

2022 Annual Report

Murrumburrah High School



8328

Introduction

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

Murrumburrah High School

Smith St

Harden, 2587

<https://murrumburr-h.schools.nsw.gov.au>

murrumburr-h.school@det.nsw.edu.au

6386 2755

School vision

At Murrumburrah High School we strongly believe in the need to provide a well rounded educational journey for all our students in an environment that is supportive, inclusive and equitable to all. This will then enable all students to have high achievement and growth within their own education and be able to have the necessary skills and experiences to be a valuable contributing member of our society. The school and its wider community have a shared vision that reflects our own situational analysis assessment of the school.

The school leadership team will maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and close the gaps in student achievement.

School context

Murrumburrah High School is a small rural high school located in a small rural town. Enrolments have dropped in recent years to 115 this year due to smaller cohort size from local primary schools. This is expected to change in coming years. Geographically, the nearest towns are all within 50 kms, with the nearest major city of influence over 150 km away. Students generally attend university, enrol in a TAFE course, or take up work opportunities either through general employment or apprenticeship options. Many families have lived in the town for many generations and have a close connection with the school. The school is seen as a vital connection with work and preparation for life after school that supplements the needs of the local community. Many students participate in school based and community based sporting events and travel a lot to participate, this has impacted attendance for some students.

Through development of the situational analysis, the school will focus on encouraging students high achievement and increased retention into year 12. The school has been able to improve infrastructure and facilities over the last 2 years and continues to provide the best educational environment for the students and staff.

Students who identify as Aboriginal are being provided much stronger cultural identity opportunities from 2021 with an increase in support and guidance towards their educational outcomes growth.

The schools Strategic Improvement Plan will be supported by Department funding from :

Integration Funding Support

Socio-economic background

Aboriginal background

Low Level adjustment for Disability

Location allowance

Professional Learning

Beginning Teacher support

Covid Support funding

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic and pathways success by further developing and refining data-informed and evidence-based teaching practices that are responsive to the learning needs of all students.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Summary of progress

The school focused on literacy improvement in 2021, which showed a good improvement as a cohort in this year's NAPLAN results. School executive staff began work on improving numeracy as part of the schools continuing plan for improvement. Professional Learning was delivered first at an Staff Development Day, then at regular staff meetings and also reinforced at faculty meetings. By Term 3 the school undertook the next phase in continual improvement, by working with the Strategic School Support (SSS) for numeracy team. Staff undertook an analysis of current results in order to identify areas for improvement in numeracy and its connection to Key Learning Areas. All teaching staff worked closely at staff meetings and at one on one individualised sessions. Two teaching staff members have taken on the lead role to guide staff into 2023. As SSS was undertaken in late 2022 results are not expected this year, however, check-in assessments have shown growth this year since NAPLAN.

Staff have a clearer direction of the focus areas to improve effective classroom teaching. Identified staff will implement the next phase of our numeracy approach.

Next Steps

- Strengthen the collaborative approach with the primary school to develop a continuum of literacy and numeracy targeted professional learning that aligns to the identified needs of our shared student data.
- Implementation of numeracy strategy recommendations following the strategic school support process in term 4.
- Continuation of the whole school approach to reading and numeracy focussed PL as part of network priorities in order to build staff capacity in effective classroom practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN reading to a minimum of 9%, as determined in the system negotiated targets.	Year 9 student results increased from 0% in the top two bands in 2021 to 5% this year in reading. Year 7 results dropped from 14.29% to 6.67%. A targeted whole school literacy approach in High School over the last 12 months has shown results. Check in assessment data from term 4 supports a trend upward for Year 9 since sitting NAPLAN, and a closing of the gap with state results from year 7. We have been pleased with the progress of our students in reading.
Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 17%, as determined in the system negotiated targets.	Year 9 students did not score within the top two bands for the last 2 years. A targeted numeracy program at school, supported by SSS Numeracy has shown better results across check in assessment data for this cohort since sitting NAPLAN earlier in the year. Year 7 results in numeracy increased from 7.14% in 2021 to 13.33% this year and this is also supported by check in assessment data from term 4.

<p>Increase the percentage of Year 7 and Year 9 students achieving expected growth in NAPLAN reading to a minimum of 62%, as determined in the system negotiated targets.</p>	<p>Growth reports are unavailable for this cohort.</p>
<p>Increase the percentage of Year 7 and Year 9 students achieving in the top two bands of NAPLAN numeracy to a minimum of 64%, as determined in the system negotiated targets.</p>	<p>Growth reports are unavailable for this cohort.</p>

Strategic Direction 2: High expectations culture

Purpose

To establish a strong and well understood educational high expectations culture so that all staff and students work together to achieve their potential or beyond. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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.

- Student engagement focused learning.
- Strengthening Family and Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$45,412.81

Professional learning: \$13,351.20

Summary of progress

The employment of a full time Student Support Officer has been a tremendous initiative at the school and established a very real connection between families and the school. Unfortunately the staff member had to leave the position but when re-advertised the school secured a fantastic new staff member that has taken on the role and built on the previous positive connections. Our observations have been that our students are now regularly connecting with the Student Support Officer with the students telling us that they are well supported when sharing their concerns in learning or in their wellbeing. This initiative has allowed our leadership team to focus on whole school literacy and numeracy strategy so that teachers needs are well supported.

Next steps

- Develop whole school well being strategies across the school to support both students and their families

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
Students achievement in the HSC will increase to a minimum of 39% of HSC students achieving in the top 3 bands.	The school has successfully moved HSC top 3 band results from 23.33% in 2020 to 56.67% in 2021.
Student attendance will increase to achieve a minimum of 57% of students at school more than 90% of the school year, as per the system agreed targets.	The school has attendance results in this domain from 41.54% in 2021 down to 26.7% in 2022. Reasons are varied but it requires a more specific assessment to establish ways to turn this trend around.
Students in Year 10 will have increased retention into Year 12 from the schools 4 year average of 62.9% to at least 63.5%.	The 4 year average has dropped due to the influences of Covid over connection and engagement with schooling in the older year groups. However, all students that left gained TAFE or full time apprenticeships or employment since leaving. This is a very positive result. Retention rate from 10 into 12 is expected to stabilise over the next year or two.
Positive wellbeing will increase to a least a minimum of 53% of the student body, as per the system agreed targets	Wellbeing of students from 2021 levels of 60.87% positive, which has not changed for over 5 years, is now at a higher level of 75.41% after a snapshot in Term 1. The school over the last 2 years has worked very closely on the support of families and students during covid lockdowns etc and with the introduction of the SSO role this wellbeing rate is expected to

Positive wellbeing will increase to a least a minimum of 53% of the student body, as per the system agreed targets

improve further. The results are well above secondary network averages and quite high in relation to state data, trending upward. We are thrilled with these results.

Purpose

To enable all aspects of school leadership to have the skills and training required to provide the most nurturing and relevant environment for those in their area of influence, utilising the best available resources. The school will use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This will drive ongoing, school-wide improvement in teaching practice and student results.

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.

- Middle Years Strategy

Resources allocated to this strategic direction

Summary of progress

Connection with our partner primary schools has developed over the year to allow for better communication and a more mutual understanding of each others roles. Progress will continue into next year now that a few planning ideas have been further discussed to establish into the new year.

Next Steps:

A collaborative, fully planned transition timetable for the year developed.

Improved pedagogy and delivery of content for students requiring accommodations and adjustments.

Better planning for continued improvement of reading and numeracy results across the lower stages.

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
The professional learning community moves from developing to accomplished practice as measured by the Key Practices for Instructional Collaboration.	Teachers use faculty data on student achievement to identify future professional learning programs to strengthen teacher expertise and develop relevant inputs to meet identified student learning needs. Faculties are assisted to gather and analyse formative and summative assessment data to judge a year's worth of student progress. The executive staff have lead classes across faculty areas to share data to diagnose student need, provide suitable interventions and evaluate the impact of teaching.
The professional learning community moves from level 2 to level 3 as per the Middle Years (5-9) Transition Matrix.	An assessment of the middle schools matrix from executive staff of both the High School and Public school, show that the school believes its position to now be closer to a level 3 stage for most areas of the matrix. Improved shared transition processes across partner schools has shown a tremendous connection for high school in 2023. Wellbeing processes at the school have also been much more targeted and have shown positive growth as supported by student feedback in school survey data. Staff now better understand and adapt teaching pedagogy to meet the needs of their students. Shared knowledge of stage 3 into stage 4 academic outcomes, as assessed by state testing methodology, has improved the connection between these age groups. Future plans are to improve this connection further.
The professional learning community moves from elementary to emerging in	All teachers demonstrate accountability for their own learning practice through the identification of professional learning goals in their PDP.

High Impact Professional Learning.	Professional learning on reading strategies, numeracy, learning adjustments and curriculum-based pedagogies has provided teachers with an understanding of the impact of their continual professional development on student progress and achievement. The school regularly evaluates the effectiveness of the current learning environment through faculty review processes.
------------------------------------	---

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,118.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murrumburrah 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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The majority of students respond well to increased support in the classroom setting. Many still struggle to connect and assessment needs to be undertaken to find out why for those students. Many do not like the attention.</p> <p>After evaluation, the next steps to support our students will be: Re-evaluate the timetable placement of SLSO support and which students require individualised support in which subjects. A more consistent SLSO placement to enable the classroom teacher to better establish a mutual and professional connection with the SLSO in class.</p>
<p>Socio-economic background</p> <p>\$197,512.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrumburrah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student engagement focused learning. • Strengthening Family and Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students have been better able to focus on learning as their additional resource needs are generally met by the school as needed. Classrooms are well equipped and stocked to enable a continuation of pedagogy without the distractions of no equipment for learning. Transition activities for stage 5 and stage 6 students into future employment or workplace experiences have enabled the school to have ALL students that leave the schools to be at university, TAFE, traineeships/ apprenticeships or be full time employed - a real success.</p> <p>After evaluation, the next steps to support our students will be: The school needs to investigate reasons for a decrease in year 10 students going on to complete the HSC. Covid restrictions and home learning severely affected the current age group and their willingness to go on. Younger cohorts will hopefully start an improved trend to stay at school.</p>
<p>Aboriginal background</p> <p>\$24,990.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrumburrah High School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$24,990.76</p>	<p>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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$97,102.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Murrumburrah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$12,461.25</p>	<p>The location funding allocation is provided to Murrumburrah High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$12,461.25</p>	<p>increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$32,351.20</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 Murrumburrah 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"> • Effective Classroom Practice • Student engagement focused learning. • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>COVID ILSP</p> <p>\$90,466.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. 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 Murrumburrah High School</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • A full time SSO was employed permanently. <p>The allocation of this funding has resulted in the following impact: Students now have a regular space within the school to feel safe and gain support in many areas of need. The SSO has been working with families, external agencies and school staff to provide support programs, focussing on stage appropriate ideals.</p> <p>After evaluation, the next steps to support our students will be: The SSO has plans for whole school focussed support in the areas of, attendance, online bullying, external agencies support for families in crisis and assisting faculty staff with school based social concerns.</p>
---	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	64	61	49	49
Girls	77	73	61	64

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.5	84.7	87.0	81.3
8	75.6	90.8	84.8	78.5
9	83.0	85.5	85.1	81.5
10	72.4	86.2	78.0	81.6
11	81.5	85.3	78.1	70.6
12	84.2	90.1	83.4	87.2
All Years	80.6	87.1	82.5	80.5
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	0	0
Employment	27	50	42
TAFE entry	3.8	0	0
University Entry	0	0	58
Other	7.7	0	0
Unknown	0	0	0

A larger than usual percentage of students have left school before Year 12 due to the large amount of career opportunities available via apprenticeships and traineeships. This is still a flow on from the effects of lockdowns and 2 years of restrictions of differing types. The school expects that this will begin to slow and see an increase of students continuing on to senior years of schooling and completing Year 12.

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Murrumburrah High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

92.3% of all Year 12 students at Murrumburrah 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
Head Teacher(s)	3
Classroom Teacher(s)	8.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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	216,871
Revenue	3,504,458
Appropriation	3,456,329
Sale of Goods and Services	128
Grants and contributions	21,765
Investment income	2,411
Other revenue	23,824
Expenses	-3,301,837
Employee related	-2,930,189
Operating expenses	-371,648
Surplus / deficit for the year	202,621
Closing Balance	419,492

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.

With a slow accumulation of surplus funds over the last 3 years now being sufficient, the school has applied to get approval for a permanent waterproof covering over the basketball court. This infrastructure is very expensive and will require a substantial contribution from the school, even if a 50/50 cost arrangement application is successful.

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	154,118
Equity Total	319,606
Equity - Aboriginal	24,991
Equity - Socio-economic	197,512
Equity - Language	0
Equity - Disability	97,102
Base Total	2,358,349
Base - Per Capita	27,744
Base - Location	12,461
Base - Other	2,318,144
Other Total	348,164
Grand Total	3,180,237

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.

Parent/caregiver, student, teacher satisfaction

Information provided by students from surveys and year group feedback is generally positive for the school. Students enjoy the opportunities that our small school provides and they like the strong wellbeing approach. Parent surveys responses were very limited but endorsed the efforts from the school and its staff in supporting their children. School P&C also speak favorably about the school at their meetings each month. Teachers are very supportive of the school and enjoy the peer support of colleagues in a unique country school setting.

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.

Aboriginal Education - School statement

The school does not receive funding for the employment of an Aboriginal Education Worker, we do employ an SLSO two days per week to focus support on Indigenous students enrolled at the school. This staff member works with the school executive in planning for activities, events and developing PLP's for students over the course of the year. All staff actively implement and engage with the Aboriginal Education policy and utilises the local AECG whenever possible.

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.