

2021 Annual Report

Muirfield High School



8498

Introduction

The Annual Report for 2021 is provided to the community of Muirfield 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

At Muirfield High School, we are committed to inspiring and empowering our students to succeed across intellectual, creative, social-emotional and physical domains within an engaging and challenging learning environment. All students require access to learning programs that meet their learning needs and that supports them to aspire to, and achieve, personal excellence. Students need to see that learning is meaningful and significant to them and their future goals.

Every student, teacher and leader will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education, training and work, our teachers and leaders will work collaboratively to develop explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge.

School context

Muirfield High School is a comprehensive coeducational secondary school, located in Sydney's north western suburbs, with a 2019-2020 average FOEI of 54. The student population of 873 has been increasing steadily over the last four years. While our school has cultural and linguistic diversity, only 30% of students have a non-English speaking background and 6% require some level of EAL/D (English as additional language or dialect) support. Less than 1% of all students identify as having an Aboriginal background. Muirfield has an emotional disturbance support unit of three classes. In 2021, the support unit is extending to Stage 6; the program having previously been for only Stages 4 & 5.

The school's staffing entitlement for 2021 is 63.5 teaching staff and 14.482 non-teaching staff. The school also employs a Business Manager and Deputy Principal Support from school funds. Our executive staff is stable with the majority being here for more than five years. Twenty percent of our staff are in their early career as teachers, that is, fewer than 3 years of teaching. In 2021, twelve teachers were working towards accreditation.

Muirfield has strong sporting and creative and performing arts programs. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The school has strong collaborative relationships that focus on pedagogy and student wellbeing with our partner primary schools.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan, such as curriculum materials and teaching and learning resources.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through explicit teaching, the use of feedback and improved data collection, data analysis and data use to inform teaching programs.

Muirfield will introduce and refine its approach to High Potential and Gifted Education (HPGE). There will be focus on differentiation to support students who need additional support and students with disabilities, including Life Skills in Stage 6.

Each faculty will embed practices in literacy, numeracy, HPGE and differentiation into teaching programs, ensuring they know their students and are meeting their needs. A key and ongoing focus will be teaching strategies for HSC success.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy, numeracy and HSC attainment through quality teaching practice. Our teachers will use student assessment data to inform teaching and will evaluate their effectiveness and reflectively adapt their practice through targeted and collaborative professional learning.

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.

- Foundations for Success
- HSC Success
- Building the Leadership Team

Resources allocated to this strategic direction

Professional learning: \$45,000.00

Socio-economic background: \$76,586.00

Beginning teacher support: \$8,500.00

Summary of progress

Teaching Reading and Comprehension

Professional learning for all teaching staff focused on teaching the reading skills of building contextual knowledge, scanning/previewing texts and skimming. The Principal led this professional learning on the first School Development Day of the year, to highlight to staff the importance of explicitly teaching reading to boost literacy. Teachers identified reading material to support the COVID ILSP program and to ensure content-based reading in each lesson. This learning was continued on SDD T2, with professional learning focusing on teaching students to identify main ideas and deep knowledge. Professional learning presented by the COVID ILSP Reading Coordinator covered teaching strategies that support levels of reading in identifying main ideas, drawing on the material in the Literacy Hub (AKA The Digital Learning Resource HUB). In Term 2, communication with parents in the school newsletter shared approaches to assist student reading. Evidence shows that teachers are using the explicit teaching of identifying main ideas in reading material. This professional learning was also continued by Stage 6 English teachers, examining and analysed work samples, marking criteria and the examiners' reports. Collectively, they developed the outline of a program to build the identified skills for Muirfield students. COVID lockdown interrupted the continuation of this program of TPL. This work will continue in Term 1, 2022 when evidence should demonstrate explicit teaching of skills to deconstruct texts and respond at critical level.

Item analysis of NAPLAN reading showed the need to address inferential reading and understanding how composers construct texts for particular purposes and audiences. The school is not meeting or trending towards the target for top 2 bands. However, the percentage of students in the top 2 bands has remained stable. The whole-school Reading for Learning Team has been investigating explicit strategies for teaching reading, using those strategies in their classroom and sharing the strategies within their faculty. In Term 4, members of the Reading Team shared some strategies with the whole school. The evidence shows that the action and TPL effectively covered required areas of learning and have been implemented into classroom practice. Continued professional learning, specifically including the Guided Support Package (GSP). The school will continue professional learning on explicit reading strategies.

Numeracy

The school employed a HT Numeracy in Term 2, 2021, just as the school went into hard lockdown, Muirfield being in an LGA of concern. As a result the program could not be implemented as intended in Terms 1, 2 and 3. Thus there is no evidence of team teaching or identifying numeracy demands of syllabuses. In Term 4, the HT Numeracy presented TPL on "What is Numeracy?" The evidence shows the professional learning effectively covered the required learning and developed a common language around numeracy. The HT Numeracy used Scout to analyse numeracy data, identifying student needs. Data highlighted the need to address reading, interpreting and extracting information from tables and graphs and additive and multiplicative skills. In addition, The COVID ILSP small group tuition commenced in Term 2. The school employed a Masters of Education student with a Bachelor in Mathematics who, with the support of the HT Numeracy, provided tuition to small groups of students based on NAPLAN data and school based assessment in Mathematics. 92 students were supported in numeracy. The school is not meeting or trending towards the target for the

increase in the top 2 bands in numeracy. However, numeracy growth from Year 7 to Year 9 is above state and Statistically Similar School Groups (SSSG) and is up from 2019, which is the last time students sat NAPLAN.. The percentage of students at or above expected growth is above both the state and SSSG.

In Term 1, the HT Senior Studies worked with the Mathematics faculty, leading discussions on HSC results and strategies to address identified needs. Teachers engaged in peer observation of Mathematics classes to share approaches. Performance in the top 2 bands for 2020 was in Advanced Mathematics was 51% Band 3, 8% Band 5 and 15% Band 6. Despite COVID interruptions to learning in 2021, this improved to 32% Band 3, 20% Band 4, 12% Band 5 and 16% Band 6. This was mirrored in Extension 1 Mathematics in 2020 students achieved the following: E2 37%, E3 37%, E4 25%, with improvements in 2021 in E3 50% and E4 21%. Unfortunately, the Standard 2 students in the top bands were adversely affected by the shift to online learning and there were no Band 6 results in 2021.

HSC Monitoring

Small group sessions were held in Term 1 with each member of the Senior Executive working closely with executive staff to share faculty HSC monitoring systems and processes. Analysis of HSC results and proposed faculty action were shared, as well as collegial discussion on ways to support NAPLAN targets in reading and numeracy within each faculty. In Term 2, a NESA assessment officer delivered a TPL workshop that provided teachers with an understanding of what constitutes best practice when developing Stage 6 Assessment, and to unpack assessment tasks to determine what is required to design a quality task. Faculties reviewed current assessment tasks and made necessary adjustments based on the advice provided. In Term 3, Senior HSC Markers within the school led professional learning on the consistency of teacher professional judgment, providing guided practice around the collection of work samples and the annotation of benchmark scripts. Using the modelled examples provided, teachers worked collegially within their faculties to create their own annotated samples of student assessment tasks, with the goal of ensuring valid and reliable marks are awarded to student responses. To address student engagement, teachers experimented with more student-based learning activities. Team leaders led staff through Muirfield's 360 feedback program on teaching practice. This includes self-reflection and student and peer feedback. Teachers use the data as a basis for PDP goals. All teachers engaged in this process, with ongoing collegial discussion and reflection throughout the year.

In Term 2, the HT Senior Studies assisted the Science faculty in building their capacity in data analysis. University students on internships were utilised to prepare presentations on the latest research in Science teaching and encouraged teachers to put into action some of the latest, groundbreaking research. The focus was on redirecting teachers from the, "sage on the stage" model to student centred approaches to delivering content. In the 2020 Physics examination the school's results for Section I were 8% less than state mean, and Section II was 10% less than state mean. Following the shift, the results in Section I 2021 had improved to 3% less than state mean and Section II had moved above the average by .5%.

Due to the hard lockdown, the activities in Terms 3 and 4 of the HT Senior Studies changed significantly. Much time was spent on communicating with students and families; developing new approach of online assessments that replace the traditional trials and supporting students and teachers through the school-based marking of major works and practicals. The HT Senior Studies identified that changes in staffing meant there would be a significant increase in the number of early career teachers teaching Stage 6 in 2022. In Term 4, the CESE 'What Works Best 2020 Update' was used to provide professional learning which focused on successful teaching of HSC to early career teachers in three after school workshops which focused on backward mapping from the HSC examination, deconstructing markers' feedback and developing programs and teaching strategies to address existing deficiencies.

The *Technology for Learning Team* investigated wellbeing platforms as a way to improve Stage 6 student self-direction in Term 1, namely the *Canvas* program. Although some aspects of the program looked promising, it was decided that its implementation was not cost effective, and that other programs, such as *Turnitin*, may be a better option to provide student feedback. During the online learning period in Term 3, the team conducted a quantitative survey of Stage 6 students and teaching staff to capture their views of the strengths and weaknesses of the school's online learning platform (Google Classroom) and the methods used by teachers to deliver content and lessons in an online setting.

To build capacity of leaders in this initiative, we need to develop understanding of evidence of change of practice (eg what is the impact in the classroom, or changes in programs), ie quality of process and the outcome..

To move towards achieving our progress measures, we need to identify and share strategies from successful schools, ensure that Stage 6 teaching and learning programs have explicit teaching strategies. The HSC for Success Team need to lead cross faculty sharing of explicit Stage 6 teaching and learning programs. To build data literacy skills the HT Senior Studies needs to continue to work with faculties on data analysis and support the implementation of successful HSC teaching strategies.. Key strategies that needs to be addressed is DARTs - directed activities with reading and scaffolding answers, which can be led by The HSC for Success Team. Ongoing HSC Monitoring and collegial class observation need to continue to support HSC success.

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
NAPLAN Top Two bands <ul style="list-style-type: none"> Percentage of students achieving in the top two bands in reading to be moving towards the school's lower bound system negotiated target of 32.0%. Percentage of students achieving top two bands in numeracy to be moving towards the school's lower bound system negotiated target of 38.8% 	NAPLAN Top Two bands <ul style="list-style-type: none"> 24.42% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target. 26.88% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
HSC <ul style="list-style-type: none"> Percentage of students achieving top two bands in HSC to moving towards the school's lower bound system negotiated target of 45.9% Percentage of students achieving top three bands in HSC to be moving towards the school's lower bound system negotiated target of 81.6%. 	HSC <ul style="list-style-type: none"> 32.37% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target. 65.85% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
NAPLAN Expected Growth <ul style="list-style-type: none"> Percentage of students achieving expected growth in reading to be moving towards the school's lower bound system negotiated target of 68.0%. Percentage of students achieving expected growth in numeracy to be moving towards the school's lower bound system negotiated target of 65.6% 	NAPLAN Expected Growth <ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased to 60.38% indicating progress yet to be seen toward the lower bound target. Percentage of students achieving expected growth in numeracy increased to 50.7% indicating progress toward the system-negotiated target.
NAPLAN Writing <ul style="list-style-type: none"> Percentage of Year 9 students achieving in the top two bands in writing to be moving towards the Statistically Similar School Group (SSSG) percentage. Improvement in the percentage of Year 9 students achieving expected growth in writing to be moving towards the Statistically Similar School Group (SSSG) percentage. 	NAPLAN Writing <ul style="list-style-type: none"> 24.9% of Year 9 students achieved in the top two bands in NAPLAN writing indicating achievement of the school identified target. 67.9% of Year 9 students achieved expected growth in NAPLAN writing indicating achievement of the school identified target.
Instructional Leadership In the theme of Instructional Leadership the school is moving towards Excelling as measured by the School Excellence Framework.	Instructional Leadership Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Instructional Leadership.

Strategic Direction 2: Individualised learning through quality teaching

Purpose

The school situational analysis identified the need for greater understanding of, and consistency in application of, differentiation to positively impact on student engagement. Teaching programs and class strategies will be responsive to the learning needs of individual students and will impact positively on student engagement.

Initiatives

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

- Learning & Engagement

Resources allocated to this strategic direction

Professional learning: \$15,000.00

Low level adjustment for disability: \$66,535.00

Integration funding support: \$144,625.00

: \$60,000.00

Summary of progress

The school worked towards developing individualised learning for all students, with professional learning focusing on both the implementation of the High Performance Gifted Education (HPGE) Policy for high achieving students and differentiated support for students with identified learning needs.

High Performance and Gifted Education

Evidence showed that professional learning on the DoE HPGE Policy was needed. Initial professional conversations during and after the professional learning indicated that not everyone understands what HPGE looks like in the classroom and more learning was needed in strategies to support HPGE. The whole school HPGE Team reviewed Stage 4 teaching & learning programs, accessed the HPGE hub to identify strategies, and trialed these strategies in their classes. Due to time constraints, strategies have not been widely shared and are not yet embedded into teaching and learning programs. COVID lock down and the 14 weeks of remote learning impacted on the implementation of HPGE strategies. With only three terms of this plan and one and a half in lock-down, not all activities could be done to the depth desired. To move towards achieving our progress measure, we need to continue to develop strategies that support HPGE students in the classroom. The HPGE - DLS (Digital Learning Selector) looks promising as a tool to further this goal. A focus for 2022 will be on using strategies from the DLS and embedding these into Stage 4 teaching and learning program.. We need to undertake TTFM for the second year so that an analysis of data can take place. Given time constraints, and the extensive need for professional learning in this area, identification and tracking of HPGE students will not take place in 2022.

Future Focused Learning

To enable sharing of cross-disciplinary approaches to STEM, a STEM teaching team was established for 2021.. Teachers shared and implemented an integrated approach, focusing on applied learning and project-based learning pedagogies. Initial inquires for real/authentic learning opportunities has led to contact with community organisations. An application has been made to Parramatta Council for an engineering/STEM project. Investigation of 100-hour Stage 5 electives did not take place due to time constraints. Student demand in Stage 5 for more access to electives continues to point to the need to investigate 100 hour electives. To move towards achieving our progress measure we need to continue TPL on Stage 5 iSTEM will continue. The material on the DoE material for DoE approved elective courses, ie scope and sequences, teaching and assessment resources is not yet on the DoE site, thus we were unable to use this to support teacher practice. Should this be provided in 2022, this will be used by the STEM Team to develop programs for iSTEM for Year 10. Year 7 STEM programs need to be reviewed. From this, there needs to be professional dialogue and annotating of student work samples to ensure consistency of assessment between teachers. The work of the STEM Team may be strengthened by links with community groups and thus this is an area that will be supported in 2022. In 2022, investigate 100 hour electives in Stage 5 will be undertaken.

Supporting students with a disability

There is consistency in the high quality of support and instruction given to students who require additional support in learning. The challenges have been finding time and the supports for teachers in building knowledge of the wide range of student needs - learning, behavioural, sensory and emotional. A challenge has been identified in developing consistency of use of the Course Performance Descriptors for assessments that have been adjusted.. In TTFM, teachers identified they needed more sample responses that match CPDs. A major challenge was the vacancy of the Learning and Support teacher position in Term 2 and no applicants for the temporary or permanent position. To move towards achieving our progress measure we need to have a Learning and Support teacher. Re-advertising the vacancy will take place in 2022. Given the range of student learning, emotional and behavioural needs, we need to continue to provide time and support for all teachers to build their capacity in addressing student needs, including how to read and implement individual learning plans. We will need to support teachers in aligning CPD with all assessments. This work will be assisted by having teachers in faculties collegially compose Band 5/6 and Grade A/B model answers for assessment tasks.

Primary Partnerships

The Primary Partnerships was significantly affected by COVID restrictions. Several of the primary schools were unresponsive to attempts by Muirfield' to make connections and investigate other ways of operating. The Primary Partnerships Team created digital tutorials for student to student engagement (eg dance and poetry creation) and teacher to teacher connection. Muirfield students demonstrated growing leadership skills as they rose to co-create and lead tutorial sessions. The school acknowledges the importance of strong primary and secondary partnerships. As most of the student to student partnerships are embedded in the teaching and learning programs, and while we are operating in COVID restrictions, this activity will continue as business as usual. Re-evaluation will take place at the end of 2022 for consideration as an activity as part of the SIP in 2023.

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
Attendance <ul style="list-style-type: none"> The percentage of students attending greater than 90% to be moving towards the lower bound system negotiated target of 81.4%. 	Attendance <ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has increased by 4.76%.
Learning and Engagement <ul style="list-style-type: none"> The percentage of teaching programs, classroom observations and assessments demonstrating embedded strategies of HPGE and disability provisions is moving towards the school identified target of 100%. 	Learning and Engagement <ul style="list-style-type: none"> Analysis of teaching programs, classroom observations and assessments indicates that 100% of teachers are embedding strategies disability provisions into classroom practice. Delay in implementing initiatives in Term 3 and have required the work around HPGE to be postponed to 2022. To date 100% of staff undertook HPGE training at the end of Term 4 to begin the process of embedding HPGE into stage 4 Teaching and Learning programs.

Strategic Direction 3: Connecting for wellbeing & learning

Purpose

Parents and carers indicated a need for greater communication so we can work in active partnerships to improve student engagement, wellbeing and attainment. By enhancing our strategic and planned approach to whole school wellbeing we will support all students so they can connect, succeed and learn.

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.

- Building Resilient Learners
- Parents as Learning Partners

Resources allocated to this strategic direction

Summary of progress

Data from earlier years, using Educator Impact and school surveys, identified staff/student relationships as a key strength of Muirfield. The mandatory nature of TTFM provided challenges in correlating data and hence, the school used TTFM in 2021 to provide baseline data. The results tell us that students report largely positive behaviour, positive relationships and a positive learning environment.

Lockdown presented unique challenges in supporting students remotely. Additionally, the Student Wellbeing Team was unable to present SEL programs and at other times in the year were unable to have guest speakers and presenters. The school surveyed students during the extended hard lockdown. The evidence shows that students felt overwhelmingly supported by the school in the area of wellbeing. Individual students and their parents felt confident in making referrals to the school. These students were supported by school staff, via telephone or digital contact and/or referral to outside agencies.

A Student Support Officer was to commence for the start of Term 3. However, there were no suitable applicants for Muirfield. A further complication was the vacancy of our Learning and Support teacher position from the end of Term 2. These staffing vacancies presented a significant challenge as it meant that we were unable commence the SSO work in enhancing the wellbeing and learning outcomes of students, nor the provision of individual and targeted wellbeing support and whole school wellbeing initiatives and programs that these positions allow. Further advertising for SSO, resulted in the appointment of an SSO who started in Term 4 Week 4.

The evidence of rising numbers of students on support or safety plans for mental health concerns also pointed to a need for targeted responses. The Student Wellbeing Team developed a mentoring program for Year 12. The which included caring conversations between teaching staff and students over their 4 terms of HSC course work. The program commenced with Year 11 of 2021. To move towards achieving our progress measure we need to develop programs that address academic resilience. The role of the SSO will need to be clarified for our context and embedded within school well-being practices.. Key steps will be to address the SEL programs across the year cohorts as well as development of targeted programs for small groups.. Sharing of information during, or to avert, crisis situations, is a need that has presented itself.

The Comms Team communicated on school activities. regularly throughout the year. The evidence showed that parents appreciated the regular communication, especially the emails during lockdown. The baseline data from TTFM indicates that parents believe reports are easily understood but they want more on how parents can support learning. We were unable to host the planned sessions on raising adolescents, as COVID lockdown prevented these being held on site. Parents were sent information on webinars, and while data on the take up is not available, anecdotal conversations allude to the lack of desire to engage with unknown presenters from outside agencies via webinars. SchoolBytes was been successfully implemented and parents can now give approval and pay for activities online. Daily texts are now sent to parents if their child is absent or late. Unexplained absences are followed up with a weekly email. These communications are supported by Year Advisors making personal contact with parents by phone for students with emerging attendance issues. SchoolBytes and Sentral will continue. Given the Department of Education does not provide a system that allows text or email to parents, the school will continue to fund both propriety software packages. To respond to parents' desire to work in partnership, we need to develop systems to communicate, in plain English, what students are learning about and learning to do each term.

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
Wellbeing <ul style="list-style-type: none"> In the theme of 'Caring for Students' the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework. 	Wellbeing <ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of "Caring for Students".
Community Satisfaction <ul style="list-style-type: none"> In the theme of "Community Satisfaction" the school is moving towards the identified target of Excelling as measured by the School Excellence Framework. 	Community Satisfaction <ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of "Community Satisfaction".

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in: ensuring that students are engaged in their learning with support staff provided. The funding has also ensured that staff are released to support targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to ensure that any refugee students have the social, academic and welfare supports required and that staff are involved in professional learning to best meet the needs of these students.</p>
<p>Integration funding support</p> <p>\$144,625.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Muirfield 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"> • Learning & Engagement <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 [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - personalised learning plans and programs being implemented for identified students - the ongoing provision of support for the differentiation of teaching materials and assessments for students - increase social participation and accessibility for identified students - increased professional learning for mainstream teachers and support within the classroom - enhanced communication with external providers and parents/guardians through IEP meetings - <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Integration funding support</p> <p>\$144,625.00</p>	<p>Continue to provide targeted and individualised support for identified students continued professional learning and support for staff members to ensure that they are able to best meet the needs of the identified students Provision of release time for staff to work with specialist support staff in the modification and differentiation of teaching resources and assessments</p>
<p>Socio-economic background</p> <p>\$76,586.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Muirfield 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"> • Foundations for Success • HSC Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing (Instructional leader) to support Stage 6 students • professional development of staff through Instructional leadership to support student learning • employment of additional staff to support ICT and the delivery of online learning platforms or staff and students . • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Provision of laptops for students who were not able to access. - Improved student access to online learning platforms - support for staff in the development and delivery of online learning - Instructional leader support for senior students including mentoring, resource development etc - targeted professional learning within identified faculties to analyse HSC data, teaching programs and pedagogical styles - increased retention of senior students with 60% gaining entrance into university <p>After evaluation, the next steps to support our students with this funding will be: Maintain the support offered to staff and students in the provision of technology for teaching and learning. Continued provision of support for Stage 6 students to realise individual potential and optimise HSC success Continued analysis of HSC data and teaching programs to enhance student engagement and performance.</p>
<p>Aboriginal background</p> <p>\$5,019.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Muirfield 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The individualised support of Aboriginal students, especially during the

<p>Aboriginal background</p> <p>\$5,019.00</p>	<p>COVID online learning period, through mentoring, provision of social support and targeted academic support.</p> <ul style="list-style-type: none"> - Individualised plans for identified students and enhanced communication with families to ensure optimum engagement and academic performance. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued academic and social support of identified students - provision of extra curricula opportunities for Aboriginal students.
<p>English language proficiency</p> <p>\$92,905.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Muirfield High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • employment of additional staff to support communication • provision of social and welfare support for international students to enhance their transition processes. <p>The allocation of this funding has resulted in:</p> <p>Increased engagement, social and academic support of students with EAL/D students in all subject areas.</p> <p>Increased participation and attendance rates for EAL/D students.</p> <p>All students met the HSC Minimum Standards.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to support these EAL/D students through the provision of targeted support for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$189,865.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Muirfield 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"> • Learning & Engagement • Other funded activities <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 • employment of LaST and interventionist teacher • 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 <p>The allocation of this funding has resulted in:</p> <p>an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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>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</p>

Low level adjustment for disability \$189,865.00	provide additional support for identified students through the employment of trained SLSOs.
COVID ILSP \$163,233.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>The provision of targeted programming for identified students in numeracy and literacy. Co-ordinators found that the program was effective in enhancing student engagement and application. Students reported a growing confidence in attempting class work as a result of the small group tuition</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued teacher release for staff to coordinate the program as well as the employment of educators to work with small groups of identified students with literacy and numeracy needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	428	440	431	428
Girls	377	399	416	427

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.9	93.5	95.5	94.4
8	93.7	91.1	93.3	91.9
9	89.6	91.5	92.7	88.9
10	90.7	85.1	92.5	87.9
11	91.2	88.5	91.7	90.1
12	92.2	88.6	92.4	88.1
All Years	92.2	90	93.2	90.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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

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

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

with previous years.

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

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	22
Employment	0	0	6
TAFE entry	0	8	6
University Entry	NA	NA	60
Other	1	5	6
Unknown	0	0	9

Year 12 students undertaking vocational or trade training

41.07% of Year 12 students at Muirfield High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.1% of all Year 12 students at Muirfield High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	14.48
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	1,969,881
Revenue	10,998,781
Appropriation	10,372,267
Sale of Goods and Services	15,979
Grants and contributions	565,488
Investment income	2,567
Other revenue	42,480
Expenses	-10,850,636
Employee related	-9,706,709
Operating expenses	-1,143,927
Surplus / deficit for the year	148,146
Closing Balance	2,118,027

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	145,548
Equity Total	341,951
Equity - Aboriginal	5,019
Equity - Socio-economic	54,162
Equity - Language	92,906
Equity - Disability	189,864
Base Total	9,027,452
Base - Per Capita	213,464
Base - Location	0
Base - Other	8,813,988
Other Total	490,359
Grand Total	10,005,310

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

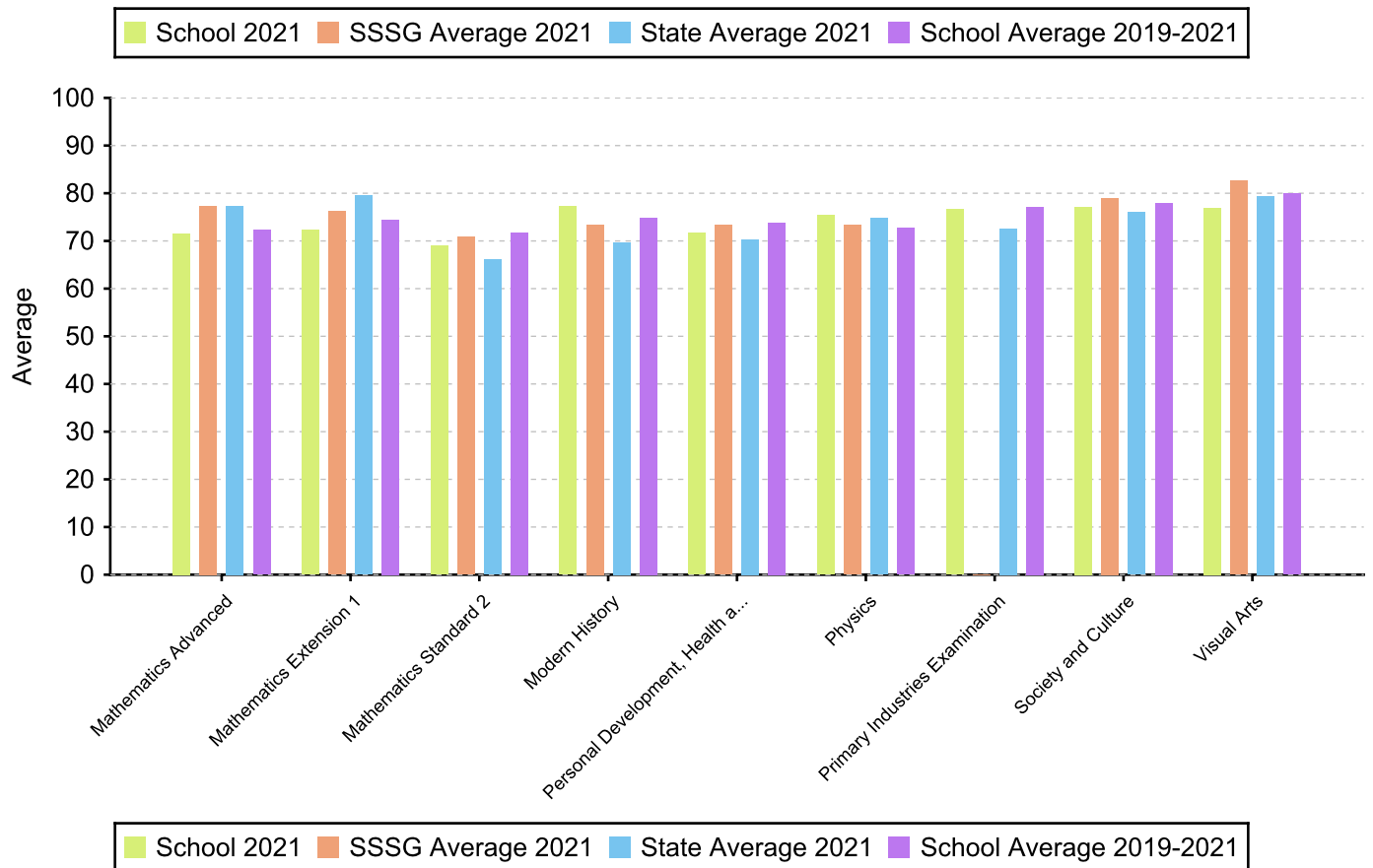
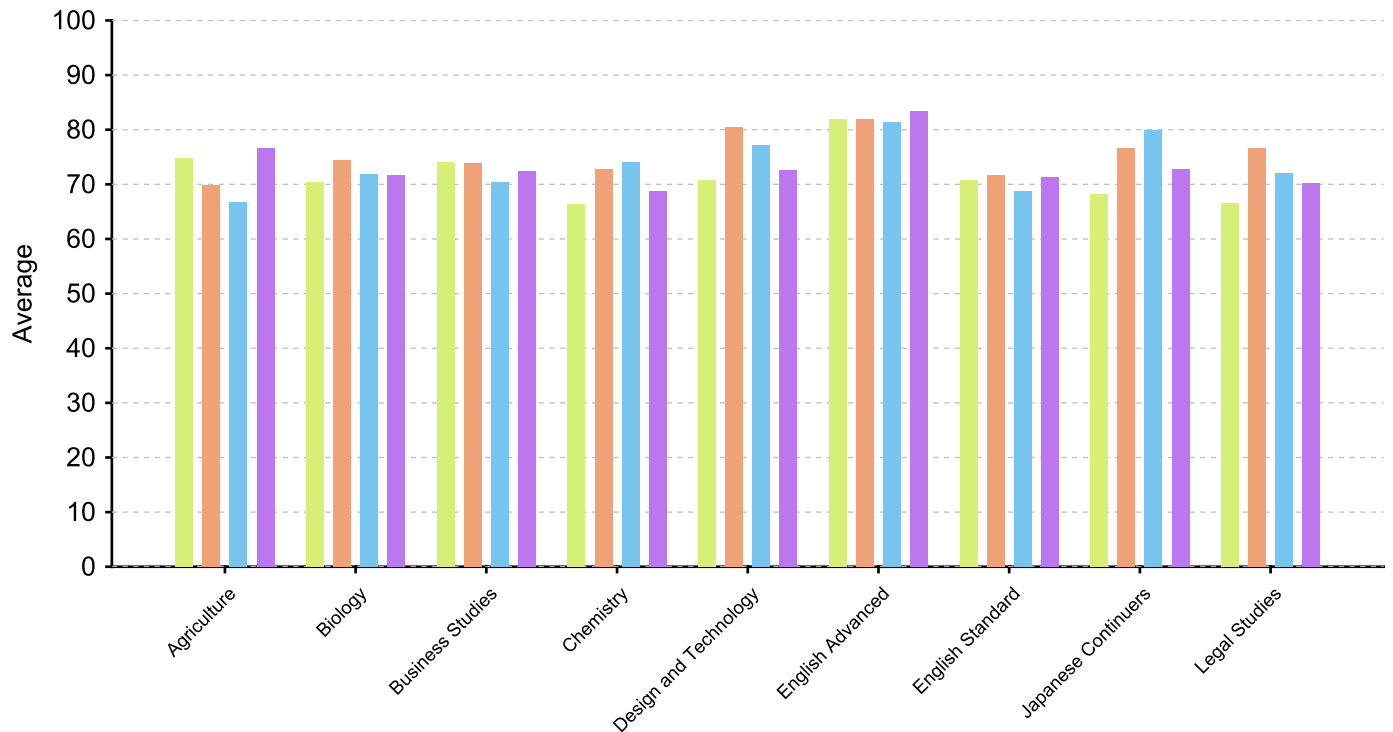
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Agriculture	74.7	69.8	66.7	76.7
Biology	70.4	74.4	71.9	71.7
Business Studies	74.1	73.9	70.4	72.4
Chemistry	66.4	72.8	74.1	68.7
Design and Technology	70.7	80.5	77.2	72.6
English Advanced	82.0	81.8	81.4	83.4
English Standard	70.7	71.6	68.8	71.2
Japanese Continuers	68.1	76.7	79.9	72.8
Legal Studies	66.5	76.6	72.0	70.3
Mathematics Advanced	71.6	77.4	77.4	72.3
Mathematics Extension 1	72.3	76.2	79.5	74.4
Mathematics Standard 2	69.0	70.9	66.1	71.7
Modern History	77.2	73.5	69.7	74.8
Personal Development, Health and Physical Education	71.7	73.3	70.3	73.8
Physics	75.4	73.3	74.8	72.7
Primary Industries Examination	76.6	0.0	72.6	77.1
Society and Culture	77.1	79.1	76.0	77.9
Visual Arts	76.9	82.6	79.4	79.9

Parent/caregiver, student, teacher satisfaction

The school continued to communicate readily with the wider community and parents were complementary of the ongoing communication with the school provided on a weekly basis during the COVID lockdown period. Tell Them From Me Data reported that students identify their positive interactions with staff members and the development of mentoring programs from students in stage 6, enhanced these relationships. Teachers, although challenged by the significant demands and changes of the COVID situation and remote learning, remained positive and worked cohesively to support student learning.

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.