Our school at a glance

Students
At the beginning of 2011 the school had an enrolment of 848 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
- Gifted and Talented Education Stage 4
- Enrichment Tasks
- Commendation / Student Support System
- Review
- Morisset High School Showcase re-establishment

Student achievement in 2011

NAPLAN
In 2011 Morisset High STLAs implemented a program called “Making a Difference”, particularly targeting underachieving, more competent students, which, it is hoped, will have an impact on improving their educational outcomes through:

1. Identifying specific outcomes that can be improved through explicit and intensive teaching
2. Developing an Individual Learning Plan for each student with recommendations to address 2-4 specific outcomes
3. Communicating with parents and students about the program and student progress
4. Consulting, advising and team teaching with teachers of these students in addressing these outcomes.
5. Regular assessment of the targeted students to ensure that the outcomes are being achieved.
6. Providing material for the student to work on at home and monitoring this.

In particular, writing has been a focus, as reading and language benefits flow from improvements here. The most common targets are: correct punctuation, interpreting and then using figurative language, using cohesive techniques in their writing agreement of subject and verb and using more difficult words in their writing.

Moreover, for 2012, there is a whole-school initiative called “Let's Write”, where every student from Years 7 to 10 produces, fortnightly, an extended piece of writing appropriate to the curriculum of every faculty area (except Maths, where the focus is Numeracy). This is supervised by teachers, head teachers and senior executive. As occurred in 2010 and 2011, at a staff meeting in Term 1 2012 all staff will participate in marking the Trial NAPLAN which raises awareness for staff of the demands of the test, and in turn assists in clarifying areas of weakness which teachers address with the students.

NAPLAN - Literacy
Our 2011 NAPLAN highlighted areas for further development in aspects of the test.

Year 7
Students in Year 7 who are at or below the National Mean Scores from 2010 to 2011 improved in the area of Reading by 5% and in Grammar and Punctuation by 6%. However in the areas of Spelling and Reading these percentages dropped. The percentage of students who were deemed proficient improved by 5% in Spelling, 3% in Grammar and Punctuation and remained the same in Reading.

Year 9
Students in Year 9 who are at or below the National Mean Scores from 2010 to 2011 improved in the area of Reading by 16% and in Spelling by 6%. However in the areas of Writing and Grammar and Punctuation these percentages dropped. The percentage of students who were deemed proficient improved by 2% in Spelling and 2% in Reading, but fell in Writing.
NAPLAN – Numeracy

Year 7

Students showed improvement in the middle bands for Data, Measurement, Space and Geometry with an additional 8% of students achieving Band 6. Within this band, boys improved by 6.5%, girls by 9.9% and Aboriginal students by 18.8%. Girls also improved their Band 7 performance by 6.1%. In Number Patterns and Algebra, Band 6 performance increased by 6%. Boys showed significant improvement with shifts from Band 6 (down by 13.6%), and improved performance in Bands 6, 7 and 8. There is a need for development in this aspect of numeracy for the girls. Aboriginal students reduced Band 4 by 6.2%, Band 5 by 13%, and increased Band 6 by 18.8%.

Year 9

Students showed improvement in Band 9 for Data, Measurement, Space and Geometry with an additional 2.9% of students achieving Band 9. Other Band results show an area for development. Boys improved Band 8 performance by 8.1%. In Number Patterns and Algebra, Band 8 achievement improved by 4.5%. Boys improved in both Band 8 (increasing by 6.7%) and Band 9 (improving by 5.3%), with a movement out of Band 5 of 12.6%. Girl students achieving Bands 5 and 6 increased in number, and this shows an area for development. Aboriginal students in this aspect of Numeracy displayed significant improvement, with Bands 5 and 6 reducing in number, and a significant improvement in Band 7 achievement (up 10.6%) and also Band 8 (up 18.3%).

External Academic Competitions

A number of students entered the Australasian Schools English competition with Ben Jacobson (Year 7) obtaining a Distinction award. Students from Years 7, 8, 9 and 11 entered the English Writing competition. Ben Jacobson (Year 7) gained a High Distinction, Kirby MacDonald (Year 8) and Siobhan Davidson (Year 11) gained Distinctions and Caitlin Browne (Year 9) gained a Credit.

The school had 27 students entered in the Australian Mathematics competition. Distinctions were gained by Mitchell Smith (Year 11) and Jonathan Lillia (Year 12). Credits were awarded to Carlton Pavy and Paige Anton (Year 8), Bonnie Mason (Year 9), Alex Creary (Year 10) and Matthew Davison (Year 12).

Students entered two Science Competitions during 2011, one sponsored by Rio Tinto and the second by the University of New South Wales.

Rio Tinto Competition:
The following students earned a Credit

Year 7 Cheenie Nieva,
Year 8 Tyler Sheehan and from
Year 10 Sjion Stephens.

The following student earned a High Distinction

Ben Jacobson (year 7) Trophy winner

University of New South Wales Competition:
The following students earned a Credit

Ben Jacobson (year 7) and Matthew Davison (year 12) (Trophy winner)

Messages

Principal’s message

2011 has seen the official opening of the School’s Gymnasium, which was completed during 2010. This facility, with its teaching space and undercover area, has impacted positively upon the aesthetic appeal of the school leading down to our main oval, as well as provided a space for learning beyond the curriculum.

The inclusion of new technology infrastructure has been a priority for Morisset High School over the course of 2011. Smartboards were
commissioned in some areas of the school. The school became completely wire-less during 2011, inclusive of all classrooms, enabling the expansion of the DER Program. A new sound system was also installed in our hall during the year. This was a brand new twenty four track mixing and effect system that has had a very positive impact upon school performance and presentation evenings.

The fence surrounding the basketball courts was completely redone during the latter half of 2011. This upgrade has not only improved the aesthetics of this area but has made this learning space more effective to the needs of our students and curriculum.

2011 has again seen further improvements in the school’s School Certificate and Higher School Certificate results. Some individual high performers include:

School Certificate

- Hannah Stahmer – Band 6 Science, History and Band 5 Geography, Mathematics
- Micah Punno Sia – Band 5 Mathematics, History, Science and Geography
- Jade Jones-Antcliffe – Band 5 English, Mathematics, Science and Geography
- Amy Hobson – Band 5 Geography, History, English and Science
- Bianca Ardill – Band 5 English, Science, Geography and History
- Jessica Sylvester – Band 5 English, Geography and History

Higher School Certificate

- Matthew Davison- Band 6 Ancient History (coming third in the state) and Mathematics. Band 5 Business Studies, Physics and English
- Erin Bonett – Band 6 Biology, CAFS, English Adv and PD/H/PE. Band 5 Music
- Mitchell Burgess – Band 5 Biology, English Adv, Geography, PD/H/PE and Mathematics Gen
- Emily Kirby – Band 5 Biology, English Adv, PD/H/PE, Visual Art and Hospitality
- Jonathon Lillia – Band 5 Biology, English Adv and Mathematics
- Glen Charlton- Band 5 Business Studies, English St and PD/H/PE
- Sarah Spicer – Band 6 Hospitality
- Christopher George – Band 5 Ancient History and Biology

At the beginning of a new strategic planning cycle the staff of Morisset High School continue to develop and implement an engaging curriculum to meet the needs of all of our students as well as work toward both state and national benchmarks. New Priority Areas have been finalised and ratified to support staff Professional Learning, as well as the acquisition of resources and infrastructure to better support our students to achieve their personal best.

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.

Mark Snedden

P & C and/or School Council message

The P&C Committee is dedicated to the welfare of students at Morisset High School. The committee is a made up of a group of committed parents and community members and works closely with the Principal and School Executive Committee to provide a safe and productive environment for our children.

The committee strongly supports all aspects of education, discipline and uniform policies. Representatives of the P&C Committee are
trained in Merit Selection and sit on every panel interviewing prospective teachers for our school. This is an important part of the selection process, providing a different perspective to the educators sitting on the panel. Each year the P&C Committee provides a school blazer for our school captains and vice captains and caters for the Year 12 Graduation morning tea.

The P&C sponsors many of our high-achieving academic and sporting students, along with a Year 6 student selected from each of our Partner Primary Schools each year.

The Canteen is run by the P&C with profits coming directly to the P&C Association. These funds are then allocated to areas of need within our school, for example, educational resources; welfare programs; classroom and school beautification.

The P&C meetings are held on the second Tuesday of each month, except during school holidays. The meetings are an open forum where the Principal, Committee, parents and community members come together to discuss the needs and achievements of our school community. We invite all parents to attend our meetings and welcome their contribution. The Annual General Meeting is held on the second Tuesday of November at 7:00 pm.

Jayne Moore
P&C President

Student representative’s message
Uniform continued to be a priority in 2011. Students at Morisset High School are encouraged to wear full school uniform (including enclosed black shoes) in order to show their school pride and also encourage workplace safety. The school recognises correct uniform with a weekly draw rewarding a male and a female student with a $5 canteen voucher.

Year 12 2011 achieved outstanding results in the Higher School Certificate. Students achieved bands 5 and 6 across a range of subjects with many courses above state average. Our outgoing male captain, Matthew Davison achieved a 3rd place in the state in Ancient History.

The prefect body continued to provide opportunities for students to showcase their unique talents and build school spirit and allow students to make a positive contribution to the school. Members of the SRC attended regional Conferences and a number of external leadership days. In 2012 Morisset High School is striving toward continuous improvement in student achievement, uniform and school pride. The leadership group is working hard with staff, students and the community to ensure that we are assisting all students to achieve their personal best.

All funds raised by the leadership group go to support leadership programs within the school.

Jade Deaves and Sam Robinson

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>448</td>
<td>441</td>
<td>437</td>
<td>451</td>
<td>409</td>
</tr>
<tr>
<td>Female</td>
<td>438</td>
<td>444</td>
<td>414</td>
<td>399</td>
<td>394</td>
</tr>
</tbody>
</table>

[Enrolments graph]
## Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>90.4</td>
<td>91.5</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>87.8</td>
<td>88.0</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>85.5</td>
<td>86.7</td>
<td>86.2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.1</td>
<td>83.8</td>
<td>79.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.2</td>
<td>86.6</td>
<td>77.7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>90.2</td>
<td>87.1</td>
<td>84.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.8</td>
<td>88.2</td>
<td>87.3</td>
<td>84.0</td>
</tr>
</tbody>
</table>

| 7    | 91.5 | 91.7 | 91.2 |      |
| 8    | 88.9 | 89.6 | 88.8 |      |
| 9    | 87.8 | 87.6 | 87.5 |      |
| 10   | 87.6 | 87.2 | 85.7 |      |
| 11   | 88.2 | 87.5 | 85.5 |      |
| 12   | 88.4 | 88.7 | 87.4 |      |
| Total| #/N/A| 88.7 | 88.7 | 87.7 |

| 7    | 92.3 | 92.6 | 92.5 |      |
| 8    | 90.0 | 90.5 | 90.1 |      |
| 9    | 88.8 | 89.1 | 88.8 |      |
| 10   | 88.7 | 88.3 | 87.1 |      |
| 11   | 89.4 | 89.1 | 87.6 |      |
| 12   | 89.4 | 89.8 | 89.2 |      |
| Total| 89.9 | 89.7 | 89.9 | 89.2 |

## Management of non-attendance

Regular features in the school newsletter on attendance, promotion of good attendance through praise and reward programs have been well received by the school community. Year advisers have been proactive in contacting parents of students with low school attendance and individual programs have been implemented to support these students through referrals to the learning support team and engaging the Home School Liaison Officer.

### Retention to Year 12

<table>
<thead>
<tr>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>45.9</td>
<td>43.9</td>
<td>43.9</td>
<td>42.3</td>
</tr>
<tr>
<td>SEG</td>
<td>50.6</td>
<td>44.3</td>
<td>43.4</td>
<td>44.5</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</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>8</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFE</td>
<td>2</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Transfer</td>
<td>22</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>74</td>
<td>28</td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

School based Vocational Education & Training was undertaken by a total of 26 students of the final cohort of 77. This equates to approximately 34%

Additionally, 24 students studied TAFE delivered Vocational Education & Training.
53% of Year 12 students undertook vocational or trade training.

A total of 12 students completed 2 VET/TVET subjects and 2 students completed 3 VET/TVET subjects.

Year 12 students attaining HSC or equivalent vocational educational qualification

Morisset High School offers a breadth of school based Vocational Education & Training in the Stage 6 curriculum. In 2011, 12 classes existed with 149 student placements in Vocational Education & Training courses. School based Vocational Education & Training continues to be a successful curriculum option for many Stage 6 students who are seeking industry career paths.

HSC results for the following frameworks were outstanding. Hospitality was 12.05 above state average, Business Services was 1.78 above state average and Metal and Engineering was 2.16 above state average.

Vocational Education & Training maintained high participation levels in 2011. In 2009, 9 classes operated with 100 students. This increased to 11 classes and 148 students in 2010. In 2011, 12 classes existed with 149 student placements in Vocational Education & Training courses.

Regardless of yearly variations, school based Vocational Education & Training continues to be a successful curriculum option for Stage 6 students.

An additional framework was added in 2011 totaling six frameworks that contributed to the VET experience. Subjects include Hospitality, Business Services, Construction, Metals & Engineering, Primary Industries and Information Technology.

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

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>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 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>1</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</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
</tr>
</tbody>
</table>

3% of the workforce at Morisset High School is made up from the Indigenous population.

Staff retention

In 2011 one staff member retired, one staff member was appointed through merit selection to another school, one staff member was transferred to another school and two staff members are no longer employed with the DEC.

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</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1</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 following -
**Date of financial summary:** 30/11/2011

**Income**
- Balance brought forward: $279,768.90
- Global funds: $481,185.10
- Tied funds: $433,473.93
- School & community sources: $278,556.90
- Interest: $21,445.06
- Trust receipts: $28,070.50
- Canteen: $0.00

**Total income:** $1,522,500.39

**Expenditure**
- Teaching & learning
  - Key Learning Areas: $92,121.29
  - Excursions: $64,264.54
  - Extracurricular dissections: $93,312.32
- Library: $8,622.23
- Training & development: $0.00
- Tied funds: $367,769.28
- Casual relief teachers: $144,585.83
- Administration & office: $168,101.83
- School-operated canteen: $0.00
- Utilities: $106,697.65
- Maintenance: $43,393.30
- Trust accounts: $284,33.83
- Capital programs: $0.00

**Total expenditure:** $1,117,302.10

**Balance carried forward:** $405,198.29

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2011

### Achievements

Once again the school was part of Starstruck, having 45 students from Years 7 to 12 performing over the three performances. Chloe Stewart (Year 12) was selected to be a solo dancer during the performances.

Rock Eisteddfod returned in 2011 and the school was once again a part of this international event. Over 100 students made up the team of performers, back stage and support crew that performed at the Sydney Entertainment Centre.

A showcase evening held in December was well attended by parents. Students from all years performed musical items, a skit performed in Italian, drama class performances, monologues and a debate. The evening concluded with the Rock Eisteddfod performance. The performers were ably assisted on the night by student stage and sound crew.

### Sport

Morisset High School is a school that prides itself on a strong sporting culture. In 2011 our school had over 30 representative sporting teams and individuals with varying levels of success, ranging from zone to regional and state.

In 2011 Morisset High School experienced another successful year at the Zone level. Morisset High School finished very close runners up to Toronto High School in all three carnivals; Cross Country, Swimming and Athletic.

Students sporting talent was displayed in numerous Combined School Sports (CHS) team sport 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 open tennis teams and Open girls volleyball team were the most successful being named Hunter Champions.

The following students also displayed individual excellence:

**Hunter Representatives**

- Elle Stewart - Gymnastics
- Isabella Tuinukuafue - Gymnastics
- Blake Clitheroe - Touch Football
- Tyson Willoughby - Swimming
- Sjion Stephens - Athletics
- Bonnie Mason - Athletics
- Jacob Lowe - Athletics
- Jade Jones-Antcliffe - Athletics
- James Mout - Athletics
Lucas Beer - Athletics
Melissa Ward - Athletics
Dylan Wade - Athletics
Kayla Griffiths - Athletics, X-Country
Chris Corkery - Tennis
Rachel Eastcott - Tennis

Sportspersons of the Year
Year 7 Boy – Joel Heffernan
Year 7 Girl - Kiera Duck
Junior Boy – Tyson Willoughby
Junior Girl – Isabella Tuinukuafe
Senior Boy – Mitchell Burgess
Senior Girl – Rachel Brombey

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 these assessments.
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Numeracy – NAPLAN Year 7

Percentage in bands:
Year 7 Spelling

Percentage in bands:
Year 7 Numeracy

Percentage in bands:
Year 7 Grammar & Punctuation

Percentage in bands:
Year 9 Reading

School Average 2008-2011
School Certificate

Percentage of students in performance bands: School Certificate English

Percentage of students in performance bands: School Certificate Science

Percentage of students in performance bands: School Certificate Mathematics

Percentage of students in performance bands: Australian History, Civics and Citizenship
School Certificate: Relative performance from Year 5 (value-added)

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

School Average 2007-2011

Percentage of students in performance bands: Computer Skills

School Average 2007-2011
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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Gifted and Talented Education 2011.**

The major focus area for the GATS program for 2011 was developing a series of Enrichment tasks for the Year 7&8 GATS classes. In Term 1 the focus was on English and persuasive writing in preparation for the NAPLAN tests. Students were involved in a whole day workshop with an experienced HSC marker then entered a school based persuasive writing competition. In Term 2 students were asked to design an animal enclosure as part of their Science studies after a visit to Taronga Zoo. Students used information gathered at the Zoo and internet research to design models of their chosen animals’ new enclosure. In Term 3 students visited Lunar Park to study complex Mathematical equations in terms of forces and motion.

Five Year 11 students were chosen to represent Morisset High School at the regional GATS camp at Camp Toukley in Term 3. Activities included study skills, resilience and stress management techniques, team building strategies and, most importantly, an opportunity to network with fellow HSC students from the region.

Morisset High School encouraged widespread participation in National and State Academic competitions. During 2011, the GATS committee and the P&C subsidised many students with entry fees to competitions. Students competed in Chemistry, Maths, Technology, Geography, Business Studies and a range of English competitions. An outstanding achievement was Ben Jacobson in Year 7 who received a High Distinction in the University Of NSW English Writing Competition for being placed in the top 1% of the State.

The inaugural MHS Showcase night was a huge success with over 350 guests in attendance to admire a wide range of performances from our talented students. The night showcased debating, public speaking, drama, music, Island dance group, science, hospitality and a performance from our Rock Eisteddfod team. The 2 hour extravaganza will be a regular calendar event, such was the immense success of this night.

**Connected Learning**

All curriculum areas are committed to providing quality teaching and learning through the adoption of ICT. Professional learning opportunities have been provided to increase staff skills in an ICT based learning context. This commitment has extended into Digital Education Revolution with staff using digital technology to deliver engaging lessons to accommodate student laptops in the classroom.

Staff are committed to digitizing units of work to accommodate student laptops in the classroom. The Digital Education Revolution program has resulted in over 400 laptops in use throughout the school, ensuring students have the opportunity to improve technology skills in preparation for vocational and recreational life in the 21st century.

Investment at a Federal, State and school level has resulted in computer technology being...
elevated to the forefront of school management 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 is essential in supporting staff to provide quality teaching & learning experiences to students.

Continued support was made available to 2011 Year 10 students prior to their sitting the School Certificate Computing Skills Assessment exam. Each student in Yr10 is provided with a targeted diagnostic, outlining an area of study to improve their exam performance, providing them with every opportunity to excel. All students were given opportunities to practice questions on the Board of Studies online Computing Skills test. 2010 was the first time students at Morisset High School completed this examination online.

**Respect and responsibility**

Morisset High School in 2011 provided a safe and caring learning environment where all students felt safe and valued. The introduction of a unified student leadership team and a timetabled, structured welfare program in Yr 7 has created a culture of respect throughout the school.

The development of our leadership team, with the prefect body assigned roles, has seen the students involved take on a great deal of responsibility and involvement in and with the community.

We value the role we play in the community, being active participants in local events such as ANZAC Day and Remembrance Day. Morisset High School students regularly raise money for charities such as Daffodil Day, Jeans for Genes Day and Shave For a Cure, organised through our S.R.C in the school leadership team.

Peer orientated initiatives, such as Peer Mediation, Student Representative Council (SRC), Peer Support, Peer Tutoring and Peer Mentoring, are effective tools in ensuring a respectful, responsible and safe learning environment. These initiatives have now become embedded within the school community and are student driven to ensure all our students are provided with an opportunity to enhance the well-being of others and to gain invaluable experience in regards to leadership and establishing connections within the wider school community.

In 2011 the welfare team introduced an exciting and fair merit system to reward the students who constantly display behaviours linked with respect and responsibility. This system has allowed the students to achieve success and be rewarded for excellent classwork, school leadership, community awards, faculty challenges and sporting awards.

All policy documents, learning experiences and outcomes align to DET curriculum and the implementation of Core Rules and Values in NSW Government schools.

**Boys Education Programme**

Throughout 2011 a team of trained teachers worked to improve the personal growth and development of boys at Morisset High School, utilising the staff, mentoring, peer mentoring programs, Rock & Water and HOP for yr 7, 8, 9 & 10 students. These programs have allowed the boys in the program to develop skills of self discipline, self control, self expression and teamwork in a vibrant and energetic atmosphere of learning and fun. Improved self esteem, communication skills and confidence are its aims. The inclusive, empowering nature of these courses enabled boys to produce some outstanding teamwork, by coordinating and developing relationships with partner primary school students and creating activities for these students as an introduction to Morisset High School.

**Aboriginal education**

Aboriginal Education continues to be one of the four priority areas at Morisset High School, as indicated in the School Management Plan. Our three central priorities were to continue to liaise and support our local Aboriginal Education Consultative group (AECG) to develop and implement our Morisset High Aboriginal Education policy in alignment with the Department of Education and Communities (DEC) Policy, and to ensure quality teaching and learning of Aboriginal Australia to all students..
The core principles revolve around Relationships, Engagement and On-going Learning.

We completed a successful year with the Norta Norta Program and had one student in Year 7 on the Galuwa Scholarship Program. The Norta Norta Program allows individual assistance for our Aboriginal students who are at or below the National Benchmarks in all five of the NAPLAN strands for up to three hours per week. We have experienced tutors assisting tutors in class with this program. We offered a Senior Norta Norta Program, which offered an hour of tutoring weekly by a qualified tutor, outside of school hours in an area of concern identified by the student.

Personalised Learning plans (PLPs) were conducted with Yr 7, 10, 11 and 12 students. These were held with the student, the parent or carer, our AEO Ms Archibald, an AECG representative and a teacher from the Aboriginal Education Action Team. The information gleaned from these meeting was communicated to the staff so that the needs of the student were considered in the development of teaching and learning programs.

Improved communication with Aboriginal families has been a focus, with the minutes of meeting being emailed to staff, parents and community who have provided their addresses. Selena has provided regular newsletter to parents and corresponds with families of Aboriginal students about up-coming events.

Our main activities for the year centred on Sorry Day, Reconciliation Week and NAIDOC week.

Yarning sessions were held for our students with Elders and community members for Sorry Day at Itji Marru. Handprints of all who attended were made in a commemorative book that is filed at Itji Marru Centre. Reconciliation activities included completing painting inside the shed and bracelet and friendship band assemblage. Jarrah Cain and Tonyka Jamieson spoke at a whole school assembly about the significance and personal meaning of Sorry Day and Reconciliation. Their speech, Change – the next step is ours was very moving and well accepted by the whole school audience. This was followed with the “Colli Crew Rap,” by a group of school students from Collarenebri. Mahaela Bridge and Erin McIntosh, with Mrs Mitchell and Selena created an artwork that was entered into the Local Aboriginal Art Competition. Their work was hung at Toronto Court House for the months of the Competition.

NAIDOC celebrations included a flag raising ceremony at Itji Marru, an assembly presentation, painting of Path blocks and re-painting our Rainbow Serpent on the path leading to Itji Marru and a sports afternoon with some of our Partner Primary Schools. At the assembly the vocal group, led by Ms Watson, sang We are one, we are many. Many thanks to the Music Faculty. The Sports afternoon was a great success with Traditional Games. Thank you to the PDHPE Faculty. Our Principal Mrs Nicol also assisted in the painting of the serpent with our students and community members. Community members, Jen Balancoire and Selena Archibald are to be thanked for their input with Aboriginal students in creating a Quilt to mark the events of this week. The quilt is currently on display in the Itji Marru Conference Room. The Blocks were painted along the Path to the school fence thanks to our Local Community members and artists.

Monty Pryor was invited to Morisset High School in September, thanks to Ms Jen Balancoire. We had our partner Primary Schools attend as well. Monty’s presentation involved a BBQ lunch then to the hall for a high successful interactive and enjoyable storytelling presentation. High School and Primary Schools students (and Staff – including Principals) worked together in teams to re-enact Monty’s story. Aboriginal culture, respect and positive relations were passed on from Monty, with tales of his childhood and experiences learnt and wisdom acquired.

Our final activity for 2011 was the Staff Development Day focusing on Aboriginal
In other areas of NAPLAN, further emphasis and learning is needed in the areas of Spelling for Years 7 & 9 Numeracy for Y7 and Grammar and Punctuation for Y7 as indicated by our student’s results.

School Certificate results showed a slight dip in all SC courses for All Aboriginal and non-Aboriginal groups state-wide. Our cohort matched this state-wide trend.

Statistically, it was difficult to look at trends in HSC data, as we only had one student sit for HSC examinations. The overall state trend in HSC examinations dipped in 2011.

Multicultural Education

In 2011 all Year 8 students studied Italian as part of the mandatory LOTE syllabus. Students participated in cultural experiences; such as, an excursion to the Art Gallery, sampling Italian cuisine and having our Italian exchange student talking to each Year 8 class about her country.

Morisset High School continues to promote multicultural education through the integration of exchange students from both Italy and Japan. These students are given the opportunity to speak at whole school assemblies and year assemblies, as well as to promote the sponsors of their exchange program.

As part of our Book Week celebration in 2011, at our whole school assembly our Pacific Islander students, with the assistance of the families and community members, performed traditional dances in traditional costumes from most of their islands of origin, with students explaining the meaning and importance of each dance to the whole school.

In 2012 the school will continue the focus on the Italian language in an effort to better engage students with languages other than English.
Other programs

Learning Support Team / Case Management

Students have different learning styles and individual needs in a large comprehensive high school such as Morisset High School. The Learning Support Team is a dynamic structure comprising Head Teachers, Case Managers, Deputy Principals, School Counsellors, Year Advisers, STLA’s and the AEO. As a team this group provides a wide range of support mechanisms to any student with educational needs.

In 2011 over 100 students across all year groups accessed support from this team. Types of support available are; counsellor referrals, funding support applications, SLSO support, literacy/numeracy testing from the STLAs, welfare programs such as Shine and HOP, access to external providers such as Youth Connections and Career Links, class placements, HSLO (Home School Liaison Officer) referrals and ISTI (Itinerant Support Teacher Integration) involvement. Many students are referred to an Individual Learning Support Team Meeting where Individual Education Plans are developed in consultation with identified stakeholders.

Case Management is a system used at MHS where Head Teachers monitor and provide strategies for students who are disengaged in their learning or having some behavioural difficulties. Each Tuesday at Executive meetings each year group is discussed with students identified for the Case Management process. Students are monitored for 2 weeks by a card system with parents notified of this process. Many students demonstrated improved behaviour during 2011 whilst being managed under this system.

During Term 4 2011 a thorough review of MHS discipline and rewards systems was undertaken. Numerous new management systems were identified for implementation for 2012; including, Classroom Programs of Improvement, Exclusion List, Whole School Detentions, improved mediums of communication with parents, an Isolation Room and After School Detentions. These new systems were presented and agreed upon by the whole staff at Staff Development Days at the end of 2011.

A thorough rewards system has been developed whereby students receive commendations for effort and achievements. These commendations allow students to receive Bronze, Silver, Gold and Platinum certificates. The ultimate reward is a Morisset Medal. Student achievements under this reward system will be recognised at regular Year assemblies throughout each term.

Premier's Reading Challenge

This year we had eleven students complete the 2011 Premier's Reading Challenge. Students were required to read twenty items within a set time frame. All of these students received a certificate signed by the Premier and had their names published in a newspaper lift out. Two of our students also received Gold Awards signed by the Premier. These are awarded after four successful years in the Challenge.

Award Winners

Tori Bennett
Tayla Branz
Kirby Macdonald
Joshua Ophel
Andrew Pratt
Noah Rogers
Tyler Sheehan
Simon Drewer (Gold Award)
Liam Jones
Nicole Milligan
Teaghan Latham (Gold Award)

Progress on 2011 targets

listed the measures to be used in evaluating the level of success in achieving those outcomes.

**Target 1 – Quality teaching for improved student outcomes.**

Our achievements include:

- Support for Professionally Competent Teachers with the maintenance of accreditation.
- Increased number of teachers accredited with the NSW Institute of Teachers at professional competence and professional leadership.
- Identified at-risk students accessing appropriate curricula such as life skills programs and alternative education. The current model caters for life skills students in all stages.
- The Quality Teaching model is being applied in all classrooms and evident in assessment tasks and teaching and learning programs as evidenced in Stage 4 and Stage 5 teaching programs review.

**Target 2 – Student Welfare**

Improved student attendance and retention in stage 5 and 6. (note: change in school leaving age has had a positive impact upon the retention rate.)

- Improved student attendance across all stages. (Supported by an ‘in residence’ Home School Liaison Officer during 2011.)
- Improved communication between school and home. There has been in increase in the number of ‘hits’ on the school web page. Staff are able to directly contact parents using telephones in staffrooms.
- Stronger academic and social support for all students through case management and learning support team networks.

**Target 3 – Aboriginal Education.**

- Strong and respectful community partnerships with our Aboriginal community and local AECG.
- Improved attendance and retention rates for Aboriginal students.

- Year 9 Aboriginal students are 9 scale scores above the state average growth in the test aspect of Reading.
- Year 9 Aboriginal students are 23 scale scores above the state average in the test aspect of Numeracy.
- 46% of Year 7 Aboriginal students achieved above expected growth in spelling.

**Target 4 – Technology.**

- Increased number of staff actively engaged with professional learning to support ICT in classroom practice.
- Increased staff and student access to computer technology.

**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 2011 our school carried out evaluations in the following:

**Educational and management practice**

**Review of behavior management systems and procedures**

**Background**

During Semester 2, 2011, a team of 25 staff conducted an investigation into the discipline procedures and systems used at Morisset High School. The team met on several occasions to discuss and decide upon revised systems with targeted areas including:

- Management strategies to be used by classroom teachers for challenging students
- An exclusion list for students who are persistently misbehaving to be excluded from extra-curricular activities until an improvement in behaviour is demonstrated
• A revised whole school detention system incorporating school beautification strategies

• An isolation room to be known as a reflection room where students are placed for a whole day under supervision away from the school body to reflect upon inappropriate behaviours

• A modified after school detention system to be implemented by the Deputy Principals

• Revised school rules and behaviours expected from students in terms of wearing correct school uniform, playground cleanliness, preparedness for all lessons with appropriate equipment and the proper usage times for electronic devices.

• An emphasis on increased communication between staff members and parents/guardians to inform and work collaboratively to improve negative behaviours of students.

Findings and conclusions

The new systems were communicated to all staff through regular updates at Morning Briefings, Staff Meetings and a Staff Development Day at the end of the year. All staff ratified the new systems and will work collaboratively to implement the new systems consistently throughout 2012.

A major component of the changes will be disseminating information to students and parents at the start of the 2012 school year. The students will be advised of the new systems at Year Assemblies in the first week of Term 1 2012. Parents will be informed through information in the school newsletter (Morissetian), the school website and through staff members visiting P&C meetings to present the new systems.

To encourage commendable behaviours from its students, Morisset High School implemented a comprehensive rewards system at the end of 2011 to recognise and reward students who are achieving to their potential and demonstrating positive behaviours. Students receive commendations that, when tallied, enable students to be awarded Bronze, Silver, Gold and Platinum levels. Students are recognised for their achievements at regular year assemblies, with each level of achievement having privileges for students. The ultimate achievement for students at MHS will be the attainment of a Morisset Medal.

Future directions

The new systems will be reviewed regularly throughout Term 1 by the procedures team, with any changes to the systems communicated to students and parents. The new systems are designed to minimise class disruptions and maximise learning opportunities for all students, encourage students to be responsible for and modify their poor behaviour choices and be active and engaged learners at Morisset High School.

Curriculum

Stage 4 Teaching and Learning program evaluation

A stage 4 teaching and learning program evaluation was implemented in an effort to build on continuous improvement in curriculum planning and programming and leadership and supervision carried out in 2010 when a stage 5 teaching and learning program evaluation was implemented.

As a result of analysing school and NAPLAN data to identify trends of course and school performance, an evaluation was conducted to review, report and make recommendations on the effectiveness of quality systems in:

- Curriculum planning and programming
- Leadership and supervision

The team’s focus in Stage 4 was to identify and share strategies that high performing faculties and/or courses were achieving with the rest of the school and develop some consistent educational and management practices at a whole school and faculty level.

The school evaluation team used a range of methodologies to review evidence of quality systems in the identified areas of curriculum planning and programming, and leadership and supervision. These methodologies included:
- Document analysis that included teaching and learning programs, students work samples and teaching resources.
- NAPLAN data analysis
- Head Teacher interviews
- Staff focus groups

Findings and conclusions

The school evaluation team identified areas of best practice across the school and areas for improvement and reported on these findings at a whole school level. Best practice showed alignment of syllabus outcomes to teaching and learning strategies, key features of quality programs such as implementation of the quality teaching and learning framework to support the learning needs of all students. There was evidence of literacy, numeracy, Aboriginal education and ICT as key elements in programs and provision for teacher registration.

Areas for development included the need for regular registration and evaluation of programs, an expansion of a consistent programming structure across the school and within the faculty, and increased opportunities for professional learning at a faculty and whole school level to improve pedagogy.

Future directions

As a result of the stage 5 evaluation, a whole school curriculum planning and programming policy was developed that included all key components of a quality teaching and learning program in alignment with DET and Board of Studies requirements. Subsequently these recommendations and refinements were implemented in Stage 4 programming and planning in 2011.

Professional learning opportunities to improve pedagogy is to be an ongoing focus at a faculty and whole school level to build teacher capacity and executive supervision responsibilities.

Parent, student, and teacher satisfaction

In 2011 Morisset High School discussed openly with students, parents and staff aspects of the school that they were happy with, as well as areas in need of development. Their responses are presented below.

MHS staff was actively engaged in evaluating the school plan at the culmination of the three year cycle and provide valuable feedback to guide the future direction of the school and our next three year planning cycle beginning in 2012.

The parent survey was conducted in the latter half of 2011 and raised valued feedback on the Schools strengths and areas for development. Parents rated the school’s ability to provide a broad range of curricula, as well as effective “school to home” communication, as areas of strength. They also commented extensively on the quality service provided by the administration staff. Parents strongly supported the school’s focus on improving school uniform and felt that the school could benefit from an even more intensive program to support all students wearing uniform to school every day as well as more rigorous and transparent discipline processes. When asked what the parents believed was conducive to positive educational outcomes for their children they stated that positive teacher/student relationships, enthusiastic teachers and a positive physical learning environment were all extremely important.

Students responded to the same survey and rated highly, education, sporting opportunities and socialising with their peers, as being the best things about school life at MHS. Students identified the need to continually upgrade facilities, in particular student toilets, as important as well as the introduction of more air conditioning within classrooms. They rated the school’s ability to provide quality extra curricula activities, both sport and dance/drama, as well as extensive choice within the curriculum important to them.

Engaging key stakeholders in the school evaluation process is a part of ongoing improvement at MHS and informs directly out strategic planning and resource allocation. We look forward to gathering such data again at the end of 2012.

Professional learning

Morisset High School was allocated $37620.00 for Teacher Professional Learning for 2011. To this was added $4867, which was the carry over
balance from 2010. During the year $42324.00 was spent, leaving a balance of $163.00.

Teacher Professional Learning funds were used to support a variety of training and development opportunities; including technology based learning, Stage 5 program review, Aboriginal Education, Classroom Management, Drug Education, Gifted and Talented Students, Occupational Health and Safety, VET Accreditation, Curriculum and Syllabus issues.

An additional call on funds came from teachers needing to undertake training required to maintain accreditation with the NSW Institute of Teachers. This need will account for an increasing proportion of funds in the future years.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans, including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Literacy and Numeracy**

**Outcome for 2012–2014**

Increase levels of overall achievement in literacy and numeracy for every student in line with state and regional targets.

- All students will demonstrate growth in literacy and numeracy.
- Whole school approach to extended writing strategies is embedded across the curriculum.
- Increase staff competency and confidence in effective use of data analysis to inform teaching and learning practice across all curriculum areas to reach improved student outcomes in literacy and numeracy.
- Develop a continuum of learning across K-12 for literacy and numeracy learning with partner primary schools.

**2012 Targets to achieve this outcome include:**

- Increase the proportion of students recording results in Year 9 NAPLAN writing that are above minimum standards from 64% in 2010 (Yr 7 2010) to 68% in 2012.
- Increase proportion of students proficiency in writing in Year 9 NAPLAN from 12% in 2010 (Year 7 2010) to 15% in 2012.
- Increase the proportion of students recording results in Year 9 NAPLAN numeracy that are above minimum standards from 64% in 2010 (Yr 7 2010) to 68% in 2012.
- Increase proportion of students proficiency in numeracy in Year 9 NAPLAN from 11% in 2010 (Year 7 2010) to 15% in 2012.

**Strategies to achieve these targets include:**

- Implement a whole school writing strategy called LET’S WRITE to establish writing expectations of each student and promote a positive culture towards writing with staff, students and parents.
- Implement a program of TPL for staff on teaching writing and implementing a common approach and set of expectations.
- Implement a strategic plan of regular writing in all KLA’s.
- Implement a structured program of literacy tasks to be implemented by all KLA’s in term 1 each year.
- Faculty Audits of programs to be conducted to establish numeracy needs across KLA’s.
- Suggestions made by Literacy/Numeracy team to Faculties with less numeracy needs to incorporate numeracy strategies into some lessons.
- Mathematics KLA lead professional development opportunities for staff.
- Implement an ongoing program of TPL on improving the teaching of numeracy in all KLA’s.

**School Priority 2**

**Student Engagement**

The school develops a culture and practice that supports students to become further engaged with their learning.

**2012 Targets to achieve this outcome include:**

- Increase attendance rate to 90%
• Increase Stage 6 Retention Rate to reflect state average.
• Increase the number of positive referrals from all teachers.
• Expand Proactive Welfare programs to enhance student well-being and resilience.

Strategies to achieve these targets include:
• Investigate a curriculum unit for implementation across Yr 6-7 using a COGS format
• Investigate a Middle Years Structure in Year 7.
• Increased visits of students and staff between primary and high school.
• Differentiation of Programs for Yr 7 Literacy Class and Lifeskills pathway.
• Investigate whole school welfare philosophy and structure to support student learning and behaviour
• Foster a Senior Culture from Year 10. Engaging programs in Year 10 to prepare students for Preliminary and HSC Years.
• Develop Personalised Career and transition plans for all Yr 10-12 students.
• Implement and promote a revised positive reward system.
• Review use of Technology in Teaching and Learning
• Embed the recognition of student achievement at assemblies, Morissetian and positive letters home.

School priority 3

Curriculum and Assessment
All students are actively engaged in learning.

2012 Targets to achieve this outcome include:
• As a minimum, HSC results in all subjects to reflect state results.
• Increase the number of students who attain a VET qualification by 5% in 2012.
• Expand the curriculum structure so that it meets the diverse needs of all students.
• Increased links with business/community/TAFE partnerships
• ESSA results improve by 4% in 2012

Strategies to achieve these targets include:
• Identify professional learning for teachers to improve delivery and engagement of curriculum
• Develop teachers’ skills in data analysis to inform teaching and learning practice.
• Improved assessment using quality teaching and learning framework with high level accountability and consistent teacher judgment.
• Provide training opportunities for staff to become accredited to deliver VET frameworks and Parent information sessions to explain VET
• Investigate the possibility of delivering Stage 5 VET frameworks to students
• Investigate additional VET frameworks such as Sports Coaching
• Review the school GATS policy
• Create an enrichment class in Year 7
• Identify a teacher to mentor targeted GATS while working on individual programs
• TPL focusing on meeting the needs of GATS
• Develop links with GATS at neighbouring high schools
• Embed GATS Challenge Day during year 6 to 7 transition
• Train staff to build capacity to deliver innovative and challenging Life Skills programs
• Develop opportunities to access broad, innovative curriculum to support increased leaving age
• Identify and support aspiring leaders with professional learning opportunities
• Implement professional learning to support teacher accreditation and maintenance of accreditation.

School priority 4

Aboriginal Education
Accelerate progress of all Aboriginal students at Morisset High School to close the disparity gap.
Strongly embed an Aboriginal perspective into all teaching and learning programs.

2012 Targets to achieve this outcome include:
• Increase the proportion of Aboriginal students recording results in Year 9
NAPLAN writing that meet or are above minimum standards from 50% (Yr 7 2010) 2011 to 55% in 2012.

- Increase proportion of proficiency in writing of Aboriginal students in Year 9 NAPLAN from 6% in 2011 (year 7 2010) to 12% in 2012.
- Increase proportion of Aboriginal Students above the NMS in Numeracy in Year 9 NAPLAN in 2012 from 75% (Yr7 2010) to 85%.
- Improve attendance of Aboriginal students by up to 10% so that they are equivalent to non-Indigenous student attendance rates
- Match regional retention target of student group to progress from Y10 to complete Y12 or recognised vocational training by 2014, with a 5% increase in 2012
- Further engagement with Aboriginal and Torres Strait Islander Parents and communities
- Increase professional development hours for immersion in Aboriginal and Torres Strait Island culture and community support

**Strategies to achieve these targets include:**

- Develop personalised learning plans for all Aboriginal students and revise these annually
- Invite and train community members to participate in and contribute towards student tutoring programs, SLSO training development of PLPs and mentoring in welfare programs
- Strengthen community partnership with local AECG.
- Embed Aboriginal Perspectives into Teaching and learning programs and assessments
- Targeted case management with CAT team to provide pathways and improved access to school based accredited training including traineeships and apprenticeships
- Engage with AECG as mentors and support careers pathways and learning beyond the classroom
- Increase involvement of staff in cultural and community activities to build social capital to enable authentic engagement and connection and thus retention.
- Support attendance through regular monitoring and communication with home to improve attendance rates
- Develop engaging pedagogy and innovative curriculum pathways for Aboriginal students
- Develop customised programs for Aboriginal Students, including leadership course, family education courses, entrepreneurial and small business talks, linking in with PLPs
- Embrace, through professional development, a greater understanding of the complex issues of culture to improve attendance rates working with the families and community
- Track Aboriginal students being case managed through PLPs
- Align Stage 3 / 4 curriculum to embed Aboriginal perspectives developed in consultation with AECG
- Initiate Year 6 Aboriginal students having a weekly visit with an academic program to ease transition into high school
- Analyse using smart data to identify student strengths and areas for development
- Access Norta Norta Tutoring for Y 8 and 10 students who are below National Benchmarks
- Access voluntary support from our Aboriginal and Torres Strait Island community for students as tutors with training from STL and AEO on supporting students
- Implement Aboriginal perspectives that use the QT framework in teaching and learning programs across all KLAs
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.

Mark Snedden – Principal
Morisset High School Executive

Jade Deaves – School Captain
Sam Robinson - School Captain

Jayne Moore – P&C president
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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: