

Menai High School

2019 Annual Report



8583

Introduction

The Annual Report for 2019 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.

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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 is committed to developing all students to be skilled learners and skilled citizens who are skilled for life.

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 2019 have been explicit teaching of high order responding, Formative Assessment, collaborative teaching practice and enhancing academic culture.

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, 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 2019.

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

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.

Improvement Measures

An increased proportion of students who meet yearly writing and responding progression goals..

Increase the number of students who demonstrate growth in Year 9 NAPLAN.

Increasing growth in value added of high achieving students.

Consistent Improvement in HSC results in written responses.

Progress towards achieving improvement measures

Process 1: Formative Assessment

Formative Assessment Team lead enactment of the "MHS Formative Assessment Implementation 2018–2020" document:

2018: Implement "Providing feedback that moves learning forward" in Semester 1. In Semester 2 implement "Activating learners as instructional resources for one another".

2019: Semester 1 – "Activating learners as owners of their own learning" Semester 2 – Consolidation of all five aspects of Formative Assessment.

2020: Retrain staff in areas of need and provide extension in identified areas of need.

Evaluation	Funds Expended (Resources)
<p>Pre–and post–data collected from staff has shown that our Professional Learning in this area has had a significant effect with all staff demonstrating growth in their skill levels in Formative Assessment.</p> <p>Teacher work samples and innovation in this area are regularly shared and showcased on our staff Formative Assessment Classroom and through Faculty meetings, Staff Meetings and Executive meetings. Students continue to be surveyed each year on our Formative Assessment Strategies and this data clearly shows that our students are using a wide variety of Formative Assessment techniques to support their learning.</p>	<p>It is hard to quantify the actual funds expended on the Strategic Directions of the school. Professional learning days, staff and faculty meetings are consistently devoted to the the strategic directions and staff devote a significant amount of their personal time (out of working hours) to achieving the goals of the school.</p> <p>Formally, \$95,103 was spent on Teacher Professional learning and \$107,878 was spent on the Beginning Teachers Program. Approximately \$60,000 was spent on the collaborative and leadership development of the executive and their faculty groups.</p>

Process 2: Responding

Writing and Responding plan: Implement the Menai High School Writing and Responding project, in line with the Writing and Responding Progressions.

Mathematics Responding plan: Explore, develop and implement a Mathematics plan to advance the skills of all students in interpretation, analysis, critical thinking and evaluation.

Meta–cognition strategy: Explore, develop and implement a model of explicit teaching of meta–

Progress towards achieving improvement measures

Process 2: cognition at Menai High School.

Evaluation	Funds Expended (Resources)
<p>Teachers in KLA's other than Maths have begun using UPSCHECK to support student learning in their subject. Teacher work samples show the use of UPSCHECK in the classroom. This strategy will be continued in 2020 to enhance its effectiveness. Work samples also demonstrated that teachers had embedded a variety of literacy techniques based on the learning needs of their individual classes and students.</p> <p>Evaluations of teachers, student and executives on the Skilled Learners class were completed and examined with minor refinements put in place for 2020. Students clearly identified that study skills in particular were highly valued and appreciated.</p>	<p>See details in resources section above.</p>

Strategic Direction 2

Teaching

Purpose

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

Improvement Measures

Increased growth/value added of students in NAPLAN.

Programs have "Writing and/or Responding" progressions and are embedded in all teaching and learning programs.

Growth data shows increased percentage of staff moving from Proficient to HAT in standards 2.5, 5.1, 5.2.

Increasing percentage of staff modelling of Formative Assessment through faculty programs and/or logging teacher identified learning in Google Classroom.

Observations increasingly show Formative Assessment is practiced expertly by teachers.

Progress towards achieving improvement measures

Process 1: Formative Assessment

- Continue professional learning on five elements of Formative Assessment.
- All staff engaging in collaborative practices to support the implementation of Formative Assessment and Responding.
- Literacy and Numeracy Teams trained in literacy and numeracy progressions and become instructional leaders.
- Continue work on effect sizes and measuring impact – 12 months of growth for 12 months of learning.
- Staff team trained in the use of effect sizes.

Evaluation	Funds Expended (Resources)
Teacher feedback on the Literacy and Numeracy presentations was extremely positive. Many staff appreciated the variety of strategies outlined to support literacy and numeracy teaching, with strategies like "Here, hidden, head" proving particularly popular amongst staff. Staff also gained an understanding of the Literacy and Numeracy progressions and their use.	See details in Strategic Direction 1.

Process 2: Responding

- Build capacity of teachers through professional learning to implement "Writing and Responding" pedagogies.
- Build capacity of teachers through professional learning and develop scope and sequence for Mathematics Responding Plan.
- The literacy and numeracy teams lead in the training of staff to be able to embed writing and responding progressions into teaching and learning programs.

Evaluation	Funds Expended (Resources)
Evaluations of the Staff development Days on Literacy and Numeracy showed that the Professional Learning was well received by staff. Staff commented that they liked the collaborative nature of the Year 7 teachers working together towards a common literacy and numeracy goal.	See details in Strategic Direction 1.

Strategic Direction 3

Leading

Purpose

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

Improvement Measures

Students demonstrate increasing growth in work samples in higher order responses.

Teacher reflections and surveys show increasing opportunities for teacher collaboration around Formative Assessment and Responding.

Progress towards achieving improvement measures

Process 1: School Leadership Strategy

- School leadership strategy supports the implementation of instructional leadership practices across the school.
- Model for instructional leadership meetings created to enable instructional leadership meetings and conversations which are impactful and effective in driving best practice.
- Fortnightly instructional leadership strategy meetings held between senior executive and head teachers embedded as standard leadership practice in order to lead best practice in Formative Assessment and Responding in the classroom.

Evaluation	Funds Expended (Resources)
Throughout 2019 we have continued to expand out leadership strategy with non-faculty Head Teachers included in the program. Head Teachers meet with their supervising Deputy Principal every two weeks to discuss how their faculty is working towards the school plan and embedding Formative Assessment and Writing and Responding in their KLA's.	See details in Strategic Direction 1.

Process 2: Professional Growth Strategy

- Frequent teacher observations focussing on Formative Assessment practice and the explicit teaching of responding.
- Professional learning time to allow teachers to collaborate and share practice on Formative Assessment and Responding.
- PDF process provides all teachers with an opportunity to engage with the Australian Professional Standards for Teaching at Highly Accomplished and Lead level.

Evaluation	Funds Expended (Resources)
In order to quantitatively measure the impact of our work on collaboration during 2019 we conducted a Pre Test (Term 1) and Post Test (End of Term 3) based on the Australian Professional Teaching Standards and the School Excellence Framework elements that related to collaboration. The data clearly demonstrated that there was shift in all elements from Proficient/Delivering towards Lead/Excelling.	See details in Strategic Direction 1.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funds expended \$18,013.	Our ATSI team continued to support our students using Personalised Learning Programs and student mentoring. We also ensure representation at local AECG meetings and work closely with the Careers advisor to maximise potential opportunities for our students.
English language proficiency	RAM funds (\$260,579) were spent on teaching staff and support staff to assist students who are EALD	EALD students received support in the classroom from 1.2 staff members. These staff also assisted 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. Some students are supported with funds from the targeted student support for refugees and new arrivals program. Mercy Connect (a volunteer organisation) also supported EALD
Low level adjustment for disability	Funds expended amounted to \$226,645.	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. All students developed PLPs in discussion with the Learning Support Team, senior executive and parents at review meetings held during the year. All assessment tasks were evaluated by the Learning Support Team for accessibility for all funded students with disabilities.
Socio-economic background	RAM funds amounted to \$103,477	All resources for socio-economic background spent on resources and programs across the curriculum.
Support for beginning teachers	Funds expended for the year amounted to \$166,960	Funds were expended on mentoring, professional learning, teaching resources and a 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			
	2016	2017	2018	2019
Boys	656	676	653	641
Girls	572	584	604	636

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.6	94.1	94.6	93.8
8	91.1	92.7	91	91.2
9	91	90.6	91.5	89.7
10	91.1	90.5	89.8	89.6
11	91.3	91.5	91.2	90.3
12	93.1	94.1	93.2	92.8
All Years	92	92.3	91.8	91.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	5
Employment	1	1	5
TAFE entry	0	5	6
University Entry	0	0	81
Other	2	2	2
Unknown	1	1	1

Year 12 students undertaking vocational or trade training

24.04% of Year 12 students at Menai High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Menai High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	62.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher ESL	2
School Counsellor	2
School Administration and Support Staff	14.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,585,391
Revenue	14,144,775
Appropriation	12,956,526
Sale of Goods and Services	108,752
Grants and contributions	993,676
Investment income	15,443
Other revenue	70,378
Expenses	-14,032,625
Employee related	-12,147,418
Operating expenses	-1,885,207
Surplus / deficit for the year	112,150

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.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	114,157
Equity Total	608,713
Equity - Aboriginal	18,013
Equity - Socio-economic	103,477
Equity - Language	260,579
Equity - Disability	226,645
Base Total	11,093,363
Base - Per Capita	294,846
Base - Location	0
Base - Other	10,798,517
Other Total	696,109
Grand Total	12,512,343

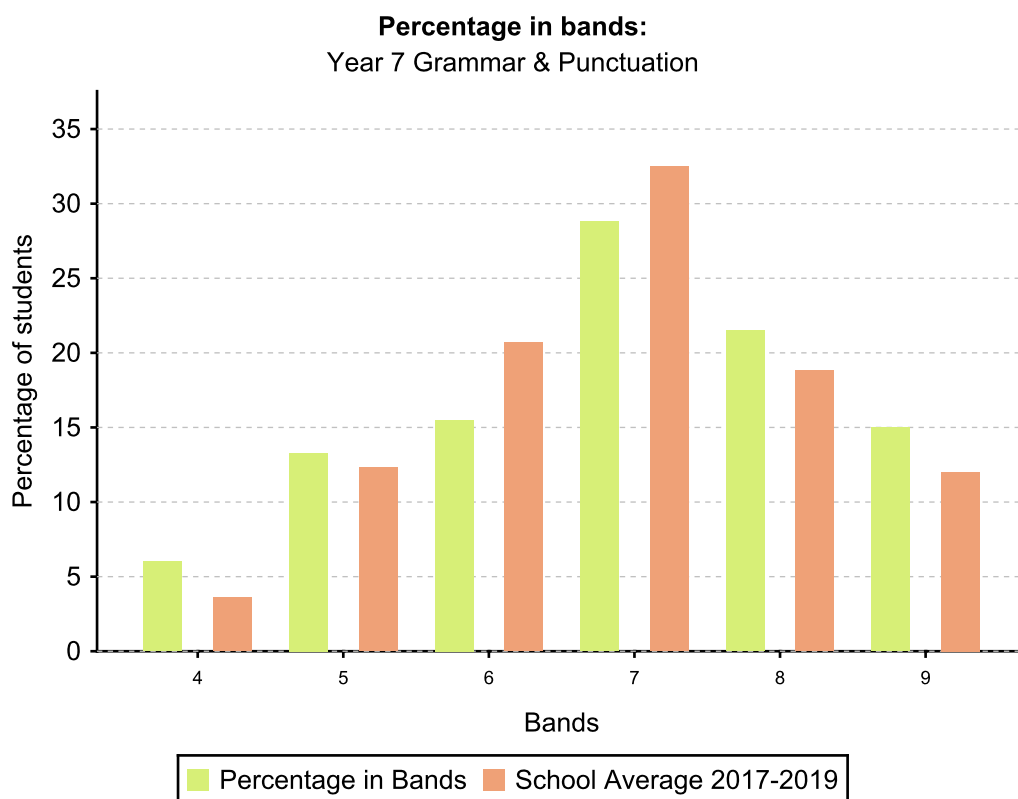
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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.

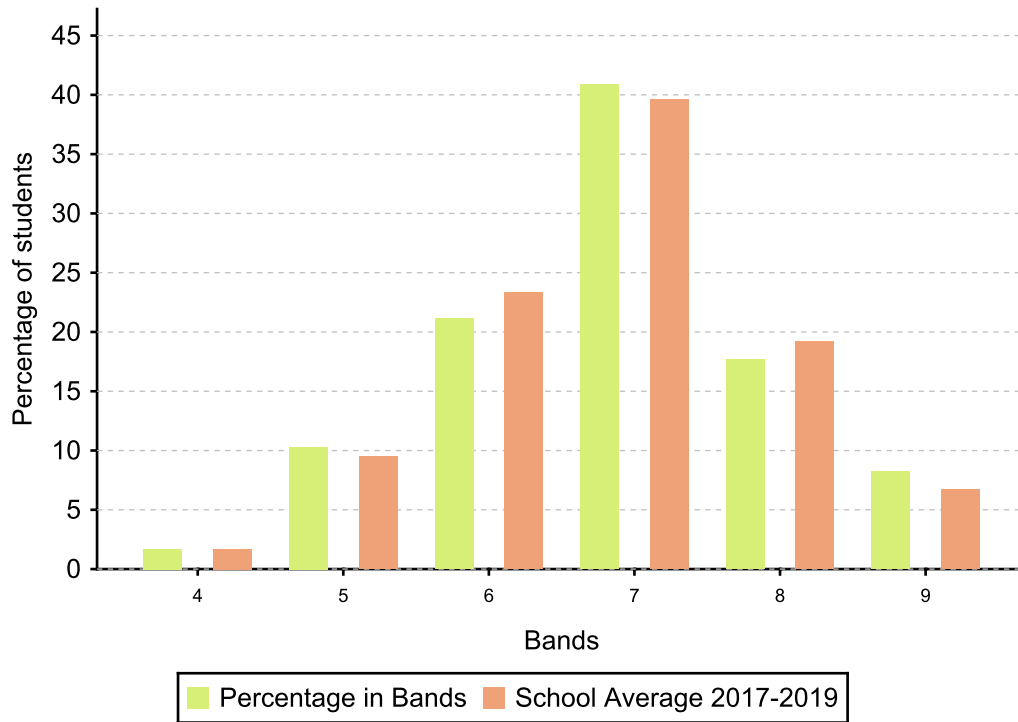
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



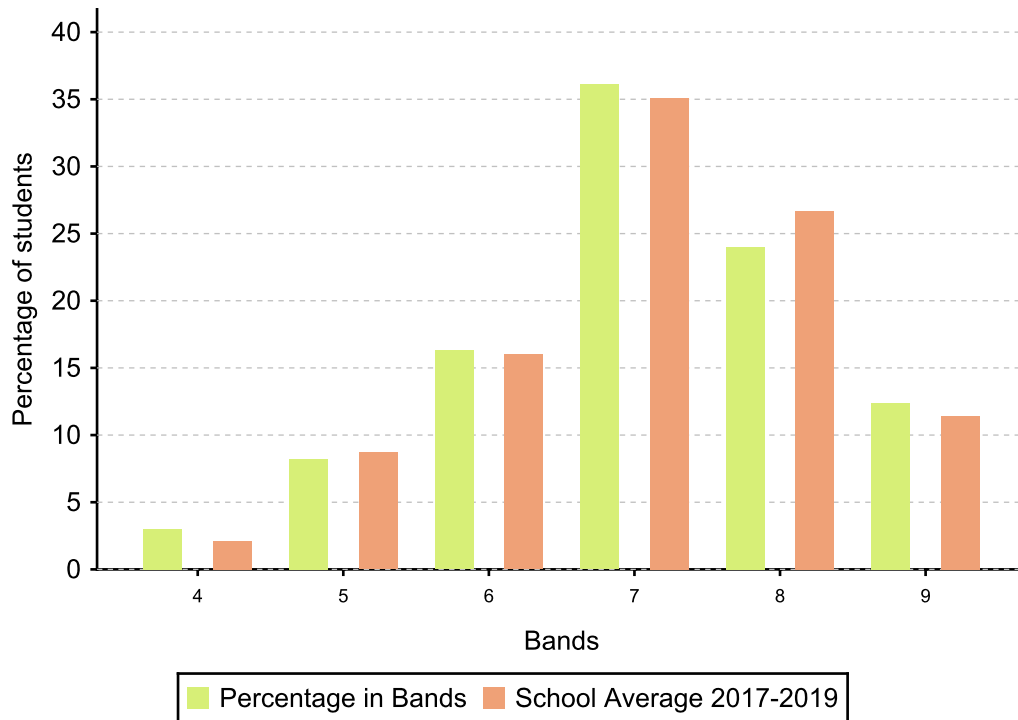
Band	4	5	6	7	8	9
Percentage of students	6.0	13.3	15.5	28.8	21.5	15.0
School avg 2017-2019	3.6	12.3	20.7	32.5	18.8	12

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	1.7	10.3	21.1	40.9	17.7	8.2
School avg 2017-2019	1.7	9.5	23.3	39.6	19.2	6.7

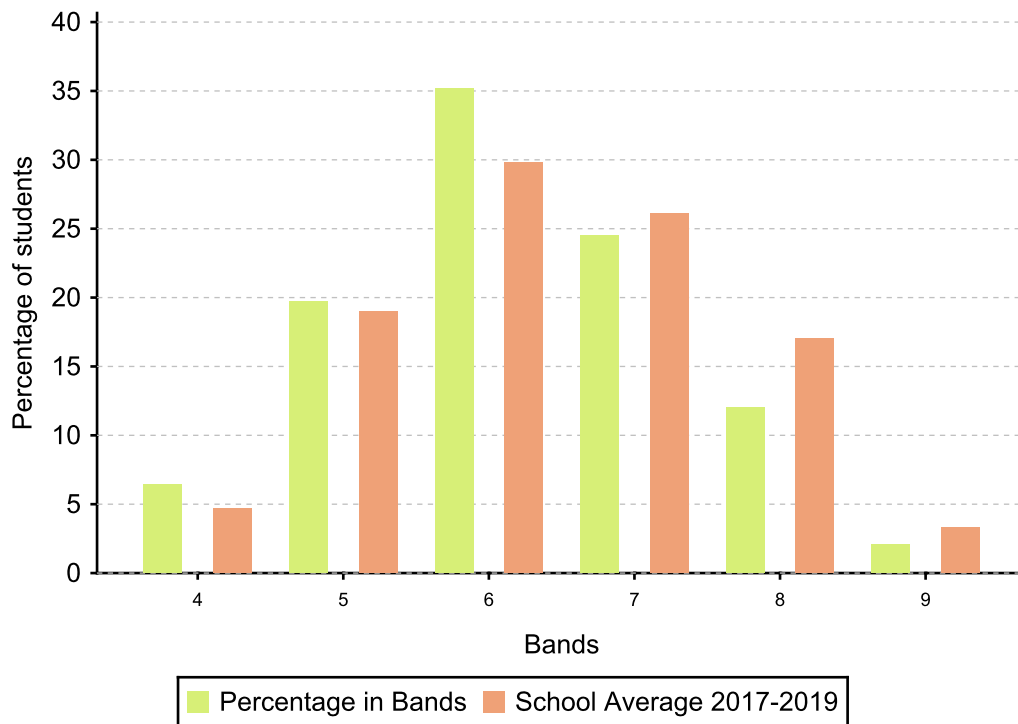
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	3.0	8.2	16.3	36.1	24.0	12.4
School avg 2017-2019	2.1	8.7	16	35.1	26.7	11.4

Percentage in bands:

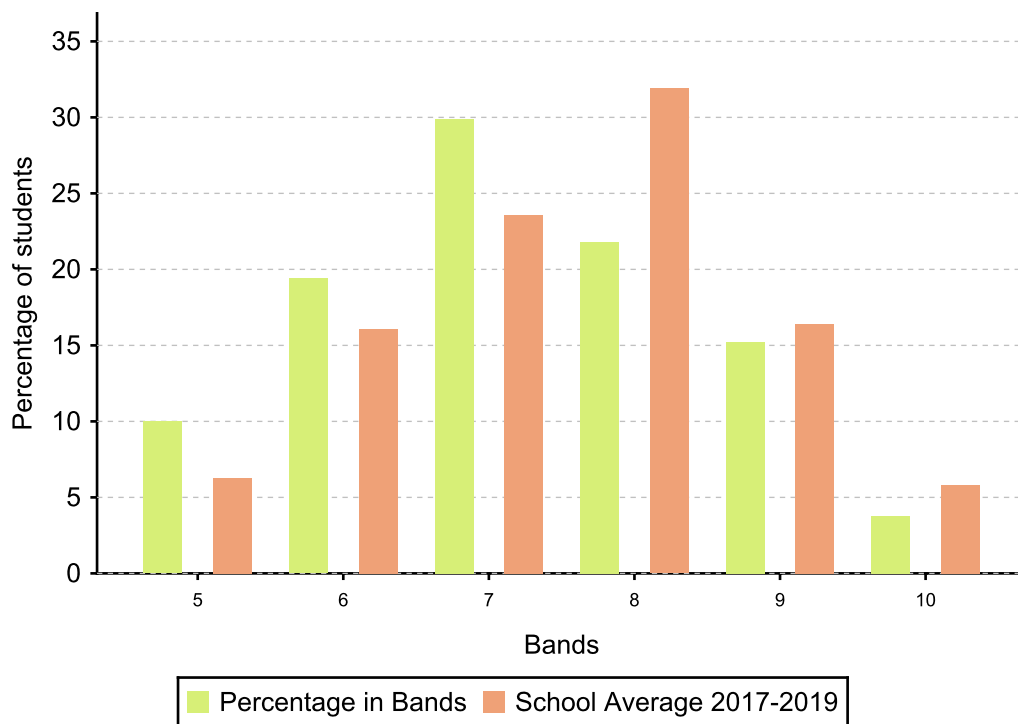
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	6.4	19.7	35.2	24.5	12.0	2.1
School avg 2017-2019	4.7	19	29.8	26.1	17	3.3

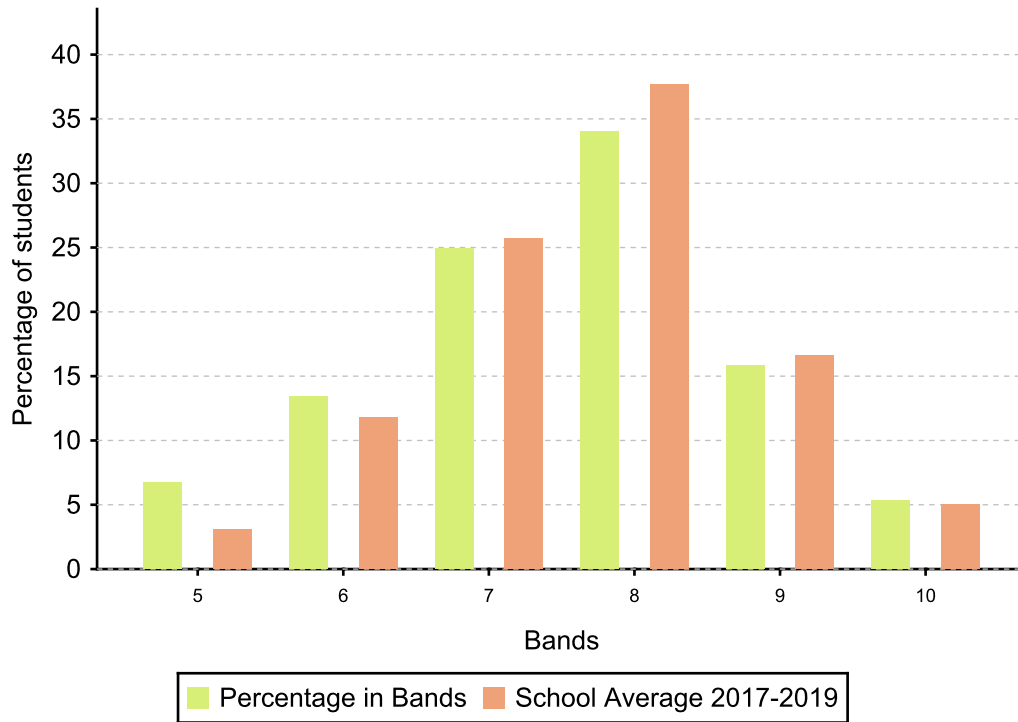
Percentage in bands:

Year 9 Grammar & Punctuation



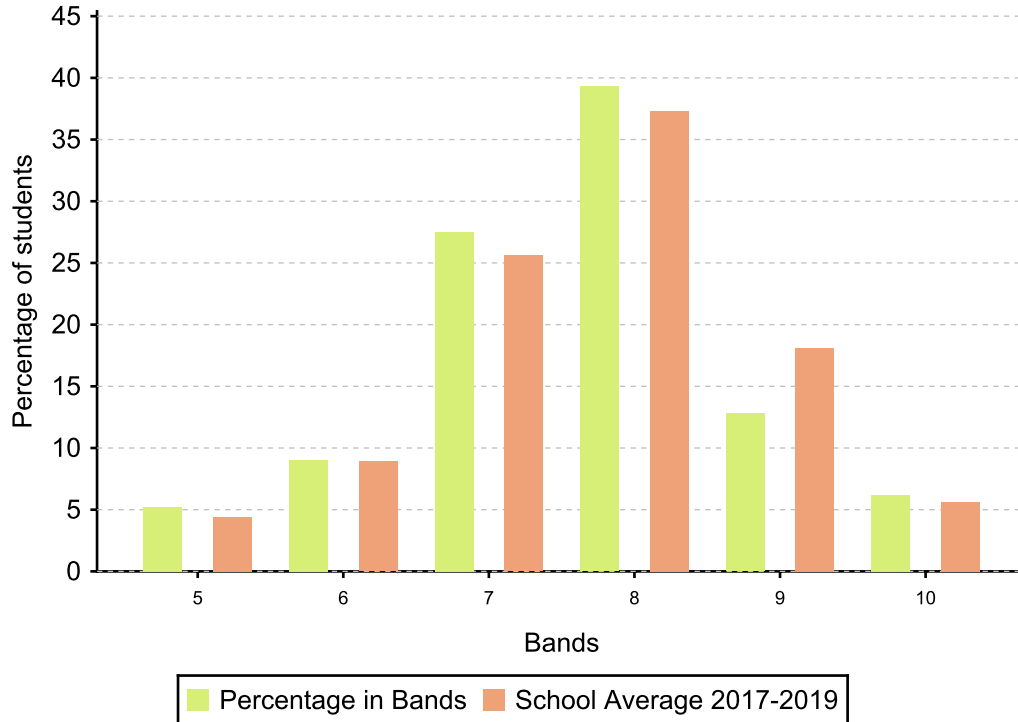
Band	5	6	7	8	9	10
Percentage of students	10.0	19.4	29.9	21.8	15.2	3.8
School avg 2017-2019	6.3	16.1	23.6	31.9	16.4	5.8

Percentage in bands:
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	6.7	13.4	24.9	34.0	15.8	5.3
School avg 2017-2019	3.1	11.8	25.7	37.7	16.6	5

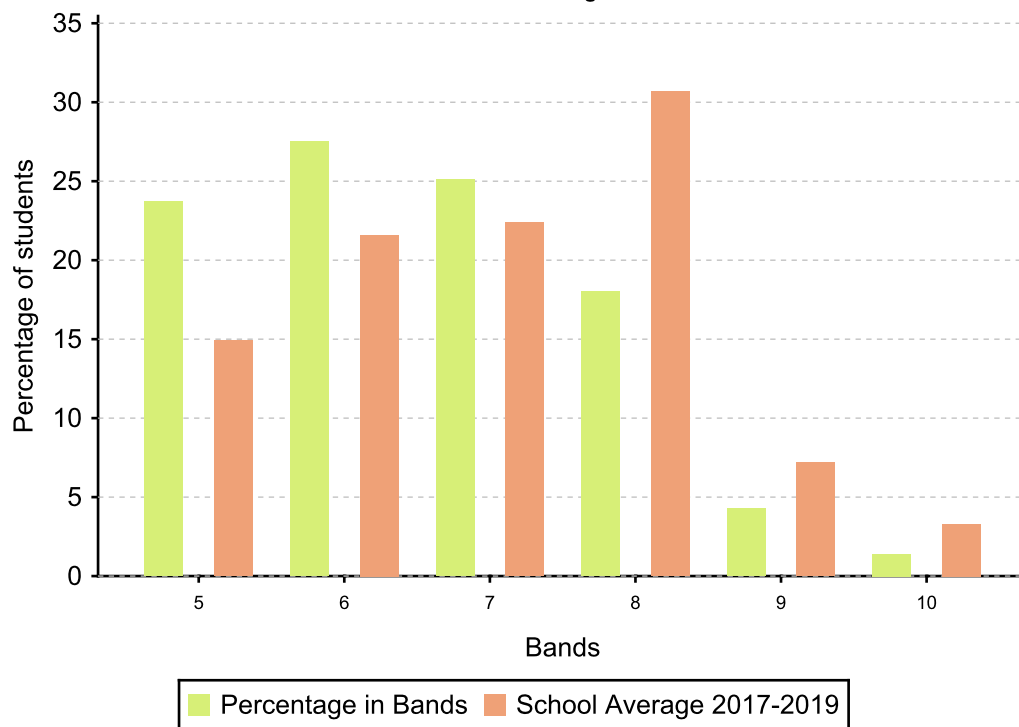
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	5.2	9.0	27.5	39.3	12.8	6.2
School avg 2017-2019	4.4	8.9	25.6	37.3	18.1	5.6

Percentage in bands:

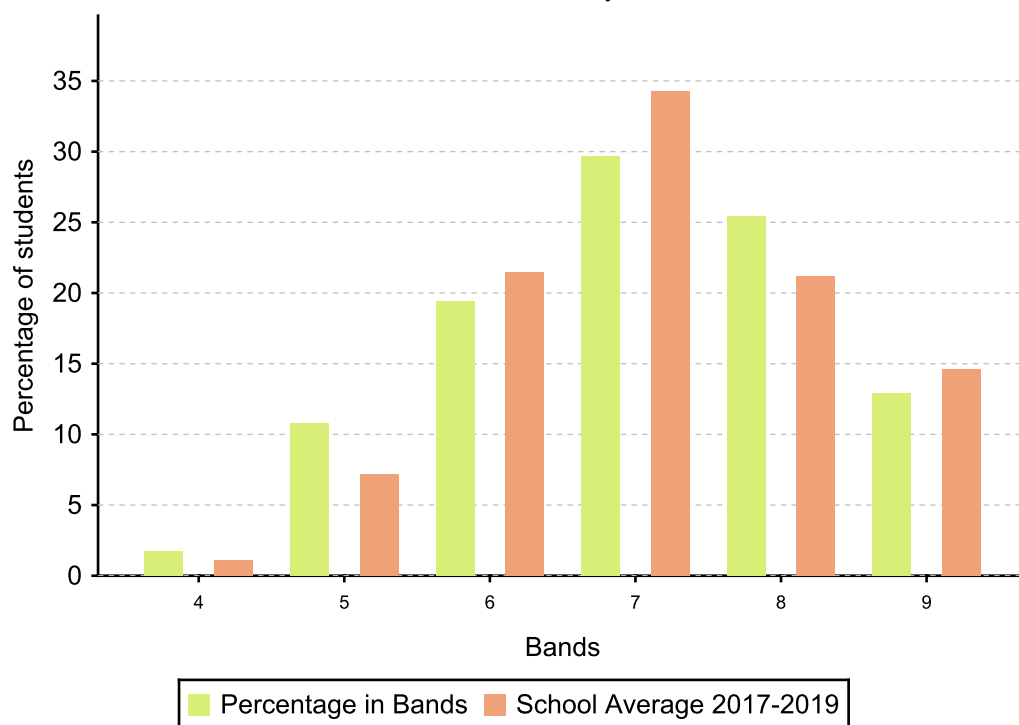
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	23.7	27.5	25.1	18.0	4.3	1.4
School avg 2017-2019	14.9	21.6	22.4	30.7	7.2	3.3

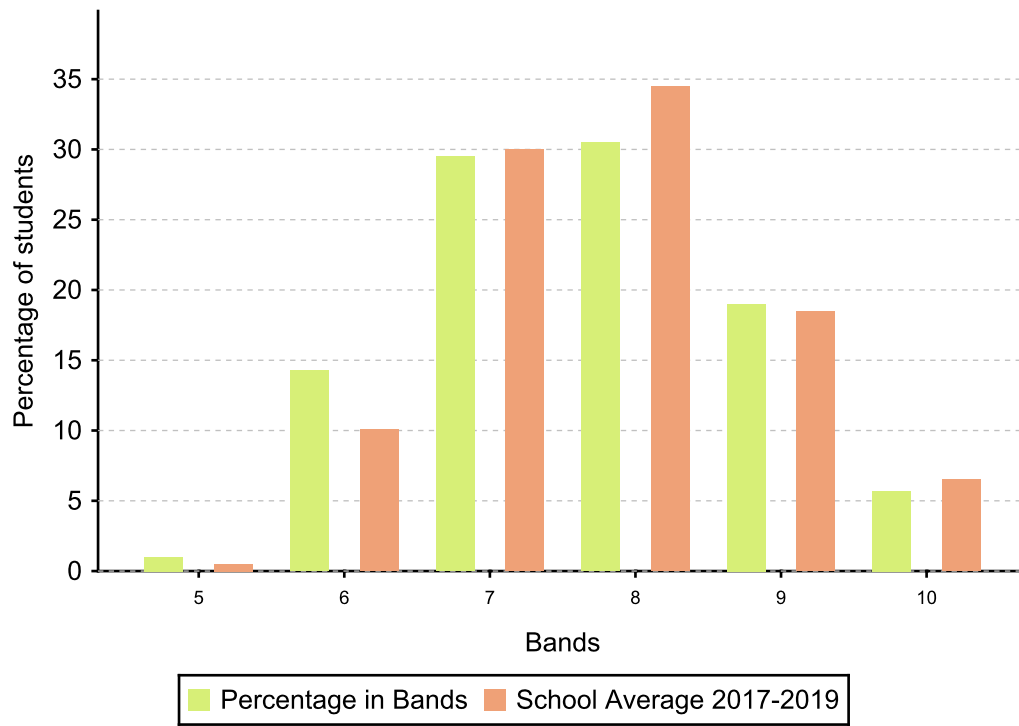
Percentage in bands:

Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.7	10.8	19.4	29.7	25.4	12.9
School avg 2017-2019	1.1	7.2	21.5	34.3	21.2	14.6

Percentage in bands:
Year 9 Numeracy

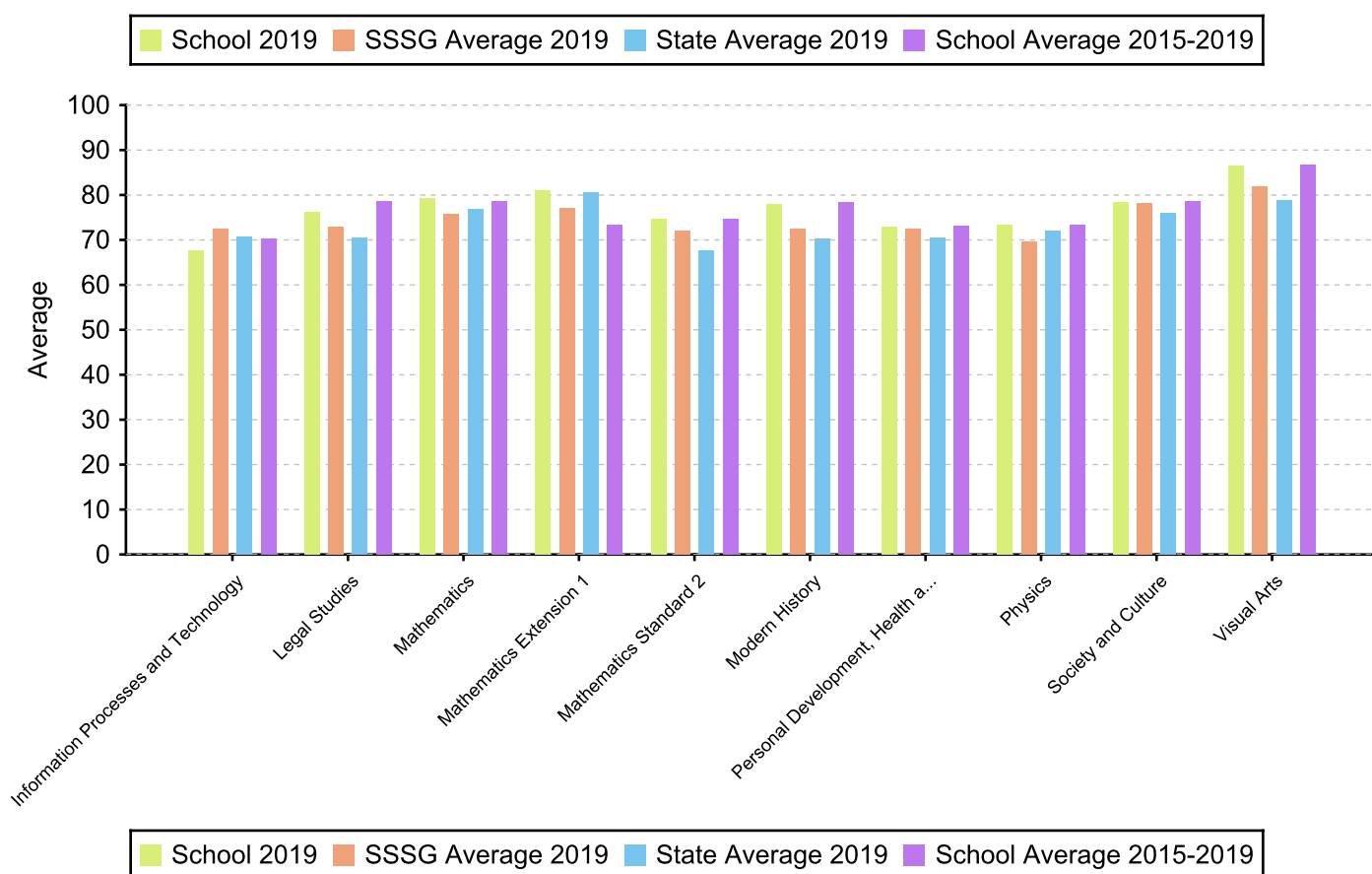
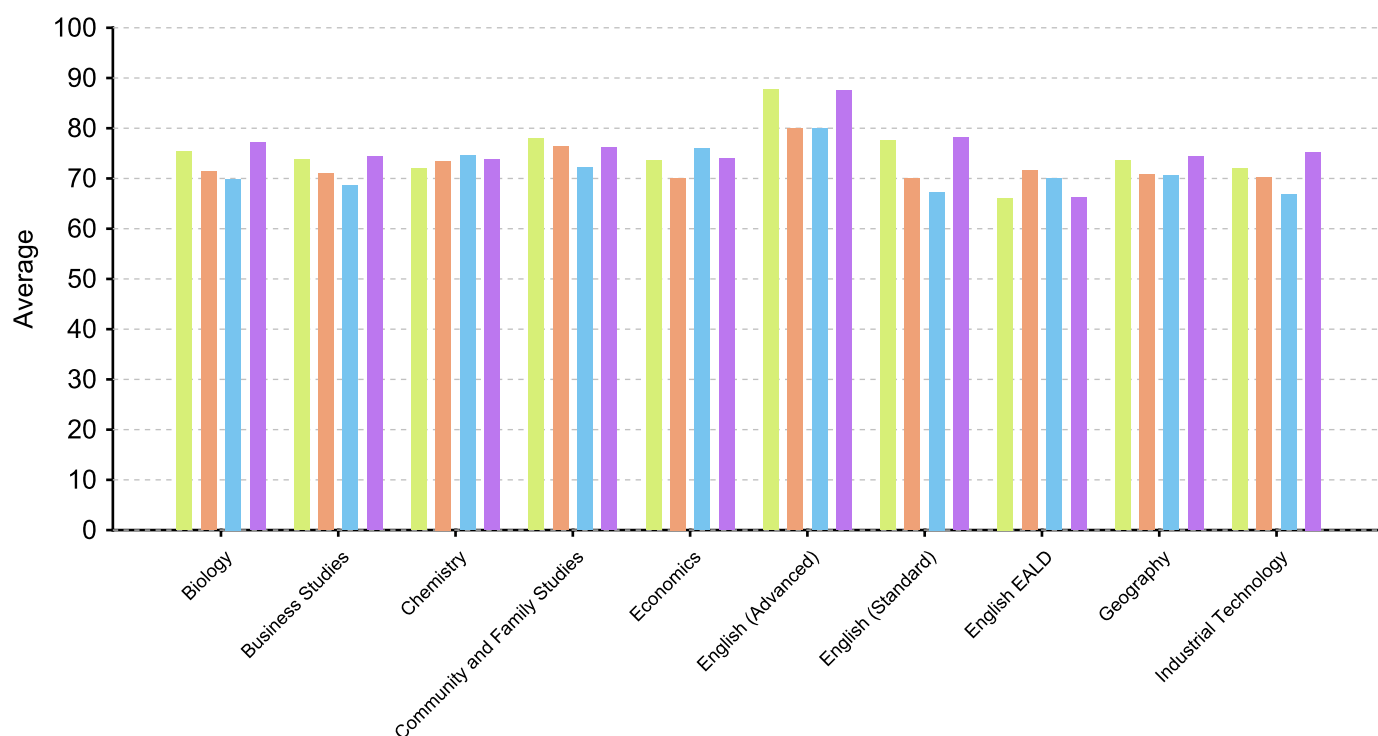


Band	5	6	7	8	9	10
Percentage of students	1.0	14.3	29.5	30.5	19.0	5.7
School avg 2017-2019	0.5	10.1	30	34.5	18.5	6.5

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	75.4	71.5	69.9	77.2
Business Studies	73.7	71.0	68.6	74.4
Chemistry	72.0	73.5	74.7	73.8
Community and Family Studies	77.9	76.4	72.2	76.2
Economics	73.5	70.1	75.9	74.1
English (Advanced)	87.7	80.0	80.0	87.5
English (Standard)	77.5	70.0	67.3	78.2
English EALD	66.1	71.6	70.0	66.1
Geography	73.6	70.9	70.6	74.4
Industrial Technology	72.0	70.3	66.8	75.3
Information Processes and Technology	67.6	72.5	70.8	70.2
Legal Studies	76.2	72.9	70.6	78.7
Mathematics	79.2	75.8	76.9	78.7
Mathematics Extension 1	81.1	77.1	80.6	73.3
Mathematics Standard 2	74.6	72.0	67.7	74.6
Modern History	77.9	72.6	70.2	78.5
Personal Development, Health and Physical Education	72.8	72.4	70.5	73.1
Physics	73.3	69.6	72.1	73.3
Society and Culture	78.3	78.1	75.9	78.6
Visual Arts	86.5	82.0	78.8	86.6

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student, Teacher Satisfaction Survey

Data for all three perspectives is derived from the relevant 2019 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 (6.8/7.4)

- I feel welcome when I visit the school. 7.4
- I can easily speak with my child's teachers. 6.5
- I am well informed about school activities. 7.1
- Teachers listen to concerns I have. 6.4
- I can easily speak with the school principal. 6.6
- Written information from the school is in clear, plain language. 7.3
- Parent activities are scheduled at times when I can attend. 6.4
- The school's administrative staff are helpful when I have a question or problem. 6.9

Parents are informed: School Mean/NSW Government Norm (6.1/6.6)

- Reports on my child's progress are written in terms I understand. 7.3
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.8
- I am informed about my child's behaviour at school, whether positive or negative. 6.2
- The teachers would inform me if my child were not making adequate progress in school subjects. 5.5
- I am well informed about my child's progress in school subjects. 6.2
- I am informed about opportunities concerning my child's future. 5.8
- I am informed about my child's social and emotional development. 5.1

Parents support learning at home: School Mean/NSW Government Norm (5.9/6.3)

- Does someone in your family do each of the following? 7.4
- Discuss how well your child is doing in his or her classes. 5.8
- Talk about how important schoolwork is. 5.3
- Ask about any challenges your child might have at school. 5.5
- Encourage your child to do well at school. 6.9
- Praise your child for doing well at school. 6.5
- Talk with your child about feelings towards other children at school. 5.3
- Take an interest in your child's school assignments. 5.7

School supports learning: School Mean/NSW Government Norm (7.0/7.3)

- Teachers have high expectations for my child to succeed. 6.7
- Teachers show an interest in my child's learning. 6.7
- My child is encouraged to do his or her best work. 6.7
- Teachers take account of my child's needs, abilities, and interests. 5.5
- Teachers expect homework to be done on time. 8.3
- Teachers expect my child to work hard. 7.9

School supports positive behaviour: School Mean/NSW Government Norm (7.0/7.7)

- Teachers expect my child to pay attention in class. 7.6
- Teachers maintain control of their classes. 5.7
- My child is clear about the rules for school behaviour. 8.1
- Teachers devote their time to extra-curricular activities. 6.7
- Safety at school: School Mean/NSW Government Norm
- Behaviour issues are dealt with in a timely manner. 6.5
- My child feels safe at school. 7.1
- My child feels safe going to and from school. 7.5

- The school helps prevent bullying. 6.5

Inclusive school: School Mean/NSW Government Norm

- Teachers help students who need extra support. 6.2
- 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. 5.8
- School staff take an active role in making sure all students are included in school activities. 6.3
- Teachers help students develop positive friendships. 5.6

Perspectives of Students

Social engagement: School Mean/NSW Government Norm

- Students with a positive sense of belonging. 7.2/6.6
- Student participation in school sports and clubs. 6.5/5.8
- Students with positive relationships. 8.3/7.8
- Institutional engagement: School Mean/NSW Government Norm
- Students that value schooling outcomes. 6.9/7.2
- Students with positive attendance. 9.3/9.0
- Students with positive behaviour at school. 9.2/8.7
- Students with positive homework behaviours. 6.0/5.4
- Intellectual Engagement: School Mean/NSW Government Norm
- Students who are interested and motivated. 2.4/2.8
- Effort. 6.7/6.6
- Students who are appropriately challenged. 4.0/4.2

Drivers of Student Engagement: School Mean/NSW Government Norm

- Quality instruction. 6.6/6.3
- Positive teacher–student relationships. 6.7/5.7
- Positive learning climate. 6.5/5.6
- Expectations for success. 7.6/7.0

Perspectives of Teachers

Leadership: School Mean/NSW Government Norm

- School leaders have helped me establish challenging and visible learning goals for students. 6.9
- School leaders have helped me create new learning opportunities for students. 7.0
- School leaders have provided me with useful feedback about my teaching. 5.8
- School leaders have helped me improve my teaching. 6.5
- School leaders have provided guidance for monitoring student progress. 6.7
- I work with school leaders to create a safe and orderly school environment. 7.7
- School leaders have taken time to observe my teaching. 5.2
- School leaders have supported me during stressful times. 6.9

Collaboration: School Mean/NSW Government Norm

- I work with other teachers in developing cross–curricular or common learning opportunities. 7.2
- Teachers have given me helpful feedback about my teaching. 6.8
- I talk with other teachers about strategies that increase student engagement. 8.2
- Other teachers have shared their learning goals for students with me. 7.0
- Teachers in our school share their lesson plans and other materials with me. 7.7
- I discuss my assessment strategies with other teachers. 8.0
- I discuss learning problems of particular students with other teachers. 8.3
- I discuss my learning goals with other teachers. 7.8

Learning Culture: School Mean/NSW Government Norm

- I give students written feedback on their work. 8.8
- I talk with students about the barriers to learning. 7.3
- In most of my classes I discuss the learning goals for the lesson. 7.8
- Students become fully engaged in class activities. 7.2
- I monitor the progress of individual students. 7.8
- I am effective in working with students who have behavioural problems. 6.9

- I set high expectations for student learning. 8.6
- Students find class lessons relevant to their own experiences. 7.0

Data Informs Practice: School Mean/NSW Government Norm

- My assessments help me understand where students are having difficulty. 8.4
- I use formal assessment tasks to help students set challenging goals. 8.0
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 7.5
- I use formal assessment tasks to discuss with students where common mistakes are made. 8.3
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve. 7.3
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 6.6
- I use results from formal assessment tasks to inform my lesson planning. 8.2
- I give students feedback on how to improve their performance on formal assessment tasks. 8.5

Teaching Strategies: School Mean/NSW Government Norm

- I help students set challenging learning goals. 7.9
- When I present a new concept I try to link it to previously mastered skills and knowledge. 8.7
- Students receive written feedback on their work at least once every week. 5.1
- I can easily identify unproductive learning strategies. 7.7
- My students are very clear about what they are expected to learn. 8.0
- I use two or more teaching strategies in most class periods. 7.8
- Students receive feedback on their work that brings them closer to achieving their goals. 8.0
- I discuss with students ways of seeking help that will increase learning. 8.2

Technology: School Mean/NSW Government Norm

- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.8
- I use computers or other interactive technology to give students immediate feedback on their learning. 7.1
- Students use computers or other interactive technology to track progress towards their goals. 5.6
- I help students set goals for learning new technological skills. 6.2
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. 7.8
- I help students use computers or other interactive technology to undertake research. 7.5
- I help students to overcome personal barriers to using interactive technology. 6.9
- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 6.7

Inclusive School: School Mean/NSW Government Norm

- I am regularly available to help students with special learning needs. 8.2
- I strive to understand the learning needs of students with special learning needs. 7.9
- I establish clear expectations for classroom behaviour. 8.8
- I help low-performing students plan their assignments. 7.5
- I make sure that students with special learning needs receive meaningful feedback on their work. 7.8
- I make an effort to include students with special learning needs in class activities. 7.8
- I use individual education plans to set goals for students with special learning needs. 6.9
- I create opportunities for success for students who are learning at a slower pace. 7.6

Parent Involvement: School Mean/NSW Government Norm

- I work with parents to help solve problems interfering with their child's progress. 7.3
- I share students' learning goals with their parents. 6.0
- I use strategies to engage parents in their child's learning. 5.9
- I ask parents to review and comment on students' work. 4.4
- I am in regular contact with the parents of students with special learning needs. 5.2
- Parents understand the expectations for students in my class. 6.9
- I make an effort to involve parents and other community members in creating learning opportunities. 5.6
- Parents are regularly informed about their child's progress. 6.1

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

