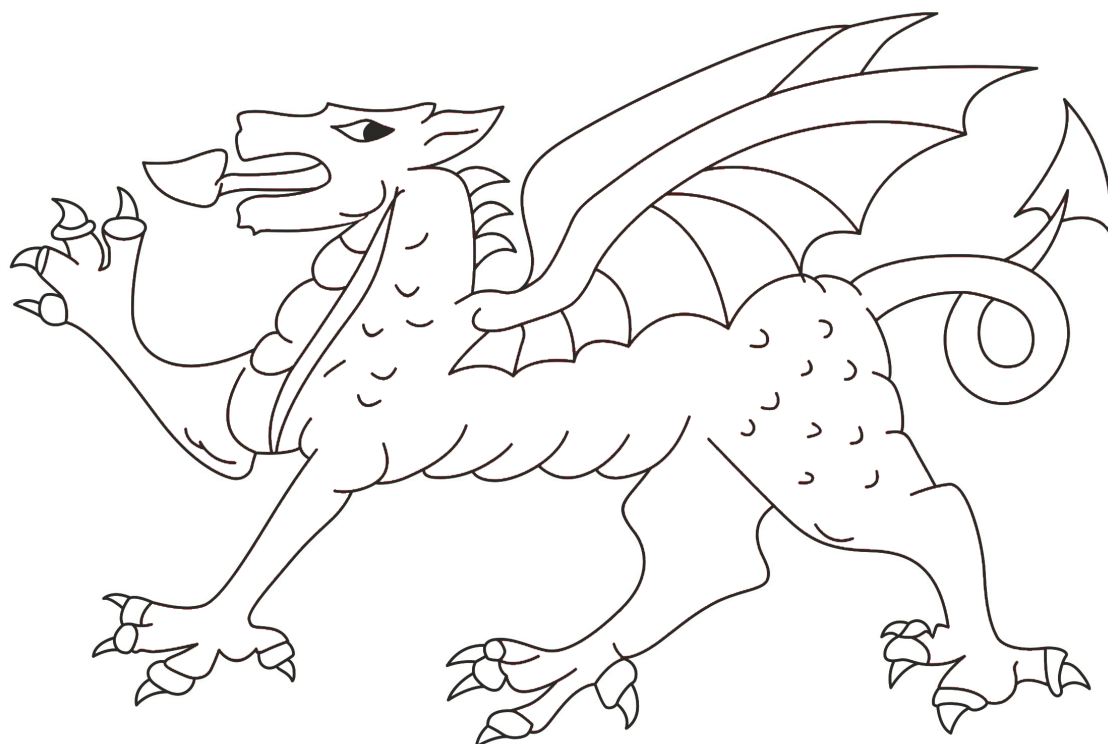


# 2022 Annual Report

## Menai High School



# CARE AND COMMITMENT

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# Introduction

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

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

## School contact details

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## Message from the principal

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The year 2022 saw the school continue to meet the challenges presented by COVID-19. Extensive measures, guidelines, protocols and restrictions were in place for much of the year creating significant disruptions for the school community. Covid cases amongst the staff and students placed a significant strain on the continuity of teaching and learning. However, despite the adversities the school was presented with, the growth of the school in many areas was a true highlight. The professional learning of staff expanded with their enhanced ability to utilise online teaching and learning platforms. Staffing classes, when teachers were absent due to COVID-19, was challenging but effective organisational processes ensured as little disruption to school operations as possible. Students' educational wellbeing was at the centre of all decision making. This was particularly important for our HSC students when there was so much uncertainty about how the year was going to unfold for them, especially as they were enduring a third year of educational challenges. It was also an incredibly challenging time for our Year 7 students who were entering high school after significant COVID-19 related learning and wellbeing setbacks in their late primary years. However, students came through this transition time safe, resilient, and happy to complete their first year of high school without any lockdowns. Many thanks go to our school wellbeing teams consisting of the Deputy Principals, Year Advisers, Counsellors and Student Support Officers who continued to provide support and connection for all students despite the challenges with which they were presented.

During the first half of 2022 we were able to participate in several school events which were competitor only events such as Swimming, Cross Country and Athletics. Many more extra-curricular activities were conducted in 2022 than in the previous two years. Although the school was not functioning at full throttle in 2022, seeing it rise from a COVID-19 induced slumber was very pleasing and brought much positivity to a school community who thrive on engagement in a broad range of extra-curricular events. School camps, ski trips wellbeing days, feel-good Fridays, Interstate excursions, CAPA performances, state and national sporting successes were all fantastic highlights of 2022.

The HSC class of 2022 achieved wonderful success. After three years of covid impacts, it was fantastic to witness the fruits of their hard work by overcoming obstacles and developing resilience. Some of the highlights of the courses examined included:

- 95 students being given early entry offers in 14 universities
- 52 band 6 results across 47% of courses
- 243 band 5 results across 86% of courses
- 37% of all results were in the top 2 bands
- 63% of courses achieved either no bands 1-2 or were below state mean for bands 1-2
- 56% of courses were above state mean
- 77% of courses achieved more bands 4-6 than bands 1-3
- 12 students achieved 10 units at band 5 or 6 level
- 3 students were placed on the allrounders list having achieved band 6 in 10 units.
- the top 20 ATAR ranks were 85 or better, with 6 being above 95.

The results students achieved were framed by:

- the collective effectiveness of our teachers and their dedication to improving practice through quality and explicit



- pedagogy
- valuable student teacher relationships
- high level formative and summative assessment
- timely and descriptive feedback.

These factors helped students to understand the next steps in their learning.

In summary, 2022 - what a year! For a third year covid challenges continued. Staff and student absences put a huge strain on the running of the school but with a strong and resilient Menai culture, the school powered on. It worked together to resolve issues and ensure teaching, learning and high expectations were maintained. After a long Covid enforced hiatus, many activities resumed. The school is very grateful for the cooperation and support it received from carers, families, staff and students. School community support allowed the year to finish on a high with a celebratory HSC graduation, Year 10 and 12 formal events, and cohort and annual presentation assemblies.

I personally describe Menai High School in 2022 as a calm, happy and safe environment, having elevated expectations by the entire school community wanting the very best for all. The collective goal for 2023 is for Menai once more to be the best that it can be.

John Stanley

Relieving Principal

### Message from the school community

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COVID-19 continued to have an impact in 2022 on students and the school community. Many of the usual activities the Menai High School P&C would be involved in, such as the year 7 welcome dinner, were unfortunately cancelled. In years prior to Covid-19 an annual dinner was held to welcome students and their family and friends into the Menai High School Community. We look forward to hopefully resuming this in 2023 and the future. In what was another unusual year the Menai High P&C was able to provide support through the sourcing of seminars, and webcasts that aligned with the Student Representative Councils (SRC) goals. One of these was a mental health program which the school decided to invest in with all students invited to attend. Another initiative raised by the SRC and supported by the P&C was the initial trial of bin pegs to discourage the birds from getting into the rubbish bins. The trial was a success and bin pegs have now been implemented across the school. Annually the MHS P&C supports the students by providing the funding for the annual academic and sporting awards. As with previous years the MHS P&C funded these awards, and we look forward to continuing the tradition in 2023.

We actively encourage and welcome anyone in the community to come along to meetings to learn more about the daily lives of Menai High Students, upcoming events, the achievements and plans of the school and the opportunities available to the students. All meetings are held in a relaxed and open manner where all attendees' contributions are valued. Meetings are held on the second Monday of the month in the library at 6:30 pm. We look forward to meeting you.

Lisa Chapman

P&C President

### Message from the students

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The past few years have proved testing for the Students Representative Council (SRC) as the student body navigated its way through COVID-19, home schooling and then post COVID-19 restrictions. Last year, students were elated to finally be able to return to some sense of normalcy and refocus on making a difference in the school. On returning to school, the core focus was on reinstating a sense of community amongst peers who had been isolated from one another for so long and to remind the student body of the fun, enjoyment and satisfaction a student body can have together.

Fittingly, the Term 1 focus was on Harmony Day and what a blast that was. The SRC held its Harmony Day celebrations at lunch time with food stalls, a photo wall, and different kinds of music. This day was a huge success and the SRC decided to donate all proceeds to Givit. This is an organisation that helps victims of the overwhelming floods the nation has experienced in the recent past. More than anything, it just felt great to be together again and be making memories as a school community.

The biggest and most anticipated event was no doubt the Colour Run. It was the first time students had ever attempted an event of this nature, with the SRC doing an amazing job in executing it. This day proved to be a lot of fun and it was most rewarding to see students and teachers participating in an event that supported mental health of the student body, as well as that of the people around us. For this fundraiser, the SRC wanted to focus on mental health awareness by making sure school students felt and were supported with the right services should they require them. For this reason, it



was decided to donate all profits to Headspace Miranda, who would use the fundraised \$2550 to ensure that students within this community can continue to be supported to be mentally healthy and engaged.

Finally, it has become a tradition of the SRC to end the year by supporting the Smith Family Toy and Book Appeal. Unfortunately, due to COVID-19 this appeal now only takes donations, as opposed to donated gifts and books as in the past, so the SRC held a raffle to raise money for the Smith Family instead. Exciting prizes were raffled off with the favourite prize being the Nintendo Switch. This incentive drove the students to purchase so many tickets with the result that \$1380 was proudly donated to the Smith Family.

Clearly, 2022 was a successful year for the SRC and was a nice reminder of all the good that can be done when a body of students work towards common goals. The SRC looks forward with energy and commitment to another productive year in 2023 and aims to continue making meaningful contributions to both the school and the wider community.

Written by the School Captains, 2023.



## School vision

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

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

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

## School context

Menai High School is a co-educational school with an enrolment of 1154 students in 2022. The school has a teaching entitlement of 81 teachers, supported by 13 head teachers, 3 Deputy Principals and 1 Principal. The staff are highly experienced with very small staff turnover. The student population is comprised of approximately 35% LBOTE, 4% EALD and 2% Aboriginal and Torres Strait Islander students. All teachers are qualified and meet the professional requirements for teaching in NSW public schools. The school office staff consists of approximately 14 staff providing effective administrative services to the school community.

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

Menai High School has a history of attaining outstanding HSC results being amongst the top ranked comprehensive schools in the St George/Sutherland Shire region. The school's goal is to maintain high expectations and standards. Situational Analysis has identified a need to target Student Growth in Years 7 - 9 with an emphasis on literacy and numeracy.

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

Data and teacher feedback continue to emphasise the need to extend high achieving students. Educational leadership, effective differentiation through teaching and learning programs and explicit teaching will be key themes addressed in the Strategic Improvement Plan. These target areas will be underpinned by strong collaborative practices throughout the school to ensure a continued focus on maintaining a positive academic culture based upon high expectations for staff and students.



## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing



## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**English language proficiency:** \$57,000.00

**Professional learning:** \$20,000.00

**Socio-economic background:** \$45,000.00

**Integration funding support:** \$186,737.00

**Low level adjustment for disability:** \$197,905.00

**Aboriginal background:** \$13,600.00

### Summary of progress

Whilst the school has not met the progress measures for 2022, data shows that the school is working towards achieving the numeracy and literacy targets. The impact of COVID-19 lockdowns and two years of online learning may have impacted the consistency of student attainment. The Literacy Project also did not remain on track due to staff instability and an extended absence from the project's leadership. At this stage, numeracy and literacy targets have not been achieved and a proportion of our students have presented with significant problems in numeracy and literacy skills in areas that they have not been introduced to at the relevant Stage. Student achievement and growth may have been greater or our progress measures may have been met without these gaps in learning.

The HSC results demonstrated an overall decline this year in Band 6s but showed strength in areas pertaining to student and subject growth. The 2022 HSC results showed the school's strongest Chemistry results on record with a Z-score of 0.06, the first time ever that the school has placed above State Average in Chemistry demonstrating the positive impact of the Chemistry Aim High Intervention program. In addition to the positive Z-score, the Chemistry HSC results showed no band 1 or 2 results for the second year in a row, growing on the success from last year's program. An examination of HSC RAP data shows 56% of courses examined were above State Average, 77% of courses examined achieve more bands 4-6 than bands 1-3 and 63 % of courses examined achieved no bands 1-2 or were Below State Average for bands 1-2.

### 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
<i>Increase the percentage of students achieving expected growth in NAPLAN Reading in Year 9 from 64.5% in 2019 towards lower bound system negotiated target 70.5% and upper bound target 75.5%. Uplift required for lower bound 3%.</i>  <i>There will be no expected growth data in 2023 as no NAPLAN in 2020.</i>	There is no data for the current Year 9 cohort to measure student growth as NAPLAN was not conducted in 2020 due to first COVID 19 Pandemic.



<p>To increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy to our lower bound system negotiated target. <b>Uplift = 6%.</b></p>	<p>The percentage of students achieving in the top two bands in Year 9 has increased. However, the baseline target of 25.0%. has not yet been achieved. There has been an improvement from 2021 (19.17%) to 22.32% in 2022, an uplift of 3.15%.</p> <p>A range of strategies were implemented in 2022 to support growth in numeracy. These included analysing Best Start Data as there was no 2020 NAPLAN data. Online software, Smarter Maths, was purchased to provide online adaptive practice by topic for Year 7 and 9 students through Mathematics classes.</p> <p>Year 8 numeracy classes were created and a range of strategies were implemented to improve Numeracy for students in their 2023 Year 9 NAPLAN assessment. Students in each class were organised into groups by bands according to 2021 NAPLAN data. They then used new strategies to answer NAPLAN style questions (on targeted worksheets) from bands above their 2021 achievement (and in topics corresponding to the mathematics program).</p> <p>On Staff Development Day #2 (SDD2) a presentation on Best Start Data and strategies to support numeracy growth was delivered to all staff. Areas of weakness were highlighted, and the reading/interpreting strategies were reinforced across all KLAs to support numeracy understanding.</p> <p>In Term 4 Year 8 students were surveyed to evaluate and identify the strategies and skills that students determined to be most effective in improving their understanding of numeracy and identify concepts and skills in which they would like more support.</p> <p>As a result of COVID-19 over the previous two years, students have presented with greater gaps in numeracy making it a challenge to meet the baseline, let alone the lower bound. It is, therefore, difficult to determine the true percentage uplift as students may have started from a significantly lower level than the target baseline.</p>
<p>To increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading to our lower bound target. <b>Uplift = 6%.</b></p>	<p>Data demonstrates an increase in the percentage of students achieving in the top two bands. However, the lower bound target of 27.6% has not yet been met. There has been an improvement from 2021 (18.35%) to 23.94% in 2022, an uplift of 5.56% with the baseline target of 22% close to being achieved. This is an uplift of almost 6%. Literacy remains an explicit focus through fortnightly timetabled literacy lessons and the whole-school Literacy Project focusing on implementing strategies to develop proficiency in reading.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Year 9 from 60% in 2021 <b>towards</b> a lower bound system negotiated target 73.2% and upper bound target 78.2%. <b>Uplift required for lower bound 7%.</b></p> <p><b><i>There will be no expected growth data in 2023 as no NAPLAN in 2020.</i></b></p>	<p>In 2022 35.5% of students achieved in top two bands in HSC and have not reached our lower bound target of 47.5%. This cohort is an atypical year for Menai High School as the HSC and RAP data would suggest. Our representation in Band 5s was 29.8% compared to 21.6% in the state. Our representation in Band 6 was 5.7% compared to 7.1% in state. There is a similar trend of below state representation in the Extension courses with 1.2% E4s at MHS compared to 2.3% E4s in the State.</p>
<p>To increase the percentage of students achieving in the top 2 bands in the HSC to our lower target. <b>Uplift = 3.5%.</b></p> <p>..</p>	<p>While in 2022 35.5% of students achieved in the top two bands in the HSC, this is a reduction from 56.7% 2021. Statistically we have not achieved an uplift of 3.5% to reach the lower bound target of 47.9%. This was anticipated based on this cohort's performance in NAPLAN 2019 which was atypical for the school with only 5% of students achieving in the top 2 bands for Writing and 21.1% in Reading and 27% in Numeracy. Across Stage 5 and 6 students' teaching and learning experiences were disrupted by COVID-19 lockdowns, online learning difficulties and staff shortages which has impacted the ability to achieve this progress measure.</p>
<p>Increase the percentage of targeted students achieving grade benchmarks or individual learning goals from 2021</p>	<p>Of our three Aboriginal students completing the HSC in 2022, two graduated and have entered university and one did not receive an ATAR and is now in the TAFE system. One of those students was successful in</p>



<p>baseline plus 3%</p>	<p>receiving a scholarship to study at the University of Sydney. Working with the the NRL School to Work program has provided substantial support in helping our HSC students achieve their goals with 75% of our HSC students graduating and accessing university. This is a 25% increase on the previous year. Of the 14 students in Years 7-10, ten achieved their goal of improving their results in at least one subject due to targeted focus and support on achieving that goal.</p> <p>The number of EAL/D students declined over this period due to the enrolment cap and not taking any out of area students. We provided one-on-one support for our EAL/D students across a variety of subjects, as well as group work and team teaching. Through targeted support in numeracy and literacy we have moved all of our EAL/D students along the EALD scales. Year 7 EAL/D students were included in the Literacy Program held in Roll Call every morning.</p>
<p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</p> <p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.</p>	<p>The cancellation of Staff Development Day 1 due to COVID-19 delayed the delivery of professional learning. Literacy has been the focus for 2022 and specifically targeted developing whole-school understanding of inference. The capacity to deliver and sustain this focus at an individual faculty and teacher level was impacted by staffing issues. For 2023 professional learning will focus on numeracy and strategies to support student development in understanding and making connections.</p> <p>Data is used continuously to reflect and inform best practice. Each Faculty and its HSC teachers engaged in HSC analysis conducted in Term 4. This resulted in a comprehensive report measuring and comparing NAPLAN and HSC RAP data. This analysis was presented to the Executive and the whole staff at their respective meetings. Additionally, NAPLAN analysis occurs annually at Executive Conference.</p>
<p>Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p>	<p>Staffing changes impacted the ability to develop a sustained focus on the Literacy Project. Staff Development Day 2 2022 focused on the explicit teaching of inference using the 'It Says, I Say and So...' strategy. While this was presented, school-wide implementation did not occur due to the HT Teaching and Learning position remaining unfilled for a sustained period of time. While there is no evidence to judge this progress measure, it is anticipated that this strategy will be revisited in 2023 with the whole school and embedded in teaching and learning programs.</p>



## Strategic Direction 2: Professional Collaboration

### Purpose

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

### Initiatives

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

- Disciplined Collaboration
- Academic Culture

### Resources allocated to this strategic direction

**Professional learning:** \$30,000.00

**Socio-economic background:** \$40,000.00

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

**English language proficiency:** \$15,000.00

**Low level adjustment for disability:** \$30,000.00

### Summary of progress

Disciplined Collaboration

Activity: Educational Leadership Program

Head Teacher Leadership meetings continued fortnightly throughout 2022. All Head Teachers met with Deputy Principal supervisors to discuss strategic directions, impact of teaching strategies, and provide opportunities for Head Teachers to discuss faculty programs, processes, and the implementation of priorities within the school plan. Meetings were consistently held every two weeks and discussions were productive and enabled effective collaboration and sharing of ideas to take place.

Positive changes included the implementation of literacy strategies focused on inferential skills in Stages 4 and 5. These meetings also provided opportunities for Deputy Principals to ensure that all faculties were NESA compliant (programs, assessment tasks etc.). Wellbeing processes were aligned and met the changing wellbeing needs of students. High Potential Gifted Education (HPGE) professional learning was conducted throughout the year and implementation began towards the end of Term 4. In 2023, this initiative will continue on a fortnightly basis to ensure that collaboration still occurs and school priorities are implemented.

The Beginning Teachers Program and professional learning continued throughout 2022. The Beginning Teachers Program was a very successful program enabling professional collaboration to occur between experienced Head Teachers and Faculty Staff with new beginning teachers. It is an extremely efficacious program which provides thorough support and sharing of effective teaching practice giving new teachers valuable advice and helpful strategies.

Due to COVID-19 restrictions in 2022 the Three Rivers Leadership program did not occur. As a result, there is no evidence of impact.

### Where to next?

In 2023, the Three Rivers Leadership Program will be running again with selected staff completing the program with a new initiative that can be implemented at the completion of the course.

### 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
<p>To increase the percentage of students expressing a positive sense of wellbeing towards the upper bound target. uplift required = 2%.</p>	<p>Academic Culture</p> <p>Activity : Behaviour/Welfare consistency</p> <p>There has been strong improvement in behaviour statistics - lower suspension rates, lower serious incident rate and lower overall negative incidents.</p> <p>With the introduction of Yondr there has been an improvement in the incidence rate of phone (mis)usage. As a result, there have been fewer instances of verbal student altercations with teachers and more engagement in learning.</p> <p>Continuation of Feel-Good Fridays continues to enhance students' sense of connection to the school environment. The running of these events has targeted disengaged students who have assisted with the organisation of events making this group feel an improved sense of self-worth.</p> <p>The Welfare Team has introduced a number of external programs to target a range of issues such as mental health, resilience and the identification of student strengths. Students who had welfare concerns and issues were placed on the weekly Wellbeing Watch. Weekly and regular progress reports have been distributed for disengaged students. Parent meetings continued to take place and behaviour improvement strategies were implemented to assist with students that were not following school expectations.</p> <p>The Schools Welfare and Discipline policy will be updated in Term 4 to reflect new policy changes. Ongoing implementation of existing measures, along with the adjusted Inclusive Engaging Respectful Policy (IER) measures (adjusted suspension policy, formal cautions, paperwork etc.) is ongoing.</p> <p>Significant continual review of policies and documents has continued in preparation for 2023. This includes the usual review of the MHS Welfare and Discipline Policy and SET/Executive monitoring of the IER and its implications. This has included professional learning for key staff and involvement of external staff.</p> <p><b>Implications - Where to next?</b></p> <p>Significant changes in Welfare and Discipline policies with the Inclusive Engaging Respectful Policy (IER) need to be made. This has resulted in regular consultation with the executive team in the procedures and implications of the IER and continued professional learning of all staff about how the IER is being implemented across the school. The next steps are to also review our processes to inform and educate parents and carers about the IER policy and its implementation in 2023-2025.</p>
<p>To increase the percentage of students attending school greater than 90% of the time from to our lower bound target. <b>Uplift required 7%.</b></p>	<p>Academic Culture</p> <p>Activity: Attendance Monitoring measures</p> <p>Attendance targets have not been met due to COVID-19 related issues and students falling ill. The school has maintained all of the attendance processes from the evaluation in Term 2 (as above). The welfare team implemented a range of new incursions such as the My Strength Program that looked at student resilience and strengths. Students engaged in programs such as Free the Funk which was focused on positive mental health and the GEM girls program targeted at disengaged female students. The SSO also implemented a range of programs to target individual disengaged students such as Project Youth.</p> <p>A further proactive measure for attendance is that for Bronze, Silver and Gold Awards system where students must have at least 90% attendance to qualify for an award. Feel good Fridays have continued to be implemented</p>



<p>To increase the percentage of students attending school greater than 90% of the time from to our lower bound target. <b>Uplift required 7%.</b></p>	<p>to promote student connectedness across the school and in turn promote improved student attendance. The Wellbeing Team undertook professional learning around attendance led by the HSLO Debra Fairweather to upskill them in DoE processes and procedures. The HSLO indicated that the Menai processes for attendance were of a high standard. The Wellbeing Team continued to implement a range of incursions to promote positive school connectedness and culture and rewards excursions such as Jamberoo.</p> <p><b>Implications - Where to next?</b></p> <p>In 2023 we will continue to refine our attendance procedures and reward/promote positive attendance. Careful monitoring of student attendance and a current review of how attendance is managed is underway. Distributing roles and responsibilities so that attendance monitoring does not lie predominantly with the Head Teacher Wellbeing and Deputy Principals to a new proposed model encompassing the Head Teacher Administration, Head Teacher Wellbeing, Year Advisers, SASS staff and Deputy Principals is under examination.</p>
<p>The leadership team develops processes to collaboratively review teaching practices to affirm quality</p>	<p>Disciplined Collaboration</p> <p>Fortnightly meetings between Deputy Principals and Head Teachers of KLA ensured that all teaching practices were reviewed to affirm quality. The fortnightly meetings are structured meetings focused on educational leadership, HSC Monitoring, Teaching and learning practices including differentiation, literacy and numeracy and assessment practices. These discussions also provided another avenue for collaborating and sharing effective teaching strategies and ideas between faculties.</p>
<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, this includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p>	<p>Disciplined Collaboration</p> <p>Professional discussions continued around Performance and Development Plans (PDPs), classroom observations and collaborative practice. 100% PDP compliance is not yet achieved for 2022 due to several factors. There was significant pressures in 2022 and the lack of capacity to meet with the whole staff to support staff due to COVID-19 restrictions in Term 1. The date for PDP compliance was delayed for all staff.</p> <p>Faculty Head Teachers were involved in observing classroom practice and providing constructive feedback, as well as the sharing of ideas and teaching strategies/professional knowledge.</p> <p>The 2022 revised PDP structure for goal setting, observations, meetings and reflections occurred from Term 1 2022 allowing for formal discussions and reflective practices to occur between staff and supervisors. This resulted in many staff members achieving their goals or setting out future directions/support required to assist them achieve their goals.</p> <p>The Literacy Team provided the opportunity for team members to report back to their faculties as well as collaborate with faculty staff in the continued implementation of literacy strategies as well as the sharing of knowledge, resources and student work samples.</p> <p>The HPGE Team lead professional learning on School Development Day 2 on Differentiation and teaching and learning strategies focused on acceleration and grouping to address the identification and needs of High Potential Gifted Learners. This was followed by faculty collaboration on developing key strategies that could be further developed in Key learning Areas. Teachers shared practice at the staff meeting and reported back on the identified strategies and how these strategies worked in practice.</p>



## Strategic Direction 3: Differentiation

### Purpose

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

### Initiatives

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

- High Potential and Gifted Education
- Differentiation for all students

### Resources allocated to this strategic direction

**Professional learning:** \$15,500.00

### Summary of progress

The focus of 2022 was to professionally develop the leaders of the HPGE Team and set a plan of action for 2023. Significant trialing and implementation of systems is planned. In 2022 work was completed by the HPGE Team, and the executive, regarding understanding of the Department of Education's HPGE framework. The HPGE Team was formalised and leaders of the team were trained across targeted school professional learning and external professional learning. The team worked to prepare for the key focuses in 2023 planning including staff development and faculty meetings, surveying of staff, parents, community and developing an umbrella policy of all domains for the opportunities offered at Menai High School. The team developed and trialed enrichment testing for students in Years 6-7 in 2022. It is looking to evaluate the effectiveness of targeting students across numeracy and literacy for 2023 and looking to alter the forms of testing based on this evaluation. The team has looked at drafting a policy that encompasses current HPGE policies and programs in creative, leadership and physical spheres and assess ways students are identified.

### 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
Excelling in curriculum - differentiation	<p>Due to significant setbacks for the HPGE Team in terms of COVID-19 altering the professional learning timetable of staff, the team numbers being affected by changes in staffing and the prioritising of literacy and numeracy targets not all progress measures have been met. COVID-19 setbacks and limited opportunities to conduct enrichment testing prevented development of a full HPGE policy action plan. Staff changes forced the reformation of the HPGE Team moving into 2023.</p> <p>School Development Day 3 had two major themes. The first was differentiation which saw the start of teachers mapping extension and enrichment activities in Years 7/8 across all key learning areas. The second theme was HPGE (Applying the Policy). Identification of the characteristics of HPGE students, curriculum strategies and examples were delivered in a two hour session to all staff on the 18th of July 2022. Staff were supported to register for this professional learning through ETAMS.</p> <p>The cancellation of the Staff Development Day at the beginning of Term 1 led to a postponement of the professional learning schedule for the whole year. As reflected in the Implementation and Progress monitoring section of the plan, focus on differentiation has been delayed until 2023.</p>
Increase the percentage of students who achieve in the top 2 bands in	Due to COVID-19 the current 2022 Year 9 cohort do not have Year 7 NAPLAN results on which to base a comparison on so no assessment can



NAPLAN Year 7 meeting or exceeding the expected growth in year 9 NAPLAN from 2021 baseline plus 3%	be made in regard to this progress measure.
Increase the percentage of students who achieve in the top 2 bands in NAPLAN Year 9 meeting or exceeding the expected growth in the HSC from baseline 2021 plus 3%.	The Year 9 baseline data from 2021 NAPLAN tests cannot be compared in regard to their HSC as they do not complete the HSC until 2024.
Increase the number of talent development programs on offer to engage high potential students across the 4 domains of social /emotional, creative, physical and intellectual.	<p>Re-evaluating and identifying options already available in the school across the four domains in terms of KLA opportunities as well as whole school programs and initiatives and looking at any existing gaps in programs or areas will be addressed in 2023. At this time mapping activities across Year 7/8 in KLA areas are still being completed.</p> <p>Investigation and review of the enrichment process in preparation for 2023 was conducted and will continue to be reviewed. The executive conference during Week 10 Term 3 engaged the executive team in discussions and planning to review the 2023 enrichment class process.</p> <p>HPGE Team will establish trial nomination forms and testing processes for enrichment selection in 2023.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,737.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Menai High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy and Numeracy Across the Curriculum.</li> <li>• Student Growth</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>• explicit teaching of literacy and numeracy across the curriculum</li> <li>• SLSO support to assist students with their learning and wellbeing needs</li> <li>• staff release for individual case conferences and development of PLPs</li> <li>• intensive learning and behaviour support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable access to learning activities in mainstream classes.</p> <p>Progression through school years and achieving results commensurate with their academic ability.</p> <p>The ability to complete assessments and demonstrate competencies with the support of SLSOs and adjustments provided to students.</p> <p>Planning sessions for modified adjustments which support student learning by students, school staff, family members and out of school support personnel.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to monitor baseline percentage of targeted students achieving grade benchmarks or individual learning goals.</p> <p>To ensure that equity gaps are closing by a collaborative approach to reviewing of Personalised Learning and Support Plans.</p>
<p>Socio-economic background</p> <p>\$85,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Menai High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy and Numeracy Across the Curriculum.</li> <li>• Student Growth</li> <li>• Disciplined Collaboration</li> <li>• Academic Culture</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>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through Chemistry Aim High to support student learning</li> <li>• Instructional and Educational Leadership Development</li> <li>• Attendance and Behaviour high expectations, consistency and monitoring</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Actively addressing barriers that may affect student development and engagement with programs such as Literacy Planet and Smarter Maths resources funded by the school for every student in Year 8.</p> <p>Reviewing, developing and planning attendance strategies that involve the</p>



<p>Socio-economic background</p> <p>\$85,000.00</p>	<p>SAS, Deputy Principals, Head Teacher Administration and the Wellbeing team as a means of increasing engagement and creating a continuum of learning for individual students.</p> <p>Small group tuition to support EAL/D, Learning Support students and offering targeted revision sessions such as preparation for the HSC Chemistry exam.</p> <p>Completion of Professional Learning in courses relating to students' academic and emotional needs. Chemistry HSC teachers attended collaborative sessions enabling the restructuring and delivery of their program to cater for the range of student abilities in the course.</p> <p>The development of Personalised Learning Plans designed in consultation with parents, students and support services.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To analyse students' strengths and weaknesses in the HSC Chemistry results and make appropriate needs-based adjustments based on the candidature.</p> <p>Continue to target literacy and numeracy for all students with additional structures such as Learning Support, online literacy and numeracy software programs to support student growth.</p> <p>Promote professional learning to support student growth and attainment across all levels of achievement and need.</p> <p>Implementation of the attendance 'teams approach' as a means of increasing engagement and creating a continuum of learning for individual students.</p>
<p>Aboriginal background</p> <p>\$13,600.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Menai High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Student Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</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> Of our three ATSI students completing the HSC in 2022, two graduated and have entered university and one did not receive an ATAR and is now in the TAFE system. Working with the NRL School to Work program has provided substantial support in helping our HSC students achieve their goals with 75% of our HSC students graduating and accessing university, a 25% increase on the previous year. Of the 14 students in Years 7-10, ten achieved their goal of improving their results in at least one subject due to targeted focus and support on achieving that goal.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focusing on developing whole school understanding and capacity to support Aboriginal and Torres Strait Islander students in the school context in order to continue to close the equity gap.</p> <p>To work with DoE to develop a longer-term professional learning plan for our</p>



Aboriginal background \$13,600.00	<p>school.</p> <p>To develop the capacity of our team through targeted professional learning.</p>
Low level adjustment for disability \$227,905.00	<p>Low level adjustment for disability equity loading provides support for students at Menai High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy and Numeracy Across the Curriculum.</li> <li>• Student Growth</li> <li>• Academic Culture</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Literacy Project worked collaboratively with the Learning Support Team to focus on levels of comprehension and developing reading.</p> <p>Resources were designed and trialled with Year 7 and 9 English classes utilising graded instruction through an "It says, I Say and So" framework to build student capacity to make connections both interpretatively and inferentially.</p> <p>The Learning and Support Team was able to provide support through student access to the Learning Centre for individualised support with class work.</p> <p>The Learning Support Team monitors, checks student tasks for accessibility and makes appropriate adjustments.</p> <p>Attendance measuring and the Wellbeing Team's implementation of new programs designed to promote student resilience, strengths and inclusivity have had a positive impact on student culture and student equity. Students also engaged in programs such as Free the Funk which was focused on positive mental health and the GEM girls program targeted disengaged female students.</p> <p>The SSO also implemented a range of programs to target individual disengaged students such as Project Youth to assist students struggling with coursework.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To collect data and evidence of reading across the curriculum to direct the strategies and focus of the Literacy Committee.</p> <p>To continue to monitor baseline percentage of targeted students achieving grade benchmarks or individual learning goals so that equity gaps are closing by reviewing ILPs annually.</p> <p>To follow existing practices regarding the Learning Centre's review of course work and specific tasks for appropriate accommodations to cater for all abilities.</p> <p>Continue to build on attendance measuring and the Wellbeing Team's implementation of new programs designed to promote student resilience, strengths and inclusivity. Programs include the 'Top Blokes and GEM Girls being expanded.</p>



<p>Professional learning</p> <p>\$65,500.00</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 Menai 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>• Explicit Teaching of Literacy and Numeracy Across the Curriculum.</li> <li>• Student Growth</li> <li>• Disciplined Collaboration</li> <li>• High Potential and Gifted Education</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>• High Potential Gifted Education professional learning Day</li> <li>• HSC Chemistry Aim High Program</li> <li>• Whole-school Numeracy</li> <li>• Literacy Project Day examining the reading demands of HSC courses across all KLAS.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Learning Support and EAL/D teams accessed release time to support students by withdrawing them from class and offering small group tutoring. This release time also enabled the collection of writing samples to map students on the Literacy Progressions as data and feedback to inform student progress and future directions.</p> <p>Members of the HPGE team participated in an external course as well as a professional learning day which facilitated a review of current understanding pertaining to HPGE and school practices. Members of the team were tasked with developing surveys to assist with identification of current HPGE students and data collection.</p> <p>For the Aim High Program, Chemistry teachers were able to access release time to monitor student progress, analyse data, engage in professional collaboration and attend teacher training courses.</p> <p>The Numeracy Team were able to engage in external courses, analyse data and use this to inform the planning and designing of resources for Year 8 targeted numeracy lessons.</p> <p>As the facilitator of literacy, the Literacy Committee undertook professional learning to engage in professional collaboration through meetings and planning time. This allowed the team to reflect on the current approach to literacy and to examine data to determine appropriate whole-school reading strategies and assess student proficiency in reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To utilise numeracy data to inform practices and direct future professional learning.</p> <p>To continue to examine subject-specific reading commencing with Stage 6 reading requirements. Backward mapping will be done to develop effective strategies to develop student proficiency in reading and literacy.</p> <p>Concrete, explicit and structured teaching in Chemistry will continue to support the growth of students. Teachers will attend the 'Meet the Markers' professional learning offerings to increase their capacity in supporting students to perform at their best in the HSC Examination.</p> <p>To continue to provide release time for EALD teachers to target student needs.</p> <p>To design surveys of staff, students and community to ascertain understanding of High Potential Gifted Education before targeting professional learning and reviewing school policy and practices.</p>
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<p>COVID ILSP</p> <p>\$123,900.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significant progress by a majority of the students in the program towards their personal learning goals.</p> <p>Students in Years 7 -12 have shown considerable improvement in their confidence and understanding due to literacy and numeracy ILSP programs.</p> <p>Learning progressions have been captured in PLAN2.</p> <p>Significant improvement by students in class and year-based assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To support students by the continuation of numeracy and literacy support via small group tuition.</p> <p>Through the evaluation of data to identify specific student needs and to allow transitioning in and out of the program.</p> <p>Regular monitoring of transitioned students. Additional in-class support will be given to some students.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Menai 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>• Academic Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Student Support Officers (SSO) to work collaboratively with the Wellbeing Team.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Wellbeing Team, of which the SSO is a member, continued to implement a range of incursions to promote positive school connectedness and culture such as Feel Good Friday throughout the year and deliver rewards excursions such as Jamberoo.</p> <p>In a Wellbeing capacity the SSO was involved in co-ordinating Wellbeing programs and cohort-specific welfare days such as Project Youth and Love Bites. This position within the school also supported students directly as the SSO worked flexibly to withdraw students or be readily accessible to students when the need arose.</p> <p>By directly liaising with the school community, the SSO position has improved communication between parents, students and staff regarding wellbeing needs and issues.</p>



<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To continue to fund our Student Support Officer(s) as an instrumental layer to assist student wellbeing.</p> <p>To implement and review school's Wellbeing Policies including participation in the development of School Behaviour Support and Management Plan.</p> <p>For the SSO to continue to implement programs to targeting individual disengaged students.</p>
<p>English language proficiency</p> <p>\$72,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Menai High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching of Literacy and Numeracy Across the Curriculum.</li> <li>• Student Growth</li> <li>• Academic Culture</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>• implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• provide intensive support for students identified in beginning and emerging phases by offering withdrawal lessons for small group (developing) and individuals (emerging)</li> <li>• additional teacher time to provide targeted support for EALD students and for the development of programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved support targeting growth in literacy and numeracy predominantly in Stage 5 and 6 through the capacity to collect and analyse student work samples.</p> <p>Additional staff employed enabled students to be supported in the classroom or withdrawn for small group tutoring. Senior students were offered further support through Thursday afternoon study time or team teaching of Senior English classes.</p> <p>In Stage 5 individual guidance provided to Year 10 EAL/D students regarding subject choices for Stage 6 studies based on reviewing data provided by school reports and feedback from classroom teachers.</p> <p>A teams-based approach to attendance has been developed with SAS, Deputy Principals, Head Teacher Administration and the Wellbeing team monitoring and working on attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to target EAL/D students below state average or not showing growth with extra personalised support.</p> <p>Support in the ongoing implementation, monitoring and evaluation of teaching and learning programs and support adjustments.</p> <p>Implementation of the Attendance 'teams approach' as a means of increasing engagement and creating a continuum of learning for individual students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	641	622	554	538
Girls	636	639	622	590

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.8	94.7	93.5	88.5
8	91.2	93.9	91.3	87.5
9	89.7	92.4	89.4	85.5
10	89.6	92.8	87.8	85.1
11	90.3	94.0	85.7	83.9
12	92.8	94.3	91.2	88.2
All Years	91.2	93.7	89.6	86.3
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	NA	4.58	12.5
Employment	NA	4.05	7.02
TAFE entry	1.90	5.48	9.04
University Entry	NA	NA	65.05
Other	NA	0.91	0.55
Unknown	NA	4.05	5.84

## Year 12 students undertaking vocational or trade training

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35.59% of Year 12 students at Menai High School undertook vocational education and training in 2022.

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

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96.8% of all Year 12 students at Menai 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)	13
Classroom Teacher(s)	55.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	14.97
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

The Professional Learning undertaken in 2022 is aligned with the school's current Strategic Directions and timeline for



Department of Education policy implementation. Professional Learning was undertaken by experienced and new staff across all KLAs in areas such as VET compliance, High Potential Gifted Education and Inclusive, Engaging and Respectful Schools. The focus for teaching and learning involved literacy and numeracy across the curriculum and differentiation. Professional collaboration was a significant focus in 2022 with teachers mentoring staff teaching new HSC courses, utilising time for programming, co-designing teaching resources and accessing subject-specific teacher networks. Staff also addressed student wellbeing thorough online external courses and internal training.

In 2022, Beginning Teacher induction commenced with a designated Induction Day in Term 1 to orient new staff to the school's practices and Department of Education policies. In Term 3 beginning teachers participated in a training day as preparation for accreditation where the Australian Teaching Standards and the process undertaken to achieve Proficient Teacher Accreditation was outlined. Beginning teachers engaged in further professional learning days to collate evidence of their teaching practice, write annotations reflecting on their practice and organise lessons observations.



## 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>	717,245
<b>Revenue</b>	14,126,361
Appropriation	13,144,379
Sale of Goods and Services	104,850
Grants and contributions	846,913
Investment income	14,087
Other revenue	16,131
<b>Expenses</b>	-13,432,171
Employee related	-12,032,396
Operating expenses	-1,399,775
<b>Surplus / deficit for the year</b>	694,190
<b>Closing Balance</b>	1,411,435

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>	186,737
<b>Equity Total</b>	422,072
Equity - Aboriginal	13,675
Equity - Socio-economic	104,293
Equity - Language	74,176
Equity - Disability	229,927
<b>Base Total</b>	10,985,768
Base - Per Capita	297,151
Base - Location	0
Base - Other	10,688,617
<b>Other Total</b>	842,708
<b>Grand Total</b>	12,437,286

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.

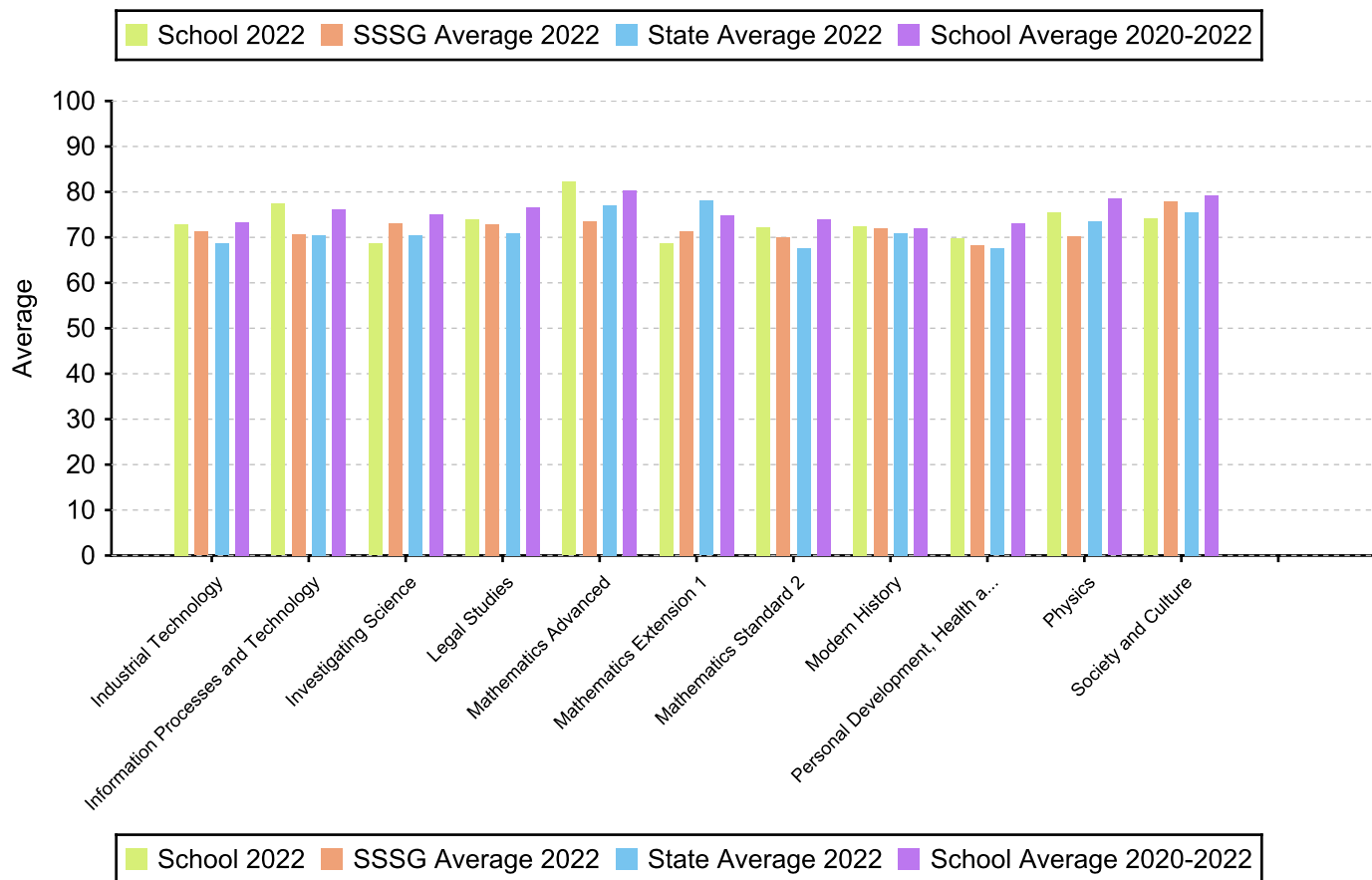
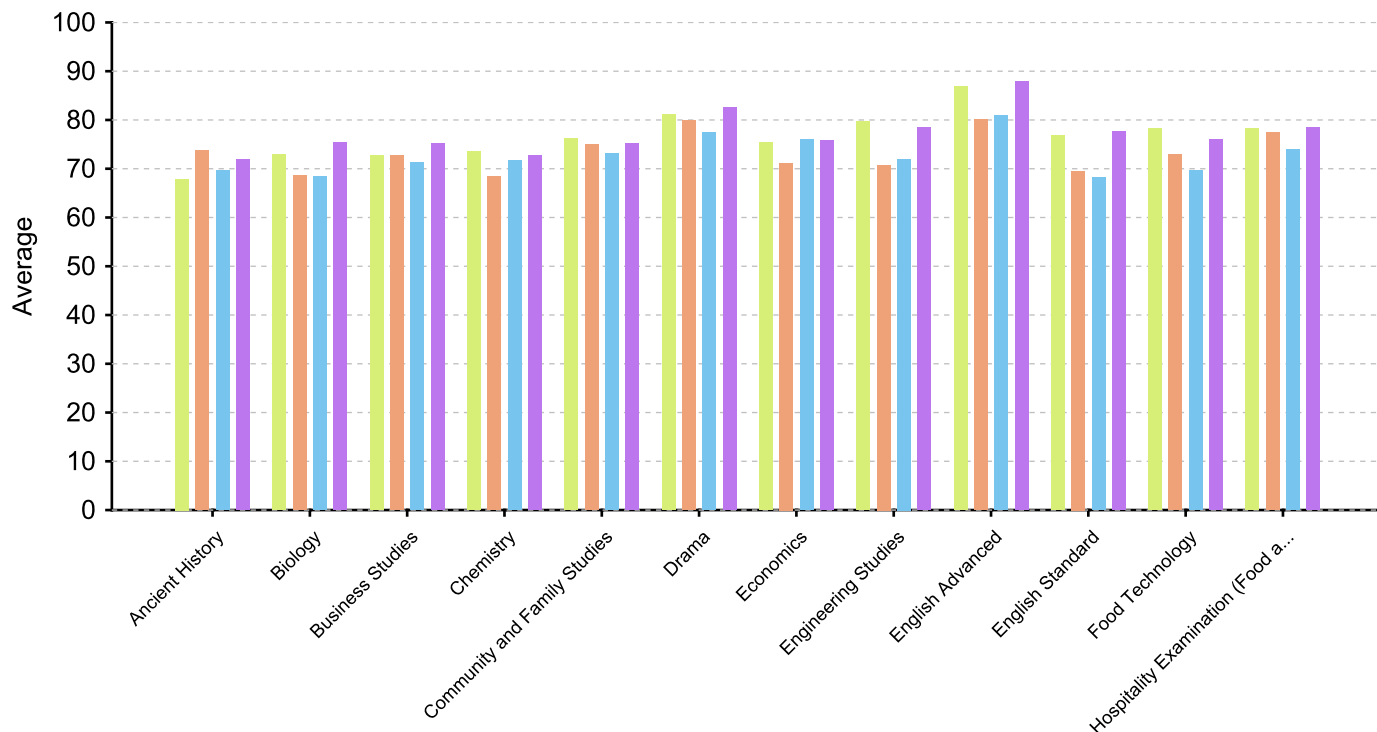
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## 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.





<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	67.9	73.8	69.6	72.0
Biology	73.0	68.7	68.5	75.3
Business Studies	72.7	72.7	71.2	75.1
Chemistry	73.5	68.5	71.7	72.7
Community and Family Studies	76.2	74.9	73.2	75.2
Drama	81.2	80.0	77.5	82.6
Economics	75.4	71.2	76.0	75.8
Engineering Studies	79.7	70.8	72.0	78.4
English Advanced	86.9	80.1	81.0	87.9
English Standard	76.9	69.5	68.1	77.6
Food Technology	78.3	72.9	69.7	76.0
Hospitality Examination (Food and Beverage)	78.3	77.4	74.0	78.4
Industrial Technology	72.8	71.3	68.6	73.3
Information Processes and Technology	77.4	70.7	70.5	76.2
Investigating Science	68.6	73.2	70.6	75.0
Legal Studies	73.9	72.8	70.8	76.6
Mathematics Advanced	82.2	73.6	77.1	80.3
Mathematics Extension 1	68.8	71.3	78.0	74.8
Mathematics Standard 2	72.2	70.1	67.6	74.0
Modern History	72.4	72.0	70.9	72.1
Personal Development, Health and Physical Education	69.9	68.3	67.5	73.1
Physics	75.6	70.2	73.5	78.5
Society and Culture	74.1	78.0	75.5	79.2



## Parent/caregiver, student, teacher satisfaction

Details in this section is based on data taken from the annual Tell Them From Me (TTFM) survey which was conducted and compiled by the NSW CESE Project.

Data is presented as a percentage or on a scale of 0 (lowest) to 10 (highest)

### Students

The student section presents data on a range of aspects of the school. The survey studied such things as social-emotional outcomes and drivers of student outcomes. . Examples of results are given below:

- Students with a positive sense of belonging: Students feel accepted and valued by their peers and by others at their school. (62%)
- Students with positive relationships: Students have friends at school they can trust and who encourage them to make positive choices. (82%)
- Students that value schooling outcomes: Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. (59%)
- Explicit Teaching Practices and Feedback: Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. (6.4)
- Expectations for success: School staff emphasise academic skills and hold high expectations for all students to succeed. (7.2)

### Parents

Data comes from the 'Partners in Learning' Parent Survey Report (NSW CESE Project). Strong Examples include:

- I am well informed about school activities. (6.7)
- Teachers listen to concerns I have. (5.8)
- Reports on my child's progress are written in terms I understand. (7.4)
- I am well informed about my child's progress in school subjects. (5.0)
- Teachers have high expectations for my child to succeed. (5.9)
- Teachers take account of my child's needs, abilities, and interests. (5.6)
- Teachers maintain control of their classes. (5.7)
- Behaviour issues are dealt with in a timely manner. (5.8)
- My child feels safe at school. (7.1)
- Teachers help students who need extra support. (5.4)
- Teachers try to understand the learning needs of students with special needs. (5.2)

### Teachers

Significant Examples include:

#### Leadership

- School leaders have helped me establish challenging and visible learning goals for students. (5.4)
- I work with other teachers in developing cross-curricular or common learning opportunities. (6.7)
- I give students written feedback on their work. (8.4)
- My assessments help me understand where students are having difficulty. (8.4)
- I help students set challenging learning goals. (7.7)
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. (7.8)
- I use computers or other interactive technology to give students immediate feedback on their learning. (7.4)
- I am regularly available to help students with special learning needs. (8.1)
- I work with parents to help solve problems interfering with their child's progress. (7.2)



# 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.

## Aboriginal Education - School statement

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Over 2022, a dedicated team of teachers worked closely with Aboriginal and Torres Strait Islander students and their families to build a supportive environment where students wanted to set goals and work towards achieving them.

The strategy to do this was by working one-on-one with students to determine and set goals, to create Personalised Learning Pathways (PLPs), to provide ongoing support during the year and to monitor and praise achievement.

Support was provided through activities and programs such as the 'NRL School-To-Work Program.' This program encouraged students to determine suitable pathways they could take, such as aiming to enter University, undertake a vocational course or seek employment.

Opportunities to establish cultural connections were encouraged through the local Aboriginal Education Consultative Group (AECG) and through community run organisations, such as the Kurrnnulla Aboriginal Corporation. Students were encouraged to participate in extra curricula activities through Bangarra Dance workshops and STEM camps.

## 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.

## Anti-Racism - School statement

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Under the leadership of the Anti-Racism Contact Officer complaints were reported to this officer and issues that arose were managed through a reporting and mediation process to reach a satisfactory resolution for all parties.

Presentations were made at formal assemblies with the role of the ARCO being made clear to the whole school community.

## 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.

## Multicultural and anti-racism education - School Statement

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Menai High School has a diverse multicultural background with around 35% of the student body coming from Language Backgrounds Other Than English (LBOTE). Students come from around fifty language backgrounds other than English. The languages most spoken at home were Arabic, Greek, Cantonese, Vietnamese, Macedonian and Mandarin.

Formal school assemblies devote time to multicultural and anti-racist education. The main event for 2022 was Harmony Day which was successfully organised and run by the Students Representative Council. The SRC held its Harmony Day celebrations during lunch time with food stalls, a photo wall, and different kinds of music. The day was a huge success and the SRC decided to donate all proceeds to Givit. These types of events played a significant role in the acceptance of different cultures, values and beliefs adding to a greater sense of community among students.