



Education &
Communities

Public Schools NSW

8227

2012

Merrylands High School

Annual School Report



Messages

Principal's message



2012 was another exciting year for Merrylands High School; highlighted by continued improvements in academic results, school culture and participation in a range of innovative technology-driven programs and activities. The school and a number of staff received Regional, State, National and International recognition for their achievements.

We continued our participation in Equity programs (Priority Schools Program and Priority Action School program) and entered our first year of National Partnerships funding to further support our school community.

Of particular note were the outstanding Higher School Certificate and University entrance results, where a significant number of students achieved results in the top bands across all Key Learning Areas.

Strong school partnerships with parent and community groups, our partner schools and high profile state and national programs strategically underpin our targets. We have a culture and emphasis on quality teaching and learning, leadership, wellbeing and the 'Safe Respectful Learner' program which serve to increase the esteem with which the school is held in the wider community, from a regional to national level. This has also created 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.

Ms Lila Mularczyk, Principal

P & C and/or School Council message

We encourage all parents and caregivers to be actively involved in the education of their children. We value and welcome discussion regarding your concerns and opinions.

At the conclusion of 2012 we decided to trial our parent meetings for 2013 to be limited to once or twice a term. Each term meeting will be held in the morning and in the evening to accommodate the needs of our families. Parents have been supportive of this proposal. It is essential that parents continue to be involved in their children's educational needs.

Mrs Michelle Manning, P & C President

Student representative's message

The Student Representative Council at Merrylands High School has had a productive year in leadership. Not only have we participated in many and varied leadership opportunities but we have built a community of awareness in our fundraising efforts.

The SRC is comprised of members 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, the continued program of DER whereby some of us are part of a laptop team assisting teachers and students in their computer skills, team building programs at our annual Leadership Camp and fundraising for a number of charity organisations and causes. Some of these charities include the World's Greatest Shave for Leukemia Research, PINK October for Breast Cancer Research, White Ribbon Day for violence against women.

Many of us presented at various State, regional and school-based events involving DEC personnel, international guests, community members, political representatives, parents, students and staff. We were asked to lecture at university to pre-service teachers and, in term 3, SRC presented and were fortunate to be a part of

a showcase given to our Minister of Education, the Hon. Adrian Piccoli.

SRC members have also participated in many conferences throughout the year including the Holroyd City Council Local Government Schools Forum, the 2012 Youth Leaders Day (which our school regional Ambassador, Sarkis Ghattas, attended) and the State SRC conference. The theme for the year was anti-bullying and much of the leadership activities and initiatives were driven by the passion of all SRC (not only from MHS but across our state) to combat bullying in our schools.

We have maintained our outstanding work towards the Safe Respectful Learner program, not only within the school but also beyond our own borders. We are looking forward to extending our achievements in 2013.

Manish Kapadia and Ebru Dik (SRC members)

School context

Student information

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

Student enrolment profile

In 2012, Merrylands High School has comprised of 742 students from 52 cultural backgrounds. A total of 72% of students are from non-English speaking backgrounds with males comprising 61% of enrolment and females' 39%. This includes 13 Aboriginal students (1.7%) and 65 refugee students (5.3%). 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.

Student attendance profile

Improving student attendance continued to be one of our priorities in 2012. Average 7-12 attendance was 85.1%. This includes 92% for Year 7, 87% for Year 8, 83% for Year 9, 81% for Year 10 and Year 11, and 85% for Year 12.

Management of non-attendance

Non-attendance is managed by a range of measures and strategies. Primary in our approach is the use the P.B.I.S model to create a school environment that promotes student engagement and values attendance. The continued strengthening of the Senior Engagement team and the support provided by Mr Young as an Engagement Officer contributes significantly to this culture. Other strategies include the use of positive 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 our Community Liaison Officer and the close cooperation of the Home School Liaison Officer .

Post-school destinations

Students are supported in seeking post school training and employment by a range of staff including the Careers Advisor, VET coordinator and Transition Officer. These services were complimented in 2012 by the school hosting a consultant from the recruitment service provider CRS one full day per week.

The 2011 Year 12 cohort were surveyed to discover the post school pathways taken by our students. 62% of respondents went on to full-time study, 35% in University and 27% at TAFE. 38% progressed into the workforce. 10% entered into part time work, 15% entered full-time work while 13% accepted apprenticeships.

Year 12 students undertaking vocational or trade training

Over 50% of Year 12 studied at least 1 school delivered VET subject while 16% studied a VET subject at TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification

Approximately 65% of students studying a VET framework at school achieved the highest qualification available to them.

Staff information

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

Staff establishment

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Head Teachers	9.0
Classroom Teachers	46.8
Support Teacher Learning Assistance	2.6
Teacher Librarian	1.0
Teacher of ESL	1.4
Counsellor	1.0
School Administrative & Support Staff	10.082
Total	74.882

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Indigenous composition of the school workforce is nil.

Staff retention

Two staff members left through merit selection procedures and some of the temporary Equity funded positions are not continuing in 2013.

Teacher qualifications

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

100% of staff has a University degree or diploma. An additional 24% of staff have a postgraduate degree.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as building, major maintenance and permanent salaries. A full copy of the school's 2012 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.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	476430.27
Global funds	467007.44
Tied funds	784211.25
School & community sources	149919.14
Interest	23240.53
Trust receipts	78104.45
Canteen	0.00
Total income	1978913.08
Expenditure	
Teaching & learning	
Key learning areas	122341.68
Excursions	33900.19
Extracurricular dissections	45624.45
Library	6781.42
Training & development	1145.09
Tied funds	816872.40
Casual relief teachers	79828.38
Administration & office	149413.16
School-operated canteen	0.00
Utilities	115742.71
Maintenance	79778.59
Trust accounts	83858.94
Capital programs	34840.36
Total expenditure	1570127.37
Balance carried forward	408785.71



School performance 2012

Achievements

Arts

In 2012 the Creative and Performing Arts (CAPA) Faculty at Merrylands High School conducted teaching and learning activities in Music, Visual Arts and Dance. 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 organised activities and programs within and outside the school. Significant achievements for the 2012 school year included:

- Implementation of a new Stage 5 course – Visual Design.
- Participation by 3 students in the Opera Ed, Drama, stories and Music workshop during the Easter holidays.
- Participation by Year 9 Visual Design students and other interested students in the Design an Ad competition run by Fairfax Community newspapers in Term 3.
- Attendance by Merrylands High School students at the Opera Australia performance of Don Giovanni at Riverside Theatre in Parramatta.
- The display of quality student artworks in the Annual Art Exhibition in the common room on Harmony Day.
- Successful presentation of Harmony Day cultural performances with some new initiatives implemented by Mr Fifita in his first year as CAPA coordinator of Harmony Day.
- Establishment of a school choir initiated by Mr Fifita
- Selection of photographs by Santina Dattilo of Year 9 for display in Merrylands Stockland Mall.
- Exhibition of artworks by two Year 10 students in the “Operation Art” initiative for Westmead Hospital.
- Submission of Angela Omari’s artwork (pictured) for the ABCN acquisition prize.

- Participation of the Aboriginal dance group in “Our School Spectacular” and the combined schools choir conducted by Mr Fifita at the Opera House in October.
- Student performance at the Year 12 Graduation
- Year 10 student performance at Merrylands Chamber of Commerce launch.
- Participation by students in the Design Ad competition run by Fairfax community newspapers. Angela Omari Year 10 achieved a second place.
- Participation by Stage 4, 5 and 6 students in a well-organised and highly successful Talent Quest during Term 3.
- School Combined Dance Ensemble initiated by Mrs Gentili. The Dance Ensemble showcased 26 students from Years 7-11, performing contemporary dance.
- Christmas Carols Performance with Year 9 and Year 10 Choir Members at ABCN.
- Mrs Gentili instructed a session at the SWS Regional Dance Workshop for Secondary Teachers.
- Mrs Gentili worked with the Regional Arts Unit on the Directors Choice Ceremony.
- Mr Fifita co-ordinated the Sydney Region Choir at Schools Spectacular.
- Jessica Tasses of Year 12 Visual Arts had one of her HSC artworks on exhibit at Penrith Regional Gallery in the "Snapshot" K - 12 Photography exhibition.



Sport

2012 was another successful year for Sport at Merrylands High School. Achievements include:

- State Award finalist in the “NSW Safe School Practices” for Swim School Lifesaving Program
- 24 students represented the school at the Zone Swimming carnival in February which enabled our school to finish in 2nd place. Seven of these students were successful in winning their Age Championship. They were Phoenix Docker, Jacob Boyd, Joyce Arifeae, Brandon Lam, Brittany Ashford, Konor Lees and Sarah Boyd. Brittany Ashford went on to compete at CHS.
- 22 students competed at Zone Cross Country with 11 of these going on to represent at Region. Of these Jordan Riddle, Jessica Willis, Jemma Antonios, Mohammad Ebrahimi, Scott Manning, Memu Conteh and Rachel Lillas were Zone Age Champions. Mohammad Ebrahimi went on to compete at State following his placing of third at Region.
- 42 students finished first or second in their Athletics event at the Zone Carnival. Five of these students were Age Champions including Jemma Antonios, Helen Cottrell, Sarina Leapai, Mustapha El Oueik and Charnz Ngatai. Jemma Antonios was also the Age Champion at Region in Athletics. Seven of these students advanced to CHS this year. Our school finished in 18th place in the Region from 56 high schools, well ahead of any other school in our Zone.
- 72 students represented the Zone or Region in team sports varying from rugby, touch, rugby league, soccer, hockey and lawn bowls. Four of these students went on to represent at State level. They included Jawed Qasimi (Soccer), Sione Tangi (Rugby), Benita Ese Sale (Rugby) and Grace Gatai Lama (Rugby).
- The Tuesday Grade Sport competition offers a variety of competitive sports to choose from. 6 MHS teams were

successful in winning their Premiership in 2012. Recreational sports offered included weights, circuit gym, swimming, table tennis, dance, judo and squash. We also entered a variety of State K.O competitions providing opportunity for students to compete in a more competitive environment. Sports in which we competed include league, union, cricket, touch, lawn bowls, netball, golf and tennis.

- Gifted and Talented Primary Sports Coaching now is now in its 6th year and again provided expertise coaching for our partner Primary Schools in a variety of sports.
- 4 of the school’s staff were Zone Convenors in Sport. These included A.Turkdogan, G.Jones, K.Nowland, P.Clarke, and T.Schmutter. 4 staff took on the extra duties to be Regional Convenors for their sport. These included M.Radisic, D.Ford and P.Clarke.
- MHS’s most successful CHS knock out team for 2012 was the boys Buckley Shield Rugby League team which finished fourth in the Sydney West Region.
- Our Schools 53rd Sports Presentation acknowledged over 100 students on their outstanding achievements this year. The major recipients were Jemma Antonios, who received the award for Most Promising Female Athlete recognising her efforts in Athletics and Cross Country. Benita Ese Sale was awarded the Most Outstanding Sporting Performance following her selection in the CHS Rugby team and received the award as best player for CHS in 2012.
- Phoenix Docker was awarded Sportsman of the Year whilst Memu Conteh was recipient of Sportswoman of the Year.



Vocational Education and Training

Both school and TAFE delivered VET subjects were again popular curriculum choices by the students of Merrylands High School in 2012. Over 59% of the Year 11 cohort and 54% of Year 12 studied at least 1 school delivered VET subject. The frameworks offered at school were Metal and Engineering, Business Services, Construction and Hospitality – Multi-skilling.

65% of Year 12 VET students in 2012 received the nationally recognised credential of a Certificate I or II as well as completing two weeks industry workplacement.

In preparing our Year 11 VET students for workplacement, 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 and competency based assessment, Occupational 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 proving to be a real eye opener for many students.

A special commendation to Rachel Lillas, Nathan Kohler-West and Meli Navosailagi (pictured below) who were recognised with a prestigious Regional VET award for achievements in their VET subject.



Extraordinary Leadership Achievements

Congratulations to Lila Mularczyk (Principal) who was awarded the Meritorious Service to Public Education Award. This is the highest honor that can be bestowed on a DEC employee. Lila is 1 of only 13 recipients to have ever received this award. In 2012, Lila also received the highly prestigious ACEL National Fellowship and became President of the NSW Secondary Principals Council.

Alice Leung (Head Teacher Science) was the NSW and National “Microsoft Innovative Teacher of the Year”. Subsequently Alice came 2nd runner up in the Global Forum in Prague for innovative technology use. In 2012, she also was awarded the Ministers Quality Teaching Award and ACEL NSW’s “Mary Young award for Young Educational Leadership”. Belinda Giudice and Amika Prasad (Deputy Principals) were also awarded 1 of 12 Educational Leadership awards from ACEL NSW. These are just some of the staff’s outstanding achievements.



Lila Mularczyk with Richard Gill and the Honorable Michael Kirby – recipients of the 2012 Meritorious Service to Public Education Award.



Alice Leung, Amika Prasad and Belinda Giudice at the 2012 ACEL NSW Awards.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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)

Literacy – NAPLAN Year 7

134 students sat the exam. The area of greatest strength continues to be spelling with grammar and punctuation identified as the greatest area of concern. Trend data results in average score; value-added growth and skill band distribution are as follows:

Reading	2010	2011	2012			
Average score, MHS	501.0	488.1	502.4			
Achieved value-added growth, Year 5-7	42%	35%	50%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	6.7	26.9	32.8	23.1	9.0	1.5
School Average 2008-12	9.8	30.5	32.2	17.3	8.4	1.7

Numeracy – NAPLAN Year 7

134 students sat the exam. Results were below state average, however, internally they have continued to increase since 2010. Areas of strength continue to be number, and patterns and algebra. More than half of the students have achieved value-added growth. Trend data results in average score; value-added growth and skill band distribution are as follows:

Numeracy	2010	2011	2012
Average score, MHS	496.3	498.4	500.4
Achieved value-added growth, Year 5-7	56%	43%	55%
Skill Band Distribution			

Band	4	5	6	7	8	9
Percentage in Bands	8.2	35.8	27.6	17.9	6.0	4.5
School Average 2008-12	6.4	23.8	26.8	14.4	5.0	2.5

Literacy – NAPLAN Year 9

142 students sat the exam. The area of greatest strength continues to be spelling with grammar and punctuation identified as the greatest area of concern. Trend data results in average score; value-added growth and skill band distribution are as follows:

Reading	2010		2011		2012	
Average score, MHS	540.1		536.0		522.6	
Achieved value-added growth, Year 7-9	61%		58%		48%	
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	23.2	26.8	31.7	15.5	2.8	0.0
School Average 2008-12	18.6	30.1	29.1	16.6	4.3	1.3

Numeracy – NAPLAN Year 9

142 students sat the exam. Results were below state average and internally they have continued to decrease since 2010. Areas of strength continue to be number, patterns and algebra, followed very closely by measurement, data, space and geometry. Slightly less than half of the students have achieved value-added growth. Trend data results in average score; value-added growth and skill band distribution are as follows:

Numeracy	2010		2011		2012	
Average score, MHS	555.9		534.2		531.3	
Achieved value-added growth, Year 7-9	67%		45%		45%	
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	12.0	48.6	24.7	8.5	4.9	1.4
School Average 2008-12	8.9	25.9	24.1	10.3	5.4	2.0

RoSA

Merrylands High School has put in place many engagement strategies to support the introduction of RoSA. 142 students were enrolled in Year 10 in 2012. 127 students have transitioned to Year 11 2013. 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. The school notifies the BOS and requests

Higher School Certificate

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).

97 students made up the 2012 HSC cohort. 29 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.

5 courses registered as positive in school vs. state: Business Services (0.71), Mathematics (8.56), Mathematics Extension 1 (0.78), Music 1 (0.53) and Retail Services (9.19).

The mathematics and science KLA's had positive value-added results compared to the 2011 HSC results; 1.86 and 0.33 respectively.

Average results for the 2012 cohort include: Ancient History (59.00), Biology (64.34), Business Services (71.20), Business Studies (62.15), Chemistry (62.56), CAFS (59.76), Design and Technology (58.38), Economics (61.50), English Advanced (70.20), English Standard (61.62), ESL (59.10), Food Technology (59.77), General Mathematics (67.43), Geography (59.27), Hospitality (66.72), IPT (67.15), Italian Continuers (55.97), Legal Studies (67.72), Mathematics (86.20), Mathematics Extension 1 (82.20), Modern History (63.06), Music (80.70), PDHPE (69.00), Physics (58.49), Retail Services (81.60), Senior Science (61.33), Visual Arts (71.40).

Significant programs and initiatives

Aboriginal education



The members of the Merrylands High School ATSI community have demonstrated great commitment and enthusiasm towards the activities in which they were involved throughout 2012 and initiatives meet the aims and outcomes of the *Aboriginal and Torres Strait Islander Education Action Plan, 2010 – 14*.

The NAPLAN and HSC achievements of our ATSI students continue to be above school average. Year 9 ATSI students were at, or above, the minimum standard in NAPLAN in reading, spelling and grammar and punctuation. One Year 9 ATSI student did not meet NMS in writing. All ATSI students achieved value-added growth in reading and numeracy. There were no ATSI students in Year 7 in 2012.

ATSI student attendance for 2012 was 84.8%. This was 1.2% above the school attendance rates and is an increase on Regional, State and National attendance rates.

Programs and strategies that support ATSI achievement and engagement include: the Norta Norta homework program, utilization of the Engagement Team for additional support, Individual Education Plans for 100% of ATSI students and participation in cultural heritage events. Of particular note, are the achievements of the ATSI dance group. The events included the performance of a welcome to Minister Piccoli on his visit to MHS and the official opening of the regional Schools Spectacular.

Student leadership and mentoring was a major focus for ATSI students in 2012. Bradley Lawrence was School Captain and represented MHS and the ATSI community with pride.

Multicultural education



In 2012, 68% of students were identified as having language backgrounds other than English (LBOTE), 12% of the population have been identified as refugees. There were 3 International students.

In 2012 the following achievements occurred:

- ESL staff working closely with SAS staff and through ERN, maintained ongoing updates, to provide the school with the necessary background information and language phase data, in order to allocate efficient and effective ESL student support in the classroom.
- ESL support was provided for Stage 6 Preliminary and HSC ESL English for students who have been in Australia less than 5 years and had not been instructed in English in education in their country of birth.
- Targeted teacher professional learning provided on ESL pedagogy
- 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 an alternative 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.

National Partnerships program

In 2012, Merrylands High School participated in our first year of the **Low SES National Partnerships program**. Additional staffing roles included Literacy Coaches (2.0), Paraprofessionals (1.2), Engagement Officer (1.0), Business Manager (0.6) and an additional Integrated Curriculum teacher (1.0).

Our 2 substantive Teaching and Learning Head Teachers led a comprehensive teacher professional learning program that focused on improving classroom pedagogy through explicit and systematic literacy and numeracy practices and enhanced engagement through technology pedagogy and infrastructure. This included faculties participating in an additional 2 professional learning days each term. The Head Teachers Teaching and Learning also led the introduction of an Integrated Curriculum model for Year 7 students.

The Engagement Team, comprising of the Engagement Officer and the 3 paraprofessionals, were responsible for improving stage 6 engagement and home-school partnerships. They achieved this through the expansion of the Senior Revision Wiki, implementing HSC tutorials and a Stage 6 Study Skills and Crossroads program and providing 1:1 support to 100% of students. The Engagement Team provided proactive support for Year 7 to 12 Attendance initiatives including bi-termly HSLO blitzes.

The Literacy coaches provided in class support for the explicit modeling of data informed literacy strategies to improve student-learning outcomes. They were responsible for creating resources that reflected literacy, numeracy and technology priorities.

The Business Manager enabled the Senior Executive Leadership team to more effectively lead and manage the school.



Other Equity programs

In our fourth year of Equity funding, Merrylands High School continues to see significant school improvements in quality teaching and learning, student academics, attendance and engagement in learning, SC to HSC retention, school culture and organization.

With our **Priority Action School (PAS)** funding, we continued the role of an additional Deputy Principal (1.0), our Community Liaison Officer (1.0), and our 'More The Merrier' teaming pedagogy team (3 colleagues – 1.0). In 2012, a significant part of More The Merrier initiative was team-teaching with Year 7 Integrated Curriculum teachers with KLA-specific pedagogy. An Integrated Curriculum (English, maths, science, history, geography) was introduced that delivered improvements in academics and social and behavioural skill outcomes. We also added an Attendance Officer (1.0) who has worked successfully with staff, students and their families to improve attendance and success in school.

With our **Priority School Program (PSP)** staffing and funding supplements, a number of strategies have been implemented to contribute to school improvement. This includes an explicit Literacy and Numeracy focus during Term 1 Enrichment lessons, continuation of additional classes to support differentiated curriculum literacy and numeracy achievement, purchasing of technology software and hardware to support student achievement and engagement (additional interactive whiteboards installed, continuation of electronic roll marking and SMS communication with parents/caregivers), continuation of weekly Literacy and Numeracy classes for Year 7 students, Senior Study engagement program for Stage 6 students (including expansion of HSC revision wiki) and the expansion of Student Technology Team activities, including a 2 day residential professional learning conference at Macquarie University. Engagement initiatives focused on improving students' attendance and participation in learning as well as specific Boys and Girls Education and Transition programs. Our Community Liaison Officer continued initiatives involving parent/caregivers and our local community. This includes continuation of English, Computer and Cooking classes for parents. The FICT (Families in Cultural Transition) program was also implemented.

Safe Respectful Learner program



The core values of being a “Safe Respectful Learner” continue to be an integral component of all the programs and initiatives implemented at MHS. The program is a proactive model that focuses on developing desirable social skills through modeling and integration into the curriculum. Procedures used to academic skills, are also used to teach appropriate social behavior that promotes the core values of respect and responsibility. This strength-based approach has seen an increase in the acknowledgement and recognition of student achievements in both classroom and non-classroom settings. The school celebrates students' successes by rewarding students at merit assemblies, a parent morning tea, gold awards excursions and the academic presentation evening.

- Social skills continue to be explicitly taught through positive reinforcement of the L.E.A.R.N expectations (Listen, Equipment, Active Participation, Respect, Negotiate and Cooperate).
- Focus lessons within Enrichment classes were utilised to develop brochures which promoted the importance of attendance and values in education.
- Students created murals that promote the safe respectful learner ethos.
- Merrylands High School was 1 of 4 schools nationally recognised for a case-study on the “Safe, Respectful Learner” program. DEEWR filmed staff, students and parents during 2012 for the 2013 release of the “Safe and Supportive Schools Hub”.

Progress on 2012 targets

Target 1 – Increased levels of overall literacy and numeracy achievement for every student

2012 Targets to achieve this outcome include:

- Increase the number of students achieving at or above minimum standard to 90% for students in literacy and numeracy
- Increase student performance in the top 2 bands in NAPLAN by at least 3%
- Increase the expected value-added growth in students by at least 3% in NAPLAN and HSC

Our achievements include:

- More than 90% of Year 7 students achieving above minimal benchmark in all aspects of literacy and numeracy. 2012 saw the implementation of Integrated Curriculum across English, maths, science, history and geography.
- All Year 7, 8 and 9 ATSI students participating in Norta Norta program
- All KLA's involved in an additional 8 days of TPL led by the Head Teachers Teaching and Learning; focusing on programming and unit implementation and evaluation, aligned to school literacy and numeracy priorities
- Explicit literacy and numeracy program embedded into Enrichment lessons and Year 9 English and mathematics classes
- Continuation of Engagement program for Stage 6 students

Target 2 – To develop, implement and evaluate strategies and programs to enhance student engagement across Stages 4, 5 and 6 to prepare for future education and employment and success in school life.

2012 Targets to achieve this outcome include:

- Increase student attendance from 85% in 2011 to at least 87% in 2012
- Increase student participation in co-curricular engagement programs by at least 5%

Our achievements include:

- Consolidating the use of Transition Advisor, Careers Advisor, Engagement Officer and CLO to participate and co-ordinate initiatives to support students across all transition interface points (working with community, council, business, small business, employment agencies, University, TAFE, Personalised Learning Plans, recruitment, Boys Ed. and life skills).
- Successful Primary School transition links – including GAT programs, curriculum transition, COS SDD, extensive PS Orientation program.
- Effective engagement programs across all transition interface points. Examples include: Gateways, Community, Get That Job, SBAT, Senior First Aid, RSA, RCG, Servicing Holroyd Programs, CRS, BEACON, Links to Learning for targeted students
- Effective ESL transition programs including Individual Learning Plans, Work Experience Program, Employment agencies (OnTrack Employment), Mission Australia, MTC Work solutions, STE apprentice, T-Vet Skills for work & training and programs supporting students/refugee students

Target 3 – Strengthened leadership capacity in students, parents and staff to raise expectations and improve student learning outcomes.

2012 Targets to achieve this outcome include:

- Facilitate formal student leadership in negotiated learning experiences for 100% of Year 7 students
- Increase the number of students participating in leadership development experiences by at least 5%
- Facilitate educational leadership by re-establishing individual professional learning portfolios for 100% of staff in 2012
- Increase involvement of parents in leadership roles and programs by 3%

Our achievements include:

- Integrated curriculum program embedded negotiated learning and leadership experiences for all Year 7 students
- Re-development and alignment of Senior Executive, Executive and individual portfolios, aligned to School Plan priorities and strategies
- Development of Professional Learning Plan for 100% of staff
- Continual development of P & C, as well as parent involvement in school programs, including English classes, cooking classes, employability courses

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Technology and Integrated Curriculum.

Evaluation 1 – 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 include the continuation of the student technology leadership team (Laptop LeADeRs), continued professional learning for staff; the continual purchase and installation of technology in more learning spaces, the purchasing of mobile tablets for staff and student and staff participation in an innovative teaching and learning project from Microsoft and the University of Newcastle.

Findings and conclusions

- Digital Education Revolution continued and the student-laptop ratio continues to be 1:1 for students in Years 9 to 12.
- Over 70 laptops were purchased for the Year 7 Integrated Curriculum classes.
- Improvements in infrastructure, including more interactive whiteboards across more learning spaces and the placement of wireless routers in all staffrooms.
- 11 students from Year 9 to 11 were trained to be *Laptop LeADeRs*. The team is composed of students who led professional learning for staff and students associated with integrating technology to enhance teaching, learning and classroom practice on a school level and regional level. *Laptop LeADeRs* also created computer games for primary-secondary transition programs.
- Over 90% of students in Laptop LeADeRs reported they have increased their skills and confidence in technology use and leading others in the use of technology.
- The innovative teaching and learning project from Microsoft and University of Newcastle showed teacher use of ICT and the quality of ICT professional learning received by staff were above average compared to the whole sample of schools in the study (effect size 0.7 and 0.6 respectively).
- Over 60 mobile tablets purchased for staff and student use. Weekly professional learning sessions were held for teachers in Term 3 and 4, 2012 to increase teacher capacity to embed mobile tablets to further improve literacy and numeracy practices.
- Social media platforms, including Edmodo, were used to create online learning communities. Up to 300 users log onto Edmodo per day to share their learning, complete homework and assignments and seek help from teachers and peers.

Future directions

- Continuation of Laptop LeaDERs, a student-led technology team to provide professional learning to students, staff and the wider community.
- Continuation of student-led digital citizenship programs to focus on being safe online.
- Continuation of using Edmodo as an online learning platform.
- Increase the use of Adobe Connect and Connected Classrooms
- Continue student and staff surveys on the integration of technology in classroom practices

Evaluation 2 – Year 7 Integrated Curriculum



Background

Merrylands High School has significantly invested in the middle-years strategy to introduce a Integrated Curriculum model to Year 7 students in 2012. A team of 6 teachers, led by the Head Teacher's Teaching and Learning have developed English, maths, science, history and geography curriculum to meet the differentiated learning needs of students. Class composition included a gifted and talented class, mixed ability classes, a targeted ESL class. In 2012 National Partnership funding created an additional class to support students achieving at or below national minimal benchmark prior to NAPLAN 2012. The team has received significant professional learning across 2012 and National Partnership funding has created time built into the timetable for the Integrated Curriculum to meet on a weekly basis

and discuss student learning and curriculum need. Teachers have developed Individual Education Plans for their class and communicated these plans to non-Integrated Curriculum teachers.

Findings and conclusions

- NAPLAN data indicates stronger results in literacy, higher percentage of students in top two bands and lower percentage of students in bottom two bands compared to 3 year trends
- 1.5% improvement in attendance when comparable to 2009-11 data, including a 3% improvement for female students
- 100% of students reporting increased confidence in their literacy and numeracy skills
- Student work samples and assessment tasks show significant gains in literacy and numeracy
- Significant reduction in behaviour referrals from IC classes comparable to other subjects and a 50% reduction in suspensions from Year 7 comparable to 2010
- Online learning design increased through teacher collaboration and innovative curriculum design

Future directions

- Continue Integrated Curriculum in 2013
- Provide teacher professional learning to new Integrated Curriculum staff in 2013
- Continue targeted classes – GAT, ESL, low ability, mainstream as a targeted strategy to improve literacy and numeracy outcomes

Professional learning

All staff members have participated in Professional Learning activities in 2012, including Compliance training, School Development Days, voluntary workshops, 8 days of faculty professional learning, Professional Learning days for literacy, numeracy, ESL pedagogy, student

wellbeing and Technology and Quality Teaching. The focus of mandatory SDD's in 2012 included: Literacy and Numeracy strategies aligned to 2012-14 School Plan; Individual Education Plan's and Every Student, Every School; Student Wellbeing (PBIS) initiatives and Technology.

The average expenditure per teacher on teacher professional learning (TPL) was \$2983. Total expenditure for professional learning in 2012 was approximately \$172,000. This includes \$35,100 TPL funds and \$137,000 on Equity and National Partnership Low SES funds. Each staff member received an additional 8 days TPL to work collaboratively with their faculty in 2012.

The school has 8 new scheme teachers working towards accreditation with the NSW Institute of Teachers. There are 19 new scheme teachers maintaining accreditation at Professional Competence.

Parent, student, and teacher satisfaction

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

The responses received indicate that the stakeholders are:

- **Impressed** with the quality of teaching and learning, uniform expectations, PBIS program and student leadership opportunities
- **Impressed** with SMS text messages informing of students daily absences
- **Impressed** with the range of extra-curricular engagement opportunities in school for students including sport, academic, leadership and performing Arts



School planning 2012–2014

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

School priority 1

Outcome for 2012–2014

Increased levels of overall literacy (reading) and numeracy achievement for every student

2013 Targets to achieve this outcome include:

- Increase the expected value-added growth in students by at least 2% in NAPLAN reading and numeracy
- Increase in the number of students at or above minimal benchmark by at least 2% in NAPLAN reading and numeracy

Strategies to achieve these targets include:

- Continuation of additional teacher professional time for faculty's embedded into school organization – focus on NSW implementation of Australian Curriculum, improving pedagogy and collaboration
- Continuation of literacy and numeracy focus classes in Year 7, 8 and 9
- Continuation of Integrated Curriculum for Year 7 students
- Use of class profiles and other data analysis to inform teaching and learning practices

School priority 2

Outcome for 2012–2014

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.

2013 Targets to achieve this outcome include:

- Increase the expected HSC value-added growth in students by at least 2%

Strategies to achieve these targets include:

- Continuation of Stage 6 support via the Engagement Team
- Stage 6 support by the Gifted and Talented coordinator, with a focus on HSC writing
- Participation in Equity HSC Tutorial program
- University links programs for targeted students

School priority 3

Outcome for 2012–2014

To develop, implement and evaluate strategies and programs to enhance student engagement across Stages 4, 5 and 6 to prepare for future education and employment and success in school life.

2013 Targets to achieve this outcome include:

- Increase student attendance from 85% in 2011 to at least 87% in 2012
- Increase student participation in co-curricular engagement programs by at least 5%

Strategies to achieve these targets include:

- Consolidating the use of Transition Advisor, Careers Advisor, Engagement Officer and CLO to participate and co-ordinate initiatives to support students across all transition interface points (working with community, council, business, small business, employment agencies, University, TAFE, Personalised Learning Plans, recruitment, Boys Ed., life skills and Beacon Foundation Middle School Transition).
- Participation in programs including Boys Education (Rock & Water), PLP (Personalised Learning Plans), Work experience, Goals, Aspirations, Focus, Fast Forward UWS, Links to learning, School First funding, Community Access program, Get That Job, Holroyd Council and Stockland Merrylands.
- Continuation and expansion of middle years initiatives: GAT programs,

curriculum and professional learning links, PS to HS Orientation program

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.

- *Principal:* Lila Mularczyk
- *Deputy Principals:* Belinda Giudice, Amika Prasad and Steve Wark (Relieving)
- *Head Teachers:* Alice Leung, Mario Radisic, Maree Gentili, Michelle Rushton, Ben Jones, Moheb Salama, Rai Stubis and Joel MacRae; Michelle Robson and Santina DiGesù (Relieving)
- *Teachers:* Paul Clarke, Jonathon Connal
- *Community Liaison Officer:* Sue Stead
- *SAM:* Robyn Sayers
- *P & C President:* Michelle Manning
- *Student leaders:* Manish Kapadia and Ebru Dik

School contact information

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School Code: 8227

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>