

2020 Annual Report

Mudgee High School



8128

Introduction

The Annual Report for 2020 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 Mudjee High School's teaching and corporate staff, I would like to thank everyone connected to this great school for the assistance each has provided in making 2020 a successful year in what were at times trying conditions.

The challenges this year were certainly without precedent but it would be fair to say that those challenges were met well. Educational opportunities continued without pause. For a period of seven weeks and after just 48 hours of set-up, Mudjee high moved from a school with 820 on-site students to a school of around 780 students working from home and the balance here. Inter-school sporting opportunities ceased until Term 4, but cultural activities continued albeit in changed ways.

Communication, already a focus for improvement, became even more critical in 2020. In this space, we continued to expand improve what we do, especially in our use of social media.

The demand we make of our students remained unchanged in 2020. That simple demand is, "do your best." Those prepared to rise to the challenges and give the things asked of them their best effort, the great bulk of our students, have continued to do well. They have continued to develop their skills, competencies and knowledge across the range of disciplines with which they have engaged. Our HSC students continued to earn credible results, with a number of Band 6s awards in a variety of subjects and a number of students scoring 90+ ATARs.

For the role or roles you have played in this school's success, whether as a member of the staff, a parent, a student or even a member of the wider Mudjee community, thank you for helping to maintain this school as a good one.



Year 12's Phillipe Leon, Ned Dickson and Grace Selboskar on the last day of regular lessons before the partial lockdown in Term 1.

School vision

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 beginning of 2020, student enrolments stood at 844, 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).



2020's School Captains:
VC Ella Werth, VC Connor McNeill, Cpt Ned Dickson and Cpt Alexis Gaffney.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling

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)
The format was changed and implemented for the first parent/teacher evening for Year 7. As a result, parents were better informed of what individual student academic achievement looked like at that point-in-time, and well before Half-Yearly reports were delivered. Teaching staff better able to begin the six-year partnership with the parent and carer community. After the introduction of COVID-19 restrictions, parent/teacher follow-up events, including the orientation events for Years 5 and 6, went into recess.	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)
PB4L committee has at least one member from every faculty in the school, as well as the Principal and the two Deputy Principals. Regular meetings were maintained. Throughout the second half of Term 1, and all of Terms 2 and 3, this required the PB4L team move to virtual meetings. Data analysis to determine "next steps" to address developing issues became a staple of every second meeting, effectively making trend analysis something addressed twice each term. Student notices and whole-school assemblies, with the emphasis on the former, were used to effectively promote PB4L focuses identified through the team's trend analysis. Acknowledge of staff members fortnightly who had been "caught" doing things consistent with PB4L and the three universals of safety, responsibility and respect were well-received.	PB4L meeting times - even week Thursdays immediately following the whole-school staff meeting. Election of new office bearers. Additional professional learning for nominated members of the PB4L team.

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)
<p>NAPLAN analysis through the LaST team led to the publication of a data set for the use of all classroom teachers. Additionally, the HT Wellbeing and head of LaST delivered sessions in whole-school staff meetings on where to find the information and its interpretation.</p> <p>The active use of RAP data has been more successful in some areas rather than others. An example would be the PL afternoon undertaken by the English faculty and led by the Principal and Head Teacher of English that explored five years' worth of RAP data and what it revealed about areas of opportunity for lifting results. Additionally, all HTs were provided with five years worth of HSC results by section to better allow them to identify what is done well and where there remains the opportunity for further improvement.</p>	<p>LaST team.</p> <p>Whole-school staff meetings.</p> <p>Faculty meetings.</p> <p>Purchase of RAP data from the New South Wales Education Standards Authority.</p>

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

Evaluation	Funds Expended (Resources)
<p>Specialist Support Unit in school gauged "where we are" as a school in February. One outcome of this was the formation of a staff wellbeing team with the brief to look at ways in which greater collaboration may be fostered between all teachers at Mudgee High. Another outcome was the formation of a staff team with the brief to investigate ways in which the management of student behavior could be made more effective. Finally, a teacher wellbeing team was created to look at ways in which to potentially streamline school processes so as to give back more time to teaching staff.</p> <p>'Instructional Rounds' went into hiatus as COVID restrictions curtailed the ability to undertake PL in this area.</p>	<p>Specialist Support Unit, Parramatta State Office.</p> <p>Staff PL and PL funding from the \$89,389 allocated.</p> <p>The formation of committees to explore collaboration, student behavioural management and staff wellbeing.</p>

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)
Attendance team has had success with a number of students whose attendance was in the 80-85% range. The Community liaison Officer, escalated to Learning Support Team, escalated to Senior Executive, escalated to HSLO/ District Office/ DCJ model has been effective in this space. A small core of school refusers, who have been referred to DCJ and who have been on HSLO caseload, have remained as non-attenders.	In addition to the Attendance Team, the school employs a Community Liaison Officer in this space who is charged with making first contact with students whose attendance has been flagged as causing concern. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9000.00)

Process 2: Process 2:

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

Evaluation	Funds Expended (Resources)
While the Head Teacher Teaching and Learning has completed initial training in Instructional Rounds at UoN., a continuing unavailability of casual teacher relief and then the demands of responding to COVID and subsequent restrictions on teacher movement delayed the implementation of Instructional Rounds. New mobile device procedures were put in place on 19/02/2020. The new procedures are the product of consultation with teaching staff and P&C. The	Instructional rounds: HT T&L and Deputy Principal. High expectations regarding mobile device use: ALL staff.

Progress towards achieving improvement measures

school has effectively banned the use of personal mobile device usage in all school settings. Incidents of antisocial behaviour and inattention as the result of mobile use have shown a marked decline.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$562,145.	<p>Additional SLSO positions filled for the twelve months.</p> <p>Additional Student Support Officer position filled and directed through the LaST structure.</p> <p>Learning Centre role has expanded to include lunchtime activities for students. Quicksmart Literacy and Numeracy tutoring for individuals and small groups has also continued.</p> <p>Breakfast Club has continued to attract a steady number of students each morning. Fed students are better equipped to engage with the academic demands placed on them.</p> <p>Provision of uniform, purchase of PPE, assistance with educational excursions and competition entries for students identified as needing financial assistance has increased.</p> <p>The \$120,000 committed to the first phase of airconditioning the school gymnasium has been slated for electrical upgrades by officers from SINSW and the Department of Education's Asset Management Unit.</p>
Support for beginning teachers	\$22,433.	<p>All beginning teachers received an 80-minute release from face-to-face teaching each school week.</p> <p>The release of beginning teachers created 0.2 of a teaching position. This 0.2 was covered by the employment of an additional teacher one day each week.</p> <p>The Head Teacher Teaching and Learning worked with executive staff to deliver induction PL for beginning substantive and non-substantive teachers. COVID restrictions severely limited the amount of external PL available to Mudgee High's beginning teachers.</p>
Aboriginal background loading	\$106,651.	<p>Additional SLSO positions filled for the twelve months.</p> <p>Additional Student Support Officer position filled and managed through the LaST structure.</p> <p>Quicksmart Literacy and Numeracy tutoring for individuals and small groups of Aboriginal students continued.</p> <p>Breakfast Club attracts a steady number of Aboriginal students each morning. Students who access Breakfast Club have been found to be better equipped to engage with the academic demands of school.</p> <p>Provision of uniform, purchase of PPE, assistance with educational excursions, and competition entries for Aboriginal students identified as needing financial assistance</p>

Aboriginal background loading	\$106,651.	continued through 2020. Welcome barbecue for Aboriginal students and their parents/ carers occurred shortly before COVID restrictions were put in place. NAIDOC celebrations were low-key as a result of COVID restrictions.
English language proficiency	\$18,058 allocated.	Students identified as requiring additional language support tutored by an additional teacher, attached to the English faculty for 0.2.
Low level adjustment for disability	\$319,076.	SLSO positions created using this funding have made it possible to better support students identified as requiring additional assistance in mainstream classes.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	455	434	439	446
Girls	396	378	381	368

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.8	90.3	90.7	91.2
8	91	87.8	87	84.9
9	87.3	86.6	85	84.4
10	87	82.8	83.9	83.2
11	89.3	86	87.2	84.5
12	91.7	87.8	88.8	86.6
All Years	89.5	86.8	87.2	85.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	1.3	2.1
Employment	3.4	15.2	30.5
TAFE entry	6.8	15.2	6.3
University Entry	0	0	34.7
Other	20.5	17.7	12.6
Unknown	2.6	8.9	13.8

Year 12 students undertaking vocational or trade training

29.20% of Year 12 students at Mudgee High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of all Year 12 students at Mudgee High School expected to complete Year 12 in 2020 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)	48.9
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

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,093,540
Revenue	11,554,204
Appropriation	11,419,596
Sale of Goods and Services	12,228
Grants and contributions	121,384
Investment income	997
Expenses	-12,116,112
Employee related	-10,836,213
Operating expenses	-1,279,900
Surplus / deficit for the year	-561,908
Closing Balance	531,632

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.

	2020 Approved SBA (\$)
Targeted Total	187,586
Equity Total	1,005,929
Equity - Aboriginal	106,651
Equity - Socio-economic	562,145
Equity - Language	18,058
Equity - Disability	319,076
Base Total	9,376,624
Base - Per Capita	205,184
Base - Location	22,861
Base - Other	9,148,579
Other Total	607,536
Grand Total	11,177,674

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

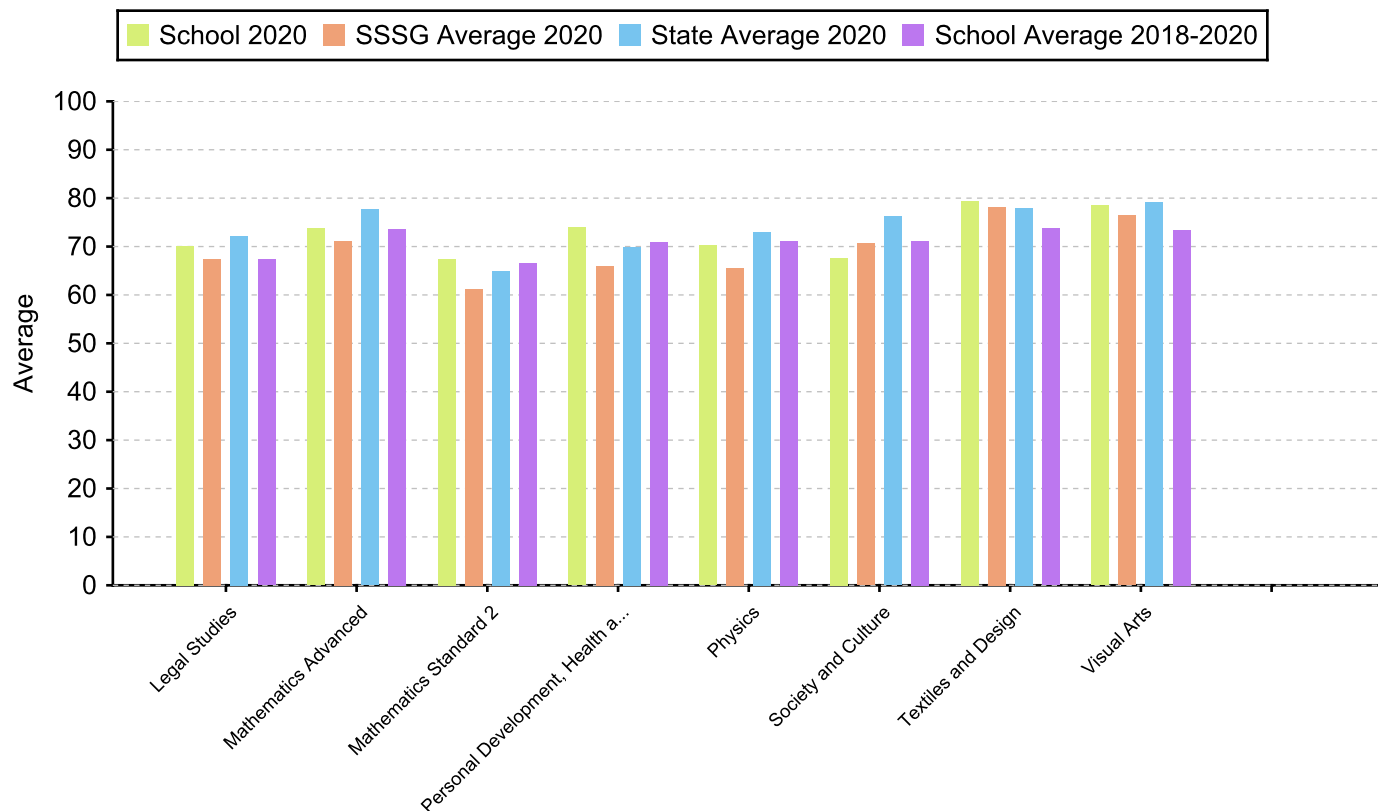
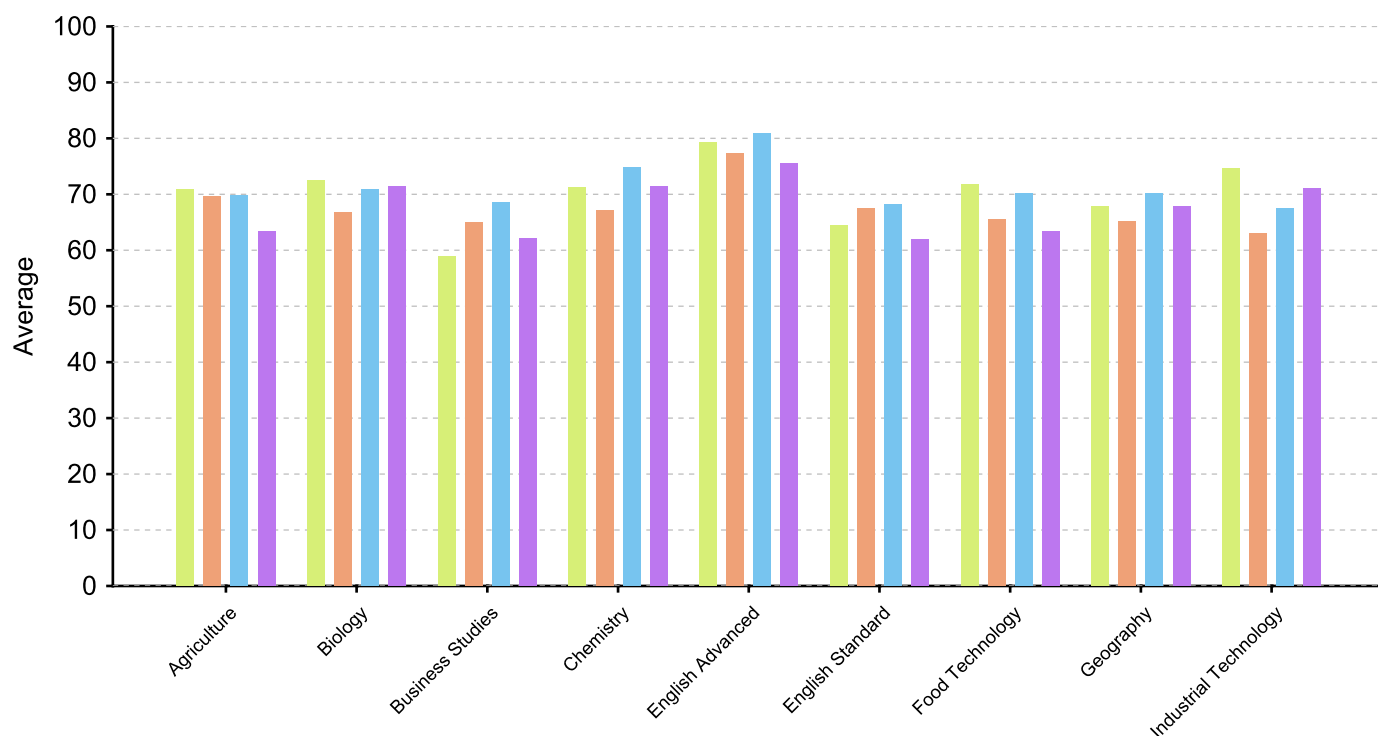
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Agriculture	70.9	69.7	69.7	63.3
Biology	72.5	66.8	70.8	71.4
Business Studies	58.8	64.9	68.6	62.0
Chemistry	71.3	67.1	74.8	71.4
English Advanced	79.3	77.3	80.8	75.6
English Standard	64.5	67.4	68.1	61.9
Food Technology	71.7	65.6	70.2	63.3
Geography	67.9	65.2	70.1	67.9
Industrial Technology	74.6	63.0	67.5	71.1
Legal Studies	70.1	67.4	72.1	67.3
Mathematics Advanced	73.7	71.2	77.7	73.7
Mathematics Standard 2	67.4	61.2	64.9	66.6
Personal Development, Health and Physical Education	73.9	66.0	69.9	70.9
Physics	70.2	65.6	73.0	71.1
Society and Culture	67.6	70.6	76.2	71.1
Textiles and Design	79.4	78.1	77.9	73.8
Visual Arts	78.5	76.4	79.2	73.4



Mr Evans explaining the intricacies of the inner workings of a mammalian heart (Year 8 science).

Parent/caregiver, student, teacher satisfaction

Mudgee High makes regular use 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. The results are also used to assist executive staff in identifying potential areas of opportunity for improvement.

Teaching and corporate staff also have the opportunity annually to participate in the "People Matter" survey. The results of the survey are shared with all staff and also form a critical part of the data used by executive staff when identifying potential opportunities for further improvement.

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. The newsletter and Facebook page are regularly the subject of positive comment from our wider school community.



The Year 12 class of 2020 on the school's front lawn.

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.



Rainbow Day roadside charity collection in a COVID world.