

# 2021 Annual Report

## Mitchell High School



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# Introduction

The Annual Report for 2021 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 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 Mitchell High School we will ensure that every student, every teacher and the school, as a whole, improves every year with our students completing their schooling well prepared for higher education, training or work. In order to do this, we believe in creating strong foundations in literacy and numeracy, deep content knowledge and self-confidence in their ability to learn and adapt. This ensures our students become responsible and adaptable citizens in our everchanging world.

## School context

Mitchell High School is a comprehensive high school serving the southern area of the Blacktown and Prospect districts. We are committed to creating quality learning opportunities for all students by proactively supporting and enhancing cognitive, physical, social, emotional and spiritual wellbeing. We aim to foster connectedness, improve motivation, enhance school attainment, increase confidence and build resilience in all students through the provision of opportunities to connect, succeed and thrive.

Our student population is highly multicultural and consistently above 1000 students. 52% of the students are from EAL/D backgrounds with approximately 10% from a refugee background. We also have 29 students who identify as Indigenous. There are 96 staff including 70 teachers, 12 SASS and 4 SLSOs.

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 and expectations in academia, presentation and behaviour. Leadership is developed through numerous programs with students given community-wide responsibilities. We are a Positive Behaviour for Learning (PBL) school which enhances learning, behaviour, self-esteem and confidence. Provisions are made for high achievers and those needing additional support with a strong focus on future focus skills and learning spaces. Mitchell High places an emphasis on continually enhancing the quality of teaching by high impact staff professional learning and development.

In the area of international links, the school is recognised as a leader with 7 overseas high schools enjoying close ties. This has led to numerous students directly experiencing and exposed to different cultures. We utilise links within the Nirimba Learning Community and the Nurragingy AECG to facilitate the collegial sharing of ideas and pedagogy. Strong community links exist which result in excellent post-school transitions. Approximately 90% of Mitchell High School students undertake studies at either TAFE or University.

Over the next three years areas for further development have been identified which will ensure our continued success. There will be a strong emphasis on improving literacy and numeracy skills and HSC results. Our teachers will be further developed in the areas of implementing data informed and driven practices. We will continue to build on our strong foundations in Wellbeing by enhancing our whole-school approach with the development, implementation and embedding of a SEL Program. Both the teaching and support staff will continually pursue professional learning which promotes a world class curriculum, contemporary pedagogy and an assessment driven learning environment to improve the outcomes of all students regardless of background.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

Explicitly strengthening foundations in Literacy, Numeracy and subject knowledge, underpinned by evidence-informed strategies and embedded evaluative practice will allow every student to grow in confidence in their learning, enabling them to accept the continuing challenge to learn and improve.

### 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.

- Create and embed strong foundations for learning through evidence based best practice
- Embed strong faculty planning and performance using the 8 elements of WWB

### Resources allocated to this strategic direction

**Socio-economic background:** \$74,253.06

**Professional learning:** \$2,120.00

### Summary of progress

In order to support whole-school contribution to and focus on student growth and attainment, Literacy and Numeracy Action teams were established in which targeted Literacy and Numeracy programs were developed to support the explicit teaching and learning of these key skills. Literacy strategies were shared across the school to facilitate school-wide support of the teaching and learning of essential literacy writing skills. The Aboriginal Education Action Team supported the development of Aboriginal Pedagogy strategies into Year 7 programs across the school, and achieved a 30% increase in PLP completions, with our highest-ever levels of parental involvement. The What Works Best Action Team organised the redevelopment of more effective assessment practices across Year 7, and the support for whole-staff improvement was facilitated by the creation of a WWB@MHS Google Site within which resources, exemplars and instructional videos can be shared.

The challenges of remote learning impacted on our school planning for Semester 2, but this was countered by the provision of effective verbal feedback and assessment guidance from the WWB@MHS team to ensure students were well-supported online and knew how to achieve. Literacy and Numeracy Google Classrooms were created for Stage 4 and 5 students to ensure the daily monitoring and focus on using essential literacy and numeracy skills online. Support staff used the data from these activities to contribute to PLAN2 monitoring, which provided data to inform the continued support and planning for literacy and numeracy achievement in 2022. Action teams and teacher collaboration were maintained and supported during the remote learning period to ensure the effective development of remote learning packages for students, including modifications for those with diverse needs. In order to restore teacher confidence in the use of PLAN2, two staff are part of a PLAN2 feedback team to inform the smooth migration to the upcoming changes to the platform and learning progressions.

Looking ahead, our school is planning for greater engagement with planning for greater engagement with PLAN2 by collaborating with the Data Action Team and creating increased opportunities for staff training and support in 2022. Planning to stretch middle-ability student groups through targeted withdrawal support aims to boost literacy and numeracy achievement and facilitate student movement into the top two bands. Staff training and resourcing support to effectively embed whole-school strategies for numeracy and literacy achievement has been planned through focused leadership development and targeted professional learning on the teaching and learning of reading, writing and numeracy. Teaching rounds will be implemented to provide opportunities for collaboration and development of best practice strategies. To ensure effective planning for teaching and learning, a renewed whole-school focus on the use of formative assessment in the classroom has been organised.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• The percentage of students achieving in the top two and top three bands of the HSC will be uplifted to equal the	• 52.5% of students attained results in the top three bands demonstrating progress toward the upper bound target. • 22.6% of students attained results in the top two bands demonstrating

system-negotiated lower bound targets	achievement of the lower bound target.
<ul style="list-style-type: none"> <li>• The percentage of students achieving in the top two bands of numeracy will increase from a baseline of 16.6% to equal the lower bound of 21.4%</li> <li>• The percentage of students achieving in the top two bands of reading will increase from a baseline of 11.1% to equal the lower bound of 16.7%</li> </ul>	<ul style="list-style-type: none"> <li>• Data from NAPLAN indicates 13.81% of students are in the top two skill bands for reading which is an increase against baseline data. In numeracy, 17.14% of students are in the top two skill bands indicating an increase against baseline data.</li> </ul>
<ul style="list-style-type: none"> <li>• The percentage of students achieving the expected growth in numeracy will increase from a baseline of 66.1% to equal the target lower bound of 70.5%</li> <li>• The percentage of students achieving the expected growth in reading will increase from a baseline of 61.8% to equal the target lower bound of 66.5%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in numeracy decreased to 54.6% indicating progress is yet to be seen toward the system-negotiated target of 70.5%.</li> <li>• The percentage of students achieving expected growth in reading decreased to 49.1% indicating progress is yet to be seen toward the lower bound target of 66.5%.</li> </ul>
<ul style="list-style-type: none"> <li>• 100% of substantive teachers will complete individual monitoring folders which contains scope and sequence, programs and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of substantive teachers have created monitoring folders for their individual classes within their faculty folders for all year groups.</li> </ul>
<ul style="list-style-type: none"> <li>• All substantive teachers engage in professional learning with PLAN2.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of substantive teachers engaged with professional learning on how to navigate and upload data to PLAN2.</li> </ul>

## Strategic Direction 2: Enhancing dimensions of wellbeing

### Purpose

To ensure every student engages in quality learning opportunities we will proactively support and enhance social and emotional wellbeing fostering an environment of connectedness, improved motivation, enhanced regulation and stronger resilience. This will ensure each student thrives, succeeds and improves every year.

### 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.

- Whole School Social and Emotional Learning (SEL) Program
- Civics and Citizenship Program

### Resources allocated to this strategic direction

**Socio-economic background:** \$77,924.00

**Professional learning:** \$6,050.00

### Summary of progress

#### Communication

- Our focus for 2021 was to begin building the social and emotional capacity of our students on a personal level, in their connections with others as well as on a community and global level through the prescriptive teaching of social and emotional learning skills (SEL). SEL lessons have been planned and created for one semester for years 7-12, ready for implementation. In 2022, we will continue to plan and craft SEL lessons so themes are sequenced and mapped across a full year.
- Professional learning was also provided to help build the capacity of staff to support the social and emotional wellbeing needs of students and to assist with the identification of needs and the appropriate referral process. Professional learning based on the Wellbeing Framework modules will continue in 2022.
- After research completed in 2021 regarding the best approach to gaining effective and reliable feedback in order to complete valid evaluations, we will implement the Indicators of Wellbeing Survey to ascertain a baseline that will allow for data to be collected identifying student level of satisfaction on a 5-point scale.
- In line SEL and the diversity of staff and students at MHS, the HRRAG will continue to help develop a deeper understanding and connection to communities and issues that are significant within the school's context.

### 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
• To uplift the wellbeing measure to approach the lower bound of the system negotiated target	• 66.76% of students reporting positive wellbeing outcomes has decreased by 1.75% across the positive wellbeing measures. <b>NOTE</b> - only 30% of students completed the TTFM Survey during Semester 2, 2021.
• TTFM: To decrease the % of students indicating a low level of advocacy and expectations on the Tell Them from Me Survey from a base line of 14% to less than 12%	• 59.35% of students indicate a positive sense of wellbeing Advocacy, demonstrating progress yet to be seen towards this school-based progress measure. <b>NOTE</b> - only 30% of students completed the TTFM Survey during Semester 2, 2021. • 76.96% of students indicate a positive sense of wellbeing Expectations for Success, demonstrating progress yet to be seen towards this school-based progress measure. <b>NOTE</b> - only 30% of students completed the TTFM Survey during Semester 2, 2021. • TTFM survey data reveals that 20% of students indicated a low level of advocacy and expectations in comparison to 18% in 2020.
• To exceed the school baseline of students who identify as having a	• 64.08% of students indicate a positive sense of wellbeing Sense of Belonging at School, demonstrating progress yet to be seen towards this

positive sense of belonging in the Tell Them from Me survey from 65%	school-based progress measure. <b>NOTE</b> - only 30% of students completed the TTFM Survey during Semester 2, 2021.
<ul style="list-style-type: none"> <li>• Uplift school attendance to exceed the baseline of 72.4%</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 5.1% based on 2019 vs 2021 data.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and implement the bi-annual, 'Indicators of Wellbeing Survey', to develop a baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Due to Covid lockdown of the school, this baseline was unable to be set. In lieu of an indicators of wellbeing survey, students' wellbeing was regularly monitored through other platforms.</li> </ul>
<ul style="list-style-type: none"> <li>• Select sample group to track across the 4 years on the 5-point bi-annual, 'Indicators of Wellbeing Survey', recording their baseline data in wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• A sample group was unable to be formed due to Covid lockdown. This target will be part of the 2022 strategic plan.</li> </ul>
<ul style="list-style-type: none"> <li>• SEF assessment of the element of 'Wellbeing' indicates that the on-balance judgement is maintained at 'Sustaining and Growing' with a view to improve over the 4 years to achieve to 'Excelling'</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of External Validation including SEF-SaS at the beginning of 2021 revealed that on balanced judgement the school was operating at the level of 'Excelling' in regard to the Learning Domain of 'Wellbeing' across all themes.</li> </ul>



## Strategic Direction 3: Creating data driven informed practices

### Purpose

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To maximise student performance teachers will further develop and refine data driven teaching practices which are underpinned by individual student assessment data and complimented by an environment of high impact professional learning.

### Initiatives

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

- SMART datasources and collection

### Resources allocated to this strategic direction

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**Socio-economic background:** \$5,950.00

**Professional learning:** \$4,770.00

### Summary of progress

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#### *What we did and why?*

At the end of 2020, the executive team reviewed WWB data and identified an area of growth was to increase staff confidence in their capacity to effectively analyse and interpret student data to inform meaningful teaching practice.

Planning the initial strategic direction and activities for SIP 3 with an experienced educator who knew more about the process, meant that we were able to create a workable plan.

The initial forming of the Data Action Team went well. The team was made up of enthusiastic teachers with a variety of useful skills in relation to data.

Having an effective co-leader made planning, reflecting, and evaluating a straightforward process.

At the beginning of Term 1, the cross-faculty Data Action Team was formed. The purpose of the team was to share and develop relevant data skills and resources and then to feed information back to faculties. The team members were surveyed on their own relevant data skills. It was found that the Data Action Team had a range of skills and understanding of metalanguage associated with data. The leader and co-leader of the team met to consider the information for future planning.

Mid-Term 1, the Data Action Team were presented with material from the CESE 'Data collection and analysis for evaluation' handbook and the team reviewed different modes of data collection and where they would be utilised within the school. This information was fed back to faculties via the team members.

At the end of Term 1, the Data Action Team were presented with material from the CESE 'Using Data with Confidence' handbook. Team members were in-serviced on common metalanguage they might come across when using SCOUT or Schools Online. They were also shown some formulas and techniques used in Microsoft Excel, that could be applied to collected data. Through observations made when doing the Excel activity it was determined that the team members felt more confident with data terminology and analysing data through Microsoft Excel.

At the beginning of Term 2, the Data Action Team reviewed use of best practice guides and SCOUT for analysing Check-in, Best Start 7 and NAPLAN data. The team were able to find parts of guides which are relevant for use in our school context and created useful guides to be used by class teachers. The Data Action Team leaders planned to present these guides to staff at the SDD at the start of Term 3.

At this point Sydney experienced extended lockdowns due to COVID and the plans for the second semester needed adjustment. The Data Action Team were able to have one meeting during lockdown, where preparations for PL and creating guides for HSC analysis were initiated.

The first semester of 2021, the plan ran according to the original timeline. The second semester of the timetable needed adjustment and many of the planned activities were postponed.

### ***What was achieved? How?***

The Data Action Team was formed with two leaders. The team met regularly to analyse current data practices, implement relevant PL and create useful resources. Relevant feedback was derived from team surveys, meeting minutes, team and co-leader feedback and self-reflection.

The Data Action Team members reported an increase in confidence in using data collection techniques and metalanguage. They also reported an increase in their levels of confidence in using SCOUT and Schools Online to locate and analyse relevant class data.

During the first semester the Data Action Team made progress in creating succinct, useful how to guides for NAPLAN, Best Start 7 and Check-in. The Data team were upskilled in data collection methods and analysis techniques which was in turn fed back to faculties. Teachers from the Data Action Team used the 'How to Guides' to analyse their own classes and uploaded these into their class monitoring folders.

### ***What wasn't achieved? Why?***

Due to the lockdown period from the start of Term 3 to Term 4 Week 3, the resources and staff PL that was planned by the Data Action Team was not presented and in turn not implemented in faculties and for individual class teachers.

It was difficult to find relevant professional learning for the leaders and the Data Action Team. A lot of the funds and release time that was allocated for PL for the team was not utilised for this reason. It would have been more effective to train the leaders initially in the 'Data collection and analysis for evaluation' and the 'Using Data with Confidence' so they could then train the team.

It was also difficult to link up with Data team leaders from other schools to see what they are doing and share resources. There was funding for release time to visit other schools which was not utilised. Some schools were contacted via phone and email where there was an exchange of some resources.

It was difficult to find good planning time with the co-leader of the Data Action Team. This time needed to be scheduled regularly so that both teachers were available.

### ***What are the implications for 2022-2024?***

Our focus for 2021 was to form a Data Action Team to develop and test resources to support the needs of teachers in accessing and analysing class data.

As the introduction of the How to Guides to faculties and classroom teachers did not happen in 2021, this will need to be incorporated into the 2022 plan. Time will need to be allocated for PL in meetings and then for teachers and faculties to utilise the guides. Teachers will then need to be surveyed with regards to their confidence in data skills. HTs will need to review monitoring folders for evidence of data sources being utilised to inform teaching programs.

### ***Progress towards achieving improvement measures***

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Uplift the % of teachers completing the Evaluation Resource Hub's 'High-impact PL on Data Collection and Analysis for Evaluation', to approach the school- determined lower bound</li><li>• An uplift of the % of teachers indicating, through WWB survey, confidence in data skills and use from the 2020 baseline of 55%</li><li>• HT review of monitoring folders indicates 20% of teachers have</li></ul>	<ul style="list-style-type: none"><li>• There was an uplift to 15% completing the High-impact PL as the 13 members of the Data Action Team engaged with the Evaluation Resource Hub's 'Data Collection and Analysis for Evaluation Reference Guides for Teachers'.</li><li>• After the Data Action Team completed PL on CESE 'Using Data with Confidence', members reported an uplift in the % of the team who indicated confidence in their data skills. Five of the 13 teachers initially indicated a low level of confidence in using data. After completing the PL, all team members were able to create and utilise resources to analyse class data and find relevant modifications to their own teaching programs. This was then saved into monitoring folders.</li></ul>

<p>modified class programs using at least one data source</p>	<ul style="list-style-type: none"> <li>• Due to COVID, the PL prepared by the Data Action Team to present to staff was not implemented and so the % of staff reporting being more confident with their data skills to modify programs did not occur this year. This has been postponed to 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• An upward trend to 10% of teachers completing the Evaluation Resources Hub's 'High-impact PL on Data Collection and Analysis for Evaluation'</li> <li>• An upward trend to 60% of teachers indicating, through WWB survey, confidence in data skills and use from the 2020 baseline of 55%</li> <li>• HT review of monitoring folders indicates 20% of teachers have modified programs using at least one data source</li> </ul>	<ul style="list-style-type: none"> <li>• There was an uplift to 15% completing the High-impact PL as the 13 members of the Data Action Team engaged with the Evaluation Resource Hub's 'Data Collection and Analysis for Evaluation Reference Guides for Teachers'.</li> <li>• After the Data Action Team completed PL on CESE 'Using Data with Confidence', members reported an uplift in the % of the team who indicated confidence in their data skills. Five of the 13 teachers initially indicated a low level of confidence in using data. After completing the PL, all team members were able to create and utilise resources to analyse class data and find relevant modifications to their own teaching programs. This was then saved into monitoring folders.</li> <li>• Due to COVID, the PL prepared by the Data Action Team to present to staff was not implemented and so the % of staff reporting being more confident with their data skills to modify programs did not occur this year. This has been postponed to 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• An upward trend to 10% of teachers completing the Evaluation Resources Hub's 'High-impact PL on Data Collection and Analysis for Evaluation'</li> <li>• An upward trend to 60% of teachers indicating, through WWB survey, confidence in data skills and use from the 2020 baseline of 55%</li> <li>• HT review of monitoring folders indicates 20% of teachers have modified programs using at least one data source</li> </ul>	<ul style="list-style-type: none"> <li>• There was an uplift to 15% completing the High-impact PL as the 13 members of the Data Action Team engaged with the Evaluation Resource Hub's 'Data Collection and Analysis for Evaluation Reference Guides for Teachers'.</li> <li>• After the Data Action Team completed PL on CESE 'Using Data with Confidence', members reported an uplift in the % of the team who indicated confidence in their data skills. Five of the 13 teachers initially indicated a low level of confidence in using data. After completing the PL, all team members were able to create and utilise resources to analyse class data and find relevant modifications to their own teaching programs. This was then saved into monitoring folders.</li> <li>• Due to COVID, the PL prepared by the Data Action Team to present to staff was not implemented and so the % of staff reporting being more confident with their data skills to modify programs did not occur this year. This has been postponed to 2022.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,307.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• Excursions to Royal Easter Show and various local community activities</li> <li>• Harmony day, Refugee Day and Human Rights Day activities. Delivered planned lessons for Refugee Day.</li> <li>• Purchase of technology for refugee student use.</li> <li>• Rock and Water program</li> <li>• Established Human rights and Refugee Action group</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improve learning outcomes for refugee students. Improved cultural awareness and understanding by non-refugee students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Planning for Heritage Day 2022 and further activities to be planned to extend cultural inclusivity.</p>
<p>Integration funding support</p> <p>\$87,910.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mitchell 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>• 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>• Employed 2 SLSOs to work with students and teachers to provide individual support in the classroom and provided feedback through Learning Support Team meetings regarding individual student progress. Supported students and parents during remote learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced learning outcomes for targeted students and improved parental communication and understanding of student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued use of funding to support targeted students and their families.</p>
<p>Socio-economic background</p> <p>\$627,775.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mitchell 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>• Create and embed strong foundations for learning through evidence based best practice</li> <li>• Embed strong faculty planning and performance using the 8 elements of WWB</li> <li>• Whole School Social and Emotional Learning (SEL) Program</li> <li>• Civics and Citizenship Program</li> <li>• SMART datasources and collection</li> </ul>

<p>Socio-economic background</p> <p>\$627,775.06</p>	<ul style="list-style-type: none"> <li>• Other funded activities</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>• Software programs directly relating to student uplift were purchased and utilised to support targeted areas</li> <li>• Aboriginal Pedagogy refresher for all teaching and support staff</li> <li>• Workshop with Literacy and Numeracy Strategic Advisor (LaNSA)</li> <li>• Numeracy team developed through workshops the numeracy program for 2022</li> <li>• Reviewed and evaluated all literacy programs</li> <li>• Commenced literacy teaching rounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The implementation of a years 7-9 literacy program and year 8 numeracy program. Teaching round procedures were developed and begun involving executive observations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further development, refinement and implementation of school wide teaching rounds. Continuation of both literacy and numeracy programs with further LaNSA support.</p>
<p>Aboriginal background</p> <p>\$31,132.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mitchell 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> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staff member employed to work with Indigenous students 2.5 days per week and to work collaboratively with families to support their children</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved engagement with school and learning evidenced through attendance. Improved communication between school and families.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employment of an Aboriginal tutor to continue to support classroom activities, work with families, engaging with the Mitchell Mob and the development of the Yarning Circle.</p>
<p>English language proficiency</p> <p>\$201,323.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mitchell 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>• Other funded activities</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 bilingual staff to support communication</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Classroom learning resources developed to support EAL/D student uplift</li> <li>• EAL/D student support collaboratively developed with and for teaching staff</li> <li>• Improved parental communication re student progress</li> <li>• Provided feedback through Learning Support Team meetings regarding</li> </ul>

<p>English language proficiency</p> <p>\$201,323.00</p>	<p>individual student progress. Supported students and parents during remote learning</p> <p><b>The allocation of this funding has resulted in:</b> Improved student engagement and learning outcomes due to EAL/D staff intervention with students, teachers and parents.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of EAL/D staff to support students, teachers and families.</p>
<p>Low level adjustment for disability</p> <p>\$336,347.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mitchell 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>• Other funded activities</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>• Providing support for targeted students within the classroom through the employment of 1.6 School Learning and Support Officers</li> <li>• Support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions</li> <li>• Employment of 2.0 LaST and interventionist teachers</li> <li>• Provided feedback through Learning Support Team meetings regarding individual student progress</li> <li>• Supported students and parents during remote learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved student engagement and learning outcomes due to specialised staff intervention with targeted students, teachers and parents.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of LaST teachers and specialist support staff to support targeted students, teachers and families.</p>
<p>COVID ILSP</p> <p>\$235,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy - Numeracy Progressions AdS, OwD, UuM, NPA and Literacy Progression UnT, CrT</li> <li>• Development of resources and planning of small group tuition</li> <li>• Employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students academic growth is improved through intensive backfilling and teaching of key literacy and numeracy skills. Students were supported and guided through their learning activities thereby, increasing their engagement</p>

COVID ILSP \$235,000.00	<p>and general feeling of wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Due to additional funding the COVID ILSP members will continue to be employed and used to determine and close the gaps to uplift the outcomes of targeted students.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	486	512	541	525
Girls	449	464	460	449

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.1	91.1	90.8	91.3
8	89.7	92.3	89.8	89.4
9	92.1	89.9	91.7	85.8
10	89.9	89.7	88.9	87.4
11	92	90.1	91	84.4
12	91.1	92.7	92	89.5
All Years	91.5	90.9	90.7	88
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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

Attendance figures in 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 has 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.

### Management of non-attendance

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	14
Employment	1	3	17
TAFE entry	3	5	8
University Entry	0	0	50
Other	0	0	2
Unknown	0	0	9

### Year 12 students undertaking vocational or trade training

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33.14% of Year 12 students at Mitchell High School undertook vocational education and training in 2021.

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

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94.3% of all Year 12 students at Mitchell High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.2
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	1.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,246,129
<b>Revenue</b>	12,242,506
Appropriation	11,948,361
Sale of Goods and Services	67,601
Grants and contributions	223,132
Investment income	706
Other revenue	2,705
<b>Expenses</b>	-12,718,315
Employee related	-10,801,215
Operating expenses	-1,917,100
<b>Surplus / deficit for the year</b>	-475,810
<b>Closing Balance</b>	770,320

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.

The Financial Summary Report identifies that the school completed the year with a surplus of \$770,320. The deficit of \$475,810 was spent from the opening balance and mainly attributed to additional staff required to overcome and support the return from COVID.

## 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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	164,217
<b>Equity Total</b>	1,197,102
Equity - Aboriginal	31,132
Equity - Socio-economic	628,300
Equity - Language	201,323
Equity - Disability	336,347
<b>Base Total</b>	9,687,730
Base - Per Capita	248,075
Base - Location	0
Base - Other	9,439,655
<b>Other Total</b>	465,375
<b>Grand Total</b>	11,514,425

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

## School performance - NAPLAN

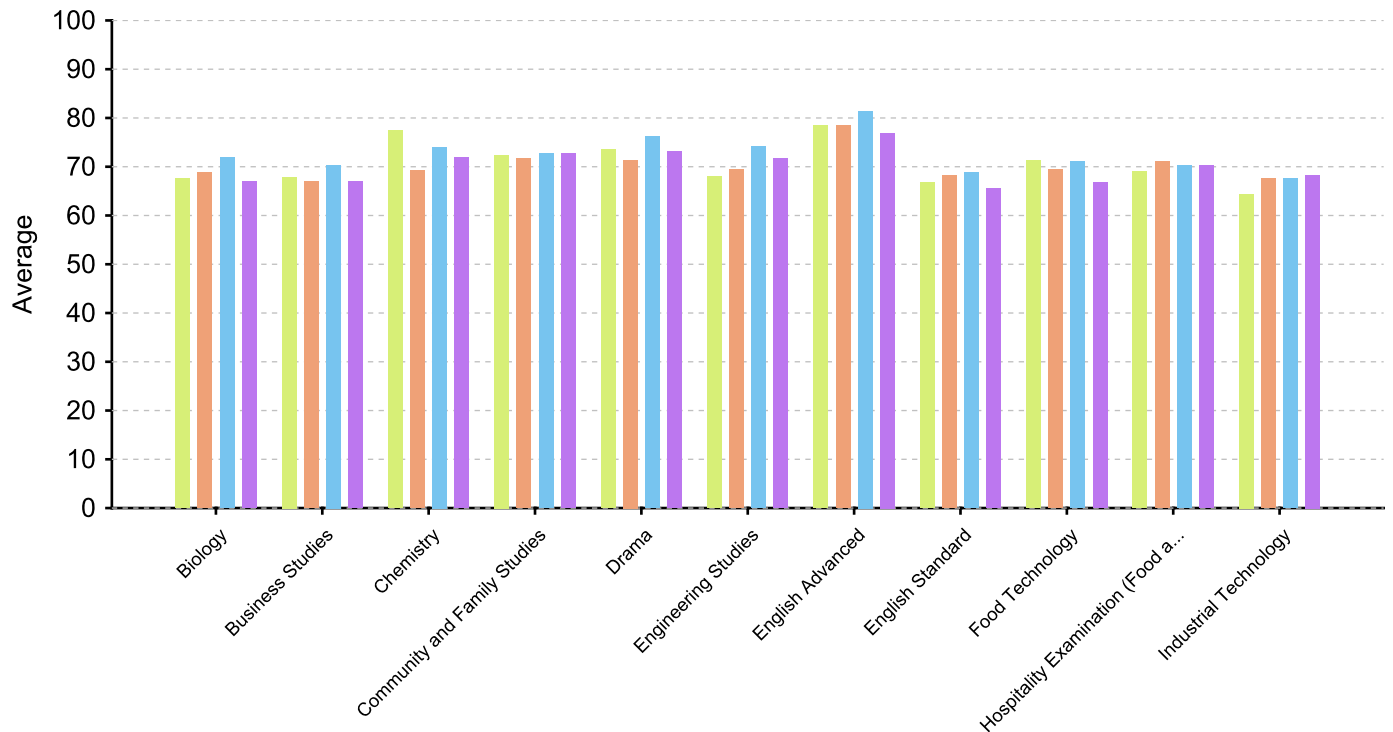
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

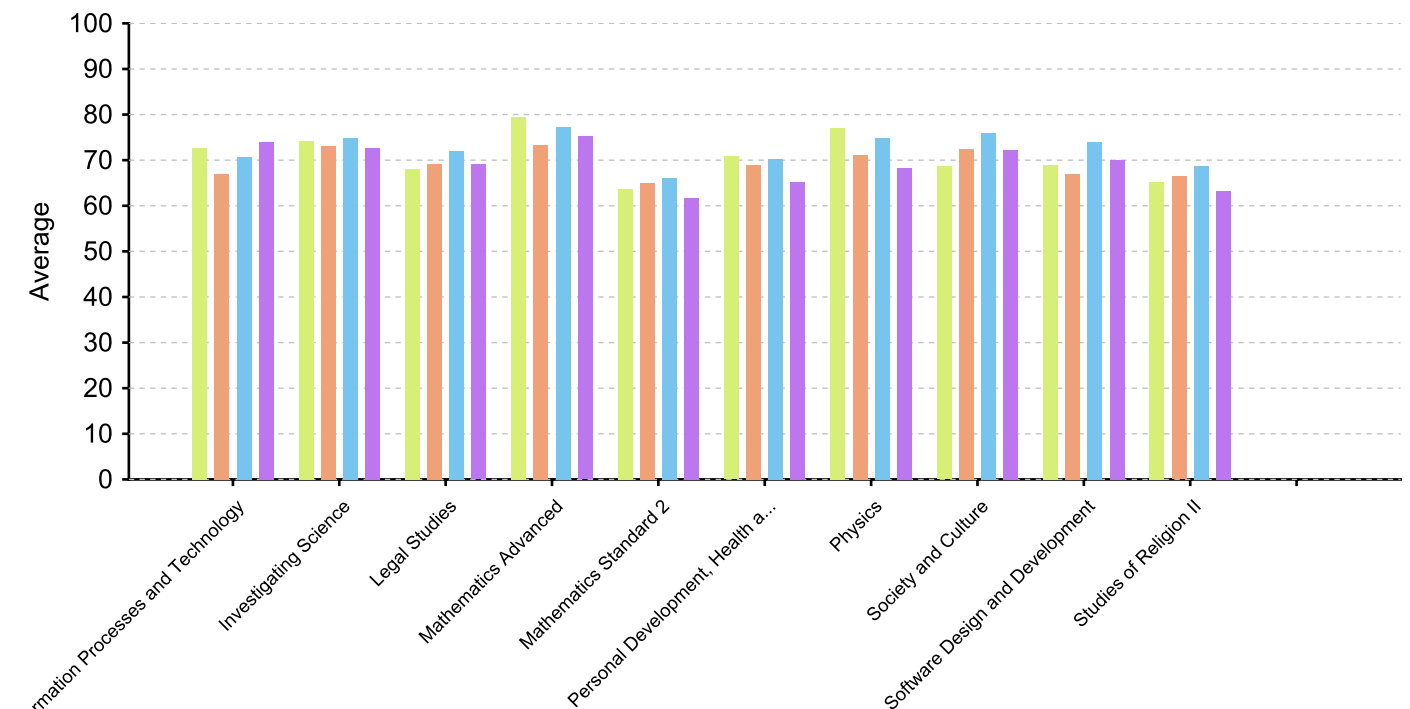
## School performance - HSC

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

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



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021



■ School 2021 
 ■ SSSG Average 2021 
 ■ State Average 2021 
 ■ School Average 2019-2021

<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	67.6	68.9	71.9	67.0
Business Studies	67.9	67.1	70.4	67.1
Chemistry	77.4	69.3	74.1	71.9
Community and Family Studies	72.4	71.7	72.7	72.7
Drama	73.6	71.4	76.1	73.2
Engineering Studies	68.0	69.5	74.1	71.6
English Advanced	78.4	78.5	81.4	76.9
English Standard	66.8	68.2	68.8	65.6
Food Technology	71.3	69.4	71.0	66.8
Hospitality Examination (Food and Beverage)	69.0	71.1	70.3	70.3
Industrial Technology	64.4	67.6	67.7	68.3
Information Processes and Technology	72.6	67.1	70.8	74.0
Investigating Science	74.2	73.1	74.9	72.6
Legal Studies	68.1	69.1	72.0	69.1
Mathematics Advanced	79.5	73.4	77.4	75.2
Mathematics Standard 2	63.6	64.9	66.1	61.8
Personal Development, Health and Physical Education	70.8	69.0	70.3	65.3
Physics	77.1	71.2	74.8	68.3
Society and Culture	68.6	72.5	76.0	72.3
Software Design and Development	69.0	66.9	74.0	70.1
Studies of Religion II	65.2	66.4	68.8	63.3

## Parent/caregiver, student, teacher satisfaction

- 347 students completed the TTFM survey in 2021, approx 35% of the school population. The number of survey participants was impacted by remote learning.
- The overall theme that was noted in the TTFM data was that MHS is largely comparable with the state average across most measured areas.
- % of students responding positively for Wellbeing in the TTFM survey - 66.76%, slight decrease from 68.51% in 2020. Relatively consistent over the past 4 years.
- Advocacy, Expectations, Belonging Quadrants - High Advocacy, High Expectations: MHS 57%, SSSG 50%, State 52%. We are still above like schools and have now exceeded the state.
- Low advocacy, Low Expectations - MHS 20%, SSSG 21%, State 19%
- TTFM - Students that value schooling outcomes. 67% School Mean (up by 2%). 72% Govt Norm. This is an area that we have focused on closing the gap, using strategies/initiatives which has allowed a shift upwards.
- TTFM - Students with positive behaviours at school. 97% School Mean. 87% Govt Norm. This indicates that the wealth of wellbeing initiatives and focus on this area at MHS has had a significant impact on student behaviours.
- 44% of students were not confident of their skills and found English, Maths or Science challenging. This is a decrease of 7% in 2020. The NSW Govt norm for this category is 40%.
- 73% of students believe that writing will be important for future career plans. This is a shift in student's mindset through a focus on writing and literacy in the school improvement plan.
- In 2021, we had 56 parents complete the TTFM survey. Parents were asked if they would recommend MHS to primary school parents and 76% agreed and 79% agreed that the school has a good reputation within the community. Strong communication between school and home is evident with 87% of parents satisfied with the level of communication. The number of parents participating in the survey indicated an increase in the number willing to engage with the school via this means.
- Throughout the online learning period of time, we surveyed parents regularly to receive feedback and recommendations for improving the online learning experience. There were also regular emails from parents with positive comments about staff and school procedures. There were a number of parents who completed the surveys each time.
- The majority of the feedback was positive with parents really appreciating the time, effort and commitment of our staff to ensuring the overall wellbeing of their children. Feedback was in relation to the online learning classes, the support provided through the Learning Support staff and zoom rooms, wellbeing and counsellor support and the social support provided through a variety of fun activities for the students to be involved in over the period of time in lockdown. Parents really appreciated the positive letters emailed and certificates that were sent home acknowledging the hard work of their children. The phone calls home from staff to just check in with students were very well received.
- Some feedback provided allowed us to improve on some of our procedures and learning experiences to better enhance the wellbeing of the students and their families.
- Other new avenues such as Millennium emailing in conjunction with google forms, has enabled us to reach 734 families. We will be looking to engage our PICLO, CLO - African, 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 SEL program for all staff and Year Advisors have been developing grade appropriate lessons. We are currently placed at excelling for Wellbeing and will continue to look at ways to support and maintain this position. 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.



# 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.