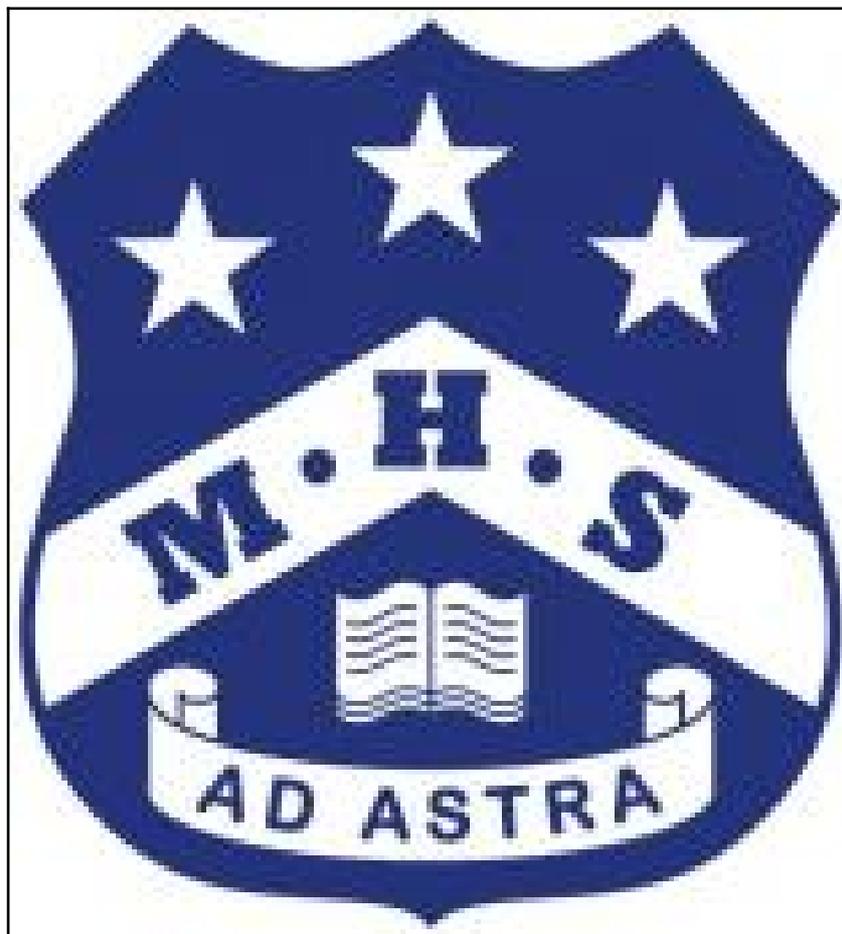


Murrumburrah High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Murrumburrah 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.

School contact details

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Message from the principal

This reports is provided to our community as an accurate summary of outcomes achieved at the school over the last calendar year. Many areas had been assessed in my first year as Principal at the school to be able to provide a clear path to improvement across the school. Areas of strength have been clearly identified as have areas for improvement. These areas will be our focus for the coming year.

School background

School vision statement

To provide a high quality education in a safe and nurturing environment to all our students.

School context

Murrumburrah High School is a small, comprehensive, co-educational, rural high school situated in Harden, on the southern slopes of NSW. The school draws its students from the twin towns of Harden and Murrumburrah, as well as the surrounding rural centres of Binalong and Jugiong. A number of students also enrol in the school from Young. 12% of the school population are of Aboriginal descent. The school provides a curriculum to cater for a broad spectrum of student needs. As well as the core academic subjects; in the Stage 6 curriculum; the school offers courses in Vocational Education and Training. Significant number of students have also participated in School Based traineeships and apprenticeships. Being situated in an agricultural setting the study of Agriculture and Primary Industries is very strong in the school. The school runs a number of programs to support individual and groups of students in their learning, and wellbeing, in the school environment.

The school offers a range of extra-curricular activities. The school Farm Club has had outstanding results in cattle parading in competitions spanning more than a decade.

Success has also been achieved in debating, dance, drama, vocal group and chess. We have one of the few school-based Driver Education Programs that operates in the state. The school also experiences outstanding success in a variety of sports. This success often belies the relatively small number of students in the school.

The local community, council and service clubs support the school and its students. Murrumburrah High School is a proud member, and participant, in the broader Harden-Murrumburrah community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Teaching and Learning

Purpose

To build a culture of excellence which enables all students to be focussed learners, proud of personal achievements and their school.

Improvement Measures

- ALARM matrix implemented from Stage 4 to Stage 6 100% student exposure.
- All Stage 4 and 5 students tracked on literacy and numeracy continuums and progression.
- 90% student sustained growth in individual writing NAPLAN results.
- Mandatory new syllabus delivered effectively to all students.
-

Progress towards achieving improvement measures

Process 1: All staff consistently use terminology and associated scaffolds of ALARM when delivering classroom lessons. Informative assessment strategies used by all staff to provide timely feedback.

Middle years project strategies implemented including use of scaffolds, language understanding, authors purpose and glossaries, evident through student learning observation and assessment. Peer coaching supported activities in ALARM and Writing for Middle Years.

All relevant staff implement new syllabus, discussions and training through NESA utilising program builder, sample teaching and learning programs, unit, scope and sequence advice, assessment advice and strategies and integrating ICT capability

Evaluation	Funds Expended (Resources)
<p>Head Teachers monitor implementation timetable of syllabus including, 2018 continue teaching English, Mathematics, Science K–10, History and Geography in Years 7 and 9, start teaching Geography in Year 8 and 10 and familiarisation and planning for Technology Mandatory Years 7 and 8. Years 11 and 12 commencement of new Year 11 English, Mathematics, Standard, Science and History Courses. Familiarisation and planning for the new Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2 and Science Extension Terms 1–3 Stage 6 syllabuses courses. Ongoing report to executive of progress, monitoring and support through PL. All teaching staff awareness of 2018–2020 implementation.</p> <p>Post testing of students in 6 monthly frameworks to review strategies and what is working. Last to organise. Data circulated to all key teachers.</p> <p>Post unit evaluation embedded into faculty practice.</p> <p>Ongoing discussion in faculty meetings related to immediate and timely feedback.</p> <p>The observation of reflective practices involved during the Quality Teaching Rounds was invaluable and have encouraged staff to continue to employ the strategies endorsed by the program and to share these ideas with colleagues. MHS may have twelve months break from this process due to a number of beginning teachers joining the team. Thus other tools will be considered that will look at some more specific practices.</p> <p>The visit by the Yass Principal's Network and the executive leadership team from district office was invaluable as it was found that our practice was</p>	<p>A casual was employed to relieve staff and cover classes for the QTR process.</p> <p>The HSC Monitoring Day was structured in such a way that no class cover was required, however catering was provided for visitors who traveled up to 200 km to be here.</p>

Progress towards achieving improvement measures

exemplary, however they were still able to provide some useful feedback which will go some way to making the process even more efficient and effective. The implementation of this process has been positive and will continue to be clarified and refined into 2020.

Strategic Direction 2

A Culture of Success and Wellbeing

Purpose

To foster a positive culture of learning across the school community where every student strives for success every day.

Improvement Measures

Student Voice classroom and beyond programs developed to support student learning and leadership.

All Identified students requiring ILPs in place early in each year 2018–2020

13 Aboriginal students provided with an in school tutor teacher support continuation 2018–2020

Stage 5 and 6 Aboriginal students Wingara mura–bunga barra bugu to actively experience university life at Sydney University. (7 students).

STEM Youth Development Camp for Aboriginal 7 to 11 students to attend.

Visit to Riverina Environment Centre (11 Indigenous students).

Continual support for driving program all eligible students involved.

Student feedback to individual teachers across all KLAs on opportunities for learning in the classroom, trial in Stage 5 & 6, data collected and interpreted.

Improved learning opportunities by communication strategies, school newsletter focus on learning in all faculties

Engaging students in their own wellbeing and learning requirements.

Students are all assigned an IVY group which is based on wellbeing and whole school learning initiatives. Groups are sorted based on bettering outcomes of students, eg boy focus groups, girl focus groups, extension group, leadership group. Each IVY group has a mentor teacher that works closely with the group to develop skills in key identified areas.

Progress towards achieving improvement measures

Process 1: Learning Support team work with classroom teachers, counsellor, parents and students to create and or update ILPs.

Students provided with support to take part in outdoor programs, travel, accommodation needs met.

Day workshop Bundyi Aboriginal cultural knowledge with 140 students and small group targeted students.

Student apply to attend Outwardbound course (18 students).

Evaluation	Funds Expended (Resources)
<p>All programs had a positive effect of the student cohort and the wider school community is appreciative of the efforts the wellbeing program has gone to in order to support the student population. Positive comment on the school mini bus, the clothing pool and the beautification of the school grounds has been received. Students appreciate the business vouchers that they receive in reward programs and they strongly support the reward excursions that are offered.</p>	<p>Funds were spent on the positive reward program \$2K. Vouchers to local businesses for presentation days were purchased \$1K. An extensive clothing pool was added to \$500. The major landscaping project at the front of the school was completed. \$5K. The school bus was purchased to assist in reducing costs of excursions. \$20K.</p>

Strategic Direction 3

Leadership

Purpose

To build a sustainable culture of collaboration, engagement with all stakeholders and development that ensures continual improvement in the quality of teaching delivery through professional learning, leadership opportunities for staff and students through community interaction and engagement.

Improvement Measures

Understanding mandatory DET policy and procedure related to NESA rules and procedures

Opportunities to relieve in higher positions, and build staff capacity by accepting positions in leadership, teachers associates and extra curricular activities.

Increase in staff engaged in explicit professional learning aligned to individual and school needs.

Leadership opportunities in teacher associations and mentor positions.

Employment of community to enhance curriculum development related to CAPA.

Focus on leadership, learning opportunities through public speaking, dance, choral and drama.

Ongoing promotion of Murrumburrah High School as a learning community by all stakeholders

Progress towards achieving improvement measures

Process 1: Plan in school professional learning during designated staff meetings re NESA.

Focus in faculty meetings ensuring school based policies and procedures are consistently implemented.

Fortnightly Schema (newsletter) emailed to all parents and appropriate community.

Position internally advertised as appropriate Timetable adjusted related to rel. in higher position.

Executive professional learning planned.

School Biz information identifying critical reading, professional learning, school administration and management, expressions of interest.

Identify through community, artist and musician to run workshops for talented and nominated students.

Dance, public speaking, drama minds, debating, choral opportunities timetabled in class and extra curricula both in and beyond school venues.

Evaluation	Funds Expended (Resources)
The development of leadership skills at all levels continues within the school context. These areas will continue to be developed in the final year of the school plan.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO support for Aboriginal students for 2 DPW @ \$12000, \$6000 for resources, Try a food BBQ day, NAIDOC week activities, new cultural signage around the school. Support for students to attend STEM camp.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$18 000.00) 	<p>The establishment of the school committee has allowed for coherent planning of activities in the education of Aboriginal students at our school. These activities meet the needs of our students.</p>
Low level adjustment for disability	<p>Employment of a Learning and Support Teacher (LaST) 0.6 FTE – \$64000</p> <p>Employment of School Learning and Support Officer (SLSO) 0.4 FTE – \$24000</p> <p>Teaching resources (skills workbooks and materials) – \$2000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$90 000.00) 	<p>The employment of specific staff to undertake the support roles is key to its success. The rapport established with families better enables the school to work with them to improve connection with education and achievement of outcomes. Value is then placed on the process of learning when families are involved in its development and application.</p>
Socio-economic background	<p>\$140 000 flexible total – \$15000 to be used for uniform and fee support for struggling families. \$25000 for Merit award system, Presentation day, Excursion and extra curricula support to keep costs down to assist access to HSC study days etc. \$20,000 Purchase of a school mini bus to reduce overall costs of all excursions– access to transport is very difficult in a small country town. \$12000 was used for additional in class resources ie new textbooks, digital media and other electronic support packages , \$13000 for online third party software licence fees.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$140 000.00) 	<p>The programs and support provided for our small regional High School students has enabled them to feel approach their education knowing that the school is doing everything it can to close the gap between city students with our students. The school is continually looking at our own local circumstances and how we can best support all our students and their individual learning needs. Living and educating in a small rural community has its own challenges and as a school we are always trying to minimise this impact on our students education.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	65	59	63	64
Girls	66	65	73	77

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.9	90.1	83.6	88.5
8	89.3	90.9	82.8	75.6
9	84.8	88.6	81.8	83
10	86.8	82.9	86.7	72.4
11	82.1	84.1	76.9	81.5
12	91.3	89.1	88.1	84.2
All Years	87.5	87.4	83.2	80.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	6
Employment	3	0	40
TAFE entry	7	6	21
University Entry	0	0	21
Other	0	0	6
Unknown	0	6	6

Year 12 students undertaking vocational or trade training

40.00% of Year 12 students at Murrumburrah High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Murrumburrah High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	10
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	5.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The five School Development Days focussed on areas for growth as well as Mandatory training that all our staff must undertake each calendar year.

Day 1 – Overview of the years plan, Introduction of new Principal, training and document review for the schools upcoming External Validation review.

Day 2 – Combined Professional Learning day at Yass High School for all teaching staff in our Principals network, Non-teaching staff undertook planning work for the improvement of work systems within the school.

Day 3 – SCOUT training for all teaching staff. Non teaching staff undertook Professional Development Plan training

Day 4 and 5 – All staff rotated between various training over the two days to ensure currency with processes as per Departmental regulations. these included, CPR / Anaphylaxis training, online modules for e-emergency care, anaphylaxis online, Child Protection and any other optional training staff chose to self improve.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	277,982
Revenue	2,989,631
Appropriation	2,924,187
Sale of Goods and Services	1,026
Grants and contributions	53,886
Investment income	1,658
Other revenue	8,873
Expenses	-2,979,035
Employee related	-2,499,857
Operating expenses	-479,178
Surplus / deficit for the year	10,596

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School funds are spent on systems/resources and products that improve on the educational outcomes of the students. This includes, but is not limited to staff training, in class resources, facility improvements, financial support with excursions etc, building and grounds maintenance, school farm upgrades, purchase of a school mini bus, in class technology platforms and equipment, support with out of town experiences for senior student to support the HSC, as well as day to day classroom activities. The school is currently in the process of major improvements in a wide range of areas to provide a safe, supportive and inviting place to learn for all that come to the school.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	72,615
Equity Total	302,444
Equity - Aboriginal	18,105
Equity - Socio-economic	193,599
Equity - Language	0
Equity - Disability	90,741
Base Total	2,350,652
Base - Per Capita	31,911
Base - Location	12,741
Base - Other	2,306,001
Other Total	112,311
Grand Total	2,838,023

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

A parent survey conducted was not widely responded to but provided a small sample of opinions relating to the school. These opinions were supportive of the school, its structure and what it does for the education of the students in the town. Comments made reflected an improvement in parental communication from the school on a regular basis to keep families informed of happenings in the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.