

Macquarie Fields High School

Annual Report



2017



8553

Introduction

The Annual Report for 2017 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 2017, Macquarie Fields High School continued its focus on the three strategic directions: Leadership, Learning and Well-being. Our collective goal of whole school improvement is facilitated through a distributed leadership structure and 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 keylights of 2017 including:

- Engagement of a Community Liaison Officer to promote and enhance community participation.
- The establishment of a school Facebook page.
- Continuation of the links across the Glenfield Network, particularly in the area of professional experience, through the Professional Experience Hub.
- Purchase of SWIVL cameras to film teachers' delivery of pedagogy, facilitating discussion around practice and providing authentic feedback, especially to pre service and beginning teachers.
- Staff managing the Professional Experience Hub project undertook a program to deliver training to staff across the network in mentoring pre service teachers, expanding the opportunities for schools to offer professional experience placements.
- Establishment of a girls' leadership initiative, *Being 10*, with the participating girls presenting at a number of high profile conferences and professional inductions of Directors and Principals. The girls have also developed an in-school workshop for younger girls which they delivered in Term 4. This program will continue in 2018.

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 2017, the school had a total enrolment of 1103 students, 7 – 12, 79% of whom 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 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 Well-being 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: Learning Culture; Learning and Development; School Planning, Implementation and Reporting and School Resources.

More specifically, in the domain of *Learning*, our efforts have been mainly focused on further development of the concept of a growth mindset which is now embedded in the school's culture and as a result, there has been marked growth in all aspects of the Learning domain. The establishment of a Learning Support Coordinator position has facilitated the provision of targeted support to students with additional learning needs and has enabled support to be provided more quickly to those students requiring it.

In the domain of *Teaching*, professional learning is now targeted more closely to the goals identified in professional development plans (PDPs) of teachers with additional specific resources set aside to achieve the improvement measures of the school plan. This enables professional learning to be better differentiated for more effective use of resources. There has been an increasing focus on the use of data and evidence-based practice and substantial professional learning has been directed towards enhancing capacity in this area.

In the domain of *Leading*, the continued focus on development of leadership capacity at all levels has ensured that staff are confident and effective classroom leaders and practitioners. Those seeking promotion are well prepared and competitive in the merit selection process.

Our self-assessment process will assist the school to develop the 2018 – 2020 school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

In terms of the School Excellence Framework, the school is generally excelling in the domain of Leading. The school-wide focus on building leadership capacity and providing additional leadership opportunities for both staff and students continued to be a priority throughout 2017. Several staff were supported by the Aspiring Leaders program and subsequently gained promotion. Opportunities for students were broadened with the addition of a number of leadership opportunities, including the Moana Group, Being 10 and Peer Tutoring. The Professional Experience (PEX) hub refined several of the initiatives trialled in 2016, including the induction program, demonstration lessons across the school and the beginning teacher conference, which included beginning teachers from neighbouring schools in the network. The purchase of SWIVL cameras to film teachers' delivery of lessons enabled feedback to be better targeted and allowed for deeper conversations around practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| <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>Homework Centre</p> <p>\$31, 112 RAM Socio economic and Aboriginal funds</p> <p>Student Leadership Program, High Resolves</p> <p>\$8,320 RAM socio-economic</p> | <p>Targeted leadership development support, through the <i>Aspiring Leaders</i> program, resulted in one classroom teacher being promoted to a head teacher role in another school through the expression of interest process and another being promoted to head teacher level through merit selection. Two staff members are undertaking accreditation at the higher levels, including one who has been externally observed by a NESA representative. One staff member successfully completed a Leadership Development Initiative project and a further staff member was accepted onto this program for 2018.</p> <p>HSC results remain very good. In 2014, the baseline, 0.7% of all Band 6 results were achieved by our comprehensive students. In the 2017 HSC, this percentage has risen to 1.65%, an increase of close to 1%. In the selective stream, 43% of students achieved one or more Band 6 results, in line with results over time.</p> <p>To promote academic excellence, the award of dux for all year groups was established.</p> <p>Further leadership opportunities were developed, including a <i>Moana</i> group for our Pacifica students, <i>Being 10</i>, a girls' leadership group and there was greater participation by students in their year meetings.</p> <p>The Technology Team led professional learning in the area and as a result, all (100%) teachers are using technology on a regular basis to mark attendance, reporting, timetabling, recording of student welfare and discipline matters, in lesson preparation and delivery.</p> |

Progress towards achieving improvement measures

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|--|-------------------------------|---|
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Next Steps

- Establishment of a team of Learning Innovators to promote the development of the general capabilities and the four 'C's: communication, critical thinking, creativity and collaboration within our students in order to better prepare them for their futures.
- A focus on the holistic development of students with a focus on "who am I?" rather than "what am I?" or "what will I be?"
- The development of Individual Education Plans (IEPs) for all students over the next 3 years, commencing with Years 11 and 12 in 2018.
- Further refinement of the leadership capacity building program, Aspiring Leaders, with the group designing the school's new Leadership Principles.
- Establishment of a team of staff trained professionally in mentoring to support students.

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

Overall summary of progress

In terms of the School Excellence Framework, the school is generally sustaining and growing in relation to the learning of our students.

Faculty evaluation at Macquarie Fields High School continues to be based on the 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 elements of the School Excellence Framework to measure the faculty against and this will provide important evidence in the external validation process.

In 2017, our school focussed on *effective classroom practice*. Embedding formative assessment across the whole school has been a focus for this strategic direction. There are now 33 members of staff who have completed a two day training course on embedding formative assessment, with all faculties represented. In addition to this, all staff have been trained on using an assessment review tool to be used for any summative assessment tasks in Stage 4 programs. This tool will continue to be used in reviewing assessment tasks in Stages 5 and 6.

The school has made excellent progress with the design of the Teaching and Learning Philosophy. This important whole school project has been explicit aligned with our values of loyalty, sincerity and generosity.

As a result of an extensive curriculum audit and broad community and school-wide consultation, the school introduced a two week cyclic timetable to provide more flexibility in curriculum offerings. The school now has a consistent duration for each lesson and for the end of each day.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| <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 | Homework Centre (see Leadership Strategic Direction) | <p>In the third year of our plan there was an decrease of 0.4% for results in the bands of 6,5,4 when compared with the 2014 cohort.</p> <p>2017– 74.1% of results were from bands 4,5,6 (652 from 880 examinations)</p> <p>2016–82.9% of results were from bands 4,5,6 (703 from 847 examinations)</p> <p>2015–80.4% of results were from bands 4,5,6 (688 from 856 examinations)</p> <p>2014–74.5% of results were from bands 6,5,4 (602 from 808 examinations)</p> <p>Numeracy</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| <p>motivated in their learning.</p> <ul style="list-style-type: none"> • 10% increase of students trying hard to succeed in their learning. <p><i>(Tell Them From Me surveys).</i></p> | | <p>2017: 1% of students are not achieving the national minimum standard compared to 2.2% in 2014.</p> <p>Reading</p> <p>Students not achieving national minimum standard in 2016 was 3%.</p> <p>This is a reduction of 2.0% when compared with 2014.</p> <p>Writing</p> <p>Students not achieving national minimum standard in 2017 was 11% compared to 11.4% in 2014. This is a reduction of 0.4%</p> |

Next Steps

Key changes are:

- A key part of our curriculum changes is that the resulting new timetable structure is based on a two week cycle, offering increased flexibility. In addition, we now have a consistent duration for each lesson and end of day.
- The Senior Day Privilege Pass is a new addition to our timetable for 2018 and allows our senior students to have a senior day on one day of their ten day timetable. Senior students are expected to design an Individual Education Plan (IEP) and this process is developing the future focussed skill of **self regulation**. The Senior Day is a privilege that students earn and they must qualify with high standards relating to attendance and work completion.
- Science Technology Engineering Mathematics (STEM) is an interdisciplinary and applied approach to teaching the disciplines of science, technology, engineering and mathematics. Students in Year 7, 2018 will have programmed classes relating to this important future focused approach.
- All sport across Years 7–10 will be delivered via an integrated sport model, allowing for a more streamlined and targeted approach to improve student development in physical activity.
- In 2018, students in Year 9 will be studying an additional 200 hour elective. This change has been well received by our students and will see the implementation of three new subjects: iSTEM, Dance and Agricultural Technology.
- A new Teaching for Learning Philosophy will be launched in 2018 to provide an instructional approach to whole school improvement. The Teaching for Learning Philosophy has been designed using a consultative process to meet the needs of our diverse learning context. The policy will embed evidence based practices that meet the needs of all our students. This philosophy has been directly aligned with our values of *loyalty, sincerity and generosity*.
- Quality assessment practices across the whole school continues to be a major focus of this strategic direction. The goal for 2018 is to have 12 more members of staff trained in embedding formative assessment. An evaluation tool relating to summative assessments has been designed. This will be used by the whole school and will be used in the design of best practice assessment design. There will be a focus on consistently using learning intentions in all faculty areas.
- Explicit literacy and numeracy strategies will be a focus in 2018–20. A redesign of a whole school numeracy program will be part of a Leadership Development Initiative program. Explicit reading instruction will be a focus with Super Six Reading Strategies being a whole school focus.
- Through a parallel study, students who have had significant growth and those who underperformed across external and school assessment will be interviewed. These data sets will provide us with indicators on which whole strategies have been effective for growth and also form the basis of a comparison between the two groups. Approaches to study, attitude and mindset will inform differentiation strategies for under performing gifted students across all KLAS.

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, the school is generally sustaining and growing in relation to the well-being of students. The development of the new Wellbeing Policy throughout 2017 has produced a document that will enable staff, parents and the community to access and develop their understanding of how we address wellbeing. We continue to focus on developing consistency for all staff in their understanding of behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. We also seek to reflect the Department's Well-being Framework for schools with a vision to see students Connect, Succeed and Thrive.

2017 saw the appointment of our Community Liaison Officer (CLO) in the capacity of 0.2 (the equivalent of one day per week). The CLO has enhanced our connections with parents by attending parent teacher nights, improving the use of social media to connect with students and support staff to promote whole school events and publish these to the community as a whole. The CLO also utilised her role in accessing parent feedback as a part of the whole school evaluation of the 2015–2017 school plan.

Positive Behaviour for Learning continues to be a powerful mechanism for promoting and teaching students about the expectations for students being Safe, Respectful Learners. A large representative team, which includes students, is committed to developing engaging lessons for the weekly PBL lessons.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| <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>Community Liaison Officer \$11,000</p> <p>High Resolves (see Leadership Strategic Direction)</p> | <p>The changed structure to parent/teacher night saw Year 10 parents combine with Years 11 and 12 together on one evening including presentations to Year 10 and their parents regarding choices and information for the senior school.</p> <p>Years 7, 8 and 9 had their parent/teacher night after the senior evening. The attendance of the CLO at each parent teacher night serving light refreshments and engaging parents in various surveys was a positive change to the parent/teacher evenings.</p> <p>The separating of Years 10, 11 and 12 allowed more appointment times to be available, in particular for the junior evening.</p> <p>Attendance rates in 2017 in particular have seen a need to increase our efforts to address attendance in particular in the senior school where Year 12 had an attendance rate of 90.80%. New curriculum structures implemented in 2018 are designed to address this issue.</p> <p>In 2017, all of the Year 8 cohort were involved in the 'High Resolves' program. This continues to be a valuable program that engages directly in a significant values project.</p> <p>Students are continuing to develop their skills in resilience, especially in terms of dealing with issues</p> |

Progress towards achieving improvement measures

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|--|-------------------------------|---|
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Next Steps

- Whole school launch of the Wellbeing Policy, implementing the document across the school and aiming to evaluate its implementation and effectiveness as part of the next school plan 2018 – 2020.
- Focus on developing further connection with the school community through Operation Connect.
- Development of whole school house points system to improve school culture, spirit and overall student connection.
- Focus on developing improved learning spaces alongside improvement in learning dispositions including general capabilities and resilience for students.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------|---|---|
| Aboriginal background loading | .Resources \$1,244 Hospitality 969 Casual Teacher Salaries \$10,921 Casual SLSO salaries \$1,193 | <p>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.</p> <p>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. Mentors from the AFL Indigenous Academy also attended classes to help students engage in their learning and reflect on their behaviour.</p> <p>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 the school. 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 dance programs with NAISDA and painting Aboriginal artworks.</p> <p>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.</p> <p>To support the learning of our Aboriginal students, eight laptops are available to the 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.</p> |
| English language proficiency | Casual Teacher Salaries \$1,920 Course Costs \$2,563 | <p>Lunchtime study sessions were provided by the Learning and Support Teacher for any student requiring additional support. The focus of lunchtime sessions was assignment and homework completion. Funding was utilised for additional teacher training and resources.</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</p> |

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| English language proficiency | <p>Casual Teacher Salaries \$1,920</p> <p>Course Costs \$2,563</p> | <p>provided to complete a student survey on ESL classroom support. The ESL Team focussed on developing resources from the 'Super Six' reading strategies to support all students in their classes as well as embedding these strategies in other KLAs.</p> <p>In Years 7 and 8, targeted classes were established to support the development of Literacy and Numeracy skills for students requiring additional support across the curriculum. Students felt more confident with additional time to revise and seek assistance from their teacher. Surveys indicated that they felt success and empowered more often as a result of this initiative.</p> |
| Low level adjustment for disability | <p>Casual SLSO salaries \$43, 749</p> | <p>All students who were identified by teachers, parents or through internal or external agencies received adjustments to their learning and assessment tasks. Fifty students received school learning and support officer (SLSO) support or additional support from the learning and support teacher (L&ST). One L&ST provided targeted support in small group literacy and numeracy classes. Students were provided with additional support to improve literacy, numeracy and their own organisational skills. L&ST support was also provided to students during recess and lunch to assist students in completing assessment tasks. The Homework Centre operated every week with two teachers employed to provide individual support to students. Special provisions for HSC students was provided in school tasks for nine students.</p> |
| Socio-economic background | <p>Homework Centre (see Leadership Strategic Direction)</p> <p>Transition \$1,440</p> <p>High Resolves (see Leadership Strategic Direction)</p> <p>Student Assistance \$1,090</p> <p>PBL \$3,580</p> <p>Extra Curricula \$5112</p> | <p>Socio-economic funding was used to support 31 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. 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.</p> <p>The school 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. The PBL program was evaluated through a process of fidelity testing facilitated by the Department of Education PBL Advisory team and results presented to all staff in Term 4. The results from consultation from all community stakeholders have informed PBL directions for 2018. The programs of transition to work and High Resolves also ran throughout 2017, broadening students' understanding of workplace practices and global and community issues.</p> |

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| Support for beginning teachers | <p>Course costs \$3,184</p> <p>Casual relief and hospitality \$45,510</p> | <p><i>The Great Teachers, 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. Through consultation with the Head Teachers, Teaching and Learning, Beginning teachers are able to identify a mentor within their faculty who is able to provide them with coaching and support for planning, team teaching with their mentor, 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 received funding to attend professional learning specific to their subject area or on behaviour management strategies as identified in the PDP.</p> <p>Beginning Teachers are supported through an extensive induction program, collegial support program and an Early Career Teachers Conference was also organised and run by New Scheme Teachers within the school. The Early Career Teacher Conference covered aspects of Quality Teaching, Aboriginal 8 Ways of Learning, managing workload, preparing for whole school roles in Welfare and support with accreditation matters. It is the school's expectation that every teacher completes the <i>GERRIC</i> program for Gifted Education facilitated by UNSW and the <i>TELL</i> program to support EALD learners. 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> |
| Targeted student support for refugees and new arrivals | <p>\$946</p> | <p>In 2017, 5 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, supplementing excursion costs and resources to begin their schooling.</p> |
| Professional Experience Hub | <p>All expenditure from GTIL PEX Hub grant.</p> <p>Course fees</p> <p>SWIVL Cameras</p> <p>Hospitality</p> <p>Casual Salaries</p> <p>Minor expenses/ Resources</p> | <p>Our partnership with the University of Sydney in improving the overall professional experience processes across the Glenfield network continued into 2017. Our school now has 32 teachers trained through Mentoring Module 1 course delivered by Sydney University. Moreover, 16 teachers across the Glenfield network have also been trained using funding from the PEX initiative in the Department of Education course, 'Supervising our Future Teachers'. In total, 24 preservice teachers completed a professional experience at Macquarie Fields High School with eight placements being internships spanning 5–8 weeks. The school's whole</p> |

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| <p>Professional Experience Hub</p> | <p>All expenditure from GTIL PEX Hub grant.</p> <p>Course fees</p> <p>SWIVL Cameras</p> <p>Hospitality</p> <p>Casual Salaries</p> <p>Minor expenses/ Resources</p> | <p>school team (PEX subpillar) 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 enhanced. The Glenfield Network was provided with additional support through release time for professional experience coordinators and supervisors of preservice teachers. This resulted in the establishment of 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 communication between hub schools and the university was effective.</p> <p>Filming for improved practice was also a focus in 2017 with filming equipment and SWIVLs purchased for all hub schools to encourage this process of reflection through the use of technology. This has enriched the curriculum across the school and provided teachers with many opportunities to share their teaching and reflect on their practice.</p> <p>In 2017, students and teachers presented lectures and tutorials at the University of Sydney promoting the professional learning process in NSW DoE schools and the diversity of Macquarie Fields HS. We engaged in research for the NSW Council of Deans of Education, having classes filmed, teachers and pre service teachers interviewed and recorded to measure improvements to mentoring structures and the discourse of teacher accreditation.</p> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 554 | 564 | 566 | 563 |
| Girls | 508 | 517 | 533 | 540 |

Enrolment at Macquarie Fields High School in 2017 was 1103 with some variations throughout 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 (26%), Bengali (15%), Vietnamese 5%, Chinese (7%), Samoan (4%) and Filipino (2.5%).

There were 48% female students and 52% male students enrolled. The table represents the historical enrolment profile.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 96.6 | 94.6 | 95.6 | 95.4 |
| 8 | 95.2 | 94 | 93.6 | 94.2 |
| 9 | 95.2 | 93.1 | 92.9 | 93.4 |
| 10 | 93.4 | 92.4 | 92.8 | 90.6 |
| 11 | 87.8 | 92.5 | 92.2 | 92.9 |
| 12 | 91.2 | 91.2 | 94.1 | 90.8 |
| All Years | 93.3 | 93 | 93.5 | 92.9 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 93.3 | 92.7 | 92.8 | 92.7 |
| 8 | 91.1 | 90.6 | 90.5 | 90.5 |
| 9 | 89.7 | 89.3 | 89.1 | 89.1 |
| 10 | 88.1 | 87.7 | 87.6 | 87.3 |
| 11 | 88.8 | 88.2 | 88.2 | 88.2 |
| 12 | 90.3 | 89.9 | 90.1 | 90.1 |
| All Years | 90.2 | 89.7 | 89.7 | 89.6 |

Management of non-attendance

Attendance rates continue to be above the state averages for both junior (7–10) and senior (11–12) students. Attendance fell slightly across the school in Years 8 – 12, with the largest decrease in Year 12, from 92.20% in 2016 to 90.80% in 2017. These

decreases meant that overall attendance was 92.90% down from 93.50% in 2016.

Attendance continues to be closely monitored with a tightening of procedures in 2017. Attendance is monitored with support of the year Advisors, Head Teacher Administration, Head Teacher Welfare and the Deputy Principal Welfare and School Management in conjunction with the Home School Liaison Officer. Meetings are conducted with students, parents and outside agencies 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 2017 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 pathway. 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 2018. 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 2017, 6 of the 183 students who commenced Year 11 left the school to move into employment or other education. At the conclusion of Year 11, a further 1 student left the school to seek employment. Of the 191 students who commenced Year 10 in 2017, 11 students left the school in order to transfer to other schools, move into employment or post-secondary education. The table above summarises the post-school destinations of all school leavers Years 10 – 12.

Year 12 students undertaking vocational or trade training

In 2017, 9 students completed school based vocational education courses during their HSC.

Eleven students also completed TAFE Delivered Vocational Education courses.

Of the total number of students studying VET, 47% 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 2017, 175 students (mainstream) qualified for a Higher School Certificate and 4 students achieved a Record of Achievement. Two of these students chose a pathways pattern of study and are continuing their HSC in 2018. Nine students received a Certificate II in Hospitality and one student participating in a School Based Apprenticeship attained a Certificate II in Retail Operations.

In 2017, 7 students in the Special Education Unit entered Year 12. Six of these students qualified for a Higher School Certificate and one student chose a pathways pattern of study and is continuing his HSC in 2018. Of these students, one is enrolled in TAFE, one is employed with Afford Industries, one is participating in a Transition to Work Program, while two await NDIS approval for assistance. Unfortunately one student was unable to be contacted.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 56.9 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 1.1 |
| Teacher Librarian | 1 |
| Teacher of ESL | 1.6 |
| School Counsellor | 2 |
| School Administration & Support Staff | 16.57 |
| Other Positions | 1 |

*Full Time Equivalent

There are no Aboriginal staff members 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 engage in the contemporary professional world of education and enhance their skills in order to prepare their students for future opportunities in the workforce and the community. Macquarie Fields High School has developed a framework to support professional learning, MyPL@MFHS so that all professional learning is mapped according to the school plan, faculty requirements and individual teacher-identified professional learning in association with the Professional Development Plans and NESA accreditation requirements. Professional learning is structures, programmed, yet responsive to changing circumstances. The focus is to build a professional learning community which works collaboratively and collegially to build and develop capacity at all levels.

During 2017, four teachers were accredited at *Proficient* level. These teachers were supported by their supervising Head Teacher, the Head Teacher, Teaching and Learning, and their respective teacher-mentors. 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 schools in the network.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Parents and members of the broader school community generously support the school through voluntary contributions and donations each year.
- The school holds funds in trust as part of the *Great Teaching, Inspired Learning* Professional Experience grant. The PEX project includes all secondary schools from the Glenfield Network and funds are used to support pre service teachers and enhance the partnership with the university.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 1,086,034 |
| Global funds | 513,427 |
| Tied funds | 375,534 |
| School & community sources | 368,803 |
| Interest | 12,245 |
| Trust receipts | 36,459 |
| Canteen | 0 |
| Total Receipts | 1,306,468 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 104,994 |
| Excursions | 90,523 |
| Extracurricular dissections | 51,216 |
| Library | 0 |
| Training & Development | 3,765 |
| Tied Funds Payments | 390,174 |
| Short Term Relief | 94,517 |
| Administration & Office | 188,876 |
| Canteen Payments | 0 |
| Utilities | 74,428 |
| Maintenance | 123,988 |
| Trust Payments | 28,578 |
| Capital Programs | 10,657 |
| Total Payments | 1,161,716 |
| Balance carried forward | 1,230,786 |

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 2,039,544 |
| Appropriation | 1,771,000 |
| Sale of Goods and Services | 54,829 |
| Grants and Contributions | 212,212 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 1,503 |
| Expenses | -691,316 |
| Recurrent Expenses | -691,316 |
| Employee Related | -324,107 |
| Operating Expenses | -367,209 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 1,348,228 |
| Balance Carried Forward | 1,348,228 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Oversight of governance of school finance has been part of the Leadership Strategic Direction in preparation for the shift to the new finance system, SAP/SALM. As a result, the Finance Committee met regularly, with all faculties represented.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 9,215,764 |
| Base Per Capita | 170,438 |
| Base Location | 0 |
| Other Base | 9,045,326 |
| Equity Total | 463,239 |
| Equity Aboriginal | 13,609 |
| Equity Socio economic | 102,796 |
| Equity Language | 178,196 |
| Equity Disability | 168,637 |
| Targeted Total | 658,999 |
| Other Total | 248,297 |
| Grand Total | 10,586,298 |

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

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

NAPLAN Literacy– Year 7

The National Assessment Program provides results for students across the Years 3, 5, 7 and 9 in literacy and numeracy assessments. These assessments are reported for all students on performance bands 1 to 10.

The achievement scale represents increasing levels of skills and understanding demonstrated in these assessments.

Year 7: from Band 4 to Band 9 (highest for Year 7)

Year 9: from Band 5 to Band 10 (Highest for Year 9)

The tables below show the proportions of the Year 7 cohort scoring in these respective bands of achievement for the 2017 NAPLAN test in Literacy. These proportions are expressed as a percentage of the cohort.

These results indicate clear strengths across all literacy areas. This is evidenced by the breakdown achievements across Reading, Writing, Spelling and Punctuation and Grammar. In Year 7, 72.8% of students scored in the top three bands available for Year 7 in the component of Reading.

When comparing the school's performance in the top three bands with the State performance on Reading our school achieved 72.8 % comparative to 60.2% as the State average. Our continued focus on reading and writing in professional learning has translated into improved results across all bands. Targeted strategies for every level of student ability have seen improvements in performance for Selective and Comprehensive students.

The 12.4% of students in Year 7 who scored in the lower two bands for Reading and the 18.1% for Writing have been targeted by our whole school Literacy program and the Learning and Support Program to ensure that teaching and learning programs are designed to meet these students' literacy needs.

More detailed analysis of these students, with accompanying focus on enhancing all writing skills has been provided through whole school professional learning. Further support continues in the form of literacy classes allocated to English for Year 7 and 8.

Student performances in Spelling and Grammar and Punctuation continues on trend as our highest

performing components for Year 7 in 2017. Whole school Spelling strategies continue to be implemented across the school in teacher programming. Despite our strong performance at the top end with 84% of our students performing in the top three bands the explicit teaching of spelling strategies continues to be embedded in all programming across every Key Learning Area.

We have 76.1% of students performing in the top three bands for Grammar & Punctuation. The performance data also indicates a drop in the Band 4 and 5 performances with students lifting their performance into the higher bands.

Our school focus for this cohort is to raise the ability levels of students who have performed in the mid ranges for Reading and Writing. We will also maintain our focus on lower ability students with the inclusion of Literacy classes.

The tables show the proportions of the Year 9 cohort scoring in the respective bands of achievement in 2017 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 71.9% of Year 9 scored in the top three bands (compared to the state average of 58.4%) in Reading and 60.9% in the top three bands (compared to the state average 45.2%) in writing. 18% of students did not meet the benchmark in writing.

The performance of students in spelling was pleasing given that 70.8% of our students scored in the highest three bands. Performance of our students in Grammar and Punctuation was also pleasing with 69.8% achieving in the top three bands against the state performance average in the same bands of 51.5%.

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 of individualised support ran throughout 2017 for identified gifted writers. This workshop complements the extended writing assessment for the Year 9 portfolio which features the formative assessment strategies such as progressive feedback.

Percentage in Bands:**Year 7 - Reading**

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 2.8 | 9.6 | 14.7 | 28.8 | 28.3 | 15.8 |
| School avg 2015-2017 | 1.1 | 7.7 | 19.3 | 27.9 | 30.4 | 13.6 |

Percentage in Bands:**Year 7 - Writing**

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 4.6 | 13.6 | 15.9 | 33.5 | 23.9 | 8.5 |
| School avg 2015-2017 | 5.1 | 14.5 | 26.4 | 30.8 | 18.3 | 4.9 |

Percentage in Bands:**Year 9 - Writing**

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 10.4 | 14.1 | 14.6 | 36.5 | 13.5 | 10.9 |
| School avg 2015-2017 | 9.5 | 15.4 | 19.7 | 33.0 | 14.8 | 7.6 |

Percentage in Bands:**Year 9 - Reading**

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.1 | 8.9 | 16.2 | 38.0 | 26.6 | 7.3 |
| School avg 2015-2017 | 3.2 | 13.1 | 18.1 | 30.6 | 25.9 | 9.2 |

NAPLAN Year 7 – Numeracy

The table below shows the proportions of the Year 7 cohort scoring in the respective bands of achievement in the 2017 NAPLAN test in the areas of numeracy. These proportions are expressed as a percentage of the cohort.

These results indicate clear strengths across all of the areas of numeracy tested. This is evidenced by the fact that 80.3% of Year 7 scored in the top three bands (compared to the state average of 63.9%), with 6.7% of students scoring in the bottom two bands (compared to the state average of 14%). Two students did not meet the national benchmark.

In Year 7, 87.9% of students achieved greater than or equal to the national expected growth. This cohort's average scaled score growth (77.5%) is well above the state average (61.1%).

6.7% of students who scored in the lowest two bands have been targeted by the Learning Assistance Program, allowing for a support teacher to work across the Key Learning Areas to ensure teaching and learning programs are designed to meet these students' numeracy needs.

More detailed analysis of the needs of these students, with accompanying focus on enhancing classroom strategies, has been provided through staff development activities.

Further support has also been given in the form of an additional numeracy class allocated to the mathematics faculty, allowing for a more focused program of remediation.

NAPLAN – Numeracy Year 9

The table below shows the proportions of the Year 9 cohort scoring in the respective bands of achievement in the 2017 NAPLAN test in the area of Numeracy. These proportions are expressed as a percentage of the cohort.

These results indicate clear strengths across all of the areas of numeracy tested. This is evidenced by the fact that 74.8% of Year 9 scored in the top three bands (compared to the state average of 58.5%). One student did not meet the national benchmark.

The performance of students in Number, Patterns and Algebra was pleasing given that 57.1% of our students scored in the highest two bands (Bands 9 and 10), compared to 30.2% of the state.

The performance of students in Data, Measurement, Space and Geometry was pleasing given that 53.9% of our students scored in the highest two bands (Bands 9 and 10), compared to 27.1% of the state.

The 8.4% students who scored in the lowest two bands have been targeted by the Learning and Support Program, allowing for a support teacher to work across the Key Learning Areas to ensure teaching and

learning programs are designed to meet these students' numeracy needs. More detailed analysis of the needs of these students, with accompanying focus on enhancing classroom strategies, has been provided through staff development activities.

The average growth in scores for this cohort was 54% compared to a state average growth of 52.4%, demonstrating that 78% students achieved greater than or equal to the national expected growth. This indicates that the strategies employed to improve numeracy are effective.

Percentage in Bands:

Year 7 - Numeracy

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.1 | 5.7 | 13.0 | 14.7 | 18.1 | 47.5 |
| School avg 2015-2017 | 1.1 | 5.5 | 14.4 | 16.1 | 22.2 | 40.7 |

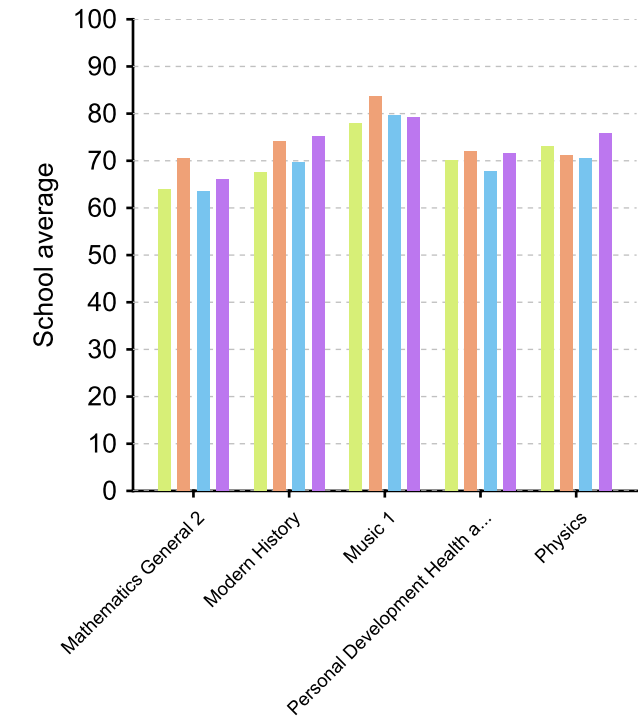
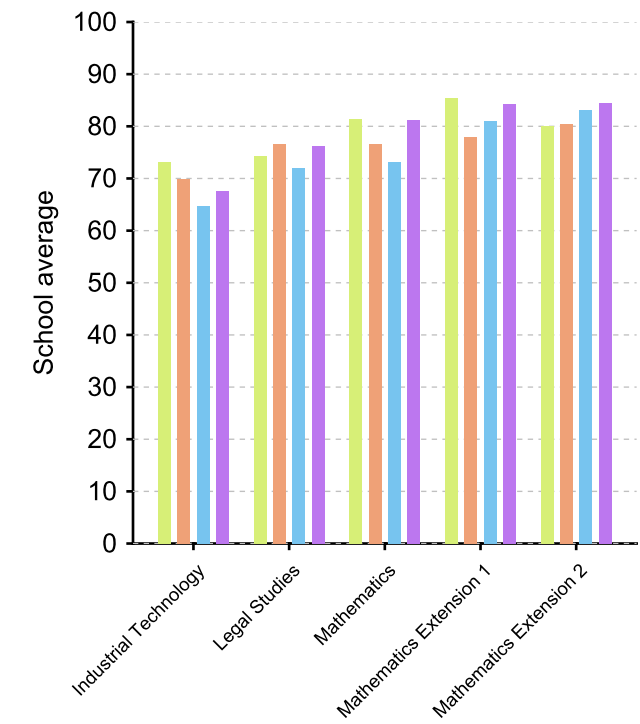
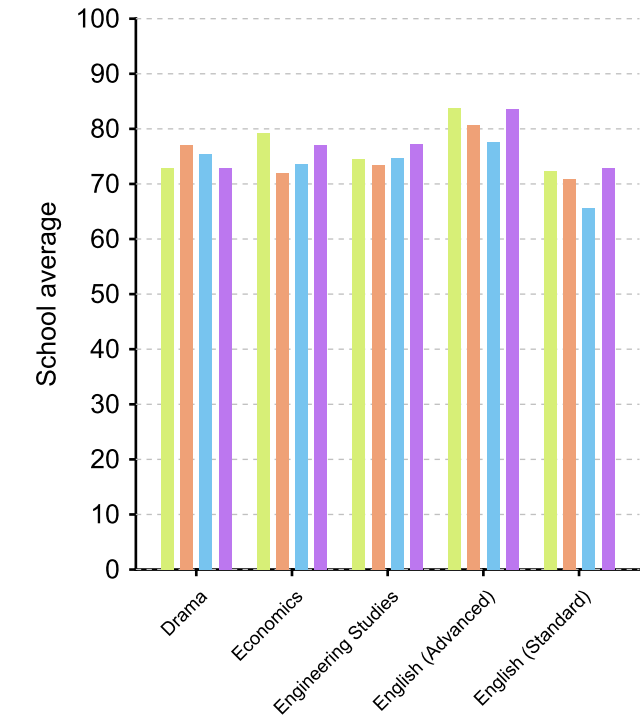
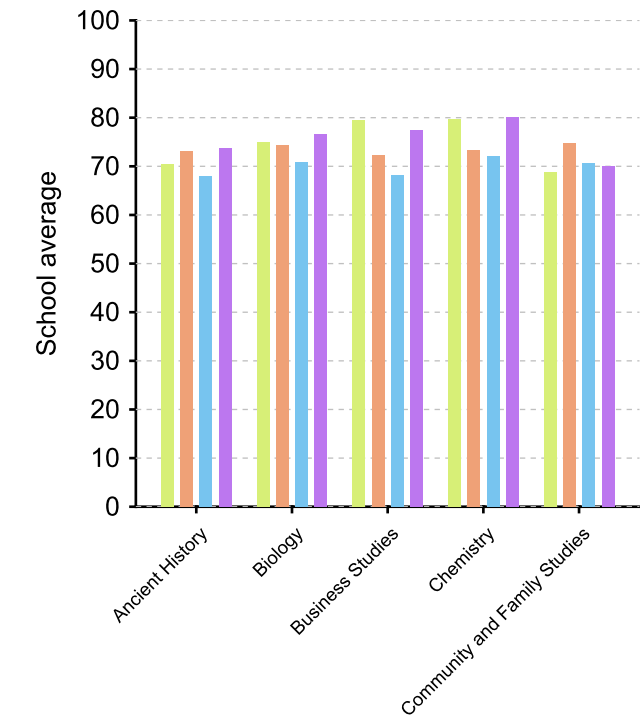
Percentage in Bands:

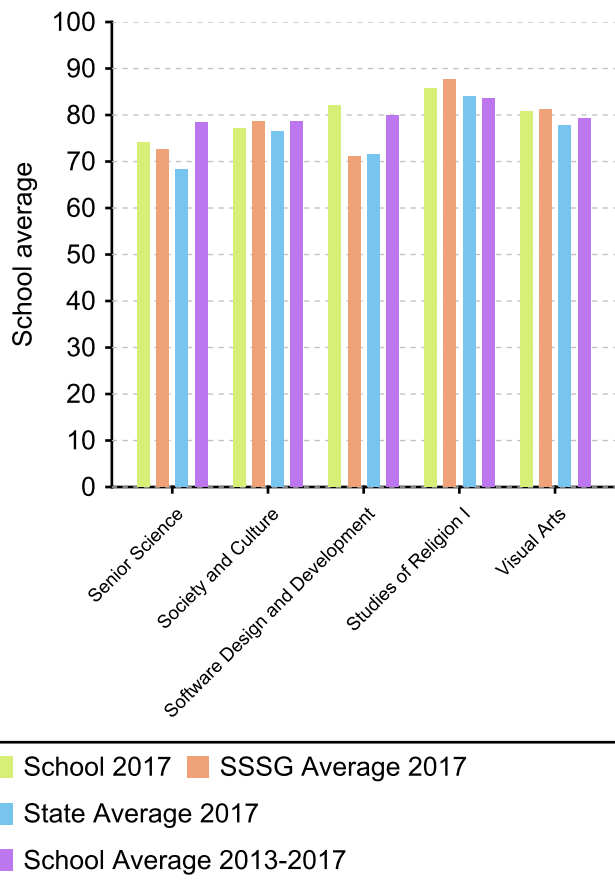
Year 9 - Numeracy

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.5 | 7.9 | 16.8 | 18.9 | 20.4 | 35.6 |
| School avg 2015-2017 | 0.9 | 7.5 | 19.9 | 17.0 | 21.6 | 33.2 |

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 2017 Higher School Certificate Examinations, with 47% of results achieved being a Band 5 or Band 6 result.

Subjects with results above state average included: Biology, Business Studies, Chemistry, Economics, English (Standard), English (Advanced), Industrial Technology, Mathematics 2 Unit, Mathematics Extension 1, History Extension 1, Senior Science, Software Design and Development, Studies of Religion, Japanese Beginners.

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 to inform future directions.

For parents, regular opportunities for participation include the Parents and Citizens Association, 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 regular meetings. The P&C was consulted with regard to the inclusion of new courses in the curriculum structure.

Students are able to provide feedback through the Student Representative Council and the Student Leadership Team both of which meet regularly with the

Principal. As part of the whole school evaluation of the 2015–2017 plan, students were surveyed through school developed surveys as well as the Tell Them From Me survey program.

All staff participated in the whole school evaluation of the 2015–2017 Plan as part of the development of the next plan.

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. Mentors from the AFL Indigenous Academy also attended classes to help students engage in their learning and reflect on their behaviour.

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 dance programs with NAISDA 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.

To support the learning of our Aboriginal students, eight laptops can be 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 has contributed to improved student performance as tasks become more progressively complex 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 'Super Six' reading comprehension 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.

Professional learning 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 2017 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 2017, 890 students (8 less than 1 year, 28 between one and three years, 80 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 2017, 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.