

Macquarie Fields High School

Annual Report



2016



8553

Introduction

The Annual Report for **2016** is provided to the community of **Macquarie Fields 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.

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Principal

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Message from the Principal

During 2016, Macquarie Fields High School maintained its focus on the three strategic directions: *Leadership, Learning and Wellbeing*. Our collective goal of whole school improvement is facilitated through a distributed leadership structure which involves all staff working collaboratively in small teams led by a member of the school executive or senior teacher to implement an aspect of the School Plan. The milestones for each team are carefully tracked at five-weekly intervals and there are mechanisms in place to monitor progress, including faculty evaluations, Tell Them From Me surveys and parent interviews.

Macquarie Fields High School is a very dynamic school and we are proud to note some key highlights of 2016 including:

- Development of an enhanced understanding of formative assessment and refinement of assessment practices within the school.
- Broadened links across the Glenfield Network to support pre service and early career teachers and those supporting them in the school setting through delivery of mentoring programs such as *The Hive* initiative and a formal Mentoring course delivered at post graduate level by the University of Sydney.
- Development of *SEAMLESS*, a mentoring support strategy for students created as part of a combined Network initiative focusing on *Systems Leadership*.
- An early career teacher conference which also included pre service teachers. The program included presentations by teachers on classroom management and programming and there was a panel of students from the school's *Future Teachers* program with a focus on building rapport with students.
- Outstanding results at the Higher School Certificate which included first place in the state in Biology.

Our continued focus on academic success, wellbeing of students and staff and our ongoing commitment to quality and relevant professional learning ensures that Macquarie Fields High School continues to be a high performing school.

School background

School vision statement

To develop in students a lifelong love of learning in a successful, innovative and positive culture of excellence.

School context

Macquarie Fields High School is a unique multicultural blended school that is committed to extending its selective and comprehensive students within a culture that values high achievement, strong relationships and excellence in teaching and learning. The school is committed to creating an optimal learning environment based on our vision and goals for our students through shifts in our thinking and a focus on innovative pedagogy. This is underpinned by targeted professional learning. The school's distinctive nature and outstanding achievements in academic, sporting and cultural pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership and quality learning. This demonstrated commitment to excellence is supported by a broad, differentiated curriculum and progressive welfare practices.

In 2016, the school had a total enrolment of 1075 students, 7 – 12, 70% of which are from language backgrounds other than English. In addition to selective and comprehensive enrolment streams, the school has a three class support unit catering for students with autism spectrum disorder.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

To ensure consistency of our professional judgements the school executive team mapped our progress against the 14 elements of the School Excellence Framework. This mapping activity was conducted in groups corresponding to our three Strategic Directions of Leadership, Learning and Wellbeing and examples of appropriate evidence were also tabled and discussed to confirm the "on balance" judgement of the entire team.

In completing the mapping exercise, it was evident that the school had made substantial progress in a number of areas, including: collaborative practice; leadership; curriculum and learning;

More specifically, in the domain of *Learning*, our efforts have been mainly focused on further development of strengthening our learning culture, especially with regard to school learning priorities and ensuring student learning needs were regularly monitored and addressed. There has been an ongoing emphasis on the development of a growth mindset for both students and staff. As a result, there has been marked growth in all aspects of the Learning Domain.

In the domain of *Teaching*, the focus on strategic, professional learning has enabled teachers to better work collaboratively to promote the modelling of effective practice. Teachers are regularly sharing their learning through both formal forums such as staff meetings as well as informal collegial discussion. There has been marked growth in this domain as a result of adopting a systematic approach to professional learning underpinned by an culture of evidence based practice.

In the domain of *Leading*, substantial effort has been placed on developing leadership capacity for both staff and students. The school has a well established Aspiring Leaders' program which has expanded to include interested teachers from partner schools to further develop capacity.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leadership

Purpose

To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and wellbeing.

Overall summary of progress

There has been a continued, school-wide focus on enhancing leadership opportunities for staff and students, capacity building and succession planning for staff, improved HSC results and increased usage of technology by staff and students. The Professional Experience (PEX) project has two major components, namely the enhancement of the internal project with the introduction of a team approach to supporting professional experience. The PEX team has developed a range of strategies which have gained traction across the school including the opportunity for professional experience students to observe demonstration lessons, highlighting particular techniques, such as group work, questioning, classroom management and formative assessment. The invitation to observe the demonstration lessons was expanded to include early career teachers as well as more experienced staff wishing to see new techniques in action. The second component of the PEX initiative involves the *Glenfield PEX Hub* through which professional learning for supervising teachers has been offered in conjunction with our academic partner, the University of Sydney. The continued emphasis on high quality practice delivered by high quality teachers is a hallmark of the school's success in this field.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 20% increase in the number of staff and students taking up leadership opportunities.• Improved HSC results across all areas, with 10% increase in the number of comprehensive students achieving Band 6 in one or more subjects and 5% for selective students.• 90% of students 7–10 bringing devices to school by the end of 2017.• 75% of staff using technology for learning on a consistent basis.• All faculties represented on the reconstituted Finance team.	<p>Succession planning data gathered.</p> <p>Distributed leadership through Pillar Team structure. A total of 26 new leadership opportunities for staff have been created in 2016 using the Pillar Team structure with the aim of further strengthening leadership capacity.</p> <p>Audit of student leadership programs and opportunities undertaken and published.</p> <p>HSC results have improved from the 2014 baseline. In 2014, 0.7% of all results were Band 6 results achieved by our comprehensive students, compared with 14.7% for our selective students. In 2016, 1.9% of all results were Band 6 results for our comprehensive students, an increase of 1.2% and there was also an improvement in the results of selective students, with 15.6% of all results being Band 6.</p> <p>33% of students currently are bringing their own device.</p> <p>Staff ICT survey indicates: at least 75% of staff use technology in their lessons once per week; 75% use it for feedback at least once per month.</p> <p>Finance team reconstituted but not all faculties represented.</p>	<p>Homework Centre (\$25,603.92 total expenditure RAM socio-economic)</p> <p>Student Leadership Program High Resolves (total money spent \$7,500 RAM socio-economic)</p>

Next Steps

- Promote BYOD at Year 7 Orientation to increase number of students bringing devices.
- Further focus on technology through differentiated professional learning opportunities.
- Factor accreditation requirements and professional learning needs of staff.
- Survey students as to why they are not taking up the opportunities provided for leadership and extra curricular.
- Call for a representative from each faculty for Finance team, especially given introduction to LMBR. Finance meetings to be prominent on the school calendar.
- Further promote and enhance the benefits of programs such as The Hive (for staff) and SEAMLESS (for students).
- Develop a program of differentiated professional learning for Aspiring Leaders. Expand the program to other schools in the Glenfield Network.

Strategic Direction 2

Learning

Purpose

To develop learning programs that explicitly encourage personal growth, confidence and success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.

Overall summary of progress

In terms of the School Excellence Framework we are generally sustaining and growing in relation to the learning of our students. Faculty evaluation at Macquarie Fields High School is now based on the NSW Department of Education *School Excellence Framework*. The elements of the Framework support each faculty in the development of a shared vision for excellence. The *School Excellence Framework* also supports the faculty in the identification of strategic priorities and the ongoing tracking of progress towards achieving their strategic goals for improvement. The School Evaluation Team identifies the most relevant evidence in the external validation process.

Our school continues to have a focus on *effective classroom practice*. Embedding formative assessment across the whole school continues to be a focus for this strategic direction. There are now 19 members of staff (with all faculties represented) who have completed the two days of training on *embedding formative assessment*. In addition to this, there has also been professional learning sessions for the whole school in relation to formative assessment.

In 2016, our school made significant changes to the curriculum pattern for our incoming Year 7 students. We have provided 80 minutes more time in Mathematics, English and Science at the expense of elective subjects in Year 8. This strategy has been implemented to strengthen the foundations of these key learning areas. Our school has also explored alternative lesson times for our revised curriculum structure which is due for implementation in 2018.

Our school continues to educate our students, staff and community on the importance of adopting a growth mindset towards learning. To reinforce this important learning concept our reports now have a structure which requires staff to report on the learning mindset that is adopted by our students. To further communicate this message at our school, a strategy of whole school signage relating to adopting a growth mindset has also been implemented. The school has started to work on the design of a new Teaching for Learning Policy and this will be instrumental in the improvement of our school in the areas of teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Decrease in students with less than 90% attendance.• Average increase of 5% for Bands 6,5,4 (HSC)• Average decrease of 5% for Bands 3,2,1 (HSC)• All students achieving above the minimum standard by Year 9 for NAPLAN• 5% increase in students achieving or exceeding state average growth in NAPLAN• 10% increase in the number of students valuing school outcomes.• 20% increase of students in the school are interested and motivated in their learning.• 10% increase of students trying hard to succeed in their learning. (<i>Tell Them From Me</i> surveys).	<p>In the second year of our plan there was an increase of 8.5% for results in the bands of 6,5,4 when compared with the 2014 cohort.</p> <p>2016–83% of results were from bands 6,5,4 (703 from 856 examinations)</p> <p>2015–80% of results were from bands 6,5,4 (688 from 856 examinations)</p> <p>2014–74.5% of results were from bands 6,5,4 (602 from 808 examinations)</p> <p>In the second year of our plan there was a decrease of 8.5% for results in the bands of 3,2,1 when compared with the 2014 cohort.</p> <p>2016–17% of results were from bands 3,2,1 (134 from 856 examinations)</p>	Homework Centre (\$25,603.92 total expenditure RAM socio-economic)

Progress towards achieving improvement measures

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Next Steps

- A new Teaching for Learning Policy will be designed in 2017 for implementation in 2018. The new policy will provide an instructional approach to whole school improvement. The Teaching for Learning policy will be developed using a consultative process, embedding evidence based practices that meet the needs of all students. There will be a strong alignment to the new Wellbeing Policy which is also in the process of development.
- Embedding formative assessment continues to be a major focus of this strategic direction, with 12 additional staff being trained in addition to the 19 already accredited.
- An evaluation tool relating to summative assessments has been designed and will be used in the design of best practice assessment design. There will be a focus on using learning intentions in all faculty areas.
- A revised timetable supporting a new curriculum structure will be developed in 2017 for implementation in 2018.
- Promoting a growth mindset to our students, staff and community will continue to be a focus for our learning culture.
- Individual Education Plans are being prototyped for use with all Year 11 students.

Strategic Direction 3

Well-being

Purpose

To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their wellbeing critical to our success.

Overall summary of progress

In terms of the School Excellence Framework we are generally sustaining and growing in relation to the wellbeing of students and our focus continues to be on increasing the consistency of all staff in understanding the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. All staff have been trained in and have a strong understanding of the Wellbeing Framework for Schools. Students also have access to more interesting and diverse learning spaces as a result of our initiatives in this area, including the revamped Rainforest and our Outdoor Learning Space. Our Alumni Association is gaining traction with key stakeholders and the first meeting of this group is planned for 2017. Lessons with an anti-racism and anti-bullying message have been developed with input from students and taught through our Positive Behaviour for Learning program. Many students in Years 8 – 10 were engaged in a positive values, social values program, designed to develop their leadership skills. Our focus was to embed this learning rather than it simply be a one off program that is not revisited.

Communication processes with parents and community continue to be evaluated and we have moved to change the way that we run our parent teacher nights to better facilitate communication with parents about the academic and social progress of their child. Our interview for the position of a Community Liaison Officer did not identify a suitable candidate for the purpose in Macquarie Fields High School and this position will be readvertised in 2017.

Staff wellbeing has also been emphasised making the workplace a happier and more inclusive environment where teamwork and consistent approaches towards student wellbeing are modelled. Specific workshops targeting key groups of teachers for support have been delayed in their implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 10% increase in student resilience (Tell Them from Me).• 10% reduction in incidents of bullying.• 20% reduction in accidents over the next three years.• 25% of students engaged in a significant values project.• Student involvement in Social Justice initiatives increased by 20%.• Six new programs reflect student initiatives leading to an improved and safer environment 2015–2017.• 15% increase in community attendance at school events.• Alumni membership at 50 by end of 2015; 150 by end of 2017.• Attendance rates for Years 9, 10 and 11 students at 95%.• Staff Wellbeing survey indicates improvement in staff wellbeing.	<p>72% of all students reported a greater sense of belonging with our school in 2016, which is the same as 2015 but significantly higher than the NSW Government High Schools' norm. 82% of students report that they have positive relationships and are encouraged by these relationships to make positive choices.</p> <p>Attendance rates in 2016 for Year 9 – 92.9%, Year 10 – 92.8% and Year 11 – 92.2%. These rates reflect the need to continue to work harder in this area to improve student attendance in these years.</p> <p>In the second year of our plan there was no real increase in the number of students who felt they were bullied at school compared to 2015. Students feel comfortable in reporting bullying because of the safer climate we have created. Days lost to students on suspension in 2016 was 287 compared with 460 in 2015 a significant drop of 38% which suggests a calmer environment with fewer serious incidents and a greater emphasis on talking through issues.</p> <p>In 2015, 18% of students were directly engaged in significant values project through "High Resolves". In 2016, 26% of students were involved in a similar</p>	<p>High Resolves (\$7,500 total expenditure RAM socio-economic))</p> <p>New & Improved Learning Spaces (total expenditure \$15,265.85)</p>

Progress towards achieving improvement measures

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Next Steps

- Continued development of positive attitudes and values in all students through a focus on anti-racism strategies and education.
- Development of a Whole School Wellbeing Policy for implementation and evaluation 2018–2020.
- Focus on using the Personalised Learning and Support Signposting Tool (PLASST) to identify and support all students with a disability.
- Development of Humanities Projects and embedding aspirational goal setting and leadership skills in students Years 8 – 10.
- Launching the Alumni Association.
- Continued development of unique learning spaces.
- Further development of new and engaging staff wellbeing workshops designed to support staff in the classroom.
- Employment of a Community Liaison Officer
- Professional Learning workshops for staff on effective classroom communication.
- New and revitalised parent teacher evenings.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal culture and education continued to be a focus in 2016 with our students being recognised both within the school and the wider community for talent and commitment. All the Aboriginal students were mentored by a youth advisor from OCHRE Opportunity Hub, Campbelltown. Students were provided with individual support in developing a deeper understanding of career pathways and tertiary education. One Year 12 student was successful in gaining a traineeship with Accor Hotels with a guaranteed job at the end of training. Another Year 12 student was successful in gaining an education scholarship for training into the police force through the iPROWD program. One Aboriginal student's performance in the HSC was outstanding with her being included in the High Achievers list for every subject.</p>	<p>Resources \$10,694.65</p> <p>Hospitality \$1,439.94</p> <p>Casual Salaries Teacher \$2,600.89</p> <p>Casual Salaries SLSO \$2,902.50</p>
English language proficiency	<p>Peer Literacy Tutors were trained by TAFE NSW which provided additional support to Year 7 students requiring assistance with reading. Students were identified by Literacy teachers through NAPLAN results, teacher observations, school reports and teacher judgement as requiring additional support.</p> <p>Support was provided during roll call throughout the week using a systematic reading program with lunchtime support available through the tutors and Learning and Support teacher. The focus of lunchtime sessions was assignment and homework completion. Funding was utilised for student training and resources.</p> <p>Funds were utilised for teacher relief of one period a week and the purchasing of resources to support that teacher.</p> <p>ESL teachers were supported with additional training for placing students on the EALD progression and conducting effective interviews for goal setting. Relief was provided to complete a student survey on ESL classroom support in 2016.</p>	<p>\$6,351.37 resources including TAFE training</p> <p>\$4,868.99 Casual salaries</p>
Low level adjustment for disability	<p>All students who have been identified by teachers, medical practitioners or parents receive adjustments to their learning and assessment tasks. 25 students received SLSO support and one LaST provided targeted support in small group literacy and numeracy classes. Students are provided with additional support to improve literacy, numeracy and their own organisation. LaST support is also provided to students during lunch and recess to assist students in completing assessment tasks.</p> <p>The Homework Centre continues to operate every week with two teachers employed to provide individual support to students.</p>	<p>Fees for Distance Education \$144.00</p> <p>Hospitality \$250.91</p> <p>Casual SLSO Salaries \$41,457.33</p>

Low level adjustment for disability	<p>Special Provisions for HSC students was provided in school tasks for nine students. Students in the Special Education classes who had transitioned into mainstream classes were provided with additional support in classes and provisions in exam situations.</p>	<p>Fees for Distance Education \$144.00</p> <p>Hospitality \$250.91</p> <p>Casual SLSO Salaries \$41,457.33</p>
Socio-economic background	<p>Socio-economic funding was used to support 32 students each term in their learning through the provision of a Homework Centre. A range of students from Years 7 – 12 attended the program with the school employing two teachers in literacy and numeracy support.</p> <p>Equity funding was also utilised to improve learning spaces in key locations around the school utilising 21st century learning principles and training completed by teachers. This project was part of an academic paper developed by Wollongong University identifying the benefits of enhancing student workspaces.</p> <p>Our school also utilised equity funds to develop a PBL recognition scheme which recognised students who had displayed positive behaviour for learning (PBL). This is an important whole school initiative that relates to our strategic directions of: Leadership, Learning and Wellbeing.</p> <p>The programs of Transition to work and High Resolves also ran throughout 2016 broadening student understanding of workplace practices and global and community issues. The aim of these programs is to develop the whole student as they transition into the broader world and become active citizens.</p>	<p>Homework Centre \$25,603.92</p> <p>Transition \$20,947.39</p> <p>High Resolves \$7,500.00</p> <p>New & Improved Learning Spaces \$15,265.85</p> <p>Student Ass. \$1,260.22</p> <p>PBL \$2,298.21</p> <p>Extra Curricula \$3,765.47</p>
Support for beginning teachers	<p>The <i>Great Teaching Inspired Learning</i> initiative recommended significant support being provided to Beginning Teachers and the funding from the Department of Education has been used strategically to develop mentoring relationships whilst providing support as teachers transition into full time employment.</p> <p>Through consultation with the Head Teachers' Teaching & Learning, Beginning teachers are able to identify a mentor within their faculty who is able to provide them with support where they can plan their own activities for release time. These activities can include: planning/programming for team teaching with their mentor, coach strategies in program development, assistance with report writing, resource development, lesson observation, completion of online courses, assistance in preparing for parent teacher night and assistance in completing school forms such as variation to routine or professional learning applications. Beginning teachers have also received funding to attend professional learning specific to their subject</p>	<p>\$9,554.82 Course Costs</p> <p>\$37,813.84 Casual relief and hospitality</p>

Support for beginning teachers	<p>area or on behaviour management strategies as identified in the PDP.</p> <p>Beginning Teachers are also supported through an induction program, collegial support program and this year an Early Career Teachers Conference was also organised and run by New Scheme Teachers within the school.</p> <p>The Early Career Teacher Conference covered aspects of Quality Teaching, managing workload, preparing for whole school roles in Welfare and support with accreditation matters.</p> <p>Beginning Teachers have access to a variety of courses and it is the school's expectation that every teacher completes the GERRIC program for Gifted Education facilitated by UNSW as well as the Department of Education program TELL to support EALD learners.</p> <p>Three Beginning Teachers also completed the Formative Assessment two day course facilitated by the Department of Education to support their own classroom strategies and to also to assist colleagues within their respective faculties.</p>	<p>\$9,554.82 Course Costs</p> <p>\$37,813.84 Casual relief and hospitality</p>
Targeted student support for refugees and new arrivals	<p>In 2016, four refugee students were enrolled in our school and they received additional funding to support their transition into a mainstream high school. Parents and students were supported with the purchasing of uniforms and resources to begin their schooling.</p>	<p>No expenditure for the period 1/12/15 to 30/11/16</p>
Professional Experience Hub	<p>Our partnership with the University of Sydney in improving the overall professional experience processes across the Glenfield network continued into 2016. Our school now has 32 teachers trained through Mentoring Module 1 course delivered by Sydney University. Moreover 23 teachers across the Glenfield network have also been trained using funding from the PEX initiative.</p> <p>In total 38 Pre Service Teachers completed a professional experience at Macquarie Fields High School with six placements being internships spanning 5–8 weeks.</p> <p>The school's whole school team (PEX sub pillar) became responsible for much of the program used to support professional experience and the team's capacity in delivering induction, conducting surveys and utilising other forms of evaluative evidence was improved.</p> <p>The Glenfield Network was provided with additional support through release time for professional experience coordinators and supervisors of pre service teachers . This professional learning time was used to improve current practices and introduce</p>	<p>All expenditure from Professional Experience Hub grant)</p> <p>Course Fees \$7,000.00</p> <p>Minor expenses/Resources \$2,213.20</p> <p>Hospitality \$1,594.45</p> <p>Casual salaries \$11,865.10</p>

Professional Experience Hub	<p>additional strategies to improve professional experience in their own hub school. We also conducted regular network meetings presenting innovative ideas on professional experience and became a fixed agenda item at Principal Network meetings. This ensured effective communication between hub schools and the university.</p> <p>In November 2016, the school presented along with Executive Director of this initiative and the university at the Initial Teacher Educators Conference in Darling Harbour and our progress and ideas were very well received.</p>	<p>All expenditure from Professional Experience Hub grant)</p> <p>Course Fees \$7,000.00</p> <p>Minor expenses/Resources \$2,213.20</p> <p>Hospitality \$1,594.45</p> <p>Casual salaries \$11,865.10</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	542	554	564	567
Girls	515	508	518	533

Enrolment at Macquarie Fields High School in 2016 was 1100 with some variations during the year. More than 78% of these enrolments are students who are culturally and linguistically diverse. Within the school, there are approximately 50 cultural groups, the largest being Indian (14%), Bengali (10%), Vietnamese (7%), Fijian (6%), Chinese (6%), Filipino (4%) and Samoan (4%). There were 52% male and 48% female students enrolled. The table represents the historical enrolment profile.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	96	96.6	94.6	95.6
8	94.9	95.2	94	93.6
9	94.7	95.2	93.1	92.9
10	90.9	93.4	92.4	92.8
11	89.8	87.8	92.5	92.2
12	88.1	91.2	91.2	94.1
All Years	92.5	93.3	93	93.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Attendance rates continue to be above the state averages for both junior (7–10) and senior (11–12) students. There has been a pleasing increase in the attendance of students in Years 7 and 12 with attendance stable in Years 10 and 11. Overall attendance, however, is a slight improvement on that of

2015, which in turn, is slightly higher than the state at 93.30% compared with 92.20% for the state. The school continues to monitor attendance in conjunction with the Home School Liaison Officer and meets with students, parents and outside agencies in cases where attendance falls below that expected.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	4
Employment	1	3	6
TAFE entry	1	1	4
University Entry	0	0	78
Other	7	2	3
Unknown	1	0	5

In 2016 as part of the *School to Work: Creating Future Pathways Program* the Careers Adviser and Transition Adviser held individual interviews with Year 12 students to discuss their post-school options. This process is designed to assist in the informed decision making processes that are required at this critical stage in the student's career pathways. Individual guest speakers from a range of universities and private colleges spoke to students regarding entry procedures, scholarships, courses and successful post-school education. Students had the opportunity to attend a number of university days where they experienced life as a university student. These programs will be further enhanced in 2017. Programs for students in Years 10 and 11 were also implemented by both the Careers Adviser and Transition Adviser. The Transition Adviser also worked closely with those students who were disengaging from school.

During 2016, 10 of the 189 students who commenced Year 11 left the school to move into employment or other education. Of the 191 students who commenced Year 10 in 2016, 16 students left the school to move into employment or other education. The table below summarises the post-school destinations of all school leavers Years 10 – 12.

Year 12 students undertaking vocational or trade training

In 2016, eight students completed school based vocational education courses during their HSC.

Five students also completed TAFE delivered Vocational Education courses.

Of the total number of students studying VET, 5 (38%) decided to study or work in industry directly related to

the VET course studied.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 160 students qualified for a Higher School Certificate and three students achieved a Record of Achievement while two students chose a pathways pattern of study and are continuing their HSC in 2017. Seven students received a Certificate II in Sport Coaching and one TVET students received a Certificate II in Construction.

Workforce information

Workforce composition

Position	FTE*
Principal	1.2
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	16.17
Other Positions	2.2

*Full Time Equivalent

There are no Indigenous members of the workforce at Macquarie Fields High School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	45

Professional learning and teacher accreditation

Professional learning is critical if staff are to continue to engage in the contemporary professional world of

education. Macquarie Fields High School has developed a framework to support professional learning, MyPL@MFHS so that all professional learning is developed according to the school's plan, individual teacher identified professional learning needs and NESA requirements such as new syllabus implementation. Professional learning is structured, programmed yet responsive to changing circumstances. The focus is to continually build a professional learning community which works collaboratively and collegially to build and develop capacity at all career stages.

During 2016, eight New Scheme Teachers were accredited at *Proficient* level. These teachers were supported by their supervising Head Teacher, the Head Teacher and Learning, and their respective teacher-mentors. Teachers who were successfully accredited during 2016 were a mixture of permanent, temporary and casual teachers.

Three teachers reached their five year Maintenance of Accreditation period and submitted their reports and professional learning hours to be successfully re-accredited at *Proficient* level.

The Head Teacher, Teaching and Learning manages the programs of professional learning and mentoring within the school and is a member of the network for Head Teachers, Teaching and Learning which operates across a number of Network schools.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	814 197.96
Global funds	823 844.01
Tied funds	672 097.44
School & community sources	621 476.34
Interest	22 351.59
Trust receipts	73 386.70
Canteen	0.00
Total income	2 953 967.34
Expenditure	
Teaching & learning	
Key learning areas	146 067.52
Excursions	222 378.06
Extracurricular dissections	119 845.17
Library	0.00
Training & development	17 424.57
Tied funds	618 952.59
Short term relief	211 740.97
Administration & office	320 147.34
School-operated canteen	0.00
Utilities	116 999.62
Maintenance	84 527.02
Trust accounts	83 236.79
Capital programs	0.00
Total expenditure	1 941 319.65
Balance carried forward	1 012 647.69

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

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.

These results indicate clear strengths across all literacy areas. This becomes evident through breaking down achievements across Reading, Writing, Spelling and Punctuation and Grammar. In Reading 70.2% of Year 7 students scored in the top three bands available to them compared to 53.1% of the state. Spelling saw Year 7 achieve 85.9% in the top three bands comparable to 62.2% of schools in the state. Strength in Grammar and Punctuation was also evident with 82.5% of students performing in the top three bands against 57.2% of the state. In Writing, 48.4% of Year 7 students scored in the top three bands available to them compared to 41.9% of the state. Our continued focus on Reading and Writing in professional learning should target improvements to the process of writing and vocabulary enrichment.

The whole school focus on formative assessment and the inclusion of this through a progressive creative writing task for the Year 9 English portfolio task has also benefited students. Targeted strategies for every level of student ability have seen improvements in performance for Selective and Comprehensive students.

The 9% of students in Year 7 who scored in the lower two bands for Reading and 18.5% for Writing have been targeted by our whole school Literacy program to ensure that teaching and learning programs are designed to meet these students' literacy needs. Programs operate through specifically timetabled literacy classes that differentiate the English curriculum. Peer literacy tutors trained by TAFE NSW also support students in specialised roll calls. Many of the students who require assistance in Literacy attend afternoon homework classes and lunch time support sessions with our LaST. Support for these students is also available through the Homework Centre.

More detailed analysis of these students, with accompanying focus on enhancing all writing skills have been provided through whole school professional learning.

The graphs show the proportions of the Year 9 cohort scoring in the respective bands of achievement in 2016 NAPLAN in the area of Literacy. These proportions are expressed in percentage of the cohort. Year 9 students are assessed from Band 5 (lowest) to Band 10 (highest).

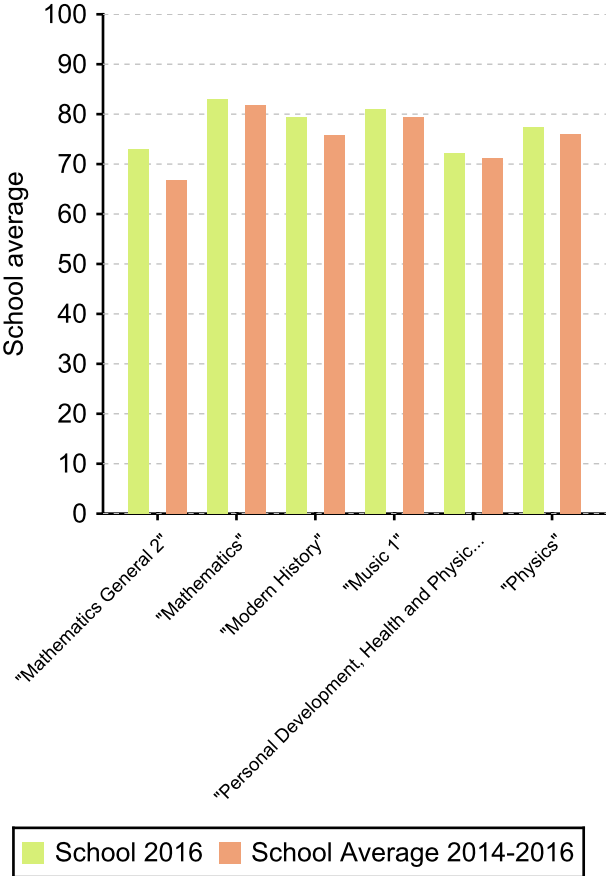
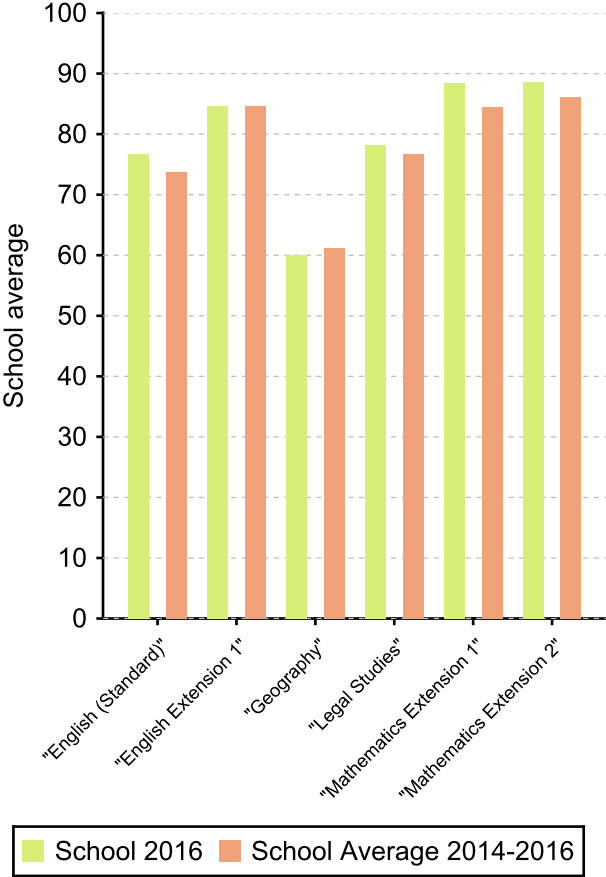
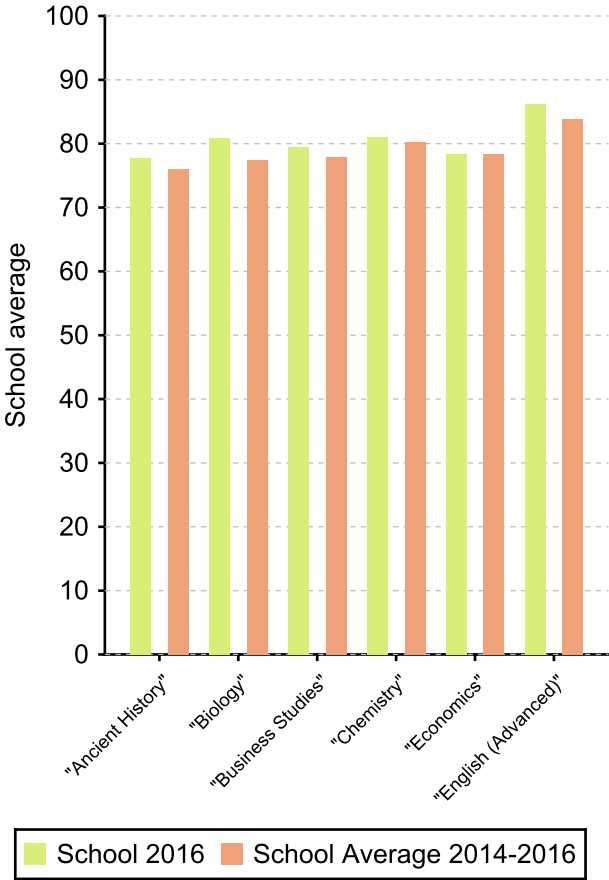
These results indicate strengths of our students in Literacy. This is evidenced by the fact that 58.9% of Year 9 scored in the top three bands (compared to the state average of 51%) in reading and 47.5% in the top three bands (compared to the state average 35%) in writing. 15 students did not meet the benchmark in writing.

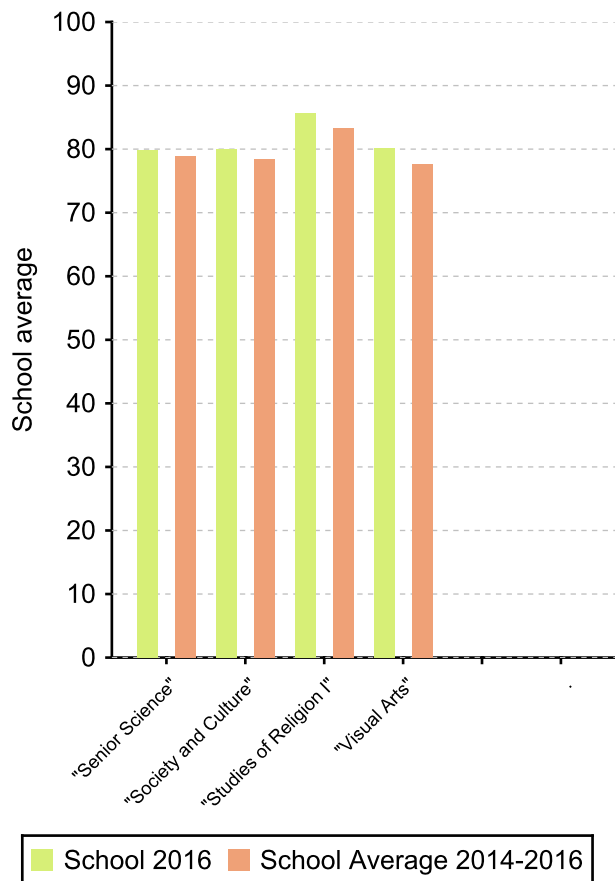
The performance of students in spelling was pleasing given that 72.5% of our students scored in the highest three bands. Performance of our students in Grammar and Punctuation was also pleasing with 54.1% achieving in the top three bands against the state performance average in the same bands of 23.9%. Support for Year 9 students with Literacy needs consists of smaller sized English classes which offer additional teacher support and a differentiated curriculum. A creative writing workshop structure is also being initiated in 2017 to support gifted Year 10 writers.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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





Year 12 students at Macquarie Fields High School performed extremely well in the 2016 Higher School Certificate examinations. One student (Prithvi Santana-Baskar) achieved first place in Biology and 70% of students achieved Band 5 or 6 results, a significant improvement on the 2015 HSC results where just on 55% of students achieved similar Band 5 –6 results. Subjects with results above state average included: Ancient History; Biology; Business Studies; Chemistry; English (Standard); English (Advanced); English as a Second Language; Mathematics General; Mathematics; Mathematics Extension 1; Mathematics Extension 2; Modern History; Physics and Senior

Parent/caregiver, student, teacher satisfaction

Our school continues to seek ongoing feedback relating to school programs from parents, students and staff as a means of evaluating current practices within the school and as a means of informing future directions.

For parents, regular opportunities include the Parents and Citizens Association meetings, panel representation including panels for merit selection of executive, teaching and support staff, Out of Area applications and for the Selective Schools placement in Year 7. Parents are elected through the P&C and report back to that organisation, whilst respecting confidentiality. All P&C suggestions are acted upon and discussed openly at meetings. The P&C was consulted and supported the proposal to change the length of timetabled lessons from 80 minutes to 50 or 60 minutes. Teachers were also consulted and given 12 months notice of this change.

In addition to this formal opportunity, parents are also invited to attend parent forums, information evenings and workshops as well as the annual Parent–Teacher nights for both senior and junior students. Parents are also involved in faculty evaluations and in planning meetings.

Students are regularly surveyed through the Tell Them From Me survey which is an online survey and are encouraged to participate in the many opportunities available to promote student voice and leadership capacity, including the Student representative Council, Social Justice, Future Teachers, peer support and peer tutoring and the Positive Behaviour for Learning Team. Senior students are also encouraged to nominate for leadership team positions such as Captain, Vice–Captain and Prefect.

Staff opportunities include school development days, staff and faculty meetings, Pillar Teams as well as their Professional Development Plan. They also have input through the Staff Wellbeing Team which undertakes surveys and implements suggestions for improvement in facilities and general amenity of the school.

While the general satisfaction level remains consistently high, the school will continue to seek and act on feedback where appropriate to ensure high quality programs, practices and facilities.

Policy requirements

Aboriginal education

Students have ongoing Individual Learning Plans (ILP) developed for the purpose of identifying individual goals and achievements. Increased numbers of parents and Aboriginal community members were involved in the development of goals and plans.

Aboriginal students who require additional support with literacy and numeracy skills were placed into small classes for a differentiated curriculum, more diagnostic testing and support to progress in Literacy and Numeracy skills.

All the students from Years 9–12 were supported by the school in conjunction with the Opportunity Hub in developing their resume and storing it in the USB provided by school. Also, students from Years 9 – 12 attended the Careers Expo organised by the Opportunity Hub and the NRL Transitions to Work Expo. Year 7 students were involved in programs which focused on transition into High School. To develop a deeper understanding of Aboriginal culture, students were exposed to many hands on experiences such as creating dilly bags and painting Aboriginal artworks.

Our school worked closely with the AFL Indigenous Academy in designing programs for Aboriginal students at school. They were mentored once a week by an Aboriginal elder and a youth advisor. Students attended the after school programs and excursions organised by the Academy in conjunction with our school.

As a part of Professional Learning, four members of the

Executive team participated in the Capability Framework Teaching Aboriginal & Torres Strait Islander EAL/D learner's. Through the learning and expertise gained a professional learning day was conducted for a team with a representative from each faculty. Team members were encouraged to trial some of the strategies introduced to them in their lessons. Their work and success stories were shared amongst the whole staff in a staff meeting.

To support the learning of our Aboriginal students, eight laptops were purchased and loaned out to students on a regular basis this included USBs for each student to store their classwork and assignments.

All Aboriginal students participated in the NAIDOC Gala celebration organised by AFL Indigenous Academy. This included a mixture of AFL and traditional Aboriginal games with participation from all the schools in the Blacktown and Campbelltown academies.

Multicultural and anti-racism education

A school focus on feedback and formative assessment have contributed to improved student performance as tasks become more progressive and students feel more supported through the learning process. Previous professional learning such as the 'Stepping Out' program and TELL (Teaching English Language Learners) targeted literacy as a focus for professional learning and resulted in the modification of student assessment tasks to include supported reading strategies and scaffolds for extended writing tasks. Further to this our teaching programs have been enriched from professional learning embedding multicultural and anti-racism education into teaching and learning programs. These teaching strategies continue to be implemented with new programs such as the inclusion of the EAL/D Capability Framework being implemented as part of the departmental priorities.

The annual ESL survey showed a steady percentage in students from an EAL/D background to 78.8% of student population. This reinforces the importance of teachers applying strategies in the classroom to support student access. This also means that our focus as a school must continue to be developing an awareness of multicultural diversity and to incorporate into the planning the implementation of Australian curriculum. Support has been directed to supporting the additional refugee students. Teachers have ensured that special sensitivity has been applied to how the global refugee crisis is presented in lessons with ESL teachers assisting in programming and delivery.

Multicultural education at Macquarie Fields High School was approached from multiple perspectives in 2016 to ensure student needs were supported in the classroom through increased professional learning and targeted programs for faculty assessment. The students were surveyed for improved outcomes and to ensure the effectiveness of targeted support.

In 2015, 859 students (7 less than 1 year, 28 between one and three years, 73 between 3 and 7 years and 751 more than 7 years) at Macquarie Fields High

School were from EAL/D (English as an Additional Language or Dialect), representing various cultures. In 2016, students celebrated the diversity of our community during our Celebration Day. The day consisted of stalls showcasing cuisines from different heritages, cultural performances and workshops as well as the celebration of our school's diversity and harmony.

The TAFE Peer Literacy program continued in 2016 and has provided support to Year 7 and 8 students with additional Literacy needs. Students from Year 10 are trained as Peer Literacy tutors. This training provides the students with opportunities to learn effective tutoring strategies using authentic classroom texts and develop appropriate feedback to support younger students with literacy support. EAL/D students in Year 7 who required additional support were formed into targeted roll calls where tutors guided them through the reading and writing tasks required across the curriculum.