

# Morrisset High School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Morisset 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.

Cheri McDonald

Principal

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### Message from the Principal

2016 was a year of many challenges as the school continued to consolidate and implement the plans developed in 2015.

The impact of personnel changes however, cannot be underestimated. In a time of change, the challenge is always to continue to move ahead as a cohesive team. In term 1 with two Deputies out of the school it took a concerted effort to move forward in a productive manner. My thanks to Ms Blaszczyk who frequently stepped into the breach when required to support senior executive. The focus was not lost at this level on the school plan and how we could implement, and improve it. Thanks to all staff who kept the focus on student learning and maintained the environment of support and challenge we require in order for our students to thrive in the world they will enter as adults.

I cannot speak highly enough of our captains, Joel and Maddie, for their ability to speak honestly about the issues they saw and the perceptive solution they developed. Their input was invaluable. They also began a very real move to building more student involvement in the decisions making processes of the school.

To the many community members and staff who gave so freely of their time to benefit our students. I say Thank you. We have a small but dedicated P&C who worked hard to try to make opportunities available for students and support our initiatives. The AECG also worked with us to investigate, consolidate and move forward into the evaluation cycle.

To the sets of students, employers and business houses who continually support our students through opportunities to work and develop skills I am very grateful for your commitment to building the next generation of Morisset citizens. Our thanks.

The data contained in this report is a small section of what we have available. We ask you read this and become an active member in the planning team for the move in 2017 when we begin to develop the next steps and the new plan for 2018 to 2020.

## School background

### School vision statement

At Morisset High School we provide opportunities, experiences and pathways for engagement and achievement through an innovative and inspiring educational setting in direct partnership with our community. Through this, we aim to empower our students to be confident, critical thinkers; resilient students equipped with adaptive strategies to ensure their success as proactive citizens within our community. We promote equality and a sense of self-worth, social justice, empathy and understanding, within the whole school community.

### School context

Morisset High School is a proud comprehensive public school that caters for year 7–12 students including students in our special education unit. Our staff is strongly supportive with a broad range of experience catering for the academic, social, performing, sporting and social needs of all students. The school receives strong recognition in the community for many of our co-curricular programs to strive for “*successful learning and responsible living*” for all students. The school continues to strengthen our relationship with our partner primary schools, now under the banner of the Western Shores Learning Alliance, Aboriginal community and broader school community to ensure all key stakeholders are consulted and part of the educational decision making process. An active P&C and AECG support the school and have high expectations of an inclusive school that values and encourages community participation. Our teaching and learning environment is built on respect, responsibility and resilience to develop a lifelong commitment to learning and achieve personal excellence. Staff and students promote integrity and fairness and active community participation to achieve the schools priorities and build on the proud traditions of a truly comprehensive high school

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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 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.

In the domain of **Learning** we believe that Morisset High School is delivering in three of the key elements, and working toward delivering on two. This domain is about staff using information about individual students capabilities and needs in order to plan for effective teaching and involving parents as partners in this process.

We believe that in the establishment of a **learning culture** we are working toward delivering. We believe that staff understand the link between engagement and learning but we are aware that more training needs to occur before we can confidently state that all staff implement engaging, well prepared lessons at all times. Our figures demonstrate that our students are below the state mean in the Tell Them From Me surveys (TTFM) on the measure of self reports for being motivated and interested. The State mean is 32% and our overall mean is 16%. Work is being done however, on improving the assessment tasks and developing programs and sequence of lessons within units which involve the students in their planning. A major focus has also been placed on developing more positive learning environments to create the opportunity for different pedagogies. We do address, and regularly monitor, attendance, and processes that are being refined too make this more effective. We also provide support through differentiated programs for student groups. One of the staff greatest concerns was the level of consistency amongst staff when dealing with incidents and behaviour support. This is an area we are working towards with the introduction of Positive Behaviour for Learning (PBL) 33% of our students report being engaged intellectually (TTFM) whereas the state mean is 54%.

We have evidence to demonstrate we are delivering in **Learning: Curriculum and Learning** via a strategic and planned approach to wellbeing in the school. We believe that the broader community and school have a knowledge of the factors that impact upon wellbeing and lead to improved results. This is evident through the Wellbeing Hub, established this year to coordinate our agencies to ensure that the most efficient use of human, monetary and physical resources are being made to address the issues for students. Our students recognise that they have advocates at school, with 51% self

reporting in the TTFM survey they have someone who will speak for them. (State mean is 61%). We have generated a list of all of the programs being delivered in the school and are investigating the impact the various programs have to investigate potential improvements. The Learning Support Team has well defined processes to support students.

Evidence indicates we are delivering in **Learning: Assessment and Reporting** through an integrated approach to curriculum delivery and quality teaching. Professional training and development has been occurring for three years to improve the delivery of differentiated lessons and assessments for students who have different learning styles. We believe there are equitable educational outcomes made for all students. Transition practices at all key points we are developing but already have a strong focus on doing so, and are seeking ways to improve it further. Links with our feeder primary schools are strong. There is an extensive range of extra curricula activities and all options are explored in order to meet individual student needs.

Over the last three years professional development has focussed on **Learning: differentiation for students in programming and assessment**. We do know some more work is required, but feel we are delivering in this aspect of the framework. We can provide evidence that programs are differentiated, assessment tasks modified and document analysis indicates that large improvements have been made over that time period. Our reporting to parent guidelines indicate the need to promote a description of their strengths and indicate how they can improve. All tasks are accompanied by a marking matrix and have measures in place for consistency when marking across classes. We do know more work is required, and we are addressing the low levels of perceived relevance by the students, reported at 51% as compared to the state mean of 65% from (TTFM)

In the element of **Learning: student performance measures**, we assess our evidence at working towards where our students should consistently excel at external and internal performance measures. We have students in Year 7 (88%) and 9 (81%) who are at or above national minimum standards for NAPLAN, and these figures are comparable to our similar schools. Internal measures are being introduced in 2017 to allow for an internal measurement as well to take place on a regular basis. Our data for growth from year 7 to year 9 (and then 9 to 12) indicates a much stronger emphasis on numeracy is required, and more work in professional development teams so each staff member can readily ascertain if they are moving their own class forward.

The Teaching domain has 5 main elements. In three, we believe our evidence is strong enough to indicate we are delivering. In the other two, we believe we are working towards delivering, and will focus efforts more in the new plan.

In **Teaching: Effective classroom practice**, we believe we are working toward delivering through the work that has been done to revise and develop teaching programs that are more readily accessible to all students, and offer appropriate differentiation. We still have work to do to enable all staff to confidently use school based data to inform pedagogy. Teams have been developed in 2017 to enable this to develop. While many of our classrooms are well managed, we still have a need to identify and support staff who at times struggle to maintain a learning focussed classroom. Much effort is being expended to ensure this support is in place and will be enhanced by the introduction of PBL. Only 24% of our students report being challenged, with a corresponding number (11%) reporting very low challenge. 50% of our students report in the TTFM surveys that they have a positive learning climate, as opposed to the State norm of 60%. 57% report having effective learning time in their classes, which is compared to the 70% reported as the state norm.

**Teaching: Data skills and use** we are still working toward delivering as this is not a common practise for staff to use and evaluate classroom data, or whole school data. This has been made a priority for 2017 and professional learning will take place in teams for all staff about how to improve the use of internal and external data. The leadership team, in particular the Head Teachers, will be led in how to use this effectively to monitor improvements in their faculty, as well as using data to monitor the effectiveness of the whole school plan and the strategic directions. 48% of parents who responded to the TTFM surveys reported they need us to take more account of their child's abilities and interests. We are using the data from an analysis of our suspension data also to help direct the PBL strategy.

In **Teaching: Collaborative Practice** our evidence indicates that we can state we are delivering in many of the key statements. We do use meetings to review the curriculum and teaching and learning as evidenced in the minutes of meetings, and programs being run. We do feel some staff use data, but not all and this is a focus. We have made inroads to provide for coaching and developing leadership skills.

Our evidence for **Teaching: Professional Standards** is strong due to a very active and supportive Head Teacher, Teaching and Learning who runs an effective induction campaign and supports those seeking accreditation. The professional learning program is designed around targeting the identified areas where staff have sought development in conjunction with their PDPs. The meeting schedule has been altered to enable for more targeted approach to professional development and the succession planning is being taken far more seriously in enabling more leadership opportunities. This is ensuring far closer alignment to the school plan and improving the ability of executive to the evaluate its impact.

In the domain of **Leading** we have areas which need attention and feel we are working toward delivery of the key statements. There are four elements against which we measure our evidence. In two the evidence supports we are delivering on key statements, one we assess as sustaining and growing and the other we are working toward delivery.

In **Leadership: Leadership** there is substantial evidence to indicate that the school makes available the opportunities for parents and community to engage in a wide range of activities. We are seeking feedback and ways to improve this level of engagement and offer more suitable times in conjunction with both the AECG and the P&C. In 2017 we are employing a Community Liaison Officer to help improve these activities further. In general, our school is positive about the educational provision at the school. They recognise the effort placed into supporting the students and the varied activities we offer to them. TTFM parent surveys indicated 62 % felt comfortable when they come into the school, and 53% find it easy to talk to the Principal, and 72% are happy that we report on their child's progress in a positive supportive manner. Only 8% of the parents reported being involved in a school committee and 46% had not attended a meeting.

In **Leadership: School planning, implementation and reporting** we feel the evidence indicates we are delivering as the school openly welcomes parental involvement in the planning, development of the vision and purpose for the school. The aim being to make the school plan the focus of all groups to ensure we are all working toward the common goals.

The 2015 to 2017 plan has had annual iterations and check points that have been focussed on achieving the identified improvements. However, the evaluation established that the goals could be better expressed and measured. Progress has been made in being able to set meaningful and SMART targets in the new plan to be developed during 2017 toward 2020. Greater involvement of all staff in monitoring and evaluating the plan will occur into 2017 and beyond. The school does have a commitment to ensuring succession planning and we have been working during 2016 to give opportunities to committees (such as the School Improvement Team) to make meaningful decisions about the school to promote distributed leadership. In the self evaluation and planning for 2016 the need for effective leadership to guide school improvement was recognised and a coaching program developed to build leadership capacity in the middle executive. There are strong links with the community through educational providers such as TAFE (the Hairdressing course) and external providers (such as the Wellbeing Hub) to provide a range of experiences for the students.

In **Leading: School resources** we have evidence to support we are delivering because the full curriculum and implementation delivery requirements are being met to ensure that our students have full access to the curriculum they require to achieve their aims. 50% of our students on the TTFM survey indicated they were planning on going to university when they complete their schooling, the state norm is 62%. Of our Year 12, 2016 51% of the cohort were eligible for an ATAR, compared to the 62% in our similar schools. Finances were allocated to various projects that had been nominated in 2015 by executive. The changeover in Principal and SAM highlighted the need for better recording processes to be used to enable monitoring and evaluation of expenditure. Our students are over the core mandatory hours in all subjects. In 2016 the PDP process was instituted as a requirement for all staff. This means that the process has been followed and monitored. While the first year was a learning phase we anticipate the process will be initiated more thoroughly in 2017 and be more directed toward achieving the school targets and plans. Record keeping systems were also initiated and kept. Cash flow budgeting was introduced and monitored by a committee who were mainly learning about the budgetary constraints and processes. Assets were maintained and repairs done in a timely manner. Budget was assigned to investigate the introduction of both Big Picture Program and a Clontarf Academy for our Aboriginal boys. The final decision was made by staff and community on Big Picture and it has been implemented in 2017. Clontarf was refused by the Aboriginal community through the AECG and therefore was not introduced.

**Leading: Management practices and processes** is also an area that our self assessment has determined we need to develop as the evidence indicates we are only working towards delivering. One area is to have the whole executive regard themselves as a cohesive, united management team and take responsibility for the decision making processes using relevant data. Our administrative practices can and do effectively support school operations, but some are not written down and are cultural knowledge that needs to be passed on. Accountability measures also need to be in place to ensure that all staff are adhering to the policies and practices outlined. This is a development area for middle executive.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

Maximise student engagement to ensure the best possible educational outcomes for all students through innovative, equitable and quality whole school teaching and learning programs and strategies.

#### Overall summary of progress

During 2016 new assessment proformas were successfully developed, presented to staff, collegially agreed upon and extensively used Stage 4 and 5. All assessment tasks are uploaded to the school network. 100% of faculties demonstrated use of new assessment procedures.

The School has 5 Focus on Reading school-based trainers. As a result of the training provided 50% of MHS has completed Phase 1 FoR training. These staff have successfully differentiated the curriculum by embedding the super six strategies into faculty teaching and learning programs, as evidenced through a program audit and term book collection.

A whole school writing and numeracy strategy has not been achieved during 2016 and will be a priority focus for 2017. A Big Picture academy has been successfully resourced with the necessary assets and staff training. As a result, two advisories will function in 2017. The classes are a combination of Stage 4 and 5 students. Three advisory teachers will work with these groups.

Professional Learning Folders were issued to all faculties and 100% of staff finalised the PDP, lesson observations and mandatory training processes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual 5% increase in growth scores and maintenance of % of students at proficiency in all aspects of NAPLAN testing between Year 7 and Year 9 as benchmarked in 2014.	<p>Overall 88% of Year 7 students are at or above the National Minimum Standard which is in line with our similar schools. In Year 9 81% of our students are at or above NMS which is 2% below our similar schools.</p> <p>Overall 13% of Year 7 students and 7% of Year 9 students achieved at proficiency level (top two NAPLAN bands) which was similar to 2015 and in line with our similar schools.</p> <p>In reading, there was an increase in the percentage of students at or above proficiency levels in both Year 7 (3%) and Year 9 (2%). The percentage of students achieving at or above the expected growth from Year 7 to 9 increased by 7.7% from the previous year. In Year 7 there was a 1% decrease and in Year 9 there was a 5% increase in students achieving at or above the NMS.</p> <p>Writing demonstrated an increase of 7% to have 81% of Year 7 achieving at or above the NMS. Year 9 increased by 12% to have 66% of students at or above the NMS.</p> <p>Spelling results demonstrated an increase of 5% of the Year 7 cohort from 85 % to 90% achieved at or above NMS and the Year 9 cohort results had an 8% increase from 74% to 82%. In this aspect, there was a 13.5% increase in the Year 9 cohort achieving greater than or equal to expected growth over the previous year.</p>	Expenditure was around the professional development for all staff using ILNNP funds in Focus on Reading training. \$31,980

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Annual 5% increase ingrowth scores and maintenance of % of students at proficiency in all aspects of NAPLAN testing between Year 7 and Year 9 as benchmarked in 2014.	<p>In the Grammar and punctuation aspect there was a 4% increase in the percentage of Year 7 students achieving at or above the NMS (83% in 2015 87% in 2016) and Year 9 results also demonstrated a 1% increase from 78% to 79%. There was a 2% increase to 12% of Year 7 students achieving at the proficient level for this aspect while Year 9 decreased by 1% to 6% of students at the proficient level. The overall percentage of students achieving at or above the expected growth decreased by 4.5% to 50.5% in 2016.</p> <p>Numeracy results indicate an increase of 3% to 93% of Year 7 and an increase of 5% to 92% of Year 9 achieving at or above the NMS. The proficiency rate for numeracy in Year 7 was 11%, a rise of 2%, and remained stable at 5% for Year 9 students. However, the growth scores indicated an overall decrease of 20.3% in Year 9 students achieving at or above the expected growth dropping to 46.7% in 2016.</p>	
2% Increase in overall HSC scores. (average 2014 scores was 67.2 which was -4.7 from state and +.23 from SSG)	Despite not achieving our target of a 2% increase in overall HSC scores, students attempting Visual Arts and Society and Culture scored improved results, compared to baseline data, being +2.2% and +3.2% respectively.	Part of professional development where a total of \$58,000 funds were expended, and supported by other funds.
5% increase in students who commence Year 11 completing the HSC and VET competencies against 2014 benchmark. (59% in 2014 to 64%)	<p>The benchmark retention for students from year 10 to 11 taken in 2014 is 92%. The retention to Year 12 was 59%.</p> <p>In 2015 the figures were 92% retention from 10 to 11 and 57% retention from year 10 to 12.</p> <p>In 2016 115 students began Year 11 which was 87% of the year 10 cohort. In this time, however, there had been a number of students who had found employment or apprenticeships.</p> <p>Of the 132 students in Year 10 2014, 55% graduated from Year 12 in 2016.</p> <p>This figure also does not reflect the fact that many of them had accepted apprenticeships or full time employment during the end of Year 10 and or Year 11.</p>	The senior study was established and supported by Equity funds. A total of approximately \$3000 was spent to develop this support.

## Next Steps

In 2017 there will be a focus placed upon offering solid advice and planning for transition to work, incorporating careers into the curriculum as a major focus from Year 7.

2017 will see the consolidation of the Big Picture program and potential extension to a third Advisory. More staff will be trained to support the current staff and visits to other schools will occur to extend the network for all students.

A whole school literacy and numeracy project will be begun where professional learning teams (which are cross curricula) will be formed in order to enable feedback from peers about programming and assessment or differentiated programs. Staff will learn in these teams how to effectively use data to baseline student achievement for each unit of work.

A meeting schedule will be developed in order to enable a planned program to develop the competence in middle

executive to lead faculties in a data driven pedagogy.



## Strategic Direction 2

### Student Wellbeing

#### Purpose

Student resilience and wellbeing are essential for both academic and social development and this is created by the provision of safe, supportive and respectful learning environments.

Not only do confident, resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds, supportive communities, healthy relationships and responsible lifestyles.

#### Overall summary of progress

Our school wide focus on student wellbeing has enabled us to achieve significant progress in this strategic direction through a proactive, successful approach to student wellbeing and learning culture.

Gender based wellbeing programs has ensured a consistent approach to teaching and supporting appropriate behaviours across various school settings.

We have continued our school wide focus on developing stage 3 to stage 4 programs throughout our school community and Western Shores Learning Alliance (WSLA).

Currently, all KLA's have been involved in delivering exciting and engaging lessons to stage 3 via connected classroom lessons and then continuing the delivery of these lessons when the stage 3 students arrive at MHS in year 7.

Respect, Responsibility and Achievement are common themes that are being developed through PBL. Through the implementation of SENTRAL and the Tell Them From Me Data we have been able to determine that there has been a decrease in negative behaviours across the school setting.

Morisset High School rewards system has continued to support the wellbeing focus. Students receive reward commendations for positive behaviour which include Respect, Responsibility and Achievement within the school environment. There has been a significant increase in the number of students using the rewards system as indicated by the number of students receiving Bronze, Silver and Gold awards and the Morisset Medal, as well as positive behaviour excursions for students that receive no negative mentions throughout the term.

We have throughout 2016 established a senior study to support senior students to ensure they have the best facilities and opportunities to perform at their best for the Higher School Certificate.

Through the use of effective collaboration between staff, students and parents we have implemented strategies that support student attendance. The strategies have included a staff member to analyse a Attendance data, parent portal access to SENTRAL, Year Adviser phone home program and Home School Liaison Officer involvement in more difficult attendance concerns.

Morisset High School has continued to use student and community responses to help drive school planning. Through the use of the Tell Them From Me Surveys we have been able to provide school and community partnership evaluations. The data outlined that students were actively engaged in the classroom and that the core values played a significant role in their learning experience at Morisset High School

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>5 % Increase in overall attendance rate of 82.5 % on SEF data report for 2014.</li></ul>	The attendance rate shown in Departmental data is 82% for 2016. This does not reflect the work done to improve the processes in order to reduce inaccurate reporting of absences. This is ongoing using SENTRAL. Processes around truancy, exemptions and Home School Office referrals have significantly improved. This is expected to be reflected in results for 2017 as these are embedded.	\$7,000 fund to promote excellence in practice and process and support release for staff. Support through incentives and funds to promote attendance such as group BBQs and acknowledgments.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>5 % Increase in overall attendance rate of 82.5 % on SEF data report for 2014.</li> </ul>	<p>The attendance rate shown in Departmental data is 82% for 2016. This does not reflect the work done to improve the processes in order to reduce inaccurate reporting of absences. This is ongoing using SENTRAL. Processes around truancy, exemptions and Home School Office referrals have significantly improved. This is expected to be reflected in results for 2017 as these are embedded.</p>	<p>SENTRAL attendance package was extended and PxP marking begun.</p>
<ul style="list-style-type: none"> <li>Increased community satisfaction as reported in Tell Them from Me data reports.</li> </ul>	<p>2016 was the first time we undertook the parent survey. The results were positive in that 62% of our parents feel welcome when they visit the school. 52% feel they are well informed. 64% support the learning occurring at home, and 61% feel we hold high expectations of their child. One area we will address is that 49% report they are happy with the safety at school of their child, or feel we are an inclusive school. This is an area we will explore more in 2017.</p>	<p>Community meetings and WSLA activities were supported and approximately 10,000 was committed to support WSLA activities for transition.</p>
<ul style="list-style-type: none"> <li>Improvement in benchmarked figures for social and institutional engagement as reported in Tell Them from Me.</li> </ul>	<p>In 2014 the ICSEA value for the school reported 80% of our community in the lower two quartiles. In 2015 it was 83% and in 2016 it was 81%.</p> <p>Part of this movement is reflective in the reported social and Institutional engagement levels of students. Data is also affected by the difference in year levels who attempted the survey in each year.</p> <p>If the three scores are averaged for social engagement measures on this survey, it would indicate it lies at 58% as compared to the 62% average in 2015. The largest reduction has been in the self reported participation in sporting and cultural clubs outside of school.</p> <p>The average of the four scores that measure Institutional engagement is 60.5% in 2016 as compared to 68% in 2015. The largest reduction has been in the value that students ascribe to their schooling. This may be reflective of the aspirations of the community distribution.</p>	<p>The Wellbeing Hub has been funded to promote an environment whereby the visiting groups can run small group activities and workshops in a welcoming environment. \$50,000 was spent to provide settings for this.</p> <p>Two staff were released (\$2,000) to run the surveys with all students in 2016 to highlight their importance to school planning.</p>
<ul style="list-style-type: none"> <li>Greater proportion of positive wellbeing referrals than concerning referrals. (As benchmarked in 2014).</li> </ul>	<p>In 2014 there were a total of 10623 reports made on SENTRAL. Of that 79% were recorded as negative and 21 % were positive. In 2016 there were 11,161 total reports made. Of that 66% were negative and 34% were positive in nature. This is a 13% reduction in the number of negative mentions between 2014 and 2016 , and a 13% corresponding increase in the reported positive behaviours. This data reflects both an increased use of SENTRAL by staff for reporting both types of incidents, as well as an increase in student understanding of the expectations of the school and Department in regards o respecting student learning.</p>	<p>Commitment was made to support the extension of SENTRAL and the introduction of PBL though 2016.</p>
<ul style="list-style-type: none"> <li>All WSLA schools begin implementation of PBL as a community of schools in 2017</li> </ul>	<p>All schools have begun this process and it is being implemented in 2017.</p>	<p>a \$10,000 commitment was made to support PBL and its introduction across the schools.</p>

## Next Steps

There is a need for a program of careers education to build aspirations as early as possible in order to increase the value students and families ascribe to the education process. Mandatory lessons to be implemented in all years and an increase in the focus being placed upon careers in all KLAs.

PBL implementation is to be funded and supported in 2017. The process to collaboratively develop a matrix of expectations will be led by a team of staff and students. Commitment has to be made to signage, promotion and involvement of the community. This introduction should assist to continue the positive improvement in student behaviour and feeling of belonging to the community. The continuation of the Wellbeing Hub in 2017 is essential to ensure we are adequately meeting the needs of our students who need additional and individual support. This has been integrated into the processes and reporting of our Learning Support Team and is ensuring that the external supports are available and being maximised across the school to provide equitable access to support. 2016 saw the beginning of the longitudinal study in conjunction with the University of Newcastle. This is to continue into 2017 and beyond to measure our effectiveness in addressing the social and intellectual engagement of students in school. A revision and assessment of the welfare programs was undertaken in 2016 and early terms of 2017. This is to guarantee that programs have the intended impact and are able to be implemented in a streamlined and proactive manner. Programs will be culled and or strengthened according to this final assessment into the new school plan.

## Strategic Direction 3

Foster the development of sustainable, innovative and collegial practices across the Western Shores Learning Alliance.

### Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

### Overall summary of progress

Significant progress was made in 2016 to support the Western Shores Learning Alliance and build a commitment to transition from Primary to Secondary. A major commitment was to explore the introduction of MGoals as a focus for Aboriginal Education and form a cross school professional team to address issues around Aboriginal education in a focussed and united manner. The need to redefine and address the agreement with the AECG was highlighted with many executive changes in the WSLA schools. Combined meetings have been profitable and allowed for planning to commence on a combined Aboriginal education staff development day for 2017.

The transition program is solid and developing, but does need to focus more on curriculum support for staff who require more of a primary focus when approaching the middle school students. This was demonstrated in the success of the writing project where the students and parents responded so positively to the unit, taught across Years 6 and 7.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>All WLSA schools increase by one level on the Community Engagement matrix.</li> </ul>	The WSLA schools are currently working within Level 4 for Pedagogy which is an increase from Level 3 in 2015 (Level 1 in 2013). Stage 3 & 4 teachers collaborated to develop and implement a unit of work for writing developing student skills in constructing an effective paragraph using the TXXXC scaffold taught in Stage 4 at Morisset HS. Differentiated and personalised learning is evident across all WSLA schools. During 2016 we have consolidated practices within Level 4 of Wellbeing. One initiative was that executive from all schools worked collaboratively on a wellbeing initiative aimed at using the new wellbeing policy to identify areas for improvement.	Funds from the low socio economic were used to support the cross school meetings and engagement of the smaller schools to enable a whole group response to planning. We also allocated global funds to provide relief and catering for community meetings.
All WSLA Year 6 and all year 7 Aboriginal students have a PLP on MGoals by the end of 2016	This target was not achieved as the Year 7 students were not exposed to MGoals in 2016. However, all Year 6 students were provided with a PLP using the MGoals.	Two days release to explore the program and train. Decided to continue in 2017.
Increased engagement of Aboriginal students as evidenced by 2% improvement in attendance and positive mentions as benchmarked in 2014 at 72.3%	In both aspects, the trend has been positive. For attendance the baseline figure in 2014 for Aboriginal attendance rate was 72.3% and in 2016 it had risen to 78% as reported on SENTRAL.  The positive referrals for our Aboriginal students also reflects a positive trend. In 2014 the baseline figure was 7% of all entries and in 2016 the percentage had risen to 15% of the total positive entries made. (1629 of 11,161)	This has resulted as an offshoot of the funding allocated to promote and develop policies and procedures.
Increase student aspirations through an education process of careers.	2016 Tell Them From Me figures indicate 69% of our students intend to complete Year 12. 46% would plan to do a VET or TAFE course. (this figure is comparable to 2015). 48% indicate a	Staffing relief costs to arrange the wellbeing hub has been 12 days release for staff \$6,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase student aspirations through an education process of careers.	desire to go to University in 2016, only slightly lower than 2015.	approximately.

## Next Steps

A major focus needs to be placed onto building, supporting and ensuring accurate and reliable information about options and future courses open to students. In 2017 there will be careers focussed lessons in all years from 7 through to 11. The program for these lessons will be based around building the cross KLA skills required to work in a collaborative and competitive environment. In 2016 the numeracy focus was not implemented due to the changes in senior executive and staff, as well as the emphasis placed upon the differentiation of programming for students. In 2017 numeracy has to be introduced and the use of the continuums developed fully. The school based strategy where we identify a group of selected students to benchmark and measure on a regular basis will enable staff to learn how to take regular measurement of achievements. In 2016 the school investigated the introduction of the Clontarf Academy to our school in order to enable in and out of school support for our Aboriginal boys. The decision was taken by the Aboriginal community not to pursue this offer. Increased staff capacity to use data (assessment, internal and external) to track student learning improvements on a regular basis. Will be a focus in 2017.

The development of teacher professional learning teams to enable professional dialogue. Will enable a cross curricula approach to tracking student data.

We will continue the emphasis on transition across the WSLA schools and develop relationships even more in both curriculum aspects and in social and emotional aspects. Continuation of the programs through Reach will be beneficial.

Key Initiatives	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background loading</b></p>	<p>One of the key was the establishment of the Year 9 Reconnect class for 10 Aboriginal boys. The class was aimed at disengaged Aboriginal boys. Funding was used to set up the room, stationary and purchase iPads. A large section of funding was also used to employ a full time Aboriginal SLSO to work with the boys. The impact that this had was an increase in attendance and retention and a decrease in negative mentions and suspensions for boys involved in the program. Analysis raised discussion around the data and reasons why this reduced.</p> <p>Aboriginal funding was also used to assist the establishment of the WSLA Aboriginal Education Team. This included teacher release for both secondary and primary teachers. The impact of establishing this team was a dramatic improvement in collaboration to form a common aim and direction for Aboriginal Education which is shared between all schools in the local management group</p> <p>The strengthening of Aboriginal students cultural connection has also been achievement through the funding of key Aboriginal cultural celebrations such as Naidoc Week, Sorry and Reconciliation Day. This has also strengthened the schools ties with the local AECG and Aboriginal community. Funding was also used to pay for 17 Yr 9–11 Aboriginal students to attend the Aboriginal Identity camp. This camp was instrumental in strengthening students cultural identity.</p>	<p>The annual school report indicates only \$ 2,285.51 was used from this fund during 2016. Part of this issue has been the records kept about the allocation of payments as the wage for the SLSO was supposed to come from this dissection but was supported from other funds.</p> <p>the Aboriginal Identity camp was also supported and paid for through another funding source in the school that had to be acquitted and used.</p>
<p><b>English language proficiency</b></p>	<p>All of these funds were used to support the integration for the child into classes.</p>	<p>All funds were expended or committed.</p> <p>\$1500</p>
<p><b>Low level adjustment for disability</b></p>	<p>In 2016 there were some staffing issues which meant that some of the low level adjustment funds could not be fully utilised. All funds have been committed in 2017 to ensure all students are gaining the expected level of support.</p>	<p>\$6098 is showing as expended form this sub dissection and was used only for resources to support students in the classrooms as other funds needed to be expended.</p>
<p><b>Socio-economic background</b></p>	<p>This funding was used to support a variety of activities and resources to provide support to improve the processes and practices around engagement , attendance and retention. Attendance had a major focus placed upon it to ensure our processes are accurate and time efficient. SENTRAL was developed and period by period roll marking instituted for all staff. KLAs were able to purchase resources to a total of \$5,000 each to support higher engagement. Funds were also spent to resource the senior study.</p> <p>The School Improvement Team instituted a</p>	<p>A total of \$ 152, 221.25 was used to support programs in 2016 from this funding.</p>

<p><b>Socio-economic background</b></p>	<p>program whereby applications were taken for developing a futures focussed approach to learning. \$50,000 was spent to furnish learning environments for Big Picture program and the new Wellbeing Hub that was established to provide a space for visiting professionals to run courses for small cohort groups. Funds supported the investigation and consultation around the implementation of Big Picture and a Clontarf Academy, including school visits and meetings. Wellbeing was also supported through a commitment to audit the current programs delivered and evaluate if they should continue. This process will continue with staff and parents into 2017 as part of the new school plan development.</p> <p>The English Department were provided with a \$5,000 dollar fund to begin a school musical and develop the willingness to perform. this was to include stage 3 as part of transition as well to build stronger relationships.</p> <p>A commitment was made to improve the technology in classrooms by installing a program of 5 new interactive projectors / screens into classrooms each year and to purchase and install monitors to project across the school the PBL messages throughout the school day. The messages will be developed by students on the PBL team and used as an ICT base for the classroom.</p> <p>There was \$14,045 spent on student assistance.</p> <p>A total of \$32,000 was used to pay for salaries for additional staff placed into key positions to support the new initiatives and processes.</p> <p>Targeted projects were designed through the Learning Support Team to try to reengage students and these were supported by these funds.</p>	<p>A total of \$ 152, 221.25 was used to support programs in 2016 from this funding.</p>
<p><b>Support for beginning teachers</b></p>	<p>These funds were not all spent as expected. early in 2016 ad plan was developed by each staff member who were given control of the funds to be used in a manner consistent with the guidelines. In 2016 only one staff member effectively spent their funds. However, we found not all staff were using time to provide for the relief time with their mentor, or ensure the plan was being adhered to.</p> <p>Permission has been sought to redirect he funds and ensure they are used to support all of the beginning teachers to build their skills to deliver engaging, relevant pedagogy through working in a professional learning teams basis.</p>	<p>\$ 41,631.21 plus funds form the ILNNP funds to support teacher training in Focus on Reading.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	411	398	398	400
Girls	400	375	370	356

The largest reduction in the enrolments has been in our senior years, with a retention rate of only 49%. This has a significant affect upon the overall enrolment figures as the potential intake into year 7 was significantly smaller than usual. Note the female enrolment is the largest reduction.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	87.4	89.8	89.5	89.5
8	84.6	84.5	86.8	85.7
9	82.6	81.5	83	82.9
10	80.3	75.9	77.5	80.8
11	79.7	78.3	75.1	74.5
12	81	85.2	82.7	77.6
All Years	82.7	82.4	82.5	82.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The school has taken significant steps to improve the attendance statistics over 2016. Many of the practises needed amending, and by improving processes a significant improvement has been noted already.

The leaving age of 17 has had a major impact upon the senior attendance, with many of the absences occurring from students who are not engaged in education but are not able to sign out of school. Measures have also been taken to provide

support for those students. The use of the processes around exemptions have been improved, as has the use of SENTRAL in period by period roll marking.

Our female attendance rate is 81% which means we are at delivering, and the Aboriginal female attendance rate is only -1% below that which places us at excelling range.

Our male attendance rate is 82% which places us at almost delivering. However, the difference for the Aboriginal males is -8 a sharp decline from 2015. This is a better performance than our like school who have a -9 difference.

### SUSPENSIONS:

An analysis of our 2016 suspension data indicates that of the girls suspended, there were in

Year 7 , 13% of the girls enrolled suspended (8 in total)

Year 8 girls 16% were suspended (total of 12 girls).

Year 9 had 17% of girls suspended (total of 10 ) and

Year 10 had 16% suspended (total of 8). So of a total population of 245 girls, only 38 girls were actually suspended.

Data indicated however, there were more boys suspended in

Year 7 there was 26% of boys suspended, (total of 21 boys)

In Year 8 29% of boys were suspended (total of 20.)

In Year 9, 29% of boys were issued a suspension (total of 23) and

Year 10 had 22% of the boys suspended (total of 16 boys). In a total enrolment of 301 boys a total of 80 boys were suspended, indicating a need to address these issues more directly.

### Retention Year 10 to Year 12

Our overall retention figures from 10 to 12 are 49% whereas our similar schools is 60%. the sample size was 139 students.

The 70 female students who completed the HSC represent 57%of those in Year 10, which is far closer to the 65% female retention rate of similar schools.

The 68 males who completed the HSC represent 48% of the male students enrolled in Year10. The retention rate in similar school for males is 54%.

These results indicate we have to focus on ensuring support is in place for pathways. Figures which do need to be considered however, is that of those who did not complete year 12, a number were gainfully employed in apprenticeships, traineeships or employment.



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

51% of our total number of students (78) were eligible for an ATAR

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	38.3
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	14.68
Other Positions	5.9

\*Full Time Equivalent

The school employs 2 tutors and 4 teaching staff who identify as Aboriginal or Torres Strait Islander, including our Aboriginal Education Officer.

### Workforce retention

Data generated by the Department indicates that in 2016 there were 10% of staff newly appointed to the school. However, 50% of our staff undertook a change in their role during the year. This was linked to staff needing to take leave and the requirement to backfill positions as they became vacant. Many of those changes did not impact upon students. 10% of our staff were appointed to other institutions within the Department.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	96
Postgraduate degree	4

## Professional learning and teacher accreditation

The school expended all of the \$58,000 received for professional Learning in 2016, and supplemented this from other funded sources as well. In 2016, 9 staff members at Morisset High School were working towards accreditation with BOSTES. Of these, 1 staff member successfully submitted evidence for accreditation at proficient level. MHS did not have any staff pursuing the qualifications of HAT or Lead during 2016.

Additionally 16 permanent staff members were working on the maintenance cycle of proficient accreditation. Of these staff, 3 successfully submitted maintenance reports with BOSTES.

The school received funding for 7 Beginning Teachers who have received permanent employment at Morisset during 2015/2016. These funds were used for class release time for effective lesson preparation and mentoring with experienced teachers to work on programming, engagement strategies and lesson delivery.

Whole school Professional Learning at SDD's and staff meetings targeted on Focus On Reading with over 60% of staff now trained in Phase 1 with 4 staff members trained as school based deliverers. Additional PL activities included Big Picture advisory training, I-pads as teaching tools, differentiation with an emphasis on lesson delivery and assessment tasks and Non Violent Crisis Intervention training for all staff. Numerous PL sessions were delivered by sourced District Office Consultants such as Robyn Pallas, Heather Hern and Paul Besoff. Additionally, highly skilled staff from neighbouring schools such as Chris Cividino from Callaghan College Wallsend presented PL to all MHS staff.

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

### Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>492 470.50</b>
Global funds	647 354.56
Tied funds	797 043.96
School & community sources	231 915.01
Interest	13 659.45
Trust receipts	24 588.42
Canteen	0.00
Total income	2 207 031.90
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	60 148.42
Excursions	56 496.01
Extracurricular dissections	68 592.59
Library	6 899.45
Training & development	0.00
Tied funds	661 246.20
Short term relief	261 741.85
Administration & office	235 128.93
School-operated canteen	0.00
Utilities	119 518.95
Maintenance	65 883.79
Trust accounts	13 986.87
Capital programs	0.00
Total expenditure	1 549 643.06
<b>Balance carried forward</b>	<b>657 388.84</b>

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

## School performance

### NAPLAN

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

In **Year 7 Reading** we had 8 students perform in the top band (6%), in comparison to only 2% in 2014. Trend data indicates an improvement of 2.9 scores since 2014 and the difference between the school scores and the state scores is decreasing by 3.1 scores. 41.5% of our students made greater than or equal to the expected growth in reading, however, we exceeded the growth scores for the State by .6 but were slightly under the NSW DoE scores.

In **Year 9 Reading**, 50% of our students achieved the required growth from Year 7. The boys results indicated that 53.3% had exceeded the growth expected which was 8.9 scores above the State figure. The girls had 45.5% who had made the expected growth. Results indicate 13.3% of our Aboriginal students scored in the top Band 10 and 20% in Band 9.

In **Year 7 Grammar and Punctuation**, seven of our students (5.2%) performed in the top band, as compared to 4 (2.8%) in 2014. We also had a decrease of students scoring in the lower band from 2014. Trend data indicates the performance of our students has been maintained for the last three years. 44.8% of our students are making greater than or the expected growth.

In **Year 9 Grammar and Punctuation**, 50.5% of our students achieved the required growth. This was only .2 scores below the State achievement. Boys had 51.6% achieve the required growth compared to 48.9% of the girls and 58.8% of the Aboriginal students.

In **Year 7 Spelling**, 20% of our total students performed in band 8 and 9. Two of the girls (3.5%) scored in band 9. In the second level, band 8 there were 17.5 % of the girls and 19.5% of the boys. Data indicates, however, that 43% of our boys and 23% of our girls are represented in the lower two bands. Trend data indicates our results are relatively static since 2014 although in 2015 there was an increase, possibly due to a concentration placed upon spelling in Primary feeder schools.

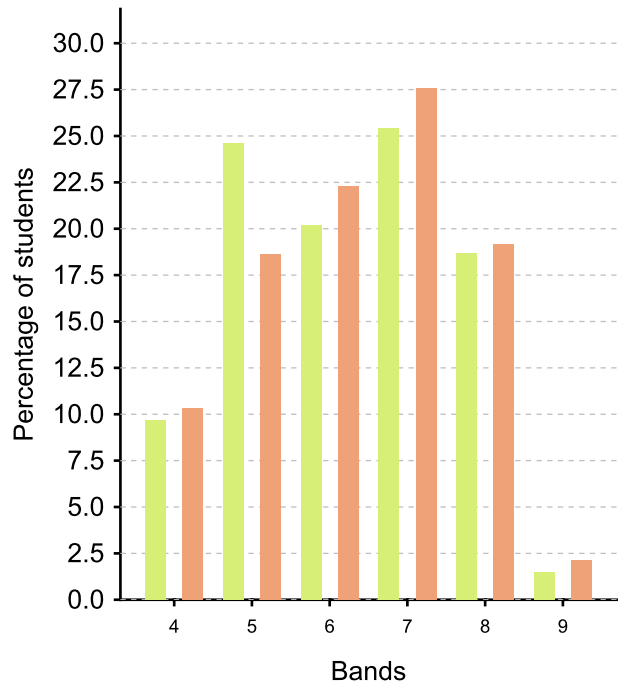
In **Year 9 Spelling**, 49.5% of all of our students made the expected growth. The girls had 51.1% achieve the expected growth as compared to 48.4% of the boys and 58.8% of our Aboriginal students. Trend data indicates a decline between 2014 results and now which indicates a need to place a higher priority on teaching explicitly spelling in the classrooms.

In **Year 7 Writing** we had a significant improvement

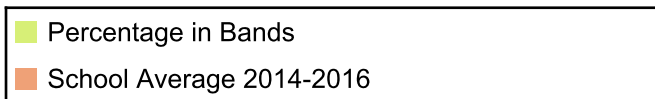
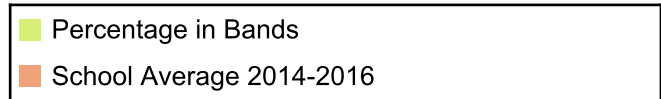
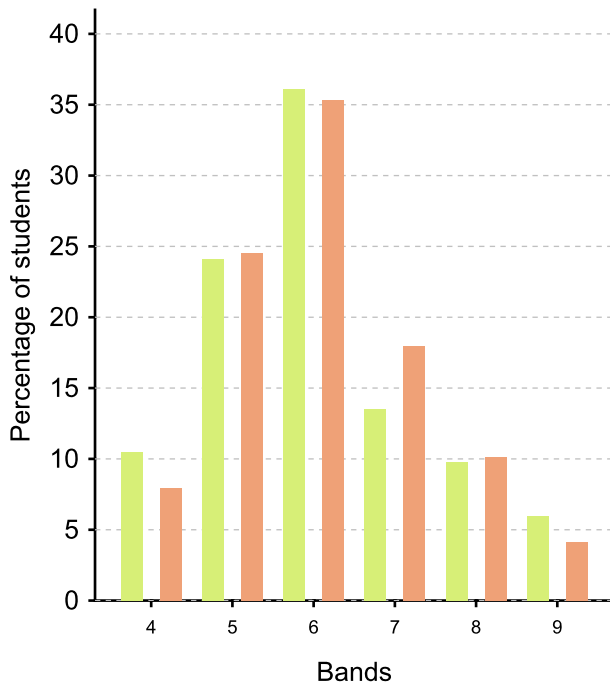
since 2014 in the number of students performing at Band 7 (from 9.2% to 15.7%). There was also an increase of 1% of students performing at Band 8. There are few students performing at higher levels, however, which indicates a need to address this into 2017. In particular to engage the boys into writing. No growth or trend data is available for writing.

In **Year 9 Writing** the data indicates a high concentration of results in the lower band as 64% of our students are in bands 5 and 6. Girls represent 10% of the top two bands and 6.3% of our Aboriginal students are in the top band (the only one in the top band). Interestingly, the trend data indicates these results have not changed significantly since 2012. There is no growth data available for Writing.

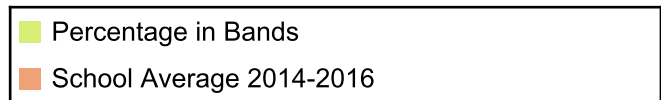
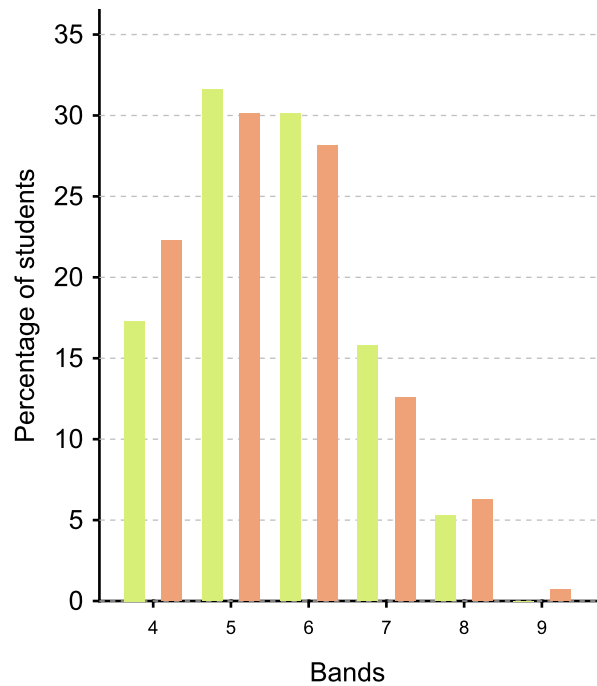
**Percentage in bands:  
Year 7 Spelling**



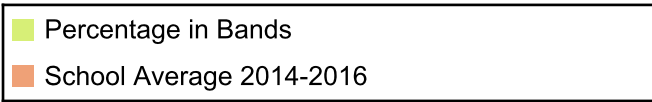
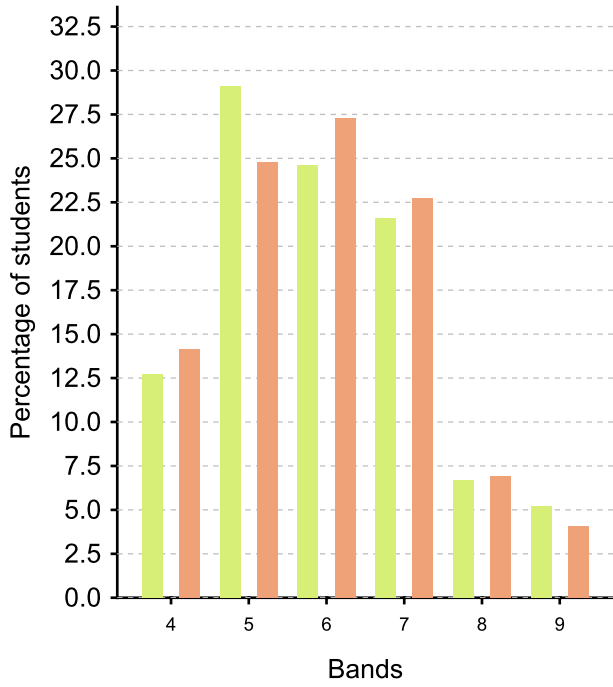
**Percentage in bands:  
Year 7 Reading**



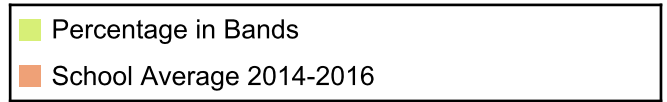
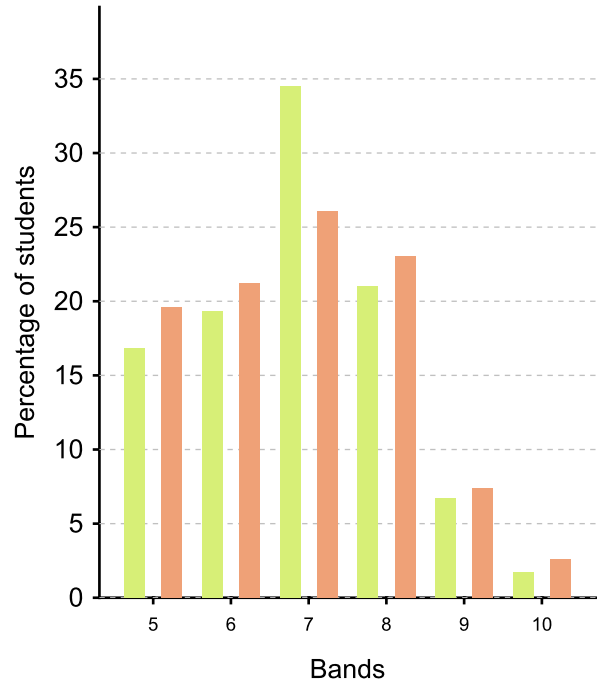
**Percentage in bands:  
Year 7 Writing**



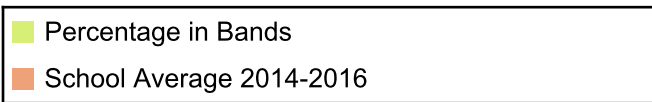
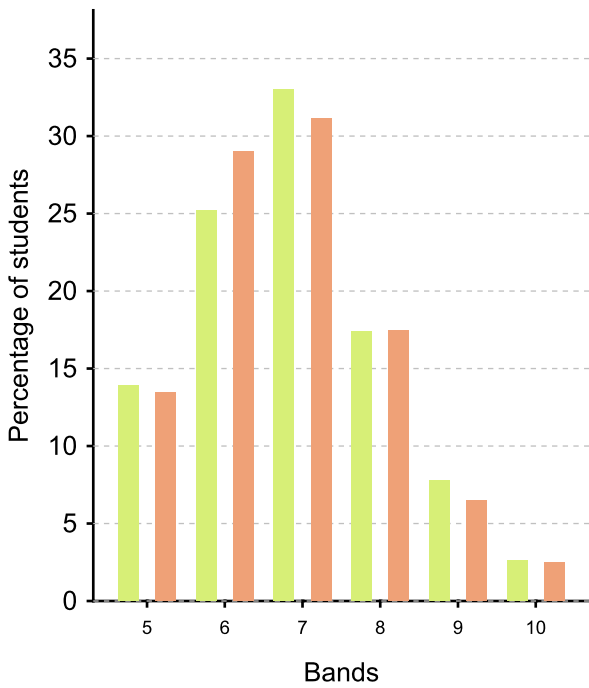
**Percentage in bands:**  
Year 7 Grammar & Punctuation



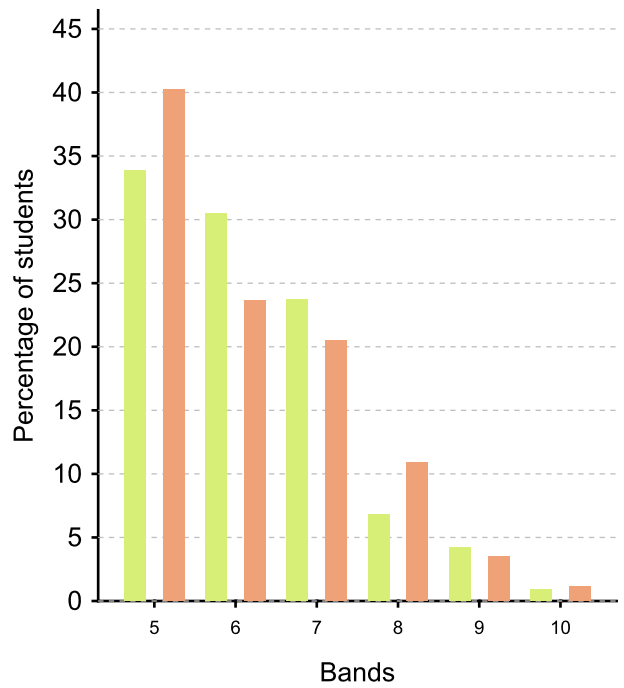
**Percentage in bands:**  
Year 9 Spelling



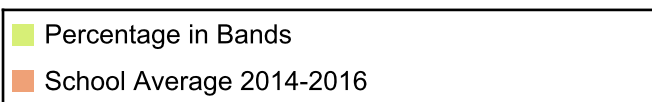
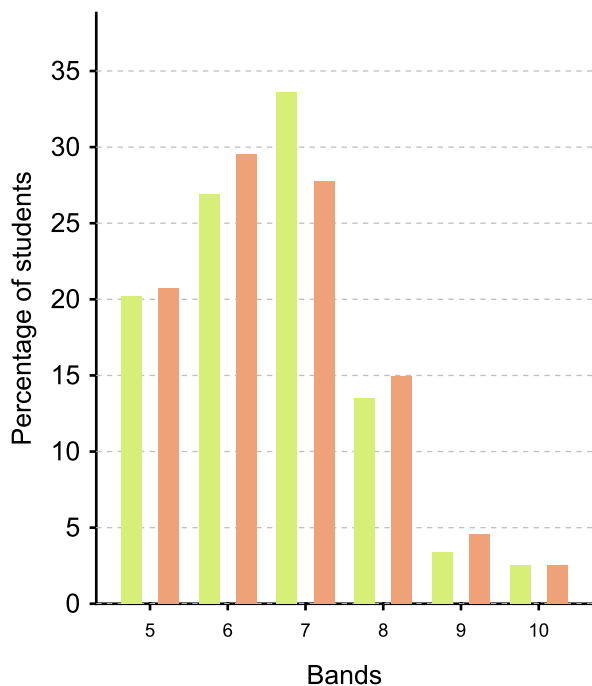
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



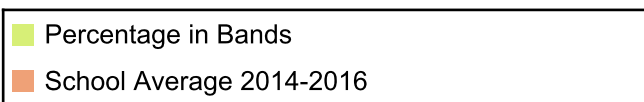
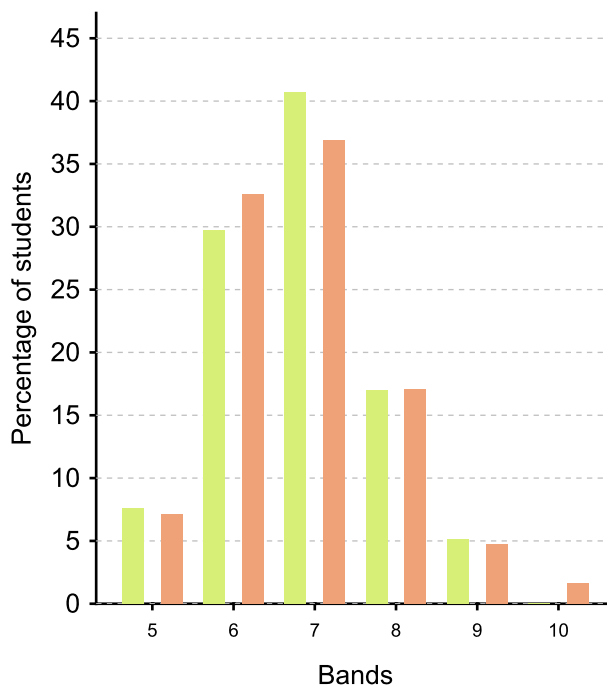
**Percentage in bands:**  
Year 9 Grammar & Punctuation



<Use this text box to comment on numeracy NAPLAN data>

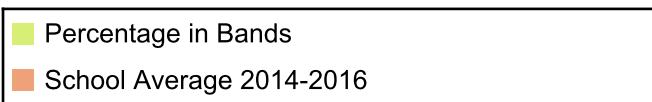
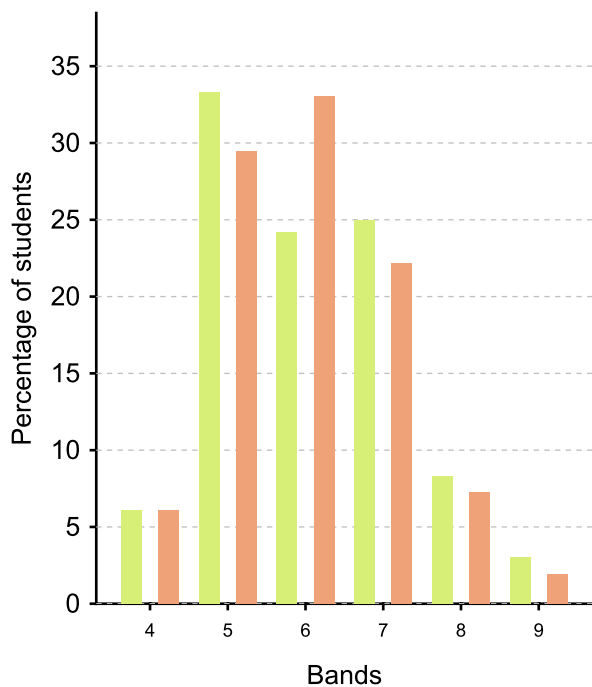
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**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

**Percentage in bands:**  
Year 7 Numeracy



In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Data indicates that in 2015 our Aboriginal students there were .08 % of the Year 7 students and 0 of our Year 9 in the top two bands.

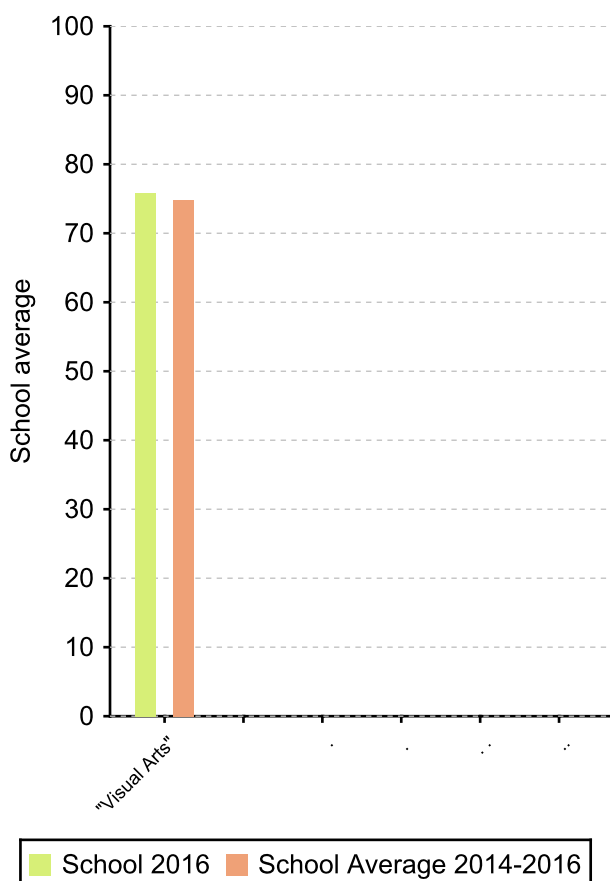
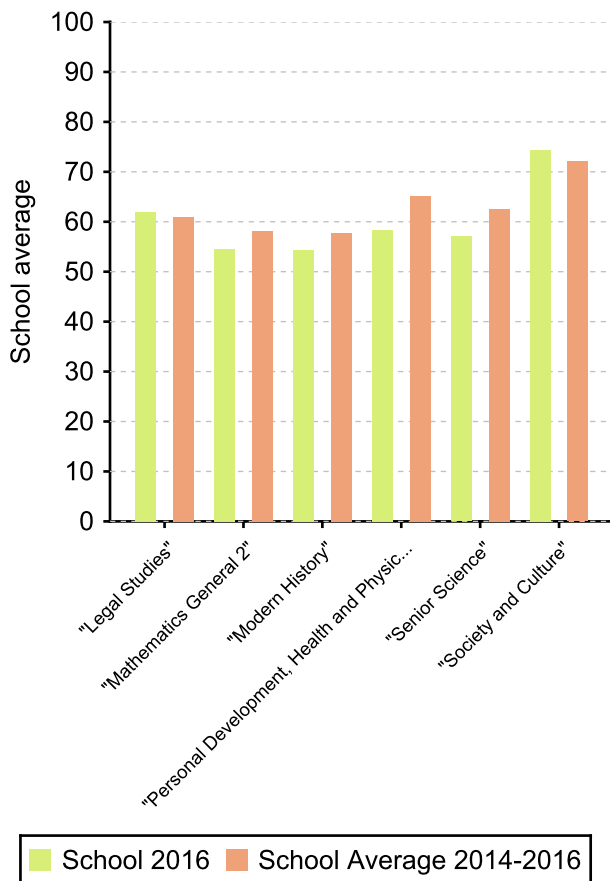
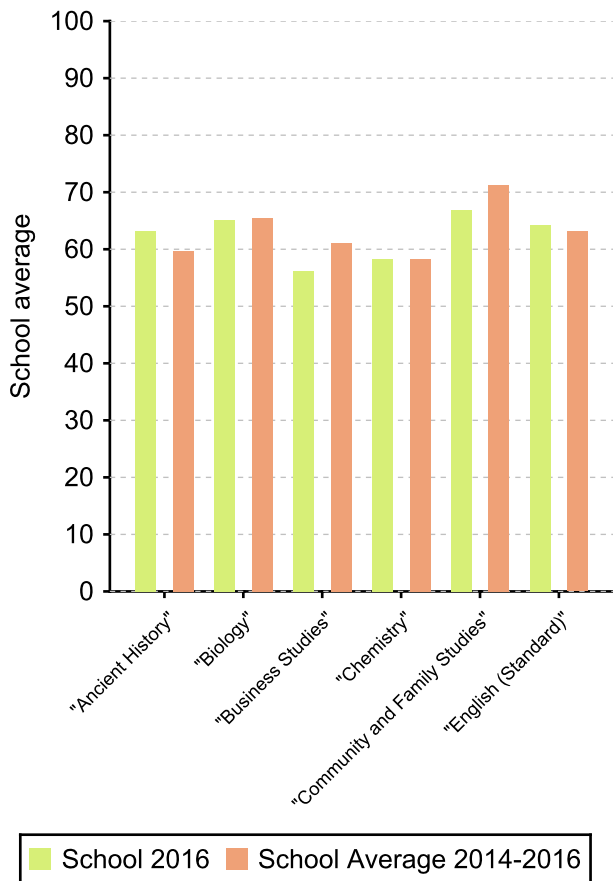
In 2016 there was .04 % of Year 7 and .23% of Year 9 Aboriginal students in the top two bands of NAPLAN.

The data for all students is .11% of Year 7 and .07 % of Year 9 of all students in 2015 and .15% of Year 7 and .05 % of Year 9 in 2016.

## Higher School Certificate (HSC)

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

In this school 21% of our HSC students who sat the exams had at least two band 5–6 results as compared to only 20% in similar schools.



The graphs indicate that the following subjects performed slightly better than the average scores for 2014 to 2016. Ancient History, English Standard, Legal Studies, Society and Culture and Visual Arts.

Results indicate there was a -13.38 value adding between Year 9 NAPLAN (Bands 9,10) and the HSC 12 to our higher performing students, and a progress of

-1.57 for this cohort.

The middle performing students in Year 9 NAPLAN (Band 8) performed had much better value adding, with a cohort progress of -0.28 which was only -2.20 from the State figure.

The lower performing students in Year 9 NAPLAN (Bands 5,6,7) had a value added figure of -0.93 which was -5.74 from the State figure.

## Parent/caregiver, student, teacher satisfaction

Focus groups have been run with the top 25% of students in Year 7. The results highlight some areas where we could perform better to meet the needs of students. 58% of these students believed a variety of activities allowed them to learn better and that using real life examples was important. In both cases only 8% of students reported staff did this.

The Tell Them From Me surveys indicate that our students are on par with the State for feeling high levels of happiness at school (37%) Many of the levels of medium levels of happiness are also on par with state. This indicates that the programs designed to support students are working. However, the results for low levels of happiness indicate that in our community we have a cohort in Year 7 (boys and girls) Year 8 (boys and girls) , Year 9 (girls only) all of which exceed the State mean for low levels of happiness. This indicates the need for a solid and networked approach to ensure they are provided with adequate mental health support to build resilience and coping skills.

These results also reflect a large cohort who have self reported low levels of optimism for their future in the junior years.

Teachers at the school complete the a Tell Them From Me staff survey in 2014 (44 respondents) and again in 2016 (46 respondents). This report measures the 8 drivers of Student Learning.

In 2014 62% of staff felt the **leadership** of the school supported student development whereas 48% felt this in 2016. This may be due to changes in senior executive positions and the erroneous perception that leadership does not encompasses the middle executive.

**Collaboration** between staff fell from 72% to 69%. Indicating a need to promote teamwork and cross KLA focus on learning.

**Learning Culture** results were quite consistent at 75% and 74%. Staff indicate in both years that 66% of students become fully engaged in activities. This result may not be reflected in the student reports.

**Data being used to inform practice** is also relatively consistent at 77% and 74% respectively.

**Teaching strategies** being varied and challenging is consistent, but also faces the slight decrease in reporting from 77% to 74%. Feedback to students is an area here that can easily increase the achievement levels of students.

**Technology** being used in appropriate and meaningful ways has been relatively consistent (68% to 63%) and the lowest area here is where students use computers or interactive technology to track their own learning progress.

The area of the greatest decline has been the staff perception of this as being an **inclusive school**. This measure was 81% in 2014 whereas in 2016 it was measured as 77%. Every measure in this section has reduced as reported by staff. This may be due to more professional knowledge about the processes required for adequately addressing the needs of students and be reflective of a more informed staff.

**Parent Involvement** has been consistent at 62% and 60%.

## Policy requirements

### Aboriginal education

All staff were provided with professional learning around the new Aboriginal education policy and the priority areas. This was then mapped against the current school plan and planning for 2017 and beyond has begun. There is a strong focus from K-12 with our feeder schools to implement this policy in conjunction with each other.

### Multicultural and anti-racism education

All executive undertook the mandatory training in anti-radicalisation and the ARCO presented on the role this takes in a school. A strong focus is placed upon culturally appropriate actions and speech. It is planned for 2017 to have more undertake the ARCO training.

### Other school programs

Two of our Year 10 and 11 students, Phoebe McIlwraith and Maddison Pratt participated in *The Sydney Morning Herald Plain English Speaking Award* Competition at Kotara High School. Both students were asked to present a prepared speech on a subject of their choice. Students competed against sixteen other students from eight schools in both the public and private sector. The second part of the day was the most difficult, with the competitors given three minutes to prepare an impromptu speech on a topic selected on the day.

As well, two of our equally talented junior students in Year7, Andrew McIlwraith and Kaylee Bercli competed in *The 2016 Legacy Junior Public Speaking Award*, held at Lake Munmorah High School. Both competitions aim to encourage the use of clear and effective spoken

English. They also provide an opportunity for students to improve their confidence and to develop their speech–writing and public speaking skills. Andrew spoke about the harmful effects of sugar and Kaylee presented a speech about the dangers of driving. They then had five minutes to prepare a response to the statement ‘Who would believe?’ with Andrew being given a special mention on his imaginative response.

The Premier’s Debating Challenge saw our two Stage 4 teams have several successes in the debating arena. The teams competed against Hunter Sports High School, Wadalba Community School and each other. One of our teams, made up of Olivia Bartha, Abbey Bennett, Jessica Price, and Tori Zahn, won all three of their debates, which meant they participated in the Quarter finals of the competition. Unfortunately they were beaten in the quarter finals by an exceptionally strong team. Our Year 7/8 team improved their debating skills exponentially during the competition.

2016 saw Morisset High School present their first Musical in many years. One Two Step showcased the students’ ability to act, dance and provide comedic relief. The production also included the Year 10 Dance Ensemble as they performed contemporary dance with a mixture of hip–hop and jazz. All items in the performance were introduced by Teagan Kelly (Year 11) who played a fiery Principal. The Didgeridoo Group which consisted of 12 boys from Year 7–9 played a traditional song called ‘The Lost Dingo’ which showcased an amazing ability to circular breath. Imogen Culhaci (Year 10) played a rendition of Lana Del Ray’s ‘Young and Beautiful’ on the piano. Just before the finale occurred Albert Hanger and Blake Lewis (Year 12) performed an acoustic mash up on their guitars.

### **Gifted and Talented Students**

In 2016 the Gifted and Talented committee designed, implemented and supported a range of initiatives, both in and beyond the classroom, to enrich and extend the academic opportunities of GATS students at Morisset High School.

Approximately 75 students competed in the 2016 ICAS(International Competitions and Assessments for Schools) from Morisset High School. This competition is open to students from all schools across Australia, New Zealand and South East Asia. All students in the Year 7 & 8 Enrichments classes competed in these competitions with another 15 selected students from years 9 – 12 joining them. Assessments were held in Computing, Science, Spelling, Writing, English and Maths.

As in 2015, all students in the Year 7 Enrichment class completed a mandatory individual GATS enrichment task during Terms 2, 3 & 4. Under the direction of Miss Allana Harding, these students developed a project in an area of their interest. Projects included game design, filmmaking, magazine development, dance and public speaking. This program was a huge success, allowing students to develop and enrich their skills in an area of interest and produce work of an

standard. As an extension of this initiative, students in the Year 8 Enrichment class worked collaboratively with the Morisset Rotary club on a range of projects related to the Rotary Shelter Box. Both the Year 7 projects and Year 8 projects were presented to the MHS school community at the WSLA showcase night. This event attracted over 300 guests.

The annual Year 6/7 Academic Challenge day continued to be highly successful in 2016. An integral part of the transition process for our GATS students, this day was held in Term 4 for the 7th consecutive year. Year 6 students who had been selected for the 2017 enrichment class joined our Year 7 enrichment class of 2017 for a day of stimulating and challenging activities in HSIE, Science and TAS.