

Maclean High School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of **Maclean 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.

Gregory Court

Principal

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Message from the Principal

At a time when headlines in the press and reports published from various organisations can sometimes create an unfair and negative picture of young people, it has been a particularly pleasant exercise to reflect on what we have achieved over the last 12 months. We are not complacent and are working on areas we need to improve to be recognised as outstanding; but we are proud to be a state funded comprehensive high school, believing that we have amazing students.

At Maclean High School, we embrace the concept of being your best and taking risks.

This concept is also true in terms of building our emotional resilience. We learn how to cope with stress, relationships, change, disappointment and everything that life throws our way, by experimenting, making mistakes and learning from them. Experiencing these difficult emotions, although unpleasant, actually makes us more resilient, helps reduce anxiety and empowers us to take control of our lives. These are vital skills for our students to develop as lifelong learners. Despite the fact that the media and other sources try to convince us that we need to be perfect, it is actually a whole lot healthier if we recognise that we are not. It makes us more open to innovation and continuous improvement.

Our successes can be defined by a number of key words which I believe, truly capture what it means to be part of Maclean High school:

It all starts with community – Being part of Maclean High means that we belong to a supportive local community. In 2018 this was exemplified by the involvement of our students with programs such as

- Work Experience and Work Placement
- The Men's group at Hillcrest
- Cultural tours for Year 7 students in term 1
- Junior AECG
- TAFE taster courses and the YES program.
- Rotary Public Speaking
- Music performances
- The Arts Festival
- Excursions to businesses such as Harvey Norman and the Harwood Mill.
- The Year 9 One Stop Shop
- RYDA
- Donation to drought affected areas by the Central Australia excursion students. They made donations to the communities of Coonabarabran and Nyngan

- And the Billabong class excursion

It is also about collaboration – we have continued to strengthen our partnership in 2018 with our Lower Clarence Learning Community, that is with our partner primary schools. Students from Maclean High school have assisted the learning of primary school students through being

- Officials for Gulmarrad and Maclean Public school swimming carnivals
- Basketball gala day referees
- Netball gala day umpires
- Netball umpires and Soccer referees for Yamba Public School.
- Chatsworth Island Public school sports day
- Clay workshops at Iluka Public School
- Assisting with athletics at Gulmarrad Public School and Maclean Public School and small schools athletics
- Aboriginal dance group at Maclean Public School

Further to the theme of collaboration, recently, Maclean High School and the partner primary schools have been working on a project with the Engagement and Communication Directorate from the Department of Education. At the heart of this is a focus on improving the teaching and learning experience for our students and the students of the future.

At Maclean High School our vision is innovation and encouraging risk-taking in our learning. In 2018 an example of this was the HSC Music Performance evening. All performances were excellent. One particular performance involved a supported student. A rendition of the Angels classic "Am I Ever Gonna See Your Face Again?" The performance was an outstanding example of quality teaching, catering for individual student needs and a very high degree of risk taking. It was expertly managed by music and LaST staff to result in a very successful example of student-directed learning.

Further to our innovative practice, in 2018 we introduced an inquiry-based learning elective to every year 7 to 9 student, empowering them in their own learning and teaching them skills in problem-solving, flexibility, resilient agency, mindfulness and collaboration.

Another key word which defines what it means to be part of Maclean High School is inclusion. In 2018, Mrs Belinda Cameron in the library has enhanced her dedication to connected learning in the library or hub. This adds to the incredible contribution made by every student in this school. The contribution by all staff to individualised learning particularly highlights our students with disability. Our school supports many students with varying forms of disability and the staff go above and beyond to ensure that all students can access engaging learning experiences.

Maclean High School is a caring community where we take a holistic approach to education. This year we worked with various support agencies from our local community and the P&C to deliver keynote addresses to inform our students and the wider community of the support available in our area. An example of this was the Year 9 One Stop Shop program.

Student leadership is evident with the active Junior Aboriginal Education Consultative Group and the Student Representative Council. Student leaders involved themselves with

- Peer support,
- AIME,
- the Desert Pea Project,
- Rising Stars Leadership Camp,
- the GRIP Leadership Conference,
- the Rural Fire Service
- and the School Captains travelled to Parliament House in Sydney for the Secondary Schools Student Leadership Program.

Opportunity is key to our school experience. At Maclean High School, our default position is "yes". We are now at a point where staff, students and parents are able to present innovative ideas and say "can we try this". This empowers our whole community to take risks in their learning to try new things and most importantly to know, that if it doesn't work that that's ok, because the most important factor is the learning experience.

As far as opportunities go, our school is outstanding in terms of the curricular and extra-curricular opportunities available. There is rarely a day or time during the week where you would turn up to school and not find something happening, from our sports programs, to drama ensemble, dance, music, debating, and then there are the 282 activities that we have conducted throughout the year. The excursions that we have run this year alone, providing students with real and authentic learning experiences. In 2018 a student at Maclean High School could have gone to

- Italy at Christmas time
- Jindabyne in Winter time
- Central Australia in September and
- Just a little while ago Heron Island.

And so at Maclean High School, let's celebrate our learning achievements for 2018. We see ourselves on a leaning journey where we take risks, we reflect, we seek improvement and we always strive to do better than we have done before.

Congratulations must go to our HSC cohort from 2017, who topped the Clarence Valley with 16 Band 6 results (90% or above) and 68 Band 5 (80% or above). Adding to that are the excellent ATAR results from three students,

- Bethany Hickey
- Lauren Illig
- And Elizabeth Rose

All gaining an ATAR in the nineties.

We have many and varied achievements in school sport at Maclean HS, too many to mention all of them now.

I do need to mention the NSW State Blue for Clara Samms in rowing and the Pierre de Courbetain award for Kelsey Sheehan. Kelsey was also the Sportsperson of the Year.

There were a number of North Coast CHS Sport Awards.

In the area of drama, Saskia Ramsay was nominated for a position with On Stage – a very prestigious position. This is very highly regarded and highly sought after.

This is an excellent effort from Maclean High School students, supported by dedicated parents and a competent staff.

Maclean High School can look forward to an exciting and successful future. There is much for which we can be proud. We earned the right to hold our heads high, applaud our successes and celebrate all the innovative occurrences at the school. We are aspiring and striving to move from good to great. We believe that we give you our best and each year provide the best education and the best preparation for life. We constantly receive feedback. The community is alert. People take the trouble to phone or write to commend our students for their behaviour, the respect they show members of the public. We expect them to be their best and they noticeably are. They are positive ambassadors, living by our values.

Our staff have continued to work exceptionally hard and be aspirational for all our students throughout 2018. Many hundreds of students have undertaken a wide variety of activities during the school Year.

From a staffing perspective, we farewelled several staff.

We wish Mr Wayne Sutton, Mrs Lesley Sutton, and Mrs Alex Hickey all the best in their retirement.

Wayne has provided many years of expertise at a very high level with PDHPE Higher School Certificate Curriculum. He led this curriculum area as a Supervisor of Marking, Senior Marker, Member of the Examination Committee and President of the PDHPE Teachers' Association.

Lesley has been involved at a high level in the executive of Combined High School sport. It is this organisation which manages representative sport for all NSW Department of Education Secondary schools.

Alex has helped lead the music curriculum at Maclean High School and beyond. Her input to this area is evident with results in the 2017 Music HSC exams at the school and her involvement with state wide initiatives such as the Schools Spectacular.

From the office, I would also like to wish Mrs Margaret Kirby all the best with her retirement.

Ms Angela Hammond has moved on to a position outside of education.

We wish Mr Boon well with his movement as Head Teacher Mathematics to Freshwater Senior High School.

I welcome to Maclean High School;

Mrs Naomi Court in the Learning and Support Faculty.

Miss Danielle Fisher as Careers Adviser.

Mrs Sarah Bramwell in the Humanities Faculty.

Mr Chris Kirkland and Mrs Karen Rowe in the Science Faculty.

Maclean High School can be the best because of the support from our parents who are actively involved in a range of ways. They have been there behind you, encouraging you, interested in your progress. I thank them all for their amazing efforts and the part they play in our cycle of improvement. I myself, find all the interactions with the P&C to be a positive experience. This group of informed parents works hard to ensure that the learning of all students at the high school is constantly improving and the wellbeing of students is catered for. Please support this organisation as they strive to support all students and their parents and carers. As a part of the P&C is the contribution of Danielle Bryant in the canteen to ensure students eat in a healthy way.

School background

School vision statement

Maclean High School will ensure that all students have the opportunity to reach their personal best. This will be achieved through inclusive education, incorporating innovative practices, and supported by a culture of high expectations and celebration of achievements.

The school challenges students to achieve excellence in a wide range of academic, cultural and sporting pursuits.

Maclean High School equips students for the demands and opportunities of the 21st Century by offering a differentiated, collaborative and rigorous curriculum.

Student wellbeing is supported by a safe learning environment, where students feel valued, proud and are able to develop confidence and resilience.

Our professional and highly motivated staff, in partnership with parents and the community, encourage all students to achieve to their full potential. Staff pursue professional excellence through strategic professional learning, mentoring and collaboration.

Maclean High School provides quality teaching and learning experiences to prepare students for a future as life-long learners in the modern world and to be effective members of the community. We do this in a safe, well-resourced and supportive environment within a positive and friendly social setting. Maclean High School is a premier, all-inclusive school of choice for the community. This is achieved through:

- * Quality teaching relevant to the modern world that is focused on critical thinking and the use of appropriate technology to assist student learning
- * Differentiated curriculum, provision of targeted support to meet the learning needs of all students
- * A climate of participation, mutual respect and care in the context of positive, responsible behaviour management to support learning
- * Strong student leadership and active participation in the community
- * Catering for student choice through a broad curriculum and a wide range of co-curricular activities
- * Strong community partnership

Maclean High School's vision ensures an environment founded on respect and responsibility that provides a platform for students to achieve their optimum success.

School context

Maclean High School is located on the South Arm of the Clarence River on the North Coast of N.S.W. The school is a large district, comprehensive, co-educational facility. The grounds including the school's farm occupy 10 hectares of the river flood plain. The school has excellent facilities including expansive grounds, an agricultural farm, two Trade Training Centres, one in Hospitality and the other in Construction, upgraded science laboratories, a modern library, air conditioned class rooms, technology integrated across the school and our Creative and Performing Arts program is acclaimed across the region. The curriculum, class structures and education programs are designed to accommodate these diverse needs of our community and provide pathways extending from Academic and tertiary education to Vocational pathways including school based apprenticeships and traineeships. There is a considerable amount of extra-curricular activity adding significantly to the learning opportunities. There is a significant major excursion program including trips to Heron Island, Central Australia and Jindabyne. The school has a widely acclaimed transition program for students from the 12 feeder primary schools. The extensive curriculum, especially in the senior school offers access to a broad range of courses including many vocational opportunities. Courses include Hospitality, Primary Industries, Seafood Aquaculture, Construction, Metals and Engineering and Sports Coaching. There is also a wide variety of TAFE options. Students with special education needs are well catered for with a variety of programs. There is also significant emphasis on literacy development, student welfare, sport, and the creative and performing arts. Academic results are exceptional and consistently above the like schools group and the region. A highly acclaimed school musical is held every 2 years involving a considerable number of staff and students. Students regularly perform at Encore to showcase their talents. Retention rates are exemplary and among the best in the region. Maclean High School undertakes significant programs in Literacy, Numeracy, Aboriginal Education (The school was the recipient of a Nanga Mia Award in 2016), Quality Teaching, Connected Learning and Student Engagement and Retention. These programs benefit all

students who have a strong comprehensive education program to follow. Student surveys indicate that the students are happy and feel safe at school and that they have a belonging and ownership of the school's core values:

Fair, Respectful, Effort, Safe, Honest = F.R.E.S.H

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

In the school excellence framework area of learning, Maclean High School is delivering.

Student reports contain detailed information about individual student learning achievement areas for growth, which provide the basis for discussion with parents. This is the focus during parent and teacher interviews to develop the partnership to support the students learning. Being in class every day is critical to success. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students and the families. Maclean High School has a strong wellbeing focus to support students and their families when needed. As part of our Positive Behaviour for learning program students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code, Fair:Effort:Safe:Honest (FRESH). At Maclean High School learning takes place in all areas. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision of student engagement, values and priorities. Students perform well on external measures with some achieving results in the top 10% of the state.

Teaching

In the school excellence framework area of teaching, Maclean High School is sustaining and growing.

At Maclean High School all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers regularly review and revise teaching and learning programs. In their KLA teams they analyse and use student assessment data to understand the learning needs of students. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Maclean High School has effective professional learning for induction, teaching quality, leadership preparation and leadership development. It is common practice that teachers at Maclean High school work beyond their classrooms to contribute to broader school programs to enhance student learning and engagement.

Leading

In the school excellence framework area of leading, Maclean High School is delivering.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. This is evident with our relationship with our feeder schools and the Grafton community of schools. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. This is reflected in the tell Them From Me Survey and the Customer Service reflection tool.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Developing Strong Community Partnerships

Purpose

To foster a culture of trust and respect that enables all members of the school community to feel connected and included. This will be achieved through developing a supportive environment that values positive relationships and where all members are equipped to face the social and emotional challenges of a changing world.

Overall summary of progress

Sentral Parent Portal

Wellbeing reports are written using Sentral to record any positive or negative behaviours. This section is also used to record any Parental contact or information on a student or a group of students. Wellbeing also records any other matters such as Warning Letters and Commendations. The Parent and Student portal has been designed so that access to Sentral is available remotely. This means parents and students can see daily notices, calendars of events, timetables and attendance from home. All parents are emailed a letter with their access code to use from home.

The student parent portal of Sentral is one of a variety of communication avenues employed to connect with the school community. The Welcome Message is customised to convey helpful information to parents and carers about its usage and upcoming events. The school is responding to data previously collected and analysed to better meet the needs of the school community.

Community Forums

Community Forum meetings that were held prior to the development of the current school planning cycle were used as a way of engaging with and ascertaining how the school is viewed in the community. Notes taken were a reflection of the discussion that occurred between the school staff and members of the community. Such information was also used to formulate the School Plan.

School Reports

The school provides two reports to parents during the year. These are sent out to parents during Terms 2 and 4. The school has been using the reporting function within Sentral for several years which has improved the quality and consistency of the reports. We are now looking to improving the reporting for parents and students by putting the digital copies of reports on the Student and Parent portal within Sentral. The reports contain sections which explain the grading system used in line with Departmental expectations, students attendance, subject list, school activities, Year advisor comment and then a section for each subject which displays overall achievement, areas of learning, attitudes to learning, course results and teacher comment.

Engagement with Partner Primary Schools

Maclean High School students lead sport sessions with groups of stage 2 and 3 students at partner public school's sports days. This provides leadership opportunities in officiating, coaching and umpiring younger students. Various opportunities for this type of interaction with public schools occur throughout the year at sporting carnivals, gala days and knock-out matches.

Electronic Communication

The Social Media pages (including Facebook) have been in transition in 2018. A small committee has been formed to oversee the immediacy of information going online while still having quality controls in place

The MHS Skoolbag App is used to push information to parents mobile devices. Parents are required to download the free APP to be able to access this service. Different categories that have been set up within the App. Parents can subscribe to the categories that apply to their students. The categories allow targeted notifications to be sent.

Volunteer Work with the Community

The Rural Fire Service School Cadet program fosters a lot of desirable values in students and promotes leadership, teamwork and compassion. This program is offered during sport, and has run annually for the last few years. RFS volunteers spend their afternoon teaching the Maclean High School students the skills needed to be successful in

becoming a volunteer. All students that participate in the program graduate and receive a certificate for their achievements and can then become a member of the RFS if they choose.

Macleon High School is proud of their association with our local Lions groups. Each year students enter the Lion's Youth of the Year Competition in Maclean and Yamba. Students then go on to represent at District and Regional levels. The Lion's Youth of the Year showcases the involvement that students have within the local community and beyond. Students are also awarded for their voluntary service to the community through the Lions Young Leaders in Service Awards.

Curriculum Partnerships

In Term 3 each year a Year 6 to 7 parent information evening is held. This night allows parents to tour the schools facilities and then listen to various speakers including current Year 7 students who give their own take on life as a high school student. Questions are answered with regards class structure, welfare programs and general information about Year 7 at Maclean High School. Extensive collaboration occurs between this school and the feeder primary schools to foster a smooth transition to high school. During Term 3, Head Teacher Learning and Support and the school Counsellor visit the partner primary schools to discuss individual students with a member of the primary school staff, the designated School Counsellor and parents, where required. This helps to foster continuity of learning for the students during their transition to high school. The information is collated and forwarded to classroom teachers at the beginning of Year 7. This enables teachers to have some knowledge of their new students as they commence their secondary studies, and allows them to adjust their teaching programs accordingly if necessary. Additional transition visits can be scheduled for individual students if it is agreed that this would be beneficial.

Macleon High School has a productive relationship with universities, in particular Southern Cross University to improve the educational opportunities for students. The Stellar program effectively engages parents, carers and students from all stages. This program is an initiative in response to data that indicated Clarence Valley students were underrepresented in tertiary education. This relationship supports a culture of high expectations and community engagement.

The Stage 6 information evening is organised annually to provide important information to families regarding Stage 6 curriculum options, and to foster communication between families, the school and other stakeholders such as TAFE. Matters addressed through this event involve pattern of study for Years 11 and 12, minimum standards requirements, careers considerations and TAFE options. The second half of the evening is dedicated to an informal gathering of staff and families to discuss and explain the various courses available for study at Maclean High School in Stage 6.

River of Learning

The River of Learning program specifically embeds the Yaegl perspective within the Year 7 Curriculum in Science, English, Mathematics, Geography, History and the Creative Arts. The work is taught thematically and the body of work is displayed on the celebration day for parents and the community to enjoy. The River of learning day is about recognising student work and application as well as the supporting and acknowledging the contribution the Elders make to the school and the school community. The curriculum and the Yaegl perspective can be transferred to sport and sporting activities. All students were taught how to play indigenous games which demonstrates diversity in teaching skill and participation. The River of Learning day is about recognising student work and application as well as the supporting and acknowledging the contribution the Elders make to the school and the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase online interactions on school based social platforms.	An allocation of \$5000 from equity funding to the Community Engagement Leadership team to fund various school promotion activities.	The Social Media pages (including Facebook) have been in transition in 2018. A small committee has been formed to oversee the immediacy of information going online while still having quality controls in place The MHS Skoolbag App is used to push information to parents mobile devices. Parents are required to download the free APP to be able to access this service. Different categories that have been set up within the App. Parents can subscribe to the categories that apply to their students. The categories allow targeted notifications to be sent.
An increase in teacher, student and parent satisfaction in the delivery of Public Education at MHS as measured by feedback	\$7000 for relief days to cover the implementation of these projects.	Community Forum meetings that were held prior to the development of the current school planning cycle were used as a way of engaging with and ascertaining how the school is viewed in the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
from community forums, internal data measurement and data from Tell Them From Me survey data.		community. Notes taken were a reflection of the discussion that occurred between the school staff and members of the community. Such information was also used to formulate the School Plan.
Increased opportunities to promote Public Education through scholarships and university, corporate and community partnership links.	Costs covered by Southern Cross University.	Macleon High School has a productive relationship with universities, in particular Southern Cross University to improve the educational opportunities for students. The Stellar program effectively engages parents, carers and students from all stages. This program is an initiative in response to data that indicated Clarence Valley students were underrepresented in tertiary education. This relationship supports a culture of high expectations and community engagement.
Increase and strengthen number of employers engaged with our students in work experience, work placement and SBATs.	1.0 Career and Transition adviser position. \$100,000 from equity funding.	A career and transition adviser was employed out of low SES equity funding to work with disengaged students. This position was also established to cater for the needs of senior mentoring.

Next Steps

The 2018 – 2020 School plan involves extensive community consultation via the P and C and the AECG. The P and C have continued to have direct communication with the faculties by funding extra ordinary requests that have not been presented in their budgets. The River of Learning program continues its development and further develop our relationship with the Yaegl elders. Increased use of the Parent portal, Facebook, Web page and the Skoolbag App to create greater access for parents and the community to school information.

Developing Partnerships

It was identified that Maclean High School needed to engage more with the school community and promote the school further. Tools used were a communications and engagement workshop, the excellence in school service 360 reflection tool and a variety of focus groups. The purpose was an analysis of the school's current image and how it engages and communicates with the community, in order to gain a clearer understanding of the ways in which the school is perceived by various groups including community members, parents and prospective parents, local businesses and teachers. In addition, the school sought to determine how the school may better engage these groups and improve its overall perception in the community.

Parental Involvement in the School

The community forums conducted in Term 4 2017, with the community, individually and in small groups, provided detailed and specific feedback to guide the decision making processes of the school. Results of these forums were communicated at the Parent and Citizens (P&C) meeting and also via the school's website, newsletter and annual school report. The situational analysis has driven future school and community directions and development of a school promotion strategy, thereby improving enrolment and retention and supporting academic achievement.

The tell them from me surveys were conducted with parents, students and staff. The results of these surveys can be found in the parent/caregiver, student, teacher satisfaction area of the survey.

Macleon High School engages parents in a number of other ways including 6–7 information night, NAIDOC, River of Learning and through membership on various committees, including finance and school planning.

Student Engagement in Developing Pathways

Aspirational programs such as Stellar continued to promote and develop tertiary education opportunities for students. Representatives from Southern Cross University, University of New England, Charles Sturt University and Bond University visited the school throughout the year. Students have also had the opportunity to visit university campuses in NSW and QLD through a variety of school organised excursions. Organisations such as the Australian Defence Forces (ADF) also presented career information sessions to students and parents.

Stellar is an initiative funded by the Commonwealth Government's Higher Education Participation and Partnerships Program (HEPPP) to improve the participation rates of students from communities under-represented in higher education. Stellar, developed by the Clarence Valley Industry and Education Forum (CVIEF), works through a whole of community approach to support students to reach their goals. Stellar provides information and support to students, families, carers, school staff and community groups necessary for young people to aspire to university. As a current school initiative, partnerships enhance leadership, especially between primary and secondary teachers and executive, across all partner schools through unique local leadership networks, aligned to community of school priorities. The increased exposure of students to university through these partnerships is shaping and developing the aspirations and confidence of students, to a point where tertiary education options for low socio economic status (SES) students is regularly discussed. In preparation for 2018/19 Stage 6 subject choices, it is evident that students at MHS have developed a culture of desiring to obtain an ATAR for entry to higher education. Data collected from previous MHS students as to their progress at universities indicates a high degree of completions of tertiary education courses at an advanced level. Future development is aimed at increasing the percentages of MHS students following through with these university aspirations and ideals.

The Youth Engagement Strategy (YES) program is an initiative of North Coast TAFE and Stage 5 MHS students participated in a range of courses delivered at Maclean Campus.

Student Action Teams

The purpose of this project is to transform teaching and learning through the development of an authentic model for a student centred school which is flexible and adaptable to a wide variety of contexts. These programs, can provide social support, positive reinforcement, alternatives to drugs/alcohol (such as fitness, music, arts and others stress relieving activities), self-esteem and confidence building activities, ways to deal with bullying and ways to deal with anger outbursts. Junior AECG and SRC also continued to operate as student action teams.



Strategic Direction 2

Fostering Quality Teaching, Raising Expectations and Enhancing Quality of Student Learning

Purpose

To ensure the teaching and learning process is underpinned by quality instruction, effective feedback and assessment. To model and emphasise instructional leadership in deliberate practice and the most effective evidence based teaching strategies. This will be done through a collaborative and innovative approach within faculties and across the school. A whole school emphasis will be placed on literacy and numeracy improvement reflective of the Premier's Priorities – increase the proportion of NSW students in the top two NAPLAN bands by 8% and 30% for ATSI students by 2019. A whole school approach to wellbeing will ensure every student connects, succeeds, thrives and learns.

Overall summary of progress

National Indigenous Science Education Program

The NISEP, National Indigenous Science Education Program, is an innovative, university-based program that is run collaboratively by Macquarie University staff, Maclean High School staff, Maclean High School Aboriginal students and the Aboriginal, Yaegl community. The main aim of NISEP is to provide secondary students with the motivation and skills to complete their high school studies and to open up the possibility of opportunities to pathways for tertiary education; exposure to positive educational experiences is paramount. Indigenous students are deliberately placed in leadership roles as they demonstrate hands-on chemistry, biology and microbiology activities to their peers and the wider community. Students are able to have this amazing educational opportunity during our NISEP excursion to Redfern where they undertake three days of science activities over a range of disciplines. Here students also get the experience of living in the city; travelling on public transportation and being exposed to the opportunities one may experience in inner-city Redfern. NISEP aims to address the low retention rate of Indigenous students in secondary education. The demonstrated exposure from our current 2018 NISEP Redfern Excursion, has promoted positive educational opportunities and engaged our students in the learning process from a leadership perspective where they were expected to lead like a teacher. In conjunction with the schools, River of Learning Program, these activities have improved indigenous role of leadership within the school community by enhancing levels of self esteem and confidence.

Literacy/Numeracy

Resources are located on the school website as a resource for students and parents in assisting students with literacy, punctuation, spelling, note taking and text types. It is designed to assist all students from years 7–12. Linking literacy and numeracy progressions to existing learning activities and assessment tasks helps faculties to identify existing opportunities to enhance and measure literacy and numeracy development in students. This process also allows teachers to identify areas where teaching and learning programs need to be strengthened and develop priority areas for student literacy and numeracy development. The Premier's Reading Challenge is a key component of Literacy Development at Maclean High School, continuing commitments made by feeder primary schools in the area where the Challenge is fostered. Promoted via public displays of the collection selection in the library, English teachers collaborate with the library and facilitate student visits to the collection. Students also access the collection before school and at breaks. All PRC Reading resources have been identified with their unique ID number to encourage student management of their reading records. Parents appreciate the expectation that their children's commitment to reading is further recognised at Maclean High School with an additional academic certificate of Commendation awarded on completion, encouraging literacy development and recognition within the school's award system.

PLPs

The Deputy Principal Instructional Leader Aboriginal Students is working with various staff across the school to develop, implement and review PLPs for all Aboriginal and Torres Strait Islander students. All incorporate targets, goals and strategies for students. These targets and goals were formulated throughout the year in consultation with the student, their parents, their teachers and the DP Instructional Leader. This plan is made available for staff.

Assessment and Reporting

An assessment booklet for each year outlines the assessment schedule and policy and procedures relating to assessment. These are communicated to students and parents in a variety of formats such as hard copy, email, published on the school website and available on the student/parent portal. Our school reports on the progress of each student with written reports twice a year using the Academic Report component of Sentral. Maclean High provides ongoing detail through interviews or meetings. All reports provide parents with an explanation of grade terminology. The reporting of a students' assessment, attendance and involvement in school activities. Our written reports also include an

overview of how each student is exhibiting our Positive Behaviour for Learning values of Fair, Respect, Effort, Safe and Honest. A report writing style guide is utilised by teachers to maintain consistency and encourage recognition of strengths and strategies to address areas of concerns as evident in the teacher comment. The portal usage data illustrates this is an important communication tool utilised by Maclean High School. The student and parent portal component of Sentral is utilised for communication of period by period attendance, timetables, assessment information, daily notices, acknowledgment of positive incidents of behaviour and parent teacher interview bookings. Teacher Parent Interviews are conducted formally twice a year in term one and term three. Bookings are done through the parent student portal on Sentral or by calling the front office. Written parent, carer and staff feedback is collected and collated and reviewed and adjustments made accordingly.

Curriculum Accountability

Folders are used by every KLA in the school to monitor the administrative requirements for Stage 6. It includes the curriculum requirements for all Stage 6 subjects and includes. – Class rolls and records of attendance – Marks for formal and informal assessments including ranks for each task and cumulative ranks or competency register for VET courses – Course scope and sequence, or training and assessment strategy for VET courses (TAS) – Teaching and learning program including registration & evaluation – Assessment policy outlining dates, schedule, outcomes and weightings – Student acceptance submission and return of work – Assessment notifications – Assessment tasks and marking guidelines – Assessment tasks mapped to course outcomes/competencies – Samples of students work (high, middle, lower) and standards references – Feedback on Tasks and/or achievement of competencies – Analysis of data to inform teaching and learning – Marking bookwork and homework register – Copy of N warning letters, Illness/Misadventure appeals, Special provision information – Student/ parent/ teacher conferences and communications – Students received copies, or access to, relevant parts of the syllabus – NESA documents including Board Bulletins, Performance Band Descriptors, past papers and notes from the marking centre All this information is stored in a folder by all teachers and monitored by Senior Executive during Week 9 of each term.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and Numeracy tasks are designed, and used in each KLA to measure student growth that can be used for reporting.	\$155,000 funded for the Deputy Principal Instructional Leader position.	Resources are located on the school website as a resource for students and parents in assisting students with literacy, punctuation, spelling, note taking and text types. It is designed to assist all students from years 7–12. Linking literacy and numeracy progressions to existing learning activities and assessment tasks helps faculties to identify existing opportunities to enhance and measure literacy and numeracy development in students.
Internal data measures show improvements in positive respectful relationships across all sectors of the school.	\$25,000 from equity funding for the PBL team. Money to also be used for PBL publicity across the school.	The involvement of the classroom teacher helps the student apply their newly learned skills in the classroom and also builds the teacher's capacity to understand and respond to students with unproductive and challenging behaviours
Measures Improved HSC value-added results. Single subject and whole school performance of HSC results examined by executive staff and classroom teachers, using SMART and RAP data.	\$50,000 funding for a school funded Head Teacher Teaching and Learning position.	An assessment booklet for each year outlines the assessment schedule and policy and procedures relating to assessment. These are communicated to students and parents in a variety of formats such as hard copy, email, published on the school website and available on the student/parent portal.
Achievement in NAPLAN by increasing the percentage of students, including Aboriginal students in the top two bands in Literacy and Numeracy. Expected growth at or above a 30%. increase in Aboriginal students.	\$155,000 funded for the Deputy Principal Instructional Leader position. \$25,000 for initiatives to value add results of Aboriginal students.	The Deputy Principal Instructional Leader Aboriginal Students is working with various staff across the school to develop, implement and review PLPs for all Aboriginal and Torres Strait Islander students. All incorporate targets, goals and strategies for students. These targets and goals were formulated throughout the year in consultation with the student, their parents their teachers and the DP Instructional Leader. This plan is made available for staff.

Next Steps

Ensure a positive and engaging learning culture through a diverse curriculum including VET and STEM courses focusing on inquiry, literacy and numeracy to improve student self-esteem and positive behaviour for learning. Added investment to improve access to technology is a key component to achieving this. Creating independent learners with high aspirations.

Positive Behaviour For Learning (PBL)

There will be a focus on moving towards being Tier 2 targeted intervention accredited in PBL for 2019. The school team responsible for Tier 2 targeted interventions address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student apply their newly learned skills in the classroom and also builds the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self monitoring process so that a student can manage their own behaviours. Students are taught to self regulate and learn from natural consequences.

Literacy/Numeracy

The focus for the 2018–20 school plan is to draw on research to develop and implement integrated, whole school, professional learning in literacy and numeracy teaching practices. Teacher professional learning around vocabulary, extended writing, inference and numeracy across all key learning areas (KLAs) will be delivered. There will be an increased focus on whole school literacy and numeracy strategies becoming embedded via an instructional rounds approach. We will look at the establishment of a CoS literacy and numeracy team. As PLAN 2 and best start are rolled out to schools in 2018 and beyond, we will liaise with CoS schools in developing a whole school literacy/numeracy progressions system to assist staff in measuring and achieving growth on an individual student basis.

Two way feedback

A future focus for 2019 is to develop a whole school approach to two way feedback in the classroom, to enable students to articulate their learning and staff to reflect on teaching practice. Two way feedback training will be delivered at twilight professional learning sessions on how to set, communicate and reflect learning goals. This will be monitored via accountability processes and instructional rounds to ensure that learning goals and the understanding of students is achieved in all classes across the school.

Extended Writing

There will be a continued focus at whole school level on building extended writing skills and embedding PEEL across the school. This will be monitored through the school's accountability processes, where supervisors meet with staff who submit evidence each term. MHS will be tracking the literacy and numeracy growth of students against the continuum from 2018 and within 6 years be tracking individual student growth across the whole school.



Strategic Direction 3

Building Capacity

Purpose

All staff are provided the opportunity and ability to take on leadership positions across the school.. Creating consistency through efficient and innovative systems which ensure a school ethos of high expectation and procedure to support excellence of practice by the Maclean High School community. Building leadership capacity at all levels of the school community to develop a culture of excellence and innovation..

Overall summary of progress

Teacher Professional Learning

Teachers meet regularly for planned professional learning. In addition Maclean High School teachers meet and share resources collaboratively in an informal way. More experienced or skilled staff mentor others in a friendly space that builds capacity of all staff. PDPs are used by staff at the school. Goals are personal, school based and system based. They are linked to the school plan. The PDP process is followed, as per the framework, across the school. Discussion and PL in regard to the PDP process has occurred in staff meetings and KLA meetings.

Monday afternoon Staff Sharing Sessions operate on a volunteer basis on Monday afternoons in the Library, with staff volunteering to present professional learning sessions on topics such as Behaviour Management Strategies, Inquiry Learning and Technology Tips. The sessions operate for two hours, with a broad spectrum of staff who collaborate drawing on experience and enthusiasm.

Collaborative Practice

Collaboration between the DP IL and the KLAs in team teaching and observing a modelled lesson with a specific focus on literacy and literacy strategies. Teaching standards and the relevance they had in the lesson delivery as well as feedback was an essential part of the collaboration. This was later used to formulate other team teaching collaborations.

Faculty Evaluations

The three day evaluation of Science curriculum delivery was conducted by the Whole School Evaluation Team in Term 3, 2018. The five – member team comprised of: Julie Perkins – Specialist Support Jeniffer Sheringham – Specialist Support Gaye Kelsey – Deputy Principal Sue McLeod – Relieving Head Teacher English, who will be experiencing the next curriculum evaluation in Term 4, 2018. Nicole Smith – Relieving Head Teacher PDHPE as a staff representative A number of recommendations came out of this process. These recommendations were based on the results of student interviews, staff interviews, parent phone calls, lesson observations and clarification discussions with the Head Teacher Science. The first two areas for review are common to all curriculum evaluations, the third area Integrating Technology, was set by the faculty.

Student Leadership

At the beginning of each year students can self nominate to be selected by their year group to become members of the student representative council (SRC). This induction ceremony is a wonderful opportunity to congratulate the students on being elected by their peers for leadership roles. All SRC representatives, the Captains and Vice–captains were officially presented with their badges, SRC planners and took the SRC Oath. Parents, grandparents and siblings are invited to share this day by pinning on the SRC badges. School captains act as chair persons, whilst the vice captains and Year 12 SRC representative lead parts of the ceremony. In line with the School Plan, the SRC reps have a student voice in the form of meetings held every Friday lunch time. The meetings are conducted in a semi–formal manner with an agenda and minutes taken. These meetings allow the students: – to organise charitable fundraisers and fun activities for the student body. – to be active citizens of the school community and have their ideas and opinions sought and respected. – to contribute to and participate in decision–making in their school. – to formalise and act upon the ideas and opinions of students, in order to improve their overall experience of school. Student leaders are encouraged to lead the weekly assemblies (Year Assemblies, whole Assembly groups, Senior and Junior Assemblies). This acts to identify them as representatives of their year level & to provide an avenue for school leaders to gain opinions from the student body. They also act to promote the SRC in the best way they can and act in the best interest of the school. Every year, 8 junior SRC reps are invited to attend the GRIP leadership conferences. This conference trains student leaders for their role as school leaders. They learn new skills, new perspectives and new ideas for making a positive contribution as a leader. It is an interactive conference where students attend to several workshop presentations and are actively involved in all those sessions. The SRC students are active leaders in many ways. The sense of community spirit is vital in ensuring

that our young school leaders become the leaders of the future. This is fostered by participating in the numerous good causes that exist in the community.

Professional development in the use of Sentral

Throughout the year a number of twilight TPL sessions were conducted to upskill teachers in the use of Sentral. During these sessions all staff who attended were shown how to use Sentral to record marks, generate written reports, record incidents on the wellbeing function and record attendance. Sessions were also run on report writing and report reading, with the latter attended by year advisers and head teachers. Sentral is now being used by most staff to record marks and all staff to generate written reports. All staff are proficient in the use of Sentral to record attendance and uniform.

Our four priorities to ensure we are building capacity through effective and innovative systems in 2019 are as follows:

Teaching staff to continue to improve the use of information, organisational and management systems and to engage in TPL that will build the capacity to enhance knowledge of systems.

Parents, carers and community members will have an improved awareness of the processes and procedures that operate in the school and the communication of events and variations are given in a timely manner. Parents and carers understand how to use the parent portal to access current and accurate information around marks, reporting and assessment.

Students understand how to use the student portal/Skoolbag to access current and accurate information around marks, reporting and assessment.

SASS staff to attend training days and PL to develop skills to deliver quality services to both staff and community members.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of teaching staff taking on leadership roles.	\$30,000 from Low SES Equity to cover a budget for each of the Educational Leadership teams. \$50,000 for Head Teacher Teaching and Learning.	Collaboration between the DP IL and the KLAs in team teaching and observing a modelled lesson with a specific focus on literacy and literacy strategies. Teaching standards and the relevance they had in the lesson delivery as well as feedback was an essential part of the collaboration. This was later used to formulate other team teaching collaborations.
Increased number of faculty members on school committee groups contributing towards the goal of building capacity across the school.	\$30,000 from Low SES Equity to cover a budget for each of the Educational Leadership teams.	Monday afternoon Staff Sharing Sessions operate on a volunteer basis on Monday afternoons in the Library, with staff volunteering to present professional learning sessions on topics such as Behaviour Management Strategies, Inquiry Learning and Technology Tips. The sessions operate for two hours, with a broad spectrum of staff who collaborate drawing on experience and enthusiasm.
Evidence of improved student outcomes in base line data as a result of pedagogical change.	HT Teaching and Learning Deputy Principal Instructional Leader.	HSC RAP data collection and analysis by KLAs. This is done annually using the previous years HSC RAP data. This review of external data on student achievement includes a breakdown of performance by course, and discusses observable trends from previous years. Teachers of these courses use this data to inform their teaching practice.
Increased student participation in STEM courses and activities	\$50,000 for computer resources.	The school will continue to have a focus on the use of technology to improve quality teaching, enhance the quality of student learning and as a key component of communication with the school community. The introduction of a Google class in Year 7 in both 2016 and 2018 and the increased numbers of Google Chrome books within the school (currently 150 units) has seen the increased use of Google Classrooms within the school. The school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation in STEM courses and activities		will continue to increase its use of technology through the use of Sentral, School Bag App, Google Apps for education and through the use of the school computer system.

Next Steps

Leadership – Expression of Interest Positions

There has been a significant increase in both the number of EOIs being offered to staff and the number of staff applying for positions at MHS. This has included a process of advertising within the school coupled with a formal process of application and interview.. There has been a continuation of 2–4+ staff applying for each position and selection has been made on merit. This has seen the development of staff skills in merit selection, with staff gaining promotion to permanent positions, such as head teacher and deputy principal.

Participation in Whole School Committees

Staff are required to contribute to school administration and in 2018 completed the staff duties list, listing what they were involved in within the school. The PBL committee has a representative from each faculty which ensures that staff are informed of PBL projects and focuses within the school. This has seen the introduction of PBL lessons and the effective delivery of these lessons in timetabled roll call.

PDPs

This is the fourth year of the PDP process which staff have now embraced. Staff nominate a whole school goal, a faculty goal and a personal goal. The whole school goal is embedded in the school plan and for 2018 was based on literacy with a focus on extended writing. Faculties worked together to develop directed strategies. Staff were then encouraged to develop a personal goal aimed at developing leadership.

Leadership Building Leadership Capacity in the School

In the last several years there have been a number of staff seeking promotion positions and being successful in attaining these positions. The school has identified that there needs to be ongoing discussion surrounding the continual succession planning for leadership positions to ensure sustainability with management and organisation of the school. The building of leadership capacity within the school is a project led by the senior executive. This project will start with the discussion of the necessity of classroom teachers and executive staff to aspire to leadership positions. A network within and across schools will be initiated to support and encourage staff into leadership positions (including accreditation at Highly Accomplished or Lead and aspiring to promotions positions). The project will utilise specialised staff such as Deputy Principal Instructional Leadership, Head Teacher Teaching and Learning and Principal School Leadership to aid in the provision of Teacher Professional Learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$91,356	The River of Learning program was an outstanding success. Every Year 7 student and new staff attended the cultural tours with the Yaegl elders. A number of students attended the AIME program which has been extremely beneficial to these students. The Yarning by the River sessions were conducted again with great participation and positive reports from all concerned. Due to the reduction in Norta Norta funding, additional tutor time was arranged for the senior students.
Low level adjustment for disability	\$291,887	Employment of LaSTs & SLSOs act as advocates for students with additional needs and assist in facilitating support processes for these students. SLSOs have been employed to assist teachers in classes across the KLAs. SLSOs assist students to stay on task and thus complete more work, which in turn translates into achieving more outcomes. SLSOs assist students with learning and support needs to attempt assessment tasks and assignments in various settings and at various times, including lunch times, senior study lessons and in making up lost time in Literacy super groups in addition to normal class time. Assistance is given in providing special provisions for students during tests and exams. Required adjustments are developed by individual classroom teachers in response to individual education plans for students with a disability. Student information is located in Sentral. The program contains detailed information related to identified disabilities and syndromes, individual student profiles with links to the former, as well as individual reading assessments. Literacy: Students who need additional support in literacy are identified at MHS by; Literacy screening tests, teachers, learning & support team, parents and self-referral. Year 7 students and new enrolments (identified from above) are individually assessed by learning and support teachers (LaSTs). Higher levels of support require more individualised programming and more resources. Learning and support teachers oversee learning support officers.
Socio-economic background	\$360,740	Low Socio – Economic funding has provided excellent opportunity for the development of resources and improved access for students. It has included upgrade of technology infrastructure, increased access for students to technology, additional teacher support for students. Programs that have been implemented are: River of Learning, Peer Support, RRISK, Quicksmart, Year 6 Transition, Student support with Learning Engagement teacher, Positive Behaviour for Learning (PBL), Careers Express and Coffee Cave..



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	480	458	431	430
Girls	477	454	435	417

Due to local demographics, the student population has continued to decline. This trend is consistent across the Clarence Valley. There have been a number of smaller cohorts coming from our feeder schools which is having an impact. This still maintains the resources required to offer a diverse and extensive curriculum to meet the students needs.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93	91.5	91.1	89.7
8	91.9	89.4	88	90.2
9	87.5	86.7	87.3	86.9
10	84.2	81.9	81.9	83.6
11	86.3	89.1	84.1	84.1
12	90.7	90.4	91.4	88.2
All Years	88.7	87.8	86.9	87.1
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance data for Maclean High School shows that we are close to the State average. Student attendance is closely monitored and regular parent/caregiver contact is maintained to inform them of their student's attendance patterns. SMS messages alerting parents to student absences are sent out on a daily basis allowing parents to reply to that message through Sentral. As well as the SMS system, absence explanations are accepted via telephone calls, emails or written notes.

Letters are sent on a weekly basis, by the Head Teacher Welfare, to the families of all students who have had two or more absent days or two or more lateness within a week with no acceptable explanation. Parents can access from home their student's attendance on a period by period basis through the Sentral Parent Portal.

The Home School Liaison Officer attends Maclean High School on a weekly basis to meet with the Head Teacher Welfare and discuss attendance issues and students that are recognised as having poor attendance are referred to the Home School Liaison Program.

Street sweeps are conducted regularly by the School Liaison Police Officer, Aboriginal Community Liaison Officer and Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	12
Employment	8	3	62
TAFE entry	1	2	4
University Entry	0	0	21
Other	3	5	5
Unknown	0	0	0

Students from Maclean High School achieve well considering the barriers of living in a rural remote area. The vast majority of students leave school to destination of their choice. Consistently approximately one third of our students go to university. A similar number leave school to employment.

Year 12 students undertaking vocational or trade training

During 2018 there were 47 students undertaking a vocational and trade training course. These ranged from Construction, Primary Industries, Retail, Early Childhood, Metal and Engineering, Hospitality, Automotive, Animal Studies and Beauty Services. Vocational Education caters for the needs of a large number of our students offering them experience in the work place and giving them a distinct advantage of employment.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 there were 122 students finished Year 12

obtaining a HSC. In this cohort, 219 commenced Year 7 in 2013. the

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1

*Full Time Equivalent

Maclean High School has an Aboriginal Education Officer as part of our staffing entitlement and 3 School Learning Support Officers employed .8 under the Commonwealth Development Employment Program (CDEP). These positions support 13.4% of our students which is our indigenous enrolment. However, they support all students in their daily tasks as there are no cultural boundaries at Maclean High School.

The River of Learning Program which is a Yaegl cultural awareness program engages the Yaegl elders to assist and work with our students.

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

Every staff member at Maclean High School has a Professional Development Plan which has professional and personal goals that they pursue to develop and achieve. There is a budget of \$81,421 allocated for professional development of all staff. Staff have participated in a wide variety of Professional learning

activities through their professional associations and Collegial groups. Professional learning is logged into MyPL site to track and record mandatory hours.

All teachers are on the accreditation cycle providing evidence and showing how they are meeting the Teaching Standards. Teachers' professional learning and teaching practice provide the evidence they need to maintain their accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,038,424
Revenue	11,212,585
Appropriation	10,837,302
Sale of Goods and Services	8,030
Grants and Contributions	355,790
Gain and Loss	0
Other Revenue	2,772
Investment Income	8,690
Expenses	-10,595,349
Recurrent Expenses	-10,595,349
Employee Related	-9,671,331
Operating Expenses	-924,017
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	617,236
Balance Carried Forward	1,655,660

The Opening balance for the 2018 school financial year is displayed in the table as Balance brought forward.

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,709,005
Base Per Capita	173,688
Base Location	18,251
Other Base	7,517,066
Equity Total	743,983
Equity Aboriginal	91,356
Equity Socio economic	360,740
Equity Language	0
Equity Disability	291,887
Targeted Total	1,232,037
Other Total	350,238
Grand Total	10,035,263

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 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 Literacy and Numeracy scores place them close to the statistically similar background schools and all of the state except for Reading where they place substantially above statistically similar background schools. Using this data it is clear that a greater focus on Writing and overall Numeracy skills is needed to ensure students are able to attain their expected growth.

Year 9 Literacy and Numeracy scores show that while the student scores are close to statistically similar background schools in Reading, Spelling and Grammar and Punctuation, they are below National average in areas and below statistically similar background schools in Writing and Numeracy.

Using this data it is clear that a greater focus on Writing and overall Numeracy skills is needed to increase student ability.

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.>

One of the 12 Premier's Priorities is to raise the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019. One of the 18 Stage Priorities is to increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

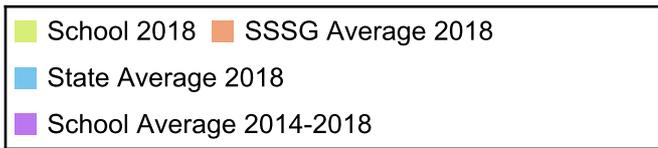
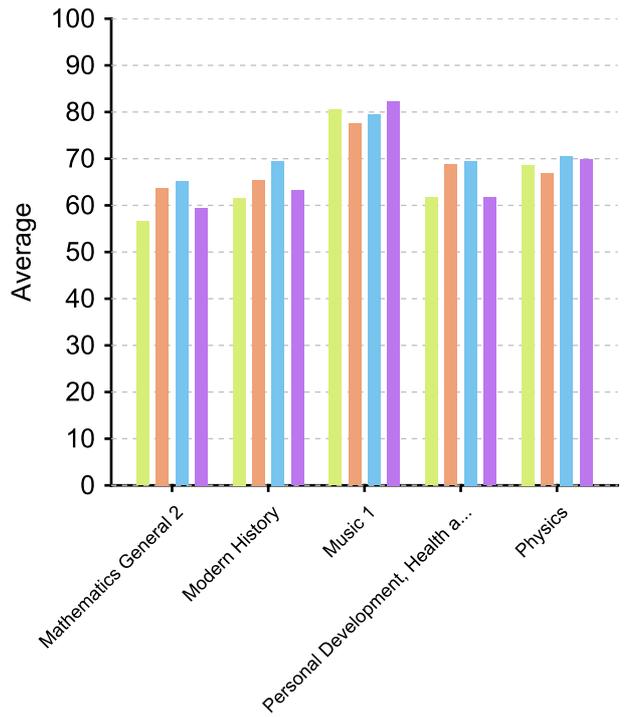
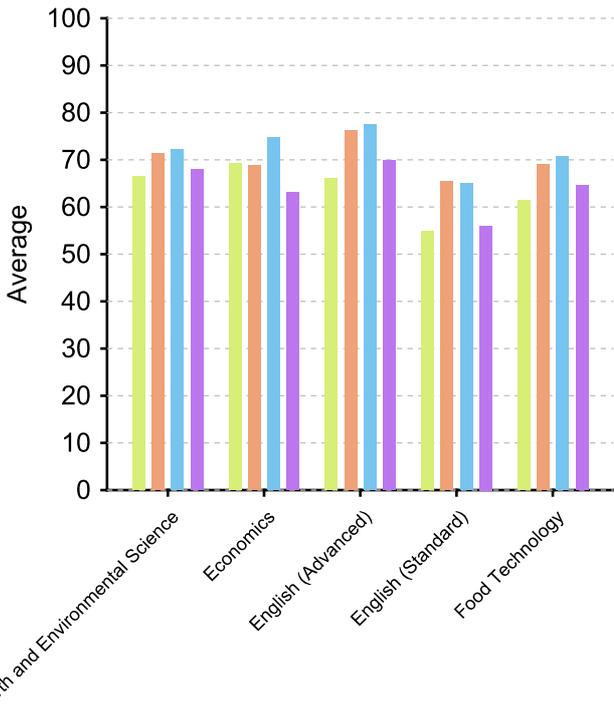
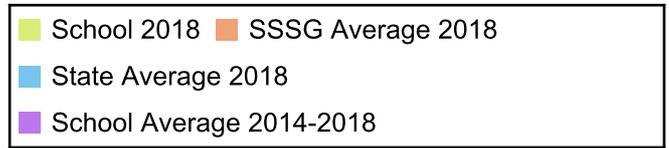
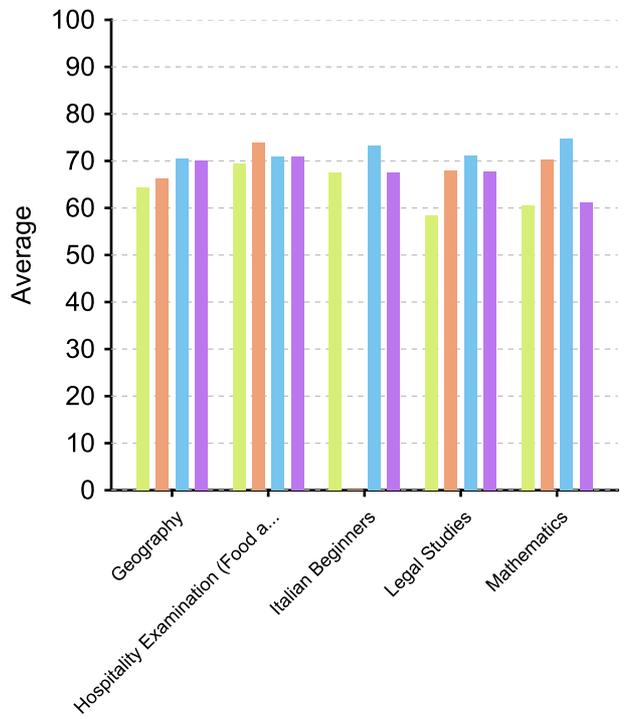
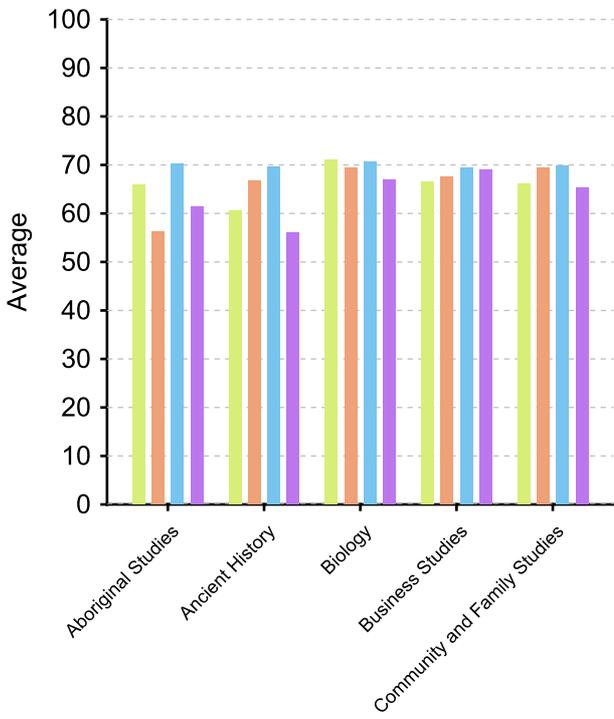
In order to reach these goals a NAPLAN preparation course has been added to the English Faculty, NAPLAN information and marking guidelines have been placed on the school website for both parents and students.

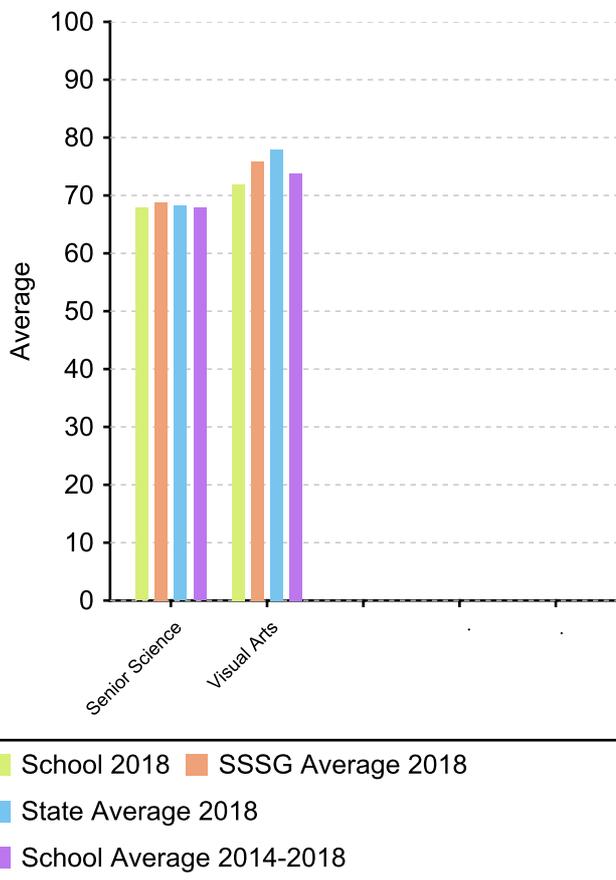
A Deputy Principal, Instructional Leadership has been appointed to the school to increase teacher understanding of NAPLAN requirements and target movement to the top two bands.



Higher School Certificate (HSC)

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





the AIME (Australian Indigenous Mentoring Experience) program which is very beneficial and rewarding to those students. All indigenous students at Maclean High School take part in Yarning by the River conducted by Elders and external agencies.



Multicultural and anti-racism education

Multicultural and anti racism education is embedded across the school. All Staff are involved in their daily discussion with the students. If there are any issues arise they direct it to the appropriate personnel to explore it and if need be our anti racism officer is involved. The Yaegl culture is the dominant culture besides the Anglo Saxon culture that exists in the school. Maclean High has 11% indigenous enrolment and 2% enrolment come from a non English speaking background.

Parent/caregiver, student, teacher satisfaction

The information we have received from the Tell Them From Me Survey and the Customer Service report indicate that the level of service delivered by the school meets the expectations of our customers. Parents and carers have indicated that they are satisfied with the level of communication and the access they have to their student's teachers. They have appreciated the Parent Portal on Sentral allowing greater access to their student's information. The students have indicated that they receive adequate support from their teachers and that information is readily available via their pastoral care period.



Policy requirements

Aboriginal education

Aboriginal education is embedded across the school in all Key Learning areas. It is tied together under the River of Learning Program. This program is a Yaegl culture awareness program with each KLA doing a project with year 7 to explore a demonstrate the Yaegl culture. Every Year 7 student does the Cultural tour conducted by the Yaegl Elders. There are 4 Yaegl School Learning Support Officers employed at Maclean High School along with one Aboriginal Education Officer who is also a Yaegl man. Year 11 participate in