

2022 Annual Report

Merewether High School



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Introduction

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

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

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Message from the principal

It is my pleasure to present the Annual Report for 2022 to our school community. After two long years of COVID implications, repeated lockdowns, extensive learning from home, restrictions on travel and the cancellation of significant events, 2022 saw the resumption of school events to full swing. With the rapid return to school life without restrictions, our students, staff and parents, successfully adjusted to life as we had once previously known.

This Annual Report showcases and celebrates our school's success and the excellence demonstrated by our students in academic, cultural, sporting, leadership and social endeavours. It acknowledges our highly successful young people, who are exemplary students, in exceptional cohorts. Our students and staff have had another stellar year, and in this report, I will endeavour to give a brief synopsis of some of the highlights. These successes have been at an individual, state and national level and reflect the culmination of sustained hard work and talent.

Academically, our students continue to make us very proud, working to achieve their personal best and always striving for excellence. In 2022 we had 678 students competing in the prestigious Australian Mathematics Competition with Julian Thomas and Khuslen Batmandakh both being awarded Australian Mathematics Trust medals, and 11 High Distinctions and 128 Distinctions also awarded. In the UNSW ICAS Assessment for Digital Technologies, our students received four High Distinctions and 24 Distinctions. In the Science component we achieved five High Distinctions and 36 Distinctions with Oscar Franklin awarded a Science Medal.

Laura Fernando was named the Highest Achieving Aboriginal Student in the 2021 HSC. Kepei Tan was awarded the Geography Teachers Association Award for Outstanding Achievement in 2021 HSC Geography and Sophie Loiselle received the Society and Culture Association Award and a High Distinction for her HSC PIP in 2021. In the 2022 HSC, Eva Nyman and Sophia Devine received a High Distinction, while Ella Osborne and Vani Nahar received Distinctions for their PIPs. In the Australian Geography Competition, Jesse Brown, Yotam Sagi, Thomas Woods, Steven Read, Jack Webber and Liam Hughes all achieved in the top 1% in Australia for their respective year groups. Charumathi Kumar and Callan Peterson both achieved first in the state for their respective year groups in the Australian History Challenge, whilst Grace Kim and Dusty Krevs were silver award recipients.

Our Year 7 Debating Squad made it all the way to the regional finals with our Year 11 team being narrowly defeated in the state semi-finals. Scarlett Morante was selected in the Hunter Central Coast Regional Debate team and our 2023 School Captain, Amy de Malmanche was an instrumental member of the NSW Debating Team. In the Rostrum Voice of Youth Public Speaking Competition, Josephine Thwaites placed second in the senior division and Shreya Choudhury placed first in the junior division, progressing through to the regional finals. Leontine O'Neill and Akash Enjeti spoke in the NSW Arts Unit Legacy Public Speaking competition, with Leontine winning and proceeding to the state semi-final. Matilda Gravenor participated in Voice NSW, run by UN Youth Australia, successfully completing two rounds before progressing through to the state final, where she placed in the top eight in the state.

Thirty-two Stage 5 students competed at the regional finals for the Science and Engineering Challenge, placing first in the region and achieving Merewether High School's best result for over a decade. These remarkable students progressed, amid very strong competition, placing fifth overall in the state. Three of our HSC Design and Technology

students, Charlie Lentfer, Josie Lewer and Jayson Mills were nominated for Shape at the Powerhouse Museum. Our Game Changer team of Harrison Taylor, Ruby English, Isabelle Tucker, Amber McTaggart and Yi chen Yang were state finalists, and our Chess team of Alex Williams, Isaac Cruickshank, Jonah Lancaster, Josiah Gadsby and Jordan Bugeja were state runners up. Competing in the Channel 10 television show, 'Brain Eisteddfod', Marcel Forrer, Mitchell Hall, Oscar Cox and Avi Davis were grand finalists and Merewether High School was crowned Australia's brainiest school.

The Creative and Performing Arts program continued to enable our students to shine in their vast areas of talent. 2022 HSC Music student Chloe Kidd was nominated for ENCORE and many of our ensembles achieved successes at a variety of eisteddfods. Both our Concert Band and Clarinet Quartet featured in the NSW Arts Unit Primary Proms Series, whilst Jessica Kelly's artwork was selected to be exhibited as part of the Nagoya Art Exchange. Miss Roxby coordinated the first theatrical production at Merewether High School in 10 years with our spectacular Alice in Wonderland production.

Sport continued to be an essential contributor to the building of school culture and played an integral role in the reinforcement of positive attitudes and values within our student body. Merewether High continued its dominance in athletics, swimming and cross country in the City Zone, with a significant number of individuals and teams excelling at a local, state and national level. Our Open Boys Softball, Open Girls Netball and Under 15s Netball teams were state finalists, our Under 15s Girls Water Polo team were state silver medallists, and our Open Girls 4 x 100m Relay team, consisting of students from Years 7-11, Aditi Kharel, Amber Xavier, Ana Cupitt and Tayla Bryant, claimed a gold medal at the CHS state athletics titles. Kate McTaggart proudly represented the Hunter Region in cricket to be further selected in the NSW CHS First XI Girl's Cricket team. Hunter Region Sporting Blues were awarded to Huw Bloomfield for water polo, Aditi Kharel for athletics and Ava Jankovic for swimming. Ava's individual brilliance in the pool was also recognised with a NSW CHS Blues sporting award, as well as the prestigious Hunter Region Sportswoman of the Year. Our 2022 prefects Lukas Gremm and Ryan Woolnough were selected in the Australian Futures Hockey Squad and our 2023 School Captain Sam Bloomfield competed in Serbia in the Australian U/18s Water Polo team. Our Open Boys Hockey team were crowned NSW CHS State Champions.

Merewether High School students possess empathy, compassion, high emotional intelligence, and a powerful sense of social justice. These qualities have been highlighted throughout the year through a variety of student led initiatives. Students have selflessly raised much needed funds via activities such as Hospitality's Australia's Biggest Morning Tea for the Cancer Council and Survivors R Us, Food Technology stalls for Trung Tam Bao Orphanage in Vietnam, Commerce Stalls for Soul Cafe, and our widely recognised Prefect led initiative 'Shave Day' raising much needed funds for the Leukaemia foundation. Merewether High School Prefects and Year 12 2022 were instrumental in raising an astonishing \$119,407.21, and were recognised as Australia's highest fundraising school.

Throughout 2022, all teaching staff engaged in professional learning as part of our 'MHS HSC Success Strategy'. This whole school initiative focused on improving the proportion of students achieving Band 5 and 6 results in the HSC. Using an action learning approach, subject specialists analysed HSC syllabus and examination materials, HSC RAP data and student work samples to determine the discriminating features of high achievement in each Stage 6 course offered at Merewether High School. The 2022 HSC student cohort accomplished exceptional results. Isaiah Fernando and Jodi Manning were named Dux, both achieving an ATAR of 99.75, with eight other students each achieving an ATAR over 99: Ryan Woolnough - 99.70; Lucas Gremm - 99.65; Will Bryant - 99.60; Josh Grant - 99.55; Ruth Chen - 99.55; Charlie Walker - 99.50; Robbie Flick - 99.25 and Eva Nyman 99.15. We received five State Rankings, 22 All Rounders and 315 Distinguished Achievers. So many other students achieved personal best results with 48% of students attaining an ATAR over 90, many students received entry to their university of choice, and four students were also the worthy recipients of prestigious scholarships. Merewether High School is now ranked 38th in the state.

Our school community is multi-faceted, and I thank all members for their effort and contribution. I would like to recognise our hard-working P and C Association, ably led by Ms Kylie Woods. Our P and C are a dedicated group who have worked closely with the school throughout the year and have provided ongoing management of the school's canteen operations under Ms Eithne Healy our Canteen Coordinator. The Canteen Committee, supervisors and remarkable team of volunteers ensured that this vital service continues to support the needs of our families. The crucial partnership we forge with our P and C Association and Merewether High School families ensures our students are provided with excellent resources, learning opportunities and guidance, whilst preparing them for their future.

I would like to wholeheartedly thank and congratulate everyone for their contribution to Merewether High School in 2022. I am honoured to be charged with the responsibility of taking the school forward into 2023 and working with our community in a school that is intensely focused on providing the best possible learning environment for every student.

Rochelle Dooley, Principal, Merewether High School

Message from the school community

The Merewether High School Parents and Citizens' Association (MHS P&C) is a group of community minded people, parents and carers, who work with the Principal and the school community in a productive partnership. We are a not-for

profit organisation, dedicated to collaboration with the staff at MHS to promote the best interests of the school as a whole. Our meetings are scheduled in weeks 3 and 8 of each term at 5.30 - 6.30 pm in the Independent Learning Centre and are open to anyone interested. The P&C provides a direct link to the school, with school executive and staff sharing their knowledge with the community through informative presentations at meetings and opportunities for members of the P&C to represent the community on committees such as reviewing and updating the school uniform. 2022 saw many COVID restrictions removed and for some families it was the first opportunity to interact face to face on the school site. The P&C appreciates the efforts that were made by the school to include the community, whilst working under restrictions, and acknowledges the extra time and organisation that went into events such as broadcasting school presentations. The P&C has undertaken the role of parent representative on a number of merit selection panels and have appreciated having input into the selection of staff that best meet the needs of the school. The P&C run canteen has contributed funds to the school to support the learning outcomes of students, including financially supporting the growth of the Fitness Lab and we appreciate the efforts of the canteen staff and volunteers to provide meals for the students and staff. The P&C is looking to grow our membership and will undertake a survey with the community in 2023 to review, refine and renew our purpose and direction to best support the school and continue to build on the strong relationship between the school and community.

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

Message from the students

2022 has been an eventful year especially for our graduating year 12 cohort. Whilst students have been fortunate to experience minimal disruptions due to Covid-19 emerging from lockdowns and restrictions in previous years took some adjusting.

Year 12 started the year ambiguously aiming to raise \$100,000 for the Leukemia foundation and after months of support and various FUNdraising activities the infamous MHS Shave Day finally arrived. Students were so proud to be able to say that they smashed their \$100,000 goal to raise \$120,000 with the support of the entire school and Merewether community.

MHS Prefects and year 12 students held many other fun activities during the school year, such as sports carnivals, excursions, BBQs, concerts, out of uniform days, the list goes on. These cocurricular activities were only made possible with the efforts of our teachers, deputies, principal, SRC and prefect body. Students have been incredibly lucky this year to be able to host so many fun events as part of school life and are very grateful for the efforts of all involved.

There were some not so fun activities such as trials and the HSC, but each had their ups and downs. While study could become stressful seeing the year group unite to support each other through exams was awesome. The support we each had to offer was what made a difference in those trying times. Especially that of our teachers who went the extra mile to prepare us for the HSC. The student cohort shared a feeling of relief and achievement afterwards, and were able to celebrate outstanding HSC achievements.

Good luck in the new year.

Sophia Jeffries and Charlie Walker, 2022 Captains, Merewether High School



School vision

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

School context

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

In 2022, 1085 students enrolled from a wide geographical area, including 15 Aboriginal students. In partnership with the Muloobinbah Local Aboriginal Education Consultative Group (AECG), the school supports Aboriginal students to achieve success in the HSC whilst connecting with their cultural identity. An active and supportive parent body engage in parent learning groups and collaboratively lead our P&C Association and canteen. The school has built a strong community committed to excellence, diversity and the fostering of individual talents.

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

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

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

A comprehensive situational analysis has been conducted which led to the development of the 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified the need to use data driven practices and evidence based strategies to facilitate talent development for all students.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Highly effective and innovative teaching practices
- Data driven practices

Resources allocated to this strategic direction

Professional learning: \$36,560.00

Per capita: \$32,730.69

Low level adjustment for disability: \$98,733.07

Integration funding support: \$72,954.00

Summary of progress

Highly effective and innovative teaching practices

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

Data driven practices

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 HSC performance bands from the baseline of 74.2% to the lower bound target of 79.6% or above.	The percentage of students achieving in the top 2 HSC performance bands was 69.07%, demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of students achieving in the top 3 HSC performance bands from the baseline of 94.4% to the target lower of 95.4% or above.	The percentage of students achieving in the top 3 HSC performance bands was 93.35%, demonstrating progress toward the lower bound target and an improvement upon 2021 data.

Increase the percentage of students achieving in the top 2 performance bands in NAPLAN Numeracy from the baseline of 95.8% to the target lower of 97% or above.	The percentage of students achieving in the top 2 performance bands in NAPLAN Numeracy was 94.32%, indicating a decrease against baseline data but an improvement compared to 2021.
Increase the percentage of students achieving in the top 2 performance bands in NAPLAN Reading from the baseline of 87.1% to the lower bound target of 90.1% or above.	The percentage of students achieving in the top 2 performance bands in NAPLAN Reading was 87.93%, indicating an increase against baseline data and an improvement compared to 2021.
Increase the percentage of students achieving expected growth in Numeracy to be at or above the baseline of 64.1% to the 2022 school determined target of 66.6%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in Reading to be at or above the baseline of 61.1% to the 2022 school determined target of 63.6%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



Strategic Direction 2: Professional practice

Purpose

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

Initiatives

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

- High impact professional learning
- High potential and gifted education

Resources allocated to this strategic direction

Professional learning: \$46,088.01

Per capita: \$25,480.00

Summary of progress

High impact professional learning

All staff engaged in high impact professional learning opportunities that fostered a culture of high expectations and drove continual improvement in teacher practice and whole school improvement. A whole school initiative, MHS HSC Success Strategy was successfully adopted by all staff to support the identification of the discriminating feature and allow staff to implement evidence-based practice to enhance student HSC examination performance. Executive staff engaged in a collaborative planning day that built a collective efficacy and shared vision for school improvement. We will endeavour to further strengthen and build the shared vision and collective efficacy for excellence.

High potential and gifted education

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All PL is aligned with PDPs and SIP. New staff engage in induction processes. All staff are supported to meet accreditation requirements.	100% of staff were supported to complete PDPs and engage in specified PL. All new staff, both permanent and temporary engaged in the school-based induction processes. All staff were supported to be on track to meet accreditation requirements.
All teaching staff revisit key principles and strategies from the UNSW GERRIC Mini Certificate of Gifted Education and High Potential and Gifted Education Policy PL.	100% of teaching staff are aware of and have engaged with the High Potential and Gifted Education Policy. New staff members in 2022 will have the opportunity to undertake the UNSW GERRIC Mini Certificate of Gifted Education in 2023.
Student data improves from baseline TTFM obtained in 2021 in regards to engagement. Staff data improves from baseline TTFM obtained in 2021 in regards to impact of professional learning.	All staff and students were provided with the opportunity to participate in TTFM surveys in 2022 of which 26% of staff and 81% of students did so. 55% of students surveyed indicated that they were intellectually engaged and appropriately challenged compared to the NSW Government Norm of 42%.

Student data improves from baseline TTFM obtained in 2021 in regards to engagement.

Staff data improves from baseline TTFM obtained in 2021 in regards to impact of professional learning.

50% of teachers surveyed do not feel that they have the knowledge required to engage with students on Aboriginal cultures and histories. Undertaking professional learning opportunities for staff on Aboriginal Education will be a focus for staff professional learning in 2023. The school mean improved from 6.3 in 2021 to 6.6 in 2022 and is now above the NSW Government Norm of 6.4 for Explicit Teaching Practices and Feedback. This will continue to be a focus for staff professional learning in 2023.



Strategic Direction 3: Student and staff wellbeing

Purpose

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

Initiatives

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

- Student wellbeing
- Staff wellbeing

Resources allocated to this strategic direction

Per capita: \$212,990.40

Socio-economic background: \$16,351.84

Site Specific (Year Advisers): \$30,882.00

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

Aboriginal background: \$11,321.77

School support allocation (principal support): \$53,135.00

Summary of progress

Student wellbeing

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

Staff wellbeing

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

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school greater than 90% of the time from the baseline of 88% to the lower bound system negotiated target of 94.2% or above.	The number of students attending greater than 90% of the time or more has decreased to 64.2% indicating a decrease against baseline data.
Increase percentage of students who report positive outcomes in their sense of belonging, expectations for success and advocacy at school from the baseline of 74.2% to the lower bound target of 76% or above.	The percentage of students who indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) was 73.6%, demonstrating progress towards the baseline of this school-based measure and an improvement compared to 2021.
One or both of the school self-assessment elements 'Caring for Students' and 'A Planned Approach to	School self-assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and Growing' in the elements of caring for students and a planned approach to wellbeing.

<p>Wellbeing' moves from Sustaining and Growing to Excelling.</p> <p>Staff data improves from baseline TTFM data obtained in 2021 in regards to professional support and staff wellbeing.</p>	<p>Staff TTFM data decreased from baseline data obtained in 2021. Elements of leadership and collaboration regarding professional support for staff were both below the state mean and staff morale was only high for 20% of staff surveyed.</p>
<p>100% of 2020 Year 9 Aboriginal students complete a HSC Accelerated course in 2022 while maintaining their cultural identity.</p>	<p>100% of 2020 Year 9 Aboriginal students completed an HSC Accelerated course in 2022 while being supported to maintain their cultural identity.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$72,954.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Merewether High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective and innovative teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional school funded 0.8 LaST and SLSO employed to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: Staff worked with individual and small groups of students in the ILC to develop a collaborative and supportive learning environment and assist students to consolidate learning. Learning and Support staff were responsive and available for students and parents to provide ongoing support for student learning and engagement.</p> <p>After evaluation, the next steps to support our students will be: More strategic teacher support is required to develop a collaborative learning environment and identify the needs of students to consolidate learning. Engage external providers to assist with staff professional learning, for example adolescent psychologist.</p>
<p>Socio-economic background</p> <p>\$16,351.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merewether High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support continued implementation of whole school wellbeing programs . • student support to access uniform and co-curricular teaching and learning activities • Key staff undertook an audit of wellbeing and attendance processes to enhance procedures aligned with the Wellbeing Framework • Analysis of TTFM data to inform school planning <p>The allocation of this funding has resulted in the following impact: A whole school wellbeing approach was implemented and students had greater access to specialised and integrated learning and wellbeing supports.</p> <p>After evaluation, the next steps to support our students will be: Develop and implement new processes and systems for monitoring and supporting improved student attendance. Support staff to implement BMP inline with IER policy in 2023.</p>
<p>Aboriginal background</p> <p>\$11,321.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merewether High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$11,321.77</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to support development and implementation of Personalised Learning Plans • Whole school engaged in celebrating significant cultural events • Aboriginal Education coordinator facilitated improved community engagement, including the engagement of students and their families with the PLP process <p>The allocation of this funding has resulted in the following impact: Whole school cultural celebrations enabled greater cultural empathy and understanding across the school community, and Aboriginal students have displayed significant pride and connection to their culture.</p> <p>After evaluation, the next steps to support our students will be: Further establish connections with local high school Junior AECG group to ensure students continue to maintain and build on their cultural identity and connection to others in our community.</p>
<p>Low level adjustment for disability</p> <p>\$98,733.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Merewether High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective and innovative teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an additional Learning and Support teachers (LaSTs). <p>The allocation of this funding has resulted in the following impact: Students being supported by qualified LaSTs to support their ongoing learning.</p> <p>After evaluation, the next steps to support our students will be: Continuation of allocation of additional funding to employ LaSTs to support teaching and learning. Engage with Lee Sturgeon to conduct staff professional learning to enhance staff understanding of students' complex needs.</p>
<p>Professional learning</p> <p>\$82,648.01</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 Merewether High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective and innovative teaching practices • High impact professional learning • High potential and gifted education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging expert teachers to lead staff in professional learning focussed on HSC Success Strategy, High Leverage Strategies and HPGE. <p>The allocation of this funding has resulted in the following impact: All staff engaged in high impact professional learning to identify HSC discriminating features, high leverage strategies and develop teaching artefacts that support student achievement and growth.</p>

Professional learning \$82,648.01	<p>After evaluation, the next steps to support our students will be: Continuation of whole school implementation of the MHS HSC Success Strategy and strategic engagement with HSC data, via sourcing external support in data analysis.</p>
COVID ILSP \$17,939.00	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • COVID intense learning program implemented to support individual and small groups of senior students in the ILC. <p>The allocation of this funding has resulted in the following impact: Senior students being supported to further develop their skills and knowledge and enhance their learning.</p> <p>After evaluation, the next steps to support our students will be: Utilising 2023 funding to continue to support senior students to access additional learning support in the ILC.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merewether High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a full-time Student Support Officer (SSO). <p>The allocation of this funding has resulted in the following impact: The employment of a Student Support Officer to enhance the wellbeing and learning outcomes of students. The SSO has supported the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. Students has been supported to develop their resilience and time management skills, manage anxiety and have a safe place to attend when they require assistance.</p> <p>After evaluation, the next steps to support our students will be: Continuation of allocation of funding to employ a Student Support Officer to support the wellbeing and learning outcomes of students. Consider strategies that can be employed to further strengthen the connection of students with the school's counselling service.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	583	573	581	568
Girls	485	493	492	502

Student attendance profile

School				
Year	2019	2020	2021	2022
7	95.8	97.4	96.5	92.4
8	94.8	96.3	94.6	91.3
9	94.1	96.3	93.8	89.2
10	93.7	96.2	92.4	89.2
11	94.5	94.8	92.6	90.1
12	93.9	94.7	91.5	87.6
All Years	94.5	96.0	93.6	90.0
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	N/A	N/A	N/A
Employment	0.5	N/A	N/A
TAFE entry	1	N/A	N/A
University Entry	N/A	N/A	100
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

2.87% of Year 12 students at Merewether High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Merewether 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.3
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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.

In 2022, all school staff engaged in high impact professional learning opportunities to foster a culture of high expectations and drive continual improvement in teacher practice and whole school improvement. In addition to the mandatory training requirements for all staff, some of the key professional learning areas pertained to: HSC high leverage teaching strategies; student and staff wellbeing; high potential and gifted education; and development of online learning platforms. All staff engaged with their performance development plan.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 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 Actual (\$)
Opening Balance	1,097,808
Revenue	13,004,196
Appropriation	11,876,135
Sale of Goods and Services	29,588
Grants and contributions	1,060,855
Investment income	12,260
Other revenue	25,358
Expenses	-12,756,908
Employee related	-11,028,922
Operating expenses	-1,727,986
Surplus / deficit for the year	247,288
Closing Balance	1,345,096

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 SBAR Adjustments (\$)
Targeted Total	72,954
Equity Total	126,407
Equity - Aboriginal	11,322
Equity - Socio-economic	16,352
Equity - Language	0
Equity - Disability	98,733
Base Total	10,297,672
Base - Per Capita	271,201
Base - Location	0
Base - Other	10,026,471
Other Total	582,970
Grand Total	11,080,003

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

Aligned to the school's strategic improvement plan, financial resources are allocated to support key directions and initiatives. The school engages a school funded Head Teacher Teaching and Learning Wellbeing to support whole school wellbeing programs to enhance student engagement and wellbeing. In 2022, significant building projects were completed and included the construction of our Yarning Circle, redevelopment of our L-Block Science labs, Drama space and toilets, as well as the K-Block flexible learning space. It is our school priority to ensure that the physical environment is conducive for ensuring quality teaching and learning opportunities for our students.



School performance - NAPLAN

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

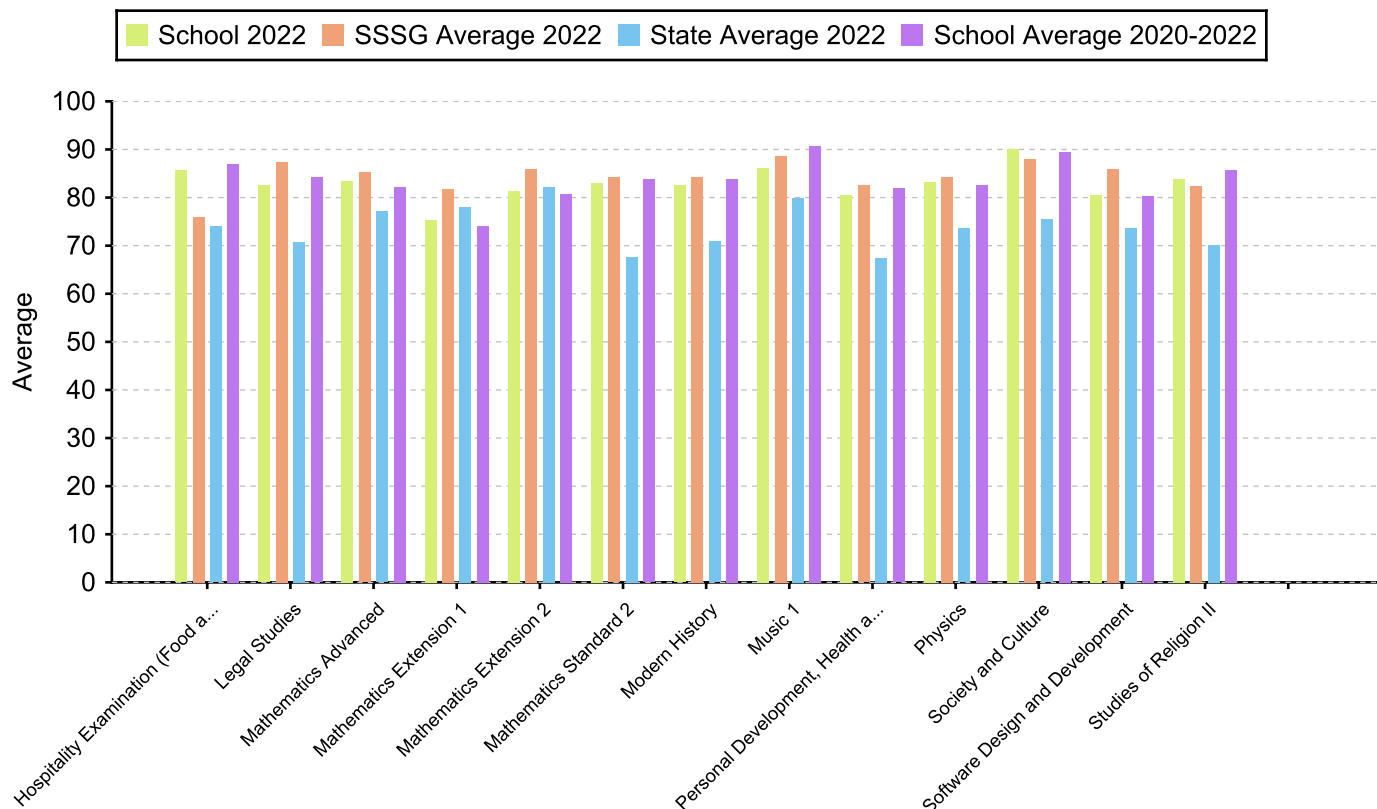
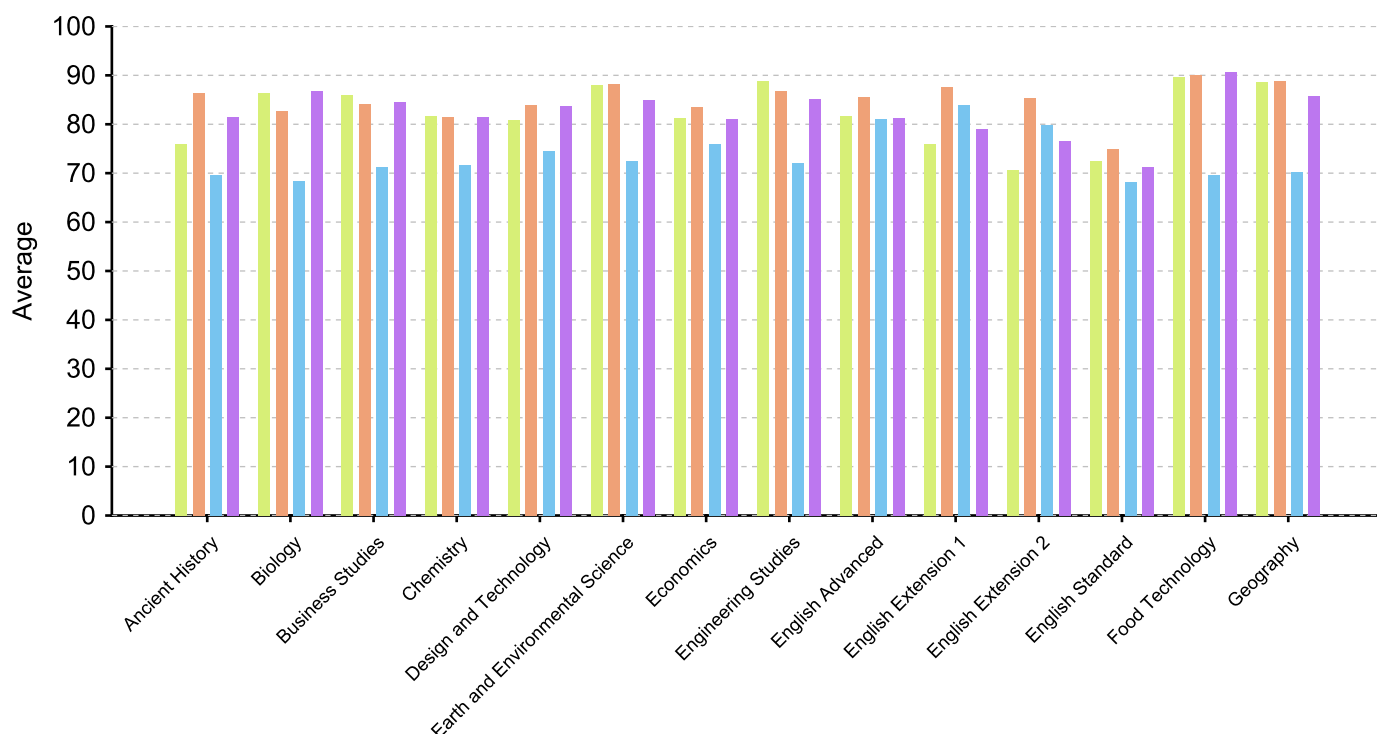
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Results at NAPLAN testing in 2022 show that Merewether High School student results are above State for both Year 7 and Year 9 results on all domains of testing, however, the school is below statistically similar school groups for all domains except Year 7 Reading.

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	76.0	86.3	69.6	81.4
Biology	86.4	82.8	68.5	86.8
Business Studies	85.9	84.1	71.2	84.5
Chemistry	81.7	81.5	71.7	81.4
Design and Technology	80.8	83.9	74.6	83.6
Earth and Environmental Science	88.0	88.3	72.5	84.9
Economics	81.2	83.5	76.0	81.2
Engineering Studies	88.8	86.8	72.0	85.1
English Advanced	81.6	85.5	81.0	81.4
English Extension 1	75.9	87.6	83.9	79.0
English Extension 2	70.6	85.4	79.9	76.5
English Standard	72.5	75.0	68.1	71.2
Food Technology	89.6	90.2	69.7	90.7
Geography	88.6	88.9	70.2	85.8
Hospitality Examination (Food and Beverage)	85.6	76.0	74.0	87.0
Legal Studies	82.5	87.4	70.8	84.2
Mathematics Advanced	83.5	85.2	77.1	82.2
Mathematics Extension 1	75.4	81.9	78.0	74.1
Mathematics Extension 2	81.3	85.9	82.2	80.8
Mathematics Standard 2	83.1	84.2	67.6	83.8
Modern History	82.5	84.2	70.9	83.9
Music 1	86.2	88.7	79.9	90.7
Personal Development, Health and Physical Education	80.5	82.5	67.5	81.9
Physics	83.3	84.2	73.5	82.6
Society and Culture	90.1	88.1	75.5	89.5
Software Design and Development	80.5	85.9	73.7	80.3
Studies of Religion II	83.9	82.4	70.1	85.7

We were delighted to congratulate the 2022 HSC student cohort on their exceptional results, with Isaiah Fernando and Jodi Manning named Dux, both achieving an ATAR of 99.75. Eight other students each achieved an ATAR over 99: Ryan Woolnough - 99.70; Lucas Gremm - 99.65; Will Bryant - 99.60; Josh Grant - 99.55; Ruth Chen - 99.55; Charlie Walker - 99.50; Robbie Flick - 99.25 and Eva Nyman 99.15. We received five State Rankings: Ellie Bassos - 3rd Earth & Environmental Science; Josh Grant - 2nd Chinese Extension; Eva Nyman - 10th Biology; Isaac Lyon - 10th Earth & Environmental Science and Braiden Stanborough - 18th Biology; 22 All Rounders and 315 Distinguished Achievers. So many other students achieved personal best results with 48% of students attaining an ATAR over 90, many students received entry to their university of choice, and four students were also the worthy recipients of prestigious scholarships.

Merewether High School was ranked 38th in the state for our 2022 HSC performance with each faculty achieving academic excellence across a diverse range of HSC courses.

Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions, both formally and informally of parents, students and teachers about the school and school programs. The Tell Them From Me (TTFM) Survey was conducted in 2022 with students, parents and teachers: 92 parents; 20 staff; and 883 students completed their relevant survey. The following feedback was received:

The percentage of students reporting positive outcomes for the three system negotiated targets from the TTFM indicators were: 89% Expectations for Success; 81% Sense of Belonging; and 56% Advocacy at School. All of which were an improvement from the 2021 data obtained. 87% of students identified that they have positive relationships with other students and that school staff promote a positive learning climate and hold high expectations for all students to succeed. Students raised concern regarding the availability of shaded/covered areas, and this will be a priority area in 2023 for physical environmental improvements.

The parent survey revealed that the school supports positive behaviour and that their child feels safe at school. 50% of parents surveyed indicated that the school newsletter was either not useful or somewhat useful, with 78% satisfied with the general communication from the school. This will be an area the school will explore to ensure that communication from the school is deemed to be beneficial to the school community. 75% of parents indicated the subjects their children want to study are available at the school. 93% acknowledged that the school has a good reputation in the local community and 80% of parents stipulated they would recommend the school to others.

With the relatively small number of teachers completing the survey further exploration of additional data would need to be considered through focus groups. Staff who participated in the survey identified significant challenges in 2022 for staff wellbeing and morale. Teaching staff recognised that the school is a welcoming and culturally safe place for all students, whilst a proportion of staff would like to increase their capacity to meet the needs of Aboriginal and Torres Strait Islander students. Teaching staff have undertaken additional surveys to report back on effectiveness of school led professional learning. Results identified the further need for teachers to develop cross-curricular or common learning opportunities, as well as strategic delivery of contextual professional learning that promotes faculty collaboration.

There is a shared understanding from students, parents and staff that the school provides an environment where personal best and positive relationships are valued and inspired. Whilst the overall satisfaction with school programs remains consistently high, the school will continue to develop and further improve program areas in response to feedback and suggestions. The learning and wellbeing of our students and staff is always paramount and will be a focus area as we continue to move forward with the Strategic Improvement Plan 2021-2025.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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

Anti-Racism Policy

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

Anti-Racism - School statement

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

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

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

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

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

