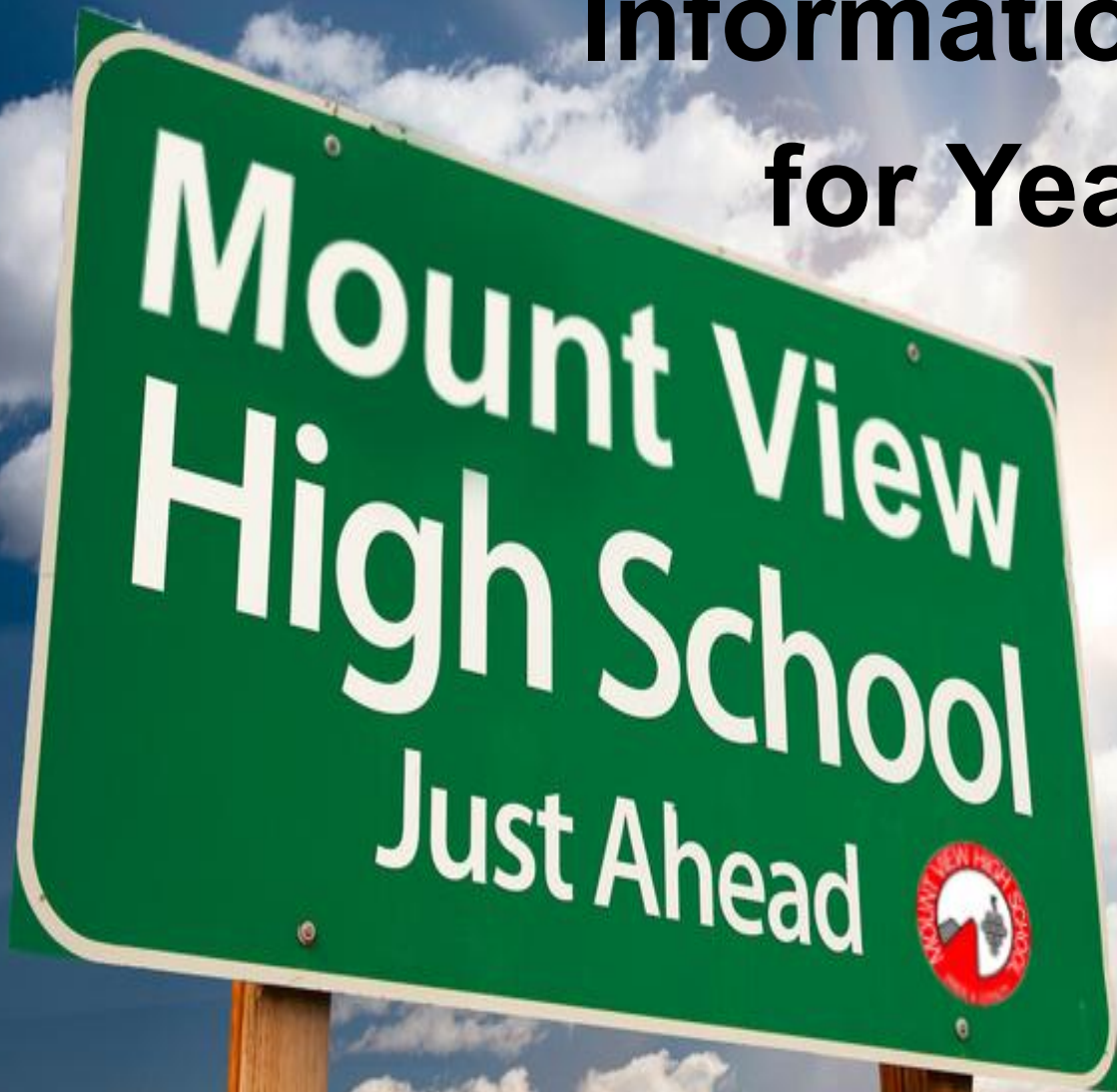


# **Welcome to our Information Afternoon for Year 7, 2023**



**High Expectations  
and Opportunities  
for all to Thrive**

# Principal's Message



Shane Hookway

Principal (rel)

# MVHS Vision Statement

High  
expectations  
and opportunities  
for all to thrive







# **Strategic Improvement Plan**

## **Strategic Directions**

- 1. Student Growth and Attainment**
- 2. Learning Culture**
- 3. Wellbeing for Engagement**



# Strategic Direction 1: Student Growth & Attainment

## Nicole Crowe



Year Supervision		Strategic Focus		Faculty Supervision		Additional Supervision
Nicole Crowe	8	Student Growth and Attainment	<b>Explicit instruction - Literacy and Numeracy including:</b> - Strategies to achieve Literacy G&A targets - Strategies to achieve Numeracy G&A targets - Implementation and monitoring of COVID ILSNSP funding	English	Rebecca Bartlett	TSO
			<b>Explicit instruction - Literacy and Numeracy including:</b> - Strategies to achieve A&TSI Literacy G&A targets - Strategies to achieve A&TSI Numeracy G&A targets	Mathematics	Ben McCartney	Aboriginal funded staff
	12		<b>HSC Growth and Attainment including:</b> - HSC strategy - HSC monitoring - Snr Tutor supervision and support - HSC Professional Learning	Teaching and Learning	Matthew Marselos	HSC Monitoring
			<b>Academic Enrichment including:</b> - Implementation of HPGE policy - Academic enrichment program and scope			Snr Tutor

# Literacy and Numeracy Strategy

Alecia Killeen is our Literacy and Numeracy coordinator and also supports students in the classroom with the help of her dog Izzy. Izzy is a therapy dog who loves to visit the SPHERE and calms anxious students when needed.

Alecia has coordinated 'Best Start' for Year 7 and is using this data to bridge the gap between Stage 3 and 4 with targeted literacy initiatives.



# Strengthening the HSC

Our Senior Study Tutor Jessica Schafer supports our Stage 6 students in the library with assessment tasks, time management and study skills.

Ms Schafer coordinates a number of wellbeing and academic events to help both our students and parents manage the stress of the HSC.

Ms Schafer is also available to assist with Homework Club on Monday afternoons.





# Curriculum differentiation and enrichment

## Academic enrichment

The team supports our Academic Enrichment classes with challenging and exciting styles of learning including Project EAGLE and the Enrichment Expo.



Anna Wells



Sui-Linn White



Rachael Collier

## Academic Support

Our Learning & Support Teachers assist students in class particularly the academic support class. Other classes in Year 7 are mixed ability except in Maths where they are streamed.



Sui-Linn White



Alecia Killeen

# Strategic Direction 2:

## Learning Culture

### Scott Hamilton



Year Supervision		Strategic Focus		Faculty Supervision	Additional Supervision	
Scott Hamilton	7	Learning Culture	<b>Effective Teaching Practice including:</b> <ul style="list-style-type: none"> <li>- Staff Professional Learning Scope and Sequence</li> <li>- Formative Assessment Implementation</li> <li>- Quality Teaching Rounds</li> </ul>	<b>Creative and Performing Arts</b>	Liz Alder	GA
			<b>Effective Teaching Practice including:</b> <ul style="list-style-type: none"> <li>- Teacher Induction Program</li> <li>- PDP cycle and implementation</li> </ul>	<b>Support</b>	Steve Quigley	Faculty Reviews
	9		<b>Collaborative Partnerships including:</b> <ul style="list-style-type: none"> <li>- RAG implementation and PL</li> <li>- Cross Faculty Partnerships incl COG's programs</li> </ul>	<b>Technical and Applied Sciences</b>	Brian Means	
			<b>Collaborative Partnerships including:</b> <ul style="list-style-type: none"> <li>- Faculty Snapshots</li> <li>- Stage 6 AT partnerships</li> </ul>	<b>Science</b>	Natalie Death	



# SD 2.1 Effective Teaching Practice

- **Classroom Observations**
- **Quality Teaching Rounds**



The Quality Teaching model supports staff to focus on improving teaching practice and hence student learning outcomes. The model represents a collaborative partnership with Newcastle University and allows multiple teams of teachers to be trained each year with a particular focus on beginning teachers.

Quality Teaching Rounds (QTR) is a specific form of professional development for teachers focused on what happens in the classroom. Through professional reading, classroom observation, coding, discussion, diagnosis and analysis, teachers are able to refine their classroom and assessment practice.



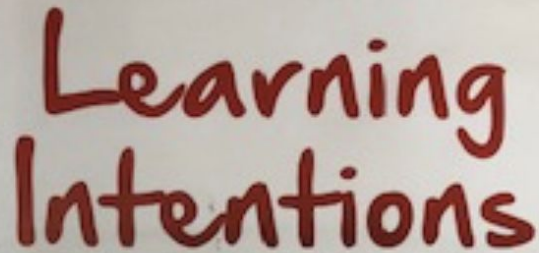
## SD 2.2 Formative Assessment

- Allows students to take more responsibility for their own learning
- Uses student evidence to make adjustments during the lesson (Plan B)
- Research shows it is the most cost-effective teacher method of raising student achievement
- Involves specific student feedback that is then turned into action



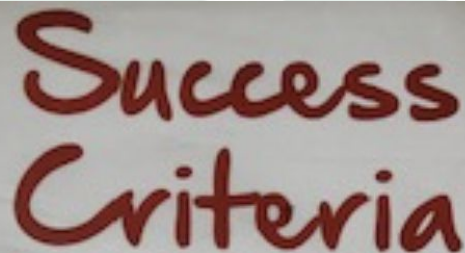
# SD 2.2 Formative Assessment

## Learning Intentions & Success Criteria



Learning Intentions

- Each student knows:
- what they are going to learn,
  - how they will recognise when they've succeeded and
  - why they should learn it in the first place.



Success Criteria

Also includes:

- Effective feedback
- Peer Assessment
- Self Assessment

## **SD 2.3 Collaborative Partnerships**

- **Cross faculty collaboration - COGs units (Connected Outcomes Groups)**  
eg. Stage 5 Commerce working with VET Hospitality and Senior Cafe  
Stage 4 'Water' Unit in HSIE/CAPA/Support
- **Intra school collaboration in Stage 6 Curriculum delivery**  
Working with other local high schools to share delivery of courses with small candidatures ie Dance, Investigating Science
- **University collaboration**  
Science sharing of resources from Sydney University to conduct a depth study to create a transgenic species of bacteria that glows in the dark
- **Collaboration of Project Based Learning**  
Academic Enrichment Class - emphasis on process rather than content.  
Design, Create, Evaluate. Eg. Enrichment Expo
- **MVHS Teams**
- **Cessnock Community of Greater Public Schools**



# Strategic Direction 3: Wellbeing for Engagement

## Craig Clinton



Year Supervision		Strategic Focus		Faculty Supervision		Additional Supervision
Craig Clinton	10	Wellbeing for Engagement	<b>Wellbeing is at our core including:</b> - 5 Ways to Wellbeing implementation - Data Driven Wellbeing Scope and Sequence - Anti-Bullying Strategies - Trauma Informed Practice Implementation - SPHERE implementation incl SSO and Chaplain	<b>Human Society in its Environment</b>	Rachael Collier	Fac SAO
			<b>Behaviour management and restorative justice practices incl:</b> - Implementation of evidence based behaviour management strategies - Implementation of Restorative Justice practices	<b>Personal Development Health Physical Education</b>	Lyndal Burke	Futures
	11		<b>Attendance Action Plan incl:</b> - Attendance Procedures - Strategies to improve Attendance - Attendance monitoring and reporting	<b>Administration</b>	Tatum Robards	Timetable
			<b>Quality Learning Environments and Alt. Educational Pathways incl:</b> - School Improvement Projects - Regional Renewal Projects - Identify and implement Educational Pathway structures with the aim to improve engagement - Investigate and implement the use of global competency in teaching, assessing and reporting	<b>Wellbeing</b>	Jodie Scheffler Benjamin Dibben	

# Anti-Bullying Program

## Mount View High School says NO to bullying.

The following documentation can be sourced from all Wellbeing offices at Mount View High School including but not limited to, Year Advisors, HT Wellbeing, The SPHERE, Deputy Principals and Attendance Office. Forms can be completed by students either complete at school or home. They can be handed to any staff member or emailed to the school at [mountview-h.school@det.nsw.edu.au](mailto:mountview-h.school@det.nsw.edu.au) marked to the attention of Head Teacher Wellbeing.

### Department of Education - MVHS 2020 Anti-Bullying Policy

NSW Department of Education

#### Mount View High School Anti-bullying Plan 2020

**Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.**

##### Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

##### Mount View High School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

##### 1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

##### 11. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Feb/Term 1	Behaviour code for students
Mar/Term 1	National Day of Action against Bullying and Violence
May/Term 2	Promotion of Anti-Bullying Procedures
Jul/Term 3	Behaviour code for students

### Mount View High School Anti Bullying Policy



**MOUNT VIEW HIGH SCHOOL**  
Delivering excellence, innovation and success



## ANTI-BULLYING POLICY



# Anti-Bullying Program

## MVHS - Anti-Bullying Student Procedures

## MVHS - Notification of Student Harassment



NO BULLYING AT MOUNT VIEW HIGH SCHOOL

### Mount View High School Notification of Student Harassment

Name:

Check-in:

#### Form of Harassment:

- |  |   |
|--|---|
| <input type="checkbox"/> Name calling                    | <input type="checkbox"/> Physical pushing |
| <input type="checkbox"/> Deliberate exclusion from group | <input type="checkbox"/> Physical hitting |
| <input type="checkbox"/> Physical threats                | <input type="checkbox"/> Social media:    |

Brief description of the harassment (when and how does this harassment occur):

Names of person / people causing harassment:

NAME	YEAR GROUP	NAME	YEAR GROUP

Names of person / people who have witnessed this harassment:

What things have you tried to help solve the harassment?

Student Signature:

Date:

Teacher follow-up and possible action/s (please tick those actions you have completed):  
E.g. verbal/written apology; detention; time out - in school or room

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Peer Mediation            | <input type="checkbox"/> Counsellor Referral   | <input type="checkbox"/> Talk to other students |
| <input type="checkbox"/> OP / HT referral          | <input type="checkbox"/> Year Adviser referral | <input type="checkbox"/> Other:                 |
| <input type="checkbox"/> Student/Teacher mediation | <input type="checkbox"/> Parent contact        |   |

Comments / Resolution:

Teacher Signature:

Date:

Please ensure this form is given to Head Teacher Wellbeing for uploading to SENTRAL



### MOUNT VIEW HIGH SCHOOL ANTI-BULLYING CODE STUDENT PROCEDURES

What to do when an incident of bullying happens to you:  
Deal with the incident IMMEDIATELY in an appropriate manner.

Tell a teacher

Teacher will deal with the incident

Complete a Harassment Form

Teacher to record action / resolution - You may be required to take part in: mediation or an interview

Teacher/Head Teacher will pass form to the Head Teacher Wellbeing

Serious/repeated incidents will be dealt with by Deputy Principal

IT'S OK FOR BYSTANDERS TO TELL

## NSW Department of Education - Student Behaviour Code

NSW Department of Education

### Behaviour code for students NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

#### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

#### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

#### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

#### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

#### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletin, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

education.nsw.gov.au





# Positive Education

Mount View High School delivers a Positive Education Program that promotes students to be better than OK.

It is our belief that, without compromising either, we teach both the skills of wellbeing and the skills of academic achievement.



# The SPHERE a Wellbeing Hub

Mount View High School employs a full time Student Support Office- **Michelle Bedford** and a full time Chaplain - **Hannah Christopher**.

The SPHERE at Mount View High School offers a safe, supportive and respectful environment promoting the emotional development and wellbeing of students.





# GP Clinic

A first for NSW government schools. The clinic has a GP and nurse on site every Wednesday providing medical service to students in Year 11 and 12.



The image shows four women standing in front of a brick wall. From left to right: Yvonne McCann, a woman with short white hair wearing a leopard print top; Cindy Jeffery, a woman with blonde hair tied back wearing a black vest over a grey shirt; Philippa Wellard, a woman with brown hair wearing blue scrubs with a 'COMMUNITY HEALTH CARE' logo; and Michelle Park, a woman with long dark hair wearing a black turtleneck. Each woman has a text label at the bottom of the image identifying her name and role.

Yvonne McCann  
Community Health Care  
rep to GP clinic

Cindy Jeffery  
Community Health Care  
rep to GP clinic

Philippa Wellard  
Nurse

Michelle Park  
General Practitioner





# 2019 Australian Education Award for Best Wellbeing Program





# Contemporary Learning Spaces



Library



School Gym



Futures Centre



Maths Classroom



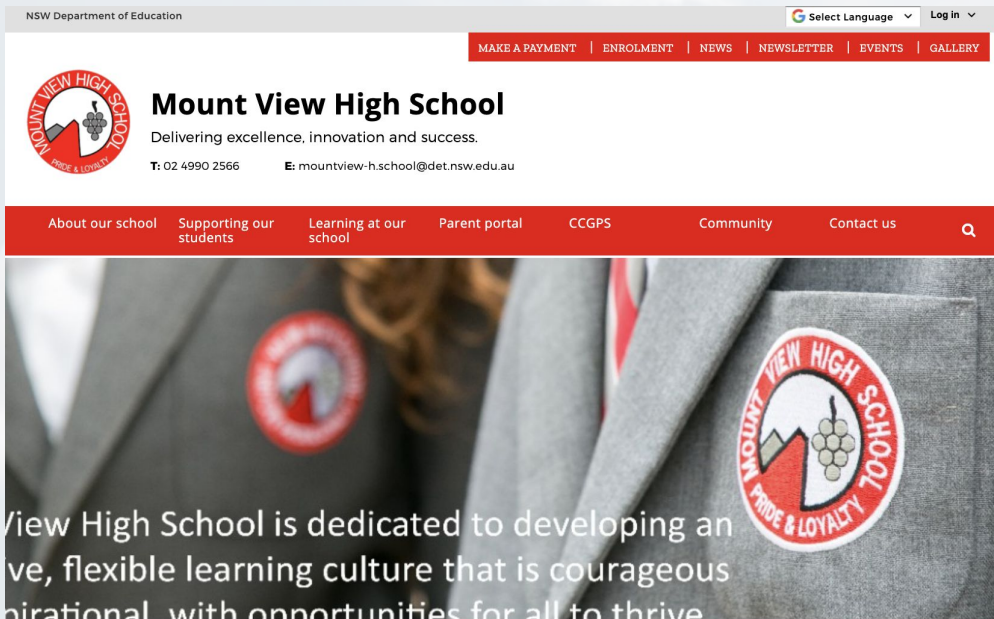
# Technology for teaching and learning

Laptop trolleys / Google classroom / Office 365

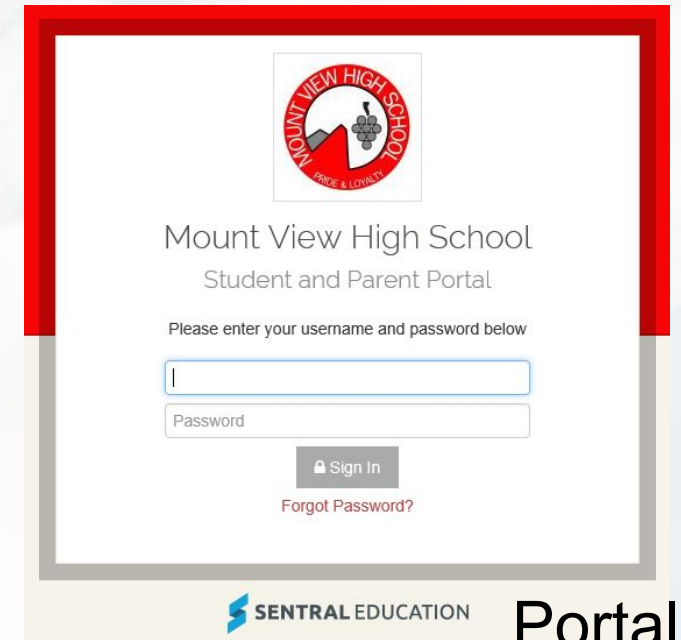




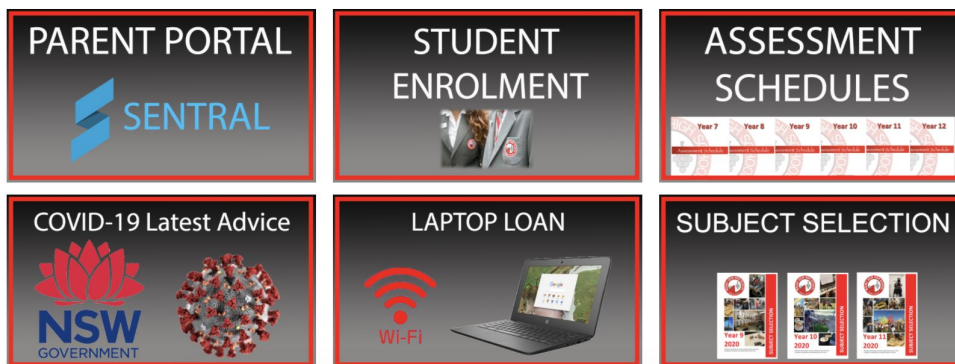
# Communication and Engagement



Website



Portal



Facebook



# A new uniform - with gender neutral options.



## 2021 Uniform – Jnr Options

Changes to be implemented from the start of Term 1 2021



Unisex sport short



Unisex blocker short



Jnr skirt with blouse



Black ladies stretch short



Black ladies fitted short



Black ladies stretch slack



Unisex track pant



## 2020 Uniform – Winter options

Changes to be available from winter 2020



Rugby style jumper



Soft shell jacket



Knit jumper



# 2022 Curriculum

Mount View High School Curriculum Structure

7	English (8 PPC)	Mathematics (8 PPC)	Science (8 PPC)	PDHPE (6 PPC)	History / Geography (6 PPC)	Technology (6 PPC)	Visual Art (6 PPC)	Languages (6 PPC)	Wellbeing	Sport (4 PPC)
8	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (6 PPC)	History / Geography (6 PPC)	Technology (6 PPC)	Music (6 PPC)	Agric Drama Rotat (3PPC)	Wellbeing	Sport (4 PPC)
9	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (4 PPC)	History / Geography (7 PPC)	X Elective (8 PPC)	Y Elective (8 PPC)		Wellbeing	Sport (4 PPC)
10	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (4 PPC)	History / Geography (7 PPC)	X Elective (8 PPC)	Y Elective (8 PPC)		Wellbeing	Sport (4 PPC)
11	English (9 PPC)	Line 2 (9 PPC)	Line 3 (9 PPC)	Line 4 (9 PPC)	Line 5 (9 PPC)	Line 6 (9 PPC)			Wellbeing	Early finish each Thursday 4 PPC
12	English (9 PPC)	Line 2 (9 PPC)	Line 3 (9 PPC)	Line 4 (9 PPC)	Line 5 (9 PPC)	Line 6 (9 PPC)			Wellbeing	Early finish each Thursday 4 PPC

Just Ahead





# 2022 Bell Times

## BELL TIMES

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY
	Duty 8.25 - 8.55		Duty 8.25 - 8.55		Duty 8.25 - 8.55		Duty 8.25 - 8.55		Duty 8.25 - 8.55
P1	8.55 – 9.50	P1	8.55 – 9.45	P1	8.55 – 9.50	P1	8.55 – 9.50	P1	8.55 – 9.50
P2	9.50 – 10.40	P2	9.45 – 10.10	P2	9.50 – 10.40	P2	9.50 – 10.40	P2	9.50 – 10.40
P3	10.40 – 11.30	P3	10.10 – 10.55	P3	10.40 – 11.30	P3	10.40 – 11.30	P3	10.40 – 11.30
		Assembly	10.55 – 11.15						
Break 1	11.30 – 12.00	Break 1	11.15 – 11.45	Break 1	11.30 – 12.00	Break 1	11.30 – 12.00	Break 1	11.30 – 12.00
P4	12.00 – 12.50	P4	11.45 – 12.30	P4	12.00 – 12.50	P4	12.00 – 12.50	P4	12.00 – 12.50
P5	12.50 – 1.40	P5	12.30 – 1.15	P5	12.50 – 1.40	Break 2	12.50 – 1.20	P5	12.50 – 1.40
Break 2	1.40 – 2.10	Break 2	1.15 – 1.45	Break 2	1.40 – 2.10	P5	1.20 – 2.10	Break 2	1.40 – 2.10
P6	2.10 – 3.00	P6	1.45 – 2.30	P6	2.10 – 3.00	P6	2.10 – 3.00	P6	2.10 – 3.00

# Student Leadership

**Captains** - Samantha Leslie, Lachlan McDonald, Jordan Flint, Noone Khairam



**Jnr AECG**

Secretary - Amelia Carr  
Publicity - Kai Metcalfe  
Treasurer - Lizzy Hinton  
Vice President - Maliyan Donovan  
President - Tameika Stainton



# 2021 HSC Results

## Band 6 and Best result proportion

### **Kasey Cocking - Community and Family Studies**

[Band 6 results - Jessica Way, Chloe Beckett](#), 63% of the students studying CAFs 10/16 had CAFs as their best subject.

### **Ross Thompson - Mathematics Advanced**

[Band 6 result - Grace Frankland-Shambler](#)

### **Rebecca Conn - Science Extension**

[Band 6 / E4 result - Chelsea Webb](#)

### **Cameron Daniels - Music 1**

83% of the students studying Music 5/6 had Music as their best subject. 4 x Band 5 results.

### **Craig Jarrett - Primary Industries**

67% of the students studying Primary Industries 2/3 had PI as their best subject. 2 x Band 4

### **Lisa Hunt - Business Studies**

55% of the students studying Business Studies 6/11 had Business Studies as their best subject. 3 x Band 5

### **Miss Jessica Schafer, Ms Nyree Wiseman - Visual Arts**

55% of the students studying Visual Arts 6/11 had Visual Arts as their best subject. 9 x Band 4, 1 x 5

Special mention to Rachael Collier whose Legal Studies class achieved 7 Band 5 results.



# TAS - Hospitality and Construction strengthened



Authentic learning environments for Hospitality course students. A food trailer that services our senior students, and our staff in cafe style eating twice a week. The project creates authenticity in learning and significantly strengthens senior student belonging.

Our construction class engaged in their Authentic Learning environment complete school based work placement on the Outdoor Learning Space project.





# Creative and Performing Arts





# Agriculture - A lighthouse school





# Specialist facility for support faculty students

Mount View High School has a total of 6 support classes consisting of - 3 x MC (Multi Categorical classes), 2 x ED (Emotional Disturbance classes) and an AU (Autism class).





# Aboriginal Education



- Aboriginal Education Consultative Group (AECG) & Junior AECG
- Targeted support for Aboriginal students' literacy and numeracy development
- Targeted Aboriginal leadership program
- Cultural Activities – NAIDOC Week, Aboriginal Garden, Cultural immersion week, Aboriginal camp on country, Deadly Streaming and Sista Speak
- Aboriginal staff for 2022 - Bethany Dwyer



# Sport - Rugby League excellence





# Sport - Rugby League excellence





# F1 in schools STEM program

In 2018 Team Pentessellate & Impro Racing competed at the F1 in Schools National Finals Impro Racing came 4th in the Development Class division and Pentessellate came 2nd in the Professional class division. Both teams achieved the highest rankings our school has ever achieved at the national level in this challenging competition.

Pentessellate went on to be selected to form a collaborative team known as Ascension to compete at the 2019 World Titles. They returned triumphant having won the prestigious **Best Engineered Car in the World** - Award and an overall ranking of 5th out of the 55 teams competing.





# Citizenship

- 2008–2020, Cessnock Lions Youth of the Year
- 2013, 2016 & 2018 Lions Youth of Year – Regional Finalist
- Student Leaders
- District and Local ANZAC Day ceremonies
- Student mentors & tutors
- Peer support
- Support for charity fundraising initiatives
- LEOs group





# Year Adviser

The Year Adviser is a dedicated teacher who nominates to become the wellbeing contact person for a particular year. Each year group has one adviser.

The Year Adviser provides support to students and is available to assist parents/caregivers with any questions they may have about their child's progress.

**Marie Payne - Year Advisor 2023**



# The strength of our transition program

Our transition program coordinator is Linsey Springbett

Important dates:

Term 2 Week 4 - Taster lessons for feeder primary schools

Term 3 Week 6 - Learning & Support Team visits to primary schools

Term 3 Week 7 - Enrichment Class Placement Test

Term 3 Week 8 - STEAM Fun Day

Term 3 Week 9- Enrichment Class Placement Interviews

Term 4 Week 3 - Aboriginal & Torres Strait Islander students Cultural Camp

Term 4 Week 4 - Taster Lessons

Term 4 Week 5 - Jump Start Transition Program - Session 1

Term 4 Week 6 - Enrichment Class Information Session

Term 4 Week 6 - Aboriginal & Torres Strait Islander students Transition Day

Term 4 Week 7 - Jump Start Transition Program- Session 2

Term 4 Week 8- Orientation Day





# The strength of our transition program



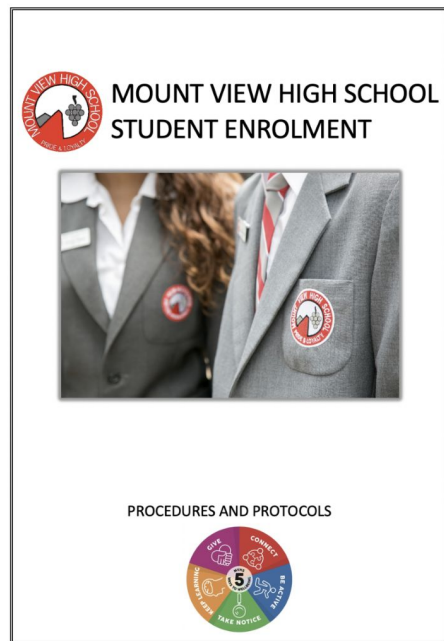


# Enrolment

- Indicate Mount View High School as your high school of choice on the enrolment application.
- Return the form to your **Primary School**
- MVHS will convene placement panel to assess all non-local applications for enrolment.
- A letter will be sent to all accepted students in June - *Authority to Enrol*

## Enrolment at Mount View High School

Parents and caregivers should be familiar with the **Mount View High School Student Enrolment - Procedures and Protocols**. A copy can be obtained by clicking on the image to the right.



## Mount View High School - Prospectus

The **prospectus**, also displayed and linked below, has a focus toward 2020 Year 7 students but contains a wealth of information that is current and relevant to all of our students and families regarding all aspects of Mount View High School.

