# 2020 Annual Report

## Mitchell High School



MITCHELL HIGH SCHOOL

Providing excellence in educational opportunities to meet the needs of our students

8403

# Introduction

The Annual Report for 2020 is provided to the community of Mitchell 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 school 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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Delivering excellence in education since 1964

# School vision

The Mitchell High School community aims to:

- deliver excellence through innovative and unique learning opportunities.
- develop safe, respectful learners who achieve their potential through a broad range of experiences.
- nurture students to be confident and creative individuals, become ethically and socially responsible citizens with a sincere sense of tolerance and inclusivity, prepared to make positive and valuable contributions to society.
- strive for excellence, welcome challenge and revere achievement.
- be resilient, resourceful and equipped with the necessary skills and attitudes to continue learning after secondary education and who are capable of meeting life's challenges in their personal, professional and intellectual lives.

Mitchell High staff will continually:

- pursue professional learning to meet the aspirational objectives of the Mitchell School community.
- promote world class curriculum, contemporary pedagogy and assessment to improve the outcomes of indigenous and disadvantaged youth.
- develop strong partnerships and work in a mutually supportive, respectful and collegial environment enriched by the contributions and commitment of parents and the community.

# School context

Mitchell High School is a comprehensive high school serving the southern area of the Blacktown and Prospect district. The school population is consistently above 980 students with 70 teaching staff providing quality learning opportunities for the students. Mitchell High has a highly multicultural population; over 52% of the student cohort are from EAL/D backgrounds and at least 10% of the students are of refugee background. The school has an excellent reputation in the community and achieves sound results in the RoSA and HSC. Mitchell High is noted for its excellence and tradition and expects students to have high personal standards in academia, personal appearance and behaviour.

Mitchell High is a Positive Behaviour for Learning (PBL) school and student learning is enhanced as a result. Provisions are made for high achievers and those needing additional support through an active Learning Support Team. The school has excellent ICT facilities and a focus on developing ICT skills. The school is recognised as a leader in establishing international links, with 7 overseas high schools enjoying close ties with Mitchell High School. This outstanding program has led to hundreds of students experiencing different cultures.

Mitchell High places an emphasis on quality teaching and staff professional learning. The school utilises links within the Nirimba Learning Community to facilitate the collegial sharing of ideas and programs to improve transition from primary to high school and develop coordinated approaches to literacy and numeracy. Mitchell High has strong links with the community, resulting in excellent transition programs for Year 10 into Year 11 and post school transitioning. 91% of Mitchell High School students undertake studies at either TAFE or University.

Our school offers traditional values within an environment of high expectations. Leadership is developed through programs and responsibilities within the school community.

# 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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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 | 2020 School Assessment |
|---|---|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

## Strategic Direction 1

Strengthening Engagement and Partnerships

## Purpose

MHS knows highly engaged students with high expectations and strong links to the community become quality global citizens. The school provides an environment where students are Respectful, Engaged, Active, Learners (R.E.A.L.), empowering students to experience success.

Resilient, empathic and confident students maximise their academic and social development.

## Improvement Measures

| |
|---|
| • Increase the number of students showing positive behaviours for effective learning. |
| • Increase the use of contemporary programs that facilitate student success. |
| • Increased number of at-risk students successfully linked with community programs. |
| • Increase the number of students, staff and parents meaningfully connecting with student well-being programs in the school. |

## Progress towards achieving improvement measures

**Process 1:** • Sustaining PBL initiatives across the school.

| Evaluation | Funds Expended (Resources) |
|---|---|
| In this cycle of our strategic plan the implementation and achievement of PBL initiatives has been apparent across the school community. Various processes and procedures with regards to PBL are now embedded in a sustainable manner. | PBL budget has been utilised to support PBL initiatives this year. This has been expended in a range of ways including but but not exclusively Vivo rewards prizes. |

**Process 2:** • Every staff member contributes in taking a role in engaging with and beyond school through a variety of pathways.

| Evaluation | Funds Expended (Resources) |
|---|---|
| This has been an area of strength at MHS and every staff member has played an integral role in ultimately encouraging students to engage in transition opportunities which cater for the needs of all students. | Budget funds to facilitate learning experiences for a range of students at MHS |
| There has been significant efforts made to establish and develop sustainable community links with local businesses/organisations that can engage with and ultimately enhance the learning opportunities for our students. | Careers Advisor |
| This area of focus has been successfully achieved in 2020 | Various community groups that links and partnerships have been successfully established with. |

**Process 3:** • Communities of schools and transition, e.g.
- Nirimba Learning Community

- TAFE

- Various universities/community organisations

| Evaluation | Funds Expended (Resources) |
|---|---|
| Internal and external data indicates that as a school we have successfully achieved in this domain and have continued to foster positive relationships with or communities of schools and local community groups. | Well-being funding |
| | RAM Funding-Low Socio-economic |

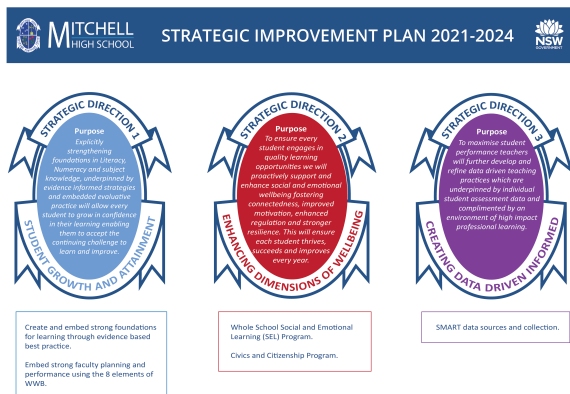| Progress towards achieving improvement measures | |
|---|---|
| The fostering of these programs/initiatives has ultimately led to enhanced opportunities and growth in both staff and students. | Integration Funding |

**Process 4:**

| Evaluation | Funds Expended (Resources) |
|---|---|
| N/A | N/A |

## Strategic Direction 2

Explicit and Future - Focused Learning

## Purpose

To develop and implement a broad, flexible and challenging future-focused curriculum that is personalised and responsive to diverse needs, allowing all students to be successful and to achieve their potential. Students are well-equipped for participation in future-focused social, educational and vocational contexts.

## Improvement Measures

• Improvement in students' literacy and numeracy skills such that >52% of Year 9 students record above or expected growth in Reading (from 50.3), >50% in Writing (from 47.6) and >54% (from 51.5) in Numeracy in NAPLAN.
• HSC improvement as per subject - specific targets detailed in faculty plans.

## Progress towards achieving improvement measures

**Process 1:** • Design and implementation of teaching and learning programs that support the development of students' future focused skills, supported y professional learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Student feedback around the FFL program for year 7 has been largely positive. Feedback from both students and teachers has been recognised and changes according to that feedback have been made to the program.<br><br>Future direction for FFL is to continue to build on the existing program through the identification of syllabus overlaps in KLA's where project based learning would be viable through the work of a dedicated action team in 2021. This will then lead to the development of further programs.<br><br>FFL topics for year 7 are based around cross-curriculum priorities such as critical and creative thinking, ICT capability, literacy and numercay. Units included are literacy and numeracy units that are adapted and tailored to the specific cohort based around data gathered from diverse sources. The project based components revolved around sustainability and cultural identity.<br><br>A new FFL project for 2020 implementation in Stage 4 Geography was developed in 2020 but was postponed to 2021 due to COVID. | Professional Learning Budget<br><br>RAM Funding-Low Socio-economic |

**Process 2:** • Development and refinement of whole-school differentiation and modification practices to cater for diverse learning needs and personalise learning.

| Evaluation | Funds Expended (Resources) |
|---|---|
| During 2020, the support faculty worked on consolidating student modification data and EALD profiles into one centralised spreadsheet to ensure easier and more consistent access by all teachers. This will be supported by a PL session for all staff at the beginning of 2021 to ensures that there is an expectation of increased staff engagement with this data leading to more targeted differentiation for students.<br><br>In 2020 all staff were trained on recording and using Best Start Year 7 and Plan2 data. This was implemented in T3 for year 7 and will be implemented across all year groups from the beginning of 2021.<br><br>Moving forward, further development of the modification kit has been identified as a key area to promote successful differentiation.<br><br>The Learning Center physical space has been targeted as an area to be refurbished to better accommodate specialised needs of a larger range of | Professional Learning Budget<br><br>RAM Funding-Low Socio-economic |

| **Progress towards achieving improvement measures** | |
|---|---|
| students. | |

**Process 3:** • Implementation of targeted programs to support student literacy and numeracy development.

| **Evaluation** | **Funds Expended (Resources)** |
|---|---|
| Ongoing ACER and PAT testing and analysis of data from these platforms, as well as PLAN2, Best Start Year 7 and NAPLAN data have shown improvements in student outcomes in 2019.<br><br>Some of the 2020 data is skewed due to COVID constraints. However, these testing platforms will continue to inform ongoing development of programs and the creation of further initiatives to address gaps in student learning leading into 2021.<br><br>Literacy and Numeracy teams have been established in 2020 to create targeted support for students from years 7- 9 through the creation of specific literacy and numeracy programs.<br><br>Implementation for the new literacy program will occur from 2021.<br><br>Numeracy is scheduled for 2022 implementation. | Well-being funding<br><br>RAM Funding-Low Socio-economic<br><br>Professional Learning Budget |

**Process 4:** • Provision of quality feedback to students

| **Evaluation** | **Funds Expended (Resources)** |
|---|---|
| HSC analysis continues to be completed to a high standard by all faculties and is used to inform teaching practice and identify areas where feedback given to students could be improved.<br><br>Student feedback indicated that they value teacher feedback across all stages in various formats.<br><br>In 2020, all staff completed the What Works Best 2020 update and the What Works Best in practice PD.<br><br>After evaluating the teacher's self-reflections, key areas for improvement across KLA's were identified as being Feedback and Assessment.<br><br>As a result of this, a feedback and assessment action team has been established for 2021.<br><br>The focus will be on further embedding current best practice regarding feedback across all KLA's. | Professional Learning<br><br>RAM Funding-Low Socio-economic |

## Strategic Direction 3

Creating a High Performing, Collaborative Learning Culture

## Purpose

Staff will be high performing in a collaborative and dynamic school community that is inclusive, informed and engaged.

Teachers who are mentored, coached and model effective practice produce the highest quality teaching and learning for students.

## Improvement Measures

| |
|---|
| • Improvement in the teaching and learning practices will be seen through setting, achieving and maintaining goals and working with the Quality Teaching Mentor and on Quality Teaching Rounds (QTR). |
| • Staff engage with and embed Aboriginal Perspectives into teaching and learning programs. |
| • Staff engage with EAL/D reporting processes after professional learning on the process.. |
| • Staff collaborating on and leading school-based and community network initiatives and programs. |
| • Staff engaging more deeply with professional learning to embed the use of technology. |

## Progress towards achieving improvement measures

**Process 1:** • Provision for professional learning opportunities for staff to engage with colleagues, networks and associations to improve pedagogical practice.

| Evaluation | Funds Expended (Resources) |
|---|---|
| All staff were able to successfully engage with the inclusion of an EAL/D comment for their students. EAL/D staff provided a lot of guidance and support for this process to happen. | RAM Funding-Low Socio-economic |

**Process 2:** • Staff engage in and synthesise professional learning and implement effective practices.

| Evaluation | Funds Expended (Resources) |
|---|---|
| This did not occur in Term 4 due to time constraints. However, in 2021 Term 1 SDD the group presented to the whole staff on the process they have been through in using GM with one of their classes and how they adapted practices to support student learning and growth. | |

**Process 3:** • Mentoring and collaborative practices in place to support the professional development of staff.

| Evaluation | Funds Expended (Resources) |
|---|---|
| This is an area through the regular professional dialogue and discussion with reference to the PDP  process, staff are supported in a range of ways to enhance their pedagogical approaches within the classroom.<br><br>Professional Learning is a key focus area at MHS as a continual way in which to enhance the professional knowledge and practices of all staff. This ultimately ensures enhanced teaching and learning for students to achieve. | RAM Funding to initiate programs/structures to support staff across the school |

**Process 4:**

| Evaluation | Funds Expended (Resources) |
|---|---|
| N/A | N/A |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| **Aboriginal background loading** | **Funding Sources:**<br>• Aboriginal background loading ($24 132.00) | Continued employment of an Aboriginal Tutor focusing on Aboriginal Education and related initiatives has provided Aboriginal students significant and ongoing individualised and in class learning support. Active partnerships with the community, including our local AECG has strengthened student links to their Aboriginal heritage and culture. |
| **English language proficiency** | **Funding Sources:**<br>• English language proficiency ($264 457.00) | Extensive professional learning was conducted with staff to sustain high levels of skill in developing students' English Language Proficiency across key learning areas (KLAs). Importantly, resource sharing between faculties and EAL/D teachers ensured a whole school immersion in EAL/D strategies that overlay all teaching programs to effectively support EAL/D students learning. |
| **Low level adjustment for disability** | **Funding Sources:**<br>• Low level adjustment for disability ($331 153.00) | Analysis of SCOUT and NAPLAN data and VALID packages inform teaching and learning practice. Teaching staff, supported by Learning and Support Teachers differentiated curriculum to address individual student needs.<br><br>Professional Learning has been undertaken by all staff to cater for the varying learning needs of all students. |
| **Socio-economic background** | **Funding Sources:**<br>• Socio-economic background ($612 752.00) | The funding supported specialist teams in Learning Support and Wellbeing along with an expanded leadership structure to implement programs and initiatives including Literacy, Numeracy, Assessment and whole professional learning involving the Quality Teaching Rounds. |
| **Support for beginning teachers** | **Funding Sources:**<br>• Support for beginning teachers ($28 962.00) | Funding, facilitated professional learning, programming; lesson planning and evaluation of students' work; provided for support in the accreditation process; purchasing professional resources and providing structured feedback on lessons through Quality Teaching Rounds. Time was allocated for Head Teachers to work with early career teachers to develop and track PDP goals. |
| **Targeted student support for refugees and new arrivals** | **Funding Sources:**<br>• Targeted support for refugees and new arrivals ($11 131.00) | Growth in student learning outcomes for refugee students. Individually managed support, including links to other services. Increased opportunities for refugee students and parents to belong, contribute, be valued and build positive relationships with others. |

Harmony week

# Student information

## Student enrolment profile

| Students | Enrolments | | | |
|---|---|---|---|---|
| | **2017** | **2018** | **2019** | **2020** |
| Boys | 506 | 486 | 512 | 541 |
| Girls | 457 | 449 | 464 | 460 |

## Student attendance profile

| School | | | | |
|---|---|---|---|---|
| **Year** | **2017** | **2018** | **2019** | **2020** |
| 7 | 91.9 | 94.1 | 91.1 | 90.8 |
| 8 | 91.8 | 89.7 | 92.3 | 89.8 |
| 9 | 90 | 92.1 | 89.9 | 91.7 |
| 10 | 91.2 | 89.9 | 89.7 | 88.9 |
| 11 | 85.9 | 92 | 90.1 | 91 |
| 12 | 92.6 | 91.1 | 92.7 | 92 |
| All Years | 90.6 | 91.5 | 90.9 | 90.7 |
| **State DoE** | | | | |
| **Year** | **2017** | **2018** | **2019** | **2020** |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

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. 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.

## 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 | 4 |
| Employment | 3 | 4 | 9 |
| TAFE entry | 4 | 7 | 10 |
| University Entry | 0 | 0 | 63 |
| Other | 0 | 0 | 2 |
| Unknown | 2 | 8 | 12 |

NB: The above percentages are based on the student population of year 10 (161), year 11 (181) and year 12 (132).

Mitchell High School students leaving at the end of Year 12 are mostly continuing their study at University. 65% percent of Year 12 students (83 students) were successful in an offer to a University course. 10% enrolled in TAFE courses, 9% of students were moving into paid employment, including apprenticeships. Only 3% of students were seeking employment but had yet to obtain a job.

There was a significant increase in the number of students from MHS gaining entry to university. 83 students gained a place at university and from that group over 100 university offers were made to students. An increasing statistic is the number of students seeking and gaining early offers from universities. 70 out of 83 students received at least one early offer and from that group 48 accepted and enrolled in that course. The top 3 Universities chosen were; WSU (62%), MQ (27%) and UNSW (5%).

## Year 12 students undertaking vocational or trade training

30.46% of Year 12 students at Mitchell High School undertook vocational education and training in 2020.

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

97.6% of all Year 12 students at Mitchell High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Mitchell High School students are respectful, engaged and active learners

# Workforce information

## Workforce composition

| Position | FTE* |
|---|---:|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 11 |
| Classroom Teacher(s) | 50.8 |
| Learning and Support Teacher(s) | 1.9 |
| Teacher Librarian | 1 |
| Teacher ESL | 2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 13.17 |
| 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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type | Benchmark[1] | 2020 Aboriginal and/or Torres Strait Islander representation[2] |
|---|:---:|:---:|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Mitchell High School 8403 (2020)

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 **Actual** ($) |
|---|---|
| **Opening Balance** | 1,147,492 |
| **Revenue** | 11,783,499 |
|     Appropriation | 11,540,891 |
|     Sale of Goods and Services | 65,859 |
|     Grants and contributions | 169,912 |
|     Investment income | 1,873 |
|     Other revenue | 4,965 |
| **Expenses** | -11,684,862 |
|     Employee related | -10,367,102 |
|     Operating expenses | -1,317,760 |
| **Surplus / deficit for the year** | 98,637 |
| **Closing Balance** | 1,246,129 |

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.

| | 2020 **Approved SBA** ($) |
|---|---|
| **Targeted Total** | 68,691 |
| **Equity Total** | 1,232,467 |
|     Equity - Aboriginal | 24,132 |
|     Equity - Socio-economic | 612,725 |
|     Equity - Language | 264,457 |
|     Equity - Disability | 331,153 |
| **Base Total** | 9,607,838 |
|     Base - Per Capita | 235,781 |
|     Base - Location | 0 |
|     Base - Other | 9,372,057 |
| **Other Total** | 408,863 |
| **Grand Total** | 11,317,858 |

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.

## 2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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# 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.
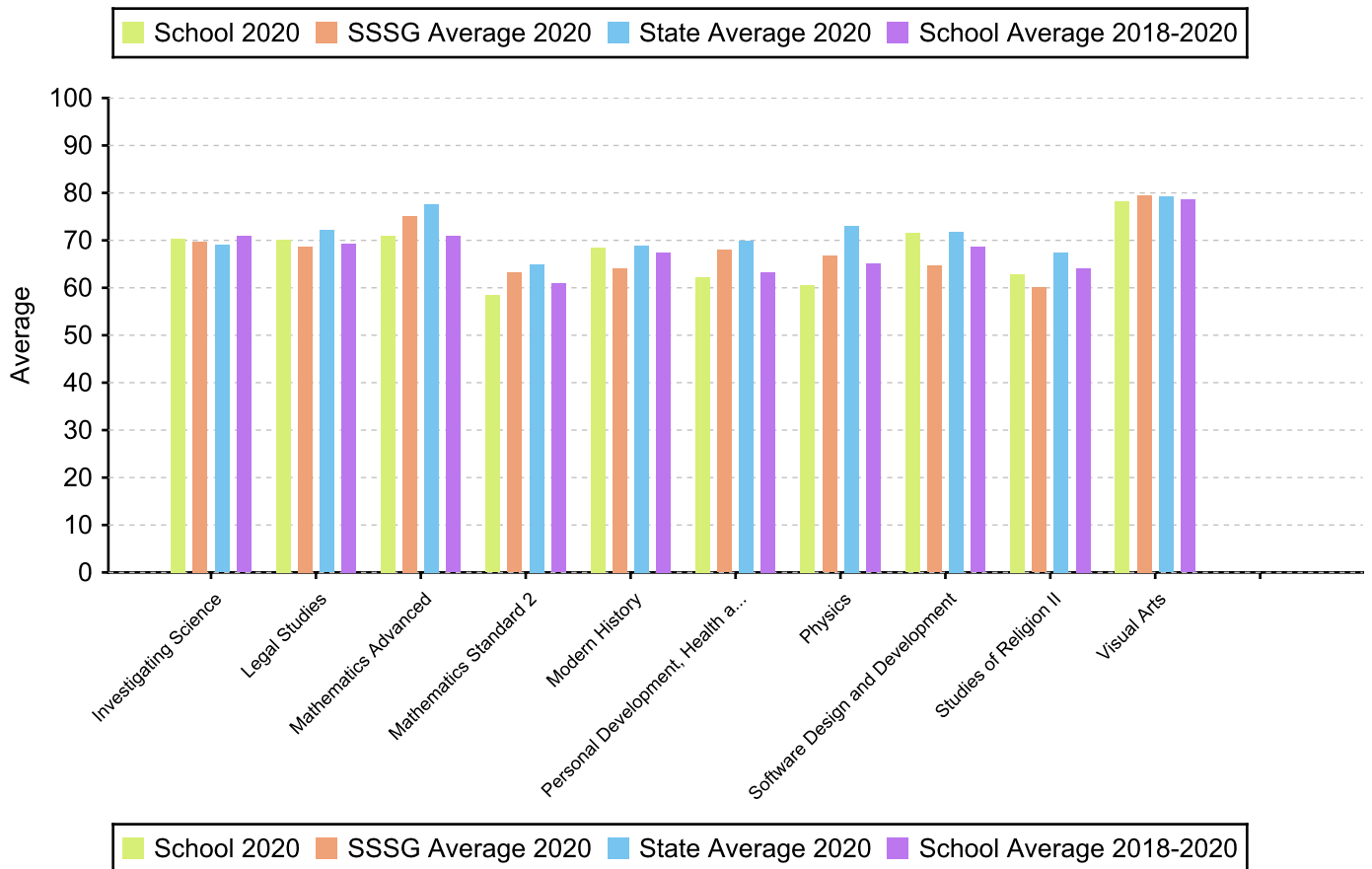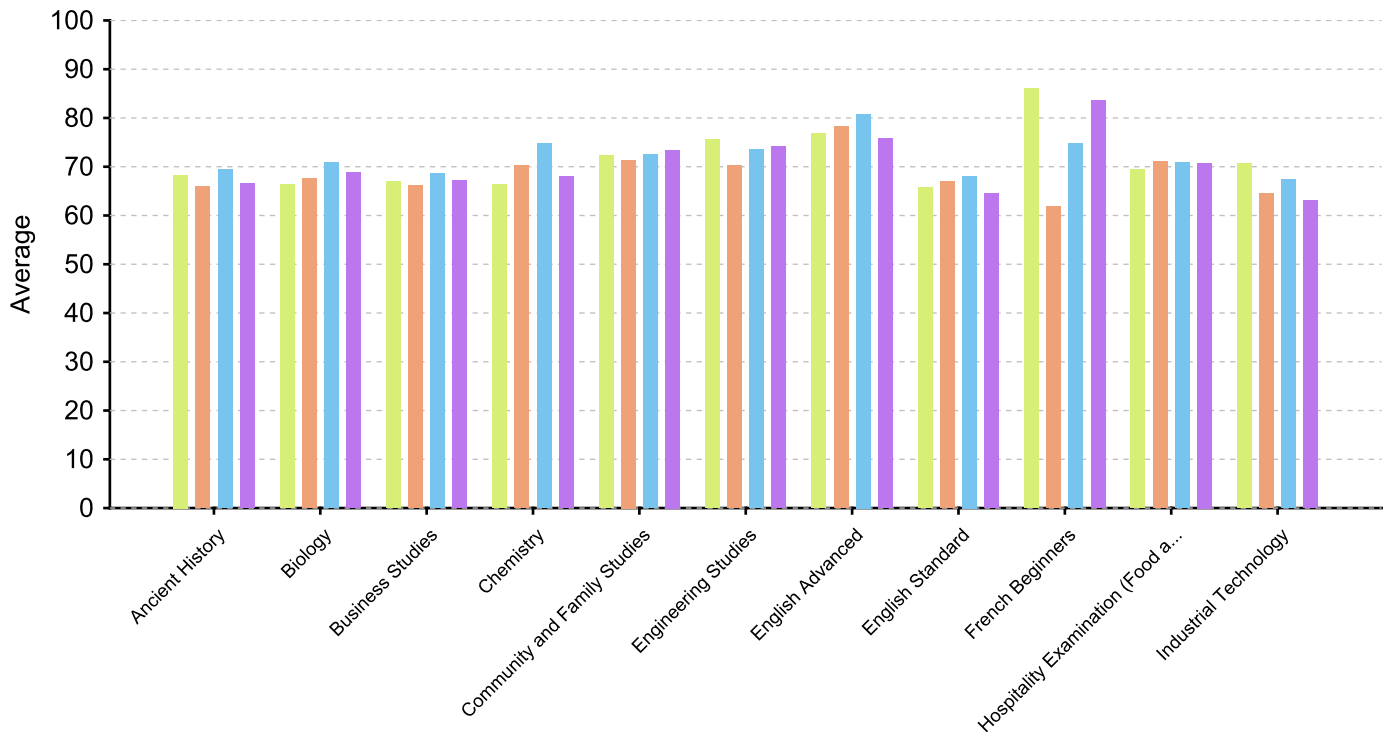
| Subject | School 2020 | SSSG | State | School Average 2018-2020 |
|---|---|---|---|---|
| Ancient History | 68.3 | 66.0 | 69.4 | 66.6 |
| Biology | 66.4 | 67.6 | 70.8 | 68.9 |
| Business Studies | 66.9 | 66.1 | 68.6 | 67.2 |
| Chemistry | 66.4 | 70.2 | 74.8 | 68.1 |
| Community and Family Studies | 72.3 | 71.4 | 72.4 | 73.4 |
| Engineering Studies | 75.6 | 70.3 | 73.6 | 74.1 |
| English Advanced | 76.9 | 78.2 | 80.8 | 75.7 |
| English Standard | 65.7 | 67.0 | 68.1 | 64.5 |
| French Beginners | 86.1 | 61.9 | 74.7 | 83.6 |
| Hospitality Examination (Food and Beverage) | 69.5 | 71.1 | 70.8 | 70.8 |
| Industrial Technology | 70.7 | 64.4 | 67.5 | 63.1 |
| Investigating Science | 70.4 | 69.7 | 69.0 | 70.9 |
| Legal Studies | 70.2 | 68.8 | 72.1 | 69.3 |
| Mathematics Advanced | 70.9 | 75.2 | 77.7 | 70.8 |
| Mathematics Standard 2 | 58.4 | 63.2 | 64.9 | 60.9 |
| Modern History | 68.5 | 64.1 | 68.9 | 67.4 |
| Personal Development, Health and Physical Education | 62.3 | 68.0 | 69.9 | 63.2 |
| Physics | 60.6 | 66.7 | 73.0 | 65.1 |
| Software Design and Development | 71.5 | 64.6 | 71.8 | 68.6 |
| Studies of Religion II | 62.9 | 60.0 | 67.5 | 64.1 |
| Visual Arts | 78.3 | 79.5 | 79.2 | 78.5 |

# Parent/caregiver, student, teacher satisfaction

- 854 students completed the TTFM survey in 2019. Approx 85% of the school population.
- The overall theme that was noted in the TTFRM data was that MHS is largely comparable with state average across most measured areas.
- % of students responding positively for Wellbeing in the TTFM survey - 68.51%. Slight decrease from 70.89% in 2018. Relatively consistent over the past 4 years. 66.28 - 2016
- Advocacy, Expectations, Belonging Quadrants - High Advocacy, High Expectations: MHS 58%, SSSG 49%, State 67%. We are above like schools which is a positive however still below state average.
- Low Advocacy, Low Expectations - MHS 14%, SSSG 22%, State 12%. We only have 14% of students with low wellbeing and expectations as indicated in the quadrant whereby the like schools is 22%
- TTFM - Students that value schooling outcomes. 65% School Mean. 72% Govt Norm. This is an area that we need to close the gap and investigate initiatives/strategies that may shift this figure.
- TTFM - Students with positive behaviours at school. 92% School Mean. 87% Govt Norm. This indicates that the wealth of wellbeing initiatives and focus of this area at MHS has had a significant impact on student behaviours.
- 51% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 40%.
- Only 34% of students believe that writing will be important for future career plans
- Students that have been victims of bulling. School 16% School Mean, 21% NSW Govt Norm
- The TTFM survey results indicate that as a school we are achieving in line with the state average in almost every measured area.
- Positive behaviours and victims of bullying data indicates that we are performing extremely well in comparison to state averages. This suggests that the wellbeing structures we currently have in place are working well and should be continued.
- 51% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 40%.
- Only 34% of students believe that writing will be important for future career plans. Is this a mindset that we have to shift in our students and if so how?
- After analysing the last school plan and looking at improvement measures it is evident we need to seek more feedback from both parents and students. Traditionally under 10 parents complete the TTFM survey, however in 2020 this increased to 70 parents. Other online parent surveys have been completed during this year. Some focussed on the experience of online learning during COVID. Overall parents were very positive towards the schools adaptability and flexibility towards the emerging situation. The number of parents participating in the survey indicated an increase in the number willing to engage with the school via this means.
  Other new avenues such as Millennium emailing in conjunction with google forms, has enabled us to reach 947 families. We will be looking to engage our PICLO, ACLO, Aboriginal Tutor and SSO to develop some focus groups for the future.
- Wellbeing has always been a strong focus at Mitchell HS. Training has occurred in the Wellbeing Toolkit, MADD and Suicide Prevention for all staff. We are currently placed at excelling for Wellbeing and will continue to look at ways to support and improve this. We use TTFM data, millennium, PBL and attendance data to measure some of these aspects of wellbeing. Very few students are in the top triangle of the PBL data and suspension rates are below state averages and like schools, attendance rates are well over the state data and the TTFM data is strong in highlighting students feel safe, valued and cared for at our school.

# MITCHELL HIGH SCHOOL

MHS STUDENTS ARE RESPECTFUL, ENGAGED & ACTIVE LEARNERS

# EVERY DAY
# COUNTS!

## School success starts with
# ATTENDANCE

## MITCHELL HIGH SCHOOL

**WE INSPIRE**
**WE MOTIVATE**
**WE CARE**
**WE TEACH**

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.