

# 2022 Annual Report

## James Meehan High School



**JAMES  
MEEHAN**  
HIGH SCHOOL

LEARN TODAY LEAD TOMORROW

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# Introduction

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

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

## School contact details

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## Message from the principal

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James Meehan High School staff and students worked towards the goals set in the 2021-2025 School Improvement Plan. The major area of focus has been to give sequence to the development and implementation of tailored curricular delivery model that best meets the needs of our student population at James Meehan High School.

Staff undertook additional professional learning to develop the skills and expertise needed to implement a range of improvement measures in curriculum development and implementation. Teachers have been trained on the 4MAT pedagogic model as the universal basis for programming units of work across all subject areas and the Curiosity & Powerful Learning Framework has been used to support staff share their teaching practice focusing on ways to improve the classroom experiences for all children.

Student enrolment numbers have significantly increased in 2022, particularly in our Year 7 cohort. This can be seen as a direct result of the Middle School approach we have adopted at the school to better support the transition of primary school students into high school. The school has established strong collaborative processes with the five feeder primary settings which has seen a number of programs implemented to bring primary school aged students and their parent/carers to regularly visit the high school and experience first-hand a range of educational opportunities offered at the school.

Lastly, our wellbeing team continues to focus on character development, resilience and teaching strategies for students to manage their stress and anxiety levels in challenging situations. This has been implemented through our fortnightly wellbeing program where specific focus lessons are delivered to students in all cohorts. These learning experiences continue to develop the socio-emotional awareness of students and reinforce the expectations for all learners.

The report highlights many other achievements in 2022, none of which would be possible without the hard work of our teaching and non-teaching staff. I commend the 2022 Annual Report to you.

## School vision

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

## School context

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$22,200.00

**Per capita:** \$91,470.04

**Aboriginal background:** \$39,800.67

**English language proficiency:** \$22,984.20

**Socio-economic background:** \$808,797.05

**Low level adjustment for disability:** \$39,645.54

### Summary of progress

2022 of the School Improvement Plan involved the development of a detailed action plan for the foundation stage, including evaluating the integration of literacy and numeracy. Stage 5 offered and evaluated a small group Project Based Learning pilot program problem focused on Curiosity, allowing students to apply their skills and knowledge to explore real-world problems and challenges by developing self-directed learning skills. In 2022, the staff members were empowered and developed the capacity to improve the use of data and engaged in evaluative thinking through professional learning programs specific to the needs of students and teacher practice.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b> Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's 2022 lower-bound system-negotiated target in Reading of 8% and Numeracy 7.4%	The professional learning programs targeted data-driven practice that involved the growth pattern in Reading and numeracy from Year 3. The pedagogy for teaching and evaluative practice has been strengthened. School piloted the compulsory reading program across Year 8, including ongoing diagnostics and a targeted approach to reading as per the needs of the students. This also involved small group activities in literacy and numeracy for the students. The school has met the Reading Target of 8% but still needs to meet the Numeracy target for 2022.
<b>NAPLAN Top 2 Bands</b> Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's 2022 lower-bound system-negotiated target in Reading of 8% and Numeracy 7.4%	The system negotiated target for the top two bands in numeracy have not been met. The school is planning to re-evaluate the strategies and programs in place to further harness the current practices utilising evidence-based practice to ensure more tailored and targeted approach methodologies to teaching and learning to support the learning needs for high potential learners.
<b>NAPLAN Top 2 Bands</b> Improvement in the percentage of students achieving in the top two bands to meet or exceed the school's 2022 lower-bound system-negotiated target in Reading of 8% and Numeracy 7.4%	The professional learning programs targeted data-driven practice that involved the growth pattern in Reading and numeracy from Year 3. The pedagogy for teaching and evaluative practice has been strengthened. School piloted the compulsory reading program across Year 8, including ongoing diagnostics and a targeted approach to reading as per the needs of the students. This also involved small group activities in literacy and numeracy for the students. The school has met the Reading Target of 8%.

<p><b>NAPLAN Expected Growth</b></p> <p>Improvement in the percentage of students achieving expected growth to reach or exceed 60.8% in Reading and 63.9% in Numeracy.</p>	<p>The targeted approach in Middle School evaluation of the teaching program, resources, mentoring programs and additional support. Including a small group teaching strategy focusing on the student's needs and allocating additional resources and staffing; that is, the proportion of students has improved student engagement.</p> <p>In 2022 the target growth was not defined in 2022 to the NAPLAN data of the students.</p>
<p><b>NAPLAN Expected Growth</b></p> <p>Improvement in the percentage of students achieving expected growth to reach or exceed 60.8% in Reading and 63.9% in Numeracy.</p>	<p>The targeted approach in Middle School evaluation of the teaching program, resources, mentoring programs and additional support. Including a small group teaching strategy focusing on the student's needs and allocating additional resources and staffing; that is, the proportion of students has improved student engagement. In 2022 the target growth was not defined in 2022 to the NAPLAN data of the students.</p>
<p><b>HSC Top Two Bands</b></p> <p>Improvement in the percentage of students achieving top 2 bands in HSC to be above the school's 2022 lower-bound system-negotiated target of 9.5%</p>	<p>There was a slight improvement of 2.86% of students receiving the top 2 bands in 2022 compared to the 2021 HSC data, however, it has not met the system negotiated target of 9.5%. The school has put an emphasis of Stage 6 curriculum diversity and delivery by developing rigorous HSC procedures and protocols to design high quality programs and strict evaluative processes encompassing evidenced based practice for continuous cycle of improvement that will allow the school to achieve milestones set by school plan.</p>
<p><b>HSC Top Three Bands</b></p> <p>Improvement in the percentage of students achieving top 3 bands in HSC to be above the school's 2022 lower-bound system-negotiated target of 26.8%.</p>	<p>There was a slight improvement of 8.19% of students receiving the top 3 bands in 2022 compared to the 2021 HSC data. In 2022 the lower bound system negotiated target for the top 3 bands has been 21.43%. To support student attainment and retention, the school has allocated additional resources for 2023 to support the student's needs. Planning and refinement included continuous evaluation of the resources, refinement of the N Award policies, additional Stage 6 Head Teacher in 2023, providing students with a dedicated learning space and use of available resources on transition and mentoring programs.</p>
<p><b>HSC Credential</b></p> <p>Increase the proportion of Aboriginal students attaining Year 12 by 5%, while maintaining their cultural identity</p>	<p>In 2022, two students successfully completed their HSC credentials and 2023, there was 5 students completing their HSC credential. Percentage increased in Aboriginal students completing HSC is 150%. The school has been successful in retaining Aboriginal students supporting the DoE initiative of increasing the percentage of Aboriginal Students completing Year 12. This has been achieved through targeted support provided by the school in supporting their education through Individualised Education Plan and Aboriginal Education Officer timetabled in their classes to support their learning and wellbeing.</p>

## Strategic Direction 2: Engagement and belonging

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**English language proficiency:** \$58,132.07

**Professional learning:** \$25,335.80

**Low level adjustment for disability:** \$189,381.50

**Aboriginal background:** \$37,935.33

**Integration funding support:** \$81,290.00

**Socio-economic background:** \$22,210.80

### Summary of progress

In 2022, attendance and wellbeing policies were refined in alignment with the updated DoE Student Behaviour Strategy. The focus was on teaching and learning that aligned with the care continuum by building positive behaviours, inclusiveness and learning conditions for our students through the explicit teaching of Positive Behaviour for Learning (PBL), professional learning for staff around restorative practice and a targeted approach for students to improve their ability to self-regulate learning. Whole school assemblies were further developed to celebrate the high expectations and quality of teaching and learning within each KLA as well as promoting a positive learning culture across the school.

### 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
Attendance - Percentage of students attending 90%+ of the time to reach between 47.8% (lower-bound target) to 52.8% (upper-bound system-negotiated target)	The review of the of the attendance policy, developing a sense of belonging with targeted approaches and establishing the school team approach was and continues to be a priority for improving JMHS student attendance. Student attendance was highly impacted due parents and students lack of confidence post COVID-19 restrictions. In 2022, the 90%+ of the time to reach between 45.45% (lower-bound target) to 50.458% (upper-bound system-negotiated target) compared to 2021 the 90%+ of the time to reach between 43.88% (lower-bound target) to 48.88% (upper-bound system-negotiated target)
Lateness - Decrease of levels of lateness to school from a baseline of 9.9% to 7% by 2022	The lateness processes and procedures were reviewed and refined in 2022. There was a 50% reduction in unexplained/unjustified lateness due to students bringing in notes or parents responding to the SMS messages to inform the school of their child's lateness. Overall, lateness to school has decreased to 7.6%.
<b>Wellbeing</b>  TTFM Student Data aggregate to reach the lower-bound system-negotiated target of 72.7%, specifically targeting students' sense of belonging	The provision of mentor and support staff continued in 2022. The impact of restrictions and isolation during the COVID impacted student learning and confidence. The school implemented fortnightly showcase assemblies to celebrate student success in all areas of school life and promote a sense of belonging. Developed and implemented a wellbeing program delivered fortnightly to all cohorts to support and foster a strong sense of belonging for all students at JMHS. The data of TTFM shows that the sense of belonging is 53% and the overall Positive % is at 78%. In 2022, we

<p><b>Wellbeing</b></p> <p>TTFM Student Data aggregate to reach the lower-bound system-negotiated target of 72.7%, specifically targeting students' sense of belonging</p>	<p>implemented targeted pilot programs in Stage 5 and realigned our resources in Stage 6 enrich extracurricular opportunities that target the creative, emotional and physical development of students</p>
<p>Positive Rewards - Increase the number of students who are receiving an annual 'Gold' award for positive behaviour to 4% by 2023</p>	<p>In 2022, we refined our Student Management System of the PBL structure to further recognise student achievement, however, we have not met this target.</p>



## Strategic Direction 3: Building strong community connections

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$49,050.00

**Aboriginal background:** \$13,267.00

**Professional learning:** \$3,000.00

### Summary of progress

In 2022 the focus was on creating sustainable and long-term commitment to improve student outcomes through collaboration and partnership with the local community. We forged a partnership through designing innovative solutions which embedded into JMHS culture and supported the wider community through various programs. Through these partnerships we evolved our programs based on what we learn, embraced through community feedback for JMHS to improve and grow. This embraced the Community of Schools (COS) Operational and Governance meetings and enhanced with the JMHS Cup. Worked on community consultation for the improvement of the school infrastructure and the Scholarship program for successful students through ABCN..

### 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 school enrollments by 4% between 2021 and 2022	The school enrolment increased by 4.86% compared to the 2021 enrolments. This is due to strengthening the partnership with the Community of Schools and introduction of the Middle School concept.
Develop authentic partnerships with at least two additional industry, business and/or other educational institutions to promote collaborative practices across multiple environments to improve student outcomes	<ul style="list-style-type: none"><li>• Mentoring Mates Literacy program was further embraced partnering with Daystar Foundation and Clayton Utz.</li><li>• Partnership developed with Fast Forward.</li><li>• Partnership with ABCN.</li></ul>
Design and deliver at least six events across the community of schools to support primary to secondary transition	Transition support was enhanced by the continued operation of 4 COS Operations meetings and 4 COS Governance meetings. JMHS Cup created 3 events involving the COS's and welcoming community interaction between both primary and secondary staff and parents. Transition Taster days included a Sports Gala event incorporating all Year 6 students from the COS's.
Increase the number of parents/carers attending school based events and learning opportunities by 10%	<p>Parent/Teacher evenings for Middle School saw an increase of 20% parent/carers in attendance measured against pre-COVID data.</p> <p>Attendance at Year 12 Graduation and Assemblies of Excellence have increased significantly.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$81,290.00</p>	<p>Integration funding support (IFS) allocations support eligible students at James Meehan High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• consultation with external providers for the implementation of [strategy]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the employment of 1 School Learning Support Office. More adequate support was provided to students that qualify for Integration funding support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continued ongoing employment of 1 School Learning Support Officer.</p>
<p>Socio-economic background</p> <p>\$880,057.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Meehan High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 1.2 A whole-school culture that promotes curious and powerful teaching and learning.</li> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> <li>• 3.1 Authentic partnerships with the community and beyond..</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement a Stage 4 Middle School program and Stage 5 Curiosity - Project Based Learning to support identified students with additional needs</li> <li>• staff release to increase community engagement</li> <li>• staff release to increase community engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- The funds have been used to employ 3 additional Deputy Principals, 4 additional Headteacher positions, 4 additional Year Advisers to meet student needs</li> <li>- HT Teacher-Middle School with the Year 8 teaming teachers designed integrated teaching and learning experiences based on Literacy and Numeracy grouping of subject areas. The programs were completed for 2023 implementation.</li> <li>- Classroom practice evolved and staff members were actively involved in collaboration and sharing practice to meet student needs through the CPL theories of action and created a framework for constructive feedback.</li> <li>- This also involved teacher release time for classroom observation, professional learning and collaborative time to review the programs in Stage 4 and Stage 5. that have improved teacher practice.</li> <li>- Pilot programs such as project-based learning were introduced in Stage 5 as Curiosity State that improved student engagement</li> <li>- Redesign of the Year 8 learning spaces has created a conducive learning space and a student homeroom.</li> <li>- Allocation of Year 8 Coordinator with additional period allowances has created a space for better learning and well-being support of students</li> <li>- Stage 4 Programs in a common pedagogy at the school (4MAT) in Stage</li> </ul>

<p>Socio-economic background</p> <p>\$880,057.85</p>	<p>4</p> <ul style="list-style-type: none"> <li>- Structured collaboration and sharing of ideas between the community of schools (CoS) to support transition and promote JMHS as a school of choice, a growth in school numbers compared to the 2021 student numbers</li> </ul> <p>The fund was allocated to support the whole school's improvement and change.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The employment of these additional staff will continue in 2023 and a review of the program and structure for Stage 5 and Stage 6 programs. Professional Learning for the staff in sharing their practice across the network.</p>
<p>English language proficiency</p> <p>\$81,116.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Meehan High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 2.1 Consistent processes and practices to support staff to drive student engagement in learning.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- The school has a staffing allocation of 1.4FTE. The Learning and Support team tested each student individually and students were then placed in appropriate ability level classes.</li> <li>- The school piloted reading program in Year 8 for our students to support literacy across the school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> the continued employment of Head Teacher Learning Engagement and EAL/D specialist teacher</p>
<p>Low level adjustment for disability</p> <p>\$229,027.04</p>	<p>Low level adjustment for disability equity loading provides support for students at James Meehan High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 1.2 A whole-school culture that promotes curious and powerful teaching and learning.</li> <li>• 2.1 Consistent processes and practices to support staff to drive student engagement in learning.</li> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• support for students in conducting Life Skills; and developing Individual Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A Personalised Learning and Support Plan (PLaSP) has been developed for student with ongoing consultation and support from parents and teachers. This has lead to teachers having greater ability to differentiate the curriculum to meet the additional needs of each student in particularly those struggling academically in the classroom with classwork, assignments and examinations. The employment of an additional 1.0 FTE teaching staff and</p>

<p>Low level adjustment for disability</p> <p>\$229,027.04</p>	<p>1.0 FTE School Learning Support Officer (SLSO) in conjunction with the Learning and Support teacher (LaST) in the classroom has increased the ability to work one on one with students, leading to increase engagement through adjusted classroom activities providing students with the environment to allow time, simplified. This also involved AEO supporting allocated the set timetable and students in class to support their learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continued employment of these staff in 2023</p>
<p>Professional learning</p> <p>\$50,535.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at James Meehan High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 2.1 Consistent processes and practices to support staff to drive student engagement in learning.</li> <li>• 3.2 Positive partnerships with parents and carers to promote learning and belonging.</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the professional development of 14 teaching staff in the pedagogical conceptual framework 4MAT</li> <li>-Head Teachers unpacked the SIP into faculty improvement plans to improve the faculty alignment with the school targets and Schools Excellence Frameworks 's three domains of Teaching, Learning and Leading as a Faculty in collaboration with their Faculty members</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> the continued employment of Head Teacher Learning Engagement and EAL/D specialist teacher</p>
<p>COVID ILSP</p> <p>\$312,699.00</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>• development of resources and planning of small group tuition</li> <li>• employment of teachers/educators to deliver small group tuition</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> development of ongoing small group intervention for literacy and numeracy focus areas. Improved literacy and numeracy of students through diagnostic testing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue providing the small group activity for literacy and numeracy program in 2023</p>

<p>Per capita</p> <p>\$91,470.04</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at James Meehan High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Review and professional learning to build the capacity of the teachers in data analysis and embedding the strategies in their programs to support student needs and engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Units of work developed to integrate and deliver literacy and numeracy-focused subjects across stage 4. And the creation of small group student programs in Stage 5, the curiosity stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continued refinement and evaluation of practice and programs in 2023</p>
<p>Aboriginal background</p> <p>\$91,003.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Meehan High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 An innovative and personalised curriculum model.</li> <li>• 1.2 A whole-school culture that promotes curious and powerful teaching and learning.</li> <li>• 2.2 An inclusive approach to enhancing the belonging of our students.</li> <li>• 3.2 Positive partnerships with parents and carers to promote learning and belonging.</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>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our Aboriginal Education Officer (AEO) is employed full-time and continues to build on forming strong partnerships throughout the year between Indigenous families and the school through engagement with AECG, the ASLO, and the Indigenous AFL program.</p> <p>Retention of our ATSI students completing HSC year has increased to 150%, compared to 2021.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continued employment of the AEO in 2023 planning for Community of Schools Aboriginal Education program</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	164	167	160	167
Girls	127	146	159	161

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	85.3	66.9	85.1	72.9
8	86.0	63.1	79.3	70.6
9	82.2	58.7	71.9	70.7
10	72.6	54.4	74.0	58.8
11	75.3	59.9	62.2	65.9
12	84.4	71.6	74.0	64.2
All Years	80.7	62.4	75.2	67.4
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	0	100	36
TAFE entry	0	0	4
University Entry	0	0	7
Other	0	0	10
Unknown	0	0	33

## Year 12 students undertaking vocational or trade training

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35.00% of Year 12 students at James Meehan High School undertook vocational education and training in 2022.

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

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71.9% of all Year 12 students at James Meehan High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	29.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	13.38
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.



## 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>	-51,120
<b>Revenue</b>	8,494,469
Appropriation	8,351,762
Sale of Goods and Services	105,512
Grants and contributions	36,784
Investment income	412
<b>Expenses</b>	-8,256,144
Employee related	-7,050,751
Operating expenses	-1,205,393
<b>Surplus / deficit for the year</b>	238,325
<b>Closing Balance</b>	187,205

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	81,290
<b>Equity Total</b>	1,281,204
Equity - Aboriginal	91,003
Equity - Socio-economic	880,058
Equity - Language	81,116
Equity - Disability	229,027
<b>Base Total</b>	5,849,011
Base - Per Capita	91,470
Base - Location	0
Base - Other	5,757,541
<b>Other Total</b>	497,240
<b>Grand Total</b>	7,708,745

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

## School performance - NAPLAN

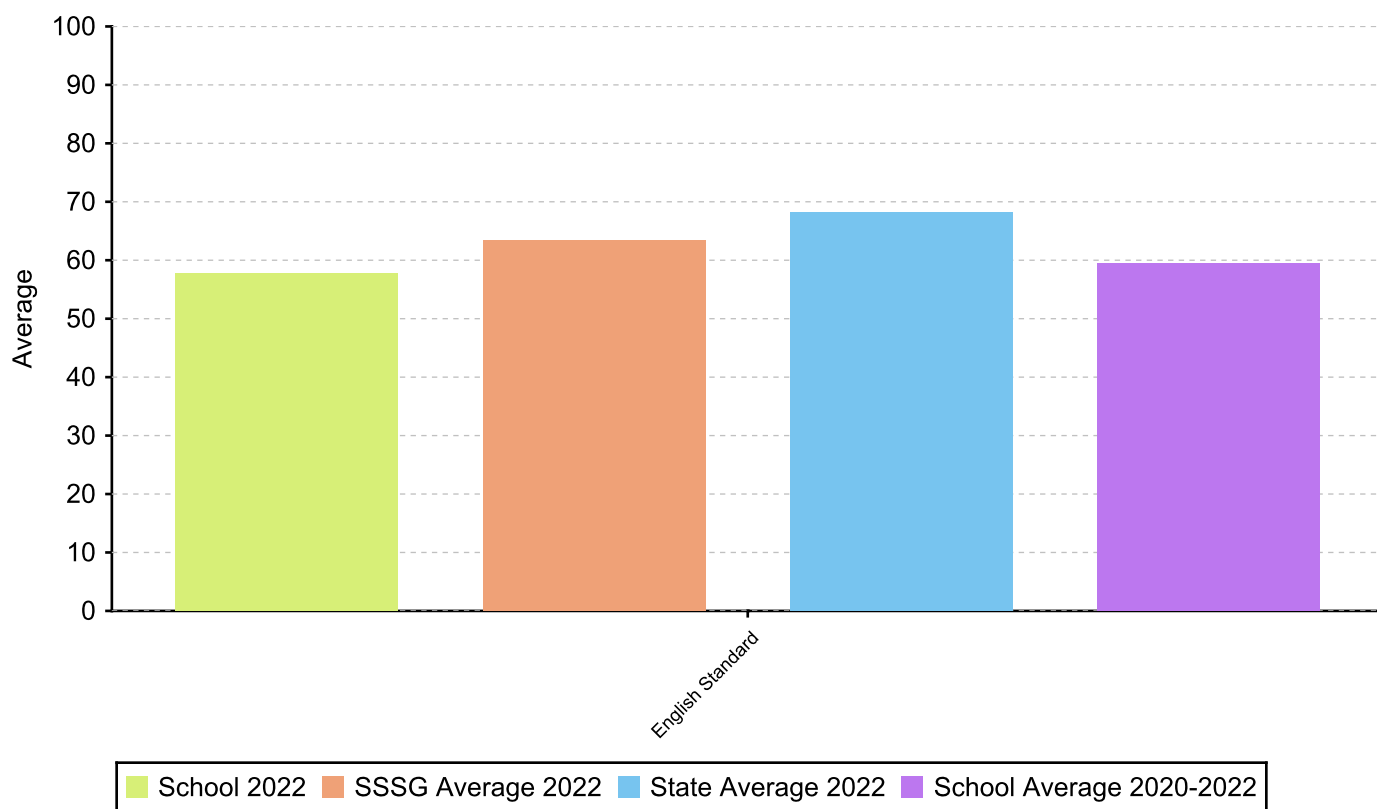
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
English Standard	57.7	63.3	68.1	59.5

## Parent/caregiver, student, teacher satisfaction

At James Meehan High School, every students is known, valued and cared. We seek the opinions of parents and the community on numerous occasions throughout the year regarding carious aspects of school life. Throughout the year, the school used the Tell Them From Me survey to survey students, staff and parents to determine their overall satisfaction with the school. Whilst only a small number of parents completed the parent satisfaction survey, the vast majority provided very positive feedback about the work the school has been doing to support student learning. The feedback obtained provides an important insight into the expectations of parents and students, and the perspective of staff within the school. The feedback obtained provides an important insight into the expectations of parents and students, and the perspective of staff within the school. This information is most important for the James Meehan High School for our strategic planning and monitoring of performance.

# 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.