

2024 Annual Report

Mitchell High School



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Introduction

The Annual Report for 2024 is provided to the community of Mitchell High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

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 ever-changing 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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 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

Strategic Direction 1: Student growth and attainment

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 School Excellence Plan and the achievement of school improvement measures.

- Reading, Writing and Numeracy Together

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Integration funding support
Low level adjustment for disability
English language proficiency
Small group tuition (SGT)

Summary of progress

This year the Literacy Team delivered 'Supporting writing through the curriculum' PL to all staff in line with the Reading, Writing and Numeracy together initiative. The PL was delivered incorporating classroom specific examples from MHS enhancing staff confidence as well as reinforcing the good teaching strategies that many are using on day to day basis. This PL was also completed before faculty specific planning time so that teachers could reflect on how best to implement in their planning for lessons for 2025. The team has established a 'Literacy @ MHS' website where teaching and learning resources have been developed and/or sourced and uploaded related to Literacy in general as well as course specific allowing teachers access to faculty specific literacy activities as well as links to PL and access to previously delivered PL. They will then be able to adapt these literacy tasks to their individual lessons and make them cohort specific.

The Numeracy Team analysed Scout NAPLAN data to determine areas in which MHS students performed below the state by more than 20%. This information was used to develop numeracy questions delivered to students in roll call lessons once a week with substantial scaffolding and differentiation for all students to engage with. These activities are aimed at giving students the skills and confidence required to complete numeracy tasks and word problems by interpreting questions and identifying important aspects.

The Literacy and Numeracy teams also attempted to work collaboratively with local primary schools in regard to gaining a better understanding of how primary and secondary teachers can work together to improve the continuity of learning when transitioning, however, this has been met with limited success.

This year the HPGE Action Team has completed the development of the HPGE class selection process, implemented the acceleration process, created infographics and slides for a future Staff Development Day and developed a HPGE spreadsheet. These activities have enhanced support for high-potential students and improved staff understanding of the HPGE programs. Moving forward, the focus will be on refining and expanding the initiatives, finalising and utilising the HPGE spreadsheet, continuing to develop resources for Staff Development Day to enhance staff understanding of HPGE strategies. Additionally, offering targeted training will empower teachers to better support high-potential students. These next steps will build on current successes and drive continued improvement in supporting high-potential students.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways <ul style="list-style-type: none">• The percentage of students achieving in the top two bands of the HSC will be trending upwards from the 2023 actual	<ul style="list-style-type: none">• 10.64% of students attained results in the top two bands demonstrating progress still needed toward the lower bound target of 22%.

result of 14% towards the agreed lower bound target of 22%	
Pathways <ul style="list-style-type: none"> The percentage of students achieving in the top three bands of the HSC will trend upwards from the 2023 actual result of 40% towards the agreed lower bound target of 53% 	<ul style="list-style-type: none"> 39.63% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target of 53.7%
Improved reading outcomes Based on the <i>percentage of correctly answered questions</i> in the Check-in Assessment data, the percentage of students in Years 8 and 9 (2024) will trend upwards, to remain above state average, from the 2023 Year 7 baseline of 51.1% and the Year 8 baseline of 53.8%.	The Check-in Assessment mean scaled score in reading for Year 8 has increased to 53.9% but has decreased in Year 9 to 51.2%
Improved numeracy outcomes Based on the <i>percentage of correctly answered questions</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%.	The Check-in Assessment mean scaled score in numeracy for Year 8 has decreased to 47.8% and for Year 9 42.4%

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 School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Resilience In Our Teens (RIOT)

Resources allocated to this strategic direction

Socio-economic background

Student Support Officer

Professional learning

Beginning teacher support

Summary of progress

In 2024 an **Attendance Action Team** was established consisting of staff from across KLAs as well as members of the Senior executive Team. The team has worked hard at identifying attendance issues at MHS and determining strategies that may work in improving overall attendance at MHS. Using Scout and Millennium data, the team were able to identify students who fell into each attendance tier. Using this data a spreadsheet was developed and staff within the team completed a NIPS survey with these students which facilitated the student having a better understanding of what their current attendance rate was, establishing an improved attendance goal, identifying reasons for low attendance and discussing any further concerns the student may have and/or additional supports that could be provided. On the back of these NIPS surveys, an information letter was sent to the parent letting them know that the school is working with their child to support their attendance. Many of these students went on to see an increase in the overall attendance by years end. Those students with significantly low attendance met with the DPs to develop school based attendance plans, in which a visual representation of their data was provided to them and a more detailed plan to understand the reasons behind their low attendance rate, strategies that could be implemented personally, at home and by the school were identified and an improved attendance goal was developed. These students were checked in on regularly and a copy of their attendance plans provided to their parent/carer.

The attendance Team also determined that a focus on recognising those students who were consistently strong attenders should be recognised and acknowledged for their efforts. As a result each week those students who have had 100% attendance in the previous week went into a draw for a canteen voucher (1 per house) with winners announced during Monday assemblies. Each term those students who had attained 100% attendance were invited to a BBQ lunch to celebrate their success. The team worked with the P&C to invite local businesses to help sponsor prizes for students as awards for their achievements.

Overall these strategies have seen some success which the team intends to build upon in 2025. Overall attendance at the end of 2024 had improved from the 2024 baseline data provided by Scout.

The RIOT program was introduced to Champions in where the program introduced resources, scope and sequence and general aspects of theory. We establish RIOT implementation priorities and formed the RIOT action team. Parents and community were notified of the implementation of the program via P&C, newsletter and social media. We pre-surveyed staff and students to assess their level of understanding of anxiety, and compared this to general trends in understanding in the RIOT resource theory. We then inducted MHS to the program mid Term One followed up by Parents' shop's RIOT training at the beginning of Term Two in a WSDD. The first semester was generally a successful implementation period. The RIOT Action Team was able to programme and deliver two RIOT lessons. These were delivered in different contexts to varying success. The material itself was sound and able to be easily delivered, however, delivering to Years 8 and 9 in the Hall in their own cohorts was definitely problematic for the first lesson. Students took the opportunity to derail at times, and staff who were supervising were not as active as they could have been. We moved to boy/girl group delivery and this was more effective for the second lesson yet Years 8 and 9 still remained problematic. Years 7, 10, 11 and 12 however, were excellent and contributed well. The Boss Champion was able to attend a few RIOT Zoom cafes and was able to ask further questions about implementation and best practice from schools further along the implementation journey. We generally believe that Year 8 and 9 needed a more structured and accountable environment for the delivery

of their lessons and so going forward we will think carefully about scheduling of teachers delivering. We also wish to ensure that other teachers are delivering lessons and so this will need to be faculty based so that champions can work within their faculties to ensure quality control. Lesson differentiation could be an issue and so we will work towards differentiation as the next lessons are programmed. We also need to stay in contact with parents regarding what we're doing and look towards implementing some online training early next year once we feel competent in our own understanding and delivery.

The second semester was a reasonably busy time as we moved into lesson preparation and delivery for Lessons 4-6; Parent-Teacher Night information dissemination; the training in informal SALON conversations with students with capacity to capture the occurrence of these conversations on Millennium; the development of environmental displays and Roll Call notices consolidating current knowledge of the RIOT program; and the further communication with parents via a year-end email outlining the RIOT lessons, and providing links for further information.

We still need to survey staff post the introduction of RIOT to see if there is a better understanding of RIOT. We delayed this until the completion of all lessons but only got Lesson 6 this year. So, we will need to circle around to this at the beginning of 2025 after we have done a consolidating Lesson 7 for Years 8-12. This will then need to be used to direct content priorities for the rest of 2025's lessons. We also need to ensure that we build up the visual and auditory fields of the school and look to how we can display posters better so that they're conveying different aspects of the theory different in different parts of the school - and these should be refreshed each semester. But in terms of the 'auditory' field we need to consider how to normalise the RIOT 'patter' in the staffroom, classroom, and office. We should also consider how to more explicitly integrate RIOT theory into other programs' content such as in the English texts and their philosophical commitments; Science (eg neurobiology, but also the Nervous System etc); the social sciences such as PDHPE, CAFS, Society and Culture, Studies of Religion etc. for group behaviour as well as personal responsibility and agency. Finally, we need to run community workshops as soon as we feel confident that we can use the resources well so that parents/caregivers can be confident in their understanding of what the school is doing and how they can support that and benefit from it personally as well as in their parental role.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Wellbeing <ul style="list-style-type: none"> To increase the wellbeing measure from the actual 2023 result of 62% to trend towards the agreed lower bound target of 74%, remaining above the statistically similar schools group (55%) 	<ul style="list-style-type: none"> The wellbeing measure has increased to 69.11% trending towards the agreed lower target of 74%, remaining above the statistically similar schools group (62%)
Advocacy and expectations <ul style="list-style-type: none"> To increase the advocacy and expectations measure on the Tell Them From Me Survey from the actual 2023 result of 56% to trend towards the agreed lower bound target of 66%, remaining above the statistically similar schools group (48%) 	<ul style="list-style-type: none"> 63.22% of students indicate a positive sense of wellbeing Advocacy, demonstrating an upward trend towards this school-based progress measure. 80.91% of students indicate a positive sense of wellbeing, Expectations for Success, demonstrating progress towards this school-based progress measure.
Sense of belonging <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, by 5% from the 2023 actual result of 56% to trend towards the agreed lower bound of 70%, remaining above the statistically similar schools group (50%) 	<ul style="list-style-type: none"> 63.19% of students indicate a positive sense of wellbeing, Sense of Belonging at School, demonstrating progress towards this school-based progress measure by 7.17%.
Attendance <ul style="list-style-type: none"> Uplift the 2023 attendance data by 	<ul style="list-style-type: none"> 86.7% of students attended school more than 90% of the time, uplifting the attendance rate towards the agreed 2% increase overall by 2027.

0.5% to 87.01% trending steadily towards a 2% increase in overall attendance by 2027 and remaining above the statistically similar schools group (82%)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$202,648.00</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 Excellence 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 staff to provide additional support for students who have high-level learning needs <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>\$645,777.19</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Reading, Writing and Numeracy Together • Attendance • Resilience In Our Teens (RIOT) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • deliver RIOT lessons across all Years 7 - 12 • employ a Community Liaison Officer • Mitchell Mob meet twice a term with breakfast or lunch <p>The allocation of this funding has resulted in the following impact: The delivery of RIOT 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>\$48,037.05</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 Excellence Plan including:</p>

<p>Aboriginal background</p> <p>\$48,037.05</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"> • Employment of Aboriginal Tutor • Mitchell Mob <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, working with families, engaging with Mitchell Mob and support the members of the junior AECG</p>
<p>English language proficiency</p> <p>\$254,991.83</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 Excellence 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 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and classroom practice <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>\$284,693.34</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 Excellence 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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 target students, teachers and families.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$78,327.82</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional learning for teachers and school staff procedures at Mitchell High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Resilience In Our Teens (RIOT) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training in RIOT program <p>The allocation of this funding has resulted in the following impact: Development of engaging and meaningful PL in regard to the RIOT initiative in SD 2 as well as Secondary writing in regard to SD 1 - Reading, writing and Numeracy together.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the RIOT initiative moving forward. Further PL to be delivered on the explicit teaching of numeracy across all stages.</p>
<p>Student Support Officer</p> <p>\$103,930.00</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 Excellence Plan including:</p> <ul style="list-style-type: none"> • Attendance <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>
<p>Small group tuition (SGT)</p> <p>\$52,093.00</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 Excellence 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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition and 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 back filling 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>

Small group tuition (SGT) \$52,093.00	After evaluation, the next steps to support our students will be: Continuation of the small group tuition working with students identified as needing additional support to uplift their academic ability in literacy and numeracy.
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Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	525	466	470	474
Girls	449	430	429	409

Student attendance profile

School				
Year	2021	2022	2023	2024
7	91.3	85.1	89.8	89.9
8	89.4	84.2	86.3	86.9
9	85.8	83.1	86.7	83.5
10	87.4	80.5	84.2	87.8
11	84.4	83.3	84.6	85.1
12	89.5	81.4	88.4	87.5
All Years	88.0	82.9	86.5	86.8
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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	0	1
Employment	1	4	25
TAFE entry	0	3	10
University Entry	0	0	40
Other	0	2	5
Unknown	0	8	19

University continues to be the most popular post-school destination for Year 12 students completing their HSC. The number of Year 12 students continuing with education in 2025 is down from previous years, with a higher percentage of students moving into work, including full-time apprenticeships and traineeships. Macquarie University (42%) was the most popular tertiary destination for students from Mitchell HS, followed by Western Sydney University (25%). Students are studying courses in a range of academic disciplines including Engineering, Law, Teaching, Nursing, and Business.

Year 12 students undertaking vocational or trade training

24.68% of Year 12 students at Mitchell High School undertook vocational education and training in 2024.

Year 12 students attaining HSC or equivalent vocational education qualification

93.9% of all Year 12 students at Mitchell High School expected to complete Year 12 in 2024 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)	10
Classroom Teacher(s)	45
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher EAL/D	1.4
School Counsellor	1
School Administration and Support Staff	12.88
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	330,627.82
Revenue	12,640,473.82
Appropriation	12,182,961.75
Sale of Goods and Services	64,477.66
Grants and contributions	359,679.92
Investment income	16,115.99
Other revenue	17,238.50
Expenses	-12,385,007.00
Employee related	-11,388,781.03
Operating expenses	-996,225.97
Surplus / deficit for the year	255,466.82
Closing Balance	586,094.64

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 equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2024 SBAR Adjustments (\$)
Targeted Total	182,106
Equity Total	1,233,499
Equity - Aboriginal	48,037
Equity - Socio-economic	645,777
Equity - Language	254,992
Equity - Disability	284,693
Base Total	9,791,432
Base - Per Capita	155,151
Base - Location	0
Base - Other	9,636,281
Other Total	638,077
Grand Total	11,845,115

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.

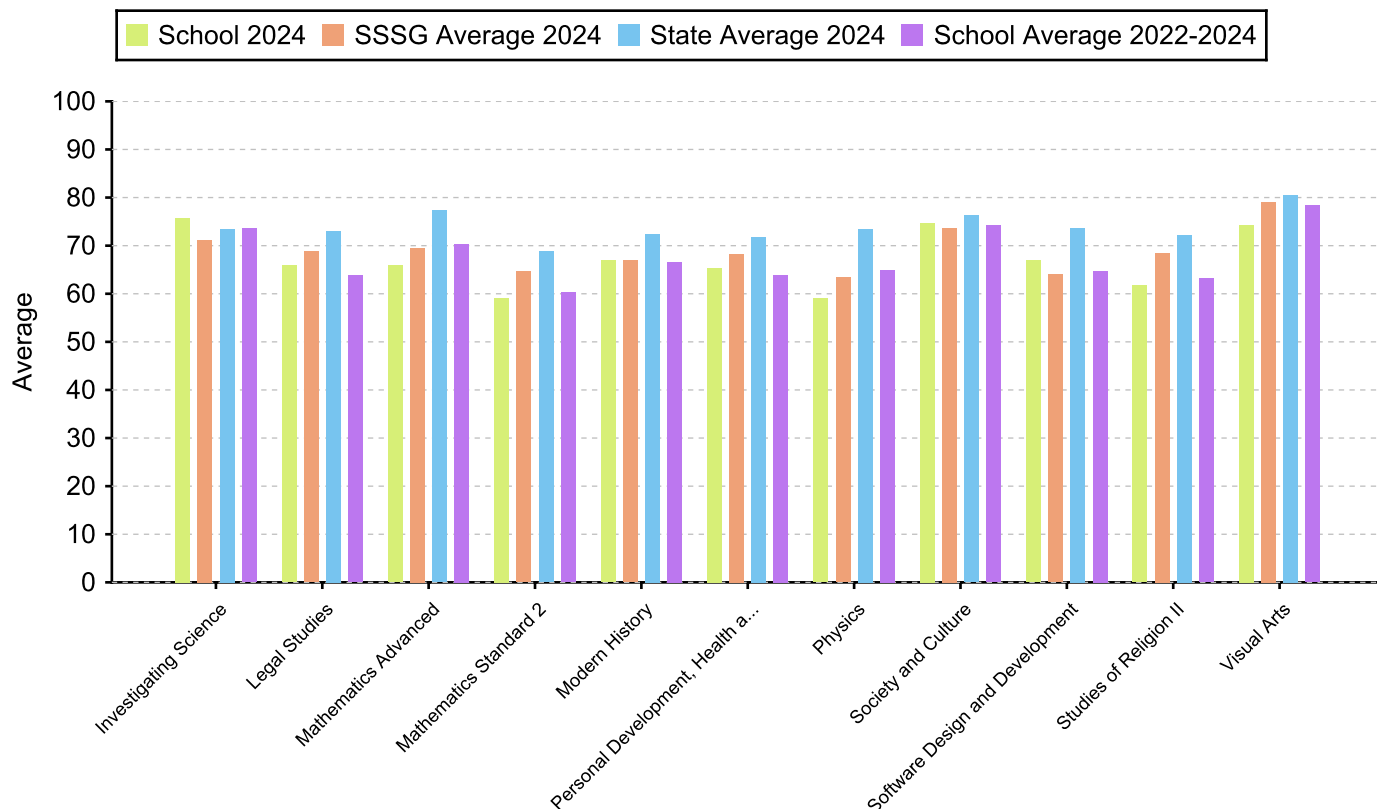
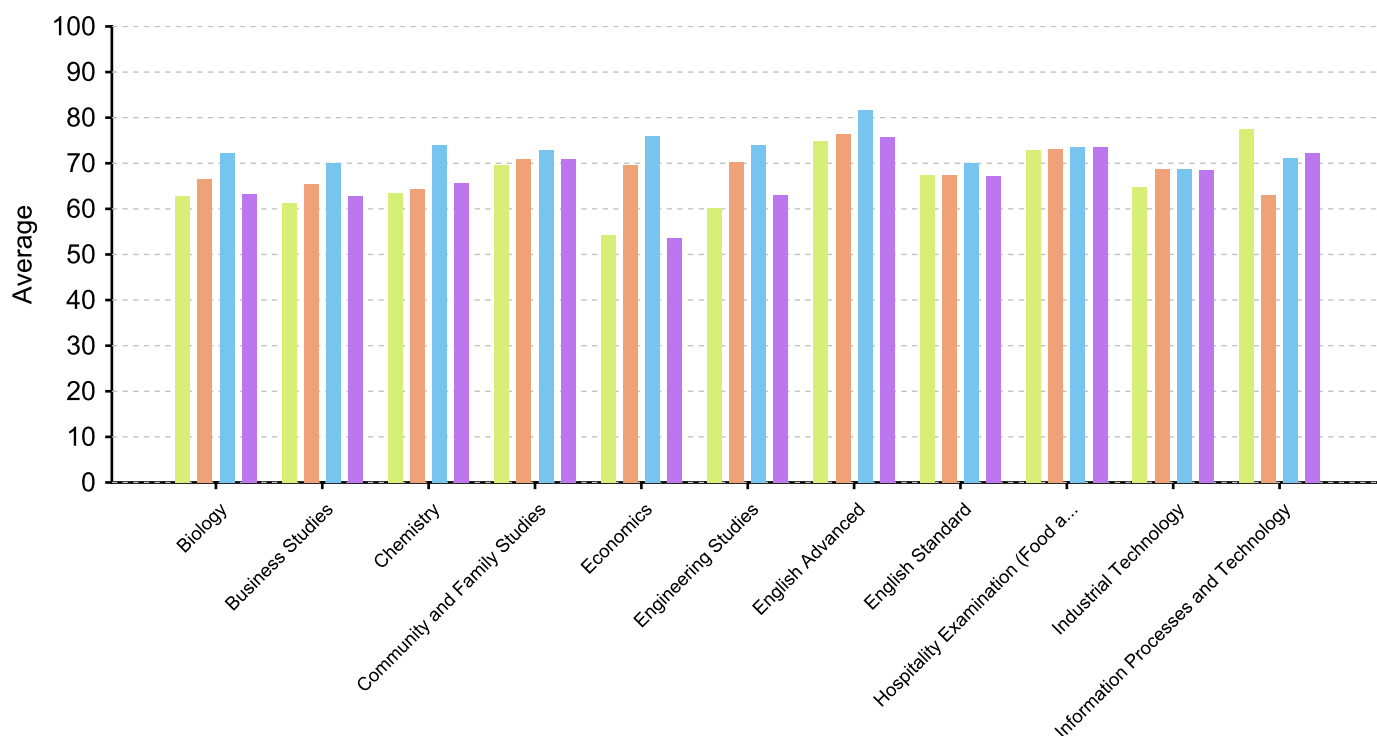
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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 2024	SSSG	State	School Average 2022-2024
Biology	62.9	66.6	72.2	63.3
Business Studies	61.3	65.4	70.1	62.9
Chemistry	63.4	64.5	73.9	65.6
Community and Family Studies	69.7	70.9	72.9	70.9
Economics	54.2	69.5	76.0	53.7
Engineering Studies	60.1	70.3	73.9	63.1
English Advanced	74.8	76.5	81.7	75.7
English Standard	67.5	67.4	70.1	67.2
Hospitality Examination (Food and Beverage)	73.0	73.2	73.5	73.6
Industrial Technology	64.7	68.8	68.8	68.5
Information Processes and Technology	77.5	63.1	71.1	72.2
Investigating Science	75.8	71.2	73.5	73.6
Legal Studies	65.9	68.8	73.0	63.8
Mathematics Advanced	65.9	69.5	77.3	70.3
Mathematics Standard 2	59.1	64.7	68.8	60.3
Modern History	66.9	66.9	72.4	66.6
Personal Development, Health and Physical Education	65.4	68.2	71.8	63.9
Physics	59.0	63.4	73.4	65.0
Society and Culture	74.7	73.7	76.3	74.2
Software Design and Development	66.9	64.0	73.7	64.7
Studies of Religion II	61.7	68.5	72.2	63.2
Visual Arts	74.3	79.1	80.6	78.4

Parent/caregiver, student, teacher satisfaction

This year the school celebrated its 60th birthday. The celebrations included a picnic day where students and teachers past and present as well as the local community were invited to come and walk the grounds of the school and enjoy a BBQ as well as a formal dinner. These celebrations provided an opportunity for our greater school community over the years to come together to reminisce and reconnect. This continued connection to the school after so many years demonstrated just how strong the sense of belonging is to the Mitchell High School community. The schools Parents and Citizens Association has continued to support the school, helping in fundraising efforts including the sale of silly socks and donating donuts for the school's Heritage Day celebrations. They have also taken the opportunity to work closely with the Attendance Action Team in sourcing prizes to be provided to students with outstanding school attendance throughout the year. This partnership and initiatives will be re-engaged in 2025 for continued support of our students. The P&C has taken the initiative in 2024 to host their meetings online in recognition of the school's parent community often finding it difficult to attend the face to face meetings due to work commitments and the extra-curricular demands of their children. As a result, they have seen an increase in the parent community attending. These meetings will again be offered online in 2025 due to this success.

In 2024 the school has seen an increase in the percentage of students reporting positively to Wellbeing in the TTFM survey as a whole and across Advocacy, Expectations and Belonging. The initiatives outlined in Strategic Direction 2, Resilience In Our Teens and Attendance, have facilitated this positive increase as students can see, through the strategies implemented, that the school considers their wellbeing at the heart of their decisions made and that the school works hard to teach them about resilience while holding high expectations of all. Assembly Periods addressed topics including social and emotional learning, time management, dealing with conflict and respectful relationships as well as engaging with external expertise to deliver information and programs, for example talks delivered by the schools Police Youth Engagement Officer. These lessons specifically target subject content relevant to the age and year level of students to ensure that lessons were fit for purpose. This has helped build a positive wellbeing connection with the school. The foundation that has been set with these initiatives, strategies and activities will be built upon moving into 2025.

The Resilience In Our Teens (RIOT) initiative has been a major focus for all staff in 2024. Training was delivered to all staff, including teaching and administrative, to help support students build their confidence and resilience when faced with challenges, with all staff being able to deliver the same message and strategies consistently. Staff have worked with students to engage SALON conversations in which they together have worked through problems and collaborated on solutions to help students move positively from one challenge to the next. This initiative will continue to be taught to students into 2025 by teachers across all Key Learning Areas (KLAs). Staff have also immersed themselves in professional learning, aimed at helping students across all stages develop their skills in writing through the explicit teaching of writing concepts. This PL provided all staff the opportunity to discuss strategies that have worked for them and collaborate on next steps in the teaching of their individual classes at a faculty and whole school level.

These initiatives and opportunities to develop as educators has led to increased confidence in delivering these concepts and strategies as reported by staff.

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.