

2020 Annual Report

Merrylands High School



8227

Introduction

The Annual Report for 2020 is provided to the community of Merrylands 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

It is with great pleasure that I present to you the Merrylands High School Annual Report for 2020. In 2020 Merrylands High School continued to offer quality education that enabled our students to develop their attributes and skills to achieve their full potential. We focus on delivering innovative teaching and learning activities to all students to maximise engagement levels. It is crucial our students understand that they are active and empowered participants in their learning. An identified strength of the school are the strong relationships that are fostered between students and staff, where students feel they are known, valued and cared for. A continued commitment to professional learning has maintained our staff's high teaching standards.

I offer my sincere thanks to all the Merrylands High School community for their dedication throughout 2020. This dedication allowed us to successfully meet the many challenges presented by the COVID-19 pandemic.



Year 12 Graduation Decoration.

School vision

The school will develop young women and men who are self-reliant, value the transformative power of education, actively engage in learning and measure their achievement by academic excellence, high ethical standards and superior employment related skills.

The school is dedicated to meeting student needs through the creation of strong partnerships between the school, our parents, our partner primary schools, tertiary institutions, and a rich diversity of community groups. In this way the school embeds excellence in leadership, student wellbeing and quality teaching & learning to deliver outstanding student outcomes.

School context

Merrylands High School is a dynamic comprehensive high school that is highly successful in meeting the academic, vocational, social and leadership goals of its students. We recognise the importance of working in partnership with our community, and value the contribution of our partners and the high esteem in which we are held by the community.

The school is enriched by a cosmopolitan student population of over 50 cultural backgrounds. We have a strong focus on personalised learning for each student. This creates an environment where students extend beyond their current level of learning, challenging them to develop across a range of endeavours. In every subject, across all years, high potential students are provided with opportunities to extend their learning while enrichment and leadership programs are accessible to every student in each cohort.

The school excels in its dedication to student wellbeing ensuring that an array of processes and personnel exist to allow students to connect, succeed, thrive and learn. We are leaders in providing technology rich learning, through an enormous investment in state of the art learning tools and professional development, allowing staff to better engage learners and to deepen understanding.

We have partnerships with over 30 external agencies including universities, businesses, community organisations and educational providers. These partnerships create abundant opportunities for students to enrich their personal, social and academic life and to develop their leadership potential. We value the partnerships we have established with our vast network of local primary schools and leverage these relationships to deliver a transition program that is recognised as best practice.

Merrylands High School pursues excellence for every student by maximising student engagement in a safe, caring and supportive environment, welcoming strong parent and community partnerships, and utilising the vast expertise of our dedicated teachers. Our school's success is founded on the Positive Behaviour for Learning practices surrounding the Safe Respectful Learner mantra.



Stage 5 Food Technology.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Raising expectations and enhancing the quality of student learning

Purpose

Our purpose is to provide a differentiated curriculum and co-curricular programs to meet the needs of our students. We will develop the thinking skills, literacy and numeracy confidence and social attributes of our students. Students will learn ethically, valuing their own development as holistic, lifelong learners. Student wellbeing will be prioritised to ensure our young people are healthy and resilient.

Improvement Measures

Improved learning outcomes, evidenced through an increase in the quality of student work samples collected aligned to NESA expectations.

Increase the percentage of students exceeding expected growth in Literacy and Numeracy in NAPLAN.

Improved relationships where students are accepted, valued, trusted and encouraged by their peers.

Progress towards achieving improvement measures

Process 1: The learning needs of all students are met through differentiated learning.

Evaluation	Funds Expended (Resources)
<p>The focus in 2020 was to empower staff to deliver personalised learning for all students. This process was challenging due to the COVID-19 pandemic, however, through the use of technology (Microsoft Teams and Google Classroom), professional learning on data analysis was provided, enabling staff to provide targeted support to students. The analysis of internal and external data, such as "Best Start", informed the creation of Year 7 classes to maintain and improve engagement for all learners. The high potential students class was maintained and a class for students requiring specialist intervention in order to access the Stage 4 curriculum was created.</p> <p>The Literacy and Numeracy teams delivered professional learning on the Literacy and Numeracy Progressions, enabling staff to place students on the progressions; which in turn, allowed for targeted and differentiated teaching and learning to cater for individual students' needs.</p> <p>Offering students a greater choice, through dynamic and flexible patterns of study such as the 3+3 compacted curriculum model that appealed to the interests and talents of a wide variety of students. Merrylands High School continued to offer accelerated HSC courses in Aboriginal Studies and Investigating Science, where 58% of students achieved a Band 5 or higher.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$13408.00)• English language proficiency (\$178538.00)• Low level adjustment for disability (\$172137.00)• Socio-economic background (\$1070294.00)• Integration funding support (\$45536.00)• Targeted support for refugees and new arrivals (\$15726.00)

Process 2: Student wellbeing programs strengthened and led by cross faculty Wellbeing and Positive Behaviour for Learning Teams.

Evaluation	Funds Expended (Resources)
<p>All data collected indicates that staff and students have a very clear understanding of PBL and that it is having a positive impact on behaviour as is reflected in positive and negative incidences and suspension rates. Staff and students feedback has resulted in a change in the school expectations from LEARN to LEARNS and a review of the reward to further support our PBL focus. The language of the new Positive Behaviour for Learning (PBL) matrix is commonly used by all staff members.</p> <p>To ensure students wellbeing remained a focus during COVID-19 Year meetings continued to run via Teams and Zoom applications, year advisers regularly communicated with parents, students and support agencies.</p>	<p>PBL resources developed for whole school implementation.</p> <p>A staff survey was developed and feedback regarding the proposed changes to the merit award system, PBL and LEARNS expectations were collected.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

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(\$4000.00)

To ensure students wellbeing remained a focus during COVID-19 Year meetings continued to run via Teams and Zoom applications, year advisers regularly communicated with parents, students and support agencies.

Process 3: Sustain the school wide Literacy program and cross faculty teams to professionally develop staff and guide, Technology, Literacy and Numeracy learning.

Evaluation

Funds Expended (Resources)

The formation of cross-faculty teams has seen a unified approach to embedding literacy and numeracy strategies across the school. The literacy team encouraged all staff to maintain a focus on promoting the mnemonic acronyms PEEL and COPS to enhance the quality of reading and writing. In NAPLAN 2019, Year 9 students at Merrylands High School performed better than the Statistically Similar Schools Group (SSSG2019). 2020 also saw the addition of Read, Interpret, Steps, Know, Show (RISKS), a strategy designed to systematically break down worded problems in mathematics.

Purchase laptops and other related resources to support online learning through Google Classrooms.

Funding Sources:

- Socio-economic background (\$30000.00)

The school's four teams (Literacy, Numeracy, Wellbeing and PBL) have facilitated the sharing of expertise and best practice, research-based pedagogy enabling staff to effectively target the literacy and numeracy of students. The implementation of Microsoft Teams promoted staff collaboration and allowed them deal with the many challenges associated with the COVID-19 pandemic.

Staff supported each other to strengthen their knowledge of literacy and numeracy pedagogy and practices by team teaching, lesson observations through Google Classroom. An increasing number of staff engaged in Quality Teaching Rounds (QTR) as well as the Open classroom initiative. During Quality Teaching Rounds, members of each Professional Learning Community (PLC) focused on either literacy, numeracy or technology.

The school's Literacy Coordinator was mobilised to team teach with staff; modelling best practice pedagogy that significantly increased the confidence of staff to plan for and deliver lessons that aim to improve student learning outcomes.



Autism Awareness Day cookies sale.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

Our purpose is to develop staff capacity as quality teachers and instructional leaders through, the interpretation, analysis and application of internal and external data, a dedication to collaborative practice and a commitment to providing, seeking and applying feedback.

Improvement Measures

An increase in teachers collaborating with colleagues to improve professional practice and instructional quality.

An increase in teachers utilising internal data, external data and evidence-based practice to inform their teaching.

Improved teacher capacity to support student wellbeing and thus higher academic achievement.

Progress towards achieving improvement measures

Process 1: Continue to build staff capacity in Numeracy, Technology, Student Wellbeing, Positive Behaviour for Learning and Literacy through the operation of cross faculty teams.

Evaluation	Funds Expended (Resources)
The cross faculty teams model has become embedded and sustained in the school's practice. They build staff capacity inside their scope and thus contribute to student learning. The use of this model, has resulted in a collaborative approach across the school and has built a shared responsibility and shared ownership of school directions that cater for our student learning and wellbeing needs. While the COVID-19 lockdown delayed some of the plans for our teams, they quickly re-established momentum.	Team leaders release time to develop resources and lead PL. Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$75318.00)• Targeted support for refugees and new arrivals (\$15726.00)• Professional learning (\$75146.00)

Process 2: Sustain the school's Literacy initiative.

Evaluation	Funds Expended (Resources)
Teaching staff are using the Super 6 Reading and Comprehension strategies to differentiate text complexities for students in their classroom. This is beginning to develop a consistent approach to the teaching of reading in the context of each subject. Evaluation of the Super 6 Reading and Comprehension strategies from teachers and students indicates positive engagement with reading since its implementation resulting in the Super 6 Reading and Comprehension strategies to continue as a whole school literacy strategy. Data and feedback from staff and stage 4 students on the implementation of the Literacy Planet program indicates improvements in reading a spelling. Senior Literacy and Numeracy tuition to assist with academic literacy and to support those who require assistance meeting HSC minimum standard has ensured our students cope with the literacy and numeracy demands in stage 5 and 6 and successfully meet the HSC minimum standard.	Literacy Planet Release time for literacy leader CRTs released to complete PL



Academic Award Winners.

Strategic Direction 3

Effective Communication and Connections

Purpose

Our purpose is to foster effective collaboration with parents and a wide range of community partners, including partner primary schools, community based organisations, government and non-government agencies and tertiary institutions to enrich the learning of our students.

Improvement Measures

An increase in parent participation in school events

A growth in effective partnerships with community agencies to support student learning and wellbeing.

Progress towards achieving improvement measures

Process 1: Ongoing collaboration with parents / carers and partner primary schools to support students in all areas of school life.

Evaluation	Funds Expended (Resources)
<p>2020 provided external challenges and new expectations were placed on lesson delivery, learning, teaching, wellbeing and resources. Despite the COVID-19, the school surpassed and received a increase in percentage of students achieving band 5 or above resulting in early university placements.</p> <p>Merrylands High School continued to be leading in innovative school community practices which support life-long learning. Merrylands High School's approach to learning ensures our school is always at the cutting edge in the use of current learning programs, fostering opportunities for success through a creative and innovative curriculum.</p> <p>Merrylands High School has continued to provide a welcoming and friendly school environment with strong and valued links to our students. Parents, community, businesses and sporting clubs continued to play an important role in providing support to Merrylands High School. Under the COVID-19 health orders, the school continued to run each day of the calendar year and was successful in keeping the school community safe at all times. Our nationally recognised partnerships with businesses, the corporate sector and community have continued to see a successful transition of students from primary to secondary.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$3500.00)

Process 2: Maximise collaboration with community agencies to help meet the complex learning and wellbeing needs of our students.

Evaluation	Funds Expended (Resources)
<p>COVID-19 Department of Education Guidelines placed restrictions on the school community and transition to high school programs, middle years programs and school work involvement. Student wellbeing was reinvigorated with a strong focus on students' mental health issues, attendance and high expectations.</p>	



The Annual Swimming Carnival.

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	<p>Resources developed for 3 Vision impaired/blind student</p> <p>SLSO and CRT Teacher support provided.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Integration funding support (\$45 000.00) Socio-economic background (\$24 000.00) 	<p>The students receiving integration funding were successfully supported and achieved the following:</p> <p>A year 12 student studying HSC curriculum successfully completed HSC.</p> <p>A year 9 student was resourced and progress was made in studies.</p> <p>A year 7 was successfully transitioned into the main stream with outstanding support from the vision team and SLSO. All necessary adjustments were made to accommodate the student.</p>
Targeted support for refugees and new arrivals	<p>CRT and SLSOs</p> <p>Hospitality for RAS students</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$40 000.00) 	<p>School provided online platform to students to complete online learning. Bilingual SLSOs made contacts with students and parents during COVID-19 on a daily basis to improve engagement with Google Classroom.</p>
Aboriginal background loading	<p>Class room teacher 0.2 FTE equivalent to \$21876</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$13 408.00) Socio-economic background (\$8 469.00) 	<p>All Personalised Learning Pathways (PLP) were completed in collaboration with parents. There was an improvement in staff accessing the PLPs to provide appropriate support to students. Additional literacy and numeracy resources were developed by the Aboriginal Coordinator and implemented during tutorial sessions.</p> <p>Students were utilising the online platform to access the curriculum with the support of classroom teachers and SLSO who made contact with students daily.</p>
English language proficiency	<p>CRT, DPs provided PL..</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$2 000.00) 	<p>EAL/D teachers collaboratively delivered online learning with our classroom teachers resulting in increased participation for students due to differentiation of classwork and assessment tasks. An improvement was made by Low SES Stage 6 students in HSC. There still needs to be significant improvement to achieve higher bands in the HSC including further differentiation and rubric provision for assessment tasks.</p>



Academic and Special Awards

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	414	420	450	469
Girls	326	344	377	409

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.6	91.3	90	91.1
8	88.6	87.8	86.3	90.4
9	88.5	86.4	87.5	88.4
10	84.7	85.3	82.1	87.6
11	81.9	85.1	84.1	82.8
12	82.7	83.8	86.3	91
All Years	86.4	87	86.3	88.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0	17
Employment	0	11	17
TAFE entry	0	7	5
University Entry	0	0	44
Other	0	7	13
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

44.88% of Year 12 students at Merrylands High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Merrylands High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

100 % of students achieved HSC minimum standard prior to sitting the HSC examinations.



SouthWest Connect Award for Vocational Education and Training Student of the Year.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	48
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	13.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Year 10 Merit Award Recipients.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,457,004
Revenue	11,741,894
Appropriation	11,555,286
Sale of Goods and Services	40,294
Grants and contributions	127,470
Investment income	2,098
Other revenue	16,747
Expenses	-11,450,076
Employee related	-9,926,656
Operating expenses	-1,523,420
Surplus / deficit for the year	291,818
Closing Balance	1,748,821

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.



Merit Award Recipients with Year Advisors.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	61,262
Equity Total	1,948,481
Equity - Aboriginal	13,408
Equity - Socio-economic	1,300,000
Equity - Language	178,538
Equity - Disability	456,536
Base Total	8,875,481
Base - Per Capita	203,120
Base - Location	0
Base - Other	8,672,361
Other Total	411,139
Grand Total	11,296,363

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.



Demonstrating an award winning virtual reality design.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

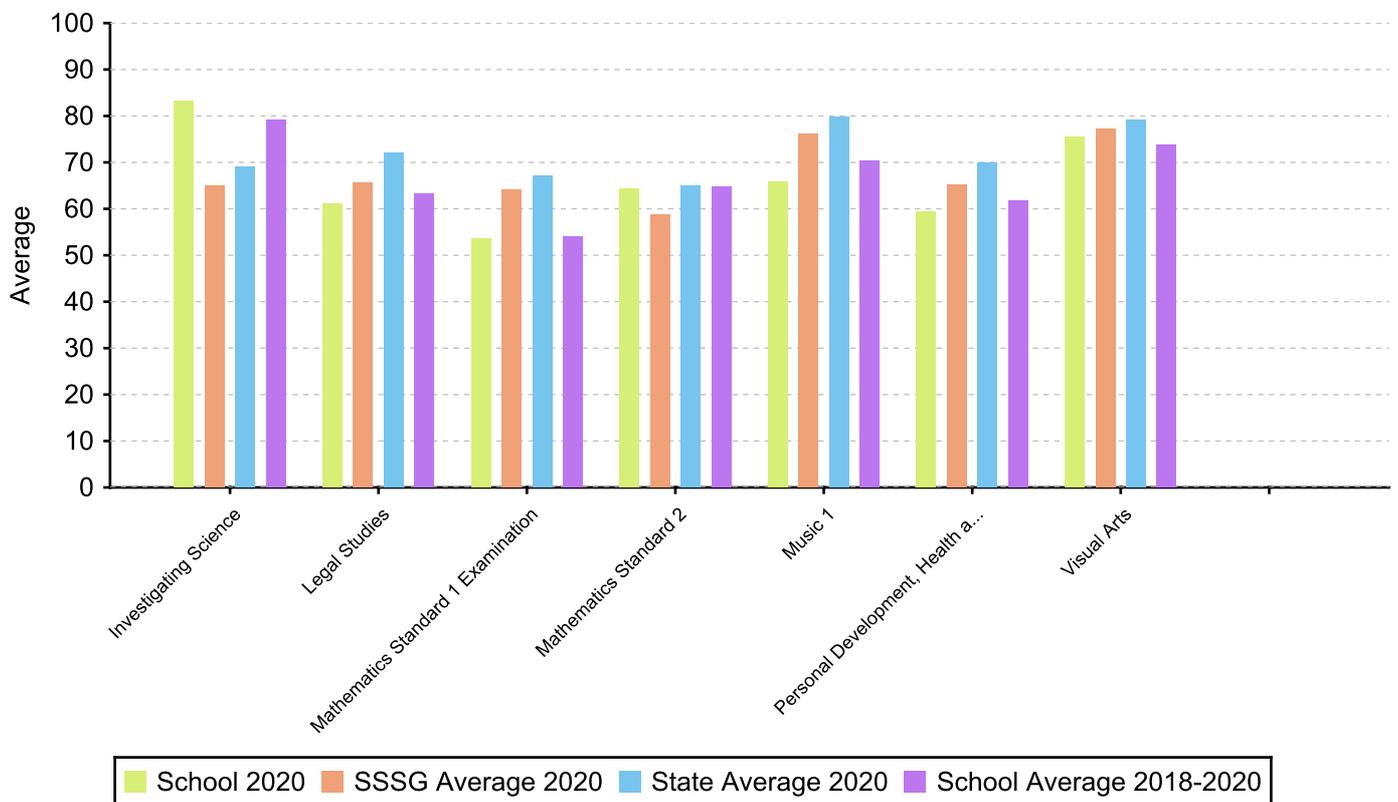
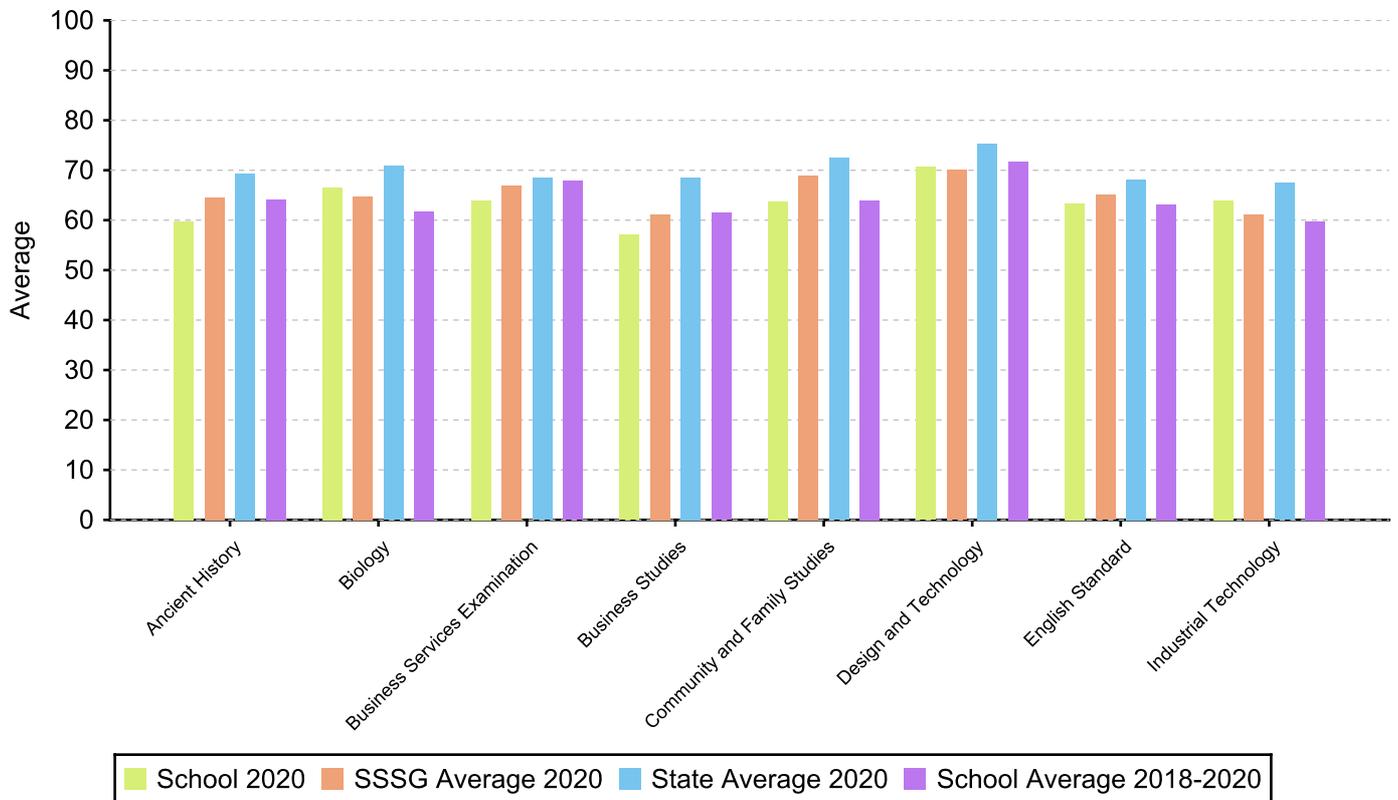


Our award winning dancers

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 2020	SSSG	State	School Average 2018-2020
Ancient History	59.8	64.6	69.4	64.2
Biology	66.5	64.7	70.8	61.8
Business Services Examination	64.0	66.9	68.5	67.8
Business Studies	57.1	61.2	68.6	61.5
Community and Family Studies	63.8	69.0	72.4	63.9
Design and Technology	70.6	70.1	75.4	71.7
English Standard	63.4	65.0	68.1	63.1
Industrial Technology	63.9	61.2	67.5	59.7
Investigating Science	83.3	64.9	69.0	79.1
Legal Studies	61.1	65.5	72.1	63.3
Mathematics Standard 1 Examination	53.5	64.0	67.2	54.0
Mathematics Standard 2	64.3	58.7	64.9	64.7
Music 1	65.9	76.1	79.8	70.3
Personal Development, Health and Physical Education	59.3	65.1	69.9	61.8
Visual Arts	75.5	77.2	79.2	73.8



Year 12 Graduation 2020.

Parent/caregiver, student, teacher satisfaction

The school participated in the 2020 Tell Them From Me (TTFM) survey. Some key findings include:

- The school website, Facebook, letters home, phone calls and parent interviews were all identified as positive means of communication.
- 85% of parents indicated that the subject that their child/children want to study are available at Merrylands High School.
- 80% of students know where they can go for help if they are being bullied or see someone else being bullied.
- 69% of students indicated that they are 'socially' engaged and are actively involved in school life.
- 83% of students display a positive behaviour at school.
- 62% of Year 7 students felt they are "intellectually engaged and find learning interesting, enjoyable and relevant"; which is higher than the NSW Government norm.
- Positive teacher student relations - 6.1 school mean vs 5.7 NSW govt norm.
- Positive learning climate- where students understand there are clear rules and expectations for classroom behaviour 6.0 school mean vs 5.6 NSW govt norm.



University of Technology Visit.

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.

Merrylands High School maintained a comprehensive, inclusive and consultative approach to Aboriginal education throughout 2020. Personalised Learning Pathway plans were created and reviewed with each of the students and their families. A range of programs aligned with various universities and other organisations ensured our ATSI students were well-informed and best placed to pursue tertiary study. They also provided students with employment opportunities and other pathways. Many students were successful in gaining scholarships to assist with their senior study and to support their transition into tertiary study.

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.

Merrylands High School is a community that values and promotes cultural inclusivity and diversity, with 87.2% of students from a Language Background Other Than English (LBOTE). We embrace and celebrate cultural diversity and provide proactive programs promoting respect, tolerance and anti-bullying which allow students to feel safe, happy and committed to achieving their best. A range of programs support our EAL/D learners and our Language Background Other Than English (LBOTE) students across the KLAs, providing targeted support through specialist personnel and by providing ongoing professional learning to staff on EAL/D pedagogy and explicit teaching practices to meet the needs of all learners. The role of the Anti-Racism Contact officer (ARCO) in the school involves promoting an atmosphere of harmony in alignment with the Multicultural Education and Anti-Racism Policies.



Power House Museum Excursion.