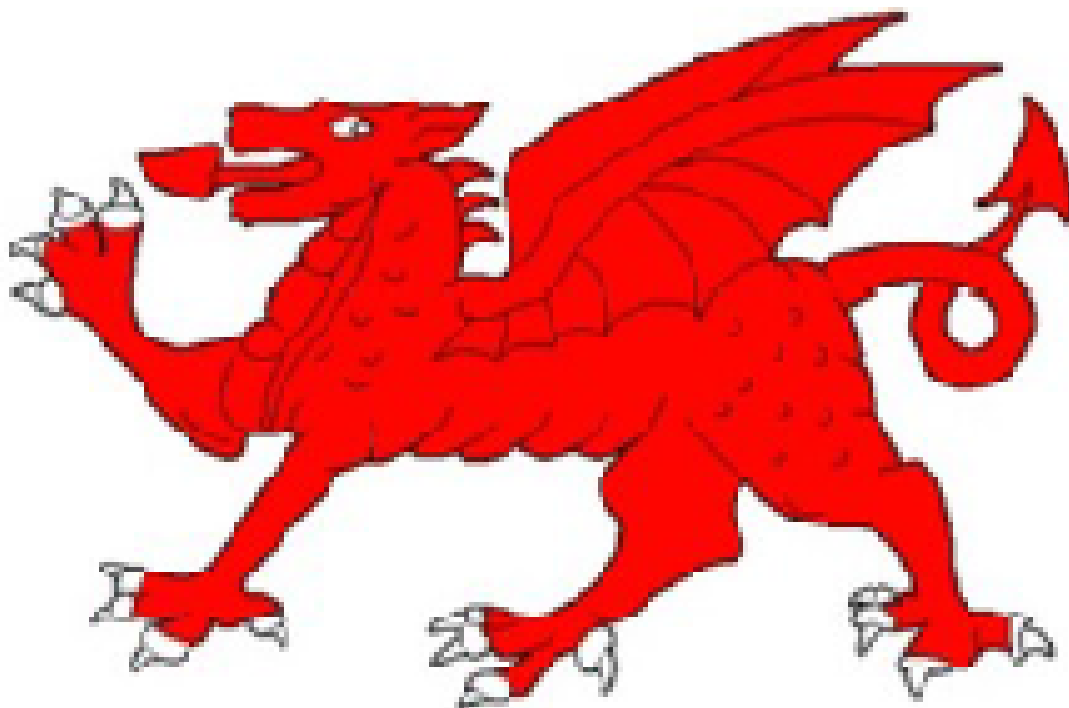


2020 Annual Report

Menai High School



CARE AND COMMITMENT

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Introduction

The Annual Report for 2020 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.

School contact details

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Menai High embraces a whole person paradigm. The school's shared purpose is centred upon three things. The first is developing outstanding citizens who are able to make valuable contributions to their communities. The second is instilling in students an enduring love of learning so that they will be successful learners for life. The third is equipping students with the skills and capacities they require to be successful in any life path they choose, whether that is university, other post school study or entry into the workforce.

Being a metropolitan school in the Sutherland Shire, our school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, local networks, businesses and community groups to provide unique and enriching extra-curricular opportunities for our students. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. We have competed at a national level in a variety of science based competitions. Through the recognition of wellbeing initiatives such as World PE Day, National Day of Action against Bullying and Violence and NAIDOC Week, students develop values and dispositions that enable them to become active and informed citizens.

Menai High School has a history of attaining outstanding HSC results. Our goal is to maintain these high expectations and standards. Our Situational Analysis this year in preparation of our new school plan has identified a need to target Student Growth in Years 7 - 9. A strong focus on vocabulary and inference will be the first step in developing our students as critical readers. This will be monitored carefully through the use of Plan 2 where whole school professional learning and targeted support will be key to improving in this area.

To ensure we continue to drive student growth in pursuit of academic excellence, our school is committed to improving effective classroom practices- professional learning being the key to ensuring this. Staff professional learning will centre on developing literacy and numeracy strategies through improved data collection, analysis and use. Disciplined collaboration will ensure that faculties develop ways of deepening the knowledge base of their students, underpinned by a belief in individualised and differentiated learning.

Our data and teacher feedback continues to emphasise the need to extend our top achieving students. 2021 will mark the introduction of the Department's new High Potential and Gifted Education Policy. Educational leadership, effective differentiation through teaching and learning programs and explicit teaching will be key themes addressed in the next School Improvement Plan for 2021 - 2024. These target areas will be underpinned by strong collaborative practices throughout the school to ensure a continued focus on maintaining a positive academic culture based upon high expectations for our staff and students.

School vision

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 centred 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 School 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 1258 students in 2020. The staff is highly experienced and there is a very small staff turnover. The student population is approximately 36% LBOTE with around 9% EALD and 2% ATSI . The school is currently above its enrolment cap and is deliberately, gradually reducing student numbers to fall below the enrolment cap as determined by the NSW DoE.

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.



Senior Executive with Student Leadership Team

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	Excelling
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	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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 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>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

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-cognition at Menai High School.

Evaluation	Funds Expended (Resources)
Teachers in Key Learning Areas other than Mathematics 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	

Progress towards achieving improvement measures

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.

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 among staff. Staff also gained an understanding of the Literacy and Numeracy progressions and their use.	

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.	

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)
The leadership strategy has proven to be an effective means of embedding a strategy which is developing a strong commitment to collaborative leadership and improving the leadership skills of a wider range of staff.	

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)
<p>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.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18000	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 Natalie Steele who received the 2019 Deadly kids award.
English language proficiency	All RAM funds spent on the EALD teachers and support staff in supporting EALD students. See Financial section of this report for details.	EALD students received support in the classroom from 1.2 staff members. These staff and the Learning Support team also provided support to EALD students. Students reported appreciation for in-class support and reported that one-to-one work was most valuable. In particular, students reported an appreciation for the readily available assistance of the EALD/Learning Support team.
Low level adjustment for disability	See the Financial section of this report for funding of low level adjustment for disability.	Students were able to develop practical PLPs in discussion with the Learning Support Team. Review meetings were held with Parents and the Learning Support Team, senior executive and the Welfare Team to assess progress and discuss issues and problems that may have arisen during the course of the year. Assessment tasks were evaluated by the Learning Support Team for accessibility for all funded students with disabilities.
Socio-economic background	See Financial Section of this report.	In addition to funding across the curriculum students were also provided with resources such as uniform, food and assistance with fees and attendance for excursions and other school events.
Support for beginning teachers	All Beginning Teachers funding was spent on reduced teaching load, an induction program and a mentoring program	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 on a regular basis.



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	676	653	641	622
Girls	584	604	636	639

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.1	94.6	93.8	94.7
8	92.7	91	91.2	93.9
9	90.6	91.5	89.7	92.4
10	90.5	89.8	89.6	92.8
11	91.5	91.2	90.3	94
12	94.1	93.2	92.8	94.3
All Years	92.3	91.8	91.2	93.7
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	2	2	9
Employment	2	4	3
TAFE entry	0	3	20
University Entry	0	0	61
Other	3	2	2
Unknown	0	1	5

Year 12 students undertaking vocational or trade training

29.29% of Year 12 students at Menai High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.2% of all Year 12 students at Menai High School expected to complete Year 12 in 2020 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)	62.4
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

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.

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	1,697,541
Revenue	13,651,284
Appropriation	13,032,135
Sale of Goods and Services	117,857
Grants and contributions	443,599
Investment income	5,444
Other revenue	52,250
Expenses	-14,240,348
Employee related	-12,699,989
Operating expenses	-1,540,359
Surplus / deficit for the year	-589,064
Closing Balance	1,108,477

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.

	2020 Approved SBA (\$)
Targeted Total	133,288
Equity Total	593,073
Equity - Aboriginal	19,244
Equity - Socio-economic	118,737
Equity - Language	222,945
Equity - Disability	232,148
Base Total	11,427,845
Base - Per Capita	307,124
Base - Location	0
Base - Other	11,120,721
Other Total	630,216
Grand Total	12,784,422

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.

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

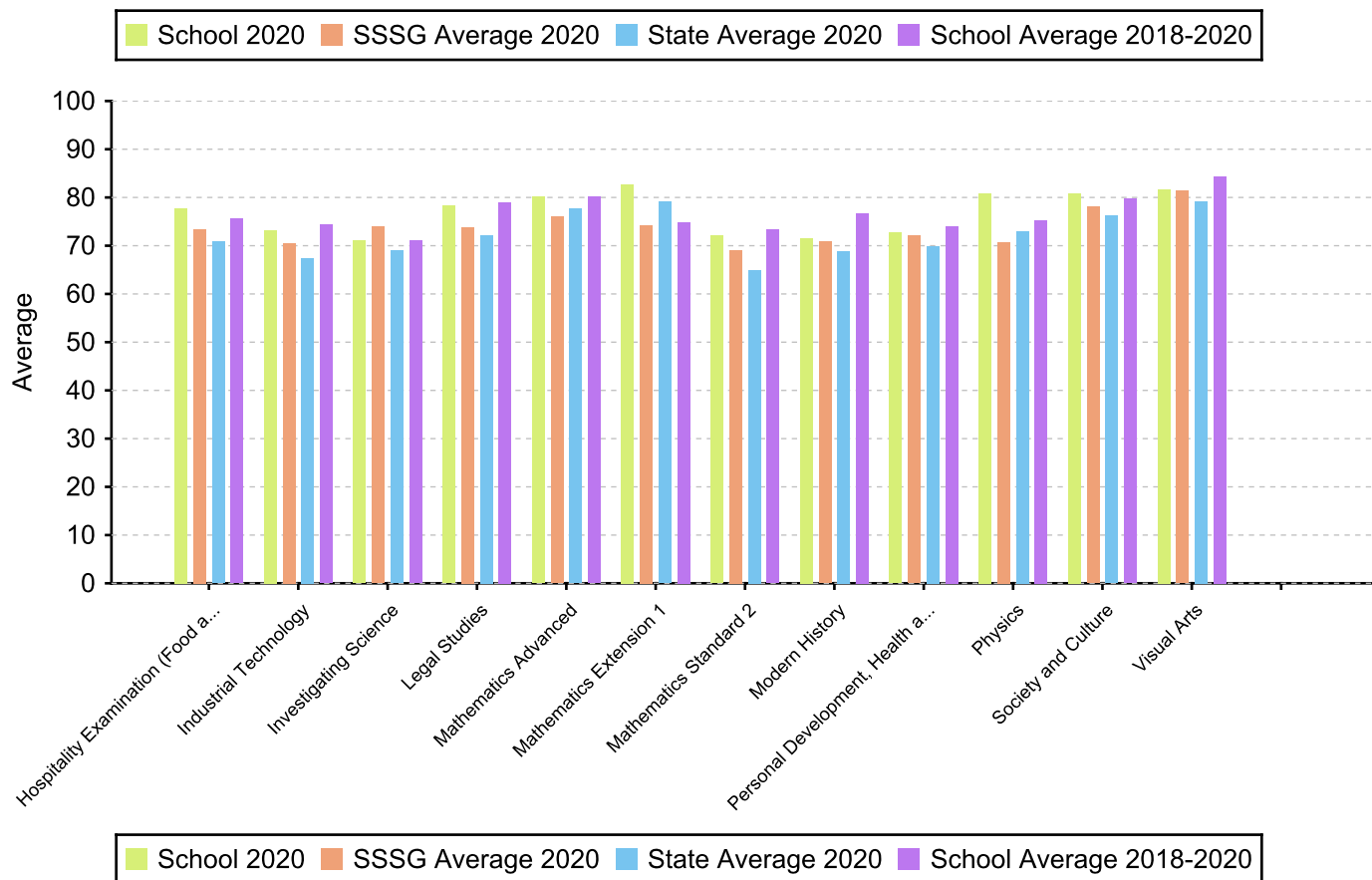
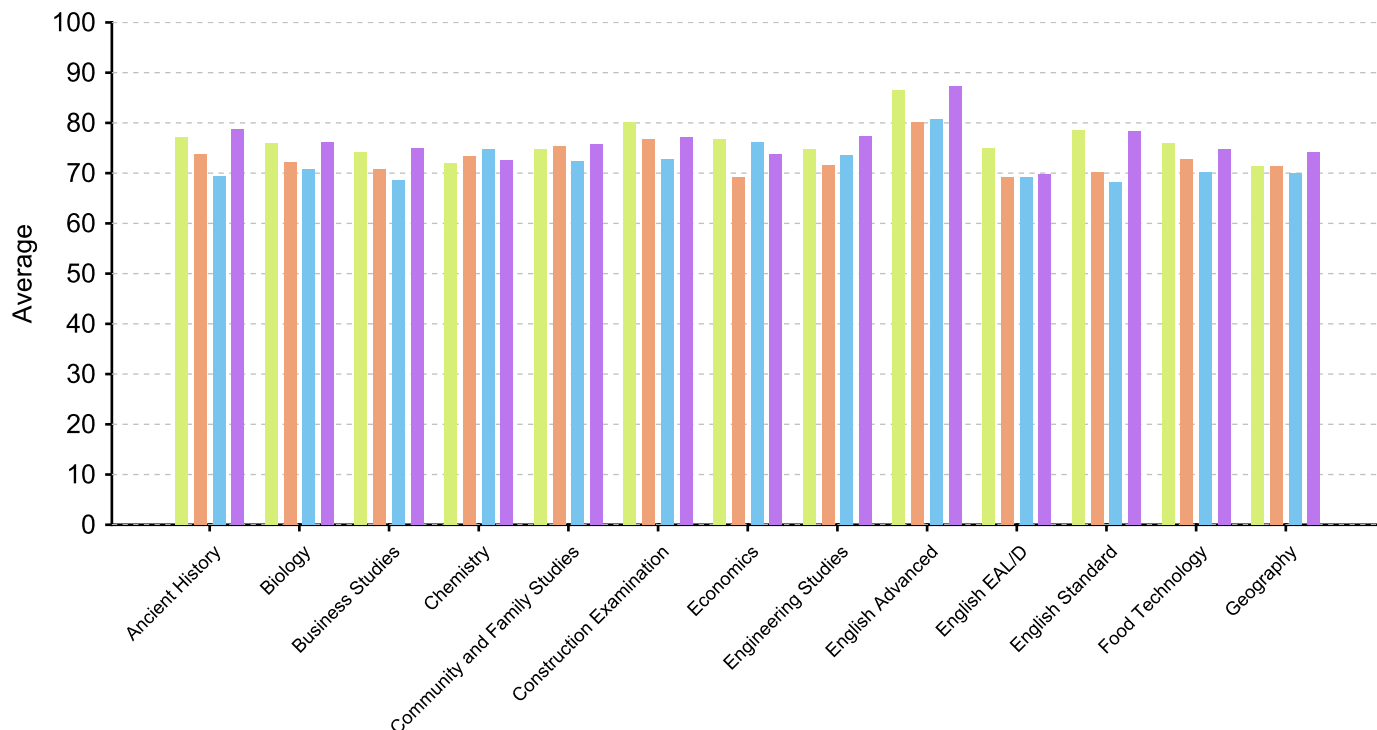
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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	77.1	73.8	69.4	78.8
Biology	75.9	72.1	70.8	76.1
Business Studies	74.2	70.7	68.6	75.0
Chemistry	72.0	73.3	74.8	72.6
Community and Family Studies	74.8	75.4	72.4	75.7
Construction Examination	80.1	76.8	72.8	77.2
Economics	76.7	69.2	76.1	73.8
Engineering Studies	74.8	71.5	73.6	77.4
English Advanced	86.5	80.1	80.8	87.2
English EAL/D	74.9	69.2	69.3	69.8
English Standard	78.5	70.3	68.1	78.3
Food Technology	75.9	72.9	70.2	74.8
Geography	71.3	71.3	70.1	74.1
Hospitality Examination (Food and Beverage)	77.8	73.5	70.8	75.6
Industrial Technology	73.2	70.6	67.5	74.3
Investigating Science	71.0	73.9	69.0	71.0
Legal Studies	78.3	73.9	72.1	79.0
Mathematics Advanced	80.1	76.0	77.7	80.1
Mathematics Extension 1	82.7	74.3	79.1	74.9
Mathematics Standard 2	72.1	69.1	64.9	73.3
Modern History	71.6	70.9	68.9	76.8
Personal Development, Health and Physical Education	72.7	72.1	69.9	74.0
Physics	80.8	70.7	73.0	75.3
Society and Culture	80.8	78.1	76.2	79.7
Visual Arts	81.7	81.4	79.2	84.4

Parent/caregiver, student, teacher satisfaction

Information for Parent/caregiver, student and teacher satisfaction is based on the annual Tell Them From Me survey. A full copy of each survey can be obtained by contacting the school's Business Manager.

Brief summaries are provided below.

Aspects of the Parent Survey Report

This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily a framework for fostering positive relations between the school and the community.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 67 respondents in this school who completed the Parent Survey between 17 Aug 2020 and 21 Oct 2020.

See Future 1: Parents

Aspects of the Student Survey Report

Student engagement includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

In Menai High School, 677 students completed the Tell Them From Me Survey in 2020. It included ten measures of student engagement alongside the five drivers of student outcomes.

See Figures 2-4

Aspects of the Teacher Survey Report

This survey is based on two complementary research paradigms.

1. 'effective schools' research (*see Figure 5*) and
2. a learning model followed by the Outward Bound program (*see Figure 6*).

This report provides results based on data from 55 respondents in the school who completed the Teacher Survey in 2020.

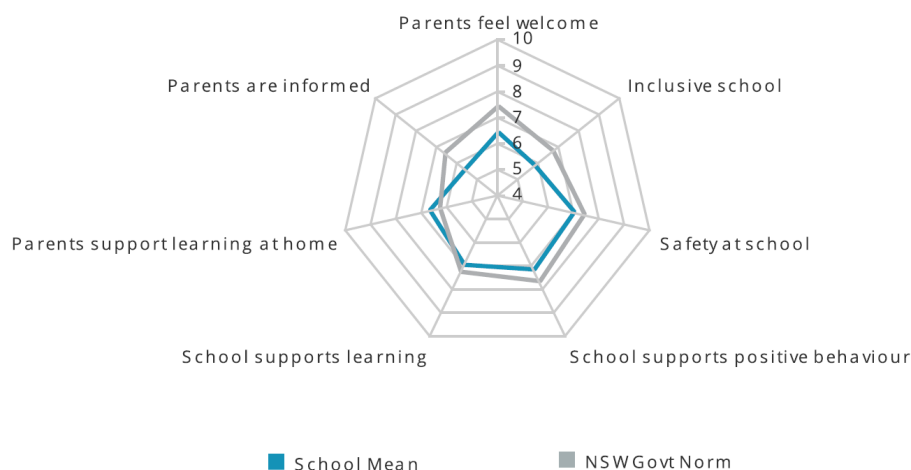


Figure 1: Parents

Figure 1: Percentage of students socially engaged

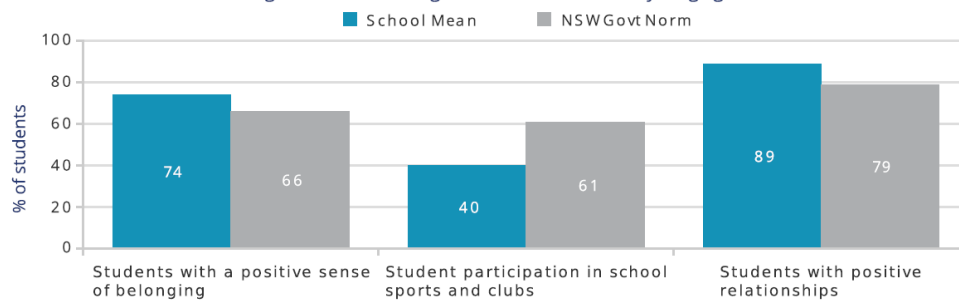


Figure 2: Percentage of students institutionally engaged

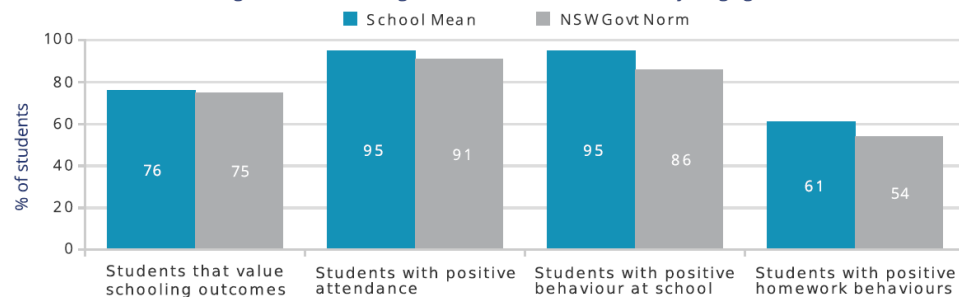


Figure 3: Percentage of students intellectually engaged

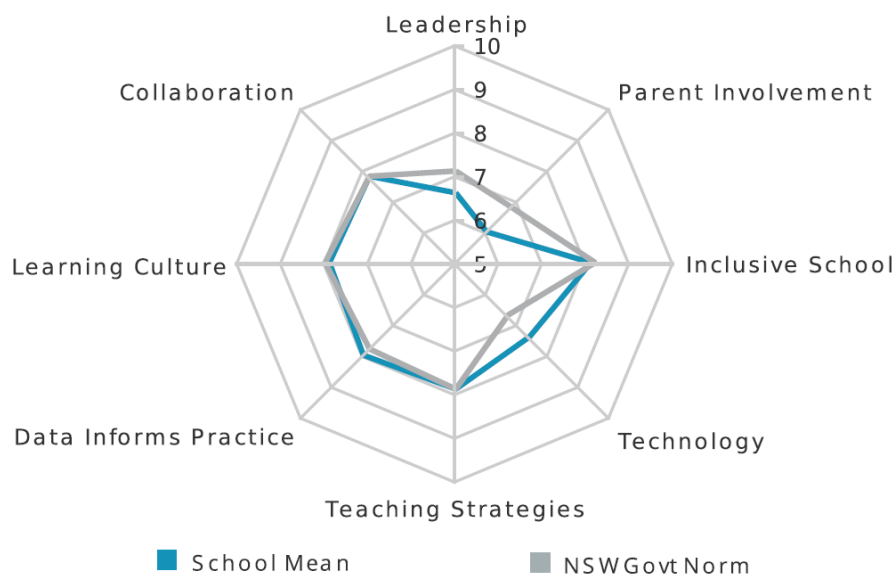
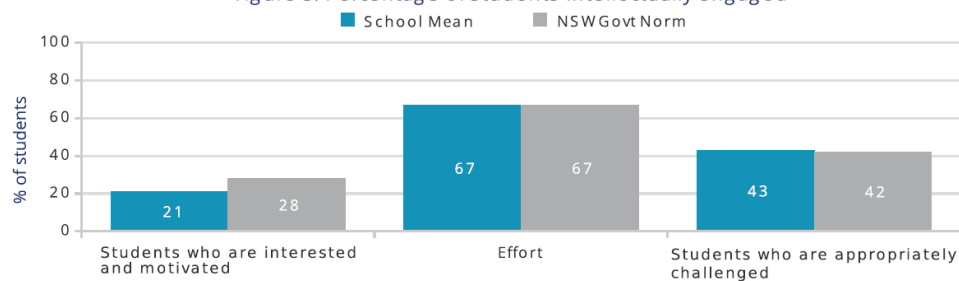


Figure 5: Eight Drivers of Student Learning

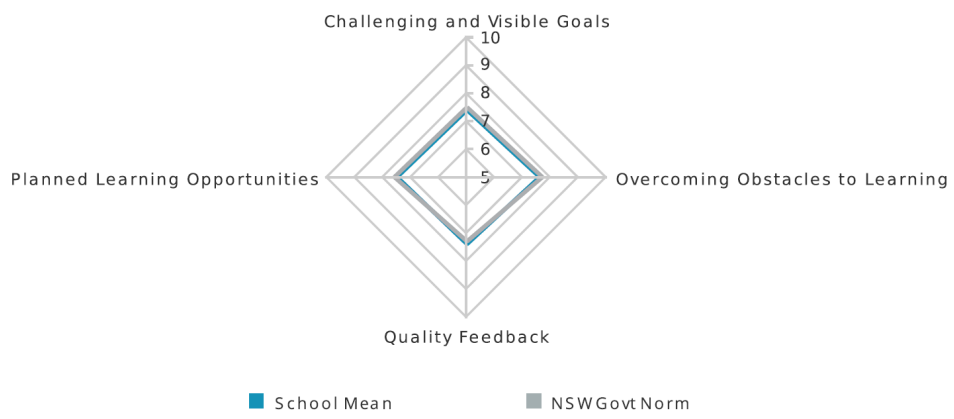


Figure 6: Four Dimensions of Classroom and School Practices

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.