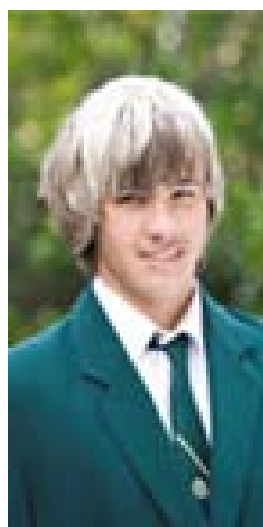


2010 Annual School Report Merrylands High School

NSW Public Schools – Leading the way



Our school at a glance

Messages

Principal's message

2010 was an 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.

We continued our participation in Priority Schools Program and Priority Action School program funding to further support our school community. This has resulted in outstanding value-added NAPLAN results, continued improvements in attendance statistics, and student participation in learning and support from our local community.

We are a community that is dynamic, caring, focussed, rigorous, purposeful and successful. We are committed to the continued and significant improvement of our student learning outcomes whilst enhancing the whole development of our young people. Opportunities for students, their families and staff meet the needs of our diverse community.

Strong school partnerships with parent and community groups, our partner schools, high profile state and national programs strategically underpin our targets. We have enculturated an emphasis on quality teaching and learning, leadership, well being and Safe Respectful Learner programs which 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.

Ms L.Mularczyk

School Community (P & C) message

The P&C encourages all parents/carers to be actively involved in their child's education. We value and welcome discussion regarding your concerns and opinions.

Attendees at our monthly meetings have changed to a new 3:30pm timeslot. This has seen an increase in attendance.

P&C meeting minutes and other communications is published and updated regularly on the school website.

In 2010, the P&C had a strong focus and were consulted regarding designing and approving the new uniform; in particular, the sports uniform (shorts, shirt, and track pants) as well as the school-emblem woollen jumper and blazer.

I have enjoyed my role as P&C President this year and look forward to meeting new parents at our meetings next year. Active participation creates more opportunities for students to take advantage of all that your local high school has to offer.

Mrs M. Manning (P & C President)

Student representative's message

The Student Representative Council (SRC) is comprised of members from years 7-12. We have been active in initiating, implementing and participating in a variety of programmes including SRC inter-school group meetings, the Safe, Respectful Learner program and fundraising for a number of charity organisations. We presented at various State, regional and school-based events involving DET personnel, international guests, community members, parents, students and staff. SRC members have also participated in many conferences throughout the year including the Holroyd City Council Local Government Schools Forum and the 2010 Youth Leaders Day. This year, SRC members were also invited to attend the prestigious Sydney Peace Prize lecture at the Sydney Opera House. We are looking forward to extending our achievements in 2011.

Natasha Walsh & Brad Lawrence (SRC members)

School context

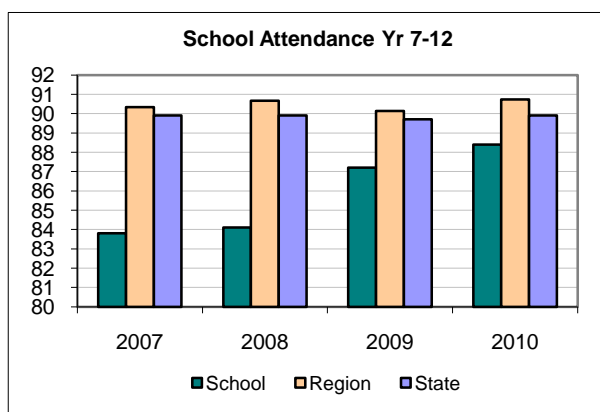
Student information

Merrylands High School is an enriched school community through its ethnic diversity and social harmony. A total of 68% of the students are from non-English speaking backgrounds. Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English. There are over 50 nationalities that represent our community.

Student enrolment profile

In 2010, Merrylands High School had an enrolment of 723. This includes 402 males and 321 females.

Student attendance profile



Improving student attendance continued to be one of our priorities in 2010. We had an improvement of 1.2% from 2009 and 4.3% from 2008. This included significant improvements across school terms and in both junior (Years 7 to 10) and senior (Year 11) cohort groups and across both male and female students. Attendance rates are as follows: 92.2% Year 7, 90.2% Year 8, 89.1% Year 9, 87.4% Year 10, 85.4 Year 11 and 83.6% Year 12



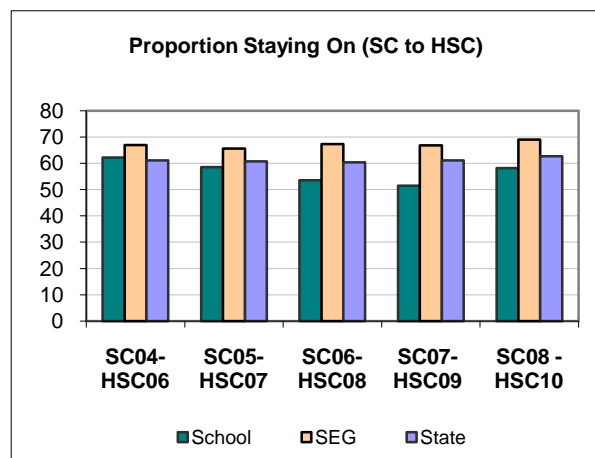
Management of non-attendance

Non-attendance is managed by a range of measures and strategies. This includes positive attendance awards and recognition for students with outstanding attendance; 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; and involvement of our Community Liaison Officer and Home School Liaison Officer.

Structure of classes

We have a strong focus on personalized learning for each student. This fosters an atmosphere where students extend beyond their current level of learning, challenging them to develop across a range of endeavors. In every subject across all years, there are Gifted and Talented opportunities as well as enrichment programs from Year 7 to Year 10.

Retention to Year 12



58.2% of 2008 SC students completed their HSC. This is an improvement from 51.5% from 2009 HSC cohort.

Post-school destinations

Students leaving have been assisted in securing further training and employment opportunities through the support of the Careers Teacher, Year Advisors, Deputy Principals and the Principal. Students in Year 10 participated in the School to Work program and Year 11 and 12 students participate in Work Placement.

Year 12 students undertaking vocational or trade training

40% of Year 12 studied at least 1 school delivered VET subject while 15% studied a VET subject at TAFE.

Over 80% of those 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	8.0
Classroom Teachers	41.6
Support Teacher Learning Assistance	1.4
Teacher Librarian	1.0
Teacher of ESL	2.2
Counsellor	1.0
School Administrative & Support Staff	8.082
Total	66.28

Indigenous composition of the school workforce is nil.

Staff retention

There was 100% staff retention in 2010.

Teacher qualifications

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

A significant proportion of teaching and non-teaching staff continue to upgrade their qualifications through TAFE, university and private providers.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	8.3

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 2010 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	30/11/2010
Income	\$
Balance brought forward	505,971.04
Global funds	461,953.60
Tied funds	574,609.58
School and community sources	208,087.27
Interest	22,327.35
Trust receipts	62,632.30
Canteen	0.00
Total income	1,329,610.10
Expenditure	
Teaching and learning	
Key learning areas	99,713.27
Excursions	72,115.83
Extracurricular dissections	49,053.16
Library	7,190.85
Training and development	2,658.49
Tied funds	694,906.40
Casual relief teachers	120,720.17
Administration and office	155,242.08
School operated canteen	0.00
Utilities	107,064.05
Maintenance	36,270.55
Trust accounts	70,915.00
Capital programs	0.00
Total expenditure	1,415,849.85
Balance carried forward	419,731.29

School performance 2010

Achievements

Arts

The Creative and Performing Arts (CAPA) Faculty at Merrylands High School conducts teaching and learning activities in 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 organised activities and programs within and outside the school. Significant achievements for the 2010 school year have included:

- 1 of 4 cross-sectoral schools selected to participate in WotOpera. Forty students wrote, composed and directed their own opera. It was performed before an audience from the school and at the Riverside Theatres in Parramatta.
- 1 of 17 schools selected to participate in Bring

It On Dance. Sixty-five students from Year 7 to 12 were involved in composing and performing a dance routine.

- quality performances given by students as part of the annual Year 12 Graduation and breakfast during Term 3 2010
- participation by Stage 4, 5 and 6 students in a well organised and highly successful Talent Quest during Term 3 2010
- successful excursion for Visual Arts students to the National Gallery in Canberra to see “French Masterpieces from the Musee d’Orsay” exhibition
- design and completion of murals for the canteen area by selected Visual Arts students in support of Safe Respectful Learner initiatives.
- participation by Year 11 Visual Arts students in the “Merrybald” staff portraiture art competition. This activity culminated in an exhibition of the prepared artworks.
- participation by students in the Design an Ad competition run by Fairfax community newspapers. Nikita Rao Y10 achieved a 3rd place
- attendance by Merrylands High School students at the Opera Australia performance of “La Traviata” at the Riverside theatres in Parramatta September 6th 2010
- Successful excursion for students to the Museum of Contemporary Art, Circular Quay Sydney.

Sport

2010 marked another great year in Sport.

- In Swimming, 10 students competed at CHS (a record number for our school).
- In Cross Country our school coordinated the running of the Prospect Zone carnival for the second successive year. 32 students competed at this level from our school with 12 going on to represent at region.
- In Athletics 44 students finished 1st or 2nd at Zone and advanced to region. At the Zone Carnival Charnz Ngatai broke the High Jump record whilst Sahr Conteh and Elenoa Isaia advanced to State following 2nd placings at Region. Elanoa went on to receive the award of Most Outstanding Sporting Achievement by finishing in 4th place at State. At the 3 Zone carnivals Merrylands finished in 2nd place from the 9 schools in the zone.
- 70 students represented the Zone at Regional



championships in a range of sports whilst 22 went on to represent the region at State level and 5 were successful in making a CHS team. They included Jake Mason-Trybel in Soccer, Benita Ese Sale, Jasmine Sio and Tuman Apulu in Rugby and Akoy Deng in Basketball.

- In Grade competition, 6 teams were successful in winning the premiership.
- The Gifted and Talented Primary School Sporting Program continued for the 4th year in Netball, Soccer, Cricket and Athletics.
- Many teachers took on the role of Zone and Regional convenors. These teachers included Mr Radisic, Mr Huseyin, Mr Jones, Ms Nowland, Mr Clarke, Mr Ford and Mr Clement. Both Mr Ford and Mr Clarke were made Life Members of Sydney West Sports Association for their services to School Sport over many years.
- The most successful knockout team for 2010 was our Boys under 16's Futsal Indoor team. They took out the Penrith Regional Championship and then went on to finish in the Semi finals at State level. Jawad Qasimi and Demian Brancati were then chosen in the NSW representative team.
- Some other major award winners in 2010 included Aaron Turner who collected the Sports Leadership Trophy for his efforts in guiding others in the sport of Trampolining.
- Benita Ese Sale was awarded the Most Promising Female Athlete for her achievements in Rugby, Touch and Athletics.
- The best relay team was the girls 16yrs 4x100m relay in athletics. The team of Kate Van Brussel, Benita Ese Sale, Shayley Allen Pike and Memu Conteh finished 2nd at Region and 6th at State.
- Ms Nowland was awarded the Coach of the year for her work in Netball.
- Brad Lawrence received the Sportsman of the Year whilst Benita Ese Sale took out the Sportswoman of the Year

Vocational Education Training

School and TAFE delivered VET subjects were again popular curriculum choices by the students of Merrylands High School in 2010.

- Over 60% of the Year 11 cohort and 40% of Year 12 studied at least 1 school delivered VET subject. The frameworks offered at school were Metal and Engineering, Business Services and Construction. School based VET delivery will expand in 2011 with the addition of a Hospitality (Multi-skilling) class.
- 2010 saw the South West Sydney Region conduct a very successful internal audit of VET delivery at Merrylands High School as part of the mandated accreditation process. The auditors were “impressed with the commitment the teachers displayed in the delivery of VET courses”. It was commented that preparation and paperwork evidence provided by the VET team was “meticulously thorough” and that there is a “very positive perception of VET within the school”.
- The vast majority of VET students in 2010 received the nationally recognised credential of a Certificate I or Certificate II. All these students successfully completed two weeks industry work placement.
- 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, the nature of VET and competency based assessment, Occupational Health and Safety and the expectations of the workplace. Special thanks must go to ex-student Jessica Wilson from Merrylands RSL and Kevin from Excell Hydraulics who donated their time to provide the students with an employer’s perspective. Thanks also to Kate from Workcover who presented sessions on O,H and S issues in the workplace. Feedback from the participants was exceptionally positive with the mock job interview and resume check proving to be a real eye opener for many students.
- Special congratulations must go to Amir Mansouri and Mitchell Bills whose outstanding achievements in Business Services and Metal and Engineering were recognised with prestigious Regional VET awards at a ceremony in September.

Academic

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7) and Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Literacy – NAPLAN Year 7

- 133 Year 7 students sat the NAPLAN Numeracy exam.
- The average cohort mark was 489.4 in Reading, 492.1 in Writing, 522.3 in Spelling and 490.0 in Grammar and Punctuation. Our results remain significantly below State average and are a decline on previous trend data cohort results.
- Average school growth is 54.3 in Reading, 29.6 in Writing, 60.1 in Spelling and 29.0 in Grammar and Punctuation. Above state average growth in Spelling (+4.3)
- Students achieved well across all bands. Achievement levels are as follows:
In Reading: 16% in Band 4, 32% in Band 5, 28% Band 6, 17% in Band 7, 8% in Band 8, 1% in Band 9.
In Writing: 13% in Band 4, 19% in Band 5, 41% Band 6, 19% in Band 7, 8% in Band 8.
In Spelling: 12% in Band 4, 12% in Band 5, 34% Band 6, 21% in Band 7, 6% in Band 8, 3% in Band 9.
In Grammar and Punctuation: 24% in Band 4, 32% in Band 5, 28% Band 6, 17% in Band 7, 8% in Band 8, 3% in Band 9.
- The overall, school average is Band 6 and the National average is Band 7.
- 41.8% of our students and at or above expected minimal growth in Reading; 44.3% in writing; 42.6% in Spelling and 53.3% in Grammar and Punctuation
- Students have performed the best in Reading and boys have outperformed girls across most areas of Literacy

Numeracy – NAPLAN Year 7

- 133 Year 7 students sat the NAPLAN Numeracy exam.
- The average cohort mark was 496.3. Our results remain below State average and have declined from the average trend date score of the 2009 cohort
- Average school growth is +62.1 in Numeracy. This is +0.2 above average State average growth.
- Students achieved well across all bands. Achievement levels in Numeracy are as follows: 14% Band 4, 38% Band 5, 34% Band 6, 27% Band 7, 8% Band 8, 2% Band 9.
- The overall, school average is Band 6 and the National average is Band 6.
- 45.5% of our students achieved and at or above expected minimal growth numeracy.
- Students have performed the best in to Number, Patterns and Algebra compared to Data, Measurement, Space and Geometry compared–trend data score of 495.3 compared with 495.3.



- 60.6% of our students and at or above expected minimal growth in Reading; 53.6% in writing; 59.1% in Spelling and 65.5% in Grammar and Punctuation
- Students have performed the best in both aspects of Language conventions and girls have outperformed girls across most areas of Literacy

Literacy – NAPLAN Year 9

- 128 Year 9 students sat the NAPLAN Literacy exam.
- The average cohort mark was 540.1 in Reading, 525.81 in Writing, 564.1 in Spelling and 556.2 in Grammar and Punctuation. Our results remain below State average, however, there are significant improvements in trend data cohort results in spelling, writing and grammar and punctuation.
- Average school growth is 45.4 in Reading, 19.3 in Writing, 41.4 in Spelling and 68.1 in Grammar and Punctuation. Above state average growth in Reading (+10.3), Spelling (+4.1) and Grammar and Punctuation (+23.0)
- Students achieved well across all bands. Achievement levels are as follows:
In Reading: 19% in Band 5, 30% Band 6, 24% in Band 7, 20% in Band 8, 9% in Band 9, 2% Band 10.
In Writing: 20% in Band 5, 39% Band 6, 17% in Band 7, 16% in Band 8, 5% Band 9, 3% Band 10.
In Spelling: 9% in Band 5, 31% Band 6, 31% in Band 7, 21% in Band 8, 17% in Band 9, 2% Band 10.
In Grammar and Punctuation: 14% in Band 5, 27% Band 6, 28% in Band 7, 15% in Band 8, 7% in Band 9, 9% Band 10.
- The overall, school average is Band 6 and the National average is Band 7.

Numeracy – NAPLAN Year 9

- 128 Year 9 students sat the NAPLAN Numeracy exam.
- The average cohort mark was 559.9. Our results remain below State average, however, there are significant improvements in trend data cohort results compared with 2008 and 2009. This includes a +3.3 improvement since 2009 and +18.6 since 2008.
- Average school growth is +58 in Numeracy. This is +18.9 above average State average growth. We also achieved the largest growth across our School Education group.
- Students achieved well across all bands. Achievement levels in Numeracy are as follows: 10% Band 5, 37% Band 6, 27% Band 7, 15% Band 8, 5% Band 9 and 6% Band 10.
- The overall, school average is Band 6 and the National average is Band 7.
- 67.3% of our students achieved and at or above expected minimal growth numeracy. 91.3% of our identified Gifted and Talented class achieved significant value-added growth
- Students have performed the best in Data, Measurement, Space and Geometry compared to Number, Patterns and Algebra – trend data score of 557.9 compared with 554.1.

School Certificate

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

In 2010, 148 students completed the School Certificate at Merrylands High School.

- In the English exam, average mark was 69.5, compared with 72.8 from our SSG and 75.1 from the state. 10.8% of students achieved Band 5 (up 1.8% from school trend data, 2006-10). 36.7% of students achieved Bands 3 and 7.9% Band 4.
- Student numbers were also reduced in Band 1 (2.2%) and 2 (7.9%). This is a reduction of 4.1% in Band 1 and 6.1% in band 2 when compared with 2006-10 school average trend data.
- In the Mathematics exam, the average mark was 63.5, compared with 66.3 from our SSG and 70.2 from the state. Achievement levels are as follows: 1.5% Band 1, 39.1% Band 2, 37.7% Band 3, 11.6% Band 4, and 10.1% in Band 5.
- In the Science exam, the average mark was 68.2, compared with 72.0 from our SSG and 74.6 from the state. Achievement levels are as follows: 0.7% Band 1, 20.1% Band 2, 36.0% Band 3, 29.5% Band 4, 10.8% Band 5 and 2.9% Band 6.
- In the Australian History exam, the average mark was 61.9, compared with 64.6 from our SSG and 70.2 from the state. Achievement levels are as follows: 5.1% Band 1, 44.2% Band 2, 33.3% Band 3, 14.5% Band 4 and 2.9% Band 5.
- In the Australian Geography exam, the average mark was 65.5, compared with 66.7 from our SSG and 69.9 from the state. Achievement levels are as follows: 2.9% Band 1, 31.9% Band 2, 34.8% Band 3, 19.6% Band 4, 9.4% Band 5 and 1.5% Band 6.
- The Computer Skills exam boasted 97.8% of students having met or worked above minimum standard. 26.5% of students were deemed highly competent whilst an additional 71.3% of students were considered competent. The average mark was 73.1, compared with 75.7 from our LSG and 80.0 from the state.

School Certificate relative performance comparison to Year 5 (value-adding)

Value-added results are as follows: English -2.4, Mathematics -1.4, Science -2.1, Australian History -2.3, Australian Geography -0.2, Computer Skills -2.1

Improvements compared with 2006-10 trend date include: +0.8 English, +1.7 Mathematics, +1.7 Science, +0.3 Australian History, +1.9 Australian Geography.

Higher School Certificate

100 students made up the 2010 HSC cohort. 26 subjects were studied – including traditional HSC subjects, school delivered Vocational Education and Training (VET), T-VET delivered at TAFE and a range of languages studied at the Saturday School of Community Languages.

2 subjects registered in the positive in School vs State variation data: Music (+3.36) and Mathematics Extension 1 2 unit (+0.75.)

A total of 3 Band 6 and 19 Band 5 results were achieved by the 2010 HSC cohort.

Best performing subjects in comparison to other subjects were: Business Studies, Music and Visual Arts.

Average results for the 2010 cohort include: Ancient History (66.5), Biology (63.2), Business Studies (69.5), Chemistry (42.5), CAFS (63.8), Design and Technology (54.6), English Advanced (72.5) English Standard (53.9), ESL (58.2), Food Technology (47.1), Legal Studies (63.5), General Mathematics (63.3), Mathematics (65.4), Mathematics Extension (81.4 - 1 candidate), Modern History (58.0), Music (83.6 - 2 candidates) PDHPE (62.3), Physics (57.2 - 8 candidates), Senior Science (62.4), Society and Culture (62.2), Visual Arts (70.4), Construction exam (66.6 - 3 candidates), Business Services exam (59.67 - 9 candidates) and Hospitality exam (51.3).

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Performance Band	Low	Middle	High
School, 2010	-3.8	-3.8	0.3
School Average 2006 -2010	-1.7	-3.0	-4.5
SSG Average 2010	-3.1	-2.8	-3.8

There are significant improvements in the high bands of achievement (Bands 5 & 6) compared with 2006-10 trend data.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

Most significant improvements have been in writing and spelling. The percentage of Year 7 students achieving at or above minimum standard are: *Reading 84.2%, Writing 87.2%, Spelling 88.0%, Punctuation and Grammar 75.9% and Numeracy 89.5%.*

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

There was a 3% increase in writing, a 6.2% increase in spelling and a 7.9% increase in punctuation and grammar. The percentage of Year 9 students achieving at or above minimum standard: *Reading 81.1%, Writing 80.5%, Spelling 89.2%, Punctuation and Grammar 84.6% and Numeracy 89.8%.*

Significant programs and initiatives

Aboriginal education

The members of the Merrylands High School ATSI community have demonstrated great commitment and enthusiasm towards the activities that they were involved with throughout 2010. Spending hours rehearsing dance routines, preparing for International Peace Day celebrations, and participating in the Norte Norte homework program, the ATSI students at Merrylands High School have shown great maturity, a pride in their cultural heritage, and a



keen interest towards improving their results in all academic endeavors.

The Merrylands High School dancers have performed at six separate events this year which include:

- Dance performance to officially open a Department of Education and Training conference at the Sebel Hotel in Parramatta.
- Dance performance at Merrylands High Schools International Peace Day.
- Two separate dance performances at Blaxcell Street Public Schools NAIDOC week celebrations. At this event the group also taught the Indigenous students how to perform the dance and helped with the Indigenous face painting activities to raise money for the school.
- Dance performance to open new the science labs at Merrylands High School. Performed in front of senior executive members, members of the P&C, and the minister for Western Sydney the Hon. David Borger MP.
- Dance performance at Beresford Road Primary School. NAIDOC week celebrations.
- Dance performed at Guilford Primary Schools International Peace Day.

At our International Peace Day, Bradley Lawrence opened the day with the Acknowledgment of Country, and Andrew Spowart and Wade Hooper helped make the 'Kanga Banger Barbeque' (kangaroo sausage sizzle) a great success.

The Norte Norte program again ran this year, but a different approach was taken. A homework centre was introduced to allow ATSI students to receive targeted support in literacy and numeracy and also to help students' with assignments and homework tasks. The homework centre ran four afternoons a week and significant improvements were seen in ATSI NAPLAN results.

Multicultural education

In 2010, 68% of students were identified as having language backgrounds other than English (LBOTE), 12% of the population have been identified as refugees. There were 11 International students from China, Vietnam and Korea.

In 2010 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.
- Fundamentals of English was reintroduced in Year 11 targeting students who have been in Australia less than 3 years and in
- Ivy Moneke, a Year 11 international student was honoured with a Student prefect role.
- 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: parents and communities in Public education Day presentations, UTS Broadway Parent Information Day, International Peace Day, Afghan parent picnics at Auburn Gardens, Morning Teas, Information Workshops, Maths and NAPLAN workshops were a great success.



Respect and responsibility

- Our school successes are founded on practices surrounding the safe respectful learner framework. The program is a proactive model that is based on the assumption that desirable social skills should be taught. That is, procedures used to teach other skills, specifically academic skills, should be used to teach appropriate social behavior and promoting the core values of Respect and Responsibility. This instructional – or teaching-based – model can be specified as a generic plan for addressing expectations and choices in any school setting. These lessons were developed by the whole staff during Staff Development Days.
- Social skills were explicitly taught during the new enrichment lessons and clearly articulated the values of respect and responsibility through the focus on the following LEARN expectations: Listen, Equipment, Active Participation, Respect, Negotiate and Cooperate.
- The school acknowledged students taking responsibility for their learning through merit awards, merit assemblies, parent morning teas and rewards day excursions.
- Merrylands High School was a prize winner in the Holroyd Community Safety awards in recognition of the Safe respectful learner program.
- Student leadership programs articulate the values of respect and responsibility in all areas including civics, sport, parliamentary processes and other decision making opportunities.

Gifted and Talented

Extension and Gifted and Talented activities in 2010, beyond the traditional normal curriculum, provided opportunities for students to discover explore and extend their gifts and talents. These opportunities included: G & T – Streamed classes for each subject for years 7-10, extension work in Years 7 – 12, Model United Nations, Sydney University Mathematics and Science Competitions, Rotary Science Competition, Cultural Dance/Performance Groups, Gifted and Talented Sports (Years 5 – 8) and Accelerated Mathematics in Classes (Years 5 – 8).

In 2011 we will see the continuation of these programs.

Duke of Edinburgh's Award.

- In 2010, Merrylands High School had 12 Year 10 students continue to work towards fulfilling the requirements of their Bronze Award.
- Students completed their Senior First Aid Certificate
- All students participated in several hikes where they learnt new skills regarding camp craft and survival strategies. They enjoyed the challenge.

Cultural Exchange

In 2010, students from Year 8 and staff took part in an excursion to China. The purpose of the excursion was to visit our sister school, Jingfang Middle School in Suzhou. The visit allowed students who have been learning Mandarin Chinese to use and enrich their language skills.

- Students attended classes with their Chinese 'buddy' and teachers observed lessons. We exchanged gifts and many interesting facts about education in our respective schools
- The visit also allowed for a trip to the Shanghai World Expo where students were able to glimpse world cultures on one huge site. Then, we travelled to China's capital, Beijing where we walked the Great Wall, shopped for bargains, wondered at the Forbidden City and rode around the Hutongs in rickshaws. This was an experience of a lifetime for the students. They developed a respect and understanding for another culture.



Priority Schools Program

In 2010, we received \$84 000 and an additional staffing supplementation of 1.8. This was allocated to:

- Differentiated Curriculum coordinator (0.6 load) – 1 staff member teaches 3 classes (Yr 7, 8 and 9 English) to students below benchmark
- Teaching & Learning facilitators – 3 staff with allocation to work with colleagues regarding lesson development & team-teaching (0.2 load) (1.0 PAS)
- Transition Advisor (1 staff member) working across all transition interface points (0.4 load)
- Enrichment classes for Year 7 – 2 additional periods in Literacy and Numeracy for Year 7 (0.2 load)
- Boys Education/Rock and Water program – allocation to 1 staff member to teach 2 classes a week (0.2 load)
- PSP coordination (0.2 load)

A number of strategies have been used to contribute to school improvement with the PSP funds. This includes Literacy and Numeracy Enrichment classes continuing for Year 7 students, the introduction of English/Lexia (a reading comprehension program) for Year 7, 8 and 9 students below benchmark, School Certificate preparation program for Year 10 students, DER NSW Student Laptop activities and the introduction of Literacy book-rap for Stage 4 GAT students. Engagement initiatives focused on improving students' attendance and participation in learning in addition to Boys Education and Transition programs. Teacher professional learning has been a huge focus underpinning school improvement. Staff were also provided with the opportunity to participate in a weekend conference on Leadership and Quality Teaching. Students within the Student Laptop Team also had the opportunity to participate in a 2 day residential leadership conference.

Our school has observed significant improvements across 2010. Most notable are our improvements in our **NAPLAN results**, particularly our Year 9 students. We improved in 2009 from 2008 and 2010 continues to see improvements in trend data and value added results for Year 9 students. Our school community is especially proud of our value added results – 1st in SEG growth in Numeracy, 2nd in Grammar and Punctuation as examples.

PAS (Priority Action Schools)

2010 was the first year we received all of our PAS funds (\$255 000). With these funds, we continued with an additional Deputy Principal (Belinda Giudice) and a Community Liaison Officer (Sue Stead). We introduced Wahida Behram 1 day/week to our Community Liaison Officer team and we funded 'The More The Merrier' initiative.

The Deputy Principal role has a teaching and learning focus, responsible for portfolios including Literacy, Numeracy, Teacher Professional Learning, Community of Schools, Attendance, Data analysis, Year cohort and KLA supervision and other Deputy Principal responsibilities as required.

Our Community Liaison Officer's promoted partnerships and networks among school staff, students, caregivers and the wider community; improved and maintained two communications between the school and the community regarding educational goals; encouraged parents and caregivers to actively participate in the decision making processes about their children's learning (especially in literacy & numeracy); established and implemented parent workshops, programs and excursions which helped to support their children and expanded the register created in 2009 of community resources available to the school community.

The More The Merrier' initiative was trialed in 2009 and has extended in 2010. Using a cross-KLA approach, we identified 3 teachers across the school (Martha Gartshore, Paul Clarke and Monika Kumari) to work as teaching and learning facilitators. The role of our Teaching & Learning facilitators (TLF's) is to collaboratively work with colleagues in the areas of professional learning, resource development and teaming to improve classroom pedagogy. The Science and the Mathematics faculty each received a semester of support. Most notable improvements were seen in Year 9 NAPLAN Numeracy and School Certificate results. Our Year 9 students had 67.3% value added and received the highest growth in the SEG. This was significantly above State and Regional average. In relation to the School Certificate, the average SC mark in Mathematics was 68.3 (63.4 in 2009) and Science was 63.5 (60.8 in 2009).



Progress on 2010 targets

Target 1: At least 85% of students achieving at or above minimum standard in NAPLAN literacy and numeracy.

Strategies to achieve this target include:

- Employment of an additional Deputy Principal responsible for leading and managing PSP and PAS initiatives.
- Design and implementation of Year 7 literacy and numeracy classes (one lesson per week).
- Design and implementation of additional English class for Years 8 and 9, focusing on students below minimum standards in literacy.
- Introduction of homework booklets targeting school literacy and numeracy priorities for Year 7, 8 and 9 students
- Specific NAPLAN preparation materials
- Incorporation of Even Start Numeracy program targeting students below minimum standards
- Continued professional learning on Literacy and Numeracy for all teaching staff.
- Continued embedding of literacy, numeracy and ICT strategies into all teaching programs.

Our achievements include:

- Year 7 students meeting target in the areas of writing, spelling and numeracy – 87%, 88% and 89% respectively. Students result in reading extremely close to target at 84%.
- Year 9 students meeting target in the areas of spelling, grammar and punctuation and numeracy (key focus areas) – 89%, 85% and 89% respectively.
- All Year 7 students participating in discrete literacy and numeracy classes.
- All Year 7 and 9 students participating in NAPLAN specific preparation program.
- All Year 7, 8 and 9 ATSI students participating in Norta Norta

Target 2: Improved rates of student engagement

Strategies to achieve this target include:

- Transition officer working with working with community, council, business, small business, University, TAFE.
- Continued participation in middle years programs (Merrylands High School Institute of Success) and (MHS Open Days Primary to high school lessons).
- HSC Tutorial Program for further assistance in small groups for student engagement and retention focus of success for the HSC and PLP (Personalized Learning Programs) for each senior student
- Sustained and significant focus on improving whole day and partial attendance
- Parent communication strategies, including utilization of the Community Liaison Officer

Our achievements include:

- Many effective and well attended community information evenings
- Successful links and commitment to our extended partner primary schools through MHSIS programs, High School Orientation programs and curriculum sharing
- Extensive mentoring and counseling of Year 8 and 10 students prior to making their 2011 subject selections.
- Students participation in effective partnership programs including GOALS, TAFE Gateways, Links to Learning, School to Work, ABCN Goals and work experience opportunities.
- Effective ESL transition programs including Personalised Learning Plans, Work Experience Program, Employment agencies (On Track Employment), programs supporting refugee students etc
- Significant improvements in attendance – a 3.1% improvement in Years 7-12 attendance; evident by 6274 whole absences less than 2008 and significant improvements in partial absences across all year groups and both in male and female students
- Improved School Certificate to Higher School Certificate retention – a 3.1% increase in 2010.

Target 3: Increased technology use

Strategies to achieve this target include:

- Continued integration and teacher professional learning to enhance students' skills, learning and engagement.
- Utilisation of wireless connectivity to enhance teaching and learning
 - Sharing of good practices within the faculty, across faculties, across our community of schools – local primary schools and high schools and across schools in the SWSR.
- Participation in enrichment lessons for students in Years 7, 8, 9 and 10. Some of these lessons are dedicated explicit technology, including preparing for DER NSW and Computer Skills Assessment.
- Participation in a digital citizenship program for Year 10 to enhance students' capabilities in safely using the Internet and social networking
- Continued explicit focus on Computer Skills Assessment outcomes in lessons across all key Learning Areas
- Participation in a laptop introduction program for Year 9 to enhance their technology skills, particularly in the utilisation of software on DER NSW laptops
- Establishment of a student technology leadership team to support staff and student in using technology to enhance learning

Our achievements include:

- 100% of classrooms having wireless connectivity
- Over 97% of students achieving Competent or Highly Competent in the School Certificate Computer Skills Assessment
- 100% Year 9 participation in a laptop introduction program
- Over 93% of staff integrating technology in lesson preparation
- Over 80% of students use their laptops regularly for class work, assessments, homework and research
- The establishment of BlogED as an online learning environment and communication tool for teachers and students
- Whole-school, Faculty and individual Technology Professional Learning Strategy developed and implemented.

Educational and management practice

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the safe respectful learner program and teaching and learning through technology.

Safe Respectful Learner Program

Background

A focus for Merrylands High School has been the continuation of the safe respectful learner program. The program is in its fourth year and we are seeing measurable results in achieving positive social outcomes and curriculum outcomes. The program is a systems approach to enhance the capacity of the school to design effective learning environments.

Findings and conclusions

- Many students received positive recognition awards and medals for achieving school expectations
- Student leaders giving interactive presentations to all students and partner primary school visits and information evening embedding the values into all transition programs
- Continuation of the Rock and Water program to develop an understanding of respect and an understanding of good relationships.
- Links with the safe respectful learner program with Harmony Day , Clean up Australia day, Cyber Safety Day

Future directions

- Focus on social skills lessons on classroom and non classroom settings
- Expand the rock and water program to further embed the safe respectful learner program.
- Continue to orientate new staff and students at various teacher professional learning sessions
- Continued positive merit system including awards, medals and rewards days



Improving the technological skills of our students is a key strategy to improve student learning outcomes, engagement and preparation for post-school pathways. Continued improvement of the technological skills of our staff is also a key strategy in ensuring our students are successful learners in a digital age. With the introduction of the Digital Education Revolution in late 2009, where students in Year 9 were provided with a laptop, various initiatives were put into place in 2010 to ensure that all of our students can utilize technology to enhance their learning.

Findings and conclusions

- Introduction of the *Student Laptop Team*. The team composed of students who led professional learning to staff and students associated with integrating technology in classroom practice.
- Establishment of *Lenny Lenovo*, a laptop introduction program that taught students how to use technology to organise their school work.
- Teaching of digital citizenship skills focusing on safely using the internet, social networking and mobile devices.
- Introduction of BlogED as an online learning environment for all KLAs and stages.
- An ICT focus lesson was conducted each week for Year 9 and 10 that focused on addressing learning outcomes for the Computer Skills Assessment.
- Over 97% of students achieved Competent or Highly Competent in the 2010 School Certificate Computer Skills Assessment.
- Video conferencing through Connected Classrooms was used by staff to undertake professional learning and for students to connect with guest speakers students from other schools.

Future directions

- Expansion of the *Student Laptop Team*
- Continue implementation of *Lenny Lenovo*, the laptop introduction program, with increased involvement of students from the *Student Laptop Team*
- Continue utilisation of BlogED as an online learning environment
- Continue staff professional learning of technology
- Continue ICT focus lessons for Year 9 and 10 to address learning outcomes for the Computer Skills Assessment

- Increase the utilisation of video conferencing in Connected Classrooms
- Increase the frequency of practice Computer Skills Assessments to once a term in order to better address students' needs in technology
- Continue students and staff surveys on the integration of technology in the classroom
- Expand the teaching of digital citizenship skills
- Introduce games-based learning and investigate its potential and benefits for implementation across all KLAs and stages

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Impressed with general attendance of students, quality of teaching, uniform and student leadership opportunities
- Excellent academic programs including technology, literacy and numeracy
- Impressed with the school environment including the canteen refurbishment, painting inside and outside, new science labs and technology such as interactive whiteboards and laptops.
- Positive well being programs such as the safe respectful learner program, merit awards and rewards days
- Range of opportunities in school for students including sport, academic, leadership and performing Arts

Professional learning

All staff members have participated in Professional Learning activities in 2010, including School Development Days, voluntary workshops, Professional Learning days for literacy, numeracy, Technology and Quality Teaching. All staff have participated in compliance training.



School development 2009 – 2011

Targets for 2011

Target 1 At least 95% of students achieving at or above minimum standard in NAPLAN literacy and numeracy

Strategies to achieve this target include:

- Employment of new teaching and learning specific roles – Head Teacher Teaching and Learning, Literacy Engagement Officer
 - Continuation of PAS Teaching and Learning facilitators and PSP Differentiated curriculum coordinator working across KLA's and
 - Design and implementation of Year 7 literacy and numeracy classes (one lesson per week).
 - Design and implementation of additional English class for Years 8 and 9 focusing on students below literacy minimum standards.
- Design and implementation of additional English class for Year 10
- Specific NAPLAN preparation materials
- Continued embedding of literacy, numeracy and ICT strategies into all teaching programs.

Our success will be measured by:

- Increased staff skills in teaching Literacy and Numeracy.
- Increased completion of class, home and assessment work
- Quality Programs with Literacy and Numeracy embedded and frequently used evaluation tools.
- Data indicating improved results

Target 2 Improved rates of student engagement (transition, attendance)

Strategies to achieve this target include:

- Transition Officer to participate and coordinate initiatives to support students across all transition interface points
- Participation in programs including HSC tutorial program, Rock & Water, Work experience etc.
- Introduction of PAS Engagement and Senior Engagement coordinators
- Introduction of electronic roll-marking and SMS to improve attendance

Our success will be measured by:

- Positive increase to student enrolment to MHS
- Increased participation of students in post school options (University, TAFE, Apprenticeships and Traineeships)
- NSW Education and Council Grants to further assist student engagement and programs
- Continued priority focus on student engagement, behaviour, attendance, post school options and success

Target 3 Increased Technology Use

Strategies to achieve this target include:

- Continue integration of ICT across Stages 4 to 6 into teaching and learning programs to further enhance students' learning and engagement
- Sharing of good practices amongst students and staff
- Continue professional learning to strengthen staff skills to integrate technology into classroom practice.
- Introduction of online collaborative learning tools including Edmodo and wikis.
- Continue explicit focus on Computer Skills Assessment outcomes in lessons across all KLA's
- Continue explicitly teaching skills for DER NSW and the Computer Skills Assessment during enrichment
- Expand participation in digital citizenship programs for Years 7 to 10 to enhance students' capabilities in safely using the Internet, social networking and mobile devices
- Expand the student technology leadership team to support staff and student in using technology to enhance learning
- Continue liaison and utilisation of the Regional ICT Consultants to support staff and student learning

Our success will be measured by:

- Results in School Certificate computer skills exam
- Increased ability of staff to embed technology into classroom practice
- Increased ability of students to coach other students and staff in using technology
- Increased ability of students to use technology and online tools to support their learning

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 (Deputy Principal)

Amika Prasad (Deputy Principal)

Karen Turner (Deputy Principal)

Dennis Elliott (Head Teacher)

Steve Wark (Head Teacher)

Alice Leung (Head Teacher)

Mario Radisic (Head Teacher)

Jennifer Tierney (Teacher)

Paul Clarke (Teacher)

Jonathon Connal (Teacher)

Sue Stead (Community Liaison Officer)

Robyn Sayers (SAM)

Michelle Manning (P & C President)

Natasha Walsh (Student leader)

Brad Lawrence (Student leader)

School contact information

Merrylands High School

Bristol Street Merrylands

Ph: (02) 9632 9401

Fax: (02) 98922704

Email: merrland-h.school@det.nsw.edu.au

Web: www.merrylandh.school.nsw.edu.au

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>