2021 Annual Report

Murray High School

8505

Introduction

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

Murray High School aims to uphold and preserve our shared beliefs and what we all agree to be important. We value the expertise of our staff (professional integrity), how we conduct ourselves (character), our school environment (work spaces) and how we treat one another (our people). Integral to this is our ongoing focus on student growth and attainment, aligned teaching practices and purposeful leadership.

School context

Murray High School is in the Albury suburb of Lavington, which sits proudly within Wiradjuri country. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe and happy school in a caring environment.

The school draws from a diverse community, with 10% of the student population being Aboriginal and a further 10% of students from refugee backgrounds. Our welfare and student conduct practices are built on the Positive Behaviour for Learning (PB4L) framework and the school adopts Curiosity and Powerful Learning (CPL) as the basis for our learning strategies. Murray High School enjoys strong connections with the local community, including Charles Sturt and La Trobe Universities, and schools in our network are highly and mutually supportive. The school is well known for its staff collegiality across all sectors of teaching, non-teaching and support personnel.

A comprehensive situational analysis has been conducted, leading to the development of the 2021-2024 Strategic Improvement Plan. This has involved genuine consultation with students, staff, parents and the broader school community. Through our situational analysis we have identified the need to use most of the school's equity funding to support a range of school-developed initiatives.

Improvement in student outcomes will come about through the effective alignment of *Curiosity and Powerful Learning* and the CESE research into *What Works Best.* The deployment of specialised teaching expertise and modelling will ensure ongoing skill building in the areas of literacy and numeracy. Connecting leadership decisions to agreed values and shared beliefs will ensure predictability and trust.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

With an intent focus on student data we will systematically identify the learning needs of individuals and groups. The deployment of an appropriately skilled workforce will enable the design of effective teaching practices that can influence approaches to learning. Integral to this is the nurturing of student advocacy, expectations for success and belonging.

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.

- Literacy and Numeracy Skills
- Belonging, Expectations of Success and Advocacy

Resources allocated to this strategic direction

COVID ILSP: $434,666.00
Socio-economic background: $219,924.75
Per capita: $172,640.00
Aboriginal background: $59,276.00
Refugee Student Support: $30,152.74
English language proficiency: $47,948.26
Integration funding support: $168,672.00
Low level adjustment for disability: $22,424.00

Summary of progress

Literacy and Numeracy Skills

Progress has been evidenced by the establishment of the Literacy and Numeracy Skills Hub. This has included staffing with a specialist classroom teacher as well as Covid Intensive Learning Support Program tutors. There has been substantial investment in physical teaching and learning resources and materials. The leadership of this initiative has demanded the appointment of a higher duties Head Teacher Teaching and Learning.

Student data (PLAN 2, NAPLAN, Check-In Assessment, student work samples) has been used regularly to identify target students and assess their points of need. Students have been engaged in small group and individual tuition on a withdrawal basis and specialist literacy/numeracy staff have been teaching skills in mainstream classrooms. Teaching roles and examples of teaching practice have continued to evolve and duty statements have been up-dated accordingly.

Literacy & Numeracy specialist staff have contributed to a proposal for ongoing development next year. This has manifested in planning for professional learning and teaching strategies that include vocabulary as a common focus. An area of the school (Year 7 Consolidation Class) has been selected as an example of team teaching and differentiation practices.

Belonging, Expectations of Success and Advocacy

Murray High School is a partner with The Albury Project, which aims proactively to reach young people and families prior to crisis occurring as a preventive strategy. Our involvement demonstrates our planned approach to wellbeing through the collection, analysis and use of data related to the risk of student homelessness, disengagement and poor mental health. The data is used to engage service from within the school and across the community, depending on identified student needs.

The restructure of wellbeing services has resulted in a centrally located wellbeing unit. Students have regular opportunities to engage with the Head Teacher Wellbeing, school counsellors, student support officers, year advisors and Albury Project youth workers. Technology was resourced to facilitate access to Telehealth counselling services, extending the availability of support and assistance to students both on and off the school site. Facing the year's challenges of student remoteness, personnel from the Wellbeing Unit and others across the school used their time and school resources to prepare meals and deliver them to students and families in isolation. This was augmented through our association with Albury-Wodonga Foodshare.

Our EAL/D cohort represents approximately 10% of the student population, with most EAL/D students having a refugee background. Individual learning needs are supported by EAL/D staff both within and external to Intensive English

classes. Extra teaching and support staff are allocated and wellbeing initiatives are further facilitated though our connections to the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS).

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
• Specialist teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement. • Teachers collaborate to inform the development of evidence-based programs and lessons that meet the needs of all students.	• NAPLAN Value Add (Yr7 - Yr9) remains on an upward trajectory since 2018, is above State average and measured against the SEF as Sustaining and Growing. 100% of Year 12 students have achieved HSC Minimum Standard. • The timetable has changed to accommodate fortnightly 'Focus on Teaching Meetings' (FOTMs). The purpose is for collegiate planning and evaluation of targeted teaching initiatives.
• The leadership team regularly uses student progress and achievement data to inform key decisions, such as resourcing and implementation of new programs or initiatives. • Year 9 NAPLAN results are used to inform potential for HSC band achievement.	• The development of the Engagement and Transition Centre (ETC) and Literacy & Numeracy Skills Hub has been built on the reflection of individual attendance, engagement and academic progress data. • A whole-school focus on the characteristics of Band 6 writing has underlined connections between Year 9 NAPLAN and HSC band achievement. • An ongoing targeted approach to vocabulary has been established.
• Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.	• Deputy Principals have continued with fortnightly HSLO briefings and daily monitoring of on-site attendance. This is complemented by regular attendance focus at wellbeing meetings on a weekly basis. • The school employs an automated system of parent/carer notifications in the case of unjustified and unexpected student absenteeism. • Accurate role marking is checked via the Reception Office and addressed with individual staff as required, resulting in 99.6% data completeness in 2021 and 100% in 2020. • The school has faced similar attendance challenges as others during the course of the year, but overall attendance from 2020 to 2021 reflects a comparatively smaller decline of 2.5% in comparison to that of the statistically similar schools group, which is 4.3%.
• The school plans for and monitors a whole-school approach to student wellbeing and engagement.	• TTFM data indicates that the majority of students are displayed in the optimum quadrant for Belonging - Expectations and Advocacy - Expectations. • Data for Aboriginal students reflects similarly to that for the whole school. • Student advocacy has increased from 50% to 58% between 2017 and 2021. • Students' sense of belonging has increased by 4% between 2018 and 2021. • Expectations of success has grown from 69% to 79% between 2017 and 2021.

Strategic Direction 2: Aligned teaching practices

Purpose

By aligning our practices, based on trusted research, we will create common and reliable points of professional reference. A consistent educational philosophy will allow for and encourage individual flair, creativity and character, thus enhancing ongoing engagement with 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.

- Explicit Teaching
- Engagement with Learning

Resources allocated to this strategic direction

Professional learning: $81,151.00
Socio-economic background: $456,579.00

Summary of progress

Explicit Teaching

The school's executive structure has continued to include a higher duties Deputy Principal Instructional Leadership. This role is integral to maintaining consistent focus on targeted teaching strategies and the professional learning that is used to support it. The characteristics of explicit teaching have continued through the practices associated with *Curiosity and Powerful Learning,* which is a strategy that has been adopted by a number of schools across the network. A timetable adjustment has been made to support faculty-based focus meetings that concentrate on specifically targeted practices. This has allowed for an alternative to the School Improvement Team and its associated observation strategies. Murray High School has invested in the services of education consultants, Breaking New Ground Learning, for the purpose of triangulating professional learning in focus areas. This is especially the case for beginning teachers and those who are new to the school.

Investment in the school-defined teaching role of Classroom Teacher Literacy & Numeracy (CT L&N) has continued. The duties of this role include student data analysis, identification of specific skill deficits and planning for strategies to address them, assisting with resource planning and investment, and assisting with the development of professional learning in connection with literacy and numeracy skills. It was through this role that the school's need for a focus on vocabulary was identified, and the CT L&N is responsible for delivering ongoing professional learning in the explicit teaching of vocabulary. Necessary leadership support has been provided through the higher duties position of Head Teacher Teaching & Learning, whose role includes drawing together and leading practices in the Literacy & Numeracy Skills Hub and the Engagement and Transition Centre. This role also includes assisting with the direction and application of targeted practices across the school.

Engagement with Learning

Practices within the Engagement and Transition Centre (ETC) have centered on individual student needs, bringing forward opportunities for students to find genuine connection to their individual learning. The ETC has become the cornerstone on which MHS builds positive relationships and increases educational engagement practices. Teachers and support staff in the ETC have a commitment to fostering a school-wide culture of high expectations and a shared responsibility for student engagement, learning, development and success. Communication from the Head Teacher Teaching & Learning updates all school staff of student progress and alerts the school to individual student needs and considerations so that necessary adjustments may be made in mainstream classrooms. The ETC received a Secretary's Award for Excellence in Innovation.

The school has provided a range of alternative educational programs, differentiated to serve the needs of students including those at risk of disengagement. The *Budding Builders Program* for Aboriginal Boys is an example of adjustments that address individual learning needs. Teachers, students and parents were involved in planning this program to improve outcomes, including celebration of culture and belonging for Aboriginal boys in Stages 5 and 6. EAL/D staff assess students against the EAL/D Learning Progressions and facilitate professional learning for mainstream teachers. This ensures consistent school-wide practices that are aligned to meet the learning needs of our substantial EAL/D cohort.

The establishment of Focus on Teaching Meetings creates scope for concentrated attention to specific teaching

strategies and practices, without interruptions from and distractions by operational matters. Practices are developed collaboratively and shared across the school, with the overall direction being maintained from a central point within the school executive. This means that professional creativity, originality and invention can characterise practice development while a consistent direction and vision are maintained.

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
• Explicit teaching is the main practice used in the school. • Teachers respond promptly to student work.	• Scope & sequence and learning programs are the focus of school-wide development through FOTMS. Practice consistency is being monitored via senior executive supervision. • The framework of *Curiosity and Powerful Learning* provides the platform for explanation, modeling and guided learning. • Checking for student understanding includes school-wide use of examples and non-examples. This is identified as a targeted practice.
• Structures exist to ensure that teaching is consistently good and there are no pockets of inadequate practice.	• HSC monitoring follows a regimented process for compliance to align with NESA requirements. There is an executive working party that consults with the Principal to formalise process development. • Teaching programs and registration are key focus areas school-wide. They are closely checked and monitored by the senior executive as part of a formalised process to ensure school-wide alignment.
• The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes.	• In addition to NAPLAN and HSC, the school regularly refers to assessment data that includes Best Start, PLAN2 and Check-In Assessment. • Assessment data is used to plan for: literacy & numeracy interventions for individuals and groups; student placement in specific learning activities; and teacher allocation to Stage 6 courses. • The biannual student reporting process has been reviewed to maintain strict alignment with the policy for *Curriculum planning and programming, assessing and reporting to parents K-12.*

Strategic Direction 3: Purposeful leadership

Purpose

By connecting leadership decisions to specific purposes we will maintain a secure and lasting platform for change management. Our model of leadership will engender a sense of predictability and trust, endeavouring to ensure that every staff member, as well as every student, is known, valued and cared for. At the same time, we will authentically engage with our community to ensure genuine relationships and community satisfaction.

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.

- Distributed Leadership
- Administrative Systems and Processes

Resources allocated to this strategic direction

Socio-economic background: $64,478.50
School support allocation (principal support): $36,492.00

Summary of progress

Distributed Leadership

Senior executive and executive leadership development continues to facilitate opportunities for students and school personnel. The school-funded Deputy Principal Instructional Leadership has assisted with the planning, implementation and monitoring of school improvement programs, professional development, and operational activities. The school-funded Head Teacher Teaching and Learning has taken carriage of programs connected with the school's Literacy & Numeracy Skills Hub and the Engagement and Transition Centre, and continues to oversee strategy development for building students' literacy and numeracy skills. The Senior Executive has completed leadership training in the planning, implementation and monitoring of educational programs to ensure sustained focus on key initiatives. The school is building the leadership capacity of head teachers through dedicated meeting time to lead the development of pedagogical strategies that are common across the school.

Administrative Systems and Processes

The school has continued the process of reviewing and updating administrative systems and processes in areas including: attendance; programming; compliance; and wellbeing. Executive professional learning has been directed towards system efficiency and research-based leadership, examples of this being Simon Breakspear's *Agile School Leadership* program as well as Judy Hatswell's *Choice Theory/Reality Therapy Basic Intensive Training*. The ongoing employment of a business manager in addition to the School Administration Manager has ensured consistency and thorough carriage of administration, human resourcing, property and financial management.

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
• Formal mentoring and coaching exists to improve teaching and to develop aspiring leaders.	• All new staff members, both experienced and early career, complete a formal induction program that is specific to the school and its operations. • Early career teachers are provided with formalised and tailored mentoring and support in addition to the collegial day-to-day support given by executive and non-executive colleagues. • All staff in longer-term relieving executive positions access targeted mentoring, therefore developing leadership capacity and effectiveness in practice. • The senior executive has completed formal training in *Agile School Leadership*, which is providing a blueprint for consistency and efficiency in decision-making and progress tracking.

• Parents and community members have the opportunity to engage in a range of school-related activities that help build the school as a cohesive educational community.	• Parent and community engagement was affected by common nation-wide challenges. These challenges notwithstanding, engagement through the school canteen service and Parents and Citizens' Association has continued effectively. • Parents have contributed to school decision-making through online engagement, providing valuable feedback in areas including changes to the day structure and student use of mobile phones. • Community engagement has continued in celebrating school successes via social media. • Connection between the school and community has been active through social media, on-line meeting platforms, email and phone communication.
• All school staff are supported to develop skills for the successful operation of administrative systems and a positive service ethic is evident.	• School personnel have completed professional development in administrative systems, including IT and school information management systems. This has facilitated the successful transition of data migration and communication protocols. • Information systems have transitioned successfully in accordance with the Rural Access Gap technology implementation. • Formal compliance and operational processes are key focus areas in localised professional learning and practice development. • DoE policy, legislation and NESA requirements are regular reference points for establishing compliance and process veracity.

Funding sources	Impact achieved this year
Refugee Student Support $30,152.74	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Belonging, Expectations of Success and Advocacy **Overview of activities partially or fully funded with this targeted funding include:** • EAL/D Cultural Support • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students **The allocation of this funding has resulted in:** * Improvement in English language proficiency, academic performance and wellbeing support for EALD students. * Increased staff capacity in teaching strategies specific to EAL/D programming and education delivery. * Continued growth in cultural awareness and trauma-informed practice. **After evaluation, the next steps to support our students with this funding will be:** * Continuation of current practices and service delivery. * Ongoing assessment of practice and staff deployment to determine necessary adjustments and developments.
Integration funding support $168,672.00	Integration funding support (IFS) allocations support eligible students at Murray High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Belonging, Expectations of Success and Advocacy **Overview of activities partially or fully funded with this targeted funding include:** • Disability Adjustments and Accommodations **The allocation of this funding has resulted in:** * Tailored education delivery to suit the needs of individual students. * Considered and negotiated adjustments and accommodations to provide equitable opportunities for success. * A scale of student access to teaching and support staff that exceeds central allocation. **After evaluation, the next steps to support our students with this funding will be:** * Continued allocation of extra SLSO support. * Evaluation of LaST structure to inform any necessary developments or continuation of current models of practice.
Socio-economic background $967,982.25	Socio-economic background equity loading is used to meet the additional learning needs of students at Murray High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Belonging, Expectations of Success and Advocacy

Socio-economic background $967,982.25	• Literacy and Numeracy Skills • Explicit Teaching • Distributed Leadership • Engagement with Learning • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Literacy and Numeracy Hub • Hands On Learning • Engagement and Transition Centre • Positive Behaviour for Learning (PBL) • School Leadership Structure • Technology • Faculty and Administration Budgets • Work Spaces • Curiosity and Powerful Learning **The allocation of this funding has resulted in:** * Improved student academic outcomes for targeted students and a correspondingly closing gap between lower and higher academic and social achievement. * Improved student engagement as measured by academic performance, attendance and behaviour. This is especially the case for students involved in specific engagement programs. * Opportunities for creative and unique strategies for education experiences and engagement. **After evaluation, the next steps to support our students with this funding will be:** * Continuation of current program structure. * Ongoing assessment of practice to determine adjustments and developments.
Aboriginal background $59,276.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murray 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Belonging, Expectations of Success and Advocacy **Overview of activities partially or fully funded with this equity loading include:** • Aboriginal Education Officer • Budding Builders Project **The allocation of this funding has resulted in:** * A culturally safe learning environment for Aboriginal students and their families. * Examples of engagement and achievement that indicate outcomes for Aboriginal students being as good as or better than those of the general student population. * Growing connections between the school, AECG and local Aboriginal communities. **After evaluation, the next steps to support our students with this funding will be:** * School-wide professional learning in Aboriginal cultural awareness. * Ongoing evaluation of practices to determine necessary changes in practice. * Commitment to the continued employment of the AEO.
English language proficiency	English language proficiency equity loading provides support for students at

$339,454.26	all four phases of English language learning at Murray High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Belonging, Expectations of Success and Advocacy • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Additional teacher time to provide targeted support for EAL/D students and for development of programs • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in:** * Robust student and family support through SLSOs Ethnic with consequent student engagement. * A student-teacher ratio that exceeds the central allocation, thus enabling more individualised and specialised tuition. * Progress in the achievement of HSC Minumum Standard for EAL/D students. **After evaluation, the next steps to support our students with this funding will be:** * Continuation of EAL/D staffing structure and allocation. * Ongoing development of strategies for EAL/D students meeting HSC Minimum Standard.
Low level adjustment for disability $336,354.00	Low level adjustment for disability equity loading provides support for students at Murray High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Belonging, Expectations of Success and Advocacy • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Additional LaST Teaching Allocation • Additional SLSO support **The allocation of this funding has resulted in:** * Curriculum differentiation and resource development to address individual learning needs. * Extended classroom support for teachers and students through increased SLSO allocation. * Effective and pre-emptive adjustments and accommodations. **After evaluation, the next steps to support our students with this funding will be:** * Cyclical review of practices to ensure and maintain effective directions. * Continued staff allocation.
Location $3,228.21	The location funding allocation is provided to Murray High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • Inter-school transport

Location $3,228.21	**The allocation of this funding has resulted in:** * Students have accessed school-provided transport between partner schools in order to attend courses not offered at their enrolled school. * Broadened Stage 6 course offerings through inter-school collaboration. **After evaluation, the next steps to support our students with this funding will be:** * Joint review of practice with partner school's to determine future direction.
Professional learning $81,151.00	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 Murray High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching **Overview of activities partially or fully funded with this initiative funding include:** • Professional Learning **The allocation of this funding has resulted in:** * Program development for school-wide professional learning in the explicit teaching of vocabulary. * Executive professional learning to support improvement in administrative and organisational processes. * Leadership characteristics based on internal psychology. This is creating collegial cohesion amongst staff and greater locus of control for students and staff alike. **After evaluation, the next steps to support our students with this funding will be:** * Administrative adjustments to the application process for professional learning. * Continued focus on leadership development, based on internal psychology.
School support allocation (principal support) $36,492.00	School support allocation funding is provided to support the principal at Murray High School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Administrative Systems and Processes **Overview of activities partially or fully funded with this initiative funding include:** • Administration and Management Structure **The allocation of this funding has resulted in:** * Capacity for the employment of a Business Manager, alongside the School Administration Manager. * Distribution of executive tasks that allow for equitable attention to the Principal's professional practices. **After evaluation, the next steps to support our students with this funding will be:** * Commitment to current staffing structure. * Application to the Department for entrenching the role of Business Manager.
COVID ILSP $434,666.00	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

COVID ILSP $434,666.00	school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Skills **Overview of activities partially or fully funded with this targeted funding include:** • Literacy and Numeracy Skills Hub **The allocation of this funding has resulted in:** * Data-informed practices in building individual literacy and numeracy skills. * A high volume of HSC Minimum Standard achievement. * Growth in student literacy and numeracy as evident in external data, internal assessment, teacher observation and work samples. **After evaluation, the next steps to support our students with this funding will be:** * Maintain current practices as they are.
Per capita $172,640.00	These funds have been used to support improved outcomes and the achievements of staff and students at Murray High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Skills **Overview of activities partially or fully funded with this operational funding include:** • Staff Allocation **The allocation of this funding has resulted in:** * Specialist staff, additional to central allocation, are continually examining student data to design and deliver programs in response to students' skill base. * Mainstream teachers and head teachers are developing capacity in the explicit teaching of literacy and numeracy beyond the regular training of secondary-school educators. * Student skills in literacy and numeracy and the volume of HSC Minimum Standard achievement are improving. **After evaluation, the next steps to support our students with this funding will be:** * Allow for a team-teaching model with the Year 7 consolidation class. * Engage the implicit teaching of vocabulary across the school using research-based teaching strategies along with pre-and-post-assessments. * Maintain staffing structure and review role descriptions as necessary.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	320	347	336	303
Girls	336	361	354	340

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	90.7	87	89.4	85.6
8	84.5	83.3	85.2	80.7
9	83.2	79.2	81.9	80
10	83.6	76.9	77.9	76.7
11	76.5	83.8	80.9	71.1
12	85.1	85.1	86.5	82.8
All Years	84.3	82.3	83.4	79.2
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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

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

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

with previous years.

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	16
Employment	0	7	19
TAFE entry	10	15	13
University Entry	0	0	24
Other	10	6	8
Unknown	1	6	20

Year 12 students undertaking vocational or trade training

54.44% of Year 12 students at Murray High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

76.8% of all Year 12 students at Murray 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)	9
Classroom Teacher(s)	39.3
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	13.28
Other Positions	1.54

*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	560,752
Revenue	11,665,893
Appropriation	11,585,807
Sale of Goods and Services	10,808
Grants and contributions	67,629
Investment income	249
Other revenue	1,400
Expenses	-11,660,950
Employee related	-10,623,190
Operating expenses	-1,037,760
Surplus / deficit for the year	4,942
Closing Balance	565,695

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	198,825
Equity Total	1,712,220
Equity - Aboriginal	59,276
Equity - Socio-economic	968,002
Equity - Language	345,418
Equity - Disability	339,524
Base Total	8,101,984
Base - Per Capita	172,641
Base - Location	3,228
Base - Other	7,926,115
Other Total	472,493
Grand Total	10,485,521

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.

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.
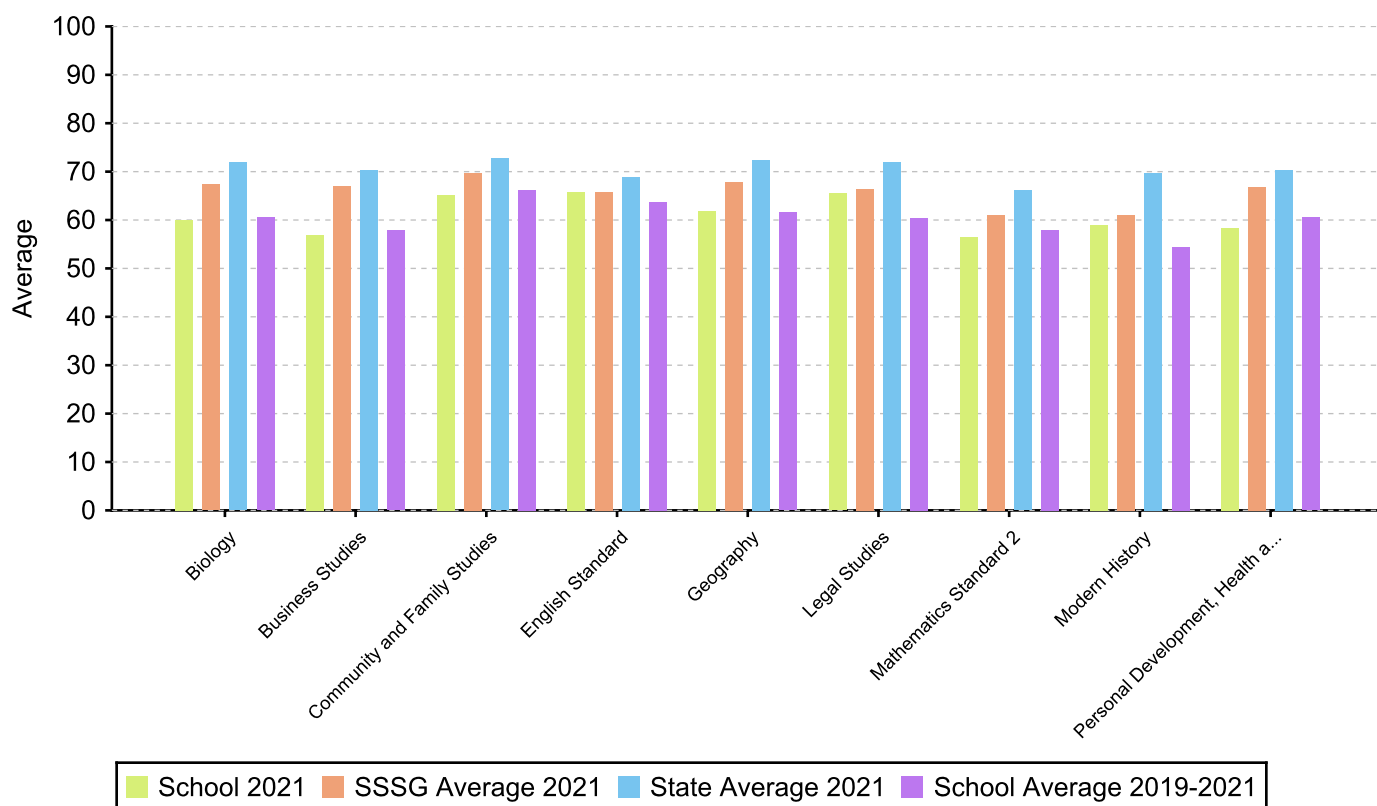
Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	60.0	67.4	71.9	60.5
Business Studies	56.9	67.0	70.4	57.8
Community and Family Studies	65.2	69.7	72.7	66.2
English Standard	65.8	65.8	68.8	63.8
Geography	61.9	67.9	72.4	61.5
Legal Studies	65.5	66.5	72.0	60.3
Mathematics Standard 2	56.5	61.0	66.1	58.0
Modern History	59.0	61.1	69.7	54.4
Personal Development, Health and Physical Education	58.3	66.8	70.3	60.5

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

With the challenges of engagement we did not enjoy the benefit of TTFM survey feedback. The absence of this notwithstanding, communication with parents/caregivers and consideration of their feedback has been a driving point. In extension to a prior appreciative inquiry process, parents/caregivers were consulted on specific school directions and decisions. This encompassed matters from Year 12 graduation arrangements to the use of mobile phones in the school. Our regular phone, email and post communication continued as usual, with the addition of online engagement during times of physical isolation. Decisions to which parents/carers made direct contribution included:

- Onsite Year 12 graduation in order to include all students and parents/caregivers
- Timetable restructure to allow for Focus on Teaching Meetings
- Student use of mobile phones in the school

We look forward to the opportunity for a more structured collection of parent/carer satisfaction data in 2022 and will be continuing with our established methods of consultation on matters of global decision making.

Student Satisfaction

Considering our school context and complexity, our prime focus has been on student wellbeing. In gauging student satisfaction we have considered results from the TTFM survey and cross-referenced them to our incident and suspension data. Qualitative and quantitative information tells us that:

- Advocacy has increased by 8 percentage points over the last 4 years
- Belonging has increased by 4 percentage points over the last 3 years
- Expectation of Success has increased by 10 percentage points over the last 4 years
- Short suspensions decreased from 75 to 12 over the past 3 years
- Long suspensions decreased from 52 to 17 over the past 3 years

(NB: no lock-downs were in effect for the period of calculation of 2021 suspension data. Commensurate lock-down periods were excluded from calculations in order to maintain the integrity of year-by-year comparisons).

Staff Satisfaction

Our main source of information for staff satisfaction is the PMES. Results from the 2021 survey indicate the following top scores:

- Job purpose and enrichment 84% (no difference from 2020)
- Risk and innovation 85% (+17 from 2020)
- Health and safety 82% (no difference from 2020)
- Inclusion and diversity 80% (+30 from 2020)
- Teamwork and collaboration 77% (+14 from 2020)
- Decision making and accountability 75% (+20 from 2020)
- Employee voice 82% (+20 from 2020)
- Customer service 80% (+35 from 2020)

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.