

Mudgee High School

Annual Report



2017



8128

Introduction

The Annual Report for **2017** 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.

Mr Wayne Eade

Principal

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Message from the Principal

On behalf of all of the staff at Mudgee High School, I'd like to thank our students, parents and carers, as well as the wider Mudgee community, for making 2017 another great year; our 102nd!

Each year brings both new opportunities and fresh challenges.

Each fresh year is a precious gift, finite in duration and best used well.

Each year at Mudgee High, we have just one overriding expectation of every student; do your best.

Every student at Mudgee High is expected to develop his or her skills and abilities in all that he or she attempts, whether the field of endeavour is academic, sporting or cultural, or indeed all three!

Every student at Mudgee High is expected to develop his or her social skills. The most successful people in life are more often those who are able to forge strong bonds with others; those who can empathise; those who best understand and share with others.

A well-rounded young person is well placed to achieve their best in life. In partnership with parents and the wider community, Mudgee High staff do their best to help build well-rounded young people. That is the business of this school each and every day those gates are open and classes are in.

In 2017, Mudgee High offered more than 100 elective courses across the school. That was in addition to all of the traditional core subjects like English, Mathematics, Science, History and Geography. More than 70 highly qualified and experienced teachers were employed to deliver those courses. With a history of sustaining and growing the students in our care, a high school education undertaken at Mudgee High School remained throughout 2017 an excellent investment in the future.

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 2017, student enrolments stood at 854, including 70 Aboriginal students. The school also catered for 38 students with special needs in 2017 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, excellent sporting facilities, and creative and performing arts facilities. All of these make Mudgee High School an environment for every student to explore their talents and potential. The school has a well-developed and effective student wellbeing procedures founded on three Positive Behaviour for Learning focuses; safety, responsibility and respect. The Higher School Certificate results and ATARs 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 local 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.

Reflecting on the year, teaching staff were a little kinder on themselves than they had been in 2016, sometimes a hard ask as teachers are often their own worst critics.

Over the space of two weeks, each faculty area looked at the evidence of what they had achieved in the domains of Learning, Teaching and Leading. Using that evidence, they determined independently where they felt they best sat. Head Teachers then met with Senior Executive to collectively rate the school in the three domains.

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

In Teaching, MHS teachers determined that we are sustaining and growing through analysing and using student assessment data to better 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 decisions based on data analysis.

In Leading, MHS teachers determined that we are sustaining and growing 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. Staff determined that we are responsive in our approach to changing needs, and have in place effective processes for planning and implementing resource allocation, professional learning, performance monitoring and reporting.

Our self-assessment process will assist the school to determine the direction of our new school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

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

In 2017, Professional Learning (PL) was increasingly delivered outside of school hours. The PL Team oversaw all applications for PL; both internal and external.

Communication channels continued to be expanded and refined through 2017. The Facebook page created in 2016 was shut down and replaced with an open page after several staff members received training in social media use. As 2017 drew to a close, the services of the DoE's Communication and Engagement Team were employed. Surveys of the wider community, the parents and carers of students in our partner primary schools and the parents and carers of MHS yielded valuable data on community perception of the school.

Positive Behaviour for Learning universals embedded with regard to behaviour in all shared areas.

Please be aware that the total amount committed through "Integration Funding Support" (\$7,800), "Socio-economic background" (\$400,502), "Aboriginal background" (\$78,451) "English Language Proficiency" (\$5,659), "Learning and Support – Flexible Funding" (\$80,648) resources allowed the employment of additional staff and delivery of additional services. 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)	Funds Expended (Resources)	Progress achieved this year
Data entries (via Sentral) that are centred on what it is to be safe, respectful and responsible.	Sentral purchased and maintained.	Sentral has been fully adapted to local use. It is now used universally to monitor student achievement.
Improved retention rates and successful transition to the world of employment/ further education, especially ATSI students.	A partnership with Glencore Holdings allowed Mudgee High to continue to employ an additional School Learning Support Officer three days per week in 2017 to support this program. The School Learning Support Officer liaised between Year 10 students, and TAFE and employers.	<p>Retention rates remain consistent to Year 12. 2017 was a particularly good year with regard to HSC results.</p> <p>While our retention rates are not as high as some other western schools, those students who exit before the end of Stage 6 do so overwhelmingly because they have gained traineeships, apprenticeships, employment or moved on to TAFE.</p> <p>In Year 10, the Link program continued in 2017. First implemented in 2010, it has continued to target students "at risk" of leaving school with no clear direction. The course has continued to offer students so identified a blended curriculum of TAFE, work and school.</p> <p>Several of the students targeted for this program identified as Aboriginal.</p> <p>Many of the 2017 Link students went on to traineeships, apprenticeships, employment, TAFE or a combination of TAFE and employment</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved retention rates and successful transition to the world of employment/ further education, especially ATSI students.		because of the program. In the past, those who remain have been amongst our most successful students in Year 12. This trend continued in 2017.
Improved NAPLAN and HSC results, especially for students with a disability and ATSI students.	QuickSmart program. Additional School Learning Support Officers.	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 for the eighth year in a row recorded in Scout data as "sustaining and growing, putting Mudjee High's value adding well ahead of state average.
Value adding from 7 to 9 to 12.	Additional School Learning Support Officers.	Value adding from Year 7 and 9 to Year 12 was also for the eighth year in a row recorded in Scout data as "sustaining and growing," putting Mudjee High's value adding ahead of state average. Value adding happens when the quality of the teaching and learning taking place 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 were provided opportunities to undertake additional coaching to develop individual capacity through study days – internally and externally – and targeted mentoring from staff identified by the students themselves.

Next Steps

In 2018, the challenge with Sentral will be to adapt it to the demands of PBL in the classroom. At the end of 2017, it was not at that stage.

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, now located in E3 and E4, and in-class support for students experiencing difficulty with their learning.

In 2018, the school will make use of the DoE's Communication and Engagement Team to determine those areas where it can better sell its message, as well as the DoE's Centre for Education Statistics and Evaluation (CESE) Tell Them From Me (TTFM) surveys to better gauge student, staff and parent/community satisfaction.

Learning, Teaching and Leading, the three Strategic Directions of the School Plan for 2018–2020, each have high expectations. articulated within.

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

Performance and Development Plans were developed and used as the basis for identifying professional learning needs that enhance staff capacity to meet identified goals, especially in regard to the delivery of quality teaching and learning opportunities. Professional learning opportunities provided through the year allowed staff members opportunities to undertake explicit training in roles that enhance and extend capacity.

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 school captains as the leaders of the SRC, met with the principal weekly to discuss the operation of the school and their roles within that operation. The captains ran whole school events, including a weekly whole-school 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 including school socials. Year 11 SRC representatives stepped up and took on leadership roles when Year 12 leaders were not available.

The leadership group provided opportunities for students with a desire "to lead" who had not been successful in SRC elections. 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. The leadership group resurrected some of the western gardens during the year.

In Term 4, the junior AECG group gained a new patron.

Please be aware that the total amount committed through "Integration Funding Support" (\$57,800), "Socio-economic background" (\$400,502), "Aboriginal background" (\$78,451) "English Language Proficiency" (\$5,659), "Learning and Support – Flexible Funding" (\$80, 648) resources allowed the employment of additional staff and delivery of additional services. 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)	Funds Expended (Resources)	Progress achieved this year
A greater number of students nominating for leadership roles.	Allocation of learning spaces to facilitate the needs of specific leadership groups. Junior AECG provided funding through to organise a range of events around things including the Welcome Barbecue, Sorry Day, NAIDOC celebrations and the like.	Nomination for SRC positions in 2016 remained strong. This is historically consistent. The Leadership group roll call group continued in 2017, as did the junior AECG group. All groups took an active role in promoting themselves and their activities at whole-school assemblies and through Sentral notices.
A greater pool of staff prepared to relieve in leadership roles.	Short term relief budget used to provide appropriate levels of staffing.	In 2017, several Head Teachers stepped up to relieve as Deputy Principal for extended periods. Classroom teachers then stepped up to fill the voids created. One classroom teacher stepped up to fill a Head Teacher role for three terms because of extended

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A greater pool of staff prepared to relieve in leadership roles.		and unforeseen leave.
A greater pool of staff available for Merit Selection panel duty, or chairs of committees, etc..	Where appropriate, professional learning funds.	In 2017, the pool of staff and parent/ community representatives trained in Merit Selection panel responsibilities was expanded.
Staff seeking accreditation at higher levels through the BOSTES.	Principal, Head Teachers and mentors time spent working with probationary teachers to assist them in getting to Proficient level and accredited with the New South Wales Education Standards Authority (NESA – which replaced the BOSTES in 2017).	Several members of staff completed the requirements to move from Probationary to Proficient status. Additionally, several other staff members successfully completed their respective five-year updates.
More staff leading the development of QT within their KLAs.	Relevant Head Teachers used PL time to map out QT opportunities within their faculties. This PL time was led by the HTs and other faculty members with expertise in specific areas of identified need and interest.	In 2017, Head Teachers encouraged to use faculty meeting time to map out Quality Teaching (QT) opportunities within their respective Key Learning Areas (KLAs). Where there was specific expertise, those with that expertise were encouraged to deliver sessions to colleagues.

Next Steps

As leadership opportunities are identified, Expressions of Interest (Eols) will be used to determine the best internal candidates.

Staff with leadership ambitions will continue to be encouraged to take on leadership roles both within and external to MHS. The Cudgegong Learning Community (CLC) was rebooted at the beginning of 2018 after a twelve month hiatus. This rebooting was very much the result of an intervention by the MHS leadership team. The new president of the CLC is a MHS Deputy Principal. Mudgee High's VET co-ordinator is taking a greater role in the Wagga Wagga RTO and Deputy Principal Richard Finter has continued to relieve in Principal positions in other Western Schools.

The Head Teacher Teaching and Learning will develop a PL "scope and sequence" plan in 2018. The plan will map out PL opportunities determined by performance development requests contained within staff Performance and Development Plans. This will include additional support for staff seeking higher levels of accreditation.

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

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

An increase in the number of staff using technology to effectively undertake their specific roles within the school.

Communication channels were expanded, especially social media usage, with the whole school community. The existing Facebook page was replaced with an "open" page after adequate staff training from the DoE's Communication and Engagement Team. This was in addition to already established "closed group" Facebook pages with Years 10, 11 and 12 that have been in operation since 2014.

Through greater use of social media by a dedicated team, we have successfully encouraged a greater number of parents and carers to attend school events including parent teacher evenings, parent/carers information evenings, MAD (Music, Art and Drama) nights, our school musical (Grease – see the cover of this report) and formal presentations. The format of presentations has been reviewed and modified after feedback that the existing formats were often seen as "boring" with a real potential to turn people away. The feedback on the sharper, shorter presentations has continued to be very positive.

Please be aware that the total amount committed through "Integration Funding Support" (\$57,800), "Socio-economic background" (\$400,502), "Aboriginal background" (\$78,451) "English Language Proficiency" (\$5,659), "Learning and Support – Flexible Funding" (\$80,648) resources allowed the employment of additional staff and delivery of additional services. 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">A greater percentage of staff who use technology to effectively undertake their specific roles within the school.	<p>Purchase and maintenance of Sentral, ClickView and Britannica Online as whole-school resources.</p> <p>Professional learning time allocated to up-skill staff in the use of existing and new software as it became available (eg. Britannica Online).</p>	<p>All staff use Sentral for a variety of specific roles including roll call, the recording of wellbeing issues, resource booking, LST referrals and student progress reporting.</p> <p>ClickView was continued and expanded in 2017. An addition to the resources available to students and staff both at school and at home was a subscription to Britannica Online.</p> <p>Buy-in to Google Classroom and Google Drive has continued to be high.</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>Purchase and maintenance of Sentral.</p> <p>Professional learning time allocated to up-skill staff in the use of existing and emergent software.</p>	<p>In 2017, on-going professional learning in the uses of Sentral continued. User satisfaction among both teaching and non-teaching staff is now universal.</p> <p>Satisfaction with Google Classroom and Google Drive remains high. That satisfaction has been the product of on-going professional learning delivered in-house by staff with skills in and experience with the software.</p> <p>The initial response to Britannica Online has been very encouraging. It is seen as an excellent alternative to Wikipedia.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Flexible communication channels including the use of social media with whole school community. 	<p>\$0.60 per SMS.</p> <p>Time allocated to administer our web page and moderate social media sites that belong to the school.</p>	<p>In 2017, the number of parents and carers notified regarding school absences expanded.</p> <p>At the end of 2017, an "open" Facebook page was established, allowing the closure of the "closed" one established in 2016. Public buy-in has expanded significantly.</p>
<ul style="list-style-type: none"> Number of parents and carers accessing web communication. 	<p>Technical officer and Library-based School Administrative Officer oversee the content that appears on our webpage.</p> <p>The Technical officer, Library-based School Administrative Officer, Head Teacher Administration and Principal oversee the operation of the school's Facebook page.</p> <p>The Principal and a School Administrative Officer oversee the production of the weekly newsletter.</p>	<p>Through 2017, website access remained at about 100 "hits" per week.</p> <p>The school newsletter is now pushed out to 511 parents and carers weekly (an increase of 111 over the 2016 figures). Year 7 parents remain the best users of this system as a percentage.</p> <p>Our Facebook page is easily the most effective platform we have for reaching out to existing parents and carers, while the website remains the most effective site for prospective parents and carers.</p>
<ul style="list-style-type: none"> Number of parents attending school events. 	<p>Technical officer and Library-based School Administrative Officer oversee the content that appears on our webpage.</p> <p>The Technical officer, Library-based School Administrative Officer, Head Teacher Administration and Principal oversee the operation of the school's Facebook page.</p> <p>The Principal and a School Administrative Officer oversee the production of the weekly newsletter.</p>	<p>In 2017, attendance at Parent Teacher evenings demonstrated a continuing upswing. Greater promotion on-line and a streamlining of events are the driving factors in this positive trend.</p>

Next Steps

In 2018, Sentral will be further revised for a variety of specific roles including the recording of wellbeing issues and reporting student progress (especially with regard to Stage 6 reporting).

ClickView and Britannica Online will be maintained.

In 2018, we will continue to push to have the number of parents and carers notified regarding school absences expanded. This outcome is of course dependent on parents and carers having mobile phone technology.

Following consultation with the DoE's Communication and Engagement Team, the "open" Facebook page now provides direct links to our website page and vice versa. The plan is to raise further the profile of school events and successes, and have parents, carers and visitors accessing both and lifting our "hit" rate on the website. In doing so, we also want to see the present upswing in parental involvement with the school increase still further.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$78,451	<p>In 2017, this funding allowed for:</p> <ul style="list-style-type: none"> • the employment of additional School Learning Support Officer time for group and individual academic tutoring and assistance • the funding of cultural events including sending a representative team of Aboriginal students to attend the Goodooga Indigenous Games, funding to make NAIDOC celebrations a whole-school event, run by Aboriginal student leaders. It has also funded an Aboriginal Roll Call "BreakfastClub" to encourage what is already good attendance • the operation of QuickSmart tuition targeted at Aboriginal students identified as needing assistance in literacy and numeracy development, and • assistance in purchasing uniforms, paying contributions for consumables in elective subjects and meeting the costs of excursions and competition entries.
English language proficiency	\$5,659	<p>In 2017, this funding allowed for the 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, may experience delayed literacy and numeracy development.</p>
Low level adjustment for disability	\$314,268	<p>In 2017, this funding allowed for:</p> <ul style="list-style-type: none"> • the employment of additional School Learning Support Officers for group and individual assistance • the employment of additional teacher time to release the HT Support and to provide classroom, group and individual assistance • the purchase and maintenance of additional playground equipment for the support unit playground, and • the provision of materials to enhance the support unit playground.
Socio-economic background	\$400,502	<p>In 2017, this funding allowed for:</p> <ul style="list-style-type: none"> • the employment of additional School Learning Support Officers for classroom, group and individual academic tutoring and assistance • the provision of a reading recovery group five days a week • the operation of a "Breakfast Club" to encourage better attendance of identified "at risk" students • the provision of QuickSmart tuition targeted at students identified as struggling in literacy and numeracy • the purchase of uniforms, payment of student contributions for consumables in elective subjects and the payment of costs associated with mandatory excursions and competition entries • the purchase of a laser cutter to enhance the capacity for students to achieve better things in the industrial tech. subjects • the resealing of basketball courts that had been no longer fit for purpose, and

Socio-economic background	\$400,502	<ul style="list-style-type: none"> • the provision of a weights room/ mini gymnasium to expand the sport and PDHPE offerings of the school. <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>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	488	466	460	455
Girls	467	460	426	396

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.9	91.9	92.4	91.8
8	91.2	90.9	88.5	91
9	87.5	85.4	89.5	87.3
10	87.8	87.2	86.1	87
11	91.9	88.3	89.1	89.3
12	91.3	91.1	91.2	91.7
All Years	90.4	89	89.3	89.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017, Mudjee High's active Learning Support Team (LST), which includes all Year Advisers, both Deputy Principals, the Principal, the School Counsellor and the Head Teacher Welfare, continued to work to support the attendance of ALL students at MHS. The LST took a proactive role addressing issues related to attendance. Working closely with the new Home School Liaison Officer, contact was made with the families of many students determined to be "at risk." In 2018, a dedicated attendance team will be established. The plan is to move the school's attendance results from state average to above state average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6.72
Employment	0.5	8	37.82
TAFE entry	1.5	4	11.76
University Entry	0	0	31.09
Other	0	0	0
Unknown	0	4	12.61

Year 12 students attaining HSC or equivalent vocational education qualification

119 students completed Year 12. All of them were successful in attaining the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	49
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	17.48
Other Positions	1

*Full Time Equivalent

One of Mudjee High's HSIE teachers identifies as Wiradjuri. One of the Support Unit's SLSOs also 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	0

Professional learning and teacher accreditation

In 2017, Mudgee High continued to deliver teacher-centred professional learning. Additionally, significant funding for Professional Learning (PL) was made available and administered by the Teacher Professional Learning Team.

Strategic professional learning was delivered in Code of Conduct awareness, and CPR and anaphylaxis response training.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	466,138
Global funds	984,774
Tied funds	889,088
School & community sources	203,134
Interest	7,313
Trust receipts	55,389
Canteen	0
Total Receipts	2,139,697
Payments	
Teaching & learning	
Key Learning Areas	67,507
Excursions	106,789
Extracurricular dissections	95,165
Library	1,964
Training & Development	0
Tied Funds Payments	521,030
Short Term Relief	206,365
Administration & Office	136,075
Canteen Payments	0
Utilities	159,812
Maintenance	62,686
Trust Payments	19,411
Capital Programs	0
Total Payments	1,376,804
Balance carried forward	1,229,031

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,451,677
Appropriation	1,244,951
Sale of Goods and Services	781
Grants and Contributions	205,381
Gain and Loss	0
Other Revenue	0
Investment Income	563
Expenses	-603,336
Recurrent Expenses	-603,336
Employee Related	-295,960
Operating Expenses	-307,376
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	848,341
Balance Carried Forward	848,341

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,568,758
Base Per Capita	141,025
Base Location	23,870
Other Base	7,403,863
Equity Total	798,880
Equity Aboriginal	78,451
Equity Socio economic	400,502
Equity Language	5,659
Equity Disability	314,268
Targeted Total	1,337,737
Other Total	347,479
Grand Total	10,052,855

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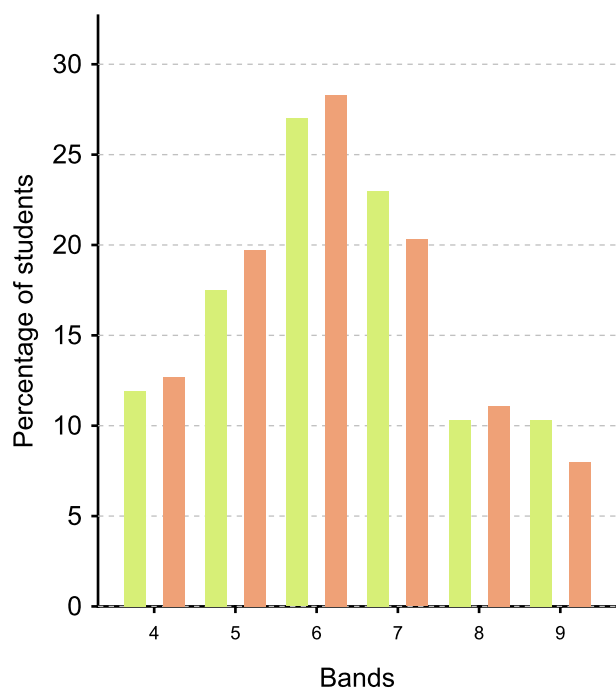
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

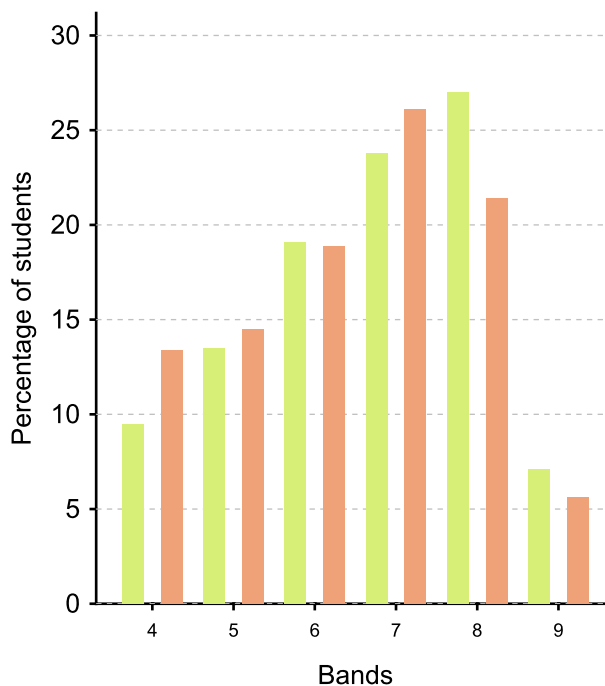
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 7 Grammar & Punctuation



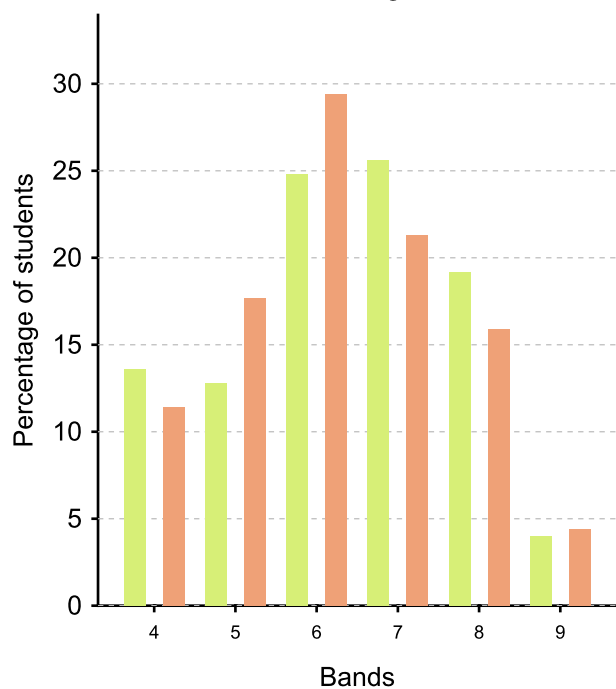
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



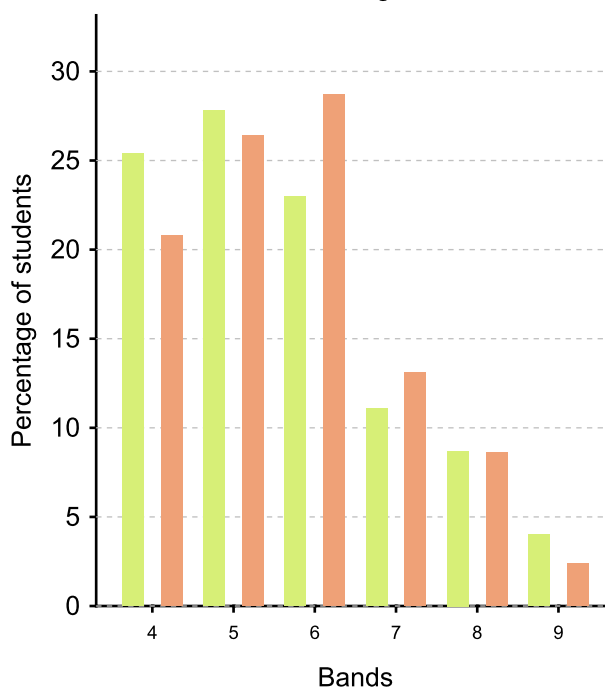
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



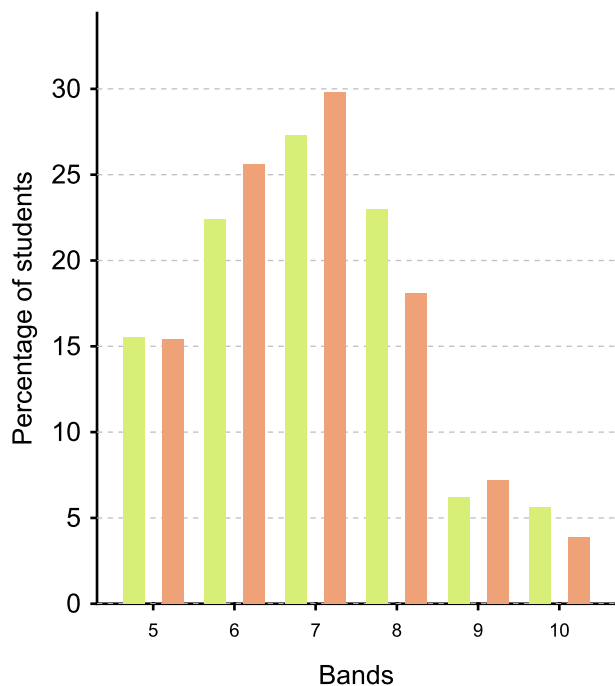
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

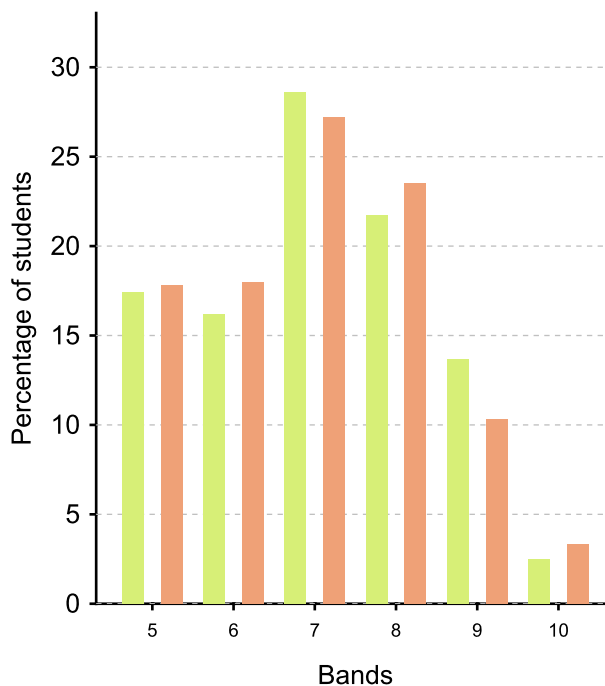


Percentage in Bands
School Average 2015-2017

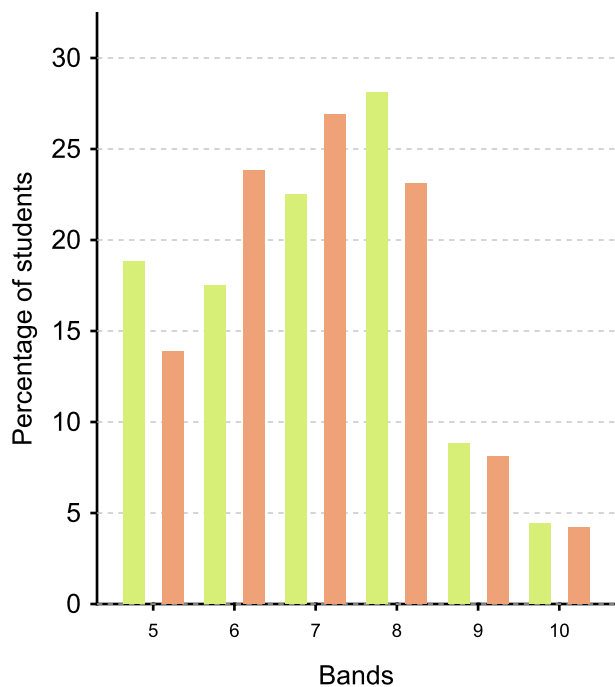
Percentage in bands:
Year 9 Grammar & Punctuation



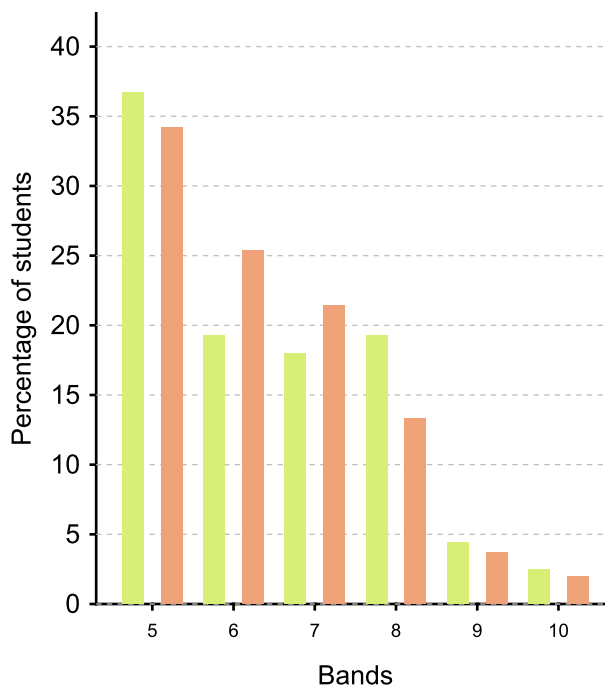
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



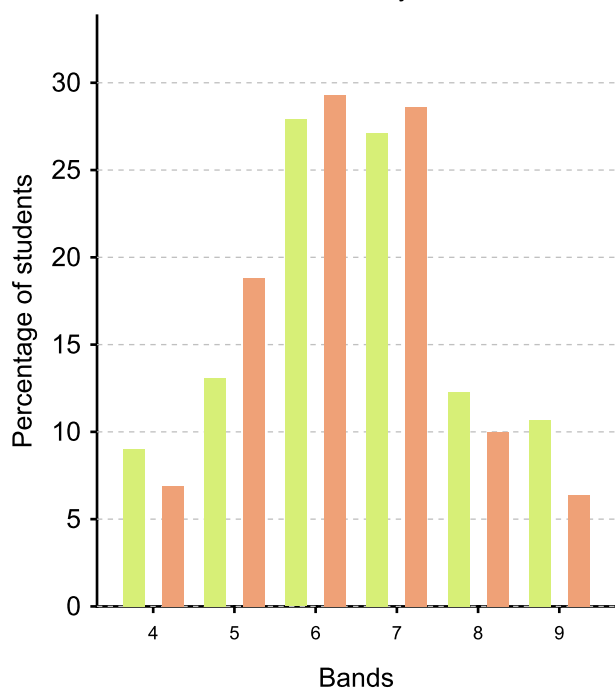
Percentage in bands:
Year 9 Writing



<Use this text box to comment on numeracy NAPLAN data>

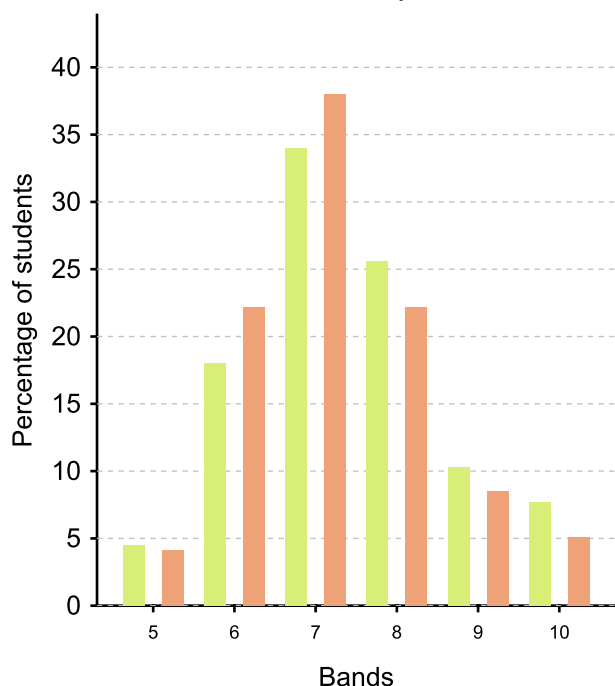
Delete text not required.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

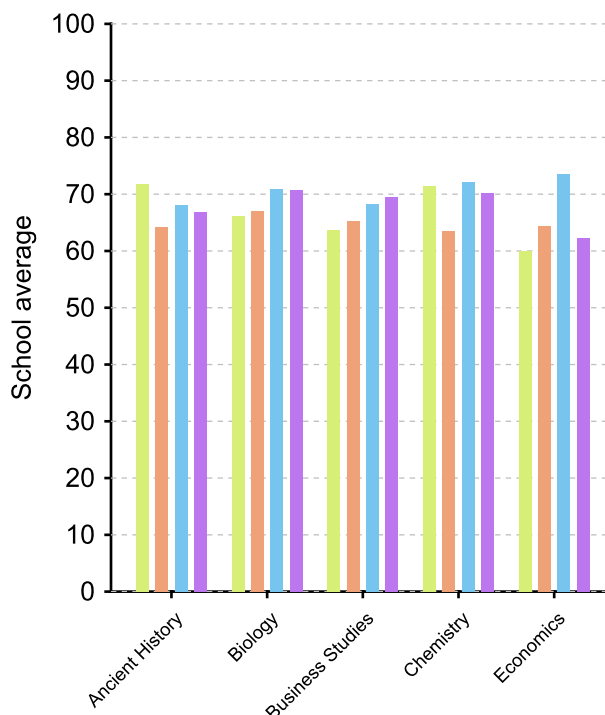
Delete text not required.

<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)

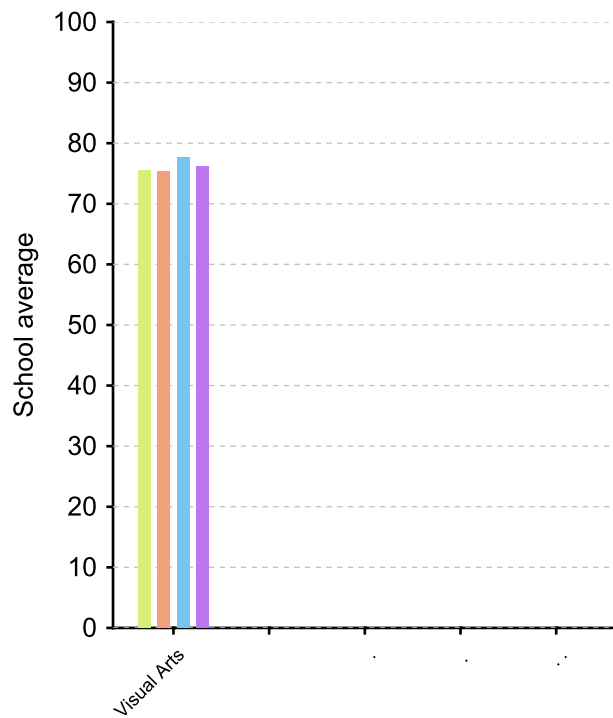
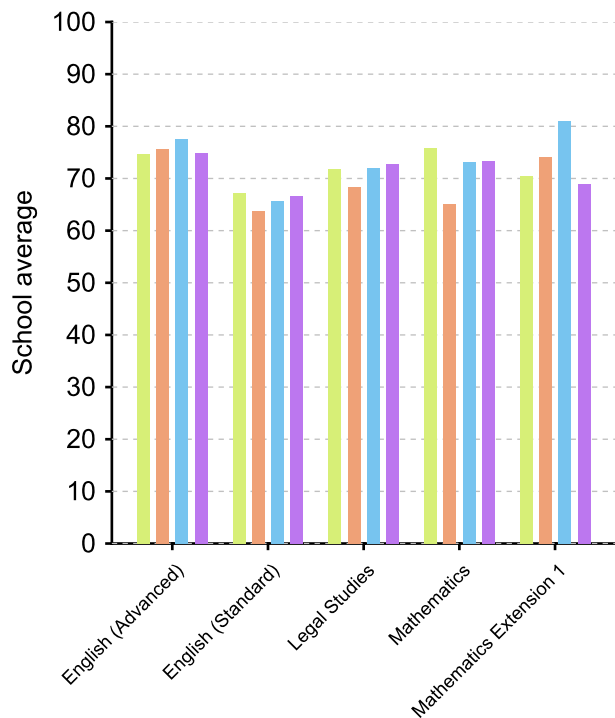
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

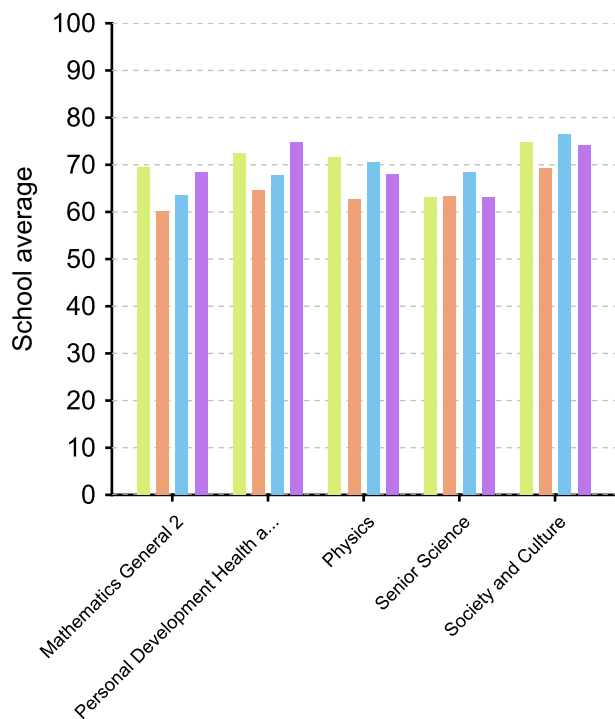
<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Policy requirements

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, they are seldom called upon.