

Murrumburrah High School

Annual Report



2016



8328

Introduction

The Annual Report for **2016** 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.

John McFadyen

Principal

School contact details

Murrumburrah High School

Smith St

Harden, 2587

www.murrumburr-h.schools.nsw.edu.au

murrumburr-h.School@det.nsw.edu.au

6386 2755

School background

School vision statement

To provide a high quality education in a safe nurturing environment that enables all of our students to maximise their learning to achieve in all facets of life.

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 five courses in Vocational Education and Training. Significant numbers 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. A significant number of our traineeships are related to these industries. 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

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.

Teachers at Murrumburrah High School have closely evaluated the School Excellence and understand the importance of this key document as a driving force for the planning, implementation and evaluation of our strategies in the pursuit of excellence. As a staff we have charted our progress over the course of 2015 and have identified areas in which our school demonstrated elements of the framework identifying areas of success and areas for improvement.

Learning

In all areas of learning, Murrumburrah High School is delivering.

In the domain of Learning, our school has primarily focused on the domains of Assessment and Reporting and Wellbeing. We reviewed the student reports issued at the end of Semester One and Two. A revised report format was issued for all students at the end of Semester Two. The staff were involved in Professional Learning to support the transition towards the new reporting format.

The wellbeing of students is a priority for all members of the Murrumburrah High School community. This year, the school revised the school rules for students and implemented new behaviour management policies. The revised rules and policies have had a demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices.

Teaching

In most areas of teaching, we have assessed our school as predominantly delivering.

In the domain of Teaching, our focus has been on professional learning in order to achieve Effective Classroom Practice. Staff have undertaken professional learning in order to address identified areas of need within the school. The

Performance and Development process has led to an authentic focus on improving teacher practice through classroom observations, feedback and the sharing of whole-school strategies for improvement. Collaboration has been identified as a vital component towards our goal of quality teaching and learning.

Leading

In all areas of teaching, we have assessed our school as delivering.

The school is committed to developing the leadership capability of staff and students and acknowledge that leadership is essential to individual and collective capacity building. The executive staff have embraced the opportunity to lead vital school initiatives and professional learning in order to achieve excellence as a school and to empower all staff to seek leadership opportunities within the school. School leaders continually deliver vital information to staff regarding best practice and key school initiatives driving our school plan.

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

Quality Teaching and Learning

Purpose

To build a culture of excellence which enables all students to be future focused learners who maximise their learning to achieve in all facets of life.

Overall summary of progress

- All staff will have a Performance Development Plan, aligned to the School Plan and the Australian Teaching Standards.
- ALARM has been introduced as a strategy to support the improvement of Higher School Certificate results.
- Eight secondary schools involved, and working together, in Community of Practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students mapped on literacy and numeracy continuum, 90% showing sustained growth from Year 7 to 9 NAPLAN results.	<ul style="list-style-type: none">• Staff are familiar with the literacy and numeracy continuum• 73% of Year 9 students show sustained growth in reading• 67% of Year 9 students show sustained growth in grammar and punctuation• 87% of Year 9 students show sustained growth in numbers, patterns and algebra	\$5000
Increase proportion of students in the top 2 NAPLAN bands in literacy and numeracy by 8%, including a 30% increase for Aboriginal students.	<ul style="list-style-type: none">• Percentage of students in top 2 NAPLAN bands in Year 7 numeracy increased by 5.8%	\$5000

Next Steps

The future directions for 2017 include:

- The development of a professional learning outline for all teachers to use and map their professional learning in keeping with the Teacher Professional Standards;
- Evaluation of teaching programs with the view to developing appropriate teaching and learning strategies across the school, including How2Learn and ALARM to enhance student engagement and learning;
- Continue to build on the progress for ALARM implementation. Aiming for all teachers of Year 11 and 12 to have an understanding of the matrix and to utilize the program in their teaching. Staff will start to utilise ALARM from Years 7 to 10 to build the skills prior to Years 11 and 12. This includes collegial sharing with Community of Practice schools;
- Development of literacy and numeracy continuum to track student progress;
- Quality teaching and professional practice will be evident in every learning environment;
- Providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

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.

Overall summary of progress

- Data from school community feedback and analysis of the school welfare system, has led to a review of the school wellbeing policy ;
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning;
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement;
- Staff follow clear whole school procedures to celebrate student success and address attendance concerns.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student survey results indicate a 20% improvement in student engagement and sense of belonging.	<ul style="list-style-type: none">• Wellbeing Policy reviewed after consultation with staff and students• Increased student attendance rates	\$2000
School community feedback indicates a culture of success and wellbeing exists within the school.	<ul style="list-style-type: none">• Positive, respectful relationships are evident amongst students, staff and parents, promoting student wellbeing within a positive school culture	\$2000

Next Steps

The future directions for 2017 include:

- Finalise development of an inclusive wellbeing framework to ensure staff and students can maximize success in all aspects of school life;
- Implement and ingrain into school culture proactive educational, cultural and social development programs which will cater for the emotional and social wellbeing needs of the students of Murrumburrah High School.

Strategic Direction 3

Leadership and Development

Purpose

To build a sustainable culture of collaboration, engagement and development that empowers the school community to continually improve.

Overall summary of progress

- Implementation of the new performance and development framework for all members of staff was highly successful and Personal Development Plans (PDPs) closely reflected the school plan and strategic directions;
- A culture of collaborative professional learning that is valued and builds the capacity of all staff in order to improve performance;
- Students regularly review learning with the teacher, ensuring all students have a clear understanding of how to improve their learning;
- School practices create opportunities for and support development for students in leadership and team development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All curriculum programs and teaching practices effectively develop the knowledge, understanding & skills of all students, using evidence-based teaching practices and diverse delivery mechanisms.	<ul style="list-style-type: none">• Staff are engaged in professional learning activities that are relevant to achieving the school's strategic directions. Professional learning is focused to build their capabilities as learners, teachers and leaders• Use the Performance Development Framework (PDF) to support ongoing improvement in student outcomes through continuous development of teachers.	\$10 000
Increase in staff engaged in explicit professional learning aligned to Professional Development Plans (PDPs) and the Australian Professional Standards for Teachers.	<ul style="list-style-type: none">• All teachers have prepared a Professional Development Plan. Teachers have developed an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth.• Collegial discussions and training in targeted programs and data analysis is undertaken.	\$5000

Next Steps

The future directions for 2017 include:

- ALARM, further develop staff understanding of the Learning and Response model and particularly how to provide feedback to students using the language of the ALARM scaffold. Staff will work with experts within the school and beyond the school;
- Continue to modify and adjust assessments and continue to differentiate the curriculum, focusing on a consistency of practice in all faculties across the school;
- Students regularly review learning with the teacher, ensuring all students have a clear understanding of how to improve their learning;
- School practices create opportunities for and support development for students in leadership and team development;
- The development of a professional learning outline for all teachers to use and map their professional learning in keeping with the Teacher Professional Standards;
- Develop a strong focus on collegial observations and train staff in this skill set using AITSL materials.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have an individual learning plan (ILP) which has been developed in consultation with the Learning Support teacher, tutors, students and parents and guardians.</p> <p>Funding has allowed the school to employ tutors to assist our Aboriginal students.</p> <p>Aboriginal students are completing their Higher School Certificate studies and entering tertiary studies and employment.</p>	\$13 372
Low level adjustment for disability	<p>Funds were used to employ 0.7 (FTE) Learning Support teacher</p> <p>Additional financial support ensures equity in educational opportunity for students from low socio-economic families – uniforms, school fees and enables students to attend excursions and have access to additional resources.</p> <p>ALARM training for staff in order to improve higher order thinking responses.</p>	\$89 719
Socio-economic background	<p>Additional Learning Support Officer time to support student learning needs, develop individual learning plans (ILPs) and provide additional classroom support.</p> <p>Increased adjustments to learning for students with learning difficulties.</p> <p>Improved engagement in learning by students gaining support.</p>	\$117 921

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	88	79	77	65
Girls	98	82	75	66

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.6	91.3	92	89.9
8	85	88.6	87.5	89.3
9	86.6	83.7	88	84.8
10	83.8	85.9	81.9	86.8
11	78.8	78.1	87.7	82.1
12	83.4	90.4	87.6	91.3
All Years	85.4	86.1	87.6	87.5
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

At Murrumburrah High School the following initiatives are used to improve student attendance.

- Regularly feature articles on attendance in school newsletters
- School recognise's good attendance through the presentation of certificates at a formal assembly
- School provide parents with regular information on school attendance
- Teachers speak to children who are absent with regard to the reasons for their absences
- Executive staff monitor rolls on a regular basis, check their accuracy and follow up with roll teachers to identify students with irregular attendance and arrange follow-up
- Learning Support Team monitors student attendance and follow up students with irregular attendance

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment		50	76
TAFE entry			
University Entry			24
Other	100	50	
Unknown			

Of the 29 Year 10 students who completed Year 10 in 2016, 100% elected to continue studying for their Higher School Certificate.

Of the 14 Year 11 students who completed Year 11 in 2016, 50% elected to continue studying for their Higher School Certificate while 50% were successful in seeking employment.

Of the 21 Year 12 students who completed Year 12 in 2016, 24% have commenced university courses with the remaining 76% commencing work.

Year 12 students undertaking vocational or trade training

Construction was taught at Murrumburrah High School and had 5 students complete the Higher School Certificate year.

Electrotechnology was accessed through TAFE with 1 student completing their Higher School Certificate year.

Metals and Engineering was taught at Murrumburrah High School and had 2 students complete the Higher School Certificate year.

Primary Industries was taught at Murrumburrah High School and had 15 students complete the Higher School Certificate year.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 21 students undertook Higher School Certificate studies. All 21 students received a completed Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	4
Classroom Teacher(s)	7.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	5.38
Other Positions	3.8

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, no members of the workforce identify as being of Aboriginal or Torres islander descent. Murrumburrah High School maintains a close relationship with the local Aboriginal Educational Consultative Group.

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	11

Professional learning and teacher accreditation

The teaching staff at Murrumburrah High School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

All staff completed a performance development plan which detailed their professional learning plans. Murrumburrah High School has two new scheme teacher working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation. One teacher gained BOSTES accreditation at Proficient. There is one teacher maintaining accreditation at Proficient level. One teacher is seeking voluntary accreditation at Highly Accomplished or Lead Level.

The range of professional learning activities that staff participated in included:

- Teacher performance and development
- Professional association meetings
- Collaborative planning and assessment
- Compliance training
- Murrumburrah Learning Community meetings
- Leadership courses
- Mental health and wellbeing
- Cootamundra Community of Practice meetings

School development days in Terms 1, 2, 3 and 4 focused on the following whole school issues:

- Promotion, Plan, Policy, Performance
- Personalised learning
- Analysis of data
- School Planning 2015–17
- Child Protection
- Code of Conduct
- Anaphylaxis training
- Emergency care and CPR training
- Performance and Development Plan
- Well Being
- ALARM
- Building Learning Power
- Differentiation
- Mental Health

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

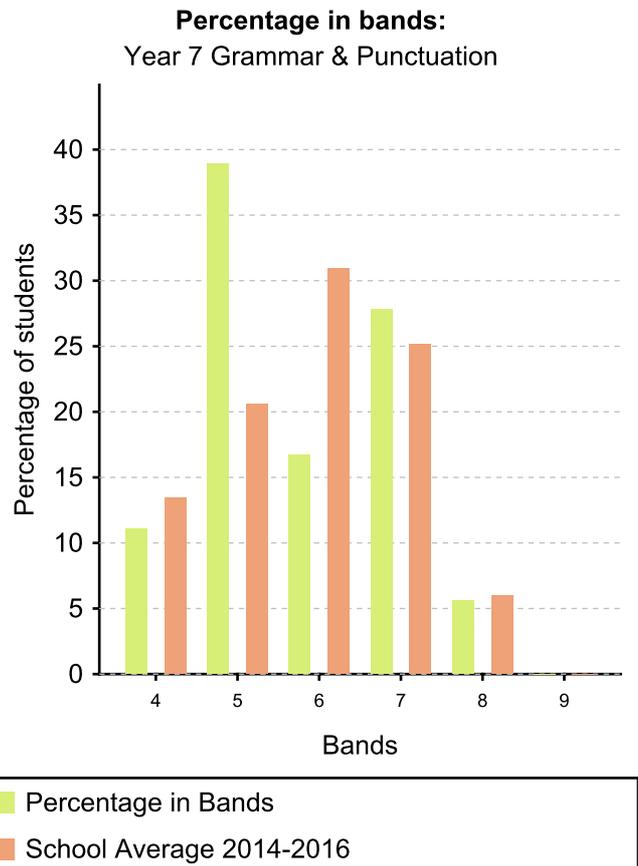
Income	\$
Balance brought forward	318 919.41
Global funds	267 914.00
Tied funds	274 072.26
School & community sources	101 572.78
Interest	6 817.87
Trust receipts	11 053.00
Canteen	0.00
Total income	980 349.32
Expenditure	
Teaching & learning	
Key learning areas	49 965.77
Excursions	21 370.08
Extracurricular dissections	53 156.25
Library	222.50
Training & development	0.00
Tied funds	376 372.39
Short term relief	13 840.28
Administration & office	66 962.87
School-operated canteen	0.00
Utilities	70 698.00
Maintenance	35 600.22
Trust accounts	11 553.00
Capital programs	51 801.82
Total expenditure	751 543.18
Balance carried forward	228 806.14

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.

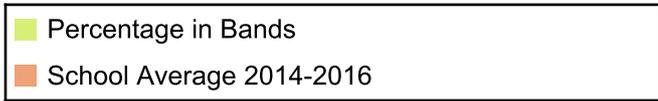
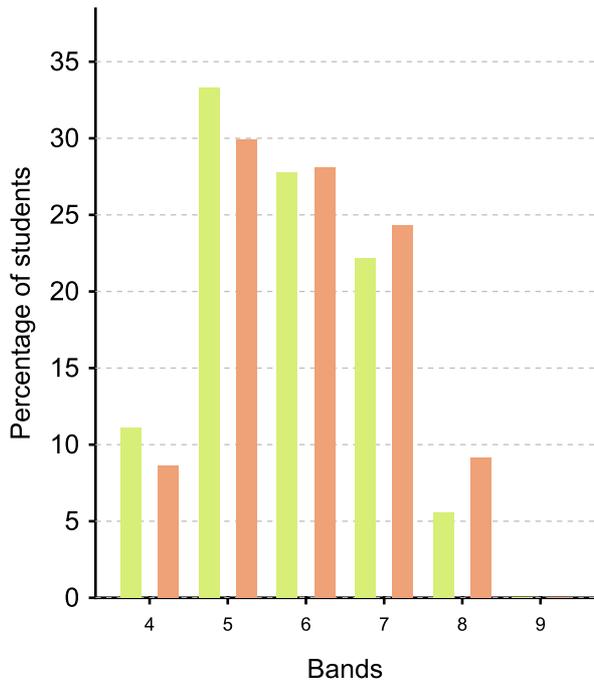
School performance

NAPLAN

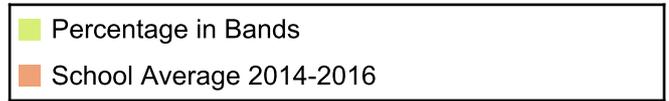
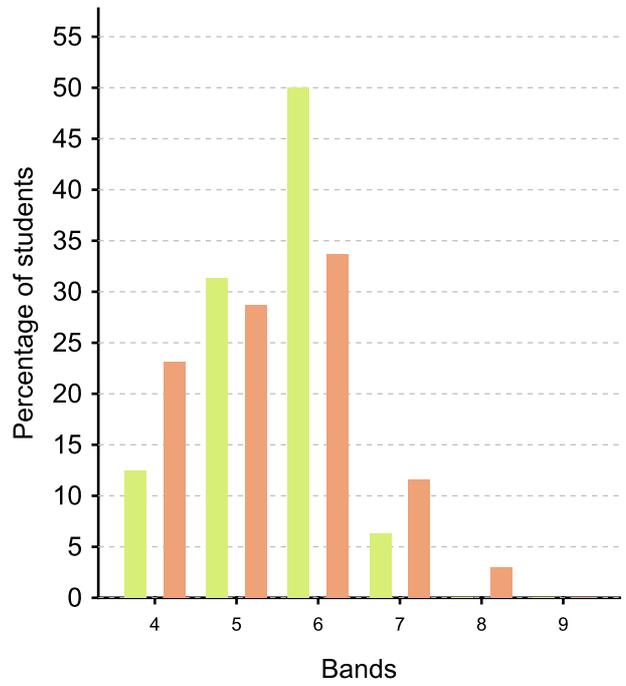
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



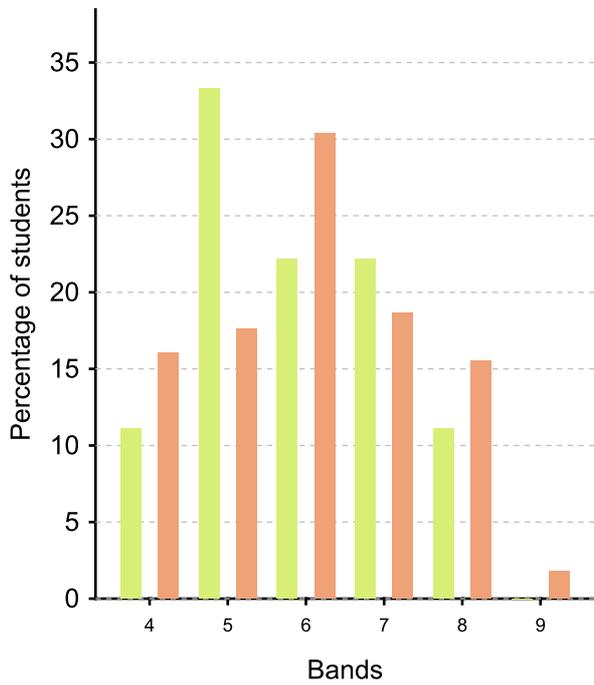
Percentage in bands:
Year 7 Reading



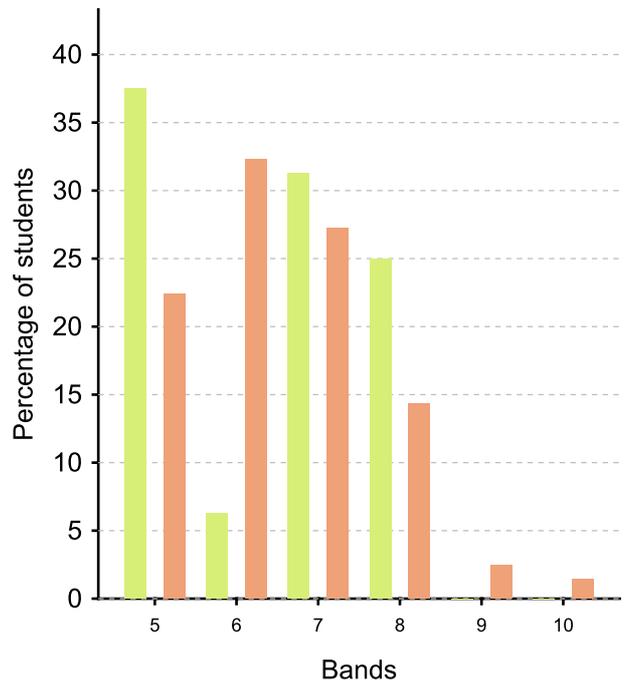
Percentage in bands:
Year 7 Writing



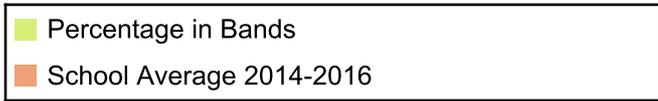
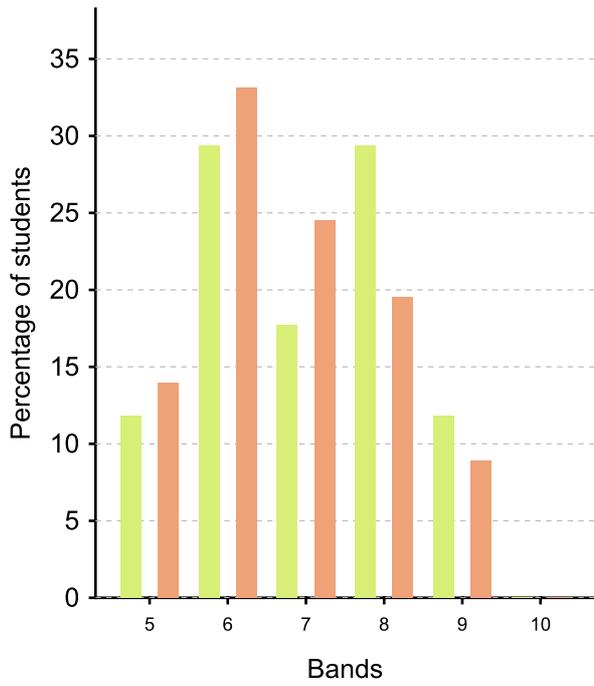
Percentage in bands:
Year 7 Spelling



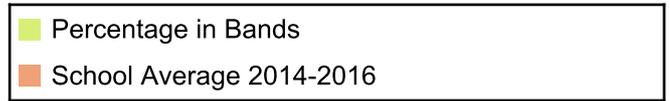
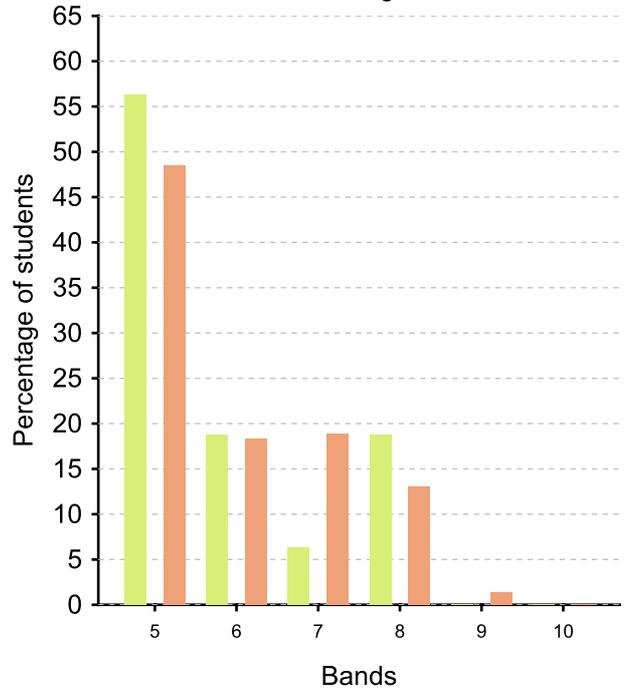
Percentage in bands:
Year 9 Grammar & Punctuation



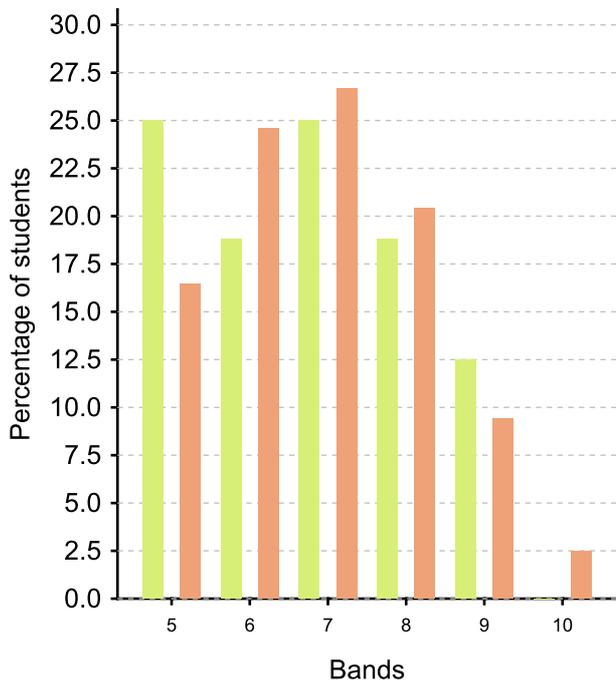
Percentage in bands:
Year 9 Reading



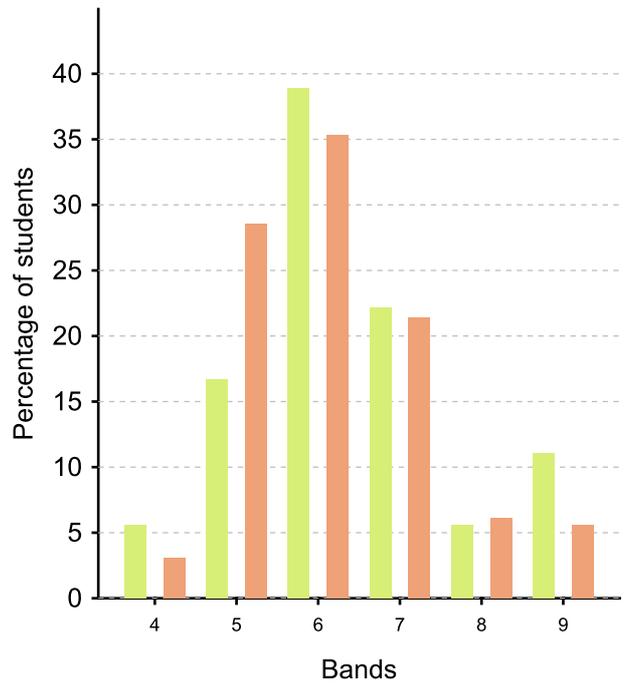
Percentage in bands:
Year 9 Writing



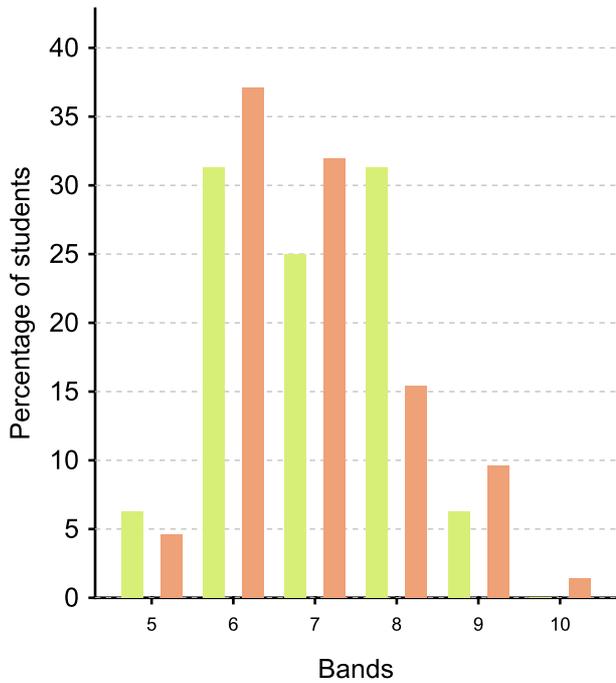
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



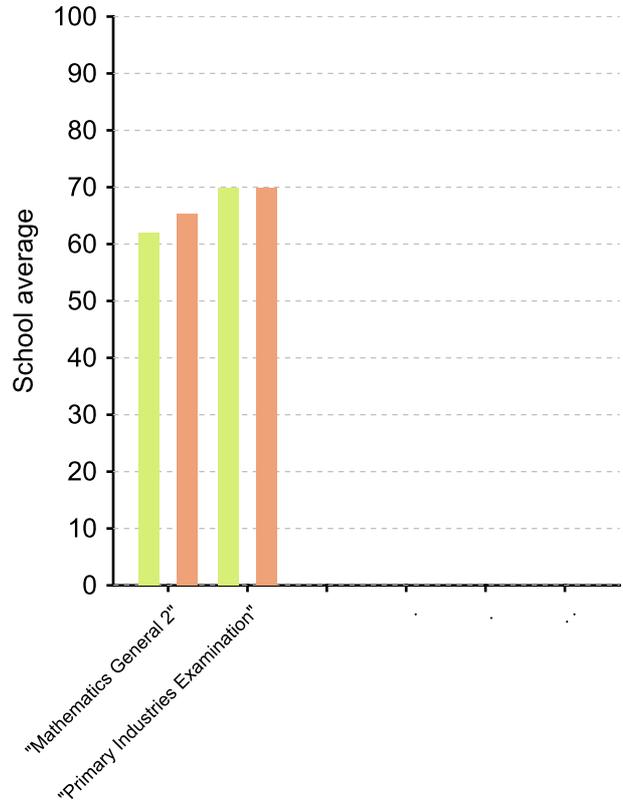
■ Percentage in Bands
■ School Average 2014-2016

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Higher School Certificate (HSC)

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



■ School 2016
■ School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In line with the 2015 – 2017 School Plan parents, students and staff were surveyed around the quality of teaching and learning in the school.

Parents who responded to the survey expressed high levels of satisfaction with the school's expectations of their students in relation to their learning. There was also general approval of the quality of teaching and learning within the school. Parents expressed some involvement with the children in their learning.

Data from students in the school indicated the following:

- Students believe their teachers had high expectations of them.
- Students enjoyed learning new things and wanted to do well in their studies. There was a generally positive attitude towards school by the students
- Students believed their teachers praised them when they did well and encouraged them to do so. Students were satisfied with the feedback they received.
- Students did not, however feel that they had much influence or control over what they learnt.
- There was also a mixed response of the value of homework to students.

Staff was surveyed on what they believed they did well and what directions needed to be taken in the future.

The responses to things done well were:

- The level of experience of staff
- Expertise in teaching areas
- The outstanding sporting and extra-curricular activities offered to students.

Areas for future development included:

- Promoting a culture of success and wellbeing in all students
- Working on student and staff leadership and development
- Increase engagement and the use of learning styles to enhance student outcomes.

Policy requirements

Aboriginal education

All subject areas and programs continue to promote an Aboriginal perspective so that students at Murrumburrah High School are included in the continuing process of reconciliation.

The recognition of Aboriginal cultures and custodianship of Country was promoted through the protocol of Acknowledgement of Country at all school assemblies and the flying of the Aboriginal flag at all times.

The school continues to support our aboriginal students through a variety of educational and broader participatory programs.

The school provided targeted support for Years 11 & 12 indigenous students to assist in their educational outcomes. The key areas of assistance are literacy, numeracy, study and research skills, composing and editing of assignments, revision for exams and general organizational skills.

The school also received funding to promote and assist in the education of our aboriginal students. School fees, excursion and sporting expenses, and other specific programs and activities for aboriginal students were funded through this grant.

Multicultural and anti-racism education

Murrumburrah High School draws on a restricted cultural base. Multicultural education is integrated throughout the curriculum 7 –12 in a manner that increases students' knowledge and awareness of multicultural issues.

All subject areas and programs continue to explore multicultural perspectives to build awareness amongst our students. The school has a trained Anti-Racism Contact Officers and we encourage parents, carers and community members from diverse backgrounds to become involved with the life of the school to encourage the promotion of a racism free learning and working environment.

The school's curriculum and student welfare programs are designed to promote an inclusive and racism free learning and working environment.

The school takes every opportunity to embed multicultural perspectives in their teaching and learning programs. Racial tolerance and harmony; mutual respect, values, and respect for civil liberties are promoted to the students in all aspects of their daily school life.