

Murray High School

Annual Report



2017



8505

Introduction

I am enormously proud to be Principal of Murray High School.

Murray High School is a comprehensive high school catering for a wide range of interests and abilities with a commitment to serve both its students and the wider community. The school has as its central concern the achievement of excellence in a rich diversity of academic, social, cultural and sporting pursuits. To achieve, students are encouraged to avail themselves of the many opportunities the school provides, including a learning and physical environment in which high standards of achievement can flourish. Murray High School is a Positive Behavior for Learning School and has as its main values: Ready, Respect, and Responsibility. Our school motto is "Learn to Live".

Our Murray High School learning community aims to provide:

- A school community that is focused on innovation ,creativity, imagination, collaboration and excellence, preparing staff and students for the challenges of the future.
- A strong commitment to providing support for students with a range of learning abilities. Murray High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential.

The school has a dedicated staff with a breadth of experience, a supportive community and an active and involved Parents & Citizens' Association.

The Annual Report for **2017** 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

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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.

Schools regularly self–assess their improvement efforts using evidence to support their reflection, 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. We have implemented a Tier 2 Team to further support the wellbeing of students and staff. The school team responsible for **Tier 2 targeted interventions** address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student apply their newly learned skills in the classroom and also builds the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self monitoring process so that a student can manage their own behaviours. Students are taught to self regulate and learn from natural consequences.

Our Hands on Learning program continues to grow and we expanded the program to two days a week which will continue in 2018. 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. 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.

This year was a time of embedding the initiatives outlined in the 2015–17 School Plan. The External Validation of 2016 provided the opportunity to engage in evaluative thinking on our school against the School Excellence Framework, which in turn has led to more clarity in evidence based future planning. Each year, an Executive Summary and an evaluation of evidence will take place, as a continual and ongoing internal validation process. An area identified as needing improvement was the use of data to inform school practice.

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 self regulate their behaviour.

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 assessment and reporting processes, and improved feedback to plan their learning goals 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 value added results of Year 7 to 9 NAPLAN were above expectations, 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, Professional Development Plan'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 a 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) and the implementation of the Curiosity and powerful Learning program teachers at Murray High School are excelling as they demonstrate and share expertise, whilst also having very high levels of contemporary content knowledge and teaching practices that are evidenced based.. 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

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

Progress has been made in developing a culture of professional learning through the Performance Development Planning (PDP) process. 100% of staff are engaged in the PDP process, with peer coaching being offered as a support for teacher observation and reflection of practice built in to the Curiosity and Powerful Learning Program.

High expectations of student learning have been promoted through School Improvement Team. This team has supported and monitored the Curiosity and Powerful Learning Program. Additionally, a temporary third Deputy Principal (Teaching and Learning) was appointed and developed and implemented specific HSC monitoring practices and the ALARM (A Learning and Response Matrix) strategy across the school, the outcome being stronger HSC results.

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 this program was extended in 2017, 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 seven 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 2018, in response to feeder schools indicating an

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">Increase the proportion of students in the top two NAPLAN bands in literacy and numeracy by 8% including a 30% increase for Aboriginal students.	<p>Professional Learning Funds – \$75,000 to provide timetable release for implementation of ALARM and Curiosity and Powerful Learning theories of action</p> <p>\$50,000 to create a third Deputy Principal (temporary) – Instructional Leader for 2017</p>	<p>2017 Student Survey data showed an increase in the use of the target strategies and generally indicated that this assisted student learning. After three years of English faculty use of ALARM strategies, HSC English results saw improvement both in top HSC Bands and in the highest proportion of students in the top half of the bands for Standard English in over ten years.</p> <p>The data from Literacy Mapping shows pleasing improvements in student progress over the six month period between work samples. As expected the largest growth is in the learning support students with the lowest starting point.</p> <p>10% of students were in the top 2 bands for NAPLAN</p>

Next Steps

In 2018 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.

The challenge of getting high quality work samples from faculties will be targeted, by DP working with faculties at start of 2018 to improve the links of tasks to Literacy Continuum. The mapping process will happen earlier in 2018, to allow staff more time to focus on instructional directions before NAPLAN.

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 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)	Funds Expended (Resources)	Progress achieved this year
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.	Flexible Wellbeing Funding and Professional Learning Funds \$74,000 to facilitate Family Referral Service and release for PBL coaches.	Student voice opportunities have been created in the SRC. SRC representatives were part of PBL team meetings and contributed feedback to those meeting on progress of the program.
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	\$120,000 to provide additional release for Year Advisors to advocate for their students wellbeing needs.	Year Advisors were able to promote wellbeing and attendance of their students resulting in improved attendance rates.

Next Steps

Benchmark Of Quality coach survey to be completed Term One 2018. PBL manager appointed with release for 2018 – implementation of Functional Assessment of Behaviour and Tier 2 interventions throughout 2018. PBL Lanyards created and trialled for casual staff.

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 a demonstrated 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. 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)	Funds Expended (Resources)	Progress achieved this year
50% of staff involved in peer observation/coaching internally or externally.	<ul style="list-style-type: none">• Socio-economic background (\$100000.00) Curiosity and Powerful Learning Professional Learning funds for Teacher release to participate in coaching, lesson observations and triads.	<p>All staff are now regularly working on improving pedagogy in triads which are small collegial groups that work in collaboration to coach and support each other in improving practice.</p> <p>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 Curiosity and Powerful Learning Theories of Action.</p>
An analysis of staff performance development plans indicate all staff plans are aligned to the school plan.	<ul style="list-style-type: none">• Socio-economic background (\$50000.00) Release time – for School Improvement Team and executive to support staff with performance and development.	All staff Professional Development plans were aligned to school plan.

Next Steps

The leadership team and the School Improvement team will work collaboratively to maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement in pedagogy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$45,252 – used to employ Aboriginal SLSO</p> <p>Additional funds from Socio-economic loading:–</p> <p>\$10,000 – Artist in residence program</p> <p>\$50,000 – .5 teacher employed to support Aboriginal Education and provide in class tutor support for Year 11 and 12 students.</p>	<p>The examples in the evidence indicate that programs have been effective in achieving positive outcomes for all our Aboriginal students.</p> <p>Improvements in attendance, retention and achievement for Aboriginal students</p>
English language proficiency	<p>\$100,000 – additional 1.0 teaching staff employed to support EALD students</p> <p>\$20,000 – additional .2 teaching staff</p> <p>\$25,432 – additional .4 SLSO Ethnic appointed to support refugee students</p>	<p>Students achieve better outcomes when schools, families and the community work together and when there are positive home-school cultural connections. The school continues to build partnerships with the refugee community which has ensured many positive outcomes for our students. Six Bhutanese students received scholarships with the support of our staff to ensure that they equitably resourced to complete their senior years of schooling. This resulted in attendance rates and completion rates of EAL/D students above state averages. 12 Refugee students completed their HSC in 2017.</p>
Low level adjustment for disability	<p>\$201,668 – 5 School Learning Support Officers employed</p> <p>\$42,550 – .5 additional teacher employed to support team</p> <p>\$53,450 – .5 additional teacher to coordinate Hands on Learning program</p>	<p>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.</p> <p>All identified students have Individual education Plans (IEP's) developed in consultation with parents and personal adjustments have been made to learning experiences. This enabled all students to participate fully in their learning.</p> <p>The school supported the Nationally Consistent Collection of Data 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> <p>Professional development within the Learning and Support team in 2017 focused on the involvement of one staff member completing an Online course in Autism and Managing Behaviour and the upskilling of staff in delivering the Quicksmart Reading program. Ongoing professional development continues to upskill staff in disability provisions and additional learning needs of students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	365	354	349	320
Girls	350	331	308	292

Enrolments for 2017 were lower than 2016. Monitoring of partner Primary School numbers indicated that the intake for 2017 would be lower than normal. Projections indicate that numbers will increase in 2018 and in following years.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	88.7	89.6	90.5	92
8	86.5	85.5	84.3	86.7
9	86.4	83.6	79.5	85.7
10	84.4	83.5	81.6	81.7
11	83.9	84.5	83.2	82.4
12	86.1	84.2	88	87.9
All Years	85.9	85.2	84.3	86
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

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 seventeen 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	0	0	11
Employment	0	11	35
TAFE entry	0	0	10
University Entry	0	0	15
Other	0	0	23
Unknown	0	0	1

A summary of the Year 12 cohort;

- 120 students commenced 2015 Year 10
- 77 students continuing the 2017 HSC year
- 74 students completed the 2017 HSC year
- 55 ATAR (74%) and 19 students(26%) were Non ATAR
- 22 students received university offers through UAC
- 7 students received university offers through VTAC
- 1 student received an offer through QTAC – Diploma to Degree
- Discounting multiple offers and multiple states 24 students received a university offer
- Of the students who received offers 11 students commenced study in 2018 (approximately 46%)

Year 12 students undertaking vocational or trade training

Thirty eight students from Year 12 in 2017 completed trade training vocational or trade training courses. Students completed courses in Construction, and Hospitality at school. They also completed courses in Animal Studies, Automotive, Beauty Services, Early Childhood, Electro-technology, Human Services, Plumbing, Salon Assistant and Screen and Media at TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	35.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	11.48
Other Positions	1.54

*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	0

Professional learning and teacher accreditation

The school continues to focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. The continued implementation of 2LS (Secondary Literacy Strategies) and ALARM (A Learning and Responding Matrix), as well as the introduction of PBL (Project Based Learning) and CPL (Curiosity and Powerful Learning) have ensured staff are building effective strategies, through professional learning, to address literacy in the classroom.

Much of the Professional Learning in 2017 was

delivered by MHS teachers to their colleagues and planning for this self-sustaining model of professional development, with expertise acquired by staff disseminated to colleagues, took place to expand this approach in 2017. A third Deputy Principal was appointed on a temporary basis to be the Instructional Leader for all professional learning supporting teaching and learning.

There was a clear focus on the Literacy Continuum and using data to inform practice in combination with Triad observations. Peer observation allowed teachers to observe classroom practice, model effective teaching strategies and provide feedback to each other. Staffing has become more settled in 2017, with numerous staff members attaining substantive positions. New staff members have been supported through a rigorous induction program including weekly PL workshops and a mentor and buddy system. Beginning teachers are given the choice of using their funding either for weekly release-time with their supervisor, or to fund Professional Learning. Most have chosen the latter and used the funds for external Professional Development that links to their Performance Development Plan, the school plan and the Strategic Directions.

With the introduction of mandatory accreditation approaching in 2018, in 2016 we began introducing the language of the Professional Standards for Teachers to the whole staff and have run Professional Learning workshops on the process of accreditation. We have also presented information and support for staff who are interested in seeking higher accreditation. Four teachers achieved accreditation at proficiency and three teachers completed maintenance. Two teachers are seeking accreditation at Highly Accomplished and Lead. There has been a great deal of planning around Professional Learning in 2017 with many new initiatives and systems to be introduced in 2018.

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	435,921
Global funds	439,177
Tied funds	572,937
School & community sources	94,834
Interest	4,642
Trust receipts	5,886
Canteen	0
Total Receipts	1,117,476
Payments	
Teaching & learning	
Key Learning Areas	45,224
Excursions	34,000
Extracurricular dissections	21,810
Library	6,401
Training & Development	657
Tied Funds Payments	438,359
Short Term Relief	63,343
Administration & Office	64,577
Canteen Payments	0
Utilities	61,522
Maintenance	58,594
Trust Payments	12,043
Capital Programs	0
Total Payments	806,528
Balance carried forward	746,870

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	1,861,259
Appropriation	1,709,327
Sale of Goods and Services	10,704
Grants and Contributions	139,717
Gain and Loss	0
Other Revenue	0
Investment Income	1,510
Expenses	-1,615,758
Recurrent Expenses	-1,615,758
Employee Related	-870,275
Operating Expenses	-745,484
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	245,501
Balance Carried Forward	245,501

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	6,400,022
Base Per Capita	102,015
Base Location	4,920
Other Base	6,293,087
Equity Total	1,111,761
Equity Aboriginal	45,252
Equity Socio economic	673,573
Equity Language	137,979
Equity Disability	254,957
Targeted Total	546,960
Other Total	207,064
Grand Total	8,265,807

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.

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

School-based assessment

The literacy mapping used work samples provided by staff six months apart (at the end of Term One and the end of Term Three). Thus, the summary below relates to progress over a six-month period in 2017. One cluster is equal to a years growth in learning.

Learning Support Class 7T

In the six month period between work samples, across Comprehension, Vocabulary and Writing, all students progressed at least one cluster, and approximately 80% of students progressed by two or more clusters. Students with the lowest starting point saw the largest progress, with the largest growth being nine clusters.

Whole of Year Seven

In the six-month period between work samples, the largest growth areas were Comprehension, Vocabulary

and Writing.

In Writing approximately 40% of students progressed by two or more clusters. In Vocabulary, 70% of students progressed by at least one cluster. In Comprehension over 50% of students progressed by two or more clusters, and 60% of students progressed by at least one cluster.

Learning Support Class 8S

N.B. This smaller class ran in English lessons only, and had both an English teacher and a Learning Support teacher each period. This model was an effort to provide additional literacy support to Year Eight students identified by Learning Support staff.

In the six-month period between work samples, the largest growth areas for this class were in Comprehension and Reading. In Comprehension students progressed between one and three clusters. In Reading students mostly progressed by one cluster.

There was less growth in Vocabulary and Writing. This was somewhat expected in comparison to the more resource intensive model used for the Year Seven Learning Support class. Thus, writing and vocabulary will be a focus for improvement when planning for next year's Year Eight.

Whole of Year Eight

In the six-month period between work samples, the largest growth areas were Vocabulary and Writing. In Vocabulary 60% of students progressed by one or more clusters, and 30% of students progressed by two or more clusters. In Writing 25% of students progressed by two or more clusters, and 50% of students progressed by one or more clusters. In Reading and Comprehension, approximately 45% of students progressed one or more clusters, and 15% of students progressed by two or more clusters.

NAPLAN

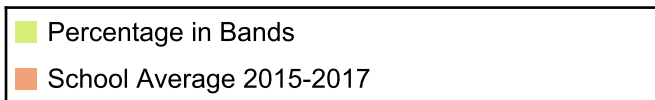
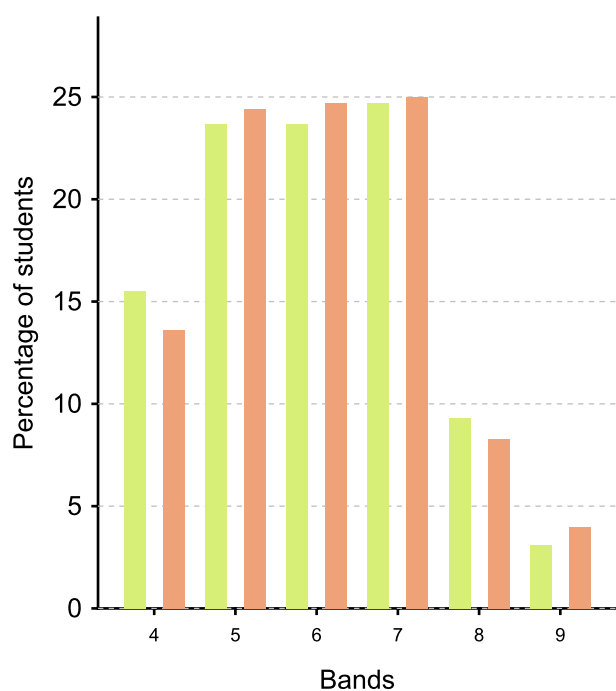
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The analysis of the literacy NAPLAN data in Year 7 resulted in decision making across the school community to develop a strategy for literacy learning, commencing with Year 7 2017. The research behind this strategy aligned with the key theories of teacher action in Hopkins' Curiosity and Powerful Learning, specifically with Harnessing Learning Intentions, Narrative and Pace, and the element of Explicit Teaching in the research around "What Works Best" document. The recruitment of a third Deputy Principal to lead teacher practice, and professional learning for teachers in relation to the departments Literacy strategy

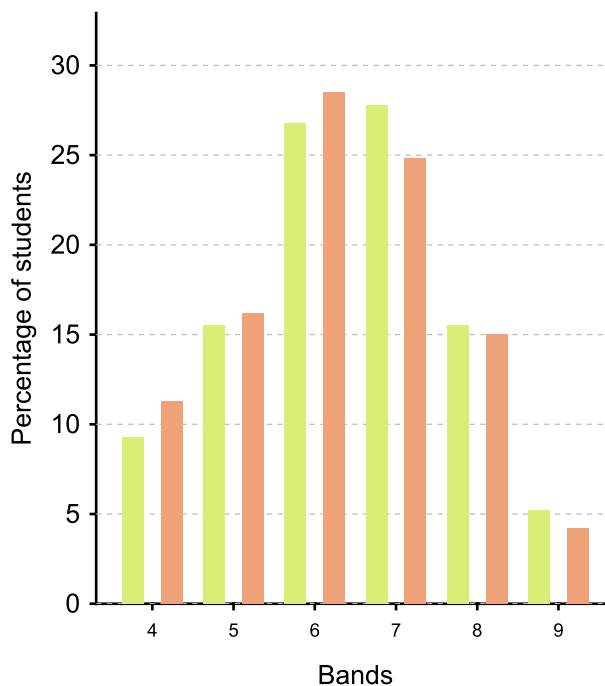
resulted in significant improvements in literacy teaching and learning across the school. Teachers are collaborating on mapping students on the Literacy Continuum in Year and Year 8. In 2017, students were identified and supported individually through the improvements made in Learning Support. The Learning and Support team has led teachers in differentiating curriculum, identifying and referring students with learning differences, and employing a range of classroom strategies to support diverse learners.

The NAPLAN results show improvements in average Spelling and Reading scores for Year 7 students over the last four years. Year 9 results in Spelling, Reading and Writing have been improving and growth exceeded expectations in Reading where 52% of students exceeded expected growth.

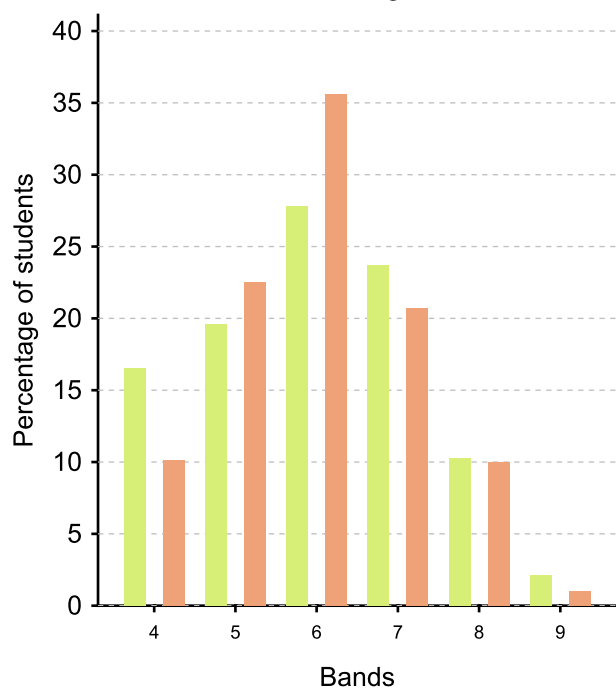
Percentage in bands:
Year 7 Grammar & Punctuation



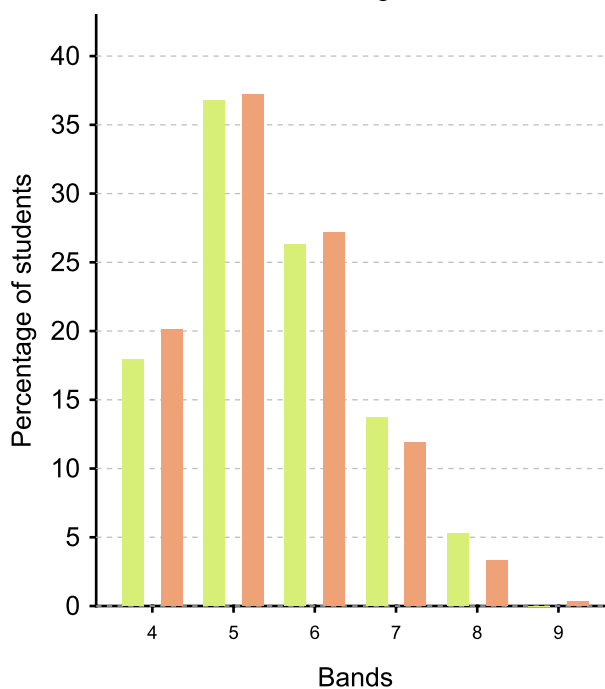
Percentage in bands:
Year 7 Spelling



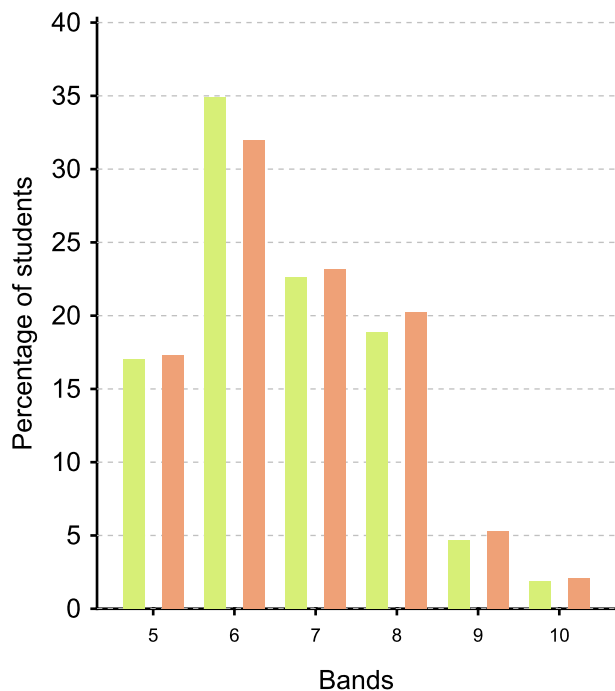
Percentage in bands:
Year 7 Reading



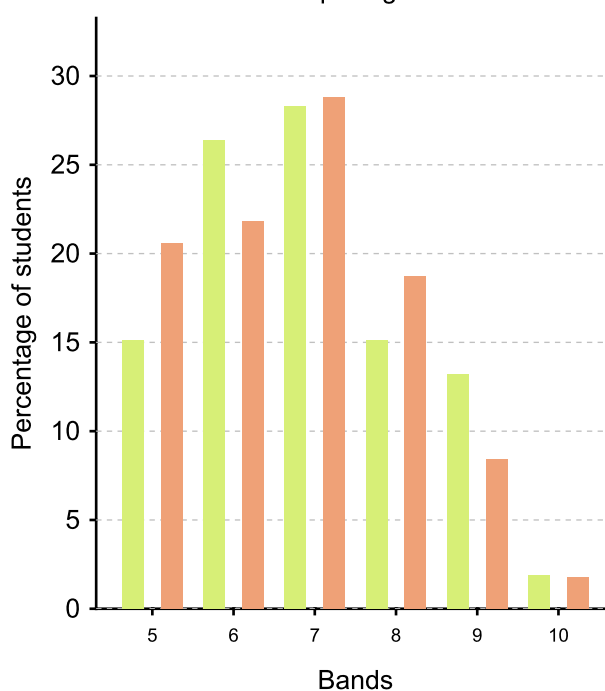
Percentage in bands:
Year 7 Writing



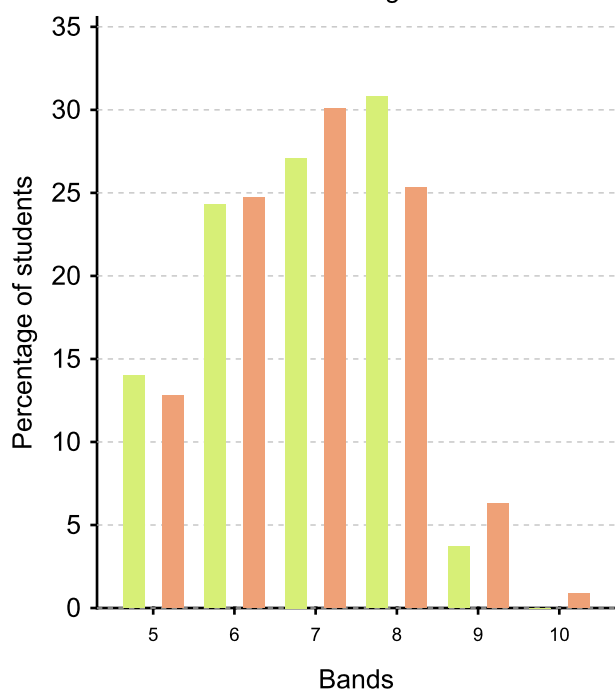
Percentage in bands:
Year 9 Grammar & Punctuation



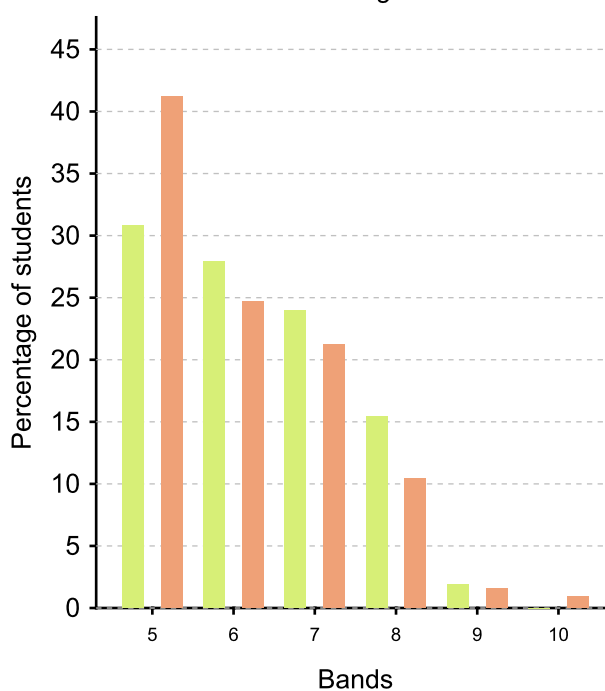
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading

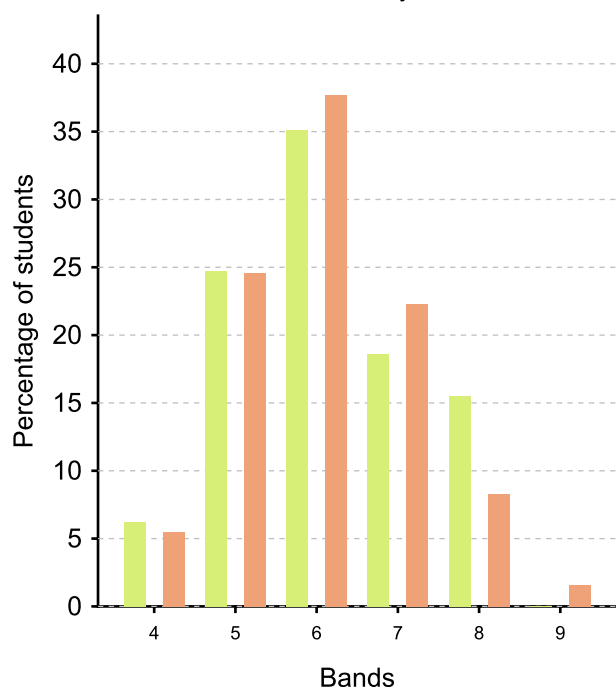


Percentage in bands:
Year 9 Writing



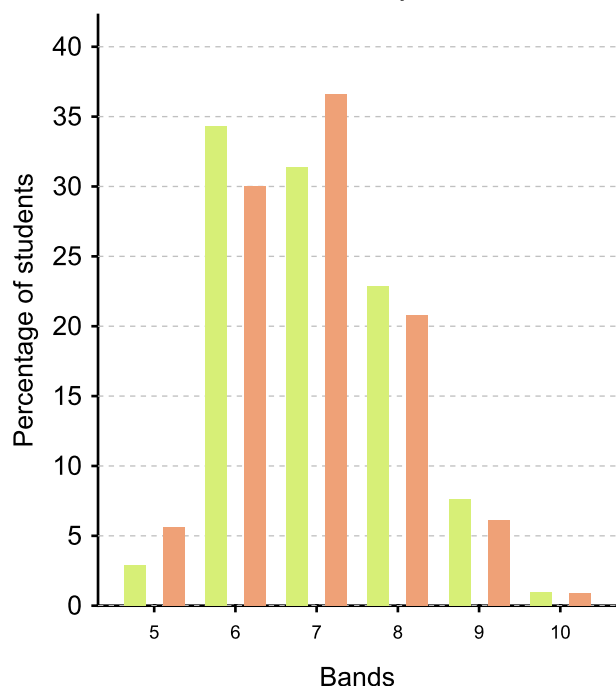
Average numeracy scores for Year 7 students have remained consistent over the last three years. Year 9 results were slightly below previous years, however student growth in Year 9 Numeracy was above expectations as 60% of students exceeded expected growth.

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

education outcomes for students in the top two NAPLAN bands.

In 2017 7.32% of results for Aboriginal students were in the top 2 bands for Reading and Numeracy. 9.85% of results for all students were in the top 2 bands for Reading and Numeracy. Murray High will continue to focus the explicit teaching of literacy and numeracy using the progressions to achieve the Premier's Priorities.

Critical to the success of a whole school approach for literacy and numeracy are well-articulated and clear learning continua or progressions. Learning is not a series of discrete events, but rather a trajectory that involves developing skills and understandings that build upon each other. Learning progressions, or 'standards' refer to 'a carefully sequenced set of building blocks that students must master en route to a more distant curricular aim' (Popham 2007). Learning progressions ensure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too basic), and that teachers are sequencing learning effectively and avoiding the inadvertent repetition of material that was taught in earlier grades (Glossary of Education Reform 2013)



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.>

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

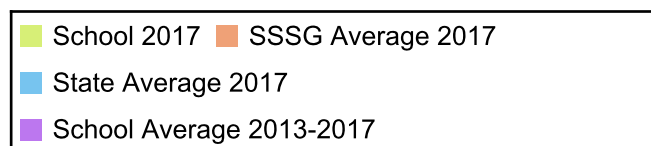
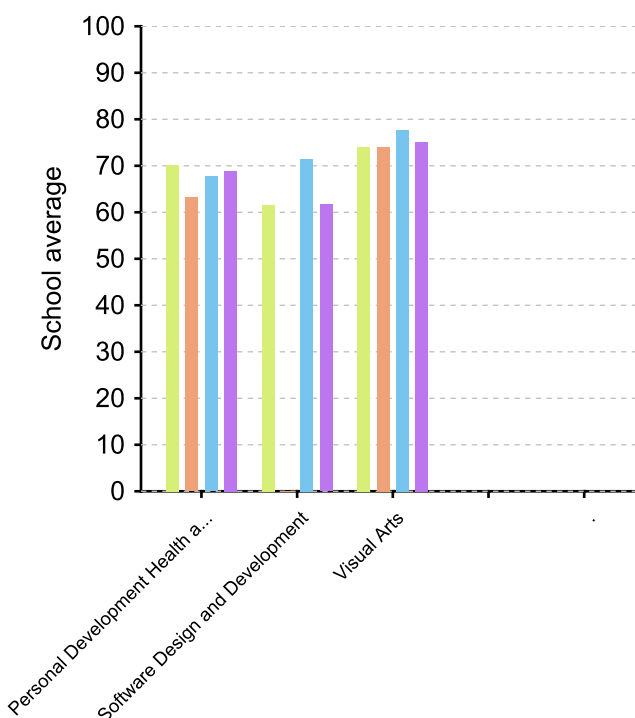
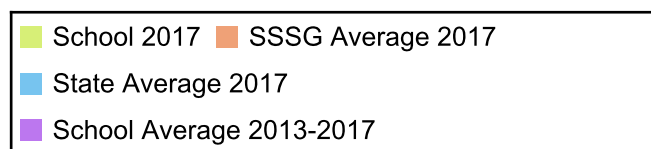
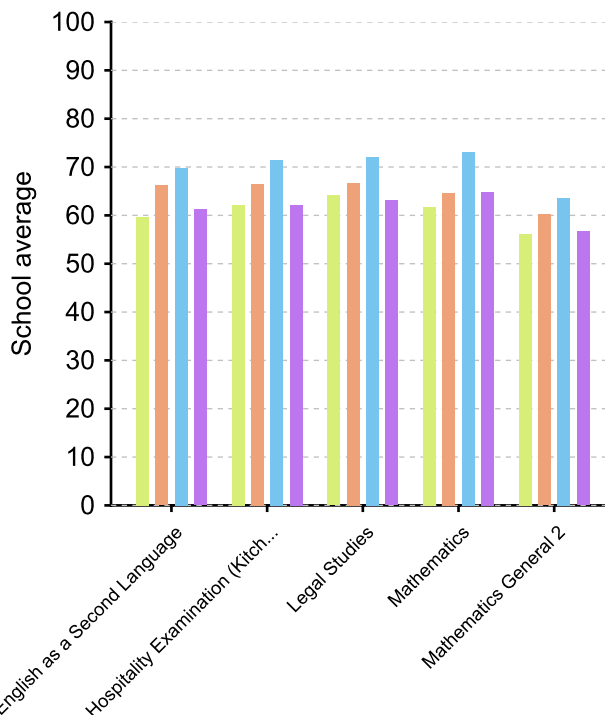
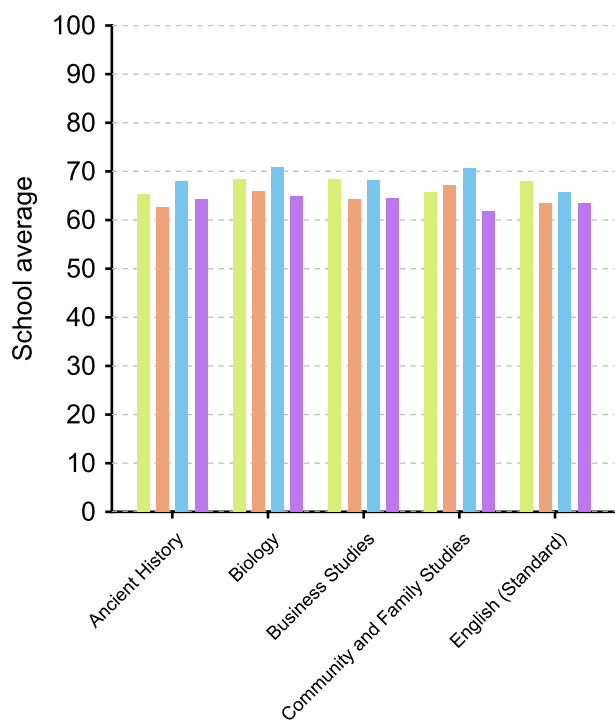
Higher School Certificate (HSC)

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

Results for the majority of subjects were at or above the school average for the past four years.

Highlights were the English faculty results. In Advanced English, out of six students, two Band 6's, three Band 5's and a Band 4 were obtained.

Standard English obtained the highest proportion of the students in the higher end (Bands 5 and 4) in over ten years.



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	65.2	62.6	68.1	64.3
Biology	68.4	66.0	70.9	64.9

Business Studies	68.4	64.2	68.2	64.4
Community and Family Studies	65.7	67.1	70.7	61.8
English (Standard)	68.0	63.5	65.6	63.4
English as a Second Language	59.7	66.2	69.7	61.2
Hospitality Examination (Kitchen Operations and Cookery)	62.2	66.5	71.5	62.2
Legal Studies	64.1	66.7	72.1	63.1
Mathematics	61.7	64.6	73.2	64.8
Mathematics General 2	56.2	60.2	63.6	56.7
Personal Development Health and Physical Education	70.2	63.2	67.7	68.9
Software Design and Development	61.6	0.0	71.5	61.6
Visual Arts	74.1	74.0	77.7	75.1

Parent/caregiver, student, teacher satisfaction

Murray High School participated in the 2017 rounds of the Tell Them From Me survey. The learning community, including school staff, the student body, parents and caregivers, were given the opportunity to provide feedback on indicators of school and classroom effectiveness along with the social, institutional and intellectual engagement of our students. The teacher survey provided data on the 'Eight Drivers of Student Learning' and the 'Four Dimensions of Classroom and School Practices.' The data collected from the Tell Them From Me surveys positioned the school at, or close to, the state norms for the majority of the indicators assessed.

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.

One aspect in which the school delivered above the state norm was 'Drivers of Student Engagement.' The data highlighted the provision of quality instruction, positive teacher–student relationships and a positive learning environment supported by high expectations for success. The school's Positive Behaviour for Learning (PBL) team worked in conjunction with other whole school initiatives to support the provision of quality teaching and learning within our school community.

The School Improvement team used data from the Tell Them From Me survey, along with a variety of other sources, to address aspects of teaching and learning identified as requiring improvement. Priority was given to enhancing parent involvement in the school, harnessing learning intentions narrative and pace, as per the Curiosity and Powerful Learning model by professor David Hopkins, and the explicit teaching of literacy skills, 'Learning intentions' and 'Success criteria' for lessons. The school has focused on developing authentic relationships, framing higher order questions, along with the setting of high expectations and formative assessment, as key drivers for improving the academic culture and educational outcomes of our students.



Policy requirements

Aboriginal education

2017 saw Murray High School continue its involvement in a wide variety of cultural and academic opportunities. Our focus was on building community engagement, celebrating excellence and becoming a more culturally inclusive space to learn, involving both Aboriginal and non-Aboriginal students in our initiatives.

2017 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.

David Dunn, is an award winning artist who facilitated our Artist in Residence program, students engaged in art workshops to create their own Aboriginal designs. He also delivered a mentoring program to our students around connection to Country and Aboriginal culture. As part of our NAIDOC Celebrations the students put on an art exhibition to showcase their artworks. MHS was honoured to have several local

Sista Speak is an Aboriginal girl's wellbeing program designed to run in partnership with the local community. Young women at MHS participated in a variety of activities including the Future Moves Camp in partnership with Charles Sturt University. These activities build self-esteem, understanding of career options, finance and the ability to make positive choices. We have had aboriginal women come and talk to the girls about many different topics: Women's business, culture, health etc. The girls enjoyed the program and are proud to be associated with the group. It has enabled girls from different year groups to connect and form a support group within the school and built rapport with various female teachers and staff in the school.



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 first language is Nepali, Thai, Chinese, Swahili French. Many of these students are from a refugee background and they are fluent in several languages. 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 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 (ARCO), Mrs Kerrie O'Connell. The ARCO position provides a structure through which students, parents, school staff and community can be confident that their complaints will be listened to and resolved within a timely and professional manner.

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.