

Murray High School

Annual Report



2016



8505

Introduction

The Annual Report for **2016** is provided to the community of Murray 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.

Richard Schell

Principal

School contact details

Murray High School
Kaitlers Rd
Lavington, 2641
www.murray-h.schools.nsw.edu.au
murray-h.School@det.nsw.edu.au
6025 4711

Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students.

Our school's success is underpinned by three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate.

Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Murray High School enjoys tremendous support from our parent body and local community. Murray High School participated in the External Validation process in August of 2016.

The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

The results of this process will be reported on under Self-assessment and school achievement later in this report.

Murray High School staff continued our strong partnership with Charles Sturt University accessing their Future Moves and Sustainable communities programs. These programs were highly successful, with students enjoying a week long excursion to explore sustainable careers which culminated in the production of a student film produced by Year 10 and 11 students.

The Positive Behaviour for Learning (PBL) program was further developed to improve school-wide processes for student welfare and quality learning in all classroom settings. Our Frequent Flyer program continued to promote student enthusiasm in the program and encourage a vibrant school learning culture.

Our Hands on Learning program continues to grow and we expanded the program to two days a week which will continue in 2017. The program has provided a range of benefits for students including, greater self-esteem, improved attendance rates, a decrease in problem behaviours, a greater sense of belonging and stronger connections with the school community.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Richard Schell

Principal

School background

School vision statement

We enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education.

We are a dynamic school community that is committed to delivering richer, broad learning in a supportive environment.

School context

Murray High School is in the Albury suburb of Lavington. It is a medium sized comprehensive high school which has a caring and nurturing learning environment. The school provides education for students drawn mainly from Lavington but also has significant enrollments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe, happy school in a caring environment.

Murray High has a significant and increasing number of English as a Second Language students and prides itself on providing a high quality support program for these students. It also has a Tutorial Centre which works closely with students who are at risk of prematurely disengaging from education.

Murray High has a Positive Behaviour for Learning program that ensures high expectations are evident across all school settings. The implementation of Secondary Learning strategies (2LS) as a whole school program is indicative of the opportunities that we provide for those seeking high expectations and academic excellence.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

The results of this process indicated that in the School Excellence Framework **Domain of Learning:**– Learning Culture – as evidenced by Positive Behaviour for Learning, Student welfare and Discipline Policy analysis, A Learning And Responding Matrix (ALARM) implementation and Literacy Continuum mapping Murray High School demonstrates a sustaining and growing culture that builds on educational aspirations and ongoing performance improvements across our community. To enhance the schools learning culture the school plan must allow provision and implementation of regular focus groups with teachers, students and community to explore their understandings of productive learning environments and their identities as learners.

Wellbeing – As evidenced by the Positive Behaviour for Learning Team analysis we are sustaining and growing a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Future directions will include a whole school approach to creating an environment where students are self-aware and evidence of their active contribution to the school, community and society.

Curriculum and Learning – As evidenced by the incorporation of ALARM into assessment tasks and Literacy Continuum practices we have a sustaining and growing integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.

Assessment and Reporting – As evidenced by the ALARM and Literacy Continuum annotations we have demonstrated at the sustaining and growing stage, practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning across the curriculum. To progress further evidence of student reflection on

assessment and reporting processes and improved feedback to plan their learning needs to improve.

Student Performance Measures – As evidenced by the School Excellence Framework data reports annotations and analysis we are at the delivering stage. The performance of students in Year 7 and 9 NAPLAN, the value added results of Year 12 students, and the Band 5 and 6 results of Year 12 were below similar schools. To progress further the school will focus on developing staff capacity to provide effective feedback and use assessment as and for learning to ensure that gaps in student learning are used to inform planning for particular student groups and individual students.

Domain of Teaching :- Effective Classroom Practice – As evidenced by the Positive Behaviour for Learning implementation, ALARM implementation, and the mapping of Stage 4 classes on the Literacy Continuum Murray High School is sustaining and growing because there is evidence teachers are committed to identifying, understanding and implementing the most effective teaching methods with provision of human and monetary resources in the school plan given to evidence-based teaching strategies. To enhance current practice implementation of whole school programs will be developed to reflect Hopkin's "Powerful Learning".

Data Skills and Use– As evidenced by the Positive Behaviour for Learning implementation, ALARM implementation, and the mapping of Stage 4 classes on the Literacy Continuum Murray High School is sustaining and growing by delivering school-wide data to identify student achievements and progress. The data is used to inform future school directions at classroom, team and leading levels. To continue to grow, evidence of formal inclusion of quantifiable and trend data in professional conversations and documents will need to demonstrate the quality of teaching. Furthermore, to excel, direct links from the implemented researched-based teaching practices result in consistent higher levels of outcomes achieved in external and internal school performance measures.

Collaborative Practice – As evidenced in Positive Behaviour for Learning, PDP's/Lesson Observations, SEF data reports, SMARTDATA, Tell Them From Me Surveys, ALARM implementation and the mapping of Stage 4 classes on the Literacy Continuum annotations demonstrate sustaining and growing systems for collaboration and feedback to sustain quality teaching practice.

Learning and Development – As evidenced by the Professional Development Plan's there is sustaining and growing system in the school as learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. In future planning 'a program logic' will be utilised to determine key external factors that will influence practice (5 Essentials for Effective Evaluation, 2016).

Professional Standards – As evidenced by the Professional Development Plan's and Leadership Development Initiative Project (included in ALARM implementation) annotations teachers at Murray High School are sustaining and growing their personal responsibility for maintaining and developing their professional standards. Future directions will have provisions that support a systems leadership approach and include succession planning across the school and local school community to allow aspirant leaders to fulfil their goals.

Domain of Leading :- Leadership – As evidenced in the Professional Development Plan's/Lesson Observations, Annual Report, PBL implementation, and the Murray High School Facebook page there is a sustaining and growing culture amongst the school leadership team. The analysis highlights the need to continue to grow a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvements. This will enhance the learning opportunities and outcomes for students at Murray High School.

School Planning, Implementation and Reporting – As evidenced in PBL implementation, ALARM, PDP's/Lesson Observations, the Annual Report and the School Plan Murray High School is continually evolving to ensure continuous improvement efforts are made to sustain and grow the school's vision and strategic directions.

School Resources – As evidenced in the Annual Report and School Plan the school leadership team has illustrated a sustaining and growing approach to the management of school resources to ensure they are strategically used to achieve improved student outcomes.

Management Practices and Processes – As evidenced in the Annual Report and School Plan sustaining and growing management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. To continue to grow, streamlined and flexible processes will be evident to ensure the delivery of services and information to enhance the level of parental engagement.

The refinement of the Self-Assessment process over coming years will lead to further improvements in the delivery of education that equips our students with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of the 21st century with confidence.

Our self-assessment and the external validation 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:

Strategic Direction 1

Student Engagement and Learning

Purpose

To develop independent, lifelong learners exhibiting personal responsibility, resilience, adaptability and a growth mindset. This will be achieved through quality student learning experiences and a culture of excellence, with relevant and engaging curriculum delivered to 21st century learners.

Overall summary of progress

The school identified writing as a focus area for improvement. The Literacy Mapping process has seen core teachers provide work samples for all students, be trained, and collaborate in mapping Year Seven and Eight classes on the Literacy Continuum. This has resulted in a large number of teachers developing their knowledge of the specific literacy needs of their students.

Staff reported high levels of confidence after the mapping process in their ability to map work samples and to understand the specific literacy skills of the Continuum.

Literacy Mapping proved essential to accurately assessing the efficacy of the Year Seven Literacy Support class trial. The Literacy Support class was an initiative in 2015 to respond to a large number of students with low levels of literacy, to assist them in the transition to high school. It provided increased time for literacy and numeracy instruction, a smaller number of teachers, and a single home room for most lessons. The class was mapped on the Literacy Continuum in late Term One and then again in late Term Three. Over this six month period the students consistently demonstrated a great deal of improvement: this included progression along the Literacy Continuum of up to five Clusters in Writing, and up to eight Clusters in Comprehension. This process demonstrated the efficacy of the Literacy Support class strategy to assist low literacy students in successfully transitioning to high school. It helped inform the decision to institute two Literacy support classes in 2016, in response to feeder schools indicating an increased number of low literacy students in that cohort.

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">• Increase the percentage of Year 9 at proficiency in reading by 5% each year from 27% in 2014	There were 11% of students in Year 9 in the top two bands for Reading.	Release time provided for collaborative school based professional learning on the Literacy Continuum. Socio-economic background (\$50000.00) Release time provided to staff to collaborate on the implementation of these strategies.
<ul style="list-style-type: none">• Increase the percentage of Year 9 students at proficiency in writing by 5% each year from 16% in 2014	There were 5% of students in Year 9 in the top two bands for Writing..	<ul style="list-style-type: none">• Socio-economic background (\$50000.00) Funding to release staff to undertake collaborative professional learning on the Literacy Continuum.

Next Steps

In 2017 the school is continuing to identify the literacy needs of students through the use of the Literacy Continuum. Staff are working collaboratively to gain an accurate picture of student and class literacy skills, in order to use these for instructional directions in their teaching. Thus teachers are adapting their teaching and programming to meet the needs of students.

Strategic Direction 2

Wellbeing, School Culture and Values

Purpose

To provide a supportive and positive environment for students and staff, reflecting the school's strong commitment to the values – Ready, Respect and Responsible.

Overall summary of progress

Murray High School utilises school-wide systems of support that include pro-active strategies for defining, teaching and supporting appropriate student behaviours to create a positive school environment. This is known as PBL – Positive Behaviour for Learning. Positive behaviour support is an application of a behaviourally-based behaviour systems approach to enhance the capacity of the school community to improve the environments in which teaching and learning occurs. The purpose of school-wide PBL at Murray High School is to establish a climate in which appropriate behaviour is the norm.

Using the Self Assessment Survey (SAS) data, we have been able to identify problem areas and introduce mechanisms for improvement. The Playground was identified as an area of concern through the SAS and RISC data, so the PBL committee developed lessons for all students on appropriate behaviour in each section of the playground.

We are now seeing more and more teachers taking on the PBL philosophies, particularly the entry and exit procedures. The scripts and powerpoints developed by the PBL committee and shared in the PBL Toolkit have been essential in helping staff to understand and implement the PBL program. Staff using PBL effectively have both been observed and observed other staff and given feedback to how they could effectively use PBL in their lessons.

The consistent PBL approach across the whole school is empowering staff with further strategies and skills to diffuse potential problems and helping to further collaborative practices between staff and creating more positive and effective learning environments.

Survey results, TTFM, indicate that student engagement in sport, positive relationships, positive behaviour, positive learning environment and expectations for success have all been trending upward since 2015 which would suggest that the resourcing and ongoing implementation of PBL is having a positive effect on social and emotional wellbeing leading to improved learning outcomes in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the % of students with a positive sense of belonging From 60% to above the NSW Pilot Norm of 63% for the 2014 Tell Them From Survey.	Surveys of staff and students were analysed and indicated that 85% of staff and students could clearly define and explain the school's PBL values. Survey data indicates that students sense of belonging is improving.	Release time. Professional learning and community engagement funding. \$15,000
To increase advocacy at Murray High School from 3.0 to 4.0 for the Tell Them From Me Survey(Positive sense of belonging – students feel accepted and valued by their peers and by others at their	Analysis of Tell Them From Me surveys indicated growth in areas of positive relationships, sense of belonging and positive relationships with staff.	Release time. Professional learning and community engagement funding. \$15,000

Next Steps

The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.



Strategic Direction 3

Quality Teaching, Professional Learning and Development

Purpose

Build teacher capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

Quality Teaching, Professional Learning and development is evidenced in Positive Behaviour for Learning, Tell Them From Me Surveys, ALARM implementation and the mapping of Stage 4 classes on the Literacy Continuum. There is demonstrated a culture of professional learning systems for collaboration and feedback to sustain quality teaching practice.

Learning and development of all staff is evidenced by their Professional Development Plan's demonstrating that there is a sustaining and growing system in the school as professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Professional Standards of staff are evidenced by the Professional Development Plan's and Leadership Development Initiative Project (included in ALARM implementation). Teachers at Murray High School are sustaining and growing their personal responsibility for maintaining and developing their professional standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of staff involved in peer observation/coaching internally or externally.	Collaboration is evident in and across faculties which is demonstrated through the literacy mapping of Year 7 and 8. All staff were involved in lesson observations related to implementation of A Learning and Responding Matrix (ALARM)	\$80,000
An analysis of staff performance development plans indicate all staff plans are aligned to the school plan.	All staff Professional Development plans were aligned to school plan.	\$30,000

Next Steps

In future planning 'a program logic' will be utilised to determine key external factors that will influence practice (5 Essentials for Effective Evaluation, 2016).

Future directions will have provisions that support a systems leadership approach and include succession planning across the school and local school community to allow aspirant leaders to fulfil their goals.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal School Learning Support Officer employed for 5 days per week to support Aboriginal student engagement with school. Individual Sponsorship Aboriginal – Tutor employed to support senior Aboriginal students with their HSC. This resulted in increased attendance rates of Aboriginal students and a decrease in negative referrals. All Year 12 Aboriginal students that attempted the HSC completed their HSC.	Aboriginal background funding \$28,790 and additional \$16000 from flexible socio economic funding. Individual Sponsorship Aboriginal – \$25560.
English language proficiency	<p>Equity funding was used to employ additional EAL/D specialist teachers and SLSOs to support the EALD program. Students were supported in the classroom and by withdrawal resulting in higher rates of completion and submission of tasks and progression along the literacy continuum.</p> <p>Presentation of a multi-phase Teaching English Language Learners (TELL) course to improve teaching practice for English as an additional language or dialect (EAL/D) students. Training assisted in building staff capacity around EAL/D pedagogy and practice.</p> <p>This resulted in attendance and completion rates of EALD students above state averages. 18 Refugee students successfully completed their HSC in 2016.</p>	Flexible funding – \$63,609
Low level adjustment for disability	<p>Additional School Learning Support Officers (SLSOs) were employed to work with students who have additional learning needs and tutors were employed for Year 9–12 students who required additional support due to mental health requirements. The attendance of these students has improved and their responses were more positive to the 2016 Tell Them from Me survey than in previous years.</p> <p>All identified students have Individual Education Plans (IEPs) developed in consultation with parents and personalised adjustments have been made to learning experiences. This enabled all students to participate fully in their learning. As a result adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons have increased.</p> <p>The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes.</p>	\$81,216 from Flexible funding.
Socio-economic background	Student wellbeing, resilience and academic achievement are a focus of socio-economic program funding.	Total \$279,363 from socio-economic funding.

Socio-economic background	<p>Students from low socio-economic families received additional financial support to ensure equity in education opportunity – uniforms, school fees, excursions and camp costs. This resulted in higher levels of engagement and attendance in school activities.</p> <p>Year 7 Literacy support classes increased student engagement and ensured that the transition to High School was a positive experience for students with literacy deficits. Data collected from literacy mapping showed exceptional growth for students in both literacy support classes between Term 1 and Term 3. PLAN, Quicksmart and mapping data analysed to support differentiation in Literacy classes. Data was used to inform future teaching directions for students in Year 7 and 8. Evaluation of attendance, RISC, Surveys and video data to assess impact of program. Evidence indicated students that were at risk of disengaging from school improved their attendance data. The Hands on Learning program also provided opportunities for students to explore their talents and gain success at school. Student assistance funding provide uniform and excursion assistance to students with financial difficulties allowing them to access opportunities they would not normally have had access to. Student feedback indicated that both HSC Study Days and the Edrollo program were both resources that assisted them to successfully complete the HSC.</p>	<p>Total \$279,363 from socio-economic funding.</p>
Support for beginning teachers	<p>Three permanent beginning teachers received targeted funding for their first and second years of teaching. Support strategies were negotiated and included timetable concessions, provision of mentoring, additional professional learning and an induction program. Beginning teachers determined professional learning needs to support practice. Mentoring programs provided opportunities for collaboration and classroom observation leading to improved teaching practice.</p> <p>There were difficulties expending the funding due to timing of announcement of funding, the time delays and then difficulties securing casuals to provide release time to beginning teachers. Funding has been reallocated to 2017 budget.</p>	<p>Beginning Teacher funds – \$34,000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	363	365	355	349
Girls	339	350	332	309

Enrolments for 2016 were lower than 2015. Monitoring of Primary School numbers over several years indicated that the Year 7 intake for 2016 would be lower than normal. It is expected that numbers in Year 7 will begin to increase again in 2018 but still remain below historical levels for the next two years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.3	88.7	89.6	90.5
8	87.8	86.5	85.5	84.3
9	86.2	86.4	83.6	79.5
10	85.9	84.4	83.5	81.6
11	85.8	83.9	84.5	83.2
12	83.5	86.1	84.2	88
All Years	86.8	85.9	85.2	84.3
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

Murray High School has a thorough and systematic approach to student non-attendance. Fundamental to this approach is the need to work closely with parents and system personnel to optimise student attendance. Parents are notified through rotational text messaging if their son/daughter is not at school. As a follow up, if the school has not received an explanation for non-attendance, letters asking parents for an explanation are sent out. This process is repeated if no explanation is received. In cases where students under

years of age are regular non attendees, a special Department of Education (DoE) letter is sent to parents requesting an interview and notifying them of their obligations under the existing NSW legislation. Persistent non attendees under seventeen years of age are reported to the Department of Education Home School Liaison Officer. The school works closely with this DoE officer in enforcing the current legislation. The above process is followed for both full and partial non-attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		3	16
Employment		18	14
TAFE entry		4	16
University Entry		0	24
Other		10	13
Unknown			17

This data relates to the Murray High School Year 12 cohort 2016. It is based on real data which has been collected from individual contact to each student. Those who have not returned calls/emails or have left incorrect contact details on sign out have been included in the 'other' column.

Of the 22 students who received offers a number of students received more than one offer and eight students had successful applications for Victoria and NSW. Of the offers, three were for pathway courses to university. Six students are commencing their university studies in 2017. Of those who have deferred their study, two are planning to travel overseas in their Gap Year.

One offer was through the ASPIRE program and eight others were through early entry programs. Some students would most likely not have received these course offers based on their ATAR. The vast majority of students will be staying in the local area.

Year 12 students undertaking vocational or trade training

In Year 12 in 2016 65% of students completed trade training vocational or trade training courses. Students completed courses in Construction, and Hospitality at school. They also completed courses in Animal Studies, Aged Care, Automotive, Early Childhood, Electrotechnology, Hairdressing, Human Services, and Plumbing, at TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

All students completing Year 12 at Murray High in 2016 gained a Higher School Certificate except for one student from a refugee background.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	36.7
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	12.28
Other Positions	3.64

*Full Time Equivalent

Two members of staff employed at the school in 2016 were of an indigenous background. These staff members were Student Learning Support Officers.

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	10

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Murray High School staff in 2016. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance. Nine teachers were maintaining accreditation at proficient, one teacher is seeking accreditation at Highly Accomplished level and another is seeking accreditation at Lead level.

The school had identified writing as a focus area for improvement. The A Learning And Responding Matrix approach was implemented across the school in order to provide a framework in teaching, assessment and programming in order to drive improvement. The school's focus has been on working collaboratively across the school, its Learning Community and other district schools to implement ALARM as a means of guiding students toward higher level thinking in their understanding of content and in their written responses.

The school is moving to a greater focus on including specific Literacy Continuum Outcomes in their programming, and thus have combined the ALARM approach with a Year Ten Close Study Program, which guides staff in planning their teaching to move classes to a higher conceptual level while achieving outcomes from the Literacy Continuum, better preparing students for the senior school.

The school has been employing the ALARM strategy in senior assessment tasks as a strategy to improve student outcomes, working collaboratively across faculties and with the assistance of the staff member leading the implementation school wide. This has provided explicit and timely feedback to students and staff on the efficacy of this strategy in the improvement of student results.

The staff member leading the implementation of ALARM across the school was accepted into the Department's Leadership Development initiative. This has resulted in a better resourced and planned implementation process for the implementation of ALARM across the school, with access to a mentor as part of the school and Department's commitment to increasing the number of staff members applying for Lead accreditation. The staff member has worked with faculties across the school to build their capacity, in addition to each faculty using its own period allowance for implementation of the strategy. This has resulted in a higher degree of staff members working collaboratively to review and create lesson plans, assessment tasks, and programming; as well as a large number of demonstration lessons across the school giving staff first-hand experience of observing colleagues employing the ALARM strategies. This ability to work together and to see others demonstrating the approach in the classroom, has given a large number of staff members the confidence to then employ this approach to teaching and learning.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	567 941.61
Global funds	709 217.30
Tied funds	1 085 718.53
School & community sources	237 483.75
Interest	15 071.14
Trust receipts	24 198.55
Canteen	0.00
Total income	2 639 630.88
Expenditure	
Teaching & learning	
Key learning areas	99 609.15
Excursions	131 923.65
Extracurricular dissections	74 718.84
Library	16 298.09
Training & development	0.00
Tied funds	1 218 389.76
Short term relief	234 261.22
Administration & office	177 881.45
School-operated canteen	0.00
Utilities	181 384.91
Maintenance	60 544.59
Trust accounts	8 698.21
Capital programs	0.00
Total expenditure	2 203 709.87
Balance carried forward	435 921.01

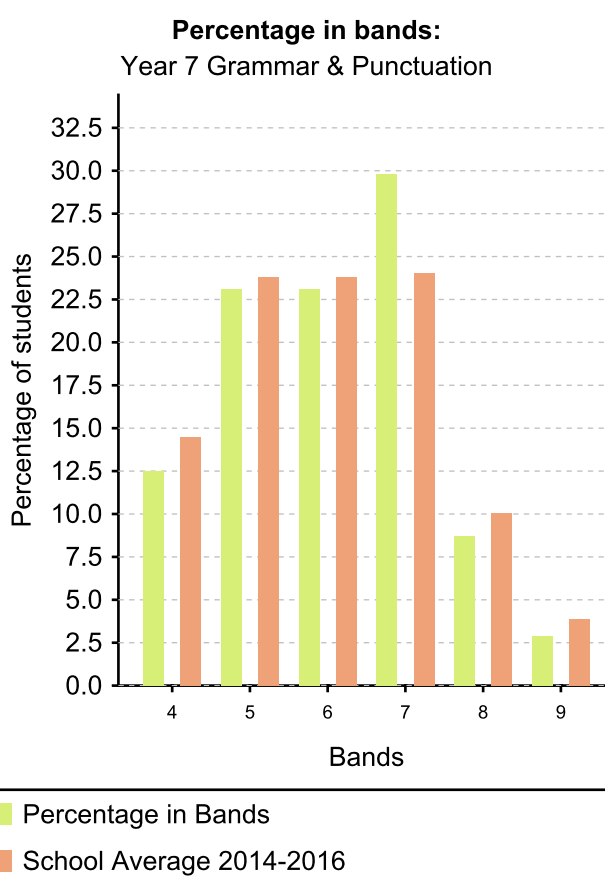
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

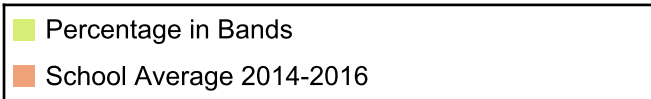
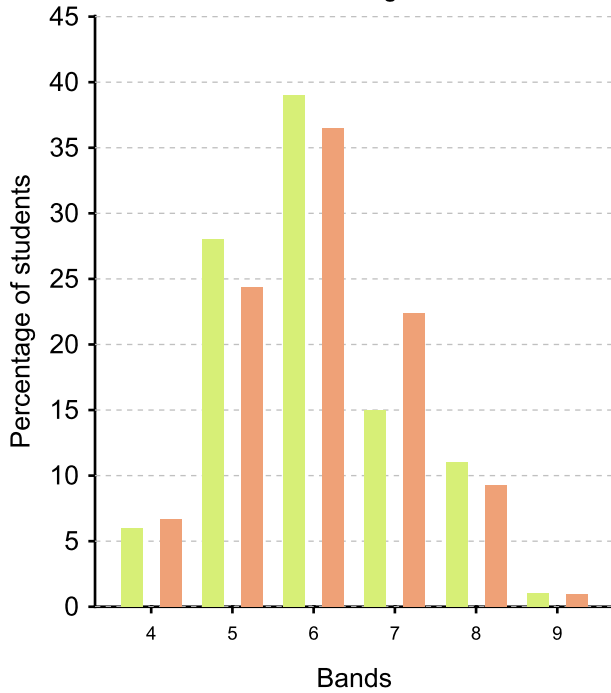
NAPLAN

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.

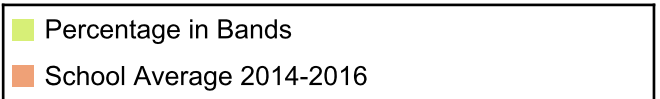
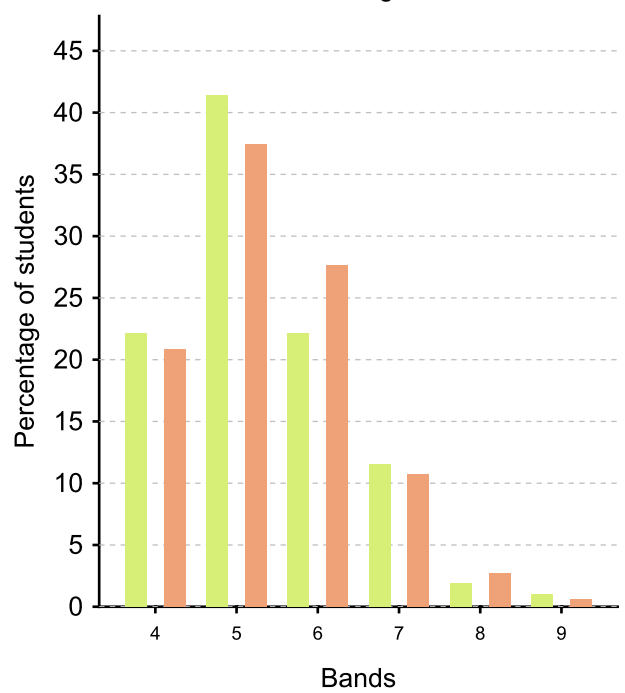
The NAPLAN results show improvements in average Spelling and Reading scores for Year 7 students over the last four years. The performance of low SES students was over 10 percentage points greater than low SES students from similar schools. 89% of students in Year 9 were at or above National Minimum Standard.



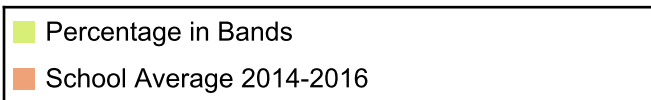
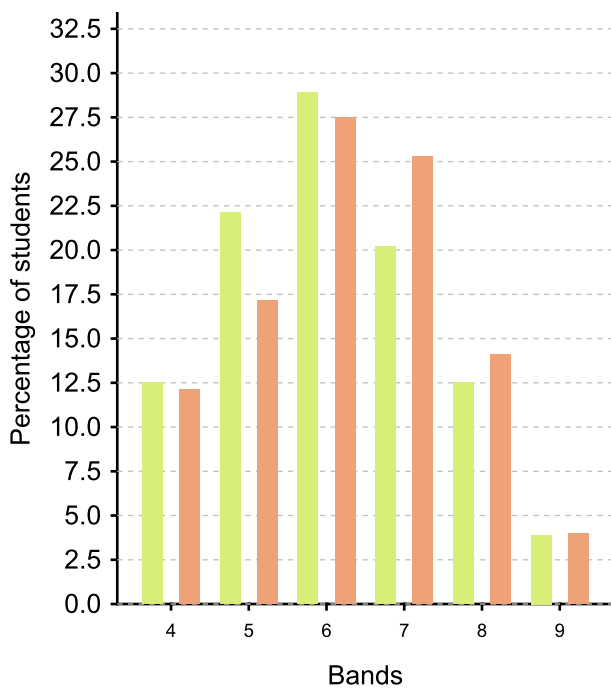
Percentage in bands:
Year 7 Reading



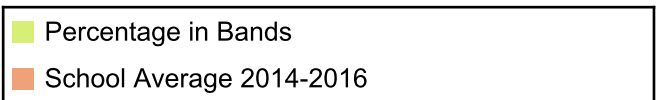
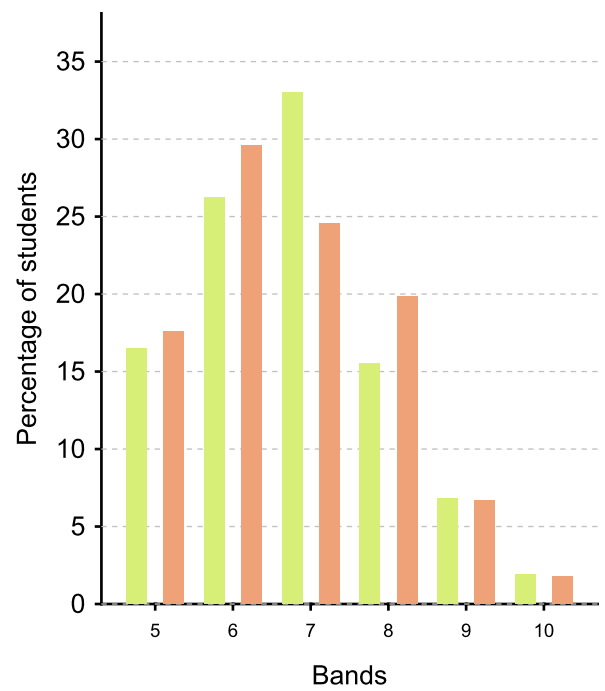
Percentage in bands:
Year 7 Writing



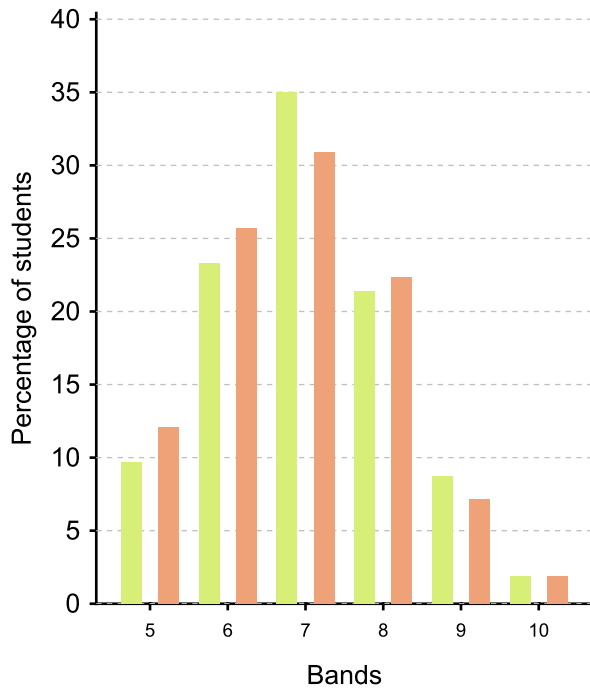
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

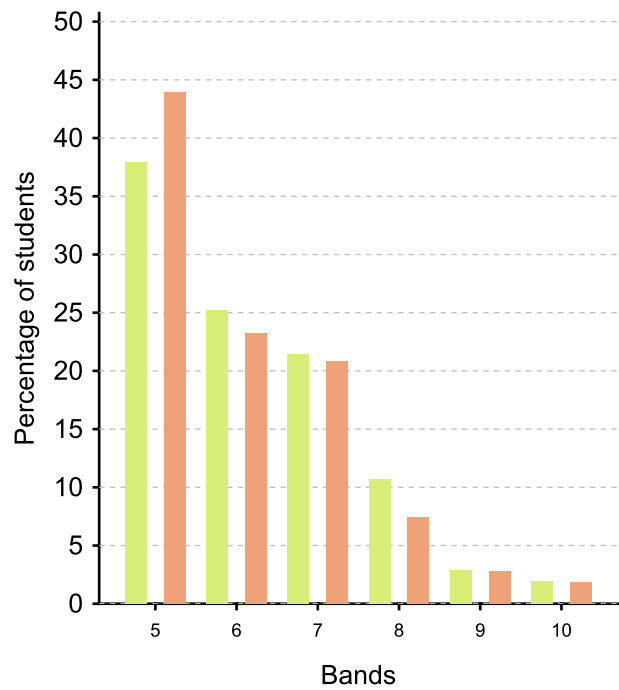


Percentage in bands:
Year 9 Reading



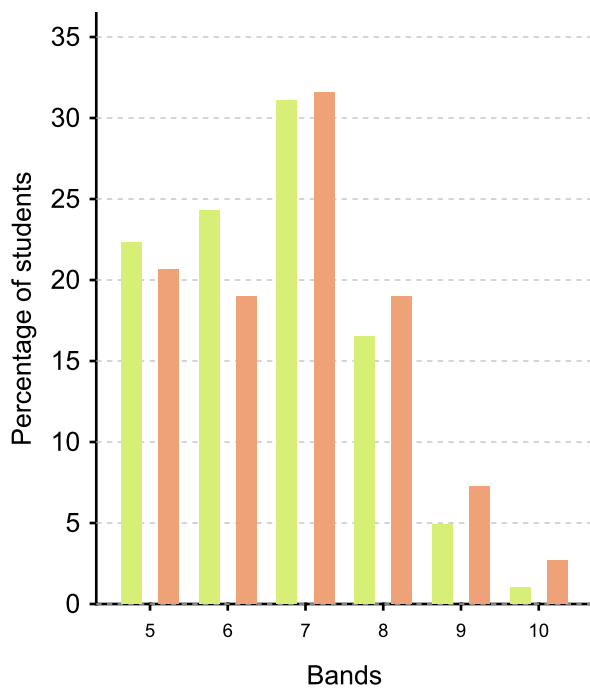
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

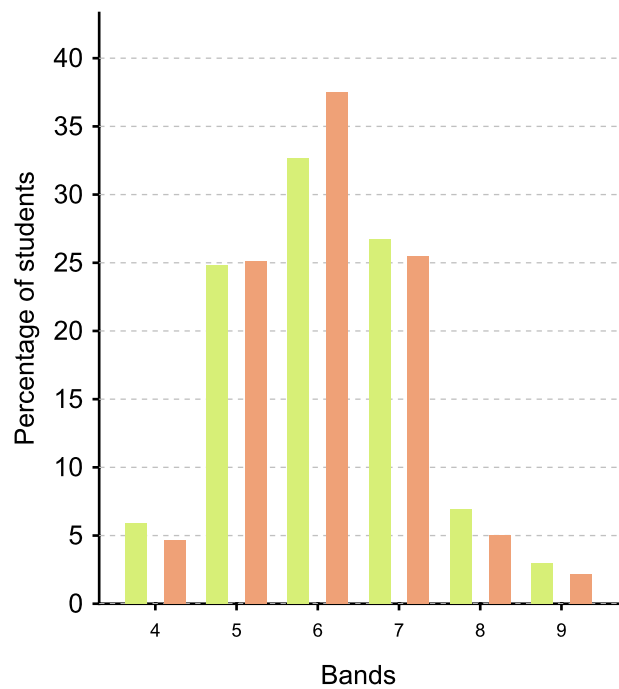
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

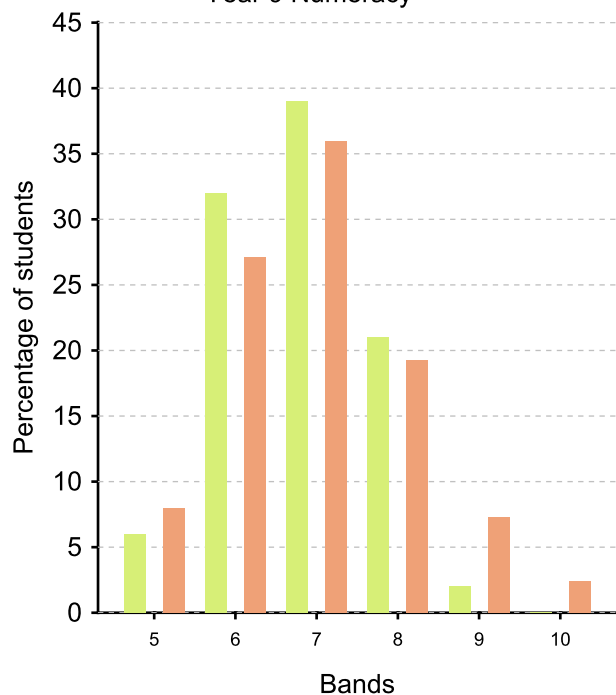
Average numeracy scores for Year 7 students have remained consistent over the last three years and 95% of Year 7 students were at or above National Minimum Standard.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

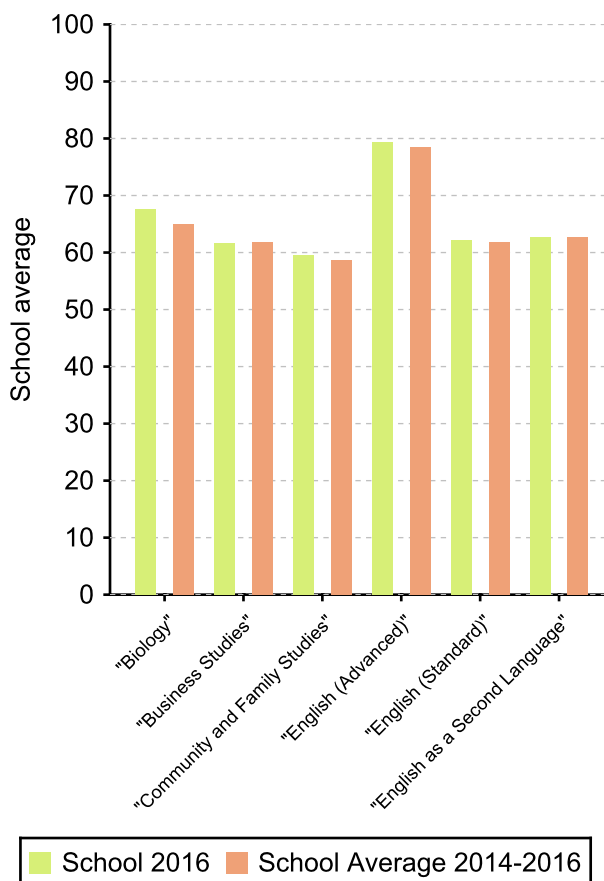


Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 7 students in the top two bands has decreased slightly in all aspects of literacy and slightly increased for numeracy. The percentage of Year 9 students in the top two bands has slightly decreased for numeracy. Writing and grammar and punctuation and reading remained steady and there was a slight decrease in spelling.

Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The achievement at Bands 5 and 6 in 2016 is higher than previous years and the number of Band 6's increased by 50% from 2015. The following graphs show the average HSC score for subjects this year compared with the school average for the last four years and the state average this year.

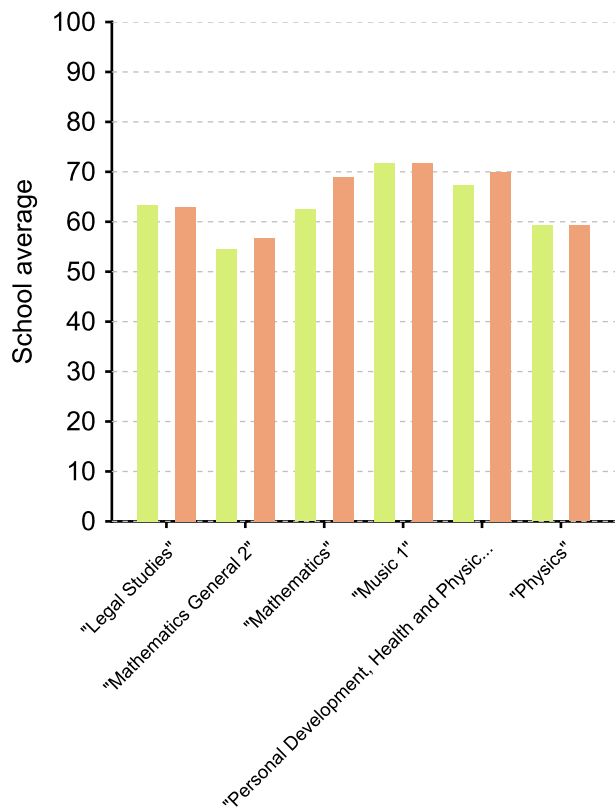


School 2016 School Average 2014-2016

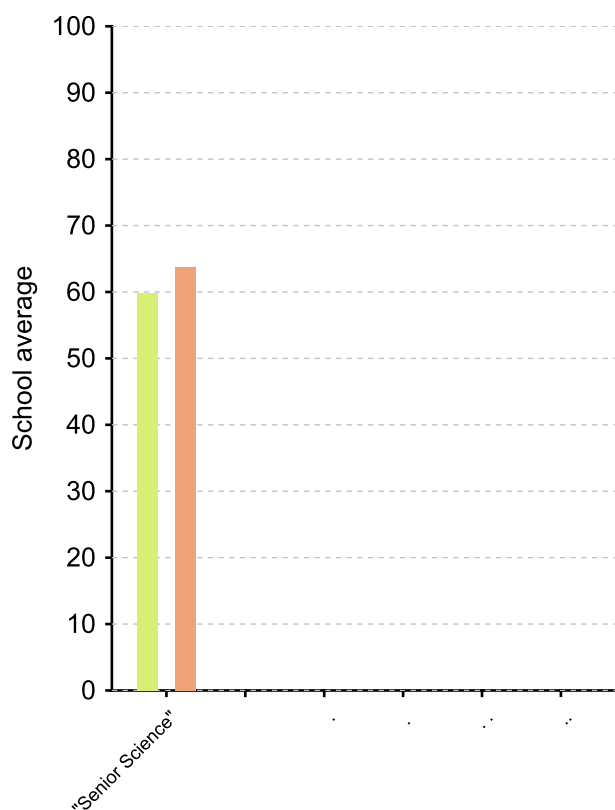


Higher School Certificate (HSC)

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



■ School 2016 ■ School Average 2014-2016

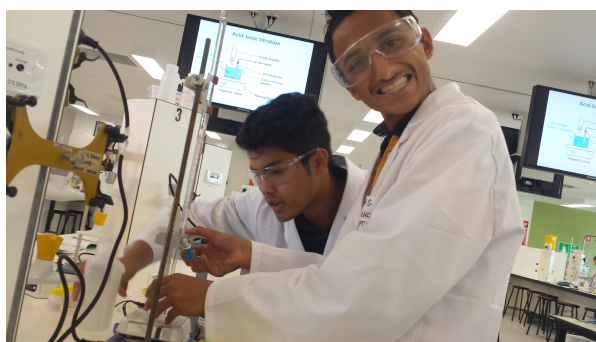
Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me Surveys. School community members expressed a high degree of satisfaction with the school – its procedures and policies and the progress it is making. Parent involvement in special events and activities was pleasing with very high attendance at our year 12 parent information evening, subject selection evenings and information sessions, in particular. Their continuing willingness to participate in school decision-making through the P&C and a range of committees is very important to the school and its ongoing progress.

Students seeking representation on the Student Representative Council, peer mentoring, applying for leadership positions and volunteering for environmental and primary school linkages programs indicated the high numbers who value these leadership and mentoring roles. The school staff is also a strong contributor to school change and improvement. Staff satisfaction is most notably shown through the very low transfer rate.

The survey of students indicated the following areas as real strengths of the school and its operations: The school has high expectations of its students and provides them with the means to achieve their best. The students of the school do their best and take pride in their learning. The students of the school have a strong belief in their capacity to learn. The teachers of the school really care about the students and want them to achieve. The teachers know their students and how they learn. Students feel they have strong working relationships with their teachers.

The survey of teaching staff indicated their belief that the following are real strengths: Classrooms are caring and supportive. Student learning and success is the priority of the school. The teachers of the school work



Policy requirements

Aboriginal education

2016 has continued to see an ongoing increase in the number of positive activities with more emphasis upon the programs that provide realistic assistance to the students in need. We have continued to provide each student with access to quality assistance either in the

class or in a withdrawal situation, depending on the demands of the assistance and the needs of the student.

The relevant activities that have assisted students to make progress in their learning have been:

Targeted support, either in-class support or in withdrawal, for our aboriginal students. This has been provided by our Aboriginal Education Worker and focusing mostly upon the students from Years 7 to 10.

Specifically identified support for Year 11 – 12 students through the Individual Sponsorship Program funding. This funding provided the Year 11 and 12 students with access to a qualified tutor to develop programs that identified and worked towards achieving the outcomes for the Preliminary and HSC courses.

Continued attendance by students in the Flying Fruit Fly indigenous circus skills program every Tuesday morning. This has continued to be very successful with a performance held in December to celebrate the achievements.

The Personalised Learning Plans for each student were developed this year with full cooperation of the parents.. The Aboriginal Education Worker and Individual Sponsorship tutor both conferred with the parents to develop comprehensive plans.



Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

The student population of Murray High School has 15% of the students with a language background other than English (LBOTE), including significant numbers of students whose home language was Nepali, Thai, Chinese and French. Many of these students are refugees and the language is spoken at home most of the time by all family members. An increasing number of these students have been identified as requiring additional support through the school's EAL/D program. The EAL/D Teacher, Mrs Kerrie O'Connell, has an important role to plan & deliver the EAL/D program at the school by identifying & assessing the English

language learning needs of the EAL/D students. This is accomplished by working individually and collaboratively with staff to plan, develop & deliver appropriate strategies that address these students' learning needs by providing specialist knowledge & skills about English language learning. This involves working with teachers to apply effective EAL/D practices in the classroom. Another aspect of the role is to advocate for the students and their families and to encourage positive interactions with the school community.

The school has an Anti-racism contact officer, Mrs Kerrie O'Connell, assists in the resolution of any racially related conflicts between individual students. Each year group also engages in awareness raising sessions in relation to multiculturalism. A highlight of the school's calendar is Harmony Day in which the school community comes together to celebrate our diversity. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs. A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included; increased use of interpreters and a parent facebook page. As a result, these strategies are strengthening parent and community engagement in school activities.