

Mudgee High School

Annual Report



8128

Introduction

The Annual Report for **2018** is provided to the community of Mudgee High School as an account of the school's operations and achievements throughout the year.

It provides an 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.

Wayne Eade

Principal

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School background

School vision statement

Developing safe, respectful and responsible learners in an innovative and inclusive community.

School context

Mudgee High School is a comprehensive, coeducational rural high school. It prides itself on providing high quality education in a stimulating, inclusive and caring environment. It possesses a well-established staff base and excellent induction programs for new staff. At the end of 2017, student enrolments stood at 860, including more than 90 Aboriginal students. The school also includes a Support Unit of six classes catering for students with special needs, and specialist assistance in EAL/D.

The school plays an important part within what is a supportive community possessing a proud history in farming, viticulture, tourism and mining. Facilities include five well-equipped computer laboratories, a learning centre, a performance centre and excellent arts facilities, a gymnasium, trade training, facilities, technology workshops, a well-equipped languages room, as well as an on-site and an off-site farm. These facilities make Mudgee High School an environment in which every student can explore their talents and potential.

The school has a well-developed and effective student wellbeing policy founded on three Positive Behaviour for Learning focuses; safety, responsibility and respect. External testing through NAPLAN, VALID and the Higher School Certificate results achieved by students who attend the school demonstrate a continuing five-year trend of “sustaining and growing” students academically from Years 7–12, and reflect the excellence in teaching and learning that takes place at Mudgee High School. The school enjoys the support of an active Parents and Citizens’ Association and the Aboriginal Education Consultative Group (AECG).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of learning, Mudgee High school has a sustained and growing learning culture as well as sustained and growing well-being practices that support learning. The results also indicated that we are delivering well on student performance measures.

In the domain of teaching, Mudgee High School has a culture of sustained and growing effective classroom practice and is delivering well in the areas of data skills use, and professional standards.

In the domain of leadership, Mudgee High School has a culture of management practices and processes that is sustained and growing. School resources, school planning, plan implementation and reporting were all deemed as being well delivered, as was overall school leadership.

Our self-assessment and the external validation 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

Learning

Purpose

At Mudgee High School, we recognise that the whole purpose of education is to develop students with the skills and knowledge to connect, succeed and thrive.

Developing and maintaining a culture of high expectations coupled with wellbeing is fundamental to effective learning.

Within this, we are focused on the development of literacy and numeracy skills across all curriculum areas.

Overall summary of progress

The three strategic directions identified at the end of 2017 as part of the current three year plan mirror the three domains with the School Excellence Framework; Learning, Teaching and Leading.

Solid progress has been made across a range of undertakings the staff of Mudgee High, in concert with active community members, have set for the school. External Validation, which was undertaken in August, overwhelmingly agreed with this sentiment and suggested that in some areas, staff had been overly critical of their own success.

This includes the strategic direction of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Students supported in meeting/ exceeding expected growth in literacy and numeracy outcomes as measured by NAPLAN and the HSC.</p> <p>Students will be supported in meeting/ exceeding expected state average rates of attendance.</p> <p>PBL will be embedded in the classroom and its effectiveness in enhancing student wellbeing and productivity will be reflected in the number and type of Sentral wellbeing entries generated.</p>	\$9,442	<p>NAPLAN and HSC value adding across all literacy domains – excepting writing – and numeracy exceeds state average.</p> <p>Attendance at the close of 2018 had shown some moderate improvement, thanks chiefly to the implementation of an attendance team.</p> <p>PB4L was expanded from "Get Ready!" to "Wrap it up!" After some intensive PL, all teachers now use a common language for teaching students in their respective classes the specifics of beginning and ending their lessons.</p>

Next Steps

In the strategic direction of learning, the next steps (2019) include the implementation and strengthening of Positive Behaviours for Learning (PB4L), with regard to positive use of personal technologies. The reformatting of the Sentral Wellbeing interface so that it better collects the data required to make effective, evidence-based decisions where opportunities for improvement become evident will also be undertaken, as will regular reinforcing lessons through Sentral morning notices and via whole school assemblies regarding universal expectations will continue.

Strategic Direction 2

Teaching

Purpose

At Mudgee High School, we know that skilled and passionate teachers inspire lifelong learners.

Effective classroom management and teaching strategies provide the best opportunities to achieve excellence that is underpinned by research and focused on literacy and numeracy across all curriculum areas.

Our purpose is to create and enhance a stimulating and engaging professional environment of educators, supported by a positive and collaborative culture that develops skilled and high-performing teachers.

Overall summary of progress

The three strategic directions identified at the end of 2017 as part of the current three year plan mirror the three domains with the School Excellence Framework; Learning, Teaching and Leading.

Solid progress has been made across a range of undertakings the staff of Mudgee High, in concert with active community members, have set for the school. External Validation, which was undertaken in August, overwhelmingly agreed with this sentiment and suggested that in some areas, staff had been overly critical of their own success.

This includes the strategic direction of teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN, VALID, HSC and internal assessment results. Improved student skills and behaviour, evidenced through Sentral wellbeing entries. Faculties make greater use of evidence such as RAP to inform teaching practice to improve academic outcomes for students. Evidence of a culture of mutual support and collaboration.	\$94,737	NAPLAN, VALID and HSC value adding across all domains – excepting writing – exceeds state average. In 2018, pro rate rates of suspension decreased from 2017. LST and the PB4L teams are making greater use of data to drive improvement. RAP remains an area where pockets of use are occurring.

Next Steps

2019 is planned as the year in which collective knowledge and skills are further developed and refined so that better use of external data sources available to HTs and classroom teachers can be utilised to build teaching capacity, especially re targeting areas of opportunity for improvement through Scout and RAP data.

Strategic Direction 3

Leading

Purpose

At Mudgee High School, we are focused on developing a culture of high expectations.

We recognise that engaging the wider community in what is a shared sense of responsibility for student engagement and learning is a key to realising those high expectations.

Building capacity within our school to achieve the products and processes identified in this plan is also central to moving forward in the strategic direction of leading.

Overall summary of progress

The three strategic directions identified at the end of 2017 as part of the current three year plan mirror the three domains with the School Excellence Framework; Learning, Teaching and Leading.

Solid progress has been made across a range of undertakings the staff of Mudgee High, in concert with active community members, have set for the school. External Validation, which was undertaken in August, overwhelmingly agreed with this sentiment and suggested that in some areas, staff had been overly critical of their own success.

This includes the strategic direction of leading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Levels of satisfaction recorded in TTFM and other surveys will rise.	Direct leadership resource funding that included the appointment of a Community Liaison Officer, recognition awards for student leadership, and improved community communication through local mainstream media accounted for \$40,565 total expenditure.	TTFM results have remained relatively similar to 2017. The data gathered has made it clear that "selling our message" will be a priority in 2019.
Learning, teaching and leading practice will be determined more effectively using available data.		Increased use of Sentral to track developments and respond in a timely manner.
Improving wellbeing procedures that are grounded in DoE wellbeing policy for both students and staff.		LST and staff meetings have embedded within their formats opportunities for those involved to connect, succeed and thrive. In 2018, staff meetings had added a two minute mindfulness session that has been taken up by an overwhelming majority of staff. A wellbeing/ mindfulness lunchtime group was also created for student access.
Improved wellbeing outcomes as evidenced through Sentral data. PDPs will be more strategic and more effectively used.		Sentral wellbeing referrals process effectively taught to teaching staff in 2018 to support the work of the LST.
Hours of PL undertaken will be recorded in eTAMS.		On-going.

Next Steps

Having established an attendance team to develop processes to support increased student attendance at MHS, the team's meetings will continue to focus on students with less than 85% attendance and communicating with parents/carers and identifying internal and external resources to support students. Facilitators of that resource targeting will be the Learning Support Team.

Professional Learning related to leadership, improved communication and engagement team, especially to promote the achievements of students and staff of Mudgee High, and a revamped 6 into 7 transition team that includes executive staff from our primary partner schools will all be reviewed and strengthened in 2019, so as to support better what is already an effective process.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$412,254	<p>In 2018, this funding allowed for the employment of additional School Learning Support Officers for classroom, group and individual academic tutoring and assistance. It also allowed us to provide 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 that targeted students identified as having additional learning needs in literacy and numeracy. Socio-economic funding allowed for 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 throughout the year. It has also allowed for the provision of additional concrete flooring in the small Ag plot to allow external classes to occur. It has allowed for the fitting out of the Learning Centre (LC) with additional resources for "at risk" students.</p> <p>The impact these initiatives have had has included an improvement in results in reading comprehension and numeracy, as well as improved attendance of targeted students.</p>
Support for beginning teachers	\$46,453	<p>Beginning teacher funding was used to release our identified beginning teachers for an additional two periods each per week. It was also used to facilitate additional PL opportunities for targeted staff.</p>
Aboriginal background loading	\$98,740	<p>In 2018, this funding allowed for the employment of additional School Learning Support Officers who were engaged in group and individual academic tutoring and assistance. It provided funding of cultural events including sending a representative team of Aboriginal students and friends to attend the Goodooga Indigenous Games, and funding to make NAIDOC celebrations a whole-school event, run by Aboriginal student leaders. It has also funded an Aboriginal Roll Call "Breakfast Club" to sustain and encourage what is already sound student attendance. The funding also part-supported the operation of QuickSmart tuition targeted at Aboriginal students identified as needing assistance in literacy and numeracy development. Finally, some of the funding was used to assistance in purchasing uniforms, paying contributions for consumables in elective subjects and meeting the costs of excursions and competition entries for identified Aboriginal students.</p>
English language proficiency	\$33,974	<p>In 2018, this funding allowed for 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. Our EAL/D students</p>

English language proficiency	\$33,974	are among some of our top academic performers.
Low level adjustment for disability	\$305,401	Over the course of 2018, this funding has allowed for the employment of additional School Learning Support Officers for group and individual assistance in our Support Unit. It has also been used to release the Head Teacher Support, allowing that HT to be more available to provide classroom, group and individual assistance in classes across the Support Unit. Some of the funding has also been deployed to increase the amenity of the Support Unit playground, as well as the purchase of additional materials to better support the teaching and learning that occurs within the unit.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	466	460	455	434
Girls	460	426	396	378

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.9	92.4	91.8	90.3
8	90.9	88.5	91	87.8
9	85.4	89.5	87.3	86.6
10	87.2	86.1	87	82.8
11	88.3	89.1	89.3	86
12	91.1	91.2	91.7	87.8
All Years	89	89.3	89.5	86.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Non-attendance is addressed through SMS messages to parents, letters home, and the provision of a parent portal on our Sentral platform that allows parents to individually monitor their children's attendance. Mudgee High School has a high-profile and very active Learning Support Team (LST), which includes all Year Advisers, both Deputy Principals, the Principal, the School Counsellor, the Head Teacher Wellbeing and representatives of the Student Learning Support Officer (SLSO) team. This team works to support the attendance of ALL students at MHS. The LST has taken a proactive role addressing issues related to attendance in 2018. Working closely with the Home School Liaison Officer (HSLO), contact was made with the families of many students determined to be "at risk." At the close of 2018, a dedicated attendance team was established, made up of the Principal, the HSLO, the

HT Wellbeing and a Community Liaison Officer (CLO) to make telephone inquiries to the homes of students with identified problematic attendance. The team's aim 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	1	2.8
Employment	9	9	45.06
TAFE entry	8	7	16.84
University Entry	0	0	33.8
Other	0	4	1.5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2018, there were six students enrolled in vocational training through an external provider.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 89 students completed Year 12. All of them were successful in attaining the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	49.6
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1

*Full Time Equivalent

In 2018, two members of staff identified as being Aboriginal. One of Mudgee High's HSIE teachers identifies as Wiradjuri. One of the Support Unit's SLSOs 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	2

Professional learning and teacher accreditation

In 2018, 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. All teachers at Mudgee High other than beginning teachers who were probationary in 2018, are accredited as proficient with the New South Wales Education Standards Authority (NESA). Strategic professional learning was delivered in Code of Conduct awareness, mandatory child protection, and CPR and anaphylaxis response

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	848,341
Revenue	11,109,532
Appropriation	10,792,149
Sale of Goods and Services	12,171
Grants and Contributions	298,372
Gain and Loss	0
Other Revenue	463
Investment Income	6,378
Expenses	-10,824,341
Recurrent Expenses	-10,824,341
Employee Related	-9,738,298
Operating Expenses	-1,086,043
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	285,192
Balance Carried Forward	1,133,533

The financial summary tables cover the period from 01 January 2018 to 31 December 2018.. The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. The school has a Finance Team that meets once a term. In addition, the Principal and School Administrative Manager (SAM) meet every two weeks so as to monitor budget developments. Be aware that \$52,000 has been set aside from the 2018 budget to facilitate a joint venture with the Department of Education that will eventually see a 96kW solar panel array deployed on the roofs of the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,702,240
Base Per Capita	171,669
Base Location	22,786
Other Base	7,507,785
Equity Total	850,369
Equity Aboriginal	98,740
Equity Socio economic	412,254
Equity Language	33,974
Equity Disability	305,401
Targeted Total	1,388,819
Other Total	354,626
Grand Total	10,296,055

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

NAPLAN

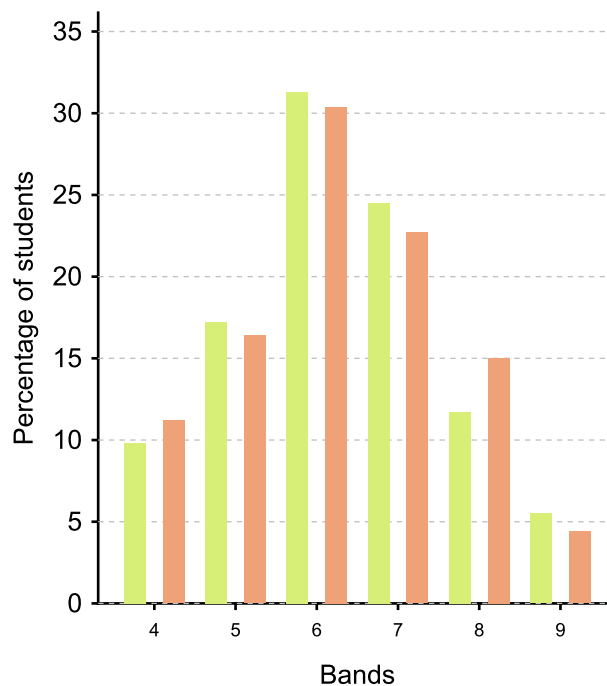
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Mudgee High continues to lift well student NAPLAN results between Years 7 and 9 in all areas except writing. In 2018, writing become a target for weekly intervention by our English faculty with a program called "Writing Friday" that seeks to encourage more and effective writing across ALL cohorts 7 – 12.

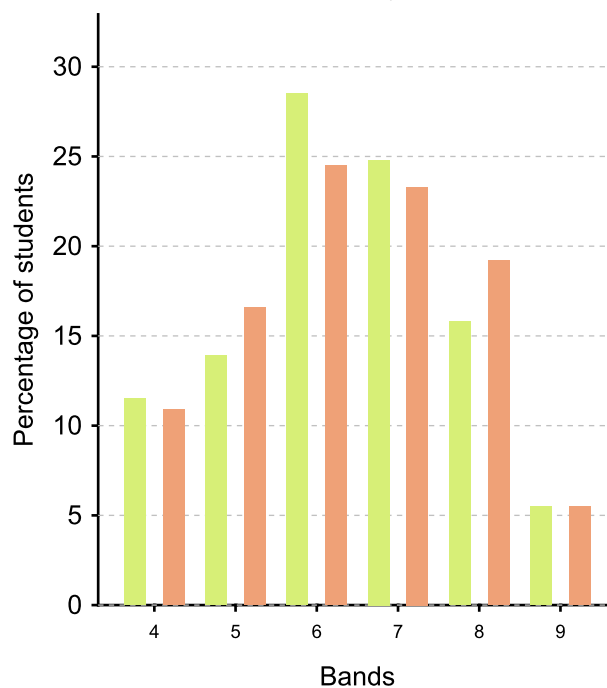
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.8	17.2	31.3	24.5	11.7	5.5
School avg 2016-2018	11.2	16.4	30.4	22.7	15	4.4

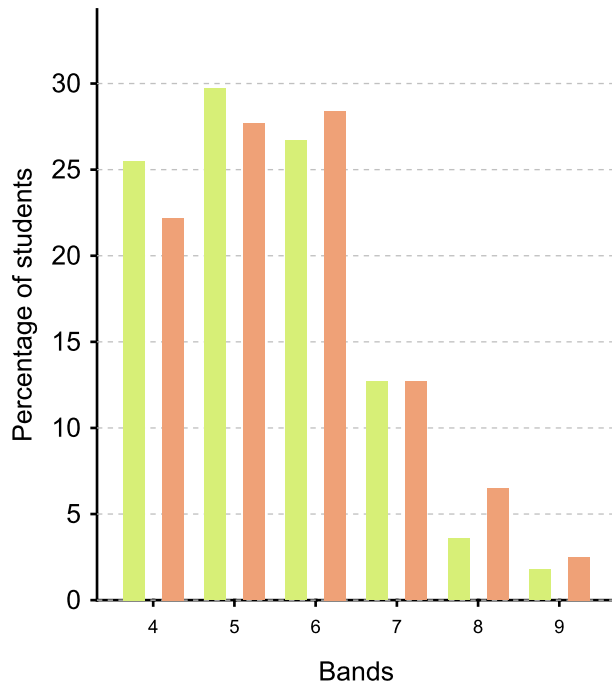
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.5	13.9	28.5	24.8	15.8	5.5
School avg 2016-2018	10.9	16.6	24.5	23.3	19.2	5.5

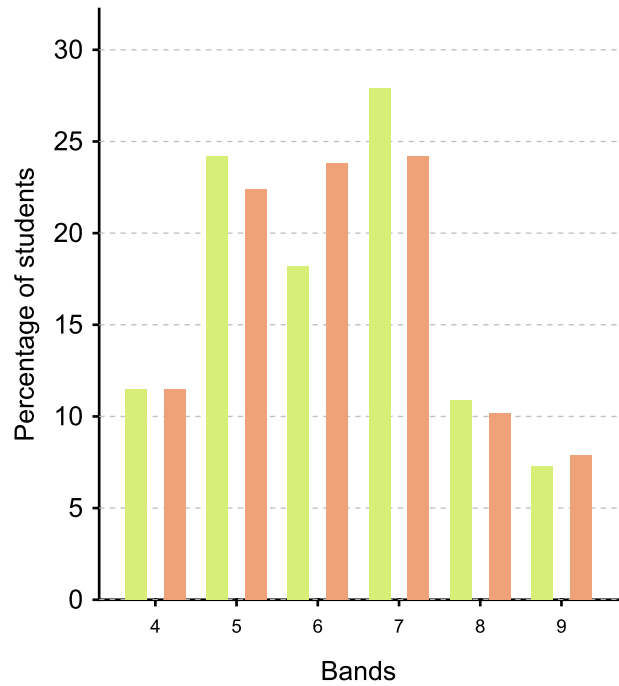
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	25.5	29.7	26.7	12.7	3.6	1.8
School avg 2016-2018	22.2	27.7	28.4	12.7	6.5	2.5

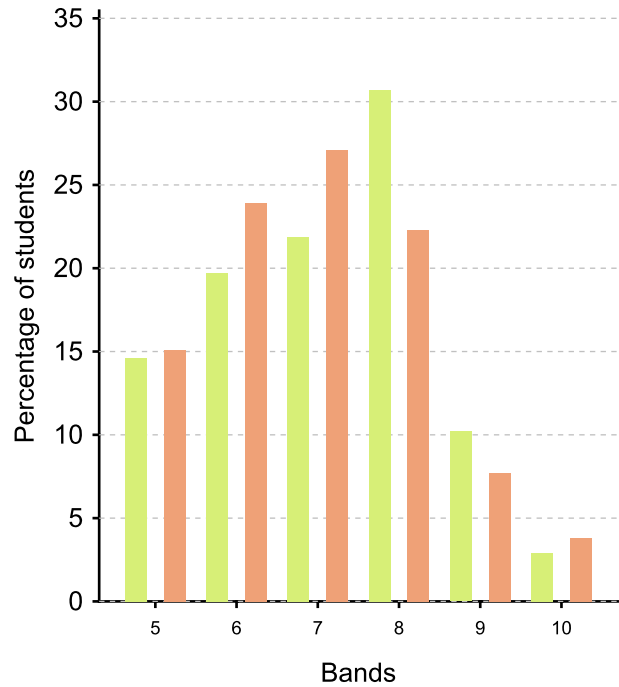
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.5	24.2	18.2	27.9	10.9	7.3
School avg 2016-2018	11.5	22.4	23.8	24.2	10.2	7.9

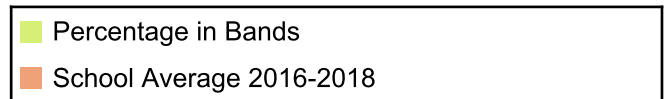
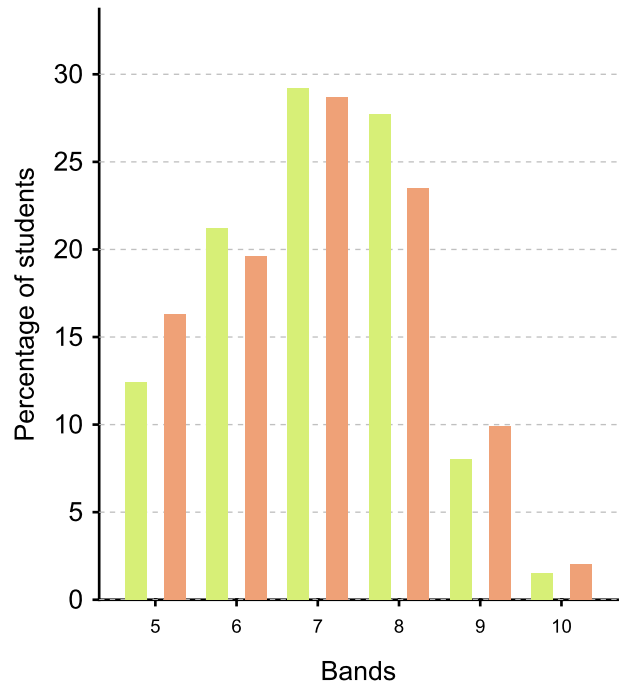
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

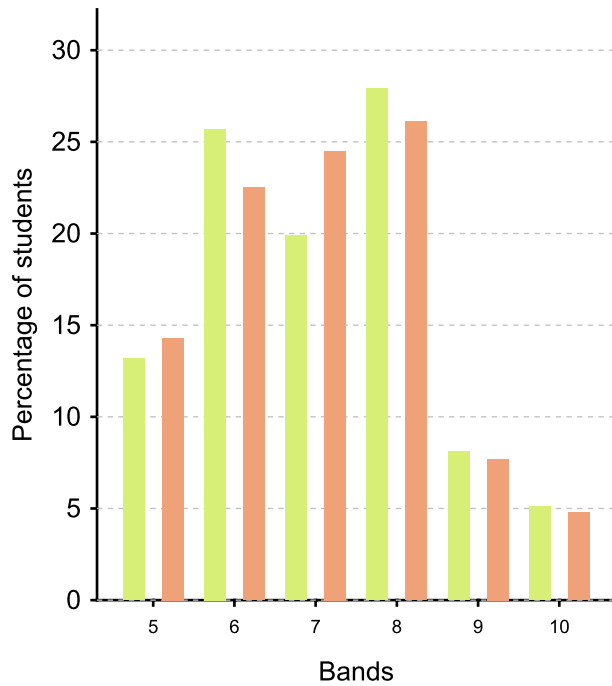
Band	5	6	7	8	9	10
Percentage of students	14.6	19.7	21.9	30.7	10.2	2.9
School avg 2016-2018	15.1	23.9	27.1	22.3	7.7	3.8

Percentage in bands:
Year 9 Spelling



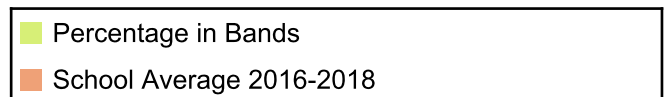
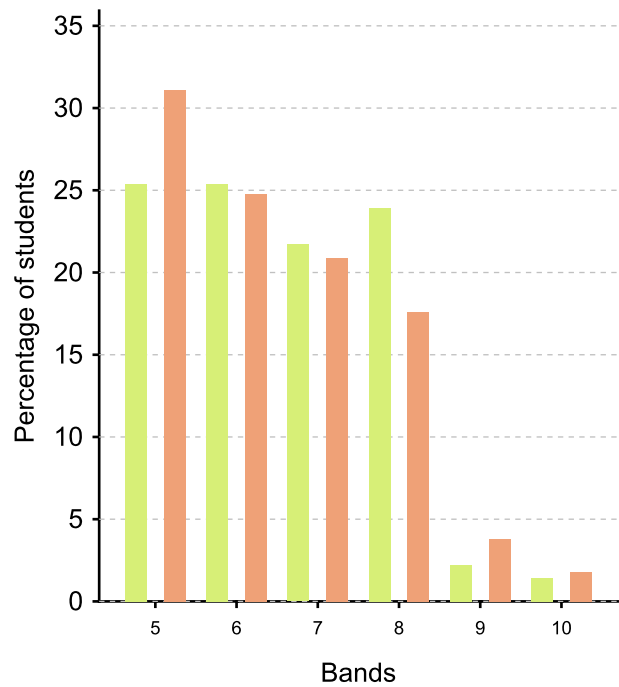
Band	5	6	7	8	9	10
Percentage of students	12.4	21.2	29.2	27.7	8.0	1.5
School avg 2016-2018	16.3	19.6	28.7	23.5	9.9	2

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	13.2	25.7	19.9	27.9	8.1	5.1
School avg 2016-2018	14.3	22.5	24.5	26.1	7.7	4.8

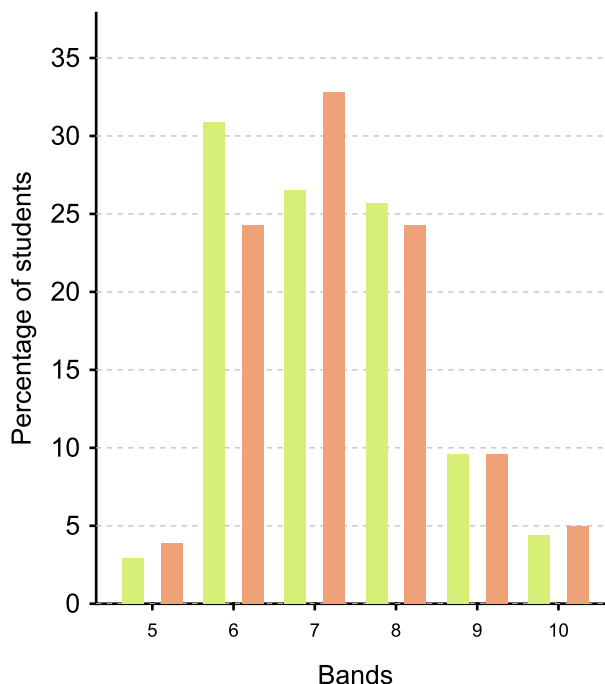
Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	25.4	25.4	21.7	23.9	2.2	1.4
School avg 2016-2018	31.1	24.8	20.9	17.6	3.8	1.8

In 2018, Mudgee High continued to lift well student NAPLAN numeracy results between Years 7 and 9 well in excess of growth norms for the rest of the state. Part of this can be attributed to QuickSmart numeracy intervention with students identified as having additional learning needs in numeracy.

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	2.9	30.9	26.5	25.7	9.6	4.4
School avg 2016-2018	3.9	24.3	32.8	24.3	9.6	5

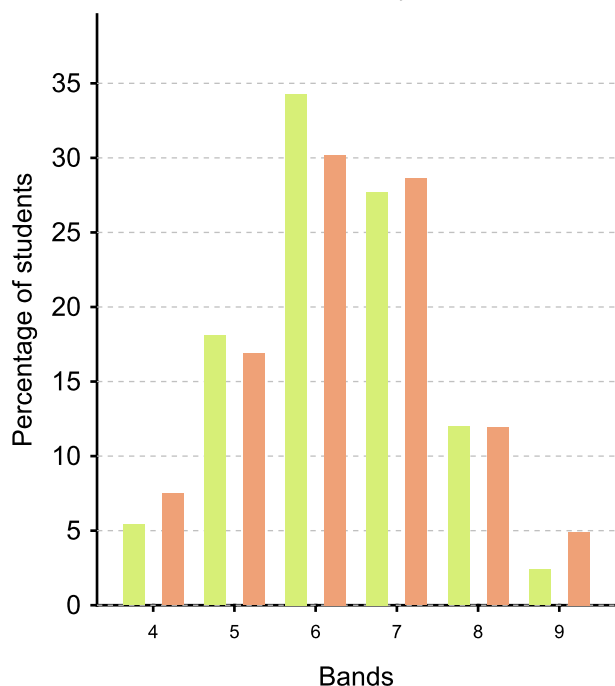
Hits" on our school website have increased since content on the website was linked to our Facebook page. The Facebook page remains the most popular web-based platform we use to communicate what is happening at school.

The website is available at the following address:

<https://mudgee-h.schools.nsw.gov.au/>

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. Inclusivity is key in meeting *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

Percentage in bands:
Year 7 Numeracy

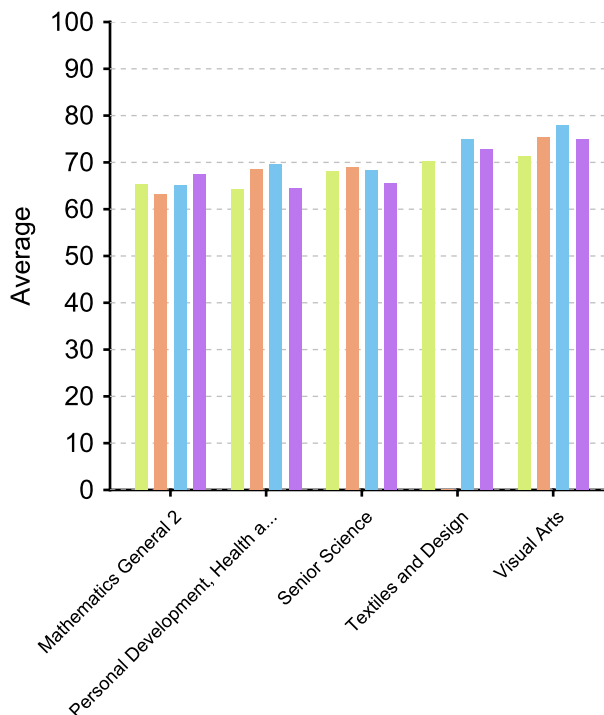
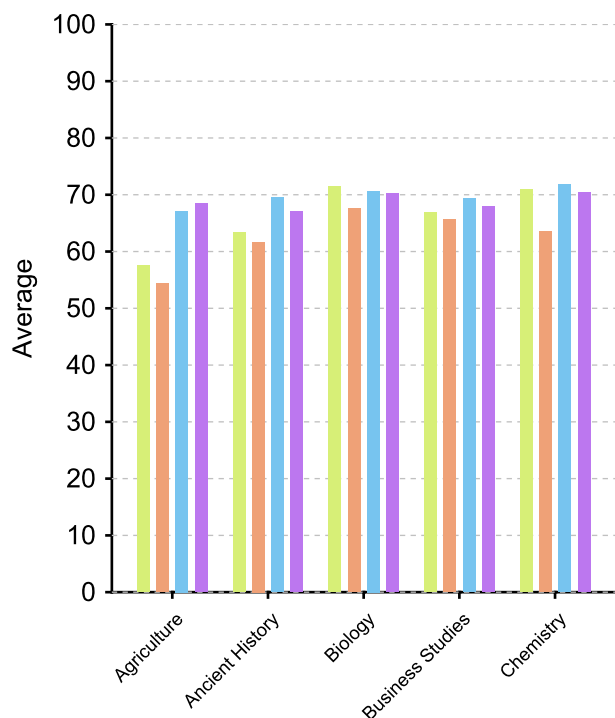


■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.4	18.1	34.3	27.7	12.0	2.4
School avg 2016-2018	7.5	16.9	30.2	28.6	11.9	4.9

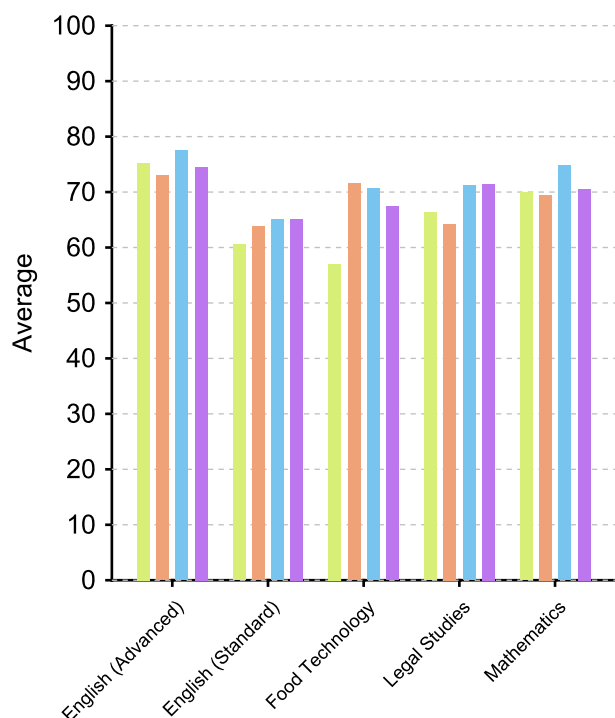
Higher School Certificate (HSC)

The performance of students in the HSC for 2018 is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2018	■ SSSG Average 2018
■ State Average 2018	■ School Average 2014-2018

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	57.5	54.3	67.1	68.4
Ancient History	63.3	61.7	69.5	67.0
Biology	71.5	67.6	70.7	70.3
Business Studies	66.9	65.7	69.3	68.0
Chemistry	70.9	63.5	71.8	70.3
English (Advanced)	75.2	73.0	77.5	74.5
English (Standard)	60.5	63.8	65.0	65.1
Food Technology	57.0	71.5	70.7	67.4
Legal Studies	66.3	64.3	71.2	71.5
Mathematics	69.9	69.5	74.8	70.6
Mathematics General 2	65.2	63.1	65.1	67.4
Personal Development, Health and Physical Education	64.3	68.5	69.5	64.3
Senior Science	68.1	68.8	68.2	65.6
Textiles and Design	70.1	0.0	74.9	72.9



■ School 2018	■ SSSG Average 2018
■ State Average 2018	■ School Average 2014-2018

Visual Arts	71.2	75.4	78.0	75.0
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Parent/caregiver, student, teacher satisfaction

Mudgee High makes regular, annual usage of the "Tell Them From Me" (TTFM) survey tool as a source of student, teacher and community satisfaction with the school. The results of the TTFM surveys are shared with staff and parents via P&C, and are also used to assist executive staff in identifying potential areas of need.

Policy requirements

Aboriginal education

Mudgee High School, as one of the 2200 state schools in New South Wales, is committed to the improvement in **educational** outcomes and wellbeing for **Aboriginal** and Torres Strait Islander students. The school demonstrates regularly its commitment to the National **Aboriginal** and Torres Strait Islander **Education** Strategy 2015

Multicultural and anti-racism education

Mudgee High School is dedicated to the elimination of all forms of racial discrimination and the celebration of multiculturalism as a defining attribute of modern Australia. The school has two anti-racism contact officers (ARCOs). The role of these ARCOs is well publicised, and students are made aware of the roles of the ARCOs through whole school assemblies and via our Sentral notices.