

# Macarthur Girls High School

## Annual Report



2016



8822

## Introduction

The Annual Report for **2016** is provided to the community of **Macarthur Girls 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.

Gail Cluff

Principal

## School contact details

Macarthur Girls High School

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## Message from the Principal

As Parramatta grows to become the new CBD of Sydney, Macarthur Girls High School is well placed to manage changes arising from Parramatta's new status. The school has been at the forefront of future focussed learning for a number of years. It is prepared for changes in teaching methodology and learning spaces required to meet the future skills and capabilities identified for employment.

Macarthur Girls High School has been recognised State wide as an exemplar in innovative curriculum design and implementation, collaborative learning spaces, an integrated curriculum and initiatives in literacy, numeracy and STEM (Science, Technology, Engineering and Maths). The school has provided professional learning and support to other schools and educators across the state in relation to the above initiatives and projects.

Departmental external data demonstrates that our school is excelling in the value it adds to student learning from their year 7 Naplan to their year 9 Naplan results. This measures whole school and individual student growth, where Macarthur Girls High School is above the State average. The amount of value added has been increasing substantially over time. For example, our results from 2012 through to 2016 are 35.5% above the Department's State average. From 2014 to 2016, writing results are 43.1% above the Department's State average. From 2012 to 2016, numeracy results are 37.7% above the Department's State average.

The value added or growth achieved by the 2015 HSC group from their 2011 Naplan in Year 9 was over 4 times greater than those students in similar schools across the State. This ability to attain higher value added than State has prompted researchers to analyse how we have consistently achieved outstanding growth for our students. Macarthur Girls High School was one of 7 schools in the State used to gather information on what an effective school does to produce such high value adding in their students. The resulting research paper has now been distributed across the State to all schools.

Our students achieve outstanding growth because Macarthur Girls High School believes in a strong focus on knowing our students and knowing how to teach. It is the way we use evidence to tell us what each student can do and then further develop teachers' knowledge and strategies to provide learning opportunities that enable students to move to the next level of achievement. Educational research suggests five principles are essential for effective student learning. All of these principles are applied in our daily teaching and learning programs, and are reflected in our Wellbeing program and in our school culture. These principles are effective relationships between teachers, students and peers; ownership of one's learning and responsibility for your learning; learning tasks must be intellectually challenging and demanding of deep and rigorous analysis; developing the attitudes, thought patterns and strategies that motivate in the face of challenges and frustrations; and learning to take responsibility for decisions and actions. This combination will endow students with the understanding, capabilities, skills and values to become productive members of a rapidly changing society. It enables students to take a meaningful and substantial position as future leaders within our society.

# School background

## School vision statement

Macarthur Girls High School's purpose is to encourage young women to achieve their personal best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world.

## School context

Macarthur Girls High School (MGHS) is located in the Parramatta District on the banks of the Parramatta River. The school site is of historical significance as a part of the early settlement of the Parramatta district; the land is part of the second land grant made in the settlement of NSW. Subsequently the land became part of the holdings of Rev. Samuel Marsden.

The school's reputation has created a demand for enrolment. Enrolment for 2016 was 1027 students. Approximately 92% of our students are from language backgrounds other than English with 56% of our enrolments from out of area. Student enrolments reflect the school's very positive reputation in the broader community. New students are drawn from more than 50 primary schools. Student numbers in Stage 6 continue to grow. The largest groups of students representing nonEnglish speaking background families include: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers. The school NSW FOEI (Family Occupation and Employment Index) for 2016 is 75 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1029 (2015) which is slightly higher than the average of 1000.

The school's teaching staff is a strong mix of very experienced teachers and new scheme teachers, all of whom are committed to providing continuing excellence in teaching and learning. Our school has a teaching entitlement of 71.8 staff with an additional 12.7 school assistants.

## 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. The majority of the elements in the three domains are now at excellence levels at Macarthur Girls High School, with only four of the fourteen elements at the sustaining and growing level.

In the domain of Learning, Macarthur Girls High School has attained excellence in three of the five elements: Learning Culture, Curriculum and Learning, and Student Performance Measures. The school has achieved this through collective responsibility for student learning and success, effective curriculum programs and teaching practices, and excellent value-added results. The school will focus on improving the remaining two elements of Wellbeing and Assessment and Reporting from the current sustaining and growing to excellence in 2017. The school will concentrate on implementing its comprehensive and inclusive PRIDE program to support student wellbeing, while using assessment data to effectively monitor achievements and identify and address gaps in students learning.

In the Teaching domain, the school has continued to excel in the elements of Collaborative Practice and Learning and Development. Two additional elements reached excellence in 2016, namely, Data Skills and Use and Professional Standards. The school embedded explicit systems for collaboration within and across stages and faculties to ensure consistency of curriculum delivery. Four of these elements are now at the excellence level, with Effective Classroom Practice at the sustaining and growing level. The latter element will be addressed in 2017 to ensure the restructured leadership team demonstrates instructional leadership, promoting and modelling effective evidence-based practice.

In the domain of Leading, half of the elements were already at the excellence level at Macarthur Girls High School. In 2016 School Planning, Implementation and Reporting also achieved excellence by establishing processes to build the school community's capacity to use data and evidence for strategic school improvement. The Leadership element was at the level of sustaining and growing. In order to raise this element to excellence in 2017, attention will focus on ensuring that staff have purposeful roles based on professional expertise and enhancing the school community's commitment to the school's strategic directions and practices to achieve educational priorities. 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

Student Learning: enhancing the learning outcomes for all students

### Purpose

Students will be provided with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.

### Overall summary of progress

#### Literacy and Numeracy

- The school's focus on improving the literacy and numeracy outcomes continued in 2016. While the reading and writing assessment tools continued to be utilised as a means for gathering data for all students in years 7–10, a specifically designed website was launched to support teachers in creating differentiated and relevant learning activities for all students. Various professional learning events were held which supported staff in utilising the website and differentiating teaching and learning programs to meet the needs of all students. A numeracy assessment tool was also developed to map students on the continuum. Teachers across all faculties participated in professional learning sessions which assisted staff in using the gathered data to identify and implement explicit strategies which would enhance the numeracy skills of students.

#### Wellbeing

- The school continued to develop the wellbeing outcomes of students by mapping the existing PRIDE programs and wellbeing structures to the Student Wellbeing Framework. Additionally a whole school wellbeing framework document and implementation procedures was collaboratively ratified and implemented in 2016.

#### 21st Century skills

- In 2016, the school continued to build upon the 21st century learning capacity of students. All existing programs in Stage 4 and 5 were evaluated to measure the improvement in student learning outcomes. This evaluation led to the development of a 21st century skills continuum where students were mapped accordingly at the beginning and end of the course to gauge their improvement of relevant skills. A STEM program for all year 7 students was also implemented as a vehicle through which to enhance the 21st century skills of students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
HSC 40 % candidates in top two bands.	Plan to Succeed academic coaching program continue to be implemented in Years 11 and 12. This program provided individualised mentoring and support for Stage 6 students. As a result, 65% of students who sat the HSC in 2016, achieved results in the top two bands.	\$70,488 which equated to 0.7 into timetable to resource the Plan to Succeed program for senior students
75% Years 7–10 improving by one literacy cluster	Reading and writing diagnostic assessment tools were devised and implemented to map every students in years 7–10 on the literacy continuum for reading and writing. On average, 78% of all students improved by at least one literacy cluster.  A 'Teaching Every Student' WebApp was launched and allowed teachers to use the literacy data gathered and provide them with relevant strategies which were incorporated explicitly in teaching and learning programs. Professional learning was conducted with staff from within the school and with colleagues from interested network schools in the use of the WebApp. In addition, CESE and the Director of Secondary Education reviewed the diagnostic tools, assessing validity and alignment to the current continuum.	Cost of WebApp \$10,000 which was funded through NSW DoE Literacy Grant



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% Years 7–10 improving by one cluster on 21st century skills continuum	<p>Continued implementation of Stage 4 Integrated Curriculum units of work which explicitly enhance students' 21st century skills. Students were mapped on a 21st century skills continuum and 84% of students improved by at least one cluster throughout the course.</p> <p>Refinement of Stage 5 Project Based learning units in elective subjects and the introduction of Year 10 Integrated learning programs. All students in years 7–10 now complete units of work explicitly tailored towards enhancing their 21st century skills.</p>	<p>\$5000: Stage 4 Initiatives</p> <p>\$5000: Stage 5 Initiatives</p>

## Next Steps

### Literacy and Numeracy

- The 'Teaching Every Student' WebApp will continue to be reviewed and updated to incorporate numeracy strategies as well as literacy and differentiation. The WebApp will also be updated to reflect and align with the new Literacy Continuum. Existing collaborative relationships with primary schools will also be built upon to enable strategies and activities for cluster 1–7 to be designed and incorporated into the Web App.

### Wellbeing

- In order to continue developing the wellbeing outcomes of students, a focus in 2017 will be on the effective communication of information to all staff about issues regarding student health, specific learning needs, roles and responsibilities and mental health. As such, a new executive structured will be implemented which includes a Head Teacher Teaching and Learning for each Stage who works with the Head Teacher Wellbeing, Learning and Support to look holistically at student data to better meet the individual needs of every student. From this data, the possibility of pathways and acceleration for selected students will be explored and implemented to ensure all students are challenged and supported in their learning. In addition, the school's Wellbeing Framework will be refined to incorporate procedures which align with each individual area of the framework..

### 21st Century Skills

- A number of strategies will be implemented in 2017 to continue developing students' 21st century skills which includes an evaluation of the year 10 Integrated Curriculum units of work. In addition, a Supporting High Achievers Initiative will be implemented where selected students can be invited to participate in an iSTEM and/or International Studies as a year 9 Elective course. These courses will be mapped with the 21st century skills continuum and students will be required to regulate their development and progress on this continuum. Furthermore, a pilot will be conducted for a complete Integrated Curriculum structure in Stage 4 where students will solely complete units of work which incorporate outcomes from a range of subjects.

Pictured below: Year 8 Integrated Curriculum students during their final presentation to members from local community businesses who assessed the authenticity of the final products.



## Strategic Direction 2

Teacher and Leader Learning: provision of differentiated professional learning to support teachers in enhancing student outcomes

### Purpose

To provide diverse professional learning opportunities for teachers across all career stages that encourage creativity and risk taking in all learning environments. The Performance and Development Framework and the Australian Professional Teaching Standards will underpin all professional learning in the school to ensure teacher quality and leadership development.

### Overall summary of progress

#### Professional Learning

- A whole school professional learning plan was strategically developed to provide differentiated professional learning opportunities for all teachers at various career stages. This included the scheduling of additional timetabled faculty meetings for all teachers once a fortnight. Applications for all school based professional learning courses were submitted as either registered or non-registered on MyPL. Staff were also provided with opportunities to deliver professional learning in areas of their expertise which may be used as evidence for accreditation.

#### Assessment and Feedback

- Throughout 2016, the school developed and implemented an Assessment, Feedback and Reporting Policy based on the *Principles of Assessment and Reporting in NSW Public Schools*. A centralised assessment task register was also established to ensure all assessment tasks aligned with the MGHS Proforma and adequate notification was given to students as per school policy. In addition, professional learning on effective feedback was delivered and faculties collaboratively developed their own strategies which were then showcased to all teachers across the school.

#### Data Analysis

- In 2016, all staff continued to analyse the HSC data by completing a school based Results Analysis Package for each HSC course. From this process, the school identified a need to focus on moving high achieving students from a Band 5 to a Band 6. This focus led to the development of a Supporting High Achievers Initiative which was launched and catered towards challenging high achieving students. Furthermore, all faculties evaluated existing teaching and learning programs and used data to inform modifications and necessary interventions.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff with a PDP and accredited as required by the Teacher Accreditation Act.	All staff completed a Performance and Development Plan (PDP) for 2016. The school implemented processes and structures to support teachers in devising goals that align with school and system priority areas.  A school-based policy was implemented which supported the accreditation of teachers at Proficient and outlined the specific roles and responsibilities of those involved.	Beginning Teacher Support Funding: \$26755
All professional learning opportunities are differentiated and mapped to the APSTs.	Whole school professional learning plan created to support the attainment of milestones for each Strategic Direction. All teachers were provided with a professional learning session within their timetable once a cycle.  Professional learning opportunities offered allowed teachers to choose from a variety of activities offered.	Professional Learning Funds: \$60894

### Professional Learning

- Professional learning will be delivered to teachers in regards to writing standards-based accreditation reports, referee reports and classroom observations. Professional Learning will also be provided to all permanent, casual and temporary staff on the process of gaining and maintaining accreditation at Proficient as a result of all staff being accredited at the beginning of 2018. Additional professional learning programs will also be offered to interested staff which includes a comprehensive school based induction program and specifically designed website based on *Strong start, Great teachers* and an *Aspiring Leaders* program based on current research and available tool kits.

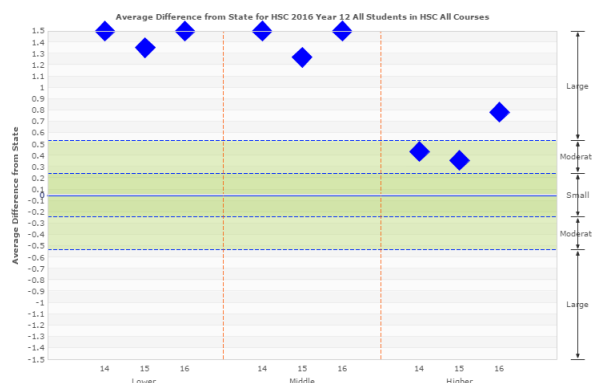
### Assessment and Feedback

- In 2017, a whole school focus on assessment, feedback and reporting will be implemented in order to ensure that all school policy is aligned with the new *Stronger HSC Standards* which will be rolled out in 2018. Professional learning will be provided to all staff on the new guidelines for school-based assessment. Furthermore, a review of the school's reporting process will be conducted in order to ensure that our process aligns with the DoE's *Curriculum planning, programming assessing and reporting K-12* document.

### Data Analysis

- Individualised student analysis will be a major focus in 2017 as Year Advisors and Stage Head Teachers Teaching and Learning will be analysing internal and external data to identify strengths and areas of improvement for each student. This data will then be used as the foundations for mentoring conversations between staff and students to ensure students are supported in their learning. Existing internal and external data will be uploaded to the school's Sentral system so that it is readily available to all staff. In addition, the school will continue to focus on the importance of knowing your students to provide differentiated strategies that enable students to enhance their learning outcomes. Professional learning will reflect this focus in 2017.

Pictured below: The following graph provides an indication of the growth of low, middle and high achieving students at MGHS. The measure compares students' Year 9 NAPLAN Reading and Numeracy scores in 2013 with their achievement in the HSC in 2016.



### Strategic Direction 3

School Learning: developing all aspects of learning with a culture of continual improvement

#### Purpose

To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements to support the identified directions of the school community.

#### Overall summary of progress

Whole school, faculty and executive data and evidence was collected against the three domains of the School Excellence Framework and was used to inform school directions, to update milestones and define professional learning plans. Findings from this self-assessment are detailed in this Annual Report.

The school commenced the planning phase of preparation for a number of key reforms connected to the Learning Management and Business Reform (LMBR) initiative to be deployed in 2017. Pre-deployment data was cleaned to establish a benchmark for monitoring and evaluating the implementation of reforms. Professional learning was organised to inform staff and for staff to self-assess their readiness for the reform process.

A review of personnel roles and responsibilities was conducted in conjunction with succession and workforce planning, particularly to devise the roles and responsibilities of SASS and senior executive in light of the LMBR changes. This included analysis of staffing data and the current staffing mix, together with staff expertise, accreditation and capabilities. The senior executive structure and head teacher mix were examined relative to the new staffing agreement. A Business Manager position was created to enhance implementation of the LMBR process and improve the implementation effectiveness of key reforms.

The Parramatta network of schools and relevant Department of Education directorates involved in the Parramatta Precinct Strategy had limited meetings to disseminate information. Phase 2 of the strategy is yet to be developed by the network of schools and departmental personnel. It will enable public schools to meet the area's demographic growth predicted up to 2031.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A comprehensive school review process is undertaken annually leading to clearly articulated Strategic Directions for school growth based on rigorous and valid data analysis	<p>Policies were reviewed for compliance and updated where necessary. All PDPs were completed and filed. The Wellbeing Framework was aligned to relevant policy and procedures and published on the school website.</p> <p>The School Evaluation Framework self-assessment was undertaken initially by executive and then by all teachers, with faculty evidence gathered to support and validate assessments. The data was analysed to inform strategic directions, leading to adjustments to the school plan and milestones.</p> <p>The school plan was again reviewed in Term 4 and modified on the basis of emerging needs and trends within the school and externally.</p> <p>Mandatory DoE professional learning was implemented in Term 1, in particular the new Countering Violent Extremism training, School Community Working Together, with information also disseminated to students and parents</p>	Wellbeing: \$26000



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice	<p>The school budget for 2016 was aligned to strategic directions and supported the attainment of school milestones.</p> <p>A review of the new staffing agreement was conducted during semester 1. Business Intelligence reports and HR data were used to build a staffing profile of the school. The senior executive structure and executive mix were reviewed and a Business Manager Grade 7/8 to be employed in 2017 onwards.</p>	RAM Socio-economic: \$45000 used for employment of a trial Business Manager PT Semester 2
School staffing structure reflects and supports the needs of the learning community and staff's role in driving school change and improvement.	Internal and external data were analysed, including RAP analysis of HSC. NAPLAN data was analysed and evaluated. The annual report information was collected and collated, then uploaded and distributed, as per audit requirements.	Professional Learning: \$5000

## Next Steps

Following the LMBR planning phase in 2016, the key reforms connected to the LMBR initiative will be implemented at the school in 2017, starting with transition preparation for compliance with the new system and monitoring of the transition to go live stage throughout semester 1 2017. Additionally, the newly developed Department of Education timetabling program, School Edge, will be implemented in 2017, with the 2018 timetable constructed using this integrated system with LMBR.

Develop the Macarthur Girls High School Plan for 2018–20 following extensive review and data analysis processes plus consultation with the learning community. The school will monitor compliance with BOSTES policies, conduct teacher accreditation and maintenance planning for mandatory implementation in 2018 and compile and complete mandated procedures for designated Department of Education policies on the A–Z tool, in particular, the new Working with Children Check policy and procedures.

Develop individual standards based personal development plans for all staff, permanent, temporary and casual teachers along with implementing personal development plans with all administrative staff in 2017. Implement and record all annual mandatory training updates. Professional learning faculty plans with associated budgets will be prepared, following SEF self-assessment by the executive and classroom teachers.

Complete the annual report, analyse data from internal and external sources, and modify the School Milestone Plan based on emerging needs and trends illustrated in the school's data analysis.

Pictured below: School staff participating in the annual review process to self-assess against the School Excellence Framework and reflecting on the achievement of milestones as per the School Management Plan..



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All identified Indigenous students at MGHS have a Personalised Learning Plan (PLP) developed by the Learning and Support Faculty. These PLPs assist classroom teachers in the delivery of course content to Indigenous students.</p> <p>All identified Indigenous students were also provided with a personal laptop device if they did not already have access to one.</p>	Aboriginal Background Loading: \$1014
<b>English language proficiency</b>	<p>As part of an EAL/D Project, teachers participated in professional learning which enabled them to modify programs and assessment tasks to ensure they incorporated relevant EAL/D strategies into their ongoing practice.</p> <p>EAL/D teachers used student assessment tasks to place them on the EAL/D progression for the various text types. This enabled emerging EAL/D students to develop their literacy skills in accordance with the EAL/D progression scale.</p>	<p>English Language Proficiency flexible funding: \$17420 which resourced a further 0.2 into the timetable</p> <p>Staffing \$265254 which is the full time equivalent of 2.6 classroom teachers</p>
<b>Low level adjustment for disability</b>	<p>Personalised Learning Plans (PLPs) were developed for all students of high needs who received integration funding. Meetings were held with parents and classroom teachers of identified students to provide input towards the PLP and to offer suggestions for subject-specific strategies. This resulted in the implementation of more effective adjustments to assist student's engagement in learning activities and attain relevant outcomes.</p> <p>During one professional learning session per term, teachers were provided with time in order to prepare and upload evidence that demonstrates modifications and adjustments for students with specific needs, as aligned</p>	1.3 staffing which equates to 132,627 and \$57104 in flexible funding. This flexible funding equated to 0.6 which was used to release every staff member for one period per term for NCCD collection and documentation
<b>Socio-economic background</b>	Plan to Succeed academic coaching program was implemented in years 11–12 and provided individualised mentoring support for Stage 6 students.	\$70488 which equated to 0.7 into timetable to resource the Plan to Succeed program for senior students
<b>Support for beginning teachers</b>	<p>Beginning teachers were supported in gaining and maintaining accreditation at Proficient by specific executive and senior executive staff.</p> <p>All beginning teachers were involved in a variety of whole school professional learning activities relating to whole school and system priorities.</p>	Beginning Teacher Support Funding: \$26755
<b>Targeted student support for refugees and new arrivals</b>	A refugee coordinator was appointed for 2016 who gathered background data to identify and select students with high needs. The Coordinator formed a partnership with non-profit organisation Reledev's DREAM Australia Girls program who have mentored refugee students in an after school program.	Refugee Student Support: \$2580

<b>Targeted student support for refugees and new arrivals</b>	In addition to providing mentoring to students, the program supported students in enhancing their literacy and numeracy skills. All staff were also provided with information about refugee and asylum seeker students at the school in order to differentiate their learning accordingly.	Refugee Student Support: \$2580
<b>Leadership Development Initiative</b>	Through this initiative, Emma Mansfield evaluated and refined the Integrated Curriculum programs for Stage 4. Staff, students and parents were involved in the evaluation process and the findings led to the development of a 21st century skills continuum. This continuum allowed all students to understand the skills they were developing and what it looked like in action. Professional learning sessions were held for all teachers about how to use this continuum and link to lesson, unit and reporting outcomes. From this initiative, it is evident that students have enhanced their 21st century skills and are now able to regulate their own progress against the framework.	Leadership Development Initiative Fund – \$5000
<b>STEM</b>	<p>All students in year 7 completed a STEM unit of work.</p> <p>The school participated in the STEM Action School program to refine the existing practice and mentor other school in 2017.</p>	STEM Project – \$10,000



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	1046	1032	1036	1023

As shown in the table, student enrolments have remained strong over the last four years, reflecting the school's positive reputation and strong value adding.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	96.5	95.3	95.2	94.5
8	95.3	95.2	92.7	93.7
9	93.8	93.8	92.6	92.5
10	94	92.6	90.5	92.6
11	90.5	94.8	90.9	93.2
12	91.7	90.9	92.3	93.4
All Years	93.6	93.8	92.4	93.3
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 at MGHS in 2016 was in the high percentile relative to other State schools.

In 2016, the attendance processes specifically targeted whole day absences and lateness. All school staff had a role in the implementation process with the welfare, year advisors and attendance monitors, under the guidance of the Stage Leaders, analysing the data gathered.

Chronic individual non-attendance was managed within the DoE guidelines and with the support and assistance of regional student welfare support team members.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0.38
Employment	0	0	1.29
TAFE entry	0	1.52	3.24
University Entry	0	0	89.61
Other	0	0	1.29
Unknown	0	0	3.89

A total of 180 offers were made to 138 students (89%) of the 2016 HSC cohort of 169 students. This is an increase from the 172 offers made to 142 students in the 2016 HSC. Many students received multiple offers and were able to take up courses they had nominated higher on their initial preference list: 30 students received 2 offers, 13 received 3 offers, 5 received 4 offers, 2 students received 5 offers and 25 students received an early offer and a second offer in the Main Round. 27% of offers were from the University of Western Sydney and 21% from Macquarie University. Of the 16 students who did not receive university offers, positions at alternative university entry colleges were gained and these students will transition into degree courses depending on performance.

### Year 12 students undertaking vocational or trade training

Approximately 30% of all Stage 6 students undertook VET courses, completing a Certificate II or Record of Achievement towards Certificate III in 3 frameworks: Business Services, Entertainment Industry and Hospitality– Food & Beverage.

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

The majority of VET students completed the optional HSC examination. 25% of Business Services students attained a Band 5 achievement, with Hospitality students attaining strong results in that framework. 100% of students were awarded an HSC, with a small number of students completing more than one VET framework. Less than five students completed TVET courses offered by outside providers.



## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.9
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	12.77
Other Positions	1

\*Full Time Equivalent

### 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	12

### Professional learning and teacher accreditation

The professional learning that was completed throughout 2016 was carefully designed to ensure it was standards based and directly related to achieving school milestones. Whole school, school based, professional learning sessions provided teachers the opportunity to accrue 13 non-registered hours and 15 registered hours. In addition, all teachers were provided with one professional learning session on their timetable throughout the fortnight. In these sessions, teachers participated in learning that updated their knowledge and practice to meet school and system priorities.

Two temporary full time beginning teachers successfully completed BOSTES accreditation at Proficient. Three permanent full time teachers maintained accreditation at Proficient while two permanent full time teachers maintained accreditation at the voluntary stage of Highly Accomplished and Lead.

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>630 513.40</b>
Global funds	541 014.10
Tied funds	551 623.25
School & community sources	565 604.42
Interest	18 253.00
Trust receipts	58 776.53
Canteen	0.00
Total income	2 365 784.70
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	146 164.94
Excursions	91 736.58
Extracurricular dissections	64 811.20
Library	14 164.67
Training & development	0.00
Tied funds	453 163.42
Short term relief	4 484.30
Administration & office	169 545.72
School-operated canteen	0.00
Utilities	111 464.54
Maintenance	65 785.46
Trust accounts	53 783.01
Capital programs	45 400.00
Total expenditure	1 220 503.84
<b>Balance carried forward</b>	<b>1 145 280.86</b>

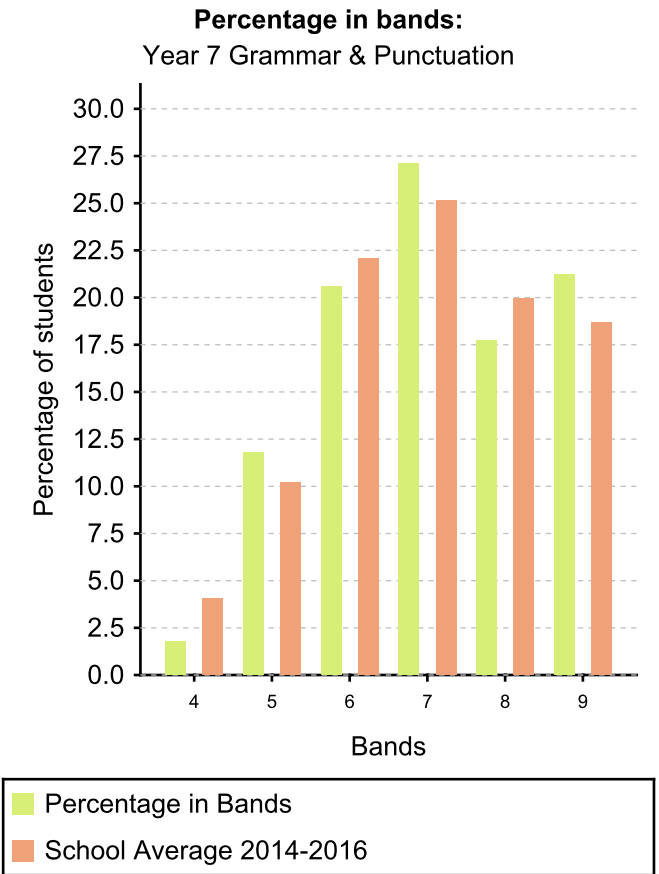
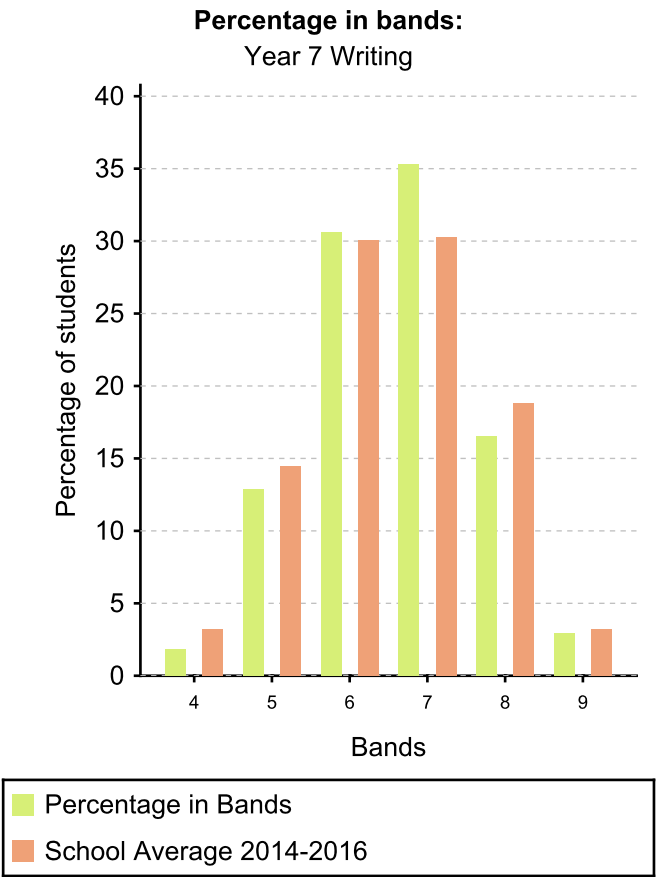
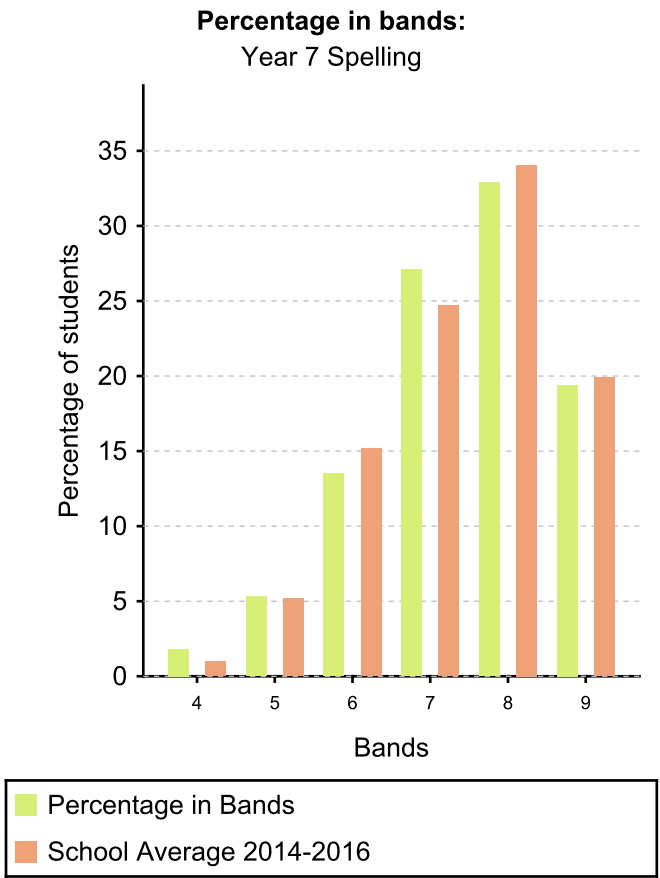
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

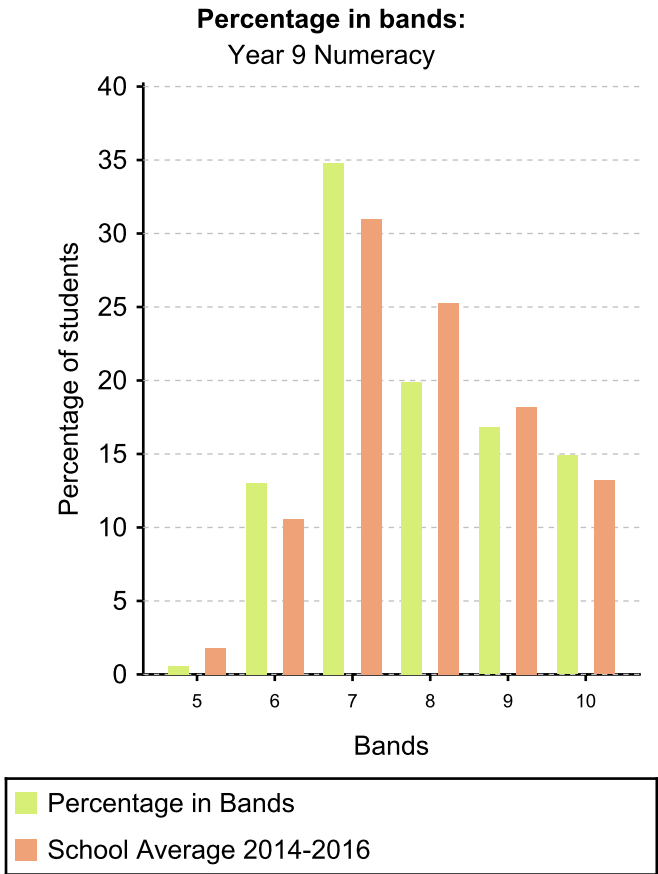
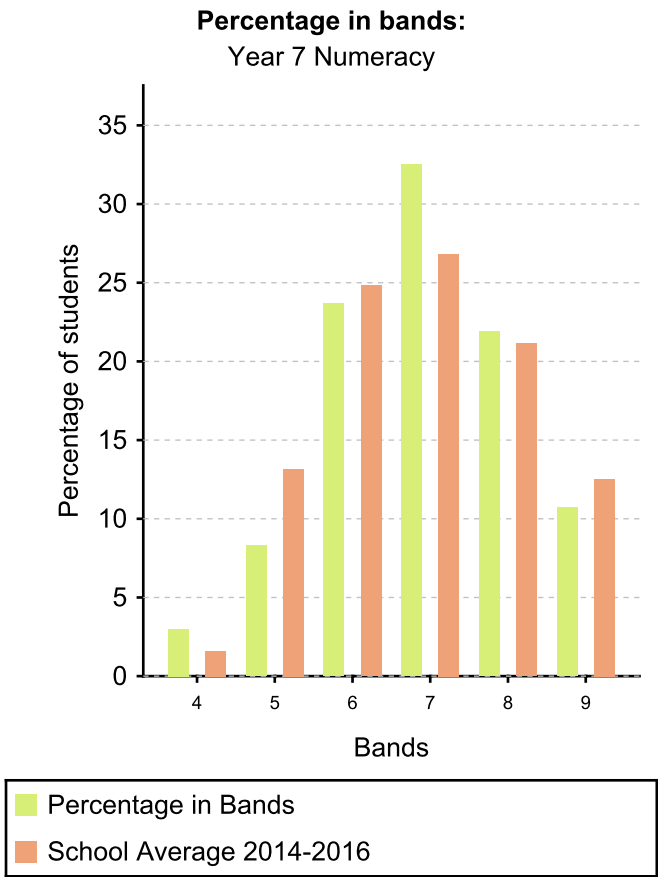
## NAPLAN

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.

The percentage of our students achieving at or above minimum standard is very high, especially in Year 7. 98.09% of the cohort achieved at or above minimum standard in writing, spelling and grammar and punctuation.



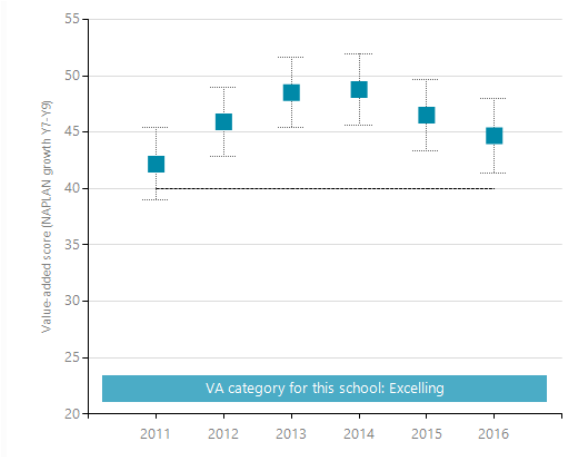
In year 9, Numeracy had the highest percentage of students at or above minimum standard with 99.40%. In contrast, 97.14% of year 7 students achieved at or above minimum standard in Numeracy.



The My School website provides detailed information

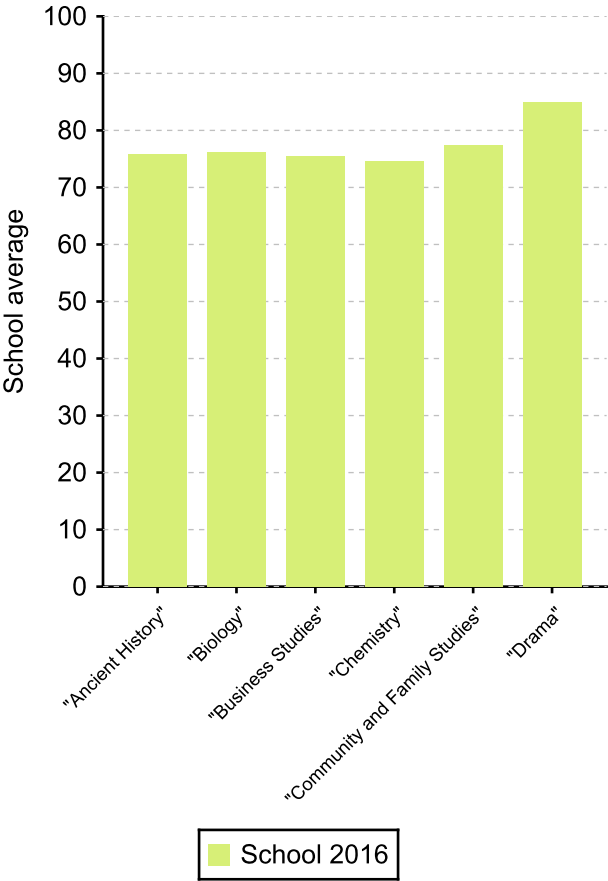
and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Macarthur Girls High School in the Find a school and select GO to access the school data

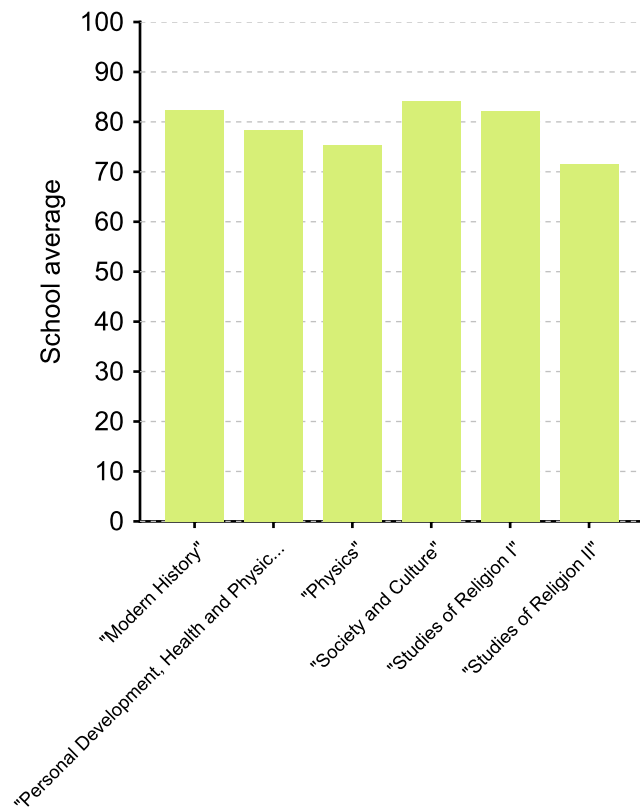
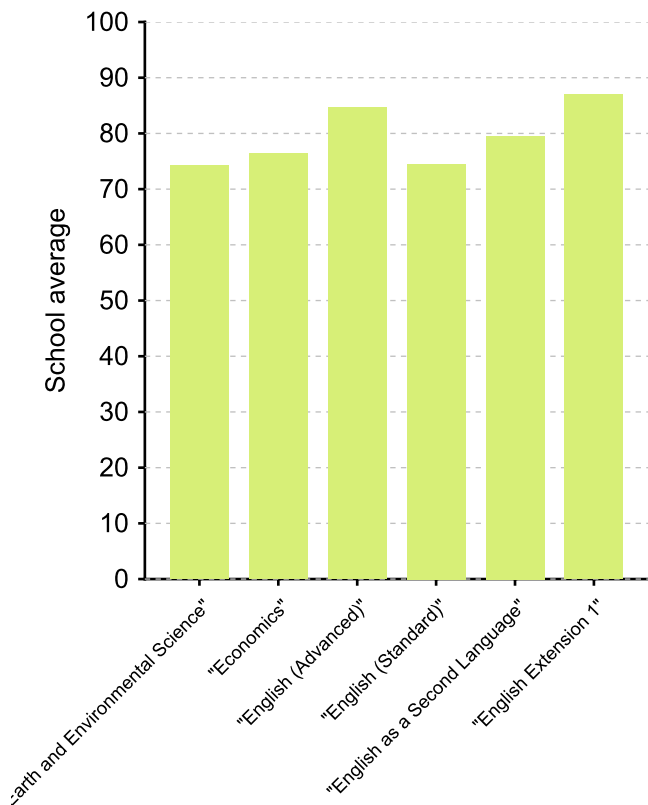
The image below indicates the amount of growth being achieved by students at MGHS from year 7 to 9. The dotted line represents the growth of the average student. The measure uses an average of Reading and Numeracy NAPLAN scores for each year.



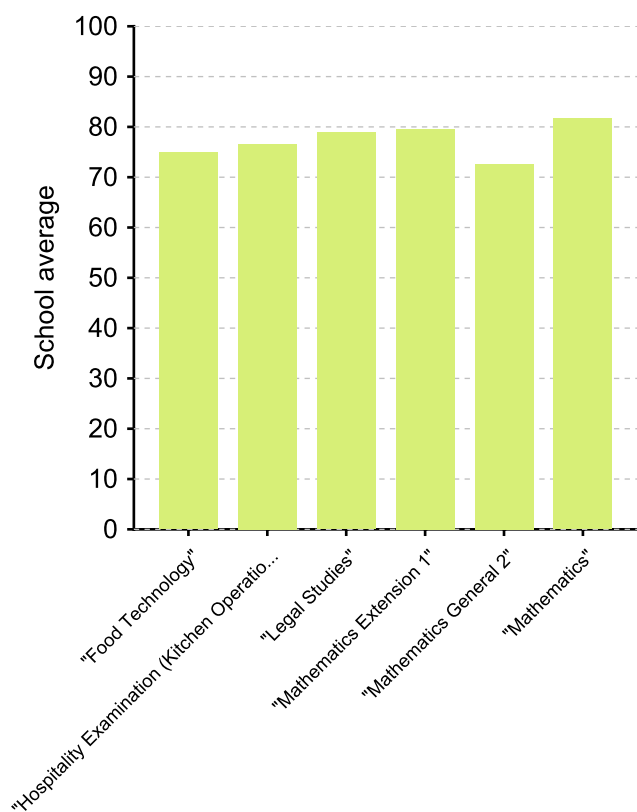
### Higher School Certificate (HSC)

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

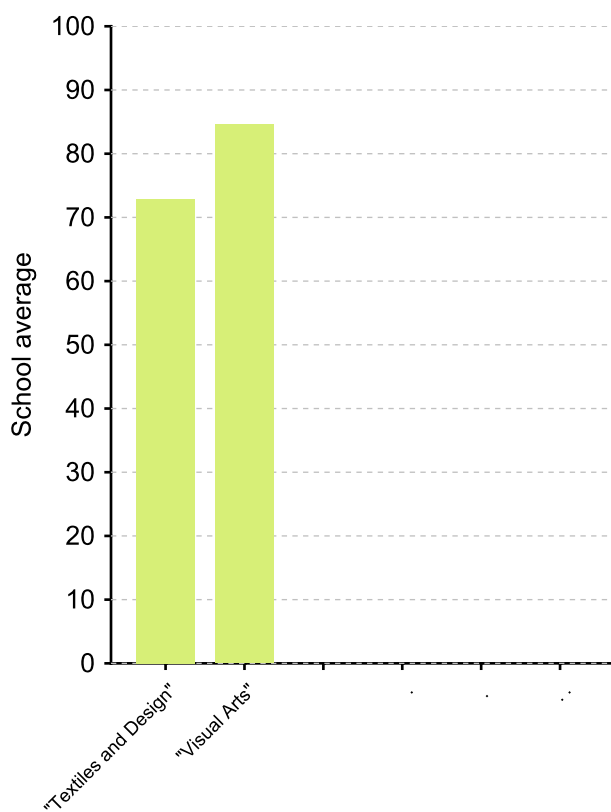




School 2016



School 2016



School 2016



In the Higher School Certificate, the performance of students is reported in bands ranging from band 1 (lowest) to Band 6 (highest). All students studied a range of courses across the spectrum of curriculum and were eligible for an ATAR. The achievement at Bands 5 and 6 in 2016 is comparable to previous years. In 2016, 108 students achieved at least two band 5 and/or 6 results which equates to 65% of students.

#### **Specific HSC results in 2016:**

- 1 HSC All Rounder: Band 6 for all 10 Units
- 84 Distinguished achievers, 5 courses by International Students (there were 73 distinguished achievers in 2015).
- 1 Society and Culture Distinction Award for the Personal Interest Project
- 58.33% of Drama students achieved a Band 6 in comparison with 14.31% across the state.
- 14.63% of Ancient History students achieved a Band 6 in comparison with 8.21% across the state.
- 9.09% of CAFS students achieved a Band 6 in comparison with 5.09% across the state.
- 61.53% of English Extension 1 students achieved an E4 in comparison with 35.31% across the state.
- 23.52% of Modern History students achieved a Band 6 in comparison with 9.33% across the state.
- 75% of History Extension students achieved an E4 in comparison with 21.54% across the state.
- 19.14% of Society and Culture students achieved a Band 6 in comparison with 13.71% across the state.
- 16.66% of Visual Arts students achieved a Band 6 in comparison with 14.09% across the state.

## **Parent/caregiver, student, teacher satisfaction**

### **Partners in Learning Survey, Perspectives of Parents at Macarthur Girls High School**

The survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school. Parents were invited to complete the questionnaire on-line and it was conducted between 21 August and 19 October 2016.

Successful schools foster positive relations between the school and the community. They communicate with parents, encourage their involvement in schoolwork, and enlist their participation in school governance and volunteering.

While the response rate was not high, this was expected given that over 90 percent of Macarthur Girls High School students come from language backgrounds other than English. The largest proportion of respondents was parents of Year 7 and 8 students.

Nevertheless, several patterns were able to be observed from the limited data. Parents agreed or strongly agreed that the school supports learning, supports positive behaviour of students and promotes student safety at school. Most parents would recommend the school to parents of primary school students and considered Macarthur Girls High School to have a good reputation in the local community.

## **Policy requirements**

### **Aboriginal education**

MGHS ensures indigenous culture is prominent in all faculty programs. Teaching strategies identified in the framework The Eight Aboriginal Ways of Learning have been implemented. Each faculty highlights the Aboriginal perspective in their programming and classroom practices. The school acknowledges Aboriginal culture and works to sustain a positive inclusive school culture. An Indigenous Coordinator works across curricula areas to ensure teaching programs are adapted to suit the educational needs of Indigenous students. These programs highlight and identify teaching strategies that support Indigenous students.

### **Multicultural and anti-racism education**

MGHS has a large and culturally diverse population. Our school reflects the multiculturalism of Australia with the diversity of cultural backgrounds bringing great strength to the school. The school actively pursues social harmony and celebrates differences. These are reflected in all aspects of school life, with multicultural perspectives in all key learning areas. PRIDE – Our student wellbeing program has multicultural education embedded in lessons for all students Year 7 to 12.

## Other school programs

- **School sport**

The school has developed links with the Greater Western Sydney Giants AFL club to encourage the participation of girls in sport and physical activity. Former Macarthur Girls High School student Anna Karra–Hussein and other Giants players spoke at school assemblies and the men’s Giants team visited the school to meet the students. Students studying Physical Activity and Sport Science (PASS) have completed a unit of work on AFL. Players lead weekly lessons to develop the game skills of students. The school played against other school teams during AFL Gala Days. This connection is valuable to all our students in having female role models encouraging their participation in physical activity.

- **History Appreciation Society Digitisation Project**

Chair of the National Trust and the President of the Parramatta & District Historical Society, Mr. Brian Powyer, contacted the History Faculty late in 2015 about an opportunity for students to authentically engage with Parramatta’s local history. This project involved the digitisation of a collection of historical images of buildings and institutions in Parramatta, taken by historian and writer Shylie Brown. Students worked tirelessly for over a year, attending weekly after school sessions to meet with Mr. Powyer to digitally enhance, record and caption these images. Once this phase of the project had been completed, students then ventured through Parramatta and photographed the new sites which have since integrated and at times, superseded the historical sites. This current data was then corroborated with the original photographs to highlight the continuities and changes experienced by this important suburb. On Saturday 14th May 2016, students from HAS presented the result of their 15 month long project to the members of the Parramatta & District Historical Society and general public.

This culmination of events allowed students to engage in authentic research and deliver their newly constructed understanding of the city of Parramatta to a genuine audience of the local community. Students were asked questions concerning the historical process and also of their experiences of the project. Their professionalism, presence and knowledge of their first hand investigation was formally recognised and applauded. As a consequence of this experience, the Parramatta City Heritage Advisory Committee extended an invitation to two students from HAS to represent the youth at their committee meeting. Agnes Augusthy and Diana Barez are congratulated on successfully obtaining these positions through a merit selection process.