

2022 Annual Report

Murray High School



8505

Introduction

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

Murray High School
Kaitlers Rd
Lavington, 2641
<https://murray-h.schools.nsw.gov.au>
murray-h.school@det.nsw.edu.au
6025 4711

School vision

Murray High School aims to uphold and preserve our shared beliefs and what we all agree to be important. We value the expertise of our staff (professional integrity), how we conduct ourselves (character), our school environment (work spaces) and how we treat one another (our people). Integral to this is our ongoing focus on student growth and attainment, aligned teaching practices and purposeful leadership.

School context

Murray High School is in the Albury suburb of Lavington, which sits proudly within Wiradjuri country. The school provides education for students drawn mainly from Lavington but also has significant enrolments from the surrounding villages and rural areas. Murray High School has a commitment to promoting excellence and equity through a varied curriculum designed to challenge students and cater for a variety of needs, interests and abilities from Year 7 through to Year 12. Strong, fair and supportive welfare structures provide a safe and happy school in a caring environment.

The school draws from a diverse community, with 10% of the student population being Aboriginal and a further 10% of students from refugee backgrounds. Our welfare and student conduct practices are built on the Positive Behaviour for Learning (PB4L) framework and the school adopts Curiosity and Powerful Learning (CPL) as the basis for our learning strategies. Murray High School enjoys strong connections with the local community, including Charles Sturt and La Trobe Universities, and schools in our network are highly and mutually supportive. The school is well known for its staff collegiality across all sectors of teaching, non-teaching and support personnel.

A comprehensive situational analysis has been conducted, leading to the development of the 2021-2024 Strategic Improvement Plan. This has involved genuine consultation with students, staff, parents and the broader school community. Through our situational analysis we have identified the need to use most of the school's equity funding to support a range of school-developed initiatives.

Improvement in student outcomes will come about through the effective alignment of *Curiosity and Powerful Learning* and the CESE research into *What Works Best*. The deployment of specialised teaching expertise and modelling will ensure ongoing skill building in the areas of literacy and numeracy. Connecting leadership decisions to agreed values and shared beliefs will ensure predictability and trust.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

With an intent focus on student data we will systematically identify the learning needs of individuals and groups. The deployment of an appropriately skilled workforce will enable the design of effective teaching practices that can influence approaches to learning. Integral to this is the nurturing of student advocacy, expectations for success and belonging.

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.

- Literacy and Numeracy Skills
- Belonging, Expectations of Success and Advocacy

Resources allocated to this strategic direction

Socio-economic background: \$396,500.00
Low level adjustment for disability: \$265,842.00
Refugee Student Support: \$23,292.40
English language proficiency: \$383,678.80
Aboriginal background: \$64,000.00
Professional learning: \$7,500.00
Student support officer (SSO): \$95,058.00

Summary of progress

Literacy and Numeracy Skills

The purpose of this initiative is to promote the ongoing development of students' skills in literacy and numeracy. The premise is to develop teacher capacity by directing professional development in the explicit practices of teaching of reading, writing and numeracy.

The school enhanced the operation of its Literacy and Numeracy Skills Hub by providing small group tuition to targeted students, with a resulting observable development in teaching practice. Students were identified through the evaluation of student performance data and teacher referrals. In-school professional learning in pedagogy focused on vocabulary strategies. This was researched, developed and delivered by the Classroom Teacher Literacy & Numeracy, which is a school-developed position to address literacy and numeracy skills deficits. Focus On Teaching Meetings provided the ongoing platform for faculty-based collaboration and program development under the guidance of head teachers.

All teachers are involved in the development of Tier 2 vocabulary word lists in alignment with practices in Blended Learning Vocabulary. Students regularly participated in both pre and post testing of 10 words to develop their understanding of the definition and use of the words across all of their subjects each term.

Our next steps for 2023 are to integrate evidence-based teaching strategies for numeracy, adding these to the ongoing development of strategies in literacy.

Belonging, Expectations of Success and Advocacy

The purpose of the belonging, expectations of success and advocacy initiative is to develop and implement evidence-based change to whole school practices that support engagement with learning.

The school continued its refinement of the Engagement and Transition Centre and the Literacy and Numeracy Skills Hub. The school increased its Student Support Officer Staffing and a Wellbeing Intake Nurse was appointed at the school in Term Four. Engagement with external supports via the Albury Project and The Hive continued to grow. The school continued to support high potential and gifted athletes through the Murray High Elite Sports Academy. The school continued to offer academic enrichment opportunities for high potential and gifted students through the Murray High School Academy, and through the Murray High School Charles Sturt University Scholarship.

As a result of these programs, a steady increase in student engagement through the Albury Project and the Hive saw an increased proportion of students benefit from wellbeing programs throughout the year. High potential and gifted students received individualised support through the Academy programs, with evaluations demonstrating the valuable role of these programs within the school.

Next year our focus will be on further growing our programs for high potential and gifted students through the Murray High School Academy and the Murray High School Elite Sports Program. The school will continue to focus on the holistic wellbeing of students through access to the recently appointed Wellbeing and Health In-Reach Nurse.

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 proportion of students in the top 2 NAPLAN bands in reading will increase by 7%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 9% of students in the top two skill bands for reading, indicating that the school did not meet the system negotiated target.
The proportion of students in the top 2 NAPLAN bands in numeracy will increase by 7%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 4% of students in the top two skill bands for numeracy, indicating that the school did not meet the system negotiated target.
The proportion of students in the top 3 HSC bands will increase by 7%.	<ul style="list-style-type: none"> • 31% of students attained results in the top three bands demonstrating progress toward the lower bound target.
Student wellbeing will show an increase of 7%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates slight decreases of less than 1.0 in Positive Teacher-Student Relations and Positive Learning Climate. Consistent with last year, these areas remain above the NSW Government Norm.
There will be an uplift of 7% of students attending 90% of the time.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 21%.
The proportion of students in the top 2 HSC Bands will improve by 5%	<ul style="list-style-type: none"> • 5% of students attained results in the top two bands demonstrating regression from the lower bound target.

Strategic Direction 2: Aligned teaching practices

Purpose

By aligning our practices, based on trusted research, we will create common and reliable points of professional reference. A consistent educational philosophy will allow for and encourage individual flair, creativity and character, thus enhancing ongoing engagement with 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.

- Explicit Teaching
- Engagement with Learning

Resources allocated to this strategic direction

Socio-economic background: \$368,000.00

Integration funding support: \$205,177.00

Low level adjustment for disability: \$71,000.00

Summary of progress

Explicit Teaching

The focus for 2022 was to improve explicit teacher feedback, develop teacher capacity through collegial professional learning and increase student performance in Reading and Numeracy in NAPLAN outcomes.

This involved teachers engaging in reflective practice to evaluate the effectiveness of their feedback related to identified success criteria. Professional learning has been incorporated with practices in literacy being the main platform for collegial development.

Provision of regular planning and learning time was introduced into the timetable structure, allowing for Focus on Teaching Meetings (FOTMS) of forty-five minutes each fortnight. This time has been used to support the implementation of Blended Learning Vocabulary, which is the evidence-based literacy practice adopted across the school.

Tell Them From Me trend data reflects a 0.4 downturn in response to Explicit Teaching Practices and Feedback. The school is oscillating at a level that is commensurate with the NSW Govt Norm, but we anticipate returning to our achievements above this benchmark as our teachers continue to master this practice.

Engagement with Learning

The focus of this initiative was to develop a culture that is strongly focused on engagement with learning, the building of educational aspiration and ongoing improvement. This involved employing specialist teachers to lead the delivery of targeted professional learning to all teaching staff, focusing on the explicit teaching of vocabulary.

As a result, teachers participated in the professional learning of evidence-based strategies developed by the Classroom Teacher Teaching and Learning. We have observed the implementation of these strategies into teaching programs across Years 10 and 11, which has supported the development of students' vocabulary. Students are pre-tested and post-tested so that individual, class and cohort performance can be analysed.

Students demonstrated growth in vocabulary across all class groups.

2023 will see Blended Learning Vocabulary across all year levels, along with the introduction of evidence-based practices in numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> Teachers provide explicit, specific and timely formative feedback related to defined success criteria. 	<ul style="list-style-type: none"> Data from the Tell Them From Me student survey demonstrated, in 2021, that our students reported a 6.7 agreement score with Explicit Teaching Practices and Feedback as a driver of student outcomes. This was above the NSW Government Norm of 6.4. 2022 data continued to show an above average response when compared to the state.
<ul style="list-style-type: none"> Teachers are actively engaged in collegial professional learning practices that develop their capacity in the use of research-validated teaching practices. 	<ul style="list-style-type: none"> Explicit practice in vocabulary has been embedded into teaching programs, following development in the administration of programming, registration and monitoring. Inclusion of all teaching personnel in this activity is bringing about consistency and alignment in education delivery.
<ul style="list-style-type: none"> Targeted interventions and teaching strategies are focusing on student areas of need, progress and achievement as identified in student achievement data. 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Targeted interventions and teaching strategies are focusing on student areas of need, progress and achievement as identified in student achievement data. 	<ul style="list-style-type: none"> Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Purposeful leadership

Purpose

By connecting leadership decisions to specific purposes we will maintain a secure and lasting platform for change management. Our model of leadership will engender a sense of predictability and trust, endeavouring to ensure that every staff member, as well as every student, is known, valued and cared for. At the same time, we will authentically engage with our community to ensure genuine relationships and community satisfaction.

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.

- Distributed Leadership
- Administrative Systems and Processes

Resources allocated to this strategic direction

Socio-economic background: \$131,000.00

Professional learning: \$72,870.98

Beginning teacher support: \$90,976.00

Per capita: \$166,748.38

Location: \$2,200.00

Summary of progress

Distributed instructional leadership, management skills and leadership attributes.

The goal was to increase the leadership capacity of staff. This involved executive and other targeted staff members undertaking leadership and management training, such as: Agile School Leadership; Choice Theory/Reality Therapy; Lead Management; and Art of Leadership. Newly appointed and emerging head teachers have been supported through the Mentoring for Recently Appointed Leaders program.

As a result, the capacity for Head Teachers to be leaders of learning in their faculties has been demonstrated through Focus On Teaching meetings. Leadership decisions are made in alignment with the Window of Certainty. Middle Leaders have engaged with coaching and mentoring to support their leadership development. Senior Executive and leaders of various school programs have employed Agile School Leadership planning and evaluation processes. The impact of this will continue to evolve in the 2023 school year.

In 2023 there will be a continued focus on expanding training in Choice Theory/Reality Therapy further across the school, initially to include all executive personnel. The principal will build on prior training in Art of Leadership by engaging with post-training mentoring and formally structured projects for reflection, evaluation and planning. The Focus On Teaching Meetings will continue as a platform for educational leadership and change management.

Efficient systems and processes that deliver anticipated benefits to the whole school community.

The purpose is to continuously review and improve the school's management systems and processes. There has been a school wide review of HSC monitoring processes, including a transition to an online system. The school's attendance policy and processes have been reviewed, and improvements are ongoing. The school's Stage 5 and Stage 6 programs have been reviewed. The School Bytes system has been employed for a broader range of administrative functions. The school is in an ongoing process of refining the use of information management systems including Teams, OneDrive and Outlook. The school has engaged additional support staffing to manage social media and build online community engagement.

Preliminary and HSC monitoring is managed via a common electronic platform, which is both interactive and immediately accessible. Regular systemic checking of process status ensures compliance consistency and robust mitigation against non-compliance issues. Investment in the SchoolBytes administration system has led to greater efficiency in event planning, organisational variations and associated compliance requirements. This has also provided a simpler and effective means for families to interact with processes such as payments, absence notifications and variations to student routines.

2023 will see the continued refinement of school procedures and policies, contributing to the ongoing evolution of the School Handbook. We anticipate stronger community engagement through building and highlighting the school's online and public presence, which in turn is expected to lift engagement with school-based community events, such as

school information sessions, parent-teacher interviews, 6-7 transition programs and a variety of cultural events.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Teaching and non-teaching staff proactively seek to improve their performance.• The school supports collaborative performance development and efforts to continuously monitor improvement	<ul style="list-style-type: none">• 100% of non-teaching staff employ the Performance Development Plan framework to improve their performance in collaboration with leaders.• 100% of teaching staff review and further develop programming and teaching strategies through Focus On Teaching Meetings.• 100% of beginning teachers develop their teaching practice with support from mentoring program, Head Teacher and peer teachers.
<ul style="list-style-type: none">• The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.	<ul style="list-style-type: none">• Fortnightly Focus On Teaching meetings for faculties, and weekly Executive Meetings, provided formal structures for the monitoring and sharing of feedback and process quality suggestions for school programs, facilitating their continuous improvement. 100% of teaching staff have been actively involved in this process, resulting in a focus on continual professional development and improvement of teaching practices.
<ul style="list-style-type: none">• Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.	<p>SchoolBytes and the Sentral parent portal have streamlined the process of parental engagement, with all parents now engaging with these online platforms, increasing school community engagement.</p> <p>The employment of administrative staff assistance for developing the school's social media presence and online engagement began at the end of 2022, and these activities will be expected to demonstrate impact in 2023.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$23,292.40</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>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"> • Belonging, Expectations of Success and Advocacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support • Intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Partnerships between the school and families have been built upon with growth in cultural awareness. Diversity is embraced and celebrated and there is a continued deepening in staff capacity for EAL/D programming and education delivery. Connections with mainstream settings have continued to be of primary importance, which has provided a sound platform for cultural and academic integration.</p> <p>After evaluation, the next steps to support our students will be: Current practices and ethos will remain, based on their successes to date. The role of the EAL/D Education Leader is anticipated as being integral to on-site and network-based development and support for students, staff, families and community members. The importance placed on HSC Minimum Standard will also remain, with the goal of building confidence for students of refugee backgrounds as they pursue opportunities for their educational and holistic futures. Professional learning in connection to cultural sensitivities and education practices will continue to provide an informed basis for the design of students' education experiences.</p>
<p>Integration funding support</p> <p>\$205,177.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murray 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"> • Engagement with Learning <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: Strategic staff deployment has guaranteed efficiency and robustness with standard provisions, such as personalised learning support plans and individual program differentiation. Students benefit from access to individualised support that exceeds the standard allocation. This has enabled effective responses to unique matters that are characteristic of the school's complexity. Investment in workforce structure has provided the capability for cyclical and continual reflection and strategic development. Owing to this, there is a demonstrated focus on perseverance and adaptability in the holistic support of students with significant needs.</p> <p>After evaluation, the next steps to support our students will be: Our primary objective will be the continued focus on workforce structure, including the flexible allocation of both teaching and non-teaching personnel. We will continue to monitor growth in community needs so that</p>

<p>Integration funding support</p> <p>\$205,177.00</p>	<p>forward planning can be directed towards meeting the school's network and partnership requirements. Practices in differentiation, exercised by Learning and Support personnel, will be used as a model for the broader mainstream context.</p>
<p>Socio-economic background</p> <p>\$895,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murray 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"> • Literacy and Numeracy Skills • Belonging, Expectations of Success and Advocacy • Explicit Teaching • Engagement with Learning • Distributed Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support ETC program. • Resourcing to increase equity with resources and services • Employment of additional staff to support consolidation class implementation. <p>The allocation of this funding has resulted in the following impact: Student participation in external assessment has continued to grow, which has supported the reliability of achievement data. Additional personnel have been deployed to examine student achievement data and to design strategies that address gaps in skill development. Flexibility with the timetable has allowed for the necessary time for all teachers to focus on the implementation of specific teaching strategies. Time specifically devoted to this has also given all personnel the opportunity to focus on their own mastery of new techniques, which is supporting the effective implementation and longevity of newly introduced practices. Deployment of specific leadership in implementation has enabled a sustainable, science-based approach to the development of strategies and initiatives. It has also culminated in formal processes that track teacher engagement and skill development. Carefully considered provisions for student wellbeing and disengagement have ensured the capability to respond to student needs without a disproportionate reliance on third-party or off-site facilitation. Flexibility in class allocation has enabled student groupings that draw together specific student capabilities and learning needs.</p> <p>After evaluation, the next steps to support our students will be: Staff deployment structures will remain in place to ensure the continued focus on student skill development. Strategic implementation of explicit practice will be facilitated through a regular release allocation that is devoted to collective and individual practice development. Leadership roles will remain dedicated to the support continued change management and will be cyclically evaluated and adjusted as required. Role descriptions and deployment structures will be reviewed continually so that human resource investment remains relevant to student need.</p>
<p>Aboriginal background</p> <p>\$64,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murray High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Belonging, Expectations of Success and Advocacy <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$64,000.00</p>	<ul style="list-style-type: none"> • Employment of specialist additional staff (AEO) to support Aboriginal students • Employment of specialist additional staff (SLSO) to support Aboriginal students • Staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The advocacy provided from the positions of AEO and SLSO has continued to ensure thorough consultation and collaboration in planning for educational and social goals. Aboriginal cultures and heritage are celebrated and a dedicated working party continues to plan for and instigate meaningful events and experiences. Community connections, and those with the AECG, continue to grow through the proactive maintenance of individual and community-based relationships. The school has maintained a culturally safe learning environment for Aboriginal students and their families.</p> <p>After evaluation, the next steps to support our students will be: Our primary objective will be to strengthen and entrench community connections and relationships. This will be facilitated through the continued commitment to staff investment and deployment, along with the added endorsement of school-wide professional learning. The school continues in its commitment to its AECG partnership via frequent representation at meetings and events, and through consultation over the planning for educational and cultural activities.</p>
<p>English language proficiency</p> <p>\$383,678.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murray 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"> • Belonging, Expectations of Success and Advocacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional bilingual SLSO staff to support communication • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Employment of additional staff to support delivery of targeted initiatives such as one on one parent meetings. <p>The allocation of this funding has resulted in the following impact: Employment of a multilingual SLSO has sustained student engagement and family support through removing barriers from communication. Sustained increase in teacher:student ratio has continued to enable a more individualised approach to learning experiences and targeted tuition. Students continue to be facilitated on an individual basis in attempting the HSC Minimum Standard. Family representation has increased in the processes for subject selection and planning for future pathways.</p> <p>After evaluation, the next steps to support our students will be: Dedication to the successful completion of HSC Minimum Standard will be sustained. Teacher:student ratios will continue in support of tailored planning and responses to individual need. The ongoing role of the multilingual SLSO will help to maintain and build upon community and family connections, which we anticipate will involve the school with post-school planning and transition at a continually deepening level.</p>
<p>Low level adjustment for disability</p> <p>\$336,842.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Murray 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>

<p>Low level adjustment for disability</p> <p>\$336,842.00</p>	<ul style="list-style-type: none"> • Literacy and Numeracy Skills • Engagement with Learning <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: Investment in above-establishment personnel has equipped the school to manage increases in learning support referrals. Students have benefited from timely and specific responses to their learning requirements, with both minor and significant adjustments being made at points of need. A culture of mainstream integration has ensured the development of meaningful social and educational connections.</p> <p>After evaluation, the next steps to support our students will be: Commitment to sustaining workforce investment will be essential to the school's capacity for addressing students' requirements. Ongoing reflection and subsequent adjustment will ensure that provisions remain relevant to each student's holistic development, with student wellbeing and academic development remaining as the essential factors.</p>
<p>Location</p> <p>\$2,200.00</p>	<p>The location funding allocation is provided to Murray 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"> • Administrative Systems and Processes <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase parent engagement. <p>The allocation of this funding has resulted in the following impact: Communication with families is more streamlined and timelier. Administrative personnel have greater capacity to manage conflicting priorities, and they can respond more effectively to emerging matters owing to simpler time management. Families are informed of matters with more clarity and greater efficiency.</p> <p>After evaluation, the next steps to support our students will be: Maintained focus on the school's administrative practices is expected to support continued development in efficiency, clarity and time management. We anticipate growth in community engagement and increased reciprocity in communication between the school and families.</p>
<p>Professional learning</p> <p>\$80,370.98</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 Murray 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"> • Belonging, Expectations of Success and Advocacy • Distributed Leadership • Administrative Systems and Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Blended Learning Vocabulary • Program production, registration and monitoring • HSC and Preliminary monitoring and compliance • Choice Theory/Reality Therapy

<p>Professional learning</p> <p>\$80,370.98</p>	<p>The allocation of this funding has resulted in the following impact: The school is addressing student literacy and numeracy requirements through research and evidence-based teaching strategies. Students are benefiting from a unified approach to developing and improving their skills. Approaches to education planning and compliance are more consistent and are continuing to maintain high standards in professional practice. Professional interaction is supported through evidence and research in psychology and human behaviour, which is creating a culture of shared values, beliefs and expectations.</p> <p>After evaluation, the next steps to support our students will be: Our approach to professional learning is deep, narrow and long-term. We anticipate maintaining our current school-wide professional learning initiatives with the expected outcome of aligned, predictable and reliable practices across all sectors of the school's management and operations.</p>
<p>COVID ILSP</p> <p>\$347,706.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • Providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: The flexibility in delivering targeted support and tuition in small groups and individual settings has effected improvement in skill development. Students have demonstrated higher levels of engagement with explicit teaching of literacy and numeracy skills. Strategies are informed by specific student data sets and analysis.</p> <p>After evaluation, the next steps to support our students will be: A data-informed approach to education planning will continue as the main influence on teaching practice and its development. This will encompass regular comparisons to baseline information so that program implementation and success can be measured effectively. As with all targeted support programs, our prime goal for reintegration into mainstream settings will remain so that education experiences are commensurate with each student's authentic capability and potential.</p>
<p>Student support officer (SSO)</p> <p>\$95,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murray 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"> • Belonging, Expectations of Success and Advocacy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • One on one meetings with identified students. • Inclusion activities such as wear it purple day, harmony day. • Referral to additional and community services. <p>The allocation of this funding has resulted in the following impact: Students are able to access social and emotional support with immediacy and confidentiality. Professional expertise is of a high standard, and students are demonstrating development and improvement in their</p>

<p>Student support officer (SSO)</p> <p>\$95,058.00</p>	<p>wellbeing and self-regulation. Management of wellbeing matters is characterised by compassion and sound professional responses, with advances in student engagement and connections to the school.</p> <p>After evaluation, the next steps to support our students will be: The school will continue its commitment to invest in this role, based on its success so far. There will also be significant scope for the SSO to contribute to the school's future efforts in addressing student attendance. It is anticipated that the SSO role will remain as an essential component of the school's wellbeing structure.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	347	336	303	274
Girls	361	354	340	319

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.0	89.4	85.6	80.5
8	83.3	85.2	80.7	75.7
9	79.2	81.9	80.0	74.2
10	76.9	77.9	76.7	71.3
11	83.8	80.9	71.1	66.9
12	85.1	86.5	82.8	68.8
All Years	82.3	83.4	79.2	73.0
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	16
Employment	3	8	25
TAFE entry	0	3	14
University Entry	0	0	21
Other	11	0	14
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

36.26% of Year 12 students at Murray High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

72.2% of all Year 12 students at Murray 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)	9
Classroom Teacher(s)	35.7
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	13.48
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 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	310,867
Revenue	11,526,110
Appropriation	11,306,604
Sale of Goods and Services	4,457
Grants and contributions	212,171
Investment income	2,878
Expenses	-11,042,544
Employee related	-10,251,319
Operating expenses	-791,225
Surplus / deficit for the year	483,566
Closing Balance	794,432

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	228,469
Equity Total	1,682,729
Equity - Aboriginal	64,627
Equity - Socio-economic	896,207
Equity - Language	384,976
Equity - Disability	336,920
Base Total	7,721,249
Base - Per Capita	166,748
Base - Location	2,905
Base - Other	7,551,596
Other Total	581,694
Grand Total	10,214,143

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

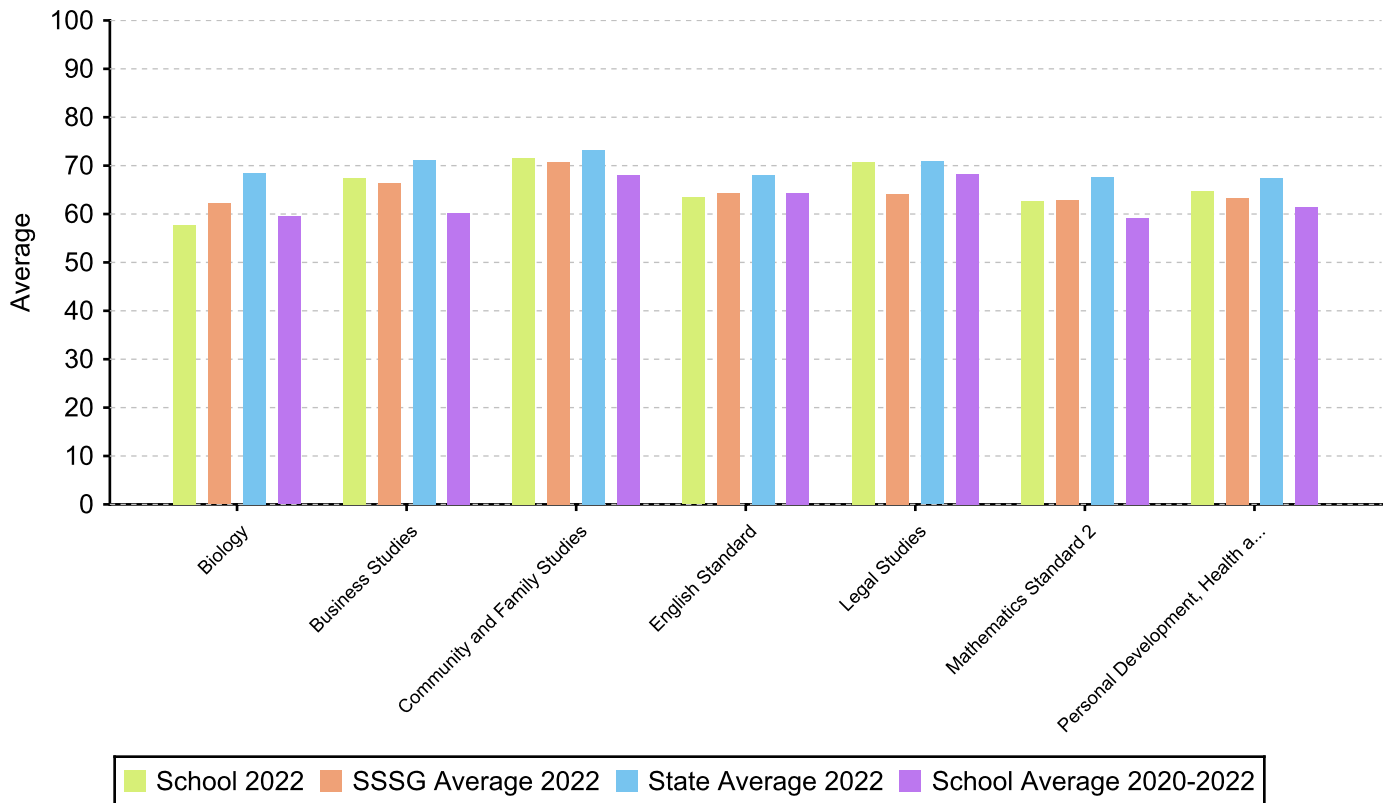
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	57.7	62.2	68.5	59.5
Business Studies	67.5	66.3	71.2	60.3
Community and Family Studies	71.6	70.8	73.2	68.1
English Standard	63.4	64.3	68.1	64.4
Legal Studies	70.8	64.2	70.8	68.3
Mathematics Standard 2	62.7	62.9	67.6	59.2
Personal Development, Health and Physical Education	64.7	63.4	67.5	61.5

Parent/caregiver, student, teacher satisfaction

Murray High School undertook the Tell them From Me 'Partners in Learning' parent survey in 2022. Particular areas of strength, were around parents feeling welcome and the school being an inclusive school.

In consideration of the results we are committed to an ongoing focus focusing on communication between home and school. With a goal to increase parental and community engagement it is anticipated that student expectations for success, advocacy and belonging will strengthen.

Students also completed the Tell Them From Me survey in 2022 which indicated a number of positives. Key drivers of students outcomes indicate that the school was above the NSW Govt norm for effective learning time, positive teacher relationships and positive learning climate. Areas for future focus include explicit teaching, advocacy at school, and expectations for success. There are several activities planned to address this in the new Strategic Improvement Plan, but it is also relevant to note that these areas have historically exceeded the Government norm. We allow for the possibility that unique circumstances may account for very mild corrections in this data and are confident of a return to prior status.

Staff feedback from the 'People Matter' employee survey indicated strength in the following areas - inclusion and diversity, teamwork and collaboration, customer service and employee voice. The most improved area from 2020 related to a 24% improvement in the questions related to feedback and performance management. This data indicates success around the improved feedback and performance and development plan processes developed in 2022.

Moving forward, there will be a focus in 2023 on increasing employee engagement, which declined slightly in 2022. Building staff morale through shared activities will be a priority in 2023 as opportunities to collaborate were limited in 2022. The Tell Them From Me teacher survey indicated similar strengths around leadership and feedback but also indicated the need to focus on increasing parental involvement at the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.