

Merewether High School

Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Merewether 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.

Christine Rippon

Principal

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Message from the Principal

Merewether High School is an academically selective high school with a socially diverse and geographically dispersed student population. Our school provides equal opportunity for gifted students to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an inclusive environment supporting learning, teaching and friendship. Merewether High's pursuit of all round high achievement, our focus on tertiary preparation and the diversity in student programs and quality outcomes, have characterised our culture. We continued to flourish through 2018 as an outstanding academically selective school which provides a stimulating and safe learning environment. Throughout 2018, the installation of new all-weather Futsal courts, purchase of new lockers for all students and a focus on upgrading facilities saw significant improvement to the physical resources in our school. Merewether High offers significant opportunities for success in academic, cultural, sporting and leadership activities. The level of participation and performance of students in the many school activities available to them is impressive and I commend them for their efforts to build a cohesive, inclusive school. Our staff work very hard to meet the needs of all students in their classroom and to implement strategies that will improve our core business of teaching and learning and the delivery of a progressive gifted and talented education for all students. They need to be commended for their continued efforts and their additional focus through 2018 on building high level writing skills and the use of thinking tools to further empower our students. The active recognition of student voice through the Student Representative Council (SRC) and the Senior Leadership group of our Captains and Prefects have enhanced student wellbeing and helped achieve a positive school ethos. The support of our parent organisation, the P&C Association is also recognised and valued.

Anthony Southward

Relieving Principal 2018

School background

School vision statement

Merewether High School is an inspirational model of public education. We challenge our students to engage in vigorous, collaborative learning and support them to achieve excellence. Staff nurture and enhance the individual talents of students, leading them to their potential. Merewether High School emphasises a culture of academic excellence, and a rich cultural and extra-curricular experience.

School context

Merewether High School is an academically selective high school located in Newcastle. Our core values of integrity, diversity and excellence underpin a broad, balanced and relevant curriculum focusing on high expectations of student academic achievement.

The school caters for 1072 students from a wide geographical area including sixteen Aboriginal and Torres Strait Islander students. The school has high expectations of all students, consistent with each student's ability and the belief that all students can achieve their personal best. Our students are encouraged to participate in leadership, creative and performing arts programs and sporting pursuits along with a range of extra-curricular activities.

Our eighty-eight experienced staff support the learning and well-being needs of our academically gifted and talented students.

Significant features of the school are our active and supportive parent body and a community committed to excellence, diversity and fostering individual talents.

Merewether High School has established a number of important links with the community to strengthen student outcomes by supporting student academic and welfare development.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Participation in the process of External Validation has facilitated rigorous and widespread engagement with the School Excellence Framework, and this in turn allowed staff the opportunity to effectively reflect on current practices within the school. The process allowed us to identify our strengths, as well as better understand areas for future growth. The aim of the accompanying summary is to distil the extensive analysis and evaluation conducted by staff of our current practice at Merewether High School. Staff worked collaboratively to investigate how the elements of the SEF are embedded within our school practices and the School Plan 2018–2020. Four distinct evidence sets supported our self assessments relating to Community, Student Data, Teaching Documents and Procedures and Administration. The results of this process indicated that in the School Excellence Framework domain of Learning, on the balance of evidence we are at Sustaining and Growing across five learning elements, and are Excelling in Student Performance Measures. Of the twenty-one themes encompassed by this domain, annotations and evidence suggest that we are delivering in one theme, Sustaining and Growing in twelve, and Excelling in relation to eight. Merewether High School has a strong focus on the learning outcomes and engagement of every student, and this was reflected in our strong focus on Wellbeing and Assessment practices.

The results of this process indicated that in the School Excellence Framework domain of Teaching, we are Delivering in Professional Standards and Sustaining and Growing in the remaining three teaching elements. Collaborative Practice and Peer Feedback as well as Expertise and Innovation have been developed during the current school year as a school established priority. Annotations suggest that staff have a strong desire to take advantage of learning and development opportunities within and external to the school (Professional Learning, Expertise and Innovation).

The results of this process indicated that in the School Excellence Framework domain of Leading, we are Sustaining and

Growing in three leading elements and Excelling in Management Practices and Processes. Engagement in community is a focus of the leadership team, and this is evident in the annotations for three of the four themes that explicitly deal with community (Community Engagement, Community Use, and Service Delivery).

The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the process being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

The school determined next steps in the self-assessment process where a greater focus on support for staff in teacher accreditation for 2018 and onwards, the ongoing collection of data from community members relating to key areas of our school performance as a guide for future practice and an expansion of the take-up of Merewether Teaching Rounds, increasing collegial cross faculty mentoring and coaching to impact on teacher performance and growth.

Our self-assessment and the external validation 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

Student growth and success as learners and leaders

Purpose

To grow self-motivated learners who are confident, resilient and creative individuals developing learning skills, deep knowledge and the ability to learn, adapt and be responsible citizens.

Overall summary of progress

Students continue to develop creative and critical thinking skills and apply and refine these through classroom learning. They actively engage in programs which explicitly guide acquisition of C21st learning skills, enhance well-being, build leadership and an understanding of their own learning. Staff identify key thinking and learning skills to incorporate into classroom practice which enhances student group work, collaboration and creative and critical thinking. Quality formal and informal feedback on assessment as, of and for learning, drives student growth in understanding and improved outcomes in all KLA's. Peer and self-assessment practices are evident in classroom activities and tasks. All students build specific writing skills relevant to each KLA and stage of learning to build depth, complexity and writing for purpose appropriate to stage and subject. Proactive whole school well-being programs support student leadership development, focus on growth mindset and mental health engagement. Proactive whole school well-being programs promote student leadership, resilience, academic buoyancy and positive respectful relationships. Staff and students continue to engage with, service learning groups, mentoring processes and school community partnerships to support positive student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020, 95% of students in Year 9 achieve within the proficient bands for numeracy (2017 94%), 90% for reading (2017 86%)	\$3800.00 Staff Mentoring Release Learning and Engagement Funds	Support and consolidation of literacy and Numeracy structures saw 98% of students achieve proficiency in Numeracy, and 89% for reading in NAPLAN
By 2020, greater than 90% of Year 9 NAPLAN writing results achieving or exceeding expected growth in writing (2017 87%)	\$33 000 Staff TPL funds targeting syllabus implementation and quality teaching	Quality Writing improvement practices which are KLA and stage continue to be implemented and evaluated. The NAPLAN writing results were below the target >90%, however, there is large uncertainty around ability estimates for extremely high performing students and this may have impacted on the growth measure.
By 2020, 75% of HSC students, results at band 5 and 6 level (2017 74%)	\$21 500.00 LAST program Funds and identified TPL for staff	HSC results revealed 72% of results at Band 5 and 6 level. Consolidation of mentor program, engagement of students with ELEVATE education and the direct instruction around organisation and study skills have contributed strongly.

Next Steps

Early identification and support for Literacy and Numeracy.

Strengthening of staff engagement with student IEPs and appropriate adjustments which facilitate learning.

Consolidation of KLA based writing continuum with identified focus.

Embedding the teaching of creativity, critical thinking and problem solving as key thinking skills through the use of a range of thinking tools.

Increased emphasis on clear learning intentions and explicit success criteria in classroom learning.

Continuation of effective feedback and reflection to inform student progress and understanding of learning directions.

Strategic Direction 2

Staff leading innovative practice, connecting and collaborating

Purpose

To ensure teachers share responsibility for student improvement and contribute to a dynamic learning culture, demonstrating commitment to improving practice and plan for the ongoing learning of each student in their care.

Overall summary of progress

With the introduction of changes to the curriculum and assessment for the HSC from the commencement of 2018, staff development focused on ensuring readiness through planning, programming and assessment. To ensure effective implementation to meet NESA's timelines, staff engaged openly with professional networks and NESA accessible training and development to further support their progress. Staff wellbeing activities continued and staff professional learning actively addressed identified areas of staff PDP's to support their ongoing development. The school's direct focus on quality writing ensured audit of student skills and programs, targeted professional learning, implementation of faculty writing plans, collaborative sharing of practice and explicit teaching with improved student outcomes as measured by internal and external data a direct result.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All programs reflect data analysis of internal and external data.	\$3500 (6100 TPL funds)	Extensive HSC data analysis was carried out by all KLA's to inform programming refinements for 2018. Whole staff sharing of findings highlighted shared school directions and specific focuses for each faculty. Additional opportunities for professional learning were directed to SENTRAL Data use, the analysis and use of NAPLAN, ICAS and external competition data. Executive evaluated the impact of a range of data analysis on practice and school operation.
Improve/sustain high levels of growth for Year 9 Aboriginal and Torres Strait Islander students in NAPLAN <ul style="list-style-type: none">• Reading Domain 70% (2017 60%),• Writing Domain 85% (2017 80%)• Numeracy Domain Sustained (2017 100%)	\$1400 (6100 Aboriginal Background Funding)	All staff across the school engaged in explicit professional learning to build writing and thinking tools for all students. A targeted Aboriginal cultural immersion for all staff enhanced understanding of local dreamtime stories, significant sites and history. This stimulated personal and school wide reflection and change in practice. An increase in staff engagement with teaching standards and understanding of accreditation pathways.

Next Steps

Continued development for staff in professional teaching standards

Use of MyPL to track school based staff professional learning aligned to teaching standards

Staff continue to engage in wider professional networks to further develop and enhance their collaborative practice.

Key areas of development will include quality professional development

Enhancing staff data skills and use to inform teaching and learning

Aboriginal Cultural understandings for all staff to support their Implementation of Aboriginal Education

Strategic Direction 3

Strong, strategic and effective leadership

Purpose

To build distributed leadership and a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

Clear goals for all staff and students focused on successful implementation of the New HSC, a commitment to enhance Thinking Skills and further concentration on Writing for Purpose across the curriculum. Staff TPL both internal and external targeted tools to explicitly teach these skills and measure progress. Executive and Senior Executive monitored and led the implementation and evaluation of HSC assessment changes and programming formats. Staff teams explored the incorporation of thinking tools in their KLA and 4 staff piloted the Harvard Cultures of Thinking Program. Active Communication has been reinforced Our Week Ahead Newsletter, SENTRAL Notices, Year Noticeboards and formalised year meetings to ensure students have access to the information they require to maximise their learning. This process has also helped to develop a sense of community within each year group. An updated school website, Skoolbag notifications and Parent Learning Groups continue to support parents through clear and comprehensive engagement with school systems and practices. Parental information sessions provided for curriculum, well-being and target programs have been consolidated to reflect our school goals and values.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff demonstrate understanding, ownership and application of all policies and procedures.	\$2000 (6100) General Purpose Administrative Funds	Throughout 2018, staff evaluated established procedures and processes for enacting policy at Merewether High to support DoE directions and policy. Continuous review and explicit interaction with these processes at faculty and staff meetings led to shared understanding and continuous practice regular email contact, faculty meetings and staff handbook. Staff indicated a clear understanding of the school operational systems. Current processes and procedures are available in hard copy, on the school network and externally on SENTRAL.
Increase the number of staff undertaking leadership roles within faculty and school wide programs.		School wide roles and responsibilities were clearly defined and discussed for all positions and extra-curricular roles across the school. All roles have been established and filled with approx. 30% of roles having a understudy or second in charge. Processes for Expression of Interest for relieving leadership positions were collaboratively developed and greater than 15% of staff had experience at relieving at Executive positions during 2019.
Increase the engagement of stakeholders through enhanced communication platforms.	\$8550.00 (6100) Technology Funds \$2000 (6100) TPL Funds for staff development	Moodle continues to be a major reference site for students to access and engage with many resources to support their learning. A growing number of staff embed google classroom learning interchange and also One Note to deliver online learning reinforcement. Staff communicate effectively with students via email, SENTRAL and the student portal to increase communication in relation to learning, assessment and feedback. Parents engage actively with the Parent Portal and Skoolbag for updated information. These aspects are modelled for parents at Parent Learning Groups. SENTRAL Task tracking was initiated to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the engagement of stakeholders through enhanced communication platforms.		improve communication, reporting and response for support in Technology, WH&S and Maintenance.

Next Steps

Review of the school's BYOD policy and technology code of conduct.

Ongoing refinement of content of the school website.

Professional learning enhancement for staff in technology.

Consistent review of school policies and procedures to ensure these align with DoE policy.

Continue the development of more dynamic and innovative learning spaces.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$11911 (6100 Aboriginal Background Funding) + \$3963</p> <p>Additional Funds from school general resources to support these programs.</p>	<p>Cultural experiences have continued to be offered across the school for both Aboriginal and Torres Strait Islander students, their peers and the whole school community. Aboriginal Student Leaders led the NAIDOC celebrations, celebrating the national theme of "because of her we can ", including speakers, artists and dancers from the community. The Aboriginal Education Team including staff and students meet several times per term to interact, develop relationships and engage in cultural activities to enhance cultural competency and connections across the school.</p> <p>We offer our Aboriginal and Torres Strait Islander students a variety of opportunities and experiences in many aspects of Aboriginal culture including National sorry day, in which we created a reconciliation wall with messages of solidarity and "what reconciliation means to me". Visiting the Lake Macquarie Art Gallery, READ Earth exhibition was a highlight, giving students the opportunity to take along a friend to share cultural knowledge and perspectives. Walk a mile Koori style is our final cultural event of the year, promoting positive family relationships.</p> <p>Development of student's Personal Learning Plans throughout the year has increased interaction with school staff, families and students improving connections and allowing us to guide and support students' academic goals and areas of extracurricular development for the majority of our students and families.</p> <p>In 2019 we look forward to planning and including parents and carers in guiding the direction of Aboriginal Education at Merewether High School and increasing our presence at Muloobinbah AECG to pursue inclusivity across the school community.</p>
Low level adjustment for disability	<p>Total =</p> <p>\$41 538 – Integration Funding Support (IFS)</p> <p>\$99 602 – RAM – Low Level Adjustment for Disability (LLAFD) (6100)</p>	<p>Employment of permanent SLSO and LAST, along with an additional LAST position to support learning across the school. Identified students were supported in developing skills and strategies to succeed in classroom learning. Collaboratively developed IEPs and Health Care plans supported students and featured in staff communication and planning. Evaluation of the program was through staff feedback, parent and student feedback.</p>
Socio-economic background	<p>\$36 000.00 –</p> <p>\$16 799 (6100 RAM)</p> <p>\$19 201 (6300)</p>	<p>Support for students has continued with financial assistance provided to assist families engage with school programs and activities where required, inclusive of the whole of year school camps in Year 7, Year 9 and Year 11. Targeted funding provided learning resources and text books as required as well as</p>

Socio-economic background	<p>\$36 000.00 – \$16 799 (6100 RAM) \$19 201 (6300)</p>	<p>engaging tuition options for senior students after school for consolidation and enrichment. All students continue to be provided with a student diary to enhance their organisation and provide them with tools for learning. The consolidation of the senior school study skills sessions has been highly beneficial to students with 97% of students indicating that they would recommend the program to others. Comprehensive leadership and reward programs continue to benefit all students with programs recognising student achievement and success accessible to all students.</p> <p>Assistance provided to families where required to access fees and school activities. Diaries issued to all students and used as a tool for learning. School camps for all students in Year 7, Year 9 & Year 11. Assistance in provision of text and learning resources recommended for students. Increase engagement of students in the Bronze, Silver & Gold award structure. Increased regular communication of rewards and recognitions schemes to students.</p>
Support for beginning teachers	<p>\$7 604 (6100 – TPL), \$18 000 – staff release time (6100) and Mentor Teacher employment \$18 000 (6100)</p> <p>\$25 604 (Beginning Teacher Funds) + \$18 000 (6100)</p>	<p>In 2018 Merewether High School had one beginning teacher in their first year of teaching and one teacher in their second year. Initial mentoring and support was provided through the school's induction program throughout Term 1 and the engagement of a Beginning Teacher Mentor to guide and collaborate with each teacher. Release from face to face was provided to sustain our strong mentoring practices, this was individualised and evaluated. Beginning teacher reflections and evaluation of support indicated strong engagement with program.</p> <p>Additional professional learning was sourced and provided on New Syllabus Programming, Accreditation and the AITSL Teaching Standards, HSC Marking simulation, ADOBE Spark Training and Experience and Gifted and Talented Education. A strong support group of colleague teachers worked with our Science staff member to mentor and guide shared quality practice across Year 11 and HSC courses.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	612	593	593	591
Girls	467	476	472	482

Merewether High School is the academically selective school for the Hunter Region with an enrolment of 1073 students. It has a strong focus on catering for the educational needs of gifted and talented students as 21st century learners. While the gender balance within each year group has varied over time, a slight predominance of male students is evident within the school.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.9	97.2	97.2	96.4
8	96.3	95.7	95.7	95.3
9	95	96	95.4	94
10	94.6	94.4	95.1	94.5
11	94.7	94.6	95.3	93
12	95.4	94.2	95.5	92.3
All Years	95.5	95.4	95.7	94.2
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

Student attendance rates are consistently above Hunter and State averages. This is a reflection of the commitment shown by students and their parents and their high level of engagement in school life. Parents are contacted via SMS when their child is absent from school for explanation and student attendance data is presented each fortnight at the School Learning Support Team to recognise and put supports in place

for those students whose attendance shows reason for concern. Students and parents are contacted and supports put in place to address areas identified.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Students transitioning to university from the 2018 HSC cohort moved into a wide range of courses with 90% of students receiving early offers in, or prior to, December round offers. The table below indicates the percentage of students offered placements up to and including the January round of offers, by vocation, according to University Admission Centre data.

Course Offers by Vocation for the 2018 HSC Cohort

Arts (Inc. Journalism, Languages, Communication, Media, Social Science) 4%

Business, Commerce, Economics, Finance 18%

Creative Arts, Design 2%

Engineering, Architecture, Construction. 21%

Education 3%

Health (Inc. Pharmacy, Nursing, Physiotherapy, Sport Science, Radiation Science) 10%

Information Technology, Computer Science 3%

Law, Criminology, Security Studies 12%

Mathematics, Data Science (Inc. Actuarial Studies) 3%

Medicine, Pre-medicine 1%

Sciences, Psychology, Veterinary and Animal Science, Medical Science 21%

Other 2%

Year 12 students undertaking vocational or trade training

In 2018 no students undertook vocational or

educational training as part of their studies.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of our student cohort in Year 12 satisfied requirements for the award of the HSC in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.4
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

No staff identified as Aboriginal in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

Professional learning and teacher accreditation

Across 2018, all staff participated in a range of quality professional learning with varied curriculum focus, incorporating elements of whole school initiatives. TPL was delivered both within the school and sourced externally to ensure the continuation of best practice surrounding organisational processes. Greater focus was placed upon the PDP process for staff and the formulation, implementation and review of professional goals within the yearly cycle and beyond. School-based professional learning occurred at many staff meetings, addressing areas including

the Professional Teaching Standards, Quality Teaching Observations and rounds, Curriculum Differentiation, Critical Thinking Strategies and the analysis and use of data to better inform teaching practise. Executive staff undertook training and development on Scout for Schools and the use of the Schools Excellence Framework to inform planning and practice. Processes surrounding External Validation facilitated learning and leadership across faculties in collaborative planning, data management and deep, organisational analysis.

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	1,032,886
Revenue	12,443,475
Appropriation	10,719,291
Sale of Goods and Services	51,443
Grants and Contributions	1,655,017
Gain and Loss	0
Other Revenue	0
Investment Income	17,725
Expenses	-11,801,036
Recurrent Expenses	-11,801,036
Employee Related	-9,658,795
Operating Expenses	-2,142,240
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	642,440
Balance Carried Forward	1,675,326

Merewether High School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

Plans to maximise the operation of the school within available physical and financial resources.

Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.

Identifies and addresses occupational health and safety issues.

Maintains appropriate records in accordance with Audit requirements.

Funds expended were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure was monitored by the School Budget Committee.

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	9,458,766
Base Per Capita	205,958
Base Location	0
Other Base	9,252,808
Equity Total	117,482
Equity Aboriginal	9,537
Equity Socio economic	16,799
Equity Language	0
Equity Disability	91,146
Targeted Total	40,748
Other Total	214,050
Grand Total	9,831,046

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.

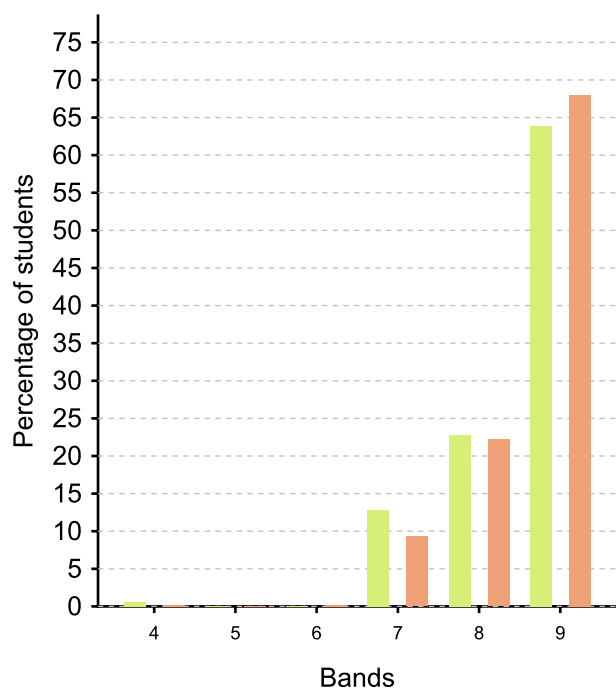
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In the Year 9 Writing component, 42.7% of our Year 9 cohort achieved a result in the top two bands. 62.7% of MHS students demonstrated greater than, or equal to, expected growth in writing scores between Year 7 and Year 9.

In the Year 9 Reading results, in 2018, 88.9% of Year 9 students achieved results in the top two bands for the reading component of the test, with 55.5% achieving a Band 10 result. Results for this group were significantly higher than across the state and other selective high schools. This year, MHS had 69% of Year 9 students demonstrate greater than, or equal to, expected growth in reading scores between Years 7 and 9.

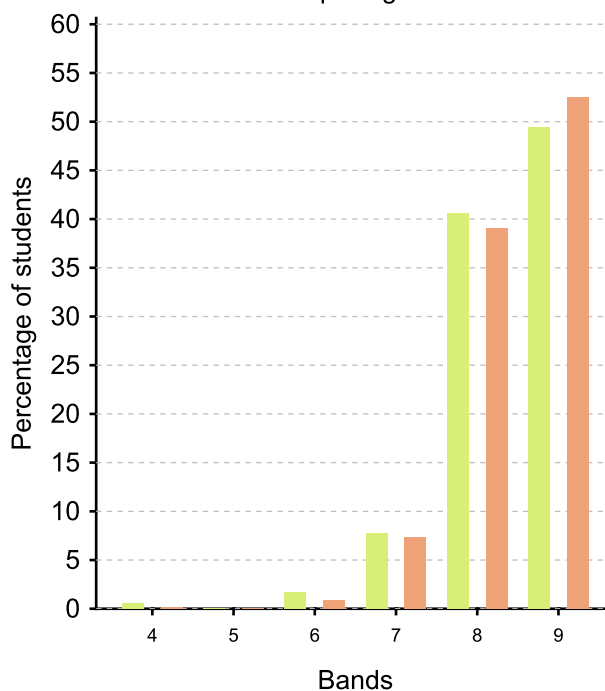
Our Year 7 students also achieved excellent results in the 2018 NAPLAN test, with 63.5% placed in the top two bands for writing and an outstanding 96.1% placed in the top two bands for reading.

Percentage in bands:
Year 7 Grammar & Punctuation



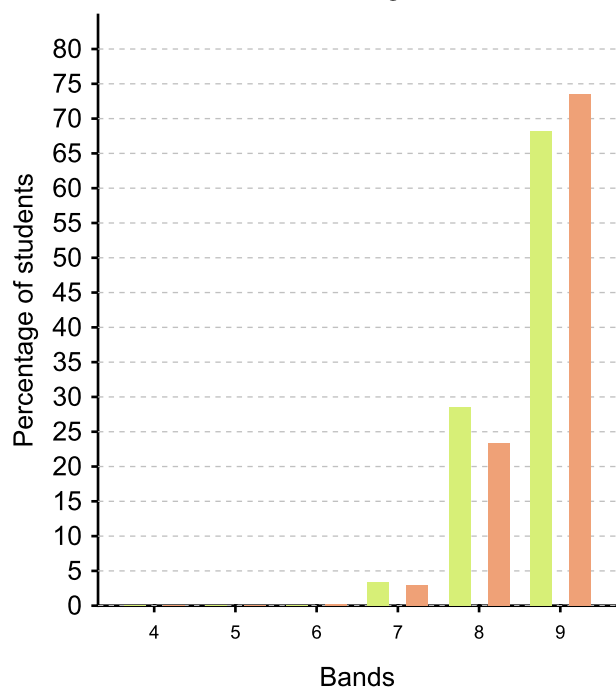
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Spelling



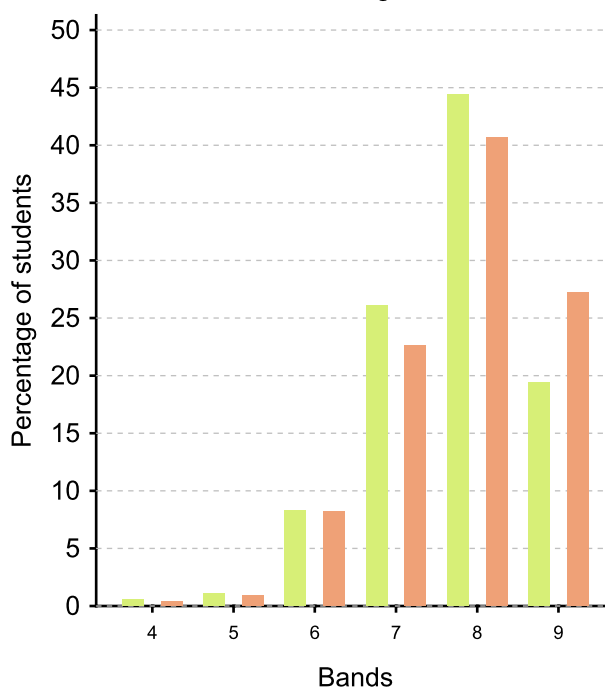
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Reading



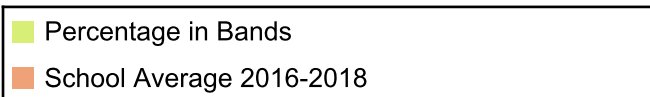
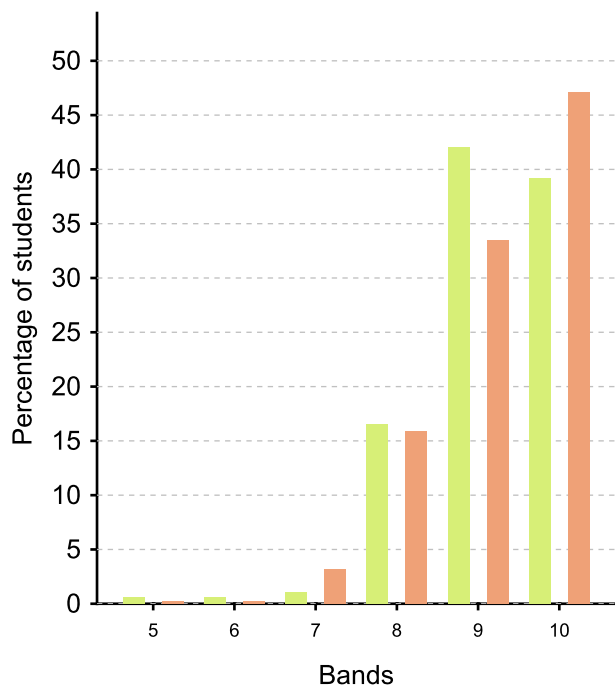
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing

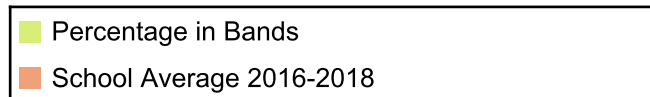
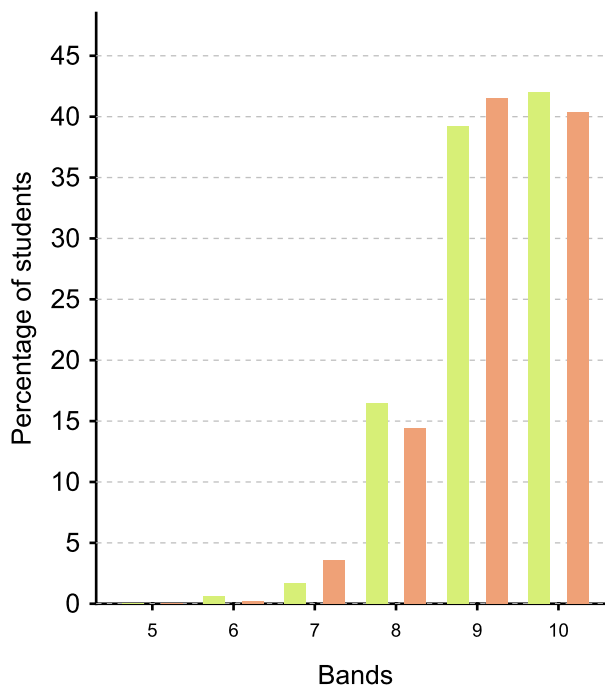


Percentage in Bands
School Average 2016-2018

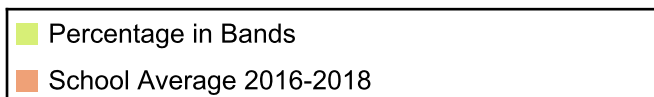
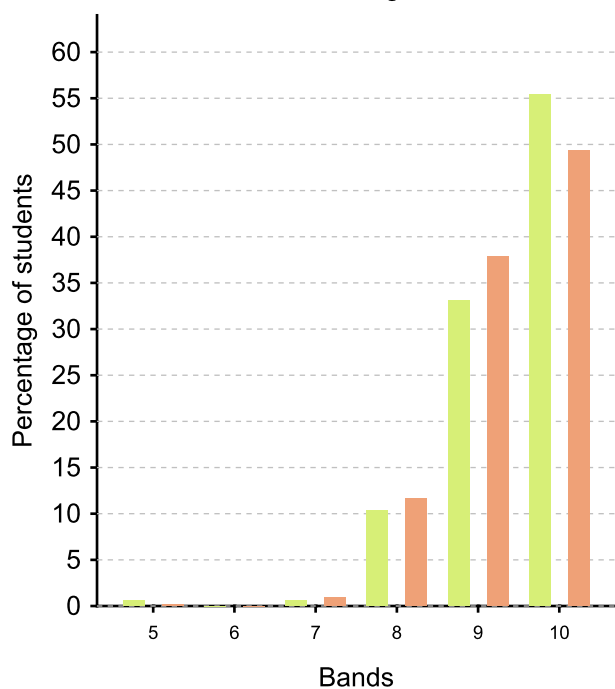
Percentage in bands:
Year 9 Grammar & Punctuation



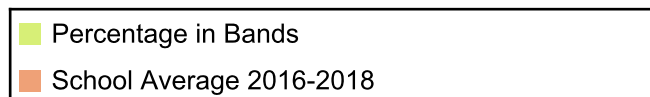
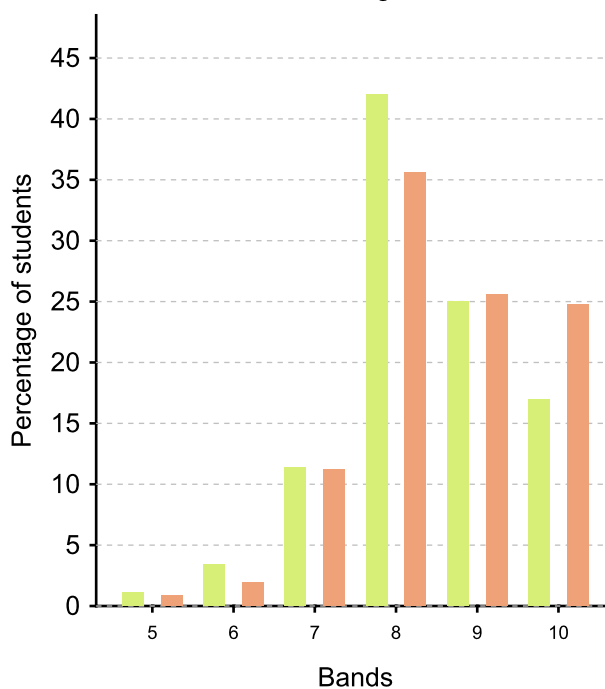
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Year 7 and Year 9 results showed substantial growth in students' National Numeracy assessments. Year 9 Numeracy saw an increase of fourteen students in the top band compared to 2017 and a 7% jump in the top band compared to 2016.

Year 7 Numeracy results showed a marked increase in the top band which is Band 9 with forty-four more

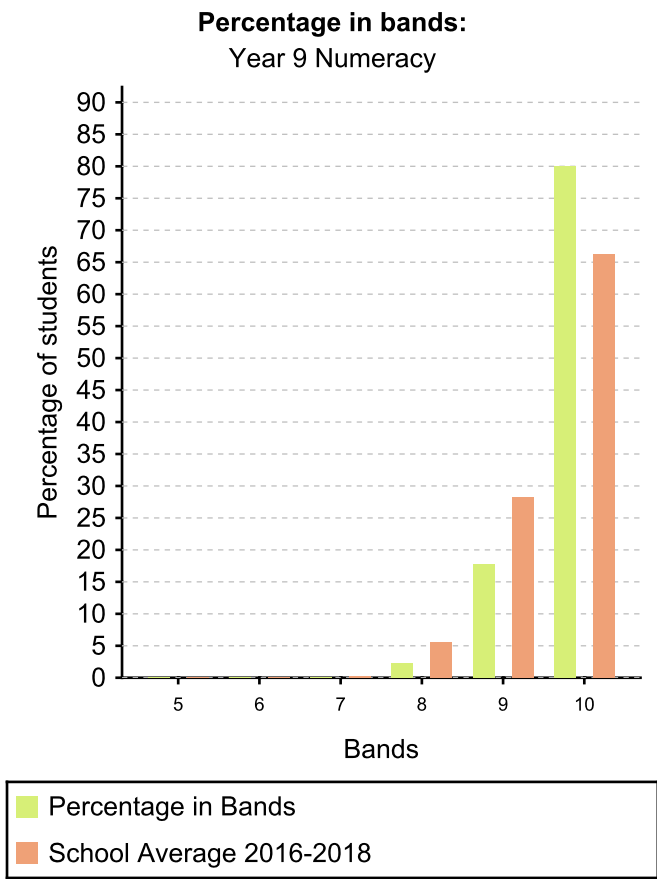
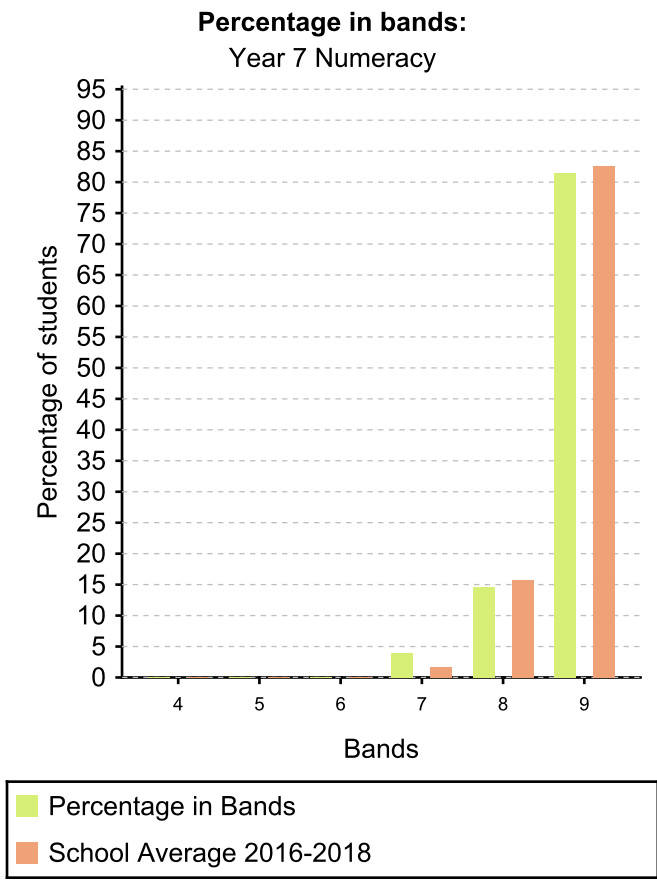
students than in 2017. There was an 11 % increase in the top band from 2016 and 24% more than in 2015.

100% of students in Years 7 and 9 demonstrated they were at the proficient level.

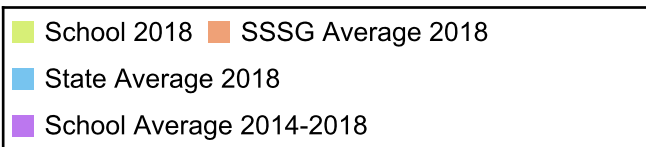
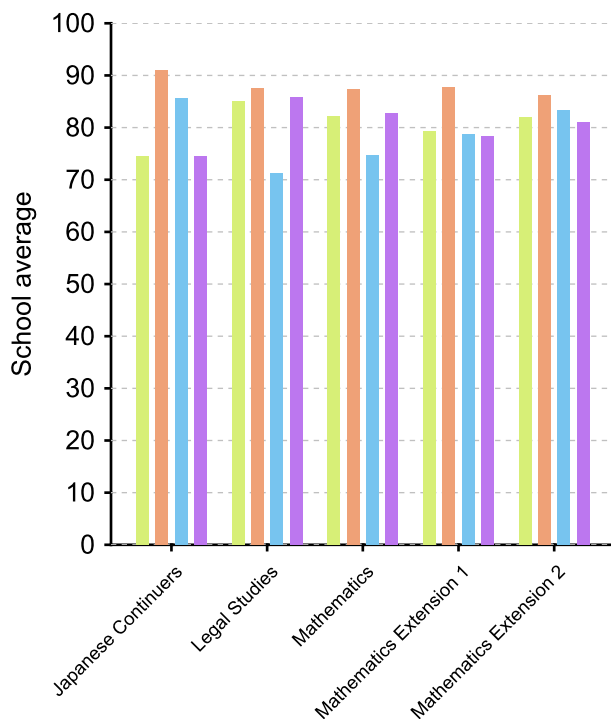
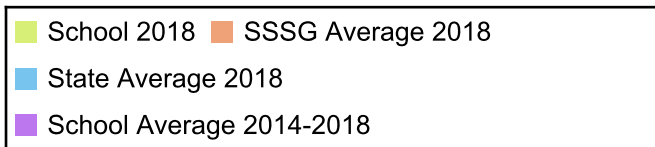
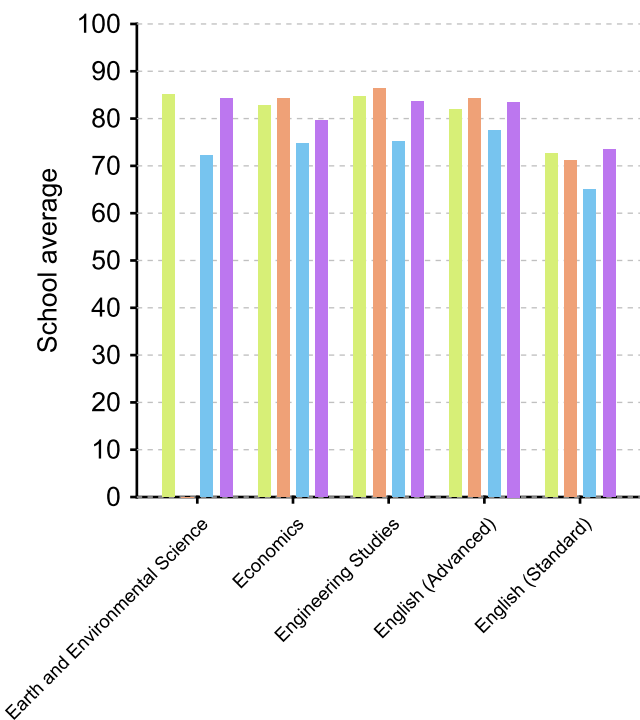
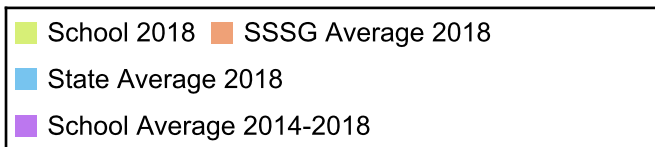
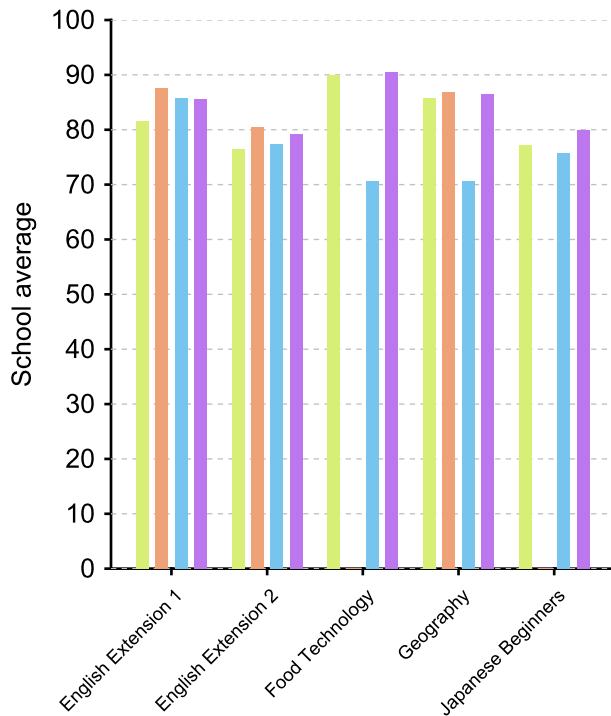
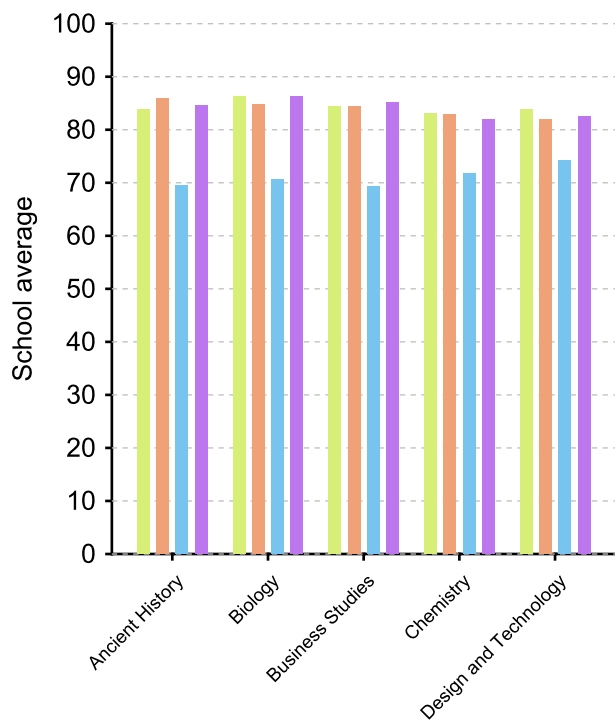
Merewether High School in this time period.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In the Higher School Certificate our students continued to perform at a level expected of students in a selective setting.



There are no additional state reporting requirements for



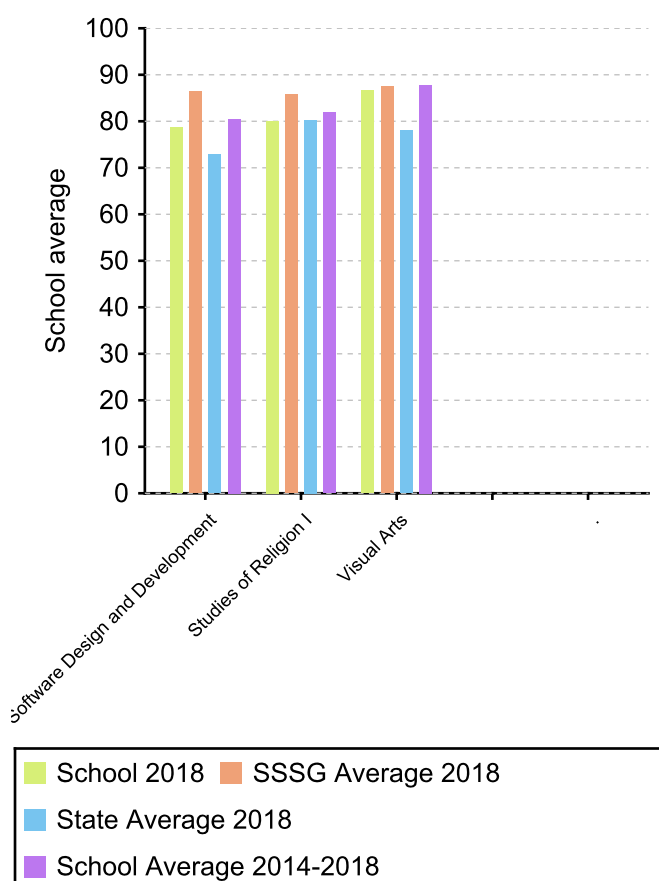
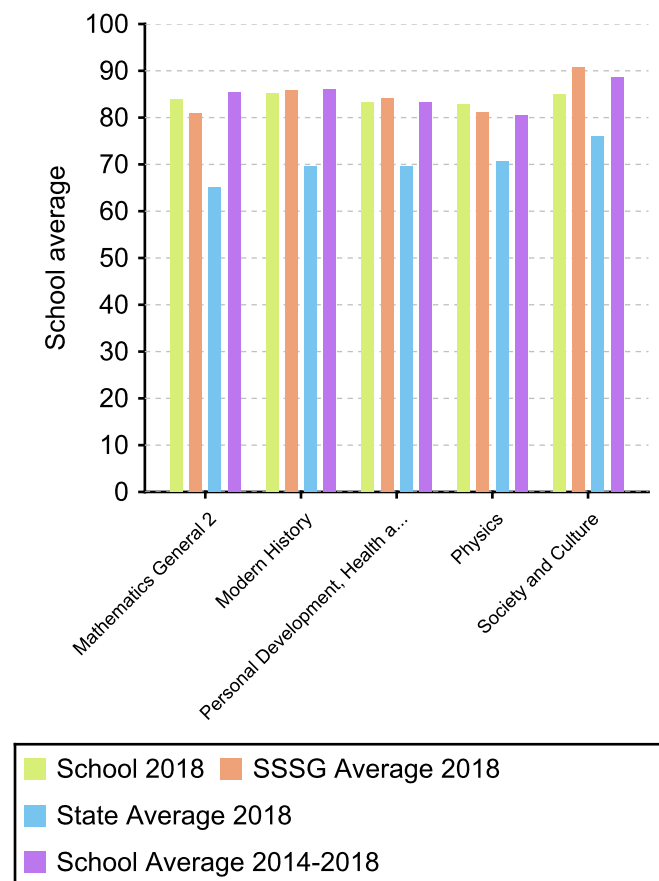
Parent/caregiver, student, teacher satisfaction

With 2018 bringing a new school plan to span 2018–2020, the opportunity for ongoing consultation, discussion and evaluation of our school with stakeholders was prioritised. The school engaged in forums and workshops with parents, students and teachers about the strategic directions and indicators of success in the key processes identified. The shared conversation at Parent Learning Groups, with student Focus Groups, the SRC and prefects centered around evidence of growth and success as a learning community. Student based forums were coordinated by our School Captains, whilst Executive and Senior Executive led consultation and collaboration with other stakeholders. Our assessment of current progress and future directions was centered around the elements of the School Excellence Framework with clear emphasis being placed on evidence to support determinations. High levels of satisfaction were reported for the school's teaching and learning delivery, community service, student welfare support, cultural enrichment and sporting programs. Students indicated the presence of an outstanding school spirit and an extremely positive learning environment where success is acknowledged and celebrated. Students and parents identified the positive impact on well-being of the emphasis on Growth Mindset and the use of feedback from assessment to build learning. A clear program of leadership opportunity was evident from student and parent feedback, where students make authentic and meaningful contributions to school governance, administration and organisation. Students recognised strong and proactive well-being structures and programs that support students and the curriculum. Staff indicated a desire to build on the explicit teaching of thinking skills to support deep engagement and learning. Staff expressed great satisfaction in the thorough analysis and use of a range of data to inform teaching, learning and planning. They also indicated a desire to work across the school and across faculties to further increase their ability and knowledge to meet the needs of students in their classrooms. Collaborative practice and learning from each other ranked high as an area they would like to learn in in the future. Parents indicated that whilst communication is high a need to continue to build and work in this area to ensure all parents are fully informed. Whilst the overall satisfaction with school programs remains consistently high, the school will continue to develop and further improve program areas in response to feedback and suggestions made through these forums.

Policy requirements

Aboriginal education

Cultural experiences have continued to be offered across the school for both Aboriginal and Torres Strait Islander students, their peers and the whole school community. Aboriginal Student Leaders led the NAIDOC celebrations, celebrating the national theme of "because of her we can ", including speakers, artists and dancers from the community. The Aboriginal



The majority of courses had averages similar to other selective schools with English Advanced, Extension 1 and 2, Japanese Continuers, Society and Culture and Studies of Religion falling below expectation. The focus in these areas is quality feedback to support learning throughout 2019.

Education Team including staff and students meet several times per team to interact, develop relationships and engage in cultural activities to enhance cultural competency and connections across the school.

We offer our Aboriginal and Torres Strait Islander students a variety of opportunities and experiences in many aspects of Aboriginal culture including National Sorry Day, in which we created a reconciliation wall with messages of solidarity and "what reconciliation means to me". Visiting the Lake Macquarie Art Gallery, READ Earth exhibition was a highlight, giving students the opportunity to take along a friend to share cultural knowledge and perspectives. Walk a mile Koori style is our final cultural event of the year, promoting positive family relationships.

Development of student's Personal Learning Plans throughout the year has increased interaction with school staff, families and students improving connections and allowing us to guide and support student's academic goals and areas of extracurricular development for the majority of our students and families.

In 2019 we look forward to planning and continue the inclusion of parents and carers in guiding the direction of Aboriginal Education at Merewether High School and increasing our presence at Muloobinbah AECG to pursue inclusivity across the school community.

Multicultural and anti-racism education

The multicultural policies and programs in the school reflect our cultural diversity. The broad range of ethnic backgrounds within our school allows students to experience a variety of cultures. Students from all cultural backgrounds are encouraged to engage with leadership opportunities and activity groups within the school. Our appreciation of cultural diversity is highlighted through our Harmony Day celebrations where students participate in interactive activities under the theme "Strength in Harmony". Many local and international excursions, as well as student exchange programs are also available for our students. Multicultural education is explicitly taught in all our classrooms and staff ensure our school is an anti-discrimination environment, highlighted by no reports of anti-racist behaviour being reported to the Anti-Racism Contact Officer. Our Anti-Racism Contact Officer (ARCO) is available for any member of the school community that may have concerns related to the issues of racism.

Other school programs

English

Student participation in a range of co-curricular initiatives continued in 2018 with considerable success. Student participation was supported through the commitment of staff to develop and extend students skills and knowledge in debating, public speaking and

writing competitions.

Students were provided with opportunities to participate in a range of external writing competitions throughout the year. A number of students entered the *Dorothy Mackellar Poetry Writing* competition, *write4fun* and *What Matters* competition.

Merewether High School entered two teams in each of the three secondary competitions of the *Premier's Debating Challenge*, with outstanding successes in these state-wide competitions. In order to better accommodate the number of students interested in debating, debating squads were formed. This provided a large proportion of students the opportunity to participate in workshops and interschool debates. As the competitions became more competitive, competition teams were chosen to represent MHS. Successes in debating throughout 2018 included our Year 9 team competing in the Regional Final and our Year 8 team competing in the Regional Semi-Final of their competitions.

We farewell the current Year 12 team: Rosanna Gately [who attended Sydney in June to trial for the Combined Highs Schools Senior Debating team], Ellie Diamandis-Nikoltetatos, Lucy Witherdin [who also attended the trials in Sydney and has applied to train as an adjudicator] and Callum Donnelly. These young people have been fabulous ambassadors for the school every time they fronted up to debate, proved time and again the value of team work and co-operation, and were outstanding debaters who shared their skills with up-and-coming debaters, leaving a very positive legacy from their time at MHS.

Dharam Arora was successful in being chosen to represent the Hunter region as part of the Regional debating team to attend the Junior NSW State Debating Championships Camp in Sydney in December 2017. George McNamara has been selected for this team in 2018 and will also compete in December this year.

The following students participated in the debating programs and went on to represent the school in competitions:

Year 11 and 12: Ellie Diamandis-Nikoltetatos, Callum Donnelly, Rosanna Gately, Lucy Witherdin.

Year 9 and 10: Dharam Arora, Mac Gilligan, Sarah Hayes, George McNamara, Heyma Nahar, Charlotte Paterson, Josh Rana, Ella Simons, Thomas York.

Year 7 and 8: Sophie Allan, Emma Cullen, Amy De Malanche, Erin Hartley, Madeleine Newton, Ruby Parsons, Caitlin Silivinec, Aleesha Sureshnair, Chantal Viju.

Merewether High School was once again very well represented in Public Speaking competitions throughout 2018. Students participated in a range of competitions. Participants were selected based on their public speaking skills and experience, availability and interest in the program. Because of the large number of students interested and limited places, we were not able to have as many students compete as wanted to

be involved. All students are encouraged to return in 2019.

8 students competed in the Rostrum Voice of Youth Public Speaking Competition; three in the Junior Division (Rochelle Manning, Emma Cullen, and George McNamara) and three in the Senior Division, (Saharsh Joshi, Harry Su and Rosanna Gately). George McNamara placed first in his heat and Rosanna Gately placed second in the Senior Division. Both students progressed through to the Regional Final.

Year 9 student George McNamara won the Junior Regional and NSW finals in the Rostrum Voice of Youth Public Speaking Competition. He went on to compete at the National Final in Perth and placed second in Australia.

In Term 3, Saharsh Joshi and Evina Yadav, both of Year 10, participated in the Voice NSW, run by UN Youth Australia. They were required to pitch a solution to a world problem, then answer questions put to them based on their speech. Evina was selected to speak at the State semi-final and following another excellent performance, has been selected to speak at the State final in November.

Also in Term 3, students from MHS competed in the NSW Arts Unit public speaking competitions. Kunjal Parikh and George McNamara participated in the junior competition: Legacy; while Lucy Witherdin spoke in the senior competition: Plain English.

George McNamara placed first at the local round of Legacy and progressed through to the State semi-final to make it to the State Final.

All students in Years 7 – 10 participated in the ICAS English Competition. In addition to this, all of Year 7 participated in the ICAS Spelling Competition and Years 7 and 8 participated in the English Writing Competition.

Mathematics

The Mathematics Faculty delivered engaging programs to all year groups throughout 2017. Learning activities were aimed to provide students with engaging, challenging yet enjoyable learning opportunities aimed at a wide range of abilities. Appropriate programs for gifted and talented students were used to maximise their learning outcomes. Programs promoted innovation and creativity in the classroom, aiming to prepare students for the future learning. Teaching and Learning activities focused on building skills in problem solving and critical analysis. Students were encouraged to build learning capacity through interactive methods and develop skills for clear communication of their mathematical ideas through collaborative processes. Our mathematics programs were inclusive of a wide range of consideration and had a range of detailed strategies to promote mathematics education at the highest possible level.

We ran two major competitions namely The Australian Mathematics Competition and The International Competition for Assessments in Schools. We had

increased interest and outstanding achievements in both the competitions. We have also offered a range of other competitions and extended invitation to competitions to our higher achieving students through an in-school program.

This year Merewether High competed in the ICAS mathematics competition. Our students achieved results well above the state average. In Year 7, 177 students participated with 12 High Distinctions, 66 Distinctions, 69 Credits and 14 Merit awards. In Year 8, 173 students participated with 10 High Distinctions, 51 Distinctions, 90 Credits and 10 Merit awards. In Year 9, 168 students participated with 8 High Distinctions, 51 Distinctions, 74 Credits and 10 Merit awards. In Year 10, 175 students participated with 2 High Distinctions, 43 Distinctions, 72 Credits and 19 Merit awards. In Year 11 and 12, 13 students participated with 2 High Distinction, 5 Distinctions and 4 Credits.

Students from Year 7 – 10 elected to participate in The Mathematics Challenge for Young Australians (MCYA), run by The Australian Mathematics Trust, a staged program designed to motivate, stimulate, encourage and develop mathematically interested students in Years 3 to 10.

The Challenge stage involves attempting six problems over a four week period to extend and develop students in mathematical problem solving. Twenty one students actively engaged in the challenge stage. Six students were awarded Distinctions and four students were awarded Credits.

The Enrichment stage involves attempting a structured course including between twelve and sixteen problems completed over an extended period. Sixteen students actively engaged in this stage. One student was awarded a Distinction and five students were rewarded with Credits.

The Australian Mathematical Olympiad Committee (AMOC) An invitation was extended to Sharvil Kesarwani to participate again in 2018 in the Australian Mathematical Olympiad selection school. Sharvil has taken part in a range of mathematical activities and competitions throughout the year. This included Australian Mathematics Olympiad. The school extends special appreciation to Sharvil for all of his mathematical involvement.

Pi Day was celebrated on Wednesday the 14th of March with a variety of activities targeting Mathematics applications and Pi related aspects in a fun and challenging day. It involved Pi recital, in class activities, pie eating, a Pi treasure hunt and was an extremely successful day. The Mathematics faculty are very proud of the great team effort students, teachers and office staff all contributed to a very successful day.

Science

Our students continue to excel, both within school and in pursuit of challenges outside of school. Jye Hollier of Year 12 attended the National Youth Science Forum in January 2018, and Eben Taylor and Aditya Enjeti are set to attend in January 2019.

Year 10 Accelerated and Year 11 Biology students embarked on a Field Study to the Shortland Wetlands to supplement their Ecology Depth Study, while Earth and Environmental Science students conducted a variety of field work, including visits to King Edward Park and the Shortland Wetlands. Year 12 Physics students visited ANSTO for a tour of their research facilities and nuclear reactor. Year 12 Chemistry and Physics students also participated in the University of Newcastle's Experiment Fest.

Science students have been involved in many presentations throughout the year; 60 Year 10 students attended the NYHOLM Youth Lecture, where they learned about counterfeit medicines and Ruben Meerman, from ABC's "The Surfing Scientist", visited MHS to present to Year 8 students on the science of weight loss and metabolism.

ICAS Science Competition – 30 students achieved a High Distinction; 212 students achieved a Distinction and 312 students achieved a Credit. High Distinction awards are awarded to the top 1% of participants, congratulations to all participants.

Humanities

The History Teacher's Association recognised a range of our students for their essay submissions to the 2018 National History Challenge. This includes:

Junyoung An for achieving first in state for the Senior (Year 11/12) category.

Emily Bryant (Year 8) for being awarded best in the state for the Indigenous History Category.

Nicholas Wilson (Year 11), Mia Nash (Year 10), Ala Guner (Year 8) and Genevieve Ball (Year 10) were awarded Certificates of Commendation for being regional winners with their submissions.

The Australian History Competition also saw great success with over 75% of entrants achieving a distinction or high distinction.

The MHS Chess team comprised of Dunnil Yohanes (Year 12), Sharvil Kesarwani (Year 11) and Coel Mulready, Danniell Jaeger (Year 9) were first in the region 2018 and took 2nd place in the state championship playoffs.

Our Year 7 teams in the Kids literacy competition organised by Ms Smith achieved 3rd in country – Grace Kim, Bethan Forrer, Lachlan Collins, Alex Sweatman.

Social Sciences

In the Australian Geography Competition MHS came 7th in Australia and Samuel Faulding, Cameron Upton, Cooper Janzen, Aidan Knipe, Keipei Tan, Andrew Tilley, Madison Reeves, James Punch, Chris Beck, Luca Borserio, Mackenzie Gilligan, Nicholas Wilson achieved in the top 1% of Australia out of 65,000 students.

In the University Of Newcastle Business Plan

Competition 2 students were placed in the top 20 of the state, Lulu Suturs and Isaac Gresham.

In the Plan Your Own Enterprise Competition supported by the Economics and Business Educators NSW 3 students placed in the top 10 in the state. Jade Hunter, William Lucas, Mackenzie Matthews.

In the University of New South Wales Business Studies Competition William Lucas won prizes for exceptional scores in both the Economics and Business Studies competition

Heyma Nahar and Nevenya Cameron came 2nd in the Muswellbrook MUNA competition sponsored by the Newcastle Enterprise Rotary Club.

In the Mock Trial Competition the team won all local rounds progressing to the quarter finals.

PDHPE/LOTE

Japanese students and teachers arranged through DE International engaged in language and cultural activities with our students on their three week visit to our school, deepening bonds between our countries.

Shannon Gillan from Year 11 won a trip to Japan in the annual Ube– Newcastle Sister City Japanese contest.

Students were supported in their language and cultural studies through native speakers coming in to the classroom for Stage 6 speaking practice each week and our first Japanese HSC regional workshop held at MHS.

Students studied under a variety of language programs including Japanese and French in Stage 4, German in Stage 5 and French and Japanese in Stage 6.

The development of new learning programs and differentiated assessment tasks in Languages in line with curriculum changes for 2019.

A successful PASS Year 9 excursion to Rotorua in New Zealand during the September school holidays.

The development of new learning programs in PDHPE in line with curriculum changes for 2019.

The conduct of a mandatory Lifesaving program for Year 7 and the use of Year 10 PASS students as instructors which align with content learnt in the completion of a coaching unit.

The finalisation of the Burn to Learn program with an appearance of PDHPE students on the ABC television show 'Ask the Doctor'.

The continuation of our students developing fitness and teamwork through lunchtime competition in Indoor Soccer.

Technology

Goals in 2018 were established to ensure:

Strengthened technology infrastructure for the support of Teaching and Learning and the sustainable implementation of effective and reliable hardware; new mechanisms for the reporting, tracking and feedback of technology issues; initial planning for renewed BYOD program; strengthened community communication and engagement with the launch of the new school website format and continuation of ICAS Digital Technologies.

Strengthened technology infrastructure for the support of Teaching and Learning

In 2018 an audit began to establish a sustainable succession plan for the update and upgrade of school-based hardware: seven learning spaces had new audio visual equipment installed including the latest in projector technology, speakers, boards and related communication ports; one lab was updated with 17 workstations to be the premiere room for technology subjects, running industry standard software; new and supplementary desktop computers and monitors were installed in every teaching space, increasing the ease of ICT integration into Teaching and Learning; remediation was undertaken into network infrastructure and use of notification systems including bells and 40 notebook computers were purchased to be implemented with the IBL program as part of a pilot initiative for a renewed BYOD strategy.

Tracking of Technology issues

SENTRAL IT Tracker was successfully implemented at the start of the year to help initiate, monitor and resolve Technology issues across the school. Over 500 tasks have been successfully closed to date, with staff reporting their approval of the improved reporting mechanism.

BYOD

The renewed Bring Your Own Device timeline has been set out with a 2020 implementation for that year's Year 9. Parent consultation has begun through presentations at Year 7 Parent Learning Groups and investigations are underway for the remediation and upgrade of wireless access, strength and availability. Several options have been set out for the purchase of BYOD hardware, which will be decided upon after the evaluation of pilot testing in IBL groups.

Strengthened community communication

The new school website was launched in September as a tool to support up-to-date and relevant information to the school community. Targeted staff undertook training in its operation and have relayed key features and operations to editing staff within the school. New features support news feeds, map functionality, video and image galleries and event organisation. A student led Media and Events team containing 15 pupils was formed to capture important ceremonies in the school community. Their vision and technical skill was invaluable for the implementation of several important events and the record of these milestones. A new school sign was also installed which has been very effective in relaying upcoming events to the local school community. There was also continued use of the

SkoolBag mobile device application, SENTRAL messaging and MOODLE.

ICAS Digital Technologies results

ICAS Digital Technologies was once again undertaken by all of Year 7, with several students in Years 8, 9 and 10 also taking part. Across the complete cohort results are as follows:

3 High Distinctions

23 Distinctions

68 Credits

27 Merits

68 Participations

E-Sports – Alexander Hughes, Blake Rixon and Jack Matthey were the 2018 Flaktest Gaming Regional League Rocket League Champions, Alexander Hughes also being awarded for his "excellence and respect" during the gaming season. Merewether HS Casual Division Team 3 were the State Champions for the Riot Games League of Legends High School League Tournament.

TAS

Forty Engineering, Design and Technology and IST students took part in the inaugural "Future Ready" tour to Canada and the United States in the September school holidays. Students were involved in visits to Tesla, NASA, Bill and Melinda Gates Foundation, Google X, Boeing factory, Elon Musks brainchild Hyperloop, Computer History Museum, Tech Museum of Innovation, Stanford University and Santa Clara University.

Sixty engineering students from Years 9–11 were involved in the "Students on Track" education program in conjunction with the Newcastle 500.

Year 10 accelerated Design and Technology students attended an excursion to Williamtown airport to support their case study on the Airbus A380.

Thirty Year 9 Engineering students were involved in the University of Newcastle Science and Engineering Challenge Day, mentoring Year 6 students.

The number of girls enrolled in elective Engineering in 2019 has more than doubled from previous years.

Twelve teams comprised of students from Years 7–9 competed in Regional Robocup competition. Six teams qualified for State Robocup at UNSW in August and from this 4 teams competed at the National Robocup Competition in Melbourne in October. One team became National Champion for the "On-stage" category and this team will travel to the International Robocup Competition in June

Two Year 8 students presented at the Engineers Australia Discover Engineering seminars in Newcastle

in June in front of 100's of people showcasing our MHS Robocup teams.

Programs were developed for the new Mandatory Technology syllabus to be implemented in Year 7 2019.

Creative and Performing Arts

The Arts continue to thrive at MHS, supported by a talented and committed staff and community professionals, who make a significant contribution to the quality and depth of the Arts programs. The Arts provide opportunities for the creative side of the intellect to stimulate higher order thinking skills, which contribute to the overall intellectual development of Gifted and Talented students.

Performing Arts – Drama and Music

The MHS music ensembles comprise Concert Band, Jazz Band, Saxophone Quartet, Flute Quartet, String Ensemble, Vocal Ensemble and Jam Ensemble. All instrumental ensembles participated in the Hawkesbury Eisteddfod, with outstanding results for all groups, with String Ensemble gaining 1st place and all other ensemble highly commended in a very competitive field. The ensembles also participated in Bandfest, with the String Ensemble winning first prize and other groups highly commended.

The Drama Ensemble continued in 2018, with performances at the school CAPA Night and Star Struck showcasing the talent and dedication of these students.

The annual POSH concert held at Newcastle Conservatorium gave the community the opportunity to see Year 12 elective music students and MHS ensembles perform at a very high level in a professional venue.

MHS students were very involved in Star Struck, with a range of roles including featured artists, choir, backing vocalists, orchestra, drama and dance.

The Vocal Ensemble participated in the Secondary Choral Concert at Sydney Town Hall, performing excerpts from *Messiah* and performances with The Idea of North.

A significant number of MHS music students are members of Regional Music Ensembles – the Hunter Wind Ensemble and Hunter Singers. This representation has increased in recent years. Both these prestigious ensembles are now based at Merewether HS, along with the community group, Newcastle Strings.

Music and drama excursions enhanced the learning experiences of students, including Reprise, Encore and Sydney Symphony Meet the Music concerts at the Sydney Opera House.

Visual Arts

Three HSC visual arts students from the 2018 class were nominated and accepted into Artexpress.

Art exhibitions were held including *The Merewether Portrait Prize*, the exhibition of Year 12's Body of Work and the *CAPA Night*, highlighting the outstanding quality of 2D and 3D artworks produced by MHS visual arts students. These exhibitions showcased the depth of talent, development of skills and higher order thinking required to produce such quality work.

Creative and Performing Arts excursions provided diverse opportunities for students and exposure to quality arts experiences, including a tour by senior visual arts students to MONA in Hobart, the Year 8 Luna Park excursion, MRAG and Newcastle Region Art Gallery.

Sport

Sport continues to play an essential role in the building of the culture of the school and plays an integral role in the reinforcement of positive attitudes and values within our student body. 2018 saw the continued involvement of our school in a range of sporting competitions and tournaments and as in previous years our student's efforts and dedication was rewarded with significant levels of success. The Sport program continues to be a pillar of our school structure and the program promotes actively our school values of integrity and excellence. This ongoing success can be attributed to the high participation rates of our students and the dedicated professionalism demonstrated by staff. Highlights in 2018 included:

Our school teams won Zone Championships in swimming, athletics and cross country for the 21st consecutive year.

A total of 102 students were selected to represent the Hunter Region and six students went on to represent NSW.

We had one student, Kaiya King in Trampoline Sports awarded a NSWCHS Sporting Blue.

Mitch Robinson was selected in the Australian Schools Water Polo team and was rewarded for a stellar year with the receipt of a major award at the Regional Presentation function.

Four students were awarded Hunter Region Blues, Kaiya King in Trampoline, Narveen Richardson in soccer, Teyjah Abell in Hockey and Caleb Hopping in Rugby.

MHS students were successful at state level by winning medals in swimming, cross country, athletics and rowing.

School teams in Open Table Tennis, 12 x50m Swimming Relay, Open Girls Hockey and Open Boys Water Polo were successful in winning Hunter Region Knockout Competitions.

The Open Boys Water Polo team were State winners of the CHS KO Knockout competition.

Shani Vazey was the MHS Sportswoman of the Year.

Bailey Proud was the MHS Sportsman of the Year.

Jared Muller was the Junior Sportsperson of the Year.

Bailey Proud, Narveen Richardson, Caleb Hopping, Tobias Atallah and Sophie Griffiths were recognized for their overall achievement in being awarded a MHS Sporting Blue in their chosen sport.

Environmental Education

The Environmental Education Program continues to thrive at MHS.

Environmental initiatives are incorporated across all KLA's through Teaching and Learning Programs. The National Curriculum includes a focus area on Sustainability across all KLAs.

Practical initiatives at Merewether High include:

Maintenance of gardens throughout the school, including the planting of native plants to encourage local bird life.

Participation in Earth hour and National Clean Up day.

External Initiatives and competitions:

Entries in the Dr Don Biddle Issues in Australian Environments Fieldwork Competition.

Entries in the Brock Senior Geography Project Fieldwork Competition.

WESSSTA Geography Trivia Day.

A very successful whole Environmental Education Program was run during the year including:

Green day with Green businesses developed and run by Year 9 commerce students.

Waste Awareness Week.

The creation of a kitchen herb garden for the canteen.

The introduction of wooden cutlery to the canteen.