

2022 Annual Report

Murwillumbah High School



**INSPIRING EVERY STUDENT
EVERY DAY**

8129

Introduction

The Annual Report for 2022 is provided to the community of Murwillumbah 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

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School vision

Murwillumbah High School's vision is captured in the school's motto - 'Inspiring every student, every day.' As leaders of learning we aspire to provide students with cognitive, interpersonal and intrapersonal skills with strong capabilities in communication, critical reflection, communication and creativity enabling them to thrive in a dynamically changing world and create a better future for our local community and beyond.

The school has a long and proud history in the community and we still honour and aspire to the foundation motto of 1929 'Pergo, Perago, Periclitator', which translates as, 'I strive, I undertake, I succeed.'

This plan provides a strategic framework to ensure that student growth is supported through school improvement and that access to learning for all remains at the heart of our school.

School context

Murwillumbah High School was established in 1929 and has a long tradition of outstanding academic, cultural, creative, and sporting achievement. Over the past three years the school has won awards for its quality teachers, school improvement and innovation.

We are an innovative school with an adaptive culture and our school community is invested in preparing students for a dynamically changing world. The highly qualified and experienced teachers at Murwillumbah High School are committed to the provision of a secure and caring environment that promotes the learning and development of all students using quality teaching strategies which are contemporary, engaging and challenging.

The school, has approximately 380 students, including 8% Aboriginal and Torres Strait Islander students. All of our Executive team have undertaken the Stronger Smarter Leadership learning and we continue to expand the cultural competency of staff. We offer a wide range of courses which meet the needs of all students. The Special Education Unit provides comprehensive programs for students with special needs.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

A collaborative process was used to identify three strategic directions and to plan evidence-based strategies to ensure that the staff, school systems and the community meet the needs of students, supporting them to become resilient citizens in a dynamic and changing world.

The school is committed to continually improving effective classroom practices and collective efficacy with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

A focus of the Plan is to improve deep learning by building a culture of parents, students and staff as partners of learning. We will also be revising and re-designing curriculum structures in Stage 5 to enable deep learning. One project is to introduce a rigorous professional learning program around assessment as another means of building a culture of supported, deep learning.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Stage based collaboration will be key to improving our collective efficacy.

In 2024 Murwillumbah High School will cease operation and merge with Wollumbin High School as a new school in brand new state of the art learning environments on the current Murwillumbah High School site.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to engage students who are agentic in their learning improvement. We aim to develop student agency through collaboration, effective classroom practice and ultimately collective efficacy. Research informed practice underpins our approach to student growth through individualised learning and effective teacher practice. We aspire to a learning culture that is adaptive, and teachers will be supported with professional learning to evaluate their effectiveness through data informed practice and reflective practice.

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 Learning
- Growth Mindset

Resources allocated to this strategic direction

Socio-economic background: \$231,889.50

Student support officer (SSO): \$96,058.00

Low level adjustment for disability: \$216,292.25

Aboriginal background: \$45,522.32

Summary of progress

Our focus for 2022 was on further developing collaborative learning practices and developing a culture where learning is a partnership designed to develop a growth mindset in students.

This has involved modifying collaborative response model to embed targeted learning dispositions into the practice. Covid, floods and the demands on time for all stakeholders from the looming merge saw the parent university model shelved and in its place parent focus groups collaborated with staff and students on developing learning practices for the merged school in 2023. Learning coaches continued at stage 6 level utilising generative dialogue to support students and Student Directed Learning (SDL) staff acted as learning coaches for their students. All stage 4 and 5 students had individualised learning plans that reflected their SDL tasks.

As a result, we were able to build a collaborative culture where simultaneously, the learning of students in 2022 was a core focus and where the learning for the Murwillumbah Learning Community (MLC) was being imagined and planned.

Next year, as a merged school, our hard work will inform the reimaging of two School Improvement Plans into 1.

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 two bands to be above the system-negotiated target in reading of 17.6%.	• 2022 NAPLAN data indicates 22.41% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Improvement in the percentage of students achieving in the top two bands to be above the system-negotiated target in numeracy of 12.9%.	• 2022 NAPLAN data indicates 7.69% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by .68%
Increase in the percentage of students achieving expected growth in NAPLAN reading by 5% from the previous year.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from 2020 cancellation of NAPLAN.
Increase in the percentage of students	Student achievement data is unavailable for this progress measure in 2022

<p>achieving expected growth in NAPLAN numeracy by 5% from the previous year.</p>	<p>with an absence of comparison data from 2020 cancellation of NAPLAN.</p>
<p>Integration of Aboriginal culture is evidenced across the school. Increase the percentage of Aboriginal students attaining the HSC, whilst maintaining their cultural identity to be at or above the lower bound network-negotiated baseline target.</p>	<p>86% (7 students enrolled and 6 completed HSC) of Aboriginal students completed the HSC while maintaining cultural identity. This is exceeding the combined network target of 60%.</p>
<p>Increase the percentage of HSC course results in the top two bands by 5% from the system-negotiated target baseline.</p>	<ul style="list-style-type: none"> • 14.16% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target of 22.50%

Strategic Direction 2: Activated Learners

Purpose

To develop and refine a school culture and strategies that support the growth of agentic learners. To build a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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.

- Deep Learning
- Personalisation

Resources allocated to this strategic direction

Professional learning: \$61,220.62

Per capita: \$105,827.30

Summary of progress

The Student Directed Learning model has been revised and strengthened which has seen the maintenance and growth of student voice and choice in their learning as noted in 2021. There has been an expansion in the development of Individual Learning plans for Stage 4 and 5 students and SDL staff as well as targeted stage 6 staff have acted as learning coaches for students.

Stage 4 & 5 pedagogy and structures that focus on deep learning have been reimagined by teams of staff from Murwillumbah and Wollumbin HS respectively as they plan for the commencement of the temporary school in 2023. This learning has informed both school's 2022 practice and has been supported by collaborative school wide systems and learning opportunities.

Staff have also worked as members of the K-12 pedagogy Operational User Group, (OUG), investigating best practice and prototyping and trialing new models and systems.

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
Decrease the percentage of students attending less than 80% of the time by 7.5%.	There has been an increase by 4.9% from the base line data of students attending less than 80% of the time. The annual progress measure has not been met.
Develop IEPs for 100% of students who are supported by learning coaches.	94% of students had an Individualised Learning Plan which was supported by a learning coach. This is 6% below our progress measure target but reflects significant growth towards it.
Curriculum models and teaching programs from Stages 4 and 5 reflect and are embedded with data informed practice.	Data informed practice, 4C's pedagogy, is embedded in all Stage 4 and 5 teaching programs. Collaborative Response and Generative Dialogue structures support ongoing learning and practice in this area. A Stage 4 and Stage 5 pedagogy team has been establish comprising staff from Murwillumbah and Wollumbin HS respectively to access necessary PL and plan for the curriculum structure in the 2023 temporary school.

Strategic Direction 3: High Impact Assessment Practices

Purpose

Our purpose is to develop a culture of assessment that is ongoing and supports effective classroom practice and continuous learning. We aim to develop consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment will be integrated into teaching practice in every classroom, confirming that students learn what is taught.

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 school-wide, systematic approach to assessment.
- Quality data and feedback informs teaching practice.

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

A continuation of high quality collaborative practice to review and refine assessment practices within and across curriculum areas.

100% of staff involved in year based collaborative practice meetings - 2 collaborative practice and 2 planning/generative dialogue meetings occurred per year group per term.

A set of school-wide, high expectations assessment protocols have been developed and published for all teachers, students and their caregivers.

Working towards the deliberate practice around high impact assessment. High expectation protocols developed and communicated.

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
<p>Students are receiving timely and meaningful feedback and are able to evaluate what they have learned as a result.</p> <p>Faculty programs demonstrate the use of quality assessment tools to inform teaching practice, including the creation of teaching sprints.</p> <p>Performance and Development Plans reflect a school-wide focus on the use of high quality, evidence-based and systematic assessment practices.</p>	<p>All teaching staff have engaged in professional learning targeting the implementation of 4C's learning.</p> <p>The Learning and Support Team, including COVID ILSP tutors, have been trained in and are accessing PLAN 2.</p> <p>PDPs were managed as generative dialogue meetings where assessment practices were explored</p>
<p>At least one high expectations, cross-curricular assessment task based on agreed upon protocols is co-constructed, implemented and reviewed for each Year group per term.</p>	<p>Years 7 and 8 teachers collaboratively designed and reflected upon cross curricular assessment tasks. These tasks were the basis of the show case events.</p> <p>Years 9 and 10 tasks were, in some instances, co-constructed.</p>
<p>An individual education plan is</p>	<p>Teachers collaborate to analyse Best Start, NAPLAN, VALID and HSC data</p>

<p>developed for every student and clearly articulates their goals in relation to assessment.</p> <p>High potential students in Stage 5 co-construct their learning and how this will be assessed in an identified area of strength.</p>	<p>and establish targets for each of their year groups/class groups which inform planning.</p> <p>Identification of high potential students in Stage 5 and development of Project-Based Learning modules.</p> <p>Collaborative response model is supporting data analysis practices. Stage 5 students, including high potential students, engaged in Student Directed Learning program and supported with an individual learning plan. Year group focus targets were established through this process.</p>
<p>Staff, student and parent surveys, including Tell Them From Me, reflect growth in each stakeholder's understanding of the school's high expectations assessment practices, their purpose and increasing impact on learning.</p>	<p>This goal was not achieved as much of the collaboration around assessment and high expectations focused on the establishment of learning structures and pedagogy for the commencement of the combined MLC school in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$289,296.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murwillumbah 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 • staffing release for targeted professional learning around supporting student wellbeing and learning needs and developing access requests. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students learning needs being identified and catered for ensuring students were able to access learning</p> <p>Staff understanding of differentiation and pedagogy was continues to develop to meet the diverse needs of our learners</p> <p>Student wellbeing needs were identified and supported through this process</p> <p>School/home relationships were strengthened</p> <p>After evaluation, the next steps to support our students will be: The next steps will involve understanding the complexity of learning needs of our students as they come together in the new school and developing appropriate supports</p>
<p>Professional learning</p> <p>\$71,220.62</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 Murwillumbah 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"> • Deep Learning • A school-wide, systematic approach to assessment. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training around 4C's pedagogy and alternate curriculum structures • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Stage 4 and 5 curriculum models reimagined for initiation in 2023 Staff awareness of and willingness to embrace alternate curriculum structures is embedded in practice Collaborative practices were enhanced.</p> <p>After evaluation, the next steps to support our students will be: Evaluate and review curriculum in action at the end of Term 1 2023 Develop context appropriate collaborative practice systems and processes</p>
<p>Socio-economic background</p> <p>\$231,889.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murwillumbah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$231,889.50</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"> • Collaborative Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • continued learning for staff and students in generating a culture of student collective efficacy in learning activities. Strong focus on continued development of the Stage 6 study hub based on collaborative learning practices and team building/wellness. This includes virtual visits with innovative, high performing schools, wellbeing days, NESA updates and academic and wellbeing support. • a team of students and staff to develop re-imagining the school day to develop additional opportunities for collaboration for staff to develop common targets and strategies to improve HSC and NAPLAN performance for all, but with a particular focus on the percentage of students in upper bands. The funding of a DP, HT classroom teacher as well as offering time was initiated to support this activity. Establish stage 6 team to work with Wollumbin HS colleagues to ensure a smooth transition for stage 6 students into the temporary school in 2023. <p>The allocation of this funding has resulted in the following impact: Collaborative practices are established with MHS staff and are developing between MHS and WHS Staff. Learning Support staff have established process and practices to support student learning needs. With the impacts of Covid and the floods these structures were also effective in identifying and supporting student wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: Assessing the staff capacity and student needs in the merged school environment and developing context appropriate support processes and practices</p>
<p>Aboriginal background</p> <p>\$45,522.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murwillumbah 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"> • Collaborative Learning <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. <p>The allocation of this funding has resulted in the following impact: Staff development of cultural awareness and the use of appropriate pedagogy and strategies based on Stronger Smarter learning. ILP's collaboratively developed and goals reflective of student needs and supported by families and school. Learning support for Aboriginal students from 7-12 through employment of an SLSO saw great levels of academic and wellbeing support. Aboriginal education team, with a K-12 MLC focus initiated and planning for 2023 and beyond.</p> <p>After evaluation, the next steps to support our students will be: The team will begin initiating activities, learning and programs in 2023</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Murwillumbah High School in mainstream classes who have a</p>

<p>\$216,292.25</p>	<p>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"> • Collaborative Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning and Support Teacher to identify and facilitate support for flood impacted students and students with additional learning needs. Provide PL for staff on trauma and differentiation. Support the growth of the Collaborative Response Model. Coordinate and plan SLSO allocation. Coordinate IFS. • Employment of Student Learning Support Officers to assist identified students improve learning engagement and growth in Stage 4 and 5. SLSOs are used in the classroom and in small group or individual support in the Learning Centre. <p>The allocation of this funding has resulted in the following impact: LaST support saw classroom teachers' capability in meeting the literacy/numeracy needs of identified students developed. Student learning and wellbeing needs were met in individualised settings/small group settings/classroom settings through SLSO support and learning center programs.</p> <p>After evaluation, the next steps to support our students will be: The merged schools will develop a support process and system that meets student needs, develops staff capacity and addresses the context/environment of the new school</p>
<p>COVID ILSP</p> <p>\$191,160.00</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"> • Staff support students through individual learning support; subject/need specific support; in class support. • ILP's/ learning profiles created and reviewed throughout the year <p>The allocation of this funding has resulted in the following impact: Positive growth in NAPLN results especially in literacy. Systems to support Student access to traditional and remote learning developed. Student wellbeing needs supported through covid staff interactions which ensured students could access learning throughout the challenges of 2022.</p> <p>After evaluation, the next steps to support our students will be: Work with students to develop literacy/numeracy skills in first weeks of school to meet the demands of the new dates of NAPLAN Assess student need, staff capacity and environment/context in developing systems of support for 2023</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 Murwillumbah 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"> • Collaborative Learning

Student support officer (SSO)

\$96,058.00

Overview of activities partially or fully funded with this Staffing - Other funding include:

- continued learning for staff and students in generating a culture of student collective efficacy in learning activities. Strong focus on continued development of the Stage 6 study hub based on collaborative learning practices and team building/wellness. This includes virtual visits with innovative, high performing schools, wellbeing days, NESA updates and academic and wellbeing support.
- a team of students and staff to develop re-imagining the school day to develop additional opportunities for collaboration for staff to develop common targets and strategies to improve HSC and NAPLAN performance for all, but with a particular focus on the percentage of students in upper bands. Funding of a DP, HT classroom teacher and time was initiated to support this. Establish Stage 6 team to work with Wollumbin HS colleagues to ensure a smooth transition for stage 6 students into the temporary school in 2023.

The allocation of this funding has resulted in the following impact:

Support for Stage 6 students in the study hub.

Support for traumatised students.

Individual and small group supports for students - support through food drops/coordinating community donations post flood/clothing support.

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

In 2023 there will be 2 x Student Support Officers in the new school.

Evaluation of how they can best work together to meet the yet to be determined challenges of 2023 will be necessary

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	228	238	211	210
Girls	202	232	181	170

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.9	90.9	83.3	83.7
8	82.3	90.4	77.5	73.5
9	79.3	84.8	80.8	76.1
10	78.6	86.4	72.7	75.8
11	84.0	85.1	79.3	67.6
12	82.5	88.9	83.6	75.7
All Years	83.1	88.1	79.4	76.2
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	0	6	8
Employment	6	58	28
TAFE entry	35	32	12
University Entry	0	0	28
Other	5	2	10
Unknown	0	2	14

Year 12 students undertaking vocational or trade training

62.50% of Year 12 students at Murwillumbah High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

80.6% of all Year 12 students at Murwillumbah 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)	1
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	34.1
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.78
Other Positions	2

*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.

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	361,495
Revenue	10,133,332
Appropriation	10,021,133
Sale of Goods and Services	41,981
Grants and contributions	66,494
Investment income	3,383
Other revenue	340
Expenses	-9,948,251
Employee related	-9,369,336
Operating expenses	-578,915
Surplus / deficit for the year	185,081
Closing Balance	546,576

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	289,296
Equity Total	493,704
Equity - Aboriginal	45,522
Equity - Socio-economic	231,890
Equity - Language	0
Equity - Disability	216,292
Base Total	6,953,491
Base - Per Capita	105,827
Base - Location	0
Base - Other	6,847,663
Other Total	930,346
Grand Total	8,666,837

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

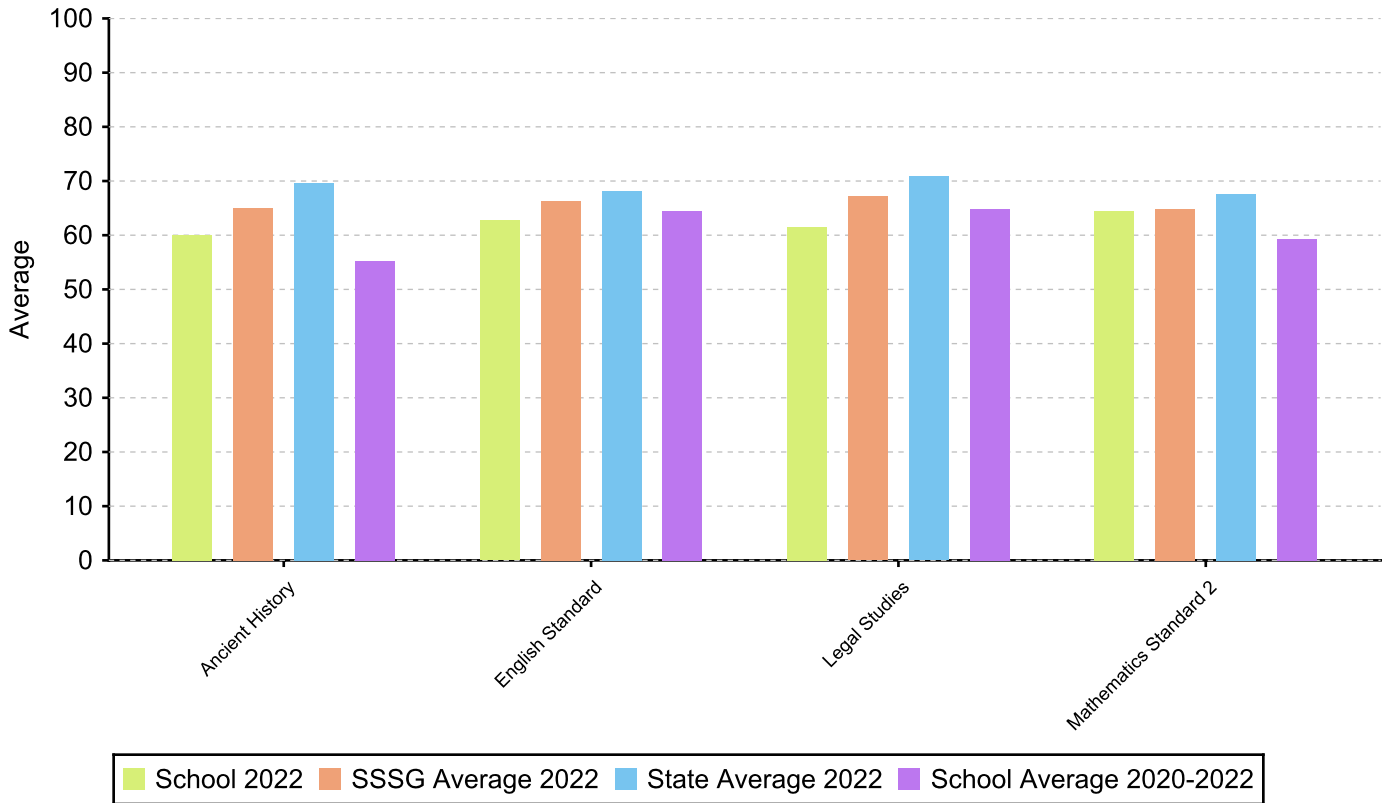
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	60.1	65.0	69.6	55.3
English Standard	62.7	66.3	68.1	64.5
Legal Studies	61.5	67.2	70.8	64.8
Mathematics Standard 2	64.5	64.9	67.6	59.2

Parent/caregiver, student, teacher satisfaction

The school relationship with parent/caregivers and students became heightened during 2022 due to the dynamic and unpredictable impact of the news of the merge, the floods, COVID and the learning from home experience.

We undertook a significant number of parent/caregiver, student and teacher surveys and Zoom/Teams sessions throughout the year in order to gauge our efficacy in supporting mixed mode delivery. The responses were very positive with the majority of students and parents indicating a high level of satisfaction with the school's delivery. There was a sense of frustration that hybrid learning activities, which involved opportunities for students to work from home or at school, were little more than the school seeking breathing space to complete the physical move required by the amalgamation of MHS and WHS. Survey results, focus group discussions, P&C meetings and individual parent school communications indicate that we need to continue to work on our communications with parents especially around the MLC and what learning will look like in 2023. Students most valued critical thinking, creative thinking and communication. There is work to be done to build student attitudes towards valuing school and their sense of belonging which we believe the aforementioned challenges have heightened.

We continued our transformational journey to improve the delivery of high quality education. Key elements in 2022 were the involvement of student and parent voice in guiding decisions about teaching and learning especially moving forward into the temporary school. Students and parents increasingly participated in workshops with the executive team both online and later face-to-face.

Our continued relationship with the P&C was highly valued throughout 2022 and their work around supporting our staff and students through the floods was both greatly appreciated and invaluable in ensuring our ability to serve the needs of our students and community.

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.