

Merrylands High School Annual Report



2015



8227

1. Introduction

The Annual Report for 2015 is provided as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made in providing high quality educational opportunities for all students, as detailed in the school plan. It outlines the findings from a recent self-assessment that reflects the impact of key school strategies. This report also details the expenditure of resources, including equity funding, to deliver improved outcomes to all students.



Principal's Name

Lila Mularczyk
Principal

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Message from the Principal

Merrylands High School is a dynamic and highly successful school. In part this is evidenced by our students, parents and staff who are regularly recognised with awards at local, State and National levels. This includes the school receiving Social Harmony and academic awards; staff receiving Quality Teaching and Meritorious Service to Public Education awards; students receiving Leadership, Worldskills, Vocational Education and Training, sports and cultural awards and parents receiving “Parent of the Year” awards.

The school is enriched by a cosmopolitan student population of over 50 cultural backgrounds. We have a strong focus on personalised learning for each student. This creates an environment where students extend beyond their current level of learning, challenging them to develop across a range of endeavours. In every subject, across all years, there are Gifted and Talented opportunities as well as enrichment and leadership programs for each cohort. We are leaders in creating technology rich environments through an enormous investment in state of the art learning technologies, the creation of a BYOD program (that has become a benchmark for other Public schools) and video conferencing facilities that enable students to connect on state, national and international levels. We have partnerships with over 30 external organisations including universities, businesses, community and educational providers. These partnerships create abundant opportunities for all students to enrich their personal, social and academic life. This includes opportunities for students, staff and parents to present at national and international forums, universities, business mentoring workshops, university bridging courses and civic participation events. We have extensive middle-school partnerships with 17 local schools in addition to relationships with non-Government schools. These links have facilitated the establishment of gifted and talented mathematics courses, accelerated sports development programs, primary to high school transition programs as well as curriculum and quality teaching links. Our school leads teacher professional learning across our community of schools in the areas of technology, program and lesson development and literacy and numeracy strategies.

The work of Merrylands High School staff, students and parents has featured in various state, national and international print and electronic media products including commercial and ABC TV and Radio. We have been profiled in various books and have featured in magazines, electronic media and curriculum support materials as a result of our outstanding achievement in leadership, learning and community.

Merrylands High School pursues excellence for every student by maximising student engagement in a safe, caring and supportive environment; welcoming strong parent and community partnerships and utilising the vast expertise of our dedicated teachers. Our school successes are founded on the Positive Behaviour for Learning practices surrounding the safe respectful learner framework.

I certify that the 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.



School background

School vision statement

The school will seek to achieve the high esteem of the community of which it serves. The school will aim to be consistently recognised at local, state, national and international levels. As a result of strong school partnerships (with parent and community groups, as well as our partner schools), high profile state programs, an emphasis on leadership, supportive student wellbeing initiatives and quality teaching and learning, the school will be dedicated to improving student outcomes.

School context

Merrylands High School (MHS) is situated in the Holroyd networks of schools. The school was established in 1959 as a comprehensive coeducational high school.

The school comprises of 734 students from 54 cultural backgrounds. It is the largest comprehensive high school in the area. A total of 72% of students are from non-English speaking backgrounds with males comprising 61% of enrolment and females' 39%. This includes 16 Aboriginal students (1.7%) and 65 refugee students (6.5%). Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English. This is a school community that is enriched through its ethnic diversity and social harmony.

The school has extensive educational partnerships with local partner Primary and High Schools, which supports the collective capacity to provide quality education to students within the Merrylands area. Strong university, corporate and community partnerships extend the personalised learning opportunities available to school community members. The school supports students across all transition interface points and is held in high esteem across the community.

2. Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of **Learning, Teaching and Leading**.

All staff have collaboratively contributed to the development of the school plan, which subsequently lead to the development of faculty plans. These plans reflect the elements of the schools excellence framework. Staff used the School Excellence Framework to inform and monitor milestones as well as validating the progress and impact of our teaching and learning strategies throughout the year. Staff have reflected and evaluated the programs, initiatives and strategies which were implemented in 2015..

In the domain of Learning, the school focused on wellbeing including the provision of personalised learning opportunities and building the leadership capacity of staff to support student engagement in meaningful and challenging learning experiences. In seeking to enable staff, students and community members to thrive as learners, leaders and responsible, productive citizens, the Positive Behaviour for Learning Framework (PBL) has provided the template for being safe respectful learners. The "Tell Them From Me" survey data showed that Merrylands high school students displayed a high sense of belonging and high participation in sports and extra-curricular opportunities when compared to the NSW Government Norm. In the domain of intellectual Engagement, our students had higher than NSW Government Norm in the elements of interest and motivation and effort. The third domain of institutional engagement, our students were above NSW Government Norm in the elements of values schooling outcomes, positive behaviour and homework and study habits. Evidence based system data and school based data is extensively used to develop the comprehensive Individual learning plans for all students. This enables the school teams and individuals to provide support to meet the individual needs of students.

Within the domain of Teaching, the school's focus has been to develop strategies that promote change in classroom

practice: by utilising data analysis, evidence based decision making, literacy pedagogy and technology. Professional learning in data analysis of system and school based data including EAL/D and NCCD data has facilitated informed decision making including the development of individual learning plans for all students. The improvement in ICT infrastructure and a decrease in the student to laptop ratio has enhanced and complimented the BYOD program. Surveys of staff and students have indicated a significant improvement in technology use. Professional learning was provided to all staff in literacy strategies. An externally sourced literacy consultant provided team teaching support and effective feedback in classroom observation. Backward mapping was utilised to develop assessment tasks across four faculties for Stage 6 students. HSC results indicated an improvement in the writing component of the HSC examination.

In the domain of Leading, leadership development initiatives are paramount. All executive and senior executive members have demonstrated their high level of understanding of the School Excellence Framework including self-assessment, school planning and key strategic reforms and priorities. 100% of the school's educational leadership has participated in professional network meetings to improve practices. The Co-Principals collaboratively developed the highly regarded A to Z website which is currently utilised by the NSWDP association and frequently accessed by SPC members. The leadership team has successfully managed school operations including various portfolios such as technology, wellbeing, community engagement and transition. The leadership team has effectively implemented the key reforms and priorities of the Department of Education. The Business Manager has significantly contributed to the efficient management of the school's business functions, including work related to administration, Work Health and Safety, asset management and finance.



Strategic Direction 1

Raising expectations and enhancing the quality of student learning

Purpose

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

The introduction of the Learning Centre Engagement Team has helped foster a culture of increasingly high expectations and aspirations. The Merrylands High School Learning Centre Engagement Team has continued to support the individual learning needs of students, including refugees and Aboriginal and Torres Strait Islander (ATSI) students, by providing one-to-one and small group tutorial support. University partnership programs were also accessed to provide additional support.

Additional support for ATSI students was provided by employing an Aboriginal Education Coordinator whose role included the drafting of PLP's and the facilitation of the Norta Norta program.

Staff have participated in professional learning on the insights provided by the NCCD data and its relevance in identifying the learning support needs of students. This has been developed and updated using the information from NCCD data in consultation with parents/caregivers.

For the first time, students, teachers and parents participated in an online survey that captured the views of students, teachers and parents in areas such as student engagement, wellbeing and effective teaching strategies. Based on this evidence, the school has developed highly effective strategies and initiatives to enhance student wellbeing.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
Improved HSC value-added results.	<p>Trend data indicates an improvement of in HSC results. Specifically, improvements in HSC results across all bands of achievement continue for a fifth year straight. There has been a significant positive shift in students achieving high and middle bands of achievement and a significant reduction in students receiving low bands of achievement over 4 years:</p> <ul style="list-style-type: none">• 8.36 % improvement in high achievement results (Band 5 & 6)• 5.2% improvement in middle achievement results (Band 4)• 13.36% reduction in low achievement bands (Bands 1, 2 & 3)• 43% of 2015 HSC ATAR-eligible students gained University entry in 2016 while 13% of HSC students gained entry into TAFE training or Diploma courses.	<p>\$280, 735</p> <p>Funding allocated for classroom teachers and Paraprofessionals</p>

<p>Improved participation in academic support programs implemented by the Learning Centre Engagement Team and Learning Support staff.</p>	<p>The Learning Centre Engagement Team has actively developed a collaborative approach to engage student learning which includes facilitating programs such as school holiday tutoring, UTS tutoring, the Refugee Homework Centre, Holroyd Council study skills day, and Elevate Education study programs.</p> <p>The success of these programs is demonstrated by the increase of students who graduated and completed their designated HSC courses in comparison to previous years.</p> <p>Six students were granted early offers into University prior to their final results being released. Furthermore, the Learning Centre Engagement Team co-ordinated the applications of various scholarships that resulted in receiving \$73,000 worth of funding for our school leavers.</p>	
<p>All learning support team jointly involved in NCCD data collection.</p>	<p>The learning support team successfully completed the NCCD data collection. This has enabled the Learning Support Team to modify the IEPs of identified students.</p>	<p>\$8,078</p> <p>Additional support for students with disabilities</p>
<p>Aboriginal student's attendance comparable or higher than MHS student data.</p>	<p>Aboriginal students had 85.6 % attendance which is a reflection of a strong focus from the attendance team including the MAP program. This data is comparable with MHS attendance data.</p>	<p>\$41,990</p> <p>Socio Economic background funding (Teacher Relief)</p> <p>\$12700 (Norta Norta and Aboriginal Background)</p>
<p>Improve attendance over the three year planning period.</p>	<p>An Attendance Officer was engaged to liaise with students, staff and parents to support attendance. A review was conducted of the Mentor Attendance Program. The strategies were developed and implemented resulting in improvement of attendance data for students on the MAP program.</p>	<p>\$47,581</p> <p>Socio Economic background</p>
<p>Enhanced positive relationships between students evident from the "Tell Them From Me" survey data.</p>	<p>The "Tell Them From Me" survey data showed an increase in positive relationships in Years 7-10 as a result of the MAP program. Year 7 improved from 74% to 79%, Year 8 from 61% to 72%, Year 9 from 68% to 69% and Year 10 from 78% to 80%</p>	<p>\$88,844</p> <p>Low level adjustment for disability</p>

Next steps

- Continuation of the Learning Engagement Team by funding two teachers and paraprofessionals to support students in achieving Stage 6 results.
- Develop strategies to support students based on the NCCD data collection and the "Tell them from me" survey data.
- Continuation of MAP program where selected students will be mentored by staff to improve attendance. The MAP program will be adjusted to allow staff to better monitor student attendance.

Strategic Direction 2

Fostering Quality Teaching and Leadership

Purpose

Build workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

The school engaged a literacy consultant to develop a comprehensive learning program to support literacy pedagogy across the school. Professional learning has been provided to teaching staff to develop strategies and implement enriched teaching practices.

Additional support was provided to EAL/D students (including newly arrived students) in the Fundamentals of English course offered to Year 11 students. Further support was provided for HSC students in classes with high numbers of EAL/D students in Community and Family Studies.

The student's capacity in BYOD technology has continued to grow in part due to the student leadership in the Digital Leadership Program. Students and teachers have embraced using the cloud and collaboration tools to enhance learning. There is a significant increase in ICT implementation by staff and students as evidenced by teacher resource samples and student work. Classroom observation has seen an increase in student engagement and participation in the BYOD program.

While beginning teachers were provided targeted professional learning in student PBL wellbeing programs including classroom management and curriculum programming, 100% of staff participated in professional learning regarding the BOSTES accreditation process.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
Literacy pedagogy improves through team-teaching with literacy expert.	<p>Through the employment of an external literacy consultant, all teachers received ongoing professional development to ensure the development of literacy pedagogy. CAPA, History, LOTE, PDHPE and English faculties engaged in personalised professional learning and team teaching that focused on backward mapping, scaffolding reading and writing activities, grammar and sentence structure.</p> <p>As a result, faculties developed and implemented strategies. Evidence indicated a high level of confidence by staff and students in embedding strategies into teaching and learning.</p>	\$80,000 Socio Economic background funding
All staff improves their confidence in delivering quality literacy pedagogy.	<p>Through the formal evaluation process it was clear that all teachers were confident to deliver literacy pedagogy through their subject content and could apply the learning across stages and courses. Students experienced greater challenge in their learning as well as more</p>	

	targeted support for building reading and writing skills. Programs were edited to reflect the improvements made to learning sequences as well as to embed the new resources developed.	
Student's capability enhanced through BYOD and Digital Leaders programs.	<p>Digital Leaders were trained in using Google Apps for Education and Office 365. These Leaders assisted the Technology Coordinator to provide professional learning on Google Apps for Education and Office365</p> <p>The Technology Coordinator supported teachers and students in class to use their own devices for teaching and learning. This included using mobile devices to create documentaries and infographics and using Google Apps for Education to enhance student collaboration and teacher feedback.</p> <p>An update of ICT tools was sent to teachers once every fortnight to keep teachers informed of the latest technology tools to use in teaching and learning.</p>	<p>\$48,800</p> <p>Teacher Relief</p> <p>Strategic direction 2</p>
Staff are supported in achieving appropriate accreditation levels.	<p>A number of new teachers joined Merrylands High School, including several early career teachers.</p> <p>All new staff were supported by an induction process.</p> <p>Thirteen early career teachers were supported by regular meetings, professional development days and individual support for the development of portfolios for the accreditation process</p> <p>One early career teacher completed their portfolio</p> <p>Sixteen staff members were given opportunities to engage in professional development as part of their first or second maintenance cycle.</p>	
Staff participated in the Performance and Development Framework process.	<p>All staff engaged in lesson observations, using the Australian Professional Standards for Teachers. This process empowered staff to reflect on their professional practice and where appropriate, set career goals and seek professional development in order to further improve their teaching practices.</p> <p>All staff received professional development in the Performance and Development Framework. A collaborative approach that built on the lesson observation experience ensured that the process was both meaningful and purposeful.</p>	
Staff participate in professional learning on the BOSTES accreditation.	Staff engaged in professional learning in relation to the Australian Professional Standards for Teachers.	

Next steps

- Expansion of the literacy consultancy to include more faculties. The faculties will include Social Science, TAS and Science.
- In developing programs for the new Australian Curriculum, the literacy consultant will provide ongoing support to incorporate explicit literacy strategies.
- Extend the PDP process to include long-term casual and temporary teachers.
- Continue supporting beginning teachers as it is expected that new teachers will be engaged in 2016.
- The BYOD program will continue to ensure all students are accessing technology in their learning. Additional professional learning opportunities will be provided to better harness the potential of technology in the classroom.



Strategic Direction 3

New and Better Ways of Delivering Public Education

Purpose

All staff demonstrates systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

The advancement of the ICT infrastructure program and the rejuvenation of a number of the school's physical learning spaces, including the library, has improved student and teacher engagement in teaching and learning.

Merrylands High School uses social media significantly to promote success and achievement. The school has excelled in promoting school events and staff and student achievements through several media platforms including the school website, our Facebook page and Twitter.

The school has continued to support and promote academic opportunities for students to receive university and Public Education scholarships. There was a 35% increase in students receiving Public Education Foundation scholarships.

Merrylands high school is very committed to leadership development at all levels, including the executive and senior executive. The expansion of the school leadership has created an opportunity to focus on the Schools Excellence Framework domains, namely, teaching, learning and leading. This has enabled the leadership to provide professional learning to staff in the areas such as HSC monitoring, BOSTES requirements, programming of new courses and student wellbeing.

The employment of additional Deputy Principal has enabled the school Senior Executive to lead the implementation and monitoring of key reforms and priorities. The Co-Principals developed the 'A to Z' website which has been widely used by Principals, Deputy Principals and aspiring leaders. This 'A to Z' website is currently published on the NSW Deputy Principal's Association website. 100% of school's educational leadership has participated in professional network meetings to improve practices.

The Business Manager has worked to deliver efficient management of the school's business functions including work related to administration, Work Health and Safety, asset management and finance

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
Teachers and students have increased access to technology.	The school has completed the ICT infrastructure upgrade to fibre optics cabling and rolled into ET4L which has enhanced the data transmission capacity. The school has invested in purchasing advanced model laptops to support teaching and learning for staff and students.	\$63,000 ICT Funding from DEC

<p>Improved learning spaces being utilised by the school community.</p>	<p>There has been a significant improvement in creating flexible learning spaces for the school library, science and English learning areas. This has enhanced the flexibility of teachers to implement innovative classroom pedagogy delivery.</p>	<p>\$40,000 Socio Economic background funding</p>
<p>Teachers and students better supported by technology upgrades.</p>	<p>Teachers have been provided with professional learning and team teaching strategies to implement the BYOD program. The school has purchased advanced technology (laptops) for staff and students which has delivered an improvement in technology being embedded in classroom practice.</p>	<p>\$130,000 Strategic direction 2</p>
<p>An increase in teacher, student and parent satisfaction in the delivery of Public Education at MHS.</p>	<p>The 'Tell Them From Me' student survey showed that the percentage of students at Merrylands High School (MHS) who are institutionally engaged is above NSW Government Norm. The students feel that what they are learning at school direct relates to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework.</p>	<p>\$67,366 Community Liaison officer-Socio Economic background funding Strategic direction 3</p>
<p>Increased use of the school's social media communications.</p>	<p>MHS continued to use Facebook and Twitter to communicate with and engage the community. This includes the sharing of student achievements, staff achievements and important school events. Parents, students and community members "like", comment upon and reply to the school's social media posts.</p> <p>MHS's social media including the school website, Facebook and Twitter continue to grow as a source of communication and community engagement.</p>	
<p>10% increase in the number of community and corporate partnership programs available to students.</p>	<p>The school continues to strengthen its ties with the local community, partner primary schools and business. Community participation includes, Harmony Day, Parent workshops targeting literacy and numeracy support, information sessions and transition programs. Parent excursions include TAFE and University visits.</p>	
<p>Increased confidence of MHS Leadership Team to effectively deliver Public Education.</p>	<p>The current school leadership, which includes the employment of a Community Liaison Officer and Business Manager, continues to improve the efficiency of the school operations. The Deputy Principals and Co-Principal completed a NPPD project and presented at regional networks and SPC conferences. There is significant professional learning provided including attending conferences and network meetings to enhance of school's leadership density and capacity</p>	<p>\$223,763 Strategic Direction 3 Business Manager, Deputy Principal</p>
<p>Increased opportunities to promote Public Education through scholarships and university, corporate and community partnership links.</p>	<p>Teachers, have been recognized for their contribution at ACEL and Public Education Foundation awards. Parents have been recognized in a variety of forums for their contributions to the school and public education. Students have been provided opportunities to further their education with scholarships from Public Education Foundation.</p>	

Next steps

- Merrylands High School has been assessed for a significant school infrastructure upgrade. The Secondary Schools Renewal Plan will significantly upgrade the interface between the school and the community.
- Dedicate more funds to improving learning spaces across the school.
- Expansion of the Schools Social Media profile by including an Instagram account.
- Continue to access opportunities for staff and students to be recognised with awards and scholarships.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Individual Education Plans (IEP) was reviewed for all ATSI students, reflecting on their current and future educational goals including literacy, social well-being and strategies to improve students learning.</p> <p>The ATSI students have participated in cultural events in our local community and engaged in a range of activities with academics and students of Sydney University.</p> <p>The Merrylands Aboriginal dance group performed the “Welcome to all People” at the public education “Our Spectacular” event, which took place at the Sydney Opera House.</p>	<p>\$16,121</p> <p>Aboriginal Background Funding, Norta Norta</p>
English language proficiency funding	<p>English Language funding has allowed staffing allocations to classrooms to support student learning. The results have been significant:</p> <ul style="list-style-type: none"> • 72.9% of Year 9 LBOTE students in the top 4 bands for Numeracy • 30.9% of Year 9 LBOTE students in the top 4 bands for writing 	<p>\$14,102</p> <p>English Language Proficiency Funding</p>
Targeted student support for refugees and new arrivals	<p>Stage 6 students have been provided support in class by the learning and engagement team. Staff have reinforced the value of academic achievement for students of refugee background.</p> <p>100% of refugee students were actively engaged in mentoring and tutoring programs.</p>	<p>\$17,524</p> <p>Refugee Support Funding</p>
Socio-economic funding	<p>Additional teachers and paraprofessionals were employed to provide tutorial support for senior students. The Learning Centre Engagement Team actively developed a collaborative approach in engaging student learning. The team successfully devised programs that encouraged high student involvement, namely:</p> <ul style="list-style-type: none"> • School holiday tutoring, • UTS tutoring, • Refugee Homework Centre, • Holroyd Council Study Skills Day, • Elevate Education study programs. <p>The success of these programs is demonstrated by the increase of students who graduated and completed their designated HSC courses in comparison to previous years. Due to the support offered by The Engagement Team, six students gained early offers into University prior to their final results being released. Furthermore, the Engagement Team co-ordinated the submission of applications for various scholarships that resulted in students receiving \$73,000 worth of funding. Value-added growth has also significantly improved.</p>	<p>\$280, 735</p> <p>Socio- economic funding</p>

<p>Low level adjustment for disability funding</p>	<p>Student engagement has significantly improved for students and academic results are showing improved outcomes.</p> <p>MHS staff has completed a professional learning on NCCD data, and has completed NCCD data collection, which helps to inform the school on student needs. Staff have successfully completed 100% IEP updates.</p>	<p>\$88,844</p> <p>Low Adjustment for Disability Funding</p>
<p>Support for beginning teachers</p>	<p>Staff undertook professional learning in literacy pedagogy and differentiation in addition to compulsory compliance training courses. Teachers also sought a range of professional learning opportunities related to subject content, welfare and effective pedagogy.</p> <p>All eleven Early Career Teachers accessed ongoing professional learning as well as individual mentoring to assist in developing their teaching practice and professional knowledge. External professional learning also assisted these teachers to develop their subject content knowledge and to increase their capacity to deliver a differentiated curriculum.</p> <p>There were seventeen teachers who were maintaining their status at proficient level through the completion of and reflection on professional learning. Of these, three teachers completed their teaching portfolios in order to gain proficiency.</p> <p>All staff were provided with professional learning in relation to the Highly Accomplished and Lead teacher status with the aim of supporting teachers to achieve these levels of accreditation in future years.</p>	<p>\$17,147</p> <p>Beginning Teacher Funding</p>

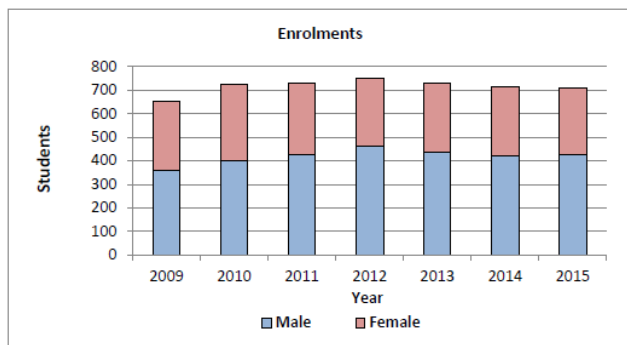


3. Mandatory and optional reporting requirements

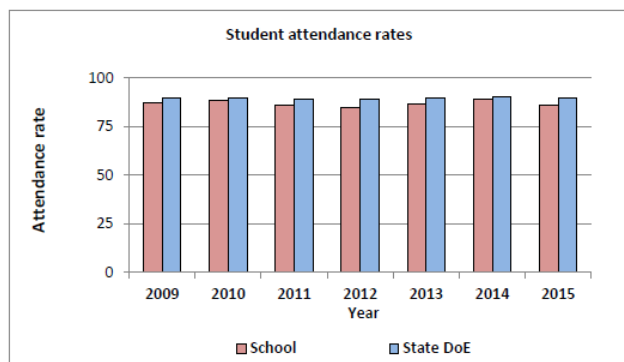
Student information

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

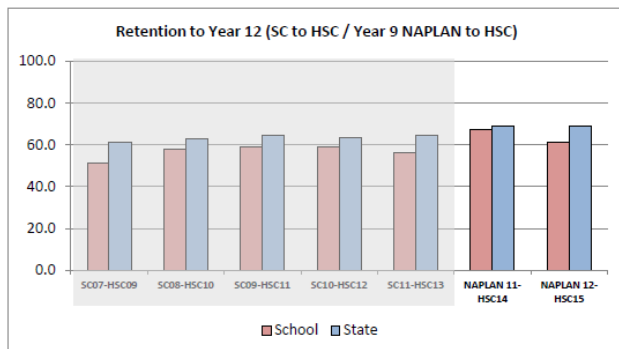
Student enrolment profile



Student attendance profile



Retention Year 10 to Year 12



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	7	15
employment	3	2	21
TAFE entry	0	1	13
university entry	0	0	43
Other	0	0	0
unknown	0	0	8

Year 12 students undertaking vocational or trade training

57% of students studied at least one VET subject. School delivered frameworks were Business Services, Sports Coaching, Hospitality and Construction. 100% students completed the mandatory workplacement.

Year 12 students attaining HSC or equivalent vocational educational qualification

97% of year 12 students completed their HSC. 47% of Year 12 students achieved Certificate II level in their VET framework studies. 43% of students with an ATAR pathway gained entry into university.

Workforce information

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 Teacher(s)	9
Classroom Teacher(s)	41.1
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administrative & Support Staff	9.682
Other positions	2
Total	71.782

A classroom teacher, appointed as an Aboriginal Education Officer, supported students of Aboriginal background and facilitated the North North program. A strong and productive relationship exists with the local Aboriginal community.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	32%

Professional learning and teacher accreditation

Staff undertook professional learning in literacy pedagogy and differentiation in addition to compulsory compliance training courses.

Early Career Teachers accessed ongoing professional learning as well as individual mentoring to assist in developing their teaching practice and professional knowledge. External professional learning assisted these teachers to develop their subject content knowledge and increase their capacity to deliver a differentiated curriculum.

Seventeen teachers maintained their status at proficient level. Three teachers completed their teaching portfolios in order to gain proficiency.

Professional learning in relation to the Highly Accomplished and Lead teacher status was provided to all staff.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the Find a school and select GO to access the school data.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	958576.25
Global funds	526641.35
Tied funds	850568.41
School & community sources	168049.59
Interest	23821.16
Trust receipts	101344.60
Canteen	0.00
Total income	2628992.36
Expenditure	
Teaching & learning	
Key learning areas	153614.41
Excursions	22447.96
Extracurricular dissections	50054.37
Library	7673.05
Training & development	7707.49
Tied funds	1153973.02
Casual relief teachers	90086.78
Administration & office	169171.74
School-operated canteen	0.00
Utilities	124182.80
Maintenance	90801.85
Trust accounts	95167.27
Capital programs	27880.12
Total expenditure	1992760.86
Balance carried forward	636231.50

Higher School Certificate (HSC)

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

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Biology	55.2	63.0	63.5	69.5
Business Studies	64.3	64.5	63.7	71.1
Chemistry	58.2	60.3	64.3	75.5
Community and Family Studies	64.1	63.8	63.9	70.9
English (Standard)	63.6	63.8	61.1	65.7
Food Technology	43.3	54.2	-	68.4
Legal Studies	67.9	70.3	63.5	72.3
Mathematics General 2	58.0	60.4	59.8	65.4
Modern History	67.7	62.3	60.3	72.5
Music 1	62.4	66.7	-	79.0
Personal Development, Health and Physical Education	61.4	66.5	66.6	71.3
Senior Science	42.6	56.9	67.2	69.2
Visual Arts	64.7	70.3	73.5	77.6

Parent/caregiver, student, teacher satisfaction

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

Parents felt welcomed and satisfied that the school listens to their needs. 79% of parents are actively informed with direct communication to their child's teacher. 69% of parents attend meetings regularly. Parents are supportive of the school expectations and the opportunities given to student learning. Parents are satisfied that students complete HSC and further continue their tertiary education through university, TAFE and other educational institutions.

The Community Liaison Officer has surveyed community members and their responses included:

- 15% increase in parents participating in school delivered workshops (including literacy and numeracy tutorial sessions).
- an increase of 85% in the number of parents engaging in Open Day parent forums.

Staff identified the creation of an inclusive school culture as the school's clear strength. Other practices identified as strength include the use of data to inform teaching practice, the emphasis on a strong learning culture and implementation of quality teaching practices in the classroom.

Students reflected on their school experiences. Significant amongst these reflections were the following areas where MHS responses were significantly higher than the State norm:

- Students felt they were intellectually engaged and find learning interesting, enjoyable, and relevant.
- Students are interested and motivated in their learning.
- Students do homework for their classes with a positive attitude and in a timely manner.
- Students aspire to finish high school.

Policy requirements

Aboriginal education

Individual Education Plans (IEP) was reviewed for all Aboriginal and Torres Strait Islander students reflecting on their current and future educational goals including literacy, social wellbeing and strategies to improve student learning.

The Aboriginal dance group performed the "Welcome to all People" at the public education "Our Spectacular" event at the Sydney Opera House.

Multicultural Education and Anti-racism

EALD

Staff completed an individual education plan for every EALD student. The IEP included engagement and personal learning strategies to support classroom teachers in differentiating the curriculum as well as educational goals set by the students.

EALD support was provided for Stage 6 ESL English students who had been in Australia less than 5 years and had not been instructed in English in their country of birth.

In English, Science, PD/H/PE, History & Geography parallel EALD classes were created. These classes received additional support while these teachers were provided with additional professional learning on EALD pedagogy.

ESES

LST staff completed an individual education plan for every student. The IEP included engagement and personal learning strategies to support classroom teachers in differentiating the curriculum as well as educational goals set by the students.

LST and SLSO support was provided to 75% of classes across the year.

Increased delivery of special provisions was provided, where required, in all subjects by the Learning Support Team.

Other school programs

School Voice and Leadership

The SRC is comprised of 60 members from years 7 – 12 (43 SRC and 17 Prefects). The SRC were active in initiating, implementing and participating in a variety of programs including:

- SRC inter-school group regional meetings
- the Positive Behaviour for Learning (PBL) program
- fundraising for charity organisations and causes. These include the World's Greatest Shave for Leukaemia Research, R U OK Day and Wear It Purple Day where awareness was raised about our school being a safe and tolerant place to learn.



The SRC presented at various State, regional and school-based events involving DEC personnel, international guests from the UK and Belgium, community members, political representatives, parents, students and staff. SRC members have participated in many conferences throughout the

year including the Holroyd City Council Local Government Schools Forum, The Youth Leaders Day, the Regional SRC conference and an UNSW Research forum as well as the National Young Leaders Day at Sydney Olympic Park.

The student leadership group continued to maintain their outstanding work towards the Safe Respectful Learner program, not only within the school but also beyond the school boundaries.

SPORT

Merrylands High School encourages students to actively participate in a range of sporting events.



Following the annual carnivals, Merrylands finished in 2nd place from the 9 schools in the zone. In total, 53 students represented the Zone at Regional championships in a range of sports whilst 13 students represented at the Region at State level. Some other highlights include:

- A student successfully achieved first place in the 16yrs Age Championship at the Zone level at the regional swimming carnival.
- In Cross Country, 18 students competed at the Zone Carnival from Merrylands High School with 15 students represented at the Region Carnival. 3 students achieved the Age Championship. 1 student competed at the All Schools Carnival.
- In Athletics, 48 students competed at the Regional Carnival. At the Zone Carnival 3 students achieved the Gold Age Championship, 3 students achieved the Silver and one student achieved the Bronze.
- The 16years Girls 4 x 100m relay team broke the Zone record which had been held for 34 years. The girls went on to win at Sydney West and competed at State finishing 10th overall. One of these students also competed at State finishing 5th in the final of the 90m Hurdles.

- The Boys Touch team finished second in Sydney West.
- The Girls 16 years Rugby League team were Zone Champions.
- A student won Gold in the 65-68kg weight division at the All Schools Taekwondo Tournament.

The most successful knockout team was our Boys 14's Rugby League team who won the Grand Final of the Buckley Shield defeating Singleton HS 16-12. This was the first time our school has won a state competition.

The 16 years boys Rugby League team finished runner up in the State All schools championships, losing in the final 12-16 to St Dominic's College.

The staff actively supports the students in their participation in sport. Many teachers took on the role of Zone, Regional and Combined High School conveners. A number of staff voluntarily takes on coaching roles for school knock-out teams.

- A dedicated teacher at Merrylands High School was successful in his convener role with the Sydney West Girls Tennis Team, which successfully defended their CHS State title.
- Another dedicated teacher was inducted into Sydney West Sport Life membership for his service to school sport and the many students he has worked with over his long career.
- A senior sports organiser from school received a State Award for Excellent Service to School Sport.

