

# MERRYLANDS HIGH SCHOOL

## Annual School Report 2014



## School context

Merrylands High School is the largest comprehensive high school in the area. The school is comprised of 728 students from 54 cultural backgrounds. The school is enriched by its ethnic diversity and social harmony.

The esteem and confidence in which the school is held in the wider community is high; the school is consistently recognised at 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 welfare initiatives and quality teaching and learning.

The school offers a range of academic, vocational, sporting, cultural, and leadership opportunities. These are aimed at extending student abilities and developing safe respectful learners. The school offers gifted and talented programs for students from our local primary schools. There is a strong emphasis on literacy and numeracy, with enrichment programs in Years 7, 8, 9 and 10. A selective class has been established in each year group and across each Key Learning Area (KLA) which demonstrates a commitment to offering challenging learning experiences to all students. There is a great emphasis on technology-based teaching and learning in all subjects and programs.

## Principal's message

2014 was another highly successful year for Merrylands High School which was highlighted by outstanding academic results; the development of an impressive school culture and participation in a range of innovative technology-driven programs and activities. Again, the school and a number of staff received regional, state, national and international recognition for their achievements.

We continued our participation in the National Partnerships program funding to support our school community. Of particular note were the exemplary Higher School Certificate and University entrance results which again included an unprecedented number of students achieving results in the top bands across all KLAs.

Strong school partnerships with parent and community groups, our partner schools, as well

as participation in high profile state and national programs, strategically underpin our targets. Our continued focus on quality teaching and learning, leadership, wellbeing and Safe Respectful Learner programs serve to increase the esteem with which the school is held in the wider community, from a regional to national level and create a foundation from which to launch further individual and school achievements and growth.

*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.*

**Lila Mularczyk, Principal**

**Belinda Giudice & Amika Prasad, Co-Principals**



## P & C

The P&C meet twice a term. Information regarding P & C is posted on the Electronic signboards, School Website, Facebook and Twitter accounts. We actively supported the school through a trivia fundraising night held at Guildford Leagues Club, hosting Japanese students, BBQ fundraisers, petitioning local, state and Federal members of parliament, representation on staff selection panels and within Harmony Day celebrations.

The P&C continues to look for opportunities for parents and the community to support their local school of choice. We encourage all parents and caregivers to be actively involved in the education of their children and welcome discussion regarding your concerns and opinions.

**P&C Executive**

## Student Representative Message

The Student Representative Council (SRC) at Merrylands High School has had quite a productive year in leadership. We have participated in many and varied leadership opportunities and have built a community of awareness in our fundraising efforts.

The SRC is comprised of students from Years 7-12, including our Captains, Vice-Captains and Prefects. We have been active in initiating, implementing and participating in a variety of programs including: SRC inter-school group regional meetings, the *Positive Behaviour Intervention and Support* (PBIS) program (including the creation of a large canvas upon which parents, students and staff signed to indicate their stance against bullying), the continued program of DER, where, some of us as part of a laptop team, assisted teachers and students in their computer skills, team building programs at our annual Leadership Camp (this year we went to Morrisset and participated in activities such as a mud run and rock climbing). We also undertook fundraising activities for a number of charitable organisations and causes. Some of these charities include the *World's Greatest Shave* for Leukaemia Research, *PINK* October for Breast Cancer Research, *R U OK Day*, and *Wear It Purple Day* to raise awareness about our school being a safe and accepting place.

Many of the SRC presented at various State, regional and school-based events involving DEC personnel, international guests from Japan and the UK, community members, political representatives, parents, students and staff.

SRC members have also participated in many conferences throughout the year including the *Holroyd City Council Local Government Schools Forum*, the *2014 Youth Leaders Day*, the *Regional SRC conference* and most recently the *GRIP Leadership Conference* at Sydney Olympic Park as well as the *IDEATION* student forum.

We have maintained our outstanding work towards the Safe Respectful Learner program, not only within the school but also beyond our boundaries. We are looking forward to extending our achievements in 2015. On behalf of the SRC, we would like to thank Ms Mularczyk, Mrs Pace, Mrs Perry and all other staff and parents for their support over the year.

**Mehdi Daudi and Shazia Nadan (SRC members)**

## 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

In 2014, Merrylands High School was comprised of 728 students from 54 cultural backgrounds. A total of 72.1% of students are from Language Backgrounds Others Than English (LBOTE) with 16 Aboriginal students (2.2%) and 8% of the student population are identified as refugees with a further 8% identified as having refugee like experiences. Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English.

The table below details the total school enrolment 2010 – 2014 by gender.

Gender	2010	2011	2012	2013	2014
Male	402	428	463	439	422
Female	321	300	288	293	292



### Student attendance profile

Improving student attendance continued to be a priority in 2014. The average 7-12 attendance was 89.2%. This includes 94% for Year 7, 90.4% for Year 8, 89.5% for Year 9, 87.2% for Year 10, 85.5% for Year 11 and 90.4% for Year 12.

This is a 7% improvement from 2013.

### Management of non-attendance

Non-attendance was managed through a range of measures and strategies. The primary approach was through effective and engaging teaching and learning practices and the P.B.I.S model to create a school environment that promoted student engagement and valued attendance. The continued strengthening of the Senior Engagement team and the support provided by our Attendance Team contributed significantly to this culture. Other strategies included the use of

attendance awards and recognition for students with outstanding attendance; SMS messaging of students not present in roll-call; lateness and attendance monitoring for students causing concern; a range of proactive student interviews, parent phone calls and interviews; punctuality and attendance seminars for students persistently partially absent; Year advisor and Deputy Principal monitoring for all students; involvement of the Community Liaison Officer and the close cooperation of the Home School Liaison Officer .

### Post-school destinations

Post-school destinations	Year 10 %	Year 11 %	Year 12 %
seeking employment	4	7	20
employment	3	4	22
TAFE entry	4	6	24
university entry	n/a	n/a	23
other	n/a	n/a	n/a
unknown	n/a	83	11

### Post-school success

Students were supported in seeking post-school training and employment by a range of staff including the Careers Advisor, the VET coordinator and the Transition Officer. In preparing our Year 11 VET students for work placement, Merrylands High School once again conducted a “Workready” conference in March. Students were presented with seminars on “How to get recruited”, the nature of VET, competency based assessment, Workplace Health and Safety and the expectations of employers in each industry. Student evaluations collected on the day were unanimously positive in their assessment of the event. Feedback from the participants was also exceptionally positive in regards to the mock job interview conducted on the day. The interview and resume check proved to be a real eye opener for many students.

The 2014 Year 12 cohort were surveyed to discover the post school pathways taken by our students. 64% of respondents went on to full-time study, 30% in University and 34% at TAFE. 36% progressed into the workforce. 15% entered into part time work, 12% entered full-time work while 9% accepted apprenticeships.

### Year 12 students undertaking vocational or trade training

Over 60% of Year 12 studied at least one school delivered VET subject. The frameworks offered at school were Metal and Engineering, Business Services, Construction and Hospitality – Food and Beverage, Sport Coaching. 30% of Year 12 students studied a TVET course at TAFE.

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

84% of Year 12 VET students in 2014 received the nationally recognised credential of a Certificate I or II as well as completing two weeks industry work placement. This is an increase of 11% from 2013.

### 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	1.0
Deputy Principal(s)	2.0
Head Teachers	9.0
Classroom Teacher(s)	41.4
Learning and Support Teacher(s)	2.6
Teacher Librarian	1.0
Teacher of ESL	2.0
School Counsellor	1.0
School Administrative & Support Staff	9.682
Total	69.682

*The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Indigenous composition of the school workforce is nil.*

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	29
NSW Institute of Teachers Accreditation	49

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	389563.51
Global funds	544245.03
Tied funds	1179315.66
School & community sources	200064.01
Interest	24369.21
Trust receipts	103263.75
Canteen	0.00
Total income	2440821.17
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	89415.57
Excursions	56921.24
Extracurricular dissections	45154.39
Library	5257.47
Training & development	4893.51
Tied funds	763814.26
Casual relief teachers	108323.06
Administration & office	112035.82
School-operated canteen	0.00
Utilities	129196.65
Maintenance	60864.11
Trust accounts	99921.57
Capital programs	6447.27
Total expenditure	1482244.92
<b>Balance carried forward</b>	958576.25

*The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 December 2013 to 30 November 2014 since the change-over in financial systems for our school. A full copy of the school's 2014 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 2014

### 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); and Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)*

#### NAPLAN Year 7 - Literacy

107 students sat the exam. The area of greatest strength was writing, with reading identified as the greatest area of concern. Trend data results in average score, value-added growth and skill band distribution were as follows:

Year 7 NAPLAN READING	2011	2012	2013	2014		
Average score, MHS	498.4	500.4	484.0	492.9		
Achieved value- added growth, Year 5-7 (%)	43%	55%	46%	N/A		
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	8.4	29	37.4	17.8	7.5	0
School Average 2009-2014	8.8	30.6	35.85	17	7.55	0.8

#### NAPLAN Year 7 – Numeracy

106 students sat the exam. Results were below state average. Areas of strength continued to be Number, Patterns and Algebra. Trend data results as evident by average score, value-added growth and skill band distribution were as follows:

Year 7 NAPLAN NUMERACY	2011	2012	2013	2014		
Average score, MHS	498.4	500.4	484.0	492.9		
Achieved value-added growth, Year 5-7 (%)	43%	55%	46%	N/A		
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	7.5	35.8	32.1	20.8	2.8	0.9
School Average 2009-2014	8	34.2	33.1	18.9	4.2	1.5

### NAPLAN Year 9 – Literacy

127 students sat the exam. The area of greatest strength continued to be spelling with grammar and reading identified as the greatest area of concern. Trend data results in average score, value-added growth and skill band distribution were as follows:

Year 9 NAPLAN READING	2011	2012	2013	2014		
Average score, MHS	536	536	539.9	548.4		
Achieved value-added growth, Year 5-7 (%)	58%	48%	55%	N/A		
Skill Band Distribution						
Band	5	6	7	8	9	10
Percentage in Bands	9.4	31.5	33.1	19.7	5.5	0.8
School Average 2009-2014	13.4	31.1	30.8	18.4	5.1	1.2



### NAPLAN Year 9 - Numeracy

128 students sat the exam. Results were below state average; however, internally, they increased from 2012. Areas of strength were Measurement, Data, Space and Geometry, followed very closely by Number, Patterns and Algebra. Trend data results as evident by average score, value-added growth and skill band distribution were as follows:

Year 9 NAPLAN NUMERACY	2011	2012	2013	2014		
Average score, MHS	534.2	531.3	542.1	555.9		
Achieved value- added growth, Year 5-7 (%)	45%	45%	55%	N/A		
Skill Band Distribution						
Band	5	6	7	8	9	10
Percentage in Bands	6.3	35.9	26.6	17.2	7.8	6.3
School Average 2009-2014	9.6	36.1	27.4	14.8	7.5	4.6

### 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).*

78 students made up the 2014 HSC cohort. 45 subjects were studied – including traditional HSC subjects, school delivered Vocational Education and Training (VET), VET courses delivered at TAFE (T-VET) and a range of languages studied at the Saturday School of Community Languages. Subjects that have demonstrate a 4 year trend in improved results in the middle (band 4) and high bands (band 5 and 6) include Ancient History, Business Studies, Community and Family Studies, Economics, English Standard, General Mathematics, Legal Studies, Modern History, PDHPE and Visual Arts.

Many KLAS had positive value-added results compared to the 2013 HSC results.

Average results for the 2014 cohort include: Ancient History (73), Biology (58), Business Services (68), Business Studies (71), Chemistry (58), CAFS (67), Dance (76), Design and Technology (61), Drama (73), Economics (65), English Standard (71), ESL (60), Food Technology (56), General Mathematics (63), Hospitality (70), Industrial Technology (59), Legal Studies (71), Mathematics (74), Mathematics Extension 1 (65), Metal and Engineering (65), Modern History (65), Music (60), PDHPE (68), Physics (88), Visual Arts (76).

### Record of School Achievement (RoSA)

Merrylands High School has put in place many engagement strategies to support the introduction of RoSA. 147 students were enrolled in Year 10 in 2014. 127 students have transitioned to Year 11 2015. Students who left school for trade, apprenticeship, work or further study were given the opportunity to complete the literacy and numeracy test and receive their RoSA.

## Other achievements

### The Arts



In 2014 the Creative and Performing Arts (CAPA) Faculty at Merrylands High School conducted teaching and learning activities in Dance, Drama, Music and Visual Arts. The central focus of the CAPA Faculty at Merrylands High School is to provide each student with the opportunity to explore their creative, artistic and performance

talents through a wide range of organized activities and programs within and outside the school. Significant achievements for the 2014 school year have included:

- Attendance by elective Dance students at the Seymour Centre performance "Callback 2013".
- Attendance by Year 12 Drama students at the Seymour Centre performance "On Stage 2013".
- Year 11 Visual Arts attended the Museum of Contemporary Arts.
- Performances by the Year 11 band at events, for example Open Day, Transition Day and the Opera House for 'Our Spectacular'.
- Successful presentation of Harmony Day cultural performances in Term 1 with implemented by Mr Fifita, Ms Huakau and Ms Gentili.
- Implementation of Stage 5 and Stage 6 Drama and Dance.
- The Year 10 Drama class participated in the ABCN Parramatta Now Theatre workshop program during Term 3.
- Students worked collaboratively with a professional actor to devise a unique and innovative theatrical statement that was performed at Parramatta Riverside Theatre.
- School junior flute ensemble initiated by Ms Buchanan.
- Exhibition of artworks in the Operation Art initiative for Westmead Hospital.
- Participation in 'Our Spectacular' with the combined schools choir conducted by Mr Fifita at the Opera House in October.
- Musical performances by students at the Year 12 Graduation ceremony.
- Participation by students in the Design and Ad competition run by Fairfax community newspapers. Year 9 student, Michael Frolov, won 1<sup>st</sup> place and a select few elective art students achieved runner up awards.
- Participation by Stages 4, 5 and 6 Dance and Music students in a highly successful Talent Quest during Term 3.
- School Senior Dance Ensemble initiated by Ms Gentili. The Dance Ensemble showcased 16 students from Years 7-12, performing contemporary dance. They represented the school at the SWS

Regional Dance Festival at the Penrith Panthers RSL, Penrith in Term 2 dancing the item "The Chaplin's".

- The Combined Dance Ensemble consisting of students in Yrs 7-12 performed at the Year 5/6 Open Day.
- Ms Gentili devised a Community of Schools Dance item for the Merrylands High School Presentation Evening. Students from Sherwood Grange PS, Widemere PS, Hill Top PS, Merrylands East PS, Merrylands PS and Merrylands HS in Stages 2/3 and 6 participated.
- Ms Gentili worked with the SW Regional Arts Unit on the Sydney West Dance Festival.
- Ms Gentili was merit selected to partake in an overseas cultural exchange excursion to China in September with Western Sydney and South Western Sydney Dance and Music students. 7 MHS dance ensemble students also went on tour to perform three dance items choreographed by Ms Gentili.
- Mr Fifita coordinated the Sydney Region Choir at the School Spectacular.
- Visual Arts successfully completed the first year of the Artist in Residency (AIR) program with Cabramatta High School and Fairvale High School for 2014-2016.
- Year 7 students attended an annual arts day at the University of Western Sydney with Ms Kronic.
- The Combined Dance Ensemble consisting of students in Yrs 7-12 performed at the Senior Administration Management conference and Deputy Principal's Regional Conference in Term 2.
- HSC Exhibitions were implemented for Dance, Drama, Visual Arts and Music. Parents and the school community were invited to see the Year 12 students' major bodies of practical works prior to submission in August/ September.

## Sport



2014 marked another great year in Sport.

- In Swimming, 6 students competed at Region with Brittany Ashford our most successful swimmer taking out 1<sup>st</sup> place in the 15yrs Age Championship at Zone.
- In Cross Country, 22 students competed at Zone level with 15 students going on to represent at region. Mohammad Ebrahimi took out the Age Championship at Zone whilst Jemma Antonios, Liam Davidson, Jessica Willis and Abdulai Bah also finished in the top 3. Abdulai Bah finished 6<sup>th</sup> at Region whilst Liam Davidson finished 7<sup>th</sup>. Abdulai qualified for the State Carnival based on his placing and competed at Eastern Creek at the All Schools Carnival finishing in the top 40.
- In Athletics 47 students finished 1st or 2nd at Zone and advanced to region. At the Zone Carnival Joseph Boakye, Jennifer Nauer, and Jemma Antonios were awarded the Age Champion for their age. Adut Deng, Aidan Turner, Ceinlys Johns, Mohammad Ebrahimi, Anson Naati, Grant Taulafo, Joshua Siale and Noa Maifea Fetu were also placed in their Age Championships. Joseph Boakye, Jessica Willis, Shania McLean, Joshua Siale, Jennifer Nauer, Jemma Antonios and Sheree Hiley all went on to compete at the State Championships at Sydney Olympic Park. Merrylands finished in 2nd place from the 9 schools in the zone.
- 68 students represented the Zone at Regional championships in a range of sports whilst 14 went on to represent the region at State level.

- In the Grade sports competition, 6 teams were successful in winning the premiership.
- Many teachers took on the role of Zone, Regional and CHS convenors. These teachers included Mr Radisic, Mr Schmutter, Ms Gartshore, Mr Clarke and Mr Ford.
- The most successful knockout team for 2014 was our Boys 16's Rugby League team and our Girls 16yrs Rugby League team. They were the NSW All Schools Parramatta Regional Champions.
- Some other major award winners in 2014 included Sarina Leapai who collected the Ken Hurst Trophy for her efforts in the sport of Rugby League and Rugby Union.
- Jemma Antonios was awarded the Most Promising Female Athlete for her achievements in Athletics for the 3<sup>rd</sup> consecutive year. Bill Saukuru was awarded the Sports organisers Shield for Leadership in Rugby League.
- The best relay team was the girls 14yrs 4x100m relay in athletics. The team of Sheree Hiley, Jennifer Nauer, Jessica Willis and Shania McLean finished 1st at Zone and 3<sup>rd</sup> at Region and competed at State finishing 14<sup>th</sup> in NSW. Joseph Boakye was awarded the Outstanding Sporting Performance of the Year which saw him finish 5<sup>th</sup> in NSW for Long Jump.
- Mr Dagdanasar was awarded the Coach of the year for his work in Rugby League whilst Henry Moeakiola was awarded Manager of the Year for his work in Rugby League.
- Liam Davidson received the Sportsman of the Year whilst Helen Cottrell took out the Sportswoman of the Year.
- Mr Clarke completed 25<sup>th</sup> year as Sports organiser at MHS.

## Significant programs and initiatives – policy

### Aboriginal education



Continuing in 2014 was the focus towards the priorities identified within the Aboriginal and Torres Strait Islander Education Action Plan 2010 – 14. Merrylands High School has sustained the emphasis towards Aboriginal and Torres Strait Islander (ATSI) cultural engagement and connections, as well as protraction towards improved literacy outcomes and enhanced attendance for all ATSI students.

ATSI engagement and connection was significantly strengthened throughout 2014; with particular attention given to the involvement of ATSI students in cultural specific activities. New partnerships with the University of Technology's Jumbunna House of Learning, as well as Sydney based Indigenous artist Jason Wing, ensured that Merrylands High School ATSI students were well connected with cultural groups throughout the wider community; offering unique perspectives regarding past and present Aboriginal culture.

The Merrylands High School Aboriginal dance group continued its partnership with Aboriginal elder Aunt Betty Eldridge, performing her family's welcome and show off dance at several venues; including Stocklands Mall, the NSW SWS Deputy Principal's conference and many other local primary and high schools. In all, the Merrylands High School Aboriginal dancers performed at over 10 separate events throughout Sydney in 2014.

2014 NAPLAN results reflected the continued focus on developing junior students literacy skills;

with emphasis on grammar and creative writing. Senior work samples indicated improvements in literacy and HSC achievement. All ATSI students had Individual Education Plans created for them, with greater attention starting to be given towards vocational education and training skill; reinforced by an excursion to the University of Western Sydney, for an ATSI focused career fair.

Attendance rates for senior Aboriginal and Torres Strait Islander students at Merrylands High School continued to be higher than both regional and state averages for other ATSI students.

Professional development of Merrylands High School teachers, towards the integration of Aboriginal perspectives into classes across all KLA's, was reinforced through professional learning in 2014; with specific focus being given to the 8 ways of learning model and how Aboriginal perspectives can be integrated into all faculty programs.

### Multicultural and Anti-racism Education

In 2014, 72.1% of students were identified as having a language background other than English and 8% of the population were identified as refugees with an estimated additional 8% with refugee like experiences. There were 4 International students. The school's Anti-Racism Contact Officer actively supported the school's multi-cultural education initiatives. The following achievements occurred in 2014:

- ESL staff completed an individual education plan for every ESL 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.
- ESL support was provided for Stage 6 Preliminary and HSC ESL English students who had been in Australia less than 5 years and had not been instructed in English in their country of birth.
- Parallel ESL classes for English, Science, PDHPE and HSIE whereby students received additional support and teachers

were provided with additional professional learning on ESL pedagogy.

- NAPLAN data shows a 3-year trend of ESL students increasing towards middle bands in all areas of literacy and reducing low achievement band results.
- The Refugee Action Support program (RAS) continued to provide focused literacy and numeracy support through the provision of individual tuition by students from Sydney University to identified refugee students.
- Muslim Girls were once again provided with a culturally appropriate Swim School program.
- Community partnerships were enhanced. This included: Harmony Day, TAFE and university visits, excursions, workshops, morning teas, information sessions and transition.
- Parents and teachers shared their migration stories with year 10 History classes.



## Significant programs and initiatives – equity funding

### National Partnerships Low SES Equity Funding

In our third year of National Partnerships funding, Merrylands High School continued to see significant school improvements across teaching and learning, academic achievement, attendance and engagement in learning, School Certificate to HSC retention and school culture and organisation.

With our Low SES Equity funding, we continued the role of an additional Deputy Principal (1.0), our Community Liaison Officer (1.0), Business Manager (1.0), Attendance Officer (1.0) and additional classroom teachers to support our Engagement (2.6) and Learning and Support teams (1.4).

School achievements were improved by:

- the continuation of an Integrated Curriculum model of curriculum delivery to support middle years transition
- the continuation of additional classes to support the differentiation of curriculum to enhance literacy and numeracy skills.
- The continuation of the Gifted and Talented coordinator's role that supports students aspirations and achievements
- the purchasing of software and hardware to support student achievement and engagement such as the purchases of I pads and laptops and the continuation of electronic roll marking and SMS communication with parents/caregivers.
- continuing to provide a Senior Study engagement program for Stage 6 students (including the expansion of the HSC revision wiki)
- the implementation of engagement initiatives focused on improving students' attendance and participation in learning, in addition to specific Boys and Girls Education and Transition programs.
- continuing to run initiatives involving parents/caregivers and out local community which were facilitated by our Community Liaison Officer.

## Safe Respectful Learner Program



The core values of being a “Safe Respectful Learner” continued to be an integral component of all the programs and initiatives implemented at MHS in 2014. The program is a proactive model that focuses on developing desirable social skills through modelling and integration into the curriculum. This positive approach resulted in an increase in the acknowledgement and recognition of student achievements in both classroom and non-classroom settings. The school celebrated students' successes by rewarding students at merit assemblies, gold award excursions and at academic presentations.

- Social skills continued to be explicitly taught through positive reinforcement of the L.E.A.R.N expectations (Listen, Equipment, Active Participation, Respect, Negotiate and Cooperate.)
- Mind Matters was implemented across the schools teaching and learning programs and during Enrichment lessons focusing on incorporating strategies to discuss and educate on coping with bullying & harassment, empathy, grief and resilience.
- 20 Gold award winners attended ‘Wet N Wild’ in Term 4.
- Girl's advisers ran weekly sessions to discuss and support the social and emotional needs of our students.
- Year Advisers for Years 7-10 cohorts ran forums in Term 2 utilising the Mind Matters and PBIS strategies to focus on particular areas of concern. Each year group came together and focussed on

their wellbeing through a variety of team building activities.

- Students created large murals for the main assembly area that promoted the safe respectful learner ethos. L.E.A.R.N.
- Merrylands High School ran a “Wear It Purple Day” event at school in Term 3. The canteen sold purple food and the SRC and PBIS Team painted faces purple. Students and staff showcased their support of the day by having their faces painted with symbols of love and acceptance and or wore purple promoting the message “everyone is equal”.

## 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 include:*



### Evaluation: Technology

#### Background

A focus for Merrylands High School has been to continue to improve the use of innovative technologies to further enhance teaching and learning in Stages 4, 5 and 6. The programs and strategies implemented included the continuation of the student technology leadership team (Digital Leaders), continued professional learning for staff, the purchase and installation of technology for use in a range of learning spaces and the implementation of a

Bring Your Own Device (BYOD) policy for students and staff.

#### Findings and conclusions:

- The Digital Education Revolution continued and the student-laptop ratio continued to be 1:1 for Years 11 and 12
- A further 20 laptops were purchased for the library for student use, bringing to a total of 40 laptops for student use in the library
- A 3D printer was purchased to bring new learning opportunities to students of all subject areas.
- 30 students from Years 8 to 10 were trained to be Digital Leaders. The students led professional learning for staff in relation to using technology to enhance teaching, learning and classroom practice. They did this on both a school and a regional level. Digital Leaders worked closely with Adobe in a project to produce videos to showcase student achievements in the school.
- Teaching staff continued the use of mobile tablets to increase productivity and to enhance classroom practices.
- Online learning platforms were used to create learning communities where students shared their learning, completed homework and assignments and sought help from teachers and fellow students. Social media including Facebook, Twitter and YouTube were used to communicate with students, staff, parents and the wider school community.
- Adobe Connect was used by staff to participate in online professional learning.
- BYOD was implemented for Year 8 to 12 after a successful trial in 2013. In term 2 2014, a support teacher role for BYOD and technology was created. This BYOD and technology support teacher designed and implemented learning activities with classroom teachers for English, Science, Geography and Languages Other than English, to provide teachers with further professional learning and support in a BYOD environment.

### Future directions:

- Digital Leaders, a student-led technology team, will continue to provide professional learning to students, staff and the wider community.
- Continued use of online learning platforms. Google Classrooms will be introduced as an additional online learning platform.
- Continued use of social media, including Facebook, Twitter and YouTube to communicate with the school community.
- Continue student and staff surveys on the integration of technology in classroom practices.

## Evaluation: Integrated Curriculum

### Background

Merrylands High School has continued to significantly invest in the middle-years strategy of having an Integrated Curriculum model for all Year 7 students in 2014. A team of five teachers led by the Head Teacher of Teaching and Learning, delivered English, Maths, Science, History and Geography curricula to meet the learning needs of all students in line with the new syllabus requirements. A gifted and talented class, two mixed ability classes, and a targeted EAL/D class were offered.

The team received significant professional learning throughout 2014 that allowed them to effectively deliver an engaging and rigorous learning sequence to all students. Teachers developed Individual Education Plans for their classes and communicated these plans to non-Integrated Curriculum teachers.

### Findings and conclusions:

- NAPLAN data indicated an increase in the number of students receiving results in the top bands in Spelling and a reduction in the number of students in the lowest band for Grammar and Punctuation and Reading compared to the school average from 2010-2014
- Student work samples and assessment tasks showed significant gains in literacy and numeracy.

- Improvements in engagement and learning in Integrated Curriculum classes compared to other subjects.
- Online learning design increased through teacher collaboration and innovative curriculum design.

### Future directions:

- Continue Integrated Curriculum in 2015
- Provide teacher professional learning to new Integrated Curriculum staff in 2015
- Provide teacher professional learning to all Integrated Curriculum staff particularly in the area of Science and Literacy
- Continue targeted class for Gifted and Talented students to further improve their literacy and numeracy outcomes
- Continue targeted class for EAL/D students as a strategy to improve and support language development

## 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.*

### Priority 1- Increased levels of overall literacy (reading) and numeracy achievement for every student.

*2014 targets to achieve this outcome included:*

- Increasing the number of students achieving at or above minimum standard in reading and numeracy by at least 1%.
- Increasing student performance in the top 2 bands in NAPLAN by at least 1%
- Increasing the expected value-added growth in students by at least 1% in NAPLAN

*Evidence of progress towards outcomes in 2014:*

- More than 92% of Year 7 students achieved above minimum benchmark in all aspects of literacy (reading).

- More than 85% of Year 7 students achieved above minimum benchmark in all aspects of literacy (writing).
- More than 92% of Year 7 students achieved above minimum benchmark in all aspects of numeracy.
- 4% of students achieved in the top 2 bands of NAPLAN in all aspects of numeracy compared with 2% in 2013.
- 2014 saw the continuation of an Integrated Curriculum across English, Maths, Science, History and Geography.
- All Year 7, 8 and 9 ATSI students participated in the Norta Norta program.
- All KLAs were involved in additional professional learning led by their faculty Head Teachers aligned to school literacy and numeracy priorities.
- Basic skills classes for year 8 students focusing on explicit literacy and numeracy skills.
- Continuation of the Engagement program for Stage 6 students.

*Strategies to achieve these outcomes in 2015:*

- Continued implementation and planning of Australian Curriculum in all subjects.
- Continuation of the Integrated Curriculum program as a middle-schooling model of pedagogy.
- Continuation of the Engagement Team to support Stage 6 learners
- Continuation of Basic Skills classes for year 8 students focusing on explicit literacy and numeracy skills.
- 0.4 allocation supporting literacy and numeracy of ATSI learners
- Engagement of a literacy specialist, Mel Dixon and the English Teachers Association, for a whole school literacy project.

**Priority 2- Improved HSC results, evident by an increase in high (Band 5 & 6) and middle (Band 4) results and a decrease in low (Band 1, 2 & 3) results.**



*2014 targets to achieve this outcome included:*

- Continuing Stage 6 support via the Engagement Team
- Providing support to Stage 6 students by the Gifted and Talented coordinator with a focus on HSC writing
- Participating in university bridging programs

*Evidence of progress towards these outcomes in 2014:*

- 10 subjects have demonstrate a 4 year trend in improved results in the middle (band 4) and high bands (band 5 and 6) include Ancient History, Business Studies, Community and Family Studies, Economics, English Standard, General Mathematics, Legal Studies, Modern History, PDHPE and Visual Arts.
- The VET participation in Certificate II in 2013 was 59 students. This is an improvement on 2013 by 2%.
- In 2014, 15 students in Year 11 were involved in the UTS summer school program encouraging students to go aspire to university education.
- The Engagement Team continued to provide a structured study period for all Stage 6 students and support students in order to maximize their achievements.

*Strategies to achieve these outcomes in 2015:*

- VET or T-VET participation by over 55% of Stage 6 students.
- Continued use of the Engagement Team to support the achievement of educational outcomes.

**Priority 3- To develop, implement and evaluate strategies and programs to enhance student engagement and wellbeing across Stages 4, 5 and 6, evident by participation in school life.**

*2014 targets to achieve this outcome include:*

- Increase student attendance from 87% in 2012 to at least 89% in 2014
- Increase student participation in co-curricular engagement programs by at least 7%

*Evidence of progress towards these outcomes in 2014:*

- 89.2% attendance across Years 7 to 12
- 70 students participated in the HSC Tutorial Stage 6 Program
- 41 students completed the ABCN Program - Year 8-11
- 135 Year 10 Students completed the RYDA Cross Roads program
- 62 students completed the UWS Fast Forward program - Year 9-12
- GWS AFL player visit, 60 PASS Year 10 students involved
- GWS AFL 1 student selected for U16 years Development Squad
- 20 students completed the One Community NRL program - Year 9-10
- 15 students completed in the Links to Learning Granville program
- 10 students participated in the MTC Work Solutions - Years 11-12
- 10 students participated in the RAW refugee student program
- 6 students participated in the Youth Linx Certificate II Retail
- 25 students completed the Senior First Aid course
- 2 students completed the Small Steps Child Care program
- 20 Students completed the Stockland Merrylands Aspirations program - Year 11
- 385+ students completed the CoS Year 6 Primary Transition Open Day Term 1

- 400+ students completed the Cos Year 5 Primary Transition Open Day Term 2
- 400+ students completed the Cos Year 5 Primary Transition Open Day Term 4

*Strategies to achieve these outcomes in 2015:*

- Continued participation from Community of Schools in high school transition programs
- Continued student participation in university, business and community partnership programs
- Continued employment of Transition Advisor
- Individual Education Plans in place to support personalized learning needs of students

### **Professional Learning and Accreditation**

All staff members participated in professional learning activities in 2014 including compliance training, staff development days, voluntary workshops, learning and professional learning days for literacy, numeracy, EAL/D pedagogy, student wellbeing, technology and quality teaching.

The focus of mandatory staff development days in 2014 included: Literacy and Numeracy strategies aligned to the 2014 School Plan; Individual Education Plans and Every Student, Every School; Student Wellbeing (PBIS) initiatives and Technology and Aboriginal Education.

The average expenditure per teacher on teacher professional learning (TPL) was \$753. The total expenditure of professional learning in 2014 was approximately \$94,362. This includes \$39,362 from TPL funds and \$55,000 from Equity and National Partnership Low SES funds.

The school had eight new scheme and beginning teachers working towards accreditation with the NSW Institute of Teachers. There were 19 new scheme teachers maintaining accreditation at Professional Competence. There was 1 teacher maintaining accreditation at the voluntary stage of Lead.

### **Beginning teachers**

*From 2014, each school with one or more permanent beginning teachers must report on how funding under Great Teaching, Inspired*

*Learning has been used to support beginning teachers adjust to their new roles in NSW public schools.*

Whilst a number of beginning teachers joined the teaching team in 2014, there were no permanently appointed beginning teachers to Merrylands High School. All beginning teachers were supported by:

- a process of induction
- regular meetings on topics such as behaviour management, report writing, professional practice and the accreditation process
- individual support for the development of portfolios for the accreditation process

Three early career teachers completed their accreditation portfolios in 2014.

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

In 2014, the school sought the opinions of parents, students and teachers about the school. The responses received indicate that the stakeholders were:

- impressed with the quality of teaching and learning, uniform expectations, PBIS program and student leadership opportunities.
- impressed with the SMS text messages informing parents/caregivers of student absences.
- impressed with the range of extra-curricular engagement opportunities offered.
- enjoyed and were impressed with the school's BYOD trial.
- experiencing increased confidence in the school as evidenced by more parents attending information sessions, school presentation nights and P&C meetings.

## **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.*

Lila Mularczyk (Principal); Belinda Giudice & Amika Prasad (Co-Principals); Stephen Wark (Relieving Deputy Principal); Alice Leung, Mario Radisic, Maree Gentili, Michelle Rushton, Ben Jones, Moheb Salama, Rai Stubis (Head Teachers) and Joel MacRae; Michelle Robson and Santina Pace (Relieving Head Teachers and coordinators of this report); Paul Clarke and Jonathon Connal (Teachers), Sue Stead (Community Liaison Officer); David Ghattas (P&C representative) and Mehdi Daudi and Shazia Nadan (Student Leaders).

## **School contact information**

Merrylands High School

Bristol St, Merrylands

Phone: (02) 9632 9401

Fax: (02) 9892 2704

Email: [merrylands-h.school@det.nsw.edu.au](mailto:merrylands-h.school@det.nsw.edu.au)

Web: [www.merrylandh.school.nsw.edu.au](http://www.merrylandh.school.nsw.edu.au)

Facebook: [www.facebook.com/merrylandshs](https://www.facebook.com/merrylandshs)

Twitter: @merrylandshs

School Code: 8227

*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:*

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