

Mudgee High School

2019 Annual Report



8128

Introduction

The Annual Report for 2019 is provided to the community of Mudjee 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.

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Message from the principal

On behalf of all of the staff at Mudjee High School, I would like to thank everyone connected to this great school for the assistance each has provided in making 2019 another successful year.

The year brought its fair share of challenges, but then what year does not? Challenges are also opportunities and opportunities can be gifts; a chance to try something different and experience something new. We have certainly turned the challenge of increasingly complex wellbeing needs into an opportunity to develop our Wellbeing team, and expand and improve our various means of communication with the school community.

The demand we have made of our students has remained unchanged; do your best. Those prepared to rise to the challenges and give the things asked of them their best effort – and that is the vast majority of our students – have continued to do well. They have continued to develop their skills and competencies across a varied range of disciplines. Our HSC students earned quite credible results, with a number of Band 6s awards in a variety of subjects and a number of students scoring 90+ ATARs.

Again, thank you all for the parts you play in making and indeed keeping this school a good one.

Wayne EadePrincipal



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 2019, student enrolments stood at 854, 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 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 an Aboriginal Education Consultative Group (AECG).



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Students supported in meeting/ exceeding expected growth in literacy and numeracy outcomes as measured by NAPLAN and the HSC.

Students will be supported in meeting/ exceeding expected state average rates of attendance.

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.

Progress towards achieving improvement measures

Process 1: Strengthen engagement with the wider community and continue to deliver a proactive approach to wellbeing and the development of an effective learning culture across the school community.

Evaluation	Funds Expended (Resources)
Format changed and implemented for the first parent teacher evening for Year 7. As a result parents will be informed of what Year 7 have been doing in all faculties. Staff will be better known in our community; what they teach, what extra curricular activities they are responsible for. Start 2020	Executive planning time. Explicit, faculty-specific planning of what this presence will look like on the ground..

Process 2: Implement and strengthen Positive Behaviours for Learning (PBL), establishing clear expectations that are regularly articulated at all levels and implemented universally across the school.

Evaluation	Funds Expended (Resources)
The Gold rewards day has been reviewed by staff and students. Changes are in the process of being made for a HOUSE system (to be implemented in 2020). Tick its to be upgraded to an electronic system, accessed through Sentral. Planners will be ordered for 2020.. New look Sentral is up and running, including a motivation button.	PB4L subcommittee established and provided planning and school community – SRC, P&C and whole school staff – liaison time. At the close of 2019, \$10K set aside for school planners for 2020.

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Draw on NAPLAN, VALID and HSC RAP, as well as internal assessment data, to better inform teaching practice and drive improved academic outcomes.

Evaluation	Funds Expended (Resources)
Achieved terms' one and two goals. Still working on term three and four goals, especially VALID.	Professional Learning time to analyse data and create reports. Create list of strategies. Training in NAPLAN and how to interpret the data. Feedback to staff.

Process 2: Strengthen opportunities for collaboration to improve teaching at Mudgee High School.

Evaluation	Funds Expended (Resources)
Presentation and feedback delivered to whole school for evaluation and discussion. Positive acceptance of the changes put in place in 2019.	Campbelltown HS and some in Newcastle are already involved. HT T&L investigating. PL application for time University of Newcastle: PL days set aside for HT T&L and HT Science to attend instructional leadership/ coaching training.

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.

Improvement Measures

Levels of satisfaction recorded in TTFM and other surveys will rise.

Learning, teaching and leading practice will be determined more effectively using available data.

Improving wellbeing procedures that are grounded in DoE wellbeing policy for both students and staff.

Improved wellbeing outcomes as evidenced through Sentral data. PDPs will be more strategic and more effectively used.

Hours of PL undertaken will be recorded in eTAMS.

Progress towards achieving improvement measures

Process 1: Process 1:

Review baseline data and current processes through effective consultation and where necessary, revise procedures in the targeted areas of attendance, wellbeing, timetable development, communication and community engagement..

Evaluation	Funds Expended (Resources)
<p>What should we reasonably expect to see if the Attendance Team has been successful?</p> <p>Improved attendance of students identified as at risk and better communication with carers when attendance issues present. CLO phone calls have netted increased explanation of what had previously been unexplained absences, as well as alerting parents/ carers to attendance trends demanding their involvement. Peak Body referrals have increased and there has been an improvement in some individual patterns of attendance with the increased use of HSLO letter 1. Average attendance sits at 88% which is within the range of average secondary state school attendance.</p> <p>What reasonable, quantifiable outcomes should we expect to see if our communication and engagement strategy of expansion is successful?</p> <p>The irony of the communication and engagement initiative is that our liaison person within the DoE's Communication and Engagement unit has not been available. The school is now working with the Specialist Support Unit, effective 26 November 2019, to assess those areas within the school where there may be opportunities for further development, including the areas of communication and engagement.</p> <p>The 50 hour, Year 8 stand-alone electives have been well received by parents, students and staff and the process has been completed for implementation again in 2020. Timeline review for 2021 to be conducted in 2020.</p>	<p>Regular, bi-weekly even-week Attendance Team (Principal, DP, HT Wellbeing and HSLO) meetings to review attendance data and organise appropriate interventions to enhance whole-school attendance and address specific cases of problematic attendance.</p> <p>Dedicated Communication Team (Principal, DPs, HT Admin, SAO and TSO) oversight and expansion of newsletter, email system, website, FB (social media), assembly and MSM communication (specifically the Mudgee Guardian).</p> <p>Anti Bullying Alliance (ABA) well underway. Work of and access to the ABA well publicised through the media listed above.</p>

Progress towards achieving improvement measures

What initiatives in the wellbeing sphere have been implemented in 2019 and what success criteria will we use to measure the value of what has been a not-insubstantial investment?

Team to overhaul referral mechanism in Sentral early Term 1 2020.
Anti-bullying alliance (ABA) established in 2019. Over two thirds of referrals have been resolved favourably. The number of referrals has dropped considerably. The ABA's profile has been built through continuing assembly presentations and media presence, including website, FB page and newsletter items.

Process 2: Process 2:

Plan and develop strategies to improve student engagement, building and maintaining a culture of high expectations.

Evaluation	Funds Expended (Resources)
<p>The HT T&L (rel) has completed initial training in Instructional Rounds at UoN. An unavailability of casual teacher relief made the implementation of Instructional Rounds problematic as UoN has determined a minimum of FOUR trained teachers is necessary to do so.</p> <p>Mobile phone procedures developed at the close of 2018 have been further modified at the close of 2019. The new procedures are the product of consultation with teaching staff and P&C. In 2020, the school will move to a ban on mobile phone usage in all school settings. The additional time made available to students who will no longer be beholden to their devices will assist us in further developing the culture of high expectations that is our focus.</p> <p>The engagement of the Specialist Support Unit and a planned "audit" of where we are and where we may go with regard to student behaviour management and student discipline should also contribute to the development of a culture of high expectation.</p>	<p>Pivot PL set aside for HTs T&L and Science. University of Newcastle: instructional leadership/ coaching training.</p> <p>Mobile device procedures reviewed again by exec. team following the publication of scholarly articles linking decreased school performance and increasing wellbeing issues to increasing mobile device dependency. Procedural shift mooted in Terms 3 and 4. Yondr pouch advocates invited to school to present that system's potential in a school setting. Consultation with school community around proposed change. Implementation of pouches and a school-wide ban on mobile device use at school planned for the early 2020. \$24k set aside for implementation of new procedures. To be reviewed at the end of 2020.</p> <p>Team made up of senior executive and HT Admin. working with Specialist Support Unit through Term 4, after consultation with teaching and corporate staff about a planned whole-school "audit" of systems.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Socio–economic background	\$290,667.00	Successful.
Support for beginning teachers	\$39,795	Successful, although PL opportunities were limited and some conducted in–house as a result.
Aboriginal background loading	\$68,199.00	Successful.
English language proficiency	\$38, 678.00	Successful.
Low level adjustment for disability	\$317,684.00	Successful.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	460	455	434	439
Girls	426	396	378	381

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.4	91.8	90.3	90.7
8	88.5	91	87.8	87
9	89.5	87.3	86.6	85
10	86.1	87	82.8	83.9
11	89.1	89.3	86	87.2
12	91.2	91.7	87.8	88.8
All Years	89.3	89.5	86.8	87.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of 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	2.4
Employment	3.1	10.7	25
TAFE entry	3.9	9.4	4.8
University Entry	0	0	13
Other	2.3	5.8	0.5
Unknown	0.8	5.8	54.3

Year 12 students undertaking vocational or trade training

30.21% of Year 12 students at Mudgee High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Mudgee High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	49.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,133,533
Revenue	11,463,249
Appropriation	11,158,852
Sale of Goods and Services	18,400
Grants and contributions	275,066
Investment income	6,103
Other revenue	4,827
Expenses	-11,503,242
Employee related	-10,219,785
Operating expenses	-1,283,457
Surplus / deficit for the year	-39,993

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,442,319
Equity Total	951,611
Equity - Aboriginal	111,755
Equity - Socio-economic	483,495
Equity - Language	38,678
Equity - Disability	317,684
Base Total	7,835,154
Base - Per Capita	198,551
Base - Location	22,312
Base - Other	7,614,291
Other Total	658,516
Grand Total	10,887,600

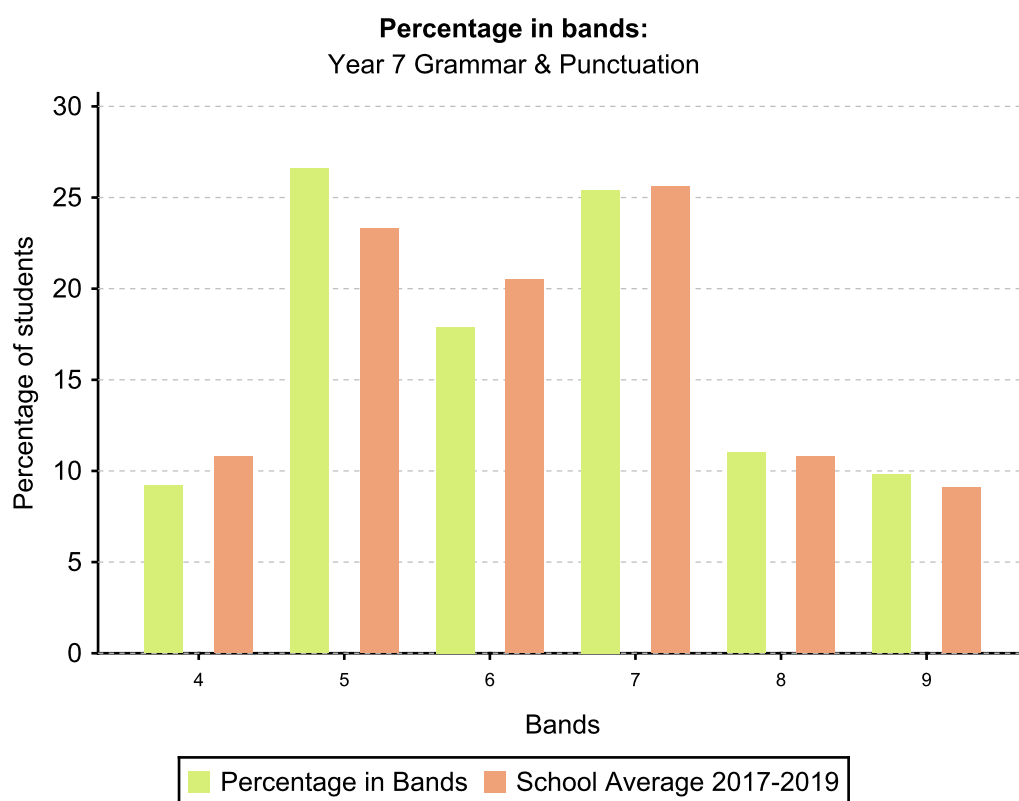
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

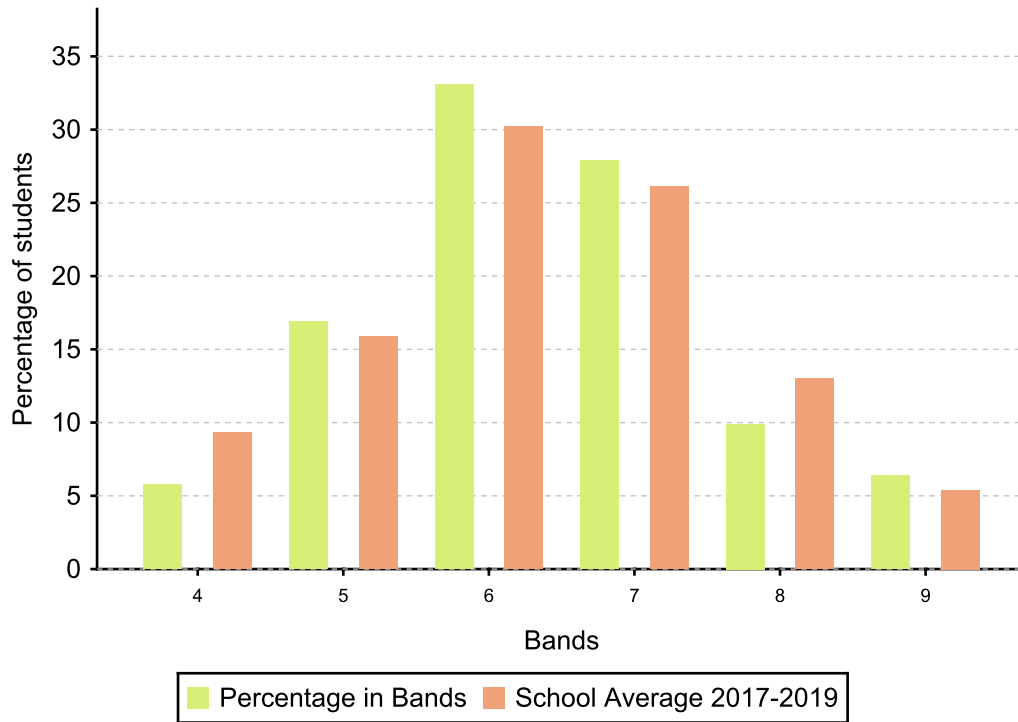
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



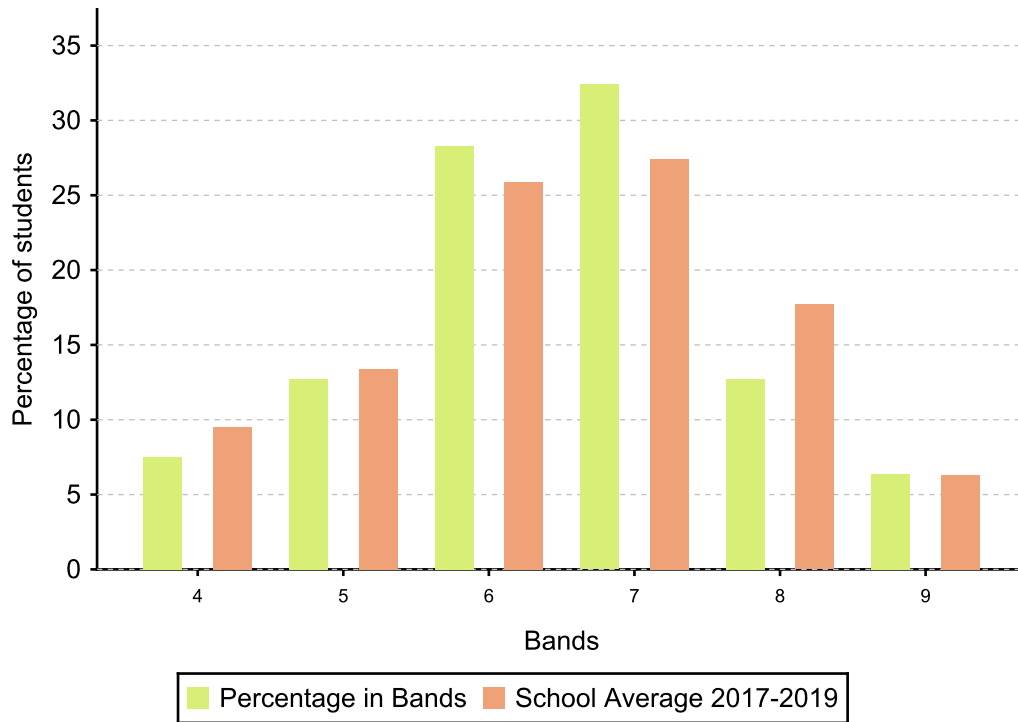
Band	4	5	6	7	8	9
Percentage of students	9.2	26.6	17.9	25.4	11.0	9.8
School avg 2017-2019	10.8	23.3	20.5	25.6	10.8	9.1

Percentage in bands:
Year 7 Reading



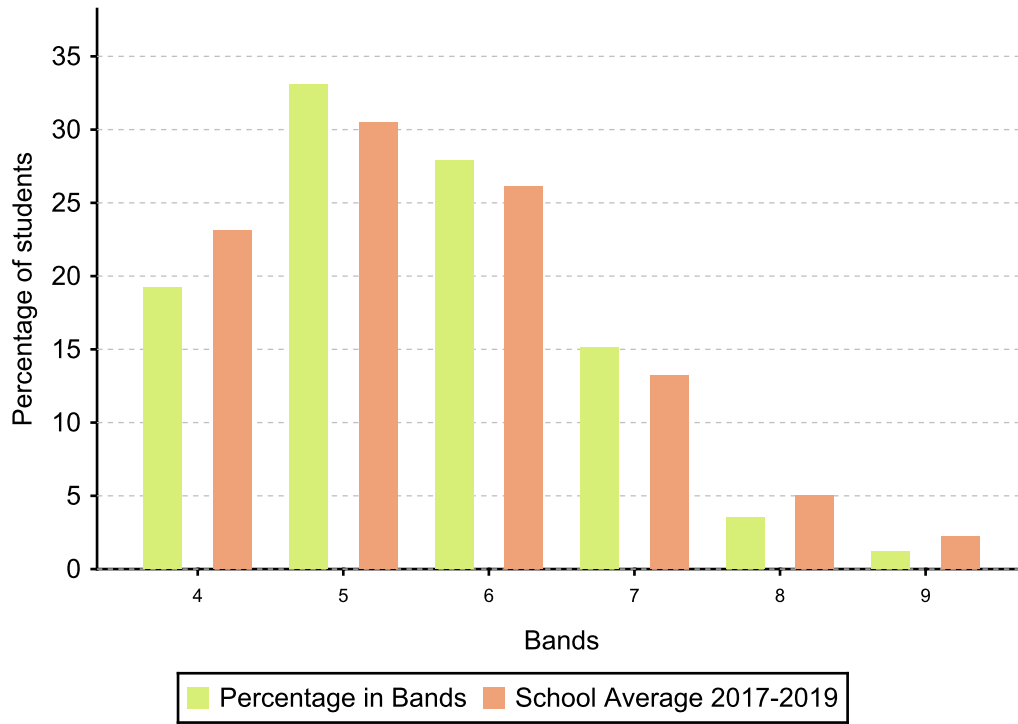
Band	4	5	6	7	8	9
Percentage of students	5.8	16.9	33.1	27.9	9.9	6.4
School avg 2017-2019	9.3	15.9	30.2	26.1	13	5.4

Percentage in bands:
Year 7 Spelling



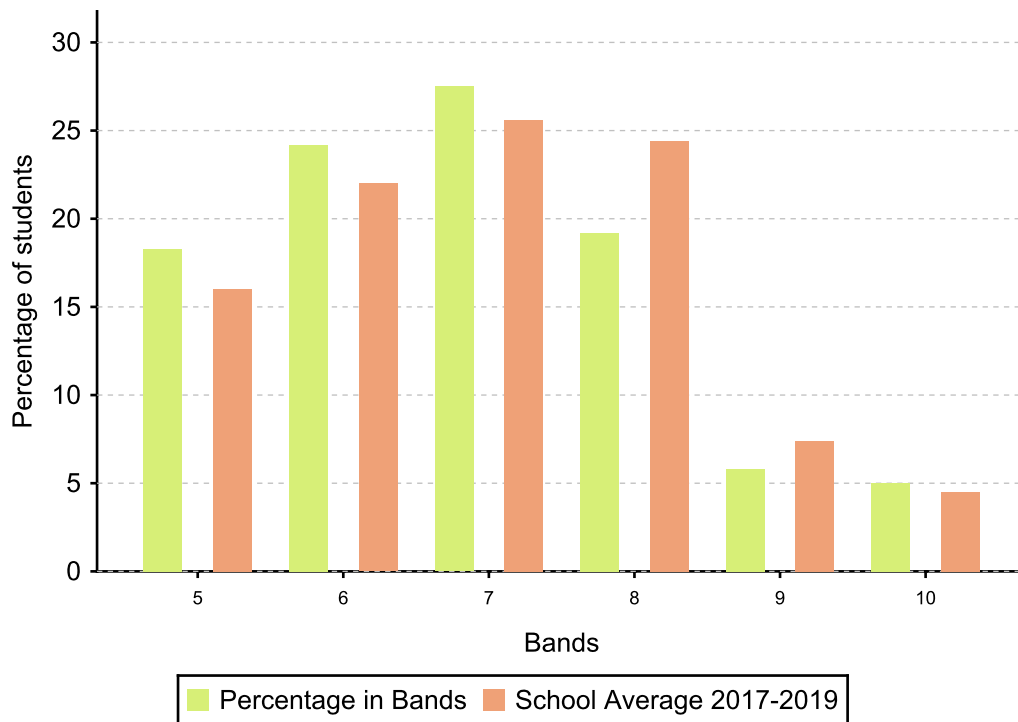
Band	4	5	6	7	8	9
Percentage of students	7.5	12.7	28.3	32.4	12.7	6.4
School avg 2017-2019	9.5	13.4	25.9	27.4	17.7	6.3

Percentage in bands:
Year 7 Writing



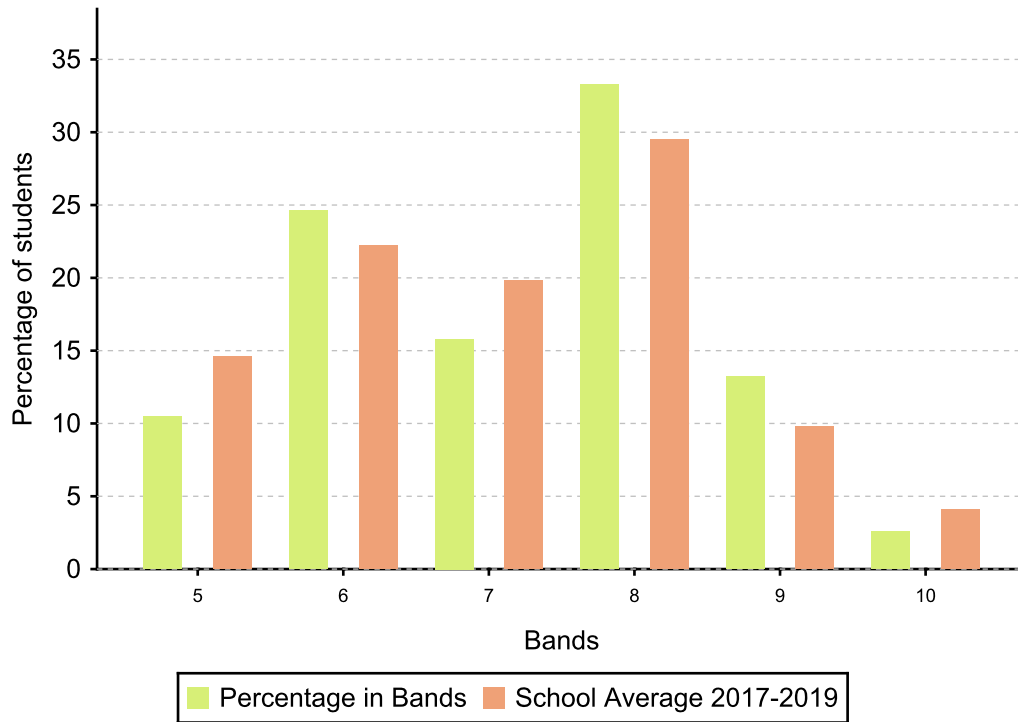
Band	4	5	6	7	8	9
Percentage of students	19.2	33.1	27.9	15.1	3.5	1.2
School avg 2017-2019	23.1	30.5	26.1	13.2	5	2.2

Percentage in bands:
Year 9 Grammar & Punctuation



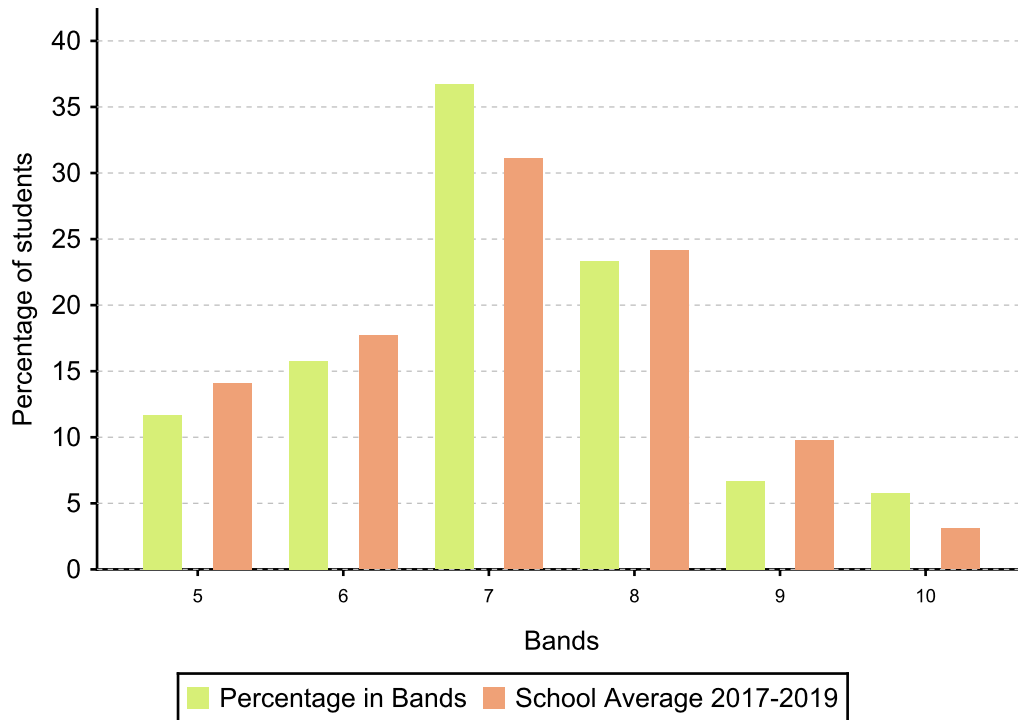
Band	5	6	7	8	9	10
Percentage of students	18.3	24.2	27.5	19.2	5.8	5.0
School avg 2017-2019	16	22	25.6	24.4	7.4	4.5

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	10.5	24.6	15.8	33.3	13.2	2.6
School avg 2017-2019	14.6	22.2	19.8	29.5	9.8	4.1

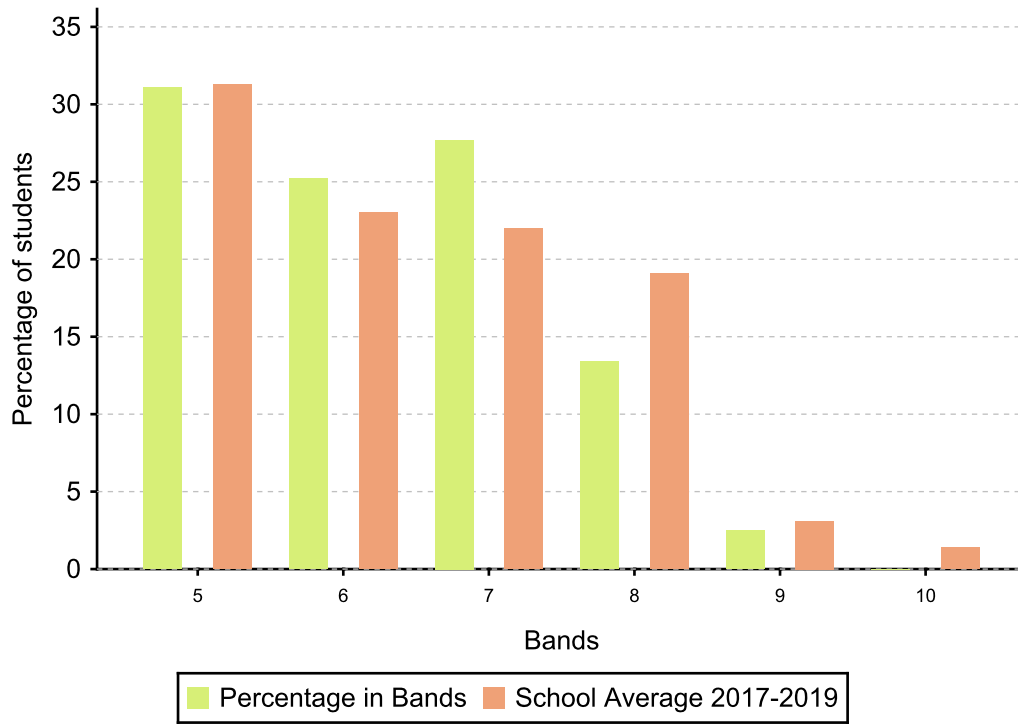
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	11.7	15.8	36.7	23.3	6.7	5.8
School avg 2017-2019	14.1	17.7	31.1	24.2	9.8	3.1

Percentage in bands:

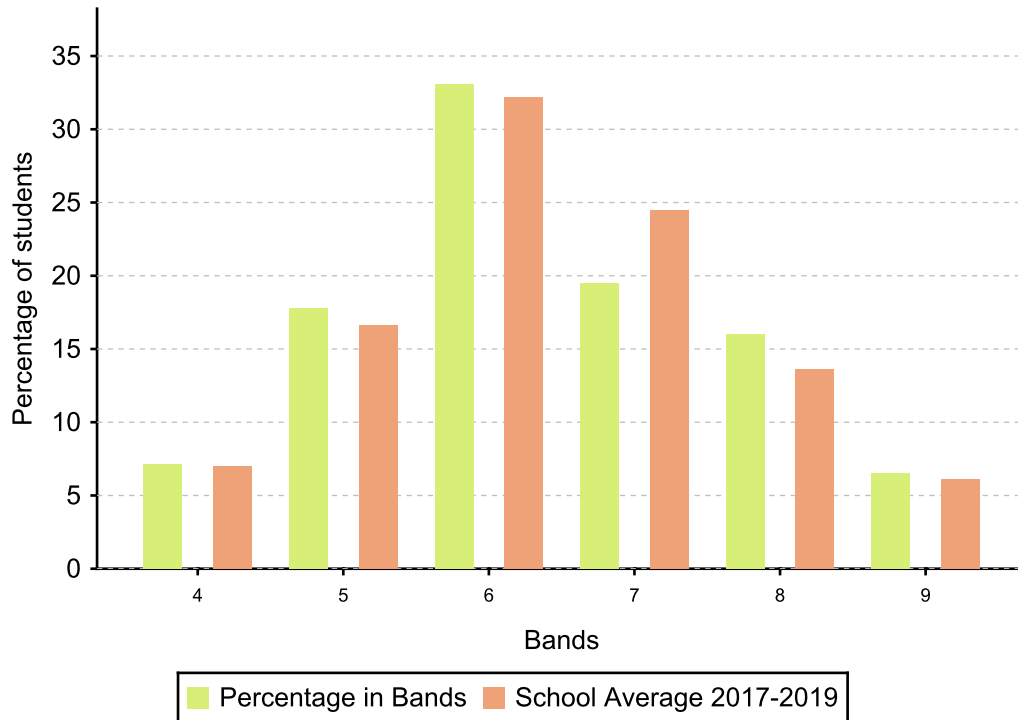
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	31.1	25.2	27.7	13.4	2.5	0.0
School avg 2017-2019	31.3	23	22	19.1	3.1	1.4

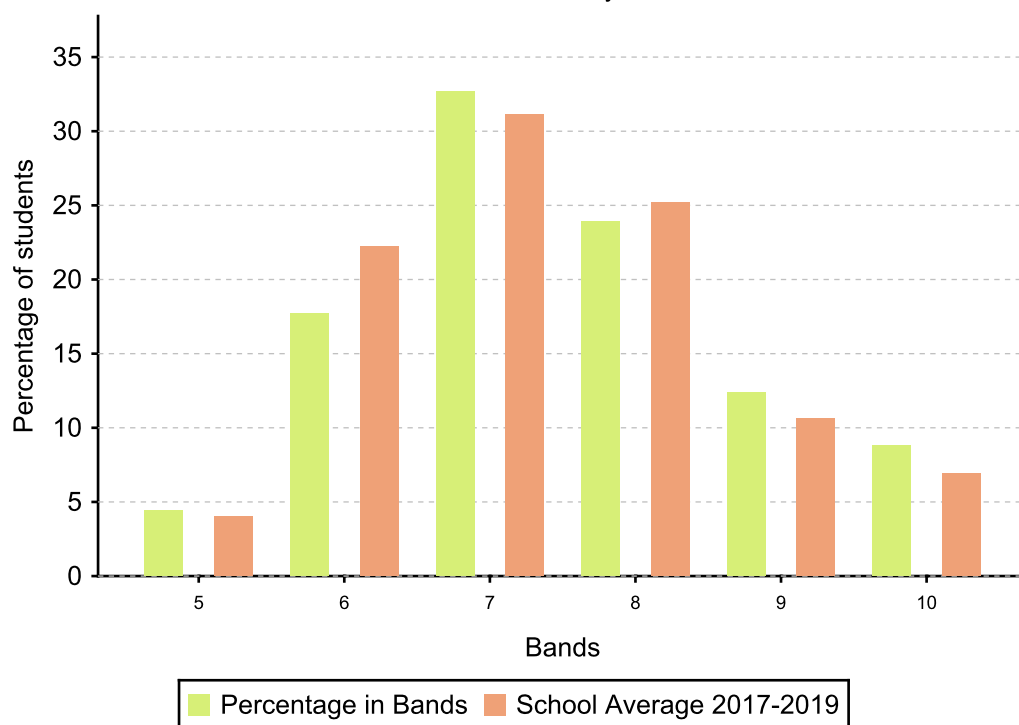
Percentage in bands:

Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	7.1	17.8	33.1	19.5	16.0	6.5
School avg 2017-2019	7	16.6	32.2	24.5	13.6	6.1

Percentage in bands:
Year 9 Numeracy



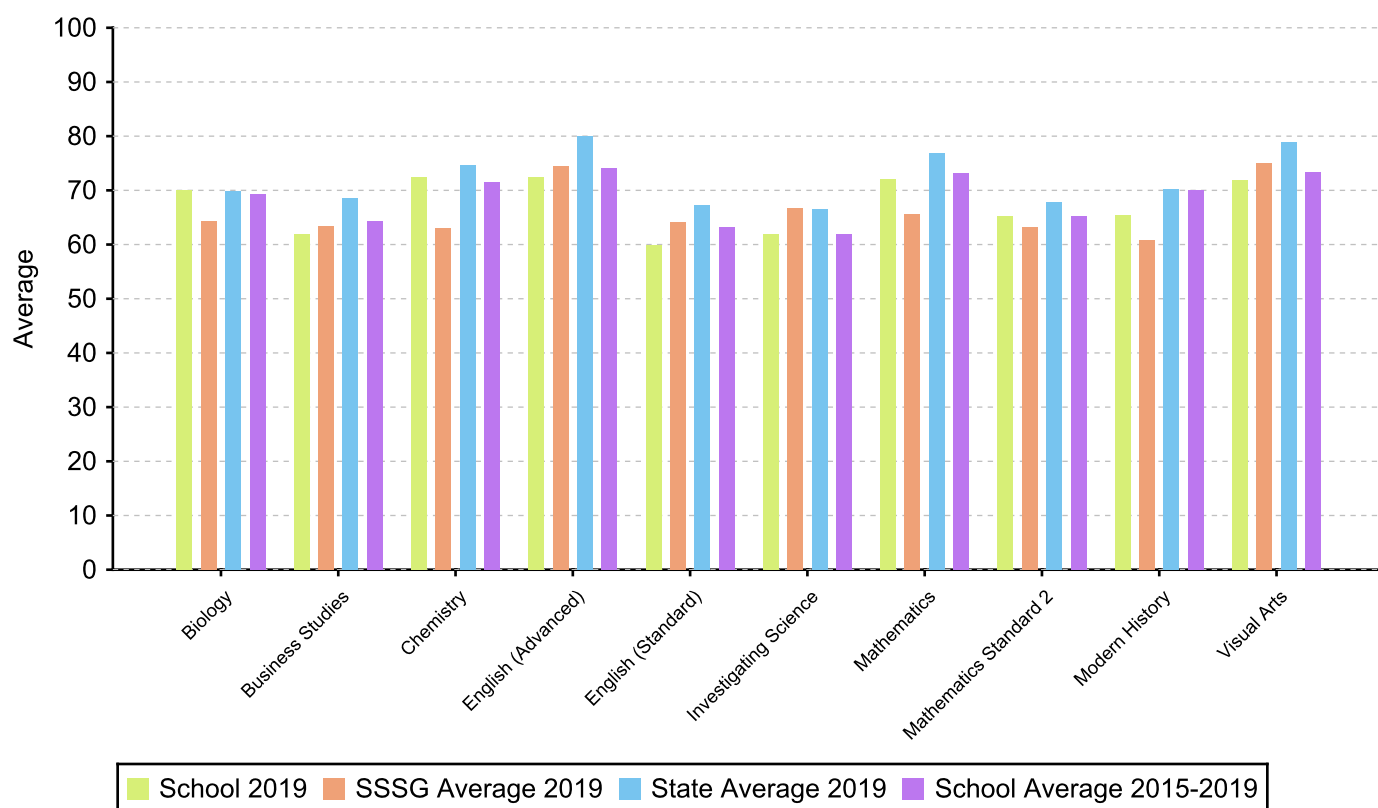
Band	5	6	7	8	9	10
Percentage of students	4.4	17.7	32.7	23.9	12.4	8.8
School avg 2017-2019	4	22.2	31.1	25.2	10.6	6.9



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	70.1	64.4	69.9	69.4
Business Studies	61.9	63.3	68.6	64.3
Chemistry	72.5	63.0	74.7	71.5
English (Advanced)	72.4	74.4	80.0	74.2
English (Standard)	59.9	64.2	67.3	63.3
Investigating Science	61.9	66.7	66.5	61.9
Mathematics	72.0	65.6	76.9	73.2
Mathematics Standard 2	65.3	63.3	67.7	65.3
Modern History	65.4	60.8	70.2	70.0
Visual Arts	71.9	75.1	78.8	73.3

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.

Additionally, the school publishes a weekly newsletter, maintains an effective online presence through both its website and a dedicated Facebook page that regularly reaches 600+ readership of posts. The newsletter and Facebook page are regularly the subject of positive comment from our wider school community



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

