

2021 Annual Report

Muswellbrook High School



8164

Introduction

The Annual Report for 2021 is provided to the community of Muswellbrook 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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School vision

Muswellbrook High School, is committed to meeting the needs of all students and developing strong community links to promote a safe and supportive learning environment. Every student and every teacher will be challenged to demonstrate at least a year's improvement each and every year.

To achieve academic, cultural and wellbeing excellence, and to prepare students for post-school pathways, we use research and evidence based practices to drive teaching and learning and build strong foundations in literacy, numeracy and deep content knowledge. Building student voice will develop the confidence of each of them to be confident, creative individuals who enrich our local and global community.

School context

Muswellbrook High School, a collaborative member of the Muswellbrook Learning Community (MLC), is a rural school built on the land of the Traditional owners of the Wanaruah and Kamilaroi people. It enjoys a proud history of educating families of the Upper Hunter; drawing students from the Muswellbrook, Denman, Sandy Hollow and Martindale communities. The economic viability of these communities is based upon mining, agriculture, viticulture, the equine industry and power generation.

In 2021, our student population of 869 students consists of approximately 20% of students who identify as Aboriginal or Torres Strait Islander and 4% have a language background other than English.

The school's FTE teaching staff entitlement for 2021 is 65.6 which includes 1 Principal, 2 Deputy Principals and 10 Head Teachers. There is a school funded Instructional Leader position and an additional Head Teacher position. Our Support Unit consists of 5 classes - 1 Ed Class, 1 IM class, and 3 MC classes. Our non-teaching staff entitlement is 16.4.

In administration, there is one School Administration Manager, 9 Administration Officers and one school funded Business Manager position.

Our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, 'Striving for Excellence in a School that Cares'. The willingness of the school to pilot a range of initiatives to support student learning has resulted in strong enrolments through effective transition programs. Every student is provided opportunities to develop skills that will carry them beyond their school years.

Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Educational and Training program and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school. The school is dedicated to developing a culture of academic achievement, success in sport, agriculture and the opportunity to enhance student performance in the cultural and performing arts fields.

Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students from all years elected to represent their peers. The development of a Junior AECG is currently underway.

A strong wellbeing ethos is an important character element of our school, promoting meaningful partnerships within and across our Community of Schools (COS). With strong connections to TAFE, educational links K-12, business partnerships and university partnerships, we effectively cater for the diverse learning needs of students. We provide a nurturing and inclusive learning environment, promoting successful pathways into tertiary study and/or employment as well as fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students, and enhancing the opportunities of students to experience cultures from different countries, including our sister school relationship with Sayama Seiryō School, Japan. All school programs and initiatives are well supported by an active parent community.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student achievement by responding to individual learning needs through consistent, school wide assessment and intervention practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data and feedback 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 Practice: Literacy and Numeracy
- Highly Effective Teaching Practice: Differentiation

Resources allocated to this strategic direction

Socio-economic background: \$732,996.72

Professional learning: \$22,500.00

Location: \$2,225.68

Low level adjustment for disability: \$391,678.00

English language proficiency: \$15,527.00

Aboriginal background: \$192,146.00

Summary of progress

Our focus for 2021 was on teachers' understanding and explicit teaching of literacy and numeracy, which can be measured by student progress and achievement data. This involved data analysis which allowed the teaching staff to ascertain the goals that needed to be set and changes that could occur in explicit teaching practices. The Learning and Support Team focused on ensuring students with additional learning and support needs were clearly identified, and support was given in a timely manner including Learning and Adjustment Plans embedded. Learning and Support Team processes were streamlined, aligning them with our new school-based management system: Sentral. Timelines were created to ensure students with current plans were reviewed and support systems were put in place ready for 2022. A new school team was created and professional learning occurred to ensure we were better meeting the needs of students who had been identified as having additional learning needs and/or disabilities.

As a result, the Literacy and Numeracy Teams were able to formulate a structured approach to professional learning moving into the 2022 school year. The Literacy Team was separated into two teams to approach reading and writing in a systematic manner that would enhance teacher efficacy and student learning. For students, this meant staff could apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement. A new Head Teacher Teaching and Learning was employed full-time to lead Learning and Support at our school, this enabled us to focus heavily on reviewing previous Learning and Support Teams systems and processes and ways in which improvement could be made.

Next year, our focus will be on structured professional learning for staff in relation to ALARM (A Learning and Responding Matrix), Super 6 Reading strategies, Multiplicative and Additive Strategies and HSC Monitoring which will support further improvement in data analysis, teacher ability to create effective and focused classroom activities and student achievement of outcomes across a variety of subject areas. All staff across the school will continue to be upskilled in the area of teaching students with additional learning and support needs. A greater emphasis needs to be placed on whole class differentiation and ensuring adjustments are made for those students that have specific plans.

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
<ul style="list-style-type: none">• Uplift in the proportion of students in the top 2 bands NAPLAN numeracy from the baseline of 9.2% to 12.0%.• Uplift in the proportion of students in	<p>9.32% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress towards the annual progress measure.</p> <p>4.35% of students are now in the top two skill bands (NAPLAN) for reading</p>

the top 2 bands NAPLAN reading from the baseline of 7.1% to 10.0%.	indicating progress yet to be seen towards the annual progress measure.
<ul style="list-style-type: none"> • Uplift in the proportion of Aboriginal students attaining the HSC from the baseline by 10% whilst maintaining their cultural identity. 	Aboriginal students attaining the HSC whilst maintaining their cultural identity has decreased minimally by 1%.
<ul style="list-style-type: none"> • Uplift in the proportion of Aboriginal students achieving top 3 bands in Year 9 NAPLAN numeracy from the baseline of 28% to 29.5%. • Uplift in the proportion of Aboriginal students achieving top 3 bands in NAPLAN reading from the baseline of 24% to 25.5%. 	<p>10% of Aboriginal students are achieving in the top 3 bands (NAPLAN) for numeracy indicating progress yet to be seen towards the annual progress measure.</p> <p>5.88% of Aboriginal students are achieving in the top 3 bands (NAPLAN) for reading indicating progress yet to be seen towards the annual progress measure.</p>
<ul style="list-style-type: none"> • Uplift in the proportion of students achieving expected growth in NAPLAN numeracy from the baseline of 61.6% to 63.5%. • Uplift in the proportion of students achieving expected growth in NAPLAN reading from the baseline of 54.2% to 56.6%. 	<p>The percentage of students achieving expected growth in numeracy decreased to 44.32% indicating progress is yet to be seen towards the annual progress measure.</p> <p>The percentage of students achieving expected growth in reading decreased to 42.22% indicating progress is yet to be seen towards the annual progress measure.</p>
<ul style="list-style-type: none"> • Uplift in the proportion of students achieving in the top two bands in HSC course results from the baseline of 16.2% to 18.6% . • Uplift in the proportion of students achieving in the top three bands in HSC course results from the baseline of 46.8% to 48.9%. 	<p>15.84% of students achieved in the top 2 bands in HSC course results indicating progress towards the annual progress measure.</p> <p>37.62% of students achieved in the top 3 bands in HSC course results increased indicating progress towards the system-negotiated target.</p>
<ul style="list-style-type: none"> • Uplift in the proportion of students in the top 3 NAPLAN bands in numeracy from the baseline of 9.3% to 11.0%. • Uplift in the proportion of students in the top three NAPLAN bands in reading from the baseline of 15.5% to 17.1%. 	<p>27% of students are now in the top three skill bands (NAPLAN) for numeracy indicating progress towards the annual progress measure.</p> <p>19% of students are now in the top three skill bands (NAPLAN) for numeracy indicating progress towards the annual progress measure.</p>
<ul style="list-style-type: none"> • Uplift in the proportion of Aboriginal students achieving in the top 3 bands of the HSC from the baseline of 19.2% to 20.7%. 	15.3% of students achieved in the top three bands in HSC course results indicating progress is yet to be seen towards the annual progress measure.

Purpose

Our purpose is to drive continuous improvement and a strong sense of belonging by creating a safe and inclusive environment. Our staff will have a deep understanding and knowledge of their role and responsibility to improve student engagement, achievement and wellbeing through the provision of culturally inclusive and rich learning connections.

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.

- Student attendance and engagement
- Whole school systems and practices

Resources allocated to this strategic direction

Socio-economic background: \$354,576.00

Aboriginal background: \$85,486.00

Professional learning: \$70,000.00

Integration funding support: \$191,523.00

Per capita: \$87,949.00

Summary of progress

Our focus for 2021 was on developing school wide behaviour and wellbeing processes and practices. Systems needed to be created so that students, staff and parents were kept best informed through effective communication channels. This included staff working collaboratively to improve attendance and wellbeing success across all cohorts

This involved implementing new technology systems, developing a community engagement action plan and forming a Muswellbrook Way team to plan how we would celebrate student successes. As a result of improved systems and processes, there was an increase in positive merits (72 award in Term 4 2021). All technology systems were ready for full implementation in 2022. The way parents were kept informed during Learning from Home phase was improved and community feedback indicated that parents engaged in email communication. Additionally, social media analysis indicates that there were more consistent posts on newsfeeds and resulted in increased followers.

Additional teams were created across the school such as an Attendance Team and a new Aboriginal Learning and Engagement Centre (self-funded) was established. These teams enabled a greater focus to be placed on attendance and Aboriginal Education (ALEC). A Deputy Principal Support and Inclusion was employed to focus on special education, student well-being, attendance and Aboriginal Education.

The attendance team participated in Attendance Matters focused professional Learning and in turn a new attendance procedural document was developed as well as changes made to the roles and responsibilities of each member of the attendance team. A new ALEC team was established with the employment of extra staff whose focus was to improve the learning outcomes and increase the engagement levels of Aboriginal students. Creating this new team enabled our school to participate in richer collaborative discussions where improvement was consistently the focus. Previous year's data was used to focus on specific areas of improvement and each student PLP was also used to make decisions around which small group targeted programs would continue in 2022 or if the team needed to outsource new facilitators and programs. All members of the school's wellbeing team attended Learning and Support, ALEC, Aboriginal Education and attendance meetings, this ensured that staff in the wellbeing space were extremely knowledgeable regarding what was happening across all areas of the school that can impact heavily on student wellbeing.

Next year our focus will be on monitoring the effectiveness of the four technology systems of SharePoint, Sentral, Schoolbytes and Edval Daily. Another focus next year will be the implementation of the community action plan now that Covid restrictions have eased to allow for celebrating student success more often. We will ensure that each team meets regularly throughout each school term, ensuring the team's vision and focus areas are kept at the forefront of all decision making. A greater emphasis will be placed on each team member increasing their skill set in interpreting school data such as attendance and TTFM and also their ability to ensure evidence of impact is collected on a regular basis.

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
<ul style="list-style-type: none"> • Increase the percentage of students attending school more than 90% from 48.1% to 51.7%. 	36.3% of students attended school more than 90% indicating that progress is yet to be seen towards the annual progress measure.
<ul style="list-style-type: none"> • Increase student wellbeing as shown through Wellbeing data (TTFM- sense of belonging, positive relationships, interest and motivation and effort). 	Tell Them From Me data indicates 55% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Strategic Direction 3: Innovative teaching and learning

Purpose

Our purpose is to build high expectations in all areas of the school, developing the skills for students to become independent life-long learners and to equip them in their life after school. Our staff will engage collaboratively with pedagogies and technology to equip them in delivering an engaging curriculum to support increased teacher and student agency.

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 Practice
- High Expectations Learning Culture

Resources allocated to this strategic direction

Beginning teacher support: \$29,690.00
Socio-economic background: \$112,608.00
Location: \$17,708.00

Summary of progress

Our focus for 2021 was on staff working collaboratively to improve teaching and learning through negotiated classroom observations and the development and implementation of 21st Century curriculum to increase teacher and student agency. All teachers developed their capacity to effectively integrate a continuum of technological, literacy and numeracy practices into classroom activities that added value and meaning to student learning through targeted professional learning.

This involved completing explicit professional learning where data would be used to initiate collaborative discussions and catered for the needs of students and staff. When considering technology professional learning, classroom resourcing had to be addressed to determine the needs of staff and students.

As a result of the change in Senior Leadership and the Covid-19 closure of the school, the Leading School Transformation Team and the Guided Coalition were placed on hold to be re-implemented later in the School Improvement process.

Next year, our focus will be on mentoring the Executive Team through 'The Act Of Leadership' professional learning which will allow each member to develop their leadership skills and support their Faculty. The continued mentorship and coaching of early career teachers will allow for staff to continue to reflect and evaluated teaching practices. The implementation of teaching sprints will support further improvement in reflective practice and discussion about classroom practice and student engagement. Technology will shift to a STEM focus and learning rather than resource focus. Technology administration and integration will be addressed in whole systems and practices.

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
School Excellence Framework Learning Domain <ul style="list-style-type: none">• In the element of Learning Culture, the theme of High Expectations is validated at delivering	Self-assessment against the School Excellence framework shows the element of Learning Culture, the theme of High Expectations to be delivering.
School Excellence Framework Teaching Domain <ul style="list-style-type: none">• In the element of Learning and	Self-assessment against the School Excellence framework shows the element of learning and development, the theme of collaborative practice and feedback to be delivering.

<p>Development, the theme of collaborative practice and feedback is validated at delivering</p> <ul style="list-style-type: none"> • The element of Professional learning is validated at delivering 	<p>Self-assessment against the School Excellence framework shows the element of Professional learning to be delivering.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$191,523.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Muswellbrook 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"> • Whole school systems and practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around using sentral for learning and support • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around student plans <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All LAPs and BSP's were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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 LAPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,200,180.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Muswellbrook 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 Practice: Literacy and Numeracy • Student attendance and engagement • High Expectations Learning Culture • Collaborative Practice • Highly Effective Teaching Practice: Differentiation • Whole school systems and practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: stage 6 students are required to attend senior study lessons whereby the HT Senior School assists with learning, Head Teacher Teaching and Learning to lead learning and support that is now a model of best practice, HSC teachers attending HSC Strategy PL and embedding practices into teaching and learning programs working toward sustaining and growing, numeracy team coordinator to analyse data for further implementation in 2022. and successful multilist testing and programming commenced.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the senior study teacher to support our trajectory towards achieving HSC targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will</p>

<p>Socio-economic background</p> <p>\$1,200,180.72</p>	<p>diversify the role of the additional staff member, redirecting 0.2 of the position towards further allocation of a Head Teacher on improving our attendance rates. We will continue to source quality cultural programs to engage Aboriginal and Torres Strait Islander students.</p>
<p>Aboriginal background</p> <p>\$277,632.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Muswellbrook 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"> • Student attendance and engagement • Highly Effective Teaching Practice: Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: an increase (>90%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated that 54% of Aboriginal students felt good about their culture. Muswellbrook High School now has an FTE ALEC teacher, 0.8 identified SLSO and 2 classroom teachers with an a 0.2 allowance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Aboriginal identified SLSO position to deliver differentiated and personalised support to Aboriginal students. An AEO will be employed 3 days per week. We will continue to build connections with our AECG whilst collaborating with parents and carers.</p>
<p>English language proficiency</p> <p>\$15,527.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Muswellbrook 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 Practice: Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: individualised learning plans and support both within and outside of the classroom. Explicit instruction and adjustments were given to specified students.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>English language proficiency</p> <p>\$15,527.00</p>	<p>funding will be: focus on teachers embedding strategies in their classroom to support students from a language background other than English.</p>
<p>Location</p> <p>\$19,933.68</p>	<p>The location funding allocation is provided to Muswellbrook 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"> • Highly Effective Teaching Practice: Literacy and Numeracy • High Expectations Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • employment of technical support officer • employment learning and support teacher • resources for reading improvement <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students, staff professional learning to support literacy improvement in the classroom, up to date and current technology devices for most classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and using technology to engage learners.</p>
<p>Professional learning</p> <p>\$92,500.00</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 Muswellbrook 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 Practice: Literacy and Numeracy • Highly Effective Teaching Practice: Differentiation • Student attendance and engagement • Whole school systems and practices <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 and explore modelled, interactive, guided and independent writing • upskilling in Scout/RAP analysis for staff. How to use SCOUT data - NAPLAN, Best Start, Check-in Assessment to inform practice and gain an understanding of how to utilise and evaluate the information in each report. • promoting and demonstrating the use of the DoE Literacy and Numeracy HUB - Resources and Guides. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.. 9 staff attended HSC PL. Implementation of Schoolbytes has allowed for reliable tracking of whole school PL.. 4 staff were trained in Multilit and Macquilt to support students for literacy and numeracy. Administration staff attending PL to support the integration of four new technology platforms for 2022. Employment of a CLO has increased insights on Facebook and improved processes such as excursions and communication to parents, seeing a decline in parental complaints.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Professional learning \$92,500.00	personalised and targeted professional learning in the form of mentoring and co-teaching, allocate funding to PDP's and whole school IPM's.
COVID ILSP \$332,611.85	<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 • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: identified students being given tailored and individual support for literacy and numeracy. Students worked in small groups and data was collected to inform the progressions on Plan2. This program also worked to improve data informed practices in the school, sharing student results from NAPLAN and check-in assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
Low level adjustment for disability \$391,678.00	<p>Low level adjustment for disability equity loading provides support for students at Muswellbrook 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"> • Highly Effective Teaching Practice: Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p>

<p>Low level adjustment for disability</p> <p>\$391,678.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	450	449	460	426
Girls	415	410	424	377

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.2	86.9	89.9	81.8
8	82.8	85.6	86.4	77
9	80.3	81.4	87.6	74.5
10	77.9	73.4	84.5	77.4
11	78.4	73.2	82.6	68
12	75	83.2	86.7	77.3
All Years	81.8	81	86.4	75.9
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	30	30	5
Employment	2	5	37
TAFE entry	13	10	15
University Entry	33	40	38
Other	12	10	5
Unknown	10	5	0

Year 12 students undertaking vocational or trade training

33.01% of Year 12 students at Muswellbrook High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

91.9% of all Year 12 students at Muswellbrook 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)	47.5
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.48
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,303,228
Revenue	12,951,868
Appropriation	12,674,115
Sale of Goods and Services	1,227
Grants and contributions	268,025
Investment income	700
Other revenue	7,801
Expenses	-12,594,612
Employee related	-10,872,726
Operating expenses	-1,721,886
Surplus / deficit for the year	357,256
Closing Balance	1,660,483

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.

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	191,523
Equity Total	1,885,019
Equity - Aboriginal	277,633
Equity - Socio-economic	1,200,181
Equity - Language	15,528
Equity - Disability	391,678
Base Total	9,315,713
Base - Per Capita	227,362
Base - Location	19,934
Base - Other	9,068,417
Other Total	612,567
Grand Total	12,004,822

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

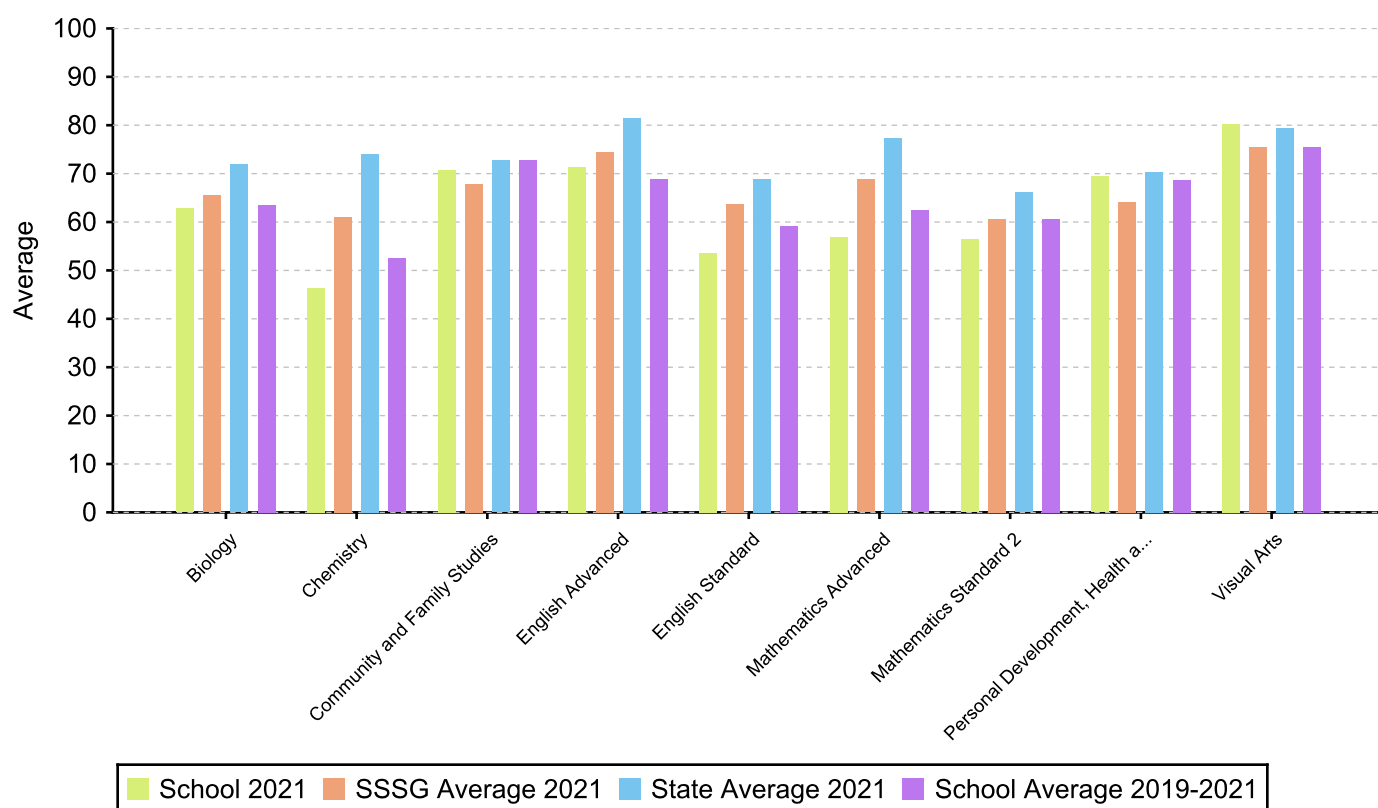
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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	62.8	65.5	71.9	63.6
Chemistry	46.4	61.0	74.1	52.5
Community and Family Studies	70.7	67.9	72.7	72.8
English Advanced	71.3	74.5	81.4	68.8
English Standard	53.6	63.7	68.8	59.2
Mathematics Advanced	56.9	68.8	77.4	62.4
Mathematics Standard 2	56.4	60.6	66.1	60.7
Personal Development, Health and Physical Education	69.4	64.1	70.3	68.7
Visual Arts	80.2	75.4	79.4	75.5

Parent/caregiver, student, teacher satisfaction

Partners in Learning Parent Survey report, indicated a slight decline in parents feeling welcomed at the school, parents being informed, and the school supporting positive behaviour and safety at school. Text messages and emails are the most preferred type of communication. Most parents indicated that reports on their child's progress are written in terms they can understand. 83% indicated that the subjects that their children wanted to study at school are available. 40% of parents indicated that they believe their child requires support for literacy and numeracy. Areas of improvement include school reputation, and parents assisting students with homework.

The Tell Them From Me Survey was completed by 434 students between 14 Nov 2021 and 22 Nov 2021. The Tell Them From Me Survey includes measures of student engagement, categorised as social, institutional and intellectual engagement. When students were asked if they felt challenged in their English, Maths and Science classes and if they felt confident of their skills in these subjects, 23% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge (The NSW Govt norm for this category is 42%). 15% of students were confident of their skills but did not find classes challenging (NSW Govt norm for this category is 11%). 50% of students were not confident of their skills and found English, Maths or Science challenging (The NSW Govt norm for this category is 40%). 12% of students lacked confidence in their skills and did not feel they were challenged (The NSW Govt norm for this category is 7%). Areas of improvement include student engagement from year 7 to 12, increasing students' sense of belonging, positive homework behaviours, increasing student effort, emphasizing high expectations for students to succeed and ensuring that students feel proud of Muswellbrook High School.

In 2021, staff completed the People Matters Employee Survey. The top 3 favourable scores include risk and innovation, inclusion and diversity and employee voice. The bottom 3 favourable scores were recruitment, pay and action on survey results. In comparison to 2020, the most improved questions center around communication and change management, customer service/senior managers, people take responsibility for their own actions and there are people at work who care about each other.

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.