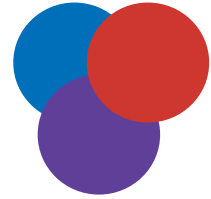


Menai High School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Menai High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Barney Ellevsen

Principal

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Message from the Principal

Menai High School is a large modern comprehensive high school serving the Menai, Alford's Point and Illawong areas in the Sutherland Shire. The school 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 School 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 School provides students with an exit passport that allows them to be Skilled Learners, Skilled Citizens, and Skilled for Life. These three things form the basis for the three strategic directions within the school plan. Areas of focus for 2105 have been the development of Twenty First Century Skills, Project Based Learning, Personalised Learning and Self-Regulated Learning.

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

A wide range of subjects is offered to students embracing innovative, quality teaching practices to deliver rich learning experiences with a caring approach to student welfare. Technology is a key component in the education of all students across all subjects and all years. The school offers an extensive and vibrant co-curricular program encompassing the performing and creative arts, public speaking and debating, outdoor programs including boating, sport, student leadership and primary industries.

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 2015. 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.

School background

School vision statement

Menai High School embraces a whole person paradigm. The school's shared purpose is centred upon three things.

The first is instilling in students an enduring love of learning so that they will be successful learners for life. We strive to develop students who are literate, numerate, confident, creative and critical thinkers who are skilled in the use of twenty first century technologies.

The second is developing outstanding citizens who are able to make valuable contributions to their communities, who have local, national and global perspectives. We strive to develop within our students the values of respect, empathy, tolerance, integrity, excellence, responsibility, cooperation, care, fairness and democracy.

The third is equipping students with the skills and capacities they require to be successful in life. We strive to equip students with the capacity to communicate, adapt to ever changing circumstances, organise, solve problems, be resilient, effectively contribute to team work and live a healthy lifestyle.

These things form the basis of the three strategic directions within our school plan and drive everything we do at Menai High School.

School context

Students

Menai High School is a co-educational school with an enrolment of 1208 students in 2015. 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 81.4 teachers, supported by 12 head teachers, 3 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.

P&C/School Council Message

2015 had one of the best Year 7 family, staff and student 'Welcome to Menai High' dinners ever with a large proportion of the staff and 90% of families attending. The top three HSC students for 2015 were acknowledged for their outstanding achievements by being awarded monetary prizes for their performance in the Higher School Certificate at the Year 7 Dinner. Past students spoke to the incoming Year 7 about their lives and experiences whilst at school and how that has led to success in their post-school lives.

Monthly P&C meetings are held at 7pm on the second Monday of each month 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 2016 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 (2015)

Self-assessment using the School Excellence Framework

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. 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.

This year, the school undertook self-assessment using the elements of the School Excellence Framework. The major areas assessed were students as 21st Century Learners, Literacy and Numeracy, Civics and Citizenship and Lifelong Learning. These areas were approached in a holistic manner and progress was evaluated across the Excellence Framework's domains.

The impact of Progress Based Learning (PBL) on enabling students to become 21st Century Learners was evident in a variety of ways. Every student in the junior school participated in PBL where teams of students collaborated to create and present solutions to real world problems based on a variety of themes across different scholastic years. All faculties were involved in the program by including teaching and learning activities focused on the development of the skills and knowledge students would need to undertake the project. All teams presented their findings to their peers and at showcase evenings for parents.

The use of Information and Communications Technology (ICT) played a significant role in students' learning. All PBL projects involved a significant usage of ICT. The use of electronic diaries to enhance learning and communications with parents via eDiary continued to grow. All students used technology to create Personalised Learning Plans (PLPs).

The delivery of literacy was also an important element in teaching, learning and leading. The impact of the Peer Tutoring program showed that students in the program improved their reading ages by more than a chronological year. All of Year 7 was engaged in a reading program at the beginning of every day and all of the junior school read during roll call. All assessment tasks were reviewed by the Learning Support Team to ensure consistency and that the language of the task was aimed at students' reading abilities. Tasks were differentiated to allow all students with different ability to clearly understand what was expected of them in the completion of tasks. Literacy and numeracy were an area of focus at staff development days during the year.

Programs to support Civics and Citizenship include the PBL, the formal assembly program, SRC involvement, the awards system, the Personal Development, Health and Physical Education (PDHPE) program, the Vampire Shield (blood donations) and White Ribbon all have elements of students as skilled citizens. Students are taking responsibility by proposing initiatives and taking control of running and managing them with staff giving students greater control in these initiatives. With PLPs it is obvious that senior students are becoming aware of their development as citizens and write goals that are more than just about academic success.

The whole school community is moving more towards being learners for life. PLPs reflect goals that extend beyond school days, learning support and review meetings involve teams which set goals for students in preparing for lifelong learning outside of school, involvement in students supporting charities and institutions outside the school is growing. The introduction of vertical roll classes to develop collaborative practices, mentoring and social conscience is impacting the strategic directions of Skilled Citizens and Skilled for Life.

The impact of these programs is focusing the attention of the school community on the strategic goals of Skilled Learner, Skilled Citizens and Skilled for Life as being important and valuable in the educational development of students. The self-assessment process will further assist the school to refine its strategic priorities in the School Plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

To develop students as skilled learners for the 21st Century.

Purpose

To allow students to become 21st century skilled learners with the capacity to be independent thinkers who are literate, numerate, creative and technologically skilled.

To support the needs of all students with equity needs including low SES, aboriginal, EAL/D, disability.

Overall summary of progress

A wide range of programs and activities underpin Strategic Direction 1 under the theme 21st Century Learning. The Project Based Learning Program, the further development of the use of eDiary, use of MOODLE, the Science Gifted and Talented Program, learning support, Personal Learning Plans, the Peer Tutoring programs, the Technology Wizards Program and the Formal Assembly Program enabled the school to make significant progress in this strategic direction.

During the year the junior school participated in designing solutions to real world problems (PBL) and presenting their findings to other students and parents at exhibition evenings. Presentations were collectively marked and findings/results reported back to students.

The use of eDiary was formalised with all subjects and classes using the electronic diary system to communicate with students and their parents. MOODLE usage increased by providing students with greater access to course information and resources.

The Science Gifted and Talented program has become embedded in practice within the senior sciences and Peer Tutoring (literacy) has continued to show better than chronological age improvement of the students involved in the program.

Learning support reviews for all students have resulted in specialised learning plans for these students and have been developed in consultation with parents and caregivers and variety of specialised staff. Aboriginal students have worked with teams to develop their personalised learning plans while all students within the school have written their own PLPs with the assistance of the teaching staff.

These programs are having an impact on students' attitudes towards becoming Skilled Learners in the 21st Century. Student engagement in these programs has increased.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year. (Data stored in the school's Strategic Directions Tracking Documents).	<\$>
At least 95% of junior students engaged in PBL.	<ul style="list-style-type: none"> • Scope and sequence mapped for all faculties • Data reporting on performance created • PBL Showcase Evenings attended by a significant number of parents 	12,600
Learning Support Team reviews	<ul style="list-style-type: none"> • During the year approximately 100 Learning Support reviews are conducted with around 80% of parents attending with others contacted via phone. 	2,700
Peer Tutoring	<ul style="list-style-type: none"> • 24 students attained TAFE qualifications in peer literacy • Average growth in reading ages of tutees around 17 months 	3,400
Use of eDiary	<ul style="list-style-type: none"> • Over 700 parents emails for eDiary registered • All staff using eDiary 	-
Science Z Scores (Science GAT) shown improvement	Biology and Physics have shown an increase which is above state average and Chemistry has shown an improvement but is still below the state average.	-

Next steps for 2016

- Review of Project Based Learning – now to be conducted in Years 7 and 9 only while Student Organised Learning Environment (SOLE) will be introduced to Years 8 and 10.
- Personalised Learning Plans are to be refined. Friday roll call to become a welfare and vertical roll. Peer support by older students in the development of PLPs and other programs.
- Science GAT program to be extended to another KLA. 10% on Top and literacy and numeracy program to be increased (through appointment of additional staff – 3 days/week for literacy and 2 days/week for numeracy).
- Formal Assembly program strengthened with increased student decision making and participation.

Strategic Direction 2

To develop students as skilled citizens.

Purpose

To provide all students with learning opportunities that aim to provide local, national and global perspectives and commitment to practising the values of respect, empathy, tolerance, integrity, excellence, responsibility, cooperation, care, fairness and democracy.

Overall summary of progress

Students were provided with learning opportunities that allowed them to develop perspectives on being skilled citizens. This was achieved by involving students in activities which allowed them to participate in such activities as the PBL and formal assemblies. They both were provided with, and encouraged to select, activities which offered opportunities to practice values which enable them to become skilled citizens.

Through PLPs, PBL, blood donations, formal assemblies and being encouraged to be active in the awards system students develop attitudes and values which enable them to become skilled citizens.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
PBL Second phase movies	Showcase evenings for parents. Students set up booths and presented their projects to parents at the evening event for their year.	-
Student involvement – social welfare	Student driven involvement in social welfare programs has been significant this year – White Ribbon, World's Greatest Shave and a range of other measures.	-
Awards Scheme	Numbers of students participating has been growing with an increase in male participation.	500

Next steps

Friday Roll Call program to be used for a variety of purposes – one in particular for issues dealing with citizenship.

Close the Gap Equity issues addressed through whole school assembly program.

Continued involvement in White Ribbon and other areas of social conscience.

Strategic Direction 3

Students are Skilled for Life.

Purpose

Teachers model lifelong learning as they grow in their role as a leading learner. Students are provided opportunities and experiences that engage young people and equip them to graduate with life skills that enable a proactive and confident approach to living. Both teachers and students show this through their capacity to communicate, adapt to ever changing circumstances, organise, solve problems, make appropriate decisions, be resilient, effectively contribute to team work and live a healthy lifestyle.

Overall summary of progress

During the year students worked with staff to complete their personalised learning plans discussing goals and identifying how their goals may be achieved. Ed diary registrations for students and parents have been pursued and followed up. Parents have been encouraged to register via the school newsletter and at parent teacher evenings.

The formal assembly program allowed students to develop skills in preparing and presenting many activities which allowed the school community to develop skills which will be lifelong skills. A sense of wellbeing and collaboration are greatly enhanced from the program.

Work experience and work placement has been afforded to many students and surveys of post school destination have been carried out.

The wellbeing register of problems and, more importantly, positive outcomes has grown significantly. Project based learning has emphasised the importance for students to develop skills for life.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Personalised Learning Plans in place and active.	PLPs completed by students in all years. Two meetings held to write and refine student PLPs.	Release days 1,200
Learning Support plans developed -targeted skills identified	Over 100 students have had learning Support Reviews with Learning Support Plans drawn up in consultation with parents and staff.	
eDiary registrations for students, staff and parents	Over 700 parents registered. All subjects using eDairy as a means of communicating with parents and providing information and resources to students.	
Extracurricular and formal assemblies	Students have been involved in a wide range of extracurricular activities and formal assemblies.	
Work experience, work placement and post school destinations survey data	All VET students have participated in work placement. Work experience opportunities have been provided to students seeking employment. Post school destination data conducted – data elsewhere in the ASR.	
Wellbeing register of problems/successes	Positive reports – showing growth.	Workplace visits by staff – cost equivalent of 6 days release from classroom.

Next steps

PLPs developed with emphasis on being skilled for life. Goals to be extended to beyond achievements at school incorporating goal setting around the development of skills in communication, organisation, problem solving, resilience, team work and healthy lifestyle.

Further development of positive reporting in Sentral. Analysis of statistics to measure change.

Introduction of vertical rolls and development of their purpose and function. Survey of the effect and impact of vertical rolls to be carried out in 2016.

Learning Support Reviews to also include elements of Skilled for Life.

Key initiatives and other school focus areas

This section includes:

Key initiatives

Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.

Initiatives and other school focus areas which may not have been included in the school plan.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Awareness has been raised of key issues affecting Aboriginal and Torres Strait peoples.	5,575
English language proficiency funding	In class support and withdrawal programs supported students. Liaison officer employed to work with student, liaise with outside organisations and for the Refugee Week Challenge.	Teachers' Salaries 160,802 Other Salaries 11,000
Targeted students support for refugees and new arrivals	Material support, excursion payments, textbooks and tutoring by outside agencies.	5,534
Socio-economic funding	Support for students under the Needy Students Program.	19,827
Low level adjustment for disability funding	SLSO support for students with disabilities. Learning and Support Teacher support. Both groups provide in class and out of class support. Learning Support Plans developed in conjunction with parents.	Teachers' Salaries 120,601 SLSOs' Salaries 80,710
Support for beginning teachers	Head Teacher Teaching and Learning support in the areas of Teacher Accreditation and orientation programs. See later report in this ASR.	30,000
Other school focus areas	Impact achieved this year	Resources (annual)
Other, including Early Action for Success	Refugee Program – See later section of ASR for further information.	-

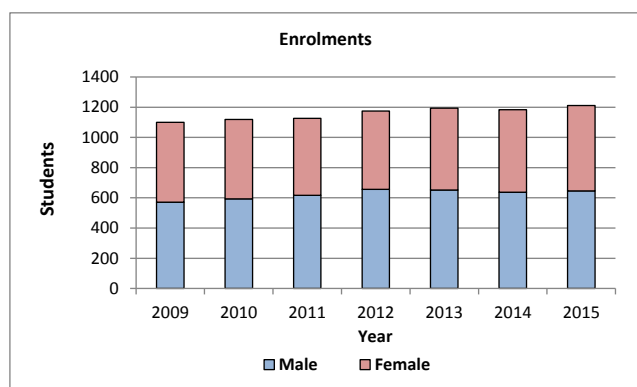
Student information

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 an increase in its total enrolment in 2015 after consistent rises in student numbers over the last 7 years.

Gender	2009	2010	2011	2012	2013	2014	2015
Male	571	594	617	656	652	637	646
Female	529	526	510	520	542	546	565

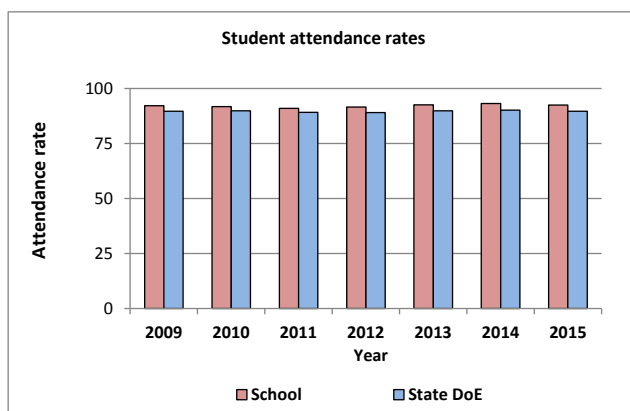


Student attendance profile

Student Attendance

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

	Year	2009	2010	2011	2012	2013	2014	2015
	School	7	93.7	94.7	94.5	93.6	94.8	94.3
8		92.7	93.5	92.0	92.5	93.7	94.5	92.4
9		91.6	92.1	91.6	91.8	92.7	93.3	92.0
10		90.4	89.8	89.2	90.6	90.4	91.8	91.7
11		92.4	89.9	89.3	90.3	91.9	92.5	93.0
12		92.7	90.9	90.6	90.6	92.1	92.7	92.9
Total		92.2	91.8	91.0	91.6	92.6	93.2	92.5
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



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. 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.

Retention Year 10 to Year 12

Menai High School has maintained a strong retention rate well above state average. 2015 has seen an increase in the retention for Year 10 to Year 12.

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	76.7	71.3	74.7	75.6	81.9	85.6	87.2
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking employment	-	9	8
Employment	6	11	22
TAFE entry	-	20	9
University entry	-	-	121
Other	1	4	4
Unknown	-	-	4

There were 168 students who completed their HSC. The dux of the year received an ATAR of 98.65.

72% of students received an offer to university with 48 (40%) students receiving an early admissions offer.

University destinations

University of Wollongong (UOW)	42
University of Western Sydney (UWS)	28
University of New South Wales (UNSW)	13
University of Technology Sydney (UTS)	13
The University of Sydney	13
Macquarie University	3
Australian Catholic University	2
University of Notre Dame	2
Other (JMC, ICMS, Think Group)	6

4 students accepted offers to regional Universities including Charles Sturt, Griffith, New England and Newcastle.

Area of Study

Science / Health	25
Business	25
Engineering / Design	11
Psychology / Welfare	10
Arts	10
Communications / Law	8
Teaching	9
Creative Arts	9
International Studies	6
Information Technology	5
Foundation Studies	3

Year 12 students undertaking vocational or trade training

A total of 53 students (32%) were engaged in Industry Curriculum Framework (VET) courses delivered in school by trained and industry current teachers. Courses delivered were:

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

53 students (100%) achieved the full Certificate qualification or a Statement of Attainment towards their qualification. 14 students (27%) of VET students have pursued careers in the industry area studied at school.

One student from the Primary Industries VET Framework received the Southern Sydney Business Education Network (SSBEN) VET Excellence Award for commitment to their training and industry work placement. This student received an early admissions offer and is continuing her primary industries studies at university.

11 (21%) VET students were offered full time apprenticeships or casual work through their mandatory industry work placement.

Workforce information

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
Head Teacher(s)	12
Classroom Teacher(s)	70.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.0
Teacher of ESL	1.2
School Counsellor	1.0
School Administrative & Support Staff	12.7
Other positions	2
Total	105

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff identify as being Aboriginal.

Teacher qualifications

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

4 additional teachers completed industry training in 2015 in the areas of Business Services, Hospitality (F & B) and Primary Industries.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	32

Professional learning and teacher accreditation

2015 was an extremely successful year for accreditation at Menai High School. Over \$30,000 was spent funding programs that supported early career teachers. During term 1, early career teachers were released and were provided with training that was delivered by experienced teachers on a range of key department policies, classroom management and accreditation procedures. This was then followed by another release day in term 4, where they were given a further opportunity to explore accreditation procedures by being trained by a department accreditation officer Lorraine White.

In addition to the direct support provided to teachers undertaking accreditation, early career teachers are also part of the mentor program. Early career teachers identify their direct mentor and work with them regularly as they develop their skills and identify goals. This successful year was

culminated with five teachers being recognised by Board of Studies Teaching and Educational Standards as a Proficient Teacher, highlighting that Menai High early career teachers have a strong understanding of the Australian Professional Standards.

All RAM funds for Teacher Professional Learning expended on programs supporting the Strategic Goals and plans of Menai High School.

Financial information

Financial summary

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Management of the school's financial processes is led by the principal who chairs a committee consisting of staff representatives, the **School Administration Manager (SAM)** and parent/community representatives. The Committee has an annual meeting in October to consider all budget applications and spending proposals for the following year.

The committee meets on a monthly basis to monitor income and expenditure and to consider new applications and issues that arise during the year.

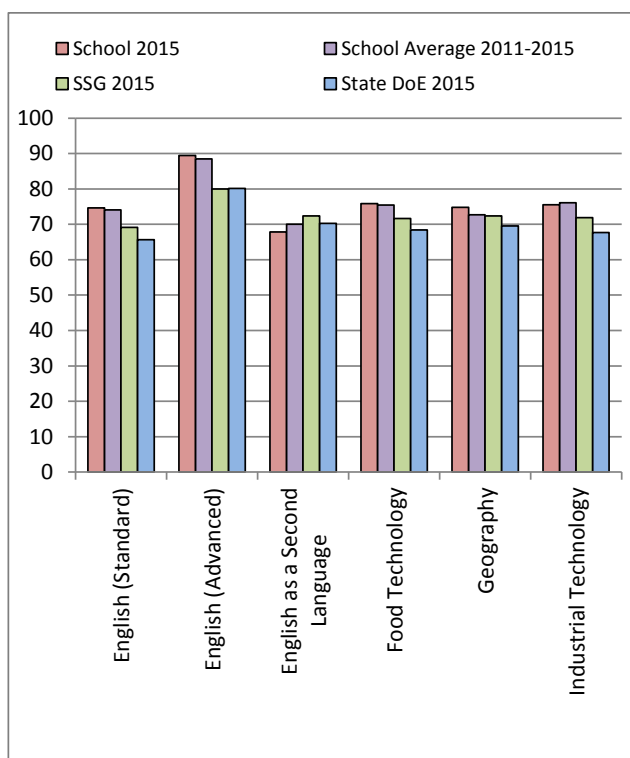
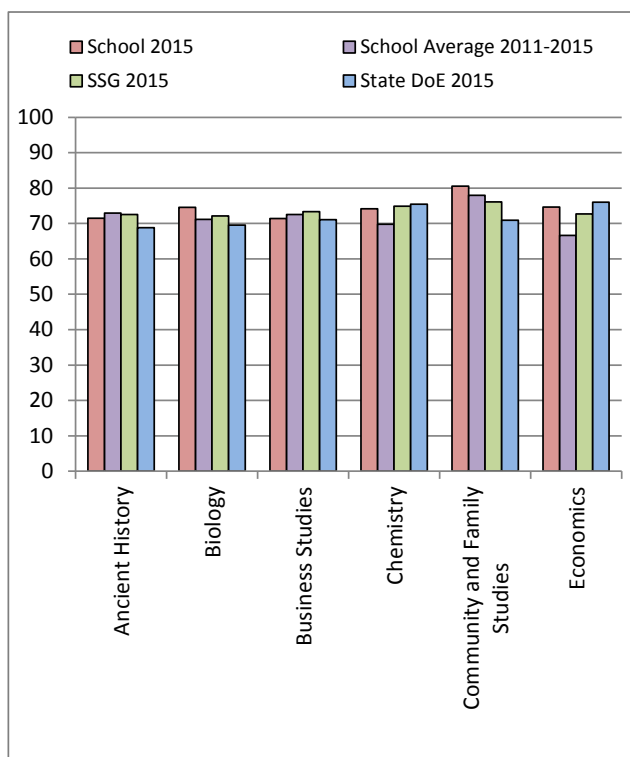
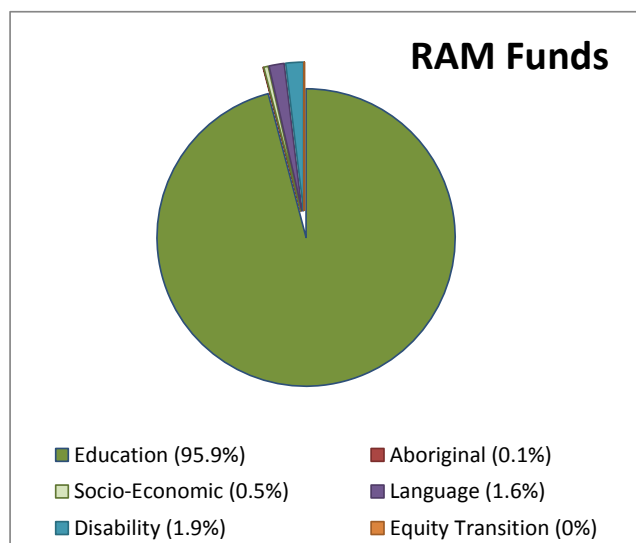
Financial summary table for the year ended 31 December 2015

	2015 Actual \$
Revenue (10609)	12 013 571
Appropriation	(10 723 772)
Sale of Goods and Services	(192 543)
Grants and Contributions	(1 088 059)
Other Revenue	
Investment Income	(9 197)
Expenses (106010)	(11 753 132)
Recurrent Expenses	
Employee Related	(10 159 256)
Operating Expenses	(1 593 879)
Capital Expenses	
Employee Related	
Operating Expenses	
Surplus/Deficit for the year	260 439
Balance Carried Forward	535 148

The information provided for the Financial summary is current at the date shown. The summary includes reporting from January 1 2015 to 31 December 2015.

Funds received through the Resource Allocation Model

Component	2015 Revised RAM
Base	9,677,398
Location	-
Other Base	9,677,398
Equity	429,737
Socio-economic	50,593
Aboriginal	5,605
Language	172,229
Disability	201,311
Equity Transition	-
Targeted	120,434
Other	272,541
Total	10,500,109

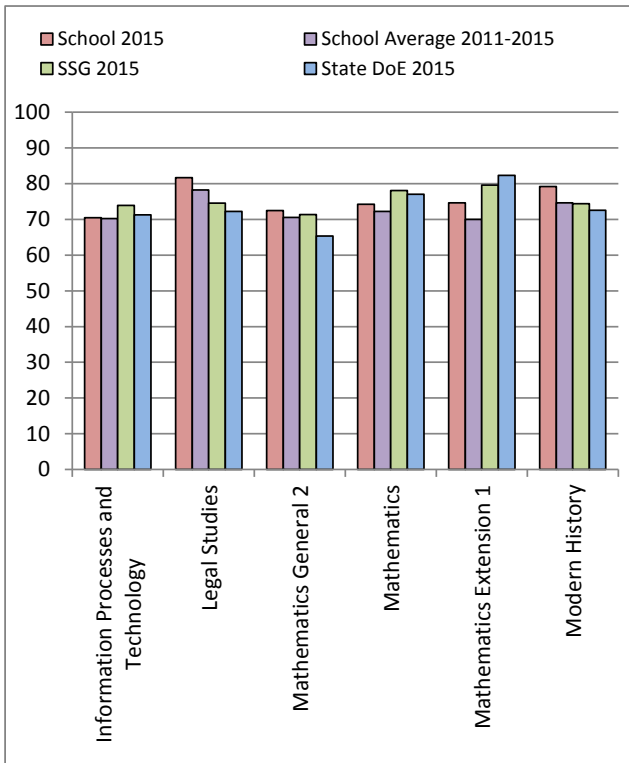


School performance

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 2015 HSC results were outstanding across many courses. Fifty one students gained 1 or more bands 6's. One hundred band 6's awarded in 2015 across 23 subjects. The English advanced course was ranked 4th in the State overall and 1st in the comprehensive public schools. One hundred percent of the Dance course students had 1 to 3 performances selected for the On Stage HSC Dance Works Concert. Most courses continued the trend of students achieving above state average. English Standard and Advanced, Biology, Community and Family studies, Food Technology, Industrial technology Geography Legal studies, Mathematics General, Modern History, PDHPE, Physics, Visual Arts and Hospitality all achieved well above state average.

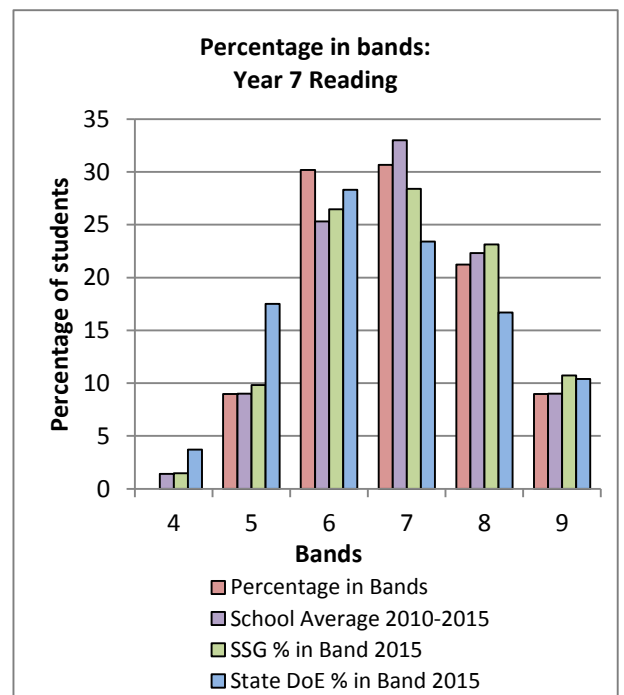
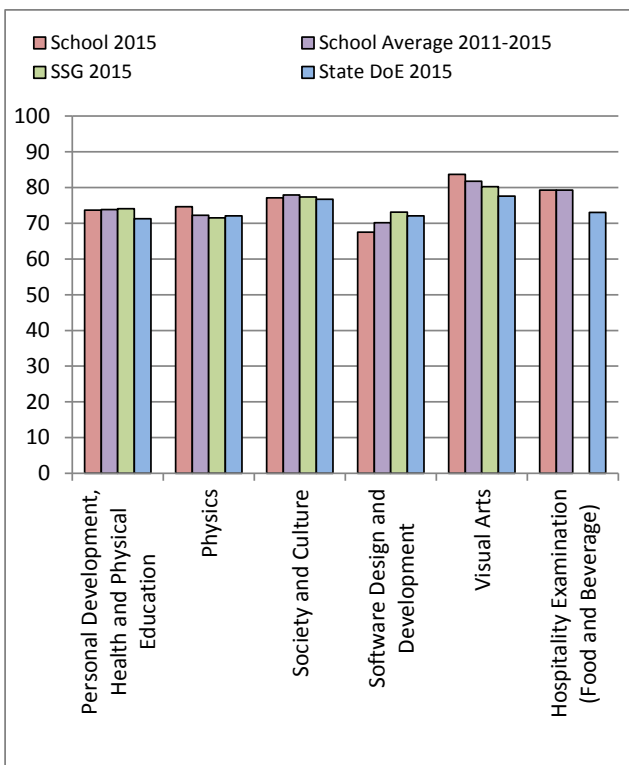


assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy Year 7

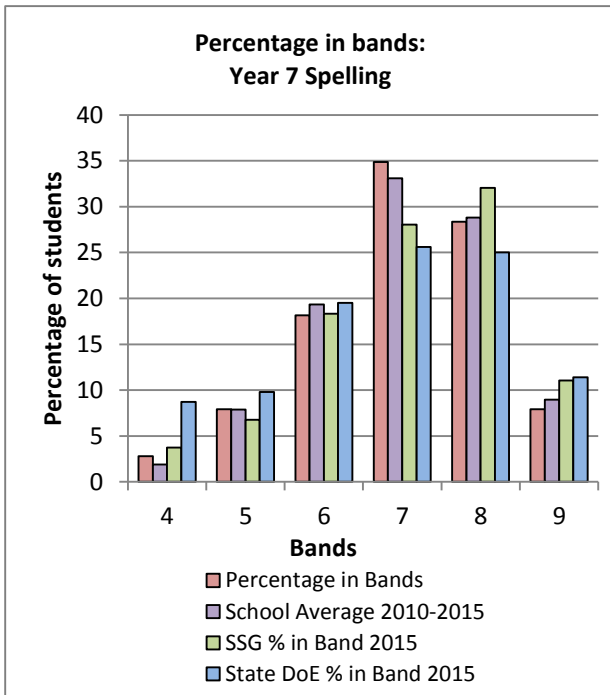


Menai had less Year 7 students performing in the lower bands than was average for the state.

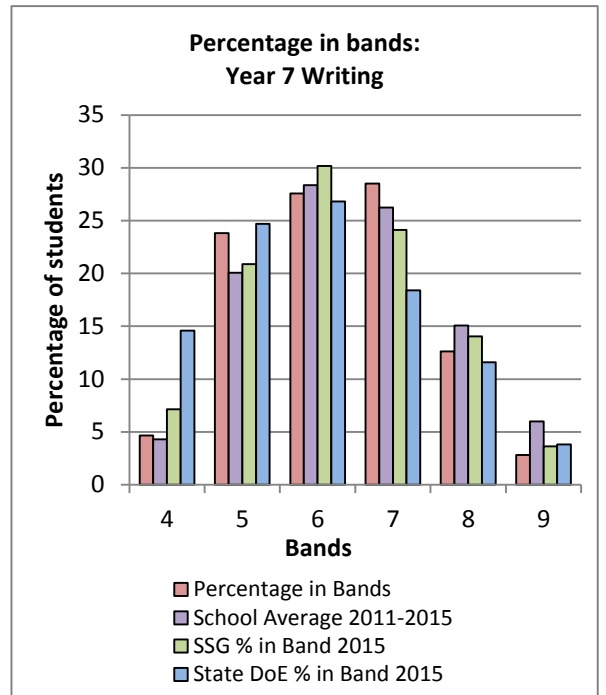
NAPLAN

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.

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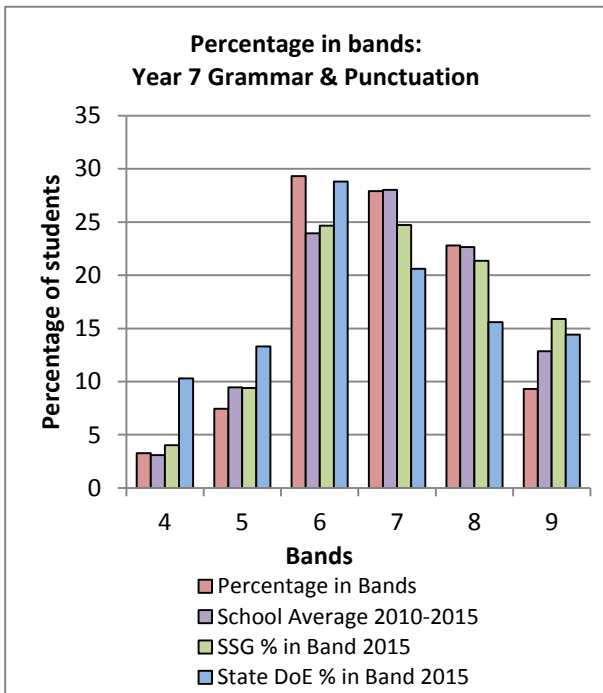


Menai has fewer students in the higher bands than is average for the state.

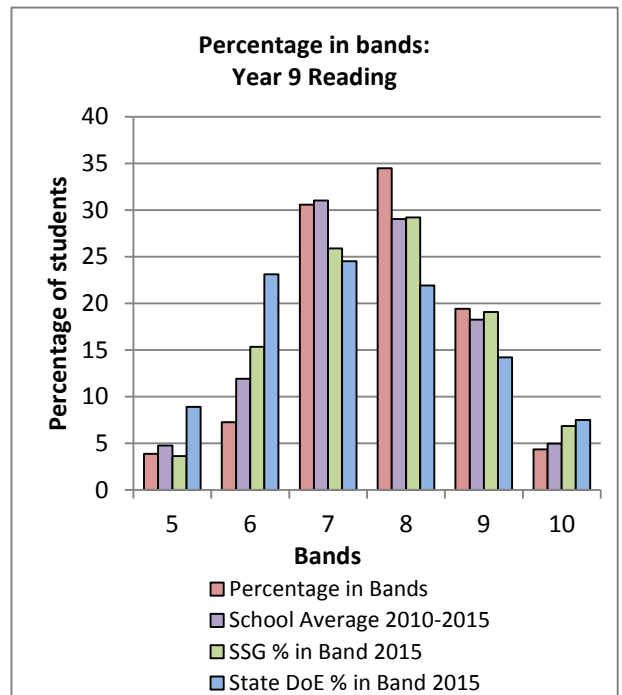


Our Year 7 Writing results are very close to state average.

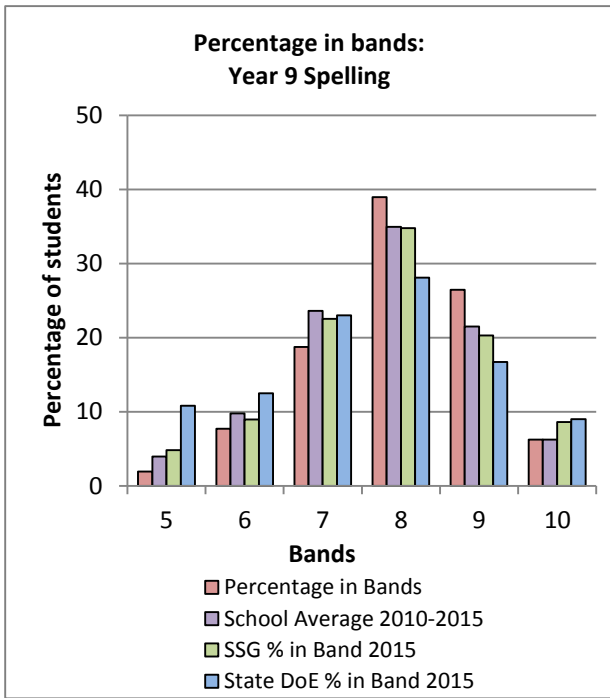
NAPLAN - Literacy Year 9



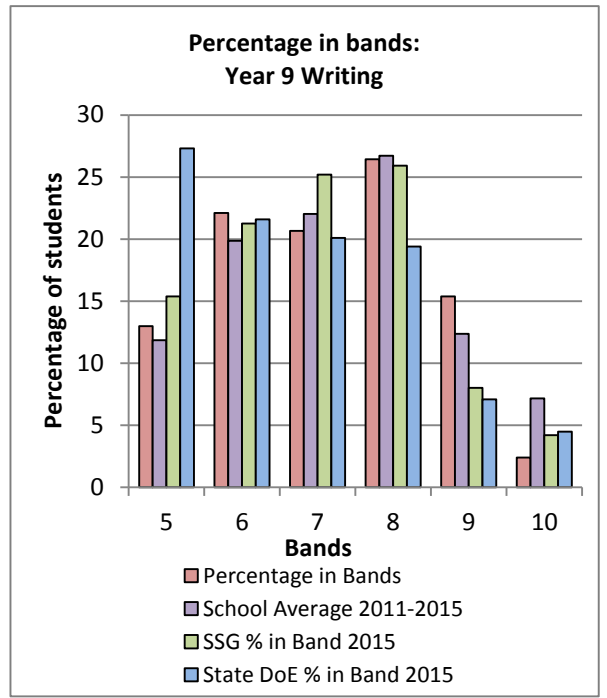
Although we have performed above state average in Year 7 Grammar and Punctuation, we have fewer students in the highest bands.



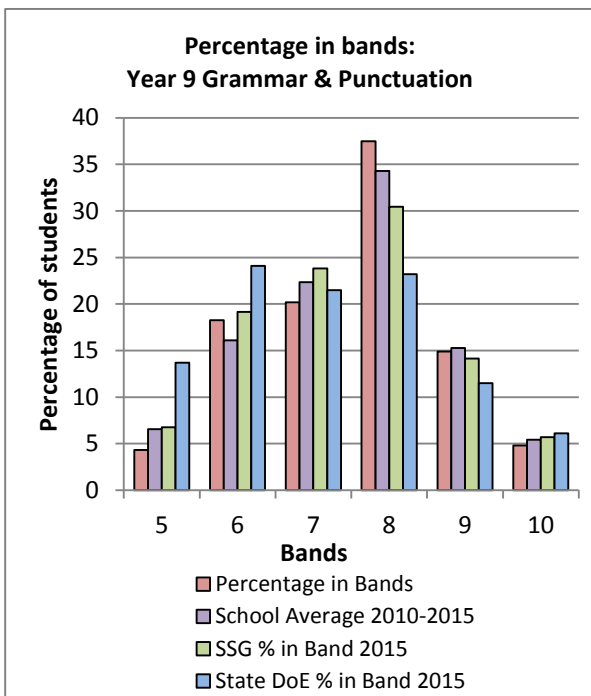
More Year 9 Menai students have performed in the middle bands than is average for the state.



Last year's students have performed better than our school's average for 9 in Spelling.

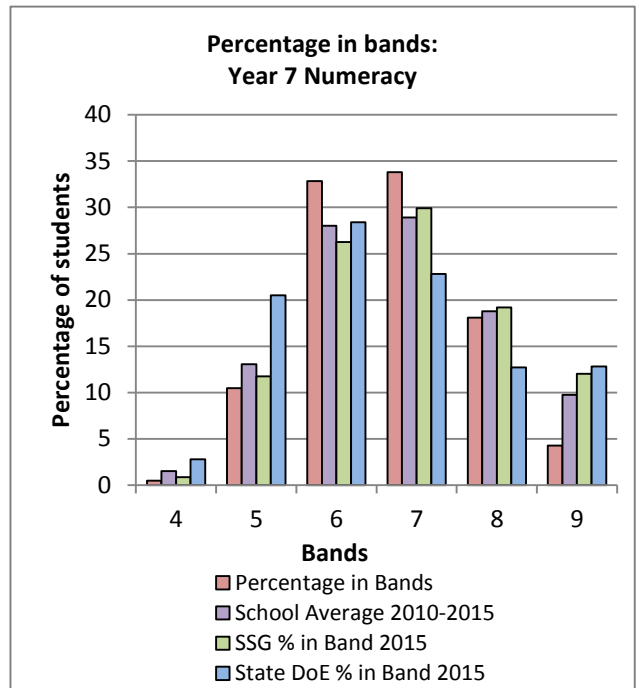


Though we have performed better than state average in Year 9 writing, we have far fewer students in the highest band.



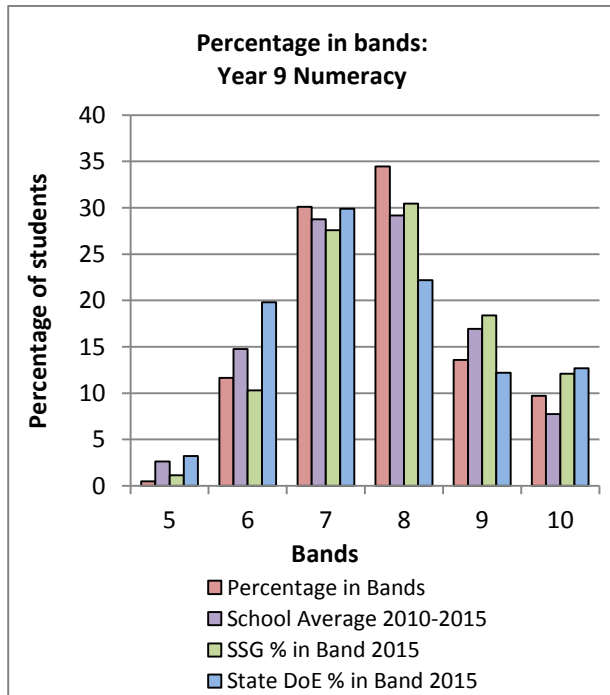
In Year 9 Grammar and Punctuation our students performed at, or above state average.

NAPLAN - Numeracy Year 7



More students performed in the middle bands than is average for the state.

NAPLAN - Numeracy Year 9



Year 9 students have performed above our average for the past five years in Numeracy.

Parent/caregiver, student, teacher satisfaction

For the year 2015, the school sought the opinions of parents, students and teachers about the following aspects of our school:

Key: All Satisfaction Surveys

1. Menai High offers a broad subject choice.
2. Menai High is staffed by highly qualified subject teachers.
3. Menai High offers a wide range of extracurricular activities, e.g. music, drama
4. Menai High provides an orderly and disciplined learning environment.
5. Menai High provides excellent computing and technology resources.
6. Menai High has a positive image in the community and local media.
7. Menai High has a good social environment supported by clear school values.
8. Menai High achieves excellent Higher School Certificate results.
9. Menai High provides programs that meet individuals needs e.g. ESL (English as an Alternative Language/Dialect) or learning difficulties.
10. Menai High provides opportunities for success in sport.
11. Menai High cares for the individual welfare of students.
12. Menai High provides attractive and well-resourced facilities e.g. science labs.
13. Menai High provides good communication with parents.

14. Menai High provides opportunities for students with special abilities and interests e.g. academic, music.
15. Menai High School's teachers set high standards of achievement.
16. Menai High provides strong and positive leadership by the Principal.
17. Menai High provides good discipline and enforced uniform policy.
18. Menai High offers a broad range of vocational subjects.
19. Menai High offers student programs that foster leadership and citizenship.
20. Menai High offers pathways and support into training and employment.
21. I am satisfied with the services delivered through the chaplaincy program at Menai High School.
22. Menai High ensures sufficient placements for ESL(English as an Alternative Language/Dialect) and students with refugee backgrounds.
23. Menai High School is a safe school.

Responses are provided below.

Parents

Question No	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	94	54	0	0	0
2	37	89	6	0	15
3	65	74	3	0	6
4	42	94	6	0	5
5	32	83	11	0	21
6	60	83	3	0	2
7	48	94	2	0	2
8	56	81	2	0	9
9	26	73	4	0	44
10	29	96	4	0	18
11	39	93	5	0	10
12	41	81	6	0	20
13	29	94	21	0	3
14	38	77	4	0	29
15	31	99	6	0	11
16	37	73	3	0	35
17	42	91	7	0	6
18	35	82	3	0	28
19	41	86	2	0	19
20	29	68	2	0	49
21	15	44	0	0	87
22	13	47	0	0	87
23	42	95	4	0	4

Students

Question No	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	36	36	0	0	2
2	15	50	6	0	3
3	32	35	4	0	3
4	12	54	5	0	1
5	18	36	11	0	8
6	27	40	2	0	3
7	18	49	4	0	3
8	32	36	0	0	6
9	28	32	1	0	13
10	34	39	0	0	1
11	16	44	6	0	4
12	21	49	2	0	2
13	12	37	14	0	9
14	27	42	1	0	3
15	16	52	1	0	5
16	27	37	3	0	7
17	23	41	6	0	2
18	12	46	0	0	16
19	19	49	1	0	5
20	19	45	1	0	9
21	13	35	2	0	21
22	22	37	1	0	13
23	26	36	5	0	3



Teachers

Question No	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1	19	3	0	0	0
2	16	5	1	0	0
3	15	6	1	0	0
4	13	9	0	0	0
5	8	11	3	0	0
6	16	6	0	0	0
7	16	6	0	0	0
8	16	5	0	0	1
9	10	10	2	0	0
10	16	6	0	0	0
11	16	6	0	0	0
12	8	11	3	0	0
13	15	7	0	0	0
14	16	5	1	0	0
15	13	7	1	0	1
16	15	3	1	0	3
17	11	10	1	0	0
18	15	6	1	0	0
19	15	7	0	0	0
20	12	7	3	0	0
21	2	8	4	0	0
22	10	10	1	0	0
23	14	8	0	0	0

Policy requirements

Aboriginal education

2015 was a successful year for Menai High School's Aboriginal education program. There were 14 students who identified as Aboriginal and Torres Strait Islander and with the growing number of identified students came a re-vamp of the whole school program. 2015 saw all Aboriginal students complete their Personalised Learning Plans and set concrete goals that would be the focus of their year. Close the Gap was a focus of term 1, all students and teachers were encouraged to pledge to Close the Gap by 2020 and a whole school assembly was held to raise awareness for this important cause.

Darren Dunn, a well-known and passionate Aboriginal person worked with our Aboriginal students to ensure that they appreciated the importance of learning about their culture. Uncle Harry Allie addressed the whole school during a formal assembly, he shared his story and message about the importance of working hard and

respecting all people. As part of Reconciliation and NAIDOC weeks, a whole school assembly was held and Aboriginal students worked with the CAPA team to create a Mural that recognised and celebrated the hard work and dedication of Lowitja O'Donoghue. All of year 7 participated in an incursion where they were able to watch a didgeridoo performance and all staff were trained in the 8 ways pedagogy during a staff meeting.



Multicultural Education and Anti-racism

Refugee Education and awareness

Menai High School students helped others to experience life in a refugee camp. The student-led day was part of the school's strong refugee education program it established in 2013. To mark Refugee Week 2015, which raises awareness of refugees' journeys, students set up interactive stations for visitors from other Sutherland Shire high schools.

Students were put into fictional family groups then had the chance to walk in the shoes of refugees who seek asylum by venturing through medical tents, food and water sanitation stations and a detention centre. They listened to real-life stories told by some of their peers who detailed what they went through before they arrived in Australia.

The Refugee Challenge aimed to take students on a journey and aimed to develop empathy in that students have the opportunity to feel some of the emotions refugees feel. The attitude towards refugees have left many in our community feeling marginalised and misunderstood.

There is a great amount of misinformation so the project replaces that with facts. Staff and students found the project has enormous benefits — particularly for refugee students who find telling their stories empowering. Students came away feeling informed and encouraged to look to the needs of others.

Other school programs

Sport

Menai High School continued its long standing tradition of high sporting achievement in 2015 with numerous individuals and teams representing the school, region and state. Menai High had 4 sporting teams that became Sydney East Regional Champions and progressed through to the NSW Combined High Schools Top 16. We also had numerous athletes be selected and compete for New South Wales Combined High Schools (NSWCHS) in Athletics, Swimming, Cross Country, Cricket, Basketball, Soccer and Tennis. One student was awarded a prestigious Sydney East Blue Award for Outstanding Performance in Basketball.



Student Leadership

At Menai High School students were encouraged to adopt leadership roles across all areas of the school community, through their involvement in facilitating academic, sporting, cultural or community events and projects, as well as whole school events which encourage students to actively support one another.

School Captains

The school captains are the student leaders of the school and are elected by the student and teacher bodies. The school captains represented the student body to the staff and School Council, actively leading school events and initiatives and assisting in the running of school assemblies during the course of 2015.



House Captains

The house captains were comprised of Year 11 female and male captains actively building pride and participation in sporting carnivals and encouraging a spirit of competition within their Sports Houses. Their efforts greatly improved a more positive attitude to sport and competition.

Student Representative Council

The SRC program actively involves students in contributing to their own educational experience and welfare, developing leadership skills and empowering students to represent the school and positively contribute to the school community. The SRC facilitated welfare initiatives such as the MHS Pursuit of Happiness Initiative and RUOK? Day, social and cultural initiatives such as White Ribbon, Refugee Week and National Day of Action Against Bullying and Violence and fundraisers such as The World's Greatest Shave.

The SRC is comprised of 30 students: 4 students from Year 8, 4 students from Year 9, 6 students from Year 10, 8 students from Year 11 and Year 12.

The Year 11 Leadership Team works closely with the SRC to facilitate whole school events and initiatives.

School Environment Council

The School Environmental Council is a committee of student volunteers who actively raise awareness of environmental issues throughout the school community through a school recycling program and national initiatives such as Earth Hour and Clean up Australia Day.

Peer Mediation

Peer Mediation is a committee of trained student mediators who assist students in a dispute to resolve their disagreement as well as empowering students to resolve their own problems. The process involves two mediators meeting with the students in conflict in a private and confidential setting where they assist all stakeholders in resolving their issues.

Creative and Performing Arts

Last year was very rewarding for Creative and Performing Arts in Menai High School. Expert and specialist teaching facilitated 82% of candidates to obtain a Band 5 or Band 6 in the 2015 HSC. Many extracurricular activities provided students with opportunities to develop leadership skills and develop expertise within their disciplines.

Dance students benefitted by work with the Sydney Dance Company to refine and extend student achievement in performance and choreography.

Similarly, Zeal Theatre worked with Drama student's to facilitate student growth in script and group performance. Visual Arts benefitted greatly from visits to the Art Gallery of New South Wales and the White Rabbit gallery. In 2015, seven practical submissions for HSC Dance were nominated for Call Back.



CAPA performance evenings provided outstanding opportunities for students to demonstrate development and excellence within their discipline. The Concert Band, Stage Band, Rock Ensembles and Choir continue to grow as does student excellence. The 3-day excursion to Brisbane and the Gold Coast provided students with opportunities to enrich their knowledge and understanding about the arts. For the second year, students from the Menai High school Choir have participated in the NSW Arts Unit Secondary Choral Concert.

