

# 2020 Annual Report

James Meehan High School



**JAMES  
MEEHAN**  
HIGH SCHOOL

8497

# Introduction

The Annual Report for 2020 is provided to the community of James Meehan High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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James Meehan High School

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## Message from the principal

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### Message from the principal

We are tremendously proud that James Meehan High School provides a supportive, inclusive and innovative learning environment where students are encouraged to explore their potential and achieve in all aspects of school life. The school offers an exciting curriculum and numerous opportunities allowing students to achieve excellence in academic, social, cultural, community, sporting and leadership endeavours.

In 2020, the school went through a significant process of reform and change designed to maximise educational impact and refocus the utilisation of school resources towards identified areas of need. A coordinated approach to leading improvement, innovation and change saw school teaching staff immersed in educational research to support improved classroom practices and ensure that all our students achieve at least a year's worth of learning from every year's teaching. This re-focus on student growth has required the upskilling of staff in analysing student performance measures as to ensure any students displaying learning gaps are identified early and adequately supported to strive to realise their potential.

The school continues to focus on the Positive Behaviour for Learning framework (PBL), whereby we clearly communicate high expectations for positive student behaviour in all settings across the school. With a high intake of indigenous students (17.8%) the school places a significant focus on providing adequate curriculum provisions to support the welfare and community engagement of our Aboriginal students. In 2020, the school established an Aboriginal Education Pillar Team to plan and implement major adjustments to our curricular delivery including targeted professional learning around Aboriginal Education and the development of an Aboriginal Cultural Curriculum to be rolled out in 2021.

Our dynamic team of teaching staff continue to lead the learning at our school. In 2020, the school saw a coordinated implementation of evidence base practices in the classroom to support the professional learning of staff. Teachers across all KLAs engaged in collaborative practice and supported each other through scheduled involvement in instructional rounds of classroom observations - "*Teaching Sprints*" - informed by the work of Dr Simon Breakspear. Our school continues to adopt professional development strategies that are specifically designed to develop the collective capacity of our staff as educators and ensure we meet the needs of our students and of our school community.

The school has continued to develop partnerships with businesses, universities and various agencies to establish personalised career and further training plans for students entering university, TAFE or transitioning to the workforce. James Meehan High School has increased effective communication with students, staff and our community to further enhance learning activities, initiatives and programs. Our partnerships with the Western Sydney University, MyGateway, LEAPs, The Smith Family, YourTown & PCYC, are all indicative of the value we place on learning for life and beyond school success and that all students at James Meehan High School cross the stage at graduation with dignity and respect.

It is my privilege to lead this amazing school and its professional and committed staff in the service of our wonderful students and their families.

Mr Tim Bordado

Relieving Principal

## School vision

The school and its community will strive to develop resilient students who are confident in their own literacy and numeracy skills and who have developed pathways to lifelong careers. This will be achieved through a personalised, innovative and dynamic curriculum in a supportive environment fostering wellbeing, trust and responsibility for all.

## School context

James Meehan High School is a community based comprehensive secondary school situated at Macquarie Fields. The school is culturally diverse with 29 cultural groups represented, across 27 language backgrounds. Forty one percent of students have a language background other than English. Thirty two percent of students are from a Pasifika background, another 17.8% are First Nations People. The school provides the opportunity to engage students from diverse communities through a variety of high quality programs, teaching and learning with a focus on literacy and numeracy.

Strong wellbeing programs and community involvement include proactive links with the Indigenous and Pasifika communities. A Special Education Unit serves the needs of students with intellectual and emotional disabilities, and autism.

A broad range of business and community partnerships within the school have contributed to the rising academic success of senior students. There is a high participation rate of students in TAFE during their formal schooling and as a post schooling option. An increasing number of students have taken up offers to university, while others have gained employment or full time training before leaving school. The school recognises the importance of promoting 21st Century education and work based learning with our students to equip them with the necessary skills to thrive and fully participate in the rapidly changing world. James Meehan High School offers a student choice driven curriculum, as well as a broad range of extra curricula opportunities for students. Partnerships with PCYC and a number of other agencies provide a range of perspectives and programs to enhance student growth and well being. The stage advisers provide a pastoral care approach for students in their cohort as well as working closely with other relevant staff: Community Engagement Officer, Aboriginal Education Officer, School Psychologists, Deputy Principals and parents.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Teaching and Learning

#### Purpose

To provide opportunities for every student to achieve his or her personal best in an inclusive, challenging and dynamic learning environment with a whole school focus on embedding literacy and numeracy pedagogy in all teaching programs.

#### Improvement Measures

Increase in students showing expected growth in literacy and numeracy.

Improvement in student achievement in ROSA and HSC.

Increase in number of staff engaging in systemic Quality Teaching Rounds.

#### Progress towards achieving improvement measures

**Process 1:** Develop and implement ongoing high quality teaching pedagogy within the Quality Teaching Framework from 2018-2020.

Evaluation	Funds Expended (Resources)
<p>All teaching and learning support staff have become familiar with Professor David Hopkins, Curiosity and Powerful Learning framework in conjunction with the Quality Teaching Framework and Dr Simon Breakspear Teaching Sprints in 2020.</p> <p>All teaching and learning support staff undertook training in the teaching sprint process and developed their skills through working across KLAs in small groups and debriefing at regularly identified at staff meetings. This process allowed staff the opportunity to develop and deliver strategies and activities within a structured framework which allowed for self-reflection and structured feedback with a view to improving Quality Teaching practices.</p> <p>All staff engaged in developing their skills through workshops on analysing SMART data, to determine the needs of all students in Years 8 to 10. All Stage 6 staff undertaken HSC RAP data analysis to inform future improvements in the delivery of HSC courses.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li></ul>

**Process 2:** Implement a whole school integrated approach to Literacy from 2018-2020.

Evaluation	Funds Expended (Resources)
<p>Teaching and learning support staff developed teaching sprints to deliver literacy strategies and activities with a focused self-reflective evaluation component and structured feedback. This process allowed staff the opportunity to develop confidence in their ability to meet the literacy needs of their students whilst supporting other members of their sprint team. Staff have become more confident in the application of literacy interventions resulting in greater focus on literacy in all classrooms, in all key learning areas; greater engagement by students; and improved literacy outcomes across the school.</p> <p>Staff continue with the use of small group literacy strategies which had been a major literacy intervention from the previous year through the engagement of a speech therapist to work with staff on targeting specific literacy needs in Stage 4.</p>	<p>Employment of a Speech Therapist.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$35000.00)</li></ul>

**Process 3:** Implement a whole school integrated approach to Numeracy from 2018-2020.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The school employed a numeracy consultant to work with staff to improve the numeracy skills of students across the school. The numeracy consultant thoroughly analysed NAPLAN and Best Start data and developed lessons for students that were delivered in a targeted but engaging way, across different KLAs, to improve numeracy outcomes.</p> <p>A Numeracy Action Plan was developed by the new Head Teacher Mathematics, analysing NAPLAN data with the consultation of the Maths staff. A Numeracy Action Plan was developed by the new Head Teacher Mathematics, analysing NAPLAN data with the consultation of the Maths staff. The data indicated that 80% of students were in the middle and lowest bands across all strands in Mathematics. The poorest results were in worded problems due to lack of literacy and comprehension skills. The action plan contained individualised learning interventions for all students in Year 8 and strategies developed by integrating formative assessments with the use of tangible resources to improve numeracy and literacy skills.</p> <p>The action plan was not able to be implemented in its original form due to the COVID 19 pandemic but was modified to suit the online learning platform. Due to lack of face-to-face teaching, students' engagement in online learning was ineffective even though targeted resources were uploaded and constant feedback was provided to support students' learning. Once face-to-face learning recommenced, it was noted that most students had developed knowledge and skills gaps and lessons were re-delivered in class to address this.</p>	<p>Employment of Numeracy Consultant.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$45000.00)</li></ul>

## Strategic Direction 2

### Curriculum

#### Purpose

To provide a curriculum that supports high expectations for student learning and achievement, that motivates students to deliver their best and establishes active partnerships to ensure continuity of learning for students.

#### Improvement Measures

Increase in student engagement in learning across stages.

Improved retention rate into Stage 6.

Increase in evidence based practices in teaching and learning programs.

#### Progress towards achieving improvement measures

**Process 1:** Systematic curriculum implementation through School Curriculum Plan and Professional Learning.

Evaluation	Funds Expended (Resources)
<p>Continued review of the overall curriculum and subject offerings in Stage 5 and 6, including the move to 100 hour courses in Stage 5, have seen us maintain consistent improvement in retention rates from previous years. An improvement of 2% in retention of Year 10 students into Year 11 from 2019/20 figures to 85% (2020/21). Additionally, an improvement of 6% in retention rates of students going into Year 12 from 71% in 2019/20 to 77% in 2020/21.</p> <p>The formation of a Aboriginal Education team in June 2020 to evaluate and implement strategies to monitor and improve the learning outcomes and retention rates of our Aboriginal and Torres Strait Islander population. Data shows a significant increase in retention rates from the previous years. Retention rates of our ATSI students from Year 10 to Year 11 have increased to a perfect 100%, up 14% from last year. Furthermore, retention of our ATSI students going into the HSC year has increased to 87%, which is an improvement of 31% from 2019/20 figures and the highest since 2017/18.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$10000.00)</li><li>• Socio-economic background (\$25000.00)</li></ul>

**Process 2:** Implement stage classes in Stage 4 and 5 beginning in 2018 with a review process to be initiated in 2019 on stage class effectiveness. Compacted curriculum in Stage 6 to be explored with proposal in 2019 for implementation in 2020.

Evaluation	Funds Expended (Resources)
<p>The early review of stage classes and compressed curriculum late 2020 and significant exploration of alternative models of evidence-based teaching and learning research have paved a path for curriculum development for the future. The school's involvement in and commitment to the Curiosity and Powerful Learning model has seen significant resources and planning for the next School Improvement Plan cycle.</p> <p>In addition to the Curiosity and Powerful Learning framework, we have investigated the benefits of the Middle School model in building the foundations of education for our students in our context and will implement Middle School protocols for the 2021 Year 7 cohort, including monitoring and evaluation of its impact. The school appointed a Head Teacher Teaching and Learning to lead the implementation of Middle School.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li><li>• Socio-economic background (\$150000.00)</li></ul>

## Strategic Direction 3

### Wellbeing and Engagement

#### Purpose

To provide a consistent, whole-school approach to wellbeing that has clearly defined expectations and creates a positive teaching and learning environment.

#### Improvement Measures

Increase in positive behaviours as measured by communication to students and parents.

Improve and increase programs and processes that identify and monitor student wellbeing at key transition points.

#### Progress towards achieving improvement measures

**Process 1:** Transition programs- engaging feeder primary schools.

Evaluation	Funds Expended (Resources)
Engaging with our local feeder primary schools become difficult in 2020 due to COVID restrictions on visiting schools being enforced. Year 7 orientation days were delivered across a variety of platforms through zoom lessons and reduced face to face experiences. Evaluation and feedback from our local feeder primary schools has indicated this area is greatly lacking and needs to become a priority moving forward into 2021. Initial discussions have taken place between the Community of School Principals to develop activities and programs to establish a stronger Community of School and transition programs.	Employment of Community Engagement Officer.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$75000.00)</li></ul>

**Process 2:** Personalised pathway plan that meets the needs of individual students.

Evaluation	Funds Expended (Resources)
Additional School Learning and Support Officers have been employed to support students with identified learning needs based on their individualised learning plans.. The Learning and Engagement team have worked in consultation with all Aboriginal students and their parents and carers to develop personalised learning plans to support their individual learning needs.	Employment of additional School Learning and Support Officers.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$90000.00)</li></ul>

**Process 3:** Staff implement and teach PBL expectations and strategies to students.

Evaluation	Funds Expended (Resources)
In 2020 , a Positive Behavior Learning (PBL) team was formed and meeting timeline established. Consistency was the focus of the team, with signs being ordered and placed around the school to reinforce a consistent message to students. PBL lessons were developed by the team and professional learning workshops were conducted with staff. PBL lessons were implement across the school as part of the timetable. At the end of the year, evaluations took place across the school with both staff and students. PBL continues to be a main focus of the school.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$86 277.00)</li> </ul>	<p>Our Aboriginal Education Officer (AEO) is employed full-time and continues to build on forming strong partnerships throughout the year between indigenous families and the school through engagement with AECG, the ASLO and Indigenous AFL program.</p> <p>This proved difficulty at times due to COVID-19 restrictions and students and community engagement in culturally significant National days such as Sorry Day, Closing the Gap Day and NAIDC week could not take place.</p> <p>Retention of our ATSI students going into the HSC year has increased to 87%, which is an improvement of 31% from 2019.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$48 116.00)</li> </ul>	<p>At James Meehan High School, we have 112 students who identify as having a language background other than English and within this group are 77 students who access additional support to develop their skills with English as an Additional Language or Dialect (EAL/D). The school has staffing allocation of 1.5FTE. The Learning and Support team tested each student individually and students were then placed in appropriate ability level classes. The identified students were assessed on their ability to listen to, speak, read and write Australian Standard English using the EAL/D learning progression. An increase in funding from 2019, has allowed the release of additional teaching staff to work with EAL/D students to move through the progressions from emerging or developing to consolidating. The focus being one on one support provided by the Learning and Support teacher (LaST) who conducted ongoing assessment and progression evaluation of each student throughout the year. The focus for 2020, was to improve attendance and engagement with learning for those students whose progress has been inhibited by low levels of academic engagement. This has been difficult in 2020 with COVID-19 restrictions and will continue into 2021 as a key focus area.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$226 070.00)</li> </ul>	<p>A Personalised Learning and Support Plan (PlaSP) has been developed for each student with ongoing consultation and support from parents and teachers. This has led to teachers having greater ability to differentiate the curriculum to meet the additional needs of each student in particularly those struggling academically in the classroom with classwork, assignments and examinations. The employment of an additional 1.0 FTE teaching staff and 1.0 FTE School Learning Support Officer (SLSO) in conjunction with the Learning and Support teacher (LaST) in the classroom has increased the ability to work one on one with students, leading to increase engagement through adjusted classroom activities providing students with the environment to allow time, simplified</p>

<p><b>Low level adjustment for disability</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$226 070.00)</li> </ul>	<p>explanation and assistance to understand and learn the concepts and information being taught. This can be seen through an increase in student attendance rate, the Tell Them From Me (TTFM) survey data indicates 74% of students show value of schooling outcomes, 77% of students self-reported expectations of success and 60% and students reported a positive growth orientation. The LaST and SLSO have worked collaboratively with teachers to provide a positive, supportive and engaging learning environment for not only those students who receive funding but all students who need assistance. The Learning and Support team conduct diagnostic testing for all new students throughout the year and incoming Year 7 students in late term 4 to determine their level of ability in key learning areas of numeracy, reading and writing, this provides a base line for growth and specific needs focus areas for teaching staff. The use of Best Start Year 7 continued in 2020, additional SLSO support was provided to identified classes.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$737 600.00)</li> </ul>	<p>The funds have been used to employ to two additional Deputy Principals, Business Service Manager, Community Engagement Officer, three additional Head teacher positions, three additional Year Advisers, 0.5 FTE General Assistant to support whole school improvement and change.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$0.00)</li> </ul>	<p>James Meehan High School did not receive any beginning teacher funding in 2020. Professional learning funds were used to develop and run an aspiring leaders program. The aspiring leaders program began a journey for 16 staff to deepen their knowledge of evidence-based teaching strategies that support their leadership of learning in the classrooms, with a further view of distributing leadership across the school. This program will continue and expand in 2021.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	154	160	164	167
Girls	131	133	127	146

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	83.9	80.5	85.3	66.9
8	85	72.6	86	63.1
9	80.4	78.8	82.2	58.7
10	82.9	72.9	72.6	54.4
11	77.6	78.4	75.3	59.9
12	87.5	79.5	84.4	71.6
All Years	82.9	76.6	80.7	62.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	36	10
Employment	0	21	29
TAFE entry	0	21	23
University Entry	0	0	3
Other	0	22	6
Unknown	0	0	29

## Year 12 students undertaking vocational or trade training

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52.50% of Year 12 students at James Meehan High School undertook vocational education and training in 2020.

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

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97.2% of all Year 12 students at James Meehan High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	25.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	12.98
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	565,776
<b>Revenue</b>	7,025,548
Appropriation	6,905,015
Sale of Goods and Services	95,835
Grants and contributions	23,793
Investment income	905
<b>Expenses</b>	-7,385,159
Employee related	-6,862,451
Operating expenses	-522,707
<b>Surplus / deficit for the year</b>	-359,611
<b>Closing Balance</b>	206,165

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	29,593
<b>Equity Total</b>	1,098,063
Equity - Aboriginal	86,277
Equity - Socio-economic	737,600
Equity - Language	48,116
Equity - Disability	226,070
<b>Base Total</b>	5,204,288
Base - Per Capita	79,501
Base - Location	0
Base - Other	5,124,787
<b>Other Total</b>	376,809
<b>Grand Total</b>	6,708,753

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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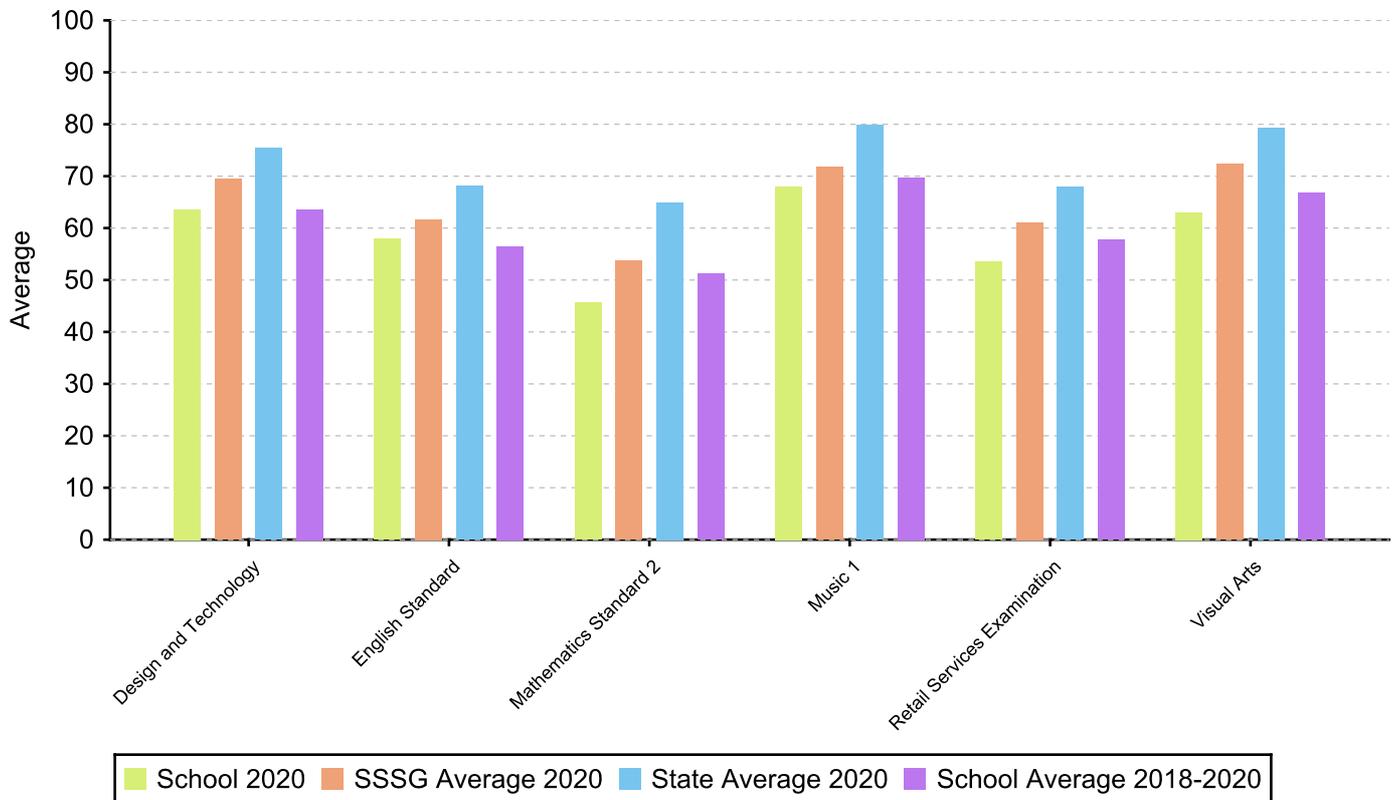
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Design and Technology	63.6	69.5	75.4	63.6
English Standard	57.9	61.7	68.1	56.5
Mathematics Standard 2	45.6	53.7	64.9	51.2
Music 1	68.0	71.7	79.8	69.7
Retail Services Examination	53.5	61.1	67.9	57.8
Visual Arts	63.0	72.3	79.2	66.7

## Parent/caregiver, student, teacher satisfaction

At James Meehan High School, we seek the opinions of parents and the community on numerous occasions throughout the year regarding various aspects of school life. Throughout the year, the school used the Tell Them From Me survey to survey students, staff and parents to determine their overall satisfaction with the school. Whilst only a small number of parents completed the parent satisfaction survey, the vast majority provided very positive feedback about the work the school has been doing to support student learning. There is a strong agreement among parents that staff genuinely care about the learning and wellbeing needs of their children and that the school provides a number of opportunities to support students to achieve their best. Many parents agreed that they would like more opportunity to engage with the school, though many acknowledge in 2020, due to the COVID-19 pandemic this has been a significant barrier.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.