

2023 Annual Report

Mitchell High School



8403

Introduction

The Annual Report for 2023 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

Mitchell High School

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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 with enrolments consistently around 900 students. 52% of the students are from EAL/D backgrounds with approximately 10% from a refugee background. We also have 51 students who identify as Indigenous. There are 100 staff including 70 teachers, 12 SASS and 8 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 traditions. There is an expectation that students have high personal standards 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. We are embarking on a new initiative, Resilience In Out Teens (RIOT), a program that provides a wrap around approach to help teenagers learn skills to manage anxiety and build resilience. In line with the High Potential and Gifted Education (HPGE) policy, MHS works on delivering opportunities for all students promoting and challenging individuals across all domains of potential. 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 overseas high schools enjoying close ties. This has led to numerous students directly experiencing and being 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 Year 12 students at Mitchell High School undertake studies at either TAFE or University.

Over the next three years areas for further development have been identified. There will be a strong emphasis on improving literacy, numeracy and HSC results, while offering positive and meaningful post school pathways. Data-informed and driven practices are employed by our teaching staff. Further development in the use of explicit teaching practices to support student academic self-concept, perseverance and learning outcomes will be undertaken. We will continue to build on our strong foundations in Wellbeing with the implementation of RIOT. Both the teaching and support staff will continually pursue professional learning promoting 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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Purpose

Explicitly strengthening foundations in Literacy, Numeracy and subject knowledge will be underpinned by evidence-informed strategies and embedded evaluative practice. This 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

Integration funding support
Low level adjustment for disability
English language proficiency

Summary of progress

In order to support literacy and numeracy development in students, targeted Literacy and Numeracy programs continued to be developed and evaluated to support the explicit teaching and learning of these key skills. Literacy professional development was shared across the school to facilitate school-wide support of the teaching and learning of essential literacy writing skills which led to an improvement in Year 9 NAPLAN writing results. A Numeracy program was implemented for Year 7 - 10 to support explicit teaching and learning of key skills identified through data analysis. Evaluation of the program has identified a focus on decoding questions that needs to be included in the revised program.

The Numeracy team analysed NAPLAN data and questions were identified that students struggled to complete. These questions were given to year 7-10 roll calls as PowerPoint activities and delivered every Wednesday during an extended roll call. The PowerPoint activities were annotated with explanations and strategies that can be used to solve such questions. When current data from NAPLAN was released, this data was further analysed and activities were changed to include the new data from the 2023 cohort. Analysis of NAPLAN data was well organised and succinct, the numeracy action team members were efficient and professional when creating engaging and detailed activities with multiple solutions and methods to solve. When analysing the roll call teachers that attempted the activities, it was found that only 5/6 teachers were consistently completing the activities during roll call, this was the biggest barrier in the implementation of these numeracy activities. Teachers of roll call were surveyed and the results indicated that 89% of teachers agreed that the activities were beneficial in improving the numeracy skills of students, 90% thought that they had enough time to complete the activity in the given time and feedback was generally encouraging and positive that we are heading in the right direction and there was a suggestion that the explanations were too long and wordy which made students disengaged. Moving forward we will continue to analyse NAPLAN data and create further roll call activities due to positive feedback given by teachers who responded to the survey.

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 bands of the HSC will be equal to the system-negotiated lower bound target of 22%	• 14.00% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target of 22%.
The percentage of students achieving in the top three bands of the HSC will be trending upwards to achieve above the system-negotiated lower bound targets.	• 40.39% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target of 53.7%.

<ul style="list-style-type: none"> • All substantive teachers will demonstrate that their individual monitoring folders contain programs and assessments that support individual students in Stages 5 & 6. 	<ul style="list-style-type: none"> • 100% of substantive teachers have created monitoring folders for their individual classes within their faculty folders for all year groups.
<ul style="list-style-type: none"> • All substantive teachers demonstrate engagement with PLAN2, through PL and analysis of literacy and numeracy data for selected literacy and numeracy indicators. 	<ul style="list-style-type: none"> • 100% of literacy and numeracy teachers engaged and uploaded data to PLAN2.
<p>The percentage of students achieving the expected growth in reading in the Check-in assessments will trend upwards from a baseline of 45.5% to achieve above the 2023 SSSG percentage of 46.7%.</p> <p>Based on the <i>percentage of questions correct</i>, in the Check In Assessment data, the percentage of students in years 8 and 9 (2024) will trend upwards towards the state average, from the 2023 Year 7 baseline of 56.2% and the year 8 baseline of 54.6%.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 8.05% to 53.65%.</p>
<p>Based on the <i>percentage of questions correct</i>, in the Check In Assessment data, the percentage of students in years 8 and 9 (2024) will trend upwards towards the state average, from the 2023 Year 7 baseline of 56.2% and the year 8 baseline of 54.6%.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 5.4% to 54%.</p>

Strategic Direction 2: Improved student engagement

Purpose

To ensure every student engages in quality learning opportunities we will proactively support students by delivering a wrap around approach to help teenagers learn skills to manage anxiety and build resilience through RIOT. This will foster an environment of connectedness, improved motivation, attendance, enhanced regulation and stronger resilience ensuring 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

Aboriginal background

Refugee Student Support

Summary of progress

Over the course of 2023, the Refugee Action Support Team have coordinated a number of events to celebrate or acknowledge cultural days, including Harmony Day, World Refugee Day, Heritage Day and Human Rights Day. The team was also responsible for regularly checking in with identified refugee students within their year group to ensure continued support and wellbeing of these students. The variety of activities allowed for a range of participation levels from all students. For example, a group of students were involved in creating short PBL lessons for their peers, other identified refugee students were given the opportunity to meet and create connections with each other and their teachers, while whole-school days, such as Heritage Day, gave all students the opportunity to share their culture with their school community. Improvements to these initiatives would require further pre-planning to create more in-depth activities for the students to engage with on a deeper level. Additionally, further teacher Professional Learning on engaging students with refugee backgrounds could improve our ability to address our goals. The impact of these initiatives has been a greater awareness and level of engagement with relevant social justice issues amongst our students. It has also created the opportunity for our identified refugee students to feel more comfortable and connected to their school community and improve their wellbeing at school. In 2024, this initiative will aim to build on the celebrations we already participate in as well as create greater specialised opportunities for participation by the identified refugee students.

Various PBL lessons were developed that addressed deeper areas of school life values life such as the ethical framing of behaviour decisions, as well as the nature of reasonable requests. However, as the year progressed we drilled more deliberately into the nature of challenging conversations in a one-to-one context and applied some of the principles of Patterson et. al's Crucial Conversations. This was necessitated as PBL group lessons were unable to target softer social skills that teachers require to manage a challenging behaviour environment. Team members trialed these skills and were able to feed back to the group regarding their own successes, but also their own reservations about using such a tool, particularly as these reservations pertained to their own personality, and their attitude towards conflict resolution. Such quiet transparency was encouraged and respected in the group and was also crucial because it revealed the need for whole-school training on how to deal with the challenging student beyond the well-intentioned positive reinforcement of the PBL model. To that end, the pursuit of the RIOT programme in 2024 promises some targeted interventions, reflections and feedback over the needs of teachers to deal with anxious, avoidant or challenging child. The PBL approach will be subsumed by a more general well-being approach while RIOT will work closely with Michael Hawton's cognitive-behaviour approach to student management.

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 wellbeing measure to continue to trend upwards.	• 61.75% of students reporting positive wellbeing outcomes has increased by 2.07% across the positive wellbeing measures trending upwards to the

<p>The wellbeing measure to continue to trend upwards.</p>	<p>system-negotiated lower bound target.</p>
<p>To continue a downward trend in the percentage of students indicating a low level of advocacy and expectations on the Tell Them from Me Survey from a baseline of 14%..</p>	<ul style="list-style-type: none"> • 55.82% of students indicate a positive sense of wellbeing Advocacy, demonstrating an upward trend towards this school-based progress measure. • 73.56% of students indicate a positive sense of wellbeing, Expectations for Success, demonstrating progress towards this school-based progress measure. • TTFM survey data reveals that 22% of students indicated a low level of advocacy and expectations in comparison to 26% in 2022.
<ul style="list-style-type: none"> • To increase the school % of students who identify as having a positive sense of belonging in the Tell Them from Me survey from 65% to approach the upper bound of 72% 	<ul style="list-style-type: none"> • 56.02% of students indicate a positive sense of wellbeing, Sense of Belonging at School, demonstrating progress towards this school-based progress measure.
<ul style="list-style-type: none"> • Implement the bi-annual, 'Indicators of Wellbeing Survey', to compare to the baseline from Term 4 2021. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 16.62%. • The decision has been made to not proceed with the survey as it was doubling up on the TTFM survey as well as the SEL programs being delivered to students. This decision was also made with consideration of our SEF SaS revealing that on balanced judgment the school was operating at the level of 'Excelling' regarding the Learning Domain of 'Wellbeing' across all themes.
<ul style="list-style-type: none"> • Sample group completed the survey and data is compared to 2021 baseline indicating an upward trend on the 5-point bi-annual, 'Indicators of Wellbeing Survey'. 	<ul style="list-style-type: none"> • Completion of the survey was not able to be done and on reflection, this progress measure will be adjusted to better suit the strategic direction of the school.
<ul style="list-style-type: none"> • SEF assessment of the element of 'Wellbeing' indicates that the on-balance judgement is moving towards 'Excelling' through a planned approach to developing whole school wellbeing processes that support the wellbeing of all students. 	<ul style="list-style-type: none"> • Completion of External Validation including SEF-SaS at the beginning of 2021 revealed that on balanced judgment the school was operating at the level of 'Excelling' regarding the Learning Domain of 'Wellbeing' across all themes.

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.

- SMART datasources and collection

Resources allocated to this strategic direction

Beginning teacher support Professional learning

Summary of progress

The Data Action Team this year focused on making data accessible and meaningful through the provision of targeted professional learning (PL) to ensure that staff were aware of and had the capacity to draw data from existing sources. The Data @ MHS PL targeted the availability of data & information available in Millennium to inform teachers practice, including aspects such as EAL/D, IPL's, Health Considerations, Indigenous status, and availability of BYOD Approval. Additionally, staff were educated on methods to report and extract attendance, wellbeing metrics and see summary of assessment outcomes for students and classes. Review and feedback from staff after the provided PL confirmed value in being made aware of how to better navigate existing systems in order to extract data and derive insight into the students within their classes. Next year the Data Action Team will consolidate resources targeted at informing teachers on better accessing available data. This will include a review of provided PL to date and considerations around the onboarding of new staff to ensure that they are aware of how best to access available data. Additionally, an ongoing review of how to make existing data, such as Special Provisions, EALD & Student Support data will continue to be evaluated in order to ensure that this data is best informing teacher's practice. Further, ongoing review of how to better access and make available data contained within existing systems such as Millennium will continue to be a focus for the Data Action Team.

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
• An upward trend to 70% of teachers completing the 'Evaluation resources hub's High-impact PL on Data Collection and Analysis for Evaluation	• The Data Collection and Analysis for Evaluation is no longer offered. As the Data Action Team had the same members as the previous year, the PL was not completed again.
• An upward trend to 70% of teachers indicating, through surveys, confidence in data skills and use from the 2020 baseline of 55%	80% of staff reported utilising data to inform their teaching practice. (78% state). TTFM 2023.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,636.75</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Civics and Citizenship Program <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • intensive English language and learning support to increase educational outcomes for students • Harmony Day, Refugee Day and Human Rights Day activities. Delivered planned lessons for Refugee Day • Rock and Water program <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for refugee students, improved cultural awareness and understanding by non-refugee students</p> <p>After evaluation, the next steps to support our students will be: Planning further activities to extend cultural inclusivity.</p>
<p>Integration funding support</p> <p>\$131,555.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Writing and Numeracy Together <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of 2 SLSOs to work with students and teachers to provide additional support for students who have high-level learning needs, with feedback given through Learning Support Team meetings regarding individual progress <p>The allocation of this funding has resulted in the following impact: Enhanced learning outcomes for targeted students and improved parental communication and understanding of student learning.</p> <p>After evaluation, the next steps to support our students will be: Continued use of funding to support targeted students and their families.</p>
<p>Socio-economic background</p> <p>\$648,419.33</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Civics and Citizenship Program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • deliver SEL lessons across all Years 7 - 12 • employ a Community Liaison Officer • Mitchell Mob meet twice a term with breakfast or lunch

<p>Socio-economic background</p> <p>\$648,419.33</p>	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander incursion (instead of AIME) - Bush Tucker garden <p>The allocation of this funding has resulted in the following impact: The delivery of SEL lessons across the 7-12 year groups has also been effective and efficient with students strengthening their understanding of their well-being across the domains. The use of socio-economic funding has enabled the employment of a Community Liaison Officer African and Pacific Islander Community Liaison Officer to work with and support various students within our school community and branch out into supporting their families concerning educational and wellbeing outcomes. Furthermore, the use of this funding has been utilised to support various activities our Aboriginal and Torres Strait Islander students have engaged with including the Mitchell Mob and excursions aimed at celebrating their culture and strengthening the cultural experiences of these students.</p> <p>After evaluation, the next steps to support our students will be: Engagement in these activities will be ongoing as we see significant value in continuing to support the well-being of both our students and their families. This in turn will lead to uplift towards the systems negotiated targets in the long term.</p>
<p>Aboriginal background</p> <p>\$42,013.73</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Civics and Citizenship Program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Improved engagement with school and learning evidenced through attendance. Improved communication between school and families.</p> <p>After evaluation, the next steps to support our students will be: Employment of an Aboriginal tutor to continue to support classroom activities, work with families, engaging with Mitchell Mob and support of members of the Junior AECG.</p>
<p>English language proficiency</p> <p>\$272,395.18</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Writing and Numeracy Together <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • classroom learning resources developed to support EAL/D student uplift • EAL/D student support collaboratively developed with and for teaching staff • provide feedback through Learning Support Team meetings regarding individual student progress

<p>English language proficiency</p> <p>\$272,395.18</p>	<p>The allocation of this funding has resulted in the following impact: Improved student engagement and learning outcomes due to EAL/D intervention with students, teachers and parents.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of EAL/D staff to support students, teachers and families.</p>
<p>Low level adjustment for disability</p> <p>\$339,264.99</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Writing and Numeracy Together <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Improved student engagement and learning outcomes due to specialised staff intervention with targeted students, teachers and parents.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of LaST teachers and specialist support staff to support targeted students, teachers and families.</p>
<p>Professional learning</p> <p>\$78,668.95</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mitchell High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • SMART datasources and collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Development of engaging and meaningful PL to improve teacher engagement with data.</p> <p>After evaluation, the next steps to support our students will be: Implementation of data-informed practice.</p>
<p>Beginning teacher support</p> <p>\$47,019.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Mitchell High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • SMART datasources and collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning that focuses on classroom and behaviour

<p>Beginning teacher support</p> <p>\$47,019.00</p>	<p>management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers.</p> <p>The allocation of this funding has resulted in the following impact: Improved confidence of beginning teachers to engage with data and how to use it.</p> <p>After evaluation, the next steps to support our students will be: Improved data-informed practice.</p>
<p>COVID ILSP</p> <p>\$229,705.60</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: 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 and general feeling of wellbeing.</p> <p>After evaluation, the next steps to support our students will be: 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>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mitchell High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact: Additional support for students on a day-to-day basis. Check-in and support for students who may not necessarily need the counsellor's support but need assistance with small issues either with academic achievement or social interactions.</p> <p>After evaluation, the next steps to support our students will be: Students who have been unwilling to attend classes have now been supported to attend. In the playground they feel more confident to interact with their peers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	541	525	466	470
Girls	460	449	430	429

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.8	91.3	85.1	89.8
8	89.8	89.4	84.2	86.3
9	91.7	85.8	83.1	86.7
10	88.9	87.4	80.5	84.2
11	91.0	84.4	83.3	84.6
12	92.0	89.5	81.4	88.4
All Years	90.7	88.0	82.9	86.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

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

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

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

previous years.

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

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

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

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

Management of non-attendance

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	3	5
Employment	3	6	26
TAFE entry	2	3	5
University Entry	0	0	46
Other	1	2	11
Unknown	1	1	7

46% of students from Mitchell High School gained entry to University. Of those students, 8% of students gained entry through a University College pathway. The remaining 92% gained direct entry to the University. 97% of students attending University in 2024 gained at least one Early Entry offer and 95% of those students took up the offer they were given. The two most popular universities continue to be Western Sydney University and Macquarie University.

26% of Year 12 students have gone into work in 2024, with 42% of those students starting an apprenticeship or traineeship.

11% of students decided to take a Gap Year in 2024. The majority of these students plan to undertake further study after their break.

Year 12 students undertaking vocational or trade training

23.08% of Year 12 students at Mitchell High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.8% of all Year 12 students at Mitchell High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	45.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher EAL/D	1.8
School Counsellor	1
School Administration and Support Staff	13.37
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	236,145.17
Revenue	12,523,988.60
Appropriation	12,144,466.14
Sale of Goods and Services	32,003.28
Grants and contributions	328,977.35
Investment income	7,633.33
Other revenue	10,908.50
Expenses	-11,821,434.24
Employee related	-10,654,922.28
Operating expenses	-1,166,511.96
Surplus / deficit for the year	702,554.36
Closing Balance	938,699.53

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.

	2023 SBAR Adjustments (\$)
Targeted Total	135,192
Equity Total	1,302,093
Equity - Aboriginal	42,014
Equity - Socio-economic	648,419
Equity - Language	272,395
Equity - Disability	339,265
Base Total	9,529,326
Base - Per Capita	233,932
Base - Location	0
Base - Other	9,295,393
Other Total	586,279
Grand Total	11,552,889

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

School performance - NAPLAN

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

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

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

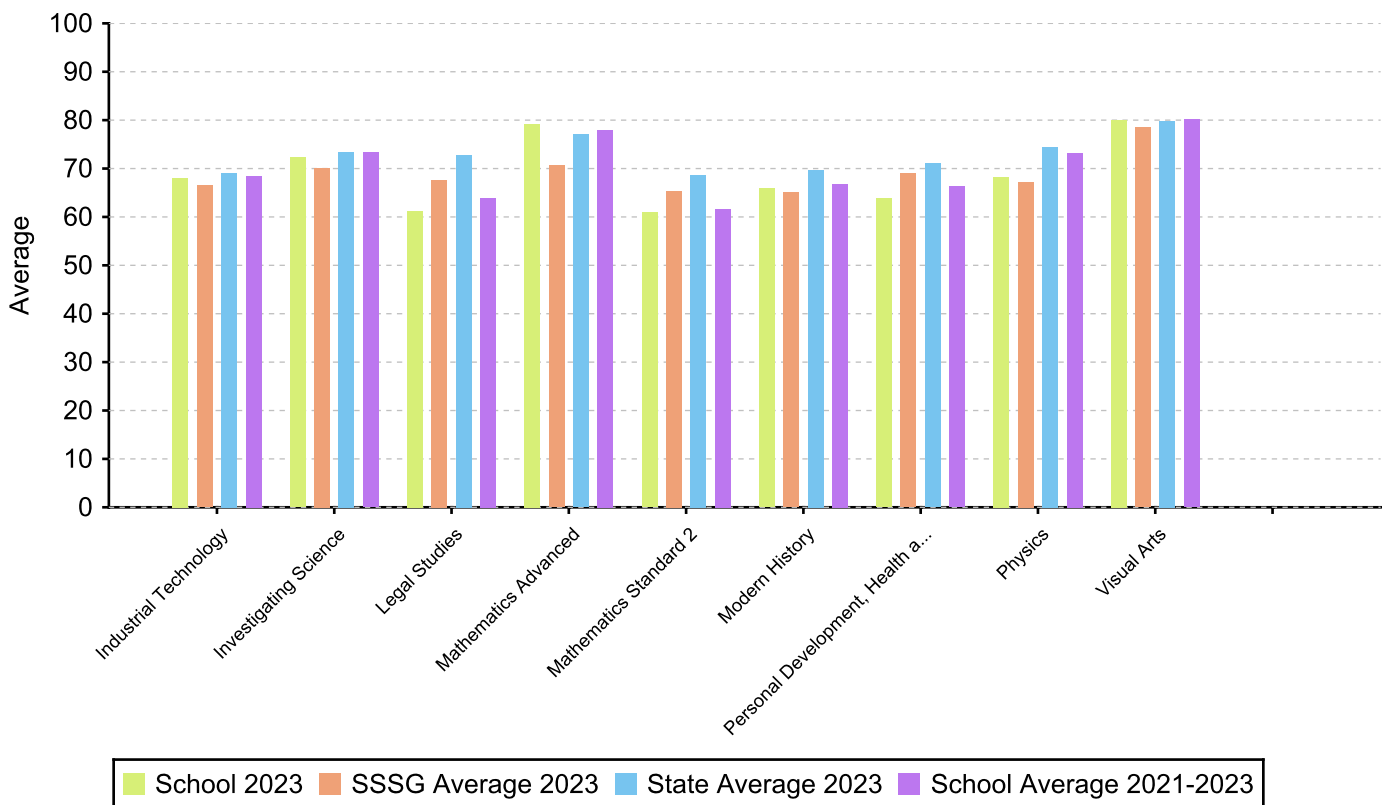
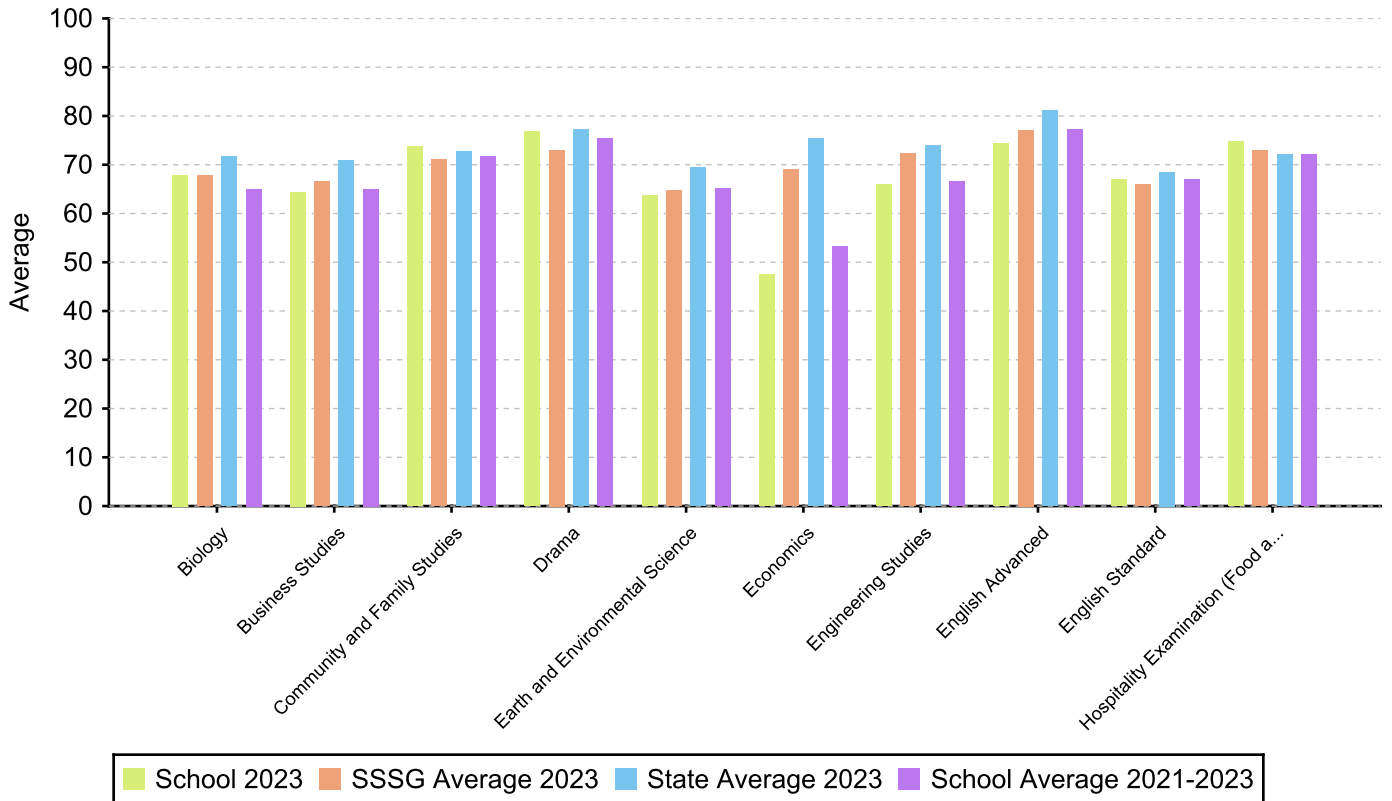
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

In 2023, 98% of our students undertook NAPLAN assessment as compared to 95% of all Australian students. Year 7 students were above average for Spelling, Grammar and Numeracy when compared to students of similar background. Year 9 student were above average in Writing , Spelling and Numeracy.

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 2023	SSSG	State	School Average 2021-2023
Biology	67.9	67.8	71.8	65.0
Business Studies	64.4	66.6	70.9	65.0
Community and Family Studies	73.8	71.1	72.7	71.7
Drama	76.9	73.0	77.3	75.4
Earth and Environmental Science	63.7	64.7	69.4	65.2
Economics	47.5	69.0	75.5	53.3
Engineering Studies	65.9	72.3	73.9	66.6
English Advanced	74.4	77.1	81.2	77.2
English Standard	67.0	65.9	68.5	67.0
Hospitality Examination (Food and Beverage)	74.8	72.9	72.1	72.2
Industrial Technology	68.1	66.5	69.1	68.4
Investigating Science	72.3	70.1	73.4	73.3
Legal Studies	61.2	67.7	72.9	63.9
Mathematics Advanced	79.2	70.7	77.0	78.0
Mathematics Standard 2	60.9	65.4	68.7	61.7
Modern History	65.9	65.1	69.6	66.8
Personal Development, Health and Physical Education	63.8	69.0	71.0	66.3
Physics	68.2	67.3	74.4	73.2
Visual Arts	80.0	78.5	79.8	80.1

Parent/caregiver, student, teacher satisfaction

- 764 students completed the TTFM survey in 2023, approximately 78% of the school population.
- The overall theme that was noted in the TTFM data was that MHS is largely comparable with the state average across most measured areas.
- Percentage of students responding positively for Wellbeing in the TTFM survey - 61.75%, a slight increase from 59.68% in 2022. Relatively consistent over the past 4 years.
- Advocacy, Expectations, Belonging Quadrants - High Advocacy, High Expectations: MHS 57%, SSSG 49%, State 67%. We are still above like schools and are just below the state.
- Low advocacy, Low Expectations - MHS 20%, SSSG 22%, State 12%
- TTFM - Students who value schooling outcomes. 54% School Mean (down by 4%). 72% Govt Norm. This is an area that we continue to focus on closing the gap, using strategies/initiatives to support a shift upwards.
- TTFM - Students with positive behaviours at school. 87% School Mean. 87% Govt Norm. This indicates that the wealth of well-being initiatives and focus on this area at MHS has had an impact on student behaviours.
- 43% of students were not confident of their skills and found English, Maths or Science challenging. This is comparable with the data from 2021. The NSW Govt norm for this category is 40%.
- In 2023, we had 31 parents complete the TTFM survey (an increase of 10 parents). Parents were asked if MHS was their first choice of public school and 91% agreed and 58% agreed that the school has a good reputation within the community. Communication between school and home is evident with 72% of parents satisfied with the level of communication.
- The majority of the feedback was positive with parents appreciating the time, effort and commitment of our staff to ensuring the overall wellbeing of their children. Feedback was in relation to the support provided through the Learning Support staff, wellbeing and counsellor support and the social support provided through a variety of activities for the students to be involved in over the year.
- Feedback provided allowed us to improve on some of our procedures and learning experiences to better enhance the well-being of the students and their families.
- 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

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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