Mudgee High School
Annual School Report
Our school at a glance

Students
In 2012 there were 1074 students enrolled from years 7 to 12 at Mudgee High School. Approximately even numbers of boys and girls were enrolled and the students included 7% Aboriginal and Torres Strait Islander students and 2% non-English speaking background.

Staff
Teaching staff included 81 full time teachers and 18 support staff. Teachers had a range of subject expertise which ensured they were able to deliver curriculum that challenged students up to the HSC in over forty courses including the highest levels of mathematics, science and English.

All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
As the Western NSW Region’s first Centre for Excellence in Quality Teaching, Mudgee High School supported a cluster of other high schools in delivering their teaching and learning programs. Links with Charles Sturt University provided expertise to support the training of pre-service teachers. Initiatives in literacy included peer reading and individual tutoring for students.

Student achievement in 2012
In NAPLAN over 93% of students in year 7 achieved at or above minimum standards in reading and over 91% achieved at or above minimum standards in numeracy. In year 9 close to 87% achieved minimum standards in reading and over 94% achieved minimum standards in numeracy.

The highest growth was in numeracy where student growth was well above the state average. In reading the growth rate was similar to the state average.

In the Essential Secondary Science Assessment (ESSA) the average score was 84% with the best results achieved in the area of working scientifically.

Messages

Principal’s message
Once again Mudgee High School has enjoyed a fantastic year. We had quality teaching and learning in classes and students had many opportunities to develop their talents in other areas. Of particular note were the creative and performing arts where students displayed their talents through music, art and drama (MAD) concerts and to a broader audience through the Cudgegong Learning Community (CLC) concert. Our students also excelled in sport with over 30 competing at state level and teams achieving regional championships.

This was our final year in the National Partnerships program. As a Centre for Excellence in Quality Teaching we once again provided support to teachers in rural and remote schools. Many of these teachers are the only subject teacher in their small secondary school. They very much rely on the support of our experienced secondary teachers to help them cope with the demands of their curriculum. The recognition that Mudgee High School has such high quality teachers carries with it the responsibility to share that expertise with schools less favoured.

Our parents and wider community were, as always, an integral part of our achievements. Supportive and innovative, they made ongoing contributions to the success of many of our teaching programs and initiatives. Our P&C provided funds raised through the canteen to support the continued use of the school bus, to beautify the school grounds and to enhance programs in technology and agriculture. Our community partnerships helped us implement a program for students at risk of not completing year 10. The Link program was supported by Xstrata Coal, the NSW Origin Legends and other local businesses and organisations. It provided opportunities to undertake TAFE courses, individual mentoring and work experience.

This year we also had the privilege of being selected by the Earn Learn Legend program which is run under the auspices of the NSW Waratahs. This program enabled senior Aboriginal students to be mentored through their HSC and into the first six months after school. Along with other funding to support development of literacy and
study skills Aboriginal students gained motivation and skills to ensure their future success while attending Mudgee High.

Our community support also extended to some exceptional opportunities for individual students. Brayden Palmer was selected to complete the Kokoda Track walk through a merit selection process. This opportunity was sponsored by Club Mudgee. This was a life changing challenge and Brayden will never forget his experience. Chelsea Cross was the inaugural winner of the Steps to the Future scholarship. This was a donation by a member of the community who wishes to remain anonymous. The scholarship will assist Chelsea to pursue her dream for her future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Louise Manwaring

P & C and/or School Council message

The Mudgee High School Parents & Citizens Association in conjunction with the School Council provided advice and support to the school administration. We met once a month with school personnel to enable parent and community voices to form part of the governance of the school. Funds raised through the P&C run school canteen provided additional resources to students and classrooms including ICT equipment, grounds beautification and the school mini bus.

A new initiative in 2012 was the weekly P&C awards which were given to one student in each year. The criteria was that students demonstrate they are safe, respectful and responsible learners and members of their peer group. The awards include a recognition certificate and a canteen voucher which proved very popular with students.

John Laidlaw
P&C President

Student representative’s message

The Student Representative Council is a peer elected body of students from years 7-12. It includes the school captains and is led by an elected president. The SRC is coordinated by a teacher who provided mentoring and guidance to the students in their decision making. The SRC organised themed school socials were a popular way for students from all years to interact and enjoy their favourite music and dancing. The SRC also undertook fund raising for local and national and international charities. These included Barnardo’s Christmas Appeal, Bandana Day for CANTEEN, Jeans for Jeans Day and the 40 hour famine. The inaugural Acceptance Cup was held to promote acceptance of others.

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

![enrolment chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>600</td>
<td>400</td>
</tr>
<tr>
<td>2009</td>
<td>650</td>
<td>350</td>
</tr>
<tr>
<td>2010</td>
<td>700</td>
<td>300</td>
</tr>
<tr>
<td>2011</td>
<td>750</td>
<td>250</td>
</tr>
<tr>
<td>2012</td>
<td>800</td>
<td>200</td>
</tr>
</tbody>
</table>
Management of non-attendance

Non-attendance was managed through shared responsibility between parents and the school. Parents were supported in their efforts to encourage students to have excellent attendance by the Home School Liaison Officer and the school Learning Support Team.

Post-school destinations

An exit survey was conducted of all Years 10, 11 and 12 leavers. 80% of Year 10 students returned to Year 11. The remainder found full time employment, entered apprenticeships or traineeships or enrolled in another school or TAFE fulltime. Thirteen students were unable to be contacted.

71.5% of students enrolled in Year 11 in 2012 continued into Year 12. 22% of the cohort transferred to another school, or entered apprenticeships, traineeships or employment during the year. Three students were unable to be contacted.

60% of Year 12 students were offered university places at the end of their HSC. 33 students have deferred their university studies. A further 25% have gained apprenticeships or traineeships or are engaged in full time TAFE. 10% of students have entered employment. 5% of students were unable to be contacted.

Year 12 students undertaking vocational or trade training

Extensive opportunities for work education were provided at Mudgee High School. These include opportunities to undertake Vocational Education and Training Courses at school or through TAFE in the senior school as well as the provision of part time traineeships and school based apprenticeships for students studying for the Higher School Certificate.

2012 continued extensive use of our new Trade Training Centre operation. These facilities provide industry standard equipment for students to develop skills which meet Certificate II requirements in hospitality and metal engineering. Six students achieved apprenticeships as a result of their skills developed through vocational education courses. In 2012 34% of year 12 students undertook vocational or trade training as part of their HSC.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students achieved their HSC. 34% also achieved additional national accreditation in vocational education and training (VET).

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>62.5</td>
</tr>
<tr>
<td>Teacher of Disabilities</td>
<td>5</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>2.1</td>
</tr>
<tr>
<td>Support Teachers Hearing and Vision</td>
<td>2.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative and Learning Support Staff</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Mudgee High School there were two Indigenous school learning support officers in 2012.

Staff retention
The teaching staff retention ranges from newly appointed teachers in 2012 to over 30 years at Mudgee High School. The average retention rate for teaching staff is over 7 years.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100%</td>
</tr>
<tr>
<td>VET Qualifications</td>
<td>25%</td>
</tr>
<tr>
<td>Masters/ Doctorate</td>
<td>15%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>248318.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>773052.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>345133.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>333288.08</td>
</tr>
<tr>
<td>Interest</td>
<td>14758.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>123165.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1837716.70</td>
</tr>
</tbody>
</table>

| **Expenditure**           |           |
| Teaching & learning       |            |
| Key learning areas        | 129860.42  |
| Excursions                | 116549.66  |
| Extracurricular dissections| 82837.45   |
| Library                   | 4720.85    |
| Training & development    | 3390.08    |
| Tied funds                | 351798.51  |
| Casual relief teachers    | 257114.09  |
| Administration & office   | 197754.17  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012
The curriculum at Mudgee High is broad. It caters for all students, from all ability levels and backgrounds just as a true comprehensive school should. Our students achieve and excel at a vast array of pursuits, in the classroom, at cultural events and on the sporting field.

Equally important though is the “hidden curriculum”. Those lessons not necessarily overtly taught in the classroom but which are so essential to that good education. These are the values of teamwork, of accepting all students equally and demonstrating to all that equality is not necessarily giving everyone the same, but rather giving everyone what they need.

Our students learn that the best interests of the whole class or team need to be balanced against the immediate desires of the individual. As a result they are far more likely to play a positive role in the wider society where such values are essential.

Achievements
Arts

Major events included the staging of The Touch of Silk, Music, Art and Drama concerts and a range of public speaking opportunities. Students represented their school in the model United Nations, Mock Trial and Mock Mediation and the NSW Environmental Forum held at parliament house. The Cudgegong Learning Community (CLC) annual Gala Concert saw Mudgee High School students perform, act as MC and coordinate the sound and lighting. Works by students from 7-12 were displayed at the CLC art show. As always the HSC Major Works exhibition demonstrated the expertise of the students in hospitality, design and technology, visual arts, textiles, industrial technology wood and society and culture.

Sport

Apart from the annual swimming, cross country and athletics carnivals students participated in regular school sport and state wide competitions. Each year Mudgee High School enters teams in the state knockout competitions for sport. Individual students were able to excel through the school swimming, cross country and athletics carnivals. These events were held locally and provided an opportunity for all students to participate. Talented students were then selected for the school teams to the regional carnival and then for the state carnival.

Over thirty students represented their region at state level and a number achieved success at national level in sports including golf, cricket, swimming and athletics.

Other

The 2012 Mudgee High Senior Debating Team had a successful year in both the Gulgong Eisteddfod and the Premier’s Debating Challenge (a state wide competition). The team consisting of Lewis Ottaway, Jonathan Harris, Juliette McRae, Samara Carmody, Georgia Williams and Veronica Rosso were runners-up in the Gulgong Eisteddfod to Dunedoo Central, where they were the negative team for the topic, "Our future depends on science."

Mudgee High also came second in their zone for the Premier’s Debating Challenge, where they debated Blayney in the zone finals. The Premier’s Debating Challenge was especially difficult due to teams being given only one hour to prepare their arguments for an impromptu debate on extremely challenging topics such as "Sewerage water should be recycled" and "English should not be mandatory in senior years." A number of these debates were also carried out via video conference which proved to be an interesting experience for the team.

Mudgee High also sent a senior debating team to the Lithgow Festival of Speech where they performed admirably and only just missed getting into the final. Overall, the team this year committed a lot of effort, time and preparation and are to be commended on their achievements.
**Academic**

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 7**

**Numeracy – NAPLAN Year 7**
Progress in reading and numeracy

In numeracy students showed significant progress from Year 7 to Year 9. In all aspects of numeracy, Year 9 boys outperformed Year 9 girls. Year 9 Aboriginal students outperformed the state average in numeracy and data, yet were below state average in the area of number. Student growth in numeracy was above state average (41.7% compared to 40.6%). The number of students who scored below the national mean score (NMS) and above proficiency percentages have slightly decreased from 2010 to 2012.

The average score for numeracy rose from 4.8 below state average in Year 7, 2010 to 1.1 above state average in Year 9 in 2012.

Students demonstrated significant progress between Year 7 and Year 9 in literacy. In all aspects of literacy, Year 9 girls out performed Year 9 boys. Year 9 Aboriginal students outperformed the state average in reading, yet were below state average in spelling and grammar.

The growth in reading was below state average, while the growth in grammar matched the state average (37.5% compared to 37.7% for the state). Between 2010 and 2012 the number of students below proficiency in reading dropped by 5% and by 11% in grammar and punctuation. In writing, the number of students scoring in the proficiency range increased from 17% to 26%.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

RoSA

For the first time students in Year 10 were eligible to receive a Record of School Achievement (RoSA). Only the students who left school at the end of 2012 were awarded their RoSA. Other students will be eligible to receive their RoSA if they leave school before the end of Year 12. Nine of the students who left school also elected to sit a numeracy and literacy test online which gave them their individual achievement measure in those areas.

Results for students are reported on their achievements in courses with the Board of Studies. These include all year 10 courses and those they have completed in years 11 and 12. Results are mailed out to students by the Board of Studies rather than being presented at school.

Higher School Certificate
Significant programs and initiatives

Link Program

In 2012 Mudgee High, NSW Origin Legends and Xstrata Coal formed a partnership with –

- Mid Western Regional Council
- TAFE NSW
- Youth Connections
- Barnardos
- Local Employers

The aim of this partnership was to provide opportunities to our students who are at risk of becoming disengaged from school. We hoped to be able to provide a range of alternate learning experiences at school, in workplaces and at TAFE which will assist selected students to – enjoy their learning, set goals for themselves, improve their self-esteem and confidence and prepare for the transition to the workforce.

Students in this program were offered the chance to learn both within and outside the traditional classroom. Their “school week” may involve 3 days at school, 1 day at TAFE and 1 day at Work Experience or at an activity run by Youth Connections, the PCYC or their Community Mentor.
Xstrata Coal provided significant financial support for this project. The NSW Origin Legends organisation provided links, contacts and expertise. TAFE provided a different style of learning to which students often related very well. Youth Connections, Barnardos and the PCYC have special skills which assisted students on an individual level. Local employers were very willing to provide work experience and on the job training.

A key aspect of the whole program was the employment of a Community Mentor to work directly with the students. The outcomes include increased engagement at school, improved behaviour and participation and the development of work ready skills.

**Quicksmart**

Quicksmart was introduced to Mudgee High School in 2012. The Quicksmart programme helps students gain confidence with their recall of basic number facts and how they use problem solving skills. It also provides fun strategies to assist the learner to realise their potential. Four students from year 7 and eight students from year 8 were the first to enjoy this exciting and beneficial programme. Results were analysed by the University of New England and indicated significant improvement for the majority of students in the program.

Other benefits included improvements in class behaviour and attendance, as well as strengthening students’ confidence in mathematics. Staff also received numerous opportunities throughout the year to enhance their skills in delivery of the programme. The staff development also allowed discussion, feedback and support from the CLC during the implementation of Quicksmart.

**Aboriginal education**

The review of our progress in 2012 was aligned with the six priority domains as set down in the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014. This entailed an overview of the outcomes, targets and performance indicators for each of the domains.

Many of the actions undertaken fit appropriately into more than one domain area. We also examined whether there are any domain areas that we are not addressing sufficiently. The results of the analysis are outlined under the domain headings.

**Domain Area One: Leadership, Quality Teaching And Workforce Development**

Our achievements were:

- Reconciliation Week celebrations:
student developed powerpoint and assembly presentation, parents invited for morning tea afterwards

- Harmony Day – student presentation at assembly
- Sale of Koori Kids wrist bands to support programs in remote communities
- NAIDOC Week celebrations: posters, assembly.
- Learn Earn Legends mentoring year 11 and 12 Indigenous students
- NSW Origin Legends via Link program – Barradine camp involving Aboriginal Cultural Awareness and development

Buraaydyalang Student Roll Call – students research current issues and cultural awareness topics such as Wiradjuri language, stolen generations, engagement with local Aboriginal Education consultative Group (AECG)

- Norta Norta tutor program with Indigenous staff member (non-teacher trained) and two non-indigenous, teacher trained tutors.
- All staff have been trained in 8 Ways Pedagogies
- All staff have been given background information on the history of the local Wiradjuri people
- Term 2 Development Day session run by members of Regional Team on the support and role of Aboriginal Community Liaison Officers
- Attendance at video conference on Federal and Regional Aboriginal action plans by Michele McFarlane and Aleshia Lonsdale
- Newcastle University Wollatuka Institute visit about pathways for Indigenous students

Domain Area Two: Literacy And Numeracy

Our achievements were:

- Specific work in Buraaydyalang Roll Call on Aboriginal languages, particularly Wiradjuri
- Three students with Galuwa scholarships – facilitation of individual tutoring and attendance at Career Aspiration Hubs in Sydney
- Support for a student who gained a place at Nura Gili winter school run by NSW University.
- Students doing Quicksmart program under co-ordination of Sue Robinson.
- Peer tutor roll call for junior Indigenous students to assist with reading

Domain Area Three: Attendance

Our achievements were:

- Establishment of Buraaydyalang Roll Call group, closer monitoring of some students' attendance
- Acknowledgement of country by Aboriginal students at special assemblies
- Welcome BBQ at start of year for all Aboriginal students and parents/carers
- Afternoon tea for students and families involved in additions to our traditional plant garden
- Personal Learning Plans developed to address issues that may contribute to lack of attendance

Domain Area Four: Engagement And Connections

Our achievements were:

- Buraaydyalang Roll Group actively involved in school planning
- Regular contact with community via AECG and Local Area Lands Council (LACL)
- Subscription to Deadly Vibe magazine, distributed in roll call
- Stage 2 Indigenous Garden – 75 more plants, picnic table suitable for small group work, withdrawal and reflection activities, and signage with traditional uses of plants
- NAIDOC celebrations: posters put up by students, special assembly, weaving and
tool making workshops,

- Deadly Days and DJ Workshops run by Arts out West, Aleshia Lonsdale and Local Aboriginal Lands Council
- 5 students nominated for Wudahagaragarra Awards, one of which received the Encouragement Award for Stage 6
- Goodooga Indigenous Games attendance by a team from Mudgee High School
- Development of Personalised Learning Plans for students

Domain Area Five: Readiness For School not applicable, pre-school only

Domain Area Six: Pathways To Real Post-School Options

Our achievements were:

- Regular contact with community, particularly via Aleshia Lonsdale, AECG
- Learn Earn Legends senior mentoring program with NSW Wallabies. 4 Students mentored by local people with links to their area of interest
- NSW Origin Legends with Link program to assist students disengaged/at risk – TAFE courses including TVET credentialed ones, work experience, visits from business leaders and providers of community assistance (eg Central West Community College re apprenticeships/traineeships)
- Wollatuka Institute Newcastle University
- Regular information from Careers Advisor

Multicultural education

Multicultural education strategies included the study of languages such as Japanese and multicultural texts in English. Opportunities to experience the culture of other nations through their food were provided in food technology and hospitality.

Our student exchange program with two schools from Japan provided opportunities for students and their families to host students from another culture and to make lifelong friendships.

Students from Mudgee High School travelled to Japan for a two week return visit in April. Many friendships were renewed and new ones established. Students had an opportunity to experience first hand the culture of Japan which greatly enhanced their understanding.

Multicultural perspectives are mandatory in all courses and form an integral part of music, society and culture, food technology and human society and its environment courses.

National partnership programs

Centre for Excellence in Quality Teaching

Mudgee High School Centre for Excellence (C4E) was again at the forefront of educational leadership in Quality Teaching through the organisation and hosting of the Term Two Cudgegong Learning Community School Development Day. We had approximately 470 attendees from 25 different schools in the Warrumbungle area and 34 professional learning sessions were offered. Presenters came from Gulgong and Mudgee schools as well as Dubbo, Orange and Bathurst school education areas. 50 teacher education students from Charles Sturt University also attended. The 2012 CLC staff development day was designed to ensure quality professional learning opportunities for all teaching and non-teaching staff. The keynote speaker was Andrew Fuller.

The previously established networks in Human Society and Its Environment, mathematics, music and science continued with key staff from Mudgee High School working with our partner schools in their subject areas. Mentoring, ongoing day to day support, visits to the home school and refinement of support networks were offered to rural and remote teachers.

An increase in the number of pre-service teachers supported during their practicum placements continued our support of Charles Sturt University’s teacher education programs.

C4E staff offered support for New Scheme Teachers (NST) with their accreditation process throughout 2012. In total 5 NST accessed this support network with several gaining accreditation at Professional Competence from the Institute of Teachers.
Other programs

There were a wide range of extracurricular activities available to students at Mudgee High School. Notably in 2012 was the success of the ski trip, fieldwork undertaken locally and in Sydney, participation in the Mini United Nations, theatre performances and university visits for senior students.

Congratulations to our three staff who won state awards for excellence in leadership and teaching – Mr Jones, Mrs Broadley and Mrs Manwaring.

In agriculture students had a range of opportunities to enter local and state wide competitions in steer showing as well as sheep and poultry judging.

In 2012 our Student Representative Council (SRC) members developed their leadership skills through the Cudgegong Learning Community (CLC) forum, leading workshops for primary students regional SRC participation and excursions to hear guest speakers. Three of our students were elected to the Regional SRC and two students attended the regional SRC camp. They were also instrumental in organising school socials and raising funds for charities.

Year 12 students raised over $25,000 for their chosen charity the SES through a range of activities during the year, culminating in Rainbow Day. This provided a wide range of leadership opportunities for Year 12 students and enabled them to give back to the community which nurtured them.

Progress on 2012 targets

Target 1
Student Engagement and Attainment

Our achievements include:

- Implementation of Quicksmart to target students with significant delay in numeracy skills in years 7-8.
- Provision of support through mentoring for professional learning on explicit teaching strategies in writing.
- Development of parent and community partnerships to support student engagement/transition to further education and/or work through the Link program.

Target 2
Shared Responsibility for Development of our Learning Culture

Our achievements include:

- Support for broader access to TAFE and other providers for students at risk.
- Provision of support to Aboriginal parents, students and community through initiatives of the Aboriginal Education Team and increased focus learning through support from the Norta Norta program.
• Through shared learning, mentoring and coaching improving the skills of all teachers and increase the collegiality of working relationships.

• Experienced teachers supported pre-service teachers through practicums and less experienced teachers through mentoring and shared professional learning.

**Target 3**

**Effective school organisation to support teaching and learning**

Our achievements include:

• Student welfare policy reviewed including extensive consultation

• Improved flow of information between MHS and the wider community through use of e-newsletter.

• Self evaluation embedded within school teams to enhance effectiveness of planning and comprehensive use of data.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Student Welfare.

**Student Welfare Policies and Programs**

**Background**

At Mudgee High School we take pride in our learning support and student welfare strategies designed to benefit all students in our care. All staff at Mudgee High School work to achieve a safe, respectful and responsible learning environment. Learning support and student welfare are integral parts of the educational processes used throughout the school.

In 2012, the school moved to embrace Positive Behaviours for Learning as a framework to provide structure and consistency across the school. Throughout 2012 a team worked to develop the Learning Support Policy which will replace the previous Student Welfare Policy. This process is illustrated below.

**Findings and conclusions**

The new Learning Support Policy has been drafted following extensive consultation with parents, students and staff. It will focus on a whole school approach to student learning and welfare issues built upon a philosophy and statement of common beliefs that are developed via broad-based collaboration. Upon this foundation rests four fundamental components:

• An outline of student recognition procedures;

• A set of guidelines for dealing with discipline issues;

• Procedures for dealing with various student behaviour issues;

• Procedures for dealing with unsatisfactory participation in learning.

**Future directions**

The new policy will be introduced from 2013. Implementation will include explicit teaching for students, staff and parents will ensure there is broad understanding and input into the implementation of the new policy. It will provide clear guidelines for the whole school community with regard to the integration of student learning and welfare, ensuring greater consistency and fairness across the school.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below in graphic form. Over 250 parents responded to the survey, 600 students and 80 staff. They were asked questions about our current technology policies.
Q 1-3, our welfare rewards and levels system Q 4-11 and our anti-bullying processes Q 12-15. The range of responses indicate the level of satisfaction with the current policy:

- a) the current policy needs no changes
- b) the current policy needs limited changes
- c) the current policy needs moderate changes
- d) the current policy needs major changes

Where there were only two alternative responses they are shown as:

- Yes agree with current policies or
- No disagree with current policies.

An opportunity for parents to provide feedback on the pilot of the Link program was also provided through a questionnaire and focus group. All respondents felt that the program had allowed flexibility for students’ needs. 83% felt that they always knew what was going on and that communication with the school was always good. Additional comments on this section included:

- “Fantastic program”, “Michele was wonderful”,
- “Maybe involve Skillset”, “Help with resumes”, “A newsletter for parents”, “Ask the students what they want”, “Big thank you to Mrs McFarlane for hard work and caring”.

100% of respondents felt that their student had learnt new skills that will be of use in the future and that their student had learnt new skills in the workplace. In addition, over 80% of respondents agreed that the work experience had assisted with making plans for the future, increased students interest in gaining paid employment and improved their self-confidence.

The final section asked about student’s school attendance. 16% felt that this was much improved, 50% indicated an improvement and 33% noticed no change.

80% of parents believed that their student’s behaviour had much improved or improved. 20% noticed no difference, and none thought that behaviour at school had worsened.

Parents were also asked if they believed that involvement in the Link program had made a difference to the student’s ability to set goals for the future. 83% believed this skill had much improved or improved, with the balance noticed no difference. All parents who responded to the questionnaire indicated that they would recommend the Link program to others.
Professional learning

Professional learning by all members of staff is a high priority at Mudgee High. A significant amount of funds each year are devoted to ensuring that both teaching and non-teaching staff have access to relevant, timely and high quality professional learning opportunities.

These opportunities take place both day to day at the work place and by attendance at offsite major workshops and conferences. Every activity is evaluated against the criteria of improved learning outcomes for all students.

Some of the key features of our 2012 professional learning program were –

- Creation of a culture of learning and openness
- Targeted support for a group of beginning teachers and experienced teachers who were new to Mudgee High
- A focus on developing a “critical mass” of teachers trained in a new approach to ensure that the benefits of that training would be transferred to the whole staff
- Clearly establishing the link between a professional learning activity and changes at the school or classroom level
- Specific training for those aspiring to leadership positions in the future
- Developing the ability of our own staff to deliver professional development to their colleagues.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Student Engagement and Attainment

Outcomes for 2012–2014

1. Engage students with relevant challenging learning which leads to high levels of attainment in all classes.
2. Focus professional learning on quality teaching and assessment for learning with writing skills developed across all key learning areas (KLAs).

2013 Targets to achieve this outcome include:

- Increased focus on student attendance and participation in learning
- Close the gap between Aboriginal students and other students by 1% in NAPLAN results for writing.
- Reduce number of low achieving students by 1% in Year 9 NAPLAN results for numeracy.

Strategies to achieve these targets include:

- Implement Quicksmart to target students with significant delay in numeracy skills in years 7-8.
- Provide support through mentoring for professional learning on explicit teaching strategies in literacy.
- Develop the Learning Opportunity Team to ensure school wide support for students at risk and those with special needs.

School priority 2

Shared Responsibility for Development of our Learning Culture

Outcomes for 2012–2014

1. Enhance and foster our existing community partnerships.
2. Develop a culture of a learning community.
3. Promote leadership of teacher networks within and beyond the school.
4. Enhance social capital through closer ties with the Aboriginal community.
2013 Targets to achieve this outcome include:

- Participation of all Aboriginal parents in development of individual learning plans for students.
- Support and development of quality teaching skills from pre-service to professional competence.
- Links with university pre-service education continued.

Strategies to achieve these targets include:

- Identify and support broader access to TAFE and other providers for students at risk.
- Provide support to Aboriginal parents, students and community.
- Through shared learning, mentoring and coaching improve the skills of all school leaders.
- Experienced teachers supporting less experienced teachers through mentoring and in-school professional learning.

School priority 3

Effective school organisation to support teaching and learning

Outcomes for 2012–2014

1. Quality teaching and learning in every classroom.
2. Efficient use of resources to support teaching and learning.
3. Improved communication with parents and partner schools.

2013 Targets to achieve this outcome include:

- Positive behaviour for learning achieved in years 7-8
- Improved flow of information between the school and the wider community.
- Self-evaluation embedded within school teams to enhance effectiveness of planning and comprehensive use of data.

Strategies to achieve these targets include:

- Improved design and access to school website for parents and increased use of e-communication, allowing a flow of information in both directions.
- Continue to build the capacity of the community through participation in school teams including self-evaluation, Aboriginal Education and P&C.
- Faculties coached to use assessment to identify gaps in student skills and ways to improve pedagogy and student outcomes.
- Use of technology to produce quality and engaging learning through quality teaching.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: