

# 2023 Annual Report

## Merewether High School



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# Introduction

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

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

## School contact details

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## Message from the principal

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It is my pleasure to present the Annual Report for 2023 to our school community. This Annual Report showcases and celebrates the success and excellence demonstrated by our students in academic, cultural, sporting, leadership and social endeavours. It acknowledges the academic excellence that continues to define our great school. Our students demonstrated an unwavering commitment to learning, consistently challenging themselves to reach new heights of knowledge and understanding, and their achievements have not gone unnoticed.

Academically, our students continue to make us immensely proud, working to achieve their personal best and always striving for excellence. This was exemplified with our 2023 HSC cohort accomplishing exceptional results. Merewether High School received two First in Course and seven additional State Rankings, eleven All Rounders, 277 Distinguished Achievers, and five students achieved an ATAR over 99. So many students achieved personal best results and 74 students, which accounts for 48% of students, attained an ATAR over 90.

This year we had 684 students competing in the prestigious Australian Mathematics Competition. Year 7 student, Leo Legovich received a State Award, with six High Distinctions and 110 Distinctions also awarded. Joseph Armanios placed first in the Colin Doyle Memorial Maths Competition and three out of the five Highly Commended awards presented were given to Merewether High students, William Rodgers, Oscar Franklin and Jedd MacPherson.

In the University of Newcastle competitions, our Stage 5 Industrial Technology Engineering students were finalists, as were our Stage 4 students in the Build ME a Future Engineering Challenge. In our school's first year competing in the HunterWISE Women in STEM Education Program, our Stage 4 Engineering girls won, claiming two of the three categories. Year 9 Design and Technology student Callan Petersen won the Northern Beaches Environmental Art & Design Prize for his Eco Lamp.

The school received two Art Express nominations and six nominations for SHAPE, with Brianna Robertson, selected in the SHAPE exhibition for her Textiles and Design HSC Major Project. In Society and Culture, Sophia Figueroa received a High Distinction and Paulina Waskiw a Distinction for their Personal Interest Projects. The History Teachers' Association of NSW recognised Grace Campbell and Charlie Hayes as national finalists, with both being awarded a silver medal for their essay submissions in the National History Challenge. In the Australian Geography Competition, Cooper Thompson, Jasper Chamberlain, Shreya Choudhury, Bethany Haasdyk, Samuel Marosszeky and Liam Methven all placed in the top 1% of the state for their respective year groups.

Our Business Studies students, Rohan Cerosh Jacob, Georgia Fallis and Anna Vogt were state finalists in the Plan Your Own Enterprise Competition, with Anna placing third in the individual component of the competition. In the UNSW, School of Economics competition, Benjamin Alvaro and Jake Albers were Gold Award Winners, Matthew O'Brien was a silver medallist and Meyyappan Meyyappan won a bronze medal. Legal Studies student Lucia Masters was selected to attend the 29th NSW All Schools Constitutional Convention at Parliament House in Sydney, and was one of 30 students to progress further, and be invited to the National Constitutional Convention which will be held in Canberra in March 2024.



At Merewether High School, we deeply understand that education is more than what happens in the classroom. We believe that education is about holistic development, and it is with great pride that we are also able to acknowledge the extraordinary accomplishments of our students in extracurricular activities. Whether it is the arts, sports, or community service, our students have showcased their talents, passion and dedication. These endeavours not only enrich their own lives and that of their peers, but also contribute to the vibrant tapestry of our school community.

The Creative and Performing Arts program continued to enable our students to shine in their vast areas of talent. Our Vocal Ensemble were invited to participate in the NSW Arts Unit 'In Concert' performance at the Sydney Town Hall. Individual Students were successful in Star Struck auditions, as featured dancers, vocalist and instrumentalists and our Drama Ensemble, along with the Vocal Ensemble presented Peter Pan, our biggest performance to date.

Merewether High School had another prolific year in debating and public speaking with over 35 students competing in the Premier's Debating Challenge this year. Our Year 9 debaters were Hunter Zone Champions and Year 10 student, Shreya Choudhury was selected to be part of the Hunter Central Coast squad for the Junior Schools Debating Championship, progressing all the way through to the semi-finals.

Six students participated in the Rostrum Voice of Youth, Public Speaking Competition with William Hadley being Highly Commended in the Senior Division, and Akash Enjeti placing first in the Junior Division. Akash went on to claim the remarkable title of Australian Junior Champion. Akash also spoke in the NSW Arts Unit Legacy Public Speaking competition and secured a place in the regional final.

Shreya Choudhury and Isobel Redford participated in the Voice NSW, run by UN Youth Australia and were both successful in progressing through the competition. Shreya advanced all the way through to the grand final and was successful as the UN Youth NSW Senior Voice State winner. Our Chess team of Isaac Cruckshank, Jonah Lancaster, Josiah Gadsby and Leo Legovich went one place further in 2023 and were crowned State Champions.

Sport continued to be an essential contributor to the building of school culture and played an integral role in the reinforcement of positive attitudes and values within our student body. Merewether High School continued its dominance in athletics, swimming and cross country in the City Zone, with a significant number of individuals and teams excelling at a local, state and national level.

Our Open Girls Football team, aptly named the Mootildas, along with our Under 15 Girls Water Polo team were State silver medallists, with both our Open Boys Softball and Open Boys Table Tennis teams claiming bronze. Our Girls Triathlon team won a bronze medal at the NSW CHS championships, with our boys' team claiming gold, and what makes this medal even more special is that the team actually consisted of two boys and one girl.

At CHS Athletics, Tayla Bryant won gold and silver medals in the 100 and 200m, Tegan Clark claimed two bronze medals in shotput and discus, silver medals were won by William Lynne in Javelin, Isaac Matthews in high jump, Thomas Steele in long jump and high jump, Amber Xavier in the 100m, whilst Aarya Nanda won bronze in CHS Cross Country. Thomas Steele also won a gold medal at the All Schools Athletics National Championships in Perth, as a member of the Under 14 4 x 100m relay team.

At CHS Gymnastics Archie Hornby-Howell won two gold and two silver medals, with Christian Spelliers winning one gold, four silver and two bronze medals. Fergus Tayler was selected in the NSW CHS 1st XV Rugby team, as well as the NSW Barbarians Team. Adam Handley and Huw Bloomfield won a silver medal as members of the Hunter Region Water polo team and were both successful in gaining selection in the NSW CHS team. At CHS Swimming, Lincoln Catchpole won two gold, one silver and one bronze medal, Kesley Van Eldik won one gold and three silver medals, whilst Ava Caddy claimed an astonishing seven gold medals.

Our 2023 School Captain Sam Bloomfield also had another stellar year, winning a silver medal at CHS swimming, was named Captain of the Australian Under 18 Schoolboys Water Polo team and was named 'Player of the Tournament' at the Australian National Championships. Mattea Karn represented Australia at the Youth Baseball World Cup, Molly Holmes was crowned a world champion whilst representing Australia at the ICU Cheerleading World Championships and Laura Knipe was selected for the Junior Matildas.

Once again, our Merewether High Prefects and Year 12 students were instrumental in raising an astonishing \$126,684.75 for the Leukaemia foundation, another record being set for the school. Efforts such as this and other student led initiatives throughout the year, demonstrate that Merewether High School students truly possess the qualities of empathy, compassion, emotional intelligence, and a powerful sense of social justice.

None of the achievements throughout 2023 would be possible without the incredible team of educators and school administrative and support staff who guide and inspire our students every day. Heartfelt thanks are extended to our administrative and support staff, who consistently go above and beyond and ensure the smooth operation of our very busy school, supporting students, staff and parents. I would like to extend thanks to our teachers for their tireless efforts, creativity and unwavering belief in the potential of every student at our school. Their impact extends far beyond the classroom and shapes our students as future leaders and innovators of our world.

I would like to express my deepest appreciation to everyone who has made this year extraordinary: students, teachers, parents and the wider community. I am sincerely humbled to be the principal of this incredible school and I look forward to working alongside you all in 2024.

Rochelle Dooley, Principal, Merewether High School

### Message from the school community

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The Merewether High School P&C are proud to work with the senior executive, all staff and students at Merewether High School and enjoy the opportunities at meetings to be informed about all aspects of the school. The P&C run the school canteen to raise money for resources. In 2023 large expenditure items included mobile flooring for the CAPA faculty, gym equipment for PDHPE and sport and a contribution to funds for air conditioning. The P&C are grateful to our large group of canteen volunteers who are essential for both the running of the canteen and the majority of our fundraising. In 2023 the P&C undertook some minor fundraising in addition to the canteen and we appreciate the volunteers who organised this event. A highlight of our meetings in 2023 was the opportunity to meet with students from the SRC that shared their ideas for resources and ways in which we could provide funding to assist the school. Throughout 2023 P&C executive were involved in merit selection panels for staffing at the school and we always welcome being involved and are made to feel as integral to the process. In 2024 we look forward to hearing more from the staff and students about how we can assist and work with them in striving for excellence in their learning and continuing to provide an excellent education for our children.

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

### Message from the students

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2023 once again proved to be a year full of awesome events, particularly for the graduating class of 2023.

Once again, Year 12 ambitiously aimed to raise \$80,000 for the Leukaemia Foundation. However, this year, their focus shifted away from merely tallying funds to the education around blood cancer and its impact on many families in Australia. After months of fundraising and speakers at assembly, the Shave Day finally arrived. A student in their year who herself suffered with leukaemia spoke about the significance of the Leukaemia Foundation to her and her year, alongside her peers who shaved and cut their hair in incredible support. By this point, remarkably, funds had surpassed \$100,000 and they had achieved their goal!

Aside from this, Year 12 faced difficult times during the HSC examinations and trial examinations. But despite the studying and the environment of stress, it was these times where they came together to help and support each other through it all. The challenges are what brought them together. In addition, teachers played a pivotal role - they were the ones that stood by for all concerns and support. We are sure the outstanding HSC achievements could never have been attained if it were not for the teachers at Merewether High in 2023.

As the Captains of 2024, we stand amazed at the progress of the 2023 cohort for Year 12. The unity they brought to the school, the culture they fostered, and the achievements they attained were beyond remarkable. And as captains, we sought to follow in their footsteps for the upcoming year.

Grace Campbell and Malith Athauda, 2024 Captains, Merewether High School



## School vision

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

## School context

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

In 2023, 1072 students enrolled from a wide geographical area, including 20 Aboriginal students. In partnership with the Muloobinbah Local Aboriginal Education Consultative Group (AECG), the school supports Aboriginal students to achieve success in the HSC whilst connecting with their cultural identity. An active and supportive parent body engage in parent learning groups and collaboratively lead our P&C Association and canteen. The school has built a strong community committed to excellence, diversity and the fostering of individual talents.

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

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

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

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



## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Highly effective and innovative teaching practices
- Data driven practices

### Resources allocated to this strategic direction

Professional learning

Per capita

Low level adjustment for disability

Integration funding support

### Summary of progress

#### Highly effective and innovative teaching practices

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

#### Data driven practices

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 HSC performance bands from the baseline of 74.2% to the lower bound target of 79.6% or above.	The percentage of students achieving in the top 2 HSC performance bands was <b>XX%</b> , demonstrating progress yet to be seen toward the lower bound target.
Increase the percentage of students achieving in the top 3 HSC	The percentage of students achieving in the top 3 HSC performance bands was <b>XX%</b> , demonstrating progress toward the lower bound target and an

performance bands from the baseline of 94.4% to the target lower of 95.4% or above.	improvement upon 2022 data.
An increased proportion of the 2023 student cohort, on their first attempt, achieve the HSC Minimum Standard compared to 2022 and 2021	100% of Year 10 students met the minimum standard in Numeracy on their first attempt, demonstrating an improvement from 2022..
An increased proportion of the 2023 student cohort, on their first attempt, achieve the HSC Minimum Standard compared to 2022 and 2021.	100% of Year 10 students met the minimum standard in Reading on their first attempt, demonstrating an improvement from 2022.





## Strategic Direction 2: Professional practice

### Purpose

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

### Initiatives

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

- High impact professional learning
- High potential and gifted education

### Resources allocated to this strategic direction

#### Professional learning Per capita

### Summary of progress

#### High impact professional learning

All staff engaged in high impact professional learning opportunities that fostered a culture of high expectations and drove continual improvement in teacher practice and whole school improvement. The phased introduction and implementation of a consistent learning management system, CANVAS, was successfully adopted by all staff to support the learning needs of students. All teachers have been supported with faculty focused curriculum professional learning and syllabus familiarisation in preparedness for the staged new syllabuses implementation. HSC examination performance. Executive staff engaged in a collaborative planning day that built a collective efficacy and shared vision for school improvement. We will endeavour to further strengthen and build the shared vision and collective efficacy for excellence.

#### High potential and gifted education

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All PL is aligned with PDPs and SIP. New staff engage in induction processes. All staff are supported to meet accreditation requirements.	100% of staff were supported to complete PDPs and engage in specified PL. All new staff, both permanent and temporary engaged in the school-based induction processes. All staff were supported to be on track to meet accreditation requirements.
All teaching staff revisit key principles and strategies from the UNSW GERRIC Mini Certificate of Gifted Education and High Potential and Gifted Education Policy PL.	100% of teaching staff are aware of and have engaged with the High Potential and Gifted Education Policy. New staff members in 2022 and 2023 had the opportunity to undertake the UNSW GERRIC Mini Certificate of Gifted Education in 2023.
Student data improves in TTFM obtained in 2022 in regards to engagement.	All staff and students were provided with the opportunity to participate in TTFM surveys in 2023 of which 29% of staff and 79% of students did so.
Staff data improves in TTFM obtained in 2022 in regards to impact of	Student data improved from 55% in 2022 to 57% in 2023. 57% of students surveyed indicated that they were intellectually engaged and appropriately challenged compared to the NSW Government Norm of 42%.



professional learning.

22% of teachers surveyed do not feel that they have the knowledge required to engage with students on Aboriginal cultures and histories. This has been a marked improvement from 50% in 2022., and is evidence of the professional learning opportunities made available to staff on Aboriginal Education in 2023. The school mean improved from 6.6 in 2022 to 6.7 in 2023 and continues to above the NSW Government Norm of 6.4 for Explicit Teaching Practices and Feedback. This will continue to be a focus for staff professional learning in 2024.



### Strategic Direction 3: Student and staff wellbeing

#### Purpose

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

#### Initiatives

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

- Student wellbeing
- Staff wellbeing

#### Resources allocated to this strategic direction

Per capita  
Socio-economic background  
Student Support Officer  
Aboriginal background  
Professional learning

#### Summary of progress

##### Student wellbeing

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

##### Staff wellbeing

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

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school greater than 90% of the time from the baseline of 88% to the lower bound system negotiated target of 94.2% or above.	The number of students attending greater than 90% of the time or more has increased from 64.2% (2022) to 67.6% (2023) indicating an increase towards baseline data.
Increase percentage of students who report positive outcomes in their sense of belonging, expectations for success and advocacy at school from the baseline of 74.2% to the lower bound target of 76% or above.	The percentage of students who indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) was 78%, demonstrating achievement above the lower bound target of 76%.
One or both of the school self-assessment elements 'Caring for Students' and 'A Planned Approach to Wellbeing' moves from Sustaining and	School self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the elements of 'Caring for Students' and a 'Planned Approach to Wellbeing'. This is an improvement from 2022, where the school was Sustaining and Growing.

<p>Growing to Excelling.</p> <p>Staff data indicates a positive upwards trend in TTFM data obtained in 2022 in regards to professional support and staff wellbeing.</p>	<p>Staff TTFM data increased from 4.6 to 6.1 in the element of leadership. 29% of staff surveyed identified morale as being good which is a 9% increase from the 2022 data.</p>
<p>At least 61% (2 students) of 2020 Year 9 Aboriginal students (3 students) attain a HSC in 2023 while maintaining their cultural identity.</p>	<p>100% of 2020 Year 9 Aboriginal students (3 students) attained their HSC in 2023 while being supported to maintain their cultural identity.</p>



T4 Weekly Clubs & Activities				
MON	TUE	WED	THU	FRI
<b>Maths 'n' Munch</b> DNI ..... <b>Technology Hub</b> G BLOCK TAS TEACHERS ..... <b>German Club</b> KCS MRS BAEGER ..... <b>Saxophone Quartet</b> KM2 MRS TENORIO ..... <b>Percussion Ensemble</b> LEARNING CENTRE MS FERGUSON ..... <b>Y7 Y8 Debating</b> KCT7 MRS LATIMORE ..... <b>JAM Ensemble</b> KMI	<b>Maths 'n' Munch</b> DNI ..... <b>MHS Leo's</b> LCS MR GIBB ..... <b>EnvironClub</b> ACS MR HORRELL WEEK A ONLY	<b>Art Club</b> FA2 MRS WATSON ..... <b>Technology Hub</b> G BLOCK TAS TEACHERS ..... <b>Maths 'n' Munch</b> DNI LUNCH 2 ONLY .....  all activities are at lunch time unless otherwise specified	<b>Alice Orchestra</b> SAM LEARNING CENTRE MS PERCUSON ..... <b>Technology Hub</b> G BLOCK TAS TEACHERS ..... <b>EnvironClub</b> ACS MR HORRELL WEEK B ONLY ..... <b>Vocal Ensemble</b> KMI MS FERGUSON ..... <b>Flute Trio</b> KM2 MRS TENORIO ..... <b>Y12 English Q&amp;A</b> KC 12 MRS COLBERT	<b>Concert Band</b> Y7-Y12 • 7:30AM LEARNING CENTRE MS FERGUSON ..... <b>Technology Hub</b> G BLOCK TAS TEACHERS ..... <b>Drama Ensemble</b> LEARNING CENTRE MS ROSEBY ..... <b>Chess</b> LCS MR GIBB ..... <b>Clarinet Quintet</b> KM2 MRS TENORIO ..... <b>String Ensemble</b> KMI MR LAMBERT

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$174,102.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Merewether High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• Highly effective and innovative teaching practices</li> <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>• Additional school funded 1.4 LaST and 2 x SLSOs employed to assist students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were actively supported in the classroom by teachers and Student Learning Support Officers. Staff worked with individual and small groups of students to develop a collaborative and supportive learning environment and assist students to consolidate learning. Learning and Support staff were responsive and available for students and parents to provide ongoing support for student learning and engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the school will continue with similar structures due to the success of the funded initiatives. More strategic teacher support is required to develop a collaborative learning environment and identify the needs of students to consolidate learning. Engage external providers to assist with staff professional learning regarding supporting students with a disability.</p>
<p>Socio-economic background</p> <p>\$17,072.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merewether High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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 wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support continued implementation of whole school wellbeing programs .</li> <li>• student support to access uniform and co-curricular teaching and learning activities.</li> <li>• Key staff undertook an audit of wellbeing and attendance processes to enhance procedures aligned with the Wellbeing Framework.</li> <li>• Analysis of TTFM data to inform school planning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A whole school wellbeing approach was further refined and developed and students had greater access to specialised and integrated learning and wellbeing supports.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further refine attendance processes and systems for monitoring and supporting improved student attendance and engagement. Support staff to develop school based procedures to support the implementation of the Student Behaviour Policy in Term 1, 2024.</p>
<p>Aboriginal background</p> <p>\$11,664.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merewether High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$11,664.94</p>	<p>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 wellbeing</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>• staff release to support development and implementation of Personalised Learning Plans</li> <li>• whole school engaged in celebrating significant cultural events</li> <li>• Aboriginal Education coordinator facilitated improved community engagement, including the engagement of students and their families with the PLP process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Whole school cultural celebrations enabled greater cultural empathy and understanding across the school community, and Aboriginal students have displayed significant pride and connection to their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further establish connections with other selective high school's Junior AECG groups through participation in the Sky Symposium to ensure students continue to maintain and build on their cultural identity and connection to others in our community and across the state.</p>
<p>Low level adjustment for disability</p> <p>\$99,076.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Merewether High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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>• Highly effective and innovative teaching practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an additional Learning and Support teachers (LaSTs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being supported by qualified LaSTs to support their ongoing learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of allocation of additional funding to employ LaST to support teaching and learning. Engage with external providers to conduct staff professional learning to enhance staff understanding of students' complex needs.</p>
<p>Professional learning</p> <p>\$85,099.47</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 Merewether 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>• Highly effective and innovative teaching practices</li> <li>• Data driven practices</li> <li>• High impact professional learning</li> <li>• Staff wellbeing</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>

Professional learning \$85,099.47	<ul style="list-style-type: none"> <li>Engaging expert teachers to lead staff in professional learning focussed on HSC Success Strategy, High Leverage Strategies and HPGE.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff engaged in professional learning to continue their understanding and practice of identifying HSC discriminating features and high leverage strategies to support student achievement and growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of whole school implementation of the MHS HSC Success Strategy and strategic engagement with HSC data, via continuing to source external support in data analysis.</p>
COVID ILSP \$13,454.40	<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><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>COVID intense learning program implemented to support individual and small groups of senior students in the ILC.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Senior students being supported to further develop their skills and knowledge and enhance their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilising 2024 funding to continue to support senior students to access additional learning support in the ILC.</p>
Student Support Officer \$99,516.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merewether 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>Student wellbeing</li> <li>Staff wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>Employment of a full-time Student Support Officer (SSO).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a Student Support Officer to enhance the wellbeing and learning outcomes of students. The SSO has supported the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. Students has been supported to develop their resilience and time management skills, manage anxiety and have a safe place to attend when they require assistance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of allocation of funding to employ a Student Support Officer to support the wellbeing and learning outcomes of students. Consider strategies that can be employed to further strengthen the connection of students with the school's counselling service.</p>







## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	573	581	568	571
Girls	493	492	502	489

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	97.4	96.5	92.4	93.7
8	96.3	94.6	91.3	93.1
9	96.3	93.8	89.2	91.4
10	96.2	92.4	89.2	90.9
11	94.8	92.6	90.1	92.6
12	94.7	91.5	87.6	90.0
All Years	96.0	93.6	90.0	92.0
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

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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	N/A	N/A	N/A
Employment	N/A	0.5	0.5
TAFE entry	N/A	0.5	0.5
University Entry	N/A	0.5	98.5
Other	N/A	N/A	N/A
Unknown	N/A	N/A	0.5

## Year 12 students undertaking vocational or trade training

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4.82% of Year 12 students at Merewether High School undertook vocational education and training in 2023.

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

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100% of all Year 12 students at Merewether 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)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.57
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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

In 2023, all school staff engaged in high impact professional learning opportunities to foster a culture of high expectations and drive continual improvement in teacher practice and whole school improvement. In addition to the mandatory training requirements for all staff, some of the key professional learning areas pertained to: HSC high

leverage teaching strategies; high potential and gifted education; and development of our online learning platform, CANVAS. All staff engaged with their performance development plan.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,345,096.05
<b>Revenue</b>	13,762,319.83
Appropriation	12,411,039.95
Sale of Goods and Services	46,516.74
Grants and contributions	1,257,526.30
Investment income	47,236.84
<b>Expenses</b>	-13,685,479.72
Employee related	-11,307,848.53
Operating expenses	-2,377,631.19
<b>Surplus / deficit for the year</b>	76,840.11
<b>Closing Balance</b>	1,421,936.16

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.



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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	158,168
<b>Equity Total</b>	127,814
Equity - Aboriginal	11,665
Equity - Socio-economic	17,072
Equity - Language	0
Equity - Disability	99,077
<b>Base Total</b>	10,550,990
Base - Per Capita	278,348
Base - Location	0
Base - Other	10,272,642
<b>Other Total</b>	606,417
<b>Grand Total</b>	11,443,389

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.

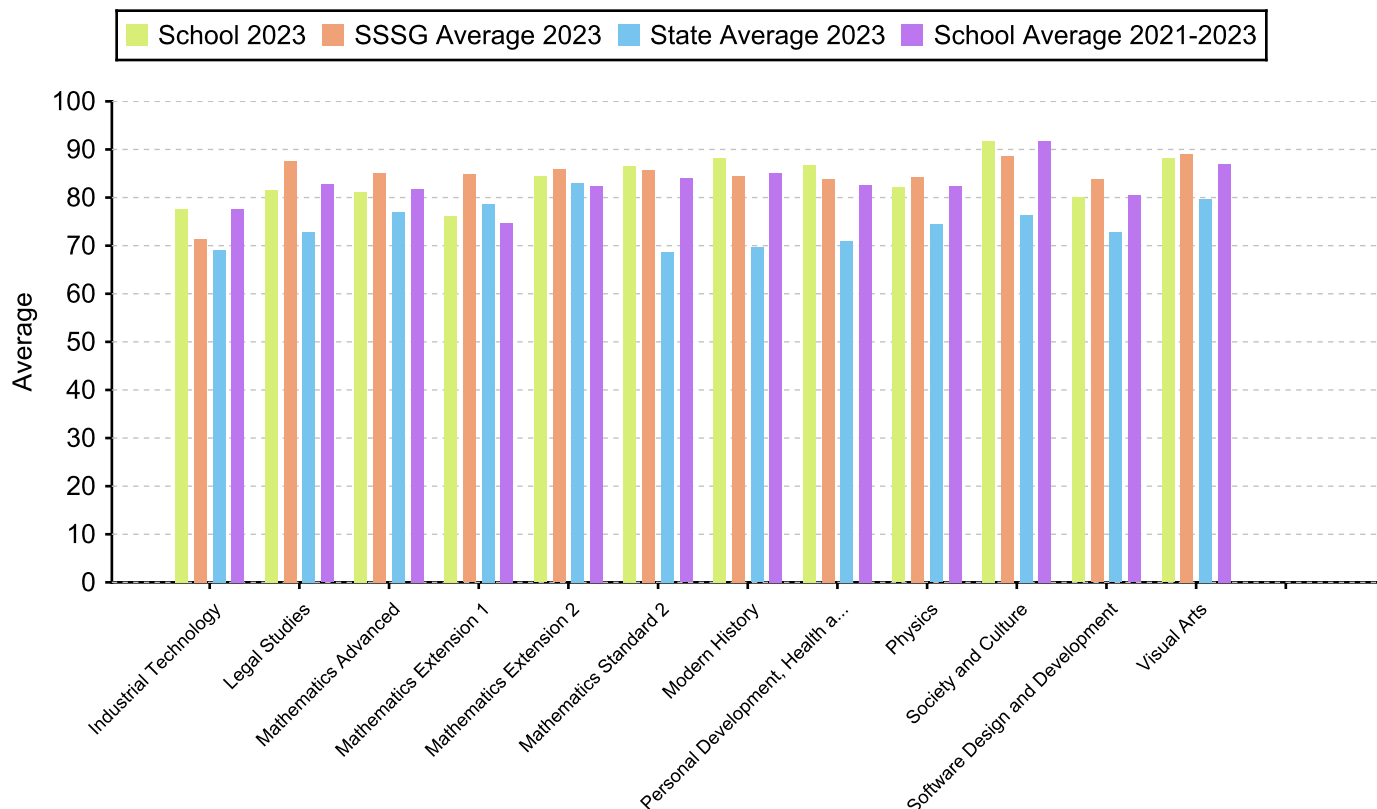
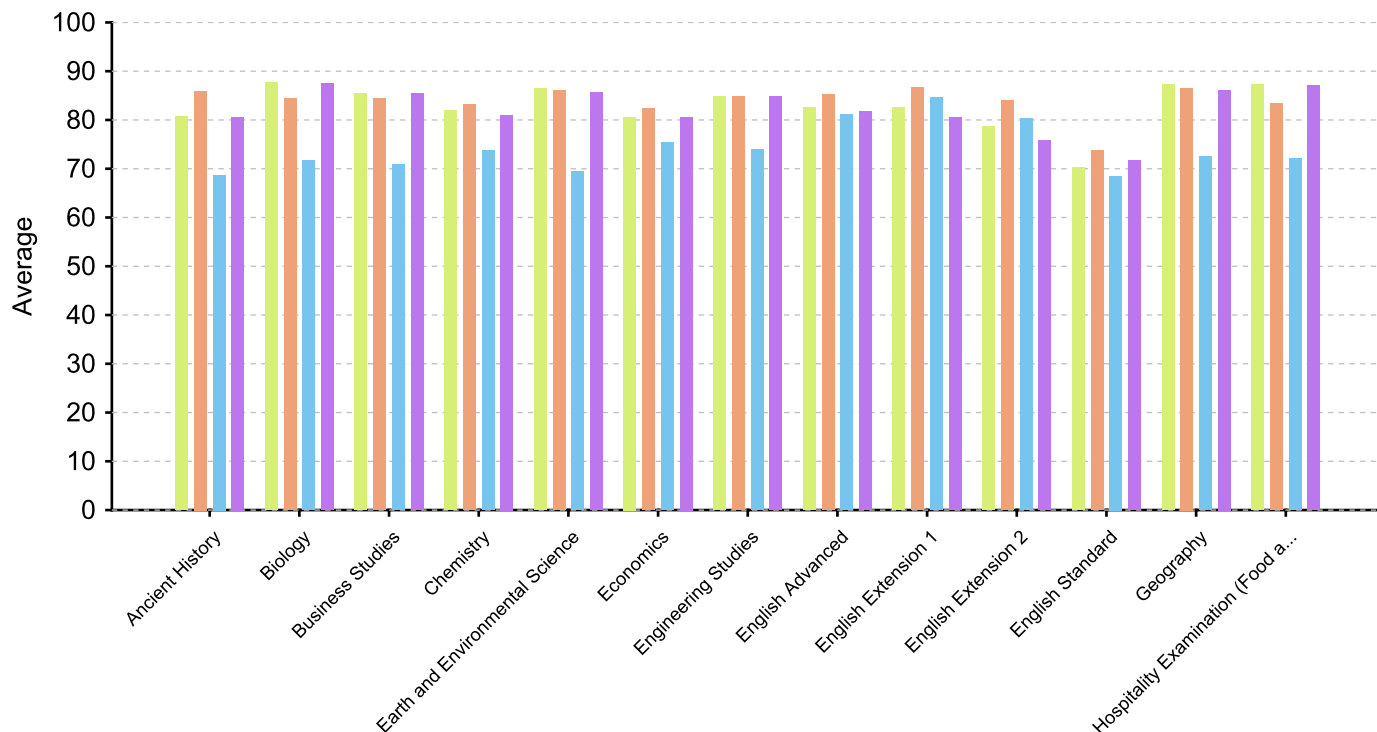
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## School performance - HSC

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

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



Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	80.8	85.9	68.7	80.6
Biology	87.6	84.4	71.8	87.4
Business Studies	85.4	84.3	70.9	85.3
Chemistry	82.0	83.3	73.7	81.0
Earth and Environmental Science	86.5	86.0	69.4	85.7
Economics	80.6	82.4	75.5	80.6
Engineering Studies	84.8	84.8	73.9	84.8
English Advanced	82.5	85.2	81.2	81.8
English Extension 1	82.5	86.6	84.5	80.6
English Extension 2	78.6	84.0	80.3	75.8
English Standard	70.2	73.8	68.5	71.6
Geography	87.2	86.6	72.5	86.2
Hospitality Examination (Food and Beverage)	87.3	83.3	72.1	87.1
Industrial Technology	77.6	71.3	69.1	77.6
Legal Studies	81.6	87.6	72.9	82.7
Mathematics Advanced	81.2	85.0	77.0	81.8
Mathematics Extension 1	76.2	84.8	78.7	74.7
Mathematics Extension 2	84.4	85.8	83.1	82.4
Mathematics Standard 2	86.6	85.7	68.7	84.0
Modern History	88.3	84.4	69.6	85.1
Personal Development, Health and Physical Education	86.7	83.8	71.0	82.6
Physics	82.1	84.3	74.4	82.4
Society and Culture	91.8	88.7	76.3	91.7
Software Design and Development	80.0	83.7	72.7	80.4
Visual Arts	88.1	89.1	79.8	87.0

We are delighted to congratulate the 2023 HSC cohort on their exceptional results. Merewether High School received two First in Course and seven additional State Rankings,, eleven All Rounders, 277 Distinguished Achievers and five students achieved an ATAR of 99. Congratulations to Mahmoud Kahmis 99.4, Aditya Mehrotra 99.35, Braiden Stanborough 99.25, Isaac Cruckshank 99.05 and Ria Gupta 99! The following students achieved State rankings: Christian Prince - 1st Engineering Studies, Amberley Moffat - 1st Society & Culture, Amy de Malmanche - 2nd Earth & Environmental Science, Ivy Fernando - 2nd Hospitality Exam, Pin-Chi Wei - 2nd French Beginners, Braiden Stanborough - 7th Business Studies, Harry Cornford - 8th Society & Culture, Markus Lim - 11th Biology and Malith Athauda - 16th Biology. 48% of students attained an ATAR over 90, with many students being the worthy recipients of prestigious scholarships, as well as students receiving entry to their university of choice.



## Parent/caregiver, student, teacher satisfaction

The school regularly seeks the opinions, both formally and informally of parents, students and teachers about the school and school programs. The Tell Them From Me (TTFM) Survey was conducted in 2023 with students and teachers: 23 staff; and 883 students completed their relevant survey. The following feedback was received:

The percentage of students reporting positive outcomes for the three system negotiated targets from the TTFM indicators were: 89% Expectations for Success; 74% Sense of Belonging; and 59% Advocacy at School. All of which were an improvement from the 2021 data obtained. 86% of students identified that they have positive relationships with other students and that school staff promote a positive learning climate and hold high expectations for all students to succeed.

Students raised concern regarding the availability of shaded/covered areas and the lack of heating and cooling available in specific classroom. This will be a priority area in 2024 for physical environmental improvements to enhance student learning outcomes.

With the relatively small number of teachers completing the survey further exploration of additional data would need to be considered through focus groups. Staff who participated in the survey identified significant challenges in 2022 for staff wellbeing and morale. Teaching staff recognised that the school is a welcoming and culturally safe place for all students, whilst a proportion of staff would like to increase their capacity to meet the needs of Aboriginal and Torres Strait Islander students. The Term 3 state-wide School Development Day focus on Aboriginal Education significantly help address this concern. Teaching staff have undertaken additional surveys to report back on effectiveness of school led professional learning. Results identified the further need for teachers to develop cross-curricular or common learning opportunities, as well as strategic delivery of contextual professional learning that promotes faculty collaboration.

There is a shared understanding from students, parents and staff that the school provides an environment where personal best and positive relationships are valued and inspired. Whilst the overall satisfaction with school programs remains consistently high, the school will continue to develop and further improve program areas in response to feedback and suggestions. The learning and wellbeing of our students and staff is always paramount and will be a focus area as we develop our Strategic Improvement Plan 2024-2027.







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

## Anti-Racism Policy

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

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

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

The school has promoted cultural inclusion, recognition and understanding through dedicated anti-racism programs



embedded in the curriculum and the celebration of numerous activities throughout the year, for example, NAIDOC, Harmony Day.

