

Mudgee High School

Annual Report



2016



8128

Introduction

The Annual Report for 2016 is provided to the community of Mudgee 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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Message from the Principal

At Mudgee High, we have a simple request of all of our students; do your best.

Each student should seek to develop his or her skills in as many varied disciplines as possible. Each should actively develop and hone the skills and abilities that will prepare them for the future, whether that future is in university study or employment.

Mudgee High's teachers are there for the students. Everything we do is predicated on achieving the best for the young people in our care. The school's mission statement – developing safe, respectful and responsible learners in a stimulating and inclusive environment – is what we are all about.

With more than 100 elective courses across the school, in addition to all of the traditional core subjects like English, Mathematics, Science, History and Geography, 70 highly qualified, experienced teachers to deliver those courses, and great results for a school of its size and type, secondary study at Mudgee High School makes perfect sense.

So, thank you to the very many families in Mudgee and surrounds who each day through 2016 entrusted us with the most precious things they will ever create; their children. We did our best to assist your children to do their best and will continue to do so beyond this, our centenary year, and well into the future.

Wayne Eade

Principal

School background

School vision statement

Developing safe, respectful and responsible learners in a stimulating and inclusive environment.

School context

Mudgee High School is a comprehensive, coeducational rural high school. It possesses a well-established staff base and excellent induction programs for new staff. At the beginning of 2016, student enrolments stood at 916, including 70 Aboriginal students. The school also catered for 38 students with special needs in 2016 in a dedicated unit. The school plays an important part within what is a very supportive community possessing a proud history in farming, viticulture, tourism and mining. Mudgee High School prides itself on providing high quality education in a stimulating, inclusive and caring environment. Facilities include five well-equipped computer laboratories, performance centre, gymnasium, technology workshops and creative and performing arts facilities, making Mudgee High School an environment for every student to explore their talents and potential. The school has a well-developed and effective student welfare policy founded on three Positive Behaviour for Learning focuses; safety, responsibility and respect. The Higher School Certificate results achieved by students who attend the school reflect the excellence in teaching and learning that takes place at Mudgee High School. The school enjoys the support of an active Parents and Citizens' Association and the Aboriginal Education Consultative Group (AECG). Mudgee High School is also a member of the Cudgegong Learning Community, providing strong links between more than 20 primary and high schools in the Mudgee area and opportunities for enrichment and extension programs for students and staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In self-assessing what they bring to the important work of teaching, teachers are often their own harshest critics. All teaching staff at Mudgee High spent three hours one Thursday afternoon looking at the domains of Learning, Teaching and Leading and, in small groups, rated our collective performance.

In Learning, MHS teachers determined that we are delivering value-added results, and students are showing expected growth on internal school performance measures.

In Teaching, MHS teachers determined that we are delivering through analysing and using student assessment data to understand the learning needs of students; building teacher performance data analysis, interpretation and use skills; providing information on student performance to the community on a regular basis through reports, and; making informed decision making based on data analysis.

In Leading, MHS teachers determined that we are delivering opportunities for staff, students, parents and the broader school community to engage, when possible, in the development of the vision, values and purpose for the school; a responsive approach to identified changing needs, and; effective processes for planning and implementing resource allocation, professional learning, performance monitoring and reporting.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

High Expectations

Purpose

Having high expectations of ALL at Mudgee High. This will be reflected in the standard of educational delivery, the systems that support quality teaching and learning and the involvement of parents and the wider community to enhance learning.

High expectations encourage ALL to achieve their potential.

Overall summary of progress

The new PL model of sessions delivered to whole-staff was evaluated and it was determined that there was insufficient buy-in by all to keep it in its current form. A new model will be developed in 2017.

By the end of 2016, ALL school reports were being generated using Sentral.

Mudgee High's Facebook page was created on 28 April. It is a closed page, allowing the admin's to control both access and content. By the end of the year, the site had over 350 followers.

Please be aware that the total amount committed through "Socio-economic background" and "Aboriginal background" resources to employing additional staff to allow these achievements amounted to \$52,399.77. The column at right below indicates resources used but any breakdown of the dollar figure per improvement measure would be purely artificial.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data entries (via Sentral) that are centred on what it is to be safe, respectful and responsible.	A great deal of time and effort was expended adapting Sentral to local use; making it work for us. While this is an on-going process, great inroads were made in 2016. All entries made now come under one of the three headings of Safe, Responsible and Respectful.	Sentral costs \$4950 per year plus call outs (\$110 in 2016). <ul style="list-style-type: none">• Socio-economic background (\$5060.00)
Improved retention rates and successful transition to the world of employment/ further education, especially ATSI students.	<p>Retention rates have remained consistent to Year 12, although they are not as high at Mudgee High as they are in similar schools within the state.</p> <p>But this is part of our success.</p> <p>Students who leave during Year 10, at its conclusion or prior to the HSC, do so overwhelmingly because they have gained variously a traineeship, apprenticeship, employment or moved on to TAFE.</p> <p>In Year 10, the Link program continued in 2016. It was first implemented in 2010 when the leavers' age was raised to 17. It targets students "at risk" of leaving school with no clear direction by offering them a blended curriculum consisting of TAFE, work and school.</p> <p>Many of the Link students each year, including in 2016, go on to traineeships, apprenticeships, employment or TAFE because of their success in the program. Those who remain have been amongst our most successful students in Year 12, another trend demonstrated again in 2016.</p>	A partnership with Glencore Holdings allowed Mudgee High to continue to employ an additional School Learning Support Officer three days per week in 2016. The School Learning Support Officer liaises between Year 10 students and both TAFE and employers, assisting in making Link a very worthwhile program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN and HSC results, especially for students with a disability and ATSI students.	NAPLAN results ranged from Band 5 to Band 10. In Year 9, the average Band scored was Band 7. While NAPLAN results were below national averages, value adding – the positive movement of students between Year 7 and 9 in literacy and numeracy – was high.	Quicksmart program. Additional School Learning Support Officers.
Value adding from 7 to 9 to 12.	Although NAPLAN results were below national average, value adding was high in 2016. Value adding happens when the quality of the teaching and learning occurring is high. Where students experience learning difficulties, targeted intervention by Learning and Support Teaching staff and/ or School Learning Support Officers is implemented. Senior students have been provided opportunities to undertake additional coaching to develop individual capacity through study days – internally and externally – and targeted external experiences including work with the Bell Shakespeare Company, On Show, and other excursions to better develop engagement and understanding.	Additional School Learning Support Officers. To allow excursions to proceed, staff cover absent organising staff through "buddy extras", saving students \$480 per teacher per day.
Satisfaction in the level of expectations across the school gauged by student, parent and staff surveys.	A survey of staff indicated that the school is delivering in the areas of teaching, learning and leading. In 2016, the school did not make use of the Tell Them From Me surveys available through the Department of Education's Centre for Education Statistics and Evaluation (CESE).	All staff required to stay after school for a three hour session that allowed for the effective completion of the School Excellence Framework survey for 2016.

Next Steps

In 2017, the challenge with Sentral will be to have it talk to Learning Management Business Reform software after September 4 so that the two can be used in a co-ordinated fashion.

Quicksmart delivery will continue., as will the employment of additional School Learning Support Officers to assist with its delivery, the running of our Learning Support Centre, located within the library, and in-class support for students experiencing difficulty with their learning.

In 2017, the amount of support offered to Years 11 and 12 in preparing for the HSC will be ramped up, including after school study sessions – three each for the two cohorts – to which parents will also be invited so that they may be in a better position to assist their children to succeed.

In 2017, the school will make use of the Tell Them From Me surveys available through the Department of Education's Centre for Education Statistics and Evaluation (CESE) to better gauge student, staff and parent/community satisfaction as well as assist in the development of the School Plan for 2018–2020.

Strategic Direction 2

Capacity Building

Purpose

Developing the capacity of students and staff to "step up" and lead, whether amongst their peers, in the classroom, across the school or in the wider community, including the CLC. Developing the capacity of staff to deliver quality teaching and learning opportunities for ALL students.

Overall summary of progress

We planned to broaden and develop the capacity of students to lead groups as diverse as Student Representative Council (SRC), Leadership Group, and the developing junior Aboriginal Education Consultative Group (AECG).

The SRC continued to attract future leaders of the highest calibre. The SRC presidents – our captains – met with the principal on a weekly basis to discuss the operation of the school and their roles within that operation. The SRC presidents run whole school events, including a weekly assembly, and took an active leadership role at school carnivals and presentation events. SRC representatives also played an active role in the running of events like school socials. Year 11 SRC representatives stepped up and took on leadership roles when Year 12 leaders were not available.

The leadership group has continued to offer opportunities to students with a desire "to lead" but missed out on SRC electoral success. The group was involved in promoting extra-curricula activities at whole-schools assemblies. The group also staged awareness-raising presentations about matters of which many students may have only limited knowledge.

Professional learning opportunities provided through the year allowed staff members opportunities to undertake explicit training in roles that enhance and extend capacity. One impact of this was that all school-based professional learning opportunities beginning Term 2 were developed and registered with the BOSTES at a minimum of Proficient level. All registered sessions were also evaluated through survey.

Sustained and improved representation within the Cudgegong Learning Community (CLC) allowed Mudgee High executive staff the opportunity to lead the direction and development of educational community professional learning opportunities to build capacity of staff across several local schools that include Mudgee High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A greater number of students nominating for leadership roles.	Nomination for SRC positions in 2016 remained strong which is historically consistent. The Leadership group now has its own roll call because of its size. Junior AECG also has its own roll group and now has a rotational roster for presentation at whole-school assemblies.	Allocation of rooms and/ or learning spaces to facilitate the needs of specific leadership groups. Junior AECG provided funding through RAM Aboriginal to organise NAIDOC celebrations mid-year.
A greater pool of staff prepared to relieve in leadership roles.	In 2016, both Deputy Principals demonstrated a preparedness to relieve both short and long term in the Principal role. Four Head Teachers relieved at various times through the year in the Deputy Principal position. Several teachers spent varying lengths of time relieving in Head Teacher roles because of either secondment or leave.	Short term relief budget used to provide requisite staffing.
A greater pool of staff available for Merit Selection panel duty, or chairs of committees, etc..	A pool of staff and parent/ community representative has been trained in Merit Selection panel responsibilities.	Professional learning funding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff seeking accreditation at higher levels through the BOSTES.	<p>Three staff members completed the requirements to move from Probationary to Proficient status, all of the casual teachers. Another three staff members achieved accreditation at Proficient level during the year.</p> <p>All courses offered internally through the 2016 were at proficient level, while some were registered as Highly Accomplished and Lead as well after meeting the necessary standards and for accreditation purposes.</p>	<p>Principal, Head Teachers and mentors time spent working with probationary teachers to get them to Proficient level.</p> <p>Head Teacher Teaching and Learning registered all internal courses through BOSTES.</p>
More staff leading the development of QT within their KLAS.	<p>Head Teachers encouraged to use faculty meeting time to map out QT opportunities within their faculties.</p> <p>The expectation was that where there is specific expertise, those with that expertise should be encouraged to deliver sessions.</p>	<p>Relevant Head Teachers mapped out QT opportunities within their faculties, led by themselves and other faculty members with expertise in specific areas of identified need and interest.</p>

Next Steps

Encourage staff to apply for relieving executive work external to the school. Some success here already when Richard Finter, Deputy Principal, gained five weeks relieving Principal work at Lightning Ridge CS beginning Term 1, 2017.

More authority to the SAM to develop and implement professional learning for all SASS, co-ordinated with the principal.

Continue to grow the student leadership groups; the elected Student Representative Council, the Leadership Team and the Junior AECG.

Continue to develop the capacity of staff to meet the demands of accreditation with additional support for those seeking to achieve the higher levels of accreditation where applicable.

Strategic Direction 3

Communication and Organisational Effectiveness

Purpose

Developing the communication processes at work at MHS to ensure it is two way and informs planning and action. Strengthening the organisational effectiveness of whole school practices to streamline action and make clear the purpose of what we do.

Overall summary of progress

We planned to have an increase in the number of staff using technology to effectively undertake their specific roles within the school. The school professional learning and the technology teams recognised that "satisfaction" would always be dependent on adequate professional learning.

We planned to implement more flexible communication channels, including the use of social media, with the whole school community. We had already established "closed group" Facebook pages with Years 10, 11 and 12 in 2014–2015. The almost 100% take-up by students in each of the cohorts pointed to the potential for success if extended to a Mudgee High page. The MHS page kicked off on 28 March, 2016.

We planned to put in place measures that would encourage a greater percentage of parents and carers to attend school events like formal presentations. In negotiation with students, staff and parents through the P&C, presentations were modified and, in some cases, pared back to make them less time onerous. The feedback at the close of 2016 was all positive. Parent Teacher evenings have continued to show improvement in attendance numbers through greater promotion on-line.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">A greater percentage of staff who use technology to effectively undertake their specific roles within the school.	<p>All staff are now using Sentral for a variety of specific roles including roll call, the recording of welfare issues and resource booking.</p> <p>Following a review of usage that demonstrated almost universal success, the school's subscription to Clickview was renewed in 2016.</p> <p>There has been significant buy-in to Google Classroom and Google Drive following extensive professional learning opportunities that have up-skilled staff in the use of both.</p>	<p>Purchase and maintenance of Sentral and Clickview as whole-school resources.</p> <p>Professional learning time allocated to up-skilling staff in the use of existing and emergent software.</p>
<ul style="list-style-type: none">A greater number of staff who are satisfied that the technology at their disposal meets their needs.	<p>In 2016, and following significant, whole-school professional learning in the use and uses of Sentral, user satisfaction amongst both teaching and non-teaching staff has been almost universal.</p> <p>Satisfaction with Google Classroom and Google Drive can best be measured by staff buy-in. That satisfaction has been the product of extensive professional learning delivered in-house by staff with the requisite skills in and experience with the software.</p>	<p>Purchase and maintenance of Sentral.</p> <p>Professional learning time allocated to up-skilling staff in the use of existing and emergent software.</p>
<ul style="list-style-type: none">Flexible communication channels including the use of social media with whole school community.	<p>In 2016, parents and carers were notified by SMS of absences.</p> <p>A "closed" school Facebook page was established in March. By the end of the year it had 350 followers.</p>	<p>\$0.60 per SMS.</p> <p>Time allocated to administer and moderate sites that belong to the school</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Number of parents and carers accessing web communication. 	<p>Through 2016, website access varied between 80 and 100 "hits" per week.</p> <p>By the end of 2016, more than 400 parents and carers had "signed up" to have the weekly school newsletter emailed to them. Encouragingly, the greatest number of "sign ups" have been among the parents and carers of Years 7 and 8 students.</p> <p>The buy-in our Facebook page had in 2016 suggests it is the most effective web platform we have for communicating with parents and carers.</p>	<p>Technical officer and Library-based School Administrative Officer oversee the content that appears on our webpage.</p> <p>The Technical officer, Head Teacher Administration and Principal oversee the operation of the school's Facebook page, while anyone a member of the closed page can upload content and comment on posts that appear. At the end of 2016, there had been no issues with the page.</p>
<ul style="list-style-type: none"> Number of parents attending school events. 	<p>Attendance at Parent Teacher evenings demonstrated improvement with regard to attendance numbers through greater promotion on-line.</p> <p>Following student, staff and P&C review, the format of several presentations, including the end of year formal presentation evening, resulted in more streamlined models that have been met with a great deal of praise.</p>	<p>Technical officer and Library-based School Administrative Officer oversee the content that appears on our webpage.</p> <p>The Technical officer, Head Teacher Administration and Principal oversee the operation of the school's Facebook page, while anyone a member of the closed page can upload content and comment on posts that appear. At the end of 2016, there had been no issues with the page.</p>

Next Steps

In 2017, we will increase the number of HSC sessions we offer to students and their parents/ carers in both Years 11 and 12 to better communicate and disseminate information and develop skills so as to have the best chances of success in this important credential.

In 2017, we will replace our existing manual information sign at the front of the school (Douro Street) with an electronic sign as another means by which to relay information about events and opportunities at the school.

In 2017, we will go over to the new Learning Management and Business Reform system which will improve the ways in which we interact with the wider community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The employment of additional School Learning Support Officer time for group and individual academic tutoring and/ or assistance.</p> <p>The purchase of teacher time to offer an Aboriginal Studies class that, after electives had been offered to students, would have otherwise been unviable.</p> <p>Funding cultural events including sending a representative team of Aboriginal students to attend the Goodooga Indigenous Games and providing funding to make NAIDOC celebrations a whole-school event, run by Aboriginal student leaders.</p> <p>Funding an Aboriginal Roll Call "Breakfast Club" to encourage better attendance.</p> <p>Quicksmart tuition targeted at Aboriginal students identified as struggling in literacy and numeracy.</p> <p>Assistance purchasing uniform, paying fees for consumables in elective subjects and meeting the costs of excursions and competition entries.</p>	\$50,424
English language proficiency	<p>Purchase release time for an existing English as an Additional Language or Dialect (EAL/D) trained teacher to work with newly arrived students for whom English is a second language and who, as a result, experienced delayed literacy and numeracy.</p>	\$5,932
Low level adjustment for disability	<p>The employment of additional School Learning Support Officer time for group and individual assistance.</p> <p>The purchase of additional playground equipment for the support unit playground.</p> <p>Provision of materials to enhance the support unit playground.</p> <p>Modifications to the support unit playground to better meet the needs of students in the support unit, especially with regard to WHS.</p> <p>Modifications to a support unit classroom to ensure it better met the needs of students in that room, especially with regard to WHS.</p> <p>Adjustments were negotiated through the Learning Support Team and utilised the resources of the Learning and Support Teachers.</p>	\$321,590
Socio-economic background	<p>The employment of additional School Learning Support Officer time for group and individual academic tutoring and/ or assistance, as well as fund a reading recovery group.</p>	\$146,726

<p>Socio-economic background</p>	<p>Funding of a "Breakfast Club" to encourage better attendance of identified "at risk" students.</p> <p>Quicksmart tuition targeted at students identified as struggling in literacy and numeracy.</p> <p>Assistance purchasing uniform, paying fees for consumables in elective subjects and meeting the costs of excursions and competition entries.</p> <p>The impact these initiatives have had has been an improvement in results in reading comprehension, writing and numeracy, and the improved attendance of targeted students.</p>	<p>\$146,726</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	502	488	466	460
Girls	503	467	460	426

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.4	93.9	91.9	92.4
8	89.8	91.2	90.9	88.5
9	88.7	87.5	85.4	89.5
10	87.2	87.8	87.2	86.1
11	88.5	91.9	88.3	89.1
12	91.8	91.3	91.1	91.2
All Years	89.5	90.4	89	89.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Mudgee High has a very active Learning Support Team (LST) that includes all Year Advisers, both Deputy Principals and the Principal, as well as the School Counsellor, Head Teacher Welfare, Learning and Support Teachers and other interested staff. The LST takes a proactive role addressing issues related to attendance. The LST works closely with the Home School Liaison Officer in making contact with parents and carers of students experiencing difficulties engaging with or attending school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0		6.24
Employment	1		44.72
TAFE entry	3		10.4
University Entry	0		20.8
Other	1	1	
Unknown	0		17.84

Some of the figures quoted are artificial in that the only students recorded as entering into TAFE are those who have indicated that they are at TAFE full-time in 2017. 12.5% of the 44.72% recorded as being employed are in apprenticeships that have a TAFE component.

Additionally, 13.46% of those who have indicated that they are employed in 2017 are on a GAP year as they have deferred university entry until 2018. In 2018, the percentage of students who will have entered university study could conceivably rise to 34.26%.

Year 12 students undertaking vocational or trade training

In 2016, 20 Year 12 students were enrolled in TAFE for two units of the 10 mandatory units necessary to achieve a HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

108 students completed Year 12. Of those students, 107 were successful in attaining the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	16.97
Other Positions	5.1

*Full Time Equivalent

One of Mudgee High School's School Learning Support Officers identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	100

Professional learning and teacher accreditation

As a registered provider of professional learning, Mudgee High embarked in 2016 on a well-orchestrated program of delivering teacher-centred professional learning four Thursday afternoons in each term, beginning in Term 2. This program was in addition to the significant funding the Teacher Professional Learning (TPL) team allocated strategically to professional learning across the school.

Whole-school TPL occurred in child protection, CPR and anaphylaxis response training, as well as in the areas of technology.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Note that the canteen is run by the P&C.

Note that "Training & development" monies are a part of "Tied funds."

Income	\$
Balance brought forward	94 796.17
Global funds	1 005 201.34
Tied funds	695 486.22
School & community sources	358 982.55
Interest	8 846.04
Trust receipts	128 500.41
Canteen	0.00
Total income	2 291 812.73
Expenditure	
Teaching & learning	
Key learning areas	109 048.36
Excursions	118 639.06
Extracurricular dissections	138 602.32
Library	4 684.34
Training & development	0.00
Tied funds	550 471.66
Short term relief	288 907.86
Administration & office	175 945.44
School-operated canteen	0.00
Utilities	201 251.31
Maintenance	100 569.54
Trust accounts	125 345.79
Capital programs	12 295.60
Total expenditure	1 825 761.28
Balance carried forward	466 051.45

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

NAPLAN results ranged from Band 5 to Band 10. In Year 9, the average Band scored was Band 7.

While NAPLAN results were below national averages, value adding – the positive movement of students between Year 7 and 9 in literacy and numeracy – was high.

140 Year 7 students sat the NAPLAN literacy test in 2016.

NAPLAN results for Year 7 Reading demonstrated that 11% of students sitting the test were below national minimum standard, while 19% of students were in the top two bands.

NAPLAN results for Year 7 Writing demonstrated that 15% of students sitting the test were below national minimum standard, while 10% of students sitting the test were in the top two bands.

NAPLAN results for Year 7 Spelling demonstrated that 11% of students sitting the test were below national minimum standard, while 20% of students sitting the test were in the top two bands.

NAPLAN results for Year 7 Grammar and Punctuation demonstrated that 11% of students sitting the test were below national minimum standard, while 15% of students sitting the test were in the top two bands.

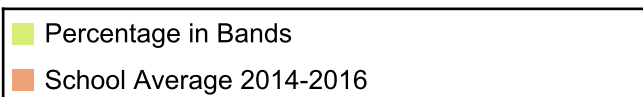
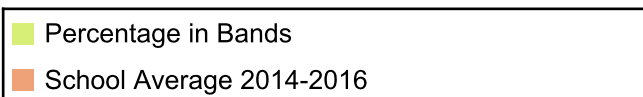
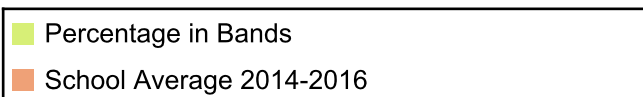
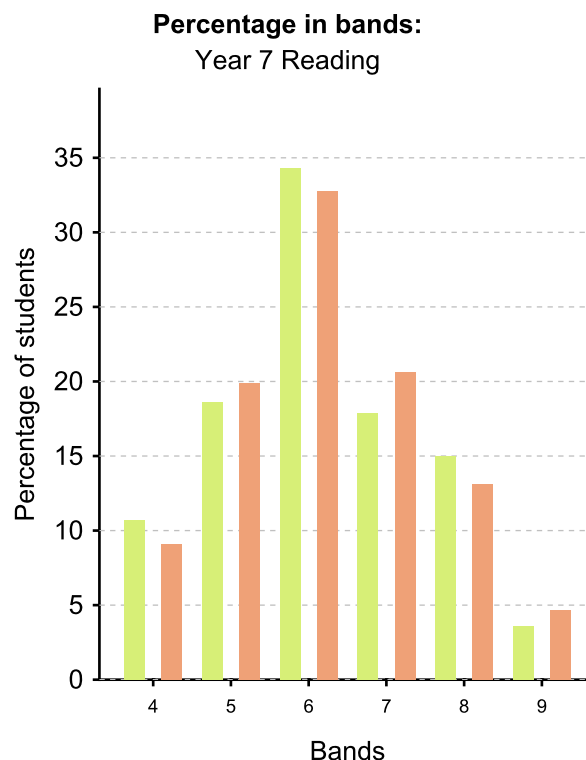
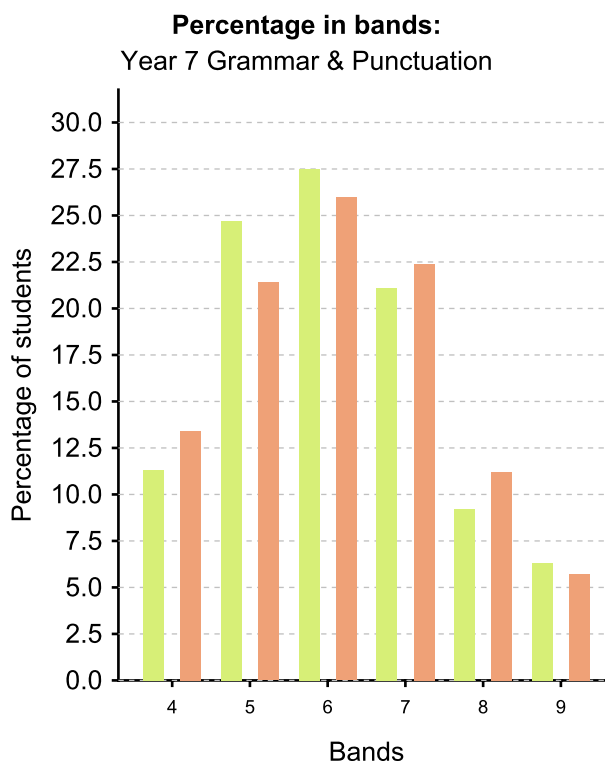
144 Year 9 students sat the NAPLAN literacy test in 2016.

NAPLAN results for Year 9 Reading demonstrated that 10% of students sitting the test were below national minimum standard, while 11% of students sitting the test were in the top two bands.

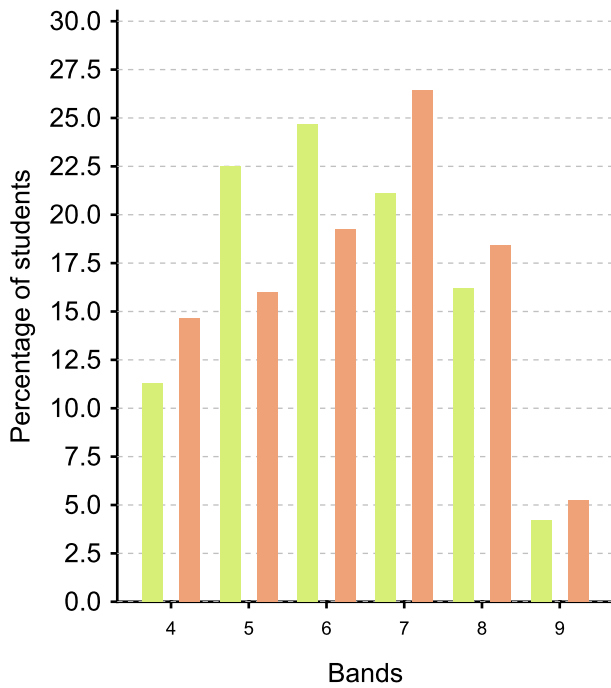
NAPLAN results for Year 9 Writing demonstrated that 30% of students sitting the test were below national minimum standard, while 6% of students sitting the test were in the top two bands.

NAPLAN results for Year 9 Spelling demonstrated that 19% of students sitting the test were below national minimum standard, while 10% of students sitting the test were in the top two bands..

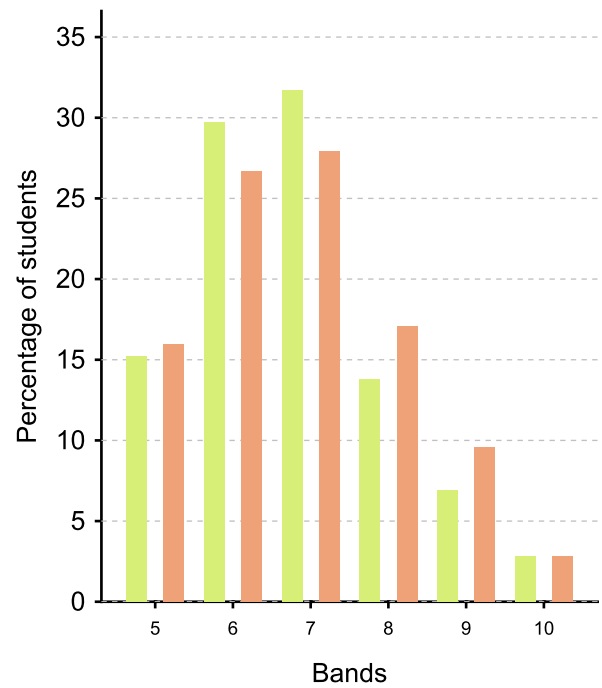
NAPLAN results for Year 9 Grammar and Punctuation demonstrated that 11% of students sitting the test were below national minimum standard, while 10% of students sitting the test were in the top two bands.



Percentage in bands:
Year 7 Spelling



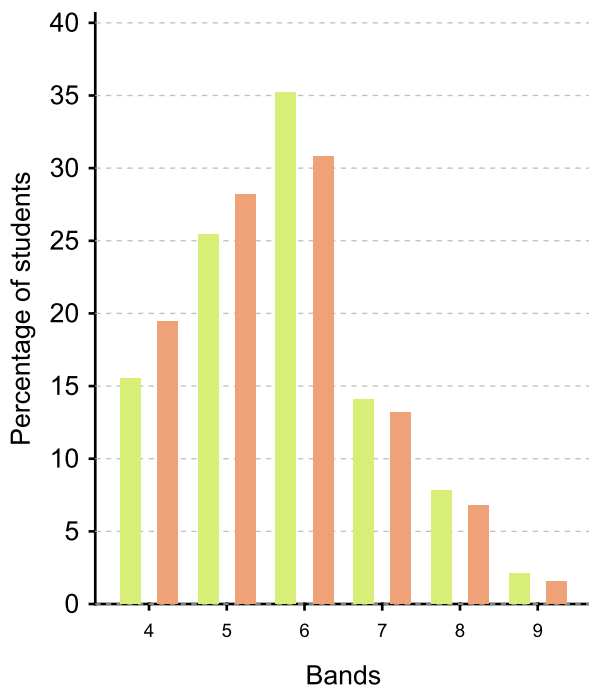
Percentage in bands:
Year 9 Grammar & Punctuation



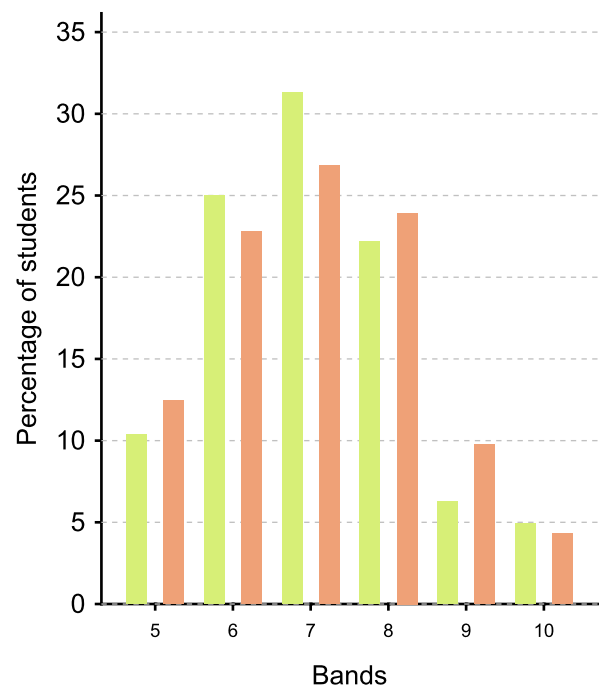
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



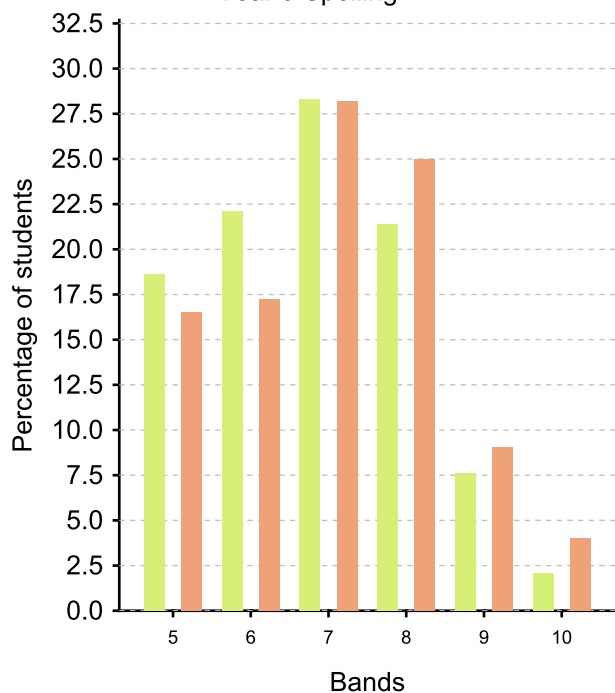
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

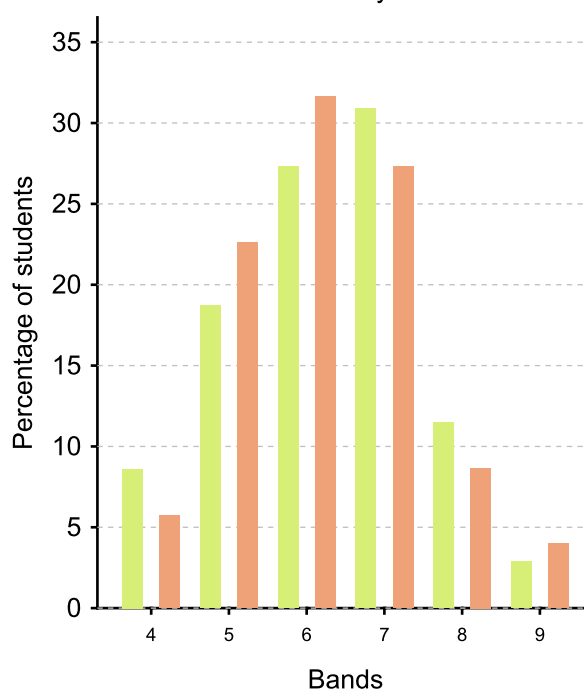
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

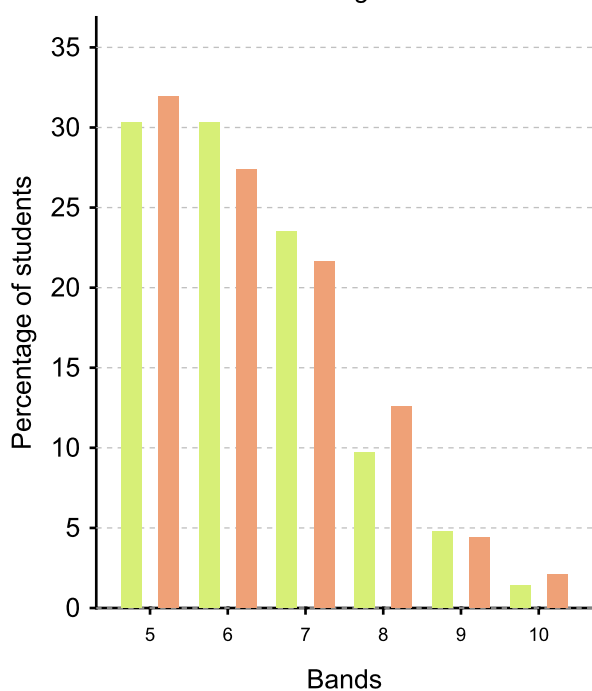
below national minimum standard, while 12% of students sitting the test were in the top two bands.

Percentage in bands:
Year 7 Numeracy



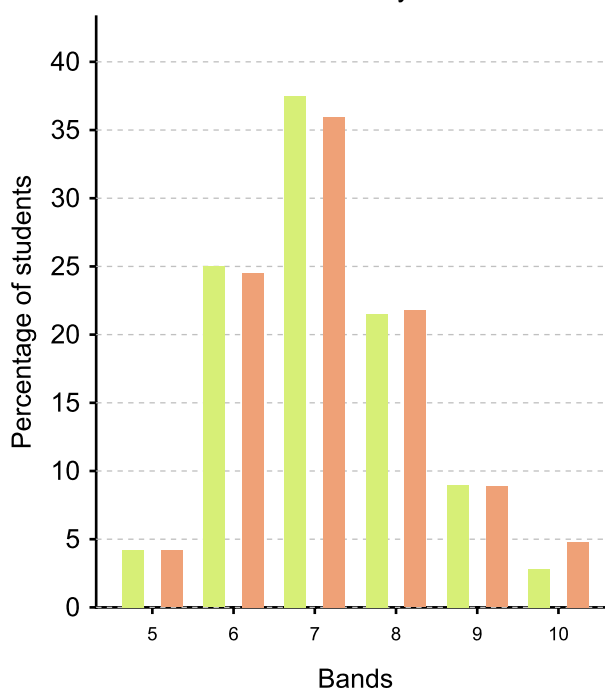
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

140 Year 7 students sat the NAPLAN numeracy test in 2016. NAPLAN results for Year 7 Numeracy demonstrated that 9% of students sitting the test were below national minimum standard, while 14% of students sitting the test were in the top two bands. **144 Year 9 students sat the NAPLAN numeracy test in 2016.** NAPLAN results for Year 9 Numeracy demonstrated that 4% of students sitting the test were

At Mudgee High School, all students in Years 7 and 9 are encouraged to undertake NAPLAN testing. Teaching staff at Mudgee High recognise the value of NAPLAN testing as just one more diagnostic

assessing strengths and opportunities for improvement in these cohorts.

An overview of Mudjee High's relative performance in NAPLAN testing can be gained by accessing the My School website. The URL is provided below:www.myschool.edu.au/SchoolProfile/Index/106467/MudjeeHighSchool/43100/2016

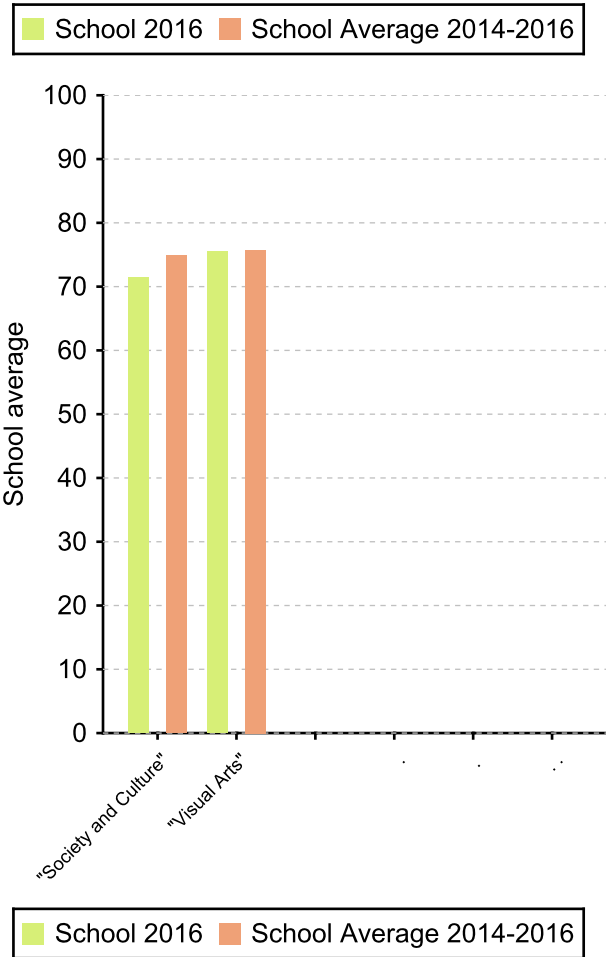
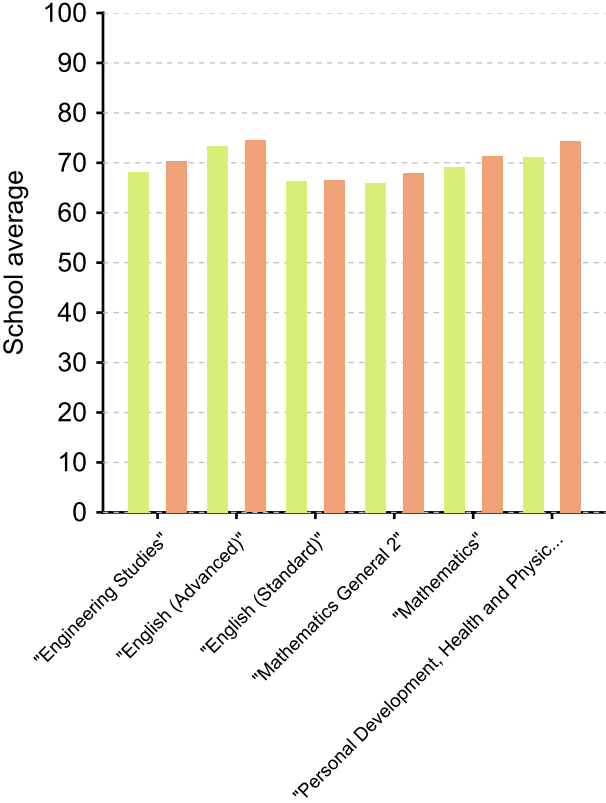
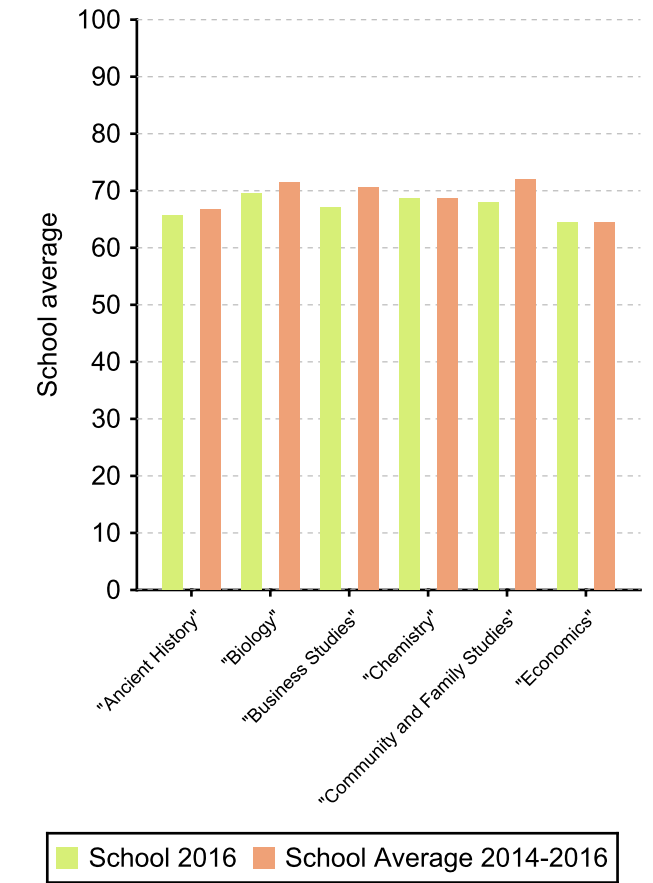
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes

Aboriginal students made up 10% of the candidature in Year 7 (14 students) and 7% of the Year 9 candidature (10 students) sitting the NAPLAN tests.

Year 7 Aboriginal students achieved results that ranged from Band 4 to Band 9 (Writing and Grammar & Punctuation only for the latter), while Year 9 Aboriginal students scored results that ranged from Band 5 to Band 9 (Writing and Spelling only for the latter), with spikes in Band 7.

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Parents and carers are overwhelmingly supportive of the school and the positive environment that is the focus of the welfare strategies in place and being refined in 2016. Parents and carers support the acknowledgement of all student achievement in academic, cultural and sporting pursuits. Feedback provided by parents and carers in 2015 informed and focused school-based improvements to the ways in which the school communicates with the wider community in 2016. Students are aware of the roles played by their SRC. The SRC continues to flourish as a vocal advocate for improvement at school. Teacher satisfaction with whole-school performance can be best gauged looking at their responses to the School Excellence Framework self-assessment.

Policy requirements

Aboriginal education

Mudgee High School is committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education and training.

Mudgee High School is committed to increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia, and this is reflected in our educational programs.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted at Mudgee High School. Issues affecting Aboriginal students are addressed through collaborative decision making with Aboriginal parents, caregivers, families and their communities, and our AECG.

The commitments we make to Aboriginal students and their parents and carers affirm the inherent right of those students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential.

Aboriginal education and training is a core business for all staff.

Aboriginal education and training, like all of the instruction and skills development that occurs at Mudgee High, involves continuous, lifelong learning. It includes.

In 2016, Aboriginal students at Mudgee High have been the beneficiaries of significant funding through RAM Aboriginal funding. Many of our Aboriginal students excel at school, achieving above average results. Many

also fall into the lower bands of achievement in state-wide testing like NAPLAN. The key to success, in addition to the programs in place, is on-going liaison with parents and carers. The development of students specific ILPs for all Aboriginal students has continued to allow Mudgee High to make inroads developing school-home partnerships.

Multicultural and anti-racism education

Mudgee High School's teaching and learning programs are designed so as to be culturally inclusive. Our programs foster the understanding of all students as to what constitutes culture, cultural diversity and good citizenship in a democratic, multicultural society.

The school has three trained Anti-Racism Contact Officers but such is the success of our teaching and learning programs and our PBL ideals of being Safe, Respectful and Responsible, that they are seldom called upon.