

Griffith High School Annual Report



MURRUMBIDGEE
Regional High School

8118

Introduction

The Annual Report for **2018** is provided to the community of Murrumbidgee Regional 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.

Peter King

Executive Principal

School contact details

Griffith High School

Coolah St

Griffith, 2680

www.griffith-h.schools.nsw.edu.au

griffith-h.school@det.nsw.edu.au

6962 1711

Message from the Principal

Murrumbidgee Regional High School is an amazing school in a unique community. The school is renowned for and extremely proud of its strong community support. We are the school of choice in Griffith and we value our outstanding reputation.

The school enjoys high quality facilities and will be the subject of a major building upgrade in 2019. An initial commitment of \$25 million dollars in 2017 has been further enhanced by an announcement on 28 Feb 2019. There will be additional Library upgrades and new multi purpose space at the Griffith site. There will be a new gymnasium and assembly space at the Wade site.

Murrumbidgee Regional High School executive and staff are committed to 21st century learning pedagogies. Our students' learning is enriched by an exceptional creative and performing arts program. We run extension academic, sporting and cultural programs.

We pride ourselves on developing outstanding citizens who have a strong sense of empowerment and add value to society.

School background

School vision statement

Murrumbidgee Regional High School is a school of excellence where we are committed to providing an innovative and dynamic learning culture underpinned by high quality teaching driven by research based pedagogy.

We work in partnership with our community to engage and empower students to be confident and flexible in readiness to face local, national and global challenges in a future focussed world.

We respectfully acknowledge the Wiradjuri people on whose land we learn and work together.

School context

Murrumbidgee Regional High School is a comprehensive high school in rural NSW. The school has a diverse cultural enrolment of 1250 students, 13% Aboriginal Torres Strait Islander students, and 22% Pacific Islander students.

MRHS takes pride in delivering an excellent education in a welcoming, well-resourced environment.

We passionately develop educational excellence in our students by providing dynamic and innovative teaching and learning programs which allows students to achieve their potential and experience personal success.

A strong focus on student wellbeing is evidenced by a committed Learning Support Team and a dedicated staff who cater for the individual educational differences of all students.

A highly effective transition program assists Year 6 students in their progression to high school.

The school has an established, inbuilt professional learning model and an established mentoring support program for New Scheme Teachers.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

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/sef-evidence-guide>

Strategic Direction 1

Learning Culture

Purpose

To transform the learning culture of secondary education in Griffith through high expectations, positive respectful relationships and a commitment to excellence in teaching and learning. Quality learning experiences build an aspirational learning culture which enriches and cultivates student's academic, creative, social and personal development.

Overall summary of progress

MRHS introduced Yr 7 Integrated curriculum to all Yr 7 students at the Griffith site. Students studied Quest, STEM and Lifestyle as subjects which integrated the whole of the Yr 7 curriculum. At the Wade site the curriculum in Yr 9 was integrated in English and History and in Science and Mathematics.

Staff at both sites were given professional learning in using Google classroom as a learning management system. Ongoing support was provided by school Google classroom experts. 75% of staff were either confident or very confident using Google classroom.

Every staff member implemented Project Based Learning in their teaching. 58% of staff were either confident or very confident using Project Based Learning.

The school purchased more than \$500,000 worth of new technology to engage and inspire student learning. This included student chrome books, laptops and iPads, drones, digital book subscriptions, VR glasses, STEM kits, interactive whiteboards, 3D printers, electronic microscopes and touch screen terminals. The school has implemented a Bring Your Own Device policy for all students in Yr 7 and 11 in 2019.

The school is planning to install a \$444,000 site to site fibre link to connect the schools to each other and the internet.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
New learning environments that encourage critical and creative thinkers leading to excellence in the classroom and beyond.	\$40,000 resources	The school purchased new classroom furniture for 8 future focussed classrooms. 75% of staff were either confident or very confident using Google classroom.
Value added growth for Years 7–9 and Years 9–12 will exceed the average value added scores for schools in the state.	0	MRHS outperforms similar schools in the Yr 7–9 value added data. MRHS equals the performance of similar schools in the Yr 9–12 value added data.
Student attendance will equal or exceed state average.	\$40,000 Administration staff	The Wade site is exceeding the state average. The Griffith site is improving towards the state average
To increase the number of students achieving proficiency as determined through NAPLAN.	\$25,000	The number of student achieving above minimum standards has increased over time at both sites.
To decrease the number of reported negative behaviour incidents.	\$75,000 staffing	An additional Deputy Principal was employed at the Wade site with expertise in Positive Behaviour for Learning.

Next Steps

The school is planning the building of more than 25 future focussed classroom spaces in its building program which will commence in 2019. The Bring Your Own Device policy will commence in 2019. Passion Electives and Learning Coaches will be introduced in 2019.

Strategic Direction 2

Effective Classroom Practice

Purpose

To create a positive, collaborative culture that develops and sustains highly skilled and passionate teachers. Staff are innovative, dynamic and provide the pedagogy that ignites learning. Our systems allow staff to inspire and engage all students to reach their potential.

Overall summary of progress

All staff have a performance and development plan that focuses on the ways they have decided to improve their teaching practice.

All staff have completed peer to peer observation and feedback. This includes both pre and post observation conferences.

The school has employed an Instructional Leader to drive professional learning at both sites. The Instructional Leader has been instrumental in leading the Integrated Curriculum project, the Project Based Learning project and the peer observation and feedback cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff use data to inform their teaching and improve student learning outcomes.	0	Staff have been trained in using Scout to access data to inform their teaching practice.
Development of explicit systems to facilitate professional dialogue, critical reflection and practice.	\$200,000	Staff have been released from face to face teaching to engage in professional dialogue, critical reflection and practice.
All teachers use the Literacy and Numeracy progressions to develop and implement plans to personalise student learning.	0	Staff have commenced working with individual student data to individualise student learning outcomes.
Internal and external validations show a positive impact of professional learning on teacher capacity and student outcomes.	\$69,890	Surveys conducted by the Professional Learning Committees demonstrate a very positive impact on the confidence and skills of staff.

Next Steps

The Professional Learning Teams model will be extended across both sites. The Instructional Leader will use Learning Intentions and Success criteria as a focus for the work of the PLT's.

Strategic Direction 3

Community Partnerships and Pathways

Purpose

To create and enhance the strategic partnerships and sustainable relationships with our parents, businesses and wider community that develop their sense of belonging to Griffith Secondary Education and provide students with a supportive learning environment and numerous pathways to post school success.

Overall summary of progress

Clear roles were created for the Community Liaison Officer, Aboriginal Education Officer and Clontarf staff across both sites.

Role descriptions were updated for Careers Advisors, VET Coordinators and HT VET.

A review was conducted on the effectiveness of block work experience

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Productive strategic partnerships exist with our community that provide pathways to employment, university and further education.	\$35,000	HT VET has developed partnerships with Compact and Grow Our Own.
Increased parent and community engagement evident in school decision making and events.	0	Parents and Community members are involved in uniform committees, project reference groups, merit selection panels and operation of school canteens.
We demonstrate a shared commitment and responsiveness to community feedback. The school leadership team measures school community satisfaction and shares its analysis and actions in response with the community.	0	The school seeks feedback from our community by using the Tell Them From Me survey. The school presented open forums on the proposed building program on multiple occasions to parents and to the wider community at the local shopping centre.

Next Steps

Collate a data base of businesses in our community which support our school VET program.

Develop strategies to increase the number of students choosing VET courses offered at MRHS

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	260	278	292	293
Girls	231	247	272	264

From 2015 to 2018 the student enrolment profile at Murrumbidgee Regional High School has remained constant.

There were 1232 students in 2015 and 1241 students in 2018.

The number of students attending each site has rebalanced so that there are 66 more students attending the Griffith site in 2018 than there was in 2015. We expect this gradual rebalancing to continue.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.1	91.3	89.9	87.5
8	86.1	86.3	86.5	87.5
9	81.6	81.3	84	85
10	81.8	77.4	74.4	76.2
11	65.7	80	70.6	75.2
12	77.7	83.5	81.7	81.3
All Years	80.9	83.7	81.6	82.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

At the Griffith site student attendance rose from 81.60% in 2017 to 82.40% in 2018.

At the Wade site student attendance stayed constant from 89.60% in 2017 to 89.50% in 2018.

The state average for attendance is 88.40%.

The school manages non attendance in the following ways. Parents are notified by SMS each day their child is absent from school. Class teachers and Learning Coaches communicate with students if their attendance becomes a problem. Year Advisors and Administration staff regularly obtain information in relation to attendance and work closely with students and parents. The school has a Home School Liaison Officer who works with students with chronic non attendance. Attendance cards are used which require students to present the completed card to the Deputy each morning.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	18	11
Employment	6	14	31
TAFE entry	2	4	14
University Entry	0	0	38
Other	0	0	0
Unknown	0	2	6

Employment opportunities for post school leavers in Griffith are very strong. Nevertheless more than 50% percentage of our students transition to university or further education.

Year 12 students undertaking vocational or trade training

Griffith High School offers students vocational courses within our curriculum offerings.

In 2018 the school offered:

*Hospitality (11 students)

*Primary industries (4 students)

Students were also able to access vocational education opportunities in TAFE courses and vocational courses offered at Wade High School. These courses included Automotive studies, Hair and Beauty Therapy, Business Studies, Financial Services, Construction, Early Childhood studies, Electro technology, Information technology and Retail Studies.

28% of our 2018 Year 12 cohort undertook a vocational course. Three students completed a School Based Traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

50 students were successful in gaining their HSC in 2018. All of these students were successful in gaining their HSC credential.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	34.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	13.08
Other Positions	3.8

*Full Time Equivalent

There are currently seven indigenous persons employed at Griffith High School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

Professional learning and teacher accreditation

Each site has a Professional Learning committee which coordinates the professional learning for all staff across the school.

The mission of the Professional Learning committee is to offer valuable learning experiences and opportunities that empower all staff members to maximize their performance and achieve their full potential. All professional learning is aligned with the Australian

Professional Standards for teachers and is linked to the individual staff member's Professional Development Plan (PDP). The learning goals are linked to Murrumbidgee regional High School's 3 year strategic plan.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,092,842
Revenue	9,074,696
Appropriation	8,857,710
Sale of Goods and Services	14,410
Grants and Contributions	199,562
Gain and Loss	0
Other Revenue	1,137
Investment Income	1,877
Expenses	-9,324,116
Recurrent Expenses	-9,324,116
Employee Related	-8,213,565
Operating Expenses	-1,110,551
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-249,420
Balance Carried Forward	843,422

The above table shows the financial summary for MRHS Griffith site

The school has a single finance committee led by the Business Manager which approves faculty budgets and makes decisions in relation to major asset acquisitions.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	5,820,287
Base Per Capita	113,666
Base Location	66,587
Other Base	5,640,033
Equity Total	1,167,923
Equity Aboriginal	96,616
Equity Socio economic	638,196
Equity Language	113,084
Equity Disability	320,027
Targeted Total	838,901
Other Total	446,094
Grand Total	8,273,205

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 results in Yr 7 Reading, Spelling and Writing were similar to our long term average.

Results in Yr 9 Reading and Spelling were slightly higher than our long term average. Results in Yr 9 Writing were slightly lower than our long term average.

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	15.5	23.3	32.0	17.5	6.8	4.9
School avg 2016-2018	17	24	28.8	17.3	8.7	4.2

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	13.6	15.5	35.9	18.4	13.6	2.9
School avg 2016-2018	13.6	16.1	27.5	22.8	15.5	4.4

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	25.2	36.9	17.5	11.7	5.8	2.9
School avg 2016-2018	20.4	37.9	22.6	10.5	7	1.6

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	14.5	24.1	30.1	24.1	3.6	3.6
School avg 2016-2018	17.2	24.9	25.3	23.8	5.7	3.1

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	21.4	15.5	16.7	26.2	14.3	6.0
School avg 2016-2018	19.5	14.1	24.4	26.3	11.1	4.6

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	35.3	32.9	12.9	14.1	3.5	1.2
School avg 2016-2018	33.6	27.5	16.8	16	5.3	0.8

In 2018 results in Yr 7 and Yr 9 Numeracy were slightly lower than our long term average.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	4.0	32.0	38.0	22.0	2.0	2.0
School avg 2016-2018	4.9	34	31.4	20.6	6.2	2.9

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	16.1	26.4	28.7	19.5	6.9	2.3
School avg 2016-2018	8.8	30.2	34.4	19.5	6.5	0.8

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

Go to <http://www.myschool.edu.au> to access the school data.

The school is preparing to move to online NAPLAN testing in 2020.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). At the Griffith site 50 students were successful in gaining the HSC credential in 2018.

Subject	School 2018	SSSG	State	School Average 2014-2018
Business Studies	64.0	61.6	69.3	64.1
English (Standard)	68.8	59.4	65.0	62.0
Industrial Technology	66.9	58.4	66.2	70.8
Mathematics General 2	59.3	58.3	65.1	60.3
Music 1	71.8	72.0	79.5	71.8

The school achieved excellent results in English Standard and Industrial Technology. The school matched or bettered the results achieved by similar school groups in every subject.

Parent/caregiver, student, teacher satisfaction

Griffith High School uses the "Tell them from Me" surveys to gather feedback from parents/caregivers and students. Griffith HS parents spoke very favourably about the schools Facebook page, school newsletter and the text messages they receive in relation to their child's absences. Parents overwhelmingly felt welcome in the school and that the school was inclusive and caring. Parents commented that the teachers always listen to the concerns that they have about their child's education.

82% of students responded that they have good friends at school who they trust and encourage them to make positive choices. 85% of students responded that they are positive at school and do not get into trouble for inappropriate behaviour. 87% of students said that they had either high or medium levels of optimism. 93% of students perceived the value of working together in teams would be critical in future job and career plans.

90% of students perceived the value of thinking critically and creatively would be critical in future job and career plans.

Policy requirements

Aboriginal education

We incorporate into all our teaching programs outcomes designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. We recognise and celebrate significant annual events such as NAIDOC week.

All Aboriginal students have a personalised learning plan which has been implemented and evaluated.

The CLONTARF ACADEMY is established at each site and has improved attendance, engagement and reduced absences. Clontarf staff support our students in attending Clontarf excursions, the Proud and Deadly awards, NAIDOC week activities and Aboriginal Dance events.

Aboriginal Education Officers are employed at each site to assist staff in promoting an Aboriginal perspective across all faculties and individually assist and support Aboriginal students with academic and welfare issues. We have run Sistaspeak to support our female students.

Multicultural and anti-racism education

Multiculturalism is part of the cultural heritage of Griffith and Murrumbidgee Regional High School. As such the region and the school have a sensitivity to, and understanding of cultural differences. There are many language backgrounds other than English in the homes of students at MRHS.

The school proudly welcomes refugee students and families from around the world. We celebrate Harmony Day in March with cultural performances, food and sporting competitions.

Several programs explicitly teach about racism and discrimination including the mandatory history and personal development, health and physical education courses in Years 7 to 10.

The school has appointed and trained an Anti-Racism Contact Officer at each site.