Significant Improvements

Facilities
Stage 1 of the Covered Outdoor Learning Area (COLA) was completed in 2011. The COLA was jointly funded by the Department of Education and Communities, the P&C and the school at a cost of more than $400,000.

The COLA has provided a sheltered area for student recreation and sport. With the increase in the student population, the whole school could no longer fit in the Quad. Thus the completion of the COLA was timely, allowing full-school assemblies to continue and also not be affected by inclement weather.

In 2010 the school had successfully applied for a grant for the installation of water tanks. These were installed to collect the run-off from the COLA. The water will be used by the Barclay Farm.

Grounds Improvement
Mr Phelps’ VET Construction classes have made significant enhancements to the aesthetics of the school grounds. Improvements have included design and planting of new gardens and construction of student seating areas with concrete footings.

Messages
Principal’s message
It is a pleasure to reflect, at the end of my first year as Principal, on the programs and successes of 2011. Muirfield High School in 2011 has once again been the setting for impressive student achievements, in a wide range of fields: academic, sporting, community and cultural. This report reflects the hard work and pride in the school of students, parents and staff as well as the positive relationships between all members of our community.

The school believes that values underpin all learning and all relationships. Thus, there is a school culture based on respect, cooperation, community, participation, integrity and excellence. These values are publicly recognised and celebrated at formal assemblies every term and are demonstrated in the classroom, in student-run activities and in our welfare programs.

The school is justifiably proud of the strength of its community spirit. The P&C continues to be active in school life. The value placed on giving to one’s community is clearly set by our parent body. The fundraising of the P&C enabled the building of the COLA. The P&C also undertook ground improvement and gardening.

This year students in Years 9, 10 & 11 have been involved in the Premier’s Student Volunteering Program. In our first year of offering this program, three students achieved the highest level, diamond award, which requires 80 hours of volunteering.

The student volunteers also developed links with our primary partner schools by tutoring and mentoring primary students and acting as camp counsellors on District Primary SRC camps.

The DERmentor (student technology volunteers) continue to be held in high regard within the school and across the Northern Sydney Region. Muirfield students have also been selected to be representatives on the Regional and State Student Representative Committees and the State Equity Advisory Team. The latter is a state body that provides advice to the Director-General
The school’s welfare and student leadership programs are excellent; developing confident articulate leaders with a social conscience and providing students with opportunities to learn about themselves, work in teams and take initiative.

Additionally, the diversity of the extra-curricular programs with opportunities for participation in the creative arts and performing arts and sport add highlights to the school year and provide richness to student life. 2011 also saw opportunities for students to go on a skiing camp and senior Science students to travel to New Zealand.

In the academic field, the school continues to focus on student excellence and achieving personal best. This is evident in the fine SC and HSC results. Teachers also work in teams to refine their teaching and learning programs to ensure they are able to build on success and address identified learning needs. I am sincerely indebted to the dedicated staff and enthusiastic students who have ensured my first year at Muirfield has been enjoyably challenging.

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.

Jennifer Reeves – Principal

P & C message
Throughout 2011 the P&C successfully continued its role of linking the school, parent body and wider community.

The Muirfield High School P&C Association enjoys the benefit of three revenue earning sectors: the Canteen, Uniform Shop and Computer Market. In each of these areas we employ staff to manage the day to day running of the sector and have a “Steering Committee” of volunteers. The funds generated by P&C activities are used to assist the school in various ways.

With the increase in student numbers this year the Canteen Committee and staff have been kept very busy and revenue raised increased. More volunteers are needed to help in the day to day running of the canteen.

The Uniform Shop Committee members have been busy looking at possibilities for changing the school’s uniform this year. Any change in uniform is a slow process as all stakeholders must be consulted and options decided upon. In addition the shop’s stock levels and incoming students’ needs play an important part of decision making. Any change will be phased in over a number of years so that students coming to the end of their time at Muirfield will not have to buy new uniforms unless they are needed. Please check the information on the Muirfield website to keep up to date about any options and changes throughout the year.

Our Grounds Committee does a wonderful job of developing and maintaining the school gardens and landscaping. The driveway—side school entrance landscaping was finished this year.

This year the CAPA committee continued to assist the CAPA staff in fundraising to pay for the incidentals needed for bands, band camps, drama, dance and vocal ensemble performances and helped run the Comedy Night and Summer Arts performances.
Due to a decline in numbers of Traders and attendees and a general economic downturn in the retail sector the revenue raised from Muirfield “North Rocks Computer Market” has steadily reduced over the last few years. In 2011 the decision was made to invest more of the takings into advertising and this saw a promising increase in Traders, attendees and business in the last quarter of the year. The Computer Market Committee continues to monitor and advise on this situation. Several members of this committee are leaving the school after many years so new committee members are needed for 2012.

The formation of a P&C Fundraising Committee was put forward towards the end of 2011. An initial meeting was held to establish some project ideas and guidelines for this steering committee. It is envisioned that the Committee’s role would be to liaise with groups fundraising across the school to research ideas, share information and expertise and help co-ordinate where needed.

In 2011 the majority of P&C Funds were allocated to capital works this year. Our major financial focus for several years has been co-funding the C.O.L.A. which has been built over the basketball courts. It was great to see so many people attend the official opening in term four. The P&C has funded approximately two thirds of the cost of the building project and phase one is now complete.

Phase two will necessitate more funds being raised to line the roof and make it bird / vermin proof. The School has bought pole bumpers and a PA system so the COLA can be used for sport and assemblies in 2012.

In 2011 the P&C continued to build community links with its support of the two youth workers at the school and a Primary School Child sponsorship through the Smith Family. We held another combined P&C meeting with North Rocks Primary School this year, strengthening our connection with one of our feeder schools. We hope to include the other feeder schools in similar events next year.

As Parent Representative it was my privilege to address the Year 12 Students at their Graduation Ceremony this year. As Muirfield had undergone a lot of changes in the past few years I asked leaving students to think about all the changes they had been through in the 13 years of their school lives from a parent’s perspective; how all those changes were a necessary part of getting them to be ready to move on to the next phase of work or tertiary study. I reminded them of all the support they had been given by teachers, family, friends and volunteers and the benefits they had received because of them in all facets of their lives as they reached that pivotal moment of change. I told the graduates that as the Parent body at Muirfield we hoped they would continue to manage change in their lives positively and remember the values learnt in this great school.

This year we welcomed Muirfield’s new Principal Ms Jennifer Reeves and Deputy Principal Mr Bryce Grant to the school. They have continued the happy and supportive relationship between
the School Executive and P&C. Thank you to them both for their warmth and ready willingness to work with me and the P&C for the benefit of everyone at Muirfield High School.

At the AGM in February 2012 I finish as P&C President and will be leaving after eight years association with the school. I know I will be handing over the role to the very capable hands of Mrs Amanda Bartlett and her team on the P&C Executive. I greatly appreciate all the hard work and effort put into maintaining the smooth running of all our P&C activities by the volunteers on our Executive, Sub-Committees and our employees. Your diligence and dedication to the jobs you do make my job easier, Thank you! To those stepping down from positions on the Executive and Sub-Committees at the beginning of next year, many thanks for your hard work over a number of years. Together we all help make Muirfield a wonderful place for our students.

Margaret Millar – P&C President 2011

Student representative’s message

Hello,

Our names are Sharna Holman and Tom Sinden, and we were the 2011 School Captains for Muirfield High School. The 2011 Student Leadership Team consisted of Year 12 members from the Student Executive Team, the Student Representative Council (SRC) whom are students from Years 8 to 11 that are elected by their peers and the Year 7 Leadership Team. The Student Leadership Team worked together last year to:

- Promote Muirfield High School in the wider community and in local primary schools.
- Develop fundraising events and raise awareness for charities.
- Encourage school pride and participation.

- Be the voice of students within the school and in other areas

Throughout the year, the Student Leadership Team attended various leadership events in order to network and liaise with other high school students to gain new ideas but also share with other schools the activities that happen at Muirfield High School. This networking allowed the Student Leadership Team to develop new and a broader range of ideas for fundraising and school spirit activities and ideas. Examples of this included attending an afternoon tea at Baulkham Hills High School in which student leaders from over 20 schools participated from the Western Sydney Region. The National Youth Leadership Conference which was attended by the Student Executive Team assisted with further developing skills to effectively work together when leading the school and engaging peers. Muirfield High School’s own leadership camp allowed members of the Student Leadership Team from all years a chance to get to know one another and share ideas for the year ahead.

The Student Leadership Team continues to be active in raising awareness and educating students about issues related to equity within society. Members of the Student Leadership Team last year worked with school-staff to organise a diverse range of activities for International Women’s Day (IWD) where breakfast was held for students, male and female, to bring along a significant female in their lives. This event was well supported and attended with over 70 mothers, aunties, grandmothers, guardians and sisters attending as well as raising money for Mahboba’s Promise. Student dances, performances and speeches at an assembly for students was held to show support for International Women’s Day.

While running various events and activities for elected charities such as World Vision and ‘Movember’, the primary fundraiser for the Student Executive Team was entitled ‘Hands for Thailand’ which was an idea that had originally been thought of by the Leadership Team from 2010. The wall opposite the canteen was painted with a new coat of green and through donation students were able to place their hands on the wall, and leave an imprint on Muirfield High School. This fundraising event was run during the
school’s Spirit Week, a week also run by the Student Leadership Team, which is aimed to increase school pride and participation.

Throughout 2011 the Student Executive and Leadership Teams were given many opportunities to meet with the Principal, teachers and the P&C and present students’ views and opinions. Muirfield High student leaders have also been active as a voice in the wider community, being representatives on the Regional and State SRC and the Student Equity Advisory Team.

Sharna Holman and Tom Sinden

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
In 2011 the school had a total enrolment of 763 students. The following graph reflects the total enrolment of the school by gender over a five year period. Muirfield’s enrolments continue to grow.

**Student Enrolments**

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</table>
Management of non-attendance
Accurate records are maintained of student attendance. Regular attendance is encouraged and rewarded. Parents/Caregivers are informed of unexplained or unsatisfactory attendance. Students whose attendance falls to 85% or less are referred to their respective Year Adviser for support and counselling. Strategies to improve lateness or poor attendance include an attendance monitoring card, parent involvement and an attendance improvement program with support provided by the Home School Liaison Officer.

Structure of classes
Muirfield continues to structure classes to maximize student achievement. Year 7 has a High Achievers Class. Selection into this class is based on a portfolio of work. Students in this class stay together for their core subjects of English, Maths, Science, History and Geography. English, Maths and Science all run High Achievers classes for Years 8, 9 and 10 based on internal, subject-specific assessment.

Retention to Year 12
Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
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Post-school destinations
The majority of our students continued with either full or part time study at university, TAFE or other tertiary education institutions following their HSC.

- 44% of our HSC students were accepted into the university courses of their choice. The universities offering places to our students included Sydney University, The University of New South Wales, Macquarie University, University of Western Sydney, University of Technology, Charles Sturt University and Notre Dame.
- 30% of students went on to further study at TAFE or private colleges.
- 23% of students went on to work in apprenticeships, traineeships, full and part-time work.
- 3% unknown

Year 12 students undertaking vocational or trade training
Vocational Education programs are valued by our senior students. 58% of all senior students included one or more VET subjects in their program of study, with 63% of Year 12 students including one or more VET courses in their HSC program of study. The most popular choices were Hospitality, Information Technology Construction and Primary Industries delivered at school, followed by TVET courses delivered by Bradfield, Hornsby, The Hills, Meadowbank and Ryde TAFEs. Students doing the accelerated Information Technology program sat for their HSC exam while they were in Year 11 this year. Students have recognised the benefits of getting one HSC subject completed before the pressures of their HSC year, and the results were very pleasing. This program will continue to be offered to talented students in Year 10.
The School Based Apprenticeship and Trainee program continues to be well regarded by students. Congratulations to Sam Smith in plumbing and Harry McClean in automotive, who both continued in their employment after completing the requirements for their SBAT. Many students who chose VET used their credentials and experience as a transition into a related field in further study at university or TAFE.

This year two additional VET courses were offered for the first time in school. They were Business Services and Entertainment. These were popular with Year 11 students. Muirfield High School is now offering more in school VET programs than other schools in the region. Congratulations to our students who were presented with awards for their achievements in vocational learning. Ben Allen received the Inspire Award for Excellence in Information Technology. Michelle Richardson, Taren Bettler and Annika Sowden were recognised by Hornsby and Meadowbank TAFE as outstanding students in Childrens Services, Media Journalism and Nursing. Our students continue to be recognised for their excellence in work placement. Jonathon Carter received an award for his performance in his Business Services work placement, and Jean Harvey received the Hillssip Outstanding Award for Vocational Learning for her work placement in Construction.

In addition, one of our VET teachers, Mr Cameron Malcher, received the Regional Directors Outstanding Service to Schools Teacher Award for his contribution to VET in school.

Other Vocational Programs
In 2011 students were able to access Stage 5 TAFE delivered courses for the first time. Our students were successful in being accepted into the Manufacturing Pathways (Timber) course offered at Hornsby TAFE and Rural Operations at Ryde TAFE. In addition, our students in Years 9 and 10 continued to access Outreach programs offered by TAFE. These included prevocational courses in automotive, carpentry, beauty, hairdressing, landscaping and hospitality. Year 10 and 11 girls were able to participate in a Digi Girls course at North Sydney TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification
98% of Year 12 students attained the HSC. One student undertook pathways and exited for study at TAFE.

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

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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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Staff retention
Muirfield retained 91% of its teaching staff from 2010 to 2011. The small number of changes was the result of retirements, transfers and a change of career. This small movement reflects the continued high regard that teachers hold for the students and community of Muirfield.

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

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<th>Qualifications</th>
<th>% of staff</th>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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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

Arts
Throughout 2011, the students and teachers of Muirfield High School have continued to develop initiatives and opportunities for new achievements. Highlights in each of the strands of Creative and Performing Arts are outlined below.

Music
2011 was a very busy year for both the teachers and the students involved in CAPA subjects. The music department continued to run elective music classes in all stages achieving excellent results. Many of the music students were involved in state wide performance ensembles giving them performance opportunities at large and professional venues and events, one of them being the School Spectacular concert held in November. These ensembles include the Millennium Marching Band, the Performing Arts Unit, Stage Band as well as the Australian Girls’ Choir. The vocal ensemble (conducted by Mrs Kristen Juriansz) performed at the Arts North Music Festival.
At a school level there were several performing ensembles that rehearsed regularly in preparation for performance opportunities. The Concert Band (trained and conducted by Mr Steve Lavis) performed at every recognition assembly as well as headlining the MADD and SummerArts school performance nights. The Jazz band (conducted by Mrs Keh-Lee Ng) also performed at MADD, Bravo and SummerArts as well as on Open Day and the Cabaret night fundraiser.

The guitar ensembles continue to flourish under the tutelage of Mr Craig Laird. The Advanced, Intermediate and Beginner classes ran throughout the year and performed at MADD as well as the SummerArts concerts.

In term two Muirfield musicians, combined with the students from Cumberland High School, and Rousse Hills High School at Elanora Heights for a Combined Music Camp. The 4 days were jam packed with music and activities culminating in a concert on the last day.

On the 6th December the Concert Band did a “mini” band tour to the local SSP schools where our musicians played for, and interacted with the students from all of these schools. This proved to be a very worthwhile and moving experience for all involved.

**Drama**  
The drama students also had a busy year of competitions, productions and camps. Both the junior and the senior theatre sports teams reached the finals in the Theatre Sports competition under the direction of Ms Justine Conteh. Ms Conteh also trained 5 senior students as “Class Clowns” to take part in the Melbourne Comedy Festival “Under 18” competition. All of these students were able to showcase their talents in the Comedy show on the 1st of September which was a great success. Seven of our students attended both the regional and the state drama camps earlier in the year. Drama students were strongly represented in the Bravo and SummerArts performances.

**Visual Arts**  
Visual Arts was offered as an elective in years 9, 10, 11 and 12, with 12 students graduating from the HSC Visual Arts course. The “Archibull” competition was the highlight of the year for these students who painted the third in our series of bovine artworks. The cow received a highly commended and will be on display in the CAPA courtyard in 2012.

**Dance**  
Dance continues to grow at Muirfield high school with elective classes in years 9 and 10. Ms Denny and Mrs Attard trained several performance ensembles throughout the year covering classical and contemporary techniques. The junior ensemble competed in the Hills District Eisteddfod gaining a 2nd place in their division. All ensembles performed in both MADD and the SummerArts concerts.

**Sport**  
At Muirfield we feel is important to encourage students to lead an active and healthy lifestyle and to educate them in the benefits of exercise. To this end we offer a varied and interesting sports program to cater for a variety of interests and ability levels.
The sports program caters for all students and offers them an opportunity to be involved in a wide variety of sporting activities, including team sports and leisure pursuits. All students at Muirfield are given the opportunity to improve their fitness, learn new skills and participate in team sport and school carnivals.

**Wednesday Sport**
Sport on Wednesday afternoon is compulsory for Years 8, 9, 10, and 11. Wednesday Sport has two options.

1) **Grade Sport** where Muirfield students compete in the Hills Zone Competition. A variety of competitive sports are offered through this competition including Basketball, Baseball, Cricket, Oztag, Softball, Touch, Rugby League, AFL, Netball, Soccer and Volleyball.

2) **Recreational Sport** where students are able to participate in a wide range of recreational activities including Ice Skating, Ten Pin Bowling, School Gym, Tennis, Table Tennis, Fitness, Dance, and Rock Climbing.

**Knockout Sport**
Muirfield High School entered the CHS Knockout Competitions for a number of sports in 2011. It was terrific to see the students’ enthusiasm and sportsmanship in all matches.
The Knock Out Teams for 2010 were: Rugby League, Rugby Union, Soccer, Softball, Indoor Soccer, Tennis, Golf, Netball, Baseball, Basketball, Cricket.

Both Our Open Girls Softball and Open Girls Basketball teams reached the last 16 in the state which were outstanding efforts.

The Cross Country was completed in P.E. classes this year. All Year 7-10 students had the opportunity to run 3km, 4km or 5km depending on their age. 50 students represented Muirfield at the Hills Zone Cross Country Carnival.

The 35th Annual Athletics Carnival was a great success. The carnival was held at Alfred Whaling Reserve. Attendance and participation by all students was excellent. The champion house for Athletics was Thorpe. The Hills Zone Athletics Carnival was held at Homebush Stadium. There were 51 students that represented Muirfield at this carnival.

**Acknowledgement of Individual Student Sporting Success**
Teams and individual students are publicly recognised at our end of year Presentation Assembly for their sportsmanship and commitment. This year the outstanding sporting players were:
- Senior Sports Team of the Year – Open Girls Softball
- Sportsman of the Year – Joshua Mathie
- Sportswoman of the Year – Jean Harvey
- Junior Sportsman of the Year – Kielan Tobin
- Junior Sportswoman of the Year – Renee Hutchens

**C.H.S Representatives**
Muirfield has many students who display great sporting prowess. The following students were highlighted:

**Carnivals**
Our 35th Annual Swimming Carnival was held at Granville pool. Attendance was at an all-time high. The Champion House in swimming was Thorpe. Students enjoyed competition races while the novelty races held in the 25 metre pool were very popular. The inclusion of the novelty activities gave all students the opportunity to participate. There were 55 students who went on to represent Muirfield High School at the Hills Zone Swimming Carnival.
represented Sydney West in a variety of sports at state level.

<table>
<thead>
<tr>
<th>Student</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Whitely</td>
<td>Swimming</td>
</tr>
<tr>
<td>Baylee Forbes</td>
<td>Swimming</td>
</tr>
<tr>
<td>Louise Smalley</td>
<td>Swimming</td>
</tr>
<tr>
<td>Cassie Marinkov</td>
<td>Swimming</td>
</tr>
<tr>
<td>Bridget Lowry</td>
<td>Swimming</td>
</tr>
<tr>
<td>Katie Lothian</td>
<td>Swimming</td>
</tr>
<tr>
<td>Kierlan Tobin</td>
<td>Athletics and Cross-Country</td>
</tr>
<tr>
<td>Emma Longworth</td>
<td>Athletics</td>
</tr>
<tr>
<td>Jean Harvey</td>
<td>Athletics</td>
</tr>
<tr>
<td>Tamarah Blakeley</td>
<td>Athletics</td>
</tr>
<tr>
<td>Joshua Mathie</td>
<td>Cross-Country</td>
</tr>
<tr>
<td>Renee Hutchens</td>
<td>Basketball</td>
</tr>
<tr>
<td>Daniel Morris</td>
<td>Baseball</td>
</tr>
</tbody>
</table>

**Sporting Blue**
While we are part of the Northern Sydney Region, we play sport with schools in the Western Sydney Region. This year Kate Proctor was awarded a Regional Sporting Blue by the Sydney West Sports Association for her achievement in the sport of softball whilst representing the Sydney West Region. Only 25 were awarded across the Region, indicating the high level of Kate’s achievement.

**Premier’s Sporting Challenge**
With the great work done by Mr Edmondstone, Mrs Naidoo and Mr Healey through their PASS and PDHPE classes, Muirfield has been awarded gold level, the highest level, in the Premier’s Sporting Challenge. The Challenge includes a range of initiatives with one common purpose - to have more students, more active, more of the time.

**Community Involvement**
One of the values promoted and publicly recognised at Muirfield High School is community. Our students are encouraged and publicly acknowledged for their community service activities. Students raised over $10,000 in a wide range of fundraising activities for charities. We also had students raise awareness of social issues and volunteer to help others. Students in Years 9, 10 & 11 have been involved in the Premier’s Student Volunteering Program. In our first year of offering this program, we 3 students achieved the highest level, diamond award, which requires 80 hours of volunteering. All our student volunteers have given of their time and skills in a wide range of activities, such as tutoring other students in reading, Maths and digital media here at Muirfield and at North Rocks Public School.

As part of the Premier’s Volunteering Program and in recognition of the work done here, Muirfield was invited to participate in a special project. Ms Frame led a group of Year 9 & 10 students who designed an educational resource on the RSPCA. The technology mentors or student techies, DERmentors, continue to help teachers and other students using technology. They are often asked to present at in-services for teachers across the region. Mrs Eagle led a group of students on the State Equity Advisory Team. These students were our Region’s rep on a state body that provides advice to the Director-General on issues related to equity and teaching and learning.
In leadership, Euan Moyle attended the State SRC as Northern Sydney’s regional representative. Euan Moyle, Kirsten Dubois and Tamara Craig represented us on the Regional SRC. We also provided student leaders to the regional primary SRC camp. Our Student Executive leaders, the Year 12 team, initiated a program on building resilience that they have run with Year 4 students at North Rocks and Baulkham Hills North Public Schools.

For many of our students, community service continues outside of the school. Bilal Rafai of Year 10 is a cadet with St John Cadets. During the City to Surf in 2010 he assisted with other St Johns volunteers to save the life of a runner who had a heart attack. On 8 October 2010, Bilal Rifai was presented with a special award for Community Services by her Excellency Professor Marie Bashir, the Governor of NSW. Kristen Bartlett of Year 11 received a Queens Scout Award in 2010. This award is the highest youth award achievable in the Scouting movement and requires many hours of volunteering service.

**English**

With the purpose of broadening students’ experience and appreciation of English, and to give a wider perspective than that found in the classroom, out of class activities were organised for each year group.

Standard and Advanced HSC students attended a seminar at the Tom Mann Theatre on the HSC Area of Study, Belonging, and heard the HSC listed poet, Peter Skrzynecki, talk about his poetry and its bearing on the HSC Area of Study.

Extension Two students attended a seminar aimed at assisting them in planning for their Major Work and writing their Reflection Statement.

In order to help to make Shakespeare more accessible and relevant to the contemporary student, The Bell Shakespeare Company came to the school and presented ‘Actors at Work’ to students in Years 7 and 10. Year 9 students saw a performance of ‘Romeo and Juliet’ at the Seymour Centre and in order to develop their appreciation of poetry as well as their creative and analytical skills, Year 8 attended an in-school performance of ‘Poetry in Action.’

**Debating and public speaking**

Muirfield High School once again participated with some success in the Premier’s Cup Debating Challenge. Teams were drawn from Years 7 & 8, 9 & 10 and 11 in the Metro Competition. A dedicated and enthusiastic core group of students also attended the weekly Debating Club meetings where they practised and developed their public speaking skills and thus gained valuable experience in organising and participating in debates. Ms Bootes and Ms Galloway are looking forward to another year of further developing our active and talented debaters.

**Peer Tutoring Program**

12 Year 10 students participated in the Literacy Volunteer Tutoring (Schools) TAFE NSW accredited program. Participants completed 20 hours Theory component at Lidcombe TAFE and 28 hours Fieldwork component in the Library each morning with selected Year 7 students during roll call over 3 terms. The subjects covered were English, Science and History. In November 2011 12 Year 10 peer tutors received their TAFE Certificates from, Lidcombe TAFE at the Year 10 end of year Presentation Assembly.

**Premier’s Reading Challenge**

All year 7 students participate in the Premier’s Reading Challenge to meet reading outcomes. In 2011, 22 students successfully completed the Challenge, which was to read 20 books in the year. The PRC Team recognised Muirfield High School’s participation in the Premier’s Reading Challenge since its inception in 2002 with an invitation to attend the Premier’s Reception at the Powerhouse Museum, Ultimo.
The invitation was extended to the Teacher Librarian as Coordinator over those years and three students of the 22 who had completed the challenge in 2011. The three students were Isabella Relph, Isobel Sinanovic and Stephanie Vorreiter who were then able to see the Harry Potter Exhibition showing at the Powerhouse Museum.

Special commendation goes to Lachlan Hutchison in Year 9 who was awarded a medal for his participation in the Premier’s Reading Challenge over a number of years. Lachlan is one of just 47 students throughout the state who received a medal.

LOTE
French students attended the French Film Festival and Japanese students attended the Japanese Film Festival. To develop language skills and inculcate an understanding, familiarity and appreciation of both culture and customs, students of both languages participated in language and cultural immersion activities.

During school holidays, Senior French students attended French Enrichment classes and Japanese students attended a workshop; these extra curricula activities were invaluable in developing students’ knowledge and language skills.

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).
Discussion of Year 7 NAPLAN

The graphs show the percentage of students in the relevant bands and how this compares to the previous school average, the statistically similar school groups and the state average.

The Literacy component of NAPLAN is divided into four sections: reading, writing, spelling, and grammar and punctuation. In all components of NAPLAN the average score was above State Department of Education and Communities schools. In reading, grammar and punctuation the average score was also slightly above similar school groups. In all components the percentage in the top two bands was above the state DEC. In reading and grammar and punctuation the percentage in the top two bands was also above similar school groups. While the percentage in the top two bands in writing and spelling was above state DEC schools, both were below similar school groups. The percentage of Year 7 students in Bands 4 & 5 in all components of literacy (the bottom two bands) is significantly below state DEC and below similar school groups in writing and grammar and punctuation. However, the school continues to support those students who need assistance in literacy.

Literacy – NAPLAN Year 9

### Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>SSG</td>
<td>State DEC</td>
</tr>
<tr>
<td></td>
<td>608.7</td>
<td>592.3</td>
<td>573.2</td>
</tr>
</tbody>
</table>

### Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>SSG</td>
<td>State DEC</td>
</tr>
<tr>
<td></td>
<td>582.8</td>
<td>580.9</td>
<td>547.2</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 9

Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>610.4</td>
<td>605.2</td>
<td>581.5</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<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>Number in Band</td>
<td>1</td>
<td>20</td>
<td>43</td>
<td>51</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.6</td>
<td>11.4</td>
<td>24.4</td>
<td>29.0</td>
<td>20.5</td>
<td>14.2</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>1.4</td>
<td>10.5</td>
<td>26.0</td>
<td>29.3</td>
<td>19.3</td>
<td>13.5</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.7</td>
<td>12.4</td>
<td>24.5</td>
<td>26.4</td>
<td>20.7</td>
<td>13.3</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>7.1</td>
<td>23.3</td>
<td>26.4</td>
<td>18.9</td>
<td>12.7</td>
<td>11.7</td>
</tr>
</tbody>
</table>

School Certificate

In English the average score was above state and similar school groups. 38.6% were in the top two bands. While this was below the school’s 5 year average, it was above the State. With only 1.6% in Band 2 and no students in Band 1, we continue to do well in supporting our students with higher needs. Growth in English was very strong and above similar school groups.

In Mathematics the percentage in the top 2 bands was not as good as previous years. While the average score was above the state, it was below similar school groups. Growth in Mathematics was positive but below the last 5 year’s average. Our target is for us to challenge and engage our top performers.

In Science the average score and percentage in top two bands were above state but below similar school groups, indicating relative performance on par with English and Mathematics. Again growth was positive for Science; being above the school’s five year average and above growth for similar school groups.

In Australian History the average score was above state but below similar school groups. In both Australian History and Australian Geography the percentage in the top two bands and the bottom two bands were below state.

Discussion of Year 9 NAPLAN

The 2011 Year 9 cohort performed extremely well with the percentage in the top Band for all aspects of NAPLAN above the percentage in the top band for State DEC and SSG. In additional the average score in all aspects was above state DEC and above SSG in all aspects except spelling. Furthermore, the percentage in the lowest Band was below State DEC in all areas and below SSG in all areas except spelling.

The value added data shows that this group has improved well above the state, SSG and local area (Hills) average growth in reading since Year 7 NAPLAN, with 71.8% of students achieving greater than or equal to expected growth. In numeracy 57.9% of students achieved equal to or greater than expected growth, with the average growth slightly below State DEC and SSG.
School means and data are only provided for courses with ten or more candidates within the school. Due to the broad range of subjects offered at Muirfield and the small cohort of Year 12 in 2011, the mean is only provided for 50% of the courses.

HSC: Course Summary Table

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>77.1</td>
<td>76.9</td>
<td>79.1</td>
<td>75.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>70.8</td>
<td>68.7</td>
<td>76.0</td>
<td>73.1</td>
</tr>
<tr>
<td>Physics</td>
<td>74.5</td>
<td>68.7</td>
<td>73.4</td>
<td>74.5</td>
</tr>
</tbody>
</table>

Business Studies | 67.7 | 68.9 | 73.5 | 70.8
Chemistry       | 75.8 | 70.6 | 74.4 | 74.1
Mathematics     | 76.7 | 67.4 | 76.4 | 76.2
Visual Arts     | 73.3 | 76.5 | 80.3 | 76.5
Senior Science  | 76.1 | 76.5 | 79.3 | 74.6
Mathematics Extension 1 | 71.3 | 74.4 | 78.8 | 81.4
Ancient History | 78.3 | 71.5 | 74.7 | 70.4
Industrial Technology | 73.2 | 74.8 | 72.9 | 69.3
Information Technology Examination | 81.4 | 81.4 | 77.1 | 76.1
Biology         | 72.5 | 71.0 | 73.2 | 71.5
English (Standard) | 59.1 | 64.1 | 68.9 | 62.8
General Mathematics | 72.7 | 70.5 | 72.3 | 66.4
English (Advanced) | 74.8 | 76.2 | 80.7 | 79.1

Ten of the above courses registered performance which is stronger than the five year average for the school. In addition, many courses have performed better than similar school groups or the state.

Significantly there has been an increase in the number of HSC courses (with more than 10 students) where the percentage in the top 3 bands is better than state – from 2 in 2010 to 7 in 2011.

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

Based on School Certificate results from 2009, our Year 12 2011 students were nominally grouped as “Low”, “Middle” or “High” achievers. This table indicates that for all our students growth in 2011 was better than our five year school average. For our “Low” and “Middle” students, we also performed better than our similar school groups.
While there has been significant improvement in the growth for “High” performing students, our continuing focus is to ensure that students’ expected level of performance is achieved. The school’s target of extending and challenging our best students remains a strong school priority.

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.

Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99.1</td>
</tr>
<tr>
<td>Writing</td>
<td>95.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.8</td>
</tr>
<tr>
<td>Writing</td>
<td>92.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.4</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 7 Reading are: 0
As an indication, the no. of students exempt for Year 9 Reading are: 0

Significant programs and initiatives
Aboriginal education
In 2011 the staff at Muirfield High School continued to implement the 2008 Aboriginal Education and Training Policy and to develop their understanding of the policy and reflect the aims and strategies in their teaching programs.

The Welfare Team has also developed their ability to write and implement Personalised Learning Programs for all Aboriginal students attending Muirfield High School to assist those students to achieve quality outcomes.

Multicultural education
Harmony Day is a significant day on the Muirfield calendar and one we dedicate to recognising our cultural diversity. It allows members of the Muirfield community to celebrate our links to cultures from around the world. Despite wet weather, a spirit of harmony and goodwill strongly prevailed. Many students and staff members wore orange, while an increasing number wore national dress, or clothing which reflected cultural heritage. Funds were raised for the Japanese Earthquake and for Mahboba’s Promise, a charity supporting schools and orphanages in Afghanistan.

At our two Harmony assemblies, speakers shared personal stories and offered insights into their cultural backgrounds. A variety of musical and dramatic performances underlining the theme of harmony were warmly received. A wonderfully energetic and dynamic performer from “Drum Beats” capped off the assemblies which are always the highlight of the day.

During Lunchtime, Sushi and Mexican foods were sold through the Canteen. Interested students were able to join in a drumming workshop and musical procession at lunchtime.

Once again our colourful celebration of Harmony Day allowed the Muirfield community to show our commitment to treating others with equality, fairness and respect.

International Students
Our 13 International students continued to enjoy the opportunity to be integrated into an
Australian school setting. These students, from China, Korea and Iran, participated in a diverse range of educational experiences, many of which would be unavailable in their own countries. Their presence enriches our school community.

**Student Leadership**

There are many leadership opportunities at Muirfield:
- **Student Executive Team**: made up of year 12 students who take on the roles of Captains, Vice Captains and 8 student executive members – our school leaders;
- **Student Representative Council**: made up of Prefects from year 11 and student representatives from years 8-10;
- **Year 7 Leadership Team**: consisting of 10 students.

2011 has been an exciting time for implementing new ideas and initiatives.

The Student Executive Team was made up of year 12 students who take on the roles of Captains, Vice Captains and 9 student executive members – our school leaders.

This year the Student Executive Team was actively involved in the Primary/Secondary Partnership program.

Through the Barclay Learning Team, the students facilitated workshops and team building exercises to promote resilience through the ‘Resilience Doughnut’ model. The model promotes connections with families, parents, community, peers, education and skills to build self-confidence, optimism and protection from anxiety symptoms in our young people. With a time period of three weeks and armed with many doughnuts, it was the Muirfield Student Executive Team’s task to introduce the concept of resilience to a class of year four children at North Rocks Primary School. Together, they were exposed to the I HAVE (outside support), I AM (personal attitudes and feelings), I CAN (own skills) factors that they and their caregivers can take to promote resilience. The year 4 students were taught how to deal with different environmental and social factors that impact upon their life and how they may face challenges that may arise from unfavourable circumstances. These included: The Parent Factor, The Peer Factor, The Skill Factor, The Community Factor, The Family and Identity Factor, The Education Factor and The Money Factor. With these strengths combined, the children are taught that they can take on anything or at least be able to cope better during difficult circumstances. It is envisaged that this program will be extended to our other Primary Partners to strengthen our existing connections.

In October, 8 members of the Student Executive Team were invited to attend ‘The Mitchell Youth Leadership Forum’. They came away not only with skills based on the values of service to others, integrity and courage, but they felt inspired, ready to share their ideas and to motivate the school community.

Our own annual Leadership Conference was held once again at Collaroy Centre, Collaroy Beach and was attended by all students who were elected as leaders for the 2011/2012 term of office. The Student Executive Team and the Year 8 through to Year 11 SRC representatives were treated to the ideal outdoor activities integral to team building as well as coming together to identify priority areas for action, to develop projects for the year ahead and to brainstorm ideas for increasing school spirit.

More than one hundred mothers, grandmothers, aunties and sisters joined students at Muirfield High School on Wednesday the 16th of March to celebrate International Women’s Day with the
school’s Annual International Women’s Day Breakfast.

This Breakfast was held to celebrate the 100th anniversary of International Women’s Day and to acknowledge how far women have come in their struggle for equality, peace and justice. This year’s International Women’s Day Breakfast was the first to which both girls and boys were encouraged to invite a significant female as a way to thank them for all their hard work, encouragement and tolerance. Throughout the breakfast all were entertained by musicians, a dance performance and speeches while having a delicious breakfast organised by the senior Hospitality classes. The morning was led by the school’s Student Executive Team, with the student speakers raising awareness and to commemorate progress towards equity, justice, peace and the development of women’s rights.

Fundraising for Mahboba’s Promise, an Australian, non-profit organisation that raises funds to provide education, training and health care for women, girls and orphans in some of the most war torn parts of Afghanistan was held in conjunction with the festivities. Green, white and violet were the colours first used in 1908 by the women who fought for votes for women in England. (Incidentally, our school colours!!) Muirfield’s IWD ribbons have become a traditional part of this fundraiser: green for liberty, white for purity and purple for passion. It was wonderful to see so many attendees, students and staff wearing those ribbons. More than $400 was raised over the morning to go towards the charity.

The Student Executive Team, together with the SRC and year 7 leaders continue to support our World Vision Sponsor Child through various fundraising activities. Together with the SRC, fundraising activities for CanTeen, Jeans for Genes Day, The Red Shield Appeal and Legacy continue.

**Community Use of School facilities**

Muirfield High School and its extensive facilities are accessed by numerous sporting, cultural and non-profit community groups for a range of activities and functions. Facilities are used at minimal cost by local community groups that include St. John Cadets and Carlingford Chinese School. The P&C run the North Rocks Computer Market every Sunday in the hall.

The hall, sporting fields and dance studio are also leased by a variety of groups. These community groups provide coaching and participation in activities that include badminton, trampoline, volleyball, basketball and dance. In 2011 the North Rocks Scouts used school facilities to rehearse for their yearly musical production.

**Progress on 2011 targets**

**Target 1**: Increase levels of achievement in NAPLAN, SC and HSC external tests

Our achievements include:

- An increased percentage in the top 3 bands for Year 9 reading from 52.3% in 2010 to 65.7 in 2011
- An increased percentage in the top 3 bands for Year 9 numeracy from 54.9 to 63.7% in 2011
- An increase in the average scaled score growth for Year 9 reading from 39.0 in 2010 to 43.1 in 2011
- A decreased percentage in the bottom 2 bands in Year 9 reading from 22.2% in 2010 to 11% in 2011
- A decreased percentage in the bottom 2 bands in Year 9 numeracy from 18.1% in 2010 to 12% in 2011
• A decreased percentage below minimum standards in Year 9 reading from 9% in 2010 to 2% in 2011
• A decreased percentage below minimum standards in Year 9 numeracy from 3% in 2010 to 1% in 2011
• An increase in the percentage of HSC courses (with more than 10 students) with a mean greater than the state mean – from 31% in 2010 to 63% in 2011.
• An increase in the number of HSC courses (with more than 10 students) where the percentage in the top 3 bands is better than state – from 2 in 2010 to 7 in 2011.
• An increase in the number of HSC courses (with more than 10 students) where the percentage in the bottom 2 bands is lower than state – from 8 in 2010 to 10 in 2011.
• Significant improvement in the growth from Year 10 to HSC

**Target 2:** Enhance learning opportunities for students through increased ICT with a focus on the effective use of laptops

Our achievements include:
• Installation of short-throw interactive data projectors
• Increased implementation of ICT use of teachers in the classroom
• Increase in students nominating to be on the DERmentors as student techies
• Faculty Head Teachers trained in Leading My Faculty in DER
• Professional learning activities in using Moodle and Edmodo, tools for online classroom networking and management of teaching and learning materials

**Target 3:** Improved levels of student attendance and retention

Our achievements include:
• Revised Attendance Policy with responsibilities of stakeholders clarified
• An improvement of 4.9% in attendance rates from 2010.
• Attendance rates above state and region
• Supportive subject selection process to ensure appropriate patterns of study for Stage 6
• A broad range of subjects with support for students to access TVET and SBAT.

• 4 Stage 6 students undertaking SBAT

**Target 4:** Strengthen teacher capacity and leadership to support school improvement and student learning

Our achievements include:
• Training of all Executive in *Team Leadership for School Improvement*
• Aligning of school teams to School Management Plan
• Strong teams which lead professional learning for teachers
• Completion of role statements of Executive teachers
• Formalised EARS and TARS process, underpinned by a culture based on support, collective learning and responsibility

**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 of Gifted and Talented Education in Stage 4 and Vocational Education.

**Educational and management practice**

**School to Work and increased school leaving age.**

**Background**

In recent years the introduction of a wide range of vocational education and training (VET) courses in Muirfield HS, an increasing number of alternate school to work pathways and the increase in the school leaving age to 17 have led to a change in the role and expectations of the careers adviser and other school support, as well as a need to address traditional curriculum patterns.

To assist students in their transition for school to further study and employment Muirfield offers a targeted program for Years 9 & 10 which includes MindMatters, Get Real Week and individual case management. Year 11 & 12 students are offered one-to-one counseling about both careers and further study. Senior students also participate in the Regional Careers Expo and visits to tertiary institutes. To support a broad range of students
Muirfield has increased the range of VET courses offered.

**Findings and conclusions**
As part of the planning for development of the School Management Plan 2012-2014, the School to Work Team evaluated curriculum patterns and student support structures. In 2011, the school also underwent an audit of VET courses by the Regional Registered Training Organisation (RTO).

The following findings and conclusions resulted:

- The Regional RTO commended Muirfield High School on the quality, flexibility and high standard of VET course delivery. They noted that VET teachers were enthusiastic and demonstrated a passion and commitment to the delivery of their VET courses. They also noted that the Year 11 Work Ready program provides Year 11 students with good preparation for work placement. The role of the VET Coordinator, Mr Phelps, was highlighted as a strong support for VET teachers.
- Year 10 students needed greater guidance and support in selecting an appropriate pattern of study for Years 11 & 12 to meet their needs and allow for greater post-school options. The Year 10 subject selection process was changed to include parents and students in individual interviews by Executive teachers.
- Greater flexibility in school structures, especially traditional courses and timetabling, is needed to allow students to access School-based Apprenticeships and Traineeships (SBAT) and TAFE VET courses (TVET).
- Teachers need professional learning to develop skills to implement strategies that allow flexible delivery of lesson material, e.g., Moodle.
- School-based VET courses have been offered in blocks off the timetable line to allow extended time periods. This allows students to demonstrate competencies in practice lessons.
- Muirfield High School has supported students in successfully applying for SBAT.
- The introduction of flexibility in VET courses, including Stage 5 TVET, early commencement of Stage 6 VET IT and specialisation (extension) in VET IT in Year 12 increased options to engage students.
- All VET teachers engaged in professional learning on the use of Moodle to allow flexible delivery of content. This supports students who, due to accessing outside courses, work placement or timetable clashes, are unable to attend face-to-face lessons in the classroom.

**Future directions**
As part of the regular team structure a School to Work Team was instigated. This team will continue to investigate ways that the school can support students who need greater flexibility in timetable structures and lesson delivery in order to be successfully engaged in their schooling. The team will also identify and address professional learning needs of teachers in engaging students in Stage 6. VET teachers will also plan for early commencement of Stage 6 VET courses in Year 10 which will allow for specialisation in Year 12.

**Curriculum**

**School Review – Gifted and Talented Education**

**Background**
The Year 7 Enrichment class was established in 2004 and provides enrichment for identified students through differentiated programs in the targeted class.

School reviews are part of the Department’s School Development Policy and an effective school will be one that is constantly striving to enhance its educational provision through a
process of self-evaluation, reporting and development within the resources available to it. In 2011 Muirfield High School conducted an evaluation of the Gifted and Talented program and focused on the Stage 4 Enrichment classes. The school wanted to ensure:

- The process of identification of students for the Year 7 enrichment class was accurate and understood by all stakeholders;
- The program and type of teaching and learning activities undertaken by the class was meeting the needs of students, and the expectations of parents and teachers;
- Teachers were confident in differentiating for gifted and talented students.

In 2011, the Head Teacher Teaching and Learning, Deputy Principal, and the Principal conducted the review. Data was collected in the form of:

- Surveys from students, parents and teachers;
- G&T programs and procedures;
- Student work samples; and
- NAPLAN results.

Findings and Conclusions

- All stakeholders indicated a desire for the continuation of the program as it provided positive opportunities for students and staff. Satisfaction by students and parents was very high.
- The review found that students in the enrichment class were happy and engaged in their learning. They enjoyed being rewarded and acknowledged for their efforts and achievements and believed their expectations of being in an enrichment class were met. Students enjoyed practical hands on activities and group work. However there was evidence to suggest that not all students understood why they had been placed in the class. Additionally, some students found that the work was not challenging enough and wanted to work at a faster pace.
- An analysis of NAPLAN results showed that 63% of the students in the enrichment class were the top performers in the NAPLAN tests. (37% of the top performers were not identified for placement in the enrichment class). Together with the evaluations that revealed some students did not clearly understand the placement into the class and parents did not clearly understand how classes beyond Year 7 were formed, there is clear evidence to indicate that identification of students and movement into and out of the program needs to be more transparent.
- Some parents indicated that ongoing communication needed to be more regular and targeted to individual student progress.
- Teachers, students and parents agreed that work had been modified to some degree for this class to meet the needs of students. However, parents clearly indicated a need for feedback on student progress and how parents can assist their child.

Recommendations

- All stakeholders need to understand the Gifted and Talented Policy and the role of the Enrichment Class
- The Identification process needs to be clarified and to draw on a wide range of tools and sources, including self, parent and teacher nomination.
- Professional learning for teachers needs to focus on quality teaching including ways to differentiate the program, extend and build upon student background knowledge and provide rich tasks that challenge and engage students. Assessment tasks need explicit quality criteria and there needs to be a focus on giving quality feedback to students and parents.

Future Directions

- Following the review, The Gifted and Talented policy at Muirfield High School was revised. The process for identification and placement in the enrichment classes is now more transparent and now uses multiple subjective and objective data including
literacy/numeracy/problem solving tests, student work samples, information from parents and the student’s primary school and student self-identification. Review of placement will now take place at the end of each semester. The Enrichment class will now continue for Years 7 & 8.

- The Gifted and Talented Policy and Enrichment Class Selection Process are now published on the school’s website so it is accessible by all stakeholders.
- In 2012-2013, the Gifted and Talented Team will focus on developing professional learning sessions for all teachers. Given that demand for places within the Enrichment Class is increasing and out-numbering available places, professional learning for teachers so they can cater to students within the mainstream who require extension is needed. The Team will develop concrete examples of rich tasks to engage and challenge students with a particular focus on higher order thinking and substantive communication.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school as part of the gifted and talented review. Their responses are presented below.

64% of students were happy and satisfied with the teaching and learning activities in their class most of the time, while 2% were not happy and satisfied. 33% indicated that they were happy and satisfied some of the time.

100% of parents indicated they were happy with their child’s experiences in Year 7. However, while 75% indicated that their expectations regarding learning were met, 25% indicated their expectations were only met sometimes.

Professional learning

Whole school professional learning is a key factor in continuous school improvement implementing quality teaching programs. To support collective learning all teachers were a member of a learning team. In 2011 these teams were:

- Gifted and Talented
- ICT
- Values
- Student Leadership
- Environment
- School Improvement

The teams met several times a term and planned activities that focused on reflection and review of teaching practices for all staff.

In 2011, professional learning was planned for regular morning meetings, held on Wednesdays from 8 am till 8:45. These meetings focused on:

- Integrating ICT
- Consistency of teacher professional practice and
- Team reports (sharing the professional learning of each team with the whole staff)

A major focus for the year was participation in the Department’s Team Leadership for School Improvement program. All Executive staff participated in the initial training at a 2 day conference and subsequent half day executive conference. Sessions on “Teachers as Leaders”, “Results Focused Team Work” and “Data Focused
School Improvement” were run on School Development Days and Wednesday professional learning meetings.

The School made use of the NSW DET Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy to inform school planning. Other sessions on the 4 School Development Days included CPR and emergency care. The School also undertook the regional program of Teaching English Language Learners. This focused on reading performance. The TELL program will continue into 2012.

The School spent a total of $49,870 on professional learning; with the average expenditure per teacher was $664 per teacher. Four new scheme teachers gained accreditation during 2011 and 11 new scheme teachers were on maintenance level of the accreditation process.

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
- Increased student outcomes in literacy & numeracy through enhanced Quality Teaching and Learning programs.
- Improved growth in writing through targeted TPL integrating explicit writing instruction with curriculum.
- Improved outcomes through targeted strategic interventions for students in Years 7-9 experiencing difficulty.

2012 Targets to achieve this outcome include:
- Increase Year 9 NAPLAN writing results to 55% in top 3 bands
- Increase boys’ growth in Writing above NSW state average for boys
- Increase Year 9 NAPLAN numeracy results to 64% in top 3 bands

Strategies to achieve these targets include:
- Writing Team to develop whole school approach to writing, using examples of quality literacy programs to raise awareness of staff.
- Writing Team to initiate professional development model based on action research model with ongoing professional training in using NAPLAN data for literacy programming, assessment and reporting.
- School Improvement Team to analyse data to inform the provision and development of professional learning activities and lead discussion on how the analysis of student information can inform and modify programs and individual student programs

School priority 2: Student Engagement and Attainment
Outcome for 2012–2014
- Students experience challenging, flexible, personalised and safe learning environments.
- Enhanced wellbeing for our students.
- Students to experience success and receive recognition for their attainments.
- Students supported in times of transitions (eg 6 to 7, 10 to11, school to work).

2012 Targets to achieve this outcome include:
- Increased use of technology in the classroom.
- Decrease in suspensions.
- Improve the quality learning environment and support students to be confident individuals and active and informed citizens.

Strategies to achieve these targets include
- Ongoing and sustained professional learning in the use of technology to engage students in the classroom
- Use of appropriate technology in the classroom such as: DER Devices, Interactive
Data Projectors, IWB’s, the internet and resources such as Moodle, integrated into teaching programs with explicit teaching strategies

- Enhance and promote student involvement Premier’s Student Volunteering Program
- Incorporate element of primary-secondary teacher dialogue to develop shared understanding of pedagogy into primary partnerships
- Collaborate with community groups to provide support and opportunities for students
- Investigate and, if appropriate, implement non-ATAR Mathematics and English courses
- Refine subject selection process into Stage 6
- Widen early commencement of Stage 6 VET in Year 10
- Promote School Based Apprenticeships and Traineeships (SBAT)
- Implement recommendations of 2011 VET Audit
- Encourage and support teachers to undertake and maintain VET accreditation
- Provision of training program for all VET students (‘Ready for work’)

- Implement ‘Team Leadership’ training at two levels: Exec Team and teachers
- Identify and develop quality, innovative and strategic leaders within the school to support career development and succession planning.
- Develop and implement staff induction program
- Strengthen executive understanding of NSW Institute of Teachers requirements and develop clear protocols for accreditation process
- Faculties develop management plans aligned with school plan

School priority 3: Leadership and Management Outcome for 2012–2014

- Strengthen leadership and management capacity of school staff and executive to drive school improvement.

2012 Targets to achieve this outcome include:

- All school executive actively lead learning.

Strategies to achieve these targets include:

School priority 4: Curriculum and Assessment Outcome for 2012–2014

- The implementation of a broad, inclusive and relevant curriculum
- To foster and lead differentiated learning
- To ensure assessment and reporting supports teaching and learning programs and practices
- To implement the Australian curriculum

2012 Targets to achieve this outcome include:

- Increased differentiation for Gifted and Talented students.
- Increased in Quality Teaching elements in programs and practices.
- Assessment for learning principles and practices fully embedded in all teaching programs.

Strategies to achieve these targets include:

- Review of identification of G&T students, including placement into Stage 4 enrichment class
- Implementation of Australian Curriculum, meeting national and state deadlines with facilitation of teachers to attend relevant courses and time for faculty programming
- TPL on QT Framework Review of school’s assessment and reporting policy and procedures
- Roles and practices codified in reporting procedures and schedules
- Implement electronic communication to parents and implement parent portal
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: