

Menai High School Annual School Report 2013



School context

Students

Menai High School is a co-educational comprehensive school with an enrolment of 1198 in 2013. The staff is highly experienced and there is a very small staff turnover. The student population is 31% LBOTE and about 12% ESL. More than half of the student population live outside of the school's drawing area.

Staff

Menai High has a teaching entitlement of 81.2 teachers, supported by 12 Head Teachers, 2 Deputy Principals and 1 Principal.

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

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 2013.

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

2013 was another huge year for both the P&C and the School Council, as it was for the school itself as it celebrated 25 years of delivering quality education in Menai. We began with welcoming another group of Year 7 students and their families to our fabulous school, and quickly launched straight in to the Year 7 Welcome Dinner, and the 25th Anniversary Dinner held at Revesby Workers Club.

Through a variety of fundraising activities, including a hotly contested, and very entertaining trivia Night, we were pleased to be able to support the school by contributing substantial funding to assist with the installation of the Solar Panels.

Our monthly meetings are held at 7pm on the second Monday of each Month in the school library. All are welcome and they provide a great opportunity to become better informed and keep updated in regards to the many impending changes and proposed programs which will be impacting our school, its staff and our students.

As we move into 2014 we look forward to welcoming another group of year 7 students, who will join us in reaping the benefit of these changes and programs.

Robynne Challinor, President P&C

Student representative's message

2013 was a very successful and fulfilling year for Menai High's Student Representative Council. Aably led by their School, the SRC were involved in everything from school governance to awareness raising campaigns and fundraising.

Specifically, SRC students attended School Council Meetings and Zone SRC Meetings. In Term 2, for the first time Menai High School acted as the host for a Zone Meeting and took

this opportunity to highlight sustainability programs at our school.

SRC students regularly act as guides and assistants at events such as Open Night, High School Kid for a Day and the primary school's Gifted and Talented Program Autism Awareness, R U Okay Day and White Ribbon Anti-Violence campaigns were all championed by the SRC in 2013.

The SRC also oversaw the collection of old mobile phones for recycling and toothbrushes for people living along the Kokoda Track. They were involved in raising funds for Stewart House, World's Greatest Shave, the Children's Hospital at Westmead's Bandage Bear Day, Canteen's Bandanna Day and Beyond Blue. A very busy and rewarding year for all members.

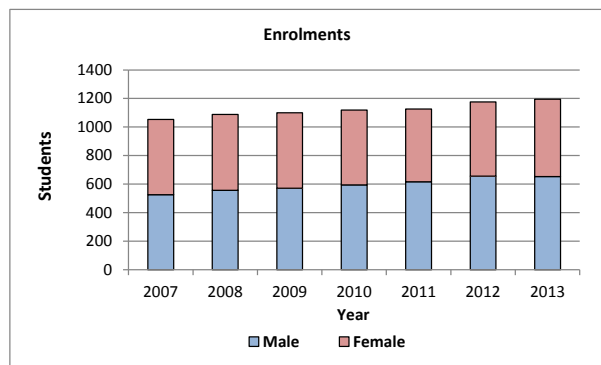
Sue Summerfield, SRC Coordinator

Student information

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

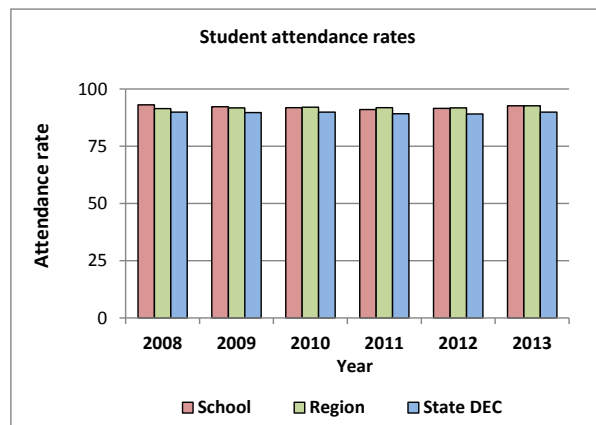
Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	526	556	571	594	617	656	652
Female	527	532	529	526	510	520	542



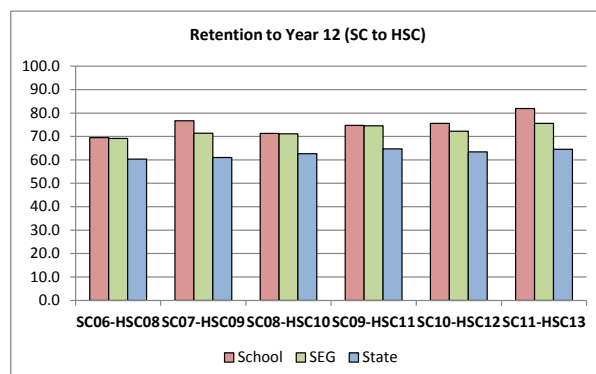
Student attendance profile

School	Year	2008	2009	2010	2011	2012	2013
	7			93.7	94.7	94.5	93.6
8			92.7	93.5	92.0	92.5	93.7
9			91.6	92.1	91.6	91.8	92.7
10			90.4	89.8	89.2	90.6	90.4
11			92.4	89.9	89.3	90.3	91.9
12			92.7	90.9	90.6	90.6	92.1
Total		93.1	92.2	91.8	91.0	91.6	92.6
Region	7		94.3	94.6	94.7	94.3	95.2
	8		92.4	92.7	92.6	92.5	93.3
	9		91.2	91.8	91.5	91.5	92.4
	10		91.1	91.0	90.3	90.5	91.2
	11		91.1	91.2	90.6	90.9	91.5
	12		90.8	90.9	91.1	91.1	92.1
	Total		91.5	91.8	92.0	91.8	91.8
State DEC	7		92.3	92.6	92.5	92.4	93.2
	8		90.0	90.5	90.1	90.1	90.9
	9		88.8	89.1	88.8	88.7	89.4
	10		88.7	88.3	87.1	87.0	87.7
	11		89.4	89.1	87.6	87.6	88.3
	12		89.4	89.8	89.2	89.3	90.1
	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	SC11-HSC13
School	69.5	76.7	71.3	74.7	75.6	81.9
SEG	69.2	71.4	71.1	74.6	72.2	75.6
State	60.3	61.0	62.7	64.7	63.4	64.5



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.

Post-school destinations

There were 197 students completed their HSC or ROSA. The dux of the year was received an ATAR of 96.85.

Four students achieved an ATAR above 95 and 15 students achieved an ATAR above 85.

Student destinations are listed below:

	No.	Total
Further Study		
University	126	147
Private Colleges	6	
TAFE	15	
Employment		
Apprenticeship / Traineeship	11	35
Full time employment	19	
Part time employment	5	
Other		
Still seeking employment	6	15
Unknown	9	

Year 12 students undertaking vocational or trade training

The most popular university destinations were:

University of Western Sydney (UWS)	41
University of Wollongong (UOW)	30
University of Technology Sydney (UTS)	16
University of NSW	11
University of Sydney	11
Australian Catholic University (ACU)	4
University of Notre Dame	3

Macquarie University	3
Australian Maritime College	2
Other	5

Areas of Study

Business / Law	28
Health Sciences	18
Science	18
Arts / Communication	17
Engineering / IT	15
Education	14
Visual & Performing Arts	8
Psychology / Policing	5
Social Science	3

Year 12 students attaining HSC or equivalent Vocational educational qualification

A total of 79 students (40%) were engaged in Industry Curriculum Framework VET courses delivered in school by trained and industry current teachers. Courses delivered were:

- Construction
- Entertainment
- Hospitality (Food & Beverage)
- Information & Digital Technology
- Primary Industries

78 students (99%) achieved the full Certificate qualification or a Statement of Attainment towards their Certificate qualification for their course. HSC results were excellent with one student achieving 3rd in the state in Information and Digital Technology.

The school gained a runner up in Primary Industries in the Regional Competition of the 2013 NSW Training Awards after being shortlisted from over 50 regional nominations.

Students from the five VET frameworks all received the Sutherland Business Education Network (SBEN) VET Excellence Award for commitment to their training and industry workplacement.

One student successfully completed a School Based Traineeship in Retail through McDonald's.

Five students commenced a School Based Traineeship in Aged Care (Certificate III in Aged Care). A partnership was developed with Sir

Thomas Mitchell Residential Care Facility at Illawong for the on-the-job training and the Sutherland & St George Community College for the off-the-job training.

Business Services was introduced for the first time in 2013 with a virtual office established as an adjunct to a computer room. This room houses industry specific equipment and we are seeking a business mentor to work with students.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	12
Classroom Teacher(s)	69
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	1.8
School Counsellor	1
School Administrative & Support Staff	14
Total	102.6

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The Indigenous composition of the school workforce is currently zero.

Staff retention

The school has 80.6 teaching positions allocated for 2014. The proportion of permanent staff retained from the end of 2013 was approximately 97%. Two permanent staff members retired.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	37
NSW Institute of Teachers Accreditation	28

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	30/11/2013
Income	\$
Balance brought forward	243307.98
Global funds	569882.85
Tied funds	274996.30
School & community sources	1081870.25
Interest	12658.38
Trust receipts	270999.02
Canteen	0.00
Total income	2453714.78
Expenditure	
Teaching & learning	
Key learning areas	198069.71
Excursions	507406.34
Extracurricular dissections	243742.13
Library	33104.80
Training & development	641.94
Tied funds	260245.54
Casual relief teachers	80436.64
Administration & office	394451.53
School-operated canteen	0.00
Utilities	115729.23
Maintenance	77510.63
Trust accounts	276046.26
Capital programs	0.00
Total expenditure	2187384.75
Balance carried forward	266330.03

A full copy of the school's 2013 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 2013

Academic achievements

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.

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

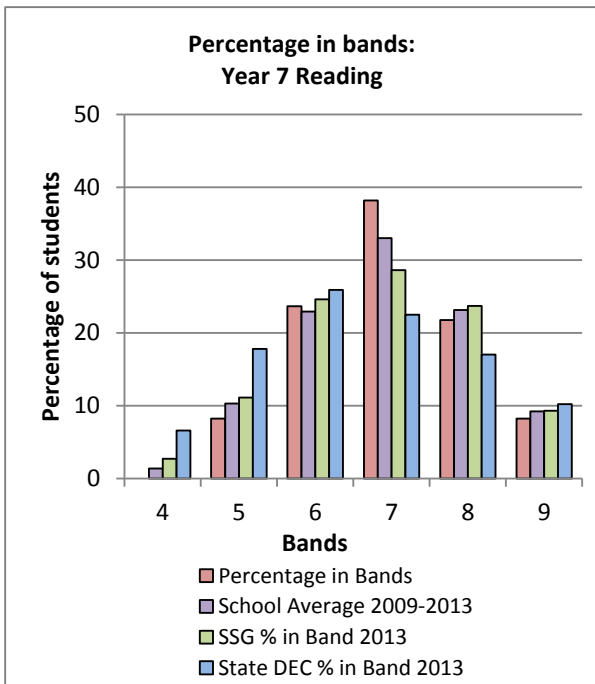
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

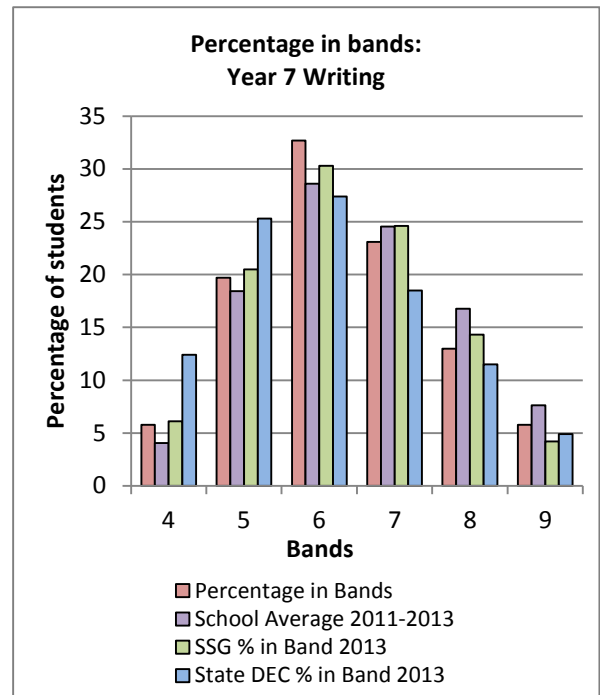
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

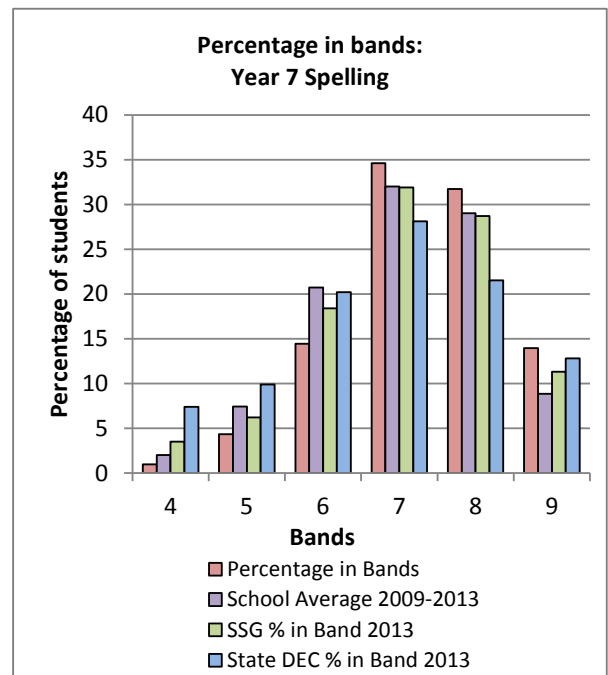
Year 7 Reading results are well above state average. The school average from 2009-2013 has shown excellent progress in Reading. Our results in band 9 are slightly below state average.



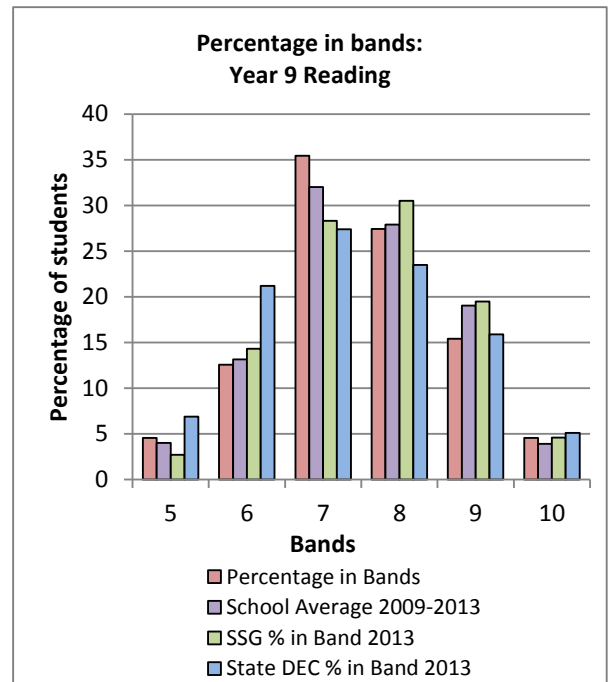
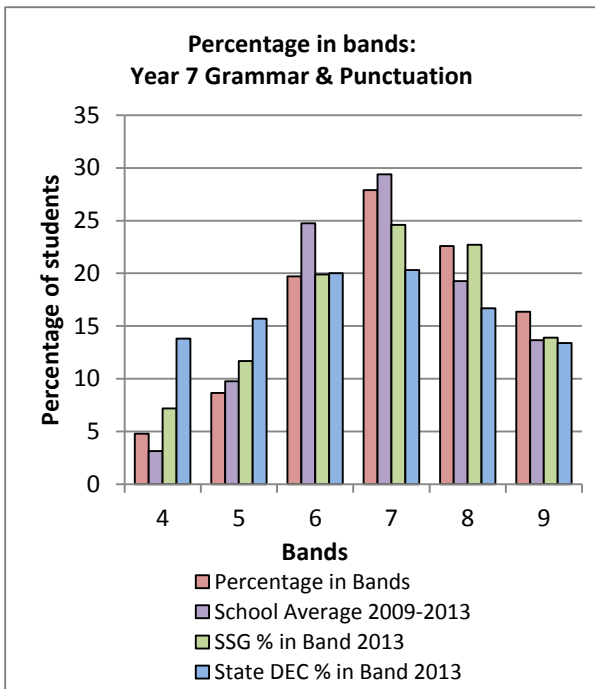
Writing results reflect the more common trend of performance – the school is above state average with above state average performance in bands 7, 8 and band 9.



Again Spelling results indicate excellent performance in all bands. The school average is well above state average.

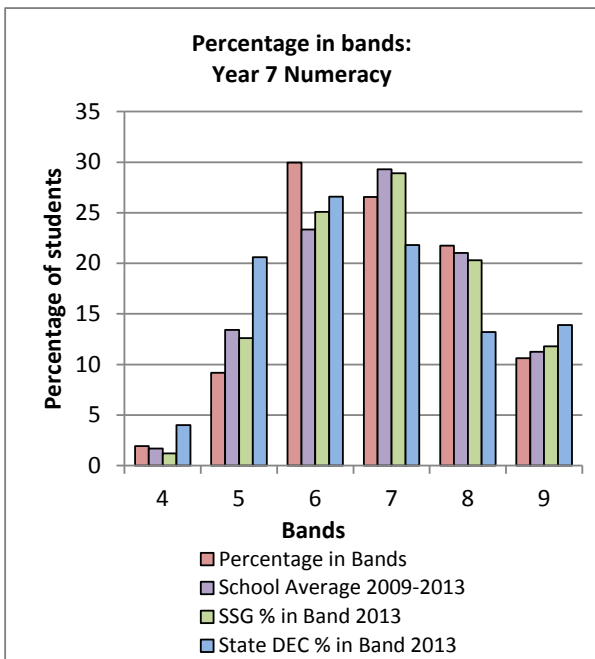


Year 7 results in Grammar and Punctuation are consistently above state average in all of the upper bands 7, 8 and 9.

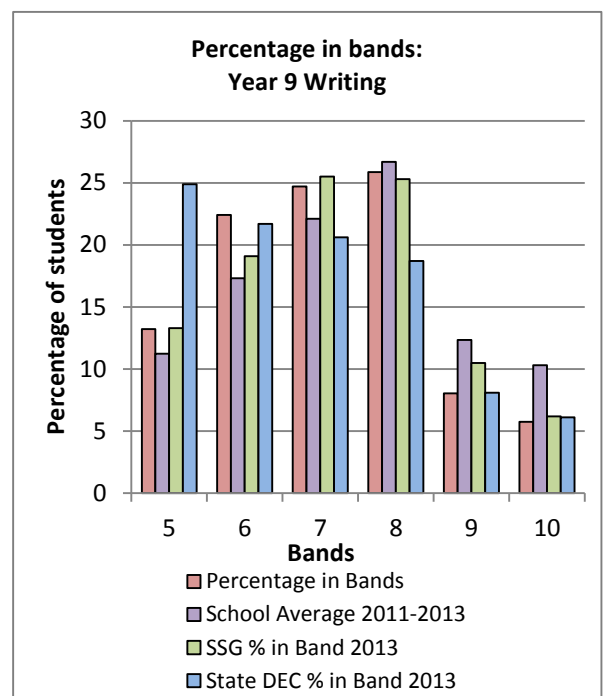


NAPLAN Year 7 - Numeracy

Numeracy results overall are above state average. The performance in bands 7 and 8 are strong and above state average but band 9 is slightly below state average.



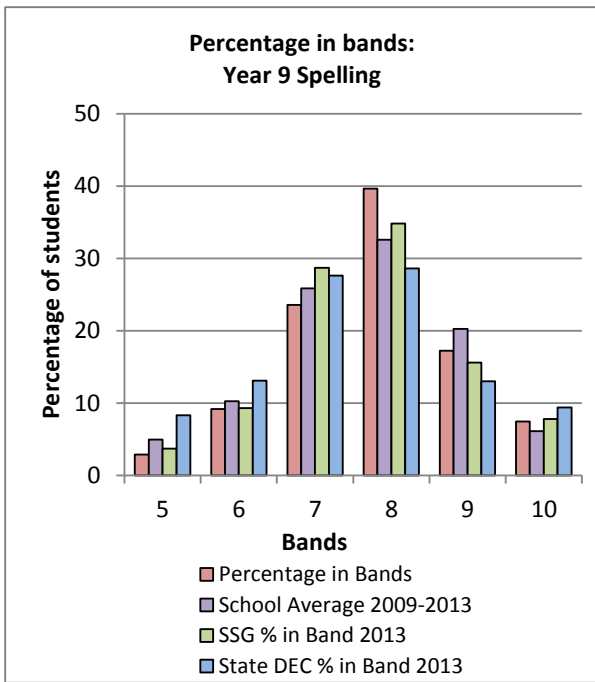
Writing results indicate above average performance in writing skills. Bands 7 and 8 performances were all significantly above state averages with a shortfall in band 10 achievement which is below the school trend in band 10.



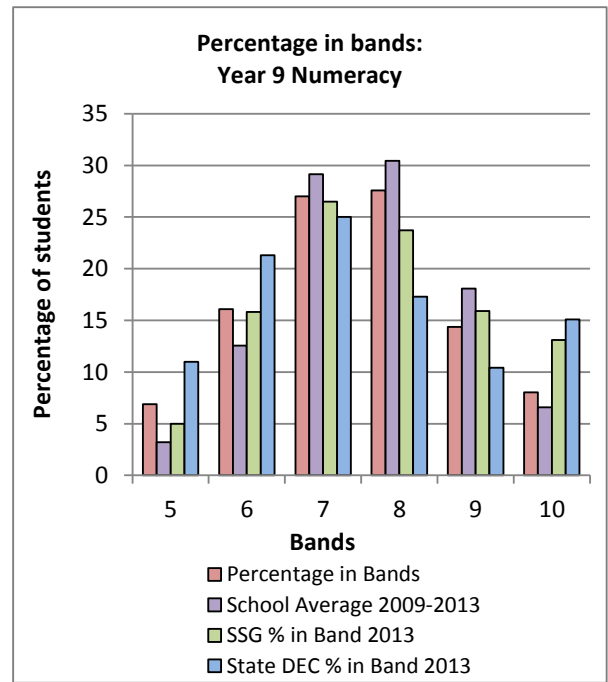
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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

Again, Spelling is strongly above state average in bands 8, 9 and 10. The school has performed strongly in band 10 compared to past school trends.



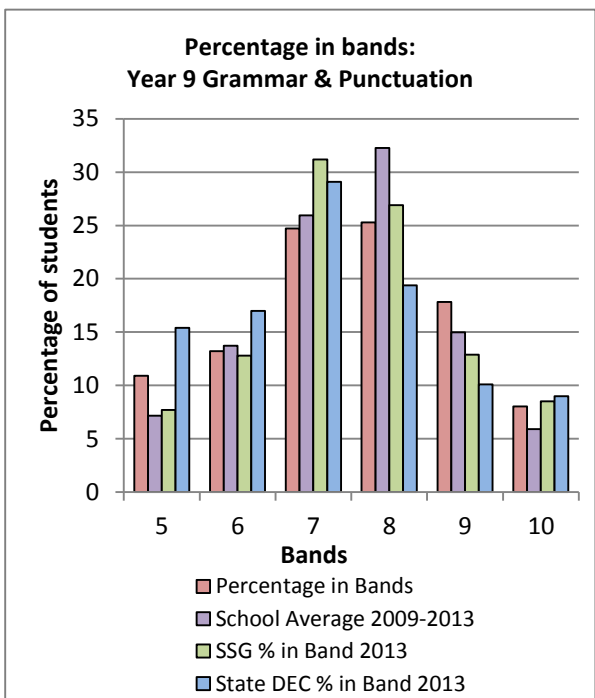
A very strong performance is reflected in Grammar and Punctuation with well above state average results in bands 8 and 9, and a band 10 figure slightly below state average.



Higher School Certificate (HSC)

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

Value adding for the HSC has continued to be 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. The higher achieving students have achieved growth above our school trend and 2.5 points above similar school groups.



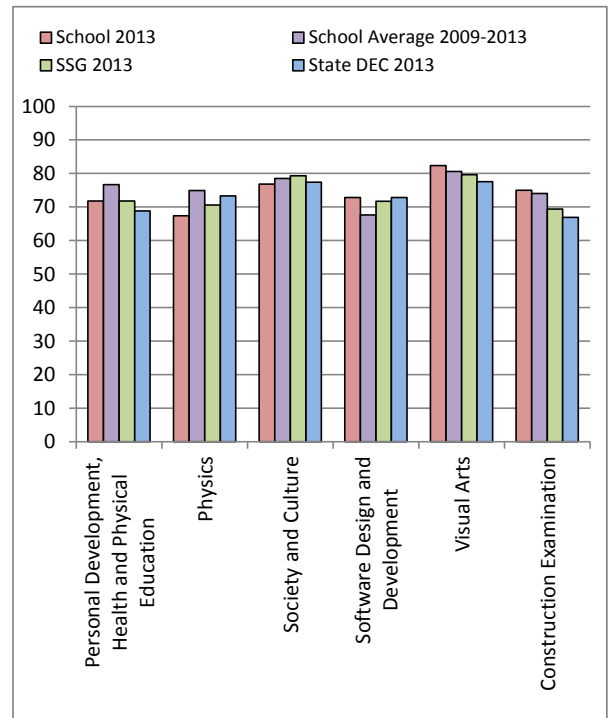
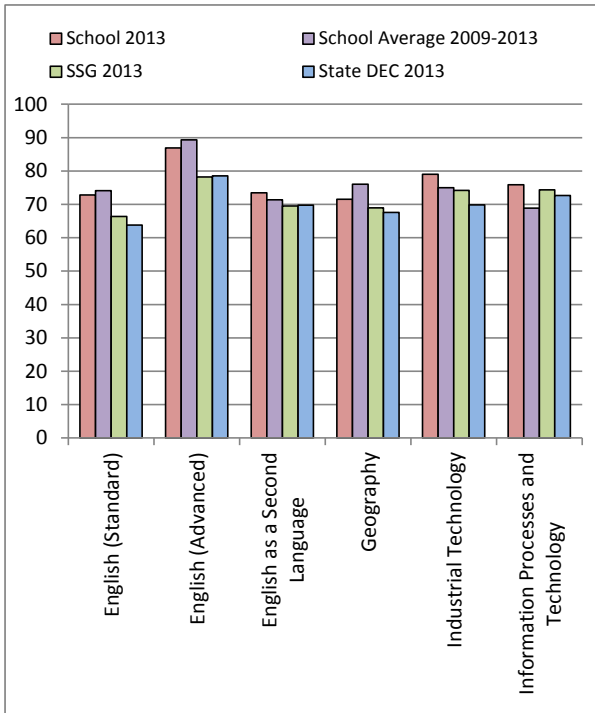
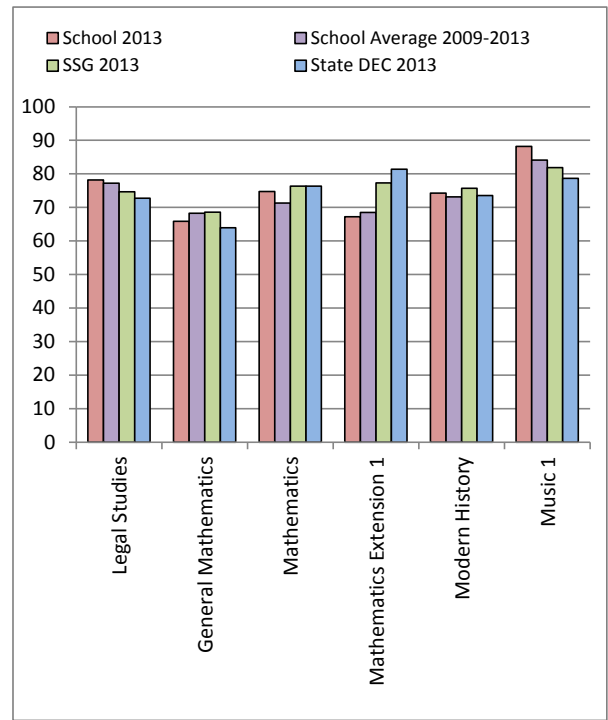
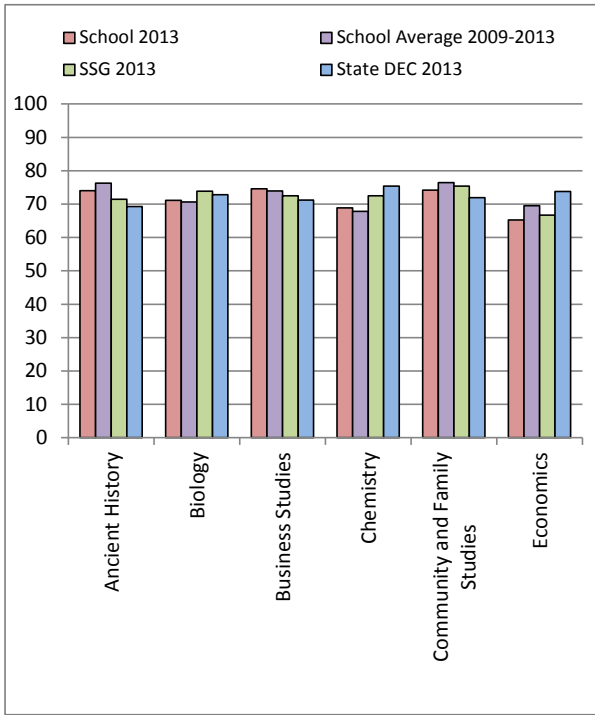
NAPLAN Year 9 - Numeracy

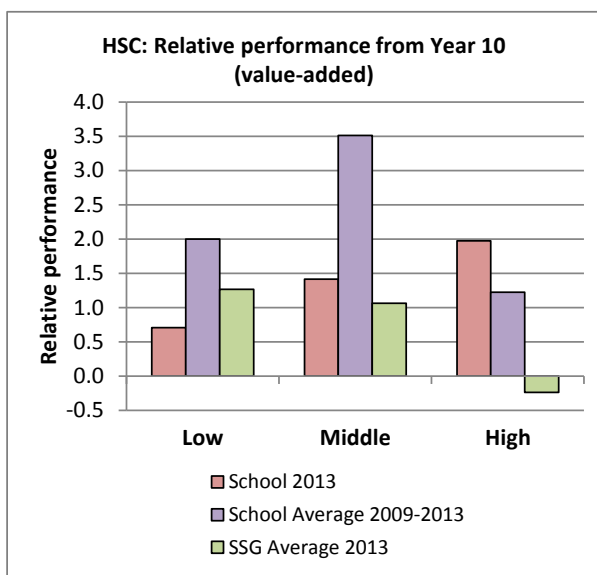
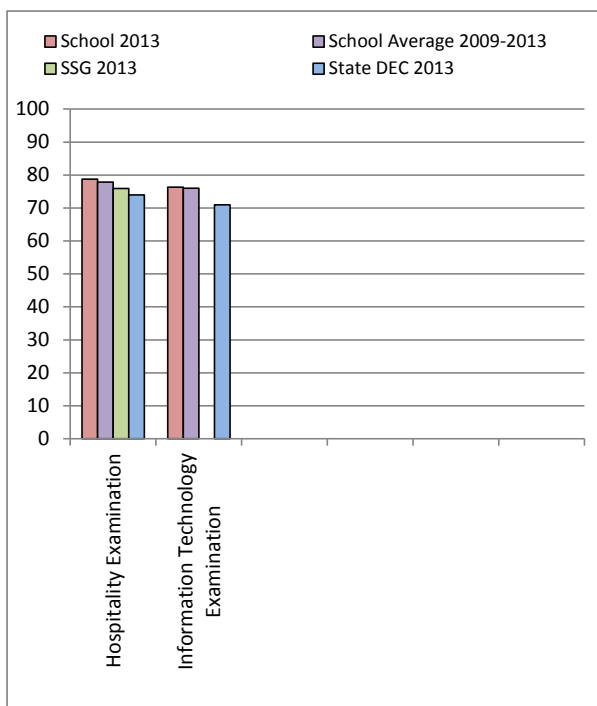
Our Year 9 students achieved above the state average for DEC schools. The performance in bands 8 and 9 are strong with below state average in band 10.

HSC: Course Summary Table

Course	School 2013	School Average 2009-2013	SSG 2013	State DEC 2013
Ancient History	74.0	76.3	71.4	69.3
Biology	71.2	70.6	73.9	72.8
Business Studies	74.6	74.0	72.5	71.2
Chemistry	68.9	67.8	72.5	75.4
Community and Family Studies	74.2	76.4	75.4	71.9
Economics	65.3	69.6	66.7	73.8
English (Standard)	72.8	74.1	66.4	63.8
English (Advanced)	86.9	89.3	78.2	78.5
English as a Second Language	73.5	71.4	69.5	69.7
Geography	71.5	76.0	68.9	67.6
Industrial Technology	79.0	75.0	74.2	69.9
Information Processes and Technology	75.8	68.9	74.3	72.6
Legal Studies	78.2	77.2	74.7	72.8
General Mathematics	65.8	68.3	68.6	64.0
Mathematics	74.8	71.3	76.4	76.3
Mathematics Extension 1	67.2	68.5	77.3	81.4
Modern History	74.3	73.2	75.7	73.5
Music 1	88.2	84.1	81.8	78.7
Personal Development, Health and Physical Education	71.8	76.7	71.8	68.8
Physics	67.4	74.9	70.6	73.3
Society and Culture	76.8	78.5	79.3	77.4
Software Design and Development	72.8	67.6	71.7	72.9
Visual Arts	82.3	80.6	79.6	77.5
Construction Examination	75.0	74.0	69.4	66.9
Hospitality Examination	78.8	77.9	75.9	74.0
Information Technology Examination	76.3	76.0		71.0

The school achieved 60 band 6's/E4's and 240 band 5/E3's.





Other achievements

COSBTR Gifted and Talented

For the past 10 years Community of Schools Between the Rivers have provided an Enrichment Program for Stage 3 students (Year 5 and 6). The program is hosted at Menai High School and is held every Thursday from 9.30 am to 3.15pm. The primary schools involved in the program are Alford's Point, Bangor, Illawong, Menai and Tharawal.

The enrichment program is delivered by a trained teacher in the teaching of gifted and talented students and is experienced in the design and

delivery of gifted and talented programs. Our current teacher is Mrs Ann Hanna.

The program has two options. Semester 1 is a 17 week program which involves: In HSIE - **Investigating the Environment, The Dig** - field excavation, artefact recovery, interpretation of artefacts, learn how to question sources and discover how objects are preserved and **Leadership** - Identify the qualities of an effective leader, compare leaders of the past with contemporary leader, research different leadership styles, teambuilding and synergy

In Creative and Performing Arts - Creative Arts - explore surreal, cubist and impressionist art, Picasso, Dali, Braque **and film making**- using video cameras, panning, zooming and composition.

Problem solving , in the KLA of science, students explore **Rocketry, ANSTO at Lucas Heights** carbon dating and half-life, the difference between nuclear fusion and fission, discover how accelerator mass spectrometers work, electrons, neutrons and protons, **Solar Science** – understand what happens to air molecules as they heat up, hypothesise and predict outcomes of various solar experiments, understand both the benefits and harmful effects of ultra violet light, Forensic Science and **Chemistry in the Kitchen**- use the scientific investigation process to sort chemical compounds and investigate how compounds are used as raising agents in cooking. Semester 1 program concludes with a presentation at parents.

The second option of this program allows students to study electives. This is run during second semester. Students can select to participate in a four week course. The areas of study are Course 1: Mythology, Course 2: Electric Circuits, Course 3: Dramania, and Course 4: Astronomy. A number of students select more than one program.

Over the past 10 years this program has been highly evaluated, and in high demand from the Community of Schools Between the Rivers schools with waiting list for both programs. A number of past Enrichment Program Stage 3 students moved to Menai High School in Year 7 and have gone on to completed the Higher School Certificate and continue their learning at University.

This program has been showcased at conferences and has been highlighted as best practice being implemented in school across the state.

Refugee Week

The theme of refugee week 2013 was 'Restoring Hope'. We decided to create a simulated refugee camp on the school grounds to engage students about issues facing refugees and asylum seekers around the world. Students were able to interact with displays that emulated life in a UNHCR refugee camp, meet and hear stories from people who have journeyed here as refugees and asylum seekers, and participate in discussions and classroom resources that informed students and challenged preconceived ideas about who is a refugee and global and national policies around border security.



Significant programs and initiatives

Aboriginal education

Menai High had 6 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 plans for every indigenous student.

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 indigenous people of this area.

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 2013, Menai High School students have engaged in a range of opportunities that has provided rich opportunities to learn about many cultures and to develop a global perspective about the world, current issues and the local, national and global environment.

- The Unity in Diversity program between the Beverly Hills IEC and Menai High continued to foster and enhance support for refugee and vulnerable migrant students through initiatives such as the Optimising Health and Learning Project
- Department of Education and Training Study Tour Programs provided our school community the opportunity to host students from countries such as Japan and Indonesia and provide those students an authentic Australian experience. Students and their buddies engaged well in these intercultural exchanges learning a great deal about one another's cultures.
- Menai High School enrolls International students under the Department of Education International Students Program. The International students study and forge long lasting friendships with students in the school. Students learn about each other's cultures and share their perspectives in the classroom and on assembly
- Department of Education Cooling Conflicts Program. The school has utilised this valuable program as a resettlement strategy for new Australians exiting the Beverley Hills IEC and enrolling at Menai High. The program assists refugee background students to learn new strategies for how to deal with situations where conflict may arise.



- Our Community Liaison Officer, Mr Mikael Kallon continues to engage and support Refugee students in class across the school. He works in conjunction with our vital inter agencies such as the Gymea Community Centre, Mrs Jennifer Grey Manager and Youth Project Workers to ensure that young refugee students are supported and linkages to educational opportunities for the community.
- Southern Cross Study Abroad exchange program and travel abroad. Menai High students engaged in a trip to Thailand where they immersed themselves in Thai culture and engaged with some wonderful opportunities to make a difference in the education of young children at a community school. On their return the students shared the highlights of their exchange and advocated to other students how much they had learnt from travelling abroad to experience other cultures. Similarly the study abroad program offered through the Southern Cross was a popular point of enquiry amongst our students in years 10, 11 and 12.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used to work towards the achievement of the targets were:

- The percentage of Year 9 students achieving greater than or equal to expected growth in reading increases to 60% NAPLAN in 2013 to reach 65% 2014. This target was not achieved with expected growth of students being below 60% of students. Reading still remains a

major focus and the positive momentum produced will continue to shape the professional learning of teachers.

- The percentage of Year 9 achieving greater than or equal to expected growth in numeracy increases to 52% of NAPLAN in 2013 to reach 58% in 2014. This target was achieved.
- Value added effect size of higher achieving students is in the moderate range. This target was achieved.
- 90% of all students attain a HSC or vocational pathway when exiting.
- The school's energy usage will continue to decrease in the area of electricity. This target was achieved with the addition of phase 1 solar panels to the school.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

- Improve student's learning outcomes and literacy skills in writing.
- Increasing the importance and transfer of the skills by students concerning writing in all KLA's.

Evidence of progress towards outcomes in 2013:

- Year 9 students achieving greater than or equal to expected growth in reading increases to 60% of NAPLAN in 2013 to reach 65% in 2014.
- Value added effect size of higher achieving students is in the moderate range. Value added for the higher achieving students has maintained a position in the moderate range. The effect size on value adding is well above our school average for our higher achieving students.

Strategies to achieve these outcomes in 2014

- Professional Learning for teachers on using data to inform their teaching.

- Development of delivery of workshops for teachers on explicit teaching writing skills.
- All teachers focus on spelling, grammar and punctuation in Year 7-Year 9 by using across KLA teaching strategies which are in context of the learning.
- COSBTR team evaluates NAPLAN direction and re-evaluate literacy target each year.
- Literacy team plans and implements Professional Learning

School priority 2

Numeracy

Outcomes from 2012–2014

Improve student's learning outcomes and numeracy skills.

Evidence of progress towards outcomes in 2013:

- The percentage of Year 9 achieving greater than or equal to expected growth in numeracy increases to 52% of NAPLAN in 2013 to reach 58% in 2014.
- Improve by 10% the foundation numeracy skills for targeted students in Year 7 and 8.

Strategies to achieve these outcomes in 2014:

- Implement QuickSmart Numeracy Program
- Continue school's involvement Number Crunchers.
- Cross KLA numeracy team has identified the numeracy demands for each KLA and provided professional learning for teachers.
- Focus on teaching strategies of Newman's Prompts to assist students.
- Numeracy Team evaluates NAPLAN data to provide direction and re-evaluate numeracy target each year. Share with COSBTR team.
- Identify higher ability students in Years 7-9 and numeracy team/coordinator works with teachers to develop strategies to extend the students in numeracy.

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 focusing on the pedagogy, anaphylaxis, emergency care as well as various DET policies and procedures. This year professional learning focused in areas of numeracy using Newman Prompts, explicit strategies to teach reading, using backward mapping to design teaching and learning programs.

Parent/caregiver, student, and teacher satisfaction

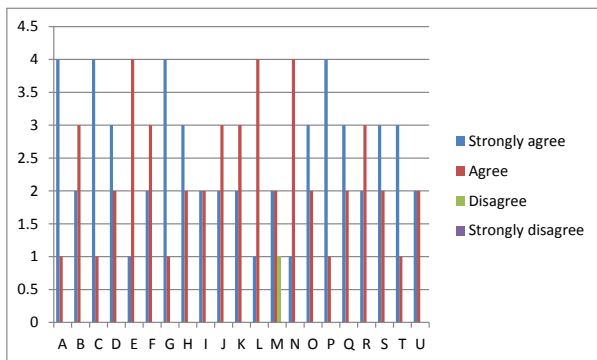
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

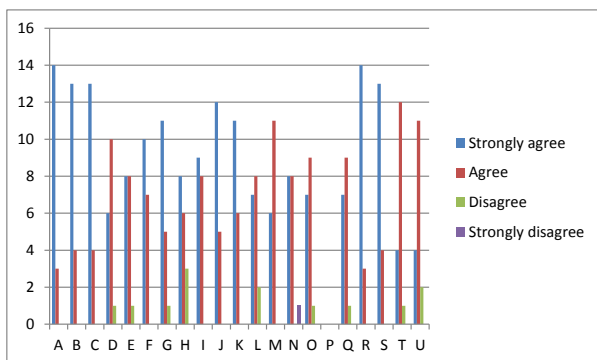
- Menai High offers a broad subject choice.
- Menai High is staffed by highly qualified teachers.
- Menai High offers a wide range of extra curricular activities eg music, drama.
- Menai High provides an orderly and disciplined learning environment.
- Menai High provides excellent computer and technology resources.
- Menai High has a positive image in the community and local media.
- Menai High has a good social environment supported by clear school values.
- Menai High achieves excellent Higher School Certificate results.
- Menai High provides programs that meet individual needs eg ESL or learning difficulties support.
- Menai High provides opportunities for success in sport.
- Menai High displays an interest in and care for individual students.
- Menai High provides attractive and well-resourced facilities eg science labs, performing areas.
- Menai High provides good communication with parents.
- Menai High provides opportunities for students with special abilities and interests eg academic, music.

- O. Menai High School's teachers set high standards of achievement.
- P. Menai High provides strong and positive leadership by the principal.
- Q. Menai High provides good discipline and enforced uniform policy.
- R. Menai High offers a broad range of vocational subjects.
- S. Menai High offers student programs that foster leadership and citizenship.
- T. Menai High offers pathways and support into training and employment.
- U. I am satisfied with the services delivered through the chaplaincy program at Menai High School.

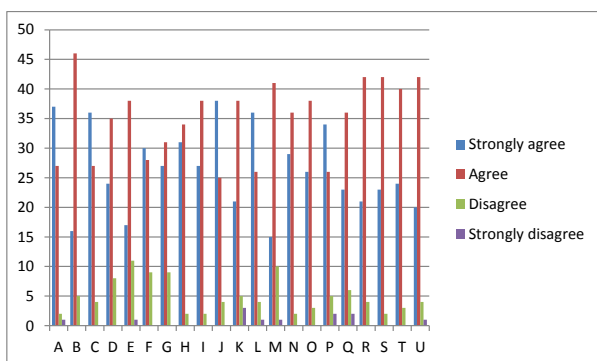
Parent Survey



Staff Survey



Student Survey



Program evaluations

Empowering Local Schools National Partnerships (ELSNP) – Local Schools Local Decisions (LSD) progress report

Menai High School (MHS) successfully applied to join 229 NSW schools trialling the transition to LSD. The federal government provided a one off \$50,000 payment to support the development of initiatives in “Governance”, “Workforce Planning” and or “Financial Management and Planning” which would support the schools transition into the LSD framework.

MHS planned and implemented an integrated project package linking governance, decision making, finance and workforce planning. The plans were informed throughout its staged implementation by progress reports to key stakeholder groups including the School Council, P&C, School Executive, S5staff and the Student Representative Council. The focus areas included:

1. Generation of an independent income stream that would support LSD in perpetuity through becoming a solar power station thereby releasing funds, electricity savings for innovations in Teaching and Learning. Establishing a solar power station also provided a learning focus for whole school cross curriculum themes in literacy, numeracy and technology. Stages 1 and 2 of the solar panel installation was completed in 2013 at a cost of \$350,000 funding by school fund raising initiatives.
2. Decision making processes were reviewed to ensure best practice inclusive decision making practices as defined in the LSD ‘Decision Making matrix’ are applied to all plans and processes emerging through LSD. Skilled and practiced use of the matrix developed a “MHS exit passport” reflecting a shared statement of desired learning outcomes for all MHS graduates.
3. The development of a variety of independent income streams combined with optimized decision making processes were applied to facilitate the development of an effective post Digital Education Revolution (DER) technology strategy.

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
Raelene Allen, Deputy Principal
Ekbal Sayed-Rich, Deputy Principal
Lynne Kerr, Head Teacher, HSIE
Luke Meagher, Head Teacher Administration
Janine Brown, Head Teacher, Computing Studies
Dianne Cooper, Head Teacher Learning Support
Stephen Wakely, Teacher
Emily Wililo, Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>