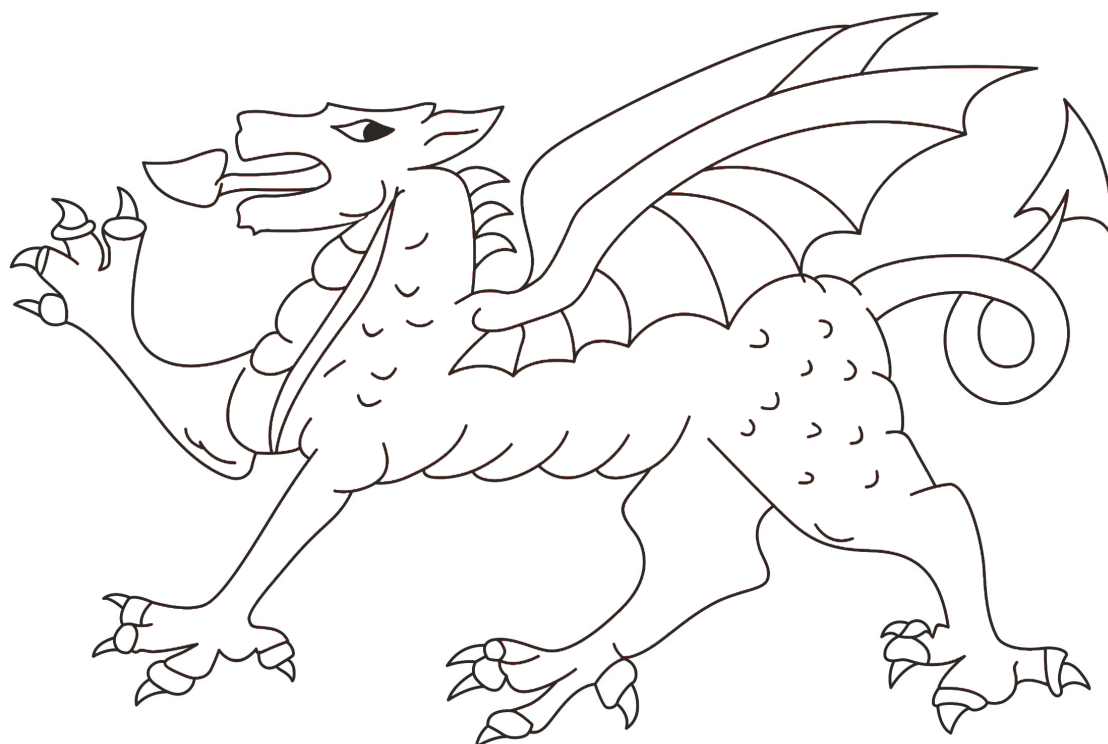


2021 Annual Report

Menai High School



CARE AND COMMITMENT

8583

Introduction

The Annual Report for 2021 is provided to the community of Menai High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Menai High School

40 Gerald Rd

Menai, 2234

www.menai-h.schools.nsw.edu.au

menai-h.school@det.nsw.edu.au

9543 7000

School vision

Menai High School is committed to delivering a holistic education that develops the child, across the cognitive, emotional, social, physical and spiritual domains. The school's shared vision is centred upon developing students who are;

- skilled learners who are literate, numerate, confident, skilled in the use of twenty first century technologies and able to engage in learning at the highest level;
- skilled citizens who make valuable contributions to their communities and who have local, national and global perspectives, and
- students who are skilled for life equipped with the capacity to communicate, adapt to ever changing circumstances, organise, solve problems, be resilient, contribute effectively to team work and live a healthy lifestyle.

Menai High School is committed to the Department of Education's vision be to be Australia's best education system and one of the finest in the world. The Strategic Improvement Plan includes explicit strategies revolving around collaboration, differentiation and student growth and attainment, which support the 'Premiers Priorities' regarding improved performance in the top two bands in NAPLAN, increased proportion of Aboriginal students attaining Year 12 and protecting our most vulnerable children.

School context

Menai High School is a co-educational school with an enrolment of 1196 students in 2021. The school has a teaching entitlement of 85 teachers, supported by 13 head teachers, 3 Deputy Principals and 1 Principal. The staff are highly experienced with very small staff turnover. The student population is comprised of approximately 35% LBOTE, 13% EALD and 2% Aboriginal and Torres Strait Islander students. All teachers are qualified and meet the professional requirements for teaching in NSW public schools. The school office staff consists of approximately 14 staff providing effective administrative services to the school community.

Being a Metropolitan School in the Sutherland Shire, the school enjoys the support of its culturally and linguistically diverse community. It also fosters strong partnerships with universities, local networks, businesses and community groups to provide unique and enriching extra curricular opportunities for students. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The school has competed at a National Level in a variety of Science based competitions and international excursions broadening student experience, fostering global awareness and cultural understanding. Through the recognition of Wellbeing initiatives such as World PE Day, National Day of Action against Bullying and Violence and NAIDOC Week, students develop values and dispositions that enable them to become active and informed citizens.

Menai High School has a history of attaining outstanding HSC results being the top ranked comprehensive school in the St George/Sutherland Shire region at the time of writing this plan. The school's goal is to maintain these high expectations and standards. Our situational Analysis has identified a need to target Student Growth in Years 7 - 9. A strong focus on vocabulary and inference will be the first step in developing students as critical readers. This will be monitored carefully through the use of Plan 2 (tracking student progress data) where Whole School Professional Learning and targeted support will be key to improvement in this area.

To ensure student growth is driven in pursuit of academic excellence, the school is committed to improving effective classroom practices with professional learning being the key to ensuring this. Staff professional learning will centre around developing literacy and numeracy strategies through improved data collection, analysis and use. Disciplined collaboration will ensure that faculties develop ways of deepening the knowledge base of students, underpinned by a belief in individualised and differentiated learning. The situational Analysis conducted by the school indicates Aboriginal and Torres Strait Islander (ATSI) students have exceeded state and Similar School Group (SSG) in all areas except for writing. In consultation with the Aboriginal Education Consultative Group pre-writing techniques will be developed to enhance storytelling skills and inspire confidence in writing. The school is committed to strengthening effective classroom practices, implementing its Strategic Improvement Plan through evidence based teaching and learning strategies.

Data and teacher feedback continue to emphasise the need to extend top achieving students and 2021 marks the introduction of the Department's new High Potential and Gifted Education policy (HPGE). Educational leadership, effective differentiation through teaching and learning programs and explicit teaching will be key themes addressed in the Strategic Improvement Plan. These target areas will be underpinned by strong collaborative practices throughout the school to ensure a continued focus on maintaining a positive academic culture based upon high expectations for staff and students.



Reconciliation Week 2021

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

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1 is to see every student demonstrate growth in literacy and numeracy skills and that every teacher has expertise to teach literacy and numeracy using evidence based, explicit, high impact strategies and monitor individual student progress. As a school strategies will be embedded to meet the needs of students with individualised learning needs, supported by Learning Support Teams and innovative programs to ensure every student reaches their potential in all aspects of their education.

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.

- Explicit Teaching of Literacy and Numeracy Across the Curriculum.
- Student Growth

Resources allocated to this strategic direction

Socio-economic background: \$32,000.00

Integration funding support: \$129,007.01

Low level adjustment for disability: \$235,428.93

Aboriginal background: \$18,098.00

English language proficiency: \$153,158.80

Summary of progress

The enablers of implementation for key initiatives such as the Literacy Project, Numeracy initiative and HSC targeted program has been working innovatively and collaboratively to overcome the barriers presented by significant lock down periods in 2021 and disruption to teaching and learning. Whilst we have not yet met our progress measures for 2021 in Literacy or Numeracy, there has been promising gains evidenced in the year 9 NAPLAN results with one of the Numeracy initiatives. Similarly, HSC results showed steady improvement, despite not yet reaching the progress measure for 2021. Current identification practices in analysing student data, student learning and welfare needs, and teacher professional learning needs enables the school to continue to focus on the key initiatives within strategic direction one. Whilst our barriers of implementation have delayed some progress, they have also enabled other opportunities to work differently, capitalising on innovative ideas during online classroom teaching practice and leveraging the advantages of technology to continue to provide quality lessons. Progress measures not met have meant that an adjusted time frame is developed to accommodate the delays experienced in 2021. It is anticipated that by the end of 2023 the school will have achieved its 2022 progress measures in literacy, numeracy, HSC, collaborative reflection on student achievement and data analysis, equitable curriculum provision and high-quality teaching practices.

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 Bands of NAPLAN Numeracy in Year 9 from 24.8% in 2019 towards lower bound system negotiated target 31.2% .and upper bound target 36.2% Uplift required for lower bound 3%.	Data indicates 27% of students are in the top 2 bands in numeracy showing growth of 2.2% from baseline data. The 2021 annual progress measure is yet to be achieved.
Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Year 9 from 21% in 2019 towards our lowerbound negotiated target 27.6% and upper bound target 32.6% Uplift required for lower bound 3%	Data indicates 18% of students are in the top 2 bands in reading showing a decline of 3% from baseline data. The 2021 annual progress measure is yet to be achieved. Originally, the school set out to establish a control group across two sub elements of the Literacy Progressions. However, the Literacy Project was modified because of the advent of Covid home learning.

<p>Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Year 9 from 21% in 2019 towards our lowerbound negotiated target 27.6% and upper bound target 32.6% Uplift required for lower bound 3%</p>	<p>It changed from using physical teacher cards towards an online Google form as well as further refinement of the focus towards the Literacy Progression sub element: Understanding Texts.</p> <p>A focus on comprehension has further developed into an intensive study of the elements of reading comprehension (UT) tailored to subject specific reading needs. Therefore, through the Literacy Project initiative for 2021, a broad approach was narrowed to align with the DoE's strategic outcome to increase the proportion of public-school students in the top two NAPLAN bands for reading.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading in Year 9 from 64.5% in 2019 towards lower bound system negotiated target 70.5% and upper bound target 75.5%. Uplift required for lower bound 2%.</p>	<p>The percentage of students achieving expected growth in reading decreased to 2.75% (61.75%) indicating achievement of progress toward the annual progress measure is yet to be seen.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Year 9 from 53.9% in 2019 towards a lower bound system negotiated target 73.2% and upper bound target 78.2%. Uplift required for lower bound 7%.</p>	<p>Percentage of students achieving expected growth in numeracy decreased by 1.83% (52.07%) indicating achievement of progress is yet to reach the system-negotiated target. The Year 8 numeracy -focus on mathematical terms / words for algebra and written reflection strategy is in progress. Its impact is yet to be assessed.</p>
<p>Increase the percentage of students achieving top 2 bands in HSC from 44.6% (baseline 45.12 = 2020) towards 47.9% lower bound and 52.9% upper bound . Uplift required from baseline = 3.5% from 2020 2.8% and upperbound uplift from baseline 5%.</p>	<p>46.6% of students attained results in the top two bands demonstrating a 2% increase from 2019. However, the achievement progress is yet to reach the lower bound target.</p>
<p>Establish the baseline percentage of targeted students achieving grade benchmarks or individual learning goals so that equity gaps are closing.</p>	<p>In 2021, 17.05% of students (37) in Year 9 Reading are showing negative growth and a further 21.1% (46) students are below expected growth whilst 61.75% are at or above expected growth. Establishing this baseline data allows the school to identify the percentage of students not reaching numeracy benchmarks. This will require further whole school teaching intervention strategies and targeting of individual learning goals for those students showing negative growth. This baseline data is essential in order to improve student attainment and growth and address the equity gaps existing.</p> <p>In 2021, 16.13% of students (35) in Year 9 Numeracy are showing negative growth and a further 31.8% (69) of students are below expected growth whilst 52.07% are at or above expected growth. Baseline data allows the school to identify the percentage of students not reaching numeracy benchmarks. Once again, this will require both whole school teaching intervention strategies and targeted individual learning goals for those students showing negative growth.</p> <p>Aboriginal Students</p> <p>The percentage of Aboriginal students attaining an HSC whilst maintaining their cultural identity has decreased from 5% to 4% of students from 2021 compared to 2020.</p> <p>EALD Students</p> <p>In 2021, EALD students (Developing & Consolidating) have achieved bands 5, 6, and 7 respectively in NAPLAN Reading indicating a need for targeted support to increase attainment to bands 7, 8 and 9 or to show growth in the National Literacy Progressions.</p> <p>In 2021, three EALD students (Developing and Consolidating) have achieved band 6 and band 8 respectively in NAPLAN Numeracy indicating</p>

Establish the baseline percentage of targeted students achieving grade benchmarks or individual learning goals so that equity gaps are closing.	a need for targeted support to increase attainment to bands 7 and 9 or to show growth in the National Numeracy Progressions.
There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.	The annual progress measure has only initially been achieved because key initiatives such as school development day professional learning has been delayed until Term 2 2022. However, whilst these challenges have hindered the school's capacity to meet as a staff and collaborate on student progress and achievement data, it did not halt the process altogether. Rather, staff have developed innovative ways to continue to build proficiency in year 9 students' literacy and numeracy skills through online professional learning. By sharing practice in vocabulary strategies during lock down in Term 2, integrating and targeting numeracy teaching within Year 7 and 9 Mathematics classes , trialing new adaptive testing strategies/band targeted worksheets and through regular senior executive and executive meetings; the school has engaged in NAPLAN analysis, and identified the key skills and strategies needed for continued improvement. The school has redesigned the next steps toward achieving the 2021 progress measure. Consequently, our progress measures will be adjusted to align with the remainder of the SIP.
The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.	<p>In 2021, some progress has been made on the school's Curriculum provision to meet the changing requirements of students and evidence based teaching practice. Through data analysis and monitoring, the school is responding to the key areas where students require further development within the curriculum. This has led to the targeting of the following initiatives:</p> <ul style="list-style-type: none"> • Year 8 & 9 Literacy Project Vocabulary sprints and the Numeracy initiative, • Professional Learning and support for teachers to be able to use EALD progressions, • teaching literacy vocabulary and • HSC programs in Chemistry. <p>The monitoring process occurs once per term, where the impact of the programs and teaching strategies is assessed. The school utilises the PDP framework to support teachers' PL goals, observations, and to target further whole school professional learning in high impact teaching & learning strategies. Consequently, staff engage in one or more teaching observations and 60% of staff utilise learning intentions and success criteria in lessons. Key teams such as the Professional learning, HPGE, LST, Welfare and ATSI teams meet regularly to monitor and assess student needs. They inform the whole staff on how to identify student learning needs and how to use a range of strategies to explain and break down knowledge to maximise student learning and achievement.</p>



Senior Science students at work

Strategic Direction 2: Professional Collaboration

Purpose

The purpose of Strategic Direction 2 is to increase teacher capability through professional learning and collaboration to enhance student learning outcomes. Strong professional practices that foster collaboration in the classroom as a part of teachers' daily work is key in order to ensure teachers are motivated and supported to convert educational theory and evidence based strategies into embedded practices. Through consistent application of wellbeing and discipline policies the school continues to build on a very strong academic culture.

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.

- Disciplined Collaboration
- Academic Culture

Resources allocated to this strategic direction

School support allocation (principal support): \$57,112.80

Professional learning: \$17,000.00

Socio-economic background: \$54,921.43

Summary of progress

Overall, despite 2021 being an incredibly disruptive year creating barriers for the implementation of the key initiatives with Strategic Direction 2, the existing collaborative processes regarding attendance and academic progress have continued with strong planning in place that is underpinned by high quality strategic professional development for the leaders driving these initiatives in 2022. These identified aspects have enabled us to stay positive and on course in 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
To increase or maintain the percentage of students expressing a positive sense of wellbeing from 77.02% in 2020 towards the upper bound target of 79.5%. uplift required = 2%.	2021 Tell Them From Me Data (TTFM) Tell Them From Me data shows 60% of students reported positive well being, including a decrease in advocacy at school at 56%, a decrease in sense of belonging at 66% and a decrease in expectations of success at 82%. COVID 19 has placed restrictions on regular well-being activities up until now. The 2021 lock downs heavily impacted student mental health especially anxiety levels, and well being, connection to school and continuity to learning. Learning online proved to be challenging for a large proportion of students and placed added stress and burden on the HSC cohort. As restrictions have lifted, the school has implemented 'Fun Fridays', Welfare Days and School Camps. The school has celebrated student achievement through formal school assemblies and year meetings. It has also utilised SSO and other school programs including Peer Mediation to further support students. Face to face case meetings engaged stakeholders and Learning Support meetings function to support student welfare and learning. The school continues to engage parents and stakeholders in the collaborative development of ATSI PLPs. Student welfare within the school environment also improved through the implementation of Yondr pouches that limited phone use and enhanced student sociability and communication. Feel Good Fridays also provided students the opportunity to socialise and to support one another.
Increase the percentage of students attending school greater than 90% of the time from 69.72% in 2019 towards	The number of students attending greater than 90% of the time or more has increased to 74.4%, although, the school did not meet the lower bound 2021 progress measure largely due to COVID. However, measures

our lower bound of 76.9% (upper bound 81.9%) Uplift required 3%.	included executive and welfare team targeting students whose attendance fell between 75-85% and through year advisor contact home. The 2022 plan was developed to link attendance to student awards schemes. In line with DoE requirements, attendance meetings were held by DP and relevant stakeholders. Department letters have also been sent home regarding medical certificates. Absence messages are sent home to parents/guardians of absent students on a daily basis.
There is demonstrated commitment within the school community that all students make learning progress.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. This is evidenced by a strong academic culture at the school built through a culture of high expectations and targeted professional development of staff in literacy, numeracy, differentiation, and HSC aim high programs. Our targeted learning support team is led by a Learning support HT. A wide range of student learning needs is addressed through fortnightly learning support meetings, including learning support reviews with all key stakeholders. Strategies employed include : Learning support register maintenance, regular communication of students of concerns lists and individualised adjustments through ILPs. The High Potential Gifted Education HPGE planning commenced in 2021 with a key team ready to lead policy implementation through professional learning in 2022. We have strong systems in place for academic review and enrichment streams across 7-10. A wide curriculum allows for the provision of 40 HSC courses in senior years ranging from VET subjects to Extension courses. In the most recent data available for HSC value add, Menai High School are in the top 10 schools. Tell Them From Me student feedback Data in 2021 indicates high expectations of success at 82%.
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, including within the 3 Rivers 4 Learning Program.	<p>The 2021 3 Rivers for Educational Leadership Learning Program was successfully completed in Term 3. Lighthouse Teachers then implemented their own KLA specific strategy with their target class and gathered evidence of implementation throughout Term 3. Lighthouse Teachers gathered and evaluated data set B (post-test) with support from the 3 Rivers team and evaluated the impact on student learning. There is evidence of student growth in Tiered Language. All 3 Rivers members have successfully completed their Research to Practice reports, presented The Leadership Challenge 3 Rivers 4 Learning School Video. (Implications for your Learning to the 3 Rivers 2021 schools) as well as achieving half a Master of Education, Educational Leadership at the University of Wollongong.</p> <p>In 2021, The 3 Rivers Educational Leadership Learning program is in its third year of implementation indicating an increase at MHS in the number of executive and aspiring leaders (15) staff who have actively collaborated with practitioners from other schools to reflect and improve upon teaching practice. One executive member has completed the master's program directly linked with the 3 Rivers for Education Leadership Learning Program. The highly evaluated program has provided a unique opportunity for leadership learning in practice, leveraging high level academic partners through Dr Ann McIntyre, Joanne Jarvis and the UOW Education and Social Science Faculty. The program has reignited a love of learning and collaborative research inquiry into teacher observations and improving teacher practice in literacy, numeracy and HPGE.</p>



Strategic Direction 3: Differentiation

Purpose

The purpose of Strategic Direction 3 purpose is to meet the individual learning needs of every student across the full spectrum of abilities. Through high expectations, explicit teaching, effective feedback, formative assessment, collaboration for differentiation the school delivers a meaningful and appropriately challenging curriculum tailored to the needs of each individual student.

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 Potential and Gifted Education
- Differentiation for all students

Resources allocated to this strategic direction

Professional learning: \$30,000.00

Socio-economic background: \$5,000.00

Summary of progress

Overall, despite the significant barriers presented in respect to meeting the 2021 progress measures and continuing with the implementation of the new policy, the High Potential Gifted Education HPGE team stayed focused on what could be achieved given the changing priorities toward supporting teachers with online teaching during the lock downs. The HPGE team diverted its energies to continued preparation for the 2022 Term 1 School Development Day (SDD). In 2021, Term 4, attempts in addressing the 2021 progress measures were evidenced when some good progress had been made with the HPGE Team collaborating in the planning for the upcoming SDD 1 Term 1 2022. The team analysed the teacher feedback data from SDD 2, to pinpoint teacher learning levels on HPGE and have modified the SDD 1 HPGE session to differentiate teacher learning. This was an exciting change that would allow more advanced learners to delve into leading whole school research on HPGE students based on teacher feedback. The SDD 1 session was to focus on providing an opportunity to assess current practice and to explore a range of HPGE classroom teaching practices including:

- Understanding the rationale & revisiting the policy
- Reflect on staff evaluation data
- Learn about the characteristics of High Potential & Gifted Students
- Reflect on practices to identify High Potential & Gifted Students
- Learn about using the HPGE differentiation adjustment tool- strategies & applications
- Collaborate with other teachers within a KLA to develop existing differentiated learning strategies for High Potential & Gifted Students

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
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.	<p>In 2021, the HPGE team surveyed teachers to ascertain the level of understanding of HPGE and to identify the ways that teachers differentiate the curriculum for their students in the classroom. Results showed evidence of differentiation across the curriculum however, the degree varied across KLA's. Teachers indicated they would like more professional learning on applying the policy. The HPGE Team examined the staff feedback data and plan to address different experiences and levels of teacher knowledge through tailored professional learning. The HPGE team for example has differentiated sessions for SDD 2 term 2 2022 PL to address different needs of the staff.</p> <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the theme of Differentiation to be sustaining and growing.• Document analysis of learning programs through HT Leadership meetings

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.	and HSC monitoring meetings indicate that learning programs include evidence of adjustments made to accommodate individual student needs.
Establish baseline of the percentage of students who achieve in the top 2 bands in NAPLAN Year 7 meeting or exceeding the expected growth in year 9 NAPLAN.	The progress measure was not able to be established or achieved due to the cancellation of the NAPLAN 2020 examinations however, the HPGE team will establish baseline of the percentage of students who achieve in the top 2 bands in NAPLAN Year 7 in 2022 from the 2021 data available as one method for identification.
Establish the baseline percentage of students who achieve in the top 2 bands in NAPLAN Year 9 meeting or exceeding the expected growth in the HSC.	The progress measure was not able to be established or achieved due to the cancellation of the NAPLAN 2020 examinations however, the HPGE team will establish baseline of the percentage of students who achieve in the top 2 bands in NAPLAN Year 9 in 2022 from the 2021 data available as one method for identification.
Establish the baseline of high potential students who could engage in talent programs, including effective identification processes	<ul style="list-style-type: none"> This progress measure has not yet been achieved due to the cessation of professional learning plans at the 2021 School Development Day (SDD 2) and (SDD3) causing further delays in implementing HPGE initiatives. In respect to this progress measure, the HPGE team ascertained from the staff feedback data that there was a strong need to engage in whole school PL on the identification process defined in the new policy and for the HPGE team to undertake a review of the current identification processes and talent development programs available.



Year 12

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$129,007.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Menai 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"> • Student Growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support to assist students with their learning needs. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans. (PLP) <p>The allocation of this funding has resulted in: Personalised Learning and Support Plans developed with funded students on the school's Learning Support Register. Issues arising from case conferences have been recognised and strategies to manage issues arising have been addressed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor baseline percentage of targeted students achieving grade benchmarks or individual learning goals so that equity gaps are closing by reviewing PLPs biannually.</p>
<p>Socio-economic background</p> <p>\$91,921.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Menai 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"> • Academic Culture • Explicit Teaching of Literacy and Numeracy Across the Curriculum. • Student Growth • High Potential and Gifted Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Term 3: Significant halt to progress due to COVID. However, at least one set of targeted worksheets by band have been implemented. Year 7 students have worked through 2D and 3D shapes and Year 8 have worked through Statistics and Ratios targeted worksheets. Additional targeted worksheets have continued to be developed. Year 9 completed NAPLAN, they have also completed a set of targeted worksheets on Statistics. • Term 4: Continued halt to progress due to COVID. Analysis of 2021 NAPLAN results to inform 2022 planning. Plan developed to improve Numeracy through Mathematics classes in 2022 and through all staff from 2023-2024. Numeracy lesson created for all Year 8 classes 2022 targeting skills gaps. <p>The allocation of this funding has resulted in: First analysis of 2021 NAPLAN analysis has demonstrated growth in numeracy in line with our stretch targets for Year 9 and Year 7 average numeracy results exceeded both state and SSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: HT Maths to teach 1 Numeracy lesson per cycle to all Year 8 classes 2022 to develop reading and interpreting strategies (UPPSCheck and Here, Hidden) for students and implement targeted worksheets with the aim to shift all students up 1-2 bands.</p>

<p>Socio-economic background</p> <p>\$91,921.43</p>	<p>HT Maths to present at SDD 1 2022 to reinforce reading strategies (Here, Hidden and UPPSCheck) with all staff across all KLAs.</p> <p>2021 Naplan analysis used to inform Implementation of Band targeted worksheets for students in Years 7 and 9 2022 through Mathematics classes during Term 1 2022. Further practice of online adaptive NAPLAN testing in Years 7 and 9 Mathematics classes.</p>
<p>Aboriginal background</p> <p>\$18,098.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Menai 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 including:</p> <ul style="list-style-type: none"> • Student Growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Due to Covid-19 the school been unable to run school based programs or to have guests into the school. Students have been supported with regular contact and have been offered targeted support if they have struggled with online learning. The school has continued to engage with the NRL School to Work program, although this has been limited due to Covid-19 restrictions. Review meetings have been conducted with all ATSI students as part of the PLP process and there has been a full day planning with the ATSI team for 2022. <p>The allocation of this funding has resulted in:</p> <p>Term 1: All PLP's have been completed for students and are available to all staff via the Sentral portal. Ongoing mentoring throughout the term to support individual student needs and evidence of this is recorded on Sentral under Learning Support. Regular team meetings for planning. The school supported a student in application to NSW Aboriginal Dance Unit. Supported another student to access Sydney University Engineering school's pre-university program. One on one meetings have been held with all students who are enrolled in the NRL School to Work program to identify goals and opportunities for these students to access.</p> <p>Term 2: Presentation on PLP's delivered to all staff and all staff are now aware of individual student goals and needs. Ongoing mentoring throughout the term. Completed Reconciliation Week Assembly and lunchtime activities. Two members of the team attended an introduction to Aboriginal Education course, building their knowledge and skills.</p> <p>Term 3: Due to Covid-19 the school has been unable to run school based programs. Students have been supported online and with regular phone calls and emails. Senior students have been remotely supported to access early entry and transition programs run through individual universities online and the NRL School To Work program. Team capacity building has continued via remote learning opportunities.</p> <p>Term 4: Due to Covid-19 the school has been unable to run school based programs or to have guests into the school. Students have been supported with regular contact and have been offered targeted support if struggling with online learning. The school has continued to engage with the NRL School to Work program, although this has been limited due to Covid-19 restrictions. Review meetings with all ATSI students as part of THE PLP process and there has been a full day planning with the ATSI team for 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintain existing strategies into 2022. Processes will be reviewed to ensure the school meeting the needs of students. Performance Development Plan (PDP) opportunities for the ATSI</p>

<p>Aboriginal background</p> <p>\$18,098.00</p>	<p>team will be pursued, in particular subject specific training that can be implemented in faculties such as Deadly Science. An ATSI cultural event for students will happen each term and the needs analysis for 2022 ATSI students will be conducted.</p>
<p>Low level adjustment for disability</p> <p>\$235,428.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Menai 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"> • Student Growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Students identified with a disability have been able to access the curriculum on the same basis as other students. Students have been offered moderated tasks where necessary.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of funds for low level adjustment for disability to employ SLSOs who will work in classrooms collaboratively with class room teachers and provide other supports to students as required.</p>
<p>COVID ILSP</p> <p>\$103,249.80</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: The number of students provided with learning support in literacy and numeracy across all year groups has increased. Students involved in the program have been able to move along the Learning Progression spectrum. The level of teacher collaboration has increased.</p> <p>After evaluation, the next steps to support our students with this funding will be: The model of small group withdrawal of students will continue in 2022.</p>
<p>English language proficiency</p> <p>\$153,158.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Menai High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

English language proficiency

\$153,158.80

including:

- Student Growth

Overview of activities partially or fully funded with this equity loading include:

- Term 1

Extra EAL/D staffing allowed for more individualised support for EAL/D students.

Collaborative teaching began for senior English ESL classes allowing differentiation of the curriculum for students at various stages of the English Language Progressions particularly those identified at beginning and emerging phases.

EAL/D staff timetabled for withdrawal lessons small group for developing students and individual for emerging students.

- Term 2:

Ongoing withdrawal of students and collaborative teaching throughout the term.

- Term 3:

Due to Covid-19 the school was unable to run school based programs.

Students were supported online with regular phone calls, emails and through targeted resources available on an EAL/D Google Classroom.

- Term 4:

Due to Covid-19 the school was unable to run school based programs.

Students were supported with regular contact and offered targeted support when struggling with online learning.

Use of the EAL/D Google Classroom continued.

Online trial examination responses were used as writing samples to gauge student growth in English language proficiency (writing) for Year 12 EAL/D students.

The allocation of this funding has resulted in:

Most EAL/D students progressed to a higher phase through the support of EAL/D and Learning Centre staffing and the upskilling of teachers involved in this program.

After evaluation, the next steps to support our students with this funding will be:

Some students did not progress from Developing or Consolidating phases through the course of the year due to the impact of COVID-19 school closures and lock-downs. Students were not exposed to spoken English language to the same degree as would have been experienced when attending school in person. This makes the continued use of English Language Proficiency funding for additional trained EAL/D staffing when EAL/D staffing entitlement falls as a result of enrolment caps and restrictions on international student enrolments, more imperative.



Shave for a Cure

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	653	641	622	554
Girls	604	636	639	622

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.6	93.8	94.7	93.5
8	91	91.2	93.9	91.3
9	91.5	89.7	92.4	89.4
10	89.8	89.6	92.8	87.8
11	91.2	90.3	94	85.7
12	93.2	92.8	94.3	91.2
All Years	91.8	91.2	93.7	89.6
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	NA	4.48	11.5
Employment	NA	4.03	6.72
TAFE entry	1.89	5.38	8.96
University Entry	NA	NA	63.42
Other	NA	0.89	0.44
Unknown	NA	4.03	8.96

Year 12 students undertaking vocational or trade training

33.16% of Year 12 students at Menai High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Menai High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Preparation for Transition Day

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	58.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	13.97
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.



Commerce - Business Day

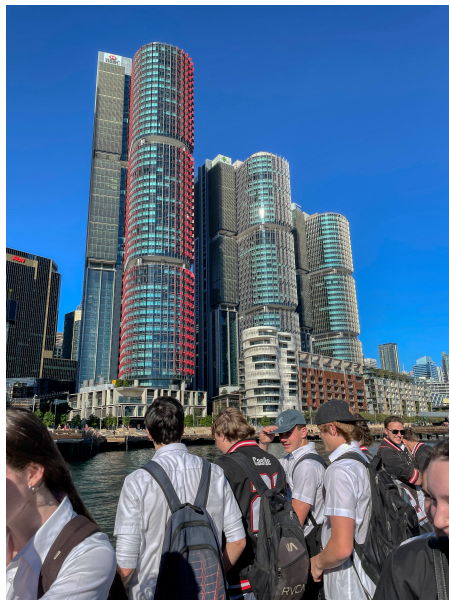
Financial information

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	1,108,477
Revenue	13,340,778
Appropriation	12,811,629
Sale of Goods and Services	102,793
Grants and contributions	406,597
Investment income	1,723
Other revenue	18,036
Expenses	-13,732,010
Employee related	-12,296,717
Operating expenses	-1,435,293
Surplus / deficit for the year	-391,232
Closing Balance	717,245

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.



Geography Field Studies

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	143,263
Equity Total	518,607
Equity - Aboriginal	18,098
Equity - Socio-economic	111,921
Equity - Language	153,159
Equity - Disability	235,429
Base Total	11,039,206
Base - Per Capita	310,734
Base - Location	0
Base - Other	10,728,472
Other Total	692,788
Grand Total	12,393,864

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.

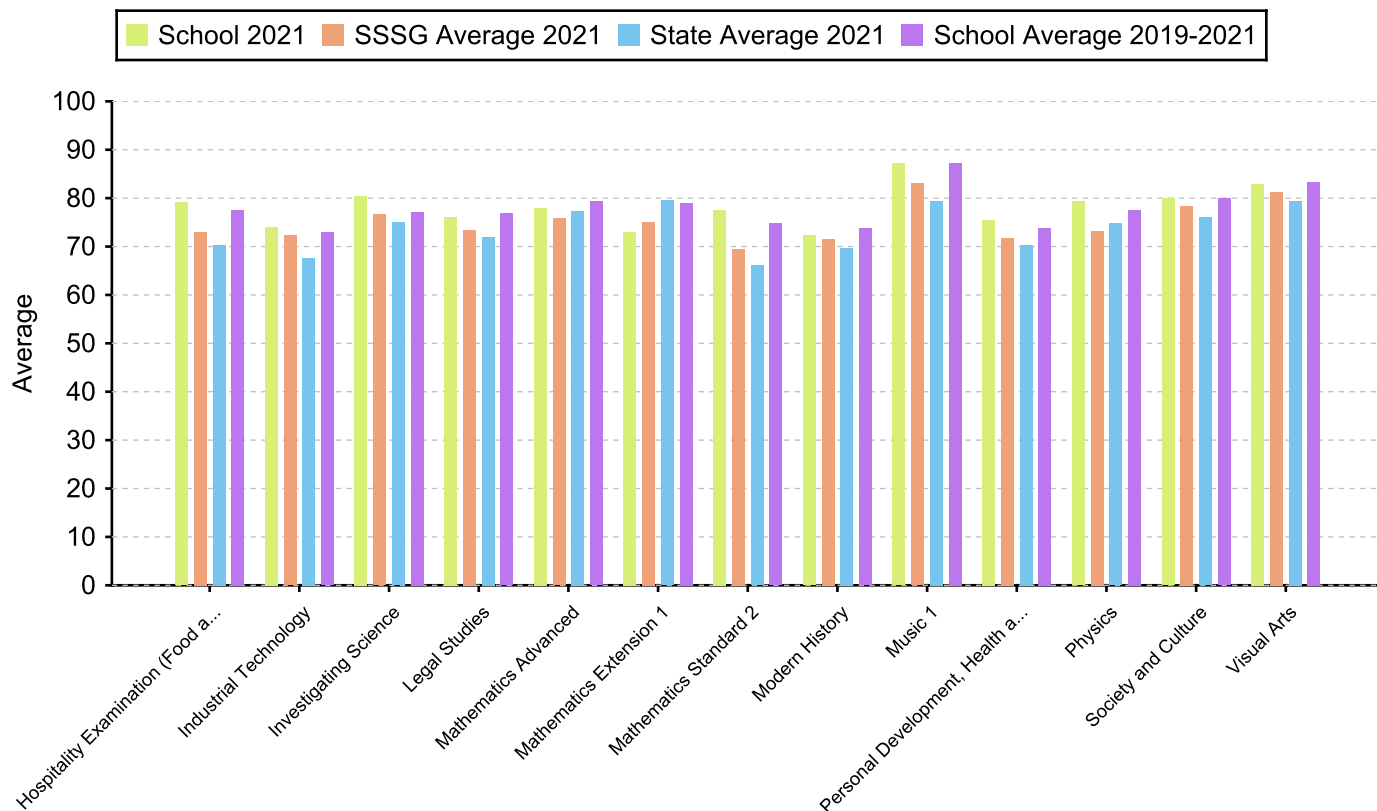
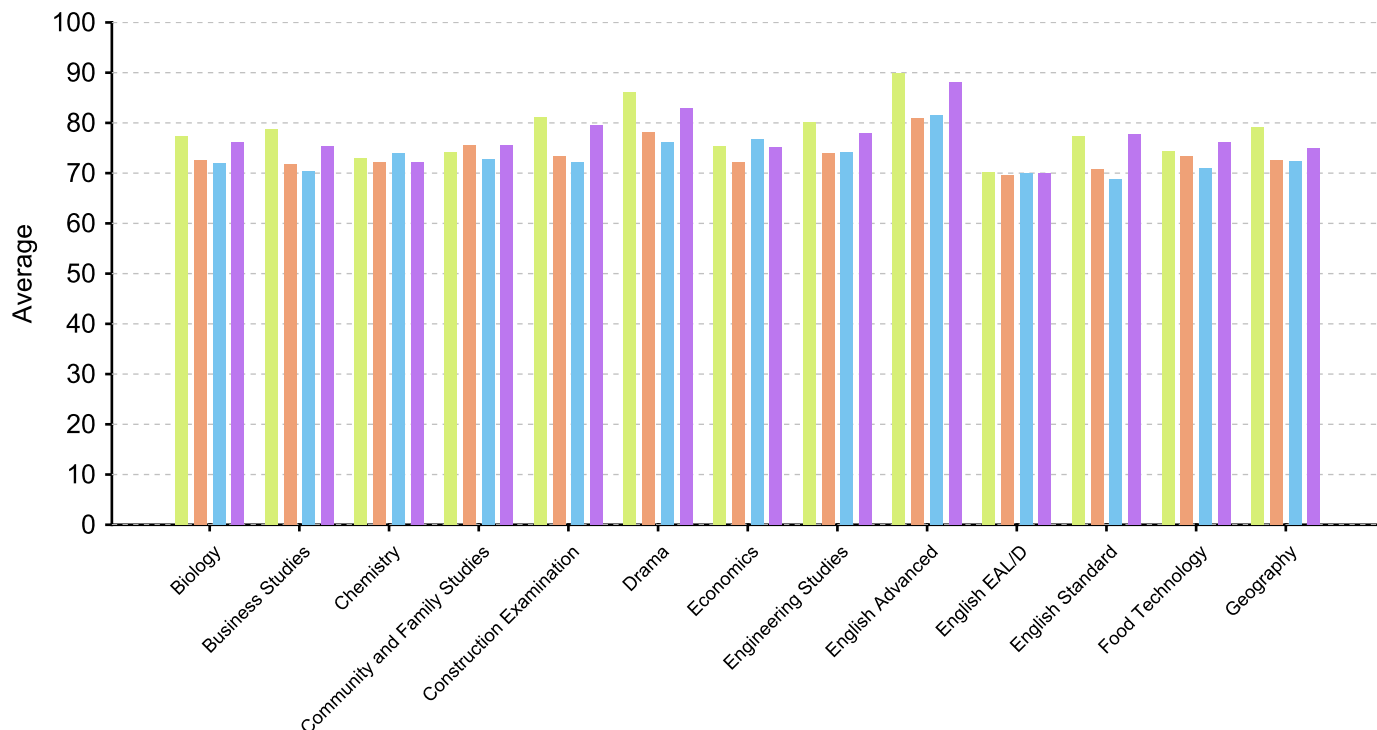


PE Overnight Hike

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
Biology	77.4	72.7	71.9	76.2
Business Studies	78.8	71.9	70.4	75.4
Chemistry	72.9	72.2	74.1	72.2
Community and Family Studies	74.1	75.6	72.7	75.5
Construction Examination	81.2	73.3	72.2	79.6
Drama	86.2	78.1	76.1	82.9
Economics	75.3	72.2	76.7	75.2
Engineering Studies	80.2	73.9	74.1	78.0
English Advanced	89.9	81.0	81.4	88.0
English EAL/D	70.2	69.7	70.0	69.9
English Standard	77.4	70.8	68.8	77.8
Food Technology	74.3	73.3	71.0	76.2
Geography	79.2	72.6	72.4	74.9
Hospitality Examination (Food and Beverage)	79.1	73.0	70.3	77.5
Industrial Technology	74.0	72.3	67.7	72.9
Investigating Science	80.4	76.6	74.9	77.1
Legal Studies	76.1	73.4	72.0	76.8
Mathematics Advanced	78.0	75.8	77.4	79.3
Mathematics Extension 1	73.0	75.0	79.5	79.1
Mathematics Standard 2	77.6	69.5	66.1	74.8
Modern History	72.3	71.5	69.7	73.8
Music 1	87.2	83.0	79.4	87.2
Personal Development, Health and Physical Education	75.5	71.7	70.3	73.8
Physics	79.3	73.3	74.8	77.6
Society and Culture	79.9	78.4	76.0	79.9
Visual Arts	82.9	81.3	79.4	83.4



Seniors camping

Parent/caregiver, student, teacher satisfaction

Data for all three perspectives is derived from the relevant 2021 Tell Them From Me surveys which collect opinions on a range of topics.

Perspectives of Parents

The "Partners in Learning Parent Survey - CESE Project Menai High School" covers aspects of parent' perceptions of their children's experiences at school and provides feedback about the extent to which parents support learning, positive behaviour and safety at school. A score of zero (0) indicates strong disagreement, a score of ten (10) indicates strong agreement and five (5) is a neutral position. A variety of perspectives are given below.

- Parents feel welcome: School Mean (NSW Government Norm) 7.0 (7.4)
- Parents are informed: School Mean (NSW Government Norm) 6.7 (6.6)
- Parents support learning at home: School Mean (NSW Government Norm) 5.8 (6.3)
- School supports learning: School Mean (NSW Government Norm) 7.2 (7.3)
- School supports positive behaviour: School Mean (NSW Government Norm) 7.4 (7.7)
- Safety at school: School Mean (NSW Government Norm) 7.2 (7.4)
- Inclusive school: School Mean (NSW Government Norm) 6.3 (6.7)

Perspectives of Teachers

Data derived from the "Focus on Learning' Teacher Survey Report". A score of zero (0) indicates strong disagreement, a score of ten (10) indicates strong agreement and five (5) is a neutral position.

- Drivers of Student Learning - Leadership: School Mean (NSW Govt Norm) 7.7 (7.1)
- Drivers of Student Learning - Collaboration: School Mean (NSW Govt Norm) 8.0 (7.8)
- Drivers of Student Learning - Learning Culture: School Mean (NSW Govt Norm) 8.3 (8.0)
- Drivers of Student Learning - Data Informs Practice: School Mean (NSW Govt Norm) 8.3 (7.8)
- Drivers of Student Learning - Teaching Practice: School Mean (NSW Govt Norm) 8.0 (7.9)
- Drivers of Student Learning - Technology: School Mean (NSW Govt Norm) 7.6 (6.7)
- Drivers of Student Learning - Inclusive School: School Mean (NSW Govt Norm) 8.2 (8.2)
- Drivers of Student Learning - Parent Involvement: School Mean (NSW Govt Norm) 6.4 (6.8)

Perspectives of Students

Data for student perspectives is derived from a statewide survey called Tell Them From Me "Student Engagement - Secondary Survey (2021)". The following summarises this data for Menai High School. The first figure inside the brackets represents MHS data while the second figure represents the State norm. All figures are percentages.

Social Engagement:

- Sense of Belonging (66/66)
- Positive Relationships (85/78)
- Participation in Sport (50/48)
- Participation in Extracurricular Activities (20/24)

Institutional Engagement:

- Value School Outcomes (62/75)
- Attendance (92/90)
- Positive Behaviour at School (91/87)
- Homework (51/54)

Intellectual Engagement:

- Effort (60/66)
- Appropriately Challenged (43/46)
- Interest and Motivation (19/28)

Drivers of Student Engagement:

- Positive Teacher-Student Relationships (94/94)
- Positive Learning Climate (94/95)
- Expectations for Success (94/93)



Annual Swimming Carnival

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.



