

2021 Annual Report

Merewether High School



8510

Introduction

The Annual Report for 2021 is provided to the community of Merewether 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

Merewether High School
Chatham St
Broadmeadow, 2303
www.merewether-h.schools.nsw.edu.au
merewether-h.school@det.nsw.edu.au
4969 3855

Message from the principal

It is my pleasure to present the Annual Report for 2021 to our school community. 2021 has been a year like no other, certainly nothing we have ever experienced in our lifetime and hopefully will not have to ever again. This year presented unique challenges for our entire community and required an unparalleled level of tenacity and energy from all of our students, staff and families. The profound and deep capacity for resilience, coping and empathy demonstrated by everyone ensured the continued success of our students and school throughout the entirety of 2021.

The uncertainty that pervaded the educational landscape presented significant challenges for teachers and students: the ambiguity and worry; weekly alterations to programs; learning from home for nine weeks; restrictions on travel; ceasing of school excursions and assemblies; cancellation of special events, examinations and assessments; the Higher School Certificate changing dates, not once but twice; and a reliance on technology to maintain even the most basic of human connection. Despite all of this, the delivery of curriculum imperatives and a sustained focus on the routine of academic endeavour did not abate, though the social and emotional impact was not insignificant, and acutely felt by all.

It is vitally important to acknowledge the significant work undertaken by all of the tireless and passionate staff at Merewether High School. Their dedication, borne from a professional and personal commitment to our students, enabled each of the year groups to not only survive, but thrive. The initiative, compassion and agility of our staff really shone through in 2021, and it is with sincere gratitude that I thank the teaching and school administrative and support staff for the remarkable work that they have done and continue to do.

COVID prevented many of the opportunities that our students would have normally partaken in throughout the year. Some activities were conducted remotely, whilst others commenced, only to be disappointingly cut short in their final stages. Despite the challenges and disruptions that we faced this year, 2021 has also provided us with many reasons to celebrate. Merewether High School students upheld our prestigious reputation and continued to excel in academia, cultural pursuits and sporting endeavours. Many of our students were recognised for outstanding achievement, commitment and application to learning and personal improvement across a multitude of domains.

Academically, our students continued to make us very proud, working to achieve their personal best and always striving to improve. Aleesha Sureshnair achieved first in the state in the Democracy category for her essay in the National History Challenge. Mitchell Hall was selected to take part in the Australian Mathematics Informatics Olympiad. As part of the University of Newcastle Mathematics Competition, three students were Colin Doyle Memorial Prize winners: Matthew Banney placed first; Wesley Hollott placed third; and Isaac Lyon was an Honourable Mention. Akash Enjeti and Oscar Cox won the Junior and Senior Categories respectively in the Rostrum Voice of Youth Public Speaking competition, representing the Hunter Region at the State Round. Our senior team were Zone champions in the State Premier's Debating Competition and went on to compete at state level. The Mock Trial team were successful in making it to the final eight in the state. Laura Fernando was awarded the highest achieving Aboriginal student in the state.

We were delighted to congratulate the 2021 HSC student cohort on their exceptional results, with Kepei Tan named Dux, achieving an ATAR of 99.1. A total of 286 Band 6 results and 486 Band 5 results were attained with five students making the high achievers list, receiving Band 6 results in at least ten units of study; Laura Fernando, Sam Keogh, Charlotte

Patterson, Kepei Tan and Tess Wheeler. Delta Hateley and Sophie Loisselle both received First in Course awards in Earth & Environmental Science and Society & Culture respectively. Additionally, six students obtained State rankings; Neve Eardley - 2nd Earth & Environmental Science, Cooper Ivory - 2nd Engineering Studies, Kepei Tan - 2nd Geography, Grace Pham - 3rd French Beginners, Patrick Pettett - 7th Engineering Studies and Emily Bryant - 7th Hospitality.

The Creative and Performing Arts programs offered at Merewether High School continue to enable our students to shine in their vast areas of talent. 2021 HSC Visual Arts students Emma Welsh and Aysha Willis were nominated for ARTEXPRESS, with Connor Beveridge, Ruth Chen, Isabella Halpin, Kate Huang, Lili Sabine and Aysha Willis having their Body of Works selected in the HSC Visual Arts First Class Exhibition. Eve Leacey, Georgia Olds and Manon Rouge each received a successful HSC Encore nomination.

Sport continued to be an essential contributor to the building of school culture and played an integral role in the reinforcement of positive attitudes and values within our student body. Merewether High School continued its dominance in athletics, swimming and cross country in the City Zone, with a significant number of individuals and teams excelling at a local, state and/or national level. Six Merewether High School students were chosen to represent NSWCHS, 100 students were selected in Hunter Region teams and five of our school representative teams were crowned Hunter Champions, qualifying for State Finals.

Our school community is multi-faceted, and I thank all members for their effort and contribution. I would like to recognise our hard-working P&C Association, ably led by Ms Kylie Woods. Our P&C are a dedicated group who have worked closely with the school throughout the year and have provided ongoing management of the school's canteen operations under very difficult circumstances. The Canteen Committee, supervisors and team of volunteers ensured that this vital service was able to be maintained for our school. I look forward to working with the school community who continue to support the school through a strong and effective P&C Association. This crucial partnership ensures our students are provided with excellent resources, learning opportunities and guidance, whilst preparing for their future.

I would like to wholeheartedly thank and congratulate everyone for their contribution to Merewether High School in 2021. I am honoured to be charged with the responsibility of taking the school forward into 2022 and working with our community in a school that is intensely focused on providing the best possible learning environment for every student.

Rochelle Dooley, Principal, Merewether High School

Message from the school community

The Merewether High School Parents and Citizens' Association (MHS P&C) is a group of community minded people, parents and carers, who work with the Principal and the school community in a productive partnership. We are a not-for profit organisation, dedicated to collaboration with the staff at MHS to promote the best interests of the school as a whole. Our meetings are scheduled in weeks 3 and 8 of each term at 5.30 - 6.30 pm in the Independent Learning Centre and are open to anyone interested. Being part of the P&C is a great way of getting to know the school and be part of the school community. 2021 continued to be particularly challenging, with brief periods of returning to some normality, meeting face to face and when unable, we conducted meetings via Zoom to stay connected and informed throughout the year. We are grateful for the hard work of the school staff to continue to educate the students and support families, both face to face and remotely.

The P&C has undertaken the role of parent representative on a number of merit selection panels and have appreciated having input into the selection of staff that best meet the needs of the school. The P&C run canteen has contributed funds to the school to support the learning outcomes of students and we appreciate the efforts of the canteen staff and volunteers, who have continued to adapt throughout 2021 to provide meals for the students and staff. The P&C is looking to grow our membership and to continue a very positive relationship with the school into 2022.

Kylie Woods, President, Merewether High School P&C Association

Message from the students

In 2021, students returned to school excited for pre-COVID normality. The first weeks back were exciting - sitting with classmates, in front of a teacher, was a novelty! Music ensembles and sporting teams finally returned at full capacity. Some ensembles even got the chance to travel for eisteddfods. This was a particularly valuable experience for younger students, who had never performed in the ensemble. Unfortunately, the arrival of Omicron in August meant the return to online school. By now, teachers and students were all too familiar with Google Classroom and the struggles of Zoom. This made the learning process far smoother than the first lockdown, but the isolation from peers was still a struggle for many. To aid student mental health assessment tasks were modified and regular "check in" zooms were scheduled, which were greatly appreciated by the student body. In late October, students returned to school, albeit with mask

mandates and separated playground areas. These measures helped ensure a relatively normal end of year, with students able to attend important milestones such as Year 12 graduation and Year 10 formal. Whilst 2021 felt like a year of false-starts, student and teacher support systems helped keep morale high. By December, students were excited for what 2022 would bring: whole school events, extracurricular activities and the opportunity to re-immerse themselves in Merewether High School culture!

Amy De Malmanche, Braiden Stanborough and Georgia Thiveos, Year 10 2021 SRC Representatives



School vision

Merewether High School aspires to be a leader of academic success in the Hunter Region. We are committed to our pillars of integrity, diversity and excellence whilst educating and nurturing high potential and gifted students to develop a passion for lifelong learning. Our vision is to ensure the positive development of the whole student, balancing academic success with empathy, resilience, resourcefulness, critical and creative thinking, responsible leadership and service to society.

School context

Merewether High School is an academically selective school located in Newcastle. It has a high profile and is acknowledged for achieving excellence. Merewether High School provides an inspirational model of public education that nurtures the academic, physical, social and emotional wellbeing of all students. The school's core values of integrity, diversity and excellence underpin a broad, balanced and relevant curriculum which is focused on high expectations for student academic achievement.

In 2021, 1085 students enrolled from a wide geographical area, including 16 Aboriginal students. In partnership with the Muloobinbah Local Aboriginal Education Consultative Group (AECG), the school supports Aboriginal students to achieve success in the HSC whilst connecting with their cultural identity. An active and supportive parent body engage in parent learning groups and collaboratively lead our P&C Association, canteen and Duke of Edinburgh program. The school has built a strong community committed to excellence, diversity and the fostering of individual talents.

Merewether High School's 93 highly skilled, experienced and dedicated staff members provide quality teaching and learning experiences with an emphasis on, and understanding of, strategies that challenge, develop high potential and meet the needs of gifted students. Staff encourage students to be innovative, confident and independent learners who possess strong ethical values and a highly developed social conscience.

The school has high expectations of all students, consistent with each student's ability and the belief that everyone can achieve their personal best. Our students thrive in an atmosphere which provides a range of talent development opportunities. These include co-curricular learning experiences, strong enrichment opportunities, programs for students with high potential, passions in sport and creative and performing arts, leadership and school and community service.

Extensive student leadership opportunities promote a positive school culture and a philosophy of social justice which is evidenced by a highly effective and visible prefect body and student representative council. A number of significant partnerships with our community enhance student outcomes across all domains of giftedness. This includes active links with Australian and overseas universities, staff leading the NSW Department of Education Arts Unit's Hunter Wind Ensemble and Hunter Singers, and a range of international co-curricular excursions.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified the need to use data driven practices and evidence based strategies to facilitate talent development for all students.



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

Strategic Direction 1: Student growth and attainment

Purpose

In achieving school excellence we ensure our students demonstrate growth in their learning through explicit, challenging and evidence based teaching practices. Teachers will actively engage with student data to inform and adapt teaching to ensure students maximise their educational potential.

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.

- Highly effective and innovative teaching practices
- Data driven practices

Resources allocated to this strategic direction

Professional learning: \$26,162.00

Beginning teacher support: \$1,829.00

Operational Funding: \$6,500.00

Integration funding support: \$60,912.01

Low level adjustment for disability: \$89,694.40

Summary of progress

Highly effective and innovative teaching practices

Students were engaged in explicit, challenging and high order learning experiences to optimise the learning culture and transform high potential into high performance. There was strong teacher collaboration across, and within, KLAs to ensure quality learning experiences. Teachers adopted innovative teaching and learning strategies to engage students in flexible and dynamic learning experiences. Strong processes were evident across HSC courses, but this needs to be further enhanced for Years 7 - 10. As part of this process, we will need to continue to review data collection processes and analysis across the school and continue to facilitate cross faculty collaboration and sharing of best practice. Further development of whole school processes to build collective efficacy for improved student outcomes across the school remains a priority.

Data driven practices

Student assessment data was regularly accessed and evaluated across faculties and within class and student groups to monitor student achievement and growth and inform future teaching and learning. A framework for HSC data analysis was implemented successfully in all KLAs. Staff were confident in engaging with RAP data. Processes in literacy and numeracy analysis would benefit from further refinement. Ongoing adjustments in teaching and learning programs will continue in response to HSC and NAPLAN data analysis as staff further develop their capabilities and confidence to engage in deeper analysis of SCOUT data and student performance measures.

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
Increase the percentage of students achieving in the top 2 HSC performance bands to be above the system negotiated baseline of 74.2%.	The percentage of students achieving in the top 2 HSC performance bands was 71.2%, demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of students achieving in the top 3 HSC performance bands to be above the system negotiated baseline of 94.4%.	The percentage of students achieving in the top 3 HSC performance bands was 91.85%, demonstrating progress yet to be seen toward the lower bound target.
	The percentage of students achieving in the top 2 performance bands in NAPLAN Numeracy was 89.89%, indicating a decrease against baseline

<p>Increase the percentage of students achieving in the top 2 performance bands in NAPLAN Numeracy to above the system negotiated baseline of 95.8%.</p> <p>Increase the percentage of students achieving in the top 2 performance bands in NAPLAN Reading to be above the system negotiated baseline of 87.1%.</p>	<p>data.</p> <p>The percentage of students achieving in the top 2 performance bands in NAPLAN Reading was 81.56%, indicating a decrease against baseline data.</p>
<p>Increase the percentage of students achieving expected growth in Numeracy to be above the system negotiated baseline of 64.1%.</p> <p>Increase the percentage of students achieving expected growth in Reading to be above the system negotiated baseline of 61.1%.</p>	<p>The percentage of students achieving expected growth in Numeracy decreased to 58.08% indicating progress yet to be seen toward the system-negotiated baseline target.</p> <p>The percentage of students achieving expected growth in Reading decreased to 55.44% indicating progress yet to be seen toward the system-negotiated baseline target.</p>

Strategic Direction 2: Professional practice

Purpose

All staff engage in professional practice to embed a positive learning culture in which professional growth and collaboration continuously improves the quality of learning, teaching and leading.

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.

- High impact professional learning
- High potential and gifted education

Resources allocated to this strategic direction

Beginning teacher support: \$13,016.00

Professional learning: \$57,187.00

Low level adjustment for disability: \$8,892.50

Projects to Support Teaching and Learning: \$12,880.00

Summary of progress

High impact professional learning

All staff engaged in high impact professional learning opportunities that fostered a culture of high expectations and drove continual improvement in teacher practice and whole school improvement. Due to COVID implications, staff were unable to complete collaborative professional learning or connect with other high performing high schools to share best practice. Executive staff engaged in a collaborative conference that built a collective efficacy and shared vision for school improvement. We will endeavour to further strengthen and build the shared vision and collective efficacy for excellence.

High potential and gifted education

Quality teaching supported high potential and gifted (HPG) students to achieve their personal best. The high potential and gifted education team were successful in initiating a whole school understanding of current research and best practice in High Potential and Gifted education. As a result, all teachers are familiar with the HPGE policy and have completed further training in HPG education. Further development of effective evidence based teaching methods that optimise learning progress for high potential and gifted students continues to be a priority.

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
100% of staff are supported to complete PDPs and engage in PL. New staff engage in induction processes. All staff are supported to be on track to meet accreditation requirements. All teaching staff have engaged in UNSW GERRIC Mini Certificate of Gifted Education and High Potential and Gifted Education Policy PL.	100% of staff were supported to complete PDPs and engage in specified PL. All new staff, both permanent and temporary engaged in the school-based induction processes. All staff were supported to be on track to meet accreditation requirements. 100% of teaching staff have engaged in and successfully completed the UNSW GERRIC Mini Certificate of Gifted Education and High Potential and Gifted Education Policy PL.
Obtain baseline student TTFM data. Obtain baseline staff TTFM data.	All staff and students were provided with the opportunity to participate in TTFM surveys in 2021 of which 89% of students did so. The school mean is below the NSW Government Norm for Explicit Teaching Practices and Feedback and will be a focus for staff professional learning in 2022.

Strategic Direction 3: Student and staff wellbeing

Purpose

Staff nurture, enhance and develop the individual talents of students so that they are supported to achieve excellence in all aspects of school life. Staff are valued and supported for their unique contributions by the school community.

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.

- Student wellbeing
- Staff wellbeing

Resources allocated to this strategic direction

Site Specific (Supervisor of female students): \$5,148.00
Operational Funding: \$213,884.88
Property Maintenance: \$2,500.00
Furniture and Equipment: \$2,500.00
Socio-economic background: \$16,566.32
Aboriginal background: \$15,056.99
Projects to Support Teaching and Learning: \$2,240.00
Professional learning: \$901.55
School support allocation (principal support): \$51,372.87

Summary of progress

Student wellbeing

We embedded a whole school approach to student wellbeing and engagement where there was a collective responsibility for student learning and success. The establishment of a school funded Head Teacher Wellbeing and employment of a Student Support Officer has created a safe, supportive environment where students are known, valued and cared for. Students feel confident in accessing ongoing and targeted wellbeing support. Refinement of attendance processes are required to further support student engagement.

Staff wellbeing

Positive, respectful and inclusive relationships are evident and widespread within the school community and promote optimal conditions for learning, teaching and leading. Staff attended professional learning to facilitate positive wellbeing, encourage self reflection and promote a positive school culture. We will continue to reflect on staff wellbeing and processes to further support staff.

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
Increase the proportion of students attending school greater than 90% of the time to the system negotiated baseline of 88% or above. Increase percentage of students who report positive outcomes in their sense of belonging, expectations for success and advocacy at school to be above the system negotiated baseline of 74.2%.	The number of students attending greater than 90% of the time or more has decreased to 84.28%. The percentage of students who indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) was 71.57%, demonstrating progress yet to be seen towards this school-based progress measure.
School self-assessment of the elements 'Caring for Students' and 'A Planned	School self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing' in the elements

<p>Approach to Wellbeing' validated at 'Sustaining and Growing'.</p> <p>Obtain baseline TTFM data.</p>	<p>of caring for students and a planned approach to wellbeing.</p> <p>Baseline TTFM data was collected from students (89%) and staff (29%).</p>
<p>100% of 2020 Year 9 Aboriginal students commence a HSC Accelerated course in 2021 while maintaining their cultural identity.</p>	<p>100% of 2020 Year 9 Aboriginal students commenced a HSC Accelerated course in 2021 while being supported to maintain their cultural identity.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$60,912.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Merewether High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective and innovative teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ teaching staff and tutors to work in the student Independent Learning Centre (ILC). <p>The allocation of this funding has resulted in: Tutors working in the ILC to develop a collaborative and supportive learning environment to assist students to consolidate learning. Learning and Support staff being responsive and available for students and parents to provide ongoing support for student learning and engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be: More strategic teacher support is required to develop a collaborative learning environment and identify the needs of students to consolidate learning.</p>
<p>Socio-economic background</p> <p>\$16,566.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merewether High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Establishment of a Learning and Wellbeing Hub • Student support to access uniform and co-curricular teaching and learning activities • Key staff undertook an audit of wellbeing and attendance processes to enhance procedures aligned with the Wellbeing Framework • Analysis of TTFM data to inform school planning <p>The allocation of this funding has resulted in: A whole school wellbeing approach has been implemented and students have greater access to specialised and integrated learning and wellbeing supports.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop and implement new processes and systems for monitoring and supportive improved student attendance. Lead a curriculum review and investigate the introduction of a daily 'Check-In' period.</p>
<p>Aboriginal background</p> <p>\$15,056.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merewether 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$15,056.99</p>	<p>including:</p> <ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Whole school engaged in celebrating significant cultural events • Aboriginal Education coordinator facilitated improved community engagement, including the engagement of students and their families with the PLP process • Junior AECG led initiative to design and construct a Yarning Circle <p>The allocation of this funding has resulted in: The construction of a Yarning Circle and whole school cultural celebrations has enabled greater cultural empathy and understanding across the school community, and Aboriginal students have displayed significant pride and connection to their culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: Establish a connection with local high school Junior AECG groups to ensure students maintain and build on their cultural identity and connection to others.</p>
<p>Low level adjustment for disability</p> <p>\$98,586.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Merewether High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective and innovative teaching practices • High impact professional learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an additional Learning and Support teachers (LaSTs). <p>The allocation of this funding has resulted in: Students being supported by qualified LaSTs to support their ongoing learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of allocation of funding to employ LaSTs to support teaching and learning.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Merewether High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective and innovative teaching practices • High impact professional learning • High potential and gifted education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning teachers engaged in professional learning to effectively differentiate the curriculum for high potential and gifted students and were supported by a teacher mentor and provided with release on a weekly basis. <p>The allocation of this funding has resulted in: Beginning teachers were supported to further develop pedagogical expertise in high potential and gifted education.</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: No funding for Beginning Teachers has been allocated in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$51,372.87</p>	<p>School support allocation funding is provided to support the principal at Merewether High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of school Business Manager <p>The allocation of this funding has resulted in: The employment of a school Business Manager to support the financial management and key compliance and infrastructure management.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of Business Manager employment for 2022.</p>
<p>COVID ILSP</p> <p>\$22,424.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • COVID intense learning program implemented to support individual and small groups of senior students in the ILC <p>The allocation of this funding has resulted in: Senior students being supported to further develop their skills and knowledge and enhance their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilising 2022 funding to continue to support senior students to access additional learning support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	591	583	573	581
Girls	482	485	493	492

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.4	95.8	97.4	96.5
8	95.3	94.8	96.3	94.6
9	94	94.1	96.3	93.8
10	94.5	93.7	96.2	92.4
11	93	94.5	94.8	92.6
12	92.3	93.9	94.7	91.5
All Years	94.2	94.5	96	93.6
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

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	0
Employment	0	0	0
TAFE entry	0.01	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

6.69% of Year 12 students at Merewether High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Merewether 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.57
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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

In 2021, all school staff engaged in high impact professional learning opportunities to foster a culture of high expectations and drive continual improvement in teacher practice and whole school improvement. In addition to the mandatory training requirements for all staff, some of the key professional learning areas pertained to: student and staff wellbeing; high potential and gifted education; high leverage teaching strategies; creating future-focused thinking; and development of online learning platforms. All staff engaged with their performance development plan.



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 (\$)
Opening Balance	1,435,229
Revenue	11,965,203
Appropriation	11,278,350
Sale of Goods and Services	18,504
Grants and contributions	656,601
Investment income	1,348
Other revenue	10,400
Expenses	-12,181,139
Employee related	-10,504,954
Operating expenses	-1,676,185
Surplus / deficit for the year	-215,936
Closing Balance	1,219,293

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.

Aligned to the school's strategic improvement plan, financial resources are allocated to support key directions and initiatives. The school engages a school funded Head Teacher Teaching and Learning Wellbeing to support whole school wellbeing programs to student student engagement and wellbeing. In 2021, two significant building projects were commenced and included the redevelopment of our L-Block Science labs, Drama space and toilets, as well as the K-Block flexible learning space. It is our school priority to ensure that the physical environment is conducive for ensuring quality teaching and learning opportunities for our students.



Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	56,363
Equity Total	130,210
Equity - Aboriginal	15,057
Equity - Socio-economic	16,566
Equity - Language	0
Equity - Disability	98,587
Base Total	10,060,648
Base - Per Capita	262,688
Base - Location	0
Base - Other	9,797,960
Other Total	476,586
Grand Total	10,723,807

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.

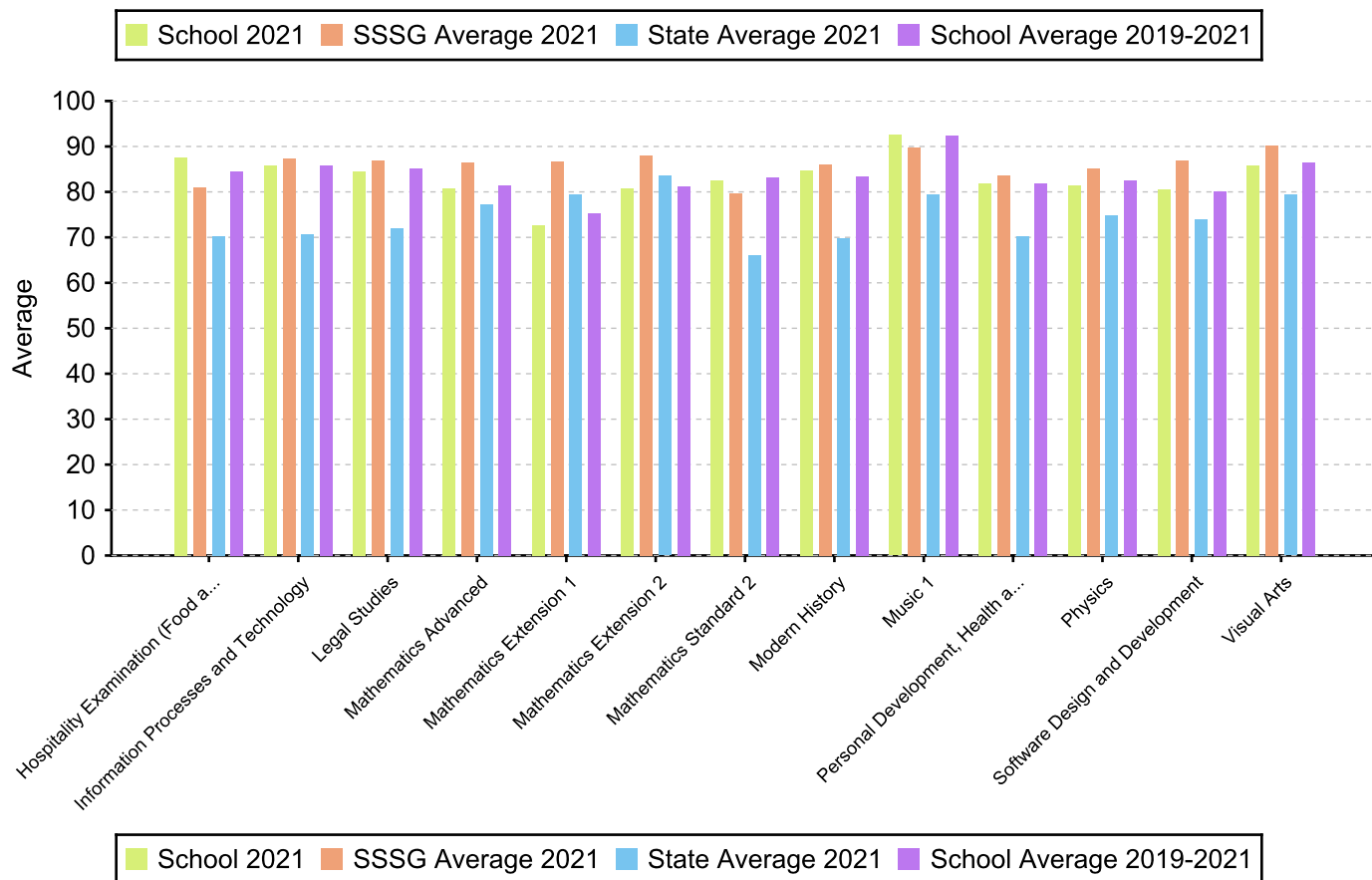
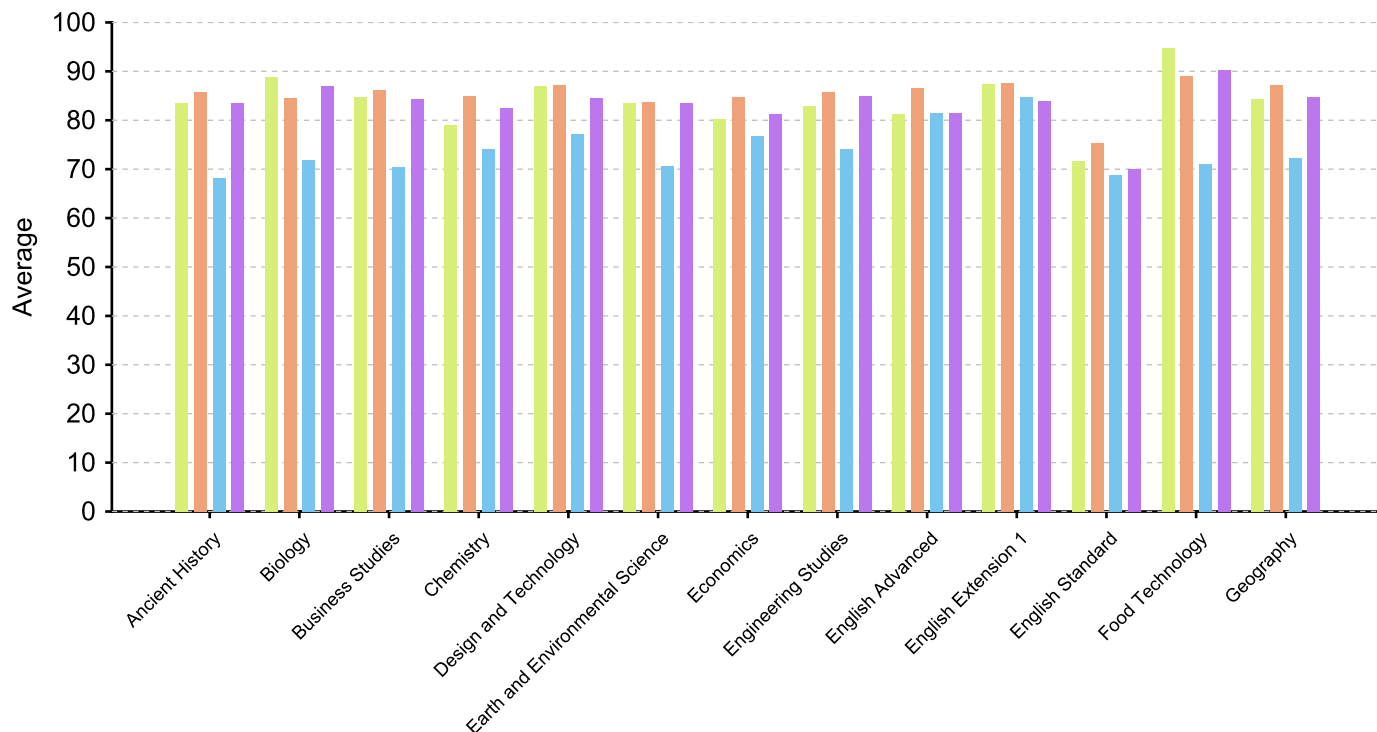
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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
Ancient History	83.5	85.8	68.1	83.6
Biology	88.8	84.6	71.9	86.9
Business Studies	84.7	86.2	70.4	84.3
Chemistry	79.1	85.0	74.1	82.5
Design and Technology	87.1	87.3	77.2	84.6
Earth and Environmental Science	83.5	83.7	70.6	83.5
Economics	80.2	84.8	76.7	81.4
Engineering Studies	82.9	85.8	74.1	85.0
English Advanced	81.3	86.6	81.4	81.5
English Extension 1	87.4	87.5	84.8	84.0
English Standard	71.6	75.4	68.8	70.0
Food Technology	94.8	89.0	71.0	90.2
Geography	84.3	87.2	72.4	84.7
Hospitality Examination (Food and Beverage)	87.6	81.0	70.3	84.5
Information Processes and Technology	85.9	87.4	70.8	85.9
Legal Studies	84.5	86.9	72.0	85.1
Mathematics Advanced	80.7	86.4	77.4	81.5
Mathematics Extension 1	72.7	86.7	79.5	75.3
Mathematics Extension 2	80.8	88.1	83.5	81.2
Mathematics Standard 2	82.5	79.7	66.1	83.3
Modern History	84.8	86.0	69.7	83.4
Music 1	92.5	89.8	79.4	92.5
Personal Development, Health and Physical Education	81.8	83.6	70.3	81.8
Physics	81.5	85.2	74.8	82.6
Software Design and Development	80.6	86.9	74.0	80.1
Visual Arts	85.9	90.1	79.4	86.6

We were delighted to congratulate the 2021 HSC student cohort on their exceptional results, with Kepei Tan named Dux, achieving an ATAR of 99.1. A total of 286 Band 6 results and 486 Band 5 results were attained with five students making the high achievers list, receiving Band 6 results in at least ten units of study; Laura Fernando, Sam Keogh, Charlotte Patterson, Kepei Tan and Tess Wheeler. Delta Hateley and Sophie Loiselle both received First in Course awards in Earth & Environmental Science and Society & Culture respectively. Additionally, six students obtained State rankings; Neve Eardley - 2nd Earth & Environmental Science, Cooper Ivory - 2nd Engineering Studies, Kepei Tan - 2nd Geography, Grace Pham - 3rd French Beginners, Patrick Pettett - 7th Engineering Studies and Emily Bryant - 7th Hospitality. Laura Fernando was awarded the highest achieving Aboriginal student in the state.

Merewether High School was ranked 50th in the state for our 2021 HSC performance with our faculties achieving academic excellence across a diverse range of HSC courses.

Faculty Highlights

CAPA

- 100% of students achieved a Band 5 (30%) or 6 (70%), and results for both written and performance components were 20% above the state average in Music 1
- 75% of students achieved a Band 6, and for 75% of students it was their highest HSC mark
- All students studying Music Extension received a Band E3 or E4, and Eve Leacey achieved the remarkable score of 49/50 in this academically rigorous course. Eve also received an Encore Nomination for her Music 2 Mandatory Composition
- Visual Arts Band 6 results were well above the state average of 17% in 2021, with 42% of our students achieving a Band 6, whilst 42% achieved a Band 5 result

English

- The English result improved in 2021 with respect to performance and achievement with a 125% improvement in the number of students in the top bands in English Advanced, English Extension and English Extension 2
- 67% of students achieved a Band 4 or 5 in Standard English, an improvement on 2020's 56% of students
- 69% of students achieved a Band 5 or 6 in Advanced English, an improvement on 2020's 65% of students
- 100% of students achieved a Band E3 or E4, the top bands in English Extension 1, an improvement on 2020's 72% of students
- 71% of students achieved a Band E3 or E4 in English Extension 2

Humanities

- 72% of students in Ancient History achieved results in the top 2 Bands with one student achieving a mark of 96
- 76% of students achieved results in the top 2 Bands in Modern History, with 32% receiving 90 or above
- An amazing 100% of students achieved a Band 6 in Society and Culture, with Sophie Loiselle coming first in the state and receiving a HD PIP Award
- 67% of students achieved results of 90 or above with 100% of students in the top 2 Bands in Studies of Religion
- In an extremely rigorous course, 86% of students achieved results in the top 2 Bands with 43% achieving 45/50 or above in Extension History

Maths

- Our mathematicians shone in the most challenging of courses, including 9% in the top Band and 86% in the top 2 Bands in Mathematics Extension 2, where 45% achieved a mark of 85 or more
- George McNamara achieved a mark of 99 in the highly demanding Mathematics Extension 1 Course
- Mathematics Advanced had 28 students achieve a Band 6
- 71% of Mathematics Standard 2 students received a Band 5 or 6

PDHPE/Languages

- 83% of French Beginners students achieved a Band 5 or 6 result, with Grace Pham attaining 3rd in the state
- Critical thinking was a key component for 64% of PDHPE students achieving a Band 5 or 6 result

Science

- HSC Biology results were best in state
- Delta Hateley and Neve Eardley placed 1st and 2nd in the state in Earth and Environmental Science
- MHS students achieved more Band 6 results than any other similar selective high school in Physics and Chemistry

Social Sciences

- HSC results in Business Studies reflect the hard work maintained throughout a challenging year with 80% of students achieving either a Band 5 and 6, 19 of those with a mark of 85 and above
- In a highly academic course which requires critical thinking, 61% of students achieved results of 80 marks and above in Economics
- An impressive effort from the Geography students with 80% of the cohort achieving in the top 2 Bands and Kepei Tai attaining the top mark of 98 and a state ranking
- A rewarding year for Legal studies students in Year 12 and Year 11 Accelerated with 74% of students achieving in the top 2 Bands and a top achieving mark of 97

TAS

- 89% of the students studying CAFS received either a Band 5 or Band 6
- Our Accelerated Design and Technology class achieved 94% of students achieving either a Band 5 or 6
- 2021 saw the largest cohort of Engineering Studies students complete this rigorous course with 40 candidates. 63% of the cohort achieved either a Band 5 or 6, with Cooper Ivory and Patrick Pettett both attaining a state ranking
- 100% of Food Technology students achieved a Band 6 result
- The Hospitality class enjoyed 48% of students achieving a Band 6 and 40% a Band 5, with Emily Bryant attaining a state ranking

Technology


- 85% of students in Information Processes and Technology achieved a Band 5 or 6 in 2021. Two students were ranked in the top 50 in the state
- 93% of Software Design and Development students had the subject ranked in their top 3 of highest achievement in

HSC Excellence

MEREWETHER HIGH SCHOOL

We applaud our HSC Class of 2021 for consistently striving to achieve their academic best, their perseverance, work ethic and commitment to social issues are a testament to the character of these fine young citizens. They thoroughly deserve the results, awards, scholarships and university placements they have achieved. We also thank our teachers, who balanced high academic standards with genuine care for each student's wellbeing. Our incredible HSC students received **2 First in Courses, 6 State Rankings, 5 All Rounders, 8 Top Achievers** and **26 Distinguished Achievers**.

First in HSC Course



Delta H
FRENCH AND ENVIRONMENTAL SCIENCE



Sophie L
SOCIETY AND CULTURE

Excellence All Rounders • Band 6 in All HSC Subjects



Laura F




Samantha K



Charlotte P




Kepei T



Tess W


Top Achievers • HSC Course




Emily B
MODERN HISTORY
SOCIAL SCIENCE




Nave E
ENVIRONMENTAL SCIENCE



Delta H
ENVIRONMENTAL SCIENCE




Cooper T
ENVIRONMENTAL SCIENCE



Sophie L
SOCIETY AND CULTURE



Patrick D
ENGLISH EXTENSION



Grace B
FRENCH BOUNCERS



Kepei T
GEOGRAPHY

2021

HSC Excellence

FACULTY HIGHLIGHTS

CAPA

100% achieved a Band 5 (300) or 6 (70%) and written and performance components were 10% above the state average in Music 1.

78% achieved a Band 6 and for 78% it was their highest HSC mark.

All Music Extension students received a Band E3 or E4, and Eve Leacy achieved 48/50, she also received an Encore/Nomination for her Music 2 Mandatory Composition.

Visual Arts Band 6 results were well above the state average of 72% in 2021, with 42% of our students achieving Band 5 and 45% Band 6.

ENGLISH

results improved in 2021 in performance and achievement with 128% improvement in the number of students in the top Band 6 in English Advanced, English Extension and English Extension 2.

67% of a achieved a Band 4 or 5 in Standard English, an improvement on 2020's 58% of students.

69% achieved a Band 5 or 6 in Advanced English, an improvement on 2020's 64% of students.

100% achieved a Band E3 or E4 (the top bands in English Extension), an improvement on 2020's 72%.

77% of students achieved a Band E3 or E4 in English Extension 2.

HUMANITIES

72% of students in Ancient History achieved results in the top 2 Bands with Mostyn achieving 36.

78% achieved results in the top 2 Bands in Modern History, with 32% achieving 90 or more.

An amazing 100% achieved Band 6 in Society and Culture, with Sophie Louise coming 1st in the state and receiving a HCDIP Award.

67% achieved results of 80 or above with 100% of students in the top 2 Bands in Studies of Religion.

In Extension History 68% achieved Band 5 or 6, 43% achieved 45 to 50.

MATHEMATICS

our mathematicians shone in the most challenging of courses, including 34 in the top Band 6 and 68% in the top 2 Bands in Mathematics Extension 2, where 40% achieved a mark of 85 or more.

George McNamara achieved a mark of 98 in the highly demanding Mathematics Extension 1.

Mathematics Advanced had 28 students achieve a Band 6.

77% of Mathematics Standard 2 students received a Band 5 or 6.

PDHPE/LANGUAGE

critical thinking was a key component for 68% of PDHPE students achieving a Band 5 or 6.

63% of French Beginners students achieved a Band 5 or 6 result, with Grace attaining 3rd in the state.

SCIENCE

Biology results were best in state.

Delta & Nave were 1st & 2nd in NSW for Earth & Environmental Science.

we achieved more Band 6 results than any other similar selective high school in Physics and Chemistry.

SOCIAL SCIENCES

In Business Studies 90% of students achieved Band 5 or 6, with 19 receiving a mark of 85 or more.

In Economics 83% of students achieved 80 marks and above.

for Geography 80% of students received Band 5 or 6 and Kepei achieved 98 and a state ranking.

In Legal Studies 74% of students achieved Band 5 or 6 and Jodie Manning received 50.

TAS

88% of CAPS students received a Band 5 or 6.

In Accelerated Design & Technology 34% achieved a Band 5 or 6.

In Engineering Studies 63% of our 40 students achieved a Band 5 or 6, Cooper & Patrick got their intership.

100% of Food Technology students achieved a Band 6 result.

In Hospitality 40% achieved a Band 6 and 40% a Band 5, with Emily attaining a state ranking.

TECHNOLOGY

88% of students in Information Processes & Technology achieved a Band 5 or 6, two students were ranked in the top 50 in the state.

93% of Software Design and Development students did this subject in their top 3 course results.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions, both formally and informally of parents, students and teachers about the school and school programs. The Tell Them From Me (TTFM) Survey was conducted in 2021 with students, parents and teachers: 216 parents; 28 staff; and 956 students completed their relevant survey. The following feedback was received:

The percentage of students reporting positive outcomes for the three system negotiated targets from the TTFM indicators were: 88% Expectations for Success; 75% Sense of Belonging; and 52% Advocacy at School. 85% of students identified that they have friends at school they can trust and who encourage them to make positive choices and that school staff emphasise academic skills and hold high expectations for all students to succeed. Students raised concern regarding the current state of the toilet facilities and this will be a priority area in 2022 for infrastructure improvements.

The parent survey revealed that they feel welcome when they visit the school, but activities are not always scheduled at times when they can attend. Parents commented that student reports are informative and written in terms they understand, but they were not confident that they are informed about their child's behaviour, whether positive or negative. 82% of parents indicated the subjects their children want to study are available at the school. 94% acknowledged that the school has a good reputation in the local community and 80% of parents stipulated they would recommend the school to others. A significant proportion of parents indicated that they attend parent events at school and that the school has high expectations for their child/children.

With the relatively small number of teachers completing the survey, further exploration of additional data would need to be considered through focus groups. COVID significantly impacted the ability for staff to physically connect and collaborate effectively for professional growth and learning. Staff who participated in the survey identified significant challenges in 2021 for staff wellbeing and morale. 92% recognised that the school is a welcoming and culturally safe place for all students, whilst a proportion of staff would like to increase their capacity to meet the needs of Aboriginal and Torres Strait Islander students. The survey results identified the need for teachers to develop cross-curricular or common learning opportunities, as well as strategic delivery of contextual professional learning that promotes faculty collaboration.

There is a shared understanding from students, parents and staff that the school provides an environment where personal best and positive relationships are valued and inspired. Whilst the overall satisfaction with school programs remains consistently high, the school will continue to develop and further improve program areas in response to feedback and suggestions. The learning and wellbeing of our students and staff is always paramount and will be a focus area as we continue to move forward with the Strategic Improvement Plan 2021-2024.

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.

Aboriginal Education - School statement

Merewether High School is committed to prioritising the educational outcomes and wellbeing of Aboriginal students. The school works to establish and maintain effective, respectful and collaborative relationships with Aboriginal parents/carers and community members by actively involving them and the MLAECG members in educational decision-making. All staff are provided with on-going opportunities to access Aboriginal cultural education through professional learning and career development opportunities to ensure that all students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives.

Anti-Racism Policy

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.

Anti-Racism - School statement

Merewether High School is committed to the creation of a school culture that is inclusive and nurturing for all. All staff at Merewether High School are dedicated to implementing the Anti-Racism and Multicultural Education policies that, together, underpin a school culture that is free of racism and discrimination and ensures the learning and wellbeing needs of students from culturally diverse backgrounds are addressed.

Mrs Johnson, who completed her training in late 2021, is our Anti-Racism Contact Officer. The ARCO (Anti-Racism Contact Officer) can provide guidance and support in incidences where a racism complaint is made.

Multicultural Education Policy

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.

Multicultural and anti-racism education - School Statement

Merewether High School is proud to be a diverse school, with both students and teachers forming a culturally, linguistically, and religiously inclusive school community. The school is committed to building a safe and broad learning environment for everyone at Merewether Selective High School.

The school has promoted cultural inclusion, recognition and understanding through dedicated anti-racism programs embedded in the curriculum and the celebration of numerous activities throughout the year, for example, NAIDOC, Harmony Day.

