

# 2021 Annual Report

## James Meehan High School



**JAMES  
MEEHAN**  
HIGH SCHOOL

LEARN TODAY LEAD TOMORROW



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# Introduction

The Annual Report for 2021 is provided to the community of James Meehan 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 Strategic Improvement 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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## Message from the principal

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With the continuation of the COVID19 worldwide pandemic 2021 was a challenging year for students and the broader community. Throughout most of the year social distancing restrictions were imposed and many school activities had to be suspended. The return to a period of online learning from home during Term 3 presented added complexities that our dedicated teaching and non-teaching staff had to manage day in day out. This was particularly evident in the effort made by our school staff in providing the necessary support to our HSC cohort of students who were in the final stage of their secondary years of schooling. Once face to face learning resumed in Term 4 parents were unable to enter the school grounds and teaching staff worked mostly from their classrooms to observe social distancing. Assemblies and year meetings were cancelled for the remainder of the year and students only came together at the very end of Term 4 for individual year group recognition assemblies.

Yet throughout the year James Meehan High School remained focused on ensuring every child was known, valued and cared for. During the period of online learning regular telephone calls and emails to students and families, preparation of packages of work for students at home, and onsite provision of learning for our essential workers built the confidence of the community to work together for our young people. Our HSC results demonstrated the incredible resilience of our students and the amazing support of our school community. James Meehan High School saw an uplift of 15.15% from 2020 to 2021 in the top 4 band results, which demonstrates our ongoing commitment to student improvement in the HSC and the inherent support of teaching staff to sustain it.

Despite the adverse context of 2021, our school staff remained committed to work together and continue to make headway in the planning process for the next cycle of the school excellence in action framework. A comprehensive situational analysis of the school context led to development of the 2021-2024 Strategic Improvement Plan (SIP) which was developed in Term 1 through a process of genuine consultation with students, staff and parents. The resulting improvement plan identifies the need to use the majority of the school's equity funding to support a range of targeted initiatives that aim to reform the delivery of the curriculum at the school in an innovative way that engages our learners and maximises their academic potential.

This 2021 Annual School Report details the implementation of these targeted strategies in the first year of our school improvement cycle (2021-2024).

Tim Bordado

School Principal



## School vision

The school and its community strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community our goal is to create relevant learning opportunities for students - both inside and outside the classroom - that help them develop the knowledge, critical thinking skills, and character necessary to successfully lead and implement positive change in our society.

## School context

James Meehan High School is a community based comprehensive secondary school situated at Macquarie Fields. The school is culturally diverse with 29 cultural groups represented, across 27 language backgrounds. Forty one percent of students have a language background other than English. Thirty two percent of students are from a Pasifika background, another 18% are First Nations People. The school provides the opportunity to engage students from diverse communities through a variety of high quality programs, teaching and learning with a focus on literacy and numeracy. Strong wellbeing programs and community involvement include proactive links with the Indigenous and Pasifika communities. A Special Education Unit serves the needs of students with intellectual and emotional disabilities, and autism. A broad range of business and community partnerships within the school have contributed to the rising academic success of senior students. There is a high participation rate of students in TAFE during their formal schooling and as a post schooling option. An increasing number of students have taken up offers to university, while others have gained employment or full time training before leaving school. The school recognises the importance of promoting 21st Century education and work based learning with our students to equip them with the necessary skills to thrive and fully participate in the rapidly changing world. James Meehan High School offers a student choice driven curriculum, as well as a broad range of extra curricula opportunities for students. Partnerships with PCYC and a number of other agencies provide a range of perspectives and programs to enhance student growth and well being. The Year Advisers and Head Teacher Wellbeing provide a coordinated pastoral care approach for students in all cohorts as well as working closely with other relevant staff: Community Liaison Officer, Aboriginal Education Officer, school psychologists, deputy principal and parents.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To enhance the skills and capabilities required by our learners to be innovative, critical and creative problem solvers through explicit and evidence-based teaching and learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 1.1 An innovative and personalised curriculum model.
- 1.2 A whole-school culture that promotes curious and powerful teaching and learning.

### Resources allocated to this strategic direction

**Socio-economic background:** \$516,380.34

**Per capita:** \$87,547.97

**Professional learning:** \$46,825.95

### Summary of progress

Year 1 of the School Improvement Plan saw school staff working collaboratively to develop an innovative and personalised curriculum model at James Meehan High School. Stage 4 saw the implementation of an new initiative of Middle School Model which is unique in the schooling model. This model has seen the school deliver an intentional approach to teaching and learning that is responsive and appropriate to the full range of needs, interests and achievements of middle year's students. This implementation has been progressively phased in under the guidance of a newly created executive position at the school (i.e. Head teacher Middle School) who has formed a strong teaming approach to the foundations stage where a strong focus is placed on students developing sound literacy and numeracy skills.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b> Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's 2022 lower-bound system-negotiated target in Reading of 5.3% and Numeracy of 4.8%	<p>Staff continued to implement the Numeracy Action Plan that was developed by the Head Teacher Mathematics, analysing NAPLAN data with the consultation of the Mathematics faculty. The data indicated that 80% of students were in the middle and lowest bands across all strands in Mathematics. The poorest results were in worded problems due to lack of literacy and comprehension skills. The action plan contained individualised learning interventions for all students in Year 8 and strategies developed by integrating formative assessments with the use of tangible resources to improve numeracy and literacy skills. There was significant growth in the number of students moving from the lower bands into the middle bands.</p> <p>The action plan implementation was impeded due to the COVID 19 pandemic but was modified to suit the online learning platform. Due to a lack of face-to-face teaching, students' engagement in online learning was ineffective even though targeted resources were uploaded and constant feedback was provided to support students' learning. Once face-to-face learning recommenced, it was noted that most students had developed knowledge and skills gaps, and lessons were re-delivered in class to address</p> <p>There as significant growth in the lower bands of NAPLAN results in more students moving into the middle bands.</p>
<b>NAPLAN Expected Growth</b>	The percentage of students has not met the improvement indicated in the annual progress measure as the school action plan implementation was

<p>Improvement in the percentage of students achieving expected growth to reach or exceed 55.8% in Reading and 58.9% in Numeracy,</p>	<p>impeded due to the COVID 19 pandemic and learning provisions were modified to suit the online learning platform. Due to a lack of face-to-face teaching, students' engagement in online learning was ineffective even though targeted resources were uploaded and constant feedback was provided to support students' learning. There were a total of 44% of students which have achieved or have exceeded the expected growth in Reading and 47% in Numeracy.</p>
<p><b>HSC Top Two Bands</b></p> <p>Improvement in the percentage of students achieving top 2 bands in HSC to reach or exceed 5%.</p>	<p>HSC student learning and engagement were impacted significantly due to COVID-19. Teaching and learning were modified and moved to an online learning environment that saw varying degrees of engagement from students. As a result, special circumstances were applied for and successfully awarded to all students in the 2021 HSC cohort. There was significant growth in the number of students moving from the lower bands into the middle bands.</p>
<p><b>HSC Top Three Bands</b></p> <p>Improvement in the percentage of students achieving top 3 bands in HSC to reach or exceed 23.66%.</p>	<p>The percentage of students has not met the improvement indicated in the annual progress measure as the school action plan implementation was impeded due to the COVID 19 pandemic and learning provisions were modified to suit the online learning platform. Due to a lack of face-to-face teaching, students' engagement in online learning was ineffective even though targeted resources were uploaded and constant feedback was provided to support students' learning. Special consideration was entered for all students however only 13.24% achieved top 3 bands in the HSC.</p>

## Strategic Direction 2: Engagement and belonging

### Purpose

To drive a culture of high expectations supported by processes, systems and resources that prioritise the wellbeing of every student and build their capacity to engage, connect, belong and success in all areas of their learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 2.1 Consistent processes and practices to support staff to drive student engagement in learning.
- 2.2 An inclusive approach to enhancing the belonging of our students.

### Resources allocated to this strategic direction

**English language proficiency:** \$58,476.17

**Integration funding support:** \$61,724.00

**Low level adjustment for disability:** \$230,170.95

**Socio-economic background:** \$275,000.00

**Aboriginal background:** \$88,461.00

### Summary of progress

In 2021, we led the review of our Attendance and Wellbeing policy to update our Student Management System to better align with the Department guidelines and the James Meehan High School Strategic Improvement Plan. Due to COVID-19 lockdown and restrictions, the implementation of these policies was delayed until 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> Percentage of students attending 90%+ of the time reach 44% or above <b>Lateness</b> Decrease of levels of lateness to school from a baseline of 9.9% to 8.5%.	Attendance data was impacted due to COVID-19 restrictions and mandated learning from home. The reviewed Attendance policy was implemented and will continue to be evaluated in 2022. A more consistent approach to monitoring and addressing student needs should see an improvement in our attendance data.
<b>Wellbeing</b> TTFM Student Data aggregate to reach 71% or above, specifically targeting students' sense of belonging	Our wellbeing data has been impacted by COVID-19 and the mandated Learning from Home. Student self-assessment data gathered from the Tell Them From Me survey and weekly check-ins during online learning indicated students had become disengaged. This is reflected in the Tell Them From Me survey data that indicates a 4% reduction in a sense of belonging. Similarly, there was a decrease in advocacy at school and expectations for success. In 2022, there should be an increase in positive student data to reflect the end of mandated COVID restrictions and ongoing wellbeing approaches implemented by our Wellbeing team.
<b>Positive behaviour</b> Increase the number of students who are receiving an annual 'Gold' award for positive behaviour to 2% by 2021	Positive data was impacted due to COVID-19 restrictions and mandated learning from home. Our positive behavior program was modified to cater to an online learning environment that offered an opportunity for our students to better engage with learning.

## Strategic Direction 3: Building strong community connections

### Purpose

To strengthen community engagement and voice to develop strong, collaborative and sustainable partnerships that promote lifelong learning opportunities.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 3.1 Authentic partnerships with the community and beyond..
- 3.2 Positive partnerships with parents and carers to promote learning and belonging.

### Resources allocated to this strategic direction

**Socio-economic background:** \$18,060.40

**School support allocation (principal support):** \$19,016.82

### Summary of progress

In Term 1 and 2, we held several community events to build engagement with our Community of Schools and the greater community

- James Meehan Cup
- Community of Schools meeting
- Multicultural Day
- Women & Girls Science Day
- Swimming Carnival
- Wellbeing Days eg. Harmony program, National Day against Bullying

However, due to the COVID-19 lockdown, this could not be sustained for the remainder of 2021. We hope to build stronger community connections in 2022 with the lifting of mandated lockdowns.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Develop authentic partnerships with at least one additional industry, business and/or other educational institutions to promote collaborative practices across multiple environments to improve student outcomes	Due to the COVID-19 lockdown and restrictions of visitors to school sites, we were limited in developing partnerships in 2021. We initiated contact with Ingleburn Rotary to develop a partnership in running student programs for 2022.
Design and deliver at least four events across the community of schools to support primary to secondary transition	<p>In Term 1 and 2, we held the James Meehan Cup and Community of Schools governance and operational meetings. Due to COVID-19 lockdowns and restrictions, we were unable to hold the James Meehan Cup in Term 3 and 4. Community of Schools meetings continued via zoom to assist in maintaining our established connections.</p> <p>The James Meehan Cup and other community events will continue to be held and broaden in 2022 to assist with building stronger community connections with our feeder primary schools to support transition and relationships in the wider community.</p>
Increase the number of parents/carers attending school based events and learning opportunities by 5%	Parents/carers were unable to attend the school in 2021 due to COVID-19 lock downs and restrictions.
Increase the number of parents/carers	Parents/carers were unable to attend the school in 2021 due to COVID-19

attending school based events and learning opportunities by 5%

lock downs and restrictions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$61,724.00</p>	<p>Integration funding support (IFS) allocations support eligible students at James Meehan High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• consultation with external providers for the implementation of [strategy]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the employment of 1 School Learning Support Office. More adequate support was provided to students that qualify for Integration funding support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued ongoing employment of 1 School Learning Support Officer.</p>
<p>Socio-economic background</p> <p>\$809,440.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Meehan High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 1.2 A whole-school culture that promotes curious and powerful teaching and learning.</li> <li>• 3.1 Authentic partnerships with the community and beyond..</li> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement a Middle School program to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the funds have been used to employ to 3 additional Deputy Principals, Business Service Manager, Community Engagement Officer, 3 additional Head teacher positions, 4 additional Year Advisers, 0.5 FTE General Assistant to support whole school improvement and change.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the employment of these additional staff will continue in 2022.</p>
<p>English language proficiency</p> <p>\$58,476.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Meehan High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>English language proficiency</p> <p>\$58,476.17</p>	<p>At James Meehan High School, we have 112 students who identify as having a language background other than English and within this group are 77 students who access additional support to develop their skills with English as an Additional Language or Dialect (EAL/D). The school has a staffing allocation of 1.5FTE. The Learning and Support team tested each student individually and students were then placed in appropriate ability level classes. The identified students were assessed on their ability to listen to, speak, read and write Australian Standard English using the EAL/D learning progression. An increase in funding from 2019, has allowed the release of additional teaching staff to work with EAL/D students to move through the progressions from emerging or developing to consolidating. The focus is one on one support provided by the Learning and Support teacher (LaST) who conducted ongoing assessment and progression evaluation of each student throughout the year. The focus for 2020, was to improve attendance and engagement with learning for those students whose progress has been inhibited by low levels of academic engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of Head Teacher Learning Engagement and EAL/D specialist teacher</p>
<p>Low level adjustment for disability</p> <p>\$230,170.95</p>	<p>Low level adjustment for disability equity loading provides support for students at James Meehan High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A Personalised Learning and Support Plan (PlaSP) has been developed for each student with ongoing consultation and support from parents and teachers. This has led to teachers having greater ability to differentiate the curriculum to meet the additional needs of each student in particularly those struggling academically in the classroom with classwork, assignments and examinations. The employment of an additional 1.0 FTE teaching staff and 1.0 FTE School Learning Support Officer (SLSO) in conjunction with the Learning and Support teacher (LaST) in the classroom has increased the ability to work one on one with students, leading to increase engagement through adjusted classroom activities providing students with the environment to allow time, simplified</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of these staff in 2022</p>
<p>Professional learning</p> <p>\$46,825.95</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at James Meehan High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 1.2 A whole-school culture that promotes curious and powerful teaching and learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Professional learning</p> <p>\$46,825.95</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the professional development of 14 teaching staff in the pedagogical conceptual framework 4MAT.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> all teaching staff will be trained in the 4MAT framework by end of 2022 as analytical data indicated an increase in consistency of program development and planning.</p>
<p>COVID ILSP</p> <p>\$260,582.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>employment of teachers/educators to deliver small group tuition</li> <li>providing targeted, explicit instruction for student groups in numeracy - focus on number sense and algebra</li> </ul> <p><b>The allocation of this funding has resulted in:</b> development of ongoing small group intervention for literacy and numeracy focus areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> due to COVID-19 and online learning, this will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$88,461.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Meehan High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our Aboriginal Education Officer (AEO) is employed full-time and continues to build on forming strong partnerships throughout the year between Indigenous families and the school through engagement with AECG, the ASLO, and the Indigenous AFL program.</p> <p>This proved difficult at times due to COVID- 19 restrictions and students and community engagement in culturally significant National days such as Sorry Day, Closing the Gap Day and NAIDOC week could not take place.</p> <p>Retention of our ATSI students going into the HSC year has increased to</p>

Aboriginal background \$88,461.00	87%, which is an improvement of 31% from 2019. <b>After evaluation, the next steps to support our students with this funding will be:</b> the continued employment of the AEO in 2022 planning for Community of Schools Aboriginal Education program
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	160	164	167	160
Girls	133	127	146	159

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	80.5	85.3	66.9	85.1
8	72.6	86	63.1	79.3
9	78.8	82.2	58.7	71.9
10	72.9	72.6	54.4	74
11	78.4	75.3	59.9	62.2
12	79.5	84.4	71.6	74
All Years	76.6	80.7	62.4	75.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	36	10
Employment	0	21	29
TAFE entry	0	21	23
University Entry	0	0	3
Other	0	22	6
Unknown	0	0	29

### Year 12 students undertaking vocational or trade training

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64.10% of Year 12 students at James Meehan High School undertook vocational education and training in 2021.

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

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97.1% of all Year 12 students at James Meehan High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	26.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.98
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	206,165
<b>Revenue</b>	7,552,254
Appropriation	7,460,041
Sale of Goods and Services	71,767
Grants and contributions	20,112
Investment income	335
<b>Expenses</b>	-7,809,539
Employee related	-7,295,548
Operating expenses	-513,992
<b>Surplus / deficit for the year</b>	-257,285
<b>Closing Balance</b>	-51,120

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	61,724
<b>Equity Total</b>	1,186,549
Equity - Aboriginal	88,461
Equity - Socio-economic	809,441
Equity - Language	58,476
Equity - Disability	230,171
<b>Base Total</b>	5,382,211
Base - Per Capita	87,548
Base - Location	0
Base - Other	5,294,663
<b>Other Total</b>	435,554
<b>Grand Total</b>	7,066,037

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

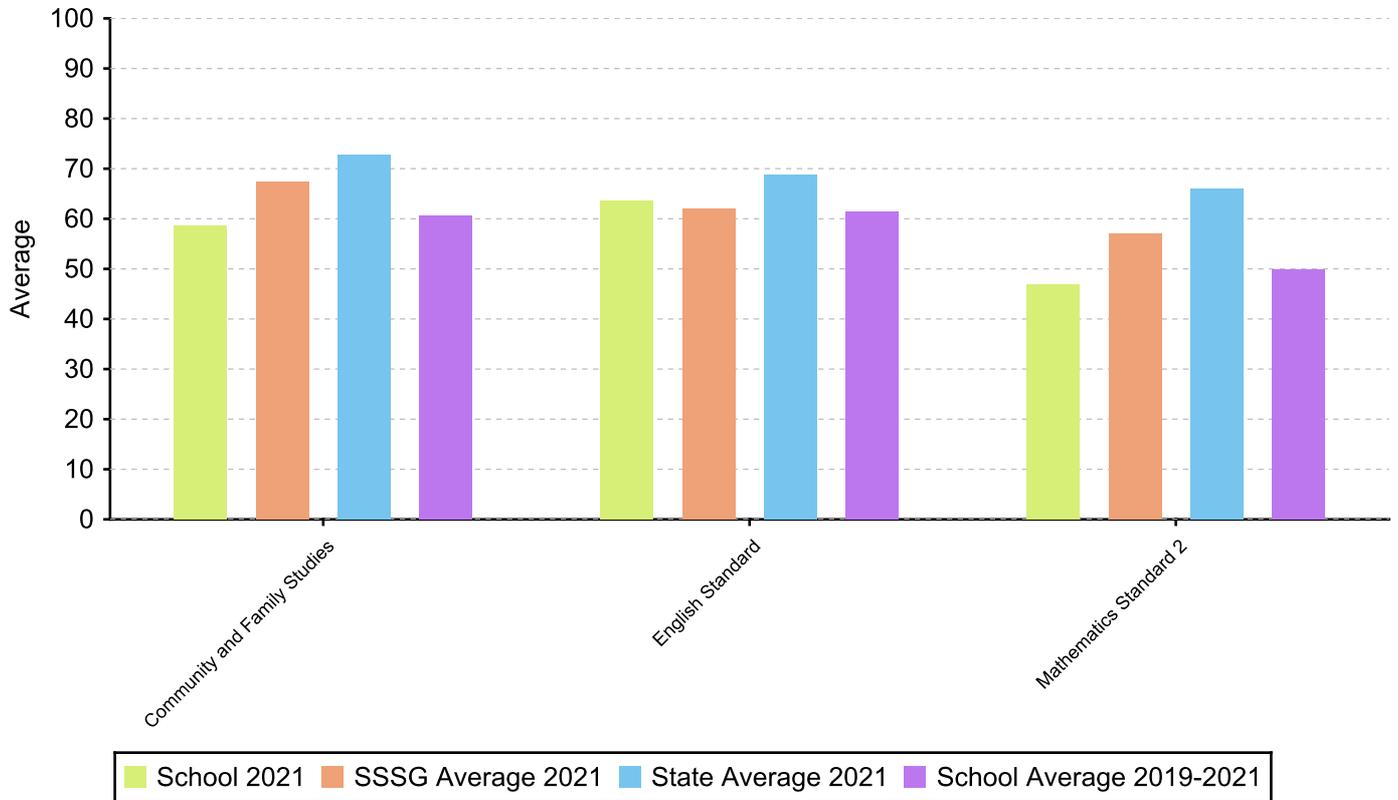
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# 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 2021	SSSG	State	School Average 2019-2021
Community and Family Studies	58.6	67.4	72.7	60.5
English Standard	63.6	62.0	68.8	61.5
Mathematics Standard 2	46.9	57.0	66.1	49.9

## Parent/caregiver, student, teacher satisfaction

At James Meehan High School, we seek the opinions of parents and the community on numerous occasions throughout the year regarding various aspects of school life. Throughout the year, the school used the Tell Them From Me survey to survey students, staff, and parents to determine their overall satisfaction with the school. Whilst only a small number of parents completed the parent satisfaction survey, the vast majority provided very positive feedback about the work the school has been doing to support student learning. There is a strong agreement among parents that staff genuinely care about the learning and well-being needs of their children and that the school provides a number of opportunities to support students to achieve their best. Many parents agreed that they would like more opportunities to engage with the school, though many acknowledge in 2021, due to the long lockdown period and learning from home for COVID-19 made it exceptionally difficult in terms of student learning and engagement with the school.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.