

# Menai High School

## Annual Report



2018



8583

## Introduction

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

Barney Ellevsen

Principal

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## Message from the Principal

Menai High School is a large modern comprehensive high school serving the Menai, Alford's Point and Illawong areas in the Sutherland Shire. The school also attracts a significant number of students from other areas who are keen to take advantage of the learning opportunities and experiences which Menai High School offers. Every member of the school community has a lifelong right and responsibility to learn and to strive for personal excellence. Learning, Teaching and Leading form the basis for the three strategic directions within the school plan 2018 – 2020. The main areas of focus for 2018 have been explicit teaching of high order responding, Formative Assessment and enhancing academic culture via The Nerdy Boyz initiative

The welfare of each individual is the responsibility of all members of the school community. The school also desires to meet every student's individual learning needs and works in strong partnership with the community for the mutual benefit of all. A wide range of subjects is offered to students embracing innovative, quality teaching practices to deliver rich learning experiences with a caring approach to student welfare. Technology is a key component in the education of all students across all subjects and all years. The school offers an extensive and vibrant co-curricular program encompassing the performing and creative arts, public speaking and debating, outdoor programs including boating, sport, student leadership and primary industries.

The School Council and Parents and Citizens Association is very active within the school and an experienced and committed staff support whole school initiatives in such areas, as vocational education, the use of technology, literacy and numeracy, writing extended responses and formative assessment. Underpinning school and individual achievement is a cooperative leadership team, strong welfare strategies and comprehensive training and development programs for staff and students. Student leadership programs empower the student body to be effective members of the school and wider community. This report is a result of wide consultation and presents a general overview of our plans, activities and achievements in 2018. I certify that information in this report is a result of rigorous school self-evaluation and is a balanced and genuine account of the school's achievements and development.

## School background

### School vision statement

Menai High School is committed to delivering a well-rounded education that develops the child, across the cognitive, emotional, social, physical and spiritual domains.

The school's shared vision is centered upon:

- Instilling in students an enduring love of learning so that they will be successful lifelong learners.
- Developing outstanding citizens who make valuable contributions to their communities and who have local, national and global perspectives.
- Equipping students with the skills and capacities required to be successful in life.

This vision is encapsulated within the Schools Excellence Framework, which are at the centre of all that the school does. Menai High School's focus areas include:

- Learning,
- Teaching and
- Leading.

### School context

Menai High School is a co-educational school with an enrolment of 1261 students in 2018. The staff is highly experienced and there is a very small staff turnover. The student population is approximately 35% LBOTE with around 13% EALD and 2% ATSI. More than half of the student body lives outside of the school's official drawing area. This percentage is increasing each year.

The school has a teaching entitlement of 85 teachers, supported by 13 head teachers, 3 Deputy Principals and 1 Principal. All teachers are qualified and meet the professional requirements for teaching in NSW public schools. The school office staff consists of approximately 14 staff providing effective administrative services to the school community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process across the domains of Learning, Teaching, and Leading will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Learning

#### Purpose

Students are able to engage with their learning and develop skills in planning, strategies for learning, monitoring their learning and self-assessment in order to move their learning forward and to compose skilled responses.

#### Overall summary of progress

*All students in Year 7 to 12 are developing skills that enable them to be literate, numerate, creative, technologically skilled lifelong learners. This is evidenced through projects such as Project Based Learning in Years 7 and 9 along with Self Organised Learning Environments in Years 8 and 10 and the significant value-added performance of our students. Senior students are engaged in developing their skills in writing extended responses and in higher order thinking via the ALARM extended writing program. Students are moving towards becoming learners responsible for their own learning*

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students who meet yearly writing and responding progression goals..	Key staff have attended professional development courses for literacy and numeracy progressions and have taken the lead in developing other staff at staff development days and within faculty meetings.	ALARM is used by all faculties as a process of teaching students how to respond to writing extended responses. Students are moving towards becoming learners who are responsible for their own learning.
Increase the number of students who demonstrate growth in Year 9 NAPLAN.	Historical data is showing that students in the lower and middle bands are showing growth while students in the upper bands are performing within State averages with small increases in value added..	Progress this year has seen the strengthening of the Nerdy Boys program which identifies boys in the upper bands with the aim of improving student performance for higher achieving boys.
Increasing growth in value added of high achieving students.	Staff Development Days have spent significant time and effort in examining data to identify high achieving students.	Data is showing that the school's value added for the whole school has been consistently improving over the last few years and is placing Menai High School near to the top of the value-added "list".
Consistent Improvement in HSC results in written responses.	Faculty time and Staff Development Days have devoted significant time in studying how improvement in this sphere can be made.	HSC results for 2018 have shown marked improvement. Refer to data presented later in this report.



## Next Steps

Learning will continue to be one of the school's main strategic directions. Being a "Skilled Learner" is embedded in the school's vision statement.

The improvement measures currently being implemented in the school plan will continue to be further developed. In the domain of Learning the aim to improve the progress of all students through more students meeting yearly writing and responding progression goals, by improving value-added for all students, and in particular high achieving students, and to have students showing consistent improvement in written responses at the HSC will continue to be supported by the school's programs for formative assessment and writing extended responses.



## Strategic Direction 2

### Teaching

#### Purpose

All teachers become experts in supporting students to engage in their learning and learning how to learn (meta-cognition).

#### Overall summary of progress

Quality teaching is a major underpinning theme for Menai High School. Explicit teaching, learning instructions and success criteria are embedded in teacher practice and feedback for student performance is evident across all KLAs. The use of data to inform planning meaningful instruction and classroom practice is conducted by all staff. The sharing of practice across faculties has become commonplace.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased growth/value added of students in NAPLAN.	Staff analyse NAPLAN and SMART/RAP data at the beginning of each year for planning purposes and to better know their students.	Learning intentions and success criteria are a part of all staff's lessons. Shared practice is evident with samples uploaded to a Google Classroom for all staff to observe what others are doing and to use if desired.
Programs have "Writing and/or Responding" progressions and are embedded in all teaching and learning programs.	Staff have attended training days and shared their knowledge and experience with the whole school staff.	Value added data is being used to inform Writing and Responding plans. Assessment strategy is focussed on developing extended response writing and explicit teaching resource for responding are being developed.
Growth data shows increased percentage of staff moving from Proficient to HAT in standards 2.5, 5.1, 5.2.	Significant time has been spent on accreditation at staff meetings and on Staff development Days.	Staff are encouraged and supported to achieve higher levels of accreditation. Two staff members have received scholarships through the LDI project to support them in completing HAT and Lead Accreditation.
Increasing percentage of staff modelling of Formative Assessment through faculty programs and/or logging teacher identified learning in Google Classroom.	Staff meetings and executive meetings have an inbuilt session for demonstrations of how staff are using formative assessment in the range of classroom contexts within the school.	All staff made a contribution to this forum to demonstrate examples of what they did during 2018. This practice is continuing into 2019.
Observations increasingly show Formative Assessment is practiced expertly by teachers.	See previous improvement measure. Staff are also demonstrating their practice of formative assessment through PDP observations.	The teachers' Google Classroom documents contributions. Staff are sharing practice on a one-to-one basis through their Performance and Development Plans via classroom observations.

#### Next Steps

Setting high expectations for all students, differentiation of lessons and assessment tasks, a continuation of developing staff in the use of extended response writing and the use of formative assessment will be further developed.

### Strategic Direction 3

#### Leading

#### Purpose

Every teacher is a leader of their own learning, their colleague's learning and the learning of students.

#### Overall summary of progress

The leadership team at Menai High aims to model instructional leadership to support a culture of high expectations and engage the school community with the aim being a sustained and measurable whole school improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate increasing growth in work samples in higher order responses.	Staff Development Day and faculty twilight sessions have devoted significant time in this context.	Work samples are stored in Google Classroom as evidence. These are examined at staff and executive meetings on a regular basis
Teacher reflections and surveys show increasing opportunities for teacher collaboration around Formative Assessment and Responding.	Leadership team involved in the 3 Rivers Instructional Leadership program.  Performance and Development Plans include a common goal of formative assessment, feedback and responding.	A small number of the leadership team are currently participating in the local Instructional Leadership Program.  Collaboration is demonstrated via Google Classroom sharing, the Leadership Program and shared classroom observations.

#### Next Steps

Currently a small number of the leadership team, including all senior members, are currently participating in an Instructional Leadership program. As well, all Head Teachers are involved in the school's leadership program with Head Teachers meeting with supervisors on a regular basis. Both programs aim to strengthen the focus on learning, to build educational aspiration and improve performance throughout the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b><i>All RAM funds expended (\$13,491) on human resources to support ATSI programs.</i></b>	<p>In 2018 RAM funds were focussed on supporting our students within the school environment. To this end a Student Learning Support Officer was employed one day a week to work with our Aboriginal students to offer additional support and further learning opportunities.</p> <p>Our ATSI team continued to support our students. Initially through the completion of each students Personalised Learning Pathway and followed up by mentoring and support throughout the year. We also ensure representation at local AECG meetings and work closely with the Careers advisor to maximise potential opportunities for our students.</p> <p>The reconciliation assembly was a highlight for this program, with many of our students leading this assembly and featuring as key note speakers. Special recognition also goes to individual students including Dakota Davies who received the 2018 Deadly kids award, and Mitchell Cooper who was listed as a finalist in the CSIRO 2018 Indigenous STEM Awards.</p>
<b>English language proficiency</b>	<b><i>All RAM funds spent (\$220,150) on teaching staff and support staff to assist students who are EALD.</i></b>	<p>EALD students receive support in the classroom with 1.2 staff members providing support. These staff also assist students in their learning and growing as a citizen in small groups out of normal classes and on a one-to-one basis by withdrawal from the class when appropriate.</p> <p>Some students are supported with funds from the targeted student support for refugees and new arrivals program.</p> <p>Mercy Connect (a volunteer organisation) also supports EALD students on a one-to-one basis.</p>
<b>Low level adjustment for disability</b>	RAM funds expenditure consisted of salaries for 1.2 teaching staff and a number of SLSOs.	<p>This initiative supported the learning needs of around 10% of the school's student body with 1.2 LaST teachers employed and 4–5 Student Learning Support Officers (funded from integration monies) employed to provide in class and other support.</p> <p>All students developed PLPs in discussion with the Learning Support Team, senior executive and parents at review meetings held during the year.</p> <p>All assessment tasks were evaluated by the Learning Support Team for accessibility for all students with disabilities.</p>
<b>Socio-economic background</b>	<b><i>All RAM funds spent (\$85,672).</i></b>	To support students from low socio-economic backgrounds equity funds were distributed across all KLAs to support the learning needs at the faculty and the classroom level.



<b>Socio-economic background</b>	<b><i>All RAM funds spent (\$85,672).</i></b>	The Library provided access to other resources, such as laptops for use during the school day and textbooks, where necessary.
<b>Support for beginning teachers</b>	<b><i>\$107,600 is to be utilised over two year periods. In 2017 \$38,498 was used on courses, professional learning and mentoring. The remainder was used during 2018.</i></b>	Funds were expended on mentoring, professional learning, teaching resources and a very successful Induction program lead by the Head Teacher Teaching and Learning.  Beginning teachers met in sessions for professional development and support.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	646	656	676	653
Girls	565	572	584	604

In February 2018, student enrolment was 1261 Applications for enrolment, in particular out of area applications, continued to increase. The school has a strong international students program which has continued to grow in numbers. Menai High School also has strong EALD programs and specialised staffing support that enables the school to meet the needs of students from language backgrounds other than English. For this reason the school works closely with DE International to place overseas students and the Beverly Hills Intensive English Centre in order to provide enrolment placement for students who are new arrivals to Australia and students of refugee status.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.5	94.6	94.1	94.6
8	92.4	91.1	92.7	91
9	92	91	90.6	91.5
10	91.7	91.1	90.5	89.8
11	93	91.3	91.5	91.2
12	92.9	93.1	94.1	93.2
All Years	92.5	92	92.3	91.8
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

The overall attendance rate is high and continues to be above the state average. Letters are sent home on a weekly basis where absences have not been

satisfactorily explained and issues of student attendance are raised at the weekly executive meeting and at welfare team meetings. All students are issued with a Student Handbook which outlines attendance requirements. Rolls are marked at the beginning of the day and during every lesson of the day. Students who are not in class will be recorded as truanting unless they have 'swiped out' in Sentral.

Parents of students who are marked absent at roll call and have not signed in by 10.00 am will be sent a text message (SMS) to advise them their child is not at school. When a student has been absent, on the first day of his/her return to school he/she must present a signed note from a parent/caregiver explaining the reason for the absences, the date to his/her roll call teacher. If non-attendance becomes a significant issue for an individual the school deals with it on a case by case approach.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	7
Employment	0	1	15
TAFE entry	0	3	3
University Entry	0	0	65
Other	0	0	5
Unknown	0	1	5

### Year 12 students undertaking vocational or trade training

A total of 30 students (16%) were engaged in Industry Curriculum Framework VET courses delivered in school by trained and industry current teachers. Courses delivered were:

- Business Services
- Construction
- Entertainment
- Hospitality (Food & Beverage)
- Primary Industries

30 students (100%) achieved the full Certificate qualification or relevant Statement of Attainment towards their Certificate qualification for their course.

10 students (30%) are pursuing jobs / TAFE / University in the VET course studied at school. 2 of these students were able to use their Competency Transcripts obtained from school (NESA) to gain credit transfer for the TAFE courses they are studying.

One student came first in the State in Business

Services.

Four students gained VET Excellence Awards at the RTO VET Awards Ceremony – Business Services, Entertainment, Hospitality (Food & Beverage) and Primary Industries. The Business Services student was the overall RTO winner in that category.

One student from the Hospitality (Food & Beverage) VET Framework received the Southern Sydney Business Education Network (SSBEN) VET Excellence Award for commitment to their training and industry work placement.

### Year 12 students attaining HSC or equivalent vocational education qualification

#### The university destinations were:

University of Wollongong(36); University of NSW(20); University of Technology Sydney(19); University of Western Sydney(18); University of Sydney(9); Australian Catholic University(5); Macquarie University(2); University New England(2); Australian National University(1); Australian College of Applied Psychology(1)

#### Areas of Study

Business/Commerce/Finance(25); Health Science/Sport Science – 21; Engineering/Design(15); Science(15); Education(10); Information Technology(8); Social Science(7); Psychology/Welfare(5); Communications/Journalism(4); Creative Arts(4); Arts(3); Law(3); Foundation Studies/Pathways(6)

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	61.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	14.77
Other Positions	1

\*Full Time Equivalent

One staff member identifies as ATSI. That staff

member is an integral member of the school's ATSI Team and is undergoing the induction program for ATSI staff.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

### Professional learning and teacher accreditation

#### Professional Learning

Professional Learning in 2018 continued to support the implementation of Formative Assessment Strategies, in particular feedback and peer feedback strategies. Staff also engaged in training on metacognition as part of our whole school approach to improving extended response writing. Workshops were offered throughout the year to support differentiated professional learning in a variety of areas including mindfulness, metacognition, extended response writing, explicit teaching of literacy, differentiation and more.

ALARM training has continued, with new staff to the school provided with training in this area. Our extensive induction program also provided beginning teachers with additional support and professional learning.

The school provides active support in assisting teachers to achieve accreditation, including Beginning Teachers days and workshops to assist staff with completing proficient accreditation. Additional support was also provided through staff and faculty meetings to train staff in logging teacher identified professional learning.

Number of Teachers who gained proficiency in 2018: 6

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,052,994
<b>Revenue</b>	13,705,739
Appropriation	12,568,642
Sale of Goods and Services	100,124
Grants and Contributions	947,425
Gain and Loss	0
Other Revenue	75,371
Investment Income	14,177
<b>Expenses</b>	-13,173,342
Recurrent Expenses	-13,173,342
Employee Related	-11,565,290
Operating Expenses	-1,608,052
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	532,397
<b>Balance Carried Forward</b>	1,585,391

Menai High School's financial management processes and governance structures meet financial policy requirements through the following:

- A committee of elected staff and P&C/School Council members and the Senior Executive Team oversee the annual budgetary process to ensure programs are funded in a financially responsible and fair manner during Term 4 for the following year.
- The finance committee then meets on a monthly basis to oversee the financial operations of the school by monitoring the income and expenditure of the school.
- Mandatory spending of RAM resources is rigidly applied while School and Community resources are managed

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	10,893,073
Base Per Capita	243,568
Base Location	0
Other Base	10,649,505
<b>Equity Total</b>	540,193
Equity Aboriginal	16,047
Equity Socio economic	90,348
Equity Language	216,128
Equity Disability	217,670
<b>Targeted Total</b>	141,881
<b>Other Total</b>	328,223
<b>Grand Total</b>	11,903,370

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 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.

Menai High had a high percentage of students participate in NAPLAN testing in Years 7 and 9.

The majority of our Year 9 students demonstrated expected or above expected growth in all aspects of literacy when compared against their Year 7 results. For **Writing**, 65% demonstrated expected or above expected growth, 19% demonstrated growth but below expectations and 15% did not demonstrate growth. For



**Spelling** 55% demonstrated expected or above expected growth, 44% demonstrated growth but below expectations and 1% did not demonstrate growth. For **Reading**, 65% demonstrated expected or above expected growth, 30% demonstrated growth but below expectations and only 5% did not demonstrate growth. For **Grammar and Punctuation**, 64% demonstrated expected or above expected growth, 28% demonstrated growth but below expectations and 8% did not demonstrate growth.

In Year 7, in **Grammar and Punctuation, and Reading** our students in bands 3 –7 were above state average, but below state average for bands 8 – 10. In Year 7, in **Spelling** our students in bands 5 –7, were above state average but below state average for bands 8 – 10. In **Writing** for all criteria, our Year 7 students scored predominantly in the middle range of marks. The number of students scoring maximum marks for each criterion was below state average.

In Year 9, in **Grammar and Punctuation, and Reading** our students in bands 4 – 8 were above state average, but below state average for bands 9 – 10. In Year 9, in **Spelling** our students in bands 5 –8, were above state average but below state average for bands 9 – 10. In **Writing** for all criteria, our Year 7 students scored predominantly in the middle range of marks. The number of students scoring maximum marks for each criterion was below state average.

The majority of our Year 9 students demonstrated expected or above expected growth in numeracy when compared against their Year 7 results. 59% demonstrated expected or above expected growth, 38% demonstrated growth but below expectations and only 3% did not demonstrate growth.

In Year 7 our students were above state average for bands 3 – 7, and below state average for bands 8 – 10.

In Year 9 our students were above state average for bands 5–8, and below state average for bands 9 – 10.

#### Percentage in Bands:

##### Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.5	4.4	28.2	32.5	18.9	15.5
School avg 2016-2018	0.8	5.3	23.1	38.2	19.6	13

#### Percentage in Bands:

##### Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.5	5.6	28.6	30.5	25.4	9.4
School avg 2016-2018	1.1	9	31.9	33.2	18.4	6.3

Menai High School is working towards Year 12 attainment and attendance outcomes of Aboriginal students matching or bettering those of the broader student population. All ATSI students have developed a Personalised Learning Plan which is formulated in concert with family, community and teaching staff. The Personalised Learning Plan sets academic and other goals with each student having a teacher as a mentor who supports them in their learning at Menai High School. Additional support is offered to ATSI students through one on one support by a tutor one day per week.

#### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest)..

The 2018 HSC results were extremely strong and consistent across faculty and subject areas. In particular English Advanced, English Standard, Mathematics, Modern History and Biology achieved particularly strong results, in terms of both numbers of Band 6 results and average results.

- Students received 123 Band 6's across 24 subjects.
- Students received 277 Band 5's. 53 of these were within two marks of a Band 6.
- A top ATAR of 99.6
- Thirty two ATARs above 90
- The school made the Sydney Morning Herald's list of the top 150 schools coming in at 120th.
- First place in the state in Business Services.
- Second place in the state in Standard English.
- Eight students placed within the top twenty in the state.

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	80.2	73.6	69.5	74.2
Biology	76.9	74.3	70.7	76.5
Business Studies	76.9	72.8	69.3	73.3
Chemistry	74.9	73.7	71.8	73.7
Community and Family Studies	74.9	74.1	69.9	76.7
Economics	72.3	72.5	74.7	72.7
English (Advanced)	87.5	80.4	77.5	87.5
English (Standard)	78.8	70.2	65.0	77.1
English as a Second Language	64.1	71.8	70.1	66.0
Food Technology	71.1	74.0	70.7	72.6
Geography	76.7	72.7	70.6	74.4
Hospitality Examination (Food and Beverage)	74.1	75.3	71.0	76.6
Industrial Technology	82.0	69.6	66.2	77.4
Legal Studies	82.1	76.3	71.2	79.3
Mathematics	76.8	77.1	74.8	75.4
Mathematics Extension 1	66.5	76.0	78.7	70.1
Mathematics General 2	75.0	71.0	65.1	72.8
Modern History	80.3	73.8	69.5	77.2
Personal Development, Health and Physical Education	76.6	72.8	69.5	76.6
Physics	73.7	70.5	70.6	73.3
Senior Science	67.9	73.8	68.2	67.9
Society and Culture	79.5	77.7	76.1	78.5
Visual Arts	86.1	81.2	78.0	84.8

## Parent/caregiver, student, teacher satisfaction

Data for all three perspectives is derived from the relevant 2018 Tell Them From Me surveys which collect opinions on a range of topics.

### Perspectives of Parents

The "**Partners in Learning Parent Survey – CESE Project Menai High School**" covers aspects of parent perceptions of their children's experiences at school and provides feedback about the extent to which parents support learning, positive behaviour and safety at school. A score of zero (0) indicates strong disagreement, a score of ten (10) indicates strong agreement and five (5) is a neutral position. A variety of perspectives are given below

#### Parents feel welcome: School Mean (NSW Government Norm) 7.1 (7.4)

- I feel welcome when I visit the school. 7.3
- I can easily speak with my child's teachers. 6.6
- I am well informed about school activities. 6.5
- Teachers listen to concerns I have. 6.6
- I can easily speak with the school principal. 6.3
- Written information from the school is in clear, plain language. 8.2
- Parent activities are scheduled at times when I can attend. 6.9
- The school's administrative staff are helpful when I have a question or problem. 8.4

#### Parents are informed: School Mean (NSW Government Norm) 6.3 (6.6)

- Reports on my child's progress are written in terms I understand. 7.8
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.6
- I am informed about my child's behaviour at school, whether positive or negative. 6.3
- The teachers would inform me if my child were not making adequate progress in school subjects. 5.7
- I am well informed about my child's progress in school subjects. 6.8
- I am informed about opportunities concerning my child's future. 6.0
- I am informed about my child's social and emotional development. 5.0

#### Parents support learning at home: School Mean (NSW Government Norm) 6.1 (6.3)

- Discuss how well your child is doing in his or her classes. 5.3
- Talk about how important schoolwork is. 5.6
- Ask about any challenges your child might have at school. 6.0
- Encourage your child to do well at school. 6.9
- Praise your child for doing well at school. 6.2
- Talk with your child about feelings towards other children at school. 5.9
- Take an interest in your child's school assignments. 6.6

#### School supports learning: School Mean (NSW Government Norm) 6.5 (7.3)

- Teachers have high expectations for my child to succeed. 6.2

- Teachers show an interest in my child's learning. 5.9
- My child is encouraged to do his or her best work. 6.4
- Teachers take account of my child's needs, abilities, and interests. 6.0
- Teachers expect homework to be done on time. 7.7
- Teachers expect my child to work hard. 7.0

#### **School supports positive behaviour: School Mean (NSW Government Norm) 6.8 (7.7)**

- Teachers expect my child to pay attention in class. 7.2
- Teachers maintain control of their classes. 5.8
- My child is clear about the rules for school behaviour. 8.0
- Teachers devote their time to extra-curricular activities. 6.2

#### **Safety at school: School Mean (NSW Government Norm) 7.1 (7.4)**

- Behaviour issues are dealt with in a timely manner. 6.8
- My child feels safe at school. 7.5
- My child feels safe going to and from school. 7.7
- The school helps prevent bullying. 6.4

#### **Inclusive school: School Mean (NSW Government Norm) 6.1 (6.7)**

- Teachers help students who need extra support. 5.9
- School staff create opportunities for students who are learning at a slower pace. 5.6
- Teachers try to understand the learning needs of students with special needs. 6.2
- School staff take an active role in making sure all students are included in school activities. 6.7
- Teachers help students develop positive friendships. 5.9

#### **Perspectives of Teachers**

Data derived from the "Focus on Learning' Teacher Survey Report". A score of zero (0) indicates strong disagreement, a score of ten (10) indicates strong agreement and five (5) is a neutral position.

#### **Drivers of Student Learning – Leadership: School Mean (NSW Govt Norm) 7.7 (7.1)**

- School leaders have helped me establish challenging and visible learning goals for students. 7.9
- School leaders have helped me create new learning opportunities for students. 7.8
- School leaders have provided me with useful feedback about my teaching. 7.4
- School leaders have helped me improve my teaching. 7.5
- School leaders have provided guidance for monitoring student progress. 7.5
- I work with school leaders to create a safe and orderly school environment. 8.2
- School leaders have taken time to observe my teaching. 7.2
- School leaders have supported me during stressful times. 8.2 with Parents

#### **Learning – Collaboration: School Mean (NSW Govt Norm) 8.2 (7.8)**

- I work with other teachers in developing cross-curricular or common learning
- Teachers have given me helpful feedback about my teaching. 7.4
- I talk with other teachers about strategies that increase student engagement. 8.8
- Other teachers have shared their learning goals for students with me. 8.0
- Teachers in our school share their lesson plans and other materials with me. 8.4
- I discuss my assessment strategies with other teachers. 8.4
- I discuss learning problems of particular students with other teachers. 8.8
- I discuss my learning goals with other teachers. 8.0

#### **Drivers of Student Learning – Learning Culture: School Mean (NSW Govt Norm) 8.2 (8.0)**

- I give students written feedback on their work. 8.8
- I talk with students about the barriers to learning. 8.2
- In most of my classes I discuss the learning goals for the lesson. 8.2
- Students become fully engaged in class activities. 7.8
- I monitor the progress of individual students. 8.1
- I am effective in working with students who have behavioural problems. 8.2
- I set high expectations for student learning. 8.6
- Students find class lessons relevant to their own experiences. 8.0

#### **Drivers of Student Learning – Data Informs Practice: School Mean (NSW Govt Norm) 8.3 (7.8)**

- My assessments help me understand where students are having difficulty. 8.2
- I use formal assessment tasks to help students set challenging goals. 8.5
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 7.9
- I use formal assessment tasks to discuss with students where common mistakes are made. 8.5
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 8.2
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.8
- I use results from formal assessment tasks to inform my lesson planning. 8.8
- I give students feedback on how to improve their performance on formal assessment tasks. 8.8

#### **Drivers of Student Learning – Teaching Practice: School Mean (NSW Govt Norm) 8.1 (7.9)**

- I help students set challenging learning goals. 8.0
- When I present a new concept I try to link it to previously mastered skills and knowledge. 8.6
- Students receive written feedback on their work at least once every week. 5.6
- I can easily identify unproductive learning strategies. 8.1
- My students are very clear about what they are expected to learn. 8.6

- I use two or more teaching strategies in most class periods. 8.4
- Students receive feedback on their work that brings them closer to achieving their goals. 8.8
- I discuss with students ways of seeking help that will increase learning. 8.9

#### **Drivers of Student Learning – Technology: School Mean (NSW Govt Norm) 8.1 (6.7)**

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 8.9
- I use computers or other interactive technology to give students immediate feedback on their learning. 8.2
- Students use computers or other interactive technology to track progress towards their goals. 6.7
- I help students set goals for learning new technological skills. 7.6
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 9.1
- I help students use computers or other interactive technology to undertake research. 8.2
- I help students to overcome personal barriers to using interactive technology. 7.9
- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.9

#### **Drivers of Student Learning – Inclusive School: School Mean (NSW Govt Norm) 8.4 (8.2)**

- I am regularly available to help students with special learning needs. 8.5
- I strive to understand the learning needs of students with special learning needs. 8.5
- I establish clear expectations for classroom behaviour. 8.7
- I help low-performing students plan their assignments. 8.1
- I make sure that students with special learning needs receive meaningful feedback on their work. 8.2
- I make an effort to include students with special learning needs in class activities. 8.6
- I use individual education plans to set goals for students with special learning needs. 7.8
- I create opportunities for success for students who are learning at a slower pace. 8.4

#### **Drivers of Student Learning – Parent Involvement: School Mean (NSW Govt Norm) 6.7 (6.8)**

- I work with parents to help solve problems interfering with their child's progress. 8.0
- I share students' learning goals with their parents. 6.6
- I use strategies to engage parents in their child's learning. 6.9
- I ask parents to review and comment on students' work. 4.8
- I am in regular contact with the parents of students with special learning needs. 6.0
- Parents understand the expectations for students in my class. 7.5
- I make an effort to involve parents and other community members in creating learning

opportunities. 6.8

- Parents are regularly informed about their child's progress. 6.8

#### **Perspectives of Students**

Data for student perspectives is derived from a statewide survey called Tell Them From Me "**Student Engagement – Secondary Survey (2018)**". The following summarises this data for Menai High School. The first figure inside the brackets represents MHS data while the second figure represents the State norm. All figures are percentages.

- **Social Engagement:** Sense of Belonging (74/66), Positive Relationships (83/79), Participation in Sport and Clubs (65/61).
- **Institutional Engagement:** Value School Outcomes (73/75), Attendance (95/91), Positive Behaviour at School (93/86), Homework (64/54).
- **Intellectual Engagement:** Effort (72/67), Appropriately Challenged (42/42), Interest and Motivation (28/28)
- **Drivers of Student Engagement:** Positive Teacher–Student relationships (68/56), Positive Learning Climate (67/56), Expectations for Success (77/67).

## **Policy requirements**

### **Aboriginal education**

RAM funds spending focussed on supporting our students within the school environment. Student Learning Support Officer was employed one day a week to work with our Aboriginal students to offer additional support and further learning opportunities. The ATSI team continued to support our students through the creation and completion of a students Personalised Learning Pathway and was followed up by continuous mentoring and support throughout 2018. Other aspects of the school's ATSI program included representation at local AECG meetings, working with the Careers adviser and assemblies. especially the Reconciliation Assembly.

Special recognition also goes to individual students. One student received the 2018 Deadly kids award and another was listed as a finalist in the CSIRO 2018 Indigenous STEM Awards.





### Multicultural and anti-racism education

Multicultural education at Menai High School prepares students for their roles and responsibilities as skilled citizens in an interdependent world. Thirty three percent of the school's student body has language backgrounds other than English. This brings with them a range of cultural and religious traditions where students learn to respect difference but also encourages a sense of belonging.

Menai High School had cultural exchange visits from three Japanese high schools. These schools worked with the students from Menai High in multicultural awareness raising activities. A major cooperative STEM project between Omiya Kita Super Science High School saw twenty of Menai's top achieving Science students work with Omiya Kita students in solving world problems. A number study tours were made by groups from overseas.

Harmony Day was an important day as students from the Students Representative Council lead awareness raising presentations and activities to share the message of diversity and promoting respect for all cultures. The school ran a Refugee Week assembly in which a senior student graphically described his experiences as a refugee coming to Australia from Syria. ESL students were also taken on a free learn-to-swim course over several days. Local volunteers worked regularly with ESL and refugee students in tutoring during class time to improve learner