

2021 Annual Report

Mudgee High School



8128

Introduction

The Annual Report for 2021 is provided to the community of Mudgee High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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 Mudgee High School, I would like to thank everyone associated with this great school for the part each has played in making 2021 a successful year.

Every year brings with it challenges. It would be foolish to think this one would have been any different. What matters is the way in which each of us greets challenges. As I like to remind those with whom I work, staff and students alike, "there is nothing either good or bad, but thinking makes it so", an observation shamelessly stolen from Shakespeare.

Challenges are opportunities. Opportunities are gifts. Opportunities borne on necessity have the power to compel us to think outside the box, to try different things, and provide us the prospect of experiencing something fresh.

Unprecedented events over the past few years have demanded all of us to think and do differently. Developing within the young people in our collective care the preparedness, and indeed the resilience, to respond well in challenging circumstances has never been more important.

At Mudgee High, we have kept our simple expectation of the students: do your best. Students who have been prepared to rise to challenges and do their best in the things they attempt give us great hope for the future.

Finally, I would like to commend this annual report to you as an outline of some of the bigger things we have both achieved and attempted to achieve in a space marked, at times, by disruption and shortages.

Wayne Eade

Principal



Winter 2021 at MHS - lockdown learning

School vision

At Mudgee High School, we are committed to developing safe, respectful and responsible future citizens in an innovative and inclusive community.

As a part of that commitment, every student and every teacher will be challenged to continue to learn and improve every year.

School context

Mudgee High School is a comprehensive secondary school that includes a Support Unit of six classes. The student population - 791 in 2021 - has been in steady decline over the last nine years following the end of the mining boom. 4% of our students speak English as another language or dialect, 12% identify as Aboriginal.

The school's staffing entitlement in 2021 was 64 teaching staff and 17 non-teaching staff. The school employs a Business Manager five days a week as well as a Head Teacher Wellbeing from school funds. The senior executive staff has been stable over the past two years but there will be changes in Mathematics and Science as the result of retirements. Several beginning teachers are employed. These new teaching staff members are supported by teachers and executive teachers with the same teaching backgrounds.

The school has been in existence for 105 years. It enjoys the support of the Mudgee community including its businesses, the school's partner primary schools, and Mudgee TAFE. The school regularly hosts practicum teachers in training from Charles Sturt, New England, Newcastle and Wollongong Universities.

The school has consulted broadly with its community through whole staff meetings, and its P&C and local Aboriginal Education Consultative Group to identify potential ways to advance the school and the outcomes it achieves with its students. The school's three strategic directions are the product of this consultation and an intensive self-assessment process that took place over the course of the final term of 2020. The initiatives that sit beneath each are the product of collective reflection on the journey we have been on since implementing the 2018-2020 School Plan.

Mudgee High's teachers have committed themselves to improving their classroom practice. Professional learning that is focused on specific skill set development identified by the whole staff is seen as key to success in this space. This learning will ensure that literacy and numeracy improvement can be maintained and enhanced through collegial sharing and learning.

A renewed focus on Higher School Certificate outcomes has been included as an initiative. This initiative will include professional learning related to deeper analysis and use of data so as to better understand individual and group performance, as well as the support programs needed to improve both. Each faculty will develop ways of deepening the knowledge base of their students and the capacity of those students to respond more effectively in state-wide testing.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices
- Highly effective assessment practices

Resources allocated to this strategic direction

Socio-economic background: \$54,780.00

Professional learning: \$28,000.00

Aboriginal background: \$59,200.00

Summary of progress

The work undertaken through after-school professional development across the final two semesters of 2021 that aligned literacy development with curriculum delivery was an area where the school met with the most success. Although conducted remotely, it was overseen by Tracy Samuels, Curriculum Advisor (Secondary), the school's Head Teacher Teaching and Learning and the Principal. What enabled success in this area was the universal buy-in of teaching staff over three lengthy sessions. A potential block identified early was ensuring that all teaching staff understood how to read the sources of data available to them (Scout data), as well as how to use that chief source of data as a stepping-off point to engage with the resources made available through The Centre for Education Statistics and Evaluation. Teaching staff evaluated the sessions delivered as well-tailored to the work they do. Although Tracy Samuels has indicated she will not be available in 2022, professional learning that revisits and builds on what has already been delivered is planned for next year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of Aboriginal students attaining the HSC above the baseline of 39.7%, while maintaining their cultural identity (Mudgee Network target).	In 2021, there was no appreciable difference in the number of students identifying as Aboriginal who achieved an HSC. The broken patterns of direct engagement, the result of COVID non-operational status followed by lockdown and combined with a burgeoning employment market, saw Year 12 reduce from 113 students in 2020 to 83 in 2021. The figure for 2021 was a neat 30%.
Increased evidence of NAPLAN and RAP analysis to inform teaching practice.	In 2021, working with district support provided by Tracy Samuels, Curriculum Advisor (Secondary), all teaching staff were trained in the effective use of SCOUT and the reading of NAPLAN results over three professional learning afternoons in Terms 3 and 4. Additionally, all teaching staff members were stepped through the use of The Centre for Education Statistics Evaluation's materials that connect to lifting results in areas of deficit identified through NAPLAN analysis. General awareness of its availability and strengths as a tool for identifying areas of opportunity in Stage 6 teaching relayed in Thursday afternoon professional learning session. Specific RAP data awareness and analysis professional learning undertaken in both English and TAS.
Increased understanding and use of types of texts; reading lessons in roll	Whole school training on Scout over three separate Professional Learning evenings. Tracy Samuels, Lead Specialist Literacy - Secondary - Teaching

<p>call; other opportunities to improve numeracy skills, reading and writing.</p>	<p>Quality and Impact Directorate, led all teachers through the use of Scout NAPLAN data. All teachers were required to create profiles of their classes, identify strengths and opportunities for collective improvement - the 'low-hanging fruit' where literacy results improvements could be made.</p> <p>The third session concentrated on the use of the linked resources within the data that allow teachers to develop content with a literacy focus.</p> <p>Plans to invest time into a whole school revisit of the text types was impacted by lockdown and the need to conduct Professional Learning remotely. Pushed out to 2022.</p> <p>In Term 4, HT Wellbeing led extension work on the use of Year 7 'Best Start' data to inform teaching practice.</p>
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Strategic Direction 2: Whole school effective practice

Purpose

The school situational analysis identified the need for greater teacher collaboration so as to build a shared expectation of performance. Our purpose is to develop a shared, practical understanding of effective practice in action improve teaching practice by working collaboratively within and across faculties.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective management practices
- Highly effective, collegial teaching practices

Resources allocated to this strategic direction

Socio-economic background: \$41,000.00

Professional learning: \$28,000.00

Summary of progress

In 2021, the PB4L team began well, negotiating with teaching staff what constitutes well-managed learning spaces. Much feedback was received and an agreement reached on equipment requirements in specific spaces that could be explicitly taught.

The development of behaviour management practices to improve teaching and learning conditions were planned but were put on hold, including entering into a partnership with 'Real Schools' focused on improved restorative practices to build school culture. The necessities of prioritising a movement to online learning in response to COVID shifted this next step to a planned implementation in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased use of effective, evidence-based teaching methods that optimise learning progress for all students, across the full range of abilities. Developing a shared understanding of what constitutes well-managed classroom and other learning environment spaces that is grounded on a consistent staff approach.	PB4L practices related to evidence-based teaching methods that optimise learning progress for all students rolled out, including school diary use, which increased in 2021, the second year of implementation. Regular reminders in Daily Announcements (Sentral) and on assembly so that all students and teachers remained aware of the school expectations related to the school diaries. Whole school behavioural expectations during face-to-face lesson time related to diary use was explicitly taught. Diaries serve as a record of up-coming assessment and examination periods. Use as a 'pass' to improve class attendance and reduce fractional truancy planned for 2022. Shared understanding and expectations around what constitutes well-managed learning spaces led to agreed statements around learning equipment. Additional behaviour management practices that were planned but put on hold in 2021 included entering into a partnership with 'Real Schools' focused on improved restorative practices that build school culture. Pushed out to 2022.
Increased evidence of high performing teaching staff whose capacities are developing to ensure every Mudgee High student experiences high quality teaching.	Plans to better engage with the Performance and Development Plan expectation that collegial observations should occur did not occur in a systemic manner because of casual teacher shortages. The SD team had planned to have 'at least one out-of-faculty observation per semester.' Until the staffing issues experienced in 2021 have been resolved, this will remain

Increased evidence of collegial practice across the school.	<p>an aspirational goal rather than an achieved goal.</p> <p>At the close of 2021, a staff technology skills audit was conducted as a prelude to the introduction in early 2022 of Rural Access Gap additional technology.</p>
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Strategic Direction 3: Enhanced community engagement

Purpose

Promote further the effective systems, structures and processes that make up our school's effectiveness. Mudjee High possesses a culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school leadership team supports a culture of high expectations and community engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective learning culture shared, promoted and valued
- Highly effective school community educational leadership shared, promoted and valued

Resources allocated to this strategic direction

School support allocation (principal support): \$39,866.38

Professional learning: \$28,000.00

Socio-economic background: \$5,000.00

Aboriginal background: \$2,500.00

Summary of progress

In 2021, the priority was to ensure that the broadest demographic was engaged with the great things that occur at Mudjee High School; raising awareness of the well-developed culture of academic, cultural and sporting success the school possesses.

In 2021, the school entered into a partnership with the local newspaper to include regular articles highlighting academic, cultural and sporting successes at Mudjee High. The communication team began a successful promotion of previous success by inviting past students to share their personal accomplishments through a series called "Where are they now?" that featured on the school's social media page throughout the year. Each story included the importance Mudjee High had had on the individuals featured in preparing them for their respective futures. That series has been very well received.

Additionally, the school newsletter was expanded at the close on 2021 to include a career's supplement for students in Years 10-12 looking at post school options from employment through traineeships and apprenticeships, as well as university information and options.

The impact of COVID on the number of external events to which the school could commit, and the demands on teaching staff to operate in two classrooms - the physical and the remote - impacted negatively on the number of items produced for publication.

After evaluating the successes of the year, the communication team plans to work with a media team to develop a promotional video in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Evidence of broader community knowledge of the school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.	Academic competitions advertised through school correspondence including the newsletter, notices and emails. Successes celebrated through whole-school assemblies, school newsletter and <i>Mirri</i> magazine. The <i>Mirri</i> magazine was completed later than normally scheduled as a response to the COVID-delayed HSC. Plans to include an electronic version in 2022 are underway. Careers website made operational at the close of 2021. Included has been a fortnightly careers newsletter, included in school newsletter, and available

<p>Evidence of broader community knowledge of the school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.</p>	<p>in print form at the careers room and via subscription. It includes information about university admission and a range of post school options and transition programs available to students.</p>
<p>Evidence of improved participation and collaboration between the school and its community.</p>	<p>The Communication Team continued to build the school's social media presence through 2021. The ready take-up by so many in the school community continued. The school's social media presence was sorely tested for the three days the school went non-operational in August following the detection of positive COVID cases. The site was also instrumental in keeping parents and the wider Mudgee community informed during the part lockdown that followed.</p> <p>The communication team continued its collaboration with the Mudgee Guardian to promote the academic, cultural and sporting successes of the school, as well as advertise what the school has to offer.</p> <p>The communication team finished the year negotiating with a number of film companies to produce a short promotional film to showcase the school's offerings. At the year's close, the successful company had been chosen from three tenders; <i>Social Focus</i>.</p>
<p>Evidence that Mudgee High is better recognised as both excellent and responsive by the community because it possesses a culture of high expectations that effectively and unambiguously cater for the full range of equity issues in the school.</p> <p>Increased evidence that the school's leadership team measures school community satisfaction, and shares with its community the analysis and actions in response to those findings.</p>	<p>Some open nights resumed at the end of the year as COVID restrictions were gradually lifted. A team is working on expanding what the school offers in this space, although those offerings in 2022 will be tempered by staff availability.</p> <p>Many things were delayed by COVID restrictions, but the Year 12 major works display finally went ahead in Term 4 at the newly opened Mudgee Arts Precinct.</p> <p>Year 12 Rainbow Day events were also staged <i>after</i> the HSC examinations this year.</p> <p>RYPEN (Rotary Youth Program Enrichment) was cancelled, a victim of COVID.</p> <p>Ongoing dialogue continued with the school's P&C related to changes over the previous 24 months that have contributed to a four-fold reduction in Year 7 suspensions. These improvements have also been relayed to the wider parent body through the school's newsletter, available weekly via email, the school website and the school's social media page.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,854.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mudgee High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional school learning support officers to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • consultation with external providers including The Benevolent Society, Barnardos Australia, the Department of Communities and Justice, Child and Adolescent Mental Health Services for the implementation of intervention strategies to support students to achieve their best at school. • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students identified as needing additional help to achieve their best at school have been supported with individual and small-group targeted assistance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Following evaluation of the interventions in place and the satisfaction expressed by both student recipients of this support and carer satisfaction, these types of interventions will continue into 2022.</p>
<p>Socio-economic background</p> <p>\$571,125.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mudgee High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Highly effective assessment practices • Highly effective management practices • Highly effective, collegial teaching practices • Highly effective school community educational leadership shared, promoted and valued • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities for students for whom such activities may not have been financially within reach. This support has extended to excursions, competition entries, uniform where necessary and the provision of PPE for work placement (Years 10-12). • resourcing to increase equitability of resources and services. This has included an end to requests to voluntary contributions and a greater resourcing of individual faculties. Additionally, technology improvements to permit better access, particularly in lockdowns, was achieved through the purchase of Chromebooks that could be loaned to students should they need to isolate and who had no access to technology at home. • remaining funding was directed to additional school learning support officers to assist students from low socio-economic backgrounds who had additional learning needs <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$571,125.00</p>	<p>Students from low socio-economic backgrounds have had more equitable access to technology resources, academic, cultural and sporting activities, and been provided the means by which to feel they belong through the provision of uniform in a number of instances. Breakfast club has continued in 2021, permitting some of our neediest students a great start to the school day; fed and ready to go. Additional school learning support officers and the funding of an additional wellbeing officer position has also allowed Learning and Support Teachers to better target the needs of a great many more students than the school's FTE would normally allow.</p> <p>After evaluation, the next steps to support our students with this funding will be: The programs in place will continue as there is a great deal of buy-in from the students so targeted. In 2022, technology purchases will not need to be as great as they were in 2021, as sufficient devices have been acquired to cover foreseeable needs.</p>
<p>Aboriginal background</p> <p>\$115,737.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mudgee High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Highly effective school community educational leadership shared, promoted and valued • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • support of specific, school-based initiatives, including the 'welcome' barbecue and Aboriginal parent information evening, Munna Reserve activities hosted by the local AECG, and NAIDOC celebrations and workshops. <p>The allocation of this funding has resulted in: The more timely development and publication of personalised learning pathways for Aboriginal students. Targeted literacy and numeracy interventions for targeted Aboriginal students. Support for individual and small-groups of Aboriginal students in both mainstream and support classroom settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: On-going, personalised interventions to support our Aboriginal students to achieve their personal best at Mudgee High through programs that value culture and identity, as well as build potential in those areas where opportunities exist.</p>
<p>Location</p> <p>\$23,420.00</p>	<p>The location funding allocation is provided to Mudgee High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Location</p> <p>\$23,420.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • In 2021, location allowance allowed the school to continue its lease of a 25 seat bus. <p>The allocation of this funding has resulted in:</p> <p>The bus has allowed the school to reduce the cost of academic, sporting and cultural excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to lease a bus in 2022. Additional staff will be up-skilled in its use so that they may achieve their licenses, expanding further the resource's availability.</p>
<p>Professional learning</p> <p>\$84,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mudgee High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Highly effective assessment practices • Highly effective management practices • Highly effective, collegial teaching practices • Highly effective learning culture shared, promoted and valued • Highly effective school community educational leadership shared, promoted and valued <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing • Specialised Key Learning Area Training was supported across the school, identified as priorities through individual Performance Development Plans by a central committee; the Professional Learning Committee. <p>The allocation of this funding has resulted in:</p> <p>All teaching staff have engaged in an on-going training in Scout data analysis and the development of literacy enhancing strategies tied to syllabus content delivery. The capacity to spend the resources available to the school in this space was curtailed by COVID and lockdowns.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, resources will be invested to revisit the learning that has taken place and to continue to build the individual capacities of the teaching staff to develop the literacy abilities of the students in their care. Additionally, PL funding will be directed to the training of school staff in the delivery of practical CPR training for all Mudgee High staff.</p>
<p>School support allocation (principal support)</p> <p>\$39,866.38</p>	<p>School support allocation funding is provided to support the principal at Mudgee High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective learning culture shared, promoted and valued • Highly effective school community educational leadership shared, promoted and valued <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional School Administrative Officer employed.

<p>School support allocation (principal support)</p> <p>\$39,866.38</p>	<p>The allocation of this funding has resulted in: The senior executive receive more timely support from the front office staff. Attendance monitoring procedures have a dedicated officer in the front office.</p> <p>After evaluation, the next steps to support our students with this funding will be: Attendance at Mudgee High did not improve in 2021, consistent with a statewide trend and related to COVID. Documenting and following up attendance concerns, however, improved greatly. It is planned to continue the role in 2022.</p>
<p>COVID ILSP</p> <p>\$336,002.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups, as well as monitor progress of those student groups • providing targeted, explicit instruction for student groups in both literacy and numeracy • providing intensive small group tuition for identified students who were identified as needing additional assistance • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Students identified as most at-risk following lockdown and isolation in 2020 were targeted with individualised and small group support on a case-by-case basis. While the school received funding for four positions, limited casual supply reduced this to an actual two teaching periods filled. At times in the last half of the year, additional shortages saw the occasional redeployment of the two members of staff dedicated to the positions created. Some funding was directed to the employment of a Head Teacher supervisor for LAST and the part-employment of a Business Manager with oversight of the financial aspects of the program.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school's senior executive will need to analyse carefully the best deployment of the limited casual teacher supply available. This may mean a drastic curtailment of the COVID ILSP program.</p>
<p>English language proficiency</p> <p>\$22,424.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mudgee High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: A 0.2 EALD position was the result of this funding, as well as a 0.2 school learning support officer to assist the EALD teacher. This allowed the school to support those students identified as requiring assistance to improve their</p>

<p>English language proficiency</p> <p>\$22,424.00</p>	<p>English language proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, there is some scope to broaden the number of teachers involved in the program following recent staff movement into the school.</p>
<p>Low level adjustment for disability</p> <p>\$322,205.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mudgee High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Greater support of teachers in classrooms tasked with differentiating the curriculum for the students in their respective care. It has also led to better support of students identified as having disabilities that impact their achievement in mainstream classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The deployment of additional staff to support students requiring low level adjustment in line with identified disabilities benefits all students. Given the ongoing teacher shortages experienced in 2021, consideration has been given to the employment of additional school learning support officers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	434	439	446	392
Girls	378	381	368	377

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.3	90.7	91.2	90.5
8	87.8	87	84.9	83.7
9	86.6	85	84.4	81.7
10	82.8	83.9	83.2	82.5
11	86	87.2	84.5	80.9
12	87.8	88.8	86.6	86.2
All Years	86.8	87.2	85.9	84.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1.7	29.9
Employment	27.2	41.4	33.3
TAFE entry	12.5	10.3	9.2
University Entry	0	0	31
Other	8	5.2	1.2
Unknown	1.1	17.2	25.3

Year 12 students undertaking vocational or trade training

27.55% of Year 12 students at Mudgee High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Mudgee High School expected to complete Year 12 in 2021 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)	46
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	531,632
Revenue	11,757,812
Appropriation	11,660,794
Sale of Goods and Services	5,631
Grants and contributions	91,082
Investment income	305
Expenses	-11,809,854
Employee related	-10,918,285
Operating expenses	-891,569
Surplus / deficit for the year	-52,042
Closing Balance	479,590

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.

	2021 SBAR Adjustments (\$)
Targeted Total	131,577
Equity Total	1,035,174
Equity - Aboriginal	115,737
Equity - Socio-economic	571,399
Equity - Language	23,768
Equity - Disability	324,270
Base Total	9,117,760
Base - Per Capita	209,781
Base - Location	23,421
Base - Other	8,884,559
Other Total	654,972
Grand Total	10,939,483

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.

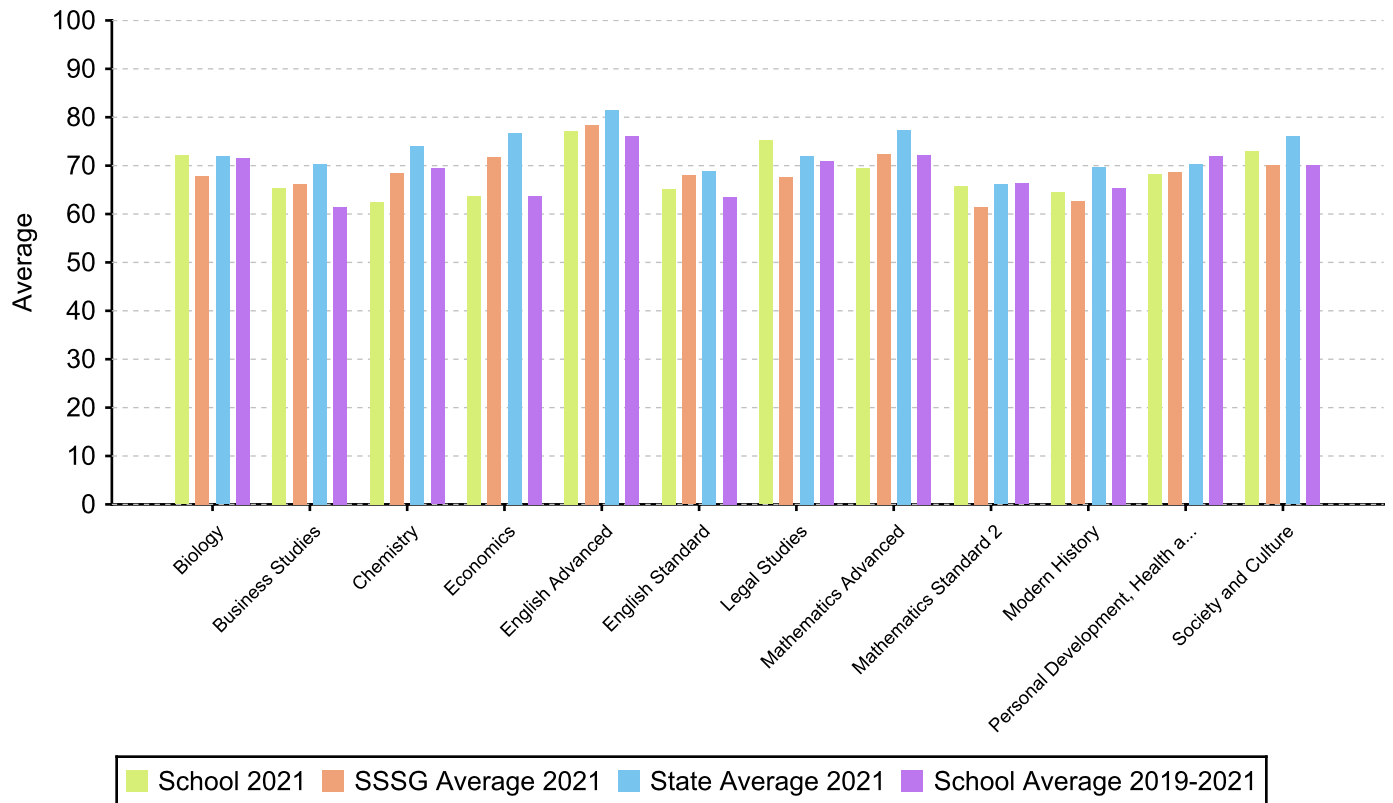
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2021 was the first year all Year 7 and Year 9 students undertook NAPLAN on-line at Mudgee High. As this was a first, many lessons were learned by the school's teaching staff invigilators. In 2022, the plan is that ALL students will undertake NAPLAN in the school gymnasium, using devices locked down so as to remove the temptation of off-task 'surfing'. This need was identified after a great many more students performed in the lower bands than previously experienced.

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 2021	SSSG	State	School Average 2019-2021
Biology	72.1	67.9	71.9	71.6
Business Studies	65.3	66.2	70.4	61.5
Chemistry	62.5	68.4	74.1	69.4
Economics	63.7	71.8	76.7	63.7
English Advanced	77.1	78.4	81.4	76.1
English Standard	65.2	68.0	68.8	63.6
Legal Studies	75.2	67.6	72.0	71.0
Mathematics Advanced	69.5	72.4	77.4	72.3
Mathematics Standard 2	65.8	61.4	66.1	66.3
Modern History	64.6	62.6	69.7	65.3
Personal Development, Health and Physical Education	68.3	68.6	70.3	71.9
Society and Culture	73.0	70.0	76.0	70.1

Parent/caregiver, student, teacher satisfaction

In previous years, Mudjee High has made 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 have then been shared with staff and parents via P&C.

In 2021, and after discussion with the P&C, the TTFM surveys were not used as there was a general expression of antipathy based on the sameness of the surveys.

Instead, community satisfaction has been gauged based on interaction with the school's social media posts and the messaging service that allows parents and carers to contact the school with queries and observations. The response times to these messages improved over the course of 2021, as did the connection users made with the social media posts regarding school news, events and notifications. One of the most popular postings that attracted the greatest number of responses followed a remote Year 12 hook-up at the close of their schooling and a contactless drop-off of 'comfort bags' in the lead up to the HSC examinations. The gratitude and appreciation expressed in the comments that followed from a great many parents and community members anecdotally suggested that we do get things right at Mudjee High.

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

The school continues to publish a weekly newsletter, maintains an effective online presence through both its website and a dedicated Facebook page (see above) that regularly reaches 1000+ readership. The newsletter is regularly the subject of positive comment from our wider school community, as is our social media page (see above).

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Mudgee High has two trained Anti-Racism Contact Officers. Their role and their work in the school space is publicised via the school newsletter and at whole school assemblies on a semi-regular basis.