

Menai High School

Annual Report



2017



8583

Introduction

The Annual Report for **2017** 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

School contact details

Menai High School
40 Gerald Rd
Menai, 2234
www.menai-h.schools.nsw.edu.au
menai-h.School@det.nsw.edu.au
9543 7000

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 have formed the basis for the three strategic directions within the school plan 2015 – 2017. Areas of focus for 2017 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 2017. 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 1251 students in 2017. The staff is highly experienced and there is a very small staff turnover. The student population is approximately 32% 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 81.5 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school has found the self-assessment process a positive and affirming one. The whole school executive team has participated, contributed and collaboratively completed the external validation submission.

This has included deciding on the programs that best told the story of the school, the gathering of evidence along with the writing of annotations, describing impact and outlining next steps to be taken with the programs.

Menai High has sound processes in place to review and track progress towards priorities within the school's strategic directions. This includes designated time within executive meetings each term to measure and assess progress towards the school's milestones. Moving towards the future the team will be able to leverage off this structure by being more systematic and discerning in the planning stages to determine the types of evidence that will inform the school of progress and impact.

The school has an evaluation team in place which functions very effectively. The school will effectively use this structure to support the self-assessment process in the future.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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 learners 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)	Funds Expended (Resources)	Progress achieved this year
All Australian Curriculum programs have embedded differentiation and ALARM.	Significant time, during and after hours, has been expended in incorporating ALARM strategies into teaching programs. Key staff have attended professional development courses and presented at Staff Development Days.	ALARM has now been implemented beyond the two faculties (Science and HSIE) that were originally trained in ALARM. All faculties are currently incorporating ALARM strategies into their programs. The leading faculties have presented samples of their work and staff have made presentations at school assemblies to raise awareness amongst the student body of the importance of improving how they respond to written tasks.
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. Areas of need have been identified and strategies for improvement developed. Programs, such as the "Nerdy Boys" have been introduced to improve student performance for the higher achieving students.
Effect sizes indicate improvement in students' ability to write extended responses.	Time has been expended on Hattie's ideas around effect sizes. Faculties have used 'twilight sessions' to develop strategies and resources to maintain and improve the implementation of ALARM.	The study of Hattie's work on effect sizes lead to an increased emphasis of using ALARM to improve students' ability to write extended responses. The use of ALARM is now moving towards a Menai High School model, called Responding, which has the aim of teaching students how to respond to high order questions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers use technology in at least 60% of classes. Head teachers to monitor and report.	The use of technology is a significant element in student learning at MHS. Staff and students consistently use technology to enhance learning.	All staff incorporate the use of Information and Communications Technology into their lessons.
Financial minutes report on expenditure of all equity funding.	Equity funding has been used on staffing or to support student needs. See Key Initiatives in this report	The Finance Committee meets regularly to 'audit' equity funding. Financial expenditure is reported to the School Council and P&C at every meeting.

Next Steps

With the development of the new School Plan 2018–2020 it has been acknowledged that the strategic direction of "Skilled Learner" is so important that it has become embedded in the school's vision statement. However, after wide consultation it has been decided to pursue a new strategic direction of "Learning" in the next three year plan. Students as Skilled Learners will remain an underlying theme within the school.

There are four improvement measures being implemented in the 2018 – 2020 plan that aim to improve the progress of Year 7 to 12 students towards the Strategic Direction of Learning. These are to:

- have an increased proportion of students who meet yearly writing and responding progression goals.
- increase the number of students who demonstrate growth in Year 9 NAPLAN.
- increase the growth in value added of the band of higher achieving students.
- have students show consistent improvement in Higher School Certificate results in written responses.

In this domain the two programs the school will implement to bring about improvement are:

- Formative Assessment and
- Responding

Professional Learning funds will be expended in areas that will develop staff skills and expertise in Formative Assessment and the delivery of the Responding program.



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)	Funds Expended (Resources)	Progress achieved this year
Teachers provide frequent quality feedback on student work and academic performance to strive for excellence of both learning and teaching.	Significant time has been devoted to formative assessment training at staff meetings and staff development days.	Regular discussions are held with students about the purpose of Formative Assessment and the impact on student learning. Formative assessment strategies are conducted at consistent and timely intervals to inform and guide students on their understanding of content and to guide teachers on how to better teach their students.
Support the needs of all students with equity needs including Low SES, Aborigines, EAL/D, and Disability.	All RAM funds were expended in the support of students in these equity categories in the form of staff support in class, SLSO support, at Learning Support Team reviews and with one-on-one sessions for students to develop their Personal Learning Plans.	In class assistance has supported students in their learning. Students have set achievable goals and created Personal Learning Plans.
Personalised Learning Plans (PLP) Years 7–12 show evidence of academic and holistic goal setting strategies.	The main resource used has been staff time during the Friday morning roll call structure to discuss goals and success with students and to assist them to write their PLPs.	All students have written Personalised Learning Plans with the assistance of staff. The program has now been extended for students to identify what stops them from learning and to create strategies to overcome these barriers. These will be available to families in 2018 via Sentral.
Parent attendance to student learning initiatives/events	Showcase evenings were successfully supported by parents, students and staff. The Open Night had over one thousand people attend the event. Resources used here include the production of materials to inform the school community of what MHS offers.	Year 7 and 9 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. CAPA and TAS showcased the practical works of students in evening sessions.
Parents accessing e diary	There has been a significant amount of Head Teacher time invested in the implementation and	Parent communication has now evolved into the school using Sentral as the main mode of maintaining electronic contact with parents. Assignments, resources, reports and messages will

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents accessing e diary	maintenance of eDiary.	be made increasingly available during 2018 via Sentral
Parents accessing PLP's through MOODLE	There has been a significant amount of Head Teacher time invested in the implementation and maintenance of a strategy to make PLPs available to parents and carers.	Sentral is becoming the means by which PLPs will be made available to parents and carers.
Student participation rates in leadership, volunteering, awards and extra-curricular activities	The SRC continues to provide an avenue for leadership. Students self-nominate for recognition such as Principal's Awards and students continue to participate in	There is a growing awareness of being a 'leader' among the student body. More students are self-nominating for various awards.

Next Steps

Menai High School will continue to set high expectations for students to be skilled citizens making valuable contributions to society.

In the 2018–2020 School Plan Strategic Direction 2 has now become “Teaching”. The emphasis of this direction will be that all teachers become experts in supporting students to engage in their learning and learning how to learn (meta-cognition).

To evaluate the progress in the Strategic Direction of Learning the improvement measures will include:

- Increased growth/value added of students in NAPLAN.
- Programs have “Writing and/or Responding” progressions and are embedded in all teaching and learning programs.
- Growth data shows increased percentage of staff moving from proficient to HAT in standards 2.5, 5.1, 5.2.
- Increasing percentage of staff modelling of formative assessment through faculty programs and/or logging teacher identified learning in Google Classroom.
- Observations increasingly show formative assessment is practiced expertly by teachers.



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)	Funds Expended (Resources)	Progress achieved this year
Personal Learning Plans completed and implemented and evaluated in the light of the criteria stated.	Roll call sessions used to develop and implement Personal Learning Plans for all students.	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.
Learning Support Plans identify strategies to assist students to become Skilled for Life.	Year Advisers and roll call teachers support students in writing PLPs with a Skilled for Life perspective.	STOP lessons held at intervals for students to assess where they are going and how they will achieve 'success' for themselves
Student and parent eDiary registrations and use of e Diary increase.	Ongoing evaluation of the use of eDiary has resulted in a change to the use of Sentral as the main mode of electronic communication with parents and carers.	There is an increasing use of Sentral to communicate with parents and carers. Homework, resources and messages are being provided via Sentral. In 2018 student reports will be available for families to access both now and at any time in the future when there is a need for school reports.
Extracurricular opportunities register.	Investigation of Sentral is still being undertaken.	All students are encouraged to self-report at school report time twice a year in order for extracurricular activities to be included on school reports. Students are notified by email when they should do this.
Work experience, work placement and post school destinations survey data collected and analysed.	Collection of this data is undertaken by the Head Teacher VET and details are to be found in this Annual School Report	Data is reported on, discussed at executive meetings and included in the Annual School Report.
Wellbeing Register of problems and successes evaluated.	All staff use Sentral to record positive and negative instances	Data is evaluated by the executive and staff.

Next Steps

In the new iteration of the School Plan (2018–2020) being Skilled for Life is being replaced with the strategic direction “Leading”. The purpose of this strategic direction is that every teacher is a leader of their own learning, their colleague's learning and the learning of students.

The improvement measures used to evaluate progress will be:

- that students will demonstrate increasing growth in work samples in higher order responses.
- that teacher reflections and surveys show increasing opportunities for teacher collaboration around the school's defined programs of Formative Assessment and Responding.

To achieve these the programs that will be a major focus for Strategic Direction 3 will be the:

- the School Leadership Strategy which will focus on instructional leadership, and
- the Professional Growth Strategy with an emphasis on the two major programs of Formative Assessment (and feedback) and Responding.

Refer to the School Plan 2018–2020 for more details on all of the Strategic Directions for the next three years.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	All RAM funds expended (\$13,491) on human resources to support ATSI programs.	<p>All ATSI students have developed a Personalised Learning Plan in consultation with family, community and staff. Each student has a teacher as a mentor who supports them in their learning at MHS.</p> <p>School assemblies formally addressed ATSI issues raising awareness and increasing the acceptance of aboriginal culture locally and nationally.</p>
English language proficiency	All RAM funds spent (\$220,150) on teaching staff and support staff to assist students who are EALD.	Students receive support in the classroom with 1.2 staff members providing support. These staff also assist students in their learning and growing as a citizen in small groups out of normal classes and on a one-to-one basis by withdrawal from the class when appropriate. Some students supported with funds from the targeted student support for refugees and new arrivals program. Mercy Connect (a volunteer organisation) also supports EALD students on a one-to-one basis.
Low level adjustment for disability	All RAM funds spent \$(208,862) on 1.2 teaching staff and 3–4 SLSOs	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.
Socio-economic background	All RAM funds spent (\$85,672).	<p>Equity funds are distributed across all KLAs to support the learning needs at faculty and classroom level.</p> <p>The Library provides access to other resources, such as laptops and textbooks, where necessary.</p>
Support for beginning teachers	\$107,600 is to be utilised over two year periods. In 2017 \$38,498 was used on courses, professional learning and mentoring. The remainder to be used during 2018.	Funds were expended on mentoring, professional learning, teaching resources and a very successful Induction program lead by the Head Teacher Teaching and Learning.
Targeted student support for refugees and new arrivals	Detainee Funds of \$4917 spent to support students in this category with clothing, diaries, resource and course fees.	See above in English Language Proficiency.
ALARM	Main resource used has been staff time.	Program extended beyond the original two faculties to all faculties and has evolved into the Responding program which is a major Strategic Direction for 2018–2020.
Growth Coaching	Conducted using Executive Conferences to deliver this program.	Sessions conducted and to be further developed in the next three years.

Nerd Herd	Staff time.	A major direction in 2017 has been the 'Nerdy Boys' program targeting higher achieving male students in supporting them to achieve their potential.
SOLE	Staff time.	Self Organised Learning Environment sessions held by all faculties during the course of the year.
Formative Assessment	Staff time.	Significant growth in the use of Formative Assessment across the school by staff. Students made aware of the purpose of Formative Assessment at assemblies. This is a major program for the School Plan 2018–2020.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	637	646	656	676
Girls	546	565	572	584

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.3	93.5	94.6	94.1
8	94.5	92.4	91.1	92.7
9	93.3	92	91	90.6
10	91.8	91.7	91.1	90.5
11	92.5	93	91.3	91.5
12	92.7	92.9	93.1	94.1
All Years	93.2	92.5	92	92.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The overall attendance rate is high and continues to be above the state average. 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 at the beginning of the day and during every lesson of the day. Students who are not in class will be recorded as truanting unless they have 'swiped out' in Sentral.

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 present a signed note from a parent/caregiver explaining the

reason for the absences, the date 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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2.7
Employment	0.02	0.08	17.7
TAFE entry	0.02	0.03	12.3
University Entry	0	0	65.2
Other	0.1	0.04	0.5
Unknown	0.02	0	1.6

Year 12 students undertaking vocational or trade training

59 students (31.5%) 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
- 44 students (66%) achieved the full Certificate qualification or a Statement of Attainment towards their qualification.

20 VET students (34%) have pursued careers or further study in the industry area studied at school. 2 students completed a School Based Apprenticeship In Automotive and Plumbing. Both students have continued with their apprenticeship. 3 students completed a Certificate III in Health Services through NSW Health and Bankstown Hospital. All 3 students are pursuing Nursing / Paramedicine through tertiary study. Three students received the School Services Directorate VET Student Achievement Award. One student received the Southern Sydney Business education Network (SSBEN) VET Excellence Award for commitment to their training and industry work placement. 10 (17%) VET students were offered full time apprenticeships or casual work through their mandatory industry work placement.

Year 12 students attaining HSC or equivalent vocational education qualification

See above.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	62.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.4
Teacher of ESL	2
School Counsellor	2
School Administration & Support Staff	14.77
Other Positions	1

*Full Time Equivalent

No staff member identifies as ATSI at Menai High School.

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

Professional learning centred around developing staff skills in formative assessment and ALARM. Staff were trained in the use of explicit teaching strategies to support students' development of skills in reading and writing supported by ALARM strategies.

Other aspects of developing teaching skills include the use of PBL and SOLE to foster independent and cooperative learning. The use of technology continued as a high priority. Growth coaching helped staff reflect on professional teaching performance. Skills training to increase staff capacity to apply the research of Hattie and Dinham to classroom practice was delivered.

Expenditure on professional learning: Teaching staff \$87,778; Non-teaching staff \$6,100.

Teachers in the process of gaining accreditation:

Proficient (8); Highly Accomplished (3) and Lead Teacher (2).

Teachers in the process of maintaining accreditation:

Proficient (6); Highly Accomplished (0) and Lead Teacher (0).

School Development Days provided a variety of avenues for professional development (as did regular staff meetings). A major theme throughout the year was the building of capacity in staff in assessment practice including assessment for learning, as learning and of learning and in teaching students how to use higher order skills in responding to questions in assessment tasks and exams (ALARM).

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	934,647
Revenue	13,019,905
Appropriation	11,790,578
Sale of Goods and Services	163,733
Grants and Contributions	1,054,017
Gain and Loss	0
Other Revenue	0
Investment Income	11,577
Expenses	-12,901,558
Recurrent Expenses	-12,654,348
Employee Related	-11,071,009
Operating Expenses	-1,583,339
Capital Expenses	-247,210
Employee Related	0
Operating Expenses	-247,210
SURPLUS / DEFICIT FOR THE YEAR	118,347
Balance Carried Forward	1,052,994

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.

	2017 Actual (\$)
Base Total	10,645,954
Base Per Capita	187,579
Base Location	0
Other Base	10,458,375
Equity Total	528,175
Equity Aboriginal	13,491
Equity Socio economic	85,672
Equity Language	220,150
Equity Disability	208,862
Targeted Total	154,705
Other Total	319,682
Grand Total	11,648,516

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

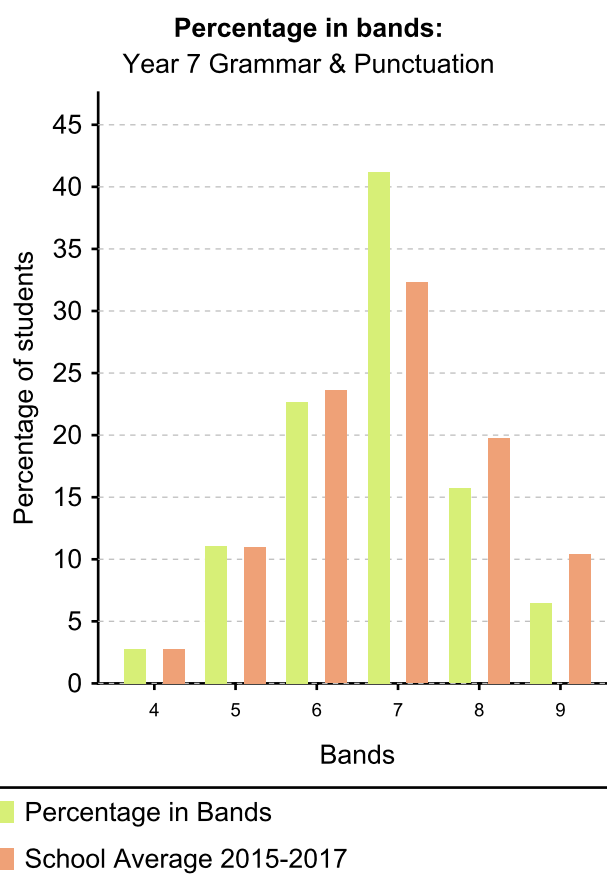
School performance

NAPLAN

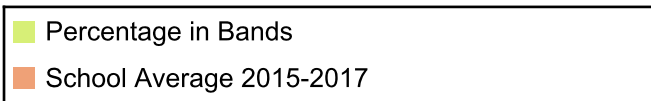
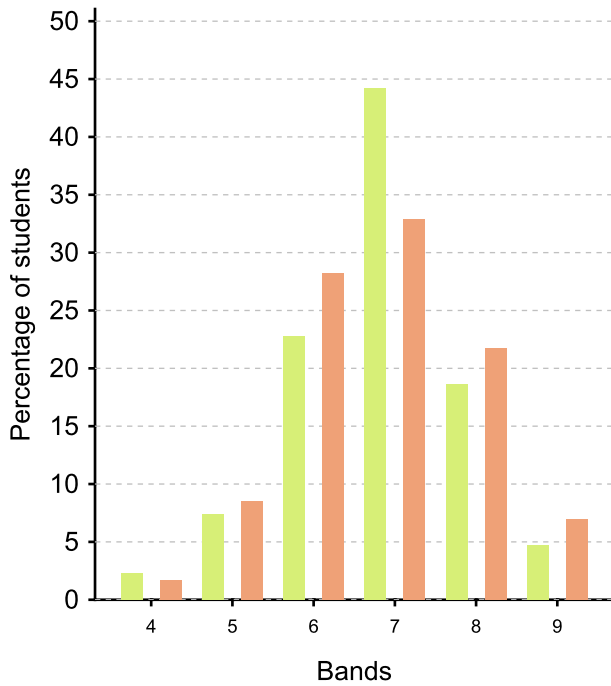
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Menai High had a high percentage of students participate in NAPLAN testing, with 216 Year 7 students and 212 Year 9 students participating.

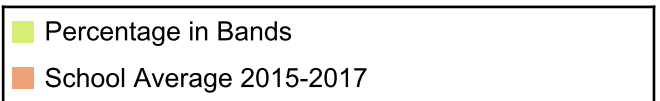
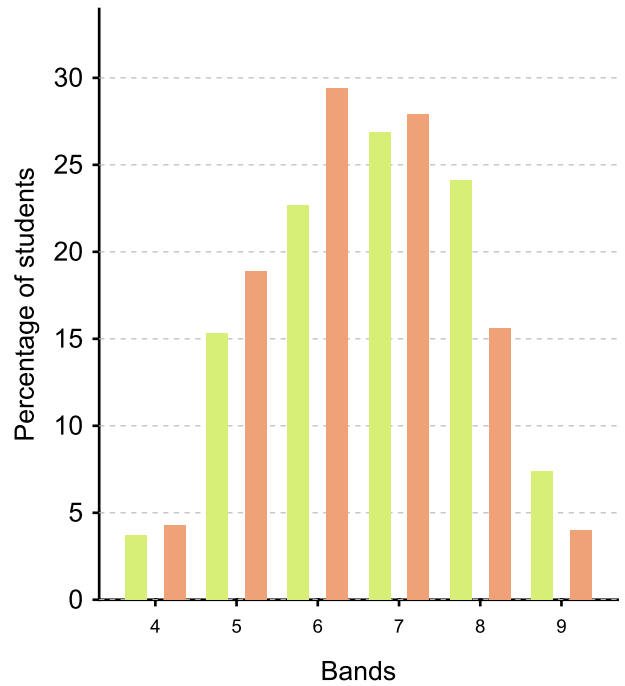
In reading, in both Year 7 and Year 9, Menai High School had more students above the state average in bands 7, 8 and 9. In writing, in Year 7 we had more students above the state average in the higher bands. However, our Year 9 students were less than state average in the top two bands. In Year 9 the majority of students were placed in band 8. In Year 9 we had a large group of students (22) who performed below national minimum standards in writing. This is in contrast to only three students who performed below national minimum standards in reading. In Year 7 the groups below national minimum standards was closer across reading and writing, with 8 students in writing and 5 in reading. In all areas of Literacy, students in Year 9 performed with growth at expected levels or greater.



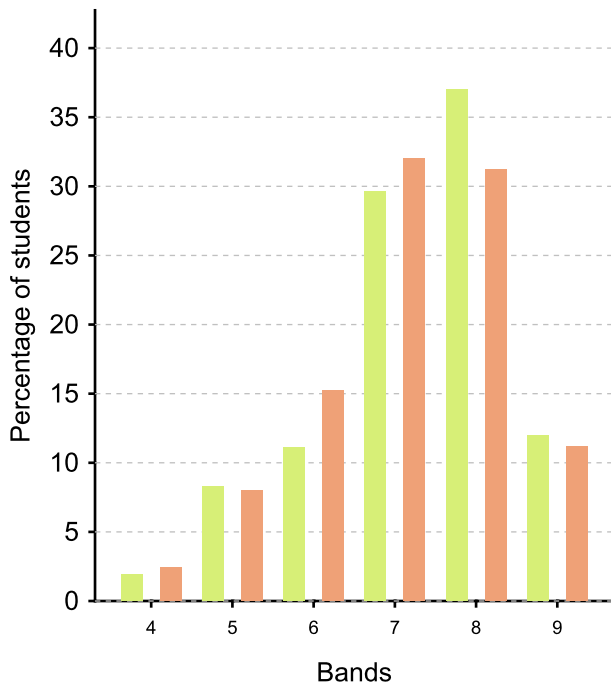
Percentage in bands:
Year 7 Reading



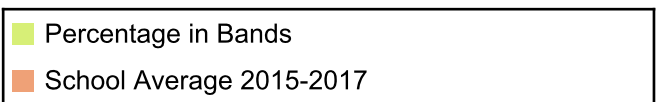
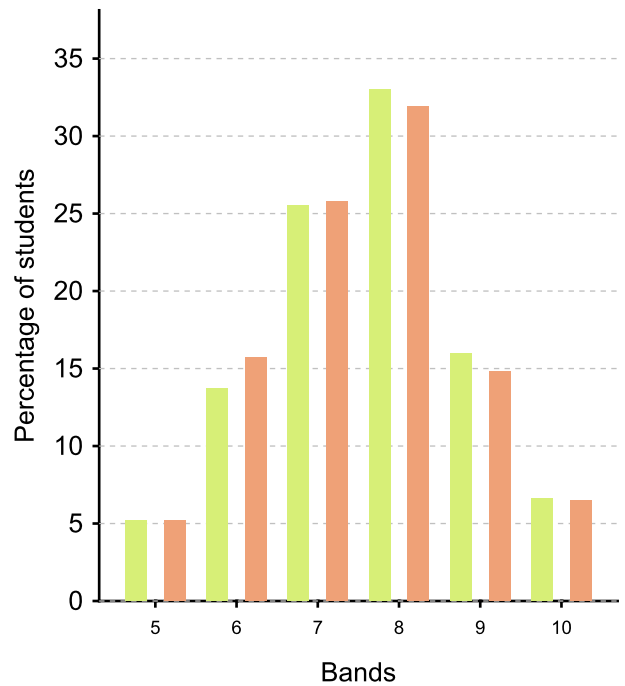
Percentage in bands:
Year 7 Writing



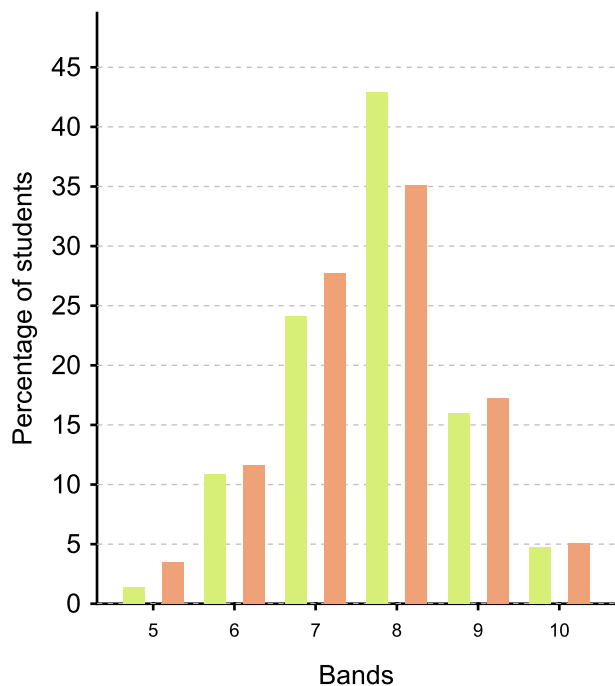
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

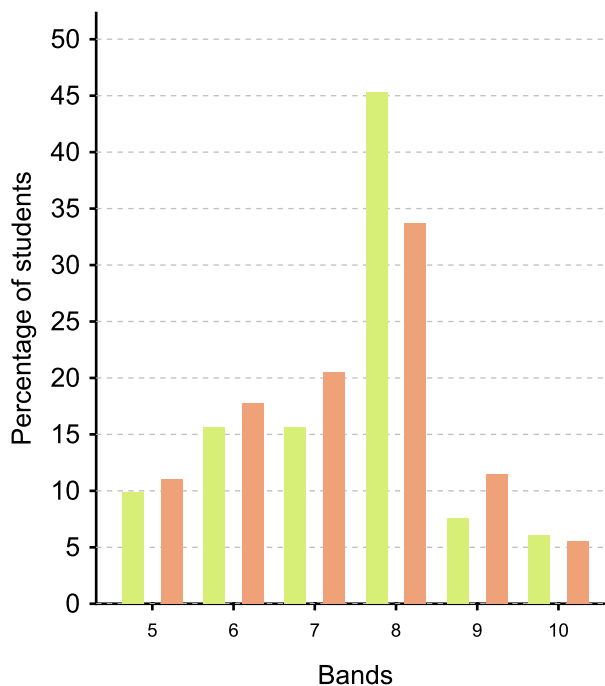


Percentage in bands:
Year 9 Reading



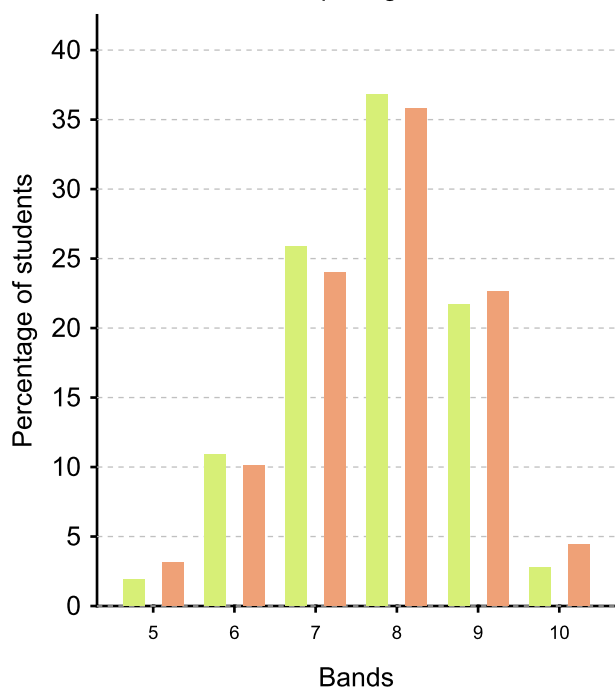
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

In both Year 7 and Year 9 the school was below the state average for the "Below National Minimum Standard" (NMS). In Year 7 and in Year 9 the percentage of students was below the "At National Minimum Standard". in Year 7 "At NMS" the school was approximately equal to the state average. In Year 9 the school was significantly below the state average for "At NMS".

Year 7. In Bands 4 to 6 the school was below state/national average. For Band 7 and 8 the school was above state/national average. For Band 9 the school was equal to the state /national average.

Year 9. In Bands 4 to 5 the school was below state/national average. For Band 6 and 7 MHS the school was above state/national average. For Band 9 the school was below the state /national average.

Percentage in Bands:
Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.9	6.1	17.5	41.0	18.9	15.6
School avg 2015-2017	0.8	7.3	24.8	38.6	19.3	9.2

Percentage in Bands:
Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	10.4	31.8	42.7	10.9	4.3
School avg 2015-2017	1.2	11.1	32.4	34.4	14.5	6.4

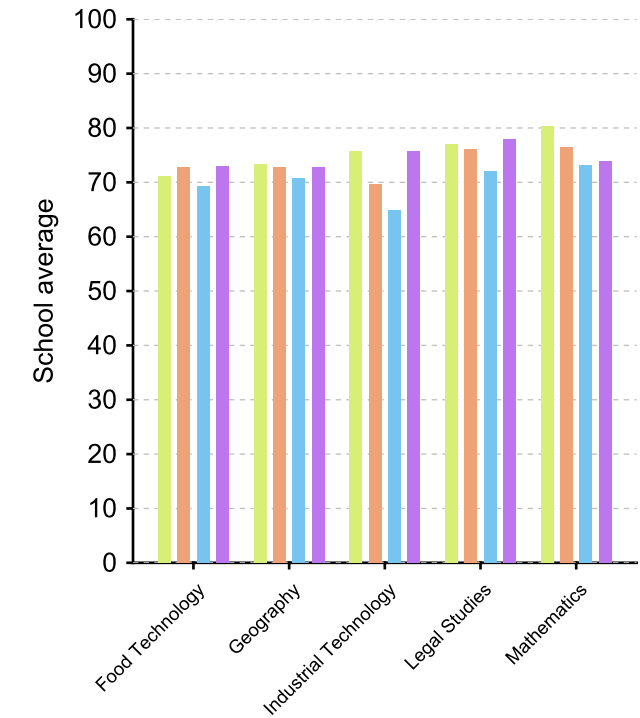
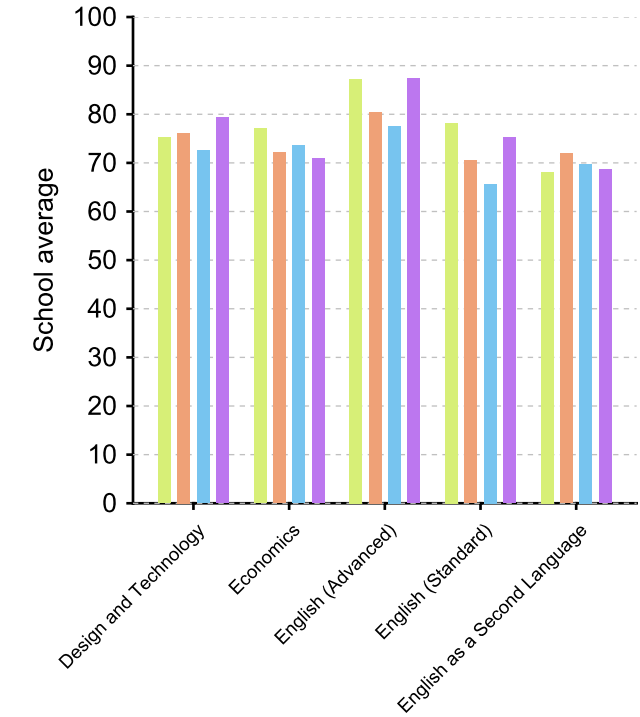
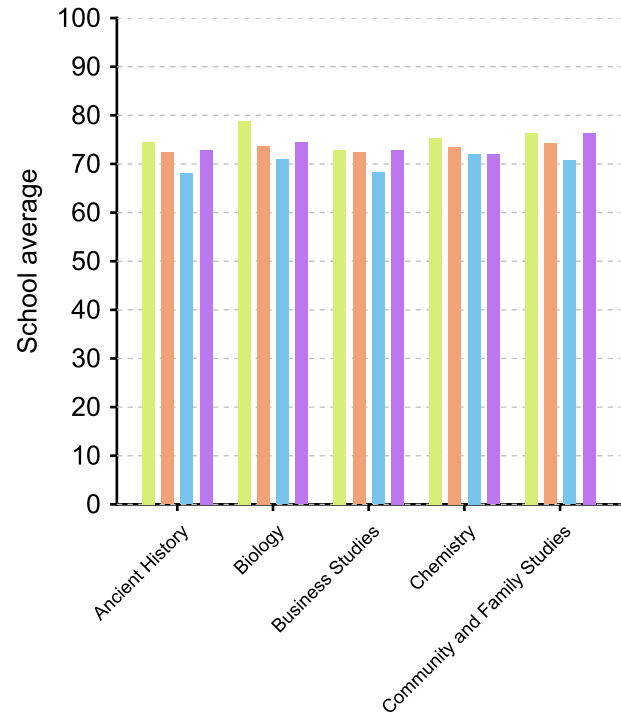
Menai High School is working towards Year 12 attainment and attendance outcomes of Aboriginal students matching or bettering those of the broader student population. All ATSI students have developed a Personalised Learning Plan which is formulated in concert with family, community and teaching staff. The PLP sets academic and other goals with each student having a teacher as a mentor who supports them in their learning at Menai High School. Additional support is offered to ATSI students through one on one support by a tutor one day per week.

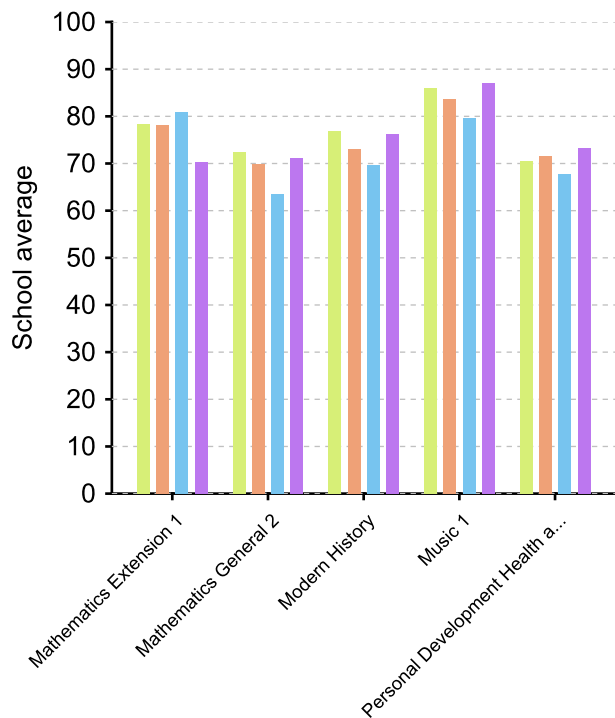
Higher School Certificate (HSC)

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

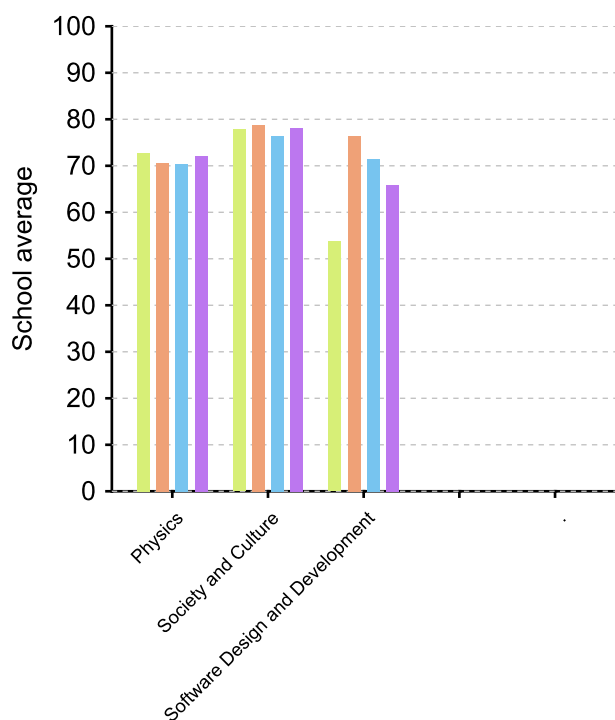
The 2017 HSC results were extremely strong and consistent across faculty and subject areas. In particular English Advanced, English Standard, Mathematics, Modern History and Biology achieved particularly strong results, in terms of both numbers of Band 6 results and average results.

- 1st placed Public Comprehensive School in HSC across Sutherland Shire and St George Region (96 Top Band (Band 6 and E4) Results in 2017).
- Four students placed on All-Rounder List. (10 units of Band 6).
- Twenty five students with an ATAR above 90.
- Dux ATAR: 99.5
- Individual students placed 7th in Business Studies, 14th and 20th in Standard English and 10th in Construction(VET).





■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

Perspectives of Parents

The Partners in Learning Parent Survey covers several aspects of parent' perceptions of their children's experiences at school an provides feedback about the extent to which parents support learning, positive behaviour and safety at school.

Teacher Perspectives

Data derived from the Focus on Learning Survey 2017.

These surveys include measures scored using a ten point scale. 10 indicates strong agreement; 5 is a neutral position and 0 indicates strong disagreement. The current report was based on data of 114 parents responses between 07-Sep-17 and 20-Oct-17 and 32 teachers between 17-Sep-17 and 18-Oct-17. The graph following summaries this data.

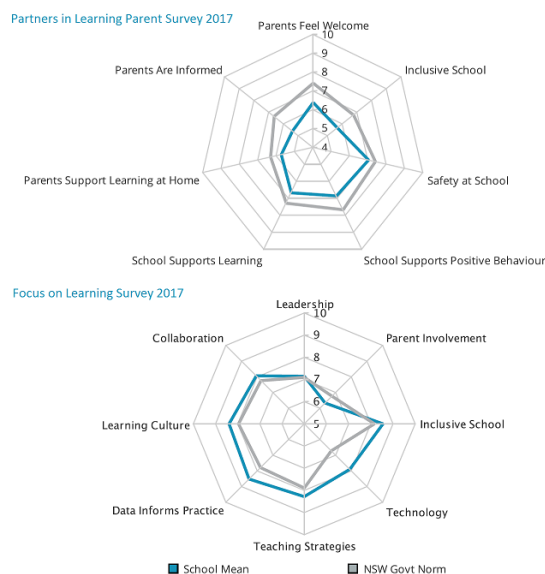
Student Perspectives

Data for student perspectives id derived from a statewide survey called Tell Them From Me. The following summarises this data in relation to MHS.

Social Engagement: Sense of Belonging (75%), Positive Relationships (85%), Participation in Sport and Clubs (65%).

Institutional Engagement: Value School Outcomes (71%), Attendance (95%), Positive Behaviour at School (90%), Homework (58%).

Intellectual Engagement: Effort (65%), Appropriately Challenged (42%), Interest an Motivation (24%)



Policy requirements

Aboriginal education

Aboriginal education 2017 had a successful year at Menai High. There were 26 students who identified as Aboriginal and Torres Strait Islander. All Aboriginal students completed their Personalised Learning Plans, reflect on their progress and set concrete goals that would be the focus of their year.

Staff mentors worked closely with families to support students to be life long learners and achieve their goals, through regular contact and support for ATSI students. An SLSO was employed to work solely with our Aboriginal students, to help them achieve their goal academically and gain individual support.

The focus of Term 1 was Closing the Gap, with an Aboriginal cultural performance and whole school activities that engaged the student body around closing the gap in indigenous health. Moving towards reconciliation was a key focus in Term 2 with a formal Reconciliation Assembly and an engaging activity lead by Aboriginal students.

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. The focus on engaging with ATSI community is growing by attending local AECG meetings and working with local community.



Multicultural and anti-racism education

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.

Menai High School had cultural exchange visits from three Japanese high schools. These schools worked with the students from Menai High in multicultural awareness raising activities. A major cooperative STEM project between Omiya Kita Super Science High School saw twenty of Menai's top achieving Science students

work with Omiya Kita students in solving world problems. A number study tours were made by groups from overseas.

A major 'food day' was the culminating event where students within the school from a wide range of cultural groups prepared and sold food to the school body to promote multicultural and anti-racism. The school ran a Refugee Week assembly in which a senior student graphically described his experiences as a refugee coming to Australia from Syria. ESL students were also taken on a free learn-to-swim course over several days. Local volunteers worked regularly with ESL and refugee students in tutoring during class time to improve learner outcomes.