

# 2022 Annual Report

## Muswellbrook High School



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## Introduction

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

Muswellbrook High School, is committed to meeting the needs of all students and developing strong community links to promote a safe and supportive learning environment. Every student and every teacher is challenged to demonstrate at least a year's improvement each and every year.

To achieve academic, cultural and wellbeing excellence, and to prepare students for post-school pathways, we use research and evidence based practices to drive teaching and learning and build strong foundations in literacy, numeracy and deep content knowledge. Building student voice will develop the confidence of each of them to be confident and creative individuals who enrich our local and global community.

## School context

Muswellbrook High School, a collaborative member of the Muswellbrook Learning Community (MLC), is a rural school built on the land of the traditional owners, Wanaruah and Kamilaroi people. It enjoys a proud history of educating families of the Upper Hunter; drawing students from the Muswellbrook, Denman, Sandy Hollow and Martindale communities. The economic viability of these communities is based upon mining, agriculture, viticulture, the equine industry and power generation.

Our student population of 784 students consists of approximately 20% of students who identified as Aboriginal or Torres Strait Islander and 4% have a language background other than English.

The school's FTE teaching staff entitlement is 65.6 which includes 1 Principal, 2 Deputy Principals and 10 Head Teachers. There is a school funded Instructional Leader position and an additional Head Teacher position. Our Support Unit consists of 5 classes - 1 Ed Class, 1 IM class, and 3 MC classes. Our non-teaching staff entitlement is 16.4.

In administration, there is one School Administration Manager, 9 Administration Officers and one school funded Business Manager position.

Our highly qualified and dedicated teaching and non-teaching staff work together to create an environment that truly embodies our school motto, 'Striving for Excellence in a School that Cares'. The willingness of the school to pilot a range of initiatives to support student learning has resulted in strong enrolments through effective transition programs. Every student is provided opportunities to develop skills that will carry them beyond their school years.

Students have on offer a diverse curriculum that is taught by expert teachers who are passionate about their subjects. Students have the opportunity to undertake the study of traditional academic subjects as well as an extensive Vocational Educational and Training program and alternative patterns of study. Our school also offers specialised elective subjects throughout the junior school. The school is dedicated to developing a culture of academic achievement, success in sport, agriculture and the opportunity to enhance student performance in the cultural and performing arts fields.

Providing student leadership opportunities are a priority for the school, with students at all levels encouraged to take on leadership roles. We have a strong, active Student Representative Council, with students from all years elected to represent their peers. The development of a Junior AECG is currently underway.

A strong wellbeing ethos is an important character element of our school, promoting meaningful partnerships within and across our Community of Schools (COS). With strong connections to TAFE, educational links K-12, business partnerships and university partnerships, we effectively cater for the diverse learning needs of students. We provide a nurturing and inclusive learning environment, promoting successful pathways into tertiary study and/or employment as well as fostering the talents of our gifted and talented students, providing enrichment opportunities for Aboriginal students, and enhancing the opportunities of students to experience cultures from different countries, including our sister school relationship with Sayama Seiryō School, Japan. All school programs and initiatives are well supported by an active parent community.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to improve student achievement by responding to individual learning needs through consistent school wide assessment and intervention practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data and feedback 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 Practice: Literacy and Numeracy
- Highly Effective Teaching Practice: Differentiation

### Resources allocated to this strategic direction

**Professional learning:** \$48,600.00  
**Socio-economic background:** \$412,852.00  
**Low level adjustment for disability:** \$396,870.00  
**Integration funding support:** \$301,171.00  
**English language proficiency:** \$16,140.73  
**Aboriginal background:** \$252,632.85

### Summary of progress

#### Highly Effective Teaching Practice: Literacy and Numeracy

Our focus for 2022 was on strengthening staff knowledge and understanding of numeracy strategies to develop additive and multiplicative strategies in student learning, writing scaffolds and reading support through Super Six strategies.

Targeted faculties of Maths, PDHPE, TAS and Special Education were involved in tailored professional learning to deepen their knowledge of how to integrate numeracy into their teaching and learning cycle. There was strong teacher participation (95%) in professional learning that included data analysis, multiplicative and additive strategies and the use of numeric language in Stages 4 & 5. Additionally, 95% of teachers participated in professional learning based on the writing scaffold IDEA and 100% of teachers from English, HSIE, Special Education and CAPA Faculties participated in professional learning based on the Super Six Writing Strategies.

As a result of these activities the 2022 NAPLAN data indicates 19% of students in the top three skill bands for Year 9 numeracy achieved the system negotiated target whilst the 2022 NAPLAN data indicates 4% of students in the top three skill bands for Year 7 numeracy did not achieve the system negotiated target. The 2022 NAPLAN data indicates 7.4% of students in the top two skill bands for Year 9 reading exceeded the system negotiated target whilst the 2022 NAPLAN data indicates 0.5% of students in the top two skill bands for Year 7 reading did not achieve the system negotiated target. The NAPLAN data indicates 21% of students in the top three skill bands for Year 9 reading indicating the school achieved the system negotiated target whilst the 2022 NAPLAN data indicates 12% of students in the top three skill bands for Year 7 reading indicating the school did not achieve the system negotiated target. Teachers worked alongside the Writing in Secondary team to develop explicit professional learning activities for staff which allowed for the development of knowledge and skill in the implementation process of IDEA (Identify, Define, Explain, Analyse). As a result, internal measures indicate that staff have gained knowledge of the process and how to create lessons where explicit teaching of writing is central to developing thoughts and ideas.

In 2023, our focus will be embedding additive strategies and multiplicative thinking into Stage 4 & 5 programs across Maths, TAS, PDHPE and Special Education Faculties. The Team will develop structures to support the development of effective resources, utilising the Universal Resources HUB, to be embedded into classroom practice. Professional learning will continue to develop the skill set of teaching staff throughout each term. Super Six Reading Strategies will be embedded into Stage 4 & 5 programs across the English, HSIE, CAPA and Special Education Faculties, as well as embedding IDEA into all Stage 4 programs across the school. Professional learning will be specific and targeted and cater for the needs of staff and student learning in relation to the writing process.

#### Highly Effective Teaching Practice: Differentiation

Our focus for 2022 in this initiative was on Aboriginal Education and targeted support for individual students. This occurred through a wide range of activities including the development of all Aboriginal Learning and Engagement Centre

(ALEC) programs and relationship development between ALEC / school staff and ALEC staff / students and KLA Adjustments, Learning Adjustment Plans (LAPs), Flags and special provisions.

These activities involved LOOMs, an online video demonstration program, to demonstrate how simple a KLA adjustment is, creating excel spreadsheet for booking in assessment support, in-class exams, half-yearly and end of year exam support for special provisions and building a stronger relationship with local community organisations such as Ochre, our Aboriginal Lands Council and our local AECG committee.

As a result, all students with LAPs had KLA Adjustments entered for Semester 1 and the majority of students were entered for special provisions support which enabled LaSTs to be more involved with classroom support and testing. Additionally a new Aboriginal Education Officer and two new Aboriginal SLSOs were employed via the merit process. All programs were run exceptionally well with targeted students chosen for each program based on data that was collected from Learning and Support team meetings, semester reports, assessment task submission and results and students and parent/carer feedback / engagement. Programs were well received by all students. New end of year ALEC awards were created and two students received an award for most improved and most consistent. Award recipients were celebrated extensively by their family and friends with their parents being exceptionally proud. In late 2022 we created the position of Head Teacher ALEC using RAM funding to ensure stability within our ALEC Team and to recognise and value the importance that such a role plays in the ALEC's success.

Next year our focus will be on whole school program differentiation which will support further improvement towards ensuring that all students with Disability Confirmations and special needs are supported in all educational environments by staff fully aware of their needs. In the areas of Aboriginal Education we have identified our schools need to participate in the 'Connecting to Country' Aboriginal community cultural awareness programme. This has been raised significantly by our school at AECG meetings as we feel further insight needs to be developed by all staff regarding the myriad of cultural, social, historic, economic and political issues that continue to affect and concern our local Aboriginal people and community. Our school will participate in 'Connecting to Country' by firstly having our ALEC and Aboriginal Education team offered training in 2023, with further days to be offered to other staff in 2024.

### 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
• Uplift in the proportion of students in the top 2 bands in reading from the baseline by 5.8%.	2022 NAPLAN data indicates 11.72% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 7.37%.
• Uplift in the proportion of students in the top 2 bands in numeracy from the baseline by 5.5%.	2022 NAPLAN data indicates a 5.5% increase to 14.88% of students in the top two skill bands for numeracy indicating achievement of the system negotiated target.
• Uplift in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity was reflected in a retention rate of 17.1%.
• Uplift in the proportion of Aboriginal students achieving in the top 3 bands of the HSC from the baseline by 3%.	33.3% of Aboriginal students attained results in the top three bands demonstrating achievement of the lower bound target.
• Uplift in the proportion of Aboriginal students achieving in the top 3 NAPLAN bands in reading from the baseline by 3%.	2022 NAPLAN data indicates an increase from 15.85% of Aboriginal students to 21.74% in the top three skill bands for reading indicating achievement of the system negotiated target.
• Uplift in the proportion of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy from the baseline by 3%.	2022 NAPLAN data indicates an increase of 10.8% of Aboriginal students to 18.8% in the top three skill bands for numeracy indicating the school exceeded the system negotiated target.
• Uplift in the proportion of students achieving in the top two bands in HSC course results from the baseline by 4.8%.	15.5% of students attained results in the top two bands demonstrating progress toward the lower bound target.

<ul style="list-style-type: none"> <li>• Uplift in the proportion of students achieving in the top three bands in HSC course results from the baseline by 4.2%.</li> </ul>	<p>An increase of 4.58% saw 42.2% of students attain results in the top three bands demonstrating progress toward the lower bound target.</p>
<ul style="list-style-type: none"> <li>• Uplift in the proportion of students achieving expected growth in NAPLAN reading from 56.6 to 59.0%.</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> <li>• Uplift in the proportion of students achieving expected growth in NAPLAN numeracy from 63.5% to 65.4%.</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> <li>• Uplift in the proportion of students in the top 3 NAPLAN bands in numeracy from 11.0% to 12.7%.</li> <li>• Uplift in the proportion of students in the top 3 NAPLAN bands in reading from 17.1% to 18.7%.</li> </ul>	<p>2022 NAPLAN data indicates 23% of students in the top three skill bands for numeracy indicating the school exceeded the system negotiated target by 6.8%.</p>

### Purpose

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Our purpose is to drive continuous improvement and a strong sense of belonging by creating a safe and inclusive environment. Our staff will have a deep understanding and knowledge of their role and responsibility to improve student engagement, achievement and wellbeing through the provision of culturally inclusive and rich learning connections.

### Initiatives

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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.

- Student attendance and engagement
- Whole school systems and practices

### Resources allocated to this strategic direction

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**Professional learning:** \$25,760.00

**Socio-economic background:** \$368,925.35

### Summary of progress

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#### Student attendance and engagement

Our focus for 2022 was on developing stronger connections with and collecting specific and effective data from partner primary schools to support the transition process of students from year 6 to 7, upskilling staff in classroom management processes and improving 80-90% attenders, celebrating our high attenders and ensuring we are meeting the needs of low attenders.

This involved a range of activities including updating the student transition profile to include more specific questions around learning needs, attendance concerns, wellbeing supports in place, and any plans that already exist to support the student and working with the partner primary schools to collect specific information about the students personal and social capabilities to best place them in classes and ensure we were managing student transition in ways appropriate for their academic and social levels. Additionally, we provided whole school professional learning and resources that focused on all aspects of classroom management to further engage and support attendance.

As a result, we were able to create an environment where attendance was valued within the school and within the wider community. We were able to implement new processes to improve to support the achievement of our attendance goals. The staff trialled the resources in their lesson plans and received coaching to support their classroom management and enabled staff to teach more efficiently and engage the students more effectively.

Next year our focus will be to revise these new processes and continue to gather data on the Year 7 cohort to ensure our efforts were effective and using data to drive new directives such as involving community businesses, incorporating the new processes for special education compliancy for 2023 and beyond, aim for less unjustified absences whilst continuing our current positive trends. We will also have a focus on consistency in classroom management across all classrooms with our new behaviour framework. This will support further improvement towards equity across the school and assist students in self-regulating their own behaviour.

#### Whole school systems and practices

Our focus for 2022 was on Whole School Systems and Practices. All teachers developed their capacity to effectively integrate positive acknowledgement into classroom practice to develop student wellbeing through targeted professional learning.

This involved developing an explicit professional learning agenda that catered for the needs of staff and students. Ongoing learning occurred through classroom lessons about expected behaviours, reinforced at whole school assemblies and year group acknowledgement days. As a result, internal measures indicate an increase in student attendance in class and a decrease of negative incidents in the classroom.

Next year our focus will be to develop staff and student knowledge of the above the line and below the line behaviours in the classroom and link the positive acknowledgement to this learning under whole school systems and practices.

Our second focus in 2022, was to increase the internal and external reach of communication for Muswellbrook High School. The continued employment of a Community Liaison Officer (CLO) has been instrumental in achieving improved



engagement with the wider school community.

External communication and engagement through social media (Facebook) have increased by 30% in audience reach from 2021 and page visits are up 16% from the previous year, new page likes are also consistently receiving 400+ new likes each year. This has been achieved through better support from faculties providing positive media to be posted on a more consistent basis. Internal communication through the implementation of the Sentral platform has seen 95% of parents and students accessing the portal to gain data about timetables, attendance and wellbeing.

In 2023, further developments will be made to build upon the successful reintroduction of face-to-face Parent Teacher Evenings which were reinstated after the Covid pandemic. Electronic means of communication both internal and external will continue to be further refined in order to gain increased engagement and a greater reach into the community.

### Progress towards achieving improvement measures

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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"><li>• Increase the percentage of students attending school more than 90% from the baseline by 7.2% .</li></ul>	The number of students attending greater than 90% of the time or more has decreased by 10.61% to 28.09%, however this figure was significantly affected by the ongoing impact of COVID-19 restrictions.
<ul style="list-style-type: none"><li>• Increase student wellbeing as shown through Wellbeing data (TTFM- sense of belonging, positive relationships, interest and motivation and effort).</li></ul>	45.59% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this school-based progress measure.

## Strategic Direction 3: Innovative teaching and learning

### Purpose

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Our purpose is to build high expectations in all areas of the school, developing the skills for students to become independent life-long learners and to equip them in their life after school. Our staff will engage collaboratively with pedagogies and technology to equip them in delivering an engaging curriculum to support increased teacher and student agency.

### Initiatives

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

- Collaborative Practice
- High Expectations Learning Culture

### Resources allocated to this strategic direction

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**Socio-economic background:** \$76,943.50

**Location:** \$11,500.00

**Professional learning:** \$17,000.00

### Summary of progress

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#### Collaborative Practice

Our focus for 2022 was on building a leadership team that was not only focused on administrative and management tasks but also on specific instructional leadership skills, as well as creating a process that supported Early Career Teachers (ECTs) and those completing the Accreditation/Maintenance Process and their supervisors.

These activities involved a Leadership retreat and additional professional learning for leadership. ECTs were supported by the creation of folders with a variety of NESA documents and templates and professional learning to enable them to better understand and participate in the processes.

Through the creation of a formal mentoring and lesson observation timetable, staff were able to comprehend the importance of and simplicity of the process of Accreditation which resulted in 5 more staff gaining Proficient status. The leadership development has resulted in the executive being a more cohesive team with all opting for individual coaching in 2023.

Next year we will continue to focus on streamlining the Accreditation process by demonstrating through formal mentoring sessions and support sessions, how to utilize evidence they have already created and use on a daily basis. This in turn will support greater engagement and success within the Accreditation system and the retention of ECTs as they are supported within the early stages of their career.

#### High Expectations Learning Culture

Our focus for 2022 was on increasing local community employer relations with the school and creating further opportunities for students regarding SBATs and gaining additional skills and experiences. Staff also undertook the High Potential and Gifted Education Leaders Course, with the intention of embedding the HPEG Policy into whole school practice. Two staff members attended this training and completed the course deliverables and were accredited at a Lead level.

The hosting of the Business Breakfast showcased the capabilities of our school and students. This has resulted in increased community awareness with local businesses and has resulted in potential employers gaining an understanding of the benefits of School Based Trainees/Apprentices, which has proved particularly timely post Covid. This was achieved by using a combination of communication methods; using existing employers who work with the school, social media, meetings, cold calling, business breakfast and linking with employers that students had existing contact (ie. current employers). Our students have had numerous opportunities to gain additional skills and exposure to a wide range of industries, including the successful 'Gaining your L's' which was identified as a key barrier to many students who were wanting to pursue employment as a post school pathway.

Through the identification of student needs and interest areas the school has been able to directly source programs and opportunities to assist in building our student's capabilities and provide them with current and relevant careers advice, regardless of their post-secondary pathway.

We are looking at building our relationships with the local and wider community to create further opportunities for our students. The education of employers regarding traineeships and apprenticeships and the ongoing task of meeting our students' needs will continue to be a priority.

Staff who attended HPGE PL, delivered a HPGE Policy Attitudes and Teaching Practices Survey to both teaching and non-teaching staff in order to establish baseline quantitative data specific to policy statements and guiding principles. From this survey, policy statement 1.5 (Learning environments which support the social-emotional development and wellbeing of high potential and gifted students enable them to connect, succeed and thrive) was identified as having an immediate need for implementation.

High Impact Professional Learning was delivered at a whole school level to introduce the HPGE policy for staff. Through this professional learning, data was gathered via a Menti image of the current and previous opportunities (pre covid) that exist and can be incorporated into the HPEG policy. From this data the High Potential and Gifted Education Policy Evaluation and Planning tool was able to be completed, which will be implemented in 2023.

### Progress towards achieving improvement measures

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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
<b>Learning Domain</b> <ul style="list-style-type: none"> <li>In the element of Learning Culture, the theme of High Expectations is validated at sustaining and growing.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence framework shows the theme of High Expectations to be delivering.</li> </ul>
<b>Teaching Domain</b> <ul style="list-style-type: none"> <li>In the element of Learning and Development, the theme of collaborative practice and feedback is validated at sustaining and growing</li> <li>The element of Professional learning is validated at sustaining and growing</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence framework shows the theme of Collaborative Practice and Feedback to be delivering.</li> <li>Self-assessment against the School Excellence framework shows the theme of Professional Learning to be sustaining and growing.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$301,171.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Muswellbrook High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practice: Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. Targeted and individual student support data has been collated and assessed for impact on student learning. Students reported they felt comfortable in the classroom with known support and teachers received additional professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to ensure integration funding decision-making is tabled at the learning and support team meeting. This will ensure there is a regular review to address the ongoing and emerging needs of individual students. The use of integration funding will be adjusted throughout the year in response to student needs and reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,151,355.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Muswellbrook High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practice: Literacy and Numeracy</li> <li>• Highly Effective Teaching Practice: Differentiation</li> <li>• Student attendance and engagement</li> <li>• Whole school systems and practices</li> <li>• Collaborative Practice</li> <li>• High Expectations Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Rreading to support student learning</li> <li>• supplementation of extra-curricular activities</li> <li>• additional staffing to implement Aboriginal learning and Engagement to support identified students with additional needs</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support transition implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funds were utilised across all aspects of the School Improvement Plan and contributed to a wide range of student focussed activities :</p> <ul style="list-style-type: none"> <li>*creation of bank of strategies for success for the HSC</li> <li>*consolidation of a quality 6-7 transition program, enabling a more settled start to high school</li> <li>*teachers receiving professional learning in the use of data to inform practice that is responsive to student needs</li> </ul>

<p>Socio-economic background</p> <p>\$1,151,355.77</p>	<p>*Established a process for recognition of student excellence on a term basis with parent attendance at assemblies, in addition to the student positive reward system of On Ya's</p> <p>*Implementation of ALEC (Aboriginal Learning and Engagement Centre) providing intensive, personalised support for Aboriginal students</p> <p>*Year 8 and 9 students given the opportunity to work with Australian Resource Industry Skills and Education (ARISE) initiative to further STEM.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Data shows that attendance rates for students in this equity cohort are not consistent. Next year, the school will diversify the role of the additional staff member to provide additional support to students who struggle with attendance. Funding will be used in 2023 to support a leadership program for middle leaders to enable them to develop skills to work with teachers on their own practice to further improve the quality of teaching and learning in the classroom.</p>
<p>Aboriginal background</p> <p>\$252,632.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Muswellbrook 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practice: Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the employment of an Aboriginal Education Officer (AEO) provided intensive, specific, and specialised advice for Aboriginal to support learning in the classroom and raise attendance levels. Aboriginal student report that the ALEC (Aboriginal Learning and Engagement Centre) has provided additional well-being, and academic and cultural support. The AEO has also embedded strong relationships with the local AECG and Aboriginal community members.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage the ALEC mentor and explore the establishment of Clontarf and Girls Academy to support our Aboriginal students to achieve their targets. To embed Aboriginal Education across the school and build the knowledge and understanding of all students about Aboriginal histories and culture.</p>
<p>English language proficiency</p> <p>\$16,140.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Muswellbrook High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practice: Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul>

<p>English language proficiency</p> <p>\$16,140.73</p>	<ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers are more confident in the differentiation of work to match the level of understanding (for example, beginning or emerging).</p> <p><b>After evaluation, the next steps to support our students will be:</b> to build on teacher confidence and their capacity to design teaching and learning programs that reflect the needs of EAL/D learners, the identified next step is to ensure consistency across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural needs and processes in place to ensure information is incorporated in planning and teaching.</p>
<p>Location</p> <p>\$19,292.00</p>	<p>The location funding allocation is provided to Muswellbrook High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> <li>• High Expectations Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• staff attendance at professional learning out side the local area</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> enrolling students in Aurora has increased subject opportunities and choices for students, with funding utilised to provide support when out of face-to-face lessons. Additionally, funding has allowed staff to access and attend professional learning outside the area enabling them to further develop their capacity in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to build upon options for students and staff that enhance their interaction in learning beyond the immediate school community.</p>
<p>Professional learning</p> <p>\$91,360.00</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 Muswellbrook High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practice: Literacy and Numeracy</li> <li>• Student attendance and engagement</li> <li>• Whole school systems and practices</li> <li>• Collaborative Practice</li> <li>• High Expectations Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Community Liaison Officer (CLO)</li> <li>• promoting and demonstrating the use of the DoE Literacy Hub Literacy Resources and Guides</li> <li>• whole school student behaviour and classroom teacher strategies to assist with challenging behaviours. Embed BSP and RAP that are workable, fluid, individualised and focused on thriving at school.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to</li> </ul>



<p>Professional learning</p> <p>\$91,360.00</p>	<p>teaching writing and explore modelled, interactive, guided and independent writing</p> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers collaboratively developed strategies that encouraged behaviour change based on student voice and the individualised needs of students. Identification of strategies to support top HSC band achievement, resulting in 15.5% of students achieving in the top 2 bands of the HSC. Teacher skills have been developed through team teaching around the teaching of Reading (Super Six) resulting in greater confidence of staff to deliver engaging and purposeful reading programs. The introduction of ALARM enabled a whole school common language approach to student writing and framing higher-order thinking.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to enable more teachers to participate in specific, targeted professional learning in focus areas of writing (ALARM) , numeracy (additive and multiplicative strategies) and reading (Super Six).</p>
<p>COVID ILSP</p> <p>\$351,134.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group tuition was funded with this resource, however an underspend was recorded due to staffing challenges. The students who were able to participate showed improved engagement in the classroom rather than withdrawal in small groups. Students commented on their deeper understanding due to the intensive support in the classroom, particularly in extended writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</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 Muswellbrook High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of Student Support Officer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase of students seeking and receiving additional wellbeing support, leading to greater in class engagement and improved attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to refine the processes for student access to the specialised support at the point of need. Further training for the SSO will enable them to be more</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>proactive in the provision of ongoing wellbeing support.</p>
<p>Low level adjustment for disability</p> <p>\$396,870.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Muswellbrook High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practice: Differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Results in reading (top 2 bands) progressed by 7.3% from the baseline, in numeracy increased by 5.5% to meet system target. Aboriginal students demonstrated strong growth with an uplift of 5.89 in reading and 10% in numeracy. The combination of in class support through SLSOs and additional teacher professional learning around differentiation and meeting individual needs has seen greater engagement within the classroom</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the in class support through the employment of trained SLSOs. The role of Learning Support Team in monitoring and analysing data will continue to be refined to ensure all students have an appropriate level of support as required</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	449	460	426	412
Girls	410	424	377	372

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	86.9	89.9	81.8	78.3
8	85.6	86.4	77.0	77.0
9	81.4	87.6	74.5	72.7
10	73.4	84.5	77.4	70.9
11	73.2	82.6	68.0	73.0
12	83.2	86.7	77.3	73.7
All Years	81.0	86.4	75.9	74.1
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

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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	42	35	18
Employment	2	5	10
TAFE entry	21	2	18
University Entry	0	0	47
Other	0	5	0
Unknown	10	15	7

## Year 12 students undertaking vocational or trade training

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21.88% of Year 12 students at Muswellbrook High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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95.7% of all Year 12 students at Muswellbrook 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)	46.3
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.68
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,455,716
<b>Revenue</b>	13,517,147
Appropriation	13,212,004
Sale of Goods and Services	748
Grants and contributions	270,313
Investment income	9,239
Other revenue	24,843
<b>Expenses</b>	-13,379,653
Employee related	-10,962,487
Operating expenses	-2,417,167
<b>Surplus / deficit for the year</b>	137,494
<b>Closing Balance</b>	1,593,210

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	301,171
<b>Equity Total</b>	1,816,999
Equity - Aboriginal	252,633
Equity - Socio-economic	1,151,356
Equity - Language	16,141
Equity - Disability	396,870
<b>Base Total</b>	9,547,908
Base - Per Capita	211,761
Base - Location	19,292
Base - Other	9,316,855
<b>Other Total</b>	743,984
<b>Grand Total</b>	12,410,062

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

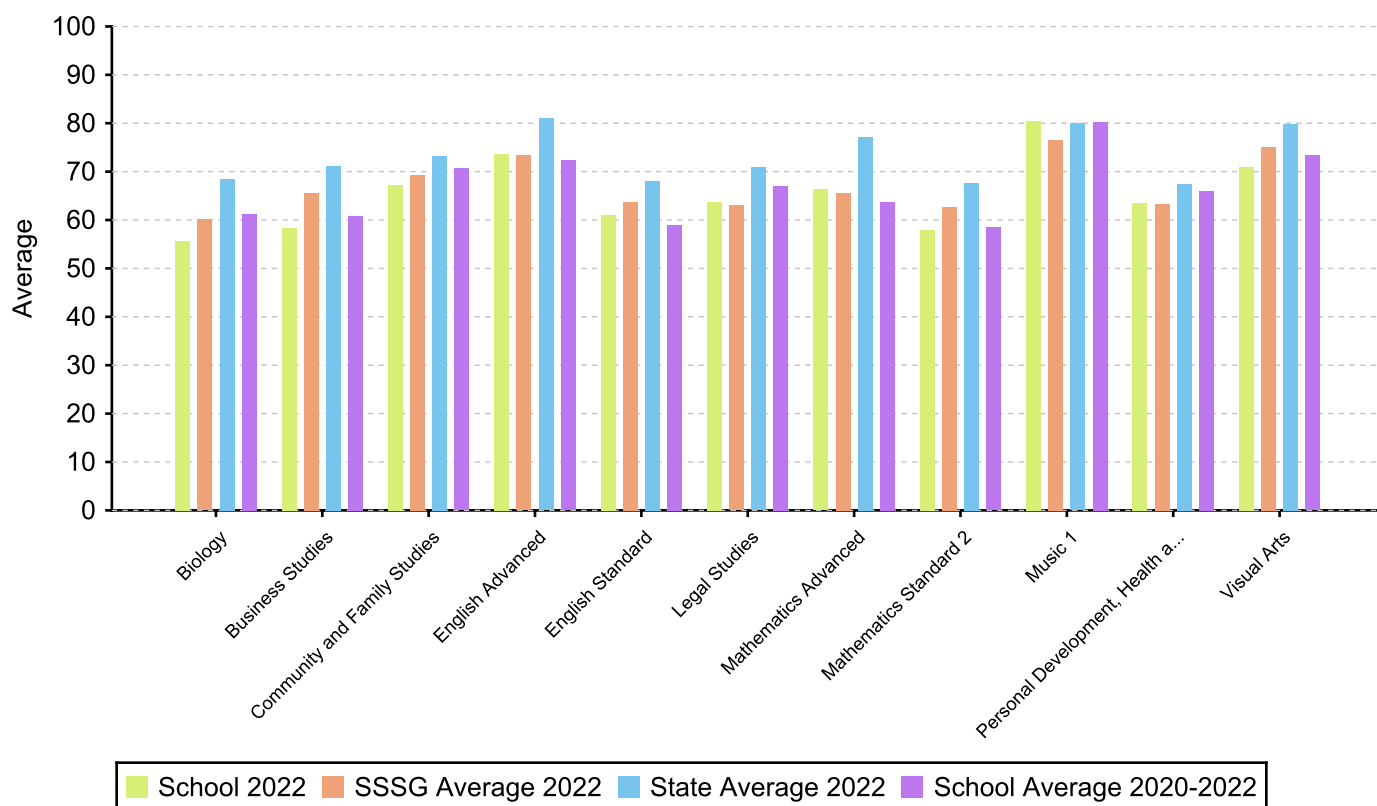
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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	55.7	60.1	68.5	61.2
Business Studies	58.4	65.5	71.2	60.8
Community and Family Studies	67.3	69.2	73.2	70.7
English Advanced	73.6	73.3	81.0	72.3
English Standard	61.0	63.8	68.1	59.0
Legal Studies	63.7	63.0	70.8	67.1
Mathematics Advanced	66.3	65.6	77.1	63.8
Mathematics Standard 2	58.0	62.7	67.6	58.5
Music 1	80.5	76.6	79.9	80.2
Personal Development, Health and Physical Education	63.5	63.3	67.5	65.9
Visual Arts	70.9	75.0	79.8	73.3

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey was completed by 404 students in this school who completed the survey between 10 Oct 2022 and 20 Oct 2022. The Tell Them From Me Survey includes measures of student engagement, categorised as social, institutional and intellectual engagement. Students indicating that they have had positive relationships at school was recorded as 68%. Students understand that there are clear rules and expectations in the classroom (5.2 school mean compared to 5.6 NSW DoE mean). Students indicating that they are planning to go to university was shown to be 35%. Of our Aboriginal students surveyed, 44% felt that teachers had an understanding of culture. Males students (75%) indicated higher perseverance than female students (66%).

Areas of improvement include student engagement from year 7 to 12, increasing students' sense of belonging, positive homework behaviours, increasing student value of education, truancy, emphasizing high expectations for students to succeed and ensuring that students feel proud of Muswellbrook High School.

Staff also completed the Tell Them from Me survey that focused on the school and classroom context. Areas of growth included leadership, parent involvement, collaboration, challenging and visible goals and technology. Staff indicated that the school was culturally sensitive, the school is a welcoming place for students and that they are confident in their capacity to meet the needs of Aboriginal students. Areas of improvement are staff wellbeing, learning culture and curriculum implementation.

During The Tell Them From Me survey period, 41 parents/carers responded. Results between November 2021 and October 2022 indicate growth specifically with parents feeling informed, the school supporting learning and positive behaviour. A large proportion (98%), of our parents are not involved in school committees. Emails and social media are the most frequently used to keep parents/carers informed. The survey also indicated that 51% of parents were of the opinion that their child would attend TAFE.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.