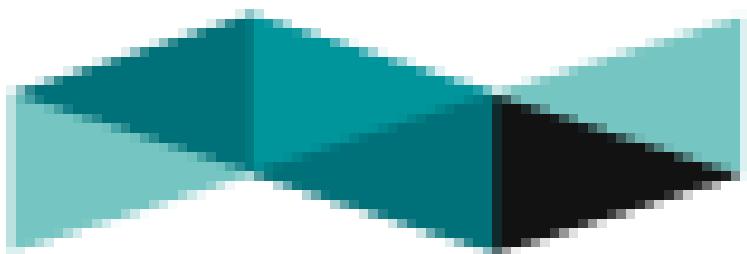




2021 Annual Report

Murrumbidgee Regional High School



MURRUMBIDGEE Regional High School

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Introduction

The Annual Report for 2021 is provided to the community of Murrumbidgee Regional 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 Murrumbidgee Regional High School, we aspire to be among the highest performing comprehensive public high schools in New South Wales, through a relentless focus on achieving excellence for our students, staff and community.

School context

Murrumbidgee Regional High School is a large, 7-12 comprehensive secondary school in Griffith with 1200 students, including 12% Aboriginal and 22% Pasifika students, as such we have two Clontarf Academies, an Aboriginal Learning and Engagement Centre.

Our school is situated across two sites, both offering a comprehensive 7-12 curriculum, largely aligned to provide improved student choice and opportunities for specialisation. There is a growing reliance on technology and innovation to connect senior courses to enable greater collaboration between teachers and students. The school has a strong academic and vocational curriculum with a focus on the development of capabilities, innovation and evidence informed practice. The school is renowned for and extremely proud of its strong community support. There is an emphasis on learning and career pathways with a focus on hospitality, engineering and agriculture to meet the growing employment opportunities in Griffith.

Our school is very well resourced, with the ability to employ a significant number of staff above establishment. including up to five teaching staff, two deputy principals, two head teachers Learning and Support, a Head Teacher VET, an Instructional Leader and STEM coordinator who works across our partner primary schools and with other primary and secondary schools in the local area.

We set high expectations for ourselves to ensure all students and their families feel a genuine sense of belonging and connection to our school, through clear and consistent communication, underpinned by rigorous systems to support high quality teaching, learning and wellbeing.

Our success will be measured by the partnerships we forge with our students, families and broader community to create lifelong, agile and resilient learners fully equipped to flourish in life after school.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that we know our students and target their individualised learning and growth through explicit and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of student assessment data and school driven professional learning to inform teaching.

Initiatives

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

- Data Use in Effective Classroom Practice
- Directed Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$480,412.00

Professional learning: \$90,000.00

Location: \$153,689.00

Aboriginal background: \$194,877.00

English language proficiency: \$417,815.00

Low level adjustment for disability: \$631,749.00

Integration funding support: \$393,147.00

Summary of progress

Data Use in Effective Classroom Practice

In 2021 in this initiative the key focus was to support teachers in developing a full range of assessment strategies (formative and summative) to identify the learning needs of individual students. With a range of competing priorities across the SIP and the interruptions to the continuity of the school learning schedule, the executive team, through extensive discussion, made the decision to postpone the critical focus on this initiative, to further increase the attention on the complementary initiative, Directed Professional Learning, until 2022. The additional professional learning planned for staff would not have been effective as the time required for staff to engage in the PL was compromised and the cycle of implementation, practice and review into classrooms was not available.

In 2022, the key focus will be to develop a whole school approach to support teachers in developing a full range of assessment strategies (formative and summative) to identify the learning needs of individual students. PL through the Universal Resource Hub and, utilising the Deputy Principal Instructional Leader - Curriculum will be a priority inclusion in the PL schedule.

Directed Professional Learning

In 2021 in this initiative the key focus was the HT professional learning teams. The directed professional learning was focused on the School Executive. It included an introduction to the Literacy and Numeracy Progressions and the key role they play in tracking and monitoring student achievement and progress Overviews were provided for the theories underpinning the teaching of reading and differentiation. This learning was then implemented through individual teaching projects undertaken by the School Executive. Each Head Teacher had their own project with one of their own classes and were regularly supported to plan, assess data and review their practice throughout the structured professional learning periods. Professional Learning policies and procedures were established and will be implemented from the beginning of the 2022 school year following the trial of a digital process using Microsoft Flow. The release of the DoE High Impact Professional Learning (HIPL) tool informed the Murrumbidgee Regional High School (MRHS) approach to Performance Development Plans (PDPs) and professional learning and all procedures are aligned with the DoE requirements. There is now a clear professional learning procedure that is quick, efficient and easy to use. All professional learning is aligned with the NSW DoE HIPL policy and PDP procedures are consistent and planned. The successful timetabling of the targeted Executive professional learning sessions led to a growth in Executive capacity. Head Teachers indicated a growth in confidence in implementing reading and numeracy in their own classrooms and sessions were successfully timetabled to ensure fortnightly meetings. Individual teacher projects were successful in growing the skills of targeted staff to lead specific areas of curriculum knowledge eg: differentiating the curriculum, backward mapping from assessment. Access to the Literacy and Numeracy Hub and the Digital Learning selector

assisted the Instructional Leader in successfully building staff capacity. Head Teachers drew on pre and post test data to identify growth areas and continued areas of deficit for their students. The small group intervention did result in significant student growth and this was due to the clearly identified skill that students needed to address and tutors having access to well-developed and targeted resources.

The school was unable to create a sustainable model of small-group intervention due to staffing issues. Reading growth was not as expected and this has led to significant changes to practice planned for Stage 4 for 2022. The numeracy results were pleasing but we have struggled to find the staff with the knowledge to lift the students and have engaged with the Virtual Intensive COVID Literacy Team to address these issues.

The consolidation of the Murrumbidgee Academy of STEM Excellence (MASE), the establishment of the NSW Virtual STEM Academy (NSWVA) and the up-skilling of staff capability to integrate STEM into their curriculum was very successful and has lead to significant staff interest, participation and involvement throughout 2021. The Murrumbidgee Academy of STEM Excellence and the support of the Deputy Principal NSW Virtual STEM Academy in partnership with Deputy Principal (DP) Instructional Leader and DP Science Murrumbidgee Regional High School (MRHS) made this possible through a genuine collaborative approach.

Through the Murrumbidgee Academy of STEM Excellence (MASE) we have established the first of our two Virtual STEM Academy studios on the Griffith Site. We also have equipped a dedicated STEM space to be used for training staff and hosting STEM events. Training for staff across both sites in a wide variety of STEM disciplines has occurred. These range from one-on-one sessions to small group and large group sessions. The professional learning undertaken has introduced numerous staff to STEM education and has enabled teachers across the school to become confident leaders of STEM delivery across the school and to our Partner Primary Schools.

There has been a significant shift in Building Teacher STEM capabilities in a variety of KLAs which has filtered into enhanced STEM activities being delivered in the classroom across both sites.

The increased capacity of staff STEM capabilities enables MRHS to offer students an enriched curriculum.

In 2022, in this strategic direction we will:

- * timetable 2 allocated periods for teachers of Core subjects to focus on developing teacher capacity to lift reading and numeracy results through the delivery of curriculum rather than these being seen as an add-on.
- * continue to develop the Virtual STEM Academy as it is engaging students within and beyond the school and is also a professional development area for a number of our staff.
- * continue to focus on development of the HIPL that is data-driven by our school needs, this includes tapping into current expertise of staff rather than looking externally.
- * implement the new procedures and continue to review to ensure efficiency and continue to develop the relevance and quality of the professional learning delivered at MRHS.
- * create a Year 7 Teaching and Learning team to have teachers on core classes to have a data-driven approach with effective and targeted professional learning sessions each fortnight.
- * Streamline and forward planning staff-development days to enhance areas of focused professional learning* adopt a positive data-driven practice into the Year 7 Teaching and Learning team. The small group approach, with students being identified through data-analysis from a range of sources (internal and external) and grouped with a common need, is a high-value approach that has positive outcomes for student learning and MRHS needs to implement a sustainable and cost-effective program based on this model in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands for numeracy (4%) and Reading (3.5%) from the system negotiated baseline.	<ul style="list-style-type: none">• Data indicates that 6.6% of students in top 2 bands in numeracy indicating that progress is yet to be seen toward the lower bound target.• Data indicates that 6.5% of students in top 2 bands in reading indicating that progress is yet to be seen toward the lower bound target.
Increase in the percentage of students achieving expected growth in NAPLAN	<ul style="list-style-type: none">• The percentage of students achieving expected growth in numeracy increased to 61.94% indicating progress yet to be seen toward the lower bound target.

Numeracy (5.5%) and NAPLAN reading (6%)	<p>bound target</p> <ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased to 52.59% indicating progress yet to be seen toward the lower bound target
Improvement in the percentage of Aboriginal students in the top three bands for Numeracy by (4.5%) and Reading by (4%) from system negotiated baseline.	<ul style="list-style-type: none"> 8.7% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target. 12% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Flourish

Purpose

Our purpose is to create a school where every student is known, valued and cared for enabling them to flourish as a result of streamlined systems and a holistic approach to student wellbeing.

Initiatives

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

- A planned approach to wellbeing and attendance
- Individual Learning Needs

Resources allocated to this strategic direction

Socio-economic background: \$412,088.00

Professional learning: \$52,000.00

Summary of progress

A planned approach to wellbeing and attendance

In 2021 the school facilitated a situational analysis of our school wellbeing practices with executive staff and from this future wellbeing programs were planned using the Wellbeing Framework. Timetabled Flourish lessons were positively received and supported by the whole school community and they allowed for specific targeted activities and expected behaviours based on current student needs. Wellbeing Days were well attended by students from across the school. The development and introduction of the school's Positive Rewards and Student Recognition Policy was received well by the school community. Staff trained in Attendance Matters were not externally supported through implementation to see the structures effectively established in our school resulting in developing school based attendance policies and procedures for implementation in 2022. The Providers of Wellbeing Services (POWS) team was difficult to meet meeting agenda objectives due to the barrier of time sensitive requirements for certain wellbeing requirements. It was expected to have seen structures established and in place to assist in improving attendance using the platform of Attendance Matters, however due to the state wide roll out of this initiative being delayed, this did not occur. The successful changes across the wellbeing area of our school were demonstrated through collected evidence for an external validation which demonstrated we were sustaining and growing in student wellbeing and welfare.

Other Activities in this initiative included:

- Commencement of across-site Year Advisors' Wellbeing Team
- Continued employment of a Student Support Officer and a Welfare Teacher
- Development and implementation of regular Providers of Wellbeing Services (POWS) Team
- Encouraging and acknowledging positive student attendance habits
- Responding to student absence and lateness

A small team of Year Advisors meet regularly to produce a handbook for future reference. The direction and leadership of the Head Teacher responsible for this team was critical in its success. Continuing interruptions across the year during made meeting difficult, however was overcome using MS Teams when necessary. 2021 was all about setting a standard for Year Advisors and establishing structures to ensure consistency across the school. By the end of 2021, we had held our first whole-of-year well being days, Year Advisors have established a clear and consistent set of protocols, and a whole-school excursion continuum has been established for the future

Our baseline data for student attendance over 90% in 2018 was 51.1%, in 2021 it is 51.43%, demonstrating little progress since the target data was established. Leadership understands the role of the school in building student attendance and DoE policy and has engaged 'Attendance Matters', particularly focused on Planning to improve attendance and attendance strategies.. In 2021 the leadership team has identified system improvements as the starting point. A detailed review of our current system for Responding to absence and Lateness and Attendance Procedures was undertaken in Term 4, with recommendations and professional learning developed and provided to all staff at staff meetings. This will be constantly revisited and reinforced with staff in 2022

In 2022, in this initiative, we will:

- continue to allocate funding to deliver Flourish lessons because of the overwhelming support and feedback from our entire school community in seeing the value behind this initiative.
- continue to roll out termly developments within the positive rewards and student recognition policy in conjunction with funding to establish the rewards component.
- continue to implement and evaluate our own school-based attendance policies and procedures. Additionally we will revisit the structure and timing of POWS meeting to best meet the needs of the staff and students.
- implement cross site whole year group Wellbeing Days for social development with peers
- introduce a school Positive Rewards and Student Recognition Policy

Individual Learning Needs

In 2021 in this initiative the key focus was to develop a school-wide process to inform sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. With the complementary initiative A planned approach to wellbeing and attendance having a significant focus on wellbeing, the executive team, through extensive discussion, made the decision to postpone the critical focus of this initiative, and postpone the work in this area until 2022. The time required for staff to engage in the cycle of review, co-design and implementation into whole school was not available.

In 2022, the key focus will be the development of a school-wide process to inform sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers will be a priority for development.

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
Annual Report 70% of the students attending school 90% of the time or more	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased to 51.43% indicating progress towards the lower bound system-negotiated target.
TTFM Student advocacy - working towards 75% of students with positive wellbeing Expectations for Success (High Expectations) - working towards lower bound target of students with positive wellbeing	<ul style="list-style-type: none">• Tell Them From Me data indicates 60.7% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school)• 65.4% of students indicate a positive sense of wellbeing (Expectations for Success) demonstrating achievement of lower bound system-negotiated target.

Strategic Direction 3: Innovation through Collaboration

Purpose

Our purpose is to create a school where all stakeholders collaborate to feel part of an engaging, challenging and dynamic learning environment.

Initiatives

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

- Collaborative practice and feedback
- Transitions and Continuity of Learning
- Team MRHS - bringing us together!

Resources allocated to this strategic direction

Professional learning: \$28,000.00

Socio-economic background: \$158,000.00

English language proficiency: \$35,000.00

Flexible Funding for Wellbeing Services: \$13,500.00

Summary of progress

The initiatives in this strategic direction are co-dependent and many of the activities are interconnected between each initiative.

Collaborative practice and feedback

In this initiative, structures were developed to facilitate professional dialogue, collaboration, classroom observation, the modelling of innovative practice and the provision of specific and timely feedback between teachers.

The policy library was partially completed, prioritising policies which ensure consistency across the school. These were launched in Term 4 2021 and will be evaluated at the end of 2022. Work will continue on the remaining policies. Use of the role statements from the department were distributed and those unique to our school were developed enabling staff to quickly identify sources for support. A full Staff Directory was developed, resulting in all staff knowing each other's roles and responsibilities, further assisting to break down barriers between sites. The whole school Policy Library, based on the DoE Policy Library, is available for all staff to access on the school's server. Staff now have fingertip access to all MRHS policies and procedures, enabling all staff to have 'one source of truth'. Both processes have been successful to date but will need to be regularly updated so that staff can trust their relevance and accuracy.

There was a very successful Parent Night held for Pasifika students and their families, with a particular focus on attendance. In the area of staff morale, small tokens of appreciation for staff were introduced, this included regular Teacher Awards and the distribution of coffee vouchers. A full review of the delivery of sport was undertaken which resulted in a new model being ready for implementation in 2022. Australian Business Week was run for all Year 10 students with great success.

The next focus for the team in 2022 will be Excellence in Classroom Practice which will focus on Programming, Assessment and Reporting.

Transitions and Continuity of Learning

The school developed structures that encourage strong collaboration between parents, students and the community that inform and support continuity of learning for all students at all transition points.

A successful parent night was held in Term 2, outlining the school's focus on attendance. Parents were educated on using our online platform to track student attendance. This has further enhanced the connections between the school and the Pacific Islander community.

In 2022, in this initiative, we will embed school open days and reinvigorate the transition to high school program in consultation with our partner primary schools to ensure the greatest chance of success. We will also draw on the momentum of our growing reputation as a centre of excellence for STEM education and the program being run with our partner primary schools to improve our transition program.

Team MRHS - bringing us together!

This initiative involved the creation of Team MRHS to research, create and implement an innovative approach to student and teacher collaboration across the entire school community

There are still a significant number of policies that need to be developed, the completion of this will be an ongoing project over the coming years. While the Pasifika Parent Night has a strong attendance, this has not flowed through to improved attendance or communication with school. The new sport model has been implemented, but the 'House' structure is still in the development stages with many staff and students not aware of the House names and colours.

Staff can now quickly find relevant policies enabling them to accurately follow school and Department policies. Role statements have enabled staff to quickly identify sources of support. The Staff Directory has helped to break down barriers between sites by knowing each other's names and roles. The Pasifika Parent Night was successful, and a significant number of families attended, thus helping to build a stronger link between the school and the families.. The new sport model has been an improvement compared on previous years with more integration of students across sites. Australian Business Week saw the students who attended significantly engaged in their learning in a real-world situation. Staff involved said they were able to build stronger relationships with student during this program.

In 2022, in this initiative, we will continue to develop school policies and procedures so as all staff have easy access to all relevant documents. Pasifika students will also remain as a priority area of focus. In 2022, in this initiative, we won't review the school sporting model as it will be trialed for a number of years. Australian Business Week is also entrenched in the school calendar of events so will not be reviewed.

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
Annual Report Improvement in the percentage of HSC course results in top 3 bands from 51% to 55 %.	<ul style="list-style-type: none">• 42.78% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
TTFM Sense of Belonging - working towards 80% of students with positive wellbeing.	<ul style="list-style-type: none">• Tell Them From Me data indicates 60.73% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Over 50% of staff agree or strongly agree that morale among staff is good.	<ul style="list-style-type: none">• A delay in implementing this initiative has required this work to be postponed and to be a focus in 2022.

Funding sources	Impact achieved this year
Refugee Student Support \$1,692.25	<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"> • additional staffing for targeted interventions to support student learning • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Production of a bank of resources translated into three distinct languages by our PICLO, increasing the capacity of parent/carers to connect with student learning. - Parents/carers reported significantly increased confidence when engaging with the school through the PICLO and developed positive relationships with staff members. - Partnerships between the school and the parents/carers has been strengthened. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to employ two bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
Integration funding support \$393,147.00	<p>Integration funding support (IFS) allocations support eligible students at Murrumbidgee Regional 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"> • Data Use in Effective Classroom Practice <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 • employment of staff to provide additional support for students who have high-level learning needs • 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"> - Most eligible students demonstrating progress towards their personalised learning goals. - All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms, within the confines of staffing shortages in the Learning and Support Faculty. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To review the role and scope of the learning and support team to align with best practice and the Wellbeing Framework. The use and allocation of</p>

Integration funding support \$393,147.00	<p>integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>To continue to employ additional staff to assist students with additional learning needs.</p>
Socio-economic background \$1,106,253.40	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrumbidgee Regional 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"> • Transitions and Continuity of Learning • Data Use in Effective Classroom Practice • Directed Professional Learning • Team MRHS - bringing us together! • A planned approach to wellbeing and attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • professional development of staff through to support student learning • employment of additional staff to support the Pasifika program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - NAPLAN Value Added 7-9 improving from 2019 (Working Towards Delivering) to 2021 (Sustaining and Growing). - Average NAPLAN Growth Score in Year 9 exceeded statistically similar school groups (SSSGs) in Reading, Writing, Grammar and Punctuation and Numeracy. - Targeted students showed significant growth in Numeracy focused skill areas. - Head Teachers indicated a growth in confidence in implementing reading and numeracy in their own classrooms and sessions were successfully timetabled to ensure fortnightly meetings. - Individual teacher projects were successful in growing the skills of targeted staff to lead specific areas of curriculum knowledge eg: differentiating the curriculum, backward mapping from assessment. - There has been a significant shift in Building Teacher STEM capabilities in a variety of KLA's which has filtered into enhanced STEM activities being delivered in the classroom across both sites. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Creation of a Year 7 Teaching and Learning Team, explicitly supported by the Instructional Leader, focusing on student driven data and research based strategies to drive teaching and learning with a literacy and numeracy focus.</p> <p>Continue to increase the capacity of staff STEM capabilities to enable MRHS to offer students an enriched curriculum.</p> <p>Continue the employment of additional staff to support the Pasifika program implementation.</p>
Aboriginal background \$194,877.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrumbidgee Regional 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</p>

<p>Aboriginal background \$194,877.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Use in Effective Classroom Practice <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 • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - An increase in attendance from 28% (2020) to 61.5% (2021) of Aboriginal students attending 90% of the time or more. - 27% to 83% of Aboriginal students improving their attendance between 2020 and 2021. - The percentage of Year 9 Aboriginal students who achieved at or above expected growth in the NAPLAN aspects of Reading, Writing, Grammar and Punctuation, exceeded both similar schools and state. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engaging with the Head Teacher ALEC to coordinate literacy and numeracy activities, differentiated and personalised support to Aboriginal students.. Continue employment of additional staff to deliver personalised support for Aboriginal students</p>
<p>English language proficiency \$452,815.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murrumbidgee Regional 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"> • Data Use in Effective Classroom Practice • Transitions and Continuity of Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff PICLO and SLSO to support communication with Pasifika families • creation of a Pasifika information evening, specifically designed to engage our Pasifika families. • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations. - EAL/D students in Stage 6 have a 90% assessment submission rate demonstrating the support they have received has assisted in their confidence and understanding. - An increased % of Yr 9 EAL/D students in the top 2 bands of NAPLAN Writing - An increased % of Yr 9 EAL/D students in the middle 2 bands of NAPLAN Reading, Writing and Numeracy - An increased % of Yr 7 EAL/D students in the top 2 bands of NAPLAN Reading, Writing and Numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>

English language proficiency \$452,815.00	Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Continue employment of additional bilingual staff PICLO and SLSO to support communication with Pasifika families.
Low level adjustment for disability \$631,749.00	<p>Low level adjustment for disability equity loading provides support for students at Murrumbidgee Regional 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"> • Data Use in Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - An increase of students achieving at or above expected growth in NAPLAN results. - The school's 7-9 value-add results have also improved from Working Towards Delivering in 2019 to Sustaining and Growing in 2021. <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, with a focus on Year 7 in 2022, the school will provide additional support for identified students through the employment of trained SLSOs</p> <p>Continue engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</p> <p>Develop the small group approach, with students being identified through data-analysis from a range of sources (internal and external) and grouped with a common need. This high-value approach has positive outcomes for student learning and MRHS needs to implement a sustainable and cost-effective program based on this model in 2022.</p>
Location \$153,689.00	<p>The location funding allocation is provided to Murrumbidgee Regional High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Directed Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • student assistance to support excursions • Employment of 2 extra Deputy Principals to support student engagement and wellbeing by supervising two year groups on each site. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - A more personalised approach to student wellbeing by having Deputy Principals oversee fewer year groups.. - More students being able to attend excursions, when they were able to run. - Head Teachers indicated a growth in confidence in implementing reading and numeracy in their own classrooms and sessions were successfully timetabled to ensure fortnightly meetings. - Individual teacher projects were successful in growing the skills of targeted

<p>Location \$153,689.00</p>	<p>staff to lead specific areas of curriculum knowledge eg: differentiating the curriculum, backward mapping from assessment - Student technology resources have increased student engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Co-ordinate major excursions across the school and across cohorts to better manage time and resources to enable more students to attend. Organise our first major excursion for Year 7 in 2022.</p> <p>Continue the employment of 2 extra Deputy Principals to support student engagement and wellbeing by supervising two year groups on each site.</p> <p>Continue subsidising student excursions to enable all students to participate.</p> <p>Continue to purchase technology resources to increase student engagement and equality in access.</p> <p>Continue to increase the capacity of staff STEM capabilities to enable MRHS to offer students an enriched curriculum</p>
<p>Flexible Funding for Wellbeing Services \$13,500.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Murrumbidgee Regional 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"> • Team MRHS - bringing us together! <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Student Support Officer to support vulnerable students • targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school <p>Implement targeted wellbeing programs in conjunction with an external provider aimed at students thought to be at risk of not completing school.</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Successfully implementing whole school Student Wellbeing days for stage 4 and stage 5. Participation rates were high for the series of days. - A significant reduction in student suspensions. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to draw on the expertise of the SSO to further develop these days in order to cater for a wider variety of students away from just sporting activities.</p> <p>Continue to employ a Student Support Officer to support vulnerable students</p> <p>Provide PL for staff in using resources from the Wellbeing hub to support students</p>
<p>COVID ILSP \$373,911.77</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy in the explicit context of a Stage 6 course. • providing intensive small group tuition for identified students who were not meeting HSC Minimum Standards. • employing staff to coordinate the program

COVID ILSP

\$373,911.77

The allocation of this funding has resulted in:

- All Stage 6 students in the program achieving the HSC Minimum Standard in all aspects of Literacy and Numeracy.
- All targeted students showing improvement in their pre to post test results in Mathematics

After evaluation, the next steps to support our students with this funding will be:

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments		
	2019	2020	2021
Boys	620	609	589
Girls	639	606	561

Student attendance profile

School				
Year	2018	2019	2020	2021
7		87.6	92.9	89.1
8		84.8	90	83.6
9		84.5	90.7	81.4
10		80.7	87.2	80
11		83.9	89.7	81.7
12		81.9	90	81.6
All Years		84	90.1	82.8
State DoE				
Year	2018	2019	2020	2021
7		91.2	92.1	89.7
8		88.6	90.1	86.7
9		87.2	89	84.9
10		85.5	87.7	83.3
11		86.6	88.2	83.6
12		88.6	90.4	87
All Years		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	12
Employment	50	60	38
TAFE entry	20	15	5
University Entry	0	0	30
Other	20	15	5
Unknown	10	10	10

Year 12 students undertaking vocational or trade training

42.68% of Year 12 students at Murrumbidgee Regional High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

83.1% of all Year 12 students at Murrumbidgee Regional 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)	4
Assistant Principal(s)	1
Head Teacher(s)	19
Classroom Teacher(s)	84.81
Learning and Support Teacher(s)	3.8
Teacher Librarian	2
Teacher ESL	3.6
School Counsellor	3
School Administration and Support Staff	28.56
Other Positions	3.13

*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	3,580,716
Revenue	22,412,840
Appropriation	22,076,505
Sale of Goods and Services	166,180
Grants and contributions	157,123
Investment income	639
Other revenue	12,392
Expenses	-22,212,164
Employee related	-18,001,452
Operating expenses	-4,210,712
Surplus / deficit for the year	200,676
Closing Balance	3,781,392

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	394,839
Equity Total	2,385,699
Equity - Aboriginal	194,878
Equity - Socio-economic	1,106,254
Equity - Language	452,817
Equity - Disability	631,750
Base Total	16,233,606
Base - Per Capita	310,527
Base - Location	153,689
Base - Other	15,769,390
Other Total	2,012,421
Grand Total	21,026,565

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

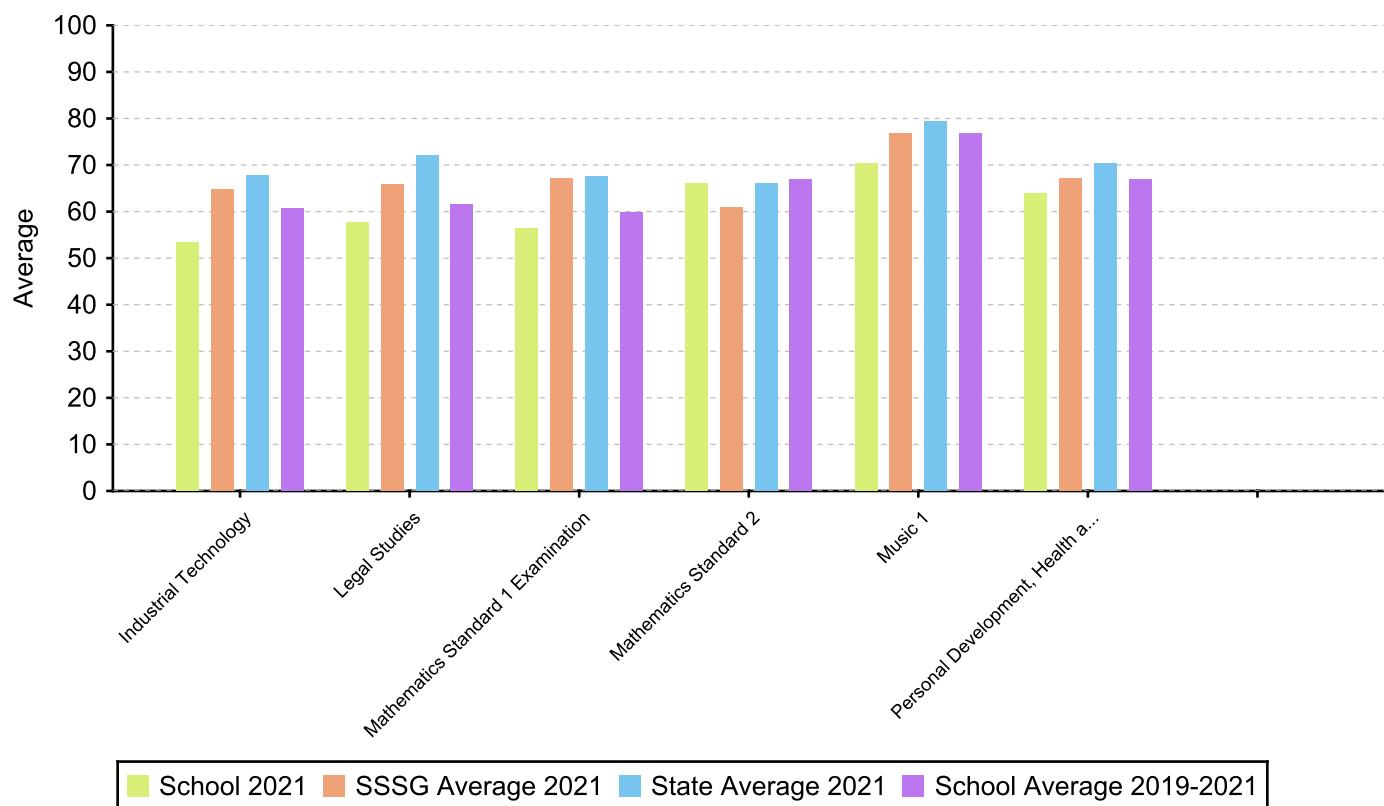
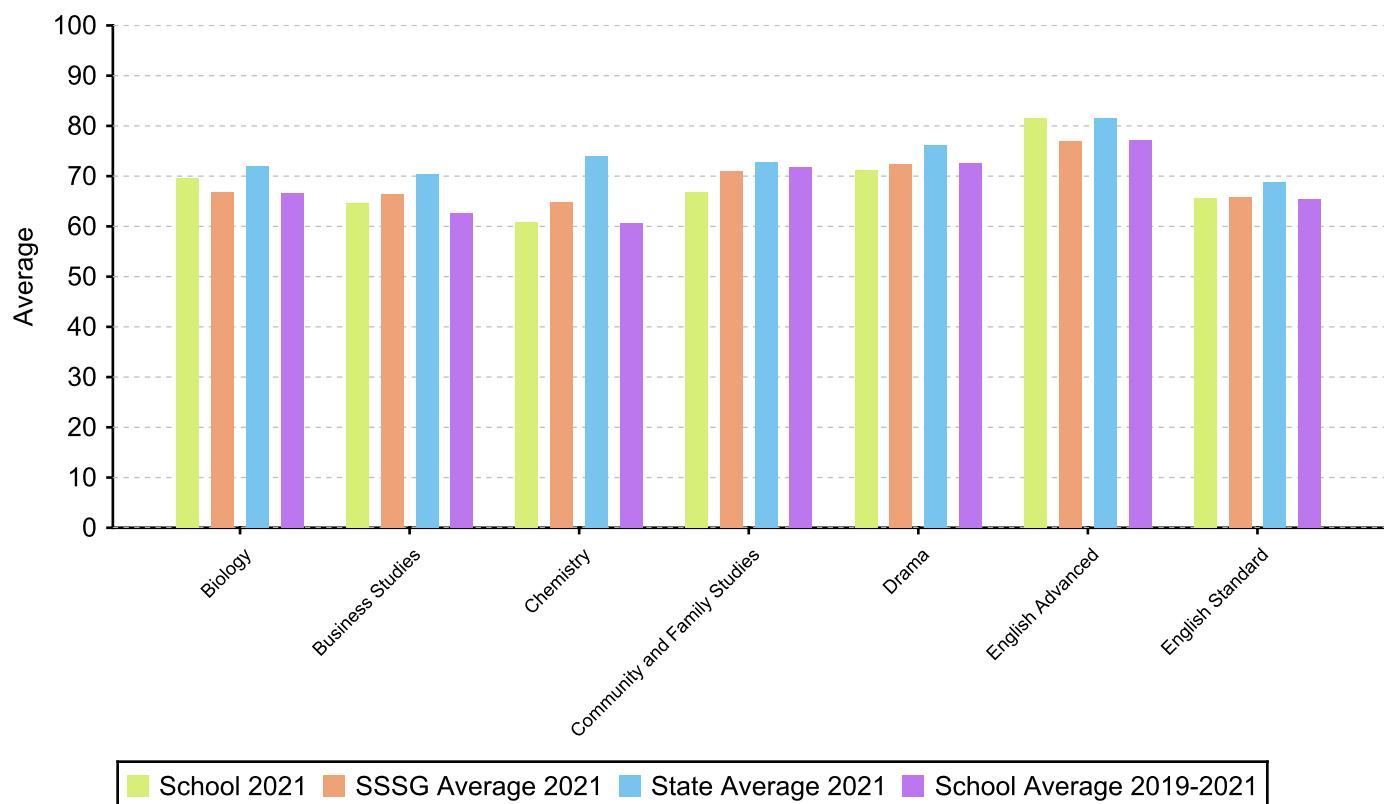
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	69.6	66.7	71.9	66.6
Business Studies	64.6	66.3	70.4	62.7
Chemistry	60.9	64.8	74.1	60.6
Community and Family Studies	66.8	71.0	72.7	71.7
Drama	71.2	72.4	76.1	72.5
English Advanced	81.6	76.9	81.4	77.2
English Standard	65.6	65.8	68.8	65.3
Industrial Technology	53.4	64.7	67.7	60.6
Legal Studies	57.7	65.9	72.0	61.5
Mathematics Standard 1 Examination	56.3	67.0	67.5	59.8
Mathematics Standard 2	66.0	60.9	66.1	66.8
Music 1	70.3	76.7	79.4	76.8
Personal Development, Health and Physical Education	63.8	67.0	70.3	67.0

Parent/caregiver, student, teacher satisfaction

The school provides ongoing opportunities across the year for consultation and feedback for parents/caregivers, students and teachers. Additionally parents have the opportunity to provide feedback through the P&C.

In 2021, our parents participated in the Tell Them From Me survey. Survey results indicate an improvement from 2020 in parents feeling more welcome at school; they feel better informed and see our school as an inclusive school for all students regardless of background. 58% of parents believed that the school did not enjoy a good reputation in the community, however 47% would strongly recommend the school to parents of primary students. Many students appear to have had their high school experience impacted by COVID 19 as most of the key drivers of student outcomes had declined by the end of 2021. Teachers believed that Murrumbidgee Regional High School is largely an inclusive school, however required further work on the alignment of policies and procedures across the two sites.

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.