

2023 Annual Report

James Meehan High School



**JAMES
MEEHAN**
HIGH SCHOOL

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Introduction

The Annual Report for 2023 is provided to the community of James Meehan High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I am pleased to present to our school community the 2023 Annual Report which provides a summary of our continuing focus on improving opportunities for every student to achieve his or her personal best, the provision of a tailored curriculum that supports high expectations for student learning and achievement, and the provision of a consistent, whole-school approach to wellbeing that creates a positive teaching and learning environment.

As a school priority our dedicated teaching staff continue to see themselves immersed on a number of collaborative process across the St Andrews Network where the emphasis is placed on the exposure to high impact professional learning to enhance continuous learning and wellbeing opportunities for the growth and success of our students.

In addressing the strategic directions of our SIP our school continues prides itself of implementing an innovative model of curriculum delivery and providing high quality learning programs that target seamless progression of our students throughout their high school years.

In Stage 4, our Yr 7 and Yr 8 students are well supported in their adaptation to high school through our Middle School model developed in close collaboration with our primary school feeder settings where a strong emphasis is placed the on transition programs and the development of strong foundation literacy and numeracy skills.

To build up on success that has been achieved with Stage 4, the school has in 2023 piloted and implemented an evidence-based approach to integrated learning in Stage 5 which transcends conventional paradigms and caters to the unique needs of JMHS students, fostering a segway to their scholastic journey that is both enriching and accessible.

Split into two distinctive streams, Stage 5 now presents the Enhanced Stream, tailored for ambitious students aiming for ATAR and tertiary education, and the Integrated Stream, where interdisciplinary projects inject core subjects with vitality and practical learning experiences. Here, our students are provided with the opportunity to delve into immersive exploration, gamification, and real-life scenarios, enriching their educational journey with hands-on encounters that transcend the boundaries of traditional classroom learning.

Likewise, our commitment to ensure student empowerment and success, flows to the current planning and programming being undertaken for Stage 6. Our tailored senior curriculum at James Meehan HS has been designed to offer our students with distinct pathways for both tertiary education and transition to work. Supported by strong mentoring and advisory processes we have been able to connect students' passions with future career pathways, diversifying our curriculum and forging partnerships with universities and local businesses.

Supporting this innovative structure for curriculum delivery our school continues to promote high expectations around the Positive Behaviour for Learning (PBL) values of respect, responsibility and learning. These values underpin all school activities, including a range of co-curricular programs that enhance classroom learning to strengthen student engagement and enable success through a diversity of experiences. These include sport, science, technology, and creative and performing arts. In 2023 student participation in events such as the Reconciliation and NAIDOC weeks, Multicultural Day, and FUSION Performing Arts showcase evening is highly reflective of the passion with which students

and the community celebrate the identity of the James Meehan High School community.

All in all, this annual report highlights the educational progress and achievements we have attained at James Meehan High School throughout 2023. It outlines the findings from self-assessment that reflect

the progress of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding. James Meehan High School looks forward to further success and growth in 2024, and hope that parents and the members of our community who read our annual report gain a clear insight into the expertise of our staff, our thorough planning processes, and the many successes of our students. I commend the 2023 Annual Report to you.

Mr Tim Bordado

Principa

School vision

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

School context

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
English language proficiency
Low level adjustment for disability
Beginning teacher support
Per capita
Professional learning

Summary of progress

2023 of the School Improvement Plan involved supporting Middle school teachers in designing and reviewing integrated teaching and learning experiences based on Literacy and Numeracy. The Stage 5 teachers developed programs for the Enhanced and Applied Learning Streams, and we reviewed the Assessment & Reporting policy to ensure fair and accurate evaluations of students' progress. We also restructured and aligned Stage 6 students' dual pathways for implementation in 2024. In 2023 we collaborated with St Andrews Network schools to enhance our staff's knowledge of C+PL Theories of Action, ensuring that we were up-to-date with teaching best practices. The review and restructuring in 2023 aimed for continuous improvements in teaching practices and student outcomes, and we are committed to ongoing evaluation and adaptation.

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
NAPLAN Expected Growth An increase in Check-in Assessment mean scaled score for reading in Year 7 and Year 9 for 2023 compared with Year 7 and Year 9 in 2022	In the year 2023, the Year 7 students demonstrated an improvement in their Checked-in scaled score reading, with a score of 383.5 compared to the previous year's score of 373.6, representing a growth of 9.9 points in reading. Similarly, in 2023, the Year 9 students had a Checked-in scaled score reading of 386.1, a slight decrease from the 2022 score of 395.8. To enhance the teaching and evaluative practices, the school has implemented professional learning programs and teaming approaches that focus on data-driven practice and growth patterns in reading and numeracy from Year 3. These programs have strengthened the pedagogy of the school.
NAPLAN Expected Growth An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and Year 9 for 2023 compared with Year 7 and Year 9 in 2022	In the year 2023, the Year 7 students demonstrated an improvement in their Checked-in scaled score reading, with a score of 381.6 compared to the previous year's score of 379, representing a growth of 2.6 points. Similarly, in 2023, the Year 9 students had a Checked-in scaled score reading of 390.4, which is a slight decrease from the 2022 score of 396.4. To enhance the teaching and evaluative practices, the school has implemented professional learning programs and teaming approach that focus on data-driven practice and growth patterns in reading and numeracy from Year 3. These programs have strengthened the pedagogy of the school.
HSC Top Two Bands	The number of students receiving the top two bands declined to 1.49% in

<p>Improvement in the percentage of students achieving top 2 bands in HSC to be above the school's 2022 lower-bound system-negotiated target of 9.5%.</p>	<p>2023, missing the system-negotiated target of 9.5%. Schools have put a strong emphasis on promoting Stage 6 curriculum diversity and delivery by developing rigorous HSC procedures and protocols to design alternate pathways for students in Stage 6. Additionally, the school has implemented a strict evaluative process, hired a Stage 6 Head Teacher, and provided extra resources to support a continuous cycle of improvement. These measures are aimed at increasing subject choices for students, improving attendance, and increasing the chances of achieving this milestone. Through the collaborative efforts of the entire school community and the implementation of school learning culture protocols, the school aims to achieve the milestones in 2024.</p>
<p>HSC Top Three Bands</p> <p>Improvement in the percentage of students achieving top 3 bands in HSC to reach or exceed 29.2%.</p>	<p>The data suggests that there has been a modest improvement of 3.94% in the proportion of students receiving the top 3 bands in 2023 compared to the 2022 HSC data. In 2023, the lower bound system's negotiated target for the top 3 bands was set at 26.80%, and the school has successfully met its target. The school has taken steps to support student attainment and retention by allocating additional resources for 2023. The school's planning and refinement process includes continuous evaluation of resources, refinement of N Award policies, appointment of an additional Stage 6 Head Teacher in 2023, provision of a dedicated learning space for students, and effective use of available resources for transition and mentoring programs. These efforts demonstrate the school's commitment to supporting students to the milestone.</p>
<p>HSC Credential</p> <p>Increase the proportion of Aboriginal students attaining Year 12 by 5%, while maintaining their cultural identity</p>	<p>In 2023, a cohort of four Aboriginal students successfully attained their Higher School Certificate (HSC) credentials, matching the previous year's performance. The percentage of Aboriginal students completing HSC constituted 12.9% of the entire cohort. The school's retention of Aboriginal students aligns with the Department of Education's (DoE) targets to increase the percentage of Aboriginal students completing Year 12. The school's achievement was possible through the provision of targeted support and the inclusion of an Aboriginal Education Officer in their classes. The support provided facilitated the students' learning and well-being, ultimately enabling the attainment of their academic goals.</p>

Strategic Direction 2: Engagement and belonging

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Per capita

Aboriginal background

Socio-economic background

Low level adjustment for disability

Integration funding support

Beginning teacher support

English language proficiency

Student Support Officer

Summary of progress

In 2023, the school demonstrated its commitment to continually evaluate, review, adapt, and modify its policies and procedures to ensure they are always optimised. As part of this effort, the school conducted a comprehensive evaluation and review of the SMS System - Classroom Referral, and successfully developed pedagogies such as HPGE to ensure that high expectations are met. The school's collaboration with the community of schools has brought forth a multipurpose wellbeing space called Flexi-Hub, which will have resounding success in supporting students' needs. Additionally, the school launched a Future Coach program (St Andrews Network Mentoring Pilot) that provides students with community access, work experience, and access to other services through Flexi-Hub, which has been highly beneficial for students. To further support students, the Delivery Services-Behaviour Support Team was engaged in developing capacity across school staff to effectively manage students at risk through individual case management. The school's initiatives reflect its confidence in creating a supportive learning environment for all students and improving student attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance - Percentage of students attending 90%+ of the time to reach between 47.8% (lower-bound target) to 52.8% (upper-bound system-negotiated target)	Regular school attendance is critical for academic success. The school has identified various factors influencing student attendance, including student engagement and well-being, family and community factors, and the school environment. While there has been a slight increase of 3.92% in the percentage of students attending 90% of the time compared to 2022, the school has not met its target of having 50% of students with 90% or more attendance. It is 30.71% compared to 26.79% in 2022. To address this, JMHS is restructuring the curriculum and utilising and coordinating resources such as Stage Head Teachers, Wellbeing Head Teacher, SSO, and HSLO to engage families and students
Lateness - Decrease of levels of lateness to school from a baseline of 9.9% to 7% by 2022	JMHS reviewed lateness processes in 2024, prioritising student belonging, restructuring, reviewing pathways, and implementing Project-Based Learning. They introduced a Home Rooms and Scholastic Year-based system but did not meet the lateness target in 2023. JMHS will restructure the curriculum and utilize resources to engage families and students. Our commitment to providing a better learning environment, follow up and

<p>Lateness - Decrease of levels of lateness to school from a baseline of 9.9% to 7% by 2022</p>	<p>setting up students for success through punctuality at school.</p>
<p>Wellbeing - TTFM Student Data aggregate to reach 75% or above, specifically targeting students' sense of belonging</p>	<p>Improving students' sense of belonging has been a priority for the school, focusing on restructuring in Stages 4 and 5, as well as reviewing student pathways in Stage 6. The initiatives include a teaming approach in Middle School, Project Based Learning at Stage 5, and the employment of a Head Teacher at Stage 6. The school has also implemented a Home Rooms and Scholastic Year-based building system to encourage student ownership and pride. Furthermore, mentorship and support staff have been provided to students, and showcase assemblies have been held to celebrate student success in all areas of school life.</p>
<p>Positive Rewards - Increase the number of students who are receiving an annual 'Gold' award for positive behaviour to 4% by 2023</p>	<p>In 2023, we continued the refinement of our Student Management System to enhance its effectiveness in recognizing student achievements within the Project-Based Learning (PBL) structure. 9% of the students achieved the annual Gold award for their positive behaviour. This accomplishment demonstrates the effectiveness and success of our student recognition program, which supports and encourages students to strive for excellence in their academic and personal pursuits. In 2024, we committed to refining our Student Management System and PBL structure to better recognize and support student achievement</p>

Strategic Direction 3: Building strong community connections

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Per capita

Aboriginal background

English language proficiency

Summary of progress

In 2023, the focus of JMHS was to establish sustainable and long-term commitment to enhancing student outcomes through collaboration and partnerships with the local community. JMHS worked to design innovative solutions that were integrated into the school's culture, and supported the wider community through various programs. These partnerships enabled the school to evolve its programs based on community feedback, thereby improving and growing. The institution also actively engaged with the Community of Schools (COS) Operational and Governance meetings, which were enhanced with the JMHS Cup. The school created opportunities to promote active parent voice and participation and developed a timeline of school events throughout the year where parents would attend. Furthermore, continued to build positive connections and authentic relationships with its First Nations, parents, partners, industry, and community. We have developed parent capacity by establishing programs that supported them to promote education for students and created an action plan for the development of a parent voice team.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase school enrollments by 4% between 2021 and 2022	The school enrolment in 2023 has increased by 13.91% compared to the 2022 enrolments. This is due to commitment to strengthened partnerships with the Community of Schools, the introduction of the Middle School concept, and Project Based Learning in Stage 5.
Develop authentic partnerships with at least two additional industry, business and/or other educational institutions to promote collaborative practices across multiple environments to improve student outcomes	The initiatives and events undertaken to enhance transition support. These include the continued operation of 4 COS Operations meetings and 4 COS Governance meetings, as well as the creation of three JMHS Cup events that promoted community interaction between primary and secondary staff and parents. Furthermore, Transition Taster days were organized, which included a Sports Gala event, bringing together all Year 6 students from the COS's. Additionally, in 2023, primary schools were invited to utilize the School Hall for their performances and functions. These efforts have contributed to improving the transition process and fostering a sense of community amongst the staff, parents, and students.
Design and deliver at least six events across the community of schools to support primary to secondary transition	In 2023, the Mentoring Mates Literacy program has made significant strides by partnering with Daystar Foundation, Clayton Utz, and Fast Forward. These partnerships are developing into the program's success and are expected to further its milestone. Additionally, the School has formed a partnership with ABCN. We are confident that these partnerships will continue to bring positive outcomes for students.

Increase the number of parents/carers attending school based events and learning opportunities by 10%

Parent/carer attendance at Middle School parent/teacher evenings has demonstrated a notable increase compared to the participation rates of the previous year. This trend indicates that parents and carers are increasingly taking an active part in the Childs schooling. An increase in attendance at Year 12 Graduation and Assemblies of Excellence is a clear reflection for both students and school.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at James Meehan High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • 2.1 Consistent processes and practices to support staff to drive student engagement in learning. • 2.2 An inclusive approach to enhancing the belonging of our students. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: Investing in additional staff to support students with additional learning needs was crucial for their academic and personal growth. It was essential in providing these students with the resources and attention they need to reach their full potential. The hiring 4 SLSOs and small class size ensured that these students receive the support they require to succeed. Funding provided more adequate support to students that qualify for integration funding support.</p> <p>After evaluation, the next steps to support our students will be: It is essential to maintain the employment of the School Learning Support Officer to ensure that students receive the necessary assistance to thrive. The ongoing presence of the SLSO's is crucial to provide students with the adequate support they require for their academic and personal development. The continued ongoing employment of the School Learning Support Officer in 2024</p>
<p>Socio-economic background</p> <p>\$941,755.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Meehan High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • 1.1 An innovative and personalised curriculum model. • 1.2 A whole-school culture that promotes curious and powerful teaching and learning. • 2.1 Consistent processes and practices to support staff to drive student engagement in learning. • 2.2 An inclusive approach to enhancing the belonging of our students. • 3.1 Authentic partnerships with the community and beyond.. • 3.2 Positive partnerships with parents and carers to promote learning and belonging. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support [name] program implementation. • staff release to increase community engagement • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: - The funds have been used to employ 3 additional Deputy Principals, 4 additional Headteacher positions, 4 additional Year Advisers to meet</p>

<p>Socio-economic background</p> <p>\$941,755.01</p>	<p>student needs</p> <ul style="list-style-type: none"> - HT Teacher-Middle School with the Year 8 teaming teachers designed integrated teaching and learning experiences based on Literacy and Numeracy grouping of subject areas. <p>Classroom practice evolved and staff members were actively involved in collaboration and sharing practice to meet student needs through the CPL theories of action and created a framework for constructive feedback. This also involved teacher release time for classroom observation, professional learning and collaborative time to review the programs in Stage 4 and Stage 5. that have improved teacher practice</p> <ul style="list-style-type: none"> - Pilot programs such as project-based learning were introduced in Stage 5 as Curiosity State that improved student engagement - Redesign of the Stage 6 learning spaces has created a conducive learning space and a student homeroom. - Allocation of Year 8 Coordinator with additional period allowances has created a space for better learning and well-being support of students - Stage 4 Programs in a common pedagogy at the school (4MAT) in Stage 4 - Structured collaboration and sharing of ideas between the community of schools (CoS) to support transition and promote JMHS as a school of choice, a growth in school numbers compared to the 2021 student numbers - The fund was allocated to support the whole school's improvement and change. - Employment of a Stage 6 Head Teacher to employer, aspire and connection with the industry to provide students alternative pathway opportunities <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The employment of these additional staff will continue in 2024 and a review of the program and structure for Stage 5 and Stage 6 programs. Professional Learning for the staff in sharing their practice across the network. - Release time for staff to create Industry connection and pathways
<p>English language proficiency</p> <p>\$117,081.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Meehan High School.</p> <p>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"> • 1.1 An innovative and personalised curriculum model. • 2.2 An inclusive approach to enhancing the belonging of our students. • 3.2 Positive partnerships with parents and carers to promote learning and belonging. <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 delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: The Learning and Support team tested each student individually and students were then placed in appropriate ability level classes.</p> <p>After evaluation, the next steps to support our students will be: Employment of Head Teacher Learning Engagement and EAL/D specialist teacher</p>
<p>Low level adjustment for disability</p> <p>\$279,129.79</p>	<p>Low level adjustment for disability equity loading provides support for students at James Meehan High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • 1.1 An innovative and personalised curriculum model. • 2.1 Consistent processes and practices to support staff to drive student engagement in learning. • 2.2 An inclusive approach to enhancing the belonging of our students.

<p>Low level adjustment for disability</p> <p>\$279,129.79</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] <p>The allocation of this funding has resulted in the following impact: A Personalised Learning and Support Plan (PlaSP) has been developed for student with ongoing consultation and support from parents and teachers. This has lead to teachers having greater ability to differentiate the curriculum to meet the additional needs of each student in particularly those struggling academically in the classroom with classwork, assignments and examinations. The employment of an additional 1.0 FTE teaching staff and 1.0 FTE School Learning Support Officer (SLSO) in conjunction with the Learning and Support teacher (LaST) in the classroom has increased the ability to work one on one with students, leading to increase engagement through adjusted classroom activities providing students with the environment to allow time, simplified. This also involved AEO supporting allocated the set timetable and students in class to support their learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Employment of the additional staff in 2023</p>
<p>Professional learning</p> <p>\$57,948.47</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at James Meehan High School.</p> <p>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"> • 1.1 An innovative and personalised curriculum model. • 1.2 A whole-school culture that promotes curious and powerful teaching and learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: At James Meehan High School, we provided our staff members with the necessary resources to continuously improve their skills and knowledge. The professional learning funding was readily available to all staff members, aligning with the requirements of the Professional Learning for Teachers and School Improvement Plan. This ensures that our staff members are well supported and equipped strategies in meeting the curriculum and student needs in achieving student outcome. Conferences, specified collaborative time for team meeting and classroom observation in Triads has transformed the culture for sharing practice and improved student outcome. By investing in our staff's professional development is an investment that is evident in the future success of our students and our school.</p> <p>The Head Teachers at your school have taken the initiative to unpack the School Improvement Plan (SIP) into faculty improvement plans. This approach can help to improve faculty alignment with school targets and the Schools Excellence Framework's three domains of Teaching, Learning, and Leading as a Faculty. Collaboration with faculty members can further enhance the effectiveness of this approach, leading to better outcomes for all stakeholders involved. I hope this strategy is yielding positive results for your school.</p>

Professional learning \$57,948.47	<p>After evaluation, the next steps to support our students will be: Continuing the employment of Head Teacher Learning Engagement and Stage Head Teachers, and sustaining small group programs with small class sizes is crucial for improved student outcomes and a more positive learning experience for our students. Prioritising our students' needs and investing in proven successful initiatives for our school. Supporting and sustain these programs in 2024 for continuous improvement and growth of our students and school.</p>
Beginning teacher support \$82,188.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at James Meehan High School during their induction period.</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"> • 1.1 An innovative and personalised curriculum model. • 1.2 A whole-school culture that promotes curious and powerful teaching and learning. • 2.1 Consistent processes and practices to support staff to drive student engagement in learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: The Beginning Teacher funding has had a significant impact on the our teachers. This funding provided much-needed support to new teachers who are beginning their careers and facing the challenges of navigating their profession. With this funding, beginning teachers were able to access professional development opportunities, mentorship programs, and resources that help them to grow and develop. Education Change Makers conducted conferences as professional learning opportunities for the teachers focuses on self-care, exploring emotional intelligence, giving and receiving feedback and nurturing one's wellbeing. This included much of the content is informative with opportunities for sharing practice and growth mindset.</p> <p>The impact of this funding extends beyond individual teachers into the future of these teachers. As these teachers gain experience and expertise, they will be better meet the needs of their students and continuously improve their practice.</p> <p>After evaluation, the next steps to support our students will be: Supporting teachers to continuously improve their practice is important for the success of our students. By providing ongoing professional development opportunities, mentorship, and resources to help teachers stay up-to-date with the teaching professional and growth. By investing in their growth of skills and knowledge to effectively engage and achieve student outcome. It is crucial to continue supporting these teachers in 2024 and beyond to help them achieve their full potential and in achieving best possible outcome for students and school.</p>
COVID ILSP \$286,867.76	<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 2023.</p>

<p>COVID ILSP</p> <p>\$286,867.76</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were... • releasing staff to participate in professional learning • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: development of ongoing small group intervention for literacy and numeracy focus areas. Improved literacy and numeracy of students through diagnostic testing.</p> <p>After evaluation, the next steps to support our students will be: Continue and sustain the program for providing the small group activity for literacy and numeracy program in 2024</p>
<p>Aboriginal background</p> <p>\$87,667.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Meehan High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • 1.1 An innovative and personalised curriculum model. • 2.1 Consistent processes and practices to support staff to drive student engagement in learning. • 2.2 An inclusive approach to enhancing the belonging of our students. • 3.2 Positive partnerships with parents and carers to promote learning and belonging. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • 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 <p>The allocation of this funding has resulted in the following impact: The Aboriginal Education Officer (AEO) played a crucial role in forming strong partnerships between Indigenous families and the school. With their full-time employment, the AEO was able to create opportunities for engagement with community organisations such as AECG and the Indigenous AFL program. By doing so, the school ensured that the aboriginal students feel safe and respected within their learning environment. The ongoing efforts of the AEO in building these partnerships is important and should be continued to support the education and wellbeing of aboriginal students</p> <p>After evaluation, the next steps to support our students will be: the continued employment of the AEO in 2024 planning for Community of Schools Aboriginal Education program</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at James Meehan High School</p> <p>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"> • 2.2 An inclusive approach to enhancing the belonging of our students. <p>Overview of activities partially or fully funded with this Staffing - Other include:</p>

Student Support Officer

\$99,516.00

- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.
- Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.

The allocation of this funding has resulted in the following impact:

The Student Services Officers (SSOs) played a crucial role in implementation of the whole-of-school approach to student wellbeing. He worked closely with the Head Teacher Wellbeing to ensure that students received comprehensive support in areas such as wellbeing, resilience, and pro-social behaviors. The SSO collaborated with Year advisers, teachers, and the school leadership team to provide students with the highest quality of support. The efforts were focused on fostering a safe and supportive environment that enabled students to thrive.

His collaboration with the Head Teacher Wellbeing, Year advisers, teachers, and the school leadership team enabled them to provide students with the highest quality of support.

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

It is recommended to continue the employment of the SSO in 2024, as they play a crucial role in providing student support and fostering a safe and supportive environment. The SSO works closely with the staff and leadership team to ensure that students receive comprehensive support in areas such as wellbeing, resilience, and pro-social behaviors. Their collaboration enables them to provide students with the highest quality of support and to develop strategies to enhance student resilience and wellbeing. Therefore, the SSO's continued employment would be beneficial to the overall student outcome at school.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	167	160	167	189
Girls	146	159	161	182

Student attendance profile

School				
Year	2020	2021	2022	2023
7	66.9	85.1	72.9	83.7
8	63.1	79.3	70.6	71.2
9	58.7	71.9	70.7	70.9
10	54.4	74.0	58.8	67.7
11	59.9	62.2	65.9	60.2
12	71.6	74.0	64.2	72.9
All Years	62.4	75.2	67.4	71.9
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	0	0	23
Employment	50	0	34
TAFE entry	50	0	9
University Entry	0	0	3
Other	0	0	6
Unknown	0	0	23

Year 12 students undertaking vocational or trade training

45.95% of Year 12 students at James Meehan High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

93.9% of all Year 12 students at James Meehan High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	31.3
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher EAL/D	0.4
School Counsellor	2
School Administration and Support Staff	14.78
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	33,032.13
Revenue	10,316,330.32
Appropriation	10,136,328.04
Sale of Goods and Services	132,606.82
Grants and contributions	45,500.89
Investment income	1,694.57
Other revenue	200.00
Expenses	-9,912,555.91
Employee related	-7,538,040.06
Operating expenses	-2,374,515.85
Surplus / deficit for the year	403,774.41
Closing Balance	436,806.54

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.

	2023 SBAR Adjustments (\$)
Targeted Total	136,670
Equity Total	1,425,634
Equity - Aboriginal	87,668
Equity - Socio-economic	941,755
Equity - Language	117,082
Equity - Disability	279,130
Base Total	6,492,264
Base - Per Capita	95,385
Base - Location	0
Base - Other	6,396,879
Other Total	608,997
Grand Total	8,663,565

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

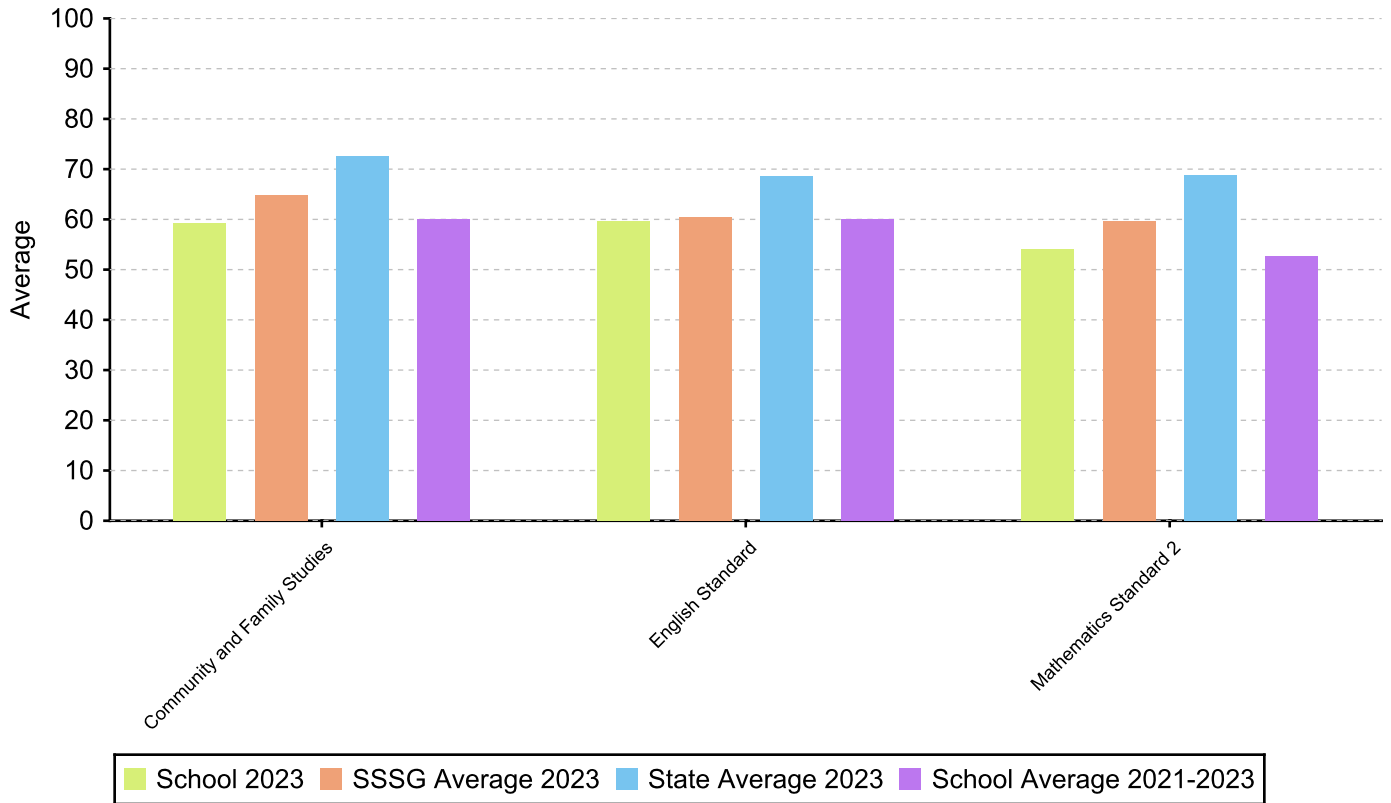
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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 2023	SSSG	State	School Average 2021-2023
Community and Family Studies	59.3	64.7	72.7	60.0
English Standard	59.7	60.4	68.5	60.1
Mathematics Standard 2	54.1	59.6	68.7	52.6

Parent/caregiver, student, teacher satisfaction

James Meehan High School's commitment to prioritising the well-being and success of its students is paramount. The school's proactive approach in seeking the opinions of parents and the community to ensure a fulfilling learning experience has been the integral its learning culture. The Tell Them From Me survey and Climate survey were valuable tool being utilised by the school to gather feedback from students, staff, and parents to improve upon the school's performance and its infrastructure. The majority of parents have provided positive feedback on the school's efforts to support student learning, which is indicative of the school's dedication to excellence. The feedback gathered from the survey is instrumental in identifying areas of strength and improvement, and in developing a comprehensive strategic plan that aligns with the school's performance goals.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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