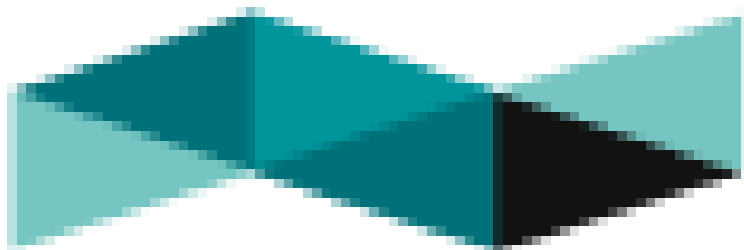


# 2023 Annual Report

Murrumbidgee Regional High School



# MURRUMBIDGEE

## Regional High School

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# Introduction

The Annual Report for 2023 is provided to the community of Murrumbidgee Regional 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 Murrumbidgee Regional High School, we aspire to be among the highest performing comprehensive public high schools in New South Wales, through a relentless focus on achieving excellence for our students, staff and community.

## School context

Murrumbidgee Regional High School is a large, 7-12 comprehensive secondary school in Griffith with 1050 students, including 12% Aboriginal and 22% Pasifika students, as such we have two Clontarf Academies and an Aboriginal Learning and Engagement Centre.

Our school is situated across two sites, both offering a comprehensive 7-12 curriculum, largely aligned to provide improved student choice and opportunities for specialisation. There is a growing reliance on technology and innovation to connect senior courses to enable greater collaboration between teachers and students. The school has a strong academic and vocational curriculum with a focus on the development of capabilities, innovation and evidence informed practice. The school is renowned for and extremely proud of its strong community support. There is an emphasis on learning and career pathways with a focus on hospitality, engineering and agriculture to meet the growing employment opportunities in Griffith.

Our school is very well resourced, with the ability to employ a significant number of staff above establishment. including up to five teaching staff, two deputy principals, a Head Teacher VET, an Instructional Leader and STEM coordinator who works across our partner primary schools and with other primary and secondary schools in the local area.

We set high expectations for ourselves to ensure all students and their families feel a genuine sense of belonging and connection to our school, through clear and consistent communication, underpinned by rigorous systems to support high quality teaching, learning and wellbeing.

Our success will be measured by the partnerships we forge with our students, families and broader community to create lifelong, agile and resilient learners fully equipped to flourish in life after school.

## 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that we know our students and target their individualised learning and growth through explicit and research informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of student assessment data and school driven professional learning to inform teaching.

### Initiatives

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

- Directed Professional Learning
- Data Use in Effective Classroom Practice
- Laptops for Learning

### Resources allocated to this strategic direction

**Refugee Student Support**  
**New Arrivals Program**  
**Socio-economic background**  
**Integration funding support**  
**Low level adjustment for disability**  
**English language proficiency**  
**Professional learning**  
**Location**  
**Per capita**  
**Beginning teacher support**

### Summary of progress

#### Student Growth and Attainment

The focus for 2023 was to support all teachers through targeted and directed professional learning to explicitly teach reading and numeracy to students at all levels of achievement, in all subject areas. All year 7 and 8 students accessed personal laptops daily to reduce time lost in accessing technology, to enhance and engage student learning, in order to improve outcomes. This involved directed professional learning to explicitly teach literacy and numeracy led by the Instructional Leader. A significant number of staff attended professional learning in this area. As a result teachers were better informed on classroom teaching and learning strategies to improve numeracy and literacy teaching. The school also focused on a range of assessment strategies to identify student learning needs. The Laptops for Learning program was very well received by the students, staff and parents. These systems were put in place to ensure the smooth implementation of this program on a day to day basis. The use of staff including School Learning Support Officers (SLSOs) to provide additional support for students, ensured the success of this program. In relation to the directed professional learning, the instructional leader undertook a different role within the school from Term 2. This impacted on the capacity to provide one-to-one support for individual staff for targeted professional learning that was identified in 2023 as a focus area. Another impact of this change to the instructional leader's role, included the delayed implementation of data use and practice throughout the school. Staffing complexities did not allow for the filling of this position for the remainder of the year.

In 2024 the school will be de-merging which will result in a new Strategic Improvement Plan being implemented for a new cycle. There will be three (3) new strategic directions determined by the 2024 leadership team after the completion of the Situational Analysis which will inform the development of the plan.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in	The Check-in Assessment mean scale score indicates the percentage of students in Year 7 and Year 9 (on average) achieving growth in reading has increased by 7.5%

assessment.	
Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students in Year 7 achieving growth was 3% and Year 9 achieving growth in numeracy has increased by 9%.

## Strategic Direction 2: Flourish

### Purpose

Our purpose is to create a school where every student is known, valued and cared for enabling them to flourish as a result of streamlined systems and a holistic approach to student wellbeing.

### 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.

- Individual Learning Needs
- A planned approach to wellbeing and attendance

### Resources allocated to this strategic direction

Integration funding support  
Socio-economic background  
Low level adjustment for disability  
Aboriginal background  
Professional learning  
Location  
Student Support Officer

### Summary of progress

#### The Flourish Wellbeing Project

The focus for 2023 was on the introduction and implementation of evidence-based changes to whole school practices in wellbeing and engagement, to support learning through improved student attendance. This involved the introduction to the Flourish Initiative for students in years 7 to 9, which was implemented in consultation with the whole school community as a result of feedback from wellbeing surveys in 2022. This involved the Flourish team and Year Advisors working closely with support staff to improve student wellbeing across the whole school. The school also utilised the Team Around the School to support all Year Advisors and Roll Call teachers to improve consistency of school-based procedures for attendance. The initiative also aimed to build the skills of teachers to undertake regular check-ins with all students in relation to wellbeing and attendance. Teachers were provided with professional learning in the use of Sentral platforms to ensure data was consistent and documentation was accurate. Patterns of attendance and wellbeing behaviours were identified through data analysis and communicated to Year Advisors. Strategies were put in place for targeted students including student interviews, counselling, communication to parents/carers, Home School Liaison Officer referrals etc. The Year Advisors and the Roll Call teachers were identified adults within the school that students could see in order to gain additional support. This initiative was successful as students indicating they felt well supported by the school and had consistent access to trusted adults in their school on a daily basis. At times, staffing complexities impacted on the consistency of regular check-ins with a familiar adult for the students.

The attendance data indicates that the improvements made have been a direct outcome of the Flourish program and the strategies put in place by the school. The majority of the staff surveyed indicated that they valued the Flourish initiative. It allowed time to support all students at point of need and in smaller group settings to ensure students could voice wellbeing concerns. This also allowed teachers to prioritise individual students and plan strategies to provide additional support by appropriate personnel. The Wellbeing team met regularly with the Head Teacher Welfare who guided and supported them throughout the year to build their capacity to identify students at risk. This provided an additional professional learning opportunity to further upskill teachers to better support students.

In 2024 the school will be de-merging which will result in a new Strategic Improvement Plan being implemented for a new cycle. There will be three (3) new strategic directions determined by the 2024 leadership team after the completion of the Situational Analysis which will inform the development of the plan.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>70% of the students attending school 90% of the time or more</p>	<p>The number of students attending greater than 90% of the time or more has increased by 18% from 23% in 2022 to 41% in 2023</p>
<p>TTFM</p> <p>Student advocacy - 75% of students with positive wellbeing</p> <p>Expectations for Success (High Expectations) - 85% of students with positive wellbeing</p>	<p>In 2023 the TTFM data for advocacy at school, 50% of students indicated that they had a positive response. In the same survey, 66% of students had positive expectations for success. This has decreased from 70% in 2022.</p>



## Strategic Direction 3: Excellence in Classroom Practice

### Purpose

Our purpose is to ensure all teachers are supported in identifying, understanding and implementing high impact, evidence-based teaching strategies.. Achieved through the authentic implementation of rigorous teaching and learning and performance and development cycles.

### 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.

- Development of the Murrumbidgee Way

### Resources allocated to this strategic direction

Integration funding support  
Low level adjustment for disability  
Socio-economic background  
English language proficiency  
Professional learning  
Location  
Beginning teacher support

### Summary of progress

#### The Murrumbidgee Way

The focus for 2023 was on the development of The Murrumbidgee Way handbook for staff which would clearly articulate the standardised expectations for the Teaching and Learning Cycle across the school. It was envisaged that minimum standards for teaching and learning programs, scope and sequences, assessment practices and reporting to students and parents would be developed at a whole school level to better support teachers in all faculty areas in order to increase student learning outcomes. This was to involve the Strategic Direction 3 team, led by the principal and deputy principal, to develop a handbook for all teaching staff that outlined standardised expectations for teaching and learning across the school. This started with the production of a common programming template which was to be implemented in 2024. This was an identified need due to the inconsistency of programming, assessment and reporting, not only across faculties, but across the whole school. The team commenced planning through a consensus at a professional learning session to develop the minimum standards of programming expectation and responsibilities for all teachers. All teachers could see the need for greater consistency to support this initiative and was well-received by all staff. Unfortunately, once the de-merge of the school was announced, this program was ceased as the purpose was no longer relevant given the imminent changes to the school context and uncertainty moving forward.

In 2024 the school will be de-merging which will result in a new Strategic Improvement Plan being implemented for a new cycle. There will be three (3) new strategic directions determined by the 2024 leadership team after the completion of the Situational Analysis which will inform the development of the plan.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of HSC course results in top 3 bands from 51% to 60%.	46.74% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
An increase in the percentage of staff who agree or strongly agree that morale among staff is good.	No data was collected in this area for 2023.
Collaboratively design, develop and implement a common scaffold for	A team of staff developed and trialed a common programming template to be used across the school in 2024.

teaching and learning programs which include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,151.75</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>• Directed Professional Learning</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>• sourcing external agencies to implement professional learning in EAL/D education for targeted teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- improved staff knowledge to better support EAL/D students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> provision of professional learning for all staff to support EAL/D students and school resources will be created to guide this process.</p>
<p>New Arrivals Program</p> <p>\$94,520.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Murrumbidgee Regional 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>• Directed Professional Learning</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> <li>• professional learning using the EAL/D Hub and employing the expertise of EAL/D Education Leader to support the school and students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- teachers are more proficient in supporting students with EAL/D needs.</li> <li>- students demonstrating higher levels of confidence in mainstream classes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$510,167.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Murrumbidgee Regional 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>• Development of the Murrumbidgee Way</li> <li>• Directed Professional Learning</li> <li>• Individual Learning Needs</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>• staffing release for targeted professional learning around the new curriculum.</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul>

<p>Integration funding support</p> <p>\$510,167.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all eligible students demonstrating progress towards their personalised learning goals.</li> <li>- all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</li> </ul> <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>\$1,216,942.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Murrumbidgee Regional High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Development of the Murrumbidgee Way</li> <li>• Directed Professional Learning</li> <li>• Individual Learning Needs</li> <li>• Laptops for Learning</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 support staff to assist in the implementation of the Laptops for Learning program.</li> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 50% of Year 9 students were exceeding or strong in NAPLAN Numeracy, whilst 42% were exceeding or strong in NAPLAN Reading.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage the literacy and numeracy support of SLSO's towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$232,494.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Murrumbidgee Regional 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>• Individual Learning Needs</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul>

<p>Aboriginal background</p> <p>\$232,494.12</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- an increase in Aboriginal students completing their Higher School Certificate and engaging in the PLP process.</li> <li>- Tell Them From Me data indicated just 12% of parents disagreed that the school was a culturally safe place.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> drawing on the expertise of the Aboriginal Learning and Engagement Head Teachers to support classroom teachers and SLSOs in the development of culturally appropriate learning materials for Aboriginal students in Literacy and Numeracy.</p>
<p>English language proficiency</p> <p>\$246,926.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Murrumbidgee Regional 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>• Development of the Murrumbidgee Way</li> <li>• Directed Professional Learning</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>• 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> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- targeted staff were engaged in professional learning, where the EAL/D Lead Teacher from Newcastle guided staff on how to plan an integrated writing unit using a backward mapping approach.</li> <li>- teachers looked at student data, including student English language proficiency using the EAL/D learning progressions.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. The identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$624,928.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Murrumbidgee Regional 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>• Development of the Murrumbidgee Way</li> <li>• Directed Professional Learning</li> <li>• Individual Learning Needs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Low level adjustment for disability</p> <p>\$624,928.20</p>	<p>- 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>Location</p> <p>\$140,785.57</p>	<p>The location funding allocation is provided to Murrumbidgee Regional High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Development of the Murrumbidgee Way</li> <li>• Directed Professional Learning</li> <li>• Individual Learning Needs</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> - greater student access to learning activities and opportunities outside of the classroom, including access to Gifted and High Potential activities through the Murrumbidgee Academy of STEM Excellence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning through the Murrumbidgee Academy of STEM Excellence to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$175,470.28</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 Murrumbidgee Regional 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>• Development of the Murrumbidgee Way</li> <li>• Directed Professional Learning</li> <li>• Individual Learning Needs</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>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</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 of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching by the Deputy Principal Instructional Leader who will have the structure to implement and follow-up in 2024.</p>
<p>COVID ILSP</p> <p>\$250,610.12</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$250,610.12</p>	<p><b>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>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were identified to be achieving at lower than national minimum standards in English and Maths.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving progress towards their personal learning goals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> planned by the new leadership team for 2024 after the de-merge of the school is finalised.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Murrumbidgee Regional 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>• Individual Learning Needs</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students having greater access to support services and personnel within the school context.</li> <li>- SSO developing close relationships with students at risk and their families and connecting them to support services external to the school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to refine the role within the Student Support Officer position and create a greater alignment between the school counselling service and the wellbeing team.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	609	589	516	522
Girls	606	561	529	517

Student enrolments had stabilised in 2023 after a number of years of decline. This is largely a result of the positive profile the school has built in the community.

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.9	89.1	84.2	88.1
8	90.0	83.6	78.7	82.6
9	90.7	81.4	77.8	79.6
10	87.2	80.0	69.6	77.3
11	89.7	81.7	73.5	80.8
12	90.0	81.6	81.2	84.2
All Years	90.1	82.8	77.0	81.9
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Students benefitted from a renewed and concentrated focus on improving attendance in 2023. A small team of executive assumed responsibility for refining our roll marking practices and embedding student wellbeing into our attendance strategy, resulting in improved attendance rates in every year group compared to 2022.

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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	NA	30	15
Employment	20	25	25
TAFE entry	20	NA	15
University Entry	NA	NA	25
Other	60	15	5
Unknown	NA	30	15

## Year 12 students undertaking vocational or trade training

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46.27% of Year 12 students at Murrumbidgee Regional High School undertook vocational education and training in 2023.

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

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82.8% of all Year 12 students at Murrumbidgee Regional High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	5
Head Teacher(s)	19
Classroom Teacher(s)	85.71
Learning and Support Teacher(s)	3.1
Teacher Librarian	2
Teacher EAL/D	1.6
School Counsellor	3
School Administration and Support Staff	29.16
Other Positions	3.13

\*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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	3,336,559.71
<b>Revenue</b>	24,341,086.17
Appropriation	23,719,550.01
Sale of Goods and Services	252,243.60
Grants and contributions	330,583.70
Investment income	34,324.38
Other revenue	4,384.48
<b>Expenses</b>	-21,812,745.80
Employee related	-17,090,516.05
Operating expenses	-4,722,229.75
<b>Surplus / deficit for the year</b>	2,528,340.37
<b>Closing Balance</b>	5,864,900.08

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	565,194
<b>Equity Total</b>	2,321,292
Equity - Aboriginal	232,494
Equity - Socio-economic	1,216,943
Equity - Language	246,927
Equity - Disability	624,928
<b>Base Total</b>	17,263,480
Base - Per Capita	284,730
Base - Location	140,786
Base - Other	16,837,965
<b>Other Total</b>	2,098,498
<b>Grand Total</b>	22,248,464

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

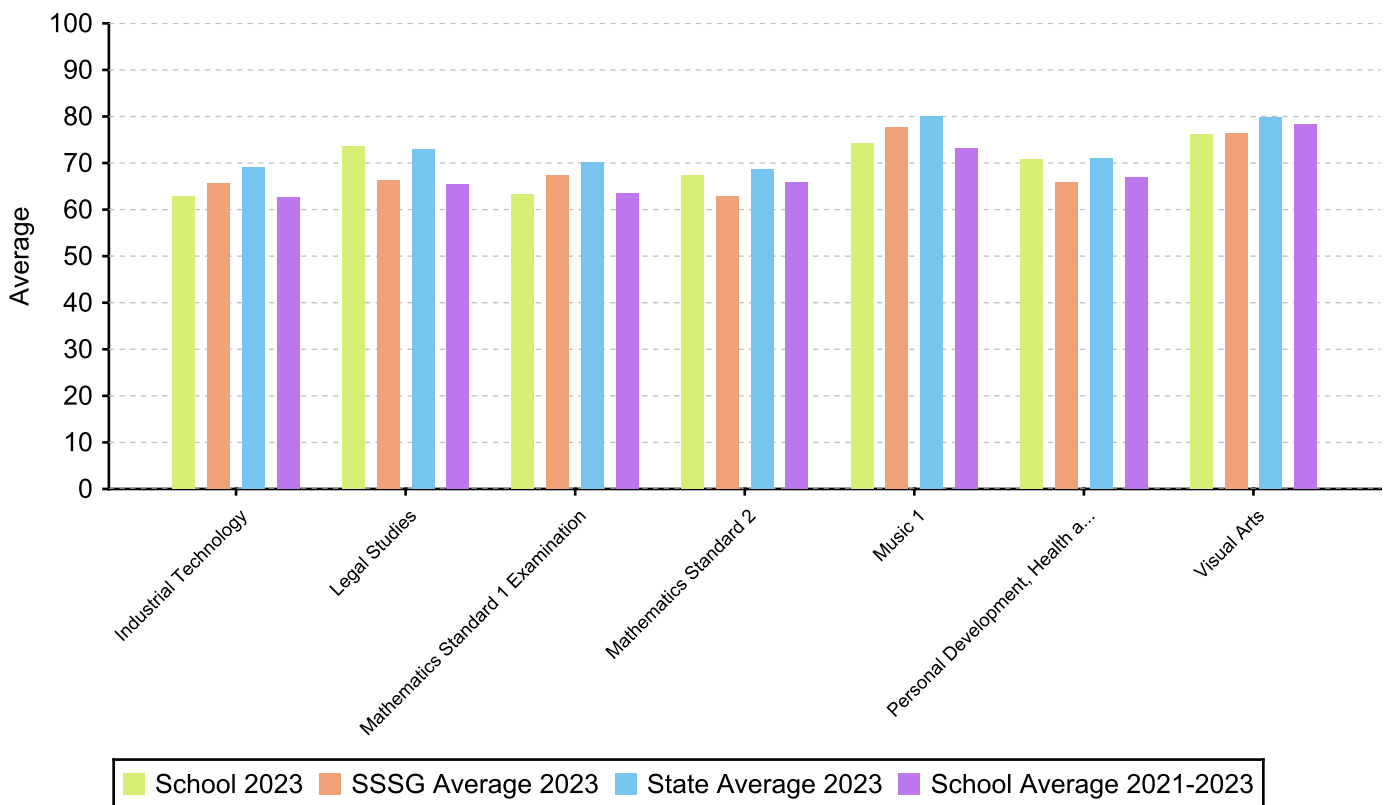
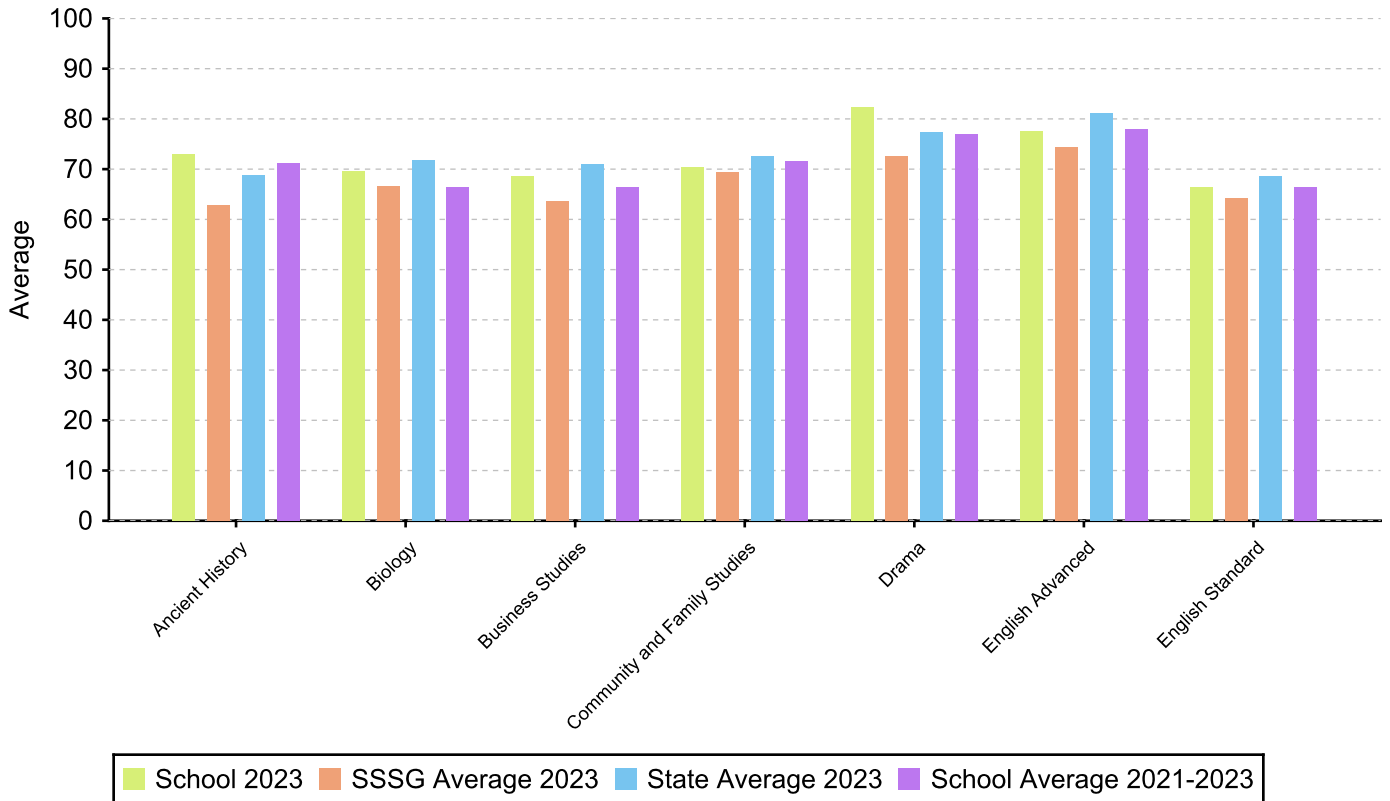
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Ancient History	73.0	62.8	68.7	71.1
Biology	69.5	66.5	71.8	66.4
Business Studies	68.6	63.5	70.9	66.4
Community and Family Studies	70.3	69.4	72.7	71.6
Drama	82.3	72.6	77.3	77.0
English Advanced	77.5	74.4	81.2	78.0
English Standard	66.3	64.3	68.5	66.3
Industrial Technology	62.8	65.6	69.1	62.7
Legal Studies	73.5	66.3	72.9	65.5
Mathematics Standard 1 Examination	63.3	67.3	70.1	63.5
Mathematics Standard 2	67.4	62.8	68.7	65.8
Music 1	74.3	77.6	80.0	73.2
Personal Development, Health and Physical Education	70.8	65.7	71.0	66.9
Visual Arts	76.1	76.3	79.8	78.3



## Parent/caregiver, student, teacher satisfaction

In 2023, Murrumbidgee Regional High School, provided students, parents and staff feedback through the Tell Them From Me (TTFM) surveys.

Teachers generally believed that the use of technology was above the NSW average in most of their classes, including students' access to technology to assist with their learning. Teachers also described the school as having significant levels of inclusivity, particularly when supporting students with additional learning and behavioural needs.

In surveying parents, they held the belief that the school could improve its communication, particularly regarding their child's social and emotional development and upcoming school activities. Only 3% of those surveyed were involved in school committees. Many parents also felt that teachers generally encouraged their child to work hard and have success.

Students, Year 10 and onwards reported higher levels of advocacy and positive student-teacher relations than the younger students. Students in Years 10 to 12 also recorded a more positive learning climate than younger students. Students reported generally having a clearer idea on whether they would finish Year 12 and or were planning to go to university once they finished Year 9.

A review was conducted in October 2023 at Murrumbidgee Regional High School as a component of the de-merge that occurred at the commencement of the 2024 school year. This provided an additional opportunity for the school community to provide feedback, through consultation in a number of key areas. Interviews and focus groups were conducted with the principal, school executive team, staff, students, parents and members of the P&C. Feedback will be used by the two new high schools to implement systems and processes specific to each site and the development of the new Strategic Improvement Plan.

# 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.