NSW GOVERNMENT

Education
Public Schools

Menai High School

Annual Report

2016

CARE AND COMMITMENT

8583

Introduction

The Annual Report for **2016** 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, Alfords 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 2016 have been ALARM, Self Organised Learning Environments, GROWTH Coaching, Formative Assessment and enhancing academic culture via Project Nerd.

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 leadership team, 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 2016. 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 on:

- Instilling in students an enduring love of learning so that they will be successful learners for life. The school community strives to develop students who are literate, numerate, confident, creative and critical thinkers, skilled in the use of twenty first century technologies.
- Developing outstanding citizens who are able to make valuable contributions to their communities and who have local, national and global perspectives. The school strives to develop within the students the values of respect, empathy, tolerance, integrity, excellence, responsibility, cooperation, care, fairness and democracy.
- Equipping students with the skills and capacities required to be successful in life. Students are equipped with the capacity to; communicate, adapt to ever changing circumstances, organise, solve problems, be resilient, effectively contributing to team work and living a healthy lifestyle.

These things form the basis of the three strategic directions within the school plan.

School context

Menai High School is a co–educational school with an enrolment of 1243 students in 2016. 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.

The school 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.

Self-assessment and school achievement

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.

This year, our school undertook self–assessment using the School Excellence Framework. 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.

In the domain of Learning the school has made the on balance judgement that the school is excelling in this area. This is based on the collective school–wide responsibility for student learning and the positive and respectful relationships across the school and wider community. The extensive well–being programs the school delivers along with the commitment to evidence based teaching practices also supports this assessment.

In the domain of Teaching and Leading the school has made the on balance judgement that the school is sustaining and growing in these areas. Areas for future focus include the continued commitment to explicit, timely and formative feedback to students on their learning and embedding processes that build the capacity of the school community to use data and evidence for strategic school improvement.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

Strategic Direction 1

Skilled Learners

Purpose

Students and teachers are Skilled Learners with the capacity to be independent thinkers who are literate, numerate, creative, technologically skilled,and life long learners. Menai High School aims to develop students who are skilled earners with the capacity to be independent thinkers who are:

- literate,
- numerate,
- creative,
- skilled users of technology and
- life long learners.

The school seeks to support the learning needs of all students with equity needs including those:

- of low socio–economic status,
- from Aboriginal and Torres Strait Islander backgrounds,
- that have English as an Alternate Language or Dialect (EAL/D) and
- with a disability.

Overall summary of progress

All students in Year 7 to 12 are developing skills that enable them to be literate, numerate, creative, technologically skilled lifelong learners. This is evidenced through projects such as Project Based Learning in Years 7 and 9 along with Self Organised Learning Environments in Years 8 and 10. Senior students are engaged in developing their skills in extended writing and higher order thinking via the ALARM extended writing program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Australian Curriculum programs have embedded differentiation and ALARM.	Two faculties, Science and HSIE, were trained in ALARM and are currently incorporating ALARM strategies and programs. Visits to schools already using ALARM were made and Max Woods lead Menai High School and other schools in the philosophy and practice of ALARM in the classroom.	Approximately $3000 was spent on relief to support staff undergoing ALARM training. Teachers devoted a significant amount of their own time after school in regular training sessions and presentations.
Student Literacy and Numeracy growth data is equal to or above state averages in HSC and NAPLAN	The data evaluated shows that, in general, the valued added for students in the lower and middle bands was above State averages while the upper bands performed within State averages.	Staff Development Days and faculty time were used to evaluate HSC and NAPLAN data.
Effect sizes indicate improvement in students' ability to write extended responses.	A study of Hattie's work on effect sizes lead to an increased emphasis of using ALARM to improve students' ability to write extended responses with the program being extended to other faculties in 2017.	Staff Development Days and faculty time were used to evaluate Hattie's ideas and to plan for the implementation of ALARM into other faculties in 2017.
Teachers use technology in at least 60% of classes. Head teachers to monitor and report.	All staff have incorporated the use of ICT into their lessons with all staff having a Performance and Development Plan goal of using ICT in at least 60% of their teaching time.	Supervisors monitored the implementation of ICT into lessons.
Financial minutes report on expenditure of all equity funding.	Financial expenditure is reported at regular finance committee meetings and to the School Council and P&C at every meeting.	Equity funding has been used on staffing or to support student needs.

Next Steps

There are six areas targeted in the 2018 – 2020 plan that aim to improve the progress of year 7 to 12 students towards becoming skilled learners:

1. **ALARM and Twenty First Century Pedagogies**: The ALARM program is embedded across the school through strategic professional learning to build the capacity of staff to deliver lessons that improve students' higher order thinking skills and extended writing skills in the senior years.
2. **SOLE and Project Based Learning (Collaborative Learning)**: Sustain and embed SOLE within Stage 4 and 5 teaching programs and to build the capacity of students to be able to articulate the significance of key Twenty First Century learning skills such communication, collaboration, critical thinking and creativity to their learning.
3. **Formative Assessment**: Future directions include a focus on facilitating effective classroom discussions that elicit evidence of learning and providing feedback to move student learning forward.
4. **Super 6 Comprehension Strategies**: Develop teachers understanding of the Super 6 Comprehension Strategies and enhance their confidence to implement these in the classroom
5. **Newman's Prompts**: Bring a whole school focus to the utilisation of Newman's Prompts as a strategy to activate students as the owners of their learning
6. **Numeracy Strategies**:Explicit numeracy teaching strategies embedded in teaching programs across the curriculum in order to develop students' subject specific numeracy skills.

Strategic Direction 2

Skilled Citizens

Purpose

Teachers are educators in a global village with the capacity 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 have been provided with regular opportunities to develop local, national and global perspectives along with values of respect, empathy, tolerance, integrity, excellence, responsibility, cooperation, care, fairness and democracy. This is evidenced by students' participation in the whole school assembly program, welfare days, Project Based Learning activities along with fundraising and volunteering activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers provide frequent quality feedback on student work and academic performance to strive for excellence of both learning and teaching.	Formative assessment strategies are conducted at regular intervals to inform students on their understanding of content and to guide teachers on how to better teach their students.	Considerable time has been devoted to formative assessment at staff meetings and staff development days.
Support the needs of all students with equity needs including Low SES, Aborigines, EAL/D, and Disability.	Funds have supported needy student via application to the Principal. Classroom support has been afforded to all these categories of students and PLPs have been prepared with the attendance and support of parents and learning and welfare staff.	RAM funds were expended in the support of these students in the form of staff support in class and at Learning Support Team reviews.
Personalised Learning Plans (PLP) Years 7–12 show evidence of academic and holistic goal setting strategies.	All students have written Personalised Learning Plans with the assistance of staff.	The Friday morning roll call structure was used to assist students to write their PLPs with the advice and leadership of roll group teachers
Parent attendance to student learning initiatives/events	Students presented their Project Based Learning/Self Organised Learning Environment projects and parent showcase evenings.

Open night was held in Term 1 with a high degree of student and staff support to showcase what the school offers. | Showcase evenings were successfully supported by parents, students and staff.

The Open Night had over one thousand people attend the event. |
Parents accessing e diary	Parent communication has improved through the use of eDiary to allow parents to know what their children had in the way of homework and assignments.	Future directions aim to develop the use of Sentral as an even better, more comprehensive method of liaising and communicating with families.
Parents accessing PLP's through MOODLE	This is proving to be difficult to implement as the amount of 'manual' transfer of data is not making the process efficient.	A significant amount of Head Teacher time is spent on this. Further investigations will follow in 2017 to make access to PLPs more efficient.
Student participation rates in	The student–initiated awards scheme has seen a	The key measures used

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
leadership, volunteering, awards and extra–curricular activities	significant increase in participation as more students elect to participate.	has been 'positive incidents' as recorded in Sentral. 2016 saw a rise from 10% to 46% of comments as positive due to students electing to participate in the scheme.

Next Steps

Menai High School will continue to set high expectations for students to be citizens who make positive contributions to society and continue to grow a school culture that focuses on core values to becoming a skilled citizens.

The Formal Assembly Program will encourage students to accept responsibility and learn about important issues that affect their lives and society. A register will be maintained and cross checked against values and skills.

The next iteration of Project Nerd will encourage students to be proud of their achievements with the aim of creating a positive learning environment and awareness of wider social issues.

Maintain and strengthen the partnerships with Intensive English Centres and DE International to broaden students' experiences through sharing culture and learning about global perspectives.

The Friday Wellbeing and Citizenship roll call agenda to be established for 2017 in order to support the whole school assembly program to teach values and citizenship.

Strategic Direction 3

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 are engaging and prepare 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 contributing to team work and live a healthy lifestyle.

Overall summary of progress

Students have been provided with opportunities and experiences that are engaging and prepare 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personal Learning Plans completed and implemented and evaluated in the light of the criteria stated.	Staff have supported all students in the developing of their PLPs in not only achieving short term academic goals but planning to be life long learners.	Staff have worked with students during the Friday welfare roll call sessions to write these plans.
Learning Support Plans identify strategies to assist students to become Skilled for Life.	A range of strategies have been discussed.	Year Advisers and roll call teachers support students in writing PLPs with a Skilled for Life perspective.
Student and parent eDiary registrations and use of e Diary increase.	There has been an increase in registrations but not all families have registered.	The school is now investigating Sentral as the vehicle to improve communications with the community.
Extracurricular opportunities register.	All students are encouraged to self–report at school report time twice a year to have extracurricular activities noted on school reports.	Further investigation of Sentral is being undertaken.
Work experience, work placement and post school destinations survey data collected and analysed.	Surveys have been conducted. Results reflected in destination survey in this report.	
Wellbeing Register of problems and successes evaluated. *Does this include the Positive and Negative records in Sentral or is the 'Wellbeing Register' what is recorded in Sentral? Yes*	Positive growth has been noted. Growth from 10% of 'incidents' to 46% is noted.	

Transitioning from E–diary to Sentral: The school community is being informed about the new Sentral homework communication tool. Teachers are trained in using the new system. By Semester 2 teachers, students and parents will be utilising the Sentral homework communication tool.

Personalised Learning Plans: Investigate the transition of PLPs from MOODLE to Sentral.

Student Reporting / Assessment for Learning:

- Senior students will be utilising their academic report performance data to reflect upon their learning outcomes and academic performance in order to determine areas for improvement and next steps for learning growth.
- Investigate the online distribution of school academic reports rather than distributing reports in hard copy.. Modernise the format of the report.
- Investigate the means by which Sentral could capture students' extra–curricular activities for school reporting.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	School assemblies formally addressed ATSI issues which have raised awareness and increased the acceptance of aboriginal culture within Australia and the school. Confidence building for ATSI students has been achieved by students developing Personalised Learning Plans in consultation with students, family and community.	$6413 was expended on human resources to support ATSI programs as well as a significant amount of staff time. • Aboriginal background loading ($6 413.00)
English language proficiency	Students have had significant support in the classroom with 2 staff members providing support. Additional support has also been provided by these staff in small groups and on a one–to–one basis by withdrawal from the class when appropriate. Mercy Connect (a volunteer organisation) also supports EALD students on a one–to–one basis. Additional support has been provided from Immigration Detainee Funds to assist students in developing English language proficiency and supporting other needs.	The Immigration Detainee Funds use $18,520.03 on student assistance and $200,000 in salaries was used for staffing classroom teachers.
Low level adjustment for disability	This initiative supported the learning needs of around 10% of the school's student body with 1.2 LaST teachers employed and 4–5 Student Learning Support Officers (funded from integration monies) employed to provide in class and other support. All students developed PLPs in discussion with the Learning Support Team, senior executive and parents at review meetings held during the year.	The breakdown of financial resources employed in low level adjustment for disability was as follows: • 1.2 teaching staff – $122,000 • SLSOs – $99,000
Socio–economic background	Equity funds are distributed across all KLAs to support the learning needs at faculty and classroom level.	Finances were distributed through Cost Centre budgets across the school to buy resources for low SES students. The amount was $53,039.
Support for beginning teachers	Budget reports indicate that funds were expended on mentoring, TPL and teaching resources for beginning teachers Induction program.	Beginning teachers funds amounted to $98,000 to be utilised over two year periods. In 2016 $49,000 was used on courses, professional learning and mentoring.
Targeted student support for refugees and new arrivals	Detainee Funds amounted to $41779.40 with expenditure of $18520.03 by the end of 2016 on student assistance and salaries.	See above.
ALARM	Staff received effective training from Max Woods and in after school sessions. ALARM has been implemented into Science and HSIE lessons with the program being expanded in 2017.	A significant number of professional learning days funded from school and community and RAM resources were conducted.
Growth Coaching	Growth Coaching was introduced at Executive Conferences during the year with all executive members practicing and engaging in growth coaching. The executive will further develop and use these skills in 2017 in their discussions with staff based on	The main resource was for relief from classroom duties to allow the executive to attend in–school conferences for training in this skill.

Growth Coaching	lesson observations held during the year.	The main resource was for relief from classroom duties to allow the executive to attend in–school conferences for training in this skill.
Nerd Herd	An increasing percentage of students completed a student initiated award (Gold, Silver and Bronze). From 2015 to 2016 there was a 470% increase in students in gaining an award. The Year 11 Visible Role Model promotion was clearly evident around the school. Further Stage 4 and 5 programs were implemented to promote student engagement.	Staff using their own time was the main resource to work on and promote Nerd Herd.
SOLE	All Year 8 and 10 students presented solutions to problems built into teaching programs across all KLAs.	Staffing using their own time was the main resource to work on and promote SOLE.
Formative Assessment	Staff presentations conducted during the year in after school staff meetings introduced all staff to Formative Assessment which will be incorporated into 2017 lessons.	Staff using their own time was the main resource to work on and develop this program.

Student information

Student enrolment profile

Students	2013	2014	2015	2016
Enrolments				
Boys	652	638	647	656
Girls	543	546	566	572

In February 2016, student enrolment was 1243. Applications for enrolment, in particular out of area applications, continued to increase. The school has a strong international students program which has continued to grow in numbers. Menai High School also has strong EALD programs and specialised staffing support that enables the school to meet the needs of students from language backgrounds other than English. For this reason the school works closely with the Beverly Hills Intensive English Centre and is able to provide enrolment placement to students who are new arrivals to Australia and students of refugee status.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.8	94.3	93.5	94.6
8	93.7	94.5	92.4	91.1
9	92.7	93.3	92	91
10	90.4	91.8	91.7	91.1
11	91.9	92.5	93	91.3
12	92.1	92.7	92.9	93.1
All Years	92.6	93.2	92.5	92
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall attendance rate of 91.6% is high and continued to be above the state average of 89.2%. Letters are sent home on a weekly basis where absences have not been satisfactorily explained and issues of student attendance are raised at the weekly executive meeting and at welfare team meetings.

All students are issued with a Student Handbook which outlines attendance requirements. Rolls are marked every during at the beginning of the day and during every lesson of the day. Students who are not in class will be classed as truanting unless they have swiped out at the office.

Parents of students who are marked absent at roll call and have not signed in by 10.00 am will be sent a text message (SMS) to advise them their child is not at school.

When a student has been absent, on the first day of his/her return to school he/she must complete the Absentee Note in the back of the Student Planner explaining the reason for the absences, the date and parent/caregiver signature clearly indicated to his/her roll call teacher.

If non–attendance becomes a significant issue for an individual the school deals with it on a case by case approach. Serious non–attendance harms the learning of a student and may impact on the award of a student's exit credential. Outside agencies may also become involved in instances of concern regarding non–attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	
Employment			13
TAFE entry	1	5	9.5
University Entry			68
Other			5
Unknown			4.5

Year 12 students undertaking vocational or trade training

Students have the opportunity to undertake Vocational and Educational Training (VET) in the Industry Framework areas of:

- Building and Construction
- Hospitality – Food and Beverage
- Information and Digital Technology
- Primary Industries
- Entertainment Industries
- Business Services

All students studying in these Frameworks are required to complete 70 hour of work placement experience to

meet the requirements of the HSC and to gain a TAFE accreditation. Currently, 57 students in Year 11 are undertaking VET at least one VET course with 60 students in Year 12 studying a VET course across the six disciplines offered.

All VET students who complete two years of study in the senior school will receive a Certificate II or III in their respective vocational education discipline. One junior course in Information Technology will be introduced in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

Students who have completed two years of study in Stage 6 receive a Higher School Certificate with many gaining a TAFE qualification as well. One hundred and Seventy students received a HSC in 2016 with sixty students receiving a qualification in a TAFE Framework course.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	60.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	14.37
Other Positions	2

*Full Time Equivalent

Aboriginal Composition of the School's Workforce

No staff report that they identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	22

Professional learning and teacher accreditation

All RAM funds for professional learning are expended in the year that they are granted. The school also 'topped up' RAM funding with School and Community funding by an additional $30,000. Funds are spent by staff making application to the Professional Learning Committee as opportunities arise and by the committee studying staff Performance and Development Plans to analyse what the training and professional learning needs of staff are. The Teacher Professional Learning Committee also uses this data to inform planning for the school's mandatory Staff Development Days held at the beginning of Terms 1–3 and on the last two days of the school year.Membership of the Teachers Institute will become compulsory in 2018 with all staff having to register with the Institute. During 2016 four staff were "Gaining Proficiency" with a few more staff "Maintaining". A small number are working towards higher levels of accreditation. At this point in time there are no official statistics available to the school but they will be available in the future.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 **Actual** ($)
Opening Balance	535 147.85
Revenue	12 209 843.65
(2a) Appropriation	11 182 773.46
(2b) Sale of Goods and Services	157 474.31
(2c) Grants and Contributions	862 119.07
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	7 476.81
Expenses	-11 810 344.74
Recurrent Expenses	-11 810 344.74
(3a) Employee Related	-10 432 653.91
(3b) Operating Expenses	-1 377 690.83
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	399 498.91
Balance Carried Forward	934 646.76

Menai High School's financial management processes and governance structures meet financial policy requirements through the following:

- A committee of elected staff and P&C/School Council members and the Senior Executive Team oversee the annual budgetary process to ensure programs are funded in a financially responsible and fair manner during Term 4 for the following year.
- The finance committee then meets on a monthly basis to oversee the financial operations of the school by monitoring the income and expenditure of the school.
- Mandatory spending of RAM resources is rigidly applied while School and Community resources are managed

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2016 **Actual** ($)
Base Total	10 198 745.71
Base Per Capita	82 577.98
Base Location	0.00
Other Base	10 116 167.72
Equity Total	409 939.67
Equity Aboriginal	14 153.21
Equity Socio economic	53 038.86
Equity Language	137 292.08
Equity Disability	205 455.52
Targeted Total	96 158.93
Other Total	280 005.64
Grand Total	10 984 849.94

A full copy of the school's 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.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 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.

Year 7

- **Reading**: Menai High School is below state average for Bands 4 and 5, above state average for Bands 6, 7 and 8 and below state average for Band 9.
- **Writing**: below state average for Bands 4, 5, and 6: above state average for Bands 7: below state average for Bands 8 and 9.
- **Spelling**: The school is below state average for Bands 4, 5, and 6: above state average for Bands 6, 7 and 8 and below state average for Band 9.
- **Grammar**: Menai High School is below state average for Bands 4 and 5 and above state average for all other bands.
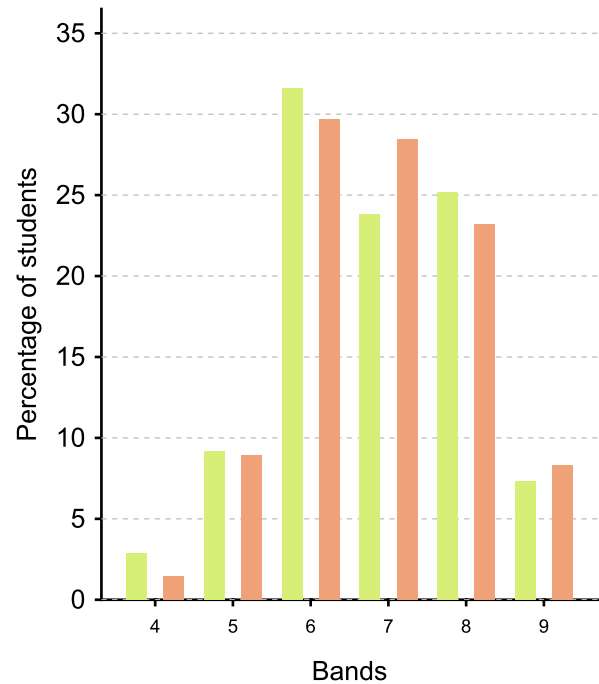
Year 9

- **Reading**: The school is below state average for Band 5, equal to above state average for Bands 6, 7, 8 and 9, below state average for Band 10.
- **Writing**: Menai is below state average for Bands 5, 6 and 7 but above state average for Bands 8, 9 and 10.

- **Spelling**: Students have performed below state average for Bands 5 and 6, above state average for Bands 7, 8 and 9 but below state average for Band 10.
- **Grammar**: Menai High School is below state average for Bands 5 and 6, above state average for Bands 7, 8 and 9 but below state average for Band 10.
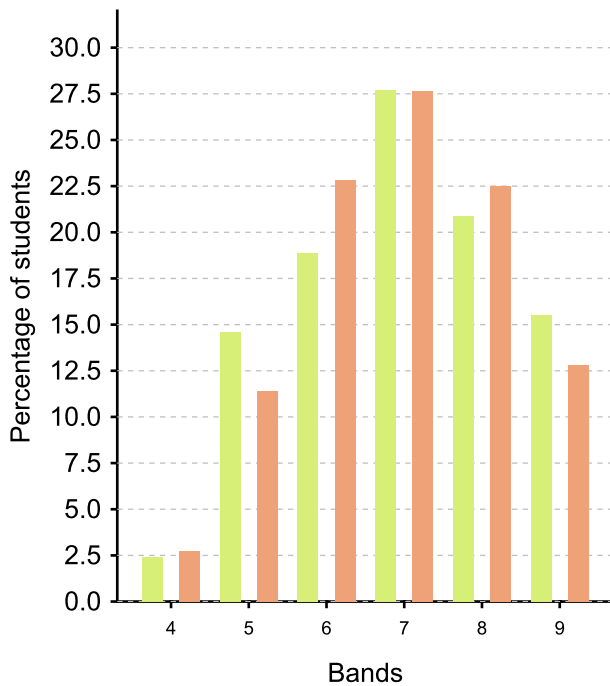
In summary Menai High School students are under–represented in the lowest and highest bands across all aspects of literacy for both Year groups. Teaching strategies and programs to enable more students to move into the top bands are to be

Percentage in bands:
Year 7 Reading

Percentage in bands:
Year 7 Grammar & Punctuation

Percentage in bands:
Year 7 Spelling
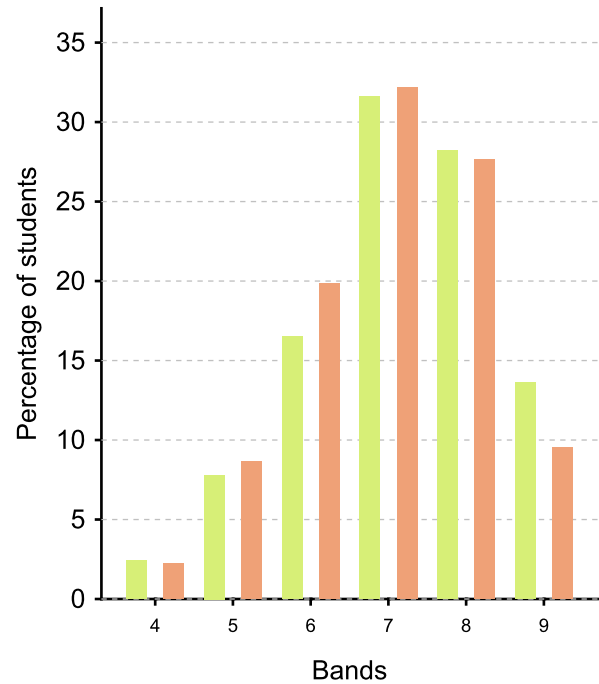
Percentage in bands:
Year 7 Writing

Percentage of students (y-axis)
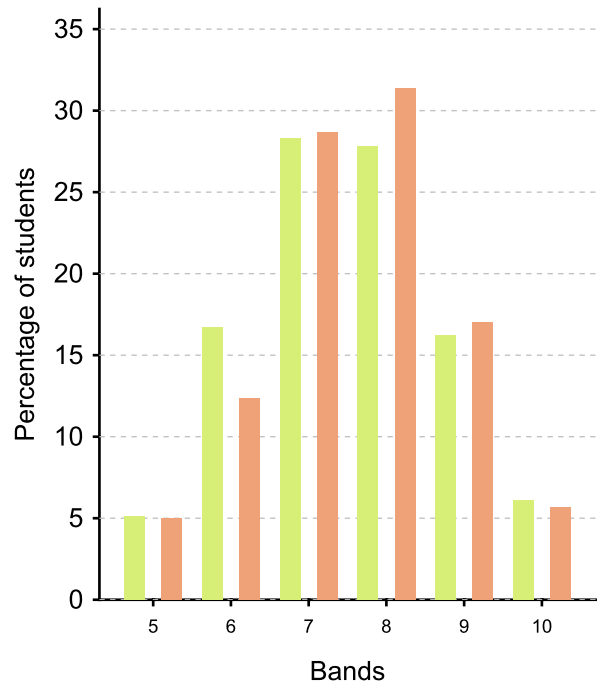Bands (x-axis): 4, 5, 6, 7, 8, 9

Legend:
- Percentage in Bands
- School Average 2014-2016
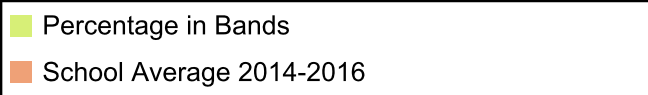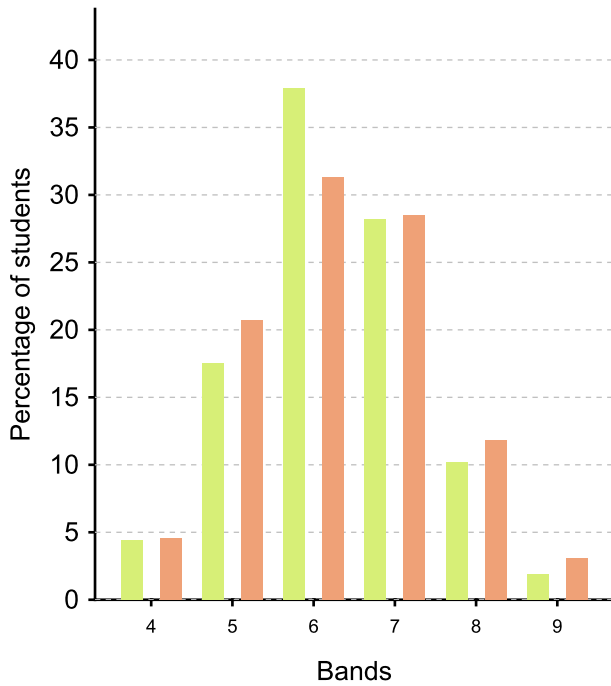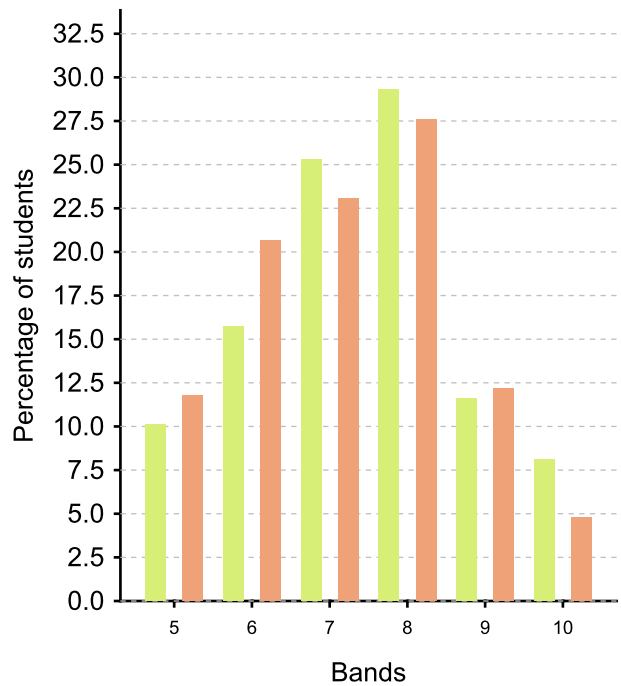
Percentage in bands:
Year 9 Reading

Percentage of students (y-axis)
Bands (x-axis): 5, 6, 7, 8, 9, 10

Legend:
- Percentage in Bands
- School Average 2014-2016
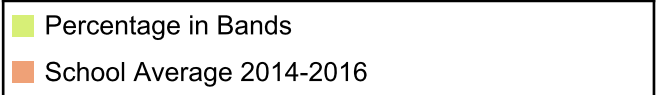
Percentage in bands:
Year 9 Grammar & Punctuation

Percentage of students (y-axis)
Bands (x-axis): 5, 6, 7, 8, 9, 10

Legend:
- Percentage in Bands
- School Average 2014-2016
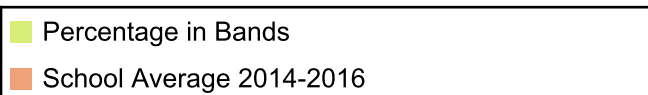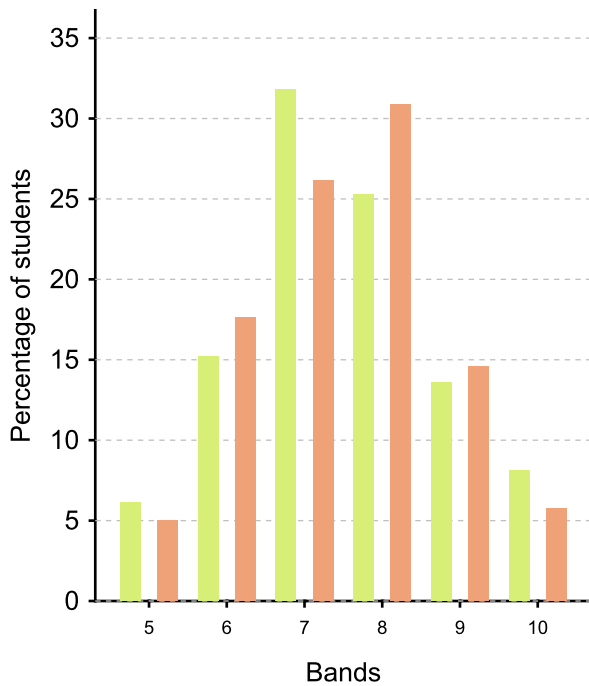
Percentage in bands:
Year 9 Writing

Percentage of students (y-axis)
Bands (x-axis): 5, 6, 7, 8, 9, 10

Legend:
- Percentage in Bands
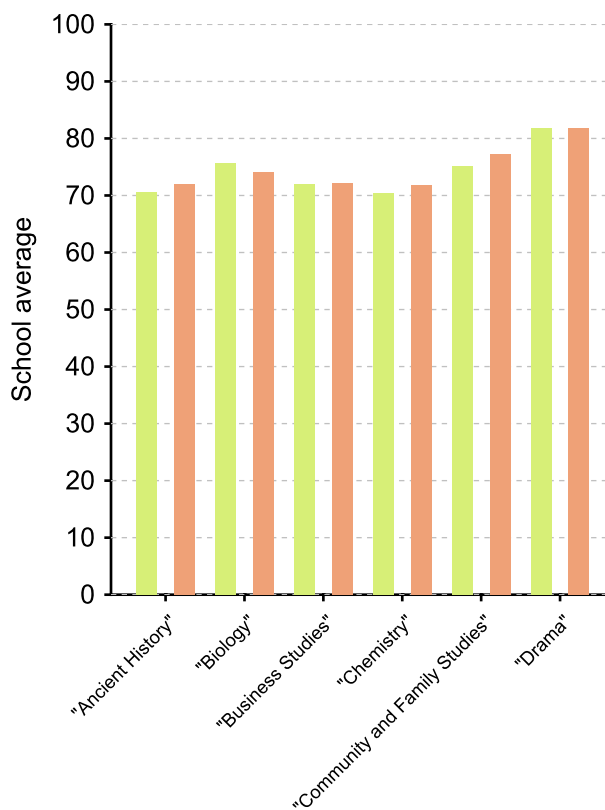- School Average 2014-2016
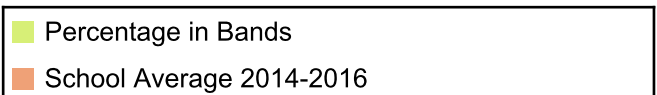
Percentage in bands:
Year 9 Spelling
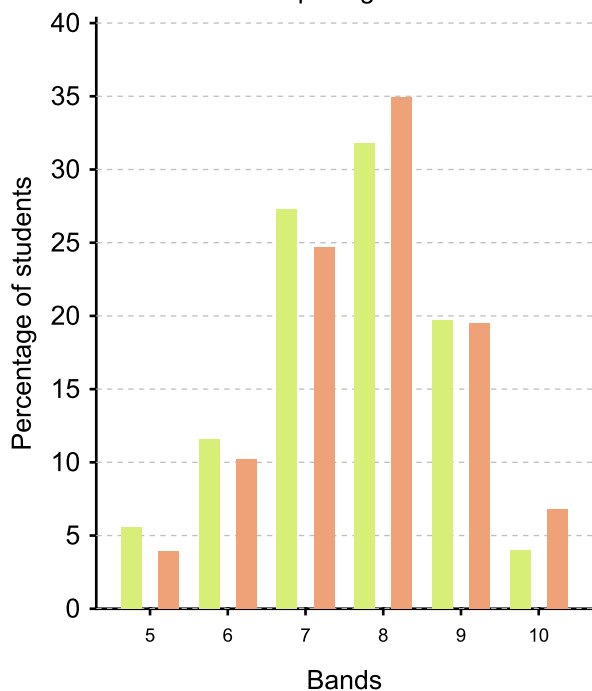
Legend:
- Percentage in Bands
- School Average 2014-2016

bands ranging from Band 1 (lowest) to Band 6 (highest).

Legend: School 2016 | School Average 2014-2016

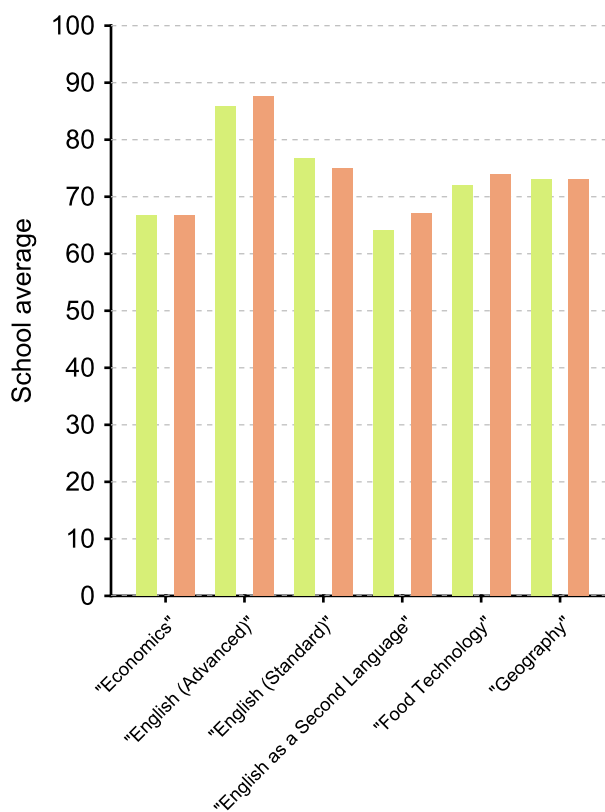
Legend: School 2016 | School Average 2014-2016

Year 7

- Menai High School is below state average for Bands 4 and 5, above state average for Bands 6, 7 and 8 and below state average for Band 9.

Year 9

- Menai High School is below state average for Bands 5 and 6, above state average for Bands 7, 8 and 9 and below state average for Band 10.

In summary, Menai High School students are under–represented in the lowest and highest bands for both Year groups. Teaching strategies and programs to enable students to move into the top bands are to be considered.
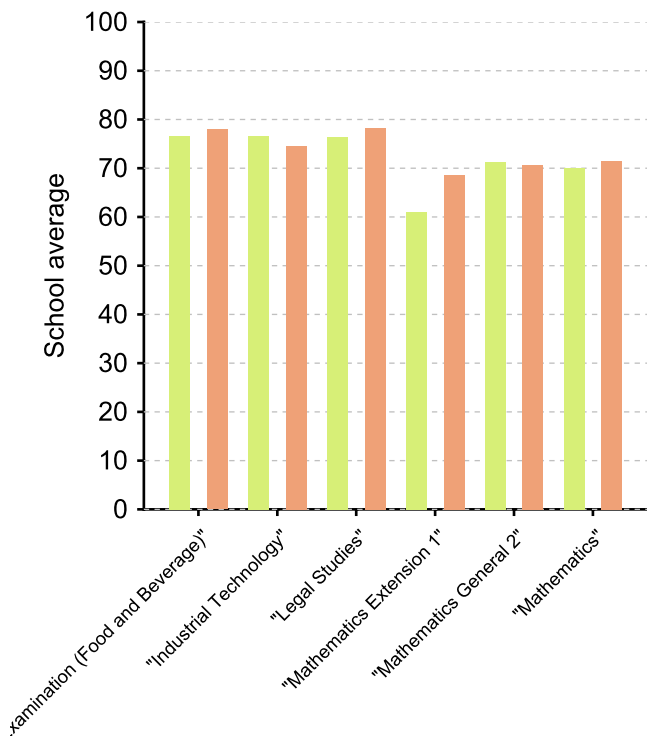

Higher School Certificate (HSC)

The performance of students in the HSC is reported in

Chart: School average across subjects — "Examination (Food and Beverage)", "Industrial Technology", "Legal Studies", "Mathematics Extension 1", "Mathematics General 2", "Mathematics". Legend: School 2016, School Average 2014-2016.

Chart: School average across subjects — "Modern History", "Personal Development, Health and Physic...", "Physics", "Society and Culture", "Software Design and Development", "Visual Arts". Legend: School 2016, School Average 2014-2016.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school.

In 2016, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) framework. Their responses are presented below:

- Students feel socially engaged especially in terms of positive friendships and a sense of belonging to the school.
- students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their school and class attendance and their effort in doing homework.
- Teacher–student relations, classroom learning climate, and teacher expectations for success were clearly positive and above the State norm.
- Parents felt welcomed to the school and that there was strong support for positive behaviour at Menai High.
- Parents considered that Menai High School was a safe and inclusive place for their children.
- Teachers indicated that they used data to inform teaching practice, presented challenging and visible learning goals for students and provided quality feedback to guide student effort and attention.
- Staff support for students to overcome obstacles to achieving their learning goals was high.

Policy requirements

Aboriginal education

2016 was a successful year for Menai High School's Aboriginal education program. There were 24 students who identified as Aboriginal and Torres Strait Islander. 2016 saw all Aboriginal students complete their Personalised Learning Plans, reflect on their progress and set concrete goals that would be the focus of their year. We have worked closely with families to support students to be life long learners and achieve their goals.
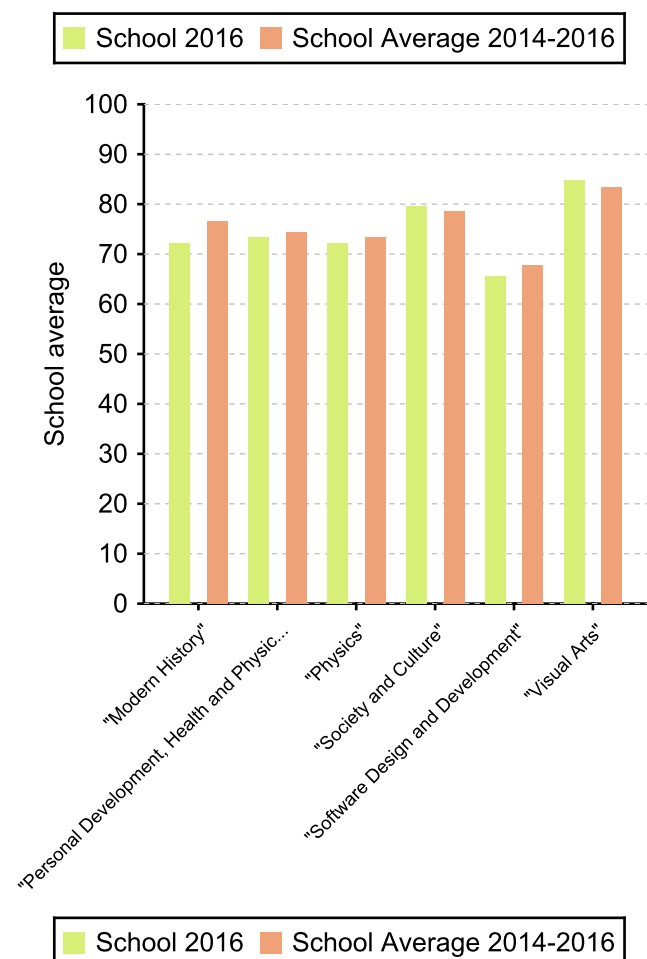
Closing the Gap was a focus of Term 1, with an Aboriginal cultural performance and whole school activities that engaged the student body around closing the gap in indigenous health. One of our Year 8 Aboriginal students shared a compelling personal story and demonstrated strong leadership and public speaking skills.

Moving towards reconciliation was a key focus in Term 2 with a formal Reconciliation Assembly and an engaging face painting activity lead by Aboriginal students.

One of our Aboriginal students received a Deadly Award for his commitment to learning and excellent academic results at UTS.

Students have begun playing an increasing leadership role at assemblies with ATSI students frequently delivering the Acknowledgement of Country and/or speaking in key roles.

Darren Dunn, a well–known and passionate Aboriginal artist worked with our Aboriginal students to start an Aboriginal art piece that integrates students totems and a focus on our school as a meeting place for all

students. where they gain a stronger cultural connection to heritage and family.

Multicultural and anti-racism education

The Multicultural Education Policy and the AntiRacism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration and delivery of programs such as Refugee Camp in My School. This program is a simulation of the refugee experience and has now been extended to facilitate other schools in the delivery of the program. The importance of empathy is a key message of the program.

Students worked to raise financial and resource support for the Madiba Project which operates to support education in West Africa.

English as an Alternative Language/Dialect (ELD) students also attended an Aboriginal Cultural Experience camp. This taught students about Australia's rich indigenous heritage. EALD students were also afforded the opportunity to 'catch–up' with swimming by attending swim school.

Multicultural education at Menai High School prepares students for their roles and responsibilities as skilled citizens in an interdependent world. Thirty two percent of the school's student body has language backgrounds other than English. This brings with them a range of cultural and religious traditions where students learn to respect difference but also encourages a sense of belonging.