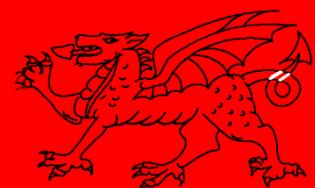
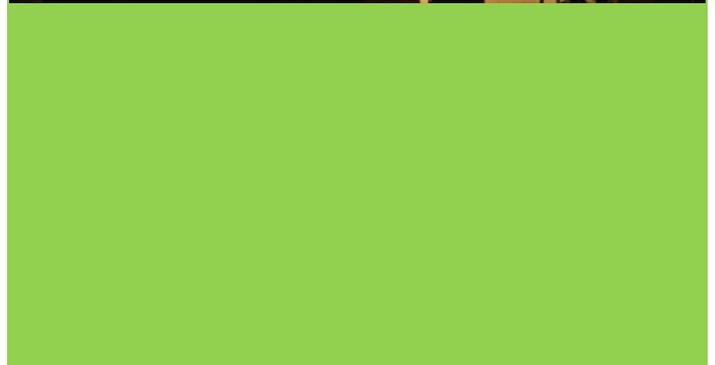




Education &
Communities

Menai High School Annual School Report 2014



8583

School context statement

Students

Menai High School is a co-educational school with an enrolment of 1193 students in 2014. The staff is highly experienced and there is a very small staff turnover. The student population is approximately 35% LBOTE with around 13% EALD. More than half of the student body lives outside of the school's official drawing area. This percentage is increasing each year.

Staff

Menai High has a teaching entitlement of 81.5 teachers, supported by 12 head teachers, 2 Deputy Principals and 1 Principal.

All teachers are qualified and meet the professional requirements for teaching in NSW public schools.

The school office staff consists of approximately 14 staff providing effective administrative services to the school community.

Principal's Message

Menai High School is a large modern comprehensive high school serving the Menai, Alfords Point and Illawong areas in the Sutherland Shire. It also attracts a significant number of students from other areas who are keen to take advantage of the learning opportunities and experiences which Menai High offers.

Every member of the school community has a lifelong right and responsibility to learn and to strive for personal excellence. As such, Menai High provides students with an exit passport that allows them to be Skilled Learners, Skilled Citizens, and Skilled for Life.

The welfare of each individual is the responsibility of all the members of the school community. The school also desires to meet every student's learning needs and works with the community in a partnership for the mutual benefit of all.

A wide range of subjects, along with quality teaching, is offered to students with a caring approach to student welfare and innovative practices to deliver quality learning. Technology is a key component in the education of all students across all subjects and all years.

The School Council and Parents' and Citizens' Association is very active within the school and

an experienced and committed staff support whole school initiatives in such areas, as vocational education, the use of technology, literacy and numeracy. Underpinning school and individual achievement is a cooperative team leadership, strong welfare strategies and comprehensive training and development programs for staff and students. Student leadership programs empower the student body to be effective members of the school and wider community.

This report is a result of wide consultation and presents a general overview of our plans, activities and achievements in 2014.

I certify that information in this report is a result of rigorous school self-evaluation and is a balanced and genuine account of the school's achievements and development.

Edith McNally

P&C/School Council Message

2014 was a great year for both the P&C and the School Council. The year ushered in one of the best Year 7 family, staff and student 'Welcome to Menai High' dinners ever with over half the staff and 85% of families attending. Past students spoke of their lives whilst at school and post-school experiences. The top three HSC students for 2013 were given monetary awards for their performance in the Higher School Certificate at the Year 7 Dinner.

Funds raised through the P&C levy and raffles go back to the school to support the needs of the school.

Monthly P&C meetings are held at 7pm on the second Monday of each Monday in the school library to discuss issues and to receive reports and other presentations from the Principal and staff at the school. All are welcome to attend, to become involved in the school and to be kept up to date about the programs of the school. The School Council also meets at 6pm on the same evening to discuss governance and related issues.

As we move into 2015 we look forward to welcoming another group of new students who will join us in reaping the benefits of a comprehensive high school, such as Menai High School.

Robynne Challinor, President P&C

Student Representative's Message

2014 was a successful and fulfilling year for the Student Representative Council (SRC). The SRC was involved in a wide range of activities from school governance to awareness raising and fundraising.

Specifically, SRC students attended School Council Meetings and Zone SRC meeting. They regularly acted as guides and assistants at events such as Open Night, High School Kid for a Day and the Menai High's primary feeder schools Gifted and Talented Program. Other activities included R U Okay Day, White Ribbon Anti-Violence campaigns and programs during recess and lunch times to break down barriers between students across the school.

The SRC was involved in raising funds for Stewart House, World's Greatest Shave, Westmead Children's Hospital's Bandaged Bear Day, Canteen's Bandanna Day and Beyond Blue. During fourth term the SRC conducted a week of multi-cultural awareness activities which involved music and dance from around the world. 2014 was a very busy and rewarding year for all members of the SRC and the student body.

Sue Summerfield, SRC Coordinator

Student information

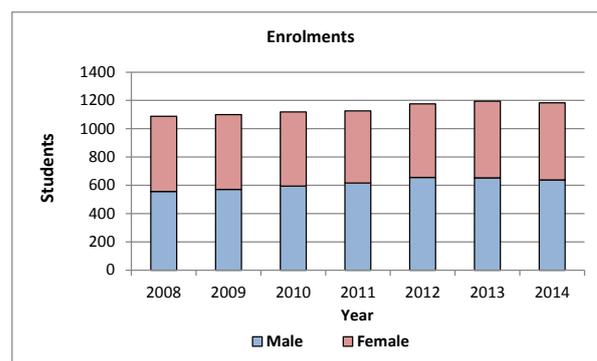
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Menai High School had a slight fall in its total enrolment in 2014 after consistent rises in student numbers over the last 6 years. Of significance has been the increase in female students over the last four years.

Gender	2008	2009	2010	2011	2012	2013	2014
Male	556	571	594	617	656	652	637
Female	532	529	526	510	520	542	546

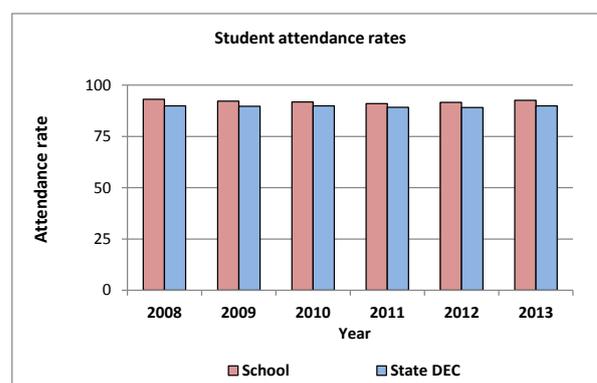
Student attendance profile



Attendance Rates

Attendance rates have consistently been 2-3% above the state average.

School	Year	2008	2009	2010	2011	2012	2013	2014
	7			93.7	94.7	94.5	93.6	94.8
8			92.7	93.5	92.0	92.5	93.7	94.5
9			91.6	92.1	91.6	91.8	92.7	93.3
10			90.4	89.8	89.2	90.6	90.4	91.8
11			92.4	89.9	89.3	90.3	91.9	92.5
12			92.7	90.9	90.6	90.6	92.1	92.7
Total	93.1	92.2	91.8	91.0	91.6	92.6	93.2	
State DEC	7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1
	9		88.8	89.1	88.8	88.7	89.4	89.7
	10		88.7	88.3	87.1	87.0	87.7	88.1
	11		89.4	89.1	87.6	87.6	88.3	88.8
	12		89.4	89.8	89.2	89.3	90.1	90.3
	Total	89.9	89.7	89.9	89.2	89.1	89.9	90.2



Management of non-attendance

Attendance and non-attendance is monitored via electronic roll marking at the beginning of the day and period by period marking of class rolls electronically. Late arrival and early departure, as well as movement within the school, is carried out by either biometric reading of a finger or student card. A linked SMS parent notification system provides rapid feedback to parents regarding attendance, punctuality and fractional

truancy. Letters for non-attendance are sent home every week for parents to verify absences.

The school welfare and discipline policy provides a variety of mechanisms for managing attendance concerns including referral to a Home School Liaison team for entrenched problems, supervision, monitoring and correction. As well, the executive conduct a review of senior attendance on a regular basis in the weekly executive meeting.

Post-school destinations

Post-school destinations	Year 10 Number	Year 11 Number	Year 12 %
seeking employment	2	5	2
employment	8	8	6
TAFE entry	5	7	11
university entry			61
other			7
unknown			13

There were 171 students who completed their HSC. The dux of the year received an ATAR of 98.95.

	No.	Total
Further Study		
University	106	134
Private Colleges	5	
TAFE	23	
Employment		
Apprenticeship / Traineeship	9	21
Full time / Part Time job	12	
Other		
Still seeking employment	5	16
Gap year	1	
Unknown	10	

The most popular university destinations were:

University of Western Sydney (UWS)	19
University of Wollongong (UOW)	31
University of Technology Sydney (UTS)	13
University of NSW	15
University of Sydney	10
Australian Catholic University (ACU)	3
University of Notre Dame	4
Macquarie University	5
Australian Maritime College	1
Other	5

Areas of Study

Business / Law	27
Health Sciences	12
Science	8
Arts / Communication	9
Engineering / IT	21
Education	13
Creative Arts	5
Psychology / Policing	2
Social Science	7
Agriculture	1
Sport	1

Year 12 students undertaking vocational or trade training

A total of 66 students (40%) were engaged in Industry Curriculum Framework VET courses delivered in school by trained and industry current teachers. Courses delivered were:

- Business Services
- Construction
- Entertainment
- Hospitality (Food & Beverage)
- Information & Digital Technology
- Primary Industries

66 students (100%) achieved the full Certificate qualification or a Statement of Attainment towards their Certificate qualification for their course.

One student from the Entertainment VET Framework received the Southern Sydney Business Education Network (SSBEN) VET Excellence Award for commitment to their training and industry work placement.

Three students successfully completed a School Based Traineeship in Human Services. This was a successful partnership with The Sutherland & St George Community College at Jannali and Thomas Mitchell Residential Care Facility at Illawong. One student also completed a School Based Traineeship in Retail through McDonald's.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	
Head Teachers	12
Classroom Teacher(s)	69
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	1.8
School Counsellor	2
School Administrative & Support Staff	12.772
Total	102.972

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Currently, the indigenous composition of the school workforce is zero.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	37

Professional learning and teacher accreditation

Beginning teachers (7), supervisors and coordinators participated in Beginning Teachers' workshops and a school developed conference designed for new teachers to the profession.

Quality teaching and syllabus implementation saw 25 teachers participate in a workshop focusing on KLA curriculum development. Five teachers were involved in professional learning for the program Quicksmart which focused on the building of foundation numeracy skills for lower ability students. Career development was a focus of 10 teachers attending conferences and workshops that concentrated on leadership. An inaugural welfare conference and planning day involved 14 teachers. This conference resulted in the mapping of welfare activities across the school and provided workshops to build the skills of the welfare team with an emphasis on mind matters.

All teachers developed a Professional Learning Plan with a maximum of three goals. Staff worked with their supervisors to develop these plans. Whole school learning opportunities were provided in technology via the school ICT coach who worked with individual teachers and faculties. Whole school programs were developed for aspiring leaders and in the area of Project Based Learning, which was introduced in Year 9 in 2014 with the intention of introducing it to the rest of the junior school in 2015.

The average expenditure on teacher professional learning was \$450.00.

The five staff development days focused on:

- Interpreting NAPLAN and HSC results to inform teaching practice and student learning support needs and wellbeing data.
- improving student writing, coding assessment tasks, feedback,
- staff wellbeing,
- compliance training,

- A combined Community of School Between the Rivers (COSBTR) development day focused on improving students' writing and provided leadership opportunities for teachers across the member schools by staff being trained in developing COS targets by analyzing data.

All staff were required to participate in these Staff Development Days. \$57,813.70 was spent on Teacher Professional Learning and for Beginning Teachers an additional \$15,792.01 was spent.

Teachers Institute data:

Number of staff

- working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation – seven,
- (new scheme teachers) maintaining accreditation at Proficient – seventeen,
- seeking voluntary accreditation at Highly Accomplished or Lead – three,
- maintaining accreditation at one of the voluntary stages of Highly Accomplished and /or Lead – zero.

Beginning Teachers

Menai High School had only one beginning teacher in her first year in 2014 and another in her second year. The Great Teacher, Inspired Learning funding was applied to reducing these teachers' teaching loads and support from mentors.

Financial summary

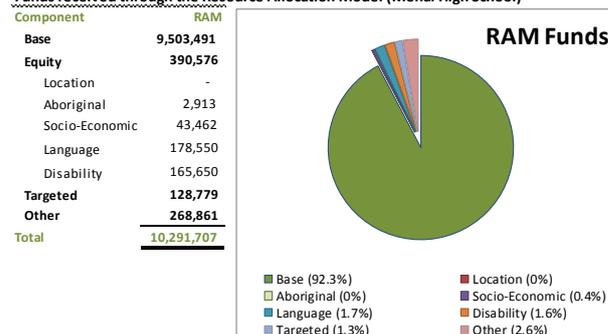
The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The budget is administered by an elected committee of staff and community members who oversee the distribution of funds at the annual Finance Committee Meeting held in October of the year before and meet on a monthly basis to review the finances of all the cost centres of the school. The Principal's Finance Report is presented at each School Council meeting and P&C meeting for questions and discussion.

Funds come from two sources. Firstly, the RAM provides a base load for funding and equity loadings as shown below and secondly, from School and Community Sources, which are largely made up of student contributions, materials contributions and monies for excursions.

2014 also was the first full year implementation of Leading Management Business Reform (LMBR). This presented a multitude of challenges which made financial tracking and planning very difficult.

Funds received through the Resource Allocation Model (Menai High School)*



* data source: Local Schools Local Decisions - Learning, High Performance and Accountability Directorate

Financial Summary for the Year Ended 31 December 2014 (Menai High School)*

	2014 Actual (\$)
Opening Balance	(167,638)
Revenue	(11,443,206)
Appropriation	(10,446,172)
Sale of Goods and Services	(89,696)
Grants and Contributions	(896,658)
Investment Income	(10,680)
Gain and loss	-
Other Revenue	-
Expenses	11,336,134
Recurrent Expenses	11,336,134
Employee Related	9,923,437
Operating Expenses	1,412,697
Capital Expenses	-
Surplus/Deficit for the Year	(107,072)
Balance Carried Forward	(274,709)

* data source: Schools Finance - Learning and Business

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

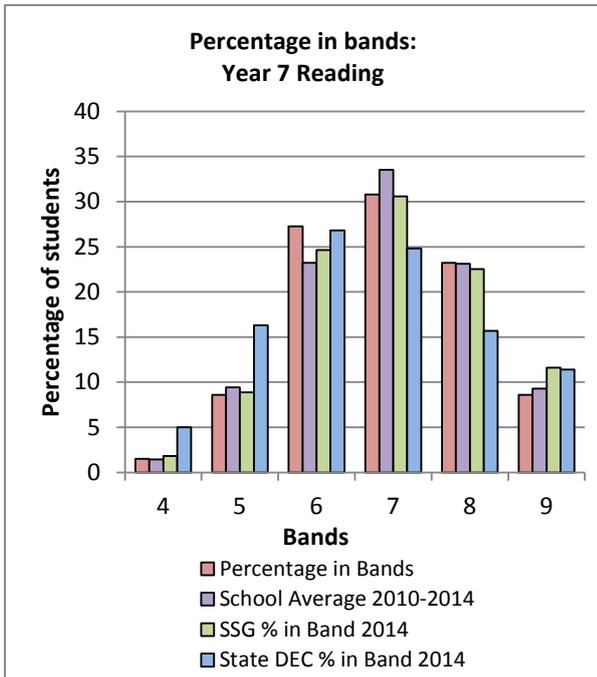
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

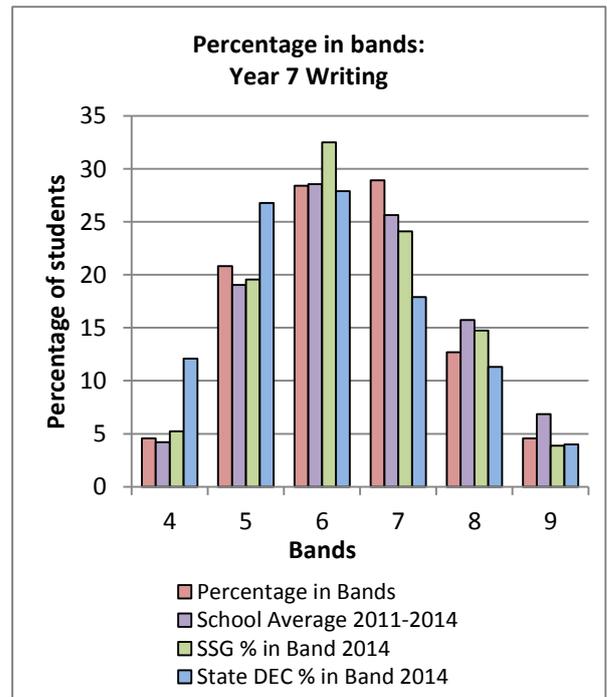
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

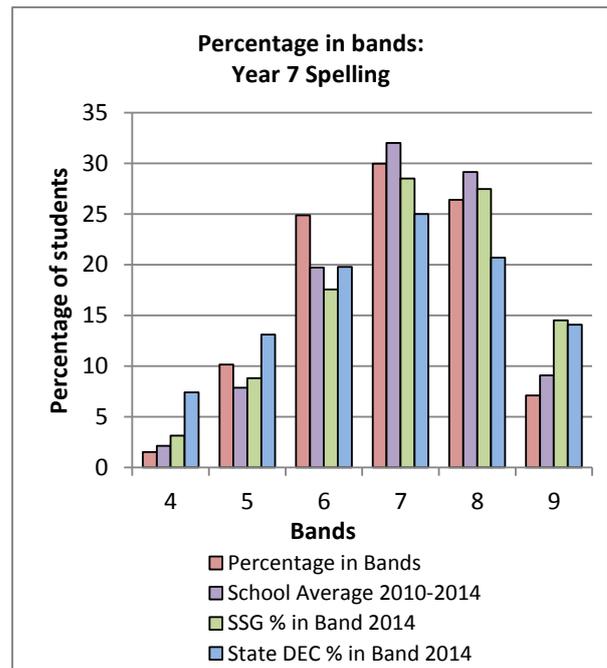
In Year 7 Reading results are close to the state average but we have far fewer students in the lower bands.



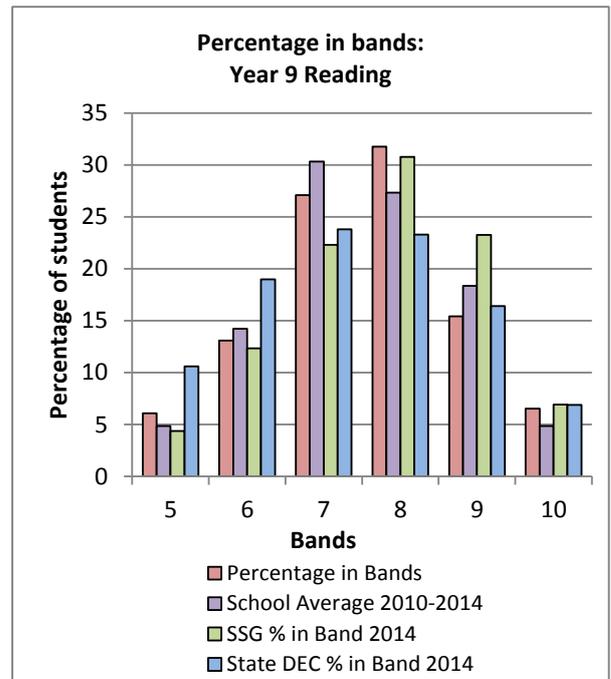
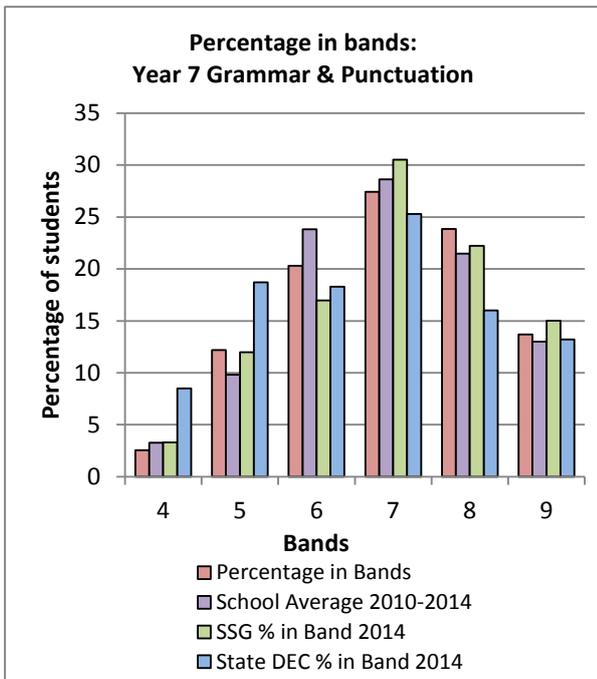
Our Writing results reflect that we are above the state average in bands 7, 8 and 9.



Although we are above the state average in Year 7 Spelling, we have fewer students in the highest band.



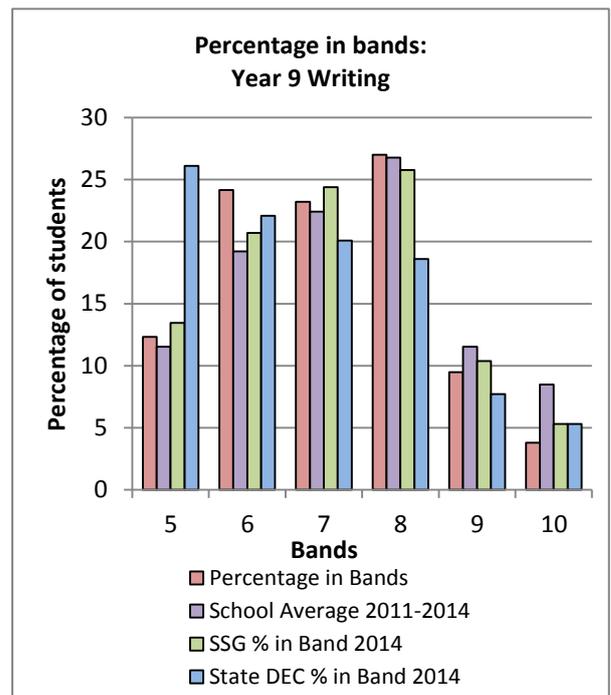
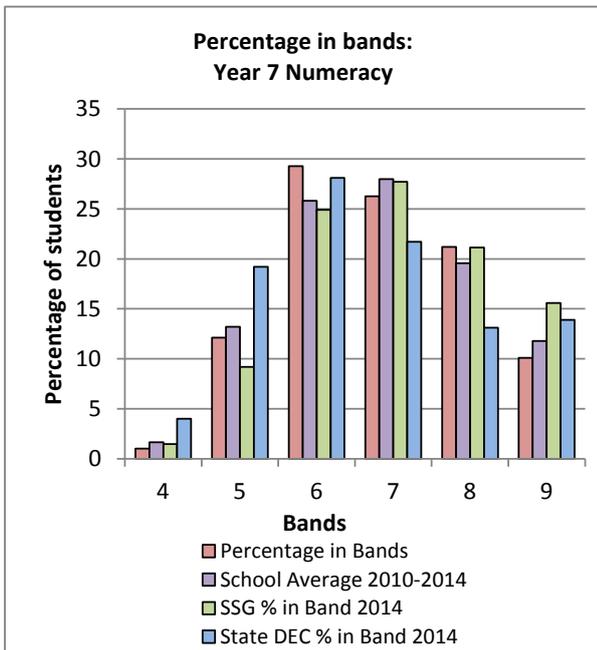
Year 7 results in Grammar and Punctuation are at, or above, the state average.



Our students performed above the state average in year 9 Writing.

NAPLAN Year 7 - Numeracy

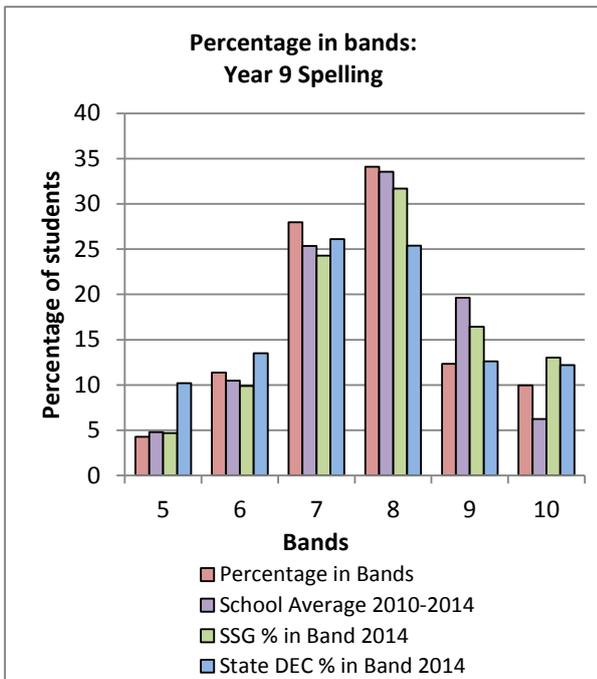
In Year 7 Numeracy we are above the state average in bands 6, 7 and 8 and below average in the lower or highest bands.



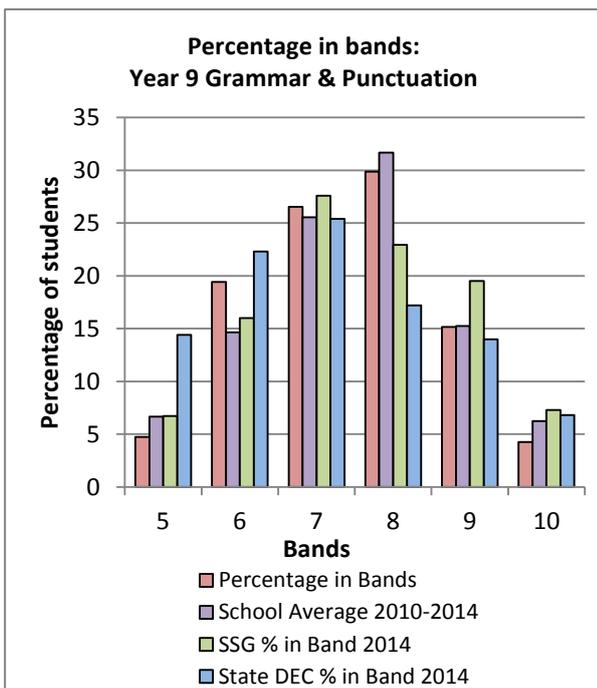
Year 9 students performed at the state average in year 9 Spelling.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Reading we are at state average in the higher bands and below the state average in the lower bands.

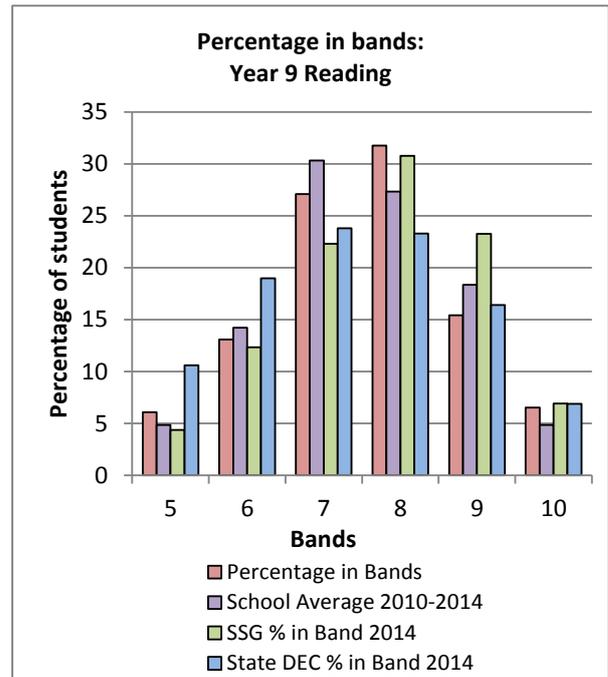


In Year 9 Grammar and Punctuation our students placed above the state average in bands 7, 8 and 9 and below average in bands 5 and 10.



Year 9 Numeracy shows that we are above the state average in the higher bands and below in the lower bands.

NAPLAN Year 9 – Numeracy

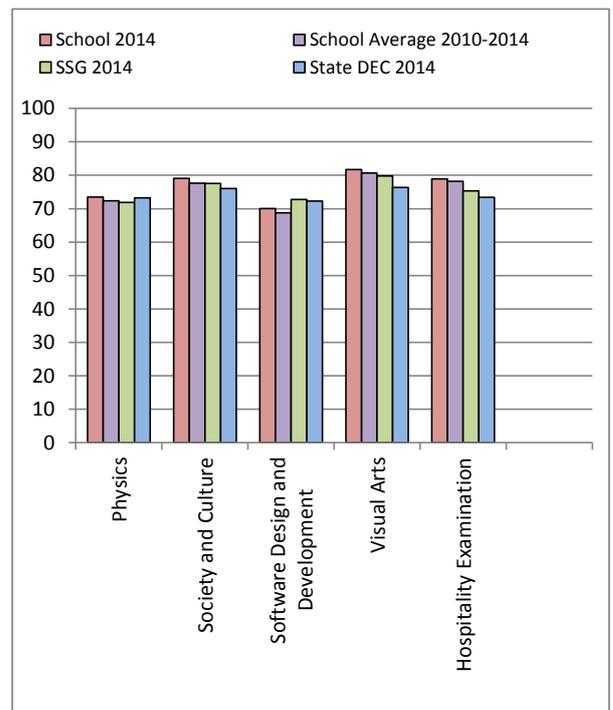
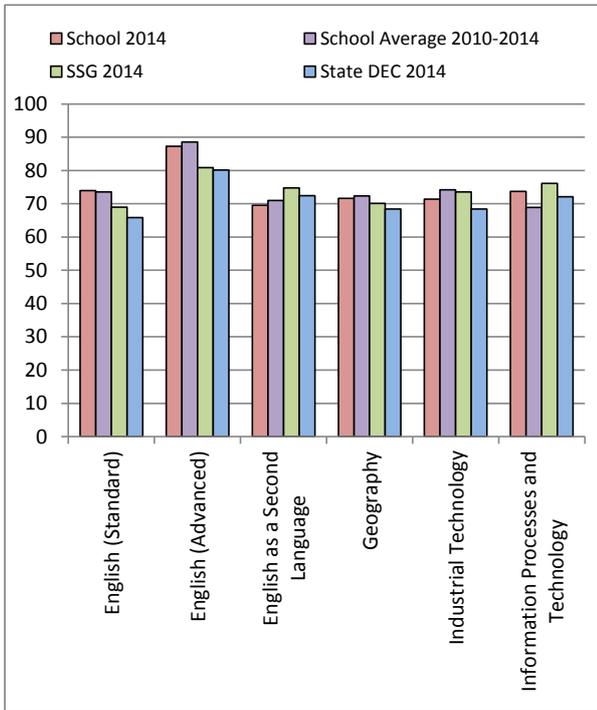
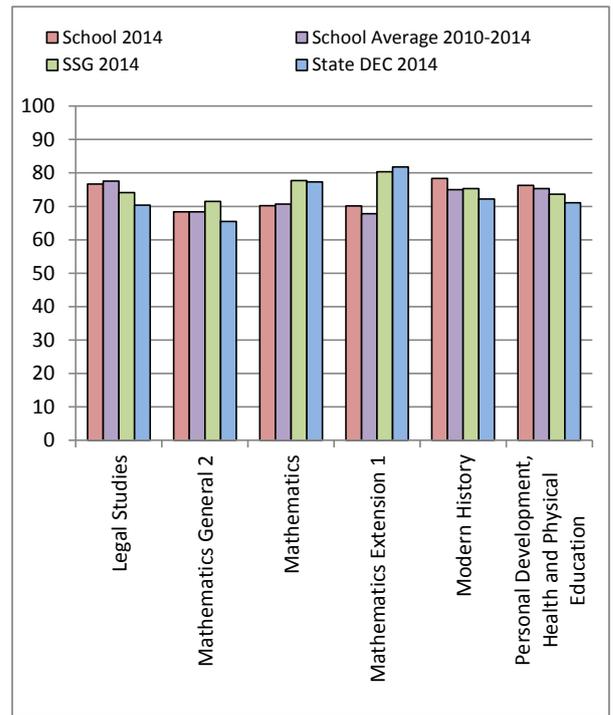
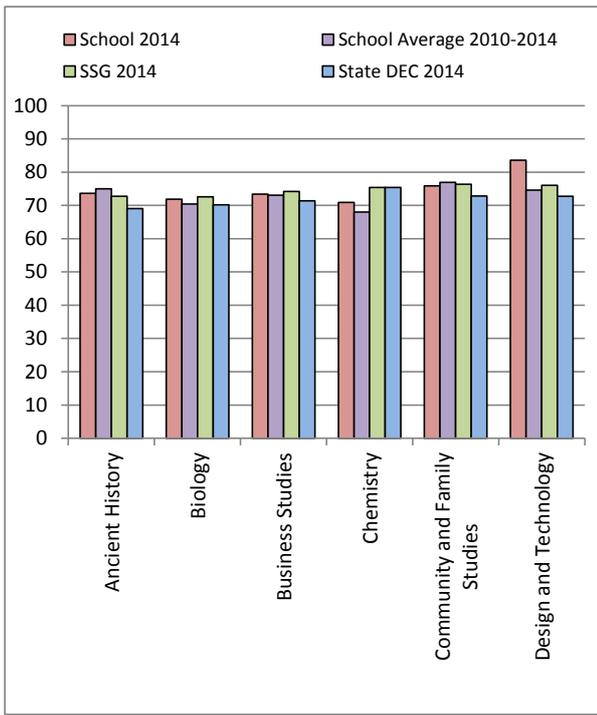


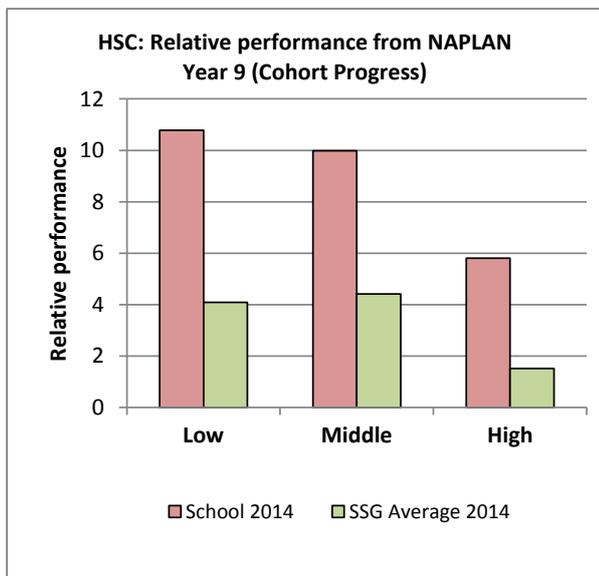
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The 2014 HSC results were at a very high standard. Two students gained positions on the Top Achievers list; 5th place in the state in Design and Technology and 15th in English Standard. One student placed on the All-rounders list (band 6 or E4 for each course.) 32 students placed on the Merit list (receiving 1 or more band 6). Most courses continued the trend of students achieving above state average. English Standard and Advanced, Design and Technology, Mathematics Extension 1, Legal studies, Visual Arts achieved well above state average.

Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	73.6	75.0	72.7	69.1
Biology	71.9	70.4	72.6	70.2
Business Studies	73.4	73.1	74.2	71.4
Chemistry	70.9	68.0	75.4	75.4
Community and Family Studies	75.9	76.9	76.3	72.8
Design and Technology	83.6	74.6	76.0	72.8
English (Standard)	73.9	73.6	68.9	65.9
English (Advanced)	87.3	88.6	80.9	80.1
English as a Second Language	69.5	70.9	74.8	72.4
Geography	71.6	72.4	70.1	68.4
Industrial Technology	71.4	74.2	73.6	68.4
Information Processes and Technology	73.7	68.9	76.1	72.1
Legal Studies	76.7	77.5	74.1	70.4
Mathematics General 2	68.4	68.4	71.5	65.5
Mathematics	70.2	70.7	77.7	77.3
Mathematics Extension 1	70.1	67.8	80.3	81.8
Modern History	78.4	75.0	75.4	72.2
Personal Development, Health and Physical Education	76.3	75.3	73.6	71.1
Physics	73.5	72.3	71.9	73.2
Society and Culture	79.1	77.6	77.5	76.0
Software Design and Development	70.1	68.7	72.8	72.3
Visual Arts	81.7	80.7	79.8	76.4
Hospitality Examination	78.9	78.2	75.3	73.4





Significant programs and initiatives – Policy and equity funding

Menai High School Exit Passport (Student Exit Outcomes)

Menai High school Exit outcomes are developed through a whole school approach involving teachers, students and parents. The Menai Exit outcomes is the framework that establishes the school vision and purpose. The student exit outcomes develop every child as a “Skilled Learner”, “Skilled Citizen” and “Skilled for Life”.

Aboriginal education

The Menai High 2015 ATSI program has a focus on raising awareness and developing greater understanding within the school and community about indigenous issues. Furthermore, this program is attempting to develop stronger ties between MHS ATSI identified students, parents and teachers.

Key initiatives are the Close the Gap campaign, assembly and pledge, NAIDOC and Reconciliation Week Aboriginal Elder guest speaker (Harrie Allie), two meetings per term with identified students, two staff meeting presentations to train staff on pedagogy, PLPs and policy, sharing stories assembly with a high profile guest speaker or former students, developing links with the engagement officer and community, and a meeting with all parents.

Multicultural education and anti-racism

Menai High School students were involved in a range of opportunities to learn about other cultures, to develop a global perspective about the world and to understand current issues related to multiculturalism and racism/anti-racism.

The relationship between Beverly Hills IEC and Menai High continued to grow through close contact and liaison with the IEC. Many students had ‘school experiences’ at Menai High before making the decision to enrol at the school.

The Parent Café was inaugurated in 2014 to provide the opportunity for the parents and families of refugee and migrant students to engage with Menai High and to feel that they were included in and welcome to the school.

A refugee camp was set up to expose students who had no idea about what the conditions are like for refugees. Other schools joined in the program to extend the experience to more students.

DEC Study Tour Programs continued to provide our school community with the opportunity to host students from countries such as Japan, Italy, Germany and Indonesia. These programs provided students from overseas with an authentic Australian experience. Students and their buddies engaged well in these intercultural exchanges and learned a great deal about other cultures.

Menai High continues to attract International Students under the DEC’s Students Program. Overseas students study and forge long lasting friendships with the student body at Menai High.

Student Personalised Learning Plans

In 2015 all students at MHS have a personalised learning plan that is aimed at empowering students to set academic goals and is reviewed regularly. All students work with a mentor teacher to help develop the plan. The plans allow for teacher, student and parent collaboration in supporting the development of students’ academic goals.

Project Based Learning

Project Based Learning has expanded to 7, 8, 9 and 10 in 2015. The projects allow all junior students to engage in 21st century learning to develop skills in creativity, communication,

collaboration, and critical thinking. Students continue to develop capacity to use technology as a learning tool, building skills in cooperative learning and celebrating with parents at a showcase night. In 2015 all junior students will engage in project based learning through broad enquiry based topic areas such as natural disasters, sustainability, making the world a better place and creating something of value.

Equity Funding

Equity funding is provided for different categories:

- Aboriginal background,
- Socio-economic background,
- English language proficiency and
- Learning and Support.

Aboriginal background

All students with an Aboriginal background are identified and, in consultation with key staff and the student's family, meaningful Personal Learning Programs are developed and implemented to provide students with a suitable program. These are reviewed on an annual basis. Other elements of Aboriginal background have been discussed earlier in the section on Aboriginal Education.

Socio-economic background

In 2014 Menai High School had an average "Family Occupation and Education Index" of 66 with 12% of the student population having some degree of low socio-economic background. The RAM (Resource Allocation Model) responded by allocating just over \$40,000 to support targeted students. The resources were used to purchase a safety pool of laptops so that students from families that could not afford to comply with the school's BYOD policy could access a laptop in lessons requiring them. The resource also established a Student Assistance Fund to support, by application, students requiring financial assistance to participate in various activities including the provision of materials required for practical courses and classes. A homework centre functions one afternoon per week and assistance is provided for participants by application. All funds were expended on these support programs.

English language proficiency

Resources were expended in a number of areas under English Language Proficiency. The equivalent of 2.0 staff FTE was devoted to English Language Proficiency and a number of programs ran during the year.

The support team provided services by:

- modifying tasks,
- providing in-class support,
- withdrawing students to work on English language skills or assessments,
- liaising with classroom teachers on how to best accommodate students in class,
- ESL seminars
- Running a Year 10 Australian Cultural Studies class for refugee and migrant students.

As well the school worked with volunteer organisations such as Mercy Connect and the Sutherland and St George Refugee Support Group who worked with students on a volunteer basis on language skills.

Learning and Support

Learning and support involved a large team of staff who provided support services in a wide context within the school. Although the official staffing for learning and support is 1.2 FTE the team was much larger than this, involving Year Advisers, counsellors, careers advisers, Welfare staff, School Learning Support Officers and senior executive. The team meets on a fortnightly basis to discuss students with the caseload/monitoring load being well over 100 students. Support was provided in the following ways:

- In class support
- Withdrawal of small groups to target specific learning needs
- Development of programs for staff
- Reviews of all students on "Caseload" with the team, students and parents together to determine the best learning suitable for each student
- Network meetings

- Adjustments for teachers in lesson presentation to make lessons more accessible for students on the Learning Support Register
- Homework Club
- Peer Tutoring Program (Literacy)
- Peer Tutoring Program (Numeracy)
- Review of all assessment tasks for language suitability for students on the register
- Accommodations for learning disabilities and modification of tasks and classwork.

- All teachers focus on spelling, grammar and punctuation across the junior school. Use of contextual teaching strategies in each KLA.

School priority 2: Numeracy

Outcomes from 2012–2014

Improved students' learning outcomes and numeracy skills.

Evidence of progress towards outcomes in 2014:

- A target of 58% of NAPLAN growth in numeracy was set. The target was surpassed by achieving 69.2%
- Improved foundation numeracy skills for targeted students in Years 7 and 8.

Strategies to achieve these outcomes in 2014:

- Continued use of QuickSmart Numeracy Program.
- The Cross KLA Numeracy Team has identified the numeracy demands for each KLA and continues to provide professional learning for staff.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the following aspects of our school:

- A. Menai High offers a broad subject choice
- B. Menai High is staffed by highly qualified subject teachers
- C. Menai High offers a wide range of extracurricular activities e.g. music, drama
- D. Menai High provides an orderly and disciplined learning environment
- E. Menai High provides excellent computer and technology resources
- F. Menai High has a positive image in the community and local media
- G. Menai High has a good social environment supported by clear school values
- H. Menai High achieves excellent Higher School Certificate results
- I. Menai High provides programs that meet individual needs e.g. ESL or learning difficulties support
- J. Menai High provides opportunities for success in sport

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include evaluation of:

- Literacy and
- Numeracy

School planning 2012-2014:

School priority 1: Literacy

Outcomes from 2012–2014

- Improved student's learning outcomes and literacy skills in writing.
- Increased the performance and transfer of the skills by students concerning writing in all KLA's.

Evidence of achievement of outcomes in 2014:

- The target of a 60% increase in growth for the Year 9 reading component of NAPLAN was exceeded (66.7% growth reached).

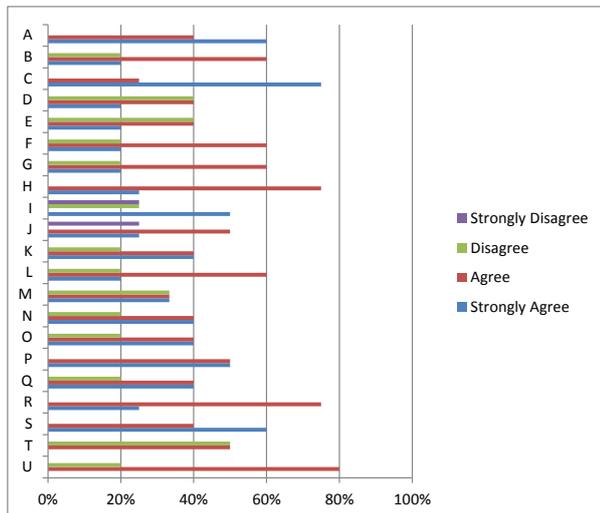
Strategies to achieve these outcomes in 2014

- Professional Learning for teachers on using data to inform their teachers through Smart Data.
- Delivery of workshops for staff on explicit teaching of writing skills.

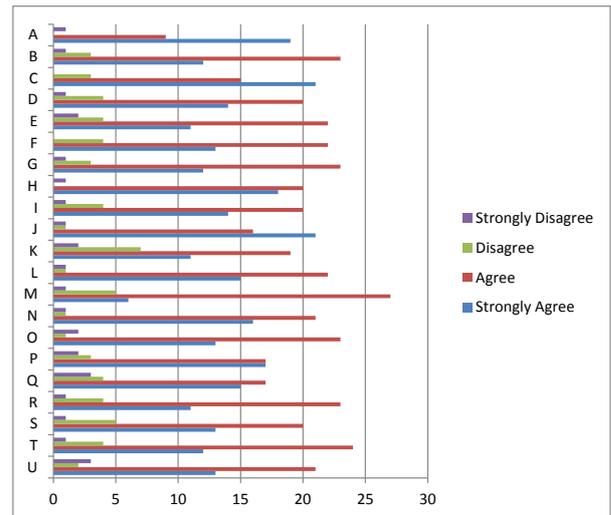
- K. Menai High displays an interest in and care for individual students
- L. Menai High provides attractive and well-resourced facilities e.g. science labs, performing areas
- M. Menai High provides good communication with parents
- N. Menai High provides opportunities for students with special abilities and interests e.g. academic, music
- O. Menai High Schools' teachers set high standards of achievement
- P. Menai High provides strong and positive leadership by the principal
- Q. Menai High provides good discipline and enforced uniform policy
- R. Menai High offers a broad range of vocational subjects
- S. Menai High offers student programs that foster leadership and citizenship
- T. Menai High offers pathways and support into training or employment
- U. I am satisfied with the services delivered through the chaplaincy program at Menai High School

Their responses are presented below.

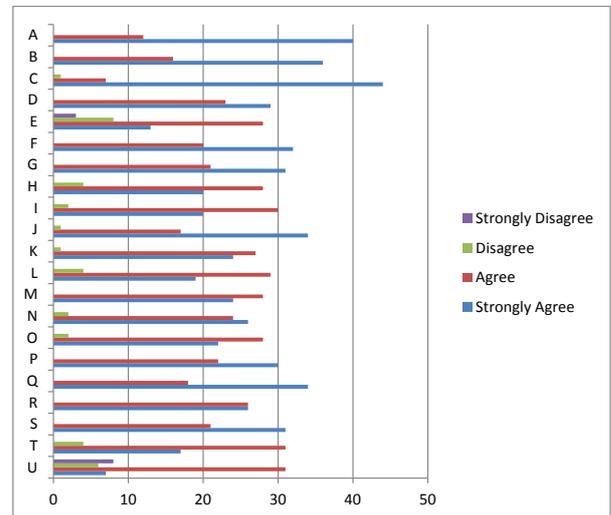
Parent Survey



Student Survey



Staff Survey



Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The School Plan for the next three years will have an emphasis on developing students who are "Skilled Learners", "Skilled Citizens" and "Skilled for Life".

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Edith McNally – Principal

Raelene Allen – Deputy Principal

Ekbal Sayed-Rich – Deputy Principal

Janine Brown – HT VET

Dianne Cooper – HT Learning Support

Kate La Rosa – ESL Teacher

Rebecca Jock – ESL Teacher

Natalie Hennessey – LAST

Grahame Gregory – Careers Adviser (Ret)

Stephen Wakely - Teacher

School contact information

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School Code: 8583

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>