

# 2009 Annual School Report Maitland Grossmann High

NSW Public Schools – Leading the way



## Our school at a glance

### Students

Maitland Grossmann High School is a coeducational comprehensive high school that has an enrolment of 1100; the majority of the students are of Anglo Saxon origin with 5% Aboriginal student population and 4% of students who are new arrivals to Australia.

### Staff

Maitland Grossmann High School has experienced, competent, and highly committed teaching staff, who work to provide the highest quality teaching and learning opportunities for all students.

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

### Significant programs and initiatives

Maitland Grossmann High School has a very positive reputation within the community for outstanding academic results, quality creative and performing arts programs and sporting excellence. It has a highly effective student welfare program. The community project link with Benhome and Largs Lodge continues to provide an authentic link between the students and the elderly residents in the local community.



During 2009, the school continued to implement Climate Cam, sponsored by Biodiesel. Students monitored energy consumption and developed positive skills in climate control therefore reducing our carbon footprint.

### Student achievement in 2009

#### Literacy – NAPLAN Year 7

Students continue to perform to a very high standard showing significant improvements in writing and reading especially in the upper bands.

#### Numeracy – NAPLAN Year 7

Year 7 students continue to enhance their numeracy skills with significant improvement in performance band 6. Students performed better than their like school group in band 8.

#### Literacy – NAPLAN Year 9

Students continue to perform above state average in reading and in 2009 our writing results were also above state average. Writing was one of our targets in 2009.

#### Numeracy – NAPLAN Year 9

Students continue to perform above state and like school average in performance bands 8 and 9.

### School Certificate

The School Certificate results continued the high standard of previous years with ten students achieving Band 6 in English, six in Mathematics, twelve in Science, fourteen students achieving Band 6 in Geography and seven students in History. Significantly there were no students achieving Band 1 in English or Science and only five students were awarded a Band 2 in English. The results for the Computer Skills test are very encouraging as this is the second time the school has gone from a pen and paper test to a hands on computer test and the results indicate that the majority of students are above state average.

### Higher School Certificate

Congratulations to Year 12 of 2009. Maitland Grossmann High retains its rank as a high performing comprehensive school in the Hunter/Central Coast Region.

Students at Maitland Grossmann High School achieved 50 Band 6 results in twenty subjects studied. Ten students scored an ATAR above 90.

All students seeking employment or tertiary education placements achieved their objectives.

## Messages

### Principal's message

Maitland Grossmann High School continues to provide a broad range of opportunities for students to experience positive learning, outstanding achievement and success. To this end the school provides an extensive academic and vocational curriculum to meet the needs of students.

Students of Maitland Grossmann High School continue to achieve outstanding results at the School Certificate and Higher School Certificate level with all students achieving their study and /or vocational objectives and therefore making a

smooth transition to their gap year, employment and further study.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Dr Di Soltau

## **P and C Message**

2009 was an exciting and busy year for the MGHS P & C, with the school celebrating its 125<sup>th</sup> Anniversary.

The P & C's monthly meetings have been an invaluable way to be involved in many aspects of the school community – hearing from our Principal and guest speakers, learning about what is happening in our school, meeting other parents, sharing ideas, asking questions and supporting fundraising.

It was especially interesting and informative to learn how our school is embracing the changes in teaching and learning due to new technology.

The Canteen continued to be a major source of P & C funds as it met the challenges of implementing the Healthy Canteen Policy. The dedicated team of canteen helpers were essential to providing students with a variety of healthy food options at economical prices.

In addition, the P & C held a number of fundraising activities throughout the year including Garden Express Bulbs, Entertainment Books and to celebrate the 125<sup>th</sup> Anniversary, there was a BBQ, commemorative 3D medallions, engraved pavers, wristbands, pens and a silent auction.

In 2009, funds raised enabled the purchase of an interactive whiteboard and the air conditioning of five classrooms, as well as supporting regular activities including the end-of-year awards and the HSC Breakfast.

While the number of attendees at meetings has been relatively small, the P & C have been actively trying to reach the wider school community by regular website, newsletters and contact via email.

Thank you to our school Principal Dr Di Soltau, teachers and staff for their continued dedication and commitment to providing quality education for our students.

I have enjoyed my role as president during 2009 and I hope that many parents will take the opportunity to become involved in some way in the Parents & Citizens Association to help improve and support our wonderful school.

**Lindsay Moxey**

**P and C President 2009**



## **Student representative's message**

Maitland Grossmann High School Student Representative Council (SRC) is a respected body within the school community. It provides the ideal medium for representative students from Years 7 to 12 and the prefect body to voice students' interests in the governance of our school.

The SRC meets weekly and these meetings are a forum in which many issues are raised and representatives are able to express the concerns and opinions of their respective year groups. School policies, involvement in charitable fund raising and entertainment activities are examples of common issues which are deliberated at meetings. Council's opinions are then brought to the attention of the Parents and Citizens Association and the executive staff of the school. Students in the SRC had the opportunity to cultivate communication, organisation and leadership skills through participation in meetings, leadership training activities and the Year 6 transition program.

Under the leadership of the SRC and supervising teachers, students at Maitland Grossmann High School have raised money for numerous charitable organisations and supported the advancement of cultural understanding within the

school. Activities organised through the SRC included; Bandana Day, the World's Greatest Shave, Deafness Awareness Week, NAIDOC Week, Reconciliation Week, school dances and the Grossmann Giving Tree.

2009 was a busy and successful time for the SRC and representatives proudly support the traditions and practices of the school as it continues to move forward.

Nicholas Orchard-Stephan

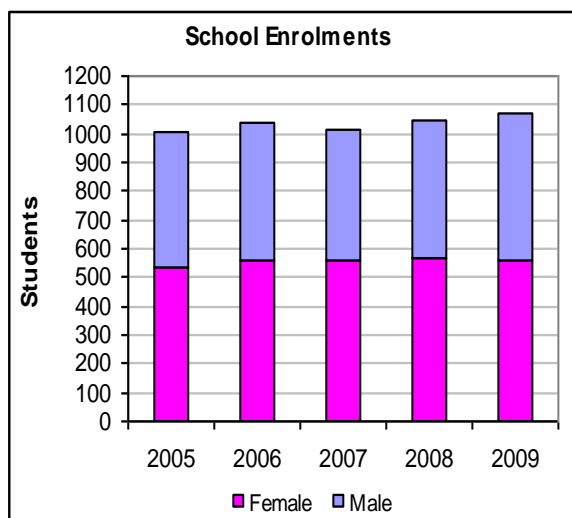
Year 11

## School context

### Student information

#### Student enrolment profile

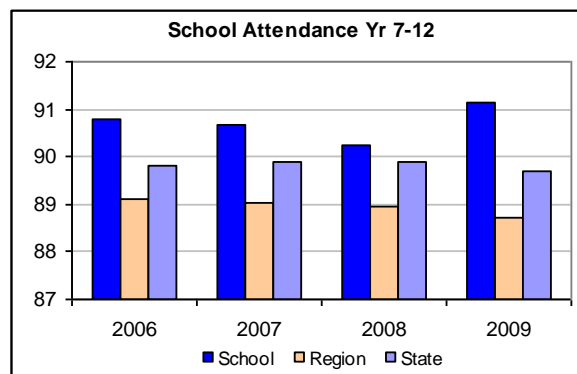
	2005	2006	2007	2008	2009
<b>Male</b>	468	480	457	483	509
<b>Female</b>	537	558	559	564	559



## Student attendance profile

### School Attendance

	Year	2006	2007	2008	2009
<b>School</b>	7				93.1
	8				90.9
	9				91.3
	10				87.8
	11				92.8
	12				91.4
	<b>Total</b>		90.8	90.7	90.3
<b>Region</b>	7				91.5
	8				88.9
	9				87.8
	10				87.6
	11				88.2
	12				88.4
	<b>Total</b>		89.1	89.0	88.9
<b>State</b>	7				92.3
	8				90.0
	9				88.8
	10				88.7
	11				89.4
	12				89.4
	<b>Total</b>		89.8	89.9	89.9



### Management of non-attendance

Students who did not attend school on a regular basis were identified by the Deputy Principal and Head Teacher Administration using OASIS printouts.

Each student with a less than 85% attendance was interviewed. If attendance did not improve, another interview with the Home School Liaison Officer and parent was undertaken, with a possible home visit if the parent could not attend, to outline the new NSW school attendance legislation.

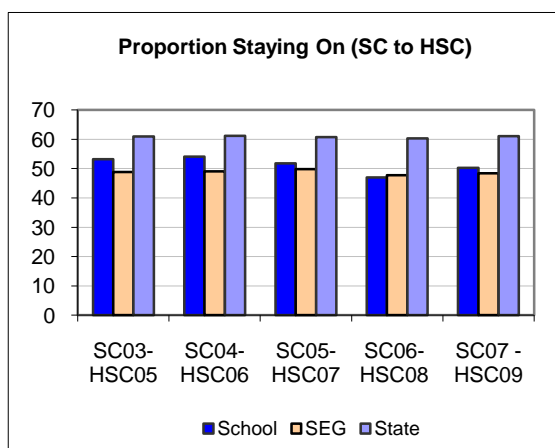
If a student fractionally truanted then monitoring and attendance cards were implemented, along with a support program from the Year Adviser.

## Structure of classes

Maitland Grossmann High School operates on a system of graded classes in the core areas of English, Mathematics and Science and mixed ability classes in History /Geography, PD/H/PE and elective areas. Student placement in classes is adjusted and monitored according to ongoing achievement levels. Additionally, we have introduced two Middle School classes into Year 7.

## Retention to Year 12

	SC03- HSC05	SC04- HSC06	SC05- HSC07	SC06- HSC08	SC07 - HSC09
<b>School</b>	53.2	54.1	51.8	47.0	50.3
<b>SEG</b>	48.8	49.1	49.8	47.7	48.4
<b>State</b>	61.0	61.1	60.8	60.3	61.0



## Post-school destinations

### Year 12 students undertaking vocational or trade training

One hundred and fifteen students presented for the 2009 HSC. Of these students 32% have undertaken vocational or trade training.



## Year 12 students attaining HSC or equivalent vocational educational qualification

One hundred and fifteen students presented for the 2009 HSC. Of these students 100% attained the HSC or equivalent vocational educational qualification.



## Staff information

Maitland Grossmann High School is staffed by an experienced and committed staff. This includes both long term and new teachers to the school. We are most fortunate to be able to attract the highest quality teachers, including some who were former students of the school.

## Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	
Head Teachers	11
Classroom Teachers	56
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	
Counsellor	1
School Administrative & Support Staff (SASS)	15
<b>Total</b>	<b>88</b>

One member of the school executive team is of Indigenous origin.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	6

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2009
<b>Income</b>	<b>\$</b>
Balance brought forward	398 204.54
Global funds	493 834.68
Tied funds	279 537.76
School & community sources	458 316.76
Interest	13 182.70
Trust receipts	68 997.94
Canteen	0.00
<b>Total income</b>	<b>1 712 074.38</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	140 788.68
Excursions	194 935.66
Extracurricular dissections	135 715.14
Library	16 612.15
Training & development	125.00
Tied funds	406 309.18
Casual relief teachers	99 426.32
Administration & office	148 210.84
School-operated canteen	0.00
Utilities	67 372.18
Maintenance	34 061.08
Trust accounts	72 966.58
Capital programs	2 829.85
<b>Total expenditure</b>	<b>1 319 352.66</b>
<b>Balance carried forward</b>	<b>392 721.72</b>

A full copy of the school's 2009 financial statement is tabled at beginning of the School Year with the P and C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2009

In a very significant year for creative and performing arts programs in 2009, the many talents of students at the school were highlighted.

### Achievements

#### Arts

Excellence and accomplishment within the Creative and Performing Arts was reflected by the broad range and high level of student achievement in 2009.

Six students undertaking courses within the C.A.P.A. KLA gained band 6 in the H.S.C. They were: Emma Lambert, Kathryn Notley and Candice Minto in Entertainment Industries. Emma was placed 6th in the state with Kathryn and Candice achieving equal 8<sup>th</sup>. Zoe Morse and Emma Lambert in Visual Arts and Stephanie Tuyl in Drama also achieved Band 6.

Makaylie Foodey graduated from the Talent Development Program as one of only nine students' state wide. Representing MGHS students HCC region, Makaylie was a principal performer and soloist at The School Spectacular at the Sydney Entertainment Centre and principal performer soloist at Star Struck, Newcastle.



The Choir, Concert Band and Drama students performed for an array of audiences, in various venues including; Education Week at Green Hills, The Seniors' Concert, Year 6 orientation, formal school assemblies and the C.A.P.A. performance evening - MADD night. Drama students also participated in the State Drama Camp developing their skills and knowledge in this area of the Performing Arts. Ashleigh Henry of Year 11 was cast in the local Gilbert and Sullivan musical Sound of Music, with Sarah Costello, Yr 8 accompanying in the orchestra.

Ebony Wallace, Year 9, gained selection in the Hunter /Central Coast woodwind ensemble as a flutist. Ben Armstrong successfully auditioned to play the cello for the Star Struck orchestra. MGHS students performing in the Hunter Singers were; Cathy Clunies-Ross Yr12, Candice Minto Yr 12, Stephanie Tuyl Yr12, Jenna Matthews Yr11, Ashleigh Henry Yr11, Lachlan Marks Yr7, Kehani Webster Yr7.

As part of a long association with the event, 32 dance students performed in Star Struck 2009 "We're On." All elective dance students were involved in the production and given the opportunity to be feature dancers in the pieces "No Such Thing" and "Decode". Students gained

knowledge and experience in make-up, costume, choreography and arena styled production.



Thirty students were selected to perform in the Hunter Dance Festival. Students from Year 9 and eleven participated in the showcase of dance works choreographed within regional schools. Students coordinated the items with responsibilities for choreography and rehearsals. Dance students performed at MGHS as part of the C.A.P.A. performance evening, reflecting the high quality of performance and development from students undertaking elective dance. Miss Roberts was seconded by the Curriculum Directorate K-12 to develop state-wide resources for DER implementation in Dance.

Students undertaking Entertainment Industries vocational studies participated in regional productions, coordinating backstage and front of house elements for the Hunter Dance Festival, and backstage for Star Struck. Students were able to achieve competencies associated with the Vocational, Education and Training (VET) course, whilst participating in authentic training and work placement.

Visual Arts student, Silje Buxton Soldal of Year 11 was accepted into the Dobell Drawing School held at the National Art School, Sydney. Silje was also accepted into the National Art School's Higher School Certificate Extension Intensive Studio Practice and the 1 Unit Board of Studies endorsed course. Brooke Edwards and Silje Buxton Soldal Year 11 were selected to participate in the Newcastle Regional Gallery workshops and exhibition. Ben Armstrong was selected for the Hunter/Central Coast GATS program, "Boys in Visual Arts" workshops at Newcastle Regional Gallery. Brooke Edwards participated in the Maitland Regional Art Gallery (MRAG) drawing workshop and exhibition "Mixed Bag", winning first prize.

Talent and quality educational opportunities have allowed students to achieve excellence as individual artists or as part of an ensemble within the diverse facets of Creative and Performing Arts.

## Sport

The students of Maitland Grossmann High School were once again very successful in sport in 2009. Our school won the three Coalfields Zone Carnivals again – Swimming, Athletics and Cross Country and had numerous students who went on to represent the zone at the Regional Carnivals.

In Athletics, for the second year in a row, Kristy Price won the 400 metre title at the NSW CHS Championships. She was also in the Girls under 16 relay teams which won bronze medals in both the 4x100metre and 4x400metre events.

Emily Boland and Alexandra Garnham excelled in Water Polo and were rewarded by being selected in the CHS Open Girls Water Polo team.

Many of our knockout sporting teams performed strongly in their respective competitions, including the Junior Girls Soccer team which won the Coalfields Zone for the first time and progressed to the last 16 teams in the Bill Turner Trophy. Our Open Boys Tennis Team did well, making it to the semi-finals of the Hunter Region Competition.

Joshua Blatchford again demonstrated his outstanding ability in Orienteering, competing in the Junior World Orienteering Championships. He received the Pierre de Coubertin Award.

Our Year 7 students performed extremely well in the Gala day against the other Coalfield Zone Schools at Maitland Park later in the year, finishing second and having a great day competing in a range of sports.

With the depth of talent in individual and team sports, 2010 promises to be another great year for our school.



## Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

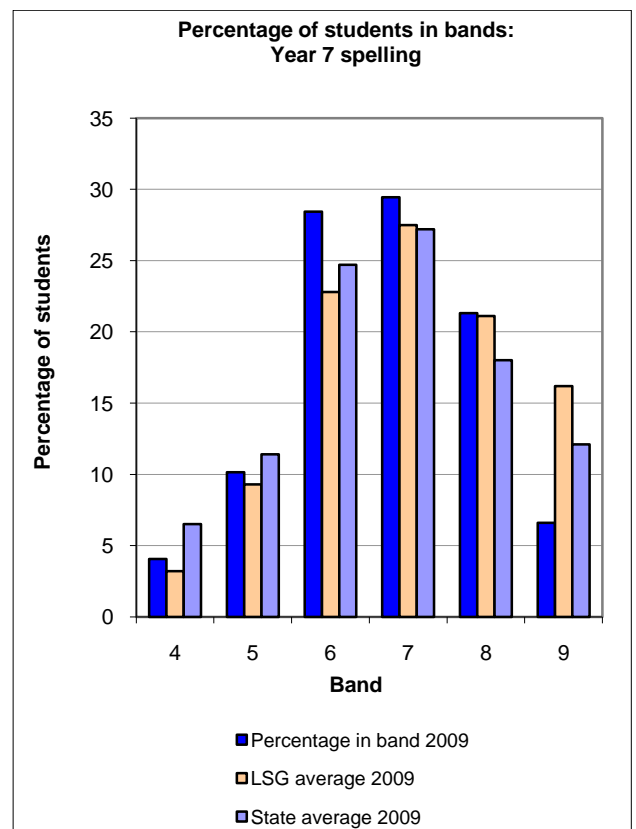
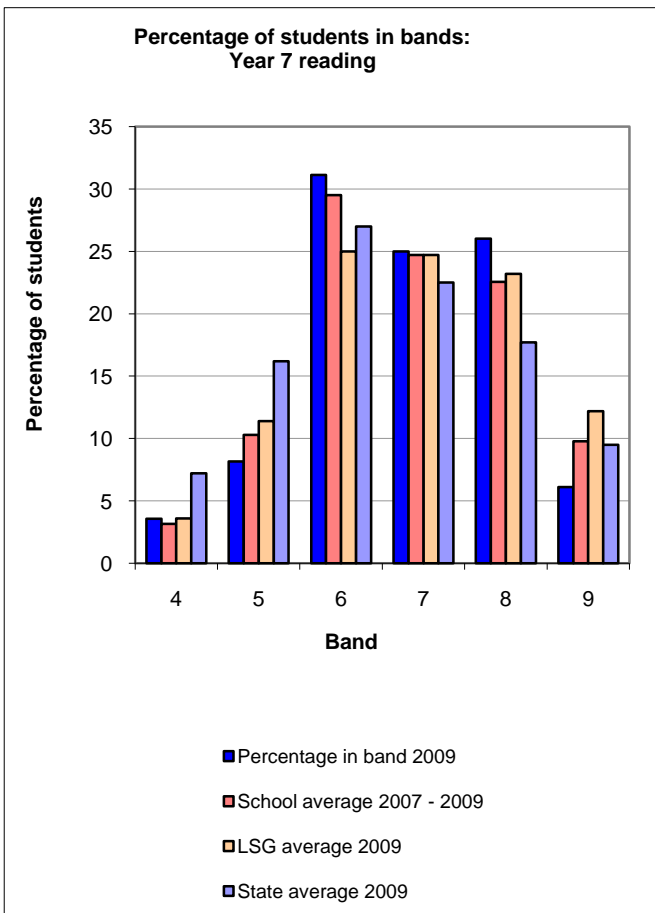
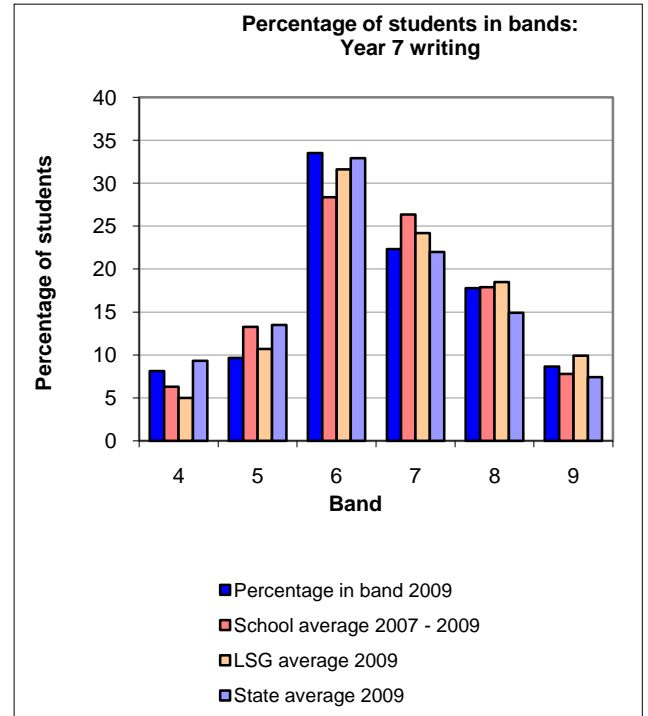
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands

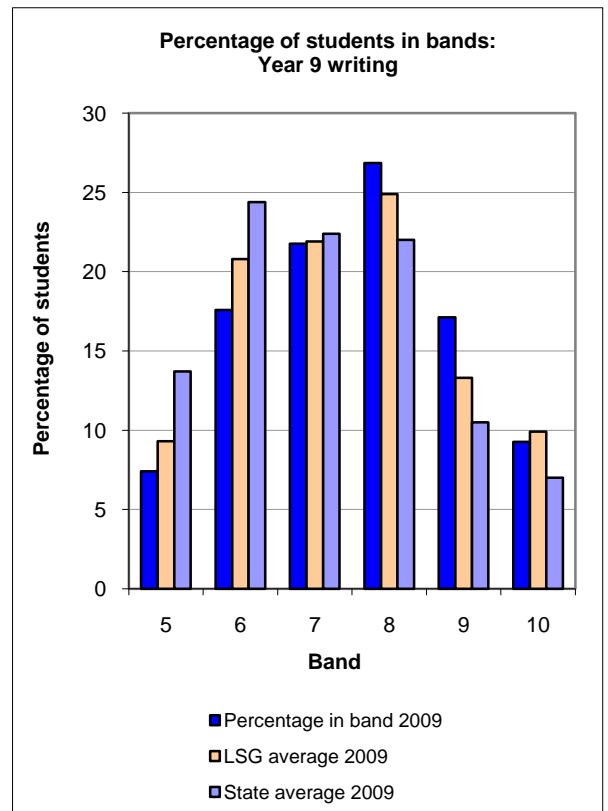
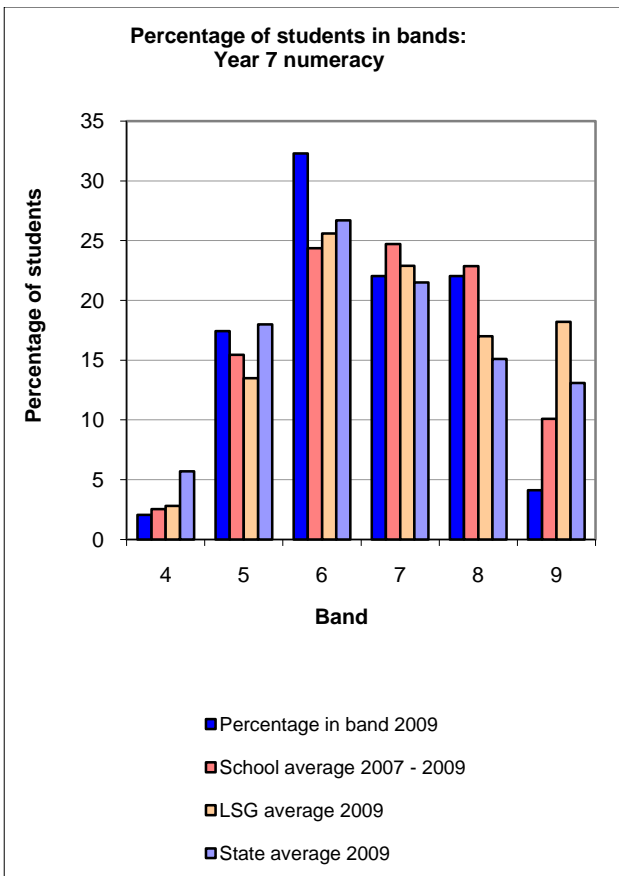
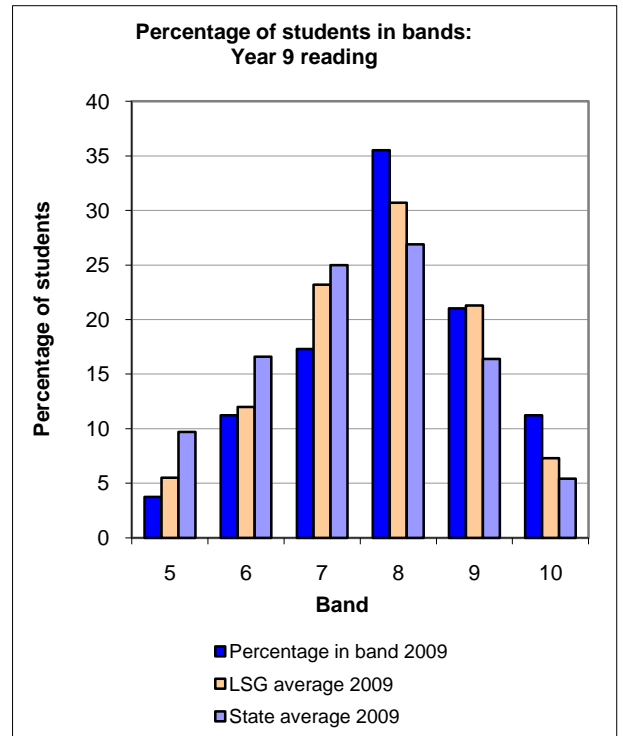
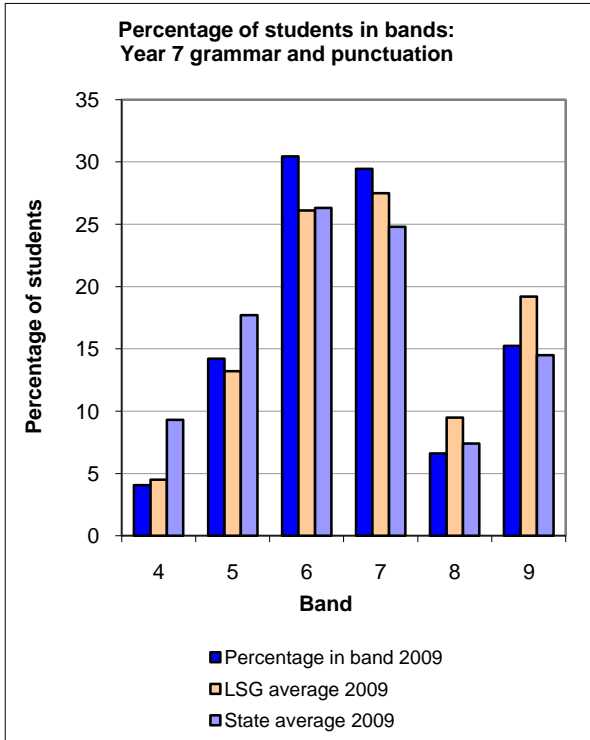


ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

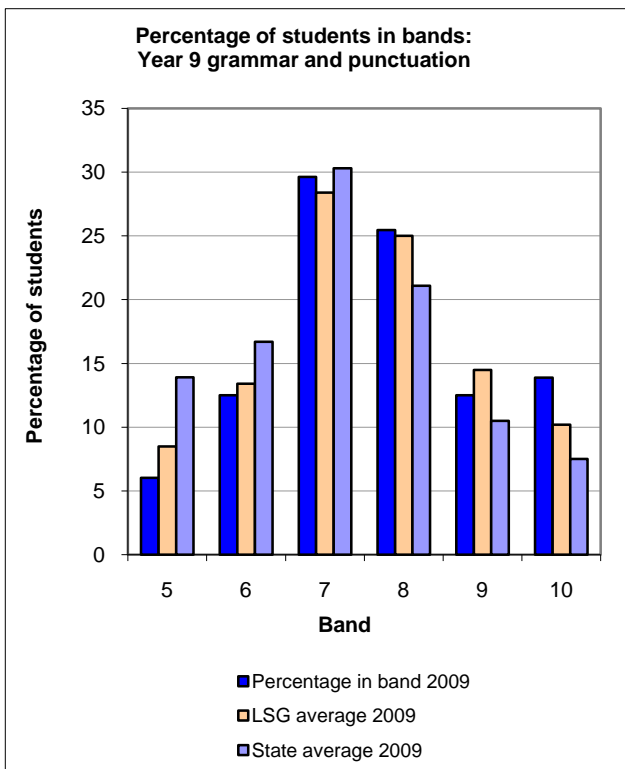
## Literacy – NAPLAN Year 7



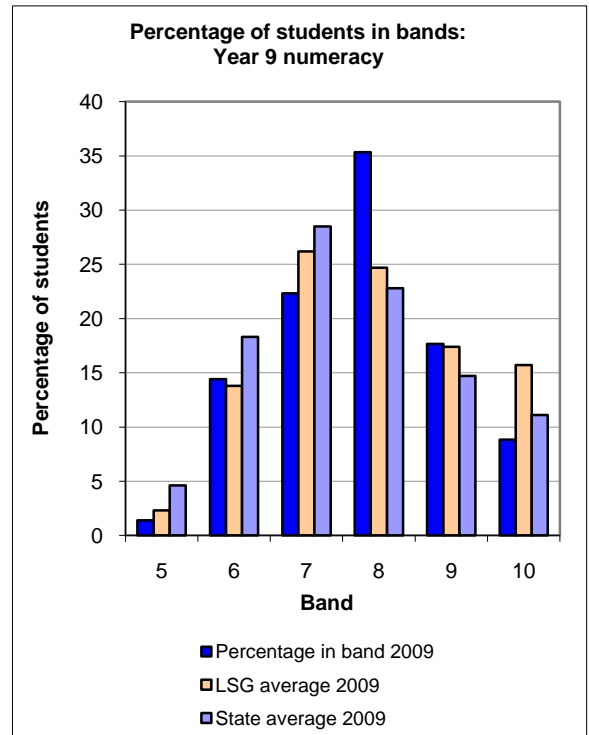
## Literacy – NAPLAN Year 9



### Year 9 NAPLAN Reading – Average Mark 2009



### Numeracy – NAPLAN Year 9



### Progress in literacy

School	LSG	State
603.0	592.6	575.4

### Year 9 NAPLAN Writing – Average Mark 2009

School	LSG	State
580.3	573.7	553.7

### Year 9 NAPLAN Spelling – Average Mark 2009

School	LSG	State
589.7	595.1	577.4

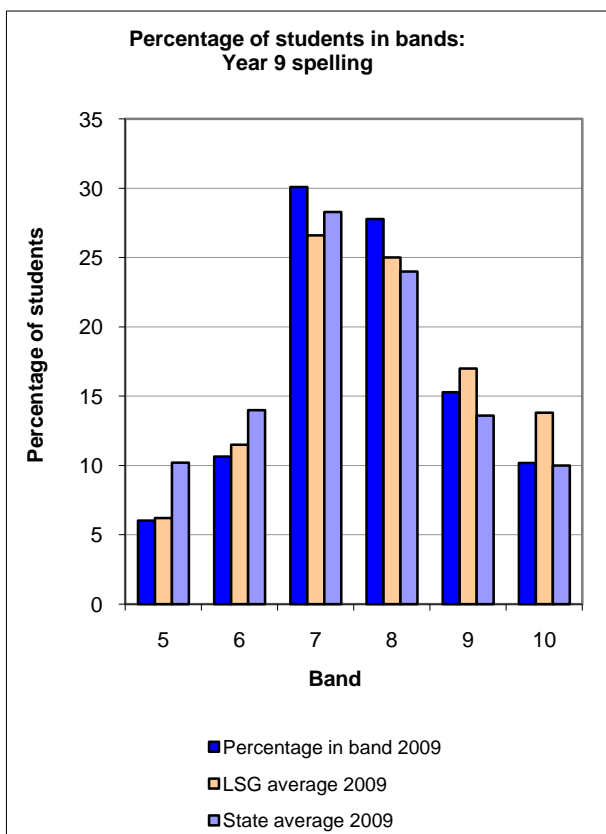
### Year 9 NAPLAN Grammar and Punctuation – Average Mark 2009

School	LSG	State
594.2	585.5	565.9

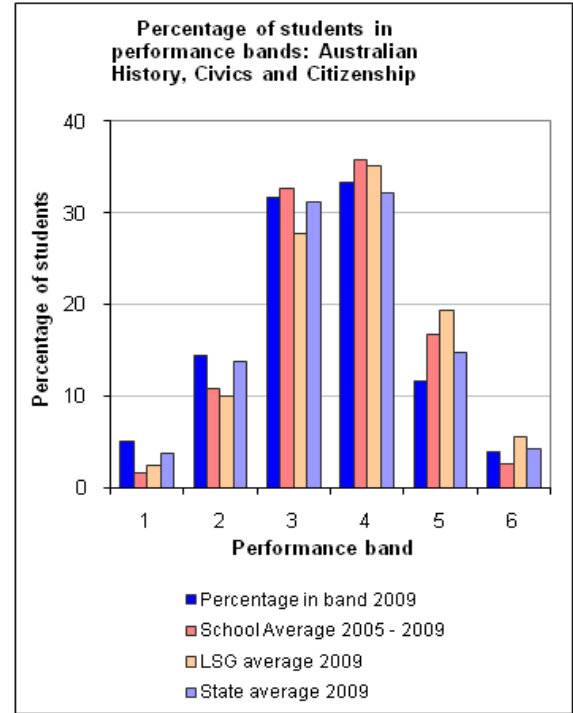
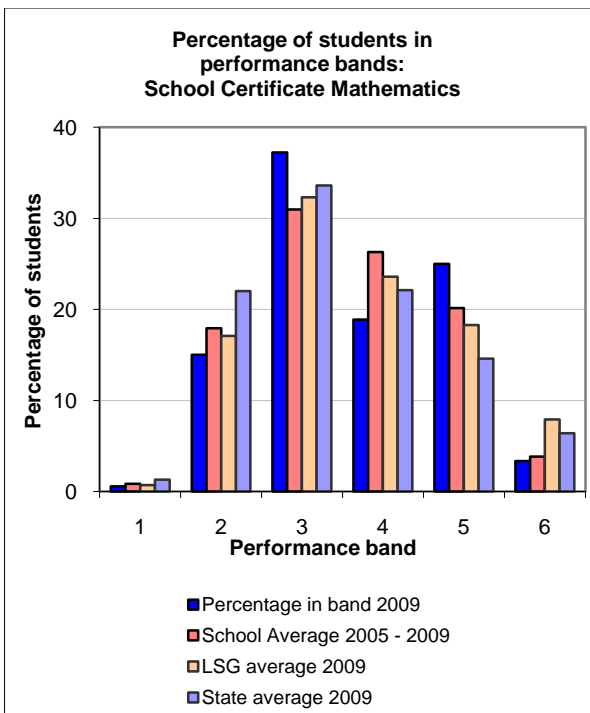
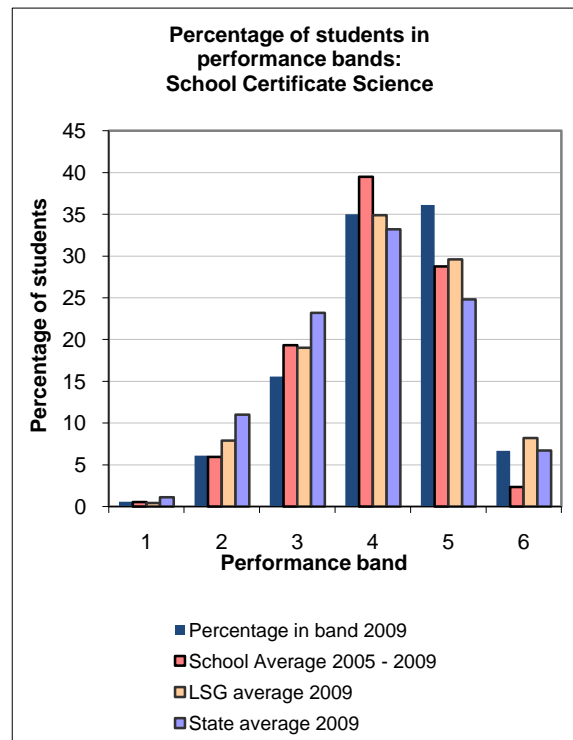
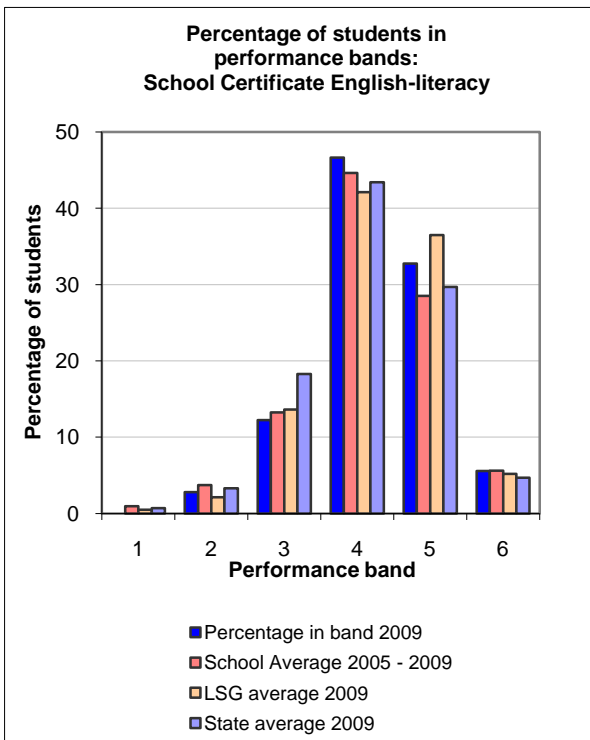
### Progress in numeracy

### Year 9 NAPLAN Numeracy – Average Mark 2009

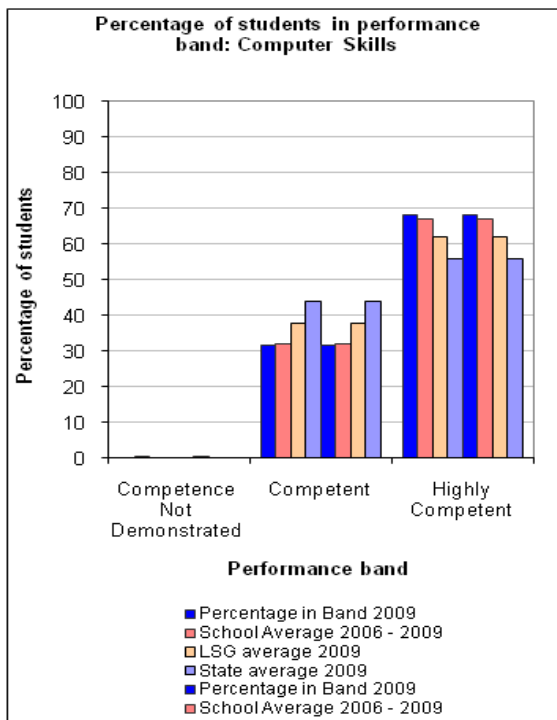
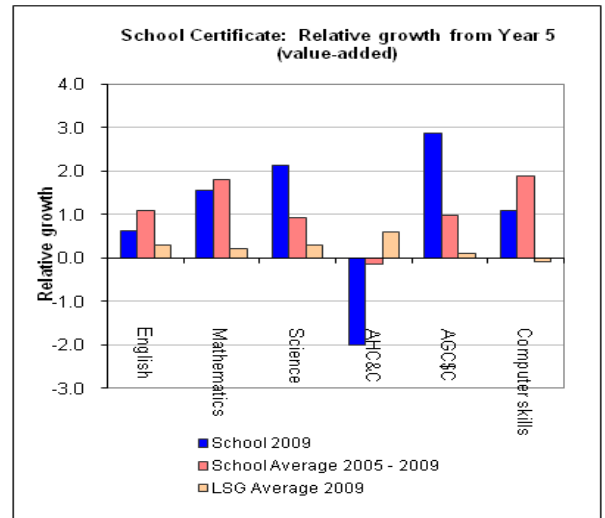
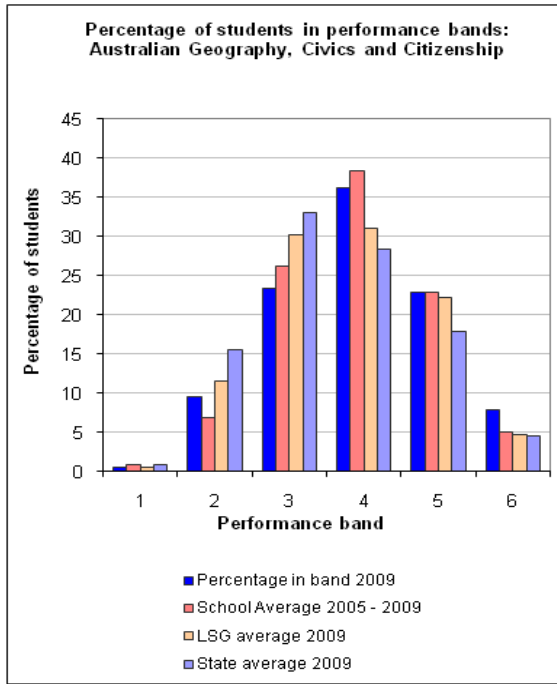
School	LSG	State
598.4	606.3	589.3



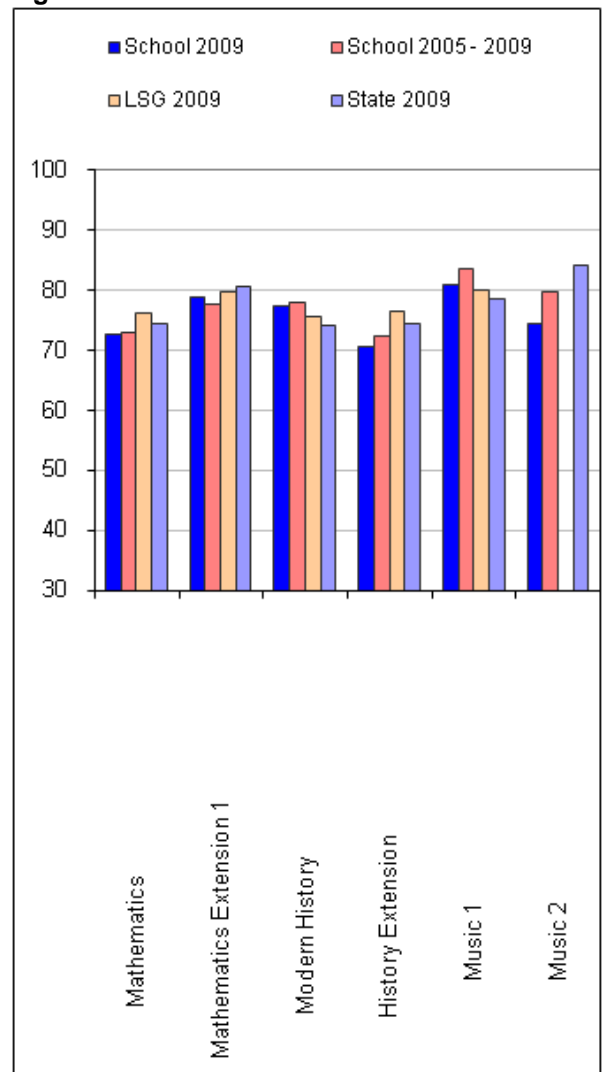
## School Certificate



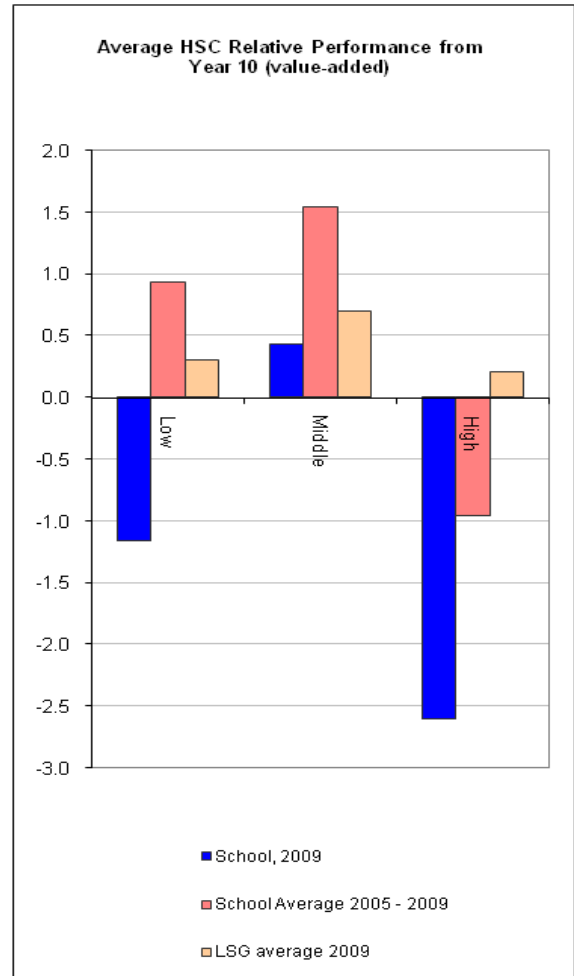
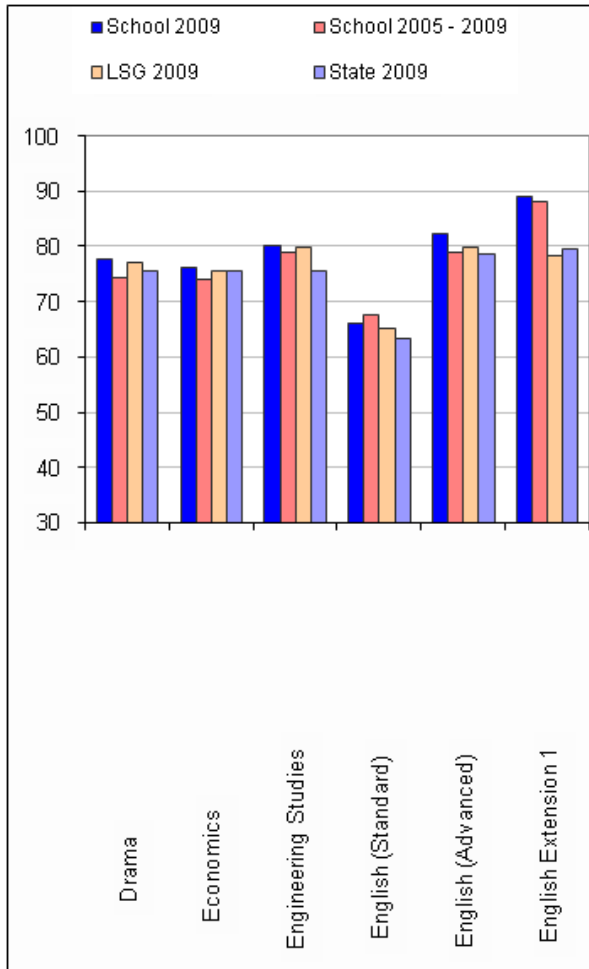
### School Certificate relative performance comparison to Year 5 (value added)



### Higher School Certificate



## Higher School Certificate (Continued)



### Minimum Standards

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



The performance of the students in our school in the National Assessment Program – Literacy and Numeracy compared to the minimum standards is indicated in the following tables.

The percentages of our students achieving at or above these standards are reported below. Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

#### Minimum Standard Information

Percentage of Year 7 students achieving at and above minimum standard	
Reading	96.4
Writing	91.9
Spelling	95.9
Punctuation and grammar	95.9
Numeracy	98.0

## Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 9 students achieving at and above minimum standard	
Reading	96.3
Writing	92.6
Spelling	94.0
Punctuation and grammar	94.0
Numeracy	98.6

## Significant programs and initiatives

### Aboriginal education

Aboriginal education remains a focus at Maitland Grossmann High School. In 2009 there were thirty three students who identified as Aboriginal or Torres Strait Islander (ATSI); these students achieved across a range of abilities. Personalised Learning Plans were developed for all ATSI students. Analysis of NAPLAN results revealed that in 2009 there were some ATSI students who performed below expectations, and these students will be targeted for support under the Norta Norta Program during 2010. Analysis of School Certificate results revealed that Year 10 ATSI students performed higher than state average.

The school continues to celebrate and acknowledge the rich cultural past of ATSI students and highlight the contributions made to Australian society. Year 7 and 8 students were given the opportunity to attend performances by ATSI performers, which gave meaningful insights into ATSI culture. ATSI students in Years 7 to 10 were involved in the Effective Life Long Learning project. This involved students in Years 9 and 10 producing a 'rich' task and students in Years 7 and 8 an animation. Key Learning Areas embrace the ATSI perspective within their subject area.

We have developed links with our partner primary schools to further foster Aboriginal Education in our schools. As part of this initiative an Aboriginal and Torres Strait Islander Games Day was held at Maitland Park. This initiative will be further developed during 2010.

### Multicultural education

The school community currently consists of approximately five percent of students who are from a background other than English, with no particular group being dominant. We have continued to improve practices to ensure the school is an inclusive community and provide a learning environment which is racism free as well as being supportive of and engaging for, students

of all cultural and ethnic backgrounds. We celebrate cultural and ethnic difference in the school's daily and special activities.

Teaching and learning programs work towards developing a greater understanding of cultural, linguistic and religious differences through explicit teaching of cultural awareness and tolerance. Strategies to foster understanding and tolerance are embedded in the school's welfare and discipline policies as well as all curriculum areas. Key Learning Areas include a multicultural perspective and provide opportunities for explicit teaching of the issues of racism and discrimination.

### Respect and responsibility

Throughout 2009, measures continued to be taken to promote respect and responsibility within the school community.

Once again in 2009, core values were reinforced across the school and made part of every classroom as a reminder to the values and standards agreed to by the whole school community.

The school has a strong commitment to providing a safe and secure learning environment free from bullying and harassment. Staff and students have worked through positive peer support programs to actively endorse the schools' anti-bullying approaches to student relationships. This policy acknowledges and encourages students to ensure everyone's rights and responsibilities are known and respected.

## Progress on 2009 targets

### Target 1

Continued improvement in literacy, numeracy and information communication technology for all students through enhancement in teacher quality.

Our achievements include:

- Whole school professional development on how staff can improve literacy, numeracy and information communication technology outcomes in the classroom;
- Improvements in student grammar, writing reading and numeracy achievement skills with Maitland Grossmann performing above state average in these sections of the national literacy and numeracy testing;
- More than 90% of all Maitland Grossmann students are achieving above the national minimum standard in all aspects of literacy and numeracy;
- Significant achievement in the School Certificate online testing of ICT skills where the number of students performing at the

highly competent level were significantly above state average.

## Target 2

The learning of all Aboriginal students is supported and enhanced and the Aboriginal Education and Training Policy are evident in all school policies and programs.

Our achievements include:

- All ATSI students have Personalised Learning Plans;
- Year 10 ATSI students performed well above stage average in external examinations;
- A large number of ATSI students were involved in the Effective Life Long Learning Project;
- Links with our partner primary schools have been established to further enhance the transition of ATSI students to the high school.

## Target 3

Improved student engagement, achievement and retention.

Our achievements include:

- Performance in the NAPLAN test is significantly better than the state average;
- Higher School Certificate results maintain the status of the school in outstanding academic achievement;
- Our school retention rate has grown from 47% to 50.3%;
- English, Maths, Science and Geography have all valued added from Years 5 to 10.



## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of student attendance and middle schooling.

### Educational and management practice

Evaluation of student attendance policies and practices were undertaken.

## Background

Parents are responsible for the regular attendance of students at school. The Principal and school staff, in consultation with students and their parents, will usually be able to resolve problems of non attendance. While parents should be reminded of their legal obligations under the Education Act 1990, the welfare of the students is the focus of all consultation.

Whilst overall attendance was effectively stable during 2008, there was a growing incidence of fractional truancy. Many students were still not attending mandatory sport on a regular basis.

## Findings and conclusions

Following an investigation and analysis of data, and an investigation into the effectiveness of the attendance practices, it was found that the system was not detecting or dealing with all forms of student absence in an effective and timely manner. A better method of reporting fractional truants, and a system of monitoring and supervising student fractional absences was urgently required. Parents needed to be better informed of the curriculum requirements for sport.

## Future Directions

The use of the Millennium software package was researched to improve on the attendance processes. Roll call was to be moved to be part of the first teaching period of each day. All student absences from individual classes were to be reported to the Head Teacher Administration for expedient follow up. The computer Millennium system allowed for the closer monitoring of incidents so we will look to use more of its capacity to further enhance whole school attendance.

## Curriculum

The effectiveness and future sustainability of the Middle School Program was examined.

## Background

In 2008, MGHS staff agreed to implement a Middle School Program for Year 7 students in response to a need to establish a more integrated approach to literacy and numeracy, as well as the desire to maximise student learning outcomes.

## Findings and conclusions

Two Year 7 classes were allocated for the Middle School Project. Several teachers volunteered to teach more than one subject to the classes, significantly reducing the number of teachers on each class. This had a huge impact on the welfare and discipline area; allowing a more consistent implementation of class structures, classroom management, expectations and rules.

The suspension rate in these classes was significantly reduced and learning outcomes in most curriculum areas were enhanced.

The vast majority of both staff and parents have been impressed with the Middle School Project as an positive innovation to the school.

## Future directions

The Middle School Project will be refined in 2010. We will have three classes in Year 7 and one class in year 8 in the program.

Quality Teaching and integrated curriculum will be the focus in 2010.

When the Middle School Project has run for three years and we have data from our NAPLAN tests decisions will be made about the longevity of the program.

## Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Throughout the year there was a continuum of consultation with students, parents and teachers to bring about positive change through online surveys, questionnaires, focus groups and designated meetings.

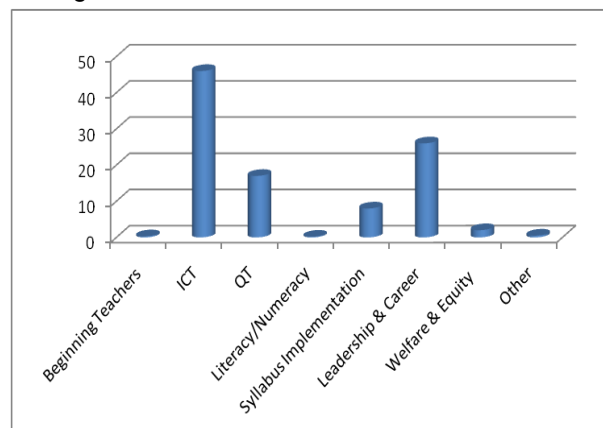
Teachers, parents and students have provided positive feedback and support to ongoing change and improvement in the school.

## Professional learning

A comprehensive and inclusive professional learning program ensured all staff had the opportunity and support to consolidate their prior learning and to enhance their knowledge and skill sets.

The program had a strong focus on up-skilling staff competencies in information communication technologies (ICT) in readiness for student laptops and the rapid expansion of interactive

whiteboards and data projector technologies throughout the school.



Staff participated in an array of external (DET and private providers), internal and co-ordinated visits to best practice schools to achieve professional betterment. A significant delivery element was the number of courses, as well as the high participation by staff, to ICT workshops conducted internally, often after hours, by colleagues.

All teaching and support staff participated in a diverse range of professional learning activities during designated school development days. Delivery mediums consisted of a mix of formal presentations, seminars and workshops on professional learning priorities of literacy and numeracy, digital education revolution, quality teaching, student and staff welfare, teaching standards and the NSW Institute of Teaching.

## School development 2009 – 2011

### Targets for 2010

Within the context of educational planning for 2010 opportunities were afforded for whole school improvement and student driven school improvement. The following were identified targets:

#### Target 1

**Enhanced student achievement in Literacy and Numeracy (NAPLAN), in Science (ESSA), and academic performance at the School Certificate and Higher School Certificate.**

Strategies to achieve this target include:

- Professional learning for all staff on strategies to enhance numeracy and literacy outcomes;
- Expanded Middle School project into Year 8;
- Professional learning and involvement in HSC marking;

- Sharing of quality teaching between secondary and primary schools;
- Identification and mentoring of gifted and talented underachievers.

Our success will be measured by:

- Improved value added School Certificate and Higher School Certificate results;
- The school will meet regional targets in NAPLAN;
- Reading and spelling in Year 9 will be above state average and LSG average;
- Science results will be above state average in ESSA.

## Target 2

### Improved student engagement, achievement and retention.

Strategies to achieve this target include:

- Develop and strengthen student well being;
- Establish quality partnerships with families to support student learning;
- Enhance learning opportunities for all students through the use of current technology and the connected classroom strategies;
- Implement positive programs to engage and retain the full range of students.

Our success will be measured by:

- Increased proportions of students undertaking vocational educational studies for life as well as academic success;
- More targeted radical initiatives for students at risk of not completing their education;
- Increased parental involvement in the ongoing education of all students;
- Improved success and greater opportunities for our higher performing students.



## Target 3

### Enhanced student health and fitness.

Strategies to achieve this target include:

- The canteen provides healthy food alternatives;
- Explicit teaching of positive nutrition practices for optimal health in mandatory courses in the junior school;
- Encouragement and celebration of student sporting achievement.
- A targeted group of female students are encouraged to develop healthy lifestyle and fitness choices.

Our success will be measured by:

- The canteen provide healthy food alternatives;
- Core areas of the curriculum provide reinforcement of positive nutritional practices;
- Attendance at whole school sporting activities is improved by 25%;
- Increased numbers of females in the Premiers sporting challenge.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

The Self Evaluation Team included:

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 Mrs Nicole Crowe Head Teacher PDHPE  
 Mr Anthony Keating Relieving Deputy Principal  
 Nicholas Orchard- Stephan Student  
 Mr Richard Fletcher Head Teacher CAPA  
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>

