

If you require a copy of your finalised PDF annual report for your Governing or School Council Annual General Meeting (AGM), the form summary below is sufficient to table at your AGM in advance of the finalised PDF.

Details below:

Form summary	
Report type	
Please indicate your report type. This will determine the questions you need to complete in this form.	School (questions only relevant to preschools will be excluded)
IncludeSACEDetails	Include SACE details
Site details	
Site name	Murray Bridge High School
Site ID	0785
Name of school principal	Ms Ruth Mussger
Name of governing council chairperson	Darren Lovell
Upload an image you would like to be used on the front page of your Annual Report	Sturt - MBHS.jpg
Overview	
Site context and highlights	<p>Murray Bridge High School is a category 2 site in a large regional setting with 1230 students. 2022 saw the introduction of year 7 students for the first time. Students join us from the Murraylands region including Murray Bridge, Tailem Bend, Mypolonga, Callington, Monarto, Jervois and Wellington. MBHS is an Entrepreneurial Specialist and Music Focus School.</p> <ul style="list-style-type: none"> ◆ 14% Aboriginal Students ◆ 9% children with disabilities ◆ 7% children with English as an additional language <p>Highlights this year include: Opening of the new Sturt building for our year 7 and year 8 students. Principal Ruth Mussger wins Excellence in Service Delivery at the Premier’s Excellence Award. Principal Ruth Mussger received The ACEL SA Educational Leadership Medal. World-</p>

leading chef and past student Mark Best treated SACE students to a native cooking masterclass. Local Ngarrindjeri artist and comedian, Kevin Kropinyeri visited Stage 1 & 2 SAASTA students to speak about Aboriginal culture and art. Murray Bridge High School staff attended the 2022 Indigenous Leadership Summit in Sydney. 47 students from year 7 – 12 competed in the Secondary Schools Athletics Championships. Two teams attended the School Sport Mountain Bike Championships held at Craighburn Farm. Clontarf Academies from Paralowie, Ocean View & Salisbury High School visited and held a friendly football match with our ATSI students. Multiple charity fundraisers were held by students throughout the year including Pie in Face for The Brave Foundation, Ice Bucket Challenge for MND, soapy sponge throw for Beyond Blue and The World's Greatest Shave for the Leukaemia Foundation. Pedal prix success, at the 24 hour pedal prix event, our A trike finished in 14th position for Senior School and 39th overall and our B trike finished 43rd in Senior School and 104th overall.

At the SA Education Awards Murray Bridge High Schools ASETO team was nominated as Aunty Josie Agius Award finalists.

Ten teams attended the VolleyballSA Beach Volleyball Tournament. The year 9 boys team won gold and year 9 girls and year 10 boys won silver.

Students from Agriculture, Business Innovation, Art & Young Designers classes held a stall at the Sixth Street Handmade Market in Murray Bridge selling a variety of goods they had grown or produced.

Murray Bridge Bunyips competed in the FTC National Robotics Championships.

Year 10 & 11 Music Production students launched their own CD's with all tracks composed, played, sung and produced by students.

The first thing you notice about a school is the outward appearance. As you walk towards the school you notice the startling new Sturt building which gives the impression of space and room to move. And of course this year Murray Bridge High School needed space and room to move as it welcomed and successfully transitioned grade 7 students into High School. Congratulations to the teachers and your Principal Ruth in helping all the grade 7 students from

around Murray Bridge and the Murraylands to enter High School for the first time.

I am also impressed by all the facilities that this Murray Bridge High School has. Massive ovals for students and also for the wider community to utilise. Basketball courts that make me want to grab a basketball and play. A gymnasium that provides opportunities for young people to engage in healthy physical activity. The Trade Centre facility provides students with opportunities to experience what it might be like to work as a tradesperson when they leave school. What a gift these facilities are. Enabling the young people of the Murraylands to experience more while they are at school. It is important because the more we experience in our school years the better informed are our choices we make when we leave school.

The modern world we live in demands that students at any school have the opportunity to experience and learn Technology. This school does just that. The Robotics club in this school continues to grow. This school has also developed a new and invigorated Pedal Prix club. Much happens inside the walls of this school that we should all be proud of. The commitment of the school community towards ensuring that our indigenous brothers and sisters can experience a healthy and safe school environment is so important. To help achieve this the school has Aboriginal Student Education Transition Officers working within the school. It just so happens that these officers were finalists at the SA Education awards this year. Congratulations to them.

As I have sat in Governing Council meetings it has become clear to me that the teachers are absolutely committed to doing everything possible, "to provide a world class education that builds a strong future for the young people of the Murraylands." In other words the teachers and the principal in this school really care about their students. As the Governing Council meet it is also clear from listening to the teachers that there is a real desire among them to help their students aim for excellence. To help their students learn to respect each other and to teach their students to work together so that everyone has the

opportunity in this school to discover their true potential.

2022 was the first year of our 2022-2024 School Improvement Plan (SIP) which continued our focus on improvement in student Communication, Reading and Numeracy.

Goal 1: Improve every students' ability to communicate their learning: All teachers were able to build on previous literacy improvement reforms and engage well with our Goal 1 Challenge of Practice - If each teacher consistently uses the teaching and learning cycle to explicitly teach the structures, language features and vocabulary of subject specific focus genres we will improve every student's ability to communicate their learning.

Most of our targets were met, with over 90 per cent of year 7 and 8 students achieving a GPA of 7 or over, and 46 per cent of year 9 students achieving the NMS in NAPLAN 9 Writing (target: 40%). We did not achieve the target for Year 7 student NAPLAN Writing, with 43 per cent of students achieving the NMS (target: 50%).

Improvement
planning - review
and evaluate (school)

During the year we gathered data from teachers regarding how the changes we have made to pedagogical practice has made an impact on improving the abilities of students to communicate their learning. In reviewing the results of our moderated writing samples, it was clear that across all cohorts both vocabulary and structure are the domains that are improving the most, with coherence achieving the lowest growth in achievement. Low stakes writing was identified by teachers as one of the most effective methods for developing students' ability to communicate their learning using subject specific vocabulary and language conventions. Improvement was further reinforced through using the Tier 2 and Tier 3 classification of vocabulary and intentionally instructing students on their specific uses. The use of genre specific exemplars was also used as a key pedagogical strategy to improve student writing. We developed and published an MBHS writing guide to support text deconstruction and independent construction, by teachers and students. As part of our next steps we will further refine the

MBHS Writing Guide and develop further resources to assist teachers fully integrate and build confidence in working with genre texts and broadening their evidence base for student assessment.

Goal 2: Improve middle years student achievement in literacy: This year we implemented a new intervention program for year 7 and 8 students, CARS and STARS, focused on building comprehension skills through 12 focused strategies. Students completed pre, benchmarking and post tests which determined their allocations to intervention groups. Small group, targeted intervention took place for all year 7 and 8 students for 2 lessons a week. Tracking of student achievement took place three times per year and strategies have been embedded into learning programs for 2023 with a focus on two strategies per semester for students below the SEA and four for students above the SEA. This will improve our tracking of achievement, design of intervention lessons and embedding of strategies into global perspective learning programs. In English specifically, there was a notable increase in achievement in AC grades from 2021 to 2022 grades with an increase of 5% of C to B grades, and a decrease of 6% of failing grades.

Goal 3: Improve middle years student achievement in numeracy: We have seen some early impact for our year 7 and 8 students of our 2022 numeracy Challenge of Practice - If we improve how we sequentially teach number sense with a focus on the big ideas in number we will increase student achievement in numeracy. Fifty-one percent of our Year 8 students that were just below the PAT-M SEA in 2021 achieved the SEA in 2022 (target 30 percent). For the year 7 students, 15 percent of students below the SEA in 2021 have not met the SEA (target 30 percent). The refinement of our approach to non-negotiable skills development in Mathematics and more targeted numeracy intervention focused on the Big Ideas in Number are seeking steady growth across most measures.

We have successfully implemented a numeracy intervention program for all year 7 and 8 students. This program has sequentially taught and tracked student achievement in a number sense. We have

pre-test and track student achievement against the Big Ideas in Number (BliN) using the BliN diagnostic tests to diagnose gaps in students' understanding and then tracking student growth through a regular testing cycle, enabling students to progress into different groups, targeted intervention at their appropriate skill level. We have built teacher expertise to deliver numeracy improvement, upskilling year 7 and 8 teachers to analyse and interpret BliN data and delivery of professional learning in BliN concepts. Teachers use BliN data to review progress and tailor teaching in mathematics and support their students to identify and set learning goals.

ALALR

Please indicate which one of the six key elements was focused on as part of school improvement this year?

Intervention & Support

ALALR : Key Element for 2022 was Assuring Consistent, High Quality Classroom Practice.

What NEW improvement actions were implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement of Aboriginal learners?

All MBHS staff put Aboriginal Learners in the forefront of their thinking when planning programs of work and differentiating learning for student's interests and needs. Professional Development time was dedicated to expanding working with cluster classes to two meetings per week to allow for more class teachers to be met with.

This year the Aboriginal Education Team utilised: Literacy support through cultural clustered Aboriginal specific Literacy group intervention. Students were able to work in Aboriginal specific groups where they could focus on Literacy through storytelling with access to ASETO support.

Numeracy intervention classes - grouped according to ability; specific and intentional placement of Numeracy AET with a group with high numbers of Aboriginal students.

Increase in HPI support to 3 days per week allowing

year 10, 11, 12 students complete their studies in a timely manner.

What improvements in literacy and numeracy outcomes for Aboriginal learners have been achieved? (Including individual student successes)

During 2022 MBHS implemented targeted Numeracy Intervention lessons once a week, to address learning deficiencies of students in years 7-8. Of our year 7 cohort of Indigenous students, 59% of students progressed their numeracy understanding when tested using Big Ideas in Number devised by Di Siemon. In our year 8 cohort of Indigenous students, 66% of students progressed their numeracy understanding when tested using BliN. Year 7 and 8 students engage in two literacy intervention lessons per week. In 2022 this was differentiated by having cluster groups of Aboriginal learners, connecting literacy to culture. All students participated in the CARS & STARS online program to target and develop reading comprehension skills. This program differentiates the texts and questions students engage in by setting a reading level at the beginning of the year. Students also had the opportunity to hear dreamtime stories from local Aboriginal elders, providing cultural learning opportunities through storytelling, developing literacy skills via oral language and group discussion/questioning.

SACE

Include SACE Grade Tables	Include SACE Grade Tables
Grades C- or Above Percentage	100
SACE Stage 2 Grade Distribution	A = 2, A = 7, A- = 12, B = 9, B = 16, B- = 19, C = 16, C = 15, C- = 2, D = 1, D = 0, D- = 0, E = 0, E = 0, E- = 0, N = 0
SACE Stage 2 Completion	100
SACE Stage 2 Vocational Training Or Trade Percentage	2019 = 70, 2020 = 83, 2021 = 74, 2022 = 75
SACE Stage 2 Cert Or VET	2019 = 100, 2020 = 99, 2021 = 98, 2022 = 100

Performance and attendance

School performance comment	In PAT-R students who were above the SEA in reading included 53% of year 7s, 69% of year 8s, 70% of year 9s and 72% of year 10s. In PAT-M students who achieved above the SEA were 50% of year 7s, 70% of
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year 8s, 69% of years and 74% of year 10s. These results are similar to previous years, with some decline in year 10 achievement, attributed to sporadic attendance. In our SIP, we set a goal for 30% of students just below the SEA in year 7 and 8 to achieve the SEA. In year 8 PAT-R 56% achieved the SEA and 51% in PAT-M which showed vast improvements for these students. We had the same goal for our year 7 students just below the SEA in previous years however only 26% met the SEA in reading and 15% in Maths. Improving our year 7 PAT results is a focus for coming years and will be supported by the SIP.

2022 NAPLAN included year 7s for the first time in high school, allowing us to use this as a baseline for future planning rather than a measure of our impact. Year 7 writing, reading and numeracy results remained steady from previous years results across our partnership. Year 9 writing showed a significant increase with 46% of students meeting the National Minimal Standard in comparison to 37% in 2021. Year 9 reading results remained steady with 55% of students achieving the SEA. There was a slight decrease in numeracy with 51% meeting the SEA in comparison to 55% in 2021.

Australian Curriculum grades showed significant improvement in 2022, in particular in the decrease of failing D and E grades, with 6% less than in 2021. This reduction of failing grades transferred directly to an increase of 6% in B grades. This is a result of our school-wide focus to increase C to B grades, pushing students into higher bands of achievement. Our strongest results were seen in our year 7 and 8 cohorts with the percentage of students achieving an average C-grade of better being 83% and 86% respectively. In year 8 this is an improvement from 82% of students in 2021. Our year 9 cohort saw 79% of students achieving a C-grade of better in comparison to 74% in 2021. These results show a steady improvement across learning in the middle years. In year 10 the results were less positive with a decrease of 9% of students achieving a C-grade or more. This can be directly attributed to sporadic and non-attendance in this cohort.

SACE completion was 100% with 137 students

successfully achieving their SACE. 8 Aboriginal students completed their SACE at MBHS in 2022. Three students achieved a Merit and there were 7 A grades. 16 students successfully completed their SACE at the ILC, making the total number of SACE completers to 160 since opening in 2011. VET remains a key element of SACE achievement at MBHS, with the number of Certificate III completions at 20, and 75% of students completing the SACE with some VET included across their secondary studies.

Implementing flexibility within the SACE is a central element of our SACE improvement strategy at MBHS, with a wide range of options used to support student completion, including adapting Community Connections pathways and varying assessment types to suit student needs. The gradual improvement in Stage 2 grades continues, where strategies to move students from lower to higher band grades remain successful, including some gains in increasing A-band average achievement (14 % to 20 % 2021 to 2022), consolidation of B-grade average achievement, and reduction of C-grades (39% to 34%). Only 1 D grade result was recorded, better than the State average. 44 students were eligible for an ATAR. Of the 44 applications for tertiary study submitted through SATAC, all received a first or second choice offer. At Stage 1, 88% of students achieved C or above grades. Performance in the SACE Compulsory Subjects from 2021 to 2022 remains at 100% for Personal Learning Project and Research Project. There was a maintained consistency in Literacy with 98% completion and we saw improvement for Numeracy with 96% completion.

Year 7's first year of attendance including approved absence recorded an average of 91% which was above the school average of 87% for 2022. The attendance average including approved absence is consistent with the previous year, however, due to COVID-19 the approved absence figure within has increased by 10% across all year levels. 13% unexplained absence recorded in 2022 compared to 12% in 2021. This year we have invested considerable resources into the management of COVID-19 and recording this as an approved absence. We offered alternative learning options for students not

Attendance
comment

attending school which proved successful and invested heavily in connecting with individual students who are not attending school. Processes regarding managing unexplained attendance were improved and defined, however, limited success with caregivers reporting student absence. The completion of school workings provided year levels with dedicated learning spaces and less student movement and a reduction in truancy.

Behaviour and parent opinion

Behaviour support comment

Year 7 and 8 students transitioning to High School in the same year proved challenging particularly with an increase in bullying and harassment. We worked hard to identify students and provide intervention through restorative practices and targeted relationship programs and accessed support services, CIL and IESP funding. A reduction in concerns was noted as the year progressed. Evident that the year 9-12 cohort presented with less concerns in 2022 after a strong focus on improving school culture in 2021.

The Positive Behaviour Policy introduced this year has also contributed to developing a positive school culture for learning and staff are encouraged to address these with students in a positive manner. It provided consistency across the school and students understand that doing these contributes to our school climate.

Other areas of development included the expansion of the Student Hub which provides information regarding school events, clubs and rewards programs and a space for students to contact student leadership. The Neighbourhood Cup was established which created a healthy competitive atmosphere in the Middle School.

Parent engagement survey

191 families responded to the survey and provided key information for the school in order to continue to build strong relationships for learning. Respondents have told us of several key areas to continue to work on. These are summarised as:

1. While communication is effective and timely, they would like more opportunities for useful discussions, and input into learning.
2. 31 % do not feel that people respect each other at school and that we need to be more vigilant to bullying behaviours.
3. Respondents prefer email, text and phone calls for

information.

4. Half of the families would like more help to address learning needs and tips for helping students learn at home, and would like more contact both positive and negative.

5. Many comments indicated they would like a greater understanding of how google classroom works and how they can get a clearer picture of their child's progress.

Screening history

Relevant history screening

Business Leader manages the online process or DHS WWCC and collates all records for entering into the EDSAS database. This process is for Ancillary Staff, Volunteers, Governing Council and third party providers.

Financial statement

Grants: State	17579864
Grants: Commonwealth	6800
Parent contributions	345585

Tier 2 Funding (part 1)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

1 x SSO3 Youth worker and 3 x SSO 2 employed to work with targeted students with IESP and CIL funding.

Programs include RAGE, Whats the Buzz, Drum Beat, Girls Group, Recess Club and the coordination of food packs distributed to families in need. A Wellbeing Leader was employed through CIC Student Transition funding to track, monitor and support through creating plans, organising team around the child meetings and coordinating LABS for Life and other programs specific to their needs.

Reach out class was established with 1 x Teacher and 1 x SSO2 support for students who find it difficult to attend mainstream classes.

Outcomes achieved or progress made towards these outcomes

Students supported and growth shown with increase in attendance and reduction of concerns and critical incidents specifically relating to the individuals with similar needs. 3 x Youth workers to be employed in 2023 due to successful IESP applications and processes established

Briefly describe how the funding was used to improve the

Intensive 1:1 support provided to 15 students across years 7 to 11 including three new arrivals. 1.0 FTE of support has been provided by two highly skilled EALD

relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

teachers in classes and more intensively outside of regular classes as required.

Students have on average improved by 2 LEAP levels when measured in Terms 1 and 3.

Middle school neighbourhoods were each allocated an SSO2 (spanning 3 year levels) to provide social support, targeted literacy and numeracy intervention in response to data gathered at transition.

Chromebooks issued to each and every student with accessibility software preloaded. Senior students supported by additional in-class SSOs for focussed task completion.

Specialist intervention model implemented with specifically qualified teacher and SSO2 allocation to support mainstream reintegration for chronically disengaged students.

All students provided with meaningful learning opportunities relevant to their level of achievement. 75% of participants in specialist intervention program successfully reintegrated with mainstream schooling after only one semester of support.

Tier 2 Funding (part 2)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Outcomes achieved or progress made towards these outcomes

Identified Aboriginal Education Teachers in Literacy and Numeracy. 3 ASETO's working with the Aboriginal Students and their families for greater student well-being, engagement and attendance.

Access to VET courses for Alternative Pathways. Numeracy/Literacy support. AET's working with teachers of aboriginal students to provide them with strategies to use in order for students to be successful.

Students with IESP funding allocated support and differentiated teaching and learning opportunities that align with their identified needs.

SACE Completion.

Aboriginal Learning on Country Certificate Course at Monarto Zoo.

Traineeships.

Improved student outcomes.

Small teams of teachers and support staff

communicate to share best practice and engage IESP-funded students.

Tier 2 Funding (part 3)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Dedicated and substantial professional collaboration time allocation for staff to develop high quality AC Units of Work adapted to meet the needs and interests of MBHS learners.

Outcomes achieved or progress made towards these outcomes

Range of differentiated plans, units and resources developed.

Tier 2 Funding (part 4)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

On-going consultation through community partnerships and Aboriginal Elders for the Ngarrindjeri language program.

Outcomes achieved or progress made towards these outcomes

Aboriginal Perspective delivered in HASS and Science classes in Year 7.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funding under this program has been used to support Aboriginal Learners literacy and numeracy improvement in classrooms across the school and to resource student engagement staff and programs to support engagement for students with high anxiety and/or low learning engagement.

Outcomes achieved or progress made towards these outcomes

Engagement Reach Out program developed, with early success in re-engaging highly anxious learners in education.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Entrepreneurial partnerships were developed through all learning areas with specialist subjects as SACE Stage 1 and SACE Stage 2 Business Innovation showing increased completion rates to include Merits at Stage 2
Creating entrepreneurial pathways for all students while empowering staff to use design thinking principles and entrepreneurial models to

<p>Outcomes achieved or progress made towards these outcomes</p>	<p>contextualise AC and SACE. Music - providing instruments and resources for Year 8-12 MBHS and regional students, as well as being able to attend specialist workshops.</p> <p>Increased links with local business to mentor students' entrepreneurial ventures. Successful year 9 Young Designers - plastic recycling program. Successful regional Music workshops and VET programs.</p>
<p>Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes</p>	<p>NA</p>
<p>Outcomes achieved or progress made towards these outcomes</p>	<p>NA</p>