2009 Annual School Report
Morisset High School

NSW Public Schools – Leading the way
Our school at a glance

Students
At the beginning of 2009 the school had an enrolment of 925 students.

Staff
The school has a staff of 65 teachers and 15 administration staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
- Year 7 and 9 literacy and numeracy focus
- Alternative program to support students with identified learning needs

These initiatives are described in detail later in the report.

Student achievement in 2009

Literacy – NAPLAN Year 7
In May 2009 all year 7 and 9 students sat for the National Assessment Program in Literacy and Numeracy, (NAPLAN). The results of the year 7 and 9 tests are set out in pages 8, 9 and 10.

Year 7 results in literacy have not produced the same value added growth in comparison to last year’s results. Each strand of the Literacy aspect of NAPLAN showed below state average in scaled score points as well as value added data. There is strong evidence of individual student performance improvements in the lower bands yet this trend is not evident in the higher bands. This is an area for significant improvement in 2010.

Numeracy – NAPLAN Year 7
Year 7 results in numeracy are also below state average in scaled score points as well as value added data. Again the trend is evident of significant value added growth for the lower bands and not translated across the middle and higher bands. A strong focus on numeracy is a target in the 2010 school plan.

Literacy – NAPLAN Year 9
Year 9 results in literacy are below state average in scaled score points as well as value added data. It is important to note that reading has shown significant improvement in terms of value added data being 0.5 below state average in comparison to 2008 at 5.5 scaled score points below state average. This is credited to the strong focus on reading strategies across the curriculum using a range of explicit teaching strategies.

Numeracy – NAPLAN Year 9
Year 9 numeracy results are most encouraging in terms of value added data being above state average by 1.0 scaled score points at 39.1 as to 38.1 state results, overall with greatest growth evident in the lower and middle bands.

School Certificate
134 students completed the School Certificate tests in November. The distribution across the performance bands are set out in the five graphs on pages 10 and 11. The results were not as strong in the higher bands as in previous years. All courses were below state average with English being the only course to have shown some improvement from - 4.77 below state average in 2008 to - 4.48 below state average in 2009. A targeted program of improvement for all School certificate courses is a strong focus for 2010.

Higher School Certificate
71 students presented for the Higher School Certificate. The data for these results is published on pages11-12 showing graphs for courses with candidatures above 10. Data indicates 5 courses were above state average these courses include Community and Family Studies, Software Design and Development, Textiles and Design, Metals and Engineering and Hospitality.

Value added HSC data is not as strong as in past years demonstrating limited student improvement since year 10. Four courses were above state average in terms of significant value added data, Extension 2 English at 5.42, Hospitality exam at 4.93, Textiles and Design at 3.88 and Software Design and Development at 3.08.

The HSC continues to be a significant area for improvement with faculties carefully analysing their data and developing strategies to strengthen areas of weakness.

Messages

Principal's message
Many significant school facility improvements have been completed at Morisset High School in 2009. Under the Federal government Building Education Revolution (BER) program a much needed upgrade to the school security fence was achieved.

The connected classroom was also installed which has provided state of the art video conferencing technology to allow for networking across all schools in NSW.

The timber floor in the hall has been repaired and many classrooms have had ceiling fans replaced.
and all computer spaces have now been air conditioned.

To support the Digital Education Revolution (DER) a major upgrade of wireless network has been installed to ensure students are able to access the internet for educational purposes in most teaching spaces. Year 9 students have embraced the DER actively using the laptops in all curriculum areas with staff participating in several professional learning programs to effectively implement technology into classroom practice.

The much awaited construction of the new gymnasium commenced late in 2009 due for completion in June 2010. This will be a valuable facility for school and community use.

Staff and students worked hard in 2009 to achieve personal best and the school continues to focus on teaching and learning as the main game. School Certificate and Higher School Certificate results showed individual student success with the following the high band performers:

**Higher School Certificate**
Peter Ah-You - 1 band 5 2 band 4s
Jayne Amos – 4 Band 4s
Sharna Buchanan – 3 band 4s
Blake Carnell – 1 band 5, 2 band 4s
Daniel Coulthart - 2 band 5’s 1 band 4
Trent Edwards – 1 band 5, 3 band 4s
Louise Harding – 3 band 4s
Shelley Ingram - 1 band 5
Sarah Kelly – 4 band 4s
Vicki Lawrence – 4 band 4s
Amber Mason –2 band 5’s, 2 band 4s
Taleesha Mayer – 1 band 5, 1 band 4
Matthew McMaster 3 band 5s, 2 band 4s
Kristy Polglase- 4 band 4s
Bradley Sennett – 1 band 5, 2 band 4
Racheal Shiell – 1 band 5, 1 band 4
Tierney Spillane – 3 band 4s
Mitchell Stemp- 4 band 4s
Holly Watson – 3 band 5s, 3 band 4s

**School Certificate**
Jonathon Lilia - 5 band 5s
Alex Clark - 4 band 5s 1 band 4
Matthew Davison - 4 band 5s 1 band 4
Erin Bonnett - 3 band 5s 2 band 4s
Mitchell Burgess - 3 band 5’s and 2 band 4s

Glen Charlton - 3 band 5s and 2 band 4s
Hayley Glanville - 3 band 5s and 2 band 4s
Rick Murray - 3 band 5s and 2 band 4s
Brandon Thomas - 3 band 5s and 2 band 4s

A strong literacy and numeracy focus continued throughout 2009 and will be maintained in 2010. NAPLAN results continued to identify aspects of literacy and numeracy that require development. The literacy and numeracy team in 2010 will support the professional learning of staff to implement strategies across the curriculum to reach improved student outcomes.

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.

**Karen Nicol**

**P&C message**

In 2009 the P & C provided an opportunity for all parents to take part in the direction of the school and positively contribute to the education our children receive. Partnerships between schools, families and the community help improve educational outcomes for all our children and the P&C plays an important role in encouraging these partnerships.

The role of the P&C Association is to support the children and staff in the work that they do at school every day. At Morisset High School we believe that P&C support can enhance and enrich school learning opportunities for all our schools students.

All parents and community citizens are invited to attend our meetings which are held on the second Tuesday night of each month. These meetings are a good way of finding out about programs at school for your child, to get to know the staff or to share your ideas and suggestions for further and future improvements of the school.

2009 was a great year and we appreciate the support we received from families and school staff. We look forward to continuing our close and cooperative relationship with the school, and encourage all families to consider the best way they can be involved in their children's education.

**Rebecca Horn**

**P&C President**
Student representative's message

2009 at Morisset High School has focused on a range of improvements from the upgrading and construction of facilities to strengthening programs in leadership, peer mediation and peer tutoring. The strong commitment to improving literacy skills is evident in classrooms with the word of the week. This sees one faculty promoting a word and its meaning relating to the subject area that all students across all classrooms are exposed to. It is great to see so much community spirit in our school and as school leaders our mission is to help define the school and student path in terms of academic, cultural, sporting and performing achievement focusing on a positive image of the school in the local community.

Kate Davidson and Andrew Sherar
School Captains

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Enrolments have steadily decreased, and are expected to stabilise with the increased school leaving age.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>449</td>
<td>438</td>
<td>448</td>
<td>441</td>
<td>437</td>
</tr>
<tr>
<td>Female</td>
<td>423</td>
<td>445</td>
<td>438</td>
<td>444</td>
<td>414</td>
</tr>
</tbody>
</table>

The school has had a strong focus on improving student’s attendance rates in 2009. Data suggests a steady improvement across all years. Attendance will continue to be an area for continuous improvement throughout 2010.

Management of non-attendance

In 2009 the school implemented a phone home program to follow-up on absent students. A genuine commitment by staff to encourage good attendance has been promoted at every opportunity with students at assemblies, in newsletters and from classroom teachers. These strategies have been positive in improving student attendance rates.
Retention to Year 12
Retention rates for 2009 have remained steady at 43.9% of students completing the HSC. This is an area of continued focus to increase the number of students completing the HSC.

<table>
<thead>
<tr>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>46.4</td>
<td>49.0</td>
<td>45.9</td>
<td>43.9</td>
</tr>
<tr>
<td>SEG</td>
<td>51.6</td>
<td>52.1</td>
<td>50.6</td>
<td>44.3</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>3</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>TAFE</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Transfer</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26</strong></td>
<td><strong>47</strong></td>
<td><strong>71</strong></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
School based Vocational Education & Training was undertaken by a total of 19 students of the final cohort of 71. This equates to approximately 27%. Additionally, 20 students studied TAFE delivered Vocational Education & Training. 45% of Year 12 students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2009 97% of students at Morisset High School obtained a HSC or VET or equivalent vocational educational qualification.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>46</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild/Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

3% of the workforce and Morisset High School is made up from the indigenous population.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>99.5</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>1,383,476.15</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>261,283.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>492,046.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>277,361.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>288,057.10</td>
</tr>
<tr>
<td>Interest</td>
<td>11,321.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>53,406.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,383,476.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>123,311.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>59,484.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>125,995.09</td>
</tr>
<tr>
<td>Library</td>
<td>14,700.20</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7,808.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>296,016.26</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>139,506.43</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>215,267.76</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>97,786.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>62,249.20</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>43,974.89</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,000.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,191,100.85</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>192,375.30</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School's P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Rock Eisteddfod
Over 100 students from the across all Years formed the Morisset High School team that performed in the Rock Eisteddfod Challenge. The 2009 theme was “Oz in Technicolour” – a modern take on the Wizard of Oz. The production was selected to perform in the Open Grand Final at the Sydney Entertainment Centre.

Star Struck
The school had 35 talented students from years 7-11 perform in the Star Struck production titled "Were On". The students performed two dances at each show at the Newcastle Entertainment Centre over 3 days in June to an audience of over 5000 people. The students displayed outstanding behaviour and represented Morisset High School to a high standard. This experience gave the students a chance to interact and perform with students from other schools and build self confidence at the same time. The effort and dedication demonstrated by all students involved in this performance was outstanding.

Mathematics and English Competitions
Many students entered academic competitions. Edyn Carter received a Distinction while Simon Drewer and Andrew Pratt received Credits in the University of NSW English Competition. In the Australian Mathematics Competition 13 students received Credits.

Achievements

Arts
The Morisset High School annual Pet Portrait exhibition was again held during education week. Year 7 students displayed their paintings of themselves with their pet showcasing enormous artistic talent. The event was curated by our senior art students with guest judge Ms Sue Spears former HT Visual Arts at MHS.

Sport
2009 proved to be another successful year of sport at Morisset High. The school’s success at the Zone Level continued with Morisset being crowned champions in Cross Country and Athletics, and runners up to Toronto in Swimming.

Students sporting talent was displayed in numerous Combined School Sports (CHS) team sports competitions. Morisset contested other schools in the Hunter region in AFL, Basketball, Cricket, Rugby League, Rugby Union, Touch, Tennis, Volleyball, Football, Futsal, Netball and Orienteering. Our Orienteering team were our
most successful team for 2009 being named Hunter Champions. The Girls Open Volleyball team finished runners up in the Hunter and both the U13’s and U15’s Rugby League teams made it to the Quarter finals of the Knights Knockout competition.

The following students also displayed individual excellence:

**Hunter Representatives**
- Cory Pringle - Baseball
- Tyson Willoughby – Swimming
- Rachel Eastcott- Swimming and Tennis
- Michelle Eastcott – Swimming and Tennis
- Mitchell Morley – Squash
- Kayla Griffiths – X country Athletics
- Dahkoda Smith – X Country Athletics
- Elle Stewart – Gymnastics
- Isabella Tuinukuafe – Gymnastics
- Casey Griffiths – Athletics
- Bonnie Mason – Athletics
- Dylan Wade – Athletics
- Justin Ferris – Athletics
- Bonnie Ryan – Athletics
- Angela Corbet – Athletics
- Luke Allbon – Athletics
- Josh Smith – Athletics
- Zac Walpole – Athletics
- Rick Murray – Athletics
- Erin McIntosh – Athletics

**Sportsperson of the year**
- Year 7 Boy – Brayden Jameson
- Year 7 Girl – Ellie Stewart
- Junior Boy – Mitchell Burgess
- Junior Girl – Rachel Eastcott
- Senior Boy – Zac Walpole
- Senior Girl – Michelle Eastcott

**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)

**Literacy – NAPLAN Year 7**

![Percentage of students in bands: Year 7 reading](image)
Numeracy – NAPLAN Year 7
Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 9 writing

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2009 State average</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 9 spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>2009</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2009 State average</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 9 reading

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<td>2009</td>
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<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2009 State average</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>15</td>
</tr>
</tbody>
</table>

Percentage of students in bands:
Year 9 grammar and punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2009 State average</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>15</td>
</tr>
</tbody>
</table>
School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Higher School Certificate

The following graphs show the 2009 mean score for all HSC courses compared to the school mean over time (2005-2009), as to the state mean.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

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 is compared to these minimum standards. 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.2</td>
</tr>
<tr>
<td>Writing</td>
<td>87.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.0</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.7</td>
</tr>
<tr>
<td>Writing</td>
<td>74.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.2</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Gifted and Talented Education

Approximately 50 students were nominated by themselves, peers, parents and teachers for the 2009 GATS program. Of these nominations only eight students successfully completed the program requiring them to work on an independent enrichment project of their choice over two terms. The program incorporated higher order thinking skills such as critical analysis and problem solving that was documented through a process diary and portfolio. Students developed skills in self-directed learning that will benefit them throughout their future studies.

Students had mentors available to assist them through the process and along with sponsors, parents and friends; these people ensured the success of students’ projects. Sponsors in 2009 included MHS P&C, Delta Electricity, Eraring Power Station and Wangi District Workers Club.

Students enthusiastically demonstrated their gifts or talents at a presentation evening that was a great success. The types of enrichment projects completed in 2009 included Visual Art, Dance, Rugby League, Animation, Singing, and, Textiles and Design. All students should be congratulated for the high quality of their products. Certificates were awarded according to the degree of quality of product and the level of higher order thinking evident in the students’ portfolio and diary. Overall, one Certificate of Participation was awarded, six Certificates of Achievement were awarded and one Certificate of Achievement – Award for Excellence was awarded.

Aboriginal education

Aboriginal Education is one of our four identified School priorities at MHS where we are committed to ensuring by “2012 the results of Aboriginal students will meet or exceed those of non-Aboriginal students.”

Highlights of success with Aboriginal Education include:

- In-Class and Norta Norta tutor programs, funded to provide literacy and numeracy support for Aboriginal students in class for up to 3 hours per week. One program for our junior students and the other as individual tuition for our senior students.
- One of our HSC students, Daniel Coulthart, was successful in gaining a position in Engineering at Newcastle University, one of ten students in his course.
- Personalised Learning Plans (PLP) were conducted with all of our Aboriginal students and families to provide targeted specific learning assistance.
- The Mentoring Program and Bush Tucker Garden have been successfully linked into the primary secondary transition program.
- Community members were invited in for our celebration activities of NAIDOC week and for Reconciliation.
- For NAIDOC week, we commenced with a flag raising ceremony and tree planting of our Wollombi Pine. Further work on making more pavers for our Bush Tucker Garden and a combined primary and secondary afternoon of traditional games.
- Aboriginal student representation at the reconciliation events hosted by the Knights Football team
- Ongoing commitment from our Aboriginal Education Officer (AEO) Selena Archibald who is constantly vigilant and encouraging in ensuring that all Aboriginal students achieve their personal best.

Year 7 Overall Literacy in NAPLAN for Aboriginal students is well above the regional average and like school groups, however, the area of writing needs further development. Year 7 Numeracy is also above state average with the area of number patterns and measurement needing further development.

Year 9 NAPLAN results indicate overall literacy is improving despite the results being below state average, like Year 7, more practice in extended writing is needed. Numeracy for Year 9 is an overall area for development, except in the area of Measurement, Data, Space and Geometry.

The Aboriginal Education committee will continue to use the data gathered, evaluations by staff, parents and community to maximise the learning opportunities for Aboriginal students. Local AECG will continue to be our central reference body.
Technology

Investment at a Federal, State and school level has resulted in computer technology being elevated to the forefront of school management and education at Morisset High School.

Continued computer hardware upgrades have enabled the most current software applications to be installed and made available to all students and to as many staff as technologically possible. This process will be ongoing into 2010. This was essential in supporting staff to provide quality teaching & learning experiences to students.

In 2009 the connected classroom was installed that provides opportunities for networking with schools across the state through video conferencing. The room has a data projector, smart board and has been fully upgraded with new carpet, repainting of the room and air conditioning. This state of the art facility provides valuable learning experiences for students to maximize their skill development for the technological world.

The Digital Education Revolution (DER) laptops were issued to Year 9 students in 2009 along with a short training program designed to maximize student’s success and confidence with the technology. Students have embraced the new laptops which are being actively used in classrooms across all curriculum areas.

Multicultural education

In 2009 Morisset High School hosted its annual cultural visit with our sister school Hakata Girls. Billeting 13 Japanese students was a highlight for many of our students that provided an avenue for a rich cultural experience.

Respect and responsibility

Student leadership opportunities were presented in 2009 through Peer Mediation, Peer Support and various leadership camps. The SRC remains an important leadership body within the school and is a key focus for improvement in 2010. Combining the SRC with the prefect body in 2010 aims to strengthen the student leadership team and raise the profile of student leaders across the school community.

Other programs

Peer Support

A group of Year 9 and 10 students have shown their support of Morisset High School by volunteering to become involved in the Peer Support Leadership program in 2009. Their involvement is assisting our school to be as effective as we can be, in welcoming, integrating and supporting our new, year 7 students.

The program is staged over several sessions, beginning with Peer Support Leaders training. Team leadership and membership were discussed and put into action with some experiential team building activities. The training focused on the role of the high performing team, leadership skills and effective ways to be part of a new team.

The leaders met the new year 7 students as part of the Orientation program into High School and enthusiastically led the teams through the early Peer Support sessions.

The outcome of the peer support program was a happy, engaged, well settled group of Year 7 students, who were provided with successful strategies to use throughout the primary to secondary transition process. The outcome for the peer support leaders was a visible, change in confidence, competence and leadership.

Information and Communication Technology (ICT)

All curriculum areas are committed to providing quality teaching and learning through the embedding of ICT into teaching and learning programs. Professional learning opportunities have been provided to increase staff skills in an ICT based learning context to ensure this is translated into effective classroom practice.

Morisset High School continues to support ICT classes that operate 1 hour per week for all Year 7 students. This has and will have students better prepared for adopting and working within the context of Digital Education Revolution.

Continued support was made available to 2009 Year 10 students prior to their sitting the School Certificate Computing Skills Assessment exam. All students were given opportunities to practice questions on the Board of Studies online Computing Skills test. The results indicate an increase in the number of students in the highly competent range from 41.9% to 45.5%. In 2008, 58.1% were deemed competent as opposed to 54.5% in 2009. Refer to school Certificate results on page 10 and 11

Vocational Education & Training

Morisset High School offers a breadth of school based Vocational Education & Training in the Stage 6 curriculum. 2009 has seen a reduction in the number of students studying VET subjects. In
2008, 10 classes operated with 139 students this has reduced to 9 classes and 100 students.

Despite this trend, school based Vocational Education & Training continues to be a successful curriculum option for many Stage 6 students. Six frameworks contributed to the VET experience in 2009, including Hospitality, Business Services, Construction, Metals & Engineering, Retail and Primary Industries. In the 2009 HSC both Hospitality and Metals and Engineering results were above state average 2.56 and 2.68 marks respectively.

VET delivering teachers continued to be actively involved in professional development with opportunities made available through DET H/CC Registered Training Organisation and amongst the VET Team at Morisset High School.

**Student Welfare**

**Case Management**

The case management system was devised in 2007 to monitor and support students who are experiencing difficulty at school in either/or academic, social, emotional or behavioural aspects. The executive at MHS are each responsible for half of a particular year cohort and become the case manager for each of those students.

Student progress is monitored by case managers through the schools STAR program (a welfare data base) that records positive and negative student behaviour and tracks students application to learning. Identified at risk students are then discussed at Learning Support Team (LST) meetings, Junior (7, 8, and 9) and Senior (10, 11, and 12). Key school staff attend the weekly LST meetings consisting of Year Advisers, Case Managers, School Counsellors, Deputy Principals, AEO and Girls Supervisor.

Students referred are discussed with the supporting evidence such as STAR information, NAPLAN results and Year Advisers comments used as a basis to make decisions on the appropriate intervention strategies to be used which include: STLA or Counsellor referrals, Work-placement opportunities, behaviour monitoring cards, parent interviews, school programs such as Rock and Water, HOP or Boys Mentoring and the use of outside agencies such as Plan It Youth or Youth Connections.

Individual student Learning Support Team meetings are then organised to develop an Individual Educational Plan (IEP) for the student. This is a highly personalised approach to case management process which allows an IEP to be developed in a consultative method by all the critical stakeholders including parents/carers in that students’ education process. The IEP provides clear goals, the resources needed and the appropriate intervention strategies to be used to support student learning. IEP’S are a powerful method to strengthen the connection between school and home and provide for a clear channel of communication.

Overall, MHS through its case management process provides a strong, supportive structure for students to maximise their learning opportunities and achieve positive learning outcomes.

**Progress on 2009 targets**

The school has made solid progress in meeting the outcomes for all target areas. Our achievements include:

**Target 1**

**Quality Teaching and Learning Outcomes:**

- Executive teachers analysed data from the BOS and the SMART and RAP packages to develop and implement more effective teaching and learning strategies.
- Faculty teaching programs were reviewed and modified to reflect the quality teaching and learning framework.
- A Numeracy committee was formed to run in conjunction with the Literacy committee. The group developed explicit strategies and programs to be implemented in 2010 to improve the literacy and numeracy skills across the school, particularly in years 7 and 9 for NAPLAN.
- Life skills programs were successfully implemented in years 9 and 10 to allow at risk students to access appropriate curriculum.
- Several new-scheme teachers gained accreditation at the professional competence level with the NSW Institute of Teachers.

**Student Welfare Outcomes:**

- Revised student welfare policy was published and distributed to all stakeholders in the school community.
- Improved communication between school and home was achieved through:
  - Increased participation of parents in individual learning support team meetings which
Increased parent participation in developing and implementing strategies to improve student learning outcomes

- Improved communication about student learning and welfare needs achieved through:
  - Weekly school learning support team meetings
  - LST reports and recommendations made available to all relevant staff
  - Individual student management plans published for all staff

- School learning support team meetings held weekly which has resulted in greater efficiency and more effective allocation of STLA, STB and school counsellor services for students.
- Reduction in classroom discipline referrals reflecting improved student engagement especially in stage 5.
- Improved attendance by 1.4% total across the school

Aboriginal Education Outcomes:

- Successful implementation of tutor program Norta Norta to support improved literacy and numeracy skills for Aboriginal students below the national benchmark
- Improved stage 5 to 6 retention and attendance rates, an area for continued improvement
- Successful primary to secondary transition program for Aboriginal students involving the AEO
- Improved student engagement through cultural programs, NAIDOC, Reconciliation, yarning time, boys and girls mentoring programs
- Implementation of PLP’s for all Aboriginal students
- All staff across the LMG trained in the new DET Aboriginal education policy at a combined SDD

Technology Outcomes:

- Completed a staff computing skills technology audit.

- Developed a technology needs analysis to identify staff & KLA needs based on technology Audit
- Developing teacher capacity to improve learning & teaching through enhanced quality professional learning
- Connected Classroom is functional in the implementation of interactive classrooms to better meet the learning of the 21st century students.
- Continued to improve staff to computer ratio.
- Adopted current trends in technology through improved software application currency and progressive implementation of moodle use as an educational support tool.
- Improved student access and capacity to use ICT to enhance their learning. Digital Education Revolution adding to this improved access.
- Active Technology Committee working towards engaging all students and teachers in effective ICT applications. A driving force behind Technology Audit and Needs analysis.
- Continuing to analyse software systems to support Teaching & Learning and School administration

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 the alternative program as well as literacy and numeracy.

Educational and management practice

Alternate Program

Background:

In 2008, a team of staff investigated, resourced and planned the implementation of an alternate class structure for MHS in 2009. These classes were designed to provide a supportive and engaging learning environment with a modified curriculum for students who were identified with low literacy and numeracy levels. Many of these students were disengaged with learning, had low attendance rates and negative behaviour referrals.

Findings and Conclusions:

Students were targeted for this program by analysing ELLA, SNAP and NAPLAN results as well as attendance, truancy and suspension data.
Identified students were invited into the program through an extensive consultation process including parents, staff and support staff such as the AEO. In 2009, a year 9 and 10 program was implemented with the curriculum differentiated to meet the literacy and numeracy needs of the students. Workplacements were organised with Year 10 students completing 1 day per week for the whole year and Year 9 completing 1 block of 5 days. From the work-placement program 2 students successfully gained fulltime employment for 2010 (Joshua Rogers at Wyong Nissan and Natasha Fitzpatrick a traineeship through McDonalds). This Program attracted significant funding support with Student Learning Support Officers; STLA’s and tutors under the Norta Norta Aboriginal Learning Assistance Program being scheduled to this class for most lessons. An analysis of school data showed that attendance rates at school increased significantly for those involved in this program accompanied by a reduction in negative behaviour referrals and an improved commitment to learning building on success and confidence.

Future Direction:
After the success of 2009, the Alternate Program will expand to include a Year 8 class along with the continuation of Year 9 and 10 for 2010. This will include the involvement of approximately 22 teachers, 6 SLSO’S, 3 STLA’S and 2 Aboriginal tutors making the program a significant focus for MHS. Work-placement opportunities will continue to expand along with the development of Individual Learning Plans (IEP’S) for each student in order to maximise the learning potential of at risk students.

Curriculum
Stage 4 Literacy and Numeracy

Background:
In 2008 NAPLAN data demonstrated positive value added growth particularly in writing. Reading was identified as an area for improvement as was aspects of numeracy such as patterns and algebra, measurement and space. A structured literacy focus was continued throughout 2009 particularly with Years 7 and 9 students in the identified areas for development.

Findings and Conclusions:
Despite some positive results in 2008 NAPLAN and staff commitment to improving our results, our overall 2009 NAPLAN results were disappointing. The scaled score points for Year 7 in overall literacy was 35.8 in comparison to the state 42.1, and in numeracy the scaled score points were 44.6 compared to 55.2 in the state. In Year 9, the numeracy results were positive, with the scaled score points 39.1 slightly above the state at 38.1. However, Year 9 overall literacy has fallen to the scaled score point of 24.8 in comparison to 33.6 for the state, with particularly lower results in writing, especially the boys. While we had focused on improving reading strategies in 2009, there was little evidence of improvement in the data.

Future directions:
A strengthened committee, now the Literacy/Numeracy committee, has a reinvigorated approach to lifting the outcomes of our students in both of these areas, with the goal of embedding literacy and numeracy across the curriculum. As well as specific numeracy skills conveyed at staff meetings, the “blitzes” through Semester 1 2010 are now alternating between literacy and numeracy features. The Trial NAPLAN tests have been scheduled earlier in the year, in order to provide more time for follow-up, addressing students’ particular strengths and weaknesses. Moreover, the whole staff is marking a section of the test to provide “upskilling” and a greater awareness of the requirements of the test. Further professional learning for the staff in this area is a future goal. Supervision of literacy/numeracy books is being extended and improving the results of our more capable students is an important focus, integrating with the GATS committee.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented as follows:

All staff engaged in evaluating the school plan during 2009 and provided feedback on the school achievements in each of the priority areas of Quality Teaching and Learning, Student Welfare, Aboriginal Education and Technology. The progress on these targets has been reported on earlier in this report.

A parent survey was presented in 2009 with a random sampling of 150 parents who were asked 4 questions about the schools overall performance. Parents rated the schools ability to provide appropriate and strong social and emotional support to students very highly and were confident in the schools ability to cater for individual student needs. They believed there was a need to have a stronger focus on homework and immediate follow up with students not completing class and homework. The importance of consistency in the teaching staff and they commented positively on the obvious improvements to the school facilities and grounds.

A student survey was also presented to random classes across years 7-11. Students rated the schools ability to provide extra curricular activities such as sport and performing arts extremely highly. Having quality teachers that cared about them was important yet the most important thing
to students about school life was their friends. Students also identified the need for upgrading of equipment and a continued focus on classroom facilities as an area for improvement.

Engaging the school community with evaluation practices is an important component of the school improvement process at MHS.

Professional learning
A significant financial commitment was made to professional learning for staff in 2009. With the strong focus on the digital education revolution all staff participated in quality technology training sessions to improve their skills and knowledge to implement information and communication skills into classroom practice. In addition to this focus professional learning opportunities were also financed in quality teaching and learning, Aboriginal education, student welfare and support for early career teachers.

School development 2009 – 2011
Moving into the second year of the three year plan Morisset High School has evaluated and revised the school plan to continue to focus on school improvement

Priority areas for 2010
- Quality teaching and learning
- Student welfare
- Aboriginal education
- Technology

Priority area 1
Quality teaching for improved student outcomes

Strategies to achieve this target include:

- Focus on quality teaching and learning framework reflected in faculty teaching programs.
- Year 10 and 12 high achievers project to support the learning needs of academically gifted students.
- Literacy and numeracy strategies included in all teaching and learning programs across the curriculum.
- Explicit HSC, SC, ESSA and NAPLAN data analysis to identify areas for improvement.
- Implementation of life skills programs across years 8,9,10 to support the learning needs identified students.
- Continued commitment to support Vocational Education and Training (VET) courses and investigate stage 5 VET

- Implement professional learning programs to address the NSW Institute of Teachers accreditation process.
- Implement the executive assessment review schedule (EARS) through professional growth plans for executive.

Our success will be measured by:

- Year 9 growth data in literacy and numeracy is above state trends.
- Year 9 literacy and numeracy means are within 20 points of state averages.
- School Certificate results are above state trends on value-added data in all six external tests.
- HSC results are above state trends in 50% of courses in both raw and value-added terms.
- Identified GATS results in external tests (NAPLAN, ESSA, SC & HSC) are above state trends on growth or value-added terms.
- Quality teaching model is being applied in all classrooms and evident in assessment tasks.
- Identified at risk students accessing appropriate curriculum such as life skills programs.
- Increased number of teachers accredited with the NSW Institute of Teachers at professional competence and professional leadership.

Priority area 2
Student Welfare

Strategies to achieve this target include:

- Continued focus on improved communication between students, staff, parents and community.
- Strengthen case management program to support student learning and welfare needs.
- Focus on student leadership programs to enhance leadership opportunities.
- Improve student engagement in the middle years, students at risk and senior students.
- Strengthen learning support team network to improve student learning and welfare outcomes.
- Implement student welfare programs to improve attendance, retention and social skills.

Our success will be measured by:
• Improved student attendance and retention in stage 5 and 6.
• Improved student attendance across all stages.
• Reduced classroom and playground referrals.
• Improved communication between school and home.
• Stronger academic and social support for all students through case management and learning support team networks.

Priority area 3
Aboriginal Education

Strategies to achieve this target include:
• Ongoing analysis of Aboriginal student data from external examinations to identify areas for development and design teaching and learning strategies to meet individual learning needs.
• Strengthened case management and mentoring programs to improve Aboriginal student attendance and retention at school.
• Continued development of year 6 into 7 transition program to support Aboriginal students through culturally appropriate activities supported by the Aboriginal Education Officer (AEO) and Aboriginal community members and staff.
• Development of Personalised learning plans for all Aboriginal students and information disseminated to all teaching staff.
• Recognition and celebration of Aboriginal cultural events such as Sorry day, NAIDOC and Reconciliation.
• Implement and strengthen genuine and authentic Aboriginal perspectives in all curriculum areas in collaboration with Aboriginal committee, AEO, local AECG and Aboriginal elders.

Our success will be measured by:
• Improved year 7 and 9 NAPLAN results for Aboriginal students by 10%
• Improved attendance and retention rates for Aboriginal students.
• Improved raw and value added data for Aboriginal student’s at all external examinations.
• Strong and respectful community partnerships with our Aboriginal community and local AECG

Priority area 4
Technology

Strategies to achieve this target include:
• Implement professional learning opportunities to enhance staff skills and confidence with ICT.
• Professional dialogue between stage 3 and 4 teachers regarding student skill level with ICT.
• Stage 4 and 5 audit of teaching and learning programs to reflect ICT syllabus requirements to support student learning.
• Improve technology resources and access to technology across all curriculum areas for both staff and students.
• Investigate learning opportunities through ICT across communities of schools.
• Development of whole school technology committee to engage students and teachers in effective ICT applications.
• Ongoing professional learning for staff to support the Digital Education Revolution (DER).

Our success will be measured by:
• Increased number of staff actively engaged with professional learning to support ICT in classroom practice.
• Increased staff and student access to computer technology.
• Improved student results at School Certificate computing skills test.
• Improved student engagement through the use of technology.
• Effective teaching and learning strategies used to maximise the use of laptops in classrooms.
**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.

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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:  