Introduction
The Annual Report for 2015 is provided to the community of Maitland Grossmann High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr. Di Soltau
Principal

School contact details:
Maitland Grossmann High School
Cumberland Street
East Maitland, 2323
http://www.maitgross-h.schools.nsw.edu.au
49 342066

Message from the Principal
Maitland Grossmann High School continues as a highly sought after school for a full range of students. Student numbers remain constant and students experience an enjoyable and highly challenging learning environment. We have a highly successful Support Unit, and we continue to offer a full range of educational programs to meet the needs of every individual student so that they have the opportunity to achieve and succeed into the future.

Additionally, student achievements throughout the year have been outstanding in the academic, sporting and creative and performing arts areas.

The STEM program continues to offer students extensive opportunities to extend their learning in Science, Technology, Engineering and Mathematics. This program has seen students move away from traditional learning into project-based learning and action learning. Mr Scott Sleap has been appointed to take up the position to lead the national implementation of iSTEM in schools.

A group of students and staff travelled to Japan where they were immersed in the traditions and lifestyle of this fascinating culture and had the opportunity to catch up with the students from our sister school in Sukagawa. Four students from the Support Unit also travelled with the school contingent on this excursion.

The PD/H/PE staffroom has been completed and building and construction is underway to extend the Science staffroom. Five of our Afghani refugee students sat for their Higher School Certificate, many of whom had not received any formal education before attending Maitland Grossmann High School.

Maitland Grossmann High School has experienced significant successes this year and these include:
- Winner of the regional Choral Festival and highly commended in Bandfest;
- Year 12 nomination for performance in Reprise 2016;
- NSW state champions in F1 in Schools and winner of the National F1 in Schools portfolio section;
- Winner of the University of Summer School Scholarship in the Electric Vehicles Festival;
- University of Wollongong Award for Excellence in Engineering;
- Winner of NSW Combined High Schools Boys Football (Soccer) State Knockout Champions.

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

Dr. Di Soltau
Principal
School background

Quality education in a caring learning community.

School Purpose
Maitland Grossmann High School seeks to provide a safe, challenging, caring and friendly environment in which each student is encouraged to achieve personal excellence and self-reliance. Students demonstrate and promote concern for others, emerging as confident and responsible citizens.

Guiding Principles
We aim to:
- empower and encourage each student to reach academic, cultural, physical and social maturity and to become independent lifelong learners;
- provide excellence in teaching and learning in a broad curriculum;
- develop leadership and social responsibility in our students;
- encourage each student to value our natural environment;
- support parental and community participation;
- understand and uphold the school’s history and traditions.

Values:-
- Care: Always consider the wellbeing of others;
- Co-operation: Work together for the good of the school and the community;
- Democracy: Give everyone an equal opportunity;
- Excellence: Always strive to do your best;
- Fairness: Consider other people’s thoughts and feelings as you would your own;
- Integrity: Be honest and trustworthy;
- Participation: Aim to be part of the varied activities offered within the classroom and the school;
- Respect: Always consider others, their property and their differing opinions;
- Responsibility: Always be accountable for your actions.

School context

Maitland Grossmann High School is a high achieving comprehensive high school that enjoys a positive community profile.

The school has an experienced and committed staff. It is renowned for strong traditions in academic, the creative and performing arts, and cultural and sporting pursuits. The curriculum emphasises relevance and quality learning environment across all key learning areas. Maitland Grossmann High School is considered a leader in the region for curriculum development, having produced a highly successful gifted and talented program adopted by a number of schools across New South Wales.

The school encourages and supports all students to set realistic goals and strive for personal best. The school caters for the learning and welfare needs of students from diverse backgrounds, including low socio-economic status, Australian and Torres Strait Islanders and a group of Afghan refugees. The school has an established support unit made up of three classes.

The school has an enrolment of 1333, four percent of whom identify as Aboriginal or Torres Islander descent. There has been an increase in enrolment over the last four years. Attendance rates for all years are above state and regional averages.

At Maitland Grossmann High School the core business is learning and working collaboratively within the community to provide and celebrate achievement in student outcomes through an active Parents and Citizens, School Council, interagency contacts and strengthening Industry Links.
Self Assessment and School Achievements
Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, MGHS undertook self-assessment using the elements of the School Excellence Framework.

**LEARNING:** There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed policies, programs and processes identify, address and monitor student learning needs. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school encourages students to recognise and respect cultural identity and diversity.

The curriculum at MGHS is enhanced by learning alliances with other schools and organisations such as Youth Express. The school actively collects and uses information to support students’ successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education.

The school has developed processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school achieves good value added results. Approximately 20 per cent of students achieve at high levels of performance on external performance measures. Students are showing higher than expected growth on internal school performance measures.

**TEACHING:** Staff routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively with minimal disruption. Teachers analyse and use student assessment data to understand the learning needs of students. Data analysis informs the school’s learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. Teachers work together to improve teaching and learning in their year groups, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

There is particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understanding of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. Teachers at MGHS work beyond their classrooms to contribute to broader school programs.

**LEADING:** The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Succession planning, leadership development and workplace planning are designed to drive whole-school improvement. Longer term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Engaging all students in a learning community, which fosters their social, emotional, physical and intellectual wellbeing.

Purpose

All staff at Maitland Grossmann are committed to providing a supportive and personalised learning experience for students. Teachers use ‘information about individual student capabilities to plan for students’ learning so as to engage them in rich learning experiences’ (SEF Learning Element).

Overall summary of progress

Consultation with staff occurred regarding the need for professional learning surrounding effective behavioural management. From this consultation, Dr Bill Rogers was engaged to run a series of workshops on behaviour management to our partner schools. Further professional learning provided advice and direction on the development of a Behavioural Management Plan with interested staff. Ongoing consultation through surveys and whole school staff meetings led to the development of the new MGHS Behavioural Management Policy. As part of the new policy, a positive reward system was developed, S.T.A.R. Awards.

To support the new Behaviour Management Policy, the Cumberland Centre was established to assist identified students to equitably access the school’s curriculum. A new referrals system for students was implemented to ensure coordinated and curriculum differentiation. At whole school staff meetings, Student Services staff presented the new processes and practices, which will be used to support student wellbeing. The Cumberland Centre was trialled in Term 4 and processes and systems refined and linked to other welfare structures. All parts of the new Behavioural Policy, including the Cumberland Centre will be evaluated at the end of Term 1, 2016.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| New Positive Behaviour Management procedures are developed and ready for implementation in 2016 | - All staff attended professional learning delivered by an internationally regarded academic (Bill Rogers).  
- Staff, students and caregivers have been consulted and contributed to the new policy.  
- A student recognition system has been developed.  
- Data on all aspects of behaviour has been utilised. | Bill Rogers Training $9,000  
TPL funds used to develop new policy $2,000 |
| New Learning and Support Team Procedures are developed and ready for implementation in 2016 | - Staff were consulted on the development of procedures.  
- A support centre has been established in an attempt to reduce anxiety and support students with learning needs.  
- A teacher referral system has been developed.  
- Whole school PL has occurred to support the new procedures. | LaST $30,000  
TPL $1,000 |

Next steps

The Behaviour Management Plan will be implemented in 2016 and evaluated at the end of Term 1. Additional professional learning will be provided in the areas of need, linking into the new Wellbeing Framework Policy. The Student Services Team will conduct student voice forums to provide authentic student voice on the effectiveness of the new Behavioural Management Policy. The new positive reinforcement procedures will be closely monitored and feedback given to staff, students and parents. The new processes will be evaluated at the end of Term 1, 2016 and data collected will inform future developments. In Term 4, 2016 a whole school evaluation process will be undertaken.

The practices and processes of the Cumberland Centre will be closely monitored throughout 2016, to determine if the strategies implemented across the school are in fact improving student outcomes. Professional learning around differentiation for all staff will continue and programs, and student work samples will be collected to show adjustments in classrooms. The employment of an additional LaST position has been instrumental in the success of the implementation of the new procedures. This will continue in 2016.
Strategic Direction 2

Strategic Direction 2: Providing quality teaching and learning that is connected, dynamic and personalised.

Purpose

All staff at Maitland Grossmann High School are committed to identifying, understanding and implementing the most effective teaching methods and will regularly use student data to identify student achievements and progress in order to inform future school directions.

Overall summary of progress

54 Aboriginal and Torres Strait Islander students were identified. Senior students were interviewed about the process to access help from tutors. Allocation of support for Stage 4 and 5 was implemented through the employment of a support teacher (SLSO). Regular meetings of the Aboriginal Education Team were held during the year and a strategic plan was developed to ensure that significant Aboriginal ceremonies were acknowledged during the year. Numerous community engagement activities were implemented with strong success. A new PLP process was designed and trialled for full implementation in 2016. A number of staff members frequently attended AECG meetings and reported back to staff. Professional learning on the PLP process, Aboriginal culture and Connected to Country occurred and many staff participated in these events.

All faculties engaged in professional learning on the Australian Professional Teaching Standards for Teachers (APTS) and the importance in relationship to PDPs and supervision of pre-service teachers. The executive were trained in the accreditation and maintenance process that all staff will be involved with in 2018. Staff at whole school meetings went through a process to engage in the APTS and how they could be used to inform their practices. A new induction process was developed and this will be implemented in 2016 aligned to the APTS.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| Aboriginal students engaged and improvements seen in literacy and numeracy. | • Student’s attendance and engagement has measurably improved in 2015.  
• Year 7 NAPLAN – Reading average Scaled Growth School 46.1 versus State 39.1; Writing average Scaled Growth School 80.1 versus State 16.3; Numeracy average Scaled Growth School 54.5% experienced expected growth or above.  
• Year 9 NAPLAN – Reading average Scaled Growth School 63.8 versus State 35.6; Writing average Scaled Growth School 28.2 versus State 7.4; Numeracy average Scaled Growth (all students experienced growth, however, only 50% experienced above expected growth); 100% of Year 9 Aboriginal students achieved greater than or equal to expected growth. | $9,584 NAPLAN funds expended on SLSOs |
| All teachers will implement the Professional Development Framework using the Australian Professional Teaching Standards. | • 100% of teachers used the APST in the development of their PDPs.  
• All executive were trained in the accreditation process and the alignment of the APST to the process.  
• All whole school Professional Learning activities are aligned to the APST. | $0  
No funds expended |

Next steps

The majority of staff will complete the pre-services supervision training. A teacher requiring accreditation team will be formed to support teachers. The professional development goals will be categorised to determine staff professional learning needs. A timeline for the implementation of PDPs and lesson observations will be developed. A policy will be developed to enable Teacher acquiring accreditation to access DoE funds. The systems will be evaluated in Term 4, 2016.
Strategic Direction 3

Strategic Direction 3: Facilitating sustainable leadership, collaboration, innovation and quality systems that support student learning.

Purpose

To build collegial relationships through engaged communication; to lead and inspire a culture of collaboration, empowering educational leadership and learning innovation.

Overall summary of progress

An external leadership consultant was engaged to evaluate the school’s leadership capacity. The school responded to the evaluation by identifying key staff within the school that wanted to take up leadership roles. As part of this process a number of teachers self-identified. An executive conference was held to support findings from the evaluations and to set goals for the implementation of a leadership plan. Aspirant teachers were supported in their new leadership roles and procedures were put in place to make it self-sustaining. From this it was determined that role statements needed to be developed.

The school has completed an audit of the systems currently in use and has determined policies in need of improvement. In response to this the school prioritised and updated several policies and procedures including: Behavioural Management Policy incorporating the Student Wellbeing Framework, Professional Learning Policy, Scope and Sequence of all subjects, Parent Teacher nights, assessment booklets, Process for teachers requiring accreditation, PDP process and timeline including lesson observations.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance whole school leadership capabilities</td>
<td>Six staff identified as aspirant leaders through the PDP process. Aspirants were asked to attend the executive conference and participate in whole school activities such as Aboriginal Education, Student Wellbeing and accreditation processes. 21 executive attended an executive conference where whole school changes were discussed related to the School’s Excellence Framework and the steps needed to make change occur within the school. From this a number of decisions were made.</td>
<td>Aspirants $2,610</td>
</tr>
<tr>
<td>To improve quality systems within the school</td>
<td>Common templates for scope and sequence. New Behavioural Management Policy and procedures. Changes to the process concerning LST referrals. Professional Learning policy. Procedures for mentoring beginning teachers. New PLPs for Aboriginal students developed.</td>
<td>$6,250 for resources and professional learning</td>
</tr>
</tbody>
</table>

Next steps

Role statements will be written and clarified commencing with the senior executive, executive, and classroom teachers. A second executive conference focusing on assessment and reporting will be held in March 2016. Aspirant leaders will be involved in the conference to further support them in their new roles.

Evaluation of the new policies and procedures implemented in 2015, in particular the Behaviour Management Policy. Further enhancement of policies and procedures will take place in 2016 in order to prepare for the external audit. A second internal faculty review will be undertaken in 2016 to identify strengths and weaknesses in faculty practices.

Professional learning workshops to enhance data analysis skills and practices for all staff; curriculum differentiation with an emphasis on assessment and programming and literacy and numeracy especially in the area of ALARM with the intention of full implementation across the school in 2016.
### Key initiatives and other school focus areas

This section includes:
- Key initiatives.
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All students and parents were supported to participate in the Personal Learning Plan process. More than 30 staff have volunteered to track, support and guide students through their school studies. In-class tuition was offered to identified students throughout 2015. NAPLAN Analysis was extremely positive for ATSI students, including the aspect of writing where results for Year 7 &amp; 9 were above state (ATSI) by 27.5 and 52.3 respectively. Student success was also evident in the aspect of numeracy where students achieved above state average (ATSI) by 11.6 and 26.1 respectively.</td>
<td><strong>$29,021</strong>&lt;br&gt;Staff $26,912&lt;br&gt;Resources $1,400&lt;br&gt;NAIDOC $1,000&lt;br&gt;Excursion $500&lt;br&gt;Consumables $4,300&lt;br&gt;Catering $4,400</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>ESL students participated in a partial withdrawal program designed to improve language proficiency. The provision of an ESL staff member via funding also provided opportunities to support ESL students in mainstream class settings. 12 students in Years 11 &amp; 12 successfully completed their 2015 pattern of HSC study (6 students in each year).</td>
<td><strong>$49,696</strong>&lt;br&gt;Staff $26,689</td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td>The transition of Refugee students to MGHS included the provision of intensive English programs for refugee students, homework and tutorial assistance and bilingual learning support.</td>
<td><strong>$4,360</strong></td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Additional LaST and SLSO support was provided to students in order increase student engagement through curriculum support and differentiated learning. LaSTs also led whole-school TPL to provide support and guidance for staff from multiple key learning areas. ‘Breakfast with a Buddy’ also facilitated student welfare and improved engagement with the school.</td>
<td><strong>$95,329</strong>&lt;br&gt;Student assistance $10,000&lt;br&gt;Alternative Programs&lt;br&gt;SLSO employment&lt;br&gt;Breakfast with a Buddy supplies.</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
<td>Cost</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>SLSO time was strategically allocated to support all teachers with low-level curriculum adjustments. The Cumberland Centre was established in order to promote increased access to a quality, differentiated curriculum. SLSOs and staff collaborated on adjustments and improved student access to tutoring and technology. This resulted in increased student engagement and assessment submission and provided staff with more knowledge and understanding of curriculum adjustment processes.</td>
<td>$303,902</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>A structured policy and procedure was implemented to support beginning teachers from 2015 onwards. Relief was allocated for beginning teachers to access the support and guidance of quality teacher(s). Teachers received support in all aspects of education, including: behaviour management, HSC planning, quality teaching and assessment, reporting and HSC monitoring. A support team and process was also developed to ensure all beginning teachers successfully navigate and complete BOSTES registration requirements.</td>
<td>$33,227</td>
</tr>
<tr>
<td><strong>Other school focus areas</strong></td>
<td><strong>Impact achieved this year</strong></td>
<td><strong>Resources</strong> (annual)</td>
</tr>
<tr>
<td><strong>ISTEM</strong></td>
<td>MGHS maintained its close working relationship with industry sponsor ‘Regional Development Australia – ME Program’. The Stem Program at MGHS:</td>
<td>$1,500</td>
</tr>
<tr>
<td></td>
<td>• Works to prepare the workforce of the future by linking schools and industry to increase the uptake of science, technology, engineering and maths (STEM) subjects;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has been recognised as an exemplar in the National Innovation and Science Agenda;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has led to outstanding success in external competitions such as the F1inSchools at Regional, State, National levels;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Has greatly improved female participation in STEM, including 50% of the iSTEM cohort.</td>
<td></td>
</tr>
</tbody>
</table>
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>509</td>
<td>540</td>
<td>588</td>
<td>623</td>
<td>649</td>
<td>637</td>
<td>672</td>
</tr>
<tr>
<td>Female</td>
<td>559</td>
<td>607</td>
<td>608</td>
<td>625</td>
<td>631</td>
<td>654</td>
<td>643</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance was a priority in 2015 at Maitland Grossmann High School. Numerous strategies were implemented to address attendance rates within the school. The strategies have been successful with a student attendance rate of 90.1%. This was slightly below the 2014 mark of 91.5 but above state average of 89.7.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.1</td>
<td>94.6</td>
<td>95.2</td>
<td>92.9</td>
<td>92.6</td>
</tr>
<tr>
<td>8</td>
<td>89.5</td>
<td>93.0</td>
<td>93.7</td>
<td>92.7</td>
<td>90.4</td>
</tr>
<tr>
<td>9</td>
<td>89.2</td>
<td>90.4</td>
<td>92.1</td>
<td>91.4</td>
<td>89.8</td>
</tr>
<tr>
<td>10</td>
<td>89.5</td>
<td>91.2</td>
<td>91.5</td>
<td>90.6</td>
<td>87.8</td>
</tr>
<tr>
<td>11</td>
<td>89.2</td>
<td>91.7</td>
<td>91.5</td>
<td>90.6</td>
<td>89.6</td>
</tr>
<tr>
<td>12</td>
<td>90.2</td>
<td>92.8</td>
<td>93.0</td>
<td>91.1</td>
<td>90.4</td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>92.2</td>
<td>92.8</td>
<td>91.5</td>
<td>90.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
<td>92.7</td>
</tr>
<tr>
<td>8</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
<td>90.6</td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>88.7</td>
<td>89.4</td>
<td>89.7</td>
<td>89.3</td>
</tr>
<tr>
<td>10</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
<td>87.7</td>
</tr>
<tr>
<td>11</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td>88.8</td>
<td>88.2</td>
</tr>
<tr>
<td>12</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
<td>89.9</td>
</tr>
<tr>
<td>Total</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

There has been a steady growth in enrolments from 2009 to 2015. This is due to an increase in retention rates plus an increase in out of area students attracted by the range of quality program and successful student outcomes at Maitland Grossmann High School.

Management of non-attendance

The Deputy Principal and the Head Teacher Administration using the attendance monitoring system identify students who do not attend school on a regular basis. Each student with less than 85% is interviewed. If the situation continues another interview with the Home School Liaison Officer and parent is undertaken, with a possible home visit if the parent cannot attend, to outline the current NSW legislation.

If a student fractionally truants from lessons, then monitoring and attendance cards are implemented and parents are contacted.

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0.5</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>employment</td>
<td>2</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>other</td>
<td>9.5</td>
<td>6</td>
<td>2.6</td>
</tr>
<tr>
<td>unknown</td>
<td>0.5</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Maitland Grossmann High School is proud of its commitment to providing students with access to a broad curriculum that includes vocational and trade- training options. Students are able to pursue a pattern of study, which is strongly vocationally orientated, or which includes access to an ATAR but with vocational content that meets needs and interests.

75 students studied VET subjects at school. These courses were in Hospitality, Entertainment Industry, Building and Construction, Retail Services and Metals and Engineering. 19 students studied VET subjects at TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, 94% of our Year 12 cohort attained a Higher School Certificate whilst 49% successfully completed vocational or trade training courses.
**Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<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 Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>67.6</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>17.334</td>
</tr>
<tr>
<td>Other positions</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109.634</strong></td>
</tr>
</tbody>
</table>

At Maitland Grossmann High School four teachers have identified as being of Aboriginal and Torres Strait Islander origin. The school has also assistance from an Aboriginal worker (.4), an Aboriginal assistant and an Aboriginal SLSO.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>28</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Maitland Grossmann High School places a strong emphasis upon building the capacity of its teachers. The key priorities in 2015 to meet the needs of improving our student learning outcomes were to focus upon differentiation of lessons and programming, behaviour management, emphasis of the application of technology to effectively engage students in learning and the continued embedment of literacy strategies into daily teaching practice. These were done over the course of the year through SDD and TPL sessions.

In Term 3 all schools in the Local Management Group were invited to attend a combined Staff development Day with Guest speaker, Dr Bill Rogers. Dr Bill Rogers conducts in-services and seminar programmes in the areas of behaviour management, effective teaching, stress management, colleague support and teacher welfare. The day was very well received and from this day MGHS set out to develop a new Behaviour Management Policy. Dr Rogers spent an additional day at MGHS to spend time with the welfare teams and Student Services in developing ideas appropriate and relevant to MGHS.

All teachers at Maitland Grossmann High School attended TPL courses throughout the year which ranged from the mandatory emergency care through to the application of technology in the classroom, behaviour management, wellbeing strategies, and subject specific courses. In addition to this the Executive attended an executive conference on the Schools Excellence Framework and developing a uniform scope and sequence for all subjects. The total amount spent on TPL was $118,656 which equates to an average of approximately $1,348 per teacher.

Head Teachers at Maitland Grossmann High School supported the four beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. This support came in the form of face to face meetings as well as the application of subject specific TPL. Further to this twenty two teachers worked at maintaining their accreditation at Proficient.

**Financial summary**

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school financial summary for 229 (SAP) schools.
Maitland Grossmann High School Financial Summary for the Year ended 31 Dec 2015

| Component                    | Allocation  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>10,251,774</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Other Base</td>
<td>10,251,774</td>
</tr>
<tr>
<td>Total</td>
<td>20,503,548</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal</td>
<td>29,021</td>
<td>0.00251 Aboriginal (0.3%)</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>95,329</td>
<td>0.00823 Socio-Economic (0.8%)</td>
</tr>
<tr>
<td>Language</td>
<td>49,696</td>
<td>0.00429 Language (0.4%)</td>
</tr>
<tr>
<td>Disability</td>
<td>109,902</td>
<td>0.02625 Disability (2.6%)</td>
</tr>
<tr>
<td>Equity Transition</td>
<td>-</td>
<td>0 Equity Transition (0%)</td>
</tr>
<tr>
<td>Targeted Total</td>
<td>743,513</td>
<td>0.06404 Targeted Total (6.1%)</td>
</tr>
<tr>
<td>Other Total</td>
<td>100,014</td>
<td>0.00933 Other Total (0.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>13,372,248</td>
<td></td>
</tr>
</tbody>
</table>

Financial management of the school is conducted by a Finance Committee who meet regularly to monitor and adjust according to the school’s requirements. The Finance Committee consists of: Principal; 3 Deputy Principals; SAM and Business Manager. All reports are tabled at P & C Meetings throughout the year.

Overall revenue increased by approximately 30% which was attributed to Family Contributions, an increase in excursions and monies which were held on behalf of Third Parties.

Employee related expenditure increased and was attributed to the employment of a Business Manager and in Term 4 an increase of Executive positions with the addition of another Deputy Principal and 2 Head Teachers.

A Joint Funding Submission for the construction of a Dance Studio and an upgraded Canteen facility requires a School Contribution of approximately $500,000.

Cooling in the Hall will cost approximately $20,000. Refurbishment of the Science Staffroom was identified during a recent faculty Audit and will cost approximately $30,000.

School performance

NAPLAN

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

The results provide information about student achievement that can be used to inform teaching and learning programs. NAPLAN tests provide point-in-time information regarding student progress in literacy and numeracy and are intended to complement the wide range of formal and informal assessments that are already conducted in schools. NAPLAN test results are not intended to be used in isolation from other school-based assessment programs.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

**NAPLAN Year 7 Reading**

Students have performed slightly below state with Year 7 scoring 530.4 whilst the state average is 535.0. Even though students scored significantly under the state average in bands 8 and 9, they were above the state average in bands 5, 6 and 7. The school average 2010-2015 has been in line with, or above, state average in bands 8 and 9.

Students in Year 7 have continued with the daily reading program to encourage reading for pleasure. The Peer reading program for targeted students has continued throughout 2015 aiming to assist students in skills related to reading and comprehension.

**NAPLAN Year 7 Spelling**

Students performed slightly below state average with Year 7 scoring 492.0 compared to the state average of 497.3. Students performed higher than the state average in bands 5, 7, and 8 but below in band 9.

**NAPLAN Year 7 Grammar and Punctuation**

Students performed higher than state average with Year 7 scoring 576.5 compared to state average 573.1. They performed well above the state average in band 6 but below in bands 7, 8 and 9. Historical data indicates that students have been aligned with the state average in the 2010-2015 period.
Students have performed above the state average with Year 9 students scoring 576.5 compared to state 573.1. Whilst students scored higher than state average in band 9, they fell below this average in band 10.

**NAPLAN Year 9 Grammar and Punctuation**

Students have performed above the state average, performing 8.2 points higher than state Department of Education schools. Whilst students scored higher than state average in bands 6, 7, 8 and 9, they fell below state average in band 10.

**NAPLAN Year 9 Writing**

Students performed significantly higher than the state Department of Education schools average with a difference of 5.9 points. Students scored higher than State average in bands 6, 7, 8 and 9 but fell below in band 10.

**NAPLAN Year 7 Numeracy**

In 2015 there was an increase in the number of Band 8 results in the Numeracy component of NAPLAN, whilst the number of students in the highest Band 9 remained consistent with previous years. In general there was an overall improvement in the performance of Year 7 students in numeracy, due in no small part to the efforts of our partner primary schools.
NAPLAN Year 9 Numeracy

In 2015 there was an increase in the number of Band 9 results in the Numeracy component of NAPLAN, whilst the number of students in the highest Band 10 remained consistent with previous years. It was pleasing to see a decrease in the number of students achieving in the lowest Band 4. Student numbers in the middle achievement bands remains consistent with previous years, and highlights the ongoing attention and focus required to improving students numeracy skills across all ability levels.

Maitland Grossmann High School students attained some outstanding Higher School Certificate results in 2015. Our results clearly reflect the hard work of students and teachers and the school’s commitment to academic excellence as a priority. The Honour Roll records those students who achieved 90% or more in their ATAR.
Some of the more noteworthy achievements of the 2015 HSC cohort were:

- Stuart Digby – HSC Dux 97.0. This is an outstanding achievement from a most dedicated student.
- Jing Zhou achieved an ATAR of 96.6. Jing was an ESL student who had been in Australia just two years. Jing received an award from the Governor General for outstanding achievement as an international student.
- Ben Muddle was placed first in the state in Entertainment Industry exam.
- 8 students attained an ATAR over 90.
- 46 students attained Distinguished Achiever status by gaining at least one band 6.

- Exceptional results were attained by students in subjects whose mean was above state by 2.0: Business Studies, Community and Family Studies, Engineering Studies, Food Technology, Industrial Technology, Legal Studies, Maths General, Society and Culture, Visual Arts, Entertainment Examination and Retail Services Examination.
- The following subjects were above the state percentage in the number of band 6’s achieved: Engineering Studies, English Extension 2, Food Technology, Industrial Technology, Legal Studies, Music 1, Visual Arts, Textiles and Design, Entertainment Industry Examination and Retail Services Examination.
- From information provided by students, we are aware that Law, Arts, Commerce, International Studies, Media and Communications, Music, Engineering, Fine Arts, Education, Architecture, Science, Actuarial Studies and Accounting are among the wide range of degree courses which our students will be pursuing in 2016.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school.

During 2015 the school completed an extensive review of a number of school operations, including the analysis of performance data, interviews, focus groups and surveys in order to determine the future needs of the school. Student satisfaction and
engagement data was collected via the use of the “Tell Them from Me” survey instrument as it was in 2014. The results of both surveys were used to determine future directions in the schools strategic plan. Students, parents/caregivers and teachers all expressed varied opinions on areas of the schools operation which where pleasing and those in which improvement is needed. There was a general consensus that most Key Learning Areas were performing well in Teaching and Learning. Communication across the school, student engagement, differentiation, and assessment were areas suggested for improvement.

Policy Requirements

Aboriginal education

Attendance has measurably improved over the last 12 months. Attendance rates for ATSI students are 2% above ‘similar schools’ and 5% above all NSW government schools.

Aboriginal and Torres Islander students at Maitland Grossmann High School achieved (on average) 21.5 points higher than ATSI students from similar schools and 35 points higher than all NSW government schools. Significant growth in Year 9 is apparent over the last three years. Aboriginal students achieved (on average) 16.2 points higher than ATSI students from similar schools and 38 points higher than all NSW government schools.

In order to improve understanding of Aboriginal culture and regional history, Maitland Grossmann High School provided professional learning for staff in 2015. In support of the Maitland Aboriginal Education Consultative Group (MAECG) 4 staff attending ‘Connecting to Country’. Teachers were provided with an opportunity to ‘connect to the local Aboriginal Community in order to enhance the content of their teaching while gaining a more thorough understanding of the critical importance of what it means being Aboriginal and the importance of identity for Aboriginal students, their families and their communities’.

A number of community events took place throughout the year, allowing parents, caregivers, students, community groups and staff to come together in a spirit of reconciliation and togetherness. NAIDOC events, Yarning Circle days, soup days, ‘secret’ women’s business, smoking ceremony, Aboriginal dance and cultural sharing contribute to a socially equitable and supportive learning environment for our wonderful Aboriginal students.

Multicultural Education and Anti-racism

The school continues to run an effective English as a Second Language (ESL) program, the only one in the Maitland area. Over the last five years more than 60 young Afghan students have passed through the school. These young refugees who come to Australia, as unaccompanied minors, and housed in the Maitland area by Marist Care, however, has come to an end.

The program has been an outstanding success with many of the ex-students in full time employment or tertiary study. Many came to the school with little or no English and exited as fluent confident young men. In 2015, six of our Afghan students obtained a Higher School certificate.

One the very first students involved in the program recently returned to the school to ask the principal if she would support his application for Australian citizenship. She did so most readily and insisted that she be invited to his naturalization ceremony.

There are also a number of other students from a non-English speaking background. Students from China, Philippines, Pakistan, Thailand and the Middle East attend the school. Those with limited English skills attend the ESL classes.

In 2015 a student from China completed her HSC and gained an ATAR of 96.6 with a band 5 in ESL. Our students from different cultures often contribute to school life. They are readily accepted into the school community and become close friends with Australian students. Where appropriate, our students from different ethnic backgrounds give a different view to some of the school activities such as ‘Breakfast with a Friend.’ Many of the Afghan students have spoken to different classes about their refugee experiences.

The school implements its Anti-racism policy effectively. Aunty Pauline ran a wide variety of programs and events that brought all members of the community together and encouraged awareness of Aboriginal culture. She made special contact with the ESL students to explain Aboriginal culture and history.

There have been very few incidents of racism as the school community is most harmonious. Staff and students from different ethnic backgrounds feel accepted and wanted at the school. Anti-racism is also part of the school’s anti-bullying program. MGHS does not just tolerate difference it embraces it.
Other school programs

- **iSTEM**

  The School Developed Board Endorsed Course, iSTEM was created by Maitland Grossmann High School as part of a Regional Development Australia – Hunter, ME Program grant.
  - MGHS identified the need for contextualised STEM curriculum to better engage students.
  - It is unique in its cross-curricula approach which truly integrates STEM.
  - Emphasis on Project Based and Inquiry Based Learning pedagogies.
  - Since its introduction in 2010 the school has experienced significant improvements in student participation in Physics, Engineering Studies and Mathematics in both Preliminary and HSC Years.
  - It is now a central component of the Hunter’s ME Program and over 70 schools across NSW have sought endorsement.
  - Stage 4 iSTEM program will be implemented in 2016.
  - The program has achieved high acclaim from the Office of the Chief Scientist; iSTEM “is one of the great examples of STEM (science, technology, engineering and mathematics) education and exactly captures the practical nature of science and engineering” Ian Chub AFR July 2015.

- **ME Program**

  The ME Program is a Science, Technology, Engineering and Mathematics (STEM) focused, school and industry partnership program.
  - Works to prepare the workforce of the future by linking schools and industry to increase the uptake of Science, Technology, Engineering and Mathematics (STEM subjects).
  - MGHS has been a leading contributor to the success of the ME Program which has been recognised as an exemplar in the National Innovation and Science Agenda.
  - Has led to outstanding success in external competitions such as the F1 in Schools at Regional, State, National and for the first time in 2016 International levels.
  - Has greatly improved female participation in STEM, including 50% of the iSTEM cohort.

- **School Leadership**

  The Maitland Grossmann High School Student Representative Council is a nominated embodiment of students from each year group, including prefects, dedicated to represent the voices, opinions and interests of other students from the school.

  In 2015 the SRC have continued supporting the community through fundraising and attending local events. Our captains have represented Maitland Grossmann High School at the annual leadership day at the New South Wales Parliament. Our SRC commits funds and awareness campaigns towards the Biggest Morning Tea, Umbrella Foundation, Salvation Army and the Ronald McDonald House Charity. We support these charities annually and have created a strong partnership with the organisations. A large group of students marched and participated in Maitland ANZAC services.

  Within the school, the SRC raises funds and supports all school activities. We continue to support the transition of Year 6 to 7 by being part of an evening for parents, teachers and students, through enthusiastically providing tours of the school grounds and by providing the community with information of our rich school history.

  Prefects annually organize a handball competition to encourage mate-ship amongst the Year 7 students. The event is highly successful and memorable for all. We also take major roles in organising and running school assemblies and formal occasions. The SRC is always recognized for their astounding contributions to school events, going above and beyond expectations of our guests.

- **Vocational education Program**

  Vocational Education is held in high esteem at MGHS. With the successful partnership of the Careers and Transition Team MGHS boasts several of the most diverse opportunities students could afford. Even though TVET numbers have been reduced, School Based Traineeships are on the rise with both multi nationals and small business giving students a varied choice of vocational pathways.

  Careers also give students exposure to Career Expo’s and University visits and hosts presentations from the Defence force and Career Quest. All students complete a Work Readiness Program and
have numerous opportunities to participate in both vocational Work Placement and Work Experience.

MGHS Transition Programs are structured to include a mixed cohort to support both students at risk and students seeking to extend their skill set. Programs are continually sought that will support students to extend their knowledge and skill set. These programs are targeted at stage 5 and 6 and promote strong community links including TAFE, Hunter V-Tech, the SES and RFS as well as the WEA. All students participating in these programs are reported on in the formal reporting process.

- **Environmental education and sustainability**

Sustainability has been embedded into the Australian Curriculum as we prepare students for a future where natural resources are becoming increasingly scarce and careful management is required. As a result, schools are teaching students how to audit and control waste, water and energy; food gardens exist in as many as 50 per cent of schools nationally and outdoor learning areas are common on the school landscape. These areas provide students with the opportunity to engage in hands on learning, to interact with nature and to develop sustainable practice.

At MGHS we can be proud of our efforts this year in providing quality environmental and sustainability education and believe we are making a real difference. Significant change has taken place in a relatively short period of time and that change has been driven by the entire school community through education and engagement processes and programs, as well as community concern and action.

Following significant input from various sections of the school community we have seen the following occur during 2015 - the formation of the SRC sub-committee *The MGHS Green Team*; rolling restoration of school grounds supported comprehensively by our P & C Committee; participation in national and local environmental programs; continuing staff development in Environmental Education; Landcare offered as a sports choice; installation of an integrated sustainability system (an aquaponics tank) and continued monitoring and maintenance of our Creek.

Current generations of students are going to have to address some very challenging issues in relation to sustainability. If they have no connection to nature how are they expected to devote effort to something they do not understand?

- **Family and Community Programs**

As a school, MGHS is committed to family and community building through numerous programs and events. We see this expressed through:

- Regular P&C meetings held over the year. Informal conversations are provided for during and at the end of the meetings so issues can be raised and discussed.
- The annual working bee is a great community event with families, staff and students joining the task. Work completed included a garden built around the library, a fence erected on the western oval, sleepers laid and mulch carted for a 50 metre native garden strip. A classroom servery was also constructed and various repairs undertaken.
- The trivia night is a great time of fun for the school and the community as well as raise funds for different projects.
- Hosting of the Year 12 celebration breakfast by the P & C is an event held annually between the school and the community.
- The Year 7 orientation BBQ, run by the school is an effective time for staff, parents and students to meet on a casual basis at the start of the school year.
- The school canteen, run by the P&C is a place where the school and the community can meet; whilst at the same time provide an essential service. It needs to be noted that the canteen is a relational hub for students and parent volunteers.
- The formation of a land care group, a dedicated group of volunteers who identify projects that are specific to our school grounds.
- A number of parents from the Aboriginal community were also able to partner with us in supporting students through Naidoc Day celebrations, development of PLPs and the various events sponsored through Maitland Aboriginal Education Consultative Group.
- Adopt-a-Resident program where Year 10 students visit and connect with elderly residents on a regular basis. These residents visit the school for an end-of-year morning tea and Christmas Concert.
- Interested Year 12 girls are mentored by members from the Maitland Business and Professional Women’s Association in our Step Up program.
- Semester 1 was well attended by Plan-it Youth which has become important in the alternative program delivery at MGHS. This program supports students in their guidance toward implementation of career goals and fosters a
mentor relationship with participating community members. The highlight of the Program would be the TAFE visit which opens student’s eyes as to what opportunities are available in Tertiary options. Students’ attendance has been outstanding with positive evaluations received from participants.

- Money Matters – a program where local community finance organisations run workshops for Year 11 students on the importance of Maths in life (saving money, house loans, budgeting, and buying a car).
- SES Cadetship Program commenced in Term 3 in which 20 students and teachers participated in a ‘hands on’ community based volunteer program. The program was run every Tuesday for 5 weeks. The final week of the program was allocated to an activities day at Morpeth where students participated in simulated scenarios to put ‘theory into practice’. Student attendance and participation was excellent throughout the program and reflects the positive input SES brings to MGHS.
- MGHS also benefitted in Term 3 with the Rural Fire Service Cadetship being offered to students during sport time. This Cadetship was well attended with community minded students learning the values and practical skills involved with firefighting. It was a pleasure to see that many of the students who participated in this program were SES cadets, wanting to add new skills and certificates to their resume portfolios.
- Other initiatives include MGHS hosting a social media page, end of year assemblies which are open to the public as well as a number of staged drama and music events.

### Achievements in the Arts

2015 reflected the ongoing commitment and excellence in The Arts at MGHS. This was highlighted through quality HSC results and ongoing success in co-curricular and extracurricular activities. Collaboration and connection with our community was highlighted in the range of concert, exhibition and performance evenings reflecting the quality, diversity and creativity of the students.

Outstanding teaching and academic success was reflected in the VET – Entertainment Industries course with Ben Muddle placing **First in the State** and Julia-Rose Merrett-Hourigan placing **Fourth in the State**.

Visual Arts HSC students achieved well above state average, with three students attaining Band 6. Ilesh Porter’s ‘Body of Work’ was accepted into the Bostes ArtExpress Exhibition, showing at The Margaret Whitlam Galleries in Sydney and Maitland Regional Art Gallery. Nicole Cairney, Amber Patterson, Annie Corey and Rachel Falcioni had their artworks selected for inclusion in Hunter Region exhibition “First Class 15” at Lake Macquarie Art Gallery.

Four MGHS Visual Arts students had their work included in the ‘Operation Art’ exhibition at The Armoury Gallery, Homebush. Mitchel Howard was selected for the Westmead Children’s’ Hospital collection and exhibited at the AGNSW with Alexandra Fletcher, Emma Williams and Charlotte Fletcher having their work selected for ArtBank, DoE programs and community based charities.

In 2015 the Visual Arts department held the first whole school Art Exhibition, featuring Years 7–12. This was combined with a performance evening including Year 12 Music, Drama and students from Industrial Technology Timber and Multimedia.

22 of our students’ works were exhibited in the regional exhibition **Showcase No 3** the third annual exhibition at Maitland Regional Art Gallery (MRAG) of artworks by Year 7-12 students from High Schools in the Maitland-Lower Hunter area.

Music 1 HSC students achieved quality with three students attaining Band 6 and Gabrielle Cadenhead being nominated for the regional performance Reprise.

Music students continue to contribute to the cultural profile of the school at a regional and school level with representation in ensembles, bands, choirs and performance events.

Emily Tenorio continued as representatives performing with the award winning Hunter Singers while Luke Green, Abby Thomson and Colin Dice gained scholarship membership to the community based Counterpoint Choir.

Gabriella Cadenhead, Amy Sung and Emily Tenorio continued in the Hunter Central Coast Region Wind Ensemble performing at regional and state level, while Chloe Matthews, who was also a member, attended the State Music Camp for GATS.

The MGHS Vocal Ensemble was successful in winning the Hunter Regional Choral Festival and the Concert Band were highly commended at Bandfest.
Music students were represented in ensembles and orchestras performing at ‘StarStruck’ with students also performing in the Hunter Regional Signing Choir at a range of events at local, regional and state level. Seven dance students performed in the ‘StarStruck A-Maze-ing’ production with Yr. 9 student Brittney Hill being selected for inclusion in feature ensembles.

Vocational Education and Training (VET) students in Entertainment gained workplace experience during their participation at StarStruck and the HCC Dance Festival with students coordinating Front of House, Ushering and Stage Management.

Senior Drama students held successful performance evenings and the growth in student enrolment was reflected with three students Tayla Launt, Olivia Cowie and Jessica Alexandra attending the State Drama Camp for GATS.

- Achievements in Sport

The students of Maitland Grossmann High School were once again very successful in a range of sports at school, zone and regional representation. Student participation and interest in school sport has continued at an excellent level.

- Champion House

Watson was the winning house with a point score of 807. The trophy was collected by House Captains Katie Smee and Asif Sultani. They won Boardies Day, the Swimming Carnival and were second at the Athletics Carnival. They were closely followed by Grossmann, who won the Athletics Carnival and came second at the Swimming Carnival. Brewster was third, followed by Campbell.

- Swimming

The Swimming Carnival was well-supported. Great outfits, house spirit, and sportsmanship all helped make the day successful. The SRC successfully organised the novelty events. Watson was the overall winning house.

Thirty four students represented at the Zone Carnival, which Maitland Grossmann won. Twenty two students qualified for Regionals and nine students competed at NSWCHS Swimming Championships.

- Cross Country

The school cross country was well attended with Brewster placing first. Thirty nine students attended the Zone Carnival, which was convincingly won by Maitland Grossmann. 36 runners represented Coalfields Zone at Regional and two students, Jenna Blackburn and Helena Ecimovic went on to successfully compete at the NSWCHS carnival.

Athletics

Forty five students represented Coalfields Zone at Regional. After the Hunter Regional Carnival, Maitland Grossmann had nine students representing the Hunter at the NSW CHS Championships. We had three students win medals at National Championships: Katie Smee, Jack Newman and Thomas Newman.

- Zone

Our school was the dominant Coalfields Zone School, winning the point score at the Athletics, Cross Country and Swimming Carnivals. Many of our students were age champions and we were very well represented at the Regional Carnivals.

- Individual Representation at State Level

• Dion Marsh – cricket.
• Patrick Magann – hockey and cricket.
• Brendan Budworth – rowing.
• Robert Weatherall – rowing.
• Jack Davey – rowing.
• Junior Tuivaiti – rugby union

- Sportspersons of the Year

Jack Newman
Katie Smee

Premier’s Sporting Challenge

Travis Howard

Pierre de Coubertin Award

This prestigious award was presented by the Olympic Committee, to athlete Jack Newman, for his outstanding achievements, sportsmanship, dedication and behaviour reflecting Olympic ideals and values. Jack was also selected to represent Australia at the World Youth Forum in Austria.

Hunter Sports Awards

Congratulations to Jack Davey, Robert Weatherall and Junior Tuivaiti who were recognized for their excellence in sport at the Blues Presentation.

Knockout Competition

In Knockout sporting competitions our school teams performed well across a wide range of team sports. The highlight for the year was our Open Boys Football Team who were State Championships.

Year 7 Gala Day

The Coalfields Zone Gala Day for all year 7’s was a resounding success with much enjoyment and renewing of friendships from primary school. There was keen participation from all 190 students who attended. Thank you to the year 10 and 9 students who coached and refereed on the day.