

2022 Annual Report

Mudgee High School



8128

Introduction

The Annual Report for 2022 is provided to the community of Mudgee High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Mudgee High School
41 Douro St
Mudgee, 2850
<https://mudgee-h.schools.nsw.gov.au>
mudgee-h.school@det.nsw.edu.au
6372 1533

Message from the principal

On behalf of the staff members at Mudjee High School, I would like to thank everyone associated with this great school for the part each has played in making 2022 a successful year.

2022 was another year of maintaining that simple expectation we have of everyone who attends this school: do your best. There is no more that can be asked of an individual. Throughout 2022, our students have continued to work hard to develop their skills and abilities in a range of academic, cultural, sporting and social pursuits. At Mudjee High, 2022 was yet another year of developing lifelong learners.

Events over which we had little control continued to challenge us through the year, requiring that we do some things differently. Not least among these challenges has been the shortage of teachers across the state, nation and indeed the English-speaking world. Developing within the young people in our collective care the preparedness, and indeed the resilience, to respond well in challenging circumstances has remained one of the more important guiding principles of our collective work. Some students even had me in front of them again in timetabled classes after an absence of more than seven years from the classroom. Throughout 2022, the preparedness of our students and teachers to roll on and indeed rise to the challenges, and continue to give their best, gave the executive team of Mudjee High School great hope for the future.

Finally, I would like to commend this annual report to you as an outline of some of the bigger things we have both achieved in 2022.

Wayne Eade

Principal

Mudjee High School



Retiring 2022 Captain Dominic Lynn accepts the Peter Clark service award at Year 12's presentation assembly.

School vision

At Mudgee High School, we are committed to developing safe, respectful and responsible future citizens in an innovative and inclusive community.

As a part of that commitment, every student and every teacher will be challenged to continue to learn and improve every year.

School context

Mudgee High School is a comprehensive secondary school that includes a Support Unit of six classes. The student population in 2022 was 794, a slight increase on the previous year, but that population has been in steady decline over the last nine years following the end of the mining boom. 4% of our students speak English as another language or dialect, 12% identify as Aboriginal.

The school's staffing entitlement in 2022 was 64.7 teaching staff and 18.1 non-teaching staff. The school employs a Business Manager five days a week as well as a Head Teacher Teaching and Learning and a Head Teacher Wellbeing from school funds. The senior executive staff has been stable over the past three years. Several beginning teachers are employed. New teaching staff members are supported by teachers and executive teachers with the same teaching backgrounds.

The school has been in existence for 106 years. It enjoys the support of the Mudgee community including its businesses, the school's partner primary schools, and Mudgee TAFE. The school regularly hosts practicum teachers in training from Charles Sturt, New England, Newcastle and Wollongong Universities.

The school has consulted broadly with its community through whole staff meetings, and its P&C and local Aboriginal Education Consultative Group to identify potential ways to advance the school and the outcomes it achieves with its students. The school's three strategic directions are the product of this consultation and an intensive self-assessment process that took place over the course of the final term of 2020. The initiatives that sit beneath each are the product of collective reflection on the journey we have been on since implementing the 2018-2020 School Plan.

Mudgee High's teachers have committed themselves to improving their classroom practice. Professional learning that is focused on specific skill set development identified by the whole staff is seen as key to success in this space. This learning will ensure that literacy and numeracy improvement can be maintained and enhanced through collegiality, shared professional experience and learning.

A renewed focus on Higher School Certificate outcomes has been included as an initiative. This initiative will include professional learning related to deeper analysis and use of data so as to better understand individual and group performance, as well as the support programs needed to improve both. Each faculty will develop ways of deepening the knowledge base of their students and the capacity of those students to respond more effectively in state-wide testing.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

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

- Highly effective teaching practices
- Highly effective assessment practices

Resources allocated to this strategic direction

Aboriginal background: \$63,000.00

Professional learning: \$30,000.00

Socio-economic background: \$54,200.00

Summary of progress

Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, SCOUT data coupled with teacher observation for the Year 9 cohort indicates strong growth in student achievement in both literacy and numeracy, especially when compared with like schools improvement. Year 7 NAPLAN results, supported teacher observations reported through LST meetings and student reports, indicating that an ongoing focus will be on lifting student comprehension (Reading).

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
Increase the number of students achieving top 2 Bands in NAPLAN Reading by 5%.	2022 NAPLAN data indicates 5.3% of students in the top two skill bands for reading/ numeracy, indicating the school exceeded the system negotiated target.
Increase the number of Aboriginal students achieving top 3 Bands in NAPLAN Reading by 9%.	2022 NAPLAN data indicates 12% of Mudgee High's Aboriginal students in Year 7 achieved result in the top three skill bands for Reading. 2022 NAPLAN data indicates 15% of Mudgee High's Aboriginal students in Year 9 achieved results in the top three skill bands for Reading.
Increase school attendance by 1% from baseline.	243 students had greater than or equal to 90% attendance in 2022 (30.6% of all students in Year 7 - 12). This figure is 25.1% behind baseline attendance but reflective of a general decline in student attendance across the state, post COVID. The school attendance team continues to work in this space to improve attendance in partnership with the Home School Liaison Program team and through the Department of Communities and Justice.
Percentage of results in top 3 HSC bands will see a 2% uplift, from the baseline.	In 2022, 46.5% of students who attempted the HSC scored results in the top three bands. Additionally, 5.2% of students achieved in the top two bands of extension courses (3 and 4 unit courses). These things combined equates to 51.7% of students achieving in the top two bands, an increase of 2.3% on baseline data.
Increased use of SCOUT NAPLAN data and NESA HSC Results Analysis Package teaching staff to improve	In Term 1, teachers had the opportunity to use SCOUT for data analysis following the professional development undertaken in Term 4 2021. Teachers accessing SCOUT NAPLAN data has more than doubled from the

practice.	same period last year. NESA RAP data analysis training did not occur at a whole-school level in 2022 but will be implemented in 2023.
Increase the proportion of Aboriginal students attaining the HSC to between the lower-bound target of 39.7%% and the upper-bound target of 58.9%, while maintaining their cultural identity (Mudgee Network target).	At the beginning of 2019, there were 21 students in Year 9 who identified as Aboriginal. Four of these students (19%) went on to complete the HSC in 2022. Four Aboriginal students completed the HSC in 2022. 22.5% of their results were scored in the top three bands.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 1% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Professional development of staff in the use of text types and the opportunities to improve numeracy, reading and writing skills, leading to consistent implementation in teaching programs across Key Learning Areas.	Implementation of this measure has been delayed in order to ensure a framework is developed for effective implementation. Teacher shortages led to executive staff teaching above load and the need to maintain two teaching spaces - the classroom and the Google Classroom space to facilitate minimal supervision when necessary - contributed to limited movement on these school-identified measures.



Some of Year 9's Peer Support Program tutors with Year 6 students being readied for transition to high school in 2023.

Strategic Direction 2: Whole school effective practice

Purpose

The school situational analysis identified the need for greater teacher collaboration so as to build a shared expectation of performance. Our purpose is to develop a shared, practical understanding of effective practice in action improve teaching practice by working collaboratively within and across faculties.

Initiatives

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

- Highly effective management practices
- Highly effective, collegial teaching practices

Resources allocated to this strategic direction

Socio-economic background: \$64,200.00

Professional learning: \$40,000.00

: \$0.00

Summary of progress

The school situational analysis identified the need for greater teacher collaboration to build a shared expectation of performance. The team leading Strategic Direction 2 in 2022, determined to address whole-school expectations with regular use of the school's morning announcements and Wednesday's whole-school assembly to communicate those expectations. Incidents of antisocial behaviour like racist taunts led to Anti-Racism Contact Officer (ARCO) delivered presentations to students and staff. Use of unacceptable language was also addressed in a similar manner. In the second half of 2022, a subgroup of the SD2 group began exploring a replacement for Positive Behaviours for Learning (PB4L). After some investigation, the "Real Schools" program of restorative justice was settled on as a means by which to develop a shared culture of expectation within the school. "Real Schools" was also seen as a means by which to better facilitate the demands of the Inclusive, Engaging and Respectful Schools policy which came into effect in Term 4.

"Real Schools" will be a real focus in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased evidence of effective, evidence-based teaching methods that optimise learning progress for all students, across the full range of abilities. Increased understanding of what constitutes classrooms and other learning environments that are well managed within an agreed, consistent approach.	In 2022, the decision was made by the SD2 team, in consultation with the whole staff, to move away from PB4L. It was felt that PB4L had run its course at Mudgee High. Some of the restrictions that surround PB4L's implementation, not least the need for absolute "fidelity" before moving forward, were determined to be impediments to experimentation. In the second half of the year, the decision was made to form a partnership with 'Real Schools'. Initial meetings were held in Term 4 with full implementation to begin in 2023. 'Real Schools' promises to revitalise the whole school's approach to effective, evidence-based teaching methods designed to optimise learning progress for all students, regardless of ability.
Increasingly high performing teaching staff whose capacities are developing to ensure every Mudgee High student experiences high quality teaching. Increased evidence of collegial practice across the school.	2022 was marked by severe teacher shortages; conditions that led to many junior executive teachers teaching over load and the senior executive taking on additional, full-time classes. As a result, planned expansion of collegial observations in line with the demands of the Performance and Development Framework, specifically Performance and Development Plans, and aligned to the SD2 team's plan were curtailed.

Increasingly high performing teaching staff whose capacities are developing to ensure every Mudgee High student experiences high quality teaching.

Increased evidence of collegial practice across the school.

In 2022, collegial practice across the school has continued. Whole-school professional learning occurs after school on the third and seventh Thursday afternoon of each term. Additionally, the fifth week Thursday afternoon of each term has been set aside for Strategic Direction teams to meet, debrief on progress and plan for the coming ten weeks and beyond.



Trial HSC examinations.

Strategic Direction 3: Enhanced community engagement

Purpose

Promote further the effective systems, structures and processes that make up our school's effectiveness. Mudgee High possesses a culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. The school leadership team supports a culture of high expectations and community engagement.

Initiatives

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

- Highly effective learning culture shared, promoted and valued
- Highly effective school community educational leadership shared, promoted and valued

Resources allocated to this strategic direction

Professional learning: \$20,281.00

Socio-economic background: \$20,000.00

Summary of progress

Practices that promote greater communication with the wider school community continued through 2022. Mudgee High's partnership with the Mudgee Guardian continued throughout the year, with regular features published promoting school success. Additionally, the school commissioned a promotional video that features on both the website and is regularly posted to the school's social media page. "Where are they now?" a semi-regular feature on the school's social media page, continued in 2022. It has proved one of the more popular posts. The weekly newsletter had an improved and well-appreciated calendar feature added in 2022, following P&C feedback.

Parent/ carer access to the school continued with little increase. Access through the school's email address and the social media platform's messenger service dominated. Steady student numbers and regular, timely use of the local media, school social media, newsletter posts and the website page has proven valuable in answering most questions before they are asked.

The popularity of the school's annual magazine, *Mirri*, did not diminish in 2022. Feedback on the magazine centred on its comprehensive coverage and professional appearance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Deeper community knowledge of the school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.• Increased collaboration between the school and its community, measured through community involvement in school open events, as well as the school's P&C and AEC.• Mudgee High is recognised as both excellent and responsive by the community because it possesses a culture of high expectations, and effectively and unambiguously caters for the full range of equity issues in the school.	<p>In 2022, an example of the deepening of community knowledge of the school's achievements was the promotion through the school newsletter and social media page of the Rotary Mathematics competition held in Mudgee. Mudgee High School teams took out first place in the Stage 4 competition and second place in the Stage 5 competition, losing narrowly to a team from Dubbo. The local non-government school's teams were both beaten by Mudgee High's teams. The communications team is working hard to make clear that Mudgee High is a school of first choice in the area.</p> <p>The SD3 team organised a 'Showcase' evening event in Term 4, promoting the academic, cultural and sporting opportunities available at MHS. The team reviewed the event and as a result, determined that it should be held earlier in the year, catered and be more centralised, possibly focused in the school's gymnasium to lessen the amount of movement necessary to see what is on offer. It was also determined that it should be open to the entire community. The next event will take place in Term 1, before the end of Eastern Summer Daylight Time.</p>

<ul style="list-style-type: none"> • The school leadership team measures school community satisfaction, and shares with its community the analysis and actions in response to those findings. 	<p>The team leading SD3, buoyed by the success of the Social Focus created promotional video, has determined that in order to keep the production relevant, a follow up and new release will be needed in 2023.</p> <p>Community satisfaction with the school's performance was promoted in 2022 through links to the NSW Department of Education's complaints, compliments and suggestions page.</p>
<p>Increased evidence of broader community knowledge of the school's aspirational expectations of learning progress and student achievement, and its collective commitment to the pursuit of excellence.</p> <p>Increased evidence of improved participation and collaboration between the school and its community.</p>	<p>The school's Student Support Officer worked closely with contacts within the Mudgee AECG, the school's Aboriginal Education Committee and through direct contact with school's Aboriginal families to encourage greater engagement with activities designed to mainstream Aboriginal celebrations and commemorations at Mudgee High.</p> <p>In a collaborative response following feedback from parent and carer reviews of school photographs in 2022, a new school photographer will be trialed in 2023.</p>
<p>Increased evidence that Mudgee High is recognised as both excellent and responsive by the community because it possesses a culture of high expectations, and effectively and unambiguously caters for the full range of equity issues in the school.</p> <p>Increased evidence that the school's leadership team measures school community satisfaction, and shares with its community the analysis and actions in response to those findings.</p>	<p>SD3 investigated the potential for employing a dedicated communication officer. After consideration of the cost, it was determined by the communication team subgroup, made up of the Technical Support Officer, Principal, Business Manager, a member of the teaching staff and a School Administrative and Support Staff member, to continue with the current model into 2023.</p>



Mirri magazine 2022 cover.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,139.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mudgee 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"> • 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 to assist students with additional learning needs • Student Support Officer (SSO) and School Learning Support Officer (SLSO) release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Positive outcomes for those students identified as needing and subsequently provided additional support to achieve their personal bests at school.</p> <p>After evaluation, the next steps to support our students will be: Continued support in 2023 with ongoing School Learning Support Offices providing support in individual and small-group interventions, as well as assistance to targeted students and teaching staff in mainstream classes.</p>
<p>Socio-economic background</p> <p>\$544,016.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mudgee High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Highly effective management practices • Highly effective learning culture shared, promoted and valued • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of School Learning Support Officer (SLSO) staff in the use of 'Cracking the Code,' 'QuickSmart Literacy,' 'QuickSmart Numeracy' and other school-used programs to support student learning • employment of additional SLSO staff to minimal supervision support program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students from low socio-economic background have continued to have equitable access to resources including learning support, technology, and academic, cultural and sporting opportunities. Students from low socio-economic background have been targeted with interventions like Breakfast Club to ensure they begin each school day fed and well. A better sense of belonging has been fostered through the provision of uniform and subsidised excursion costs. Additional SLSOs and the funding of additional wellbeing support officer places has improved the school's capacity to deploy Learning and Support Teachers to the greatest number of students.</p> <p>After evaluation, the next steps to support our students will be: The programs in place will continue in 2023. The engagement of students targeted by these interventions, including lunchtime interest classes, has</p>

<p>Socio-economic background</p> <p>\$544,016.00</p>	<p>seen increasing demand for places. Additional technology purchases, particularly Chromebooks, in 2022 has allowed teaching and learning to continue at times when teacher shortages were at their most severe. As supply becomes available, and as life-expired devices are retired in the next twelve months, additional purchases of Chromebook technology will be made in 2023 to ensure equitable access for all students.</p>
<p>Aboriginal background</p> <p>\$103,771.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mudgee High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level as identified through Learning Support Team referrals and testing • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (School Learning Support Officer) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The timely development and publication via Sentral of Personalised Learning Pathways (PLPs) for Aboriginal students. Targeted numeracy and literacy interventions for identified Aboriginal students. Support for individual and small groups of Aboriginal students in both mainstream and support unit classroom settings.</p> <p>After evaluation, the next steps to support our students will be: Developing safe, respectful and responsible learners in a stimulating and inclusive environment is at the centre of what Mudgee High does. Continued, personalised interventions to support our Aboriginal students to do their best and achieve their best through programs that are culturally safe will continue in 2023.</p>
<p>Location</p> <p>\$23,198.00</p>	<p>The location funding allocation is provided to Mudgee 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • In 2022, the location allowance has permitted the school to continue its lease of a 25 seat Fuso bus. <p>The allocation of this funding has resulted in the following impact: The continued lease of the school bus has allows the school to reduce the cost of curriculum, sporting and cultural excursions.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to lease a bus in 2023, as well as implement professional development for interested staff in qualifying for a Light Rigid (LR) class licence to be able to drive the bus for excursions, expanding further this resource's availability.</p>

<p>Professional learning</p> <p>\$90,281.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mudgee High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Highly effective management practices • Highly effective learning culture shared, promoted and valued <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • PL funding has been used for a variety of purposes including the release of beginning teachers; the release of teachers and executive staff to attend professional learning opportunities in a variety of areas including HSC simulation marking, Vocational Education and Training (VET) competency training, faculty-specific conferences; and the resourcing of after-school professional learning. <p>The allocation of this funding has resulted in the following impact: Professional learning has had to be severely curtailed in 2022 as a result of continuing teacher shortages and systemic issue of providing teacher cover for classes. As a result, much of the professional learning that has occurred this year has been undertaken outside of normal school hours.</p> <p>After evaluation, the next steps to support our students will be: The school's professional development committee will continue to receive each Wednesday, professional learning requests from teaching and ancillary staff. The committee will continue to evaluate each on its merits, informed by teacher-identified need through individual Performance and Development Plans, and with regard to what impact it will have on the delivery of better outcomes for students relative to impact on the school in a climate of shortages.</p>
<p>COVID ILSP</p> <p>\$225,547.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: With a broadened permissible approach the result of a recognition that teaching staff were not available to facilitate the Intensive Learning Support Program, resources in 2022 were used to employ school learning support officers to work on building basic literacy and numeracy skills with individual students and small groups.</p> <p>After evaluation, the next steps to support our students will be: The success of this model of support delivery will be replicated in 2023 and for as long as the COVID ILSP continues.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mudgee High School</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Student Support Officer (SSO) position has been in place at Mudgee High for several years. It was a position identified by the leadership team of the Principal, Head Teacher Wellbeing and School Counsellor 18 months before the NSW Department of Education identified the same need across all sites. <p>The SSO works closely with Learning and Support Teachers, the Head Teacher Wellbeing, the Wellbeing and Health In-reach Nurse (WHIN), the School Counsellor and the school's senior executive to support students whose wellbeing needs come with a significant level of complexity. The SSO also plays an active part in following up issues related to attendance and connection with school.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>The role of the Student Support Officer has allowed the school to implement a range of engagement and resilience programs. It has also gone some way to offsetting the absence of counselling services three days each week.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The success of the SSO position led to the creation of a second part-time SSO position during 2022, using funding that could not be used to provide the 1.0 School Counsellor entitlement possessed by the school. This model of provision will continue in 2023 and while the state-wide shortage of counsellors continues.</p>
<p>English language proficiency</p> <p>\$17,498.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mudgee High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from English As A Language/Dialect backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <p>A 0.2 EAL/D student support officer position was created within the Learning and Support Team using to support students targeted by this funding resource.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Reduced numbers of EAL/D students and an absence of additional teachers to work in this space will mean a continuation of the student support officer in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$338,775.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mudgee 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.

<p>Low level adjustment for disability</p> <p>\$338,775.00</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 (SLSO). • targeted students are provided with evidence-based intervention programs 'Cracking the Code' and 'QuickSmart Numeracy' to increase learning outcomes. • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. • support for students in the Life Skills program and those who attract HSC Special Provisions in Stage 6. <p>The allocation of this funding has resulted in the following impact: Greater support of teachers to differentiate teaching and learning in classes where they are working with students with diverse and sometimes complex needs. The employment of additional School Learning Support Officers (SLSOs) has also led to better support of students with identified disabilities that impact their achievement of outcomes in mainstream settings. The employment of additional SLSOs has also allowed the school to provide meaningful educational experiences when teacher shortages have required a move to minimal supervision under the care of fewer teachers.</p> <p>After evaluation, the next steps to support our students will be: The use of SLSOs to support teaching staff working with identified students requiring low-level adjustment benefits all students in those settings. The employment of additional SLSOs continued through 2022 and will continue into 2023, given the ongoing shortage of teaching staff.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	439	446	392	408
Girls	381	368	377	346

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.7	91.2	90.5	83.8
8	87.0	84.9	83.7	82.1
9	85.0	84.4	81.7	77.8
10	83.9	83.2	82.5	77.0
11	87.2	84.5	80.9	83.3
12	88.8	86.6	86.2	85.8
All Years	87.2	85.9	84.3	81.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	27	14	14.3
Employment	4	11.4	32.1
TAFE entry	2.4	4.4	3.6
University Entry	0	0	41.1
Other	0	0	0
Unknown	1.6	7.9	8.9

Year 12 students undertaking vocational or trade training

22.97% of Year 12 students at Mudgee High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.6% of all Year 12 students at Mudgee High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Issues experienced this year with regard to professional learning related almost exclusively to the difficulties in securing required casual staff to facilitate the release of permanent staff to undertake learning. The willingness of staff members to complete professional learning outside of school hours allowed a great deal of professional learning to continue.

A welcome change to professional learning was the provision of a number of itinerant teachers for a full week to allow VET teachers to complete mandatory training. The itinerant teachers all came from the Engadine area. This action by the RTO recognised that the provision of money to purchase casual teaching time was all but useless in 2022, as casual teacher supply was not available.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	479,590
Revenue	11,998,418
Appropriation	11,805,809
Sale of Goods and Services	14,661
Grants and contributions	174,415
Investment income	3,233
Other revenue	300
Expenses	-11,878,577
Employee related	-10,382,982
Operating expenses	-1,495,595
Surplus / deficit for the year	119,841
Closing Balance	599,431

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.

	2022 SBAR Adjustments (\$)
Targeted Total	134,139
Equity Total	1,004,059
Equity - Aboriginal	103,771
Equity - Socio-economic	544,016
Equity - Language	17,498
Equity - Disability	338,774
Base Total	9,399,895
Base - Per Capita	202,786
Base - Location	23,198
Base - Other	9,173,912
Other Total	805,667
Grand Total	11,343,760

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

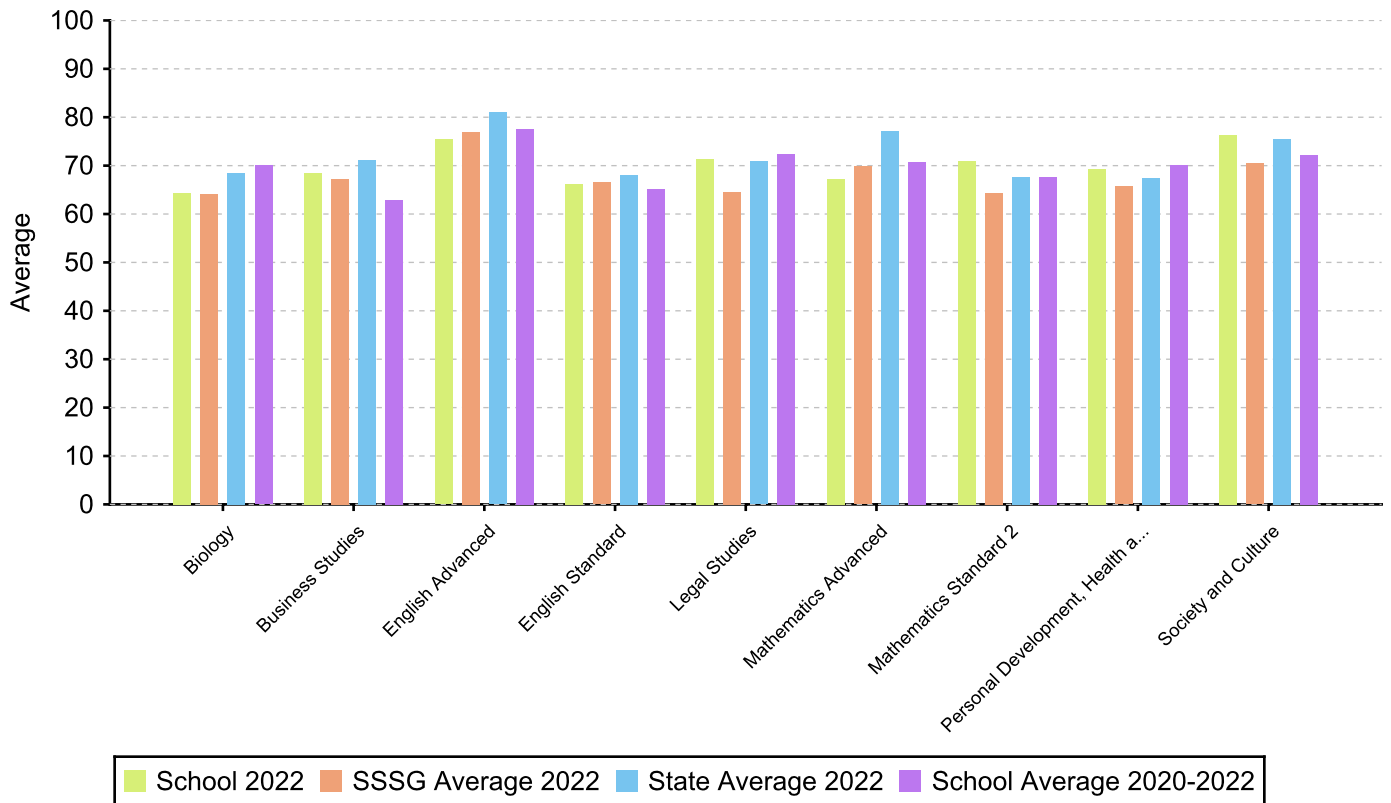
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	64.4	64.1	68.5	70.1
Business Studies	68.4	67.2	71.2	62.8
English Advanced	75.4	77.0	81.0	77.6
English Standard	66.2	66.5	68.1	65.2
Legal Studies	71.3	64.6	70.8	72.4
Mathematics Advanced	67.3	69.8	77.1	70.7
Mathematics Standard 2	71.0	64.4	67.6	67.7
Personal Development, Health and Physical Education	69.3	65.7	67.5	70.1
Society and Culture	76.4	70.4	75.5	72.2

Parent/caregiver, student, teacher satisfaction

In 2022, school community connection and satisfaction has been gauged through a number of mediums.

Parent and carer contact has been based on regular P&C meetings, interaction with the school's social media posts, and the messaging service that allows parent, carer and wider community contact with the school to ask questions, seek information, and make comments and observations.

The school's senior executive meets with the P&C ten times a year at 7pm on the fourth Monday of each month in school time. As a result of these regular meetings, the school's P&C has taken an active role in pursuing automated doors for improved access to the library for students with motor disabilities; raised an issue related to timely communication of concerns prior to reporting periods; began a uniform review; pursued online canteen ordering; made overtures to elected representatives related to school-based needs, especially those related to staffing shortages and infrastructure; completed a canteen review; assisted in the coordination of a P&C fundraiser based on the "Spicks & Specs" formula; and explored ways to support teaching staff tasked with implementing the Inclusive Engaging and Respectful Schools policy

Interactions with the school's messenger service increased in 2022, perhaps the result of an increased number of followers of the school's social media page. The response time to messages continued to improve over the course of 2022.

Teacher satisfaction has been gauged based on the People Matter Employment Survey. Staff participation across the state declined in 2022, with only 25,481 school staff members sharing their views out of a combined staff of nearly 100,000. Mudgee High's staff engagement was less than that of the state at 12%. The preparedness of people to engage with the survey may have been affected by their workload.

The areas targeted by the survey included staff wellbeing, workload, recognition, and learning and development.

Strengths identified by respondents included; I am comfortable notifying my manager if I become aware of any risks at work; People in my workgroup treat each other with respect; Personal background is not a barrier to participation in my organisation; I understand what is expected of me to do well in my job; People in my workgroup can explain how their work impacts customers; My manager communicates effectively with me; My manager provides recognition for the work I do; My performance is assessed against clear criteria; People in my workgroup treat each other with respect; My manager encourages and values employee input; and I have confidence in the decisions my manager makes.

Opportunities for improvement included; I am confident my organisation will act on the results of this survey; I can keep my work stress at an acceptable level; I am paid fairly for the work I do; and I would recommend my organisation as a great place to work.

All but one separation from the school in 2022 was through retirement. That one other separation was related to a desire to travel.

Senior student satisfaction has been gauged using Year 12 exit comments to the following specific question.

What has post compulsory schooling at Mudgee High done for you?

Responses included: Required I put in more effort; Developed my time management skills; Developed my independence; Improved my relationships with teachers; Realised the importance of hard work; Developed productive and constructive relationships with my teachers; Learned to manage a heavy workload; Broadened my opportunities; Bonded with a group of like-minded, success-driven individuals; Motivation to do better; and, Provided a great base for the future (in law and finance).

Student satisfaction in Years 7-11 have been gauged using comments to the following questions posed to a range of students.

1. What do you like most about school?

2. If you could change one thing at school, what would it be?

Answers to the first question included; it feels like a community with common goals; peer relationships and loads of opportunities; Music and the creativity of the Creative and Performing Arts faculty; the teachers are mostly friendly; the range of subjects and the enthusiasm of my teachers; the social aspect of school; representing the school; the peace and quiet of the school in the morning, before all the kids get here; the social connection with peers and respect received as a Year 11 student; sporting opportunities; cultural opportunities; nice environment; and, Music And Drama (MAD) concerts, Quad jams and school bands.

Answers to the second question included; the provision of a senior roll call (Year 11); only allow children in classes who want to learn (Year 8); kids who vape in the toilets; empathy needs a boost and laziness (Year 11); white shirts as uniform - they attract stains in art classes; parents need to be better involved; the way some people try to label others; return basketball rings to the gymnasium (In August 2021 the basketball hoops in the gymnasium were condemned by the NSW DoE Asset Management Unit (AMU) until remediation could be undertaken, AMU had not actioned this work during 2022); more extension classes for people who want to do well; the level of respect for school property and the property of others; toilets for different Year groups; and, vandalism.

On balance, it would be to summarise the comments of the students surveyed thus:

They appreciate the academic, sporting and cultural opportunities provided by the school. They appreciate the care and enthusiasm shown for them by their teachers. They appreciate the social connection school provides them with their peers.

On the obverse side, their greatest disappointments are the result of a lack of appreciation for the opportunities and facilities at their disposal displayed by some students. They are also not keen on wearing white shirts in practical subjects.



Year 12 students, 2022., 10 days before completing school.

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.

Multicultural and anti-racism education - School Statement

Mudgee High has three trained Anti-Racism Contact Officers (ARCOs). The role of the ARCO is publicised through the school newsletter and at whole-school assemblies on a semi-regular basis.

Other School Programs (optional)

Mudgee High's successful Link program operated again in 2022. 25 Year 10 students were involved in the program. The program was begun in 2010 when the leaving age was raised to 17 years. The program provides links between school, TAFE and employment through regular work experience. In 2022, there was a waiting list for places in the program which is a far cry from its early days. The community recognises that Link can lead to improved life outcomes, whether a student is seeking a traineeship or apprenticeship, or seeking to continue to the HSC.



Year 10's Zoe Lucas working one a day a week in child care as part of the Link 2022 program.



Year 10's Will Micallef working one a day a week in the automotive repair industry as part of the Link 2022 program.