

2020 Annual Report

Murrumburrah High School



8328

Introduction

The Annual Report for 2020 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.

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School vision

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. 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.

Our self-assessment 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>

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.
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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)
The quiet time due to Covid has not been wasted as resources have been purchased and utilised in the school. Staff are preparing for a return to normal, or the new normal in 2021.	TSO -Sem 2 - \$33,220 ICT - Sem 2 - \$22,522 Sem.2 \$20,730 TV Panels \$ 1,792 Conferencing Equip \$22,522

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)
On the whole, the school managed to access some of the whole school wellbeing areas that we wished to cover in 2020. Perhaps not in as much detail or exposure to outside the school environment. 2021 and into the future will hopefully see us begin to access a greater depth of engagement and exposure to wellbeing initiatives.	Nil cost in the area with staff and online resources providing the equipment and expertise to run the individual sessions.

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)
<p>Staff are more prepared for changing challenges within education through their PL.</p> <p>Despite Covid, students have still had opportunities to be involved in cultural activities through Zoom, but also took the opportunity to use their leadership skills in the local community.</p> <p>Staff were given the opportunity to step into leadership roles across the school and have relished the challenges that these opportunities gave them.</p> <p>Mercury readership in the wider community is increasing - more newsletters going out than is in the school.</p>	<p>Time</p> <p>Access to technology</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Culturally appropriate signage and resources for NAIDOC Week had been purchased.\$ 2500. Remaining funds used to support printing costs, delivery, extra SLISO time to deliver and make contact with families over Covid lockdown time - \$1500	SLISO time has been invaluable for maintaining contact with local families and Aboriginal students during lock down. Extra resources had been purchased to support this at home learning. Contact has been enhanced with the new local AECG committee just formed this year and Signage and resources were well accepted by students. New DoE ACLO has now been to 3 meetings at the school to build confidence with using language at formal events and plan a succession schedule for this training.
Low level adjustment for disability	0.6 Last staff funding - \$65630 for 3DPW all year 0.4 SLISO to support targeted students and undertake testing and in class support for those students - \$27200 Remainder of funds - \$1500 was used on resource acquisition to support LaST working with students.	The work done by the LaST and the SLISO staff was very valuable to the progress and ultimately the improved educational outcomes of the students they worked with. 2020 was a very challenging year and this targeted support was valued by students and their families. 2021 will see a similar program in operation to support more students. The Last will be non teaching role and that will provide additional time for support to staff and students.
Socio-economic background	0.6 staffing (0.5 plus an extra 0.1) into curriculum timetable to employ an Art Teacher for the school. \$65500 School Bus maintenance \$2000, resources for covid lock down time \$4500, covid sanitising stations at school \$4000, School bus shed with driveway built \$35000, automatic sprinkler system installed to provide grounds for students to use during warmer months, including 2 school ovals, main playground area and front gardens. Also included new pump and bore repairs to make the system water efficient. \$50000. With a decrease in school activities substantial funds could be directed into this equipment. New blinds installed in the school hall for drama performances (\$7000) New powered stage curtains installed (\$20000) to replace the torn ones from the 1970's. purchase of plants trees etc (\$5000). New lawnmower \$17000. total \$230000	The school is looking fabulous due to all the upgrades. Students came back to school admiring the changes and how supported they feel in a school that provides such a good educational learning environment. The local community have noticed the improvements and have also offered their thanks to the staff.
Support for beginning teachers	Unleashed Learning purchased - mentor time and weekly meetings	The school has never had this number of beginning teachers before and a new system to support their growth as teachers was

<p>Support for beginning teachers</p>	<p>-\$4000</p> <p>Timetabled release time to support growth and development activities- \$15000</p> <p>Unused funding will be rolled over for 2021.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$32 000.00) 	<p>found. HT English purchased Unleashed Learning for the 3 staff and her as mentor. It gave invaluable access to a professional mentor that guided the staff through the year long program with HT English support. During lock down this was very effective for the teacher sand they gave strong indications of its usefulness for future beginning teacher. Various smaller resources had been purchased to support the staff along with online course aimed at their professional growth in their first year. Release time was purchased and built into the timetable to support the beginning teachers. Some funds will be rolled over for 2021 due to the inability to utilise training and release due to Covid changes.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	59	63	64	61
Girls	65	73	77	73

Student enrolments at the school have dropped slowly for a few years. From 2022, the school enrolment number is expected to grow as more students are coming through from local primary schools. Expected enrolments should be over 160 in 2 or 3 years. This will allow the employment of additional staff and the appointment of a permanent Deputy Principal back into the school, a position which is school funded currently due to low enrolment numbers.

Student attendance profile

Year	School			
	2017	2018	2019	2020
7	90.1	83.6	88.5	84.7
8	90.9	82.8	75.6	90.8
9	88.6	81.8	83	85.5
10	82.9	86.7	72.4	86.2
11	84.1	76.9	81.5	85.3
12	89.1	88.1	84.2	90.1
All Years	87.4	83.2	80.6	87.1
Year	State DoE			
	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

The school has been targeting attendance for the last 2 years and we are now seeing improved connection with education across the community and improved attendance across the students body. This approach will continue into 2021. The percentage of students at or above 90% attendance is also improving.

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	17	18
Employment	60	33	50
TAFE entry	20	8	0
University Entry	0	0	32
Other	20	25	0
Unknown	0	17	0

The continued success of the school to transition students from school to other forms of education or employment continues to be a highlight of the school. Students who appear in the unknown or other category have either left town with family and are not contactable or have ongoing reasons for leaving school. It is hoped that these students were successful in their endeavors to secure employment in their new locations. Students that are listed as seeking employment currently have part time jobs but are hoping also to secure more long term permanent positions.

Year 12 students undertaking vocational or trade training

43.75% of Year 12 students at Murrumburrah High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

86.7% of all Year 12 students at Murrumburrah High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Students that did not compete the Higher School Certificate are all employed and have made a successful transition to the workforce.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	10.5
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	288,578
Revenue	3,302,865
Appropriation	3,217,491
Sale of Goods and Services	1,063
Grants and contributions	83,797
Investment income	514
Expenses	-3,366,889
Employee related	-2,741,378
Operating expenses	-625,511
Surplus / deficit for the year	-64,024
Closing Balance	224,554

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	166,564
Equity Total	353,425
Equity - Aboriginal	29,843
Equity - Socio-economic	229,158
Equity - Language	0
Equity - Disability	94,424
Base Total	2,507,380
Base - Per Capita	33,815
Base - Location	13,451
Base - Other	2,460,113
Other Total	111,146
Grand Total	3,138,515

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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

Feedback from Tell Them from Me Surveys, in school student surveys and anecdotal feedback has provided the school with sufficient data to make the determination that generally speaking the school is providing a valuable and supportive educational environment for all our students. Students are targeted with support in particular areas to support continued growth in that area. Students identify that they wish to be pushed to perform better in courses and would like to be treated more like a young adult, especially in the junior years. The community feedback supports the notion that the school deals with problems as they arise and provides avenues to try and avoid similar problems into the future. Staff are supportive of change management in the school and are an active participant in those transitions for the good of all.

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.