

8583



Menai High School

Annual School Report



2012

## Our school at a glance

### Students

Menai High School is a co-educational comprehensive school with an enrolment of 1145 in 2012. The staff is highly experienced and there is a very small staff turnover. The student population is 30% LBOTE and about 9% ESL. More than half of the student population live outside of the school's drawing area. This year the school was awarded its fifth Director General's School Achievement Award, this time recognising twenty five years of excellence in comprehensive education.

### Staff

Menai High has a teaching entitlement of 80.2 teachers, supported by 12 Head Teachers, 2 Deputy Principals and 1 Principal.

This year the school created a Head Teacher VET position.

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

### Significant programs and initiatives

In addition to the full range of programs offered by a comprehensive high school Menai High offers:

- The Boat Smart Program
- The Agriculture/Primary Industries Program
- Elite Sports Coaching
- Creative and Performing Arts Program
- Multicultural Program

### Student achievement in 2012

Student achievement data indicates predictable and positive NAPLAN, ESSA and Higher School Certificate results which can be viewed in detail on pages 8-12.

## Messages

### Principal's message

Menai High School is a large modern comprehensive high school serving the Menai, Alford's 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 student's 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 2012.

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.

**Edith McNally**

### P & C and/or School Council message

A successful 2012 started with our Year 7 Orientation Dinner. Family and teachers enjoyed themselves while getting to know each other. We all learned a great deal from a previous high achiever who came as the guest speaker, sharing their experiences from their years at Menai High.

Our committee worked hard on our annual Trivia Night and other fund raising activities. Our P&C's fundraising contributes to funding our Dux Awards and to installing solar panels so that the school can be increasingly energy self-sufficient.

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.

**Robynne Challinor, P&C President**

## Student representative's message

Headed by our very capable school captains James Chuter and Anna Agius and our four vice captains in 2012, the SRC had student elected representatives from Years 8 to 12. The SRC are the student's voice in decision making within Menai High with representatives attending each School Council meeting and liaising with the Senior Executive Team. 2012 saw the arrival of our new bins largely funded by the SRC's prize money earned by our first place win in the State SRC 'Enviro Inspiro' competition in 2011. The SRC were heavily involved in changes to our school uniform to be sold through our new uniform shop. They willingly participated in broader school events such as Drama performances and Open Night and took on the role of fundraising. In particular they supported Bandanna Day rallying behind our own Jessica Olson from Year 11 who was this year's face of Canteen. A highlight of 2012 was the SRC run Menai Games where students from all years came together for 10 days of fun filled lunchtimes representing their houses and forming new friendships while participating in trivia, spelling bees, mathematics challenges, chop stick races and an amazing 'dance off' in the main quad.

**Brooke Giffen, Year 11 SRC Representative**

## 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.

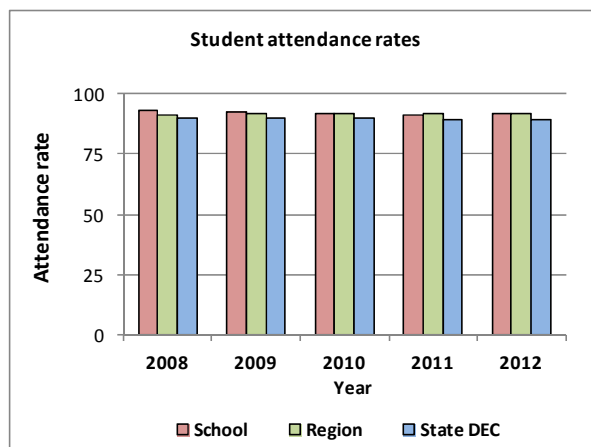
### Student enrolment profile

Gender	2008	2009	2010	2011	2012
Male	556	571	594	617	656
Female	532	529	526	510	520



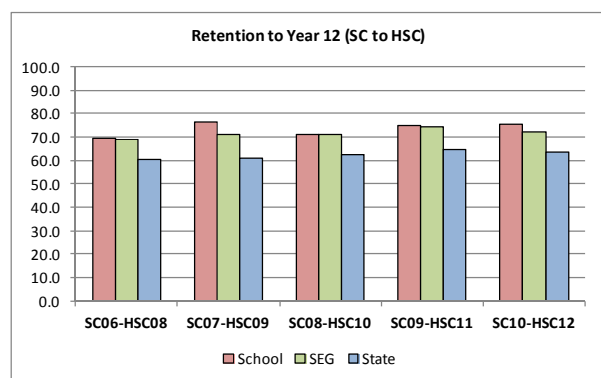
### Student attendance profile

	Year	2008	2009	2010	2011	2012
School	7		93.7	94.7	94.5	93.6
	8		92.7	93.5	92.0	92.5
	9		91.6	92.1	91.6	91.8
	10		90.4	89.8	89.2	90.6
	11		92.4	89.9	89.3	90.3
	12		92.7	90.9	90.6	90.6
	Total	93.1	92.2	91.8	91.0	91.6
Region	7		94.3	94.6	94.7	94.3
	8		92.4	92.7	92.6	92.5
	9		91.2	91.8	91.5	91.5
	10		91.1	91.0	90.3	90.5
	11		91.1	91.2	90.6	90.9
	12		90.8	90.9	91.1	91.1
	Total	91.5	91.8	92.0	91.8	91.8
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1



### Retention to Year 12

	SC06-HSC08	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12
School	69.5	76.7	71.3	74.7	75.6
SEG	69.2	71.4	71.1	74.6	72.2
State	60.3	61.0	62.7	64.7	63.4



## 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.

The Dux of the year was Jessica Durand with 99.35 and we had 8 students with an ATAR above 95. We also had 21 students with an ATAR of above 85. The most popular destinations for students entering university were –

UWS	36
Wollongong	27
Sydney	11
NSW	10
Technology Sydney	10
Notre Dame	5
Macquarie	4
Aust Catholic	3
Other	5

## Post-school destinations

<b>Further Study</b>		
University	110	
TAFE/Private Colleges	28	
Total		138
<b>Employment –</b>		
Apprenticeships/traineeships	17	
FT Employment	6	
PT Employment	4	
Total		27
<b>Other -</b>		
Still Seeking employment	7	
Unknown	7	14

## Year 12 students undertaking vocational or trade training

## Areas of Study

Education	22
Business	21
Arts/Communications	15
Health Sciences	13
Science	11
Engineering/IT	10
Psychology/Policing	8
Visual & Performing Arts	8
Other	2

## Year 12 students attaining HSC or equivalent vocational educational qualification

90% of all students attained an HSC or vocational pathway when exiting. This target has continued to be met with 90% of students attaining the HSC or entering TAFE.

## 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	12
Classroom Teachers	69
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0.6
Teacher Librarian	1.2
Teacher of ESL	2.2
Counsellor	1.4
School Administrative & Support Staff	14
Total	103.4

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

The Indigenous composition of the school workforce is currently 0.

### Staff retention

The school had 80.2 teaching positions allocated in 2012. The proportion of permanent staff retained from 2011 was close to 96%. Three staff members retired in 2012.

### 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	337,343.04
Global funds	586,206.87
Tied funds	473,973.08
School & community sources	945,475.37
Interest	23,935.61
Trust receipts	176,509.58
Canteen	0.00
Total income	2,543,443.55
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	200,207.64
Excursions	469,180.00
Extracurricular dissections	166,360.33
Library	36,145.39
Training & development	2,407.48
Tied funds	509,540.68
Casual relief teachers	82,425.01
Administration & office	287,468.04
School-operated canteen	0.00
Utilities	152,336.10
Maintenance	86,540.07
Trust accounts	149,167.20
Capital programs	158,357.63
Total expenditure	2,300,135.57
<b>Balance carried forward</b>	<b>243,307.98</b>

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2012

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 Year 10, 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 - this is all in addition to the standard curriculum demands.

In the Visual Arts area, exciting results and stimulating projects have again been the highlight of the academic year. In Stage 6, Farose Dul Haque from Year 12 has had

his work selected for exhibition at Hazelhurst Gallery and Mustapha Aliwahi from Year 11 has had some of his photographic work displayed at Penrith Regional Gallery in the 'Snapshot' exhibition. Excursions into the Sydney CBD resulted in some outstanding photographic work from Year 11 students with Year 9 Visual Arts visiting Cockatoo Island to explore their photographic, drawing and other creative skills.



In 3<sup>rd</sup> and 4<sup>th</sup> terms of 2012, students participated in the "Art4Agriculture" program leading to the design and decoration of a life-size fibreglass cow.

Joining with the HSIE faculty, Year 11 Visual Arts and Photography students joined Geography students on a field trip into Central Australia which, again, resulted in some outstanding artistic works.

The most exciting new development this year, however, was the establishment of the Artist in residence program which saw Ken Tucker and the Art Faculty lead Year 8 Visual Arts and selected Year 6 Primary students in the creation of a landscape mural which now adorns the school auditorium.



Dance at Menai High School in 2012 has been exciting and full of wonderful achievements for our many talented students. Firstly the year began with 'Opening of the school year event' at Angel Place in the City, which two of our year 9 students 'Samantha Turpin and Christine Kelley' were involved in as well as other students from schools in our local area. In Term 2 our Junior Ensemble, Senior Ensemble and School Company performed at the 'Sutherland Dance Festival'. This

performance opportunity showcases Dance works from schools within the shire and allows them to display their creations for the first time. Only weeks after we had the 'Regional Dance Festival' whereby students from our Sydney region performed their works at the Seymour Centre in the City.

Our three groups from years 7-12 looked amazing in their costumes and were extremely professional throughout the whole experience. With our School Companies' excellent performance of 'Encumbrance' at



Regional they were asked to perform at the State Dance Festival in September. To be chosen out of hundreds of pieces into a selected group of exemplary works was very exciting and a compliment for our dancers. With our year 12 class of 2012 now in hiatus, they also received some excellent news at the end of Term 3. Two of our students received Call back nominations; Kristina Richmond for her Major Performance and Core Composition and Taylor Byrom for Core Performance and Core Composition. This is an impressive achievement for both girls being selected into a small number of students who excelled in their HSC Dance performances. To finish the year as always our students embarked on the 'School Spectacular'. Menai High School had numerous students this year involved in the opening segment of the show in Combined Dance, the Junior and Senior Ballet Ensembles, the NSW State



Drama Company as well as the Combined Choir. Teaching Dance at Menai High School in 2012 has been exciting, enjoyable and inspiring with the sheer amount

of talent our students possess. With all of the achievements and experiences our students have been a part of this year, I am eagerly waiting to see what 2013 has in store.

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, 36 pieces of music were presented by our students and staff ranging in style from music of the 1600's to punk rock.

In June, The Variety Concert was performed with professionalism and polish. Orchestral, solo, ensemble and band performances entertained and impressed a full house of parents, friends and staff. This followed a full weekend internal Band Camp where students and professional tutors worked all weekend honing and polishing their performance skills.



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.

The Official Opening of the DEC School Year saw our senior dancers joined by other dancers from our "Community of Schools Between the Rivers" give a performance of "Wind Beneath My Wings", sung by Kayla French of year 12, at the Angel Place Recital Hall.

The Concert Band has continued to build in quality and enthusiasm and in addition to their regular performance programs they have undertaken the job of building links with our local primary school – working and performing with their students.



As 2013 approaches, Performing groups are continuing to prepare their repertoires and are now preparing for a trip to the north coast of New South Wales to perform and work with underprivileged primary schools in that area.

The CAPA staff are to be commended and congratulated for their tireless work ethic and the outstanding and stimulating work they are achieving with their students.

### Sport

The students of Menai High School had an exceptional year in sport. There were many outstanding individual performances in a wide range of sports.

Eighty one Menai High students represented our school at a NSWCHS or NSW All Schools Carnival throughout the year in a wide variety of sports. Nine students were also selected in a NSW Schools Team to compete at an Australian All Schools Carnival.

The Annual Menai High School Swimming, Cross Country and Athletics Carnivals were a huge success. Fourteen School Records were broken throughout the year.

Menai High School competed in 22 different State Knockout Competitions in 2012, achieving great success. The 15yrs Bill Turner Cup Soccer Team were Regional Champions and finished in the Top 8 of the Interstate Competition. The Open Boys Hockey Team were regional champions. The Open Boys softball Team reached the Final 16 of the State Competition. The Senior Boys Basketball, Junior Boys basketball and Junior Mixed Beach Volleyball teams all won the Port Hacking Zone Grade Sport Competitions for 2012.

Four Menai High students were awarded the prestigious Sydney East Regional Sporting Blue Award for outstanding excellence in sport.

Adam Whatley was awarded the Pierre de Coubertin Olympic Award for 2012 and Menai High School was only one of two schools state wide to receive an appreciation award from the Australian Olympic Committee for the school's ongoing support over the last 20 years.

## Other

Our **Welfare Program** continues to provide great opportunities for personal development and growth through our Camping Program. This year groups from Years 7, 9 and 11 participated in whole year camps. The school welfare team continues to implement our comprehensive welfare policy and program for the benefit of all students and ongoing harmony within our school. Key programs such as “Motivational Media”, “Bully Busters”, gender specific activity days in Years 8 and 9, cyber bullying presentations in Years 8 and 10 as well as road safety and safe driving workshops in Year 11, student and staff driven recognition programs as well as a comprehensive leadership program encourages well balanced striving throughout the school community.

## Vocational Education and Training (VET)

VET courses remain viable and popular at Menai High School. Students have the opportunity to gain dual accreditation in Construction, Entertainment, Hospitality, Information Technology and Primary Industries. Approximately 64% of students in Years 11 and 12 enrolled to complete at least one VET course as part of their HSC pattern of study. 95% of Year 12 students undertaking VET were successful in achieving their full nationally recognised AQF (Australian Qualifications Framework) Certificate in their chosen industry area.

Three students successfully completed a part-time school-based apprenticeship which they will be continuing post Year 12.

In August, Menai High School was audited by the DET Sydney Region who operates as the Registered Training Organisation for all VET courses delivered in schools. The school, its VET teachers, VET students and VET facilities and resources were showcased and proved to be outstanding and compliant in all areas of the audit.

All VET teachers continue to upgrade their skills in industry by attending professional development opportunities throughout the year. As a result the school has formed many successful partnerships with industry.

Students completed their mandatory work placement in industry, all of which were organised by our VET partners, Sutherland Business Education Network (SBEN). Many students were fortunate to secure part time work, with some students offered apprenticeships in their chosen industry area. Five Year 12 students were recognised for their commitment to VET and were

presented with an award at a breakfast hosted by Sutherland BEN.

## Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

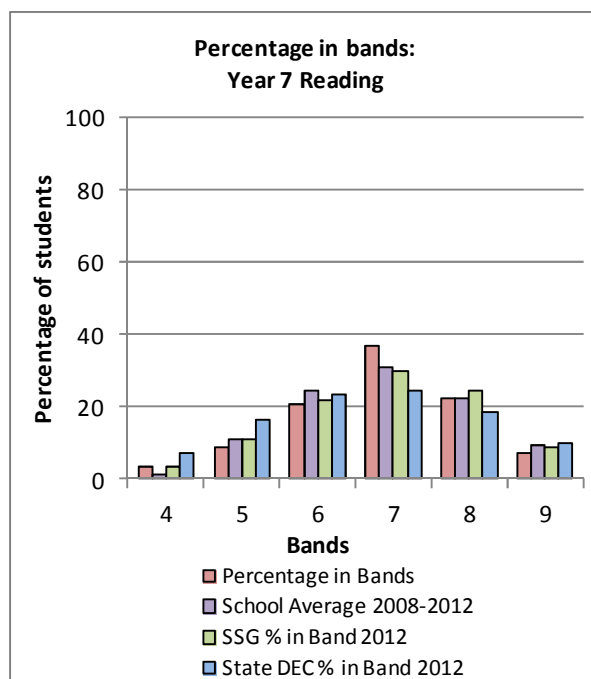
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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

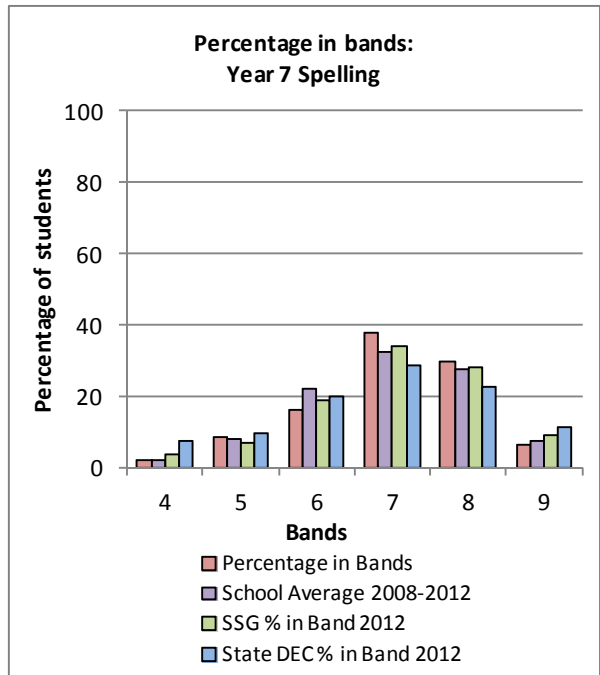
## Reading – NAPLAN Year 7

Year 7 Reading results are well above state average for bands 7 and 8 and lower in bands 4, 5 and 6 indicating excellent progress in this area. Our results in band 9 are slightly below state average.



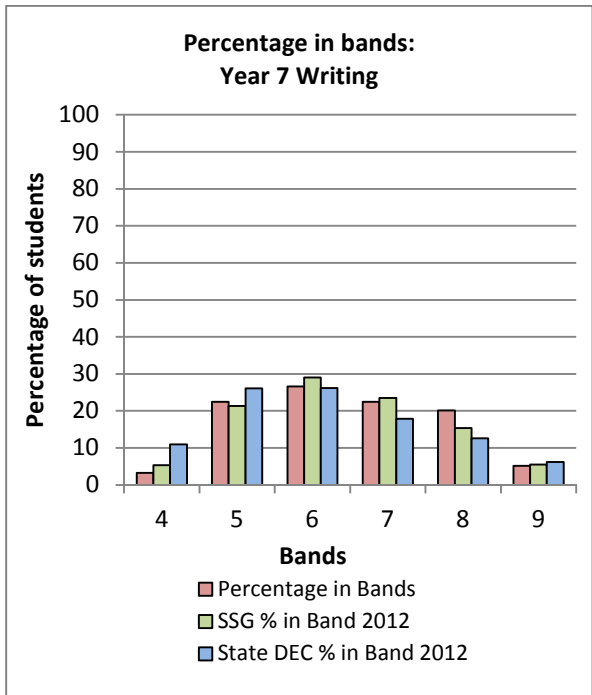
Spelling – NAPLAN Year 7

Again Spelling results indicate excellent performance in bands 7 and 8, but a drop against state average in band 9.



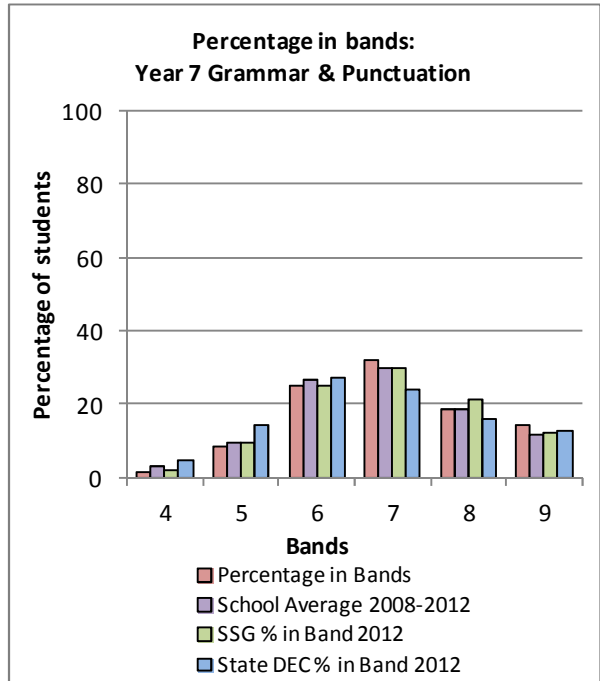
Writing – NAPLAN Year 7

Writing results reflect the more common trend of performance – above state average in bands 7 and 8, but a drop below in band 9.



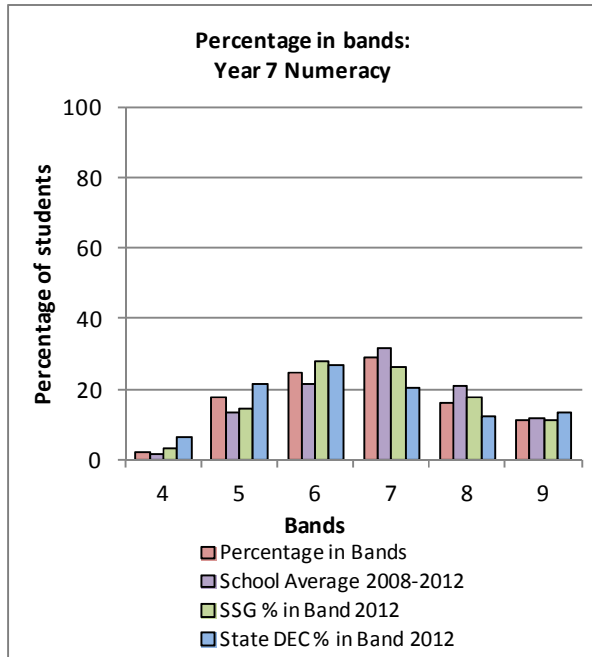
Grammar & Punctuation – NAPLAN Year 7

Year 7 results in this area are consistently above state average in all of the upper bands 7, 8 and 9.



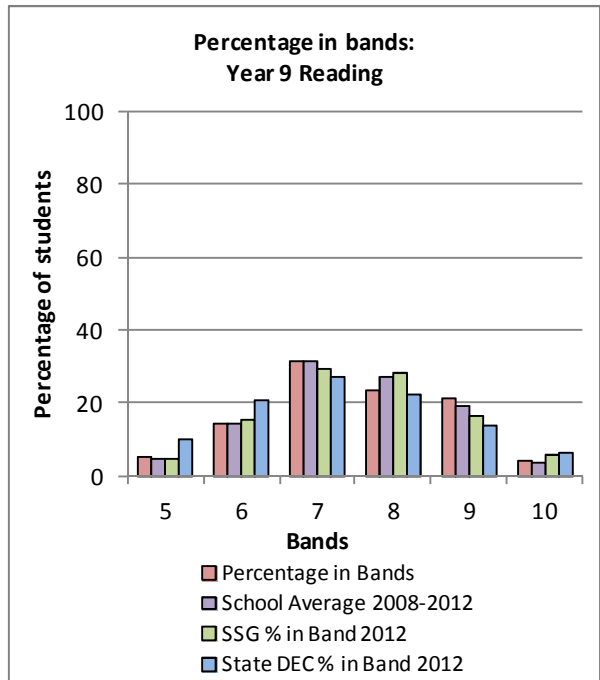
Numeracy – NAPLAN Year 7

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



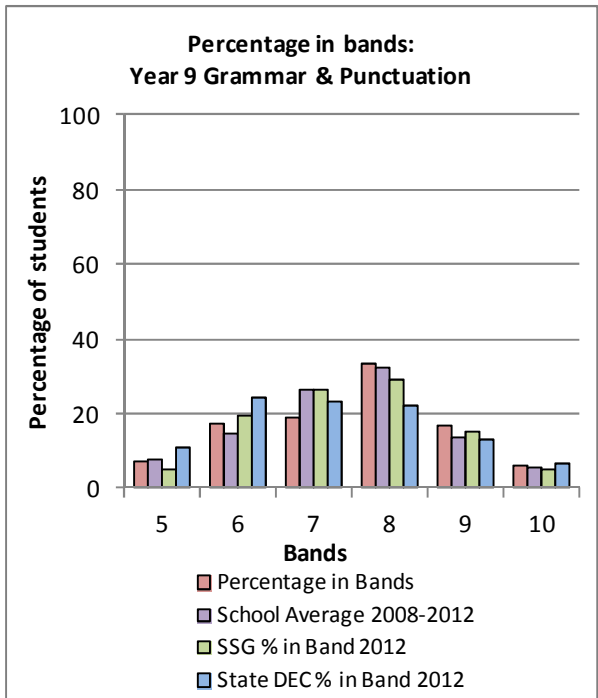
Reading – NAPLAN Year 9

Year 9 Reading results reflect a consistent trend of being well above state average in bands 7, 8 and 9, but a small drop below the state mean in band 10.



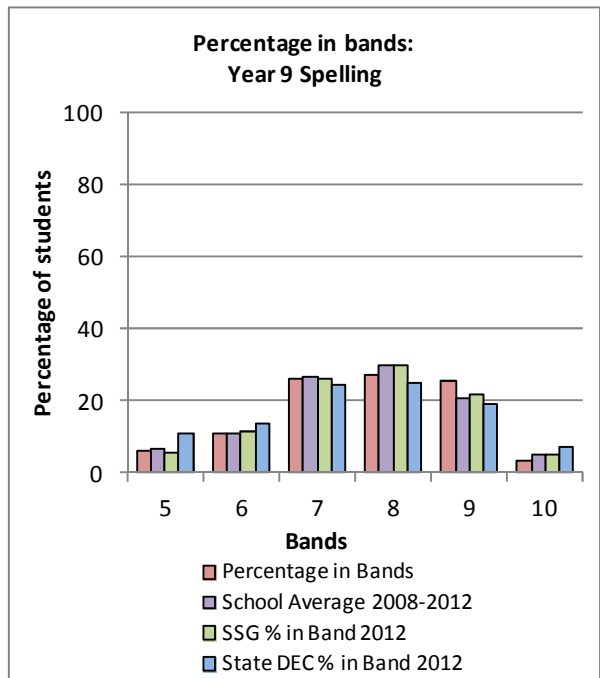
Grammar and Punctuation – NAPLAN Year 9

A very strong performance is reflected in writing results with well above state average results in bands 8 and 9, and a band 10 figure equal to state average.



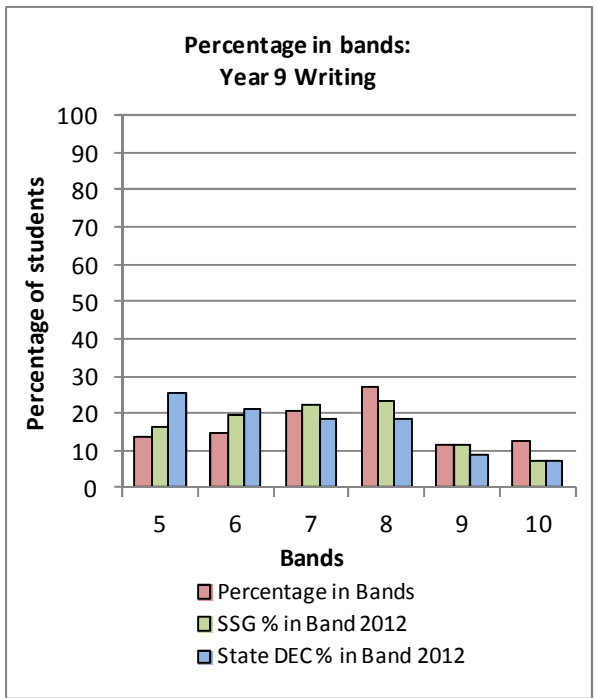
Spelling – NAPLAN Year 9

Again, strongly above state average in bands 7, 8 and 9 with a shortfall in band 10 achievement.



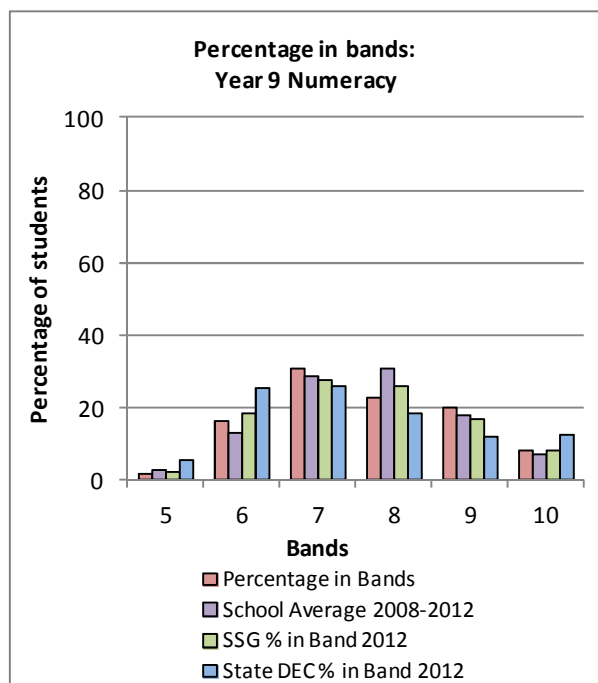
Writing – NAPLAN Year 9

These results indicate a great strength in our candidates writing skills. Bands 8, 9 and 10 performances were all significantly above state averages with a very noticeable spike in the top band.



## Numeracy – NAPLAN Year 9

Our Year 9 students achieved a mean score above the mean for DEC schools. Our Year 9 boys achieved a mean score above the mean for boys across the state in Number, Patterns and Algebra. The Year 9 girls achieved a mean above the mean for girls in the state in all aspects of numeracy. The boys had a stronger performance than the girls overall.



## Progress in reading

Our Year 7 students generally achieved excellent results in Reading, above state percentages in bands 7 and 8 and significantly lower in bands 4, 5 and 6. It is in the area of band 9 that there is a smaller representation from our cohort. In Year 9 the reading results were very similar, with performances well above state average in bands 7, 8 and 9, but again a drop below state average in band 10.

## Progress in numeracy

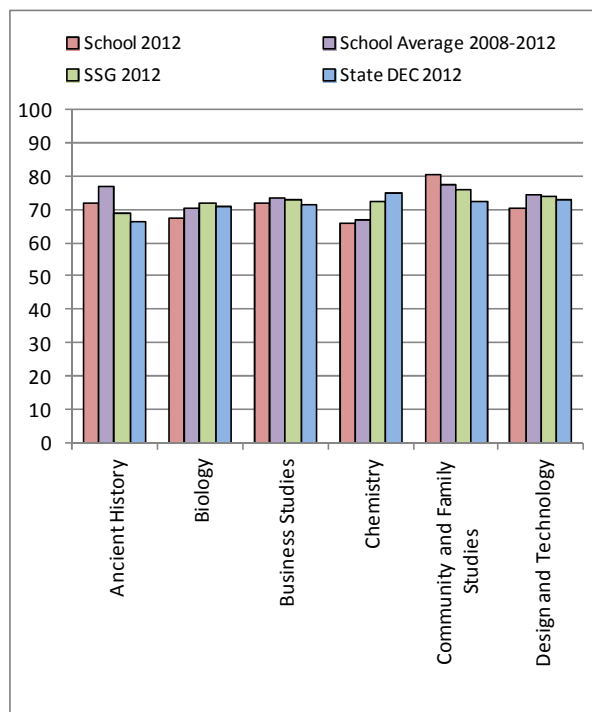
Our Year 7 students outperformed the state in bands 7 and 8 and had a significantly lower percentage of students in the lowest band. Our Year 9 students consistently outperformed the state in bands 7, 8 and 9 and had a significantly lower percentage of students in the lowest two bands. Areas for improvement have been identified and strategies have been developed and continue to be developed to improve student numeracy outcomes across the curriculum.

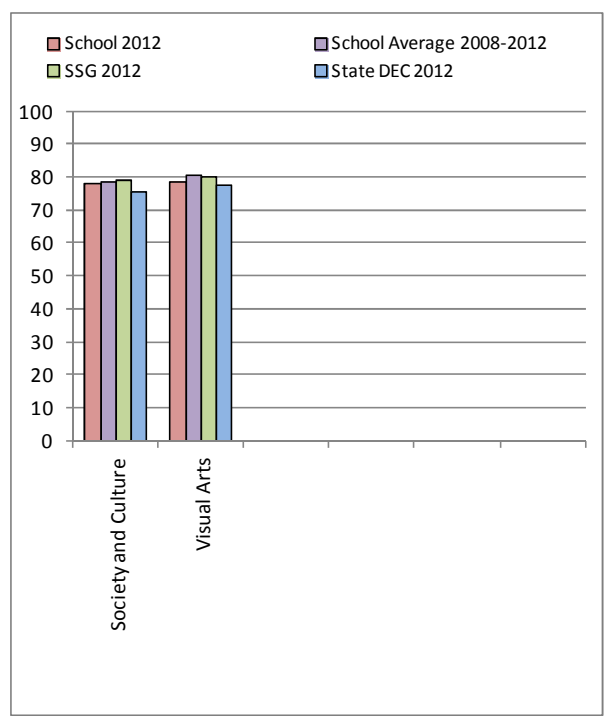
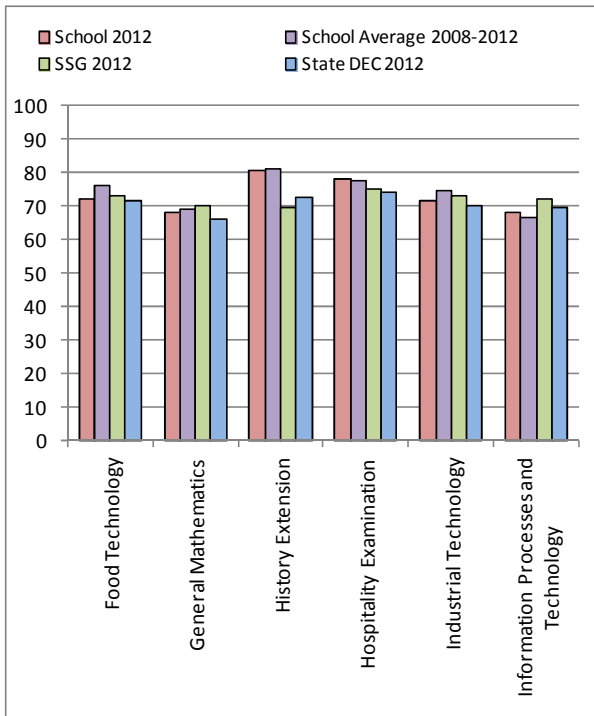
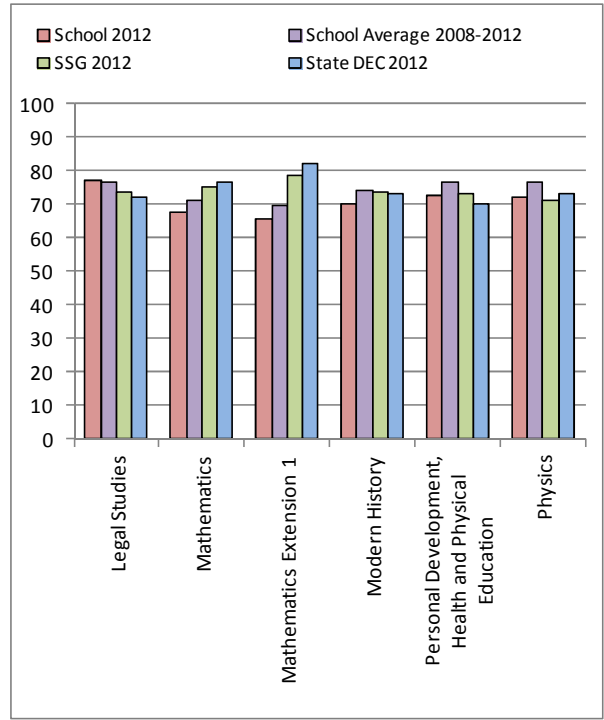
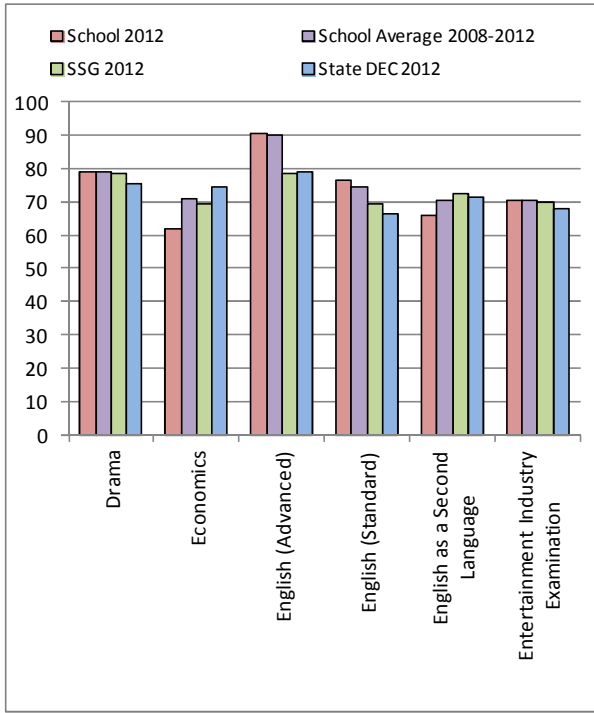
## Higher School Certificate

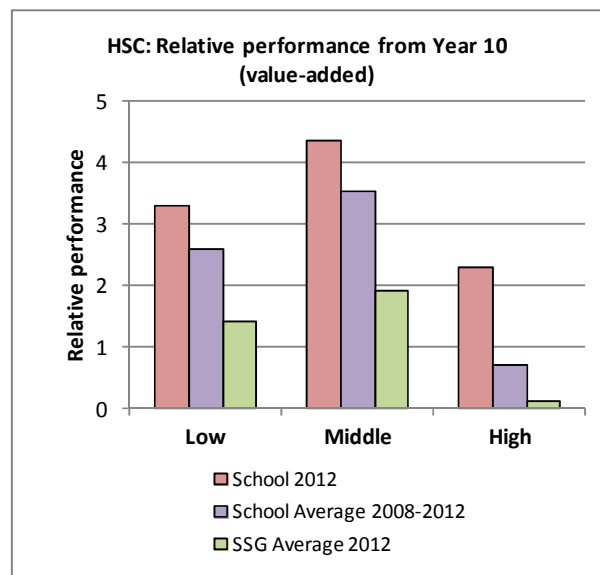
Value adding for the HSC has been very strong for the high, the middle and low performing students. There has been significant increase in the effect size of student growth in the higher achieving group. An even larger increase in value adding occurred for the lower achieving group.

HSC: Course Summary Table

Course	School 2012	School Average 2008-2012	SSG 2012	State DEC 2012
Ancient History	71.9	77.1	68.9	66.6
Biology	67.4	70.5	72.0	71.0
Business Studies	71.8	73.3	72.8	71.3
Chemistry	65.8	67.1	72.3	75.0
Community and Family Studies	80.2	77.5	76.1	72.5
Design and Technology	70.6	74.6	73.7	72.8
Drama	78.8	78.9	78.3	75.6
Economics	62.0	70.9	69.1	74.4
English (Advanced)	90.3	89.8	78.4	79.0
English (Standard)	76.5	74.2	69.4	66.4
English as a Second Language	66.0	70.4	72.2	71.2
Entertainment Industry Examination	70.3	70.2	69.6	67.6
Food Technology	72.3	76.2	73.0	71.8
General Mathematics	68.1	69.1	70.0	66.2
History Extension	80.4	80.9	69.6	72.7
Hospitality Examination	78.1	77.6	74.9	73.9
Industrial Technology	71.5	74.6	73.2	69.9
Information Processes and Technology	68.1	66.6	71.9	69.4
Legal Studies	77.3	76.7	73.6	72.2
Mathematics	67.5	71.0	75.4	76.6
Mathematics Extension 1	65.7	69.6	78.7	82.2
Modern History	70.4	74.2	73.8	73.1
Personal Development, Health and Physical Education	72.9	76.6	73.3	70.4
Physics	72.1	76.6	71.1	73.2
Society and Culture	77.9	78.3	79.0	75.6
Visual Arts	78.5	80.7	79.9	77.7







## Significant programs and initiatives

### Aboriginal education

Menai High had 5 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.

Keya McGeown in Year 10 was again the recipient of a “Deadly Kids” Award for her continuously excellent commitment to her studies and in recognition of her service to the Student Representative Council. Her life story also featured in a regional publication Burbangana which was published in recognition of Aboriginal contributions to our Region.

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

NAIDOC week was recognised this year in a special school assembly which involved Aboriginal and Non-Aboriginal students in presenting items about Reconciliation.

All Year 10 students visited the Australian Museum to engage with the display of artefacts 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.

### Multicultural education

In 2012 Menai High continued with the “Unity in Diversity” program in conjunction with the Beverly Hills IEC. This is the seventh year that the program has been in existence. In particular this year the two schools have continued to work 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.

2012 also saw the appointment of an African Community Liaison Officer, Mr Mickael Kallon to the school. Mr Kallon, amongst other things, established an African Drum and Dance group with students and this group has become highly sought after for community events.

## Progress on 2012 targets

### Target 1

**Year 9 student’s growth in literacy exceeds State/ SEG growth by 20% of NAPLAN in 2012 to reach 25% in 2014**

This target was not totally achieved. However, it has been identified that a focus on reading will maintain a positive momentum in this direction.

### Target 2

**Value added effect size of higher achieving students is in the moderate range**

This target was achieved across all ability ranges.

### Target 3

**Year 9 growth in numeracy equals State growth of NAPLAN**

This target was achieved.

### Target 4

**Value added effect size of higher achieving students is in the moderate range**

This target was achieved across all ability ranges.

## School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of a Homework Club.

### Background

The Menai High School homework club was established in 2011 in partnership with GyMEA Community Aid & Information Services Inc. It is a part of the migrant services offered by GCAIS and as such requires a significant percentage of attendees to be of migrant / ESL background. However, the service is available to all students.

The Homework Club runs every Tuesday afternoon from 3:20pm to 5:20pm.

This evaluation took place in Term 3 2012 and focused on four issues identified by the organisers. These were:

1. The educational benefit to students.
2. Student engagement.
3. Facilities.
4. Logistical issues.

### Findings and conclusions

1. The educational benefit to students

Students, tutors, teachers and parents all reported positively on the value of the program. Some issues were identified such as students coming to the club and being unable to source a tutor with the required necessary knowledge to assist (e.g. Senior Economics, Physics).

This problem will be addressed by creating a booking system on the school Moodle. Tutors will be able to register their availability and areas of expertise. This should solve the problem of students attending and finding that there is no tutor present who can meet their needs and it will also alleviate the problem of tutors arriving and finding that there are no students seeking their skills.

2. Student engagement

Student engagement was inconsistent. This was attributed to the situations as outlined in point 1 and also the ebb and flow of “pressure periods” for students

e.g. immediately prior to exam time. The Evaluation committee also acknowledged that the homework club did not project as being “cool” and that many students had had enough of school at the end of a six hour day and were reticent to extend by an additional two hours.

The committee decided to address these issues by better communicating to parents via the newsletter, by encouraging teachers to encourage students in their classes to book in and to change the name of the homework club to be more appealing to teenagers.

3. Facilities

The homework club is held in the Learning Centre and Library. It was widely agreed that this was an excellent facility and that no change was necessary.

4. Logistical issues

The main logistical issue identified was travel and transport for the students after the club finished at 5:30pm on Tuesday. Many MHS students live outside of our drawing area and transport after school hours can be difficult. The introduction of the Metro bus service has somewhat alleviated this problem, but many parents are not comfortable with their children travelling at this hour – particularly parents of girls during the winter months when darkness has set in. The committee felt that there was little that could be done within their power to address this issue.

### Future directions

The Homework Club will continue to operate in 2013 under a new name (yet to be decided).

## Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about various aspects of the school.

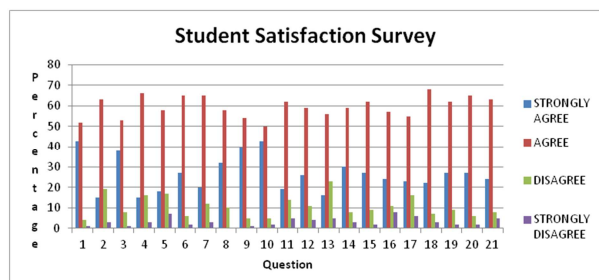
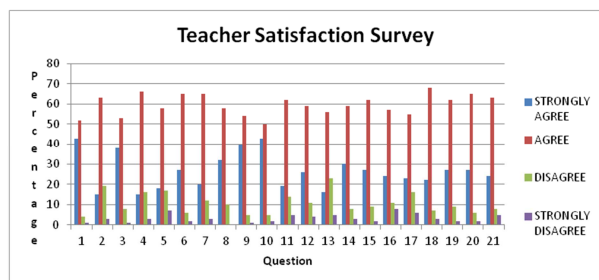
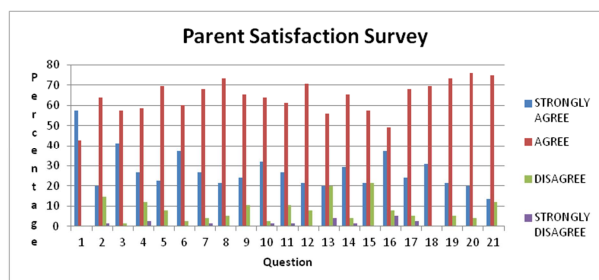
Participants were asked to respond to the following statements:

My high school offers

1. A broad subject choice
2. Highly qualified teachers
3. A wide range of extra-curricular activities

4. An orderly and disciplined learning environment
5. Excellent computer and technology resources
6. A positive image in the community and local media
7. A good social environment supported by clear school values
8. Excellent Higher School Certificate results
9. Programs that meet individual needs e.g. ESL or learning difficulties support
10. Opportunities for success in sport
11. Interest in, and care for individual students
12. Attractive and well-resourced facilities
13. Good communication with parents
14. Opportunities for students with special abilities and interests
15. Teachers who set high standards of achievement
16. Strong and positive leadership by the Principal
17. Good discipline and enforced uniform policy
18. A broad range of vocational subjects
19. Student programs that foster leadership and citizenship
20. Pathways and support into training or employment
21. I am satisfied with the services delivered through the chaplaincy program

Their responses are presented below:



## Professional learning

Digital Education Revolution Professional learning funds were 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.

### 2013 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. The school did not exceed the growth by 20% but the students did exceed the state growth.
- Value added effect size of higher achieving students is in the moderate range. Value added for the higher achieving students has moved into the moderate range. The effect size on value adding increased from 0.06 to 0.38. the increase in the effect size was also very good for lower achieving students (0.22 to 0.78).

### Strategies to achieve these targets include:

- 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.

### 2013 Targets to achieve this outcome include:

- Year 9 growth in numeracy equals State growth of NAPLAN. The growth of Year 9 in numeracy is just below the state growth in numeracy.
- 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
- Cross KLA numeracy team has identified the numeracy demands for each KLA and provided professional learning for teachers
- 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

## 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

Robynne Challinor, President P&C

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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>