

# 2022 Annual Report

## Merrylands High School



8227

# Introduction

The Annual Report for 2022 is provided to the community of Merrylands High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Merrylands High School

Bristol St

Merrylands, 2160

<https://merryland-h.schools.nsw.gov.au>

[merryland-h.school@det.nsw.edu.au](mailto:merryland-h.school@det.nsw.edu.au)

9632 9401



SRC Leadership with Year Advisors, Deputy Principal and Principal.

## School vision

At Merrylands High School, we strive to create a culture of excellence where improvements in teaching and learning are constantly realised. We are committed to establish a rich learning culture and maintain an environment of inclusion and diversity, where students can thrive.

Every teacher will be challenged to continually refine their practice, with a focus on explicit teaching. Staff are encouraged to maintain high expectations of themselves and the students and will be supported through a climate of collaboration. We value meaningful and fluid communication between all members of the school community and will prioritise improved mechanisms to disseminate and receive feedback.

## School context

Merrylands High School is a comprehensive High School in Sydney's South West with a growing population that currently sits at approximately 900 students. The school is proud to celebrate its cultural and linguistic diversity, with 85.4% of students having a non-English speaking background shared across a total of 55 unique languages. The school has six support classes which includes three Multi-Categorical and three Autism classes. The highly skilled teachers of the support unit demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

In 2022, the school's staffing entitlement was 74.3 teaching staff and 17.882 non-teaching staff. 15.8% of teaching staff are in their first four years of practice. The school has a vigorous program to support and mentor the 16 beginning and early career teachers.

Our school also strategically involves parents in their child's learning. By sharing responsibility for student learning, the school has created an environment where students feel motivated to learn and reach their full potential.

### Strategic Direction 1: Student Growth and Attainment

In order to improve student learning outcomes and to achieve system-negotiated targets in the areas of literacy and numeracy, a focus on data-driven teaching practice will be prioritised. This will significantly increase the data literacy capabilities of all staff to access, analyse and interpret reliable and valid indicators of student performance and in turn, inform necessary interventions, including effective planning, programming and the delivery of differentiated teaching strategies to improve student learning outcomes.

### Strategic Direction 2: Collaborative Practice

By sharing expertise through innovative, research-based collaborative approaches (Quality Teaching Rounds), teachers will improve classroom practice and student results. A consistent implementation of whole school literacy, numeracy strategies through professional learning teams will embed effective and appropriate practice, leading to improvements in literacy and numeracy.

### Strategic Direction 3: Effective Feedback

Merrylands High School will engender a rich culture of feedback, whereby students will receive constant feedback about their learning. Consistent, whole school approaches towards assessment, including the analysis of data sources will strengthen the quality of feedback provided to students. Effective responses to formative and summative assessment and consistent judgement and moderation of assessment will optimise learning for all students.



Autism Awareness Day

## 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	2022 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	Excelling
LEADING: Management practices and processes	Sustaining and Growing



### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality professional learning and use of student assessment data to inform classroom practice.

### 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.

- Data-driven teaching practice
- Explicit Teaching Practice

### Resources allocated to this strategic direction

**Professional learning:** \$14,858.40  
**English language proficiency:** \$325,496.27  
**Low level adjustment for disability:** \$479,655.03  
**Socio-economic background:** \$779,436.52  
**Aboriginal background:** \$18,358.93  
**Beginning teacher support:** \$4,882.00  
**Integration funding support:** \$47,012.00  
**Refugee Student Support:** \$7,486.84  
**Per capita:** \$227,699.77

### Summary of progress

The school has partially achieved the 2022 annual progress measures for students achieving in the top two bands, in reading and numeracy. The percentage of students who have achieved results in the top two bands, for reading, in 2022 has increased, comparative to 2021, with students achieving in the high middle category for reading. These students are moving towards achieving results in the top two bands due to the Literacy and Numeracy strategies implemented and will continue throughout 2023.

Annual progress measures for EAL/D students achieving expected growth in NAPLAN numeracy could not be monitored because of NAPLAN not being held in 2020. There was an improvement in the number of EAL/D students in the 'developing' phase performing in the top bands compared to previous year. On-going implementation of the identified reading strategies to be utilised throughout 2023.

There has been an increase of students achieving a result in the top three HSC bands in 2022. Moreover, the percentage of students achieving Band 6 results will continue to be a priority for the staff participating in the HSC Strategy Professional Learning.

### 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
Increased % from 2022 results of students achieving in the top two bands in NAPLAN numeracy.	Numeracy strategies have been prioritised to improve student growth and attainment. There was an increase of students in the top two bands for NAPLAN numeracy. On-going implementation of the identified numeracy strategies to be utilised throughout 2023.
Increase the percentage of students achieving in the top two bands of NAPLAN reading by 5.8%.	Reading strategies have been prioritised to improve student growth and attainment. 5.8% of students are now in the top two skill bands for NAPLAN reading. The number of students in the top two bands was 5.6% in 2021. On-going implementation of the identified reading strategies to be utilised throughout 2023.
Uplift of 3.5% of students achieving	Annual progress measures for students achieving expected growth in

expected growth in NAPLAN numeracy.	NAPLAN numeracy could not be measured. On-going implementation of the identified numeracy strategies to be utilised throughout 2023.
Uplift of 5.5% of students achieving expected growth in NAPLAN reading.	Annual progress measures for students achieving expected growth in NAPLAN reading could not be measured. On-going implementation of the identified reading strategies to be utilised throughout 2023.
Uplift of percentage of English as an additional language or dialect (EAL/D) students achieving above expected growth by 3% from 2021.	Annual progress measures for EAL/D students achieving expected growth in NAPLAN numeracy could not be measured. There was an increase in the number of EAL/D students in the 'developing' phase performing in the top bands. On-going implementation of the identified reading strategies to be utilised throughout 2023.
Improvement in the percentage of HSC course results in top three bands by 6.7%.	There was a 6.8% increase in course results in the top three bands in 2022, demonstrating achievement of annual progress measure.



High achiever in Year 12

## Strategic Direction 2: Collaborative Practices

### Purpose

Collaborative and applied professional learning strengthens teaching practice, which is driven by identified student needs. Professional Learning is designed to meet student needs, identified through analysis of current system, school and classroom data about progress and achievement. Teachers work together, propelled and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.

### 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.

- Expertise and Innovation
- Professional Learning Community

### Resources allocated to this strategic direction

**Socio-economic background:** \$218,213.28

**Beginning teacher support:** \$99,259.00

**Professional learning:** \$12,863.58

### Summary of progress

Following the overwhelmingly positive feedback from the pilot Quality Teaching Rounds in 2021, PL was planned to facilitate the establishment of the Quality Teaching Rounds across the whole school. This professional learning was delivered to staff in semester one.

The reflections of participants from the professional learning demonstrated a high level of enthusiasm, positive feedback and willingness to implement the strategies of quality teaching model. Furthermore, participants rated the implementation of Quality Teaching Rounds as 'excelling' from the School Excellence Framework..

Given the overwhelmingly positive feedback for Quality Teaching Rounds, the school's leadership prioritised the inclusion of an Early Career Teacher in each of the subsequent Quality Teaching Rounds.

### 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
45% of teachers completing QTR training across the three dimensions of pedagogy: (Intellectual Quality, Quality Learning Environment and Significance).	Quality Teaching Rounds were embedded into school practice in Term 1 and throughout 2022. Feedback from participants has been overwhelmingly positive, creating an enthusiastic demand from teachers for inclusion in a QTR throughout 2023.
All faculty programs and registration embed some aspects of the Literacy (Super 6) and Numeracy (RISKS) strategies.	The effective delivery of the Literacy and Numeracy strategies continues to be a priority across the school. All faculties have effectively embedded the 'Super 6' and 'RISKS' strategies throughout their teaching and learning programs to enrich the learning experiences and achievements of students. Additionally, collaborative practices across the school have supported the implementation of these strategies in classrooms.
All faculties to have two members that have extensive knowledge and expertise of the literacy and numeracy progressions.	The Literacy and Numeracy Team leaders have supported teachers in developing an extensive understanding of the learning progressions. This has been achieved through teacher mentoring and professional learning workshops. Ongoing support will be provided to transfer this knowledge to other teachers in 2023.
Staff Tell Them From Me (TTFM) data improves from the baseline of 76% to	TTFM survey was utilised to assess the impact of teacher collaborative practices. The 2022 Tell Them From Me (TTFM) data reflects that we have

82% in the area of teacher collaboration.

declined by 2%, compared to previous year.



Year 12 Graduation Presentation

## Strategic Direction 3: Effective Feedback

### Purpose

Feedback is a key element in driving ongoing learning, assessment and reporting. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. Effective feedback to students (from teachers and peers) enables them to understand how to progress from their current state of knowledge and skills to increased proficiency and complexity.

Effective feedback to teachers (from students) ensures that teachers understand student learning preferences and enables them to make more effective decisions about classroom teaching and learning.

### Initiatives

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

- Culture of Feedback
- Assessment

### Resources allocated to this strategic direction

**Socio-economic background:** \$302,350.20

**Student support officer (SSO):** \$96,058.00

**Beginning teacher support:** \$11,572.00

**Low level adjustment for disability:** \$20,437.20

**Professional learning:** \$57,782.00

### Summary of progress

Whole school reflection for the SEF self-assessment, the SIP Situational Analysis and consideration of What Works Best, led to the identification of Feedback as a priority for the 2022 - 2026 SIP. Throughout 2022, a significant amount of physical and human resources were utilised to improve the quality of feedback to students. School-wide feedback proforma's were collaboratively created and adopted from the 'Tell Them from Me' Survey to deliver frequent, targeted and high quality feedback to students and teachers.

Staff Development Days provided professional learning using the 'What Works Best' resource, which was successfully completed by staff.

The school utilised the SASS Staff (SLSO) to frequently establish contact with parents. This contact allowed the school to immediately and explicitly address student attendance expectations and provide support to parents regarding their child's learning. It further enabled school staff to expose parents to Sentral's Parent Portal facility. In regards to school attendance rates, there was a decrease in semester 1 attendance. Despite an increase in phone contact with parents, and the capacity for replying to the automated SMS absentee messages, the rate of unexplained absences has increased.

### 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
Uplift of student attendance data for over 90% of time by 4.3%.	Effective feedback and community support was utilised to encourage increased student engagement and attendance. Overall, student's who have attended more than 90% of the time in 2022 decreased to 28.1%. Additionally, data highlights that 2022 SSSG Attendance was 2.1% lower than MHS overall attendance. Ongoing community collaboration and feedback to be utilised to support attendance throughout 2023.
All staff to embed effective formative assessment strategies into the classroom to understand student learning progress and plan for future	Staff successfully utilised Google Classroom, exemplar responses, explicit teaching and formative assessment strategies such as differentiated resources and the "Tell Me 7" feedback slips to grasp student learning progress, inform future planning and improve student learning outcomes.

learning.	Ongoing PL and feedback to be utilised throughout 2023.
All teachers demonstrate application of the strategies learnt through their professional learning in 2021.	Staff successfully demonstrated the application of feedback strategies to produce effective student feedback in a timely manner through the "Tell Me 7" (feedback slips), with specific references to marking criteria and exemplar responses. Ongoing PL and feedback to be utilised throughout 2023.



Our Performing Arts Students 2022

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,486.84</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Refugee Action Support Homework and Literacy Program in conjunction with Western Sydney University(WSU).</li> <li>• EAL/D parallel classes with targeted support for students from a refugee background.</li> <li>• Refugee Awareness Week activities in Stage 4 and Stage 5 English classes .</li> <li>• Targeted literacy support for Stage 6 students from refugee backgrounds to prepare them for their Preliminary and HSC examinations.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Refugee Action Support program developed students' self-confidence and resilience as well as their ability to complete set assessment tasks with greater accuracy.</p> <p>Students from refugee backgrounds in Year 7, 8 and 9 were placed into parallel EAL/D to resulted in academic growth and wellbeing through targeted differentiation.</p> <p>NAPLAN, Best Start and Check In data indicated a growth in learning outcomes and confidence following the intensive tutorial support of our WSU partners.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing deeper partnerships with inter-agency organisations including STARTTS and TAFE to provide wellbeing and alternative educational pathway options for students from refugee backgrounds.</p>
<p>Integration funding support</p> <p>\$47,012.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Merrylands High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Student PLSPs created and regularly adjusted to enhance student learning outcomes.</li> <li>• Consultation with external agencies to support student needs.</li> <li>• Employment of additional SLSO's to support vision impaired students.</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students demonstrated progress towards achieving their personalised learning goals.</p> <p>PLSPs were regularly updated and responsive to student learning needs.</p> <p>Staff accessed identified strategies through the PLSP's and liaised with the Learning and Support Team and Vision Team to support student task differentiation.</p>



<p>Integration funding support</p> <p>\$47,012.00</p>	<p>Students successfully placed in alternate settings to support their needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> PLSPs reviewed regularly by the Learning and Support Team and funding (including resources) to be adjusted accordingly.</p> <p>Regular meetings with the external agencies to structure the support needed for students.</p>
<p>Aboriginal background</p> <p>\$18,358.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merrylands High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven teaching practice</li> <li>• Explicit Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Pathways (PLPs).</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> <li>• Focus lessons developed for Sorry Day.</li> <li>• NAIDOC Week Celebrations.</li> <li>• Weekly homework centre provided to Aboriginal students by the school's Aboriginal support teacher.</li> <li>• Yarning Circles.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Development and implementation of PLPs for all Aboriginal students.</p> <p>Clear PLPs targets established against key learning, and if appropriate, behaviour and attendance outcomes.</p> <p>Improved student engagement reflected by lower negative referrals in Sentral.</p> <p>Delivery of cultural programs and enhanced community partnerships through personalised programs aimed at improving cultural understanding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review and strengthen the PLP process to improve engagement.</p> <p>Strengthened use of data to inform and evaluate PLPs.</p> <p>Increased use of community and agencies to further improve cultural understanding.</p> <p>Increase parents and community members participation in school events and invite parents to attend Yarning Circles.</p>
<p>English language proficiency</p> <p>\$325,496.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Merrylands High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$325,496.27</p>	<ul style="list-style-type: none"> <li>• EAL/D specialist teachers lead differentiation in teaching and learning programs and assessment tasks for EAL/D students in Years 7 to 10.</li> <li>• Professional Learning to all staff focusing on EAL/D pedagogy.</li> <li>• Create personalised EAL/D student and class learning profiles..</li> <li>• Complete the EAL/D School Evaluation Framework to identify and support school-based literacy initiatives in Stage 4 and 5.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted differentiated teaching and learning programs led to effective, data informed practice and improved EAL/D student learning outcomes.</p> <p>Staff have increased knowledge and skills in a range of effective best practice EAL/D differentiation and co-teaching strategies, resulting in enhanced EAL/D student support.</p> <p>The 2022 EAL/D Annual Survey indicated that students were in the 'Developing and Consolidating' phases, with a reduction in students in the 'Developing' phase between 2021 and 2022. NAPLAN data for Year 7 demonstrated an increase in EAL/D students performing in the top two bands and Year 9 demonstrated an increase in EAL/D students performing in Band 7.</p> <p><b>After evaluation, the next steps to support our students will be:</b> EAL/D specialist teachers to continue to provide support for EAL/D differentiation in teaching and learning programs in Stage 4 and 5.</p> <p>Ongoing professional learning to all staff on high impact EAL/D strategies and targeted opportunities for differentiation of teaching and learning programs, use of Super 6 reading comprehension and vocabulary.</p>
<p>Low level adjustment for disability</p> <p>\$500,092.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Merrylands High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven teaching practice</li> <li>• Culture of Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• Providing support for targeted students within the classroom through the employment of Student Support Officer, APLaS, School Learning and Support Officers.</li> <li>• Targeted students are supported through class creation to increase learning outcomes.</li> <li>• Professional Learning on differentiation provided to staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There has been an increase of staff accessing bilingual support from the Learning and Support Team to improve learning outcomes for students.</p> <p>The school achieved a more consistent approach to student learning support and interventions with an increase of learning support referrals and subsequent collaborative activities.</p> <p>Increased student engagement throughout learning, leading to improved student outcome.</p> <p><b>After evaluation, the next steps to support our students will be:</b> On-going Professional Learning of differentiation of activities to support student growth and improved outcomes.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$85,503.98</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Merrylands High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven teaching practice</li> <li>• Expertise and Innovation</li> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Rounds</li> <li>• What Works Best Modules</li> <li>• Professional Learning Workshops (EAL/D, Data Analysis, Differentiation, Disability Provisions, Literacy and Numeracy Progressions/Strategies).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Quality Teaching Rounds and What Works Best modules completed.</p> <p>EAL/D, Data Analysis, Differentiation, Literacy and Numeracy Progressions/Strategies elements incorporated throughout KLA's.</p> <p><b>After evaluation, the next steps to support our students will be:</b> QTRs and Professional Learning Workshops to be continued.</p> <p>Continue with targeted EAL/D classes, Data Analysis, Differentiation, Literacy and Numeracy Progressions/Strategies in 2023.</p>
<p>COVID ILSP</p> <p>\$434,534.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional teacher to support Literacy and Numeracy programs.</li> <li>• Release staff to coordinate the program and analyse student achievement data.</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of class profiles for these students. Profiles included internal and external achievement data and other contextual information.</p> <p>The development of personalised learning programs based on data analysis.</p> <p>All students demonstrating improved competency in their target area/s.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing employment of staff to maintain the Covid Support program.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merrylands High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Culture of Feedback</li> </ul>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted interventions to identified students.</li> <li>• Community consultations focusing upon student attendance and return from suspensions.</li> <li>• Conference with students and their parents.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students transitioned to Granville Youth Centre, Cumberland Council and Head Space to provide family counselling services, school holiday programs and after school homework centres to support student well-being development.</p> <p>Student resilience and social skills enhanced through targeted student interventions, one on one consultation and group work with the student population.</p> <p>Parental collaboration and participation regarding student attendance increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Student Support Officer to continue providing well-being, positive behaviour for learning and attendance support programs for students.</p> <p>Students social and emotional development will be implemented through targeted strengths-based strategies that focus upon resilience, coping skills and positive relationships.</p> <p>External and government agency relationships will be prioritised to ensure transitional opportunities for students.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merrylands High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data-driven teaching practice</li> <li>• Expertise and Innovation</li> <li>• Professional Learning Community</li> <li>• Culture of Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement stage 6 support to identified students.</li> <li>• Community Liaison Officer employed to strengthen school-community partnership.</li> <li>• Youth Outreach Officer employed to support student wellbeing and transition.</li> <li>• Employment of additional teacher to support Literacy and Numeracy programs with students performing below the expected stage level.</li> <li>• Resourcing to increase equitability of technology and learning resources and services.</li> <li>• Providing students without economic support educational materials, uniforms, equipment and other items.</li> <li>• Professional development of staff in Literacy, Numeracy, PBL and Wellbeing to support student learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An improvement was noted from 2021 through to 2022 in the number of students in top bands in writing.</p> <p>The percentage of students who have achieved results in the top two bands, for reading, has increased in the high middle category for reading.</p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>An improvement was noted from 2021 through to 2022 in the number of students in the top bands within numeracy, along with some students achieving in the high middle category in 2022.</p> <p>A significant improvement was noted in 2022 in HSC students moving into the top 3 bands.</p> <p>2022 TTFM staff survey revealed that morale was supportive and inclusive amongst staff.</p> <p>2022 TTFM student surveys reflected that students had a positive learning climate.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The impact analysis highlights that the school is making progress towards achieving our improvement measures, therefore the allocated funding will be continued.</p> <p>Additional resources and support will be provided to enhance student literacy skills.</p>
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Cultural Presentation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	450	469	476	462
Girls	377	409	401	388

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.0	91.1	89.6	82.6
8	86.3	90.4	86.0	79.2
9	87.5	88.4	85.2	80.1
10	82.1	87.6	83.7	79.1
11	84.1	82.8	80.6	78.0
12	86.3	91.0	81.4	79.5
All Years	86.3	88.6	84.5	79.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	1.3	0	7.3
Employment	6.5	18.1	6.5
TAFE entry	2.0	2.6	20
University Entry	0	0	44
Other	0	6.5	18
Unknown	7.8	0	4.2

## Year 12 students undertaking vocational or trade training

33.74% of Year 12 students at Merrylands High School undertook vocational education and training in 2022.

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

87.8% of all Year 12 students at Merrylands High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 6 Open Day Introduction.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.3
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	2.4
School Counsellor	1
School Administration and Support Staff	17.88
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.



Staff 2022.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,592,008
<b>Revenue</b>	14,188,414
Appropriation	14,023,442
Sale of Goods and Services	45,950
Grants and contributions	87,855
Investment income	9,886
Other revenue	21,280
<b>Expenses</b>	-12,125,912
Employee related	-11,008,937
Operating expenses	-1,116,975
<b>Surplus / deficit for the year</b>	2,062,503
<b>Closing Balance</b>	3,654,511

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	38,577
<b>Equity Total</b>	2,116,653
Equity - Aboriginal	18,359
Equity - Socio-economic	1,300,000
Equity - Language	325,496
Equity - Disability	472,798
<b>Base Total</b>	10,135,206
Base - Per Capita	227,700
Base - Location	0
Base - Other	9,907,507
<b>Other Total</b>	650,095
<b>Grand Total</b>	12,940,532

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.



Work Ready Day Showcase.

## School performance - NAPLAN

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

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

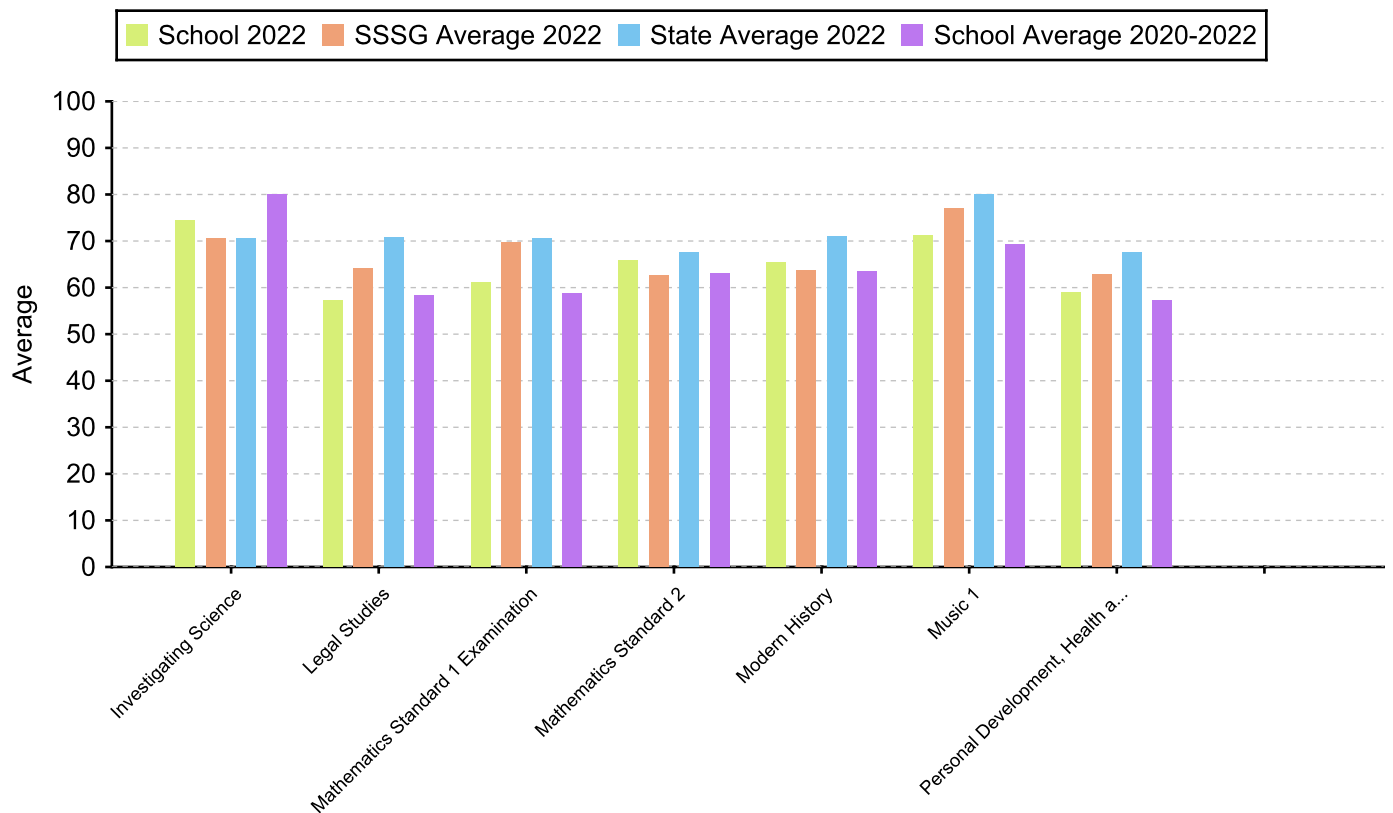
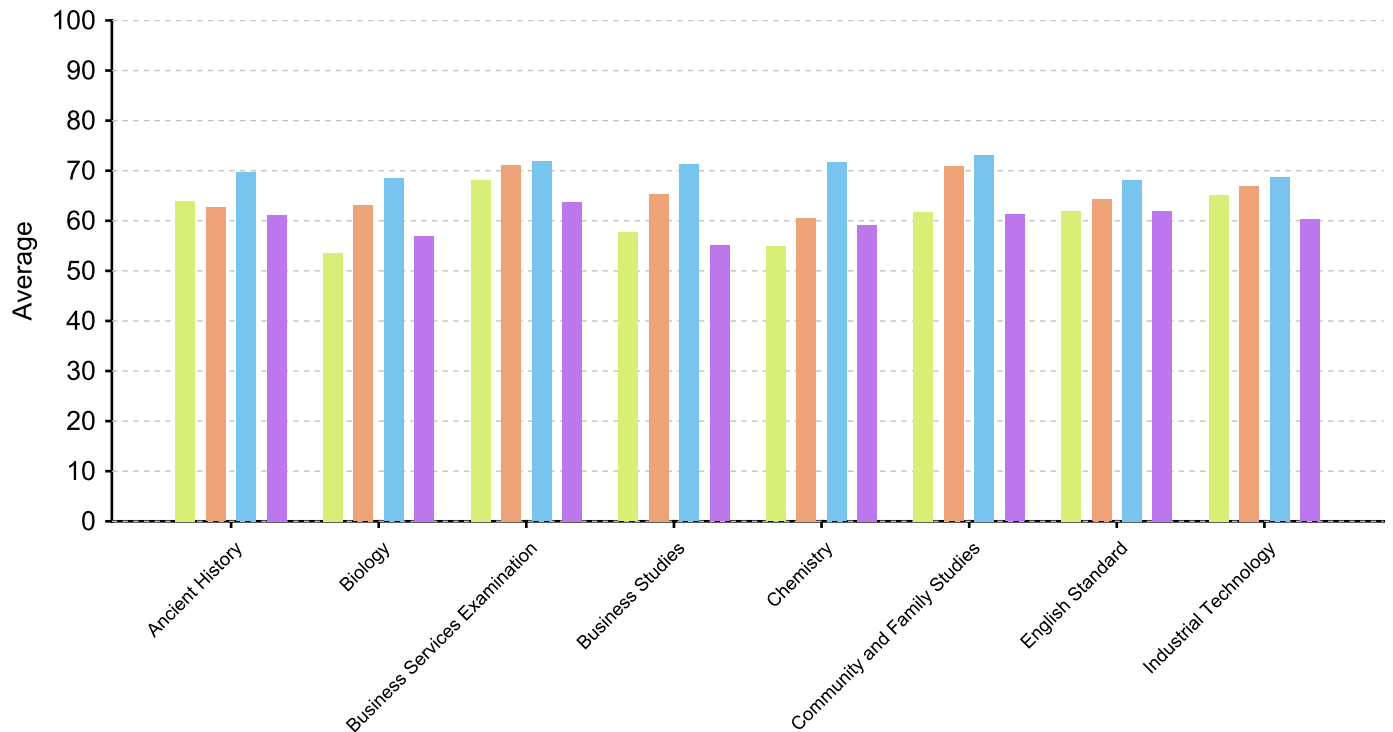


Gold Award Recipients.

## 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 2022	SSSG	State	School Average 2020-2022
Ancient History	63.9	62.6	69.6	61.2
Biology	53.6	63.0	68.5	56.9
Business Services Examination	68.2	71.1	71.8	63.7
Business Studies	57.7	65.4	71.2	55.0
Chemistry	54.9	60.5	71.7	59.2
Community and Family Studies	61.8	70.8	73.2	61.2
English Standard	62.0	64.3	68.1	61.9
Industrial Technology	65.1	67.0	68.6	60.2
Investigating Science	74.5	70.6	70.6	80.1
Legal Studies	57.3	64.1	70.8	58.2
Mathematics Standard 1 Examination	61.0	69.6	70.5	58.7
Mathematics Standard 2	65.8	62.7	67.6	63.0
Modern History	65.4	63.6	70.9	63.5
Music 1	71.3	76.9	79.9	69.2
Personal Development, Health and Physical Education	58.9	62.8	67.5	57.2



Year 12 Presentation Ceremony.



## Parent/caregiver, student, teacher satisfaction

The Merrylands High School community provided responses through the Tell Them from Me (TTFM) survey, phone calls, feedback, focus groups and email correspondence to support our students and staff.

The Parent/Caregiver feedback revealed that the school website, Parent Portal, Facebook, letters home, phone calls and parent interviews were all identified as positive means of communication. Parents also expressed that if there were concerns with my child's behaviour at school, teachers would inform them immediately. Additionally, the TTFM Survey highlighted that Merrylands High School supports student learning (reflected through 70% of parents identifying that "My child is encouraged to do his or her best work") and positive behaviour (highlighted by 84% of the community recognising that "My child is clear about the rules for school behaviour").

The Student and Staff TTFM feedback demonstrated that students receive explicit teaching and feedback (6.7 school mean vs 6.4 NSW govt norm) to support their advocacy at school (6.1 school mean vs 6.0 NSW govt norm). Furthermore, they expressed that there is a positive learning climate (6.3 school mean vs 5.6 NSW govt norm) and expectations for success (7.4 school mean vs 7.0 NSW govt norm). Furthermore, the surveys conveyed Merrylands High School as an inclusive school that has high expectations for classroom management that includes students with special learning needs.



LEAP Excursion.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



LEAP Excursion.