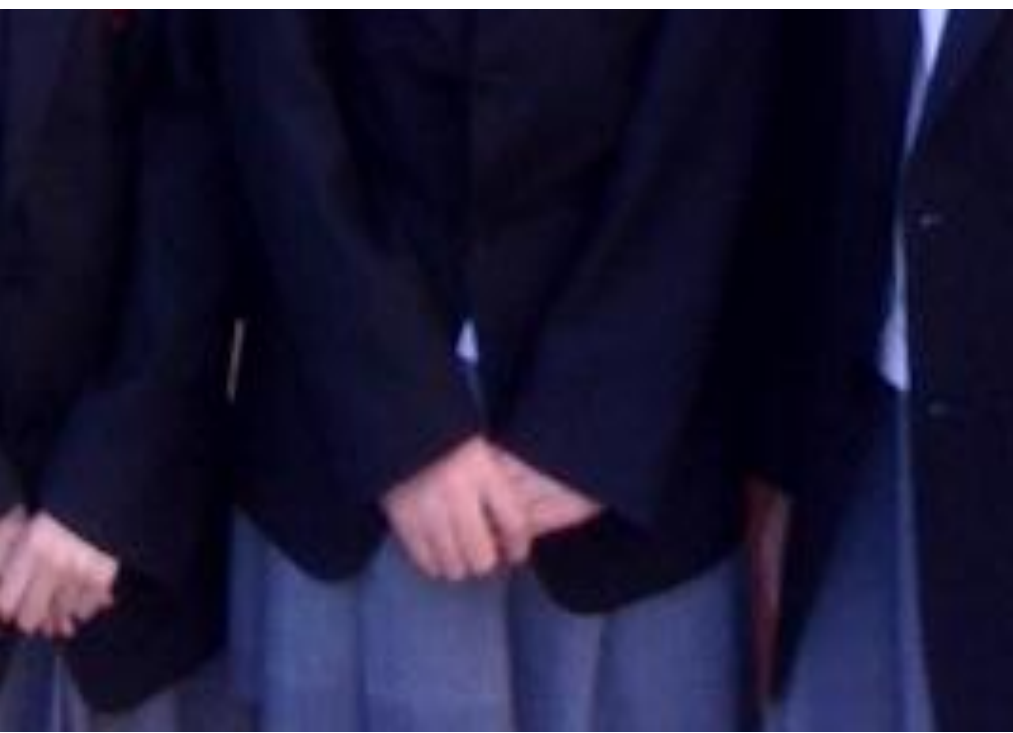




Menai High School  
Annual School Report



# 2011



## Our school at a glance

### Students

Menai High School is a co-educational comprehensive school with an enrolment of 1120 in 2011. The staff is highly experienced and there is a very small staff turnover. The student population is 30% LBOTE and about 9% ESL. In recent years the school was awarded Director General's School Achievement awards for the Cultural Exchange program run in conjunction with the Beverly Hills IEC and in 2008 the school received another Director General's School Achievement award for the enrichment program run in conjunction with our partner primary schools. In 2009 the school received the "Peacemaker" Award for outstanding programs to achieve a safe and harmonious school environment. This was presented at a school assembly by the Rt. Hon. Nathan Rees, Premier of NSW.

### Staff

Menai High has a teaching entitlement of 76.1. The school are supported by 11 Head Teachers, 2 Deputy Principals and 1 Principal.

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

## Messages

### Principal's message

Menai High School is a large modern comprehensive high school serving the Menai, Alfords Point and Illawong areas in Sydney's Sutherland Shire. The operation of the school is underpinned by the following beliefs and values:

Every member of the school community has a lifelong right and responsibility to learn and to strive for personal excellence.

The welfare of each individual is the responsibility of every member of the school community.

The school and community work in partnership for their mutual benefit.

The school has the capacity and desire to meet every students learning needs.

The school prides itself on the wide range of subjects and quality teaching offered to students,

a caring approach to student welfare, innovative approaches to learning and the use of technology in learning. The facilities and resources to support learning are modern and of high quality.

An active School Council and Parents' and Citizens' Association (P&C), and an experienced committed staff team support whole school initiatives in literacy, technology and vocational education. Cooperative team leadership, strong welfare strategies and comprehensive training and development programs for staff and students underpin school and individual achievement.

This report is a result of wide consultation and presents a general overview of our plans, activities and achievements in 2009.

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

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**Edith McNally**

### P & C message

A successful 2011 was started with our Year 7 Orientation Dinner, with family and teachers enjoying themselves and getting to know each other. We all learned a great deal from previous high achievers who came as the guest speakers, sharing their experiences from their years at Menai High.

Our committee worked hard on our annual Trivia Night and other fund raising activities including a voluntary \$20 levy. Our P&C's fundraising contributes to funding our Dux Awards, enhanced Vet Hospitality resources as well as the provision of 24 interactive whiteboards and interactive projectors in faculty home rooms.

The P&C meet monthly and engage in a wide range of consultations around "day to day" issues and organisation. Additionally we reviewed and ratified the annual school plan, annual budget, 3 year strategic plan, code of conduct, welfare &

discipline plan and proposed building and curriculum issues.

**Bessy Persinitis**

## Student representative's message

The SRC is a student elected body which is involved in decision making within the school and broader community. Members act as intermediaries who listen to student concerns and requests and bring them to meetings where they are discussed. These are then taken to the school leadership team for action.

**Megan Le**

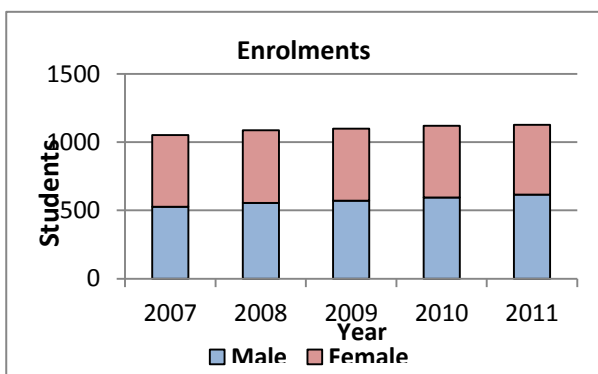
## School context

### Student information

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

### Student enrolment profile

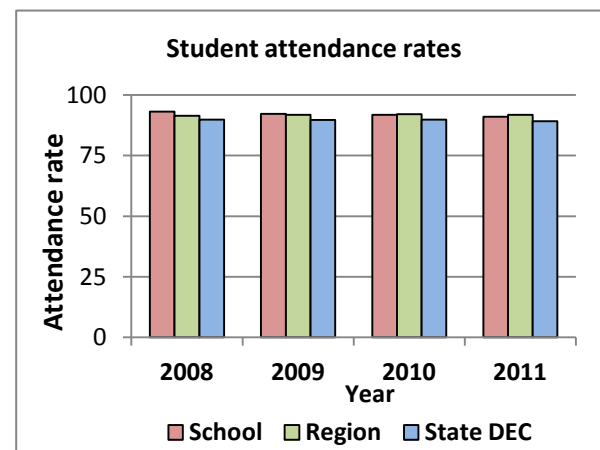
Gender	2007	2008	2009	2010	2011
Male	526	556	571	594	617
Female	527	532	529	526	510



### Student attendance profile

School	Year	2008	2009	2010	2011
	7		93.7	94.7	94.5
	8		92.7	93.5	92.0
	9		91.6	92.1	91.6
	10		90.4	89.8	89.2

	11		92.4	89.9	89.3
	12		92.7	90.9	90.6
	Total	93.1	92.2	91.8	91.0
Region	7		94.3	94.6	94.7
	8		92.4	92.7	92.6
	9		91.2	91.8	91.5
	10		91.1	91.0	90.3
	11		91.1	91.2	90.6
	12		90.8	90.9	91.1
	Total	91.5	91.8	92.0	91.8
State DEC	7		92.3	92.6	92.5
	8		90.0	90.5	90.1
	9		88.8	89.1	88.8
	10		88.7	88.3	87.1
	11		89.4	89.1	87.6
	12		89.4	89.8	89.2
	Total	89.9	89.7	89.9	89.2



### Management of non-attendance

Attendance and non attendance is monitored via a digital finger scanning process which is monitored at multiple points each day. A linked SMS parent notification system provides rapid feedback to parents regarding attendance, punctuality and fractional truancy. Letters for non attendance are also 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.

## Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

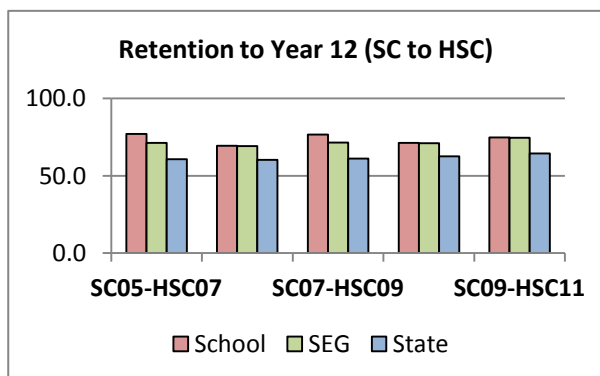
All classes comply with the DET code of a maximum 24 in senior classes and up to 30 in junior classes. A variety of maximums apply to various practical classes.

## Structure of classes

Classes are registered on a timetable published on the website and organized in year groups and faculty areas.

## Retention to Year 12

	SC05-HSC07	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11
<b>School</b>	77.0	69.5	76.7	71.3	74.7
<b>SEG</b>	71.3	69.2	71.4	71.1	74.6
<b>State</b>	60.8	60.3	61.0	62.7	64.4



## Post-school destinations

<b>Further Study</b>		
University	81	
TAFE FT	23	
TAFE PT	4	
Private College	2	
Total		110
<b>Employment</b>		
Apprenticeships	12	

Traineeships	4	
Full Time Employment	6	
Par Time Employment	4	
Total		24
<b>Other</b>		
Overseas/Travel/Gap	6	
Unknown	6	
Seeking Employment	5	
Total		17
Overall Total		151

## Year 12 students undertaking vocational or trade training

The Dux of the year was Megan Lee and the most popular destinations for students to university were -

Wollongong	34
UWS	14
Sydney	12
UTS	6
NSW	5
Australian Catholic University	4

## Staff information

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

## Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	11
Classroom Teachers	67.7
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	.6
Teacher Librarian	1
Teacher of ESL	1.4
Counsellor	2
School Administrative & Support Staff	13.5
<b>Total</b>	<b>110.2</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

## Staff retention

The school had 76.1 teaching positions allocated in 2011. The proportion of permanent staff retained from 2010 was close to 97%. One staff member retired and one staff member transferred.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	37%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	249 938.71
Global funds	554 600.34
Tied funds	367 816.08
School & community sources	760 192.01
Interest	23 813.82
Trust receipts	113 383.42
Canteen	0.00
<b>Total income</b>	<b>2 069 744.38</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	174 198.48
Excursions	323 005.87
Extracurricular dissections	158 730.63
Library	25 028.85
Training & development	1 477.11
Tied funds	368 339.33
Casual relief teachers	92 926.44
Administration & office	229 778.95
School-operated canteen	0.00
Utilities	107 561.38
Maintenance	80 597.85
Trust accounts	118 830.70
Capital programs	51 925.75
<b>Total expenditure</b>	<b>1 732 401.34</b>
<b>Balance carried forward</b>	<b>337 343.04</b>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2011

Menai High School has continued a pattern of outstanding achievements as measured through assessment programs in Semester 1 and 2 in all faculties, the HSC and School Certificate exams, ESSA and NAPLAN Testing. Staff support all needs and opportunities.

## Achievements

### Arts

In the world of the Creative and Performing Arts faculty, both students and teachers hit the ground running again this year. Encompassing Dance, Drama, Music, Entertainment Industry and all the Visual Arts disciplines staff and students have the added responsibility of preparing performances and visual displays for inside and outside of the school arena as well as



the technical support of lighting, sound and any additional audio visual support. This is all in addition to the standard curriculum demands.

In Visual Arts this year, the HSC Body of Works again showed some outstanding and creative work from our students in disciplines from painting to sculpture and photography and video production.



Year 11 photography excursions to the Sydney CBD and Royal Botanic Gardens resulted in some outstanding work which currently adorns the walls of the administration building.

Laruen Jarvis of Year 10 Visual Design achieved 2<sup>nd</sup> place in a “Design an Ad” competition held by the Leader Newspaper which, along with the prestige also came with a personal cash prize. (\$250)

Year 8 enrichment classes took part in a new and exciting incursion of “Claymation” - the creation of short feature films using the stop motion technique of clay figures.



Stage 5 students continue to exhibit their work around the school and in the Library.

The Visual Arts department have seen the significant development in resources for the teaching of digital photography. This has led to the new Stage 5 Photography and Digital Media course implemented. The acquisition for these resources has led to greater student engagement. With the aid of funds donated by Year 12, 2009 (?), an outdoor area immediately at the doorstep of the art-rooms has been created. This Visual Arts Learnscape is a perfect place for students to complete their detailed landscape drawings and relax during recess and lunch breaks, and also

showcases the ceramic Visual Arts sign created by 8H during 2010.



In Dance this year, three of our Year 12 students have been nominated in 7 categories for CallBack – the prestigious showcase of HSC Dance performances: Tra Mi Dinh in all three components, Ashleigh Kelly and Christine Theophonous in two components

Three of our students were also selected to represent the school in the State dance ensemble – Tra Mi Dinh, Siobhan Dennehy and Kimberley Sainsbury.



Our staff and students continue to remain committed to participating in regional and state Dance festivals – an outstanding, but time intensive opportunity for our dancers to work and perform with students not only from outside our school but from all around the state.



Our Junior and Senior Dance Ensembles, and the School Dance company have just concluded their participation in the Schools' Spectacular where they delighted audiences from all around the state.

In Drama, 2011 saw the production of "Stories in the Day" - a two act play, which for the first time, was directed by a student, Brianne Hickey of Year 10.



This Drama for Sport group performed this work in June and was very ably supported by work of the Entertainment Industry Students lead by Year 12 student Matthew Ellem and also by our Visual Arts faculty who supplied properties and scenery. Three of our students, Prudence Wilkins-Wheat, Iesha MacRae and Breane Hickey successfully gained positions with the prestigious State Schools' Drama Ensemble.

Our HSC Drama entries were a wonderful success and wowed parents and friends when publically performed for the HSC trial Examination. Jake Harlow was successful in gaining a not only a nomination but in having his major project (a video drama) chosen for inclusion at this years On Stage presentation in the *Writers Onstage Onscreen* category.

In Music, staff and students continue to prepare, rehearse and perform for all our official functions – from Year 7 Orientation Dinner and Open Night, throughout our Formal Assembly program and up to the end of the year at presentation night. At their HSC trial performances for family and friends, 34 pieces of music were presented by our students and staff ranging in style from music of the 1600's to punk rock.

Year 11 music also attended a night at the opera – where they were fortunate enough to view the new production of Opera Australia's "La Boheme"



In addition, junior rock ensembles, woodwind ensembles and vocal groups all rehearse and prepare performances in their own time and maintain a very full performance schedule.

But, without question, 2011 has been the year of the Concert Band and Stage Band. An intensive program to build these bands was brought to a climax this year with a trip to the Western Plains of New South Wales.



The aim of this program was to bring band music to primary schools that otherwise have no access to these types of performances. This three day trip was an outstanding success and a great time was had by both staff and students.



Following immediately on the heels of this trip, we were fortunate enough to have the New South Wales Police Band come and perform for Year 7 and Year 8 and elective music students. This was a wonderful opportunity for our students to hear and see a variety of ensembles from small woodwind ensembles through to



concert and stage bands. Undoubtedly the highlight of this incursion was the two hour training session and workshop which our students received at the hands of these excellent musicians.



For our Entertainment Industry students, the wide range of experiences of public performances and events never seems to end. Through the formal assembly programme, drama production, Graduation ceremonies and nights such as tonight, these students and staff hang and rig lighting and sound and run all the audio-visual components required. The class of 2011 excelled themselves when running the “Dancing with the Staff” contest earlier this year – designed by Matt Ellem and Jake Harlow, this extravaganza included multi-camera production and technical expertise which showed our students capable of succeeding in any task they undertake.

## **Sport**

2011 was another fantastic year with many outstanding results. 83 students competed at a NSWCHS or NSW All Schools Carnival. At these carnivals, Menai High students won a total of 17 gold medals, 6 silver medals and 4 bronze medals in sports such as Athletics, Basketball, Swimming, Triathlon, Cross-Country, Softball, Hockey, Rugby League and Rowing. The Menai High School Rowing Team finished 5<sup>th</sup> overall at the NSWCHS Titles. The Menai High School Athletics Team topped the medal tally at the NSWCHS Carnival with outstanding performances from Brooke Giffen, Jessica Durand, Bryce Coles-Sinclair, Blake McWhirter, Adam Engeler and all the other members of the team. The Open Boys Cricket Team were Regional Champions and finished in the top 4 of the State. The 15yrs Boys AFL Team were Regional Champions and reached the State Finals Series. The Open Boys Basketball, Open

Boys Netball, and 15yrs Boys Soccer Team all reached the Regional Finals. Adam Whatley was selected in the NSWCHS Cricket Team. Pierce Coles-Sinclair was selected in the NSW All Schools Cross- Country Team. Bryce Coles-Sinclair and Kurtis Birch-Ward were both selected in the NSW Team to compete at the Australian All Schools Athletics Titles. 5 students received the prestigious Sydney east Regional Blue Sports Award. In the weekly Grade Sport Competition, both the Junior Boys Basketball Teams and the Junior Boys Touch Rugby League Team all won their Grand Finals. Menai High School continues to offer a wide variety of sports, and continues to compete in the Sutherland Sports Zone, the Sydney East Region and the NSWCHS and NSW All Schools Competitions.

## **Other**

### **Debating**

The Year 9/10 team competed in the Macquarie University State Debating Competition and reached the Grand Final after 3 victories. Year 8 teams also competing in the Macquarie Debating day performing admirably with 2 victories in their prepared debates.

### **Academic**

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

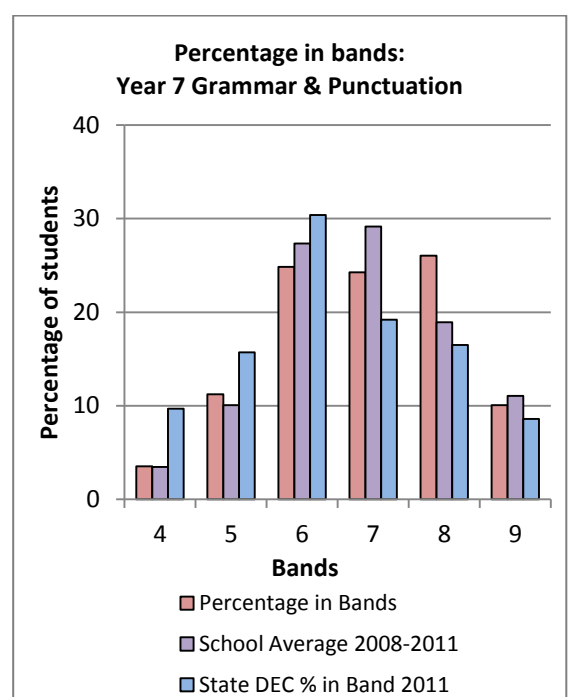
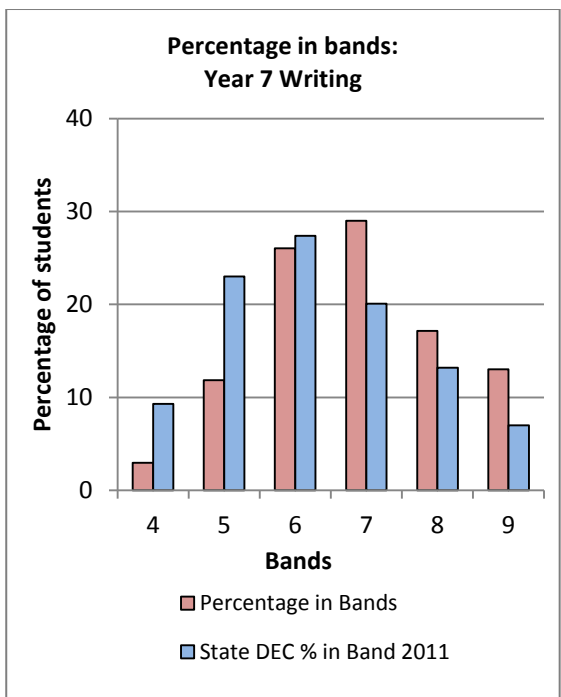
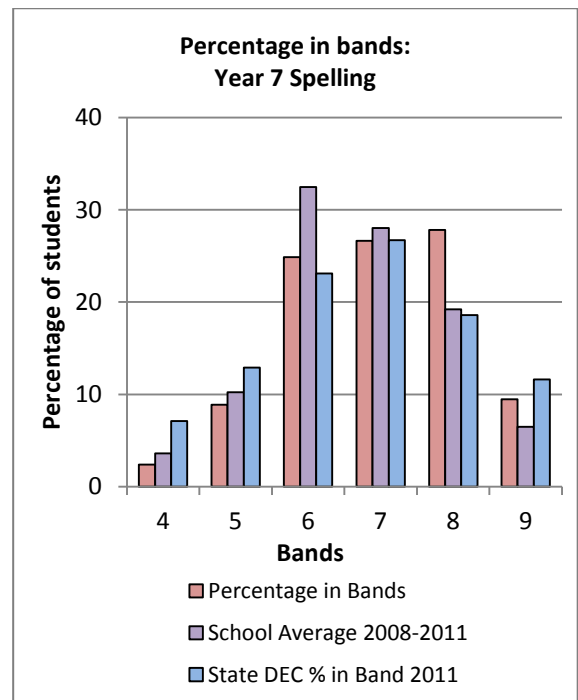
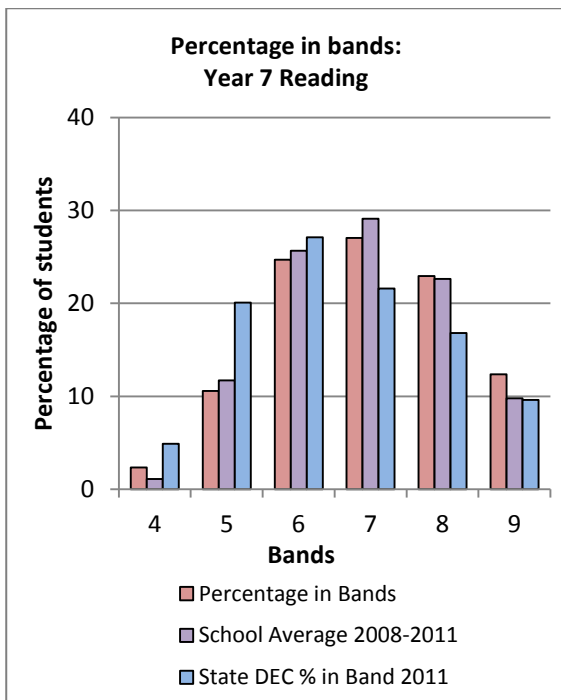
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

### **Literacy – NAPLAN Year 7**

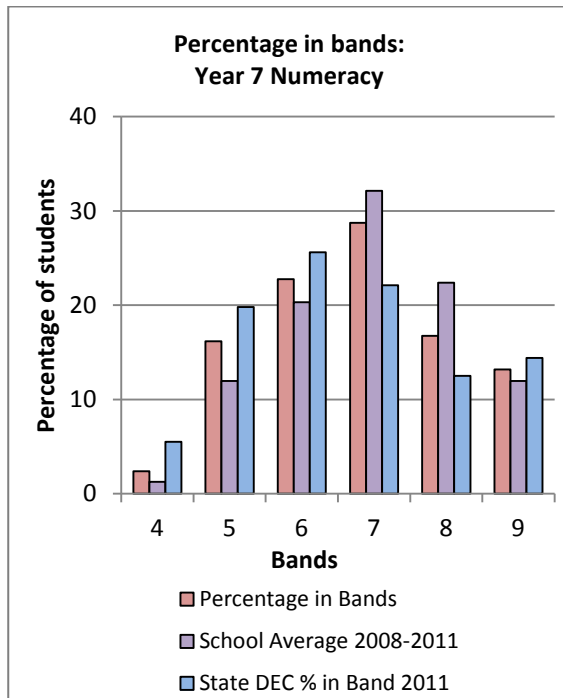
Our Year 7 performance in reading and writing has continued to exceed State averages, but there is a clear need to work on improving performance on spelling.





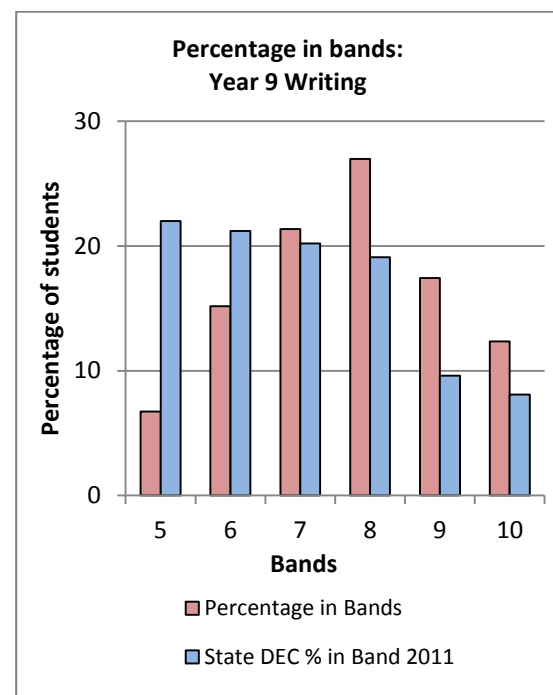
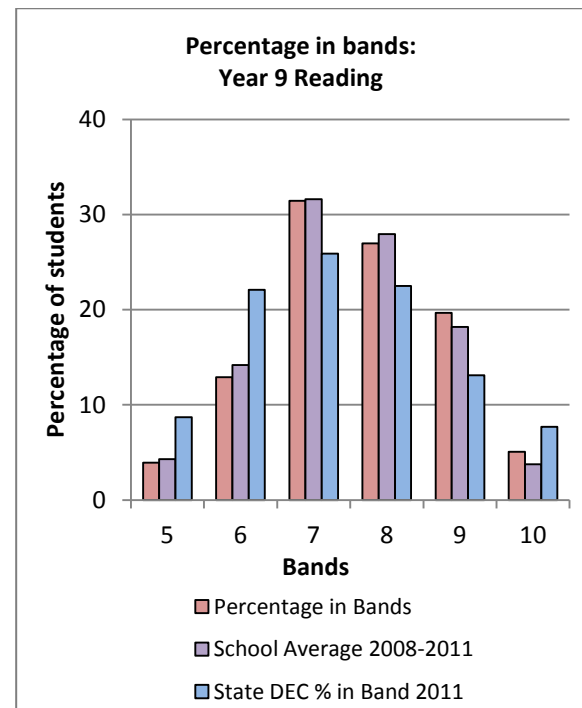
## Numeracy – NAPLAN Year 7

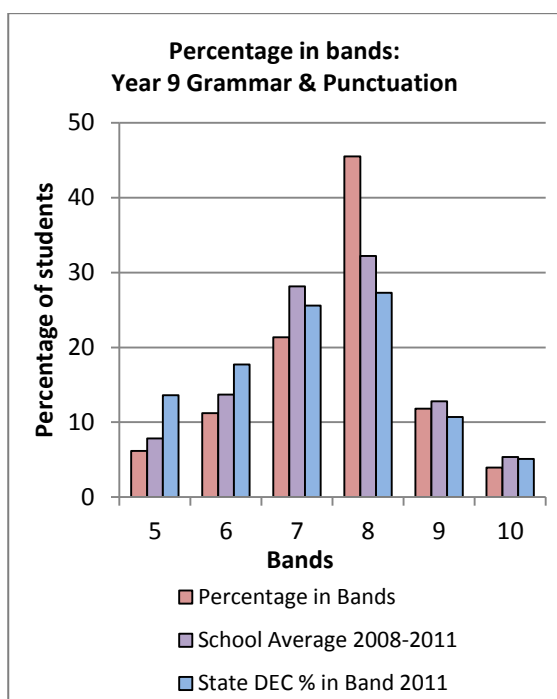
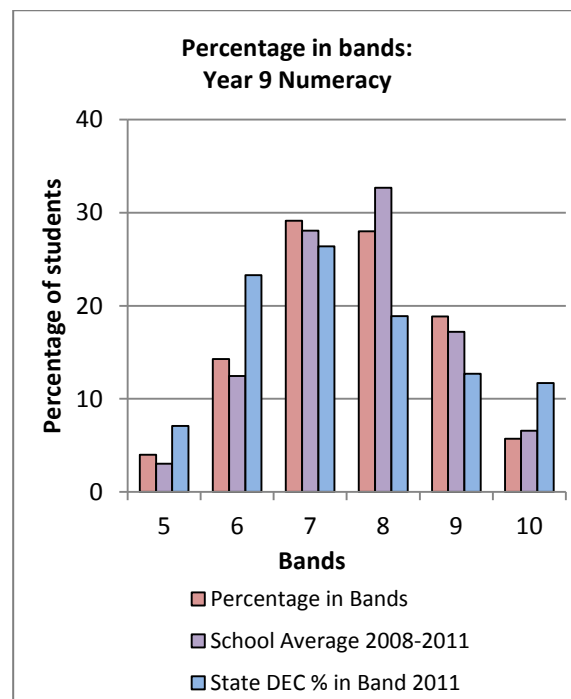
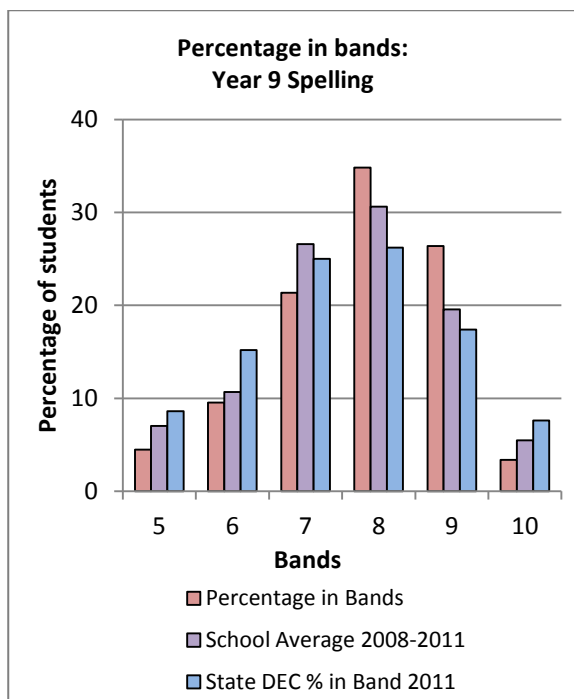
Our Year 7 students achieved a mean score above the mean for DEC schools, particularly in Data, Measurement, Space and Geometry. The boys showed a stronger performance than the girls in the Number, Patterns and Algebra questions.



## Literacy – NAPLAN Year 9

Our Year 9 performance is generally well above State average across all literacy components however there is a need for improvement in the very top bands particularly in spelling, grammar and punctuation.





### Progress in literacy

There has been consistent improvement in the upper Year 7 bands across all literacy components. Well above state average in Band 9 for writing. In Year 9 there is general improvement in Bands 8 and 9, particularly in spelling and writing.

### Progress in numeracy

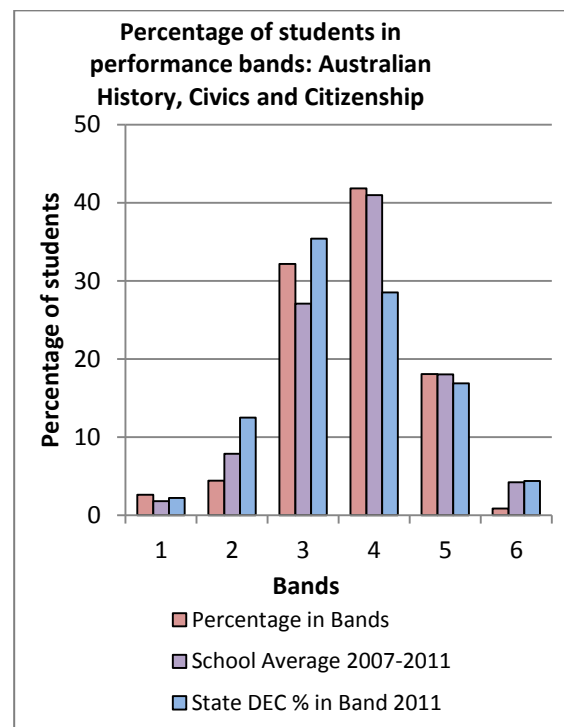
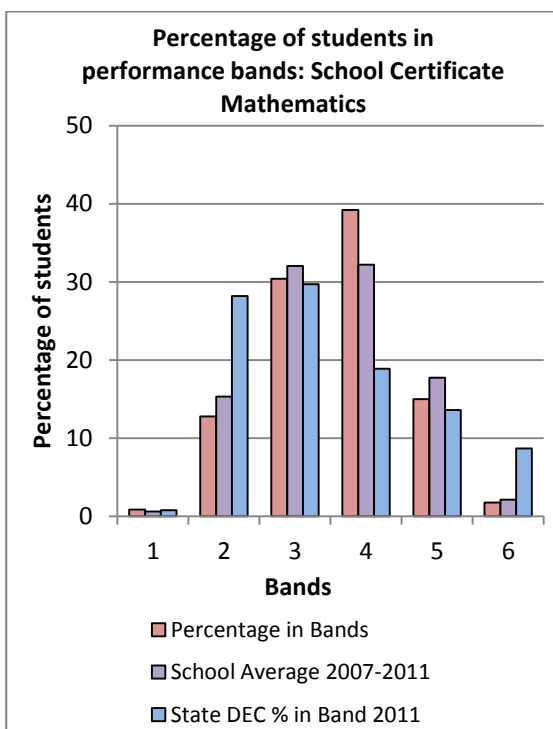
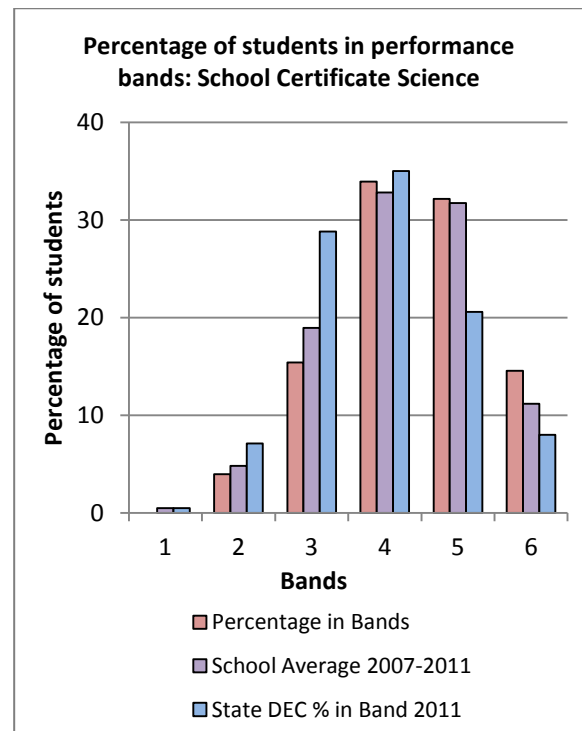
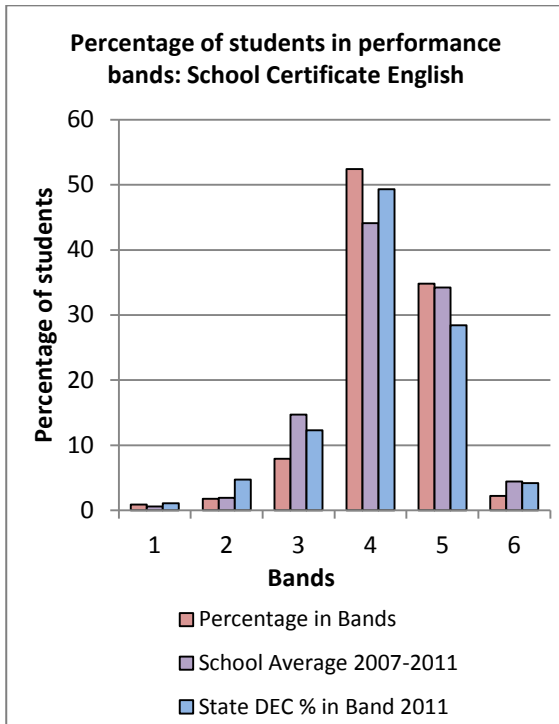
Our Year 7 students consistently outperformed the state in bands 7 and 8. Our Year 9 students consistently outperformed the state in bands, 7, 8 and 9. We are developing strategies to improve the performance of our highest achieving students.

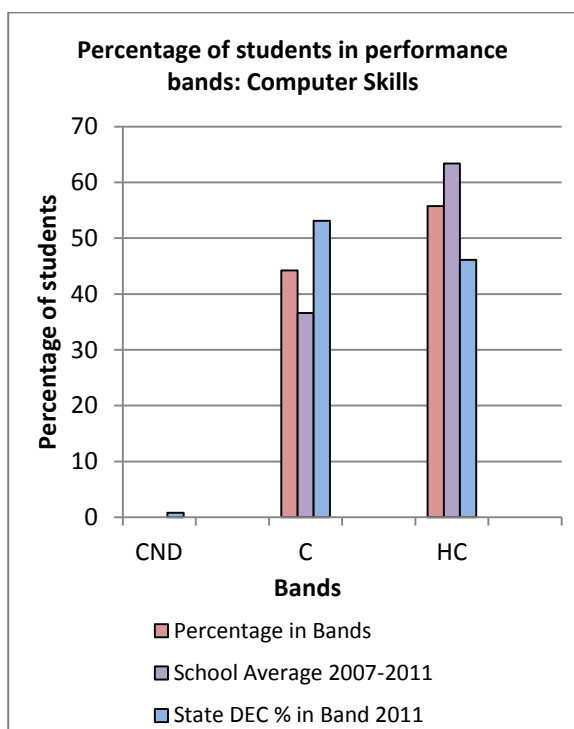
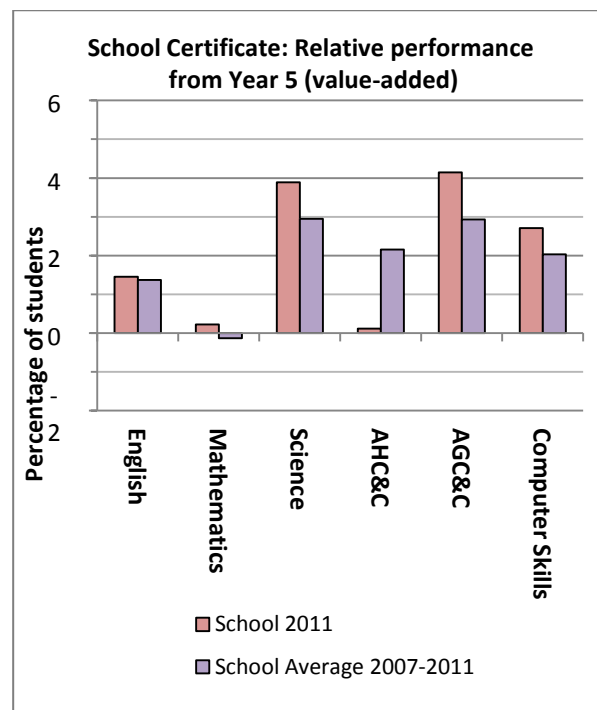
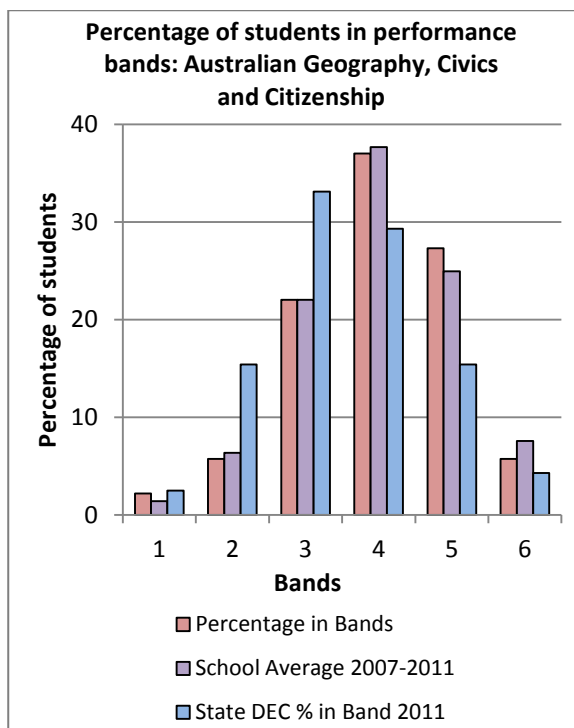
### Numeracy – NAPLAN Year 9

Our Year 9 students achieved a mean score above the mean for DEC schools, particularly in Data, Measurement, Space and Geometry. The boys had a stronger performance than the girls overall.

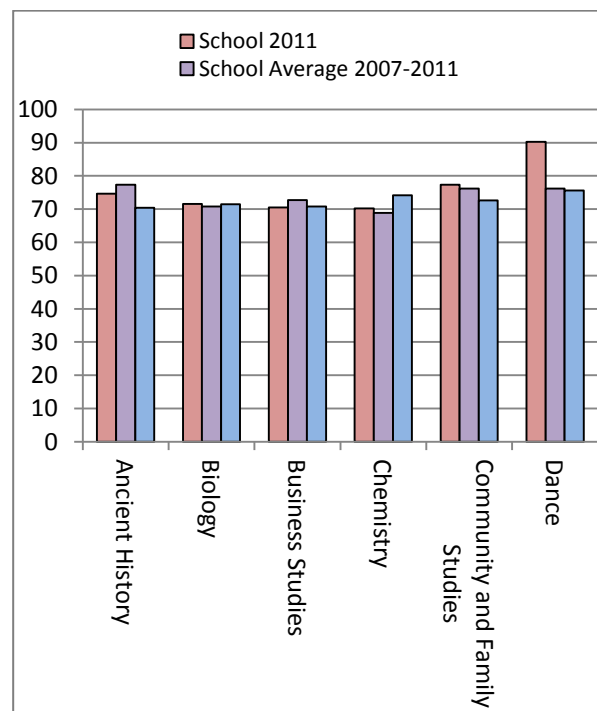


## School Certificate



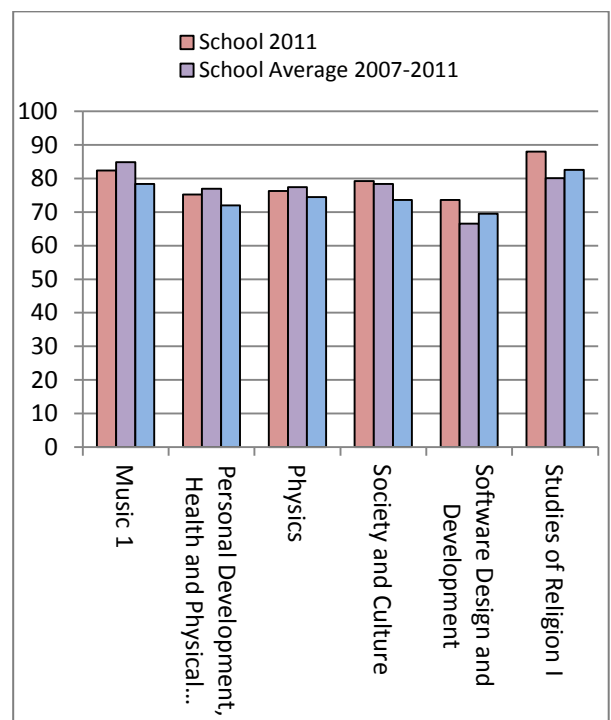
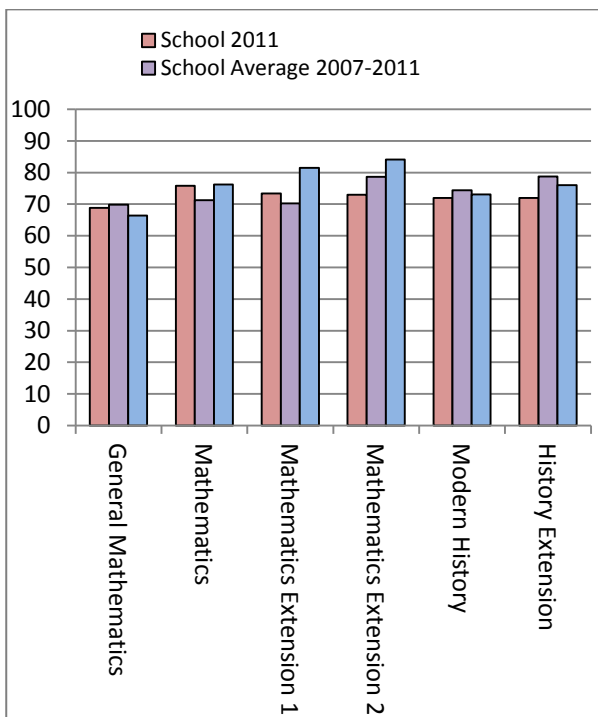
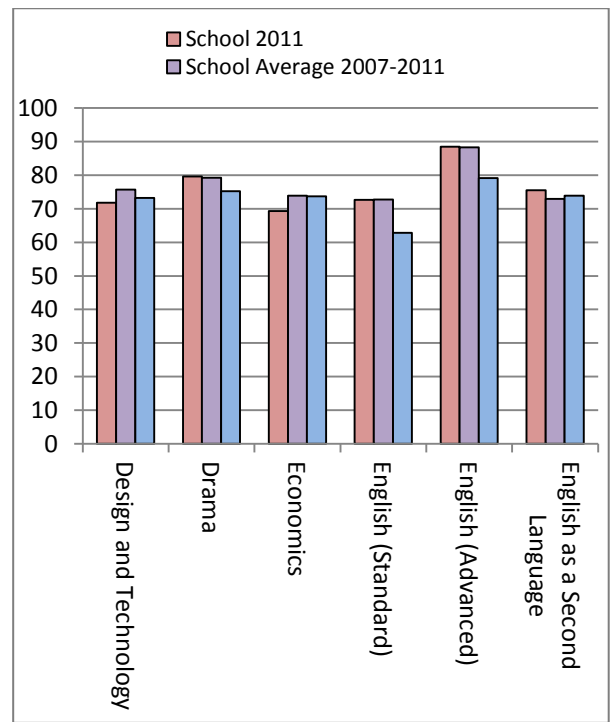
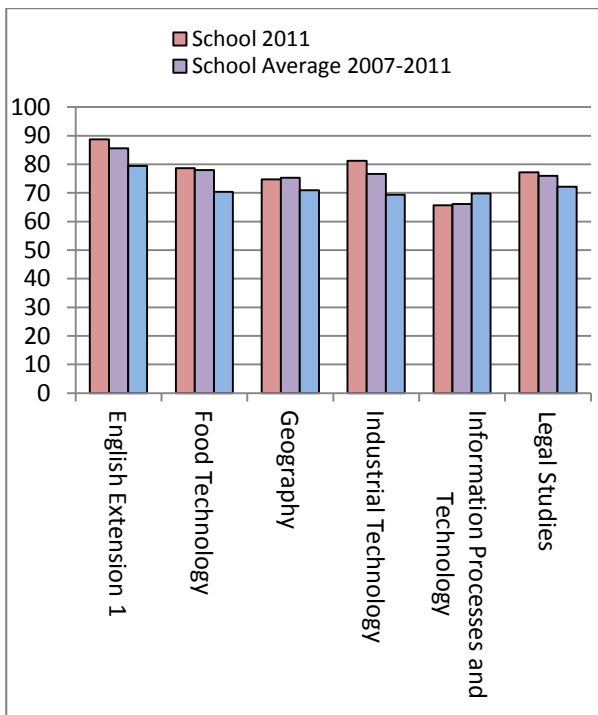


### Higher School Certificate

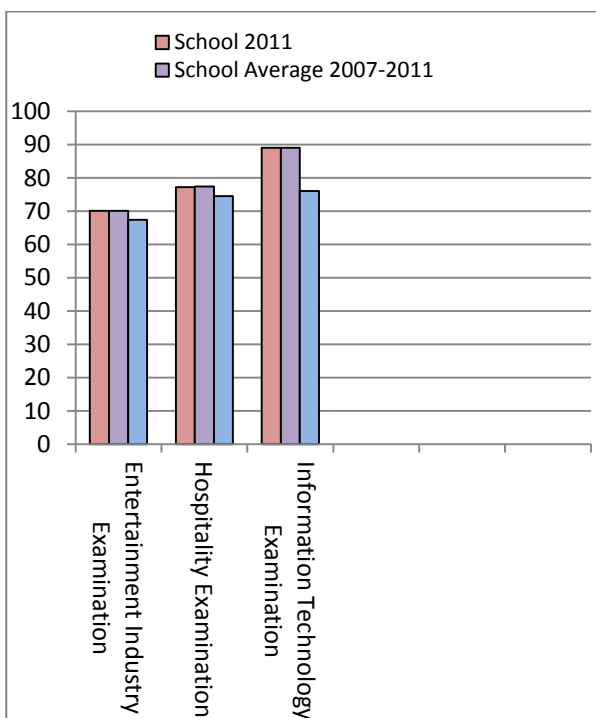
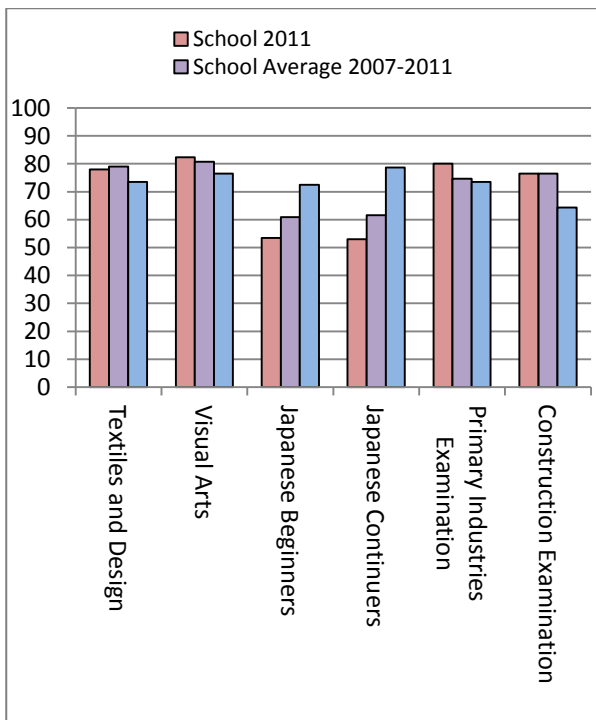


### School Certificate relative performance comparison to Year 5 (value-adding)

Mathematics is steadily increasing the value-added. The school continues to show strong value-added in the School Certificate, Science, Australian Geography and English.

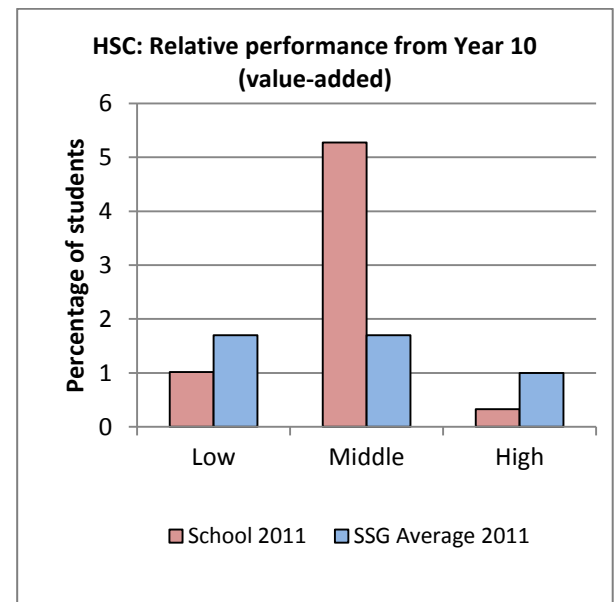






### Higher School Certificate relative performance comparison to School Certificate (value-adding)

Value adding for the HSC has been very strong for the middle performing students with an improvement for the higher achieving students.



### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	97.6
Writing	97.0
Spelling	97.6
Grammar & Punctuation	96.4
Numeracy	97.6
Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	96.1
Writing	93.3
Spelling	95.5
Grammar & Punctuation	93.8
Numeracy	96.0

## Significant programs and initiatives

### Aboriginal education

Menai High had 4 students enrolled who identify as Aboriginal. For these students the school works to improve levels of literacy and numeracy and expand opportunities in the development of skills and expertise. Funding granted to the school to support Aboriginal education was used to develop individual learning programs for students at risk.

The remainder of the school community is given opportunities to expand their knowledge of, understanding of and respect for Aboriginal Australia. All formal occasions are now prefaced by an acknowledgement of country in deference to the Tharawal People.

All Year 10 students visited the Australian Museum to engage with the display of artifacts and other items representative of Twentieth Century Australian Aboriginal history. Year 8 continue to learn about the impact of contact and colonization on Aboriginal peoples. Most of the stage 6 subjects in HSIE contain an Aboriginal perspective as part of their syllabus requirements and other KLAs such as English have developed and implemented Aboriginal perspectives in their programming.

One of our indigenous students was awarded a “Deadly Kids” award for her commitment to her studies

### Multicultural education

In 2011 Menai High continued with the “Unity in Diversity” program in conjunction with the Beverly Hills IEC. This is the sixth year that the program has been in existence. In particular this year the two schools have worked closely together on a project entitled “Optimising Health and Learning”. This project focused on addressing health issues which impacted on the learning of refugee and other vulnerable migrant students. The other partners in the program were:

- Multicultural Health Service, SESLHD
- Sydney Children's Hospitals Network, Randwick
- South Eastern Area Laboratory Services (SEALS)
- NSW Refugee Health Service
- St George Division of General Practice
- St George Hospital Diversity Health Team

This project won the NAB Schools First Seed Grant, Impact Award and NSW Award, thereby attracting a total of \$125,000 in award funding.

### Other programs

Our Literacy Linkages Program was revised to now include Year 9 Leaders who worked with Stage 3 students in their primary schools to produce creative pieces which they published. The program culminated in a celebration of their involvement at the high school with awards presented to the most outstanding pieces.

## Progress on 2011 targets

### Target 1

**To work towards creating a “bully-free” school culture.**

Our achievements include:

- Development of a whole school co-operative learning strategy
- Implementation of the “Positive Solutions” program in stage 4
- SRC and Peer Mediation students trained as “Bully Busters”
- Promotion of a bully free culture through the “Peace Warriors” project.

## **Target 2**

### **To increase International Student enrolment numbers.**

Our achievements include:

- Creation of an International Student's staff team
- Development of closer links with the International Students' Centre
- High quality promotional materials for international students have been developed.

## **Target 3**

### **An overall increase of 5% in bands 8,9 for literacy and numeracy for Year 7 and Year 9 SMART data**

Our achievements include:

- Overall literacy results have shown an increase of 5% and numeracy has shown a consistent performance

### **Overall increase of 5% in spelling and data and measurement for Year 7 and Year 9**

Our achievements include:

- Spelling has seen an 8% growth in bands 8 and 9 for Year 9 a 6% growth in bands 9 and 10 for Data and measurement for Year 9 and Year 7.

## **Target 4**

### **Increase ICT skills of staff and Year 9 students**

Our achievements include:

- Staff participation in the DER Year 9 project has significantly increased the ICT skill of staff concerning the programs on the laptops.

### **Build leadership capacity in staff in the areas of technology, literacy and numeracy**

Our achievements include:

- Coordinators have been appointed and are leading programs through the school by conducting surveys and evaluations to assess the directions and needs for the professional learning of teachers.

### **Staff to write an Individual Professional learning plan for 2011**

Our achievements include:

- All staff, via their Head Teachers, write a plan which allows the school to support and monitor their professional growth.

## **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of -

### **Educational and management practice**

In 2011 all faculties, but in particular Maths, Science and HSIE, implemented learning programs of work on Sustainability.

### **Findings and conclusions**

The outcome of this has been to increase student awareness of how to manage resources. The Student Environment Council monitored paper recycling, water usage, and use of electricity in partnership with the School Administration Manager who provided them with relevant past and present data. The SEC made a number of recommendations which have been or will be implemented. Of these the most notable and successful has been to install movement sensors in every classroom so that lights are automatically turned off if there is no-one in the room. A whole school awareness of the SEMP and sustainability in general has resulted from this initiative.

### **Future directions**

The Literacy Linkages Program will be further developed to enhance the literacy skills of Stage 3 students and the leadership skills of our Stage 5 students. Year 9 involvement will be expanded in 2012.

### **Curriculum**

Year 9 Cross KLA Sustainability DER Project

### **Background**

This project started in 2011 and concentrated on the professional learning of teachers in the area of ICT and the applications available on the DER laptop. It was part of the Sydney Region Digital Education Revolution Learning in Action project. The project was also expanded to integrate sustainability, literacy and numeracy across the



KLA's. A team of ICT leaders was developed within the school to deliver professional learning. Teachers underwent professional learning during term 2 to develop skills and confidence in using the laptop applications. Teachers taught a unit on sustainability and up skilled students in laptop applications for the first 5 weeks of Term 3. The students worked in teams to create a multimedia presentation/promotion on sustainability. Each team was assigned a teacher who mentored them through the project. Communication between the team and teachers was also performed via technology. The Support staff also provided assistance in modifying the student assessment task so all students could assess the task by providing scaffolds and thinking skill activities.

### **Findings and conclusions**

The evaluation looks at the skills and confidence of teachers to use technology in the classroom. The professional learning workshops were highly evaluated and have become part of the school professional learning plan. The teachers' usage of laptops in the classroom as a learning tool during and after this project increased by 50% compared to the usage before the project. The confidence of teachers using applications in their teaching saw a large increase in Edmodo/ blogging, Excel and One Note. The project provided an excellent platform for the transfer of learning and was positively evaluated by staff and students. The project resulted in an increase in the teachers usage of the following applications in the classroom Dream weaver, Premier elements, Edmodo/ blogging, Excel, Audacity and One Note. The project was highly evaluated and with majority of teachers providing positive feedback. The cross KLA approach will continue, the project will again run for Yr 9 2012 in Term 3.

### **Future directions**

The school is continuing to provide workshops for teachers on the applications to continue to build the confidence and skills of the teachers in the area of ICT's. New applications on the laptops have now been added to the project. Thinking skills will have a larger focus during the KLA units, and the assessment task itself. This will hopefully assist students in their analysis of data to present a deeper understanding of the sustainability issues.

The overall evaluation was very positive and will be part of the curriculum for Yr 9 students in 2012 and a focus for teacher professional learning in ICTs, literacy, thinking skills and numeracy.

### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2010 the school sought the opinions of parents, students and teachers about the school via a comprehensive online survey for all stakeholder groups. Detailed data indicates high levels of satisfaction and low levels of concern and dissatisfaction. Data can be accessed on the school's website.

Satisfaction data is also gathered via a well publicized complaints mechanism as well as an open door/phone strategy for parents. All complaints and expressions of concern are responded to quickly through actions and policy adjustment where needed. Student satisfaction data is gathered via year meetings and Student Representative Councillor who meet daily to plan and respond as needed. Peer Mediators also gather data.

### **Professional learning**

This school has an extensive and comprehensive program for professional learning for all staff. Every staff member participated in five school development days as well as a range of mandatory training events focussing on the pedagogy, anaphylaxis, emergency care as well as various DET policies and procedures. \$49,578 was spent on professional learning designed to develop new skills, update skills as well as offer opportunities for action research. Staff Development Day emphasis was on Literacy, assessment, ICT's and Higher Order Thinking.

Broad expenditure areas were:

Beginning Teachers	\$1,005
ICT	\$4,717
Literacy and Numeracy	\$1,953
Quality Teaching	\$8,995
Syllabus Implementation	\$14,598
Career Development	\$14,181
Welfare and Equity	\$3,978

### DER Professional Learning

\$28,079 Digital Education Revolution Professional learning was spent on Laptops 4 learning and the training of the school's Digital Education Revolution leader's team.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1 - Literacy

#### Outcome for 2012–2014

- Improve student's learning outcomes and literacy skills in text types.
- Increasing the importance and transfer of the skills by students of spelling, grammar and punctuation.

#### 2012 Targets to achieve this outcome include:

- Year 9 students growth in literacy exceeds State/ SEG growth by 20% of NAPLAN in 2012 to reach 25% in 2014
- Value added effect size of higher achieving students is in the moderate range

#### Strategies to achieve these targets include:

- Audit text types to develop a whole school scope and sequence of KLA specific text types to ensure all text types are taught in Yr 7 and Yr 9
- Establish responsibility of text types to KLAs
- Development of support materials and delivery of workshops for KLAs by Literacy coordinator
- All teachers focus on spelling, grammar and punctuation in Yr 7 – Yr 9 by using across KLA teaching strategies which are in context of the learning.
- Literacy Team evaluates NAPLAN data to provide direction and re-evaluate literacy target each year. Share with COSBTR team
- Literacy team plans and implements Professional Learning

### School priority 2 - Numeracy

#### Outcome for 2012–2014

- Improve student's learning outcomes and numeracy skills.

#### 2012 Targets to achieve this outcome include:

- Year 9 growth in numeracy equals State growth of NAPLAN
- Value added effect size of higher achieving students is in the moderate range

#### Strategies to achieve these targets include:

- Continue school's involvement Number Crunchers
- Establish a cross KLA numeracy team and identify the numeracy demands for each KLA
- The team will focus on selected KLA's each semester to provide teaching strategies to provide explicit teaching of numeracy
- Numeracy Team evaluates NAPLAN data to provide direction and re-evaluate numeracy target each year. Share with COSBTR team
- Identify higher ability students in Yr 7 – 9 and numeracy team/ coordinator works with teachers to develop strategies to extend the students in numeracy

- Numeracy coordinator works with selected KLA's each term / semester to develop literacy strategies to support KLA needs
- Investigate Regional professional learning activities

## About this report

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

Edith McNally, Principal

Robert Lindsay, Deputy Principal

Raelene Allen, Deputy Principal

Craig Mundy, Head Teacher English

Jon Smith, Head Teacher Creative and Performing Arts

Stephen Wakely, Head Teacher Administration

Lynne Kerr, head Teacher, HSIE

Bessy Persinitis, President P&C

Karen Messiter, President School Council

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

<http://www.schools.nsw.edu.au/asr>