



**MERRYLANDS HIGH SCHOOL**  
**Annual School Report**



2011



## Messages

### Principal's message



2011 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 and planned for the 2012 – 2014 National Partnerships funding to further support our school community.

Our student's continued to achieve some outstanding academic results, particularly in the School Certificate and Higher School Certificate, where many students achieved results in the top bands across all Key Learning Areas.

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 (Principal)**

### 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. P&C meetings occur monthly with our minutes and other communications being published and updated regularly on the school website.

In 2011, the P&C had a strong focus and were consulted regarding National Partnership planning.

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 2012.

**Natasha Walsh, Chala Olca, Jack Dengate, Bradley Lawrence (2012 School Captains)**

## School context

### Student information

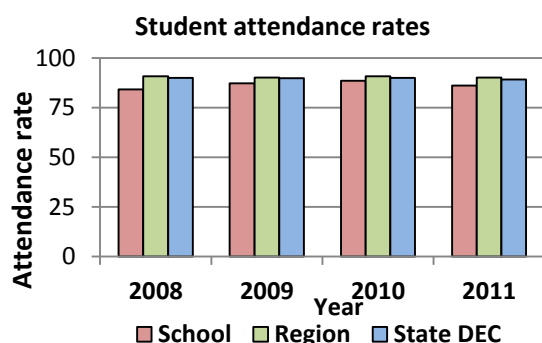
Merrylands High School is an enriched school community through its ethnic diversity and social harmony. A total of 68% of the students are from non-English speaking backgrounds. Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English.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

### Student enrolment profile

In 2011, Merrylands High School had an enrolment of 728. This includes 428 males and 300 females.

### Student attendance profile

Improving student attendance continued to be one of our priorities in 2011. Average 7-12 attendance was 86.1%.



### 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.

Informing parents of absences via SMS text messages and electronic roll marking was introduced in 2011. A 0.6 Engagement Officer role (PAS funded) was also introduced in 2011.

### 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. Year 11 and 12 has a flexible timetable that encompasses the participation of TAFE, University Bridging Courses and School Based Apprenticeships and Traineeships.

### Retention to Year 12

Improving student retention has continued to be one of our priorities in 2011. 59.3% of 2009 SC students completed their HSC. This is an improvement from 1.1% from 20010 HSC cohort and an 3 year trend improvement of 7.8%.

### Post-school destinations

Students leaving have been assisted in securing further training and employment opportunities through the support of the Careers Teacher, Year The Year 12 cohort of 2010 was surveyed in March 2011 to help determine the pathways MHS students take upon leaving High School.

Of those who responded, 63% went on to further full time study. 15% of these went to TAFE, 75% to University and 8% to a private college.

31% of respondents reported entering the work force. Of these, 50% entered into apprenticeships, 30% into part time work and 15% into full time work.



## Year 12 students undertaking vocational or trade training

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

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

Approximately 80% 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
Assistant Principal(s)	0.0
Head Teachers	9.0
Classroom Teachers	41.8
Teacher of Emotional Disabilities	0.0
Teacher of Mild Intellectual Disabilities	0.0
Teacher of Reading Recovery	0.0
Support Teacher Learning Assistance	1.4
Teacher Librarian	1.0
Teacher of ESL	1.4
Counsellor	1.0
School Administrative & Support Staff	9.082
Total	<b>67.682</b>

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

### Staff retention

There was 100% staff retention from 2010 – 11.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. 100% of teachers have a degree or diploma. 12.5% have an additional post graduate degree.

## Financial summary

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

Date of financial summary	30/11/2011
<b>Income</b>	\$
Balance brought forward	419,781.29
Global funds	439,585.95
Tied funds	534,530.64
School & community sources	154,273.35
Interest	25,954.61
Trust receipts	58,044.88
Canteen	0.00
Total income	<b>1,632,170.72</b>
<b>Expenditure</b>	
Teaching & Learning	
Key learning areas	96,968.63
Excursions	23,865.08
Extra curricular dissections	39,921.08
Library	8,893.18
Training & development	1,487.09
Tied Funds	606,714.95
Casual relief teachers	64,303.45
Administration & office	113,448.90
School-operated canteen	0.00
Utilities	110,225.46
Maintenance	22,726.43
Trust accounts	67,186.20
Capital programs	0.00
Total expenditure	<b>1,155,740.45</b>
<b>Balance carried forward</b>	<b>476,430.27</b>

*A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.*



## School performance 2011

### 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 2011 school year have included:

- participation by Stage 4, 5 and 6 students in a well organised and highly successful Talent Quest during Term 3 2011
- 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

2011 marked another great year in Sport:

- In Swimming, 10 students competed at Region with Jason Page our most successful swimmer taking out 1<sup>st</sup> place in the Age Championship at Zone.
- In Cross Country, 25 students competed at Zone level with 11 going on to represent at region. Mohammad Ebrahimi finished 6<sup>th</sup> and advanced to the State Carnival where he finished 15<sup>th</sup> in a field of 80. Rachel Lillas won her age division at zone and received the Gold Age Champion.
- In Athletics, 42 students finished 1st or 2nd at Zone and advanced to region. At the Zone Carnival both Mohammad Ebrahimi and Shane Hunt were awarded the Age Champion for their age. Merrylands finished in 2nd place from the 9 schools in the zone.
- 74 students represented the Zone at Regional championships in a range of sports whilst 24 went on to represent the region at State level and 7 were successful in making a CHS team. They included Tyla Cottrell, Benita Ese Sale, Grace Gatai Lama, Teaaria Teariki and Tuman Apulu in Rugby and Bradley Lawrence in Rugby League and Jawed Qasimi in Soccer.
- In Grade competition, 8 teams were successful in winning the premiership.
- The Gifted and Talented Primary School Sporting Program continued for the 5th year in Netball, Soccer, Cricket, Baseball and Athletics.
- Many teachers took on the role of Zone and Regional convenors. These teachers included Mr Radisic, Mr Turkdogan, Mr Jones, Ms Nowland, Mr Clarke and Mr Ford.
- The most successful knockout team for 2011 was our Boys under 13 Rugby League team. They took out the Parramatta Regional Championship and went on to finish in the Semi finals at State.
- Mr Lewis was awarded the Coach of the year for his work in Lawn Bowls.
- Phoenix Docker received the Sportsman of the Year whilst Rachel Lillas took out the Sportswoman of the Year.

## Vocational Education & Training

Both school and TAFE delivered VET subjects were again popular curriculum choices by the students of Merrylands High School in 2011. Over 55% of the Year 11 cohort and 58% 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.

62% of Year 12 VET students in 2011 received the nationally recognised credential of a Certificate I or II as well as completing two weeks industry workplacement. This would not have been possible without the valuable assistance provided by our partnership broker, SouthWest Connect.

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. Mat Baden from Hayes Recruitment made an enormous impression in explaining how candidates need to approach recruitment. Former students Sandra Tahmasby, from the Cancer Council and Ray Asaka, from Asaka Interiors, were also incredibly generous in returning to offer their insights into working in the Business Services and Construction industry.

Feedback from the participants was also exceptionally positive in regards to the mock job interview conducted on the day, with the interview and resume check proving to be a real eye opener for many students.

Special congratulations go to Charlotte Tuakalau whose outstanding achievements in Business Services were recognised with a prestigious Regional VET award 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)*

### Literacy – NAPLAN Year 7

125 students sat the exam. Areas of strength continue to be Spelling with Grammar and Punctuation identified as the greatest area of concern. Trend data results as evident by average score, value-added growth and skill band distribution trends are as follows:

### Reading

Year 7 NAPLAN READING	2011	2010	2009			
Average score, MHS	488.1	501.0	489.4			
Achieved value-added growth, Year 5 – 7	35%	42%	41%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	8.9	38.5	29.6	15.6	5.2	2.2
School Average 2008-2011	10.7	31.4	32.0	15.8	8.3	1.8

### Writing

Year 7 NAPLAN WRITING	2011	2010	2009			
Average score, MHS	488.1	492.1	497.6			
Achieved value-added growth, Year 5 – 7	N/A	30%	35%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	9.6	32.4	36.8	16.2	4.4	0.7
School Average 2008-2011	N/A	N/A	N/A	N/A	N/A	N/A

### Spelling

Year 7 NAPLAN SPELLING	2011	2010	2009			
Average score, MHS	518.5	522.3	531.0			
Achieved value-added growth, Year 5 – 7	53%	57%	46%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	5.9	23.5	27.9	24.3	13.2	5.1
School Average 2008-2011	12.4	20.7	37.9	20.5	7.1	1.4

## Grammar and Punctuation

Year 7 NAPLAN GRAMMAR & PUNCTUATION	2011	2010	2009			
Average score, MHS	483.1	490.0	496.0			
Achieved value-added growth, Year 5 – 7	47%	47%	42%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	21.3	25.0	31.6	14.0	7.4	0.7
School Average 2008-2011	20.7	21.3	30.6	17.8	6.3	3.4

## Numeracy – NAPLAN Year 7

125 students sat the exam. Areas of strength continue to be number, patterns & algebra with measurement, data, space & geometry identified as the greatest area of concern. 2011 results have increased from 2010. Trend data results as evident by average score, value-added growth and skill band distribution trends are as follows:

Year 7 NAPLAN NUMERACY	2011	2010	2009			
Average score, MHS	498.4	496.3	502.8			
Achieved value-added growth, Year 5 – 7	43%	56%	51%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	9.6	35.3	30.1	14.0	6.6	4.4
School Average 2008-2011	8.1	30.2	33.9	18.3	6.3	3.2

## Literacy – NAPLAN Year 9

124 students sat the exam. Areas of strength continue to be Spelling and Reading with Writing identified as the greatest area of concern. 2010 results were greater than 2011. Trend data results as evident by average score, value-added growth and skill band distribution trends are as follows:

### Reading

Year 9 NAPLAN READING	2011	2010	2009			
Average score, MHS	536.0	540.1	543.0			
Achieved value-added growth, Year 7 – 9	58%	61%	44%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	17.7	31.5	29.8	13.7	5.6	1.6
School Average 2008-2011	17.2	31.1	28.3	17.0	4.7	1.7

## Writing

Year 9 NAPLAN WRITING	2011	2010	2009			
Average score, MHS	505.1	525.8	522.4			
Achieved value-added growth, Year 7 – 9	N/A	19%	23%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	36.0	26.4	21.6	9.6	5.6	0.8
School Average 2008-2011	N/A	N/A	N/A	N/A	N/A	N/A

## Spelling

Year 9 NAPLAN SPELLING	2011		2010		2009	
Average score, MHS	558.8		564.1		558.6	
Achieved value-added growth, Year 7 – 9	36%		41%		44%	
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	14.4	13.6	31.2	24.0	13.6	3.2
School Average 2008-2011	14.9	16.1	29.1	22.1	15.1	2.8

## Grammar and Punctuation

Year 9 NAPLAN GRAMMAR & PUNCTUATION	2011	2010	2009			
Average score, MHS	521.5	556.2	534			
Achieved value-added growth, Year 7 – 9	45%	66%	40%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	25.6	29.6	23.2	18.4	2.4	0.8
School Average 2008-2011	20.8	28.2	28.9	13.2	5.1	3.8

## Numeracy – NAPLAN Year 9

124 students sat the exam. Areas of strength continue to be number, patterns & algebra with space & geometry identified as the greatest area of concern. Year 9 students have a higher rate of value-added results in comparison to Year 7 students. Trend data results as evident by average score, value-added growth and skill band distribution trends are as follows:

Year 9 NAPLAN NUMERACY	2011	2010	2009			
Average score, MHS	534.2	555.9	552.6			
Achieved value-added growth, Year 7 – 9	45%	67%	67%			
Skill Band Distribution						
Band	4	5	6	7	8	9
Percentage in Bands	15.3	36.3	30.6	10.5	6.5	0.8
School Average 2008-2011	11.6	33.8	31.5	13.5	7.1	2.6

## 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).*

One of Merrylands High School's biggest successes across 2011 was the continued increase in School Certificate results that have improved across 2009 and 2010. There has been significant increase in Band 5 and 6 results and a significant improvement low and middle bands of achievement results. In 2011, 144 students completed the School Certificate at Merrylands High School.



A more in depth look at these results is shown below:

### English – literacy

English–literacy	2011		2010		2009	
Average score, MHS	71.7		69.5		69.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Percentage in Bands	1.6	13.8	47.2	20.3	10.6	6.5
School Average 2007-2011	6.0	22.7	36.1	24.5	8.2	2.6

### Mathematics

Mathematics	2011		2010		2009	
Average score, MHS	63.9		63.5		60.8	
Skill Band Distribution						
Band	1	2	3	4	5	6
Percentage in Bands	1.6	47.6	25.8	9.7	11.3	4.0
School Average 2007-2011	2.8	44.6	33.7	10.7	7.2	1.1

### Science

Science	2011		2010		2009	
Average score, MHS	69.0		68.2		63.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Percentage in Bands	1.6	13.8	47.2	20.3	10.6	6.5
School Average 2007-2011	6.0	22.7	36.1	24.5	8.2	2.6

### Australian geography, civics and citizenship

Australian geography, civics and citizenship	2011		2010		2009	
Average score, MHS	67.7		65.5		65.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Percentage in Bands	6.5	14.5	39.5	21.0	17.7	0.8
School Average 2007-2011	7.0	22.0	35.4	25.7	9.3	0.7

### Australian history, civics and citizenship

Australian history, civics and citizenship	2011		2010		2009	
Average score, MHS	66.5		61.9		63.9	
Skill Band Distribution						
Band	1	2	3	4	5	6
Percentage in Bands	3.2	20.2	41.9	25.0	9.7	0.0
School Average 2007-2011	6.3	28.3	39.3	20.8	5.2	0.0

### Computing skills

123 Students sat the Computer Skills Test. 98.2% of students were deemed Competent or Highly Competent. This included 82 students achieved Competent and 40 students Highly Competent. There has been a 6.5% increase in our Highly

Competent students in 2011 compared to our trend data

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

In the School Certificate exam, our schools relative performance from Year 5 (value-added) outperformed both our trend data results and our Same School Group (SSG) results. Australian Geography, Civics and Citizenship and the Computer Skills received positive value-added and were our best performing subjects. An explicit look at the data is below:

- English -0.1 in 2011 compared with 2007-11 average of -2.6 and SSG average of -0.7
- Mathematics -0.9 in 2011 compared with 2007-11 average of -2 and SSG average of -1.4
- Science -0.7 in 2011 compared with 2007-11 average of -3.2 and SSG average of -0.8
- Australian Geography, Civics and Citizenship 0.5 in 2011 compared with 2007-11 average of -1.6 and SSG average of -1
- Australian History, Civics and Citizenship -0.8 in 2011 compared with 2007-11 average of -2.2 and SSG average of -1.2
- Computer Skills 0.6 in 2011 compared with 2007-11 average of -1.7 and SSG average of -0.7

### Higher School Certificate

82 students made up the 2011 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 (+7.2) and Mathematics Extension 1 2 unit (+12.7)

The following subjects performed better than 2007-11 HSC average: Biology, Chemistry, Design & Technology, ESL English, Legal Studies, General Mathematics, Mathematics, Mathematics Extension 1, Music, PDHPE and Business Services.

Average results for the 2011 cohort include: Biology (62.9), Business Studies (59.8), Chemistry (55.6), CAFS (59.3), Design and Technology (62.3),



Economics (56.6), English Advanced (69.5) English Standard (51.5), ESL (68.8), Food Technology (47.1), IPT (52.0), Legal Studies (73.3), General Mathematics (63.4), Mathematics (84.0), Mathematics Extension 1 (85.0), Modern History (58.0), Music (91.0), PDHPE (61.3), Physics (58.5), Senior Science (66.5), Visual Arts (66.1), Business Services exam (67.6) and Metals and Engineering exam (43.0).

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

There are significant improvements across both the middle and high bands of achievement compared with 2007-11 trend data; increases of 1.5 and 5.3 respectively. Our results are as follows – Low -3, middle -2.8 and high +0.2. This is -0.3, -0.7 and +5.6 compared to SSG 2011 results.

### **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 2011**

Year 7 results are the highest trend data results we have seen since 2009. The percentage of Year 7 students achieving at or above minimum standard are: *Reading 91.1%, Writing 90.4%, Spelling 94.1%, Punctuation and Grammar 78.7% and Numeracy 90.4%*

### **Percentage of Year 9 students in our school achieving at or above the minimum standard in 2011**

Spelling and numeracy continue to be the best performing area for Year 9 students. The

percentage of Year 9 students achieving at or above minimum standard are: *Reading 82.3%, Writing 64.0%, Spelling 85.5%, Punctuation and Grammar 74.4% and Numeracy 84.7%.*

## **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 2011. Spending hours rehearsing dance routines, and participating in the Norta Norta 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 numerous events this year including events at Merrylands High School, local partner schools and community events including NAIDOC week celebrations.

Student leadership and mentoring was a major focus for ATSI students in 2011. Bradley Lawrence achieved School Captain in October 2011 for the 2011 – 12 year.

### **Multicultural education**

In 2011, 68% of students were identified as having language backgrounds other than English (LBOTE), 12% of the population have been identified as refugees. There were 9 International students from China, Vietnam and Korea.

In 2011 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.
- 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 & Responsibility

The core values of “ Safe Respectful Learner” at Merrylands High School continues to be an integral component of all the programs and initiatives implemented. The program is a proactive model that is based on a strong focus in developing desirable social skills through modelling and integration into the curriculum. 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. By using strength-based approach (a focus on positives), the school has seen an increase acknowledgement and recognition of student achievements. The school celebrates students’ successes by rewarding students at merit awards, merit assemblies, parent morning tea, gold awards excursions and presentation night.

- Social skills continue to be explicitly taught during the enrichment lessons and clearly articulated the values of respect and responsibility through the focus on the following LEARN expectations: Listening carefully, Equipment, Active Participation, Respect, Negotiate and Cooperate.

- Students including 46 SRC members have a engaged in leadership programs which articulate the values of respect and responsibility in all areas including civics, sport, sustainability programs, coaching at university, partner schools and parliamentary processes and other decision making opportunities.

## Equity Programs

### National partnership planning

In 2011, Merrylands High School underwent the Situational Analysis to enable participation in the 2012 – 15 Low SES National Partnerships program. A focus on planning for strategies improving student-learning outcomes was undertaken. Our plans included significant teacher professional learning focus to improve classroom pedagogy, the introduction of an Integrated Curriculum model for Stage 6 students, continued focus on Engagement and home-school partnerships.

### Priority Action School (PAS)

With \$255,000 of PAS funding, we continued the role of an additional Deputy Principal (Belinda Giudice), our Community Liaison Officers (Sue Stead & Wahida Bahram), our More The Merrier teaming pedagogy team (Martha Gartshore, Monika Kumari & Paul Clarke). We also added an Engagement Officer (Jonathan Connal) who has worked successfully with staff, students and their families to improve attendance and success in school.

### Priority School Program (PSP)

Our PSP staffing allocation was 1.8 and the funding we received was \$87,000. This funded the following roles:

- Differentiated Curriculum – 1.1 staffing. Two staff members worked collaboratively on a range of strategies and initiatives to support student achievement. This included teaching an additional English class in Year 8 and 9 to support students below Literacy benchmark and an

additional Gifted and Talented class in Year 10 to increase in student achievement in Bands 4, 5 and 6. It also included working across faculties on quality assessment practices strategies to better support and extend student achievement.

- Transition Advisor – 0.4 staffing allocation to one staff member to work on strategies across all transition interface points. This includes continued dedicated focus on middle-years initiatives and student achievement and engagement through a range of co-curricular programs and opportunities.
- Boys Education/Rock and Water program – 0.1 staffing allocation to teach Rock and Water program to 2-targeted groups of students.
- Teaching and Learning facilitators – 0.2 PSP and 1.0 PAS. 3 staff work with Faculties to improve student achievement. Strong focus on team-teaching and improving student engagement.

In our third year of PSP and PAS funding, Merrylands High School continues to see significant school improvements across quality teaching and learning, student academics, attendance and engagement in learning, SC to HSC retention, school culture and organisation. Some of our achievements were shared at the 2011 Equity Conference. We also purchased technology software and hardware and resources to support student achievement and engagement.

## **Progress on 2011 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 & 9 literacy and numeracy classes (one lesson/week).
- Design and implementation of additional English class for Years 8 and 9, focusing on students below minimum standards in literacy and an additional English class in Year 10 focusing on Gifted and Talented achievement.

- Continued professional learning on Literacy and Numeracy for all teaching staff and continued embedding of literacy, numeracy and ICT strategies into all teaching programs.

Our achievements include:

- Year 7 students meeting target in the areas of reading, writing, spelling and numeracy – 91%, 90%, 94% and 90% respectively.
- Year 9 students meeting target in the areas of spelling and numeracy – 86% and 85%.
- All Year 7, 8 and 9 ATSI students participating in Norta Norta
- TAS and PDHPE faculties involved in teaming pedagogy project.

### **Target 2: Improved rates of student engagement**

Strategies to achieve this target include:

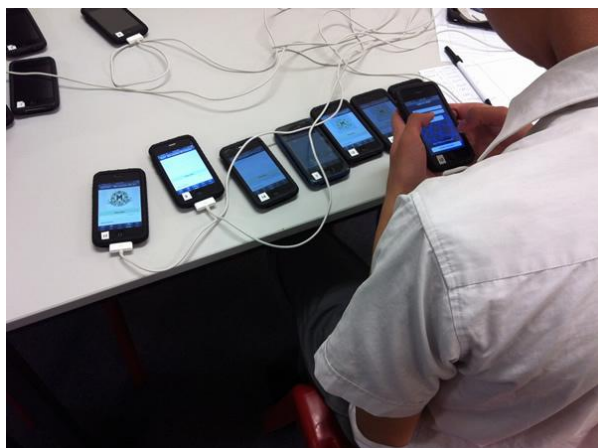
- Consolidating the use of Transition Advisor, Careers Advisor, Engagement Officer and CLO to participate and co-ordinate initiatives to support students across all transition interface points (working with community, council, business, small business, employment agencies, University, TAFE, Personalised Learning Plans, recruitment, Boys Ed. and life skills).
- Programs include HSC tutorial program, Boys Education (Rock & Water), PLP (Personalised Learning Plans), Work experience, Goals, Links to learning, School First funding, Community Access program and Get That Job etc.
- Advance continuation and expansion of extensive middle years initiatives MHSIS (Merrylands High School Institute of Success) across our extensive group of community primary schools and with our stage 4 students include: (High School lesson visits to primary, Year 6 Open Days to high school lessons, Year 5 & 6 Open Days to high school lessons, Year 5 Open Days to high school lessons, MHSIS (Mathematics, Athletics, Soccer, Netball, Cricket and Baseball))

Our achievements included:

- Continued positive increase to student enrolment
- 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 2012 subject selections.
- Students participation in effective partnership programs including GOALS, TAFE Gateways, TAFE Outreach, 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
- Improved School Certificate to Higher School Certificate retention – a 1.5% increase in 2011 and a 7.8% increase since 2009.

### 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 lessons
- 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
- Establish relationship and utilisation with Macquarie University's ICT Innovations Centre to support students in using innovative technologies in learning
- Continue liaison and utilisation of the Regional ICT Consultants to support staff and student learning

Our achievements include:

- Over 99% of students achieving highly competent or competent in the 2011 Computer Skills Assessment, an increase of 2% from 2010
- Increased ability of staff to embed technology, including DER laptops social networking and mobile devices, into classroom practice
- Increased ability of students to coach other students and staff in using technology
- Increased ability of students to work collaboratively in developing digital media projects such as games on mobile devices
- Increased ability of students to use technology and online tools to support their learning

### Key evaluations

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 2011 our school carried out evaluations of Technology and Engagement.

### Educational and management practice – Engagement and Transition

#### Background

A focus for Merrylands High School has been to improve student engagement and transition in



stages 3 to 4 and Stages 5 and 6. The program is in its second year and there is a significant improvement in student participation in transition programs including Gateways program, Community Access Program, SBAT Program, Schools First Program, Links to Learning, School to Work Program and work experience opportunities.

### Findings and conclusions

- 27 % of year 11 students participated in co – curricular programs including hairdressing, beautician, Building and Carpentry with 80 % achieving Certificate II credentials.
- 100 % of SBAT (school Based apprenticeship & Traineeship) students completed their cert III and work placements.
- 30 students completed their links to learning programs through Granville Multicultural Program.
- 100 % of Year 11 and 12 students attended Careers Open Days and this led to 25 students completed their First Aid Certificate, Certificate II in Events, gaining Defence Force scholarship.
- 96% of students who were supported by Vulnerable students funding either completed their preliminary course or achieved a certificate II credentials. The Engagement Officer assisted students to achieve the outcomes.
- 95 % of students studying TVET completed the competencies .
- 4 Year 10 students who have achieved an AQF Certificate II qualification in Retail in partnership with Links to Learning and YWCA Parramatta.
- Approximately 40% of Stage 6 students study at least one VET courses at school.
- 25 % students study English studies and Applied mathematics that suits their ability.
- Up to 300 students involved in extensive Primary School transition program

### Future directions

- Complete personalised learning plans to students with the assistance of Engagement officer and Learning support team.
- Continue to access the transition to improve engagement and attainment.

- Continue to provide meaningful information to students and their caregivers during subject selection to improve transition.
- Continue to offer First Aid, RSA, RCG and White cards for future post school options.
- 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. Includes working with community, council, business, small business, employment agencies, University and TAFE.
- Expand community partnerships to better support our students. For example, significant links with the Beacon foundation to support Stage 5 and 6 students
- Expand AQF attainment opportunities for Year 10 and Stage 6 students
- Continue Primary School transition program, including extension programs in Mathematics and Sport

## Curriculum – Technology

### Background

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 utilise technology to enhance their learning.

### Findings and conclusions

- Expansion of the *Student Laptop Team*. The team composed of students who led professional learning to staff and students associated with integrating technology to enhance teaching, learning and classroom practice. The team also collaborated with Macquarie University's ICT Innovations Centre to learn about games design.
- Expansion of *Lenny Lenovo*, a laptop introduction program that taught students how to use technology to organise their school work

and how to collaborate with their peers in school and outside of school.

- Continual teaching of digital citizenship skills focusing on safely using the internet, social networking and mobile devices.
- Continuation of BlogED as an online learning environment for all KLAS and stages.
- Introduction of Edmodo 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 99% of students achieved Competent or Highly Competent in the 2011 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 and students from other schools.
- Introduction of games based learning in Science and PDHPE. Professional learning sessions on games-based learning were also undertaken by staff.

#### **Future directions**

- Continuation 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 and Edmodo as online learning environments
- Continue staff professional learning of technology
- Continue ICT focus lessons for Year 9 and 10 to enhance students' ICT skills

Increase the utilisation of video conferencing in Connected Classrooms

- Continue students and staff surveys on the integration of technology in the classroom
- Expand the teaching of digital citizenship skills
- Expand games-based learning to other KLAS



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

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Impressed with the quality of teaching and learning, uniform expectations and student leadership opportunities
- Excellent academic programs including technology, literacy and numeracy
- Impressed with the introduction of SMS text messages informing of students daily absences
- Impressed with the school environment including the upkeep and painting of buildings and the technology infrastructure to support learning
- Positive well being programs such as the safe respectful learner program, merit awards and rewards days
- Impressed with the range of extra-curricular engagement opportunities in school for students including sport, academic, leadership and performing Arts

#### **Professional learning**

All staff members have participated in Professional Learning activities in 2011, including School Development Days, voluntary workshops, Professional Learning days for literacy, numeracy, Technology and Quality Teaching. All staff have participated in compliance training.

## 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 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

##### Strategies to achieve these targets include:

- Employment of teaching and learning orientated roles – Deputy Principal Teaching and Learning, 2 Head Teacher Teaching and Learning, Literacy Engagement Officer, Senior Engagement Officer; Teaching and Learning facilitators working across all KLA's
- Introduction of additional teacher professional time for faculty's embedded into school organization – focus on improving pedagogy and collaboration
- Continuation of literacy and numeracy focus classes (one lesson per week in Year 7 & 9)
- Continued embedding of literacy, numeracy and ICT strategies into all teaching programs.
- Introduction of Integrated Curriculum for Year 7 students
- Continuation of PSP Tutorial program for HSC students

- Use of class profiles and other data analysis to inform teaching and learning practices

### School priority 2

#### 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

##### 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%

##### Strategies to achieve these targets include:

- Transition Officer to participate and coordinate initiatives to support students across all transition interface points
- Continued student access and participation in programs including HSC tutorial program, Rock & Water, Work experience, ABCN Goals, Links to Learning, MTC Work Solutions, University bridging programs (e.g. Fast Forward, UTS Summer School)
- Introduction to new partnership programs – ABCN Aspirations and Access Art; Beacon Foundation career transition program; additional University bridging programs
- Continuation of Engagement and Senior Engagement coordinators
- Introduction of electronic roll-marking and SMS to improve student attendance

### School priority 3

#### Outcome for 2012–2014

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%

### Strategies to achieve these targets include:

- Integrated curriculum to integrate 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
- Use of a range of teacher professional learning to develop educational leadership skills
- Student leadership programs and practices



### 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)

Steve Wark (Head Teacher)

Alice Leung (Head Teacher)

Mario Radisic (Head Teacher)

Larissa Ollivain (Teacher)

Jennifer Tierney (Teacher)

Paul Clarke (Teacher)

Jonathon Connal (Teacher)

Sue Stead (Community Liaison Officer)

Robyn Sayers (SAM)

Michelle Manning (P & C President)

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*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>*