

# MaitlandHS Newsletter T2 W1 2025



May 1, 2025

Dear students, parents and carers,

Welcome back to Term 2! While our two professional learning days focused on High Potential & Gifted Education planning and development on Monday, which dovetailed nicely with our work with the University of Newcastle's Quality Teaching partnership on Tuesday, were excellent, we all really looked forward to having our students back again! The Term has started in a very settled and positive way and the vibe in the playground is a happy one! -Perhaps our students missed us!? OK, they missed each other more! 😊. In this Newsletter, I'd like to outline the progress of your school and shine a light on some of our recent activities. Our reputation in the community continues to excel, to the point where the school has increased in size by 50 students and our Out of Zone enrolment requests number between 4-8 a week, on average! Our recent Year 7 2026 Parent Information Evening drew a full audience, and I am very proud to say that parent comments were effusive about the dedication of our staff and the trajectory of the school! Our School Excellence Plan for 2025 is outlined below and I would warmly invite any parent feedback on our directions and focus.

Speaking of which, it would be wonderful to have some new P&C members! It is a very small group at present and most who attend no longer have students at the school! We only meet once a Term in Week 5, and only for for an hour, 6pm-7pm. There is no fundraising activities or 'jobs' to be handed out as we are very well resourced by the Dept. The P&C really functions as a feedback and advisory group to the principal, so please consider calling in. There is nothing binding or formal about our meetings and it is a great way to participate in your child's education.

## Whole School Term 2 2025 Important dates:

<b>Friday, May 2</b>	<b>School Photographs</b>
<b>Tuesday May 6</b>	<b>Athletics Carnival, Maitland Regional Athletics Centre 208 High St Maitland</b>
<b>Monday, May 12</b>	<b>School Photographs- catch up day</b>
<b>Monday, May 12</b>	<b>Year 12 Reports published to Sentral for parents</b>
<b>Wed, May 14-16</b>	<b>Year 7 Camp</b>
<b>Fri May 16</b>	<b>Careers Expo, Years 10, 11, 12</b>
<b>Monday June 2</b>	<b>Parent/Teacher Afternoon/Evening 3:30pm-6:30pm</b>
<b>Monday June 2</b>	<b>Aboriginal Student Personalised Learning Plan meetings 2:30pm-6:30pm</b>
<b>Monday June 6</b>	<b>King's Birthday Long Weekend</b>
<b>Wednesday July 2-6</b>	<b>Year 10 Rewards Snow Trip</b>
<b>Friday July 4</b>	<b>PBL Rewards Excursions</b>

## Supporting High Potential and Gifted Learners at MHS

At Maitland High School, we believe every student deserves to be challenged, inspired, and supported to reach their full potential. That’s why we are proud to be part of the NSW Department of Education’s commitment to High Potential and Gifted Education (HPGE).

HPGE is all about recognising and nurturing students with exceptional abilities – not just academically, but also in the creative, physical, and social-emotional domains. Every school has high potential and gifted students. Our job is to identify that potential early and provide the right opportunities for it to grow.

Review the characteristics of young HPG students below- it is very likely that your child has some of these traits. High potential manifests itself in many ways:

### Social-emotional

- advanced organisational and management skills
- advanced social and communication skills
- emotional stability
- empathy
- demonstrated leadership and decision-making skills
- resilient and self-aware
- foresees consequences and implications of decisions
- respected by peers
- self-confident
- task analysis and backwards mapping abilities
- social justice advocacy

NB: These learning characteristics should be used as only one source of evidence to assess and identify student needs. This is not an exhaustive list nor is it a checklist.

## Intellectual

---

- capacity for greater analytical depth
- fewer repetitions needed for mastery
- greater capability in abstract reasoning
- relative ease in making connections between disciplines
- advanced reading ability and comprehension
- knowledgeable in areas of passion
- processes information in complex ways
- enjoys hypothesising
- thrives on complexity and can see many points of view
- thinks in analogies

NB: These learning characteristics should be used as only one source of evidence to assess and identify student needs. This is not an exhaustive list nor is it a checklist.

## Creative

---

- educational risk-taking
- tolerance for ambiguity
- makes unusual associations between different ideas
- demonstrates creative thinking across domain areas and in the different disciplines
- demonstrates novel thinking in written and oral expression
- flexibility and divergence in thinking
- unusual ability for expressing self through art, dance, drama, music
- creates several solutions to a given problem
- synthesises a variety of ideas in original ways

NB: These learning characteristics should be used as only one source of evidence to assess and identify student needs. This is not an exhaustive list nor is it a checklist.

## Physical

- subtlety in movement and control of body
- self-disciplined
- coordinated, balanced and confident in physical activities
- high energy levels
- superior understanding of spatial relationships
- endurance, stamina and persistence in physical activities
- suitability of body build for area of physical high potential
- demonstrates prowess in physical activities common amongst age peers
- competitive
- 'hands on' learning preference

NB: These learning characteristics should be used as only one source of evidence to assess and identify student needs. This is not an exhaustive list nor is it a checklist.

## Across domains

- curiosity
- fast learner
- intense concentration in new learning or areas of interest
- perseverance
- high levels of self-criticism
- perfectionism
- strong sense of moral reasoning and justice
- intrinsically motivated and goal driven
- sophisticated sense of humour
- creative and critical thinking skills
- high expectations for self and others
- observant
- excited by new ideas
- independent thinking

High potential and gifted students can also exhibit characteristics and behaviours that challenge teachers and mystify their classmates. Some may demonstrate anxiety and unhealthy perfectionistic traits. This is caused partly by the asynchronous development of high potential and gifted students. Some of the characteristics that may be counterproductive to learning include:

- challenging authority
- difficulty with group participation
- questioning others' ideas
- frustration when expectations are not met
- impatience and boredom with learning experiences that do not provide challenge or interest.

Here at MHS, we've made HPGE a key priority in our School Excellence Plan. Some of the steps we've taken include:

- A transition process managed by trained HPGE coordinators to support new students.
- A selective application process for our High Potential Year 7 cohort, including portfolios, school reports, and teacher recommendations.
- Ongoing professional learning for staff to understand and meet the needs of high potential learners.
- The launch of the 'M' Project in 2023 – a school-wide initiative to strengthen teaching practices for all learners.
- Appointment of creative, socio-emotional and physical domain coordinators starting in 2025.
- Tier 2 HPGE training for 25 staff members.

We are proud of what we've achieved and excited about what's to come. If you're exploring learning options for your child, we encourage you to find out more about our programs and how we support gifted and high potential students.

**Please do have a look and find out more about our HPGE initiatives here:**

🔗 [High Potential and Gifted Education at MHS](#)

*Together, we can help your child thrive.*



### **Mobile Phones**

Reminder - Phones are banned in all public schools in New South Wales. At Maitland High School, phones are to be locked in a pouch or handed into the Front Office upon arrival until the end of the school day. Period 1 teachers will check at the beginning of the lesson. As a guide: first phone breach = Formal Caution; 2nd phone breach = Suspension.

## Teaching & Learning Update- We are an Explicit Teaching school!

As parents, we all want the best for our children's education. One important factor in ensuring they receive a high-quality education is understanding the way teachers approach their teaching methods. One framework that has been shown to greatly enhance student learning is through the Quality Teaching Framework (QTF).

This framework is based on research and provides a clear, practical approach for teachers to deliver more effective lessons. By focusing on three key areas, the Quality Teaching Framework helps teachers create lessons that are engaging, meaningful, and challenging for all students. Let's break down what this framework is all about and how it benefits your child.

### What Is the Quality Teaching Framework?

Developed by Australian educator James Ladwig, the Quality Teaching Framework is a research-backed approach to teaching that emphasizes how to engage students at a deeper level of understanding. It is based on three key dimensions that guide teachers in creating better learning experiences for students: **Intellectual Quality**, **Quality Learning Environment**, and **Significance**. Each of these dimensions works together to ensure that learning isn't just about covering content but about making that content meaningful and impactful for students.

### The Three Key Dimensions of the Framework

#### Intellectual Quality

The first dimension of the framework is **Intellectual Quality**, which focuses on ensuring that the content being taught challenges students and encourages them to think critically. Instead of just memorizing facts, students are encouraged to analyze, question, and solve problems. This approach helps them develop important thinking skills that go beyond the classroom and are valuable throughout their lives. When students engage with learning on a deeper level, they retain information longer and develop a better understanding of the world around them.

#### Quality Learning Environment

The second dimension, **Quality Learning Environment**, is all about creating a supportive and respectful classroom atmosphere. When students feel safe, valued, and confident, they are more likely to take risks and participate in learning. This dimension includes clear expectations, routines, and feedback that help students understand what is expected of them and how they can succeed. A positive learning environment builds students' confidence, reduces anxiety, and helps them engage more fully with their education.

#### Significance

The third dimension is **Significance**, which ensures that the lessons are meaningful and relevant to students' lives. Teachers using the framework make sure that what students are learning connects to their own experiences, backgrounds, and interests. This makes learning feel more purposeful and helps students understand why they're studying certain topics. When students see the relevance of what they're learning, they are more likely to stay engaged and motivated.

### How the Framework Benefits Your Child

The Quality Teaching Framework is designed to help students in several key ways. It promotes **higher-order thinking**, meaning that students are encouraged to think critically and creatively rather than simply memorizing facts. It also supports a **positive, inclusive classroom** environment where every student feels valued and respected. Most importantly, it makes learning **relevant and meaningful** by connecting lessons to students' own lives and experiences.

Teachers using the framework also focus on continuous improvement, reflecting on their practice and



finding new ways to engage students and enhance learning. This helps your child develop not just academically, but also emotionally and socially, preparing them for success in the classroom and beyond.

### What You Might See in Classrooms Using the Framework

In classrooms where the Quality Teaching Framework is applied, you might notice several key features:

- Teachers using **group discussions** or **collaborative learning** to encourage peer interaction and deeper exploration of topics.
- Teachers asking **open-ended questions** that require students to think critically and explain their ideas.
- Lessons that **connect to students' cultures** and real-world issues, making the content feel relevant and engaging.
- A classroom environment with **clear rules and routines**; learning intentions and success criteria; differentiated learning to meet a variety of learning levels in the classroom; response scaffolds and student focused, teacher directed learning, all of which provide the structure and support for students to succeed.

### How You Can Support Your Child’s Learning at Home

As a parent, you can help reinforce these learning principles and habits at home. Encourage your child to ask questions and think critically about what they are learning. Support their curiosity and help them connect school topics to real-life situations. Additionally, fostering a positive learning environment at home—where your child feels supported, respected, and motivated—can greatly enhance their educational experience.

Quality Teaching practice offers a proven approach to teaching that helps students engage with learning in a deeper, more meaningful way. By focusing on **intellectual challenge**, a **positive learning environment**, and **relevance**, the framework supports students in developing not just academic skills, but also the critical thinking, confidence, and motivation they need for lifelong success. With this approach, your child is more likely to thrive and truly enjoy their learning journey.

### Athletics Carnival, Tuesday May 6.

Our Athletics Carnival is a wonderful opportunity for the school to come together and enjoy the Team Spirit of the day, regardless of whether or not they’re a track and field champion or not. It is part of the school week, so any absences need to have a genuine reason supplied in order to be marked as Explained Leave and not Unauthorised Absence.

House & Colour	Surnames
Fraser (Green)	All surnames starting A-E
McMullen (Yellow)	All surnames starting F-L
Scobie-Hughes (Red)	All surnames starting M-R
Waddy-Portus (Blue)	All surnames starting S-Z

**Students are to compete in the age they are turning this year** (e.g. students born in 2008 will be competing in the 16YRS age group).

Students wishing to complete 800m or 1500m at the Zone Athletics Carnival need to nominate individually for these events with Mr Bower or M. Stawski during the day.

Rolls will be marked to start and end of the day by Year Advisers on arrival to the Athletics Centre, students will be expected to sit with their age group when in the grandstand.

During **Track Events** (100m, 200m, 400m) all students will be sitting in the grandstand with their age groups until these events are called and marshalled. Student wishing to compete will move to the marshalling area for this event while students not participating will need to remain in the grandstand during this session.

During **Field Events** and **Novelty Events** all students will be expected to move to the field event area under the supervision of the Age Group Supervisors, no students will be in the grandstand at these times. Students not participating will be supervised at the field and novelty event areas.

All events and races are run as timed or recorded events. There will be no finals run on the day. Field and track events will be run under MHS rules specific to our school carnival and are aimed to select the top two students for each event who will then qualify to represent the school at the Coalfields Zone Carnival.

## Winter Uniform

We are starting to see cooler temperatures as Autumn progresses towards Winter. We ask that all students come appropriately dressed in school uniform for safety and wellbeing. Our student uniform compliance is now very high as we have been following up students without uniform. I am more than happy to supply this for any student in need- please just email the school [maitland-h.school@det.nsw.edu.au](mailto:maitland-h.school@det.nsw.edu.au) with the subject line: Uniform Assistance and this will be confidentially managed. Please note, only school jumpers or plain black jumpers are allowed (logos no bigger than a 50c piece permitted); tights worn as pants are strictly not allowed, nor are short shorts. Please don't let your child fool you that 'everyone wears these' – as I said, uniform compliance is high and uniform is followed up with parent phone calls for assistance to ensure each student has appropriate clothing. Plain black tracksuit pants are both warm and comfortable and are allowed to be worn as part of uniform. Any student who is out of uniform for a valid reason must bring a note from home and present to their rollcall teacher at the beginning of the day to be issued a uniform pass.

## ANZAC Day, April 2025



Another proud moment for MHS as our wonderful student leaders represented the school at our recent Dawn Service! Thank you also to Deputy Principal, Andrew McKay who also attended on behalf of the school.





## School Excellence Plan 2025 summary of focus area outcomes

<b>Strategic Direction 1: Student Growth &amp; Attainment</b>	<b>Strategic Direction 2: Student Wellbeing and Learning Culture</b>
<b>Explicit, data-focused teaching practice</b> <p>All T&amp;L programs have designed in: explicit teaching pedagogies; literacy and numeracy strategies, and AHAC &amp; PDP trends.</p> <p>All classes are differentiated for Below, At and Above stage students, represented in T&amp;L programs.</p>	<b>Improved Attendance</b> <p>5% improvement of average attendance rate of 75.5% to 80.5% to align with SSSG.</p> <p>6.3% improvement in the percentage of students attending 90%+ to 37.9% to align with SSSG</p>
<b>Whole school literacy &amp; numeracy strategy</b> <b>Improved numeracy outcomes</b> <p>There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students. For NAPLAN 9 Numeracy, the school's average scaled score over 2023 and 2024 was 532.1. This was 2.8 points above the SSSG mean. Achieve by year 2027: uplift of 10 points in Year 9 NAPLAN numeracy mean scaled score by 2027 i.e. from 532.1 to 542.1.</p> <b>Improved reading outcomes</b> <p>There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students. For NAPLAN 9 Reading, the school's average scaled score over 2023 and 2024 was 534.4. This was 5.4 points above the SSSG mean.</p> <p>Achieve by year 2027: uplift of 8 points in Year 9 NAPLAN reading mean scaled score by 2027 i.e. from 534.4 to 542.4</p>	<b>Positive Learning Culture</b> <b>Improved student behaviour</b> <p>Continuing trend of decreased negative incident referrals compared with 2022-2024 Sentral trend data.</p> <b>Increased positive learning behaviour</b> <p>Increasing trend of 'Maggies' and Merits awarded to students compared with 2022-2024 Sentral trend data.</p>
<b>Senior Pathways to Success</b> <b>Improved HSC &amp; VET achievement</b> <p>While focusing to increase the percentage of students achieving in the top two bands by 2027, the school is also focused on sustaining and growing its average HSC mark to more closely approximate the state mean.</p> <p>Achieve by year 2027: The proportion of students' HSC results in the top two achievement bands is increased from 13.5% in 2023 to 20% in 2027.</p> <p>Increase in the proportion of students enrolled in a VET for Secondary Students course / SBAT while completing Year 12, from 8% in 2023 to 10% in 2027.</p>	<b>Building Strong Student Wellbeing</b> <b>PBL</b> <p>Improvement trend in new DoE Student Survey Data of critical Wellbeing indicators which align with previous DoE TTFM survey indicators - with a strong focus on belonging and expectations of success.</p>

## **Student behaviour expectations**

As outlined in the School Excellence Plan, student wellbeing is a critical focus for the school and I am aware that every parent's first priority is that their child is happy, safe, respected and supported in their learning at school.

### **High expectations for student learning and positive behaviour at all times: no tolerance of disruptive or poor behaviour.**

The school's high expectations for learning embrace all students. This involves our students: coming to school on time; being prepared to learn with all equipment; in the correct school uniform and; always demonstrating considerate and positive behaviour. It is well known in our community that Maitland High School does not tolerate disruptive or poor behaviour from its students. The school has highly effective student wellbeing and discipline systems in place to ensure that the learning needs of all students are met with care and fairness. Support and extension are provided based on each student's unique learning needs.

### **I have three critical expectations that are reinforced in this school:**

- **Classrooms are positive, settled places focused on learning.** I don't tolerate disruption to the learning environment. All my teachers have my mobile number, and I have requested that they call for me to remove disruptive students from classrooms. On the odd occasion that this occurs (as the widely known expectation and consequence tends to ensure settled classrooms) the student with additional learning or behavioural needs receives the appropriate support and remediation required through a learning and support team meeting with their parent/carers and other relevant support staff.
- **Students have a right to be free from anti-social, aggressive or threatening behaviour in the playground.** Anti-social bullying behaviour has no place in this school. Every reported incident is investigated, and strong action is taken – Formal Caution or Suspension.
- **Learning achievement and individual success require recognition of individual student learning needs and a high expectations, high support environment.** To achieve academic excellence, we use explicit teaching strategies to build higher order learning skills across all Key Learning Areas, forging a foundation of strong literacy and numeracy skills development to prepare students to achieve their personal best at the HSC and post-school employment, further study pathways.

### **Our Student Discipline Code is simple and transparent:**

- All students have the right to learn in settled and productive classrooms.
- All students are valued, equal and unique and are supported to set high personal learning goals for a positive future.
- All students have a right to be free from anti-social, aggressive or threatening behaviour in the playground.

All students at MHS are aware that transgressing these basic rights of fellow students is not tolerated.

# MHS Canteen Price List

## CANTEEN PRICE LIST 2024

### Sandwiches, Rolls & Wraps

SALAD	\$4.00
CHICKEN /SALAD	\$5.00
CHICKEN/ LETTUCE / MAYO	\$4.00
CHICKEN/CHEESE	\$4.50
CHICKEN	\$4.00
CHICKEN/TOMATO	\$4.50
HAM / CHEESE /TOMATO	\$4.50
HAM/CHEESE	\$4.00
HAM / TOMATO	\$4.00
HAM/ SALAD	\$5.00
EGG	\$4.00
HAM/PICKLE	\$4.00
EGG/LETTUCE /MAYO	\$4.50
EGG /SALAD	\$5.00
CURRIED/EGG	\$4.50
CHEESE	\$3.00
VEGEMITE	\$3.00
VEGEMITE / CHEESE	\$3.50
SALMON	\$4.50
SALMON/LETT/MAYO/ONION	\$6.00
CHEESE/TOMATO	\$4.00
ROAST BEEF & TOMATO	\$4.00
ROAST BEEF & PICKLE	\$4.00
ROAST BEEF	\$4.00
ROAST BEEF /SALAD	\$5.00

### Hot Food

CHAR GRILLED CHICKEN BURGER	\$6.00
HAMBURGER	\$6.00
VEGE BURGER	\$6.00
CHEESE ROLL	\$5.00
LASAGNE (WINTER ONLY)	\$5.00
FRIED RICE	\$5.50
SATAY CHICKEN (WINTER ONLY)	\$5.50
CHICKEN FRIED RICE (WINTER ONLY)	\$5.50
CORN ON THE COB	\$2.00
PIES PLAIN,	\$5.50
PIES CHEESE & BACON	\$6.00
SAUSAGE ROLLS PLAIN	\$4.50
SAUSAGE ROLLS C&B	\$5.00
CHICK BREAST NUGGETS (5)	\$3.50
CHICKEN GOUGONS (5)	\$3.50
HOT DOGS	\$3.50
GARLIC BREAD	\$3.50
CHICKEN TENDERS GF	\$3.50

### Drinks

WATER	600ML	\$2.00
ORCHY 250ML	ORANGE	\$3.00
ORCHY 250ML	APPLE	\$3.00
FLAVOURED MILK 250ML		\$3.00
FLAVOURED MILK 500ML		\$4.00
UP & GO CHOCOLATE		\$3.00
UP & GO VANILLA		\$3.00

JUICE BOMBS CAN	\$3.00
(RASPBERRY, GRAPE)	

CHILL ICE TEA	NO SUGAR 500ML	\$4.50
(PEACH, BLACKCURRENT, RASP)		

WATERFORDS LITE & FRUITY	NO SUGAR 475ML	\$3.50
(BLACKCURRENT, RASPBERRY,)		

NO SUGAR	
PASSIONFRUIT, PINE LIME, MANGO	\$3.50

### ICED OPTIONS

FROZEN YOGHURT	\$2.50
(STRAWBERRY, MANGO)	
JUICE CUPS	\$1.50
ICE CREAM CUPS	\$1.50
JUICIES	\$2.00

### SNACKS

RED ROCK DELI CHIPS 28G	\$1.20
(HONEY SOY & SEA SALT)	

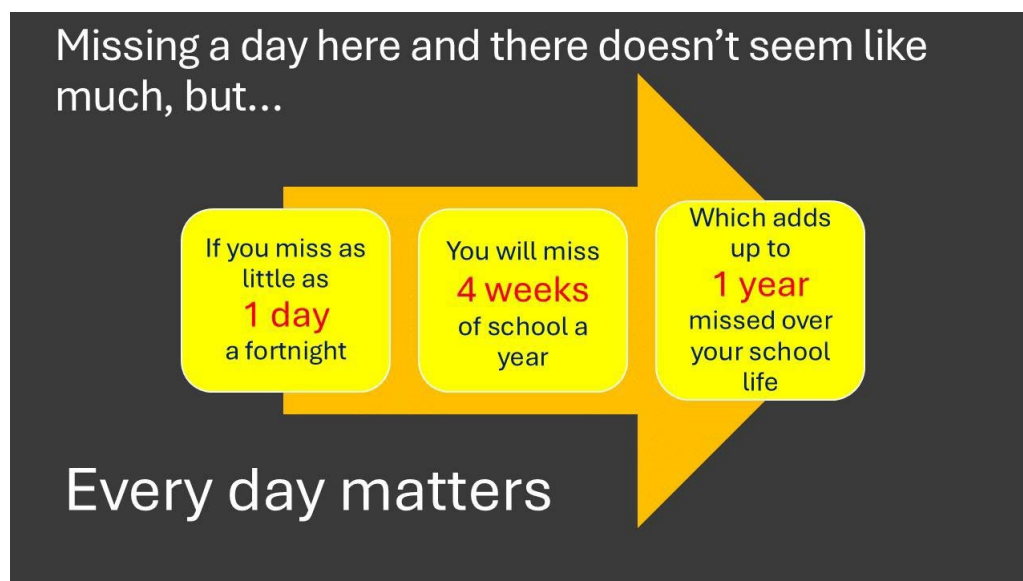
### FRUIT IN SEASON

BANANAS, APPLES, ORANGES	
MANDARINES.	\$1.00

MUFFINS	
CHOCOLATE, BLUEBERRY	\$3.50
LAMINGTONS	\$3.50

PRICES ARE SUBJECT TO CHANGE  
& AVAILABILITY OF GOODS THROUGHOUT  
THE YEAR

## Attendance



Attendance is a foundationally critical area of focus for all schools following the COVID Pandemic interruption. The school has a strong commitment and processes to improve student attendance. All parents, carers and students are provided with clear information regarding attendance requirements:

- On our school website <https://maitland-h.schools.nsw.gov.au/about-our-school/attendance-and-absence.html>
- School newsletter/Sentral Parent Portal at the start of each school year
- By email Weeks 5 and 10 of every term (attendance snapshots tailored to their child's attendance tier).
- Week 5 every term, students in Tier 1 are identified and contacted by their rollcall teacher to follow up on unexplained absences and to encourage families to improve attendance where appropriate (e.g. unjustified leave).
- Students with over 90% attendance by Week 5 each term receive a post card.
- Students with 100% attendance receive a postcard and an SMS of congratulations.
- By the schools Facebook page during attendance week once per term.

### Early leavers processes – send note to school or phone early.

All parents and carers are reminded that the school needs to have prior permission note or phone call request to pick up students before the end of the school day. It is extremely inefficient and results in unnecessary delay for parents to have haphazard requests for early departures at the school gate, or phone calls from the car waiting outside. It takes time to locate the classroom your child is in; write the student note authorising the student to come to the front office; organise a student on School Service to go to the classroom and; sign out a student and check the bonafides of the adult collecting the student.



## Early leaver notes

The Education Act 1990 requires that parents ensure that any absence from school is for a justifiable reason. On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance e.g. attending a funeral.

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence. Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

## How can I send notes to the school to explain my child's absence? – Respond via SMS or through the Sentral Parent Portal.

The school follows up student absences on the same day or following day and effectively documents that the follow up has occurred. SMS messages are sent to parents every day that a child is absent, SASS staff record responses and update the rolls accordingly. Parents can also access the Sentral Parent Portal, to easily update their child's attendance. [Portal Login](#)

Monitoring Absences Maitland High School follows Department of Education policy for managing and monitoring attendance. Students identified to have missed 20 school days or have other wellbeing concerns are run on the Mandatory Reporter decision tree. Educational Neglect, Nonattendance is lodged for these students.

## Partial Attendance

Students arriving at school late are required to sign in at the front office, their time is registered, and an SMS generated to be sent home. Students who are absent from lessons throughout the day are marked absent by their class teacher. If these students are involved in school business such as Small Group Tuition etc., a roll will be taken and submitted to SASS staff. The roll is updated by 3:30pm to reflect these absences. At 3:30pm the Head teacher Attendance & Engagement (HT A&E) draws roll data and identifies students who have been marked absent from class and have not been marked as attending a school business activity.

An SMS is generated and sent to parent /carers. Parent responses are collated, and the roll adjusted accordingly. Students who are identified as having a pattern of truancy are interviewed by their deputy principal or head teacher in charge of Attendance (HT A&E) Ms Megan Elliott. The reasons for missing class are discussed. Students may be placed on an attendance support card for accountability of class attendance. HT A&E and deputy principals run manual checks and issue attendance support cards to students with a pattern of class truancy. Responses from parents are registered and the roll updated appropriately.



## Who to contact list

<b>Senior Executive</b>	<p>Ms Paula Graham, Principal <a href="mailto:paula.graham10@det.nsw.edu.au">paula.graham10@det.nsw.edu.au</a></p> <p>Ms Melissa Schatz, Deputy Principal Yrs 9 &amp; 11 <a href="mailto:melissa.schatz@det.nsw.edu.au">melissa.schatz@det.nsw.edu.au</a></p> <p>Mr Andrew McKay, Deputy Principal Yrs 8 &amp; 12 <a href="mailto:andrew.mckay16@det.nsw.edu.au">andrew.mckay16@det.nsw.edu.au</a></p> <p>Ms Nicole Thompson, Deputy Principal Yrs 7 &amp; 10 <a href="mailto:nicole.n.thompson@det.nsw.edu.au">nicole.n.thompson@det.nsw.edu.au</a></p> <p>Ms Michele Burgess, Deputy Principal Inclusion &amp; Support (SSU) <a href="mailto:MICHELE.ATKINS2@det.nsw.edu.au">MICHELE.ATKINS2@det.nsw.edu.au</a></p>
<b>Wellbeing</b>	<p>Mrs Sarah Gambrill HT Wellbeing, Years 8, 10, 12 <a href="mailto:sarah.gambrill@det.nsw.edu.au">sarah.gambrill@det.nsw.edu.au</a></p> <p>Ms Stephanie Ryan, HT Wellbeing, Years 7, 9, 11 <a href="mailto:stephanie.ryan25@det.nsw.edu.au">stephanie.ryan25@det.nsw.edu.au</a></p>
<b>Year Advisers</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>Mr Josh Russell <a href="mailto:joshua.russell15@det.nsw.edu.au">joshua.russell15@det.nsw.edu.au</a></li><li>Ms Isabella Devetak <a href="mailto:isabella.devetak2@det.nsw.edu.au">isabella.devetak2@det.nsw.edu.au</a></li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>Mr Johnnie Dobija <a href="mailto:john.dobija3@det.nsw.edu.au">john.dobija3@det.nsw.edu.au</a></li></ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"><li>Jake Fletcher <a href="mailto:Jake.Fletcher10@det.nsw.edu.au">Jake.Fletcher10@det.nsw.edu.au</a></li></ul> <p><b>Year 10</b></p>

<b>Year Advisers</b>	<ul style="list-style-type: none"> <li>• Kirstyn Taylor <a href="mailto:Kirstyn.Bradley1@det.nsw.edu.au">Kirstyn.Bradley1@det.nsw.edu.au</a></li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Robert Walker <a href="mailto:ROBERT.J.WALKER@det.nsw.edu.au">ROBERT.J.WALKER@det.nsw.edu.au</a></li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Josh Noble <a href="mailto:josh.noble4@det.nsw.edu.au">josh.noble4@det.nsw.edu.au</a></li> </ul>
<b>Aboriginal &amp; Torres Strait Islander Student Support</b>	<p>Warren Sherwood AEO <a href="mailto:warren.sherwood6@det.nsw.edu.au">warren.sherwood6@det.nsw.edu.au</a></p>
<b>Careers &amp; Transition</b>	<p>Nadine Goring, Careers Advisor <a href="mailto:nadine.goring1@det.nsw.edu.au">nadine.goring1@det.nsw.edu.au</a></p>
<b>Head Teachers KLA</b>	<ul style="list-style-type: none"> <li>• Mr Matt Rogers <b>HT Maths</b> <a href="mailto:matthew.rogers22@det.nsw.edu.au">matthew.rogers22@det.nsw.edu.au</a></li> <li>• Ms Chantelle Howlett, <b>HT English</b> <a href="mailto:Chantelle.Howlett2@det.nsw.edu.au">Chantelle.Howlett2@det.nsw.edu.au</a></li> <li>• Mr Scott Parrey, <b>HT Science</b> <a href="mailto:scott.parrey@det.nsw.edu.au">scott.parrey@det.nsw.edu.au</a></li> <li>Mrs Michelle Matthews, <b>HT HSIE</b> <a href="mailto:michelle.l.matthews@det.nsw.edu.au">michelle.l.matthews@det.nsw.edu.au</a></li> <li>• Ms Brittany Benton, <b>HT CAPA</b> <a href="mailto:brittany.benton@det.nsw.edu.au">brittany.benton@det.nsw.edu.au</a></li> </ul> <p><b>Head Teachers KLA</b></p> <ul style="list-style-type: none"> <li>• Mr John Lawson <b>HT PDHPE</b></li> </ul>

[john.lawson@det.nsw.edu.au](mailto:john.lawson@det.nsw.edu.au)

- Mrs Donna Howarth, **HT TAS**

[donna.howarth@det.nsw.edu.au](mailto:donna.howarth@det.nsw.edu.au)

- Mrs Donna Chapman-Hardy, **HT Administration**

[donna.chapman-hardy@det.nsw.edu.au](mailto:donna.chapman-hardy@det.nsw.edu.au)

- Mrs Jayne Cameron, **HT SSU**

[jayne.cameron@det.nsw.edu.au](mailto:jayne.cameron@det.nsw.edu.au)

Kind regards and En Avant!

**Paula Graham**

*Paula Graham*

**Principal | Maitland High School**

### Who we are...

We are proudly your local comprehensive public high school committed to providing the **'BEST education money can't buy'**, for our community.

### What do we stand for?

- High expectations learning achievement for *every* student:
- All students have the *right* to learn in **settled and productive classrooms**.
- All students are **valued, equal and unique** and are supported to set high personal learning goals for a positive future.
- All students have a *right* to be **free from anti-social, aggressive or threatening behaviour**.
- We use student performance data to ensure that classes are **explicitly taught**, and **learning is differentiated for foundational, consolidating and extension level students**, in every class right across the curriculum.

### What's our proof that we deliver?

- One of two high schools in the Hunter with a student on the NSW 2023 HSC Honour Roll for **Band 6 achievement in every subject** and; remember, we're *comprehensive*, we don't select based on ability or social/ economic advantage. We believe in the very best for *every* student.
- Ask around the community, our **parent testimonies are strong**.
- Our **NSW Education Standards Authority Random Inspection** in both Curriculum and Wellbeing- classed as **"Outstanding"** by the inspectors.
- The External Validation of the school concluded as being **Sustaining & Growing and Excelling** across 13 areas.

**En Avant!**

