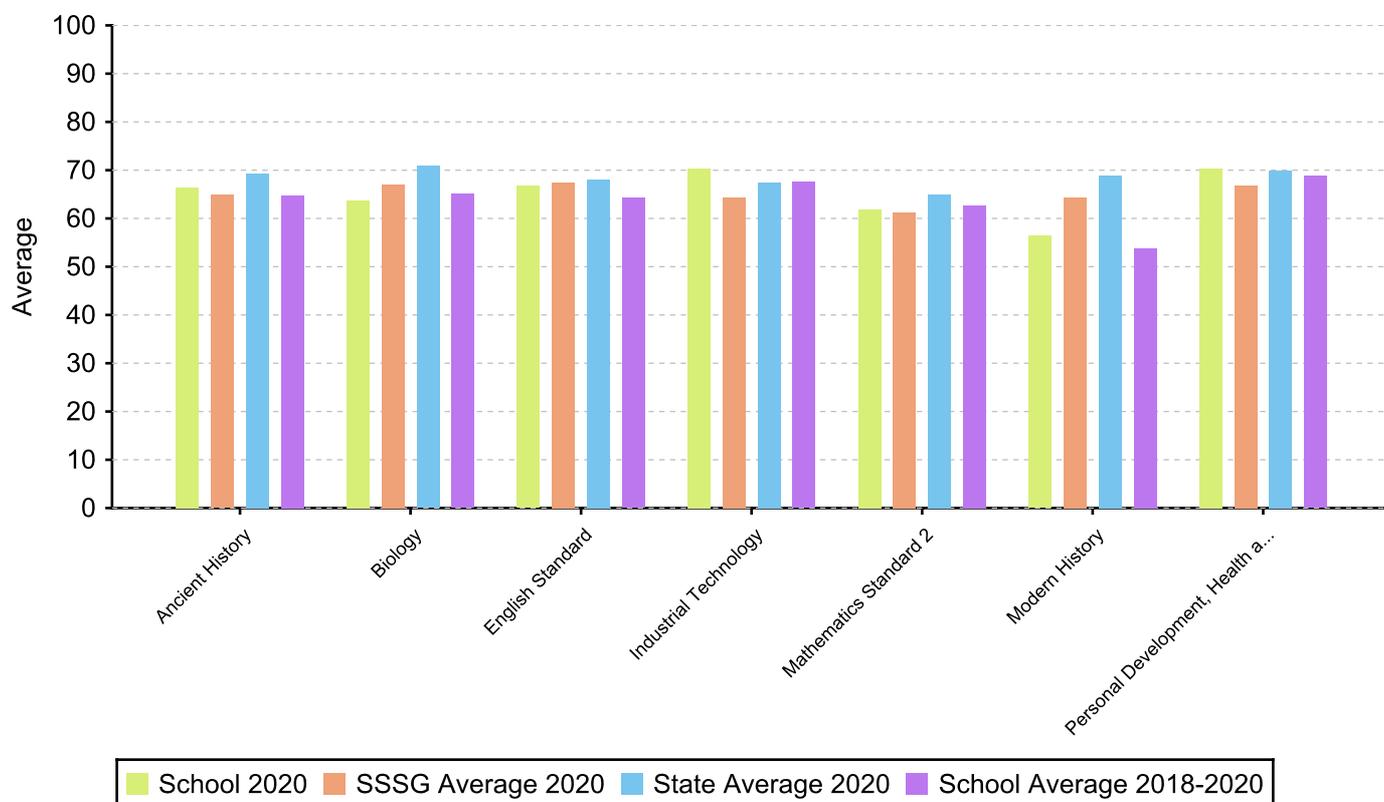
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	66.4	64.8	69.4	64.7
Biology	63.8	67.1	70.8	65.1
English Standard	66.7	67.4	68.1	64.3
Industrial Technology	70.4	64.4	67.5	67.5
Mathematics Standard 2	61.8	61.3	64.9	62.8
Modern History	56.4	64.3	68.9	53.8
Personal Development, Health and Physical Education	70.4	66.8	69.9	68.8

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. SSSG are identified based on a similar level of socio-educational advantage. While these schools may be found in varied geographical locations throughout Australia, their students can be determined as having similar levels of educational advantage. Teachers at Maitland High School were surveyed and report experiencing highly positive relationships with students, high collegiality and moderately high professional satisfaction with educational delivery, student discipline and wellbeing processes.

Areas of strength identified by students:

- Clear and high expectations of teachers/the school.
- Confidence in wellbeing supports within the school.
- Clearly identified learning goals in lessons.

Areas for improvement identified by students:

- Greater consistency between teachers.
- More assessment submissions via Canvas.

Areas of strength identified by parents:

- A culture of high expectations for students.
- MHS Mobile Phone Policy.
- Confidence in the school wellbeing structures.
- Knowing who to contact within the school when concerns arise.

Areas for improvement identified by parents:

- More timely communication to parents regarding learning concerns
- Assistance to access Canvas and Sentral portal
- Increase the number of school newsletters

Areas of strength identified by staff:

- Collaboration and positive relationships between staff.
- MHS Mobile Phone Policy.
- Support from executive staff, particularly within faculties.

Areas for improvement identified by staff:

- Student preparedness for learning.
- Consistency of high expectations for learning among staff.
- Increasingly unified approach to behaviour management.

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.