

# 2022 Annual Report

## Muirfield High School



8498

# Introduction

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

At Muirfield High School, we are committed to inspiring and empowering our students to succeed across intellectual, creative, social-emotional and physical domains within an engaging and challenging learning environment. All students require access to learning programs that meet their learning needs and that supports them to aspire to, and achieve, personal excellence. Students need to see that learning is meaningful and significant to them and their future goals.

Every student, teacher and leader will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education, training and work, our teachers and leaders will work collaboratively to develop explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge.

## School context

Muirfield High School is a comprehensive coeducational secondary school, located in Sydney's north western suburbs, with a 2019-2020 average FOEI of 54. The student population of 873 has been increasing steadily over the last four years. While our school has cultural and linguistic diversity, only 30% of students have a non-English speaking background and 6% require some level of EAL/D (English as additional language or dialect) support. Less than 1% of all students identify as having an Aboriginal background. Muirfield has an emotional disturbance support unit of three classes. In 2021 and 2022, the support unit is extending to Stage 6; the program having previously been for only Stages 4 & 5.

The school's staffing entitlement for 2021 is 63.5 teaching staff and 14.482 non-teaching staff. The school also employs a Business Manager and Deputy Principal Support from school funds. Our executive staff is stable with the majority being here for more than five years. Twenty percent of our staff are in their early career as teachers, that is, fewer than 3 years of teaching. In 2021, twelve teachers were working towards accreditation.

Muirfield has strong sporting and creative and performing arts programs. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The school has strong collaborative relationships that focus on pedagogy and student wellbeing with our partner primary schools.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan, such as curriculum materials and teaching and learning resources.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through explicit teaching, the use of feedback and improved data collection, data analysis and data use to inform teaching programs.

Muirfield will introduce and refine its approach to High Potential and Gifted Education (HPGE). There will be focus on differentiation to support students who need additional support and students with disabilities, including Life Skills in Stage 6.

Each faculty will embed practices in literacy, numeracy, HPGE and differentiation into teaching programs, ensuring they know their students and are meeting their needs. A key and ongoing focus will be teaching strategies for HSC success.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student achievement, growth and performance in literacy, numeracy and HSC attainment through quality teaching practice. Our teachers will use student assessment data to inform teaching and will evaluate their effectiveness and reflectively adapt their practice through targeted and collaborative professional learning.

### 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.

- Foundations for Success
- HSC Success
- Building the Leadership Team

### Resources allocated to this strategic direction

**English language proficiency:** \$66,232.00

**Professional learning:** \$50,000.00

**Integration funding support:** \$147,876.00

**Aboriginal background:** \$5,910.00

**Socio-economic background:** \$56,713.00

### Summary of progress

#### Foundations for Success - Literacy

In 2022 there was a continuation of professional learning for all teaching staff focused on implementation of reading skills building contextual knowledge, scanning/previewing texts and skimming. Staff meetings in Term 1, Term 3 and Term 4 continued to refine skills and reflect on the importance of explicitly teaching reading to boost literacy with successful strategies being identified, shared and reviewed by identified expert teachers. Led by faculty representatives of the Reading for Meaning Team, teachers identified reading material to support the COVID ILSP program to ensure content-based reading in each lesson and developed targeted lesson material for presentation in Reading Week (Term 1, Wk 11). Analysis of NAPLAN reading results showed improvements in student performance with movement above the agreed lower target, with 32.47% of students in the top two bands. Challenges with staffing throughout 2022 limited individual involvement in targeting professional learning, however, whole school presentations provided worked models of successful reading strategies for implementation in all faculties.

In 2022, the Reading for Learning Team continued to investigate explicit strategies for teaching reading, using those strategies in their classroom and sharing the strategies within their faculty. In Term 4, faculty representatives from the Reading Team shared some strategies with the whole school, establishing new 2023 targets in a presentation to staff in Term 4.

The employment of a Head Teacher Literacy in 2023 will continue to enhance the focus strengthening student literacy results in reading and writing.

#### Foundations for Success - Numeracy

The school's Numeracy Team led whole school professional learning, empowering all staff to identify, teach and implement subject specific numeracy activities in their programs. Numeracy Team Leaders took part in regional professional learning, before presenting to learning opportunities to staff each term. The development of the 'Numeracy at Muirfield' resources provided professional discourse and a common approach for the development of numeracy skills in all subjects. Staff survey results reflected the increased confidence of staff in the development of numeracy skills. In mathematics classes, a focus on the SmarterMaths and Numeracy Ninjas programs were also implemented, allowing for targeted revision of key numeracy skills. The Numeracy Team led in the development of targeted lessons delivered to students in Year 9, focusing on percentages, and drawing and interpreting graphs, identified areas requiring improvement. Significant shortages in the casual staff required to support teacher release for professional learning limited some staff access. The COVID ILSP small group tuition continued throughout the year with the support of the HT Mathematics, provided tuition to small groups of students based on NAPLAN data and school based assessment in Mathematics. 95 students were supported in numeracy. While the school is not meeting the target for the increase in the top 2 bands in numeracy, there was significant improvement in numeracy results with results in the top two bands showing a positive trajectory, moving from 26% to 35.9%

To move towards achieving our progress in 2023 the school will continue to closely analyse Check-In and NAPLAN, and will again, undertake a whole-school focus on numeracy in Numeracy Week in Term 1. Led by the HT Numeracy, the Numeracy Team will continue to participate in and lead professional learning on explicit numeracy strategies and incorporate these into teaching and learning programs. Following their success in 2022, the continuation of SmarterMaths and Numeracy Ninjas, as well as other numeracy programs, will be utilised by the Mathematics faculty.

## HSC Success

In 2022, the HSC for Success Team focused on investigating factors that influence student achievement, in particular examining how to increase the percentage of students receiving Bands 5 and 6. In Term 1, the use of technology and online teaching strategies was explored and was broadened in Term 2 to examine the effectiveness of teaching and learning strategies in general. Data from the HSC was analysed to investigate how it could be used to inform teaching practice, to determine current areas of success and areas for improvement. The ultimate goal became to evaluate strategies and practices that generated optimal environments to build student independence in their learning and, therefore, improve HSC results.

In Terms 2 and 3, the team focused on researching evidence-based practice, engaging in professional learning from CESE - 'What Works Best'. From this, the team selected several strategies and practices to evaluate for future implementation. Several staff changes within the team hindered progress and the scope of the investigation was subsequently narrowed to fewer KLAs. This reduced their capacity to determine the strategies that would work best as a whole school approach.

A survey of Stage 6 students in Term 4 was used to ascertain their perspective on current practices. Analysis of these results, in conjunction with information gained from previous professional learning experiences, was used to shape the team's future direction and inform the impact of potential strategies.

In 2023 the team will analyse data from the 2022 HSC, comparing it to previous years (pre and during COVID) to determine strategies for developing areas for improvement, with the plan to implement successful strategies across all Stage 6 classes.

## Building the Leadership Team

Beginning in 2021 the school began working with Eduinfluencers to develop the capacity of the School Executive Team. The team focused on building team cohesion and efficacy, building professional trust and managing conflict. Two staff members were also involved in targeted coaching sessions which enhanced their skills in communication and difficult conversations. While the program was designed to be delivered over three sessions, staffing shortages meant that the all day presentation planned for the executive conference needed to be rescheduled into two different sessions.

The initiative provided the opportunity for members of the executive to reflect on communication practices and the importance of their role as the key team within the school. Through the provision of scaffolds and structured discussions, the executive team were able to develop shared strategies to enhance the effectiveness of the team. The willingness of team members to reflect on their practice and constructively develop strategies to mitigate conflict was beneficial, developing greater transparency and shared understanding. While the content covered and presentation of material was beneficial, lack of release time did impact the consistency of the delivery of the program. At the end of the program, there was a visibly enhanced cohesion amongst the team members, with increased transparency and team sharing. Of the executive staff who participated in the program, 4 staff members were successful in promotion positions, with an additional 4 members being successful in relieving positions. The executive Team also met each term with Team leaders from school initiatives to develop the capacity of aspiring leaders and enhance the shared vision for school success inline with the Strategic Plan targets.

In 2023, there will be significant changes to the Executive Team so that the skills developed in 2022 will need to be shared with new executive members. Protocols for meeting organisation and conflict resolution will be enacted.

## 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
<b>NAPLAN Top Two bands - Reading</b> <ul style="list-style-type: none"> <li>Percentage of students achieving in the top two bands in reading to be moving towards the school's lower bound system negotiated target of 32.0%.</li> </ul>	<ul style="list-style-type: none"> <li>32.47% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower bound target.</li> </ul>

<b>NAPLAN Top Two bands - Numeracy</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving top two bands in numeracy to be at or above the school's lower bound system negotiated target of 38.8%.</li> </ul>	<ul style="list-style-type: none"> <li>35.92% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target.</li> </ul>
<b>HSC - Top 2 Bands</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving top two bands in HSC to be moving towards the school's lower bound system negotiated target of 45.9%.</li> </ul>	<ul style="list-style-type: none"> <li>33.69% of students attained results in the top two bands demonstrating progress toward the lower bound target.</li> </ul>
<b>HSC - Top 3 Bands</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving top three bands in HSC to be moving towards the school's lower bound system negotiated target of 81.6%.</li> </ul>	<ul style="list-style-type: none"> <li>68.03% of students attained results in the top three bands demonstrating progress toward the lower bound target.</li> </ul>
<b>NAPLAN Expected Growth - Reading</b> <ul style="list-style-type: none"> <li>Percentage of students achieving expected growth in reading to be moving towards the school's lower bound system negotiated target of 68.0%.</li> </ul>	<ul style="list-style-type: none"> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>NAPLAN Expected Growth - Numeracy</b> <ul style="list-style-type: none"> <li>Percentage of students achieving expected growth in numeracy to be moving towards the school's lower bound system negotiated target of 65.6%.</li> </ul>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<b>NAPLAN Writing</b> <ul style="list-style-type: none"> <li>Percentage of Year 9 students achieving in the top two bands in writing to be moving towards the Statistically Similar School Group (SSSG) percentage.</li> <li>Improvement in the percentage of Year 9 students achieving expected growth in writing to be moving towards the Statistically Similar School Group (SSSG) percentage.</li> </ul>	<ul style="list-style-type: none"> <li>22% of Year 9 students achieved in the top two bands in NAPLAN <b>writing</b> indicating progress towards the school determined target.</li> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<b>Instructional Leadership</b>  In the theme of Instructional Leadership the school is moving towards Excelling as measured by the School Excellence Framework.	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Instructional Leadership in the element of Educational Leadership.</li> </ul>

## Strategic Direction 2: Individualised learning through quality teaching

### Purpose

The school situational analysis identified the need for greater understanding of, and consistency in application of, differentiation to positively impact on student engagement. Teaching programs and class strategies will be responsive to the learning needs of individual students and will impact positively on student engagement.

### Initiatives

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

- Learning & Engagement

### Resources allocated to this strategic direction

**Professional learning:** \$25,000.00

**Low level adjustment for disability:** \$126,413.10

### Summary of progress

#### Learning & Engagement

- **Future Focused Curriculum Offerings**

In 2022 a new program for the iSTEM course for Year 10 was developed and Stage 4 teachers engaged with co-teaching to share cross-disciplinary knowledge. Teachers shared and implemented an integrated approach, focusing on applied learning and project-based learning pedagogies. Initial inquiries for real/authentic learning opportunities led to contact with community organisations. Following a successful application to Parramatta Council, Stage 5 students engaged in an engineering/STEM project with industry and CSIRO representatives. Alternatives to 100 hour electives have been implemented, eg vehicle streaming, to allow a broad curriculum offering.

To move towards achieving our progress measure we need to continue professional learning on Stage 5 iSTEM. The work of the STEM team will be strengthened by links with community groups and thus this is an area that will be supported in 2023.

- **Supporting students with a disability**

The evidence showed that when given time and appropriate guidance and support, there was consistency in the high quality of support and instruction given to students who require additional support in learning. The challenges have been finding time and the supports for teachers to build knowledge of the wide range of student needs - learning, behavioural, sensory, emotional. A challenge was identified in developing consistency of use of the Course Performance Descriptors for assessments that had been adjusted. In TTFM, teachers identified the need for more sample responses that match Course Performance Descriptors (CPDs). A major challenge was the vacancy of the Learning and Support teacher position in 2021-2022 with no applicants for the temporary or permanent position.

Given the range of student learning, emotional and behavioural needs, we will continue to provide time and support for all teachers to build their capacity in addressing student needs, including how to read and implement individual learning plans. We will support teachers in aligning CPDs with all assessments.

- **High Potential and Gifted Education**

Professional learning on high engagement strategies was provided by the relieving Principal, drawing on tertiary study. Faculties worked on embedding HPGE strategies in Stage 4 programs.

In 2023 we will undertake sustained professional learning for the HPGE Team and support teachers in embedding HPGE strategies in Stage 4 & 5 teaching programs..

### 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



<b>Attendance</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students attending greater than 90% to be moving towards the lower bound system negotiated target of 81.4%.</li> </ul>	<ul style="list-style-type: none"> <li>The number of students attending greater than 90% of the time or more has decreased by 22.97%. This data was impacted by the public health orders in place at the time of harvesting.</li> </ul>
<b>Learning and Engagement</b> <ul style="list-style-type: none"> <li>The percentage of teaching programs, classroom observations and assessments demonstrating embedded strategies of HPGE and disability provisions is moving towards the school identified target of 100%.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of teaching programs, classroom observation and assessments shows 20% of teachers embedded strategies of High Potential and Gifted Education into their practice indicating progress toward the school determined target. Most teachers (80%) are effectively providing disability provisions to students with disabilities in assessments, modelling HSC environmental conditions, also indicating progress towards the school determined target.</li> </ul>

## Strategic Direction 3: Connecting for wellbeing & learning

### Purpose

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Parents and carers indicated a need for greater communication so we can work in active partnerships to improve student engagement, wellbeing and attainment. By enhancing our strategic and planned approach to whole school wellbeing we will support all students so they can connect, succeed and learn.

### 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.

- Building Resilient Learners
- Parents as Learning Partners

### Resources allocated to this strategic direction

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**Refugee Student Support:** \$1,137.00

**Low level adjustment for disability:** \$65,202.00

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

### Summary of progress

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#### Building Resilient Learners

The school website for mental health and wellbeing was developed and published during Term 2. The site provides a variety of links to a variety of resources for parents and students to support student wellbeing and emotional health. The release and publication of the website was complemented by the introduction of RUOK Day, where Kids Helpline in school presented for all year groups, supported by the school counsellors. From 2023, PDHPE will incorporate information from the website into their teaching and learning programs. The website will continue to be updated with relevant resources as required. TTFM data from Term 1 identified negative trends in student engagement in Stage 5. Whole school professional learning and the development of a Student Engagement Toolkit for Staff was designed to enhance the capacity of staff. Second round TTFM data identified a slight positive shift in student engagement results.

Staff check-in of students in Year 10 began during staff meetings Term 3. These check-ins focused on how well staff were familiar with students, especially those with targeted IEPs or ILPs. Due to staffing issues and the absence of the Year 9 year advisor, the program will be continued in 2023. The Year 12 mentoring program began in Term 1 and continued throughout the year with Year 12 students meeting their mentors regularly. This program has been introduced in Term 4 to the 2023 HSC cohort. Significant shortages in casual staff used for professional learning release time, limited the provision of staff learning activities.

After the resignation of the Student Support Officer in February, 2022, the school struggled to find a suitable applicant and one was not appointed until the beginning of Term 4. A further complication was the vacancy of our Learning and Support teacher position throughout the year. These staffing vacancies, presented a significant challenge as it meant that we were unable commence the SSO work in enhancing the wellbeing and learning outcomes of students, nor provide individual and targeted wellbeing support and whole school wellbeing initiatives and programs that these positions allow. Notwithstanding the absence of the SSO, the mindmatters program was reviewed by the Wellbeing Team. Holistic wellbeing programs across the school were mapped against PDPHPE curriculum requirements and the identified wellbeing needs of different cohorts. A scope and sequence for WaM, Wellbeing at Muirfield, has been developed, with the SSO coordinating external presenters for 2023. While the school continues our relationship with the Police Youth Liaison officer and Elevate, we have developed a new partnership with Kids Helpline in schools.

In 2023, the Wellbeing website will be utilised more frequently, with PDHPE lessons in Stage 4 drawing on the resources which will enhance student familiarity with the site. The employment of an SSO (Term 4, 2022) and a Learning Support Teacher to begin in Term 1, 2023, will allow the implementation and continuity of targeted wellbeing and support programs. Our new partnership with Kids Helpline will hopefully strengthen these initiatives. The school is funding a Head Teacher Wellbeing and Engagement to provide leadership for wellbeing programs. Staff continue will continue to develop and embed specific strategies for student engagement, especially in Year 10. TTFM data will be used to identify success of strategies and areas to be refined.

#### Parents as Learning Partners

In 2022, the school continued to communicate information to parents to support student wellbeing, eg mental health, raising adolescents via emails and through the school newsletter. The *Comms Team* transferred the format of the

school newsletter from a PDF format to Sway, allowing for easier parent access via different technologies (ie formats for phone, computer etc) and a more engaging presentation style. Data shows significant engagement with the new newsletter format. A wide variety of frequent news stories on school activities was provided three times each term, with the school website, providing additional information regarding school events and celebrating student performance. Due to the removal of COVID regulations, the school was please to reinstate Recognition Assemblies with parents and community members sharing student celebrations on school premises. Parents were involved in the second round of TTFM and also provided feedback on the Uniform Review with over 200 families responding. Daily messages continue to be shared via the parent portal.

Parent and Citizen meetings were held twice a term via Zoom, allowing parents to communicate with school executive. Presentations at P&C included those from the HT Careers discussing the school's involvement in the Educational Pathways Program, from Student Helpline and from students on the RUOK activities. These support parents as partners in learning and support parents and families.

All faculties developed Stages 4 & 5 scope and sequences which were published on the school website in Term 2.. These scope and sequences identify what students will be learning about and how this learning will be assessed. Stage 4 and 5 scope and sequences will be reviewed and modified each year, in line with changes to teaching programs and curricula.

With the transfer of our Sentral Administration system moving to the cloud, in 2023 the school will investigate the Sentral Parent App which would allow more immediate communication with the school community.

In 2023, the Wellbeing scope and sequences will be aligned with newsletter articles and resources to parents so that community awareness regarding wellbeing initiatives and programs is enhanced. The school will continue to enhance its communication tools with the broader school community. Having identified parent interest in 2022, in 2023 the HT Careers will run workshops and seminars for community members in how to best support students in their transition to tertiary education and/or the workforce.

### 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>Wellbeing</b> <ul style="list-style-type: none"> <li>In the theme of 'Caring for Students' the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Caring for Students in the element of Wellbeing.</li> </ul>
<b>Community Satisfaction</b> <ul style="list-style-type: none"> <li>In the theme of "Community Satisfaction" the school is moving towards the identified target of Excelling as measured by the School Excellence Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Community Satisfaction in the element of Management Practices and Processes.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,137.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><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>• Building Resilient Learners</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>• strengthening orientation and transition program for identified students</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> ensuring that students are engaged in their learning with support staff provided. The funding has also ensured that staff are released to support targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to ensure that any refugee students have the social, academic and welfare supports required and that staff are involved in professional learning to best meet the needs of these students.</p>
<p>Integration funding support</p> <p>\$147,876.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Muirfield 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>• Foundations for Success</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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around curriculum adjustments</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$56,713.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Muirfield High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$56,713.00</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>• Foundations for Success</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>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  provision of laptops for students who were not able to access.  improved student access to online learning platforms  support for staff in the development and delivery of online learning  instructional leader support for senior students including mentoring,  Increased retention of senior students with 60% gaining entrance into university</p> <p><b>After evaluation, the next steps to support our students will be:</b>  maintain the support offered to staff and students in the provision of technology for teaching and learning.  continue provision of support for Stage 6 students to realise individual potential and optimise HSC success  continue analysis of HSC data and teaching programs to enhance student engagement and performance.</p>
<p>Aboriginal background</p> <p>\$5,910.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Muirfield 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>• Foundations for Success</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to provide individualised support of Aboriginal students through mentoring, provision of social support and targeted academic support.  individualised plans for identified students and enhanced communication teaching of Aboriginal Culture and History embedded into teaching and learning programs.  to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.  to build our partnership with the local AECG to support our identified students to connect to Country.</p>

<p>English language proficiency</p> <p>\$66,232.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Muirfield 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>• Foundations for Success</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> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased engagement, social and academic support of students with EAL/D students in all subject areas. increased participation and attendance rates for EAL/D students. all students met the HSC Minimum Standards.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support EAL/D students through the provision of targeted support for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$191,615.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Muirfield 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>• Learning &amp; Engagement</li> <li>• Building Resilient Learners</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> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions]</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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>Professional learning</p> <p>\$75,000.00</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 Muirfield 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>• Foundations for Success</li> <li>• HSC Success</li> <li>• Learning &amp; Engagement</li> <li>• Building the Leadership Team</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>• Eduinfluencers - face to face sessions once per term on team cohesion, accountability and trust</li> <li>• Executive Conference on developing self and others and leading improvement, innovation and change</li> <li>• Reading Team unpacks data with staff to enhance their understanding of why inferential comprehension and audience and purpose are focus areas for 2022 &amp; provides TPL on understanding how composers construct texts for particular audiences and purposes. and how to explicitly teach inferential reading</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> provide targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$130,586.00</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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• providing intensive small group tuition for identified students</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> <li>• releasing staff to participate in professional learning</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> the majority of the students in the program achieving significant progress towards their personal learning goals students reporting a growing confidence in attempting class work as a result of the small group tuition.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>



<p>COVID ILSP</p> <p>\$130,586.00</p>	<p>continued teacher release for staff to coordinate the program as well as the employment of educators to work with small groups of identified students with literacy and numeracy needs.</p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</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 Muirfield 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>• Building Resilient Learners</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>• Development of emotional support website</li> <li>• SSO &amp; Student Wellbeing Team to re-vitalise SEL (MindMatters to be renamed) to include resilience</li> <li>• SSO &amp; Student Wellbeing Team to develop targeted programs for specific needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>the wellbeing website accessed by students and community and used frequently as a resource.</p> <p>improved student attendance as a result of the engagement program.</p> <p>individualised, sustainable support to meet student needs.</p> <p>proactive, preventative strategies employed to support students.</p> <p>created community connections through external agencies to support school wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>continue to employ an Student Support Officer.</p> <p>further development and implementation of targeted wellbeing programs.</p> <p>to build the capacity of the student support officer to meet the more complex needs of targeted students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	440	431	428	427
Girls	399	416	427	449

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.5	95.5	94.4	90.0
8	91.1	93.3	91.9	87.3
9	91.5	92.7	88.9	85.3
10	85.1	92.5	87.9	83.2
11	88.5	91.7	90.1	85.6
12	88.6	92.4	88.1	87.9
All Years	90.0	93.2	90.3	86.4
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	0	0	8
Employment	1	1	0
TAFE entry	1	8	20
University Entry	0	0	63
Other	3	3	4
Unknown	1	1	5

## Year 12 students undertaking vocational or trade training

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30.36% of Year 12 students at Muirfield High School undertook vocational education and training in 2022.

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

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99% of all Year 12 students at Muirfield 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)	46.6
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.48
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>	1,964,097
<b>Revenue</b>	11,852,899
Appropriation	11,125,976
Sale of Goods and Services	28,084
Grants and contributions	615,802
Investment income	28,879
Other revenue	54,158
<b>Expenses</b>	-11,179,731
Employee related	-9,992,382
Operating expenses	-1,187,349
<b>Surplus / deficit for the year</b>	673,168
<b>Closing Balance</b>	2,637,265

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>	149,013
<b>Equity Total</b>	320,469
Equity - Aboriginal	5,910
Equity - Socio-economic	56,713
Equity - Language	66,232
Equity - Disability	191,615
<b>Base Total</b>	9,321,086
Base - Per Capita	220,271
Base - Location	0
Base - Other	9,100,815
<b>Other Total</b>	619,471
<b>Grand Total</b>	10,410,040

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

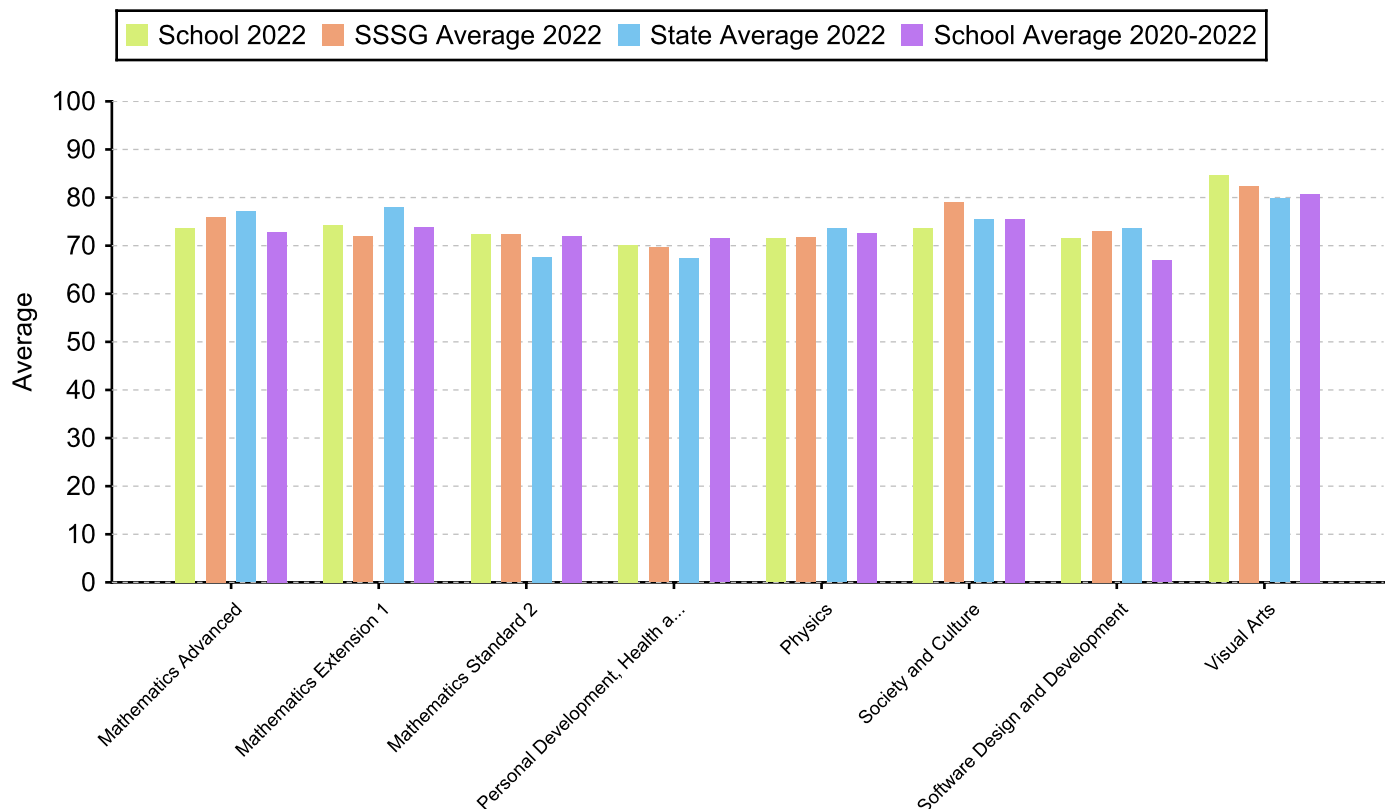
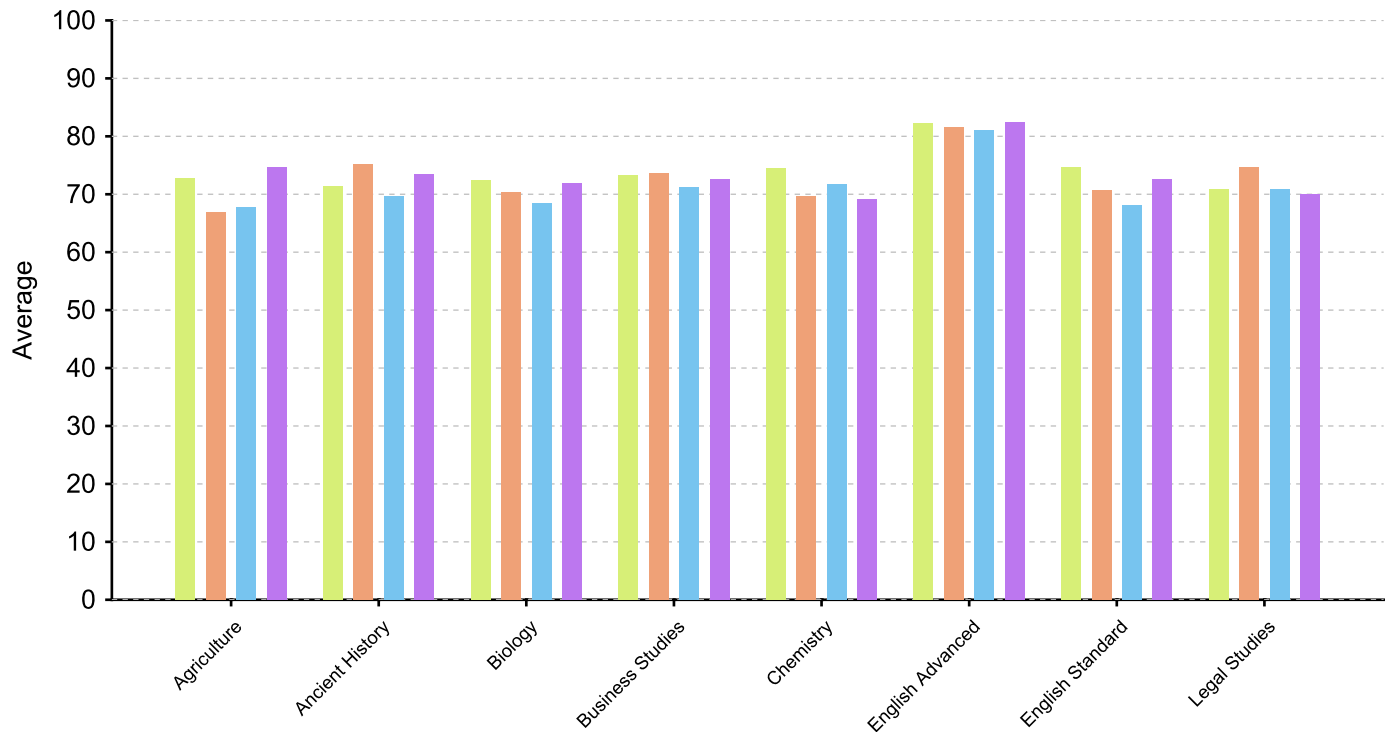
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Agriculture	72.7	66.9	67.8	74.7
Ancient History	71.3	75.2	69.6	73.4
Biology	72.5	70.3	68.5	71.9
Business Studies	73.3	73.6	71.2	72.5
Chemistry	74.5	69.7	71.7	69.1
English Advanced	82.3	81.5	81.0	82.4
English Standard	74.6	70.6	68.1	72.6
Legal Studies	70.8	74.7	70.8	70.1
Mathematics Advanced	73.7	76.0	77.1	72.8
Mathematics Extension 1	74.3	71.9	78.0	73.9
Mathematics Standard 2	72.4	72.3	67.6	72.0
Personal Development, Health and Physical Education	70.2	69.6	67.5	71.5
Physics	71.5	71.7	73.5	72.6
Society and Culture	73.7	79.0	75.5	75.5
Software Design and Development	71.6	73.0	73.7	66.9
Visual Arts	84.6	82.5	79.8	80.7



## Parent/caregiver, student, teacher satisfaction

The school continues to communicate readily with the wider community e.g. email, newsletters, school events etc. Tell Them From Me survey data (TTFM) reported that students identified the positive learning climate, positive student-teacher relationships and quality instruction as areas of support for their learning. Teachers also reported (in TTFM survey) a positive learning culture which encourages regular collaboration and sharing of ideas. TTFM data showed that parents feel welcome when they at school and are informed about their children's learning progress and they encourage learning at home. All contributing to a positive learning community.

# 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.