

# 2021 Annual Report

## Murwillumbah High School



**INSPIRING EVERY STUDENT  
EVERY DAY**

8129

# Introduction

The Annual Report for 2021 is provided to the community of Murwillumbah 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.

## School contact details

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Murwillumbah High School

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## School vision

Murwillumbah High School's vision is captured in the school's motto - 'Inspiring every student, every day.' As leaders of learning we aspire to provide students with cognitive, interpersonal and intrapersonal skills with strong capabilities in communication, critical reflection, communication and creativity enabling them to thrive in a dynamically changing world and create a better future for our local community and beyond.

The school has a long and proud history in the community and we still honour and aspire to the foundation motto of 1929 'Pergo, Perago, Periclitor', which translates as, 'I strive, I undertake, I succeed.'

This plan provides a strategic framework to ensure that student growth is supported through school improvement and that access to learning for all remains at the heart of our school.

## School context

Murwillumbah High School was established in 1929 and has a long tradition of outstanding academic, cultural, creative, and sporting achievement. Over the past three years the school has won awards for its quality teachers, school improvement and innovation.

We are an innovative school with an adaptive culture and our school community is invested in preparing students for a dynamically changing world. The highly qualified and experienced teachers at Murwillumbah High School are committed to the provision of a secure and caring environment that promotes the learning and development of all students using quality teaching strategies which are contemporary, engaging and challenging.

The school, has approximately 440 students, including 8% Aboriginal and Torres Strait Islander students. All of our Executive team have undertaken the Stronger Smarter Leadership learning and we continue to expand the cultural competency of staff. We offer a wide range of courses which meet the needs of all students. The Special Education Unit provides comprehensive programs for students with special needs.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students, supporting them to become resilient citizens in a dynamic and changing world.

The school is committed to continually improving effective classroom practices and collective efficacy with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

A focus of the Plan is to improve deep learning by building a culture of parents, students and staff as partners of learning. We will also be revising and re-designing curriculum structures in Stage 5 to enable deep learning. One project is to introduce a rigorous professional learning program around assessment as another means of building a culture of supported, deep learning.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Stage based collaboration will be key to improving our collective efficacy.

In 2024 Murwillumbah High School will cease operation and merge with Wollumbin High School as a new school in brand new state of the art learning environments on the current Murwillumbah High School site.

## 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	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to engage students who are agentic in their learning improvement. We aim to develop student agency through collaboration, effective classroom practice and ultimately collective efficacy. Research informed practice underpins our approach to student growth through individualised learning and effective teacher practice. We aspire to a learning culture that is adaptive and teachers will be supported with professional learning to evaluate their effectiveness through data informed practice and reflective practice.

### 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.

- Collaborative Learning
- Growth Mindset

### Resources allocated to this strategic direction

**Professional learning:** \$51,670.00

**Socio-economic background:** \$243,954.00

**Per capita:** \$124,318.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$219,744.00

**Aboriginal background:** \$52,731.00

### Summary of progress

Collaborative learning practices including the commencement of Parent University (online due to COVID issues), staff collaborations targeting specific year groups with a specified learning focus, targeted small group supports, the development of the learning coach and study hub program for Stage 6 students has seen a supportive learning focused culture develop. The belief that parents, students and the school are partners in learning is an integral component developing an understanding of a growth mindset and hence a truly collaborative learning environment. We are progressing towards the expansion of the learning coach program to involve all Stage 6 students and the development of Individual Learning Plans for all Stage 4 and 5 students.

### 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
Improvement in the percentage of students achieving in the top two NAPLAN reading bands by a minimum of 8% working towards the system negotiated lower bound target.	21.59% of students are now in the top two skill bands (NAPLAN) for reading indicating the achievement of target in the reading annual progress measure.
Improvement in the percentage of students achieving in the top two NAPLAN numeracy bands by a minimum of 6% working towards the system negotiated lower bound target.	10.34% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating the progression towards the annual progress measure.
Improvement in the percentage of students achieving expected growth in NAPLAN reading by a minimum of 4% working towards the system negotiated lower bound target.	Exceeded the upper bound target by 4.18%. As part of our Student Directed Learning Program all students now have an Individualised learning program.
Improvement in the percentage of students achieving expected growth in	Currently below lower bound target by 8.51%. As part of our Student Directed Learning Program all students now have an Individualised learning

NAPLAN numeracy by a minimum of 4% working towards the system negotiated lower bound target.	program.
Increase the percentage of Aboriginal students attaining the HSC, whilst maintaining their cultural identity to be at or above the lower bound network-negotiated baseline target.	33% of Aboriginal students were retained from 2018 to 2021 completing the HSC while maintaining cultural identity. This is working towards the combined network target of 60%.
Increase the percentage of HSC course results in the top two bands by 2% from the system-negotiated target baseline	Every student received support from a learning coach who supported development of IEP and study skills. 16.4% of students achieved in top 2 bands of the HSC indicating results were 1.1% below target.

## Strategic Direction 2: Activated Learners

### Purpose

To develop and refine a school culture and strategies that support the growth of agentic learners. To build a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

### 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.

- Deep Learning
- Personalisation

### Resources allocated to this strategic direction

**Professional learning:** \$16,672.00

### Summary of progress

Student Directed Learning sessions have seen the growth of student voice and choice in their learning, the development of Individual Learning plans for Stage 4 and 5 students and an increase in the opportunities for students to take a deep dive into passion areas.

Stage 4 pedagogy and structures are based around 4C's learning which is supported by collaborative school wide systems and learning opportunities.

### 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
Decrease the percentage of students attending less than 80% of the time by 4%.	There has been an increase by 5.4% from the base line data of students attending less than 80% of the time. The annual progress measure has not been met.
Develop Individual Learning Plans for 40% of students (Stage 4).	58% of the students have a strengths profile which exceeds the annual progress measure by 18%.
Curriculum models and teaching programs in Stage 4 reflect and are embedded with data informed practice.	Data informed practice, 4C's pedagogy, is embedded in all Stage 4 teaching programs.

## Strategic Direction 3: High Impact Assessment Practices

### Purpose

Our purpose is to develop a culture of assessment that is ongoing and supports effective classroom practice and continuous learning. We aim to develop consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment will be integrated into teaching practice in every classroom, confirming that students learn what is taught.

### 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.

- A school-wide, systematic approach to assessment.
- Quality data and feedback informs teaching practice.

### Resources allocated to this strategic direction

### Summary of progress

All Executive, Learning and Support Team and one teacher per Faculty are trained in the use of ALAN to access a suite of online tools to support the use of literacy and numeracy learning progressions.

A calendar for professional collaboration, including the Collaborative Classroom Visit Deep Noticing Activity (CCVDNA) process, represents a high quality, structured, collaborative approach to identifying effective classroom practice and evaluating authentic assessment practices.

Continued engagement with the 4Cs Transformative Learning team via scheduled Online Professional Learning for all staff - 4Cs A deeper dive into the Wonder Web - represented a structured, collaborative, whole of school approach to identifying effective classroom practice and evaluating authentic assessment practices.

COVID-related delays in implementing this initiative further in Terms 3 and 4 have required this work to be carried over to 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
All teachers have engaged in targeted professional learning activities in relation to quality, evidence-based assessment practice - formative and summative- and quality feedback.	All teaching staff have engaged in professional learning targeting the implementation of 4C's learning.  The Learning and Support Team, including COVID ILSP tutors, have been trained in and are accessing PLAN 2.
A continuation of high quality collaborative practice to review and refine assessment practices within and across curriculum areas.	100% of staff involved in year based collaborative practice meetings - 2 collaborative practice and 2 planning/generative dialogue meetings occurred per year group per term.
Teachers collaborate to analyse Best Start, NAPLAN, VALID and HSC data and establish targets for each of their year groups/class groups which inform planning.  Identification of high potential students in Stage 5 and development of Project-Based Learning modules.	Collaborative response model is supporting data analysis practices. Stage 5 students, including high potential students, engaged in Student Directed Learning program and supported with an individual learning plan. Year group focus targets were established through this process.

Staff, student and parent surveys/forums have informed a shared understanding of the purpose and qualities of high impact assessment practices.

A set of school-wide, high expectations assessment protocols have been developed and published for all teachers, students and their caregivers.

Working towards the deliberate practice around high impact assessment. High expectation protocols developed and communicated.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$348,909.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murwillumbah High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of School Learning Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> data being analysed and triangulated regularly to determine targeted intervention of our support students in the areas of literacy and numeracy. This has enabled our students to engage in their lessons with success which was evidenced by their access to the curriculum. Individualised Learning Plans have been written and have been regularly appraised to ensure the academic progress of each funded student.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$68,342.00</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 Murwillumbah High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Growth Mindset</li> <li>• Deep Learning</li> <li>• Personalisation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• the investigation of evidenced based learning and high yielding educational practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an expansion of the 4C's pedagogy from Stage 4 to Stage 5 and the increased capacity of all teachers to embed effective practices. As a result we have seen an improvement in engagement and learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Socio-economic background</p> <p>\$276,930.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murwillumbah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Socio-economic background</p> <p>\$276,930.00</p>	<ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Growth Mindset</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement support for identified students with additional needs</li> <li>• professional development of staff through 4C's program to enhance student learning</li> <li>• employment of additional staff to support learning hub program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>employment of a wellbeing officer which has resulted in the development of positive relationships with students, families and the school. The establishment of the Learning Hub resulted in generating a culture of student collective efficacy in learning activities. Student learning was enhanced through the implementation of 4C's processes involving collaborative practices around planning, teaching and reflection (CCVDNA process).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continuing to build the partnerships between the school and our students through the employment of our Student Support Officer. We will continue with the upwards trajectory towards achieving our systems negotiated targets through the 4Cs pedagogy, the Learning Hub and collective efficacy of staff.</p>
<p>Aboriginal background</p> <p>\$52,731.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murwillumbah 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the strengthening of the School's Aboriginal Education Team through listening to student voice in the investigation of best practice in cultural competency and the development of a strategic approach to cultural competency and belonging across the school. The Executive Staff and 4Cs learning influencers received professional learning in Connecting to Country or the Stronger Smarter Leadership Program. Our partnership was strengthened with our parents through student PLP meetings, as was our relationship with our local AECG through their involvement in our school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>the engagement of a literacy and numeracy focused Aboriginal identified position through the Broncos program to support the differentiated delivery of programs and personalised support to Aboriginal students. We will continue to engage our students in their learning through our PLP meetings.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murwillumbah High School.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of a School Learning Support Officer to assist identified students within the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to use these funds to support the employment of a School Learning Support Officer.</p>
<p>Low level adjustment for disability</p> <p>\$219,744.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Murwillumbah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> LaST to identify and facilitate support for students with additional learning needs. Provide PL for staff on differentiation. Support the development of the Collaborative Response Model. Coordinate and plan SLSO allocation. Coordinate IFS. The employment of School Learning Support Officers to assist identified students improve learning engagement and growth in Stages 4 and 5. The School Learning Support Officers were used in the classroom and in small group or individual support in the Learning Centre. This resulted all students learning needs being addressed and catered for.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of School Learning Support Officers to facilitate student learning.</p>
<p>School support allocation (principal support)</p> <p>\$25,932.32</p>	<p>School support allocation funding is provided to support the principal at Murwillumbah High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• the employment of school administrative staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of School Administrative staff to alleviate administrative duties from the Senior Executive and enhance principal and deputy principal capacity for educational leadership.</p>

<p>School support allocation (principal support)</p> <p>\$25,932.32</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ School Administrative staff to alleviate the administrative duties of the executive staff.</p>
<p>COVID ILSP</p> <p>\$238,949.53</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the initiation of individual and small group literacy and numeracy support resulting in the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy individual and small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of student outcomes. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$124,318.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murwillumbah High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher release for professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff being released for 4Cs professional learning in order to support them in the delivery of our strategic directions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support teachers in their professional learning.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	236	228	238	211
Girls	204	202	232	181

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.2	89.9	90.9	83.3
8	86.4	82.3	90.4	77.5
9	83.7	79.3	84.8	80.8
10	78.6	78.6	86.4	72.7
11	81.1	84	85.1	79.3
12	80.6	82.5	88.9	83.6
All Years	83.2	83.1	88.1	79.4
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

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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	6	2
Employment	7	22	48
TAFE entry	18	15	20
University Entry	0	0	27
Other	0	6	3
Unknown	3	0	0

### Year 12 students undertaking vocational or trade training

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31.37% of Year 12 students at Murwillumbah High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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83.8% of all Year 12 students at Murwillumbah 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)	1
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	32.5
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.38
Other Positions	2

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	690,085
<b>Revenue</b>	9,345,719
Appropriation	9,285,409
Sale of Goods and Services	20,865
Grants and contributions	38,848
Investment income	597
<b>Expenses</b>	-9,674,308
Employee related	-9,071,569
Operating expenses	-602,739
<b>Surplus / deficit for the year</b>	-328,589
<b>Closing Balance</b>	361,495

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	348,909
<b>Equity Total</b>	547,421
Equity - Aboriginal	52,741
Equity - Socio-economic	272,348
Equity - Language	2,400
Equity - Disability	219,933
<b>Base Total</b>	6,477,326
Base - Per Capita	124,318
Base - Location	0
Base - Other	6,353,008
<b>Other Total</b>	787,179
<b>Grand Total</b>	8,160,836

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

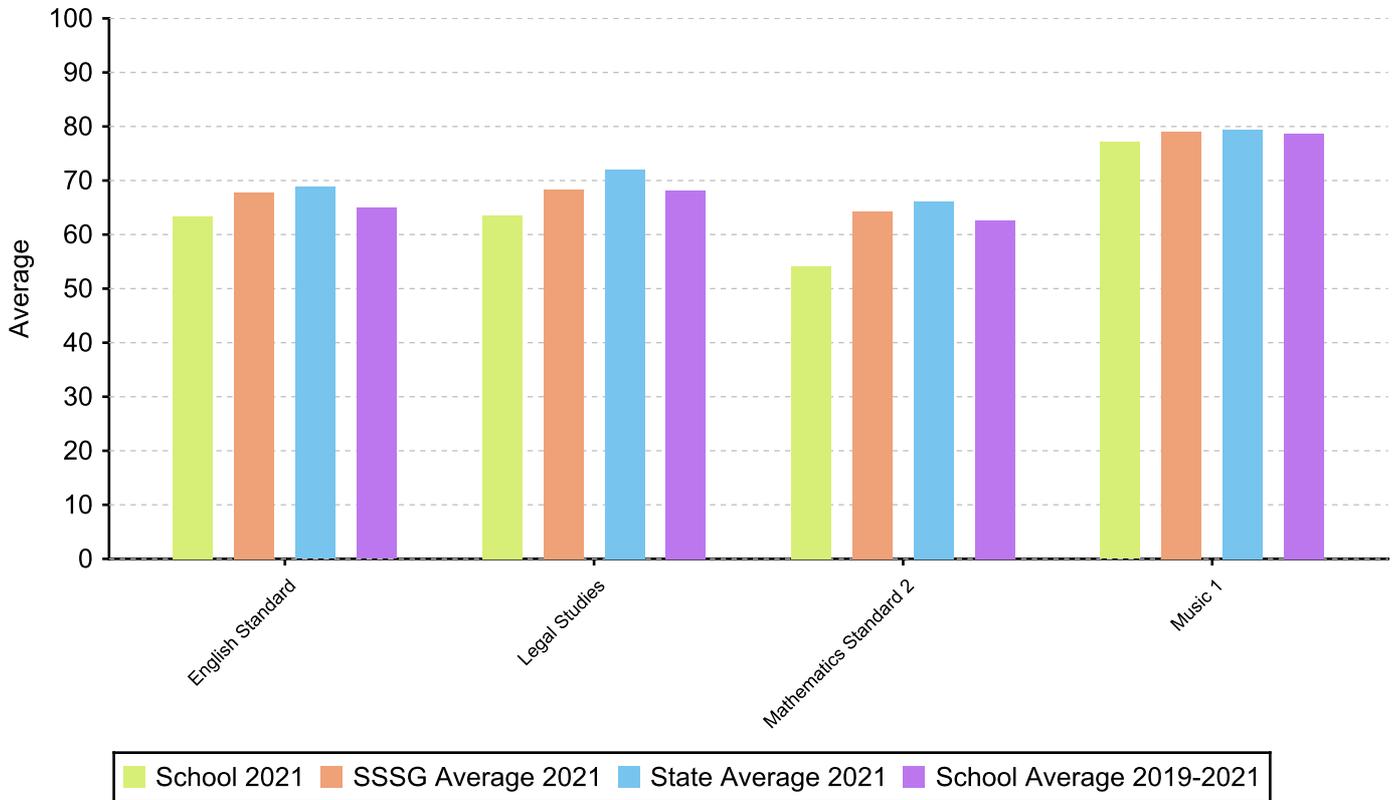
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# 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
English Standard	63.4	67.8	68.8	64.9
Legal Studies	63.5	68.4	72.0	68.2
Mathematics Standard 2	54.2	64.3	66.1	62.6
Music 1	77.1	79.0	79.4	78.7

## Parent/caregiver, student, teacher satisfaction

The school relationship with parent/caregivers and students became heightened during 2021 due to the dynamic and unpredictable impact of covid and the learning from home experience.

We undertook a significant number of parent/caregiver, student and teacher surveys and Zoom sessions throughout the year in order to gauge our efficacy in supporting mixed mode delivery. The responses were very positive with the majority of students and parents indicating a high level of satisfaction with the school's delivery. Tell Them From Me data indicated that parents support for learning at home exceeds the NSW Government school norm and that we are meeting the norm for being an inclusive school. We need to continue to work on our communications with parents and developing a welcoming environment. Students most valued critical thinking, creative thinking and communication. There is work to be done to build student attitudes towards valuing school and their sense of belonging.

We continued our transformational journey to improve the delivery of high quality education. A key element in 2021 was the involvement of student voice in guiding decisions about teaching and learning. Students increasingly participated in workshops with the Executive team both online and then later in the year face-to-face. Student voice saw the timetable change to three learning sessions per day and the development of integrated student directed learning.

Our continued relationship with the P&C was highly valued throughout 2021 even if our capacity to meet was reduced.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.