

Macarthur Girls High School

Annual Report



2017



8822

Introduction

The Annual Report for **2017** 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.

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Principal

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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). In particular, the school was named as a School of the Future in 2017 by the Department of Education. 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 2017 are 35.5% above the Department's state average. From 2014 to 2017, writing results are 43.1% above the Department's state average. From 2012 to 2017, 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 students 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 2017 was 1021 students. Approximately 91% 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 2017 is 75 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1030 (2017) 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 70.6 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.

In the domain of Learning, Macarthur Girls High School has attained excellence in four of the five elements: Learning Culture, Wellbeing, Curriculum and Learning, and Student Performance Measures. The school has achieved this through collective responsibility for student learning and successful, effective curriculum programs and teaching practices, and excellent value-added results. The school will focus on improving the remaining element of Assessment and Reporting from the current sustaining and growing to excellence in 2018. The school will concentrate on using both formative and summative assessment data in the teaching and learning cycle 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, Learning and Development, Data Skills and Use and Professional Standards. The school has worked hard in 2017 to enhance 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 continue to be addressed in 2018 to ensure the restructured leadership team demonstrates instructional leadership, promoting and modelling effective evidence-based practice. Significantly, this domain is a key focus of our 2018–2020 School Management Plan.

In the domain of Leading, all of the elements were already at the excelling level at Macarthur Girls High School. In 2017 School Planning, Implementation and Reporting was a key focus where we maintained excellence by evaluating processes to build the school community's capacity to use data and evidence for strategic school improvement. 2017 also saw a focus on the Leadership element 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. This resulted in the Leadership element achieving excellence in 2017.

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 2017. While the reading, writing and numeracy assessment tools and Teaching Every student WebApp continued to be utilised across the school, there was a strong focus on ensuring that literacy and numeracy strategies were being explicitly and consistently implemented in the classroom across all KLAs. Various professional learning events were held which supported staff in modifying teaching and learning programs to ensure they contained relevant and differentiated literacy and numeracy activities that sequentially developed skills and met the needs of all students.

Wellbeing

The school continued to develop the wellbeing outcomes of students by evaluating the existing PRIDE programs and wellbeing structures to the Student Wellbeing Framework. Significantly, these programs were modified to ensure that all activities incorporated 21st century learning skills and as a result, there was an increase in students' participation and involvement in the PRIDE program. 2017 also saw the implementation of a restructured Executive and Wellbeing Team which focused on students' wellbeing and teaching and learning needs holistically in order to better cater to the needs of all students across the school.

21st Century skills

In 2017, the school continued to build upon the 21st century learning capacity of students. The MGHS 21st century skills continuum, Australian Curriculum General Capabilities Continuum and the LEAP 21 matrix served as the foundation for a student self assessment tool which was piloted by Stage 4 students to evaluate their development of key 21st century capabilities. The junior school curriculum pattern was reviewed and modified to provide opportunities for students to sequentially develop 21st century learning capabilities. As a result, a Year 9 Integrated Curriculum course was designed and programmed for implementation in 2018 to serve as the bridge between the Year 7, 8 and year 10 Integrated Curriculum courses. The course focuses on team teaching and flexible class groupings to enhance 21st century skills through authentic tasks, passion projects and future focused pedagogy. A Year 8 STEM program was written for implementation in 2018 to ensure students continued to build on the skills developed in the Year 7 STEM course. 2017 also saw all Preliminary students participate in NESA's Critical and Creative Thinking test. Significantly, this student cohort was the first to participate in the school's integrated curriculum initiatives and they attained outstanding results in the Critical and Creative Thinking Test in comparison to the state average. 35% of Year 11 students who achieved at an advanced level, compared to 21% across the state.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HSC 40 % candidates in top two bands.	<p>\$140, 000 which equated to 1.4 CRT was built into timetable to resource the Plan to Succeed program for senior students.</p> <p>An additional 0.2 or \$22, 225 was built into the timetable to allow teachers to evaluate and enhance their Stage 6 teaching and learning programs.</p>	The Plan to Succeed academic coaching program continued to be implemented in Years 11 and 12. This program provided individualised mentoring and support for Stage 6 students. Stage 6 teachers were provided with professional learning opportunities that evaluated and modified Stage 6 teaching and learning programs as required. As a result, 66% of students who sat the HSC in 2017, achieved results in the top two bands.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% Years 7–10 improving by one literacy cluster	Cost of Teaching Every Student WebApp: \$1089 \$10,000 from professional learning funds was used to provide staff release time in order to implement these diagnostic tools for 690 Year 7–10 students.	Reading and writing diagnostic assessment tools continued to be implemented to map every student in years 7–10 on the literacy continuum for reading and writing. On average, 68% of all students improved by at least one literacy cluster.
80% Years 7–10 improving by one cluster on 21st century skills continuum	\$5000: Stage 4 Initiatives \$5000: Stage 5 Initiatives Out of the global staffing entitlement of 70.6 in 2017, the equivalent of 10 classroom teachers are allocated a full teaching load focused on initiatives to develop students' 21st century skills.	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 72% of students improved by at least one cluster throughout the course(s). Evaluation of Stage 5 curriculum patterns resulted in the continuation of Year 10 Integrated learning programs and the development of a Year 9 Integrated Curriculum course to be implemented in 2018. All students in Years 7–10 now complete units of work explicitly tailored towards enhancing their 21st century skills.

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. Extensive professional learning will be provided to ensure teachers are actively engaging with the tool and contributing to the development of more activities. The WebApp will be updated to reflect and align with the NSW Department of Education's recently released Literacy and Numeracy Progressions. New literacy and numeracy initiatives will be developed and implemented across the school in 2018 to ensure students are supported to attain NESA's Minimum Literacy and Numeracy standard and therefore eligible for the HSC. Flexible funding will be allocated to support the attainment of minimum standards in all aspects of Literacy and Numeracy.

Wellbeing

In order to continue developing the wellbeing outcomes of students, a focus in 2018 will be on the effective collation and communication of information to all staff about issues regarding student health, specific learning needs, roles and responsibilities and mental health. This information will be added to our existing Sentral platform ensuring all staff have access to information enabling teachers to cater to the needs of all students in their classroom. In addition, 2018 will see the MGHS PRIDE program being assessed and reported on so parents and students enhance their understanding of this wellbeing initiative and how it underpins and enables student academic success.

21st Century Skills

In 2018, the Self-Assessment Evaluation will continue to be piloted and refined so it can be utilised as a diagnostic tool to inform learning conversations with parents and students across all stages. The Year 9 Integrated Curriculum course will be implemented for the first time and all Integrated Curriculum courses will be evaluated in 2018. MGHS will continue as a School of the Future. This initiative will see a pilot in Year 7 classes in 2019 where students will reach syllabus outcomes from all mandatory subjects through integrated and cross-curricular units of work. The school's Supporting High Achievers Initiative will continue to be implemented and the evaluation of the Year 9 International Studies course will also serve as the foundation for the planning and programming of the Year 10 International Studies course and the Preliminary Society and Culture course offered to identified Year 10 accelerated students.

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, where all sessions were mapped to the Australian Professional Standards for Teachers (APSTs) and elements of the School Excellence Framework. Applications for all school based professional learning courses were submitted as either registered or non-registered on MyPL. Staff were provided with opportunities to deliver professional learning in areas of their expertise which may be used as evidence for accreditation. A comprehensive induction program was run for all staff new to the school and to the profession which was underpinned by the Strong Start, Great Teachers reform. The Executive meetings were also underpinned by a differentiated professional learning program which provided support to HTs in delivering effective professional learning to their staff in meetings.

Assessment, Feedback and Reporting

In 2017, there was a strong focus on professional learning for staff in relation to the Stronger HSC Standards. All staff participated in sessions, in which the number, types and quality of assessment were discussed, modelled and scaffolded resulting in a modified assessment notification format for all stages. Some faculties took the opportunity to reflect on the number of assessments given to Stage 5 and 4 students. As a result of this 95% staff had a better understanding of NESA and DoE requirements and 97.5% indicate they develop, select and use a variety of assessment strategies to assess student learning. Revised Assessment Booklets were distributed to all students and staff, and discussed in Year groups. In addition, professional learning was provided for staff showcasing the relationship between summative assessment and appropriate feedback. Faculty samples of summative assessment tools and ways to provide feedback were used as exemplars for staff to reflect on their own classroom practices. School semesterised reports were modified to include comparative information on how many students reached relative achievement levels for each course.

Data Analysis

Every teacher in every faculty completed a detailed analysis of HSC results through NESA's Results Analysis Package and then modified teaching and learning programs accordingly. The Data Analysis team worked closely with the Wellbeing, Literacy and Numeracy Team and faculties to meet milestones. Head Teachers Teaching and Learning and Year Advisors analysed student data and had individual discussions with identified students about their learning. Sentral report data and growth was discussed with students. Professional learning was developed for faculties on how to use data from Sentral to guide teaching practice in their faculties, noting the need for grade distribution across their courses. Literacy and numeracy continuum data was uploaded to Sentral for Head Teachers to analyse the growth of students. Through the use of Literacy and Numeracy continuum data and NAPLAN results, staff were able to ensure teaching and learning programs met the needs of all students in their classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff with a PDP and accredited as required by the Teacher Accreditation Act.	Professional Learning Funds expended: \$71, 693. When applying for professional learning, staff members had to explain how the course/event would contribute to the	All staff completed a Performance and Development Plan (PDP) for 2017. 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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff with a PDP and accredited as required by the Teacher Accreditation Act.	achievement of their goals.	roles and responsibilities of those involved.
All professional learning opportunities are differentiated and mapped to the APSTs.	Professional learning sessions were built into the timetable for every teacher with an additional 72 minutes per fortnight. This equated to \$210,000 from global funding.	Whole school professional learning plan was created to support the attainment of milestones for each Strategic Direction. All teachers were provided with an additional professional learning session within their timetable once a cycle. Professional learning opportunities offered allowed teachers to choose from a variety of activities.

Next Steps

Professional Learning

Professional learning was evaluated in 2017 with the school structure to be modified for 2018. Staff will participate in five faculty professional learning sessions and two whole staff professional learning sessions per term. Professional Learning will be delivered to teachers on the Proficient teachers standards as a result of all staff being accredited at the beginning of 2018 and per 2018–2020 School Management Plan milestones. In addition, a focus of the Executive professional learning will be preparing for External Validation and NESA registration. Additional professional learning sessions will also be offered to interested staff on utilising Google Drive for Education and on the accreditation and maintenance processes of Proficient, Highly Accomplished and Lead.

Assessment, Feedback and Reporting

In 2018, Assessment, Feedback and Reporting will be looked at holistically to ensure a defined process of continual improvement in student learning is established across the school. Learning Conversation evenings will be implemented and moved to the start of the year, with a focus on developing goals for all students. Professional Learning will be provided to staff on how to use data to set individual learning goals and define strategies which will support students' achievement of learning outcomes. One purpose of the new learning conversations will be to enhance the partnership between staff and parents and ensure students are supported both at school and at home. Additionally, faculties will reflect on the number and types of assessments given to students in Stages 4 and 5. Course Learning Intention booklets will be created for each year and distributed to all parents and students to form the basis of the Learning Conversations planned for Term 1 2018 where every student will set their learning goals for the year.

Data Analysis

Individual student analysis will continue to be a major focus in 2018 and professional learning will be provided to all teachers on how to use internal and external data to identify strengths and areas of improvement for students and teaching practice. This data will then be used with student profiles and self-reflection tools as the foundations for learning conversations between parents, staff and students. Existing internal and external data will continue to 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 our students to provide differentiated strategies that enable them to enhance their learning outcomes. Professional learning will once again reflect this focus in 2018.



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 were collected against the three domains of the School Excellence Framework and used to inform school directions, update milestones and define professional learning plans. Findings from the 2017 self-assessment are detailed in this Annual Report.

The school continued the planning phase for a number of key reforms connected to the Learning Management and Business Reform (LMBR) initiative which was deployed in 2017. Professional learning was organised and implemented 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 continued 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 Strategy had 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.

A whole school structure for compliance was also designed where teachers and executive members have a central location where all relevant documents can be maintained and modified as required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A comprehensive school review process is undertaken annually leading to clearly articulated Strategic Directions for school growth based on rigorous and valid data analysis	Executive Conference for 2017: \$12,000	<p>Policies were reviewed for compliance and updated where necessary in the A-Z Tool. The Wellbeing Framework was aligned to relevant policy and procedures and published on the school website as was the anti-Bullying Plan. All PDPs were completed and filed.</p> <p>The School Evaluation Framework self-assessment was undertaken initially by the Senior Executive and then the Executive with faculty evidence identified to support and validate assessments. The data was analysed to inform strategic directions for the 2018–2020 school plan and milestones. The school plan was again collaboratively written by a team in Term 4 and discussed with all staff for feedback.</p>
All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice	RAM flexible funding used for employment of Technology paraprofessional and creation of future focussed learning spaces with flexible furniture and resources:	<p>The school budget for 2017 was aligned to strategic directions and supported the attainment of school milestones.</p> <p>Significantly, three committees were established and implemented which focused on ensuring that all decisions made regarding technology, assets</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice	\$150,000	and WHS support were made to ensure learning outcomes were reached and to enhance innovative practice in classrooms across the school.
School staffing structure reflects and supports the needs of the learning community and staff's role in driving school change and improvement.	RAM flexible funding used for employment of Business Manager: \$100,000	<p>2017 saw the implementation of a modified Executive structure with three Head Teachers Teaching and Learning/Wellbeing working with Year Advisors to analyse relevant data and identify needs for each student.</p> <p>A review of the new staffing agreement was also conducted during Semester 1. Scout 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 continued to be employed in 2017.</p> <p>An above establishment Deputy Principal position was advertised through Human Resources Merit Selection process to begin at the school in 2018 as the Stage 5 Leader.</p>

Next Steps

School Planning, Implementation and Reporting.

A variety of instruments and tools will be implemented to undertake annual school reviews. Reviews and community consultation will provide data and evidence for analysis regarding school growth, emerging needs, trends, key reforms and to modify strategic directions. In 2018, the survey tool Tell Them From Me will be used with students and parents to gather a large amount of data.

Educational Leadership

Senior Executive and Executive structures will be defined across all aspects of the school environment with a focus on instructional leadership, supporting enhanced teaching and learning practices. The School of the Future state initiative continues to frame the leadership focus and to drive future directions relating to school change, improvement, methodology and enhanced student outcomes.

Management Practices

Organisational practices and processes will be modified for uniformity, clarity and system compliance. The school will look at having three representative committees underneath the leadership of a Stage Leader each and a team structure to ensure the deliverables for each strategic direction are met. Professional learning for all staff around Google Drive for Education and the mapping of the Compliance Folder with evidence based examples will be completed in 2018. The stage management structure will be embedded into the school's teaching, learning and systems.

Resource Management

RAM funding to be strategically allocated to address student needs and enhance student learning outcomes. The school will investigate enhanced partnerships with the school community to assist in resource management for such an historic environment.

Systems Compliance

Evidence requirements to be mapped to milestones to ensure system compliance adherence. Professional learning to be provided to staff to enhance self-regulation and efficacy of crucial key reforms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Loading: \$627	All identified Indigenous students at MGHS have a Personalised Learning Plan (PLP) developed by the Learning and Support Team. These PLPs assist classroom teachers in the delivery of course content to Indigenous students. All identified Indigenous students were also provided with a personal laptop device if they did not already have access to one.
English language proficiency	<p>English Language Proficiency Loading: \$22,225</p> <p>This equated to 0.2 classroom teacher which was built into the global timetable and provided increased EAL/D staff to support teachers in modifying and adjusting teaching and learning programs to meet the needs of EAL/D students.</p>	<p>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. EALD students were also provided with individual student reports which outlined their achievement on the five point EALD achievement scale.</p>
Low level adjustment for disability	<p>LLA Loading: \$58,553</p> <p>This equated to 0.6 CRT which was built into the global timetable and provided time for teaching to prepare and upload evidence that demonstrates modifications and adjustments for students with a disability or special needs.</p>	<p>Personalised Learning Plans (PLPs) were developed for all students with 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 students' 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 and to meet NCCD compliance..</p>
Socio-economic background	<p>Socio-economic background loading: \$130,373. This was broken into:</p> <p>Technology Support across the school: \$100,000</p> <p>Student Assistance: \$20,000</p> <p>BYOD Support for students: \$10,373</p>	ICT initiatives were implemented in 2017 which allowed all students to have access to school resources regardless of their socio-economic background. Support in the form of monetary amounts, uniform vouchers and laptop rentals were available for students and families in need.
Support for beginning teachers	<p>Beginning Teacher Support Funding: \$120,000</p> <p>This equated to 1.2 classroom teachers which was built into the global</p>	Beginning teachers were supported in gaining and maintaining accreditation at the Proficient level by specific executive and senior executive staff. Beginning teachers were provided with release time with their mentor, built in to the timetable and allowed beginning

Support for beginning teachers	timetable and ensured all beginning teachers (both permanent and temporary) were provided with release from face to face teaching to work with their mentor and supervisor.	teachers consistent access to support. All beginning teachers were involved in a variety of whole school professional learning activities relating to whole school and system priorities.
Targeted student support for refugees and new arrivals	Refugee student support: \$3302	<p>A refugee coordinator continued for 2017 who was given 3 x 72 periods throughout the fortnightly cycle to gather background data and identify and select students with high needs. The Coordinator formed a partnership with the non-profit organisation Reledev's DREAM Australia Girls program who mentored refugee students in an after school program.</p> <p>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.</p>
Leadership Development Initiative	Four participants and one leadership mentor: \$25,000	Through this initiative, four teachers were selected by the Department of Education to work on achieving voluntary higher levels of accreditation. One teacher was selected to act as the mentor for these staff members and support them throughout the process. The relevant staff members participated in professional learning about the process and then led key initiatives at the school to assist in the achievement of whole school milestones.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	0	0	0	0
Girls	1032	1036	1023	1003

2017 actual enrolments were 1021. 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	2014	2015	2016	2017
7	95.3	95.2	94.5	94.9
8	95.2	92.7	93.7	93.2
9	93.8	92.6	92.5	92.2
10	92.6	90.5	92.6	91.7
11	94.8	90.9	93.2	92
12	90.9	92.3	93.4	92.9
All Years	93.8	92.4	93.3	92.8
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 at MGHS in 2017 was in the high percentile relative to other State schools. In 2017, the attendance processes specifically targeted whole day absences and lateness. All school staff had a role in the implementation process with the welfare team, Year Advisors and attendance monitors, under the guidance of the Stage Head Teachers and 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	0.6
Employment	0	1.2	1.8
TAFE entry	0	0.6	0.6
University Entry	0	0	95.8
Other	0	0	0.6
Unknown	0	0	0.6

A total of 191 offers were made to 155 students from the 2017 HSC cohort of 162 students. 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. 39 offers were from the University of Western Sydney and 31 from Macquarie University. 7 students did not receive or apply for university offers, and are now either working full time or completing educational courses through TAFE.

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 2 frameworks: Business Services and Hospitality – Food and Beverage.

Year 12 students attaining HSC or equivalent vocational education qualification

The majority of VET students completed the optional HSC examination. 14.28% of Business Services students attained a Band 6 achievement in comparison with 5.17% of students across the state. Hospitality students continued to attain 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
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	50.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	12.77
Other Positions	1

*Full Time Equivalent

As of Term 4 2017 at Macarthur Girls High School, the Aboriginal composition of the school's workforce increased to 1.4%.

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

Professional Learning was carefully designed to ensure it was standards based and directly related to achieving school milestones. Whole school sessions provided teachers the opportunity to accrue 23 non-registered hours and 14 registered hours with NESA. In these sessions, teachers participated in learning updating their knowledge and practice to meet school and system priorities. Two temporary beginning teachers successfully completed NESA accreditation at Proficient and one permanent teacher achieved accreditation at Lead. Two permanent teachers maintained accreditation at Proficient and two permanent teachers maintained at Lead.

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.

Receipts	\$
Balance brought forward	1,145,281
Global funds	394,178
Tied funds	282,957
School & community sources	303,307
Interest	8,877
Trust receipts	17,573
Canteen	0
Total Receipts	1,006,892
Payments	
Teaching & learning	
Key Learning Areas	89,000
Excursions	31,923
Extracurricular dissections	10,221
Library	8,027
Training & Development	0
Tied Funds Payments	196,302
Short Term Relief	0
Administration & Office	94,728
Canteen Payments	0
Utilities	58,189
Maintenance	32,628
Trust Payments	8,007
Capital Programs	62,921
Total Payments	591,946
Balance carried forward	1,560,226

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,624,391
Appropriation	2,244,821
Sale of Goods and Services	168,834
Grants and Contributions	205,629
Gain and Loss	0
Other Revenue	0
Investment Income	5,107
Expenses	-900,359
Recurrent Expenses	-900,359
Employee Related	-343,172
Operating Expenses	-557,187
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,724,031
Balance Carried Forward	1,724,031

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.

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	8,791,710
Base Per Capita	156,341
Base Location	0
Other Base	8,635,369
Equity Total	546,972
Equity Aboriginal	627
Equity Socio economic	130,373
Equity Language	225,373
Equity Disability	190,599
Targeted Total	87,872
Other Total	179,426
Grand Total	9,605,980

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

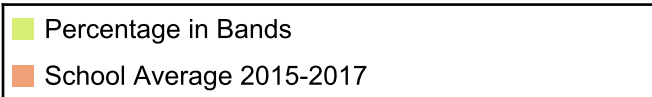
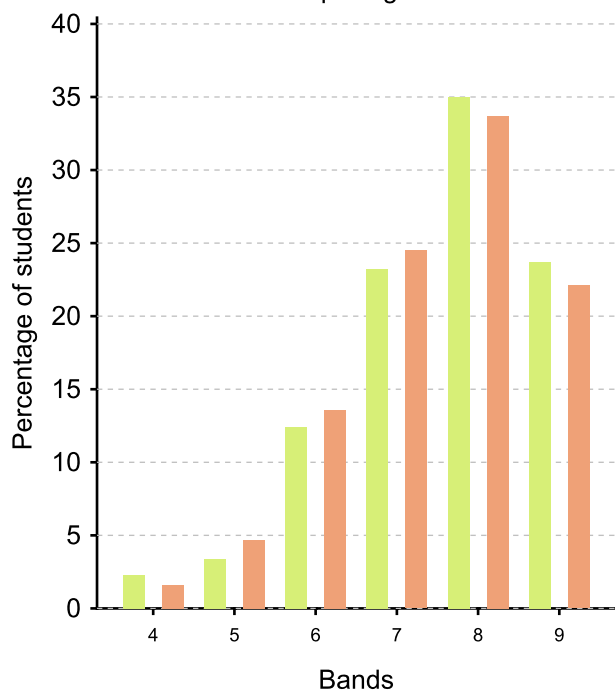
NAPLAN

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.

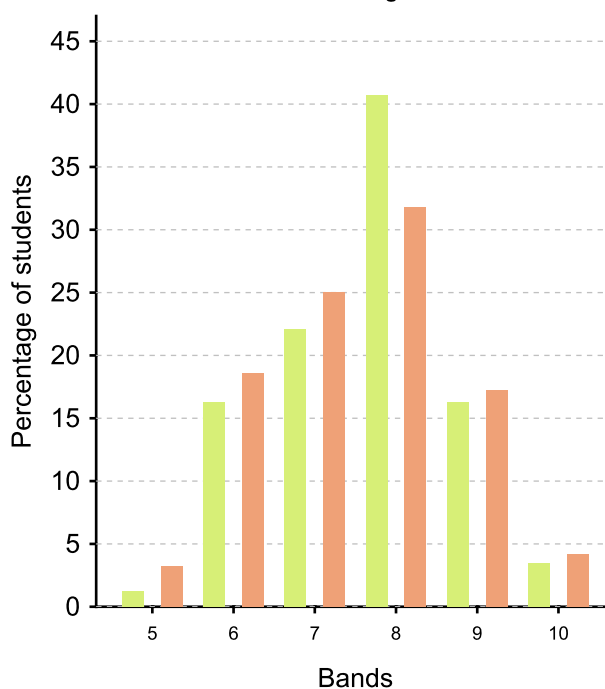
Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The percentage of our students achieving in the top two bands is very high. 45.63% of all students achieved in the top two bands in at least two of the literacy areas in comparison with 34.05% of the state. Furthermore, 98.30% of all students achieved at or above national minimum standard in literacy.

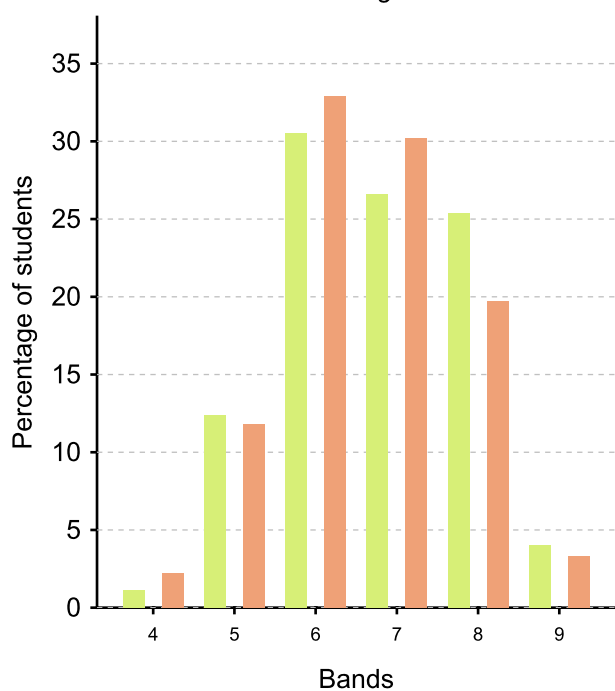
Percentage in bands:
Year 7 Spelling



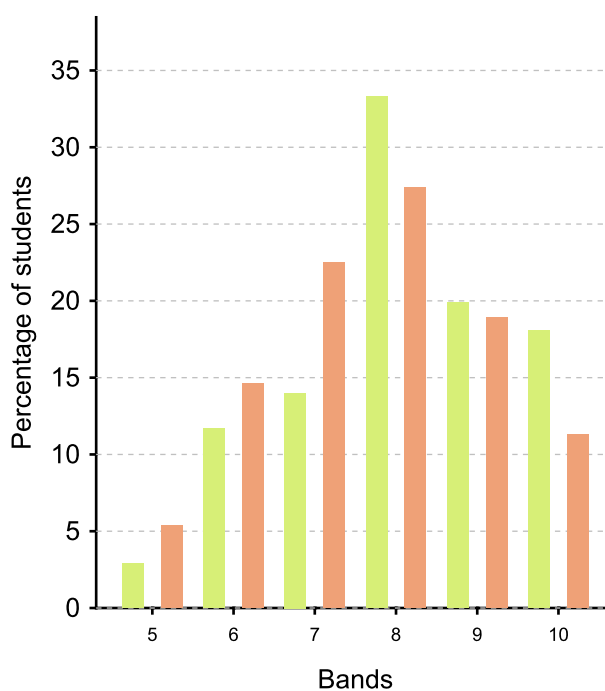
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Grammar & Punctuation



Numeracy

In both Years 7 and 9, numeracy had the highest percentage of students at or above national minimum standards with 99.30% in Year 9 and 98.14% in Year 7.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.6	7.9	15.3	33.9	23.7	18.6
School avg 2015-2017	1.4	9.6	20.6	31.7	22.6	14.2

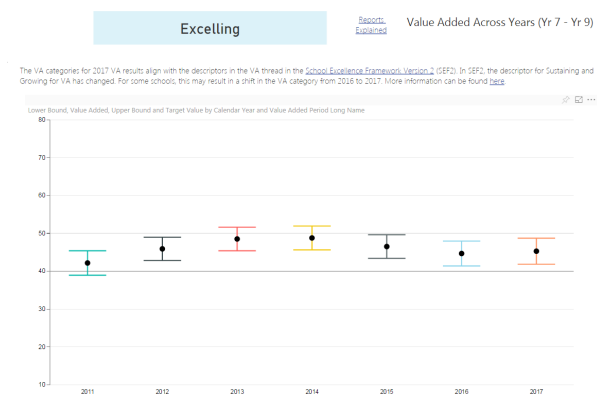
Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.6	7.6	21.1	38.0	21.6	11.1
School avg 2015-2017	0.8	9.9	28.2	29.1	19.4	12.7

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The image below indicates the amount of growth being achieved by students at MGHS from Years 7 to 9. The straight black line represents the growth of the average student. Macarthur Girls High School continues to be categorised in the highest value add level; Excelling. The measure uses an average of Reading, Writing and Numeracy NAPLAN scores for each year.

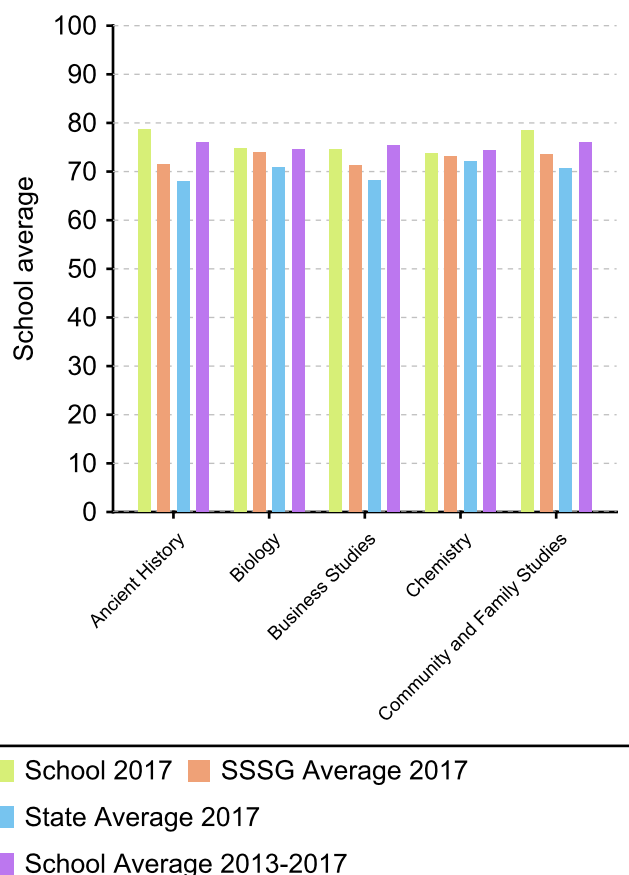


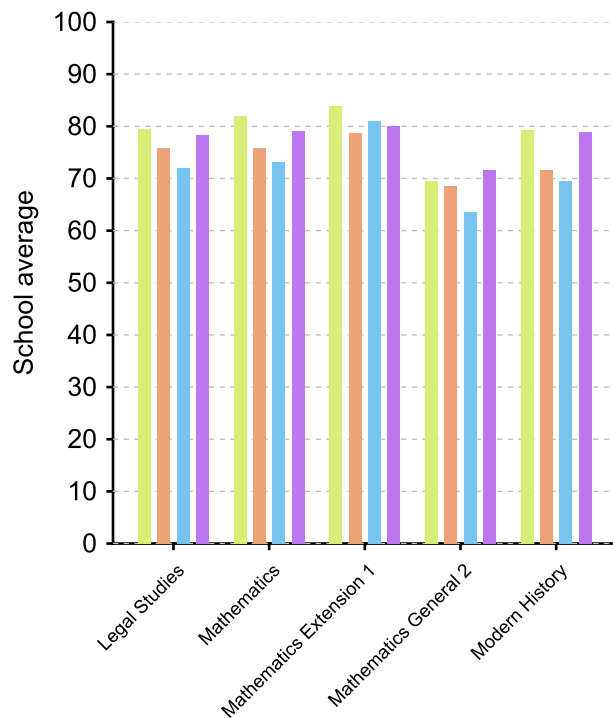
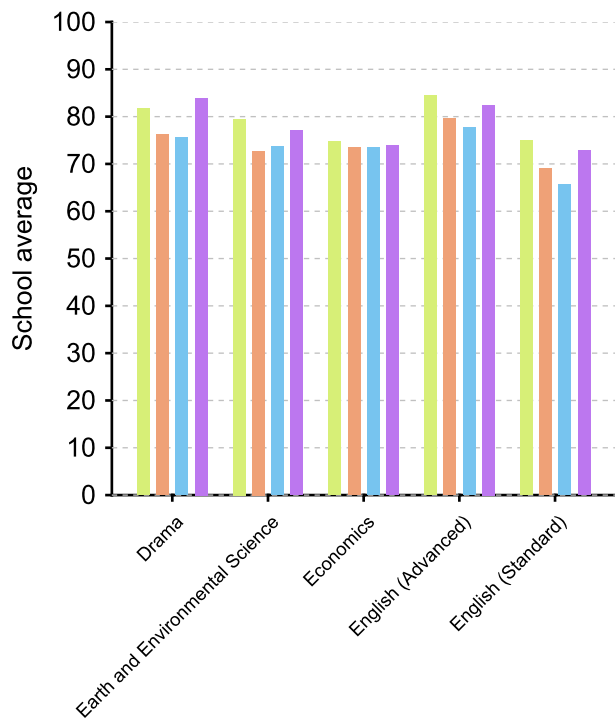
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 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 2017 is comparable to previous years. In 2017, 115 students achieved at least two Band 5 and/or 6 results which equates to 66% of students.

Specific HSC results in 2017:

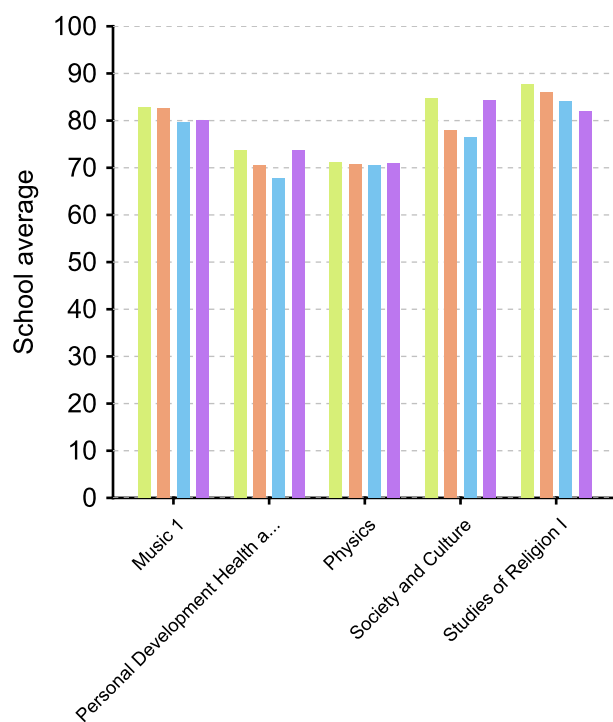
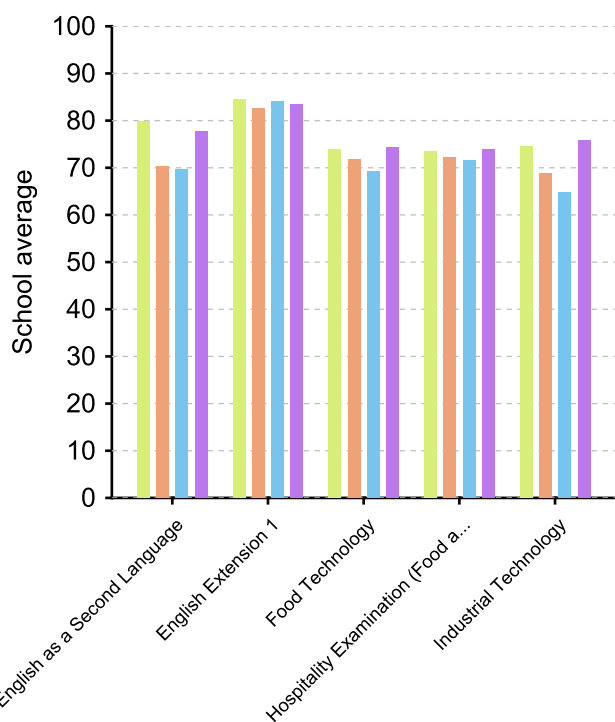
- 1 HSC All Rounder: Band 6 for all 10 Units
- 1 Top Achiever: 9th in NSW in Earth and Environmental Science
- 85 Distinguished achievers, 5 courses by International Students
- 1 Society and Culture High Distinction Award for the Personal Interest Project
- 12% of Ancient History students achieved a Band 6 in comparison with 8.78% across the state
- 7.69% of Community and Family Studies students achieved a Band 6 in comparison with 4.2% across the state.
- 7.69% of Earth and Environmental Science students achieved a Band 6 in comparison with 6.5% across the state.
- 14.28% of English as a Second Language students achieved a Band 6 in comparison with 5.22% across the state
- 13.88% of PDHPE students achieved a Band 6 in comparison with 8.82% across the state.
- 23.07% of Society and Culture students achieved a Band 6 in comparison with 12.88% across the state.
- 38.46% of Studies of Religion 1 Unit students achieved a Band 6 in comparison with 15.49% across the state
- 12% of Studies of Religion 2 Unit students achieved a Band 6 in comparison with 6.98% across the state
- 16.66% of Visual Arts students achieved a Band 6 in comparison with 14.09% across the state.





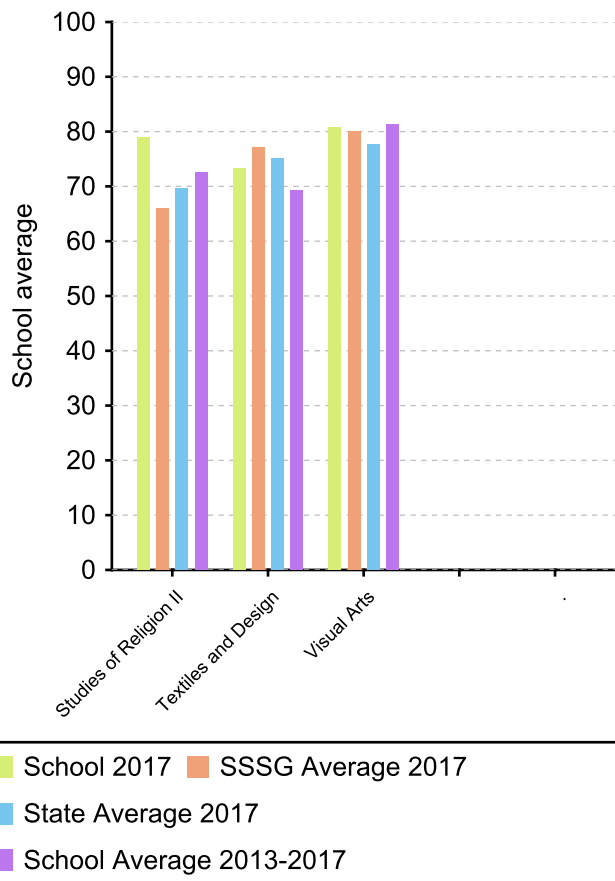
School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017



School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017

School 2017 SSSG Average 2017
 State Average 2017
 School Average 2013-2017



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.

Parent/caregiver, student, teacher satisfaction

The school undertook a number of evaluations with parents, students and staff to review our progress against the School Management Plan 2015–2017 and the School Excellence Framework. Instruments utilised to gather data included parent, student and staff focus groups, along with staff, student and parent surveys. In particular, parents were surveyed in relation to the following: Healthy foods, preferred communication strategies and availability of BYOD for students.

In regards to Healthy foods, parents overwhelmingly supported a new school canteen which was privately contracted and provided healthy, nutritious and halal foods. The evaluation of BYOD showed 98% of families were able to supply a learning device; with the school developing a BYOD loan process for those experiencing difficulties. As for the preferred communication strategies, the results were more varied and different families preferred different communication strategies. As a result, the school will continue to communicate with families using three platforms: school email, website and social media.

Student and teacher surveys and focus groups centred on an evaluation of teaching and learning cycles, with staff providing feedback around school milestones, initiatives and processes. Data was interrogated for the development of the 2018–2020 School Management Plan. Specific focus groups and the Executive Team evaluated the school relative to the School Excellence Framework and evidence for each level descriptors.

Other school programs

School Sport

A number of students represented MGHS at the Zone Athletics Carnival. The girls achieved outstanding results with a 2nd in the 800m, 1st in the shot put, 1st in high jump, 2nd in javelin and 4th in 400m. The school fielded teams in the Zone swimming, cross country and athletics carnivals with a number of students moving on to represent the school at Zone level and Regional events. Our extracurricular sporting activities continued to be a huge success with bootcamp, swimming training and our new badminton club running throughout the year. The overall Champion House for 2017 was Marsden and the Spirit Cup was awarded to Fitzroy.

International Students

Support processes for international students has continued to grow. Regular meetings are held on Thursday mornings to deal with welfare issues and for students to get to know each other through discussions. Once a term, an excursion or a lunch gathering is conducted to enhance students' wellbeing and collective spirit.

Our International Students achieved outstanding results in the 2017 HSC, achieving the highest bands in seven different courses. Particular mention to Simeng Shen who achieved an ATAR of 98.00 and was named as a Premier's All Rounder for achieving Band 6s in 10 or more units.