

# Northern Beaches Secondary College Mackellar Girls Campus

## Annual Report



2018



8831

## Introduction

The Annual Report for **2018** is provided to the community of Northern Beaches Secondary College Mackellar Girls Campus 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.

Ms Christine Del Gallo

Principal

### School contact details

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### Message from the Principal

NBSC Mackellar Girls Campus is a successful, large comprehensive girls' high school. There are high expectations for student learning and behaviour. The school has an exemplary Gifted and Talented Program, and while academic excellence is highly valued, the school encourages its students to take part in a broad range of learning activities including culture, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school excels in sport and creative and performing arts and has a strong reputation in welfare support for students.

There is a school culture based on the values of students striving to do their best, celebrating each others achievement, taking personal responsibility for their actions and respecting the rights of others. The school has worked closely with the wider community to enhance the opportunities for students and reflect community expectations. The fine reputation of NBSC Mackellar Girls Campus continues to grow. It is a school that draws its strength from the combination of its wonderful traditions, its capacity to evaluate and reflect on its practice and its ability to innovate to meet the emerging needs of the future.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Christine Del Gallo

Principal

## School background

### School vision statement

Northern Beaches Secondary College Mackellar Girls Campus is a highly successful girls secondary school that has high expectations for student learning, behaviour and school values. While academic excellence is highly valued and supported, the school encourages its students to take part in a broad range of learning activities including cultural, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school creates and stimulates a learning environment where students are encouraged to achieve their personal best and fosters an environment where students are keen to learn. It strives to develop an inviting and engaging, modern and future thinking learning environment for all students, so they develop into successful learners, confident and creative individuals and active and informed citizens who will contribute positively to their community now and in the future. There is a school culture based on the values of students striving to do their best, celebrating each other's achievements, taking personal responsibility for their actions and respecting the rights of others. Mackellar Girls Campus' vision of always striving for excellence has been rewarded by the school being awarded five Director General's Awards for Excellence – in Girls Education, Gifted and Talented Education, Aboriginal Education, Pacific Islander Education, and School Organisation and Systems.

### School context

Northern Beaches Secondary College Mackellar Girls Campus is a large comprehensive girls high school of over 1300 students on Sydney's Northern Beaches, established in 1944. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 1091 (the national average is 1000) and a FOEI (Family Occupation and Education Index) of 44 (most schools are in the range of 1 – 200 with 1 being the highest index). The school population comprises girls from culturally and linguistically diverse backgrounds with 27% from a language background other than English, predominantly Chinese, Tagalog, Tibetan, German, Tongan and Italian. Strengths The school's Higher School Certificate results are exemplary, placing it in the top 10 rank of comprehensive schools in NSW. This academic excellence is supported by high results in NAPLAN and VALID tests that are well above state average. The school has an exemplary Gifted and Talented Program, an outstanding Middle Years of Schooling Project Based Learning Program in conjunction with our local primary schools and an effective collaboration with the schools of the Northern Beaches Secondary College. The school excels in sport and the creative and performing arts and has a strong reputation in welfare support for students. The experience, skill, commitment and care of the staff are excellent and contribute in large part to the academic success of students and their well-being. Whilst the largest group of students is Caucasian, significantly sized other groups of students in the school that contribute a richness to the school culture are Aboriginals, Tibetan refugees, South Pacific Islanders and International students mainly from China. The school embraces exceptional support of these students and also student groups with particular needs.

The school has worked closely with the wider community to enhance the opportunities for students and reflect community expectations. The school has a committed P&C Association, and has fostered positive links with the wider school community. The fine reputation of Mackellar Girls Campus continues to grow. It is a school that draws its strength from the combination of its wonderful traditions, its capacity to evaluate and reflect on its practice and its ability to innovate and meet the emerging needs of the future.

## 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.

**Learning:** In the domain of Learning, the school excels in all key elements of the School Excellence Framework. The results in public assessments such as HSC, NAPLAN and VALID tests provide clear evidence for the strength of the learning culture. Students are able to meet their potential by engaging in a wide-ranging curriculum that supports creative and collaborative learning. There is an integrated approach to quality teaching and teaching programs and assessment that meets the learning needs of students. Assessment and reporting is at the highest level, ensuring quality feedback is given to all students and assessment tasks are differentiated to address the varying student capabilities and needs. The school clearly communicates the curriculum, assessment and reporting framework to the wider school community and engages parents and staff in ongoing dialogue.

Student and staff wellbeing is supported across the cognitive, emotional, social and physical domains through a broad range of whole school programs, including the extensive extra-curricula programs and the Positive Psychology program, as well as clearly established roles of teacher and student leaders.

**Learning Culture:** Positive relationships are central to success and provide student voice and feedback, and positive relationships across the school and wider community. The school community has been represented in strengthening school learning priorities, with whole staff consultations, student and parent collaboration in developing the School Plan.

The learning culture at Mackellar Girls Campus is also strengthened by the use of Moodle and Google classroom for students, which is a direct resource and communication hub for assessment, learning resources, blogs, and information regarding BYOD. This promotes positive relationships amongst the school and the wider community, but also supports the students' sense of belonging and positive wellbeing.

Student attendance rates are monitored on a regular basis, class attendance is monitored daily for anomalies through Sentral and serious attendance concerns are managed using the appropriate channels.

**Wellbeing:** The school has in place a comprehensive, inclusive framework that supports all aspects of wellbeing for students to perform at their best. This is all monitored in Sentral through student profiles, IEPs, PLPs by the entire staff and managed by the Learning Support Team, the Year Advisers and the Deputy Principals. Individual learning is strengthened by utilising resources such as the Homework Centres and the Tutorial Centre and 24/7 learning through the school's Moodle and Google Classroom.

**Curriculum and Learning:** At Mackellar Girls Campus, staff endeavour to provide innovative delivery of curriculum through 21st Century learning techniques, quality teaching programs, differentiation and a targeted, quality Year 6 transition program including vulnerable students' transition, and monitoring student accommodations to support learning and comprehension of skills and concepts. Extra-curricular opportunities for students include sporting opportunities, creative and performing arts opportunities, wellbeing opportunities, community involvement, as well as through over 30 clubs.

**Assessment and Reporting:** The school carries out a thorough analysis of all data for external testing as well as internal data to improve student performance and teaching programs. Students reflect on assessment feedback and their performance, again to support improvement. Individual support is given to students for their development. Parents are encouraged to be actively engaged in the progress of their child through a variety of avenues.

**Student Performance Measures:** Mackellar Girls Campus has favourably comparable results to its like schools group and very encouraging Aboriginal, ESL and refugee data along with the implementation of numerous programs. It is interesting that our like school group contains many selective and partially selective schools, yet we perform very well within that set. The school's suspension data is also low due to the high expectations that are set for students and the many programs and extra-curricular opportunities that support increased student engagement.

**Teaching:** In the domain of Teaching, the school excels in all key elements of the School Excellence Framework, with ongoing emphasis on collaborative practice and high level engagement by all teachers in developing their own and others' professional standards. Teachers are committed to implementing effective teaching and learning strategies underpinned by data, research and student voice. Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy. Assessment is utilised to determine teaching directions, school performance levels and effectiveness. Professional learning is aligned with the School Plan and its effectiveness on student learning outcomes is evaluated. The school leadership team demonstrates instructional leadership and is building the collective capacity of the school community for improvement.

**Effective Classroom Practice:** Staff improve student outcomes and enhance teaching and learning by tracking students for Literacy and Numeracy, differentiating for all students and for GATS students with specific targeted programs, teaching with and constantly reviewing and updating teaching programs and a whole school commitment to focus on reading through DEAR.

**Skills and use:** Staff at Mackellar Girls Campus have participated in SCOUT and RAP data professional development and been given time to look at their students' performance data to inform progress, learning and differentiation.

**Collaborative Practice:** Teachers at Mackellar Girls Campus are modelling 21st Century Learning practices for professional development in programs such as the Quality Teaching Rounds, and evaluations for professional learning of the School and College Development Days and school staff meetings. Teachers also present professional learning on teaching and learning and wellbeing to the whole staff at regular times.

**Learning and Development:** Teachers all complete their PDPs in accordance with the policy and professional learning and development is targeted from this as a staff needs analysis. Teachers are also maintaining currency of teaching by being involved in extensive professional learning targeted to the School Plan.

**Professional Standards:** The school has an accreditation team consisting of teachers attaining Proficiency to those that are collecting evidence for HAT and Lead teachers, as well as temporary and casual staff groups. Staff attend much professional development on these topics so that they can actively engage in improving their own performance and present it to faculty and whole school groups.

**Leading:** In the domain of Leading, the school excels in all key elements of the School Excellence Framework, with a strong tradition of engaging with the wider community, to provide wider opportunities. The school's vision and strategic directions, management structures and processes are evident in all activities with a foundation of continuous improvement. The ethos of the school is to nurture leadership in both staff and students. Our school supports a culture of high expectations, doing your personal best and "Mackellar Girls Can Do Anything", which results in sustained and measurable school improvement, thereby maintaining the high status of Mackellar Girls Campus in the community and school community.

**Leadership:** Mackellar Girls Campus makes use of the links with Partner Primary Schools with intensive transition programs for Year 6, vulnerable students transition programs, and other programs such as Project Based Learning and Taste of Mackellar. There are wider community links such as the University of Sydney, UTS and UNSW for programs including aboriginal programs. Mackellar Girls Campus hosts many practicum student teachers on an annual basis.

**Resources** are accessed to improve student outcomes and enhance engagement for both students and staff. Staff at Mackellar Girls Campus also have purposeful leadership roles based on expertise and belong to a cohesive team that not only leads the school according to the strategic directions, but also builds capacity for future planning and succession planning.

Mackellar Girls Campus also has a 2IC program implemented and professional development to support staff in their capacity as developing leaders.

**School planning, implementation and reporting:** The school's executive engage in two annual planning days . The planning, monitoring, feedback and reflection from this consultative process inform the future practice and directions for the school plan and the impact that it has on the staff, student and wider school community.

**School Resources:** Assets, finance and workforce planning are optimised by transparent administrative systems that are in place – utilising such programs as Sentral and Timechart to register and track faculty finances, staffing and technology hardware.

Workforce planning is done in collaboration with the senior executive, school executive at the planning days, the accreditation team and the various teaching teams, with a focus on student needs and professional learning needs of staff as highlighted in their PDPs.

**Management Practices and Processes:** Sentral – the Parent Portal provides parents and caregivers access to information on their own child. The School newsletters are available online through the school website and email, and any other announcements are usually made through email directly to parents. Students and parents are also encouraged to provide the school with feedback through the parent/teacher afternoons, parent forums and transition meetings and direct contact with the school.

Our self-assessment 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

### Teacher Quality

#### Purpose

By embedding explicit, targeted, engaging and effective professional learning programs, teaching quality will be developed. By modelling effective practice and feedback, teacher capacity will be enhanced to drive and sustain ongoing school-wide improvement in student learning outcomes.

#### Overall summary of progress

The individual PDPs were successfully implemented. The lesson observations were found to be supportive, positive and valuable. The beginning teachers' program focused on the accreditation process and was successfully completed. There was a focus on staff seeking accreditation at the higher levels of Highly Accomplished and Lead.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff develop and implement professional learning plans focusing on attainment of professional goals reflecting the Australian Professional Standards for Teachers.	\$38755.00	<ul style="list-style-type: none"><li>• All PDPs evaluations have been completed. Teachers were asked to reflect, using the exit slip (Visible Learning team), to help with the implementation of the next PDP cycle.</li><li>• The PDP were aligned with the Australian Professional Standards for Teachers.</li><li>• Relevant Beginning teachers completed accreditation process.</li></ul>
All teachers engage in the accreditation maintenance cycle.		<ul style="list-style-type: none"><li>• Professional learning was provided and teachers engaged in a range of learning activities.</li><li>• Teacher evaluation of professional learning activities internally and externally were found to be relevant and engaging.</li><li>• Teachers accessed professional learning at point of need and reflected their PDPs.</li><li>• Teacher evaluation of professional learning activities internally and externally were found to be relevant and engaging.</li><li>• Teachers accessed professional learning at point of need and reflected their PDPs.</li><li>• However NESA systems software (ETAMS) issues prevented teachers from logging Professional Learning as part of the maintenance cycle.</li></ul>
Encourage teachers to seek accreditation at Highly Accomplished or Lead levels.		<ul style="list-style-type: none"><li>• Encouraged and offered opportunities for scholarships.</li></ul>
All teachers use data to inform practice.		<ul style="list-style-type: none"><li>• Use of SCOUT to access data. All staff provided with professional learning on the use of SCOUT.</li><li>• All staff use SCOUT and RAP to access data and inform practice.</li></ul>
All teachers modify teaching programs.		There continues to be an evaluation of programs, assessment tasks and teaching and learning activities. Teachers and students evaluate the teaching and learning cycle.
Maintain engagement with University Practicum Teacher programs.		<ul style="list-style-type: none"><li>• Program remains intact.</li></ul>

## Next Steps

The teachers seeking accreditation at the higher levels continue their journey and will be encouraged to apply for the Leadership and High Performance grants under the LDI initiative. The Literacy Team, Digital Team, Visible Learning and Cross Curriculum Team will continue to lead professional learning.

## Strategic Direction 2

### Learning Excellence

#### Purpose

To embed and implement explicit, targeted and effective learning practices resulting in enhanced student learning outcomes through:

- Student Engagement
- Quality Feedback
- Student Centred Learning

#### Overall summary of progress

The embedding and implementation of explicit, targeted, engaging and effective learning practices have been very successful in enhancing student learning outcomes in 2018. This can be evidenced by the school's NAPLAN and HSC results.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth in Literacy and Numeracy as reflected in internal and external assessments.	\$54,822.00	<ul style="list-style-type: none"><li>• All new syllabuses programmed with cross curricular and general capabilities explicitly included. Resourcing ongoing, especially as more resources are produced.</li><li>• Evaluation of Year 11 courses has resulted in adjustments to programs in Year 11 and also Year 12.</li></ul>
Staff actively using innovative and engaging teaching practices, including use of critical thinking and appropriate thinking skills in the classroom.		<ul style="list-style-type: none"><li>• All faculties have identified and implemented explicit teaching and learning strategies in literacy and numeracy.</li><li>• Explicit teaching.</li><li>• Pretesting in all faculties.</li><li>• Ongoing evaluation of programs using data to inform changes.</li></ul>
School-wide, collective responsibility for student learning and success including regular quality, effective feedback.		<ul style="list-style-type: none"><li>• Feedback from all classes to shape faculty discussions and implementation of explicit strategies.</li><li>• Made explicit in programming. Programming updated procedures implemented.</li></ul>

#### Next Steps

The Literacy Team has successfully implemented a range of activities based on the evaluation of the NAPLAN data and successfully carried out the intensive writing days for Years 7, 8 and 9. For 2019/20, The Literacy Team in conjunction with all staff, will continue to update and amend content and procedures. The aim is to continue to upskill all staff so that they can be directly involved in the intensive writing days, supported by the Literacy Team. This is designed to enhance the teaching and learning activities in the school. The Stage 5 Research Studies course has been evaluated after a very successful implementation and continues to be reviewed, resourced and updated. New staff are currently undergoing training to upskill them to be able to successfully teach this course and this will continue in 2019/20.

## Strategic Direction 3

### Thriving Community

#### Purpose

By continuing to holistically embed an evidence-based Positive Psychology approach to Education, a shared purpose, behaviour and language underpinning school community participation in wellbeing will be developed. Creating an environment that nurtures, challenges and inspires students, will guide students to be skilled, effective, creative and motivated learners who are empowered to be physically, socially and academically successful.

#### Overall summary of progress

Through Positive Psychology and Education, a whole school focus on positive education and well-being will develop. Students will be engaged and successful in their learning and develop increasing independence, creativity and resilience. Students will be supported in their cognitive, emotional, social and physical well-being.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate resilience and positive education techniques in the classroom and playground.	\$372	<ul style="list-style-type: none"><li>• UR Strong implemented.</li><li>• Evaluation of W@M sessions by teachers and students</li><li>• Less friendship issues escalated to DPs</li></ul>
Increase in the number of students achieving personal best certificates.		<ul style="list-style-type: none"><li>• On track</li><li>• Data collection reflects positive improvement</li></ul>
All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for adequately.		<ul style="list-style-type: none"><li>• PLPs</li><li>• Differentiation Team</li><li>• PL delivered to staff on tiered tasks and assessments</li></ul>
All Aboriginal and Torres Strait Islander students are fully engaged in learning to 'close the gap' including active involvement in cultural experiences and an increase in the number of students achieving their HSC and going on to further education.		<ul style="list-style-type: none"><li>• Aboriginal students Homework centre</li><li>• Positive attendance records</li><li>• HSC completion by 3 students</li><li>• Aboriginal Dance Program</li></ul>
Improved academic performance		<ul style="list-style-type: none"><li>• Above state average NAPLAN and HSC</li></ul>

#### Next Steps

There was an ongoing evaluation of the W@M program including the survey of staff and students, resulting in changes for 2019. In 2019 there will be a continued focus on differentiation for all students. There are numerous clubs and groups active within the school that will provide a vast range of extra-curricula activities for the students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$64,397.00	<ul style="list-style-type: none"> <li>• Communication procedures with students' previous schools to ascertain issues regarding academic progress and any possible well-being needs.</li> <li>• Use of data provided by previous assessments e.g. Naplan, ESSA and school reports to assess students' academic needs.</li> <li>• Close communication and partnership with Aboriginal Hostels regarding students' needs prior to enrolment.</li> <li>• Maintaining close partnership with the Biala Hostel regarding enrolments and students' academic or social needs as they arise and working together to provide support.</li> <li>• Creation and maintenance of students' Personalised Learning Plans, using, where possible, pre enrolment data and data generated by Mackellar Girls Campus</li> <li>• Identifying and then establishing areas where students require additional tutorial and/or well being support.</li> <li>• Classroom teachers made aware of the requirements of the <i>Aboriginal Strategic Plan</i> and <i>Close the Gap</i> strategies.</li> <li>• Close liaison with students' subject teachers to ensure that students' academic requirements are met by suitable adjustments and differentiation in subject requirements.</li> <li>• Maintaining relationships with Macquarie University, UTS and Sydney University (AIME) to ensure students' have opportunities to pursue their cultural heritage through various programmes offered by these institutions. Programmes have included the Sydney University Science School and similar.</li> <li>• Maintaining strong relationships with Industry Providers and TAFE to provide students with post-school opportunities.</li> <li>• Encouragement and support for Aboriginal students to pursue leadership skills via school programmes and those offered by the Local Aboriginal Education Consultative Group.</li> </ul>
<b>English language proficiency</b>	\$181,768.00	<ul style="list-style-type: none"> <li>• Students' needs assessed via in class formative assessments and data provided by NAPLAN and ESSA.</li> <li>• Students' language development assessed using ACARA/NESA progressions</li> <li>• School Literacy and Numeracy Committee</li> <li>• Liaising with classroom teachers to provide extra programming support and suitable adjustments to classwork and assessment tasks for that enhance students' development in the target language (subject specific language).</li> <li>• Completion of the Annual survey for EAL/D students identifying areas of improvement.</li> <li>• Specialist ESL teachers assist teachers in the delivery of language rich activities and assessments that provide developing students with the opportunity to demonstrate their potential.</li> </ul>
<b>Low level adjustment for disability</b>	\$121,843.00	<ul style="list-style-type: none"> <li>• Analysis of students' needs via Head</li> </ul>

<b>Low level adjustment for disability</b>	\$121,843.00	<p>Teachers Welfare, Counsellor, Year Advisers and Learning Support Team.</p> <ul style="list-style-type: none"> <li>• Liaison with Careers Adviser on suitable pathways for designated students.</li> <li>• Provision of SLSO to provide physical support for students with disabilities.</li> <li>• Equitable access to all classrooms provided by ramps and lifts.</li> <li>• Itinerant teacher support for students with hearing disabilities.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	NA	
<b>Socio–economic background</b>	\$61,920.00	<ul style="list-style-type: none"> <li>• The Head Teacher Teaching and Learning led the Literacy Team and provided professional learning for all staff around NAPLAN and developed teacher capacity in literacy and numeracy. Years 7, 8 and 9 engaged in Literacy and Numeracy Days.</li> <li>• NCCD collection completed. All current adjustments were evaluated and changes made where appropriate.</li> </ul>
<b>Support for beginning teachers</b>	\$12,977.00	<ul style="list-style-type: none"> <li>• Four teacher was part of the Beginning Teacher induction program.</li> <li>• Four teachers completed their accreditation at proficient level.</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	\$12,977.00	<ul style="list-style-type: none"> <li>• Maintain relationship with primary schools and IECs to ensure reports and information regarding enrolling students is received and noted.</li> <li>• Annual review of the <i>Readiness for Refugees Audit</i> to ensure refugee students are identified and their varying social and academic requirements are identified.</li> <li>• Assessments carried out by Learning Support Staff, using EAL/DA progressions which then inform Personal Learning Plans.</li> <li>• Teachers provided with appropriate strategies for supporting refugee students in their classes.</li> <li>• A number of delivery modes are implemented to assist students' progress, these include: <ul style="list-style-type: none"> <li>• Identification</li> <li>• In class support</li> <li>• Lunchtime homework group</li> <li>• Individual support – may include group withdrawal</li> <li>• Supported Leadership opportunities; SRC, Prefect, Peer Mediation, tutoring of younger students by older Tibetan students – which includes L1 support</li> <li>• Maintaining relationship with Tibetan Community – hosting Saturday School at MGC</li> <li>• Liaison with STARRTS Counsellor and school Counsellor</li> <li>• On going support from the school's Learning Support Team</li> <li>• Welfare initiatives to ensure students comply with special uniform requirements – hospitality placement, mandatory excursions.</li> <li>• Professional development – EAL/D teachers STARS and TRIMC</li> </ul> </li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	1250	1247	1259	1250

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.7	94.8	95.4	94.8
8	92.4	93.6	93.6	93.5
9	93.2	92.2	92.7	93.1
10	93.2	93.6	92.8	93.4
11	91.5	93.8	93.2	95.1
12	91.8	92.3	94.1	96.1
All Years	92.9	93.4	93.7	94.3
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 rates of students have been consistently high since 2015. Mackellar Girls student attendance is well above state average. The most effective strategy in managing attendance of students at school in to promote higher levels of engagement through the learning experiences provided by teachers. At Mackellar Girls, teachers are constantly evaluating the learning culture of their classes to ensure that learning is engaging and relevant to students. The implementation of more systematic attendance monitoring has greatly improved student and parent responsibility for managing students' attendance at school.

## 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
Employment	0	0	0
TAFE entry	1.4	0	2.4
University Entry	0	0	90
Other	0	0	1.4
Unknown	0	0	6.2

The student's knowledge base, interests and abilities were as varied as their post-school options. The Year 12 2018 cohort had approximately 90% of students move into tertiary study at University, TAFE or with a Private Provider.

The vast majority of the Year 12 2018 cohort were awarded an ATAR (Australian Tertiary Admission Rank). Most of these students received an offer via UAC (Universities Admission Centre) in the December Round 1. Approximately 10 students received early offers to University from Macquarie University, Wollongong University, and Western Sydney University. These included approximately 6 students who gained early entry via Macquarie University's Global Leadership Program (GLEP)

The 2018 Year 12 cohort's post school education and training included study in a huge variety of areas. These included Medicine, Law, Science, design, Education, Business, Commerce, Security Studies, Para – medicine, Nursing, Sport and Exercise Management, Property Management, Criminology and Criminal Justice, Human Sciences, Biomedical Science, City Planning, Architecture, Landscape Architecture, International Studies, Journalism, Nutrition, Engineering, Data Science, Construction Management and Biodiversity and Conservation.

A small number of students chose a GAP year experience. These students plan to work and then travel overseas. Two students gained a placement in the highly competitive Australian defence Force GAP year program, one in the Air Force and the other in the Navy. All of these students received a University offer for 2019 and deferred enrolment until 2020.

### Year 12 students undertaking vocational or trade training

A very small number (approximately 0.7%) of students accessed vocational courses through a private RTO. These RTO's included Retail Services delivered by McDonalds and Animal Studies delivered by Taronga Zoo Training Institute.

The Year 12 2018 cohort saw only 3 students study a VET course at Northern Beaches TAFE. These courses included Human Services and Tourism and Events. These students plan to continue their study at TAFE full time after completing their HSC.

A very small number of students (approximately 0.02%) obtained Traineeships in Childcare and Real Estate.

Year 11 2018 cohort saw 30 students studying a VET course at Northern Beaches TAFE. These courses included Human Services, Tourism and Events, Digital Animation, Automotive, Children's Services and Hair and Beauty.

VET subjects offered at school in 2018 included Business Services, Hospitality, Hospitality Specialisation and Entertainment.

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

All of the 2018 Year 12 cohort attained their Higher School Certificate. In addition to their HSC a number of students obtained Certificate 2 and 3 qualifications in Entertainment, Hospitality, Business Services, Human Services, Retail Services and Tourism and Events.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	62.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	15.17
Other Positions	1

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2018, the indigenous composition was 3.9% .

### 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	22

### Professional learning and teacher accreditation

In 2018, the professional learning focused on student and staff wellbeing, effectively using technology for differentiation in the classroom and assessment strategies. There was ongoing implementation of literacy and numeracy strategies. By the end of 2018, 100% of teachers had engaged in professional learning at SDD and 90% had engaged in professional learning beyond those opportunities offered at school. Moreover, four teachers completed their teacher accreditation at the Proficient level.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	1,908,269
<b>Revenue</b>	14,032,586
Appropriation	12,114,495
Sale of Goods and Services	187,321
Grants and Contributions	1,632,926
Gain and Loss	0
Other Revenue	67,575
Investment Income	30,268
<b>Expenses</b>	-14,233,950
Recurrent Expenses	-14,233,950
Employee Related	-11,584,096
Operating Expenses	-2,649,854
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-201,365
<b>Balance Carried Forward</b>	1,706,905

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. Northern Beaches Secondary College Mackellar Girls Campus follows rigorous financial practices and governance structures which meet Departmental and legislative requirements and administering fund across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	10,868,465
Base Per Capita	243,491
Base Location	0
Other Base	10,624,974
<b>Equity Total</b>	476,542
Equity Aboriginal	71,442
Equity Socio economic	46,806
Equity Language	212,536
Equity Disability	145,758
<b>Targeted Total</b>	71,089
<b>Other Total</b>	327,512
<b>Grand Total</b>	11,743,608

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.

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.

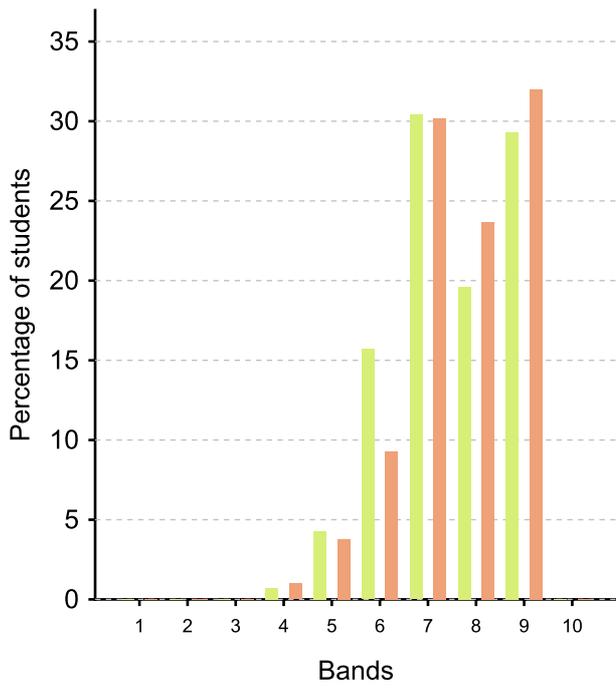
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The overall results for literacy in NAPLAN testing is aggregated from the students' results in reading, writing, spelling and grammar and punctuation. An analysis of the achievements for Year 7 2018 shows that the overall literacy of this group is significantly above state average. This analysis continues the trend from previous years and demonstrates that the literacy skills of the students are well developed and consolidated in their transition from Stage 3 to Stage 4.

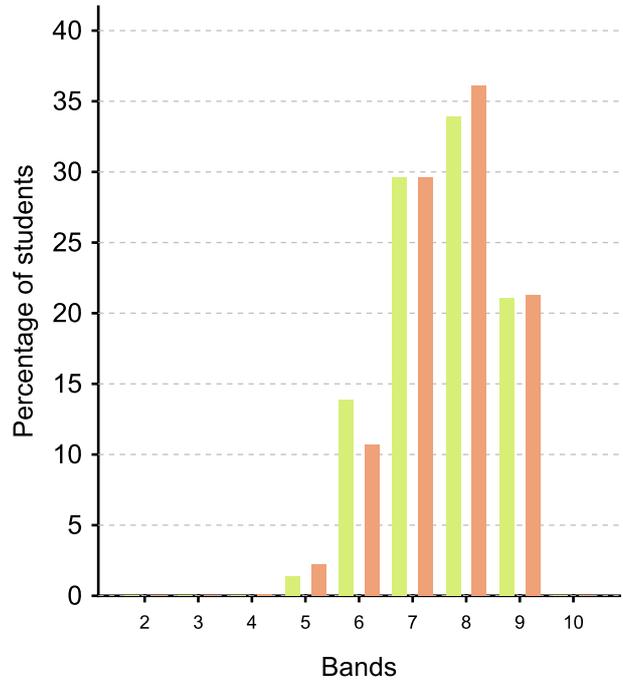
Students performed very strongly in the higher bands in reading, writing, spelling and grammar and punctuation with approximately 56% of the Year 7 students achieving either Bands 8 or 9. Significant improvement in the literacy element of reading has been achieved in 2018 with the students performance significantly better than the state. Improvements in spelling and grammar and punctuation have been the focus of the partner primary schools as part of the literacy continuum.

An analysis of the achievements for Year 9 2018 shows that the overall literacy of this group is above state average. This demonstrates that the literacy skills of the students are well developed and consolidated in their transition from Stage 4 to Stage 5. Furthermore, the results indicate the success of the literacy team in enhancing the learning outcomes for students.

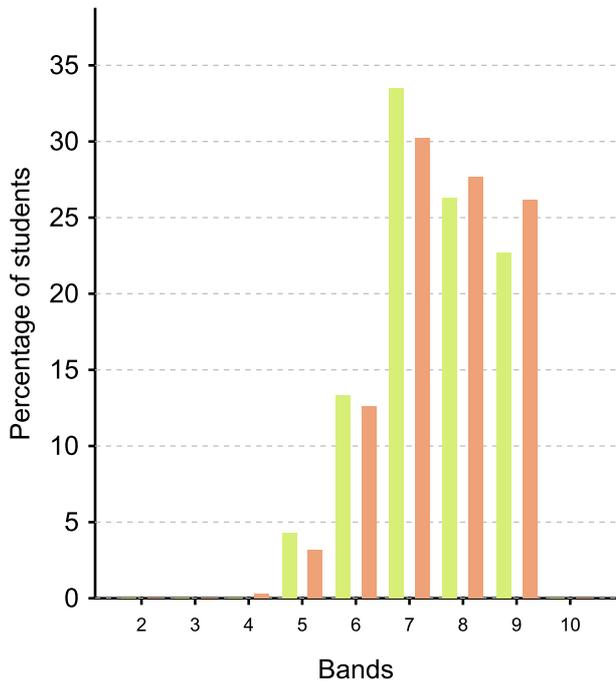
**Percentage in bands:**  
Year 7 Grammar & Punctuation



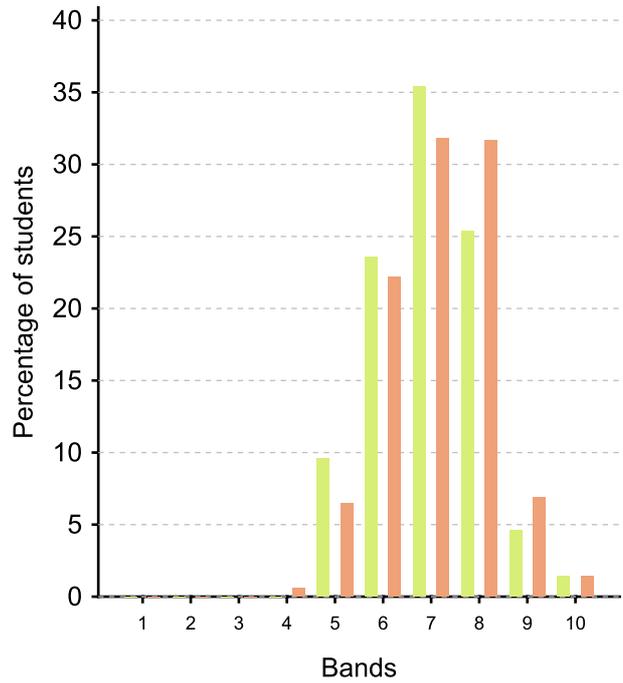
**Percentage in bands:**  
Year 7 Spelling



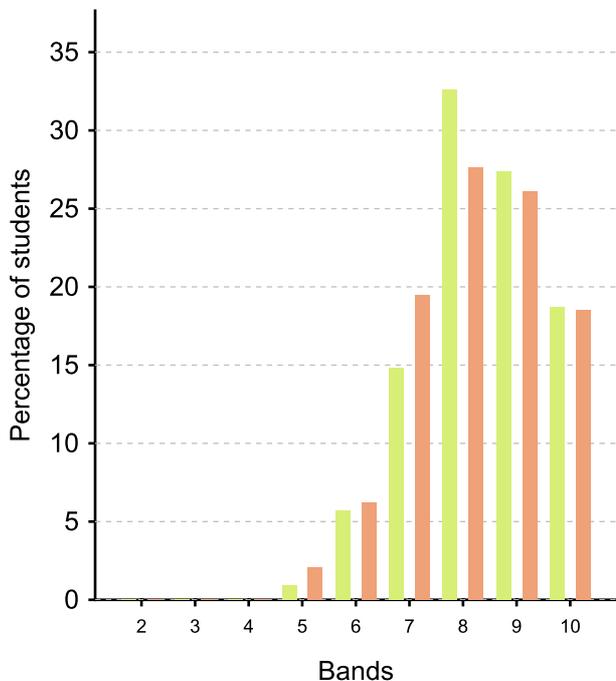
**Percentage in bands:**  
Year 7 Reading



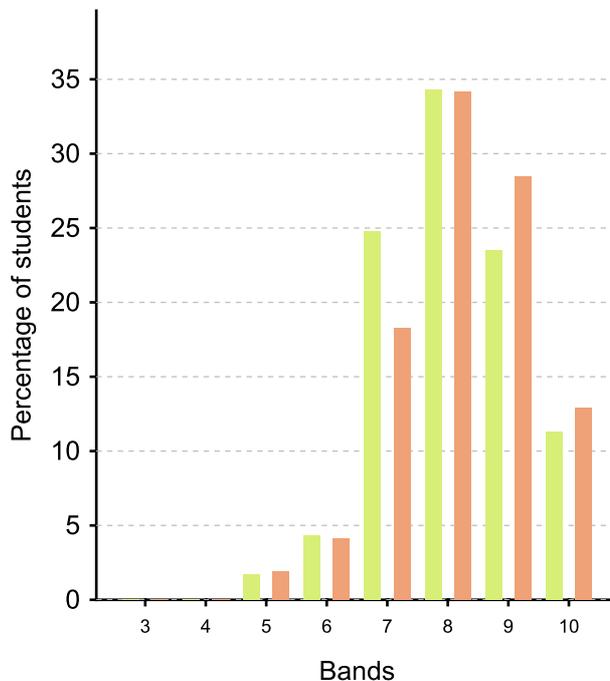
**Percentage in bands:**  
Year 7 Writing



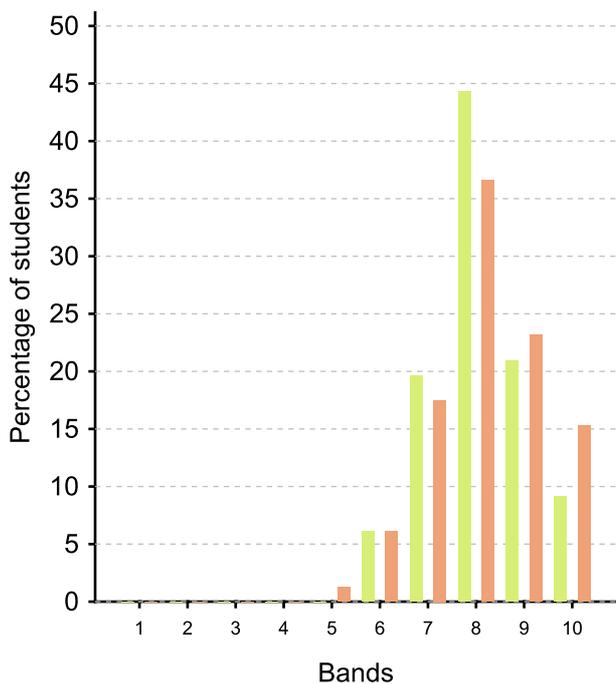
**Percentage in bands:**  
Year 9 Grammar & Punctuation



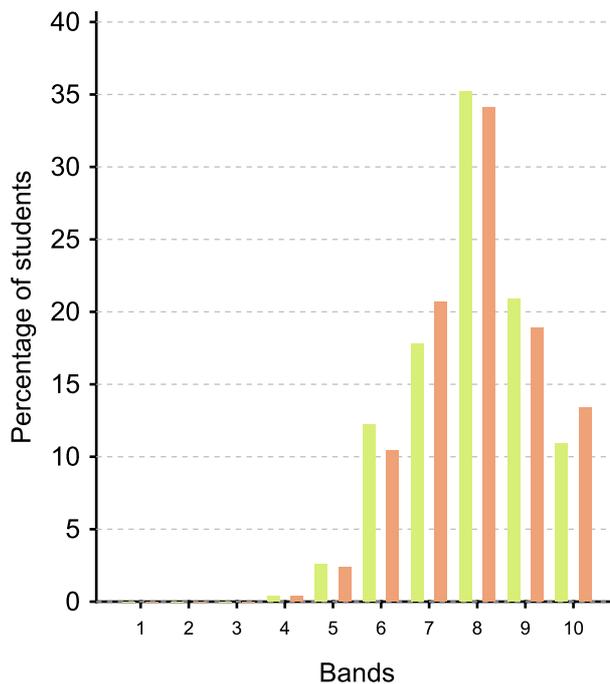
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



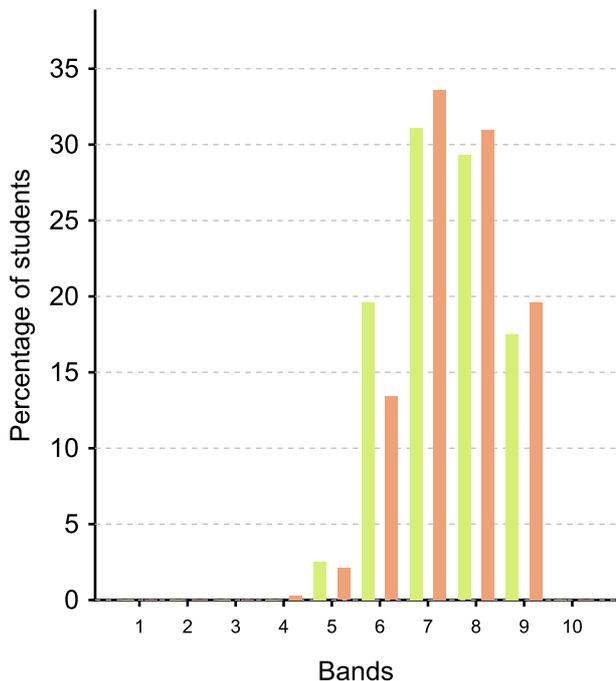
**Percentage in bands:**  
Year 9 Writing



An analysis of the achievements for Year 7 2018 shows that the overall numeracy of this group is above state average. Once again this reflects a trend from previous years. In the highest band, Band 9, the percentage of students is above state average. An analysis of the achievement for Year 9 2018 in the NAPLAN testing shows that the overall numeracy of this group is above state average. This demonstrates that the numeracy

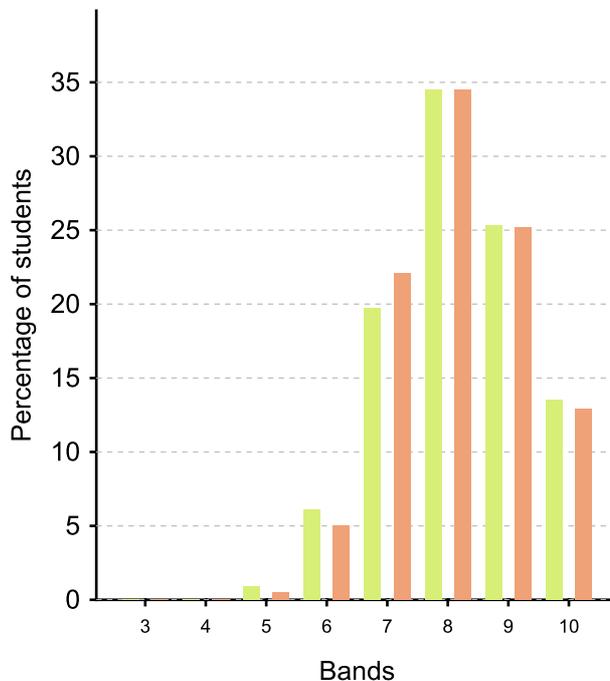
skills of the students are being developed and consolidated in their transition from Stage 4 to Stage 5. Once again this reflects a continuing trend from previous years.

**Percentage in bands:**  
Year 7 Numeracy



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	2.5	19.6	31.1	29.3	17.5	0.0
School avg 2016-2018	0.0	0.0	0.0	0.3	2.1	13.4	33.6	31.0	19.6	0.0

**Percentage in bands:**  
Year 9 Numeracy



Band	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.9	6.1	19.7	34.5	25.3	13.5
School avg 2016-2018	0.0	0.0	0.5	5.0	22.1	34.5	25.2	12.9

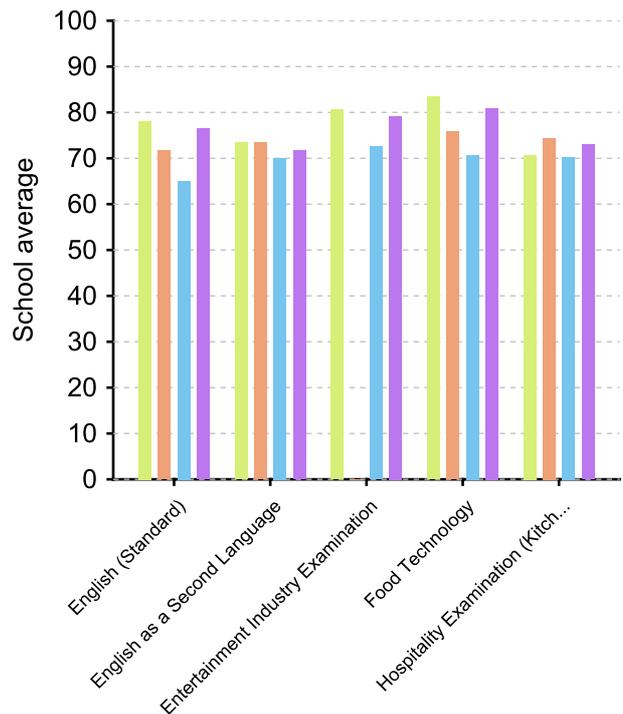
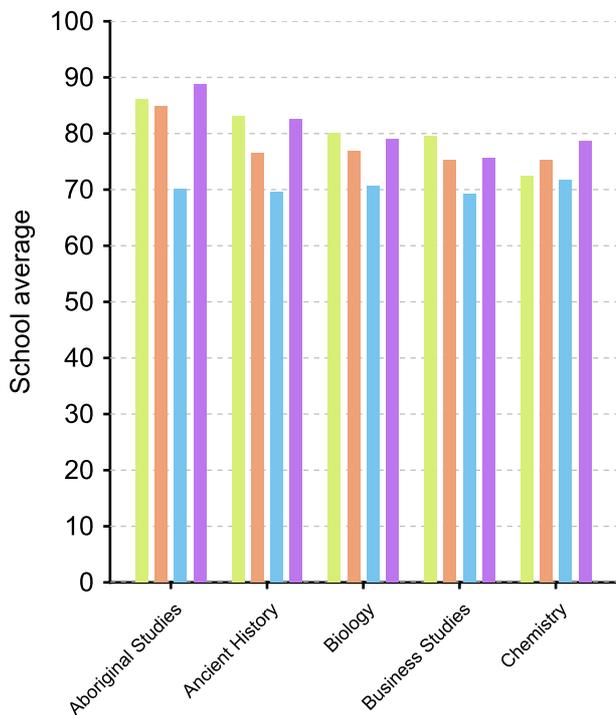
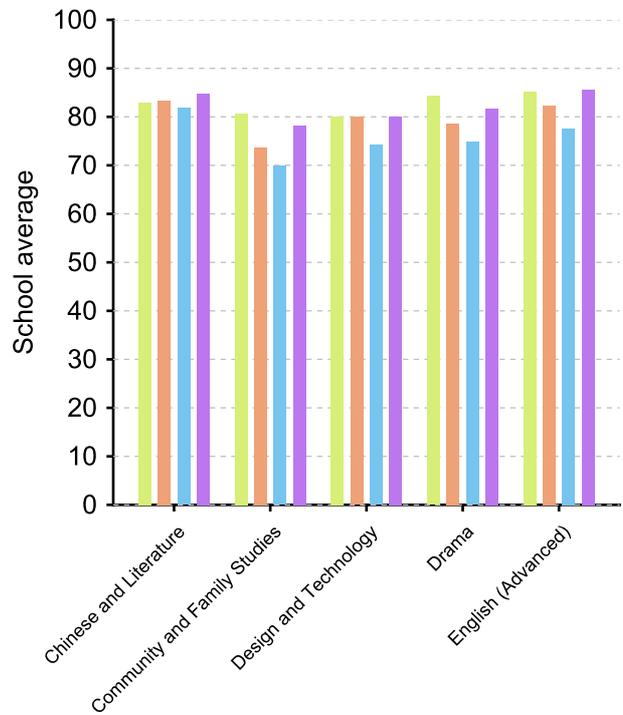
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

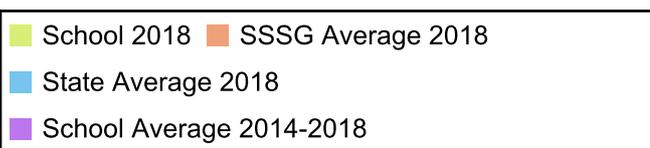
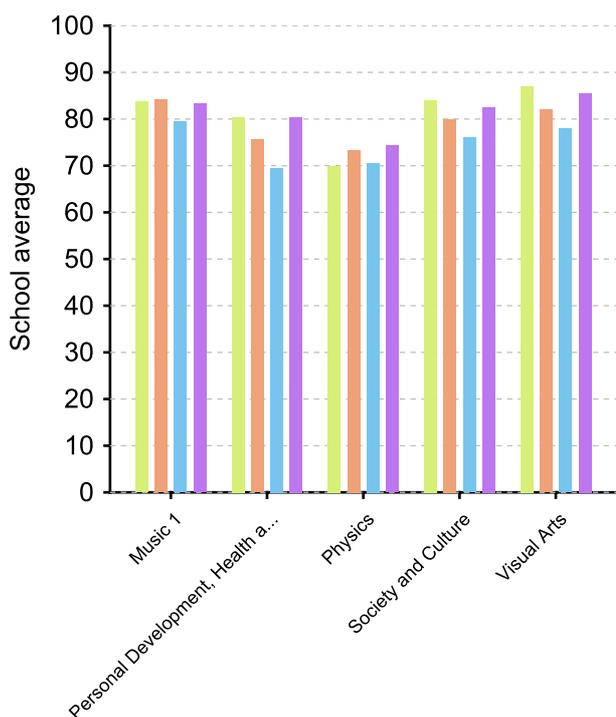
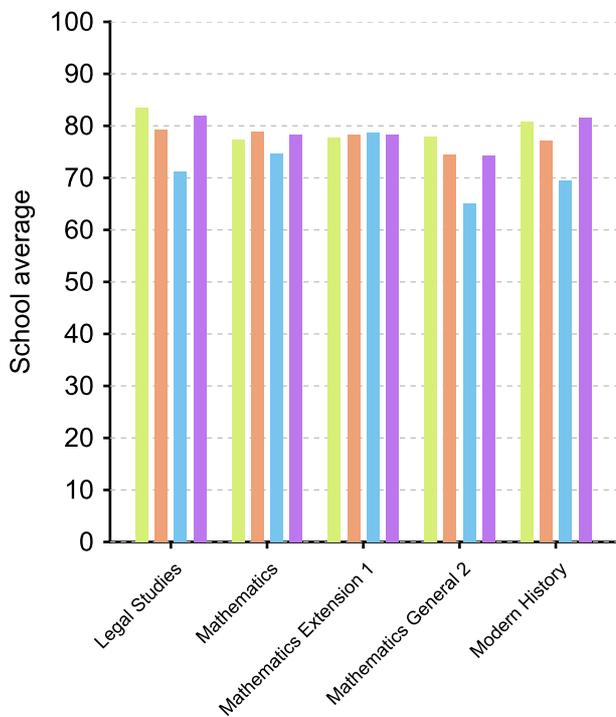
In 2018, there were 3 Year 7 students and 6 Year 9 students who identify as Aboriginal. The students sat NAPLAN tests in May 2018. The students were targeted for additional learning support both in the classroom and by withdrawal. The students attended the homework centre on a weekly basis. All students participated in Literacy Days.

### 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 performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Mackellar Girls Campus achieved 115 HSC Honour Roll listings, representing marks in courses of 90% or higher. There were at least 40 students who gained an ATAR above 90, with the highest being 98.75. Mackellar Girls Campus was ranked in the top 12% of all schools and ranked 9 in the HSC for comprehensive schools in NSW. The graphs show the average mark scored in each course at Mackellar Girls

with a candidature of 10 or more students. This average is compared to the course averages for the state and similar schools. The courses shown in these graphs had average course markers higher than the state averages. There were exceptional whole class/classes results were attained in : Advanced English, Standard English, ESL, English Ext 2, General Mathematics, Biology, Earth & Environmental Science, Ancient History, Modern History, Aboriginal Studies, Food Technology, , Business Studies, Legal Studies, Society & Culture, PDHPE, Community & Family Studies, Hospitality, Textiles and Design, Deign and Technology, French Continuers, Chinese and Literature, Japanese Beginners, Dance, Entertainment, Music 1 and Visual Arts. These very high results are a combination of the dedication and commitment of the students to their learning and expertise, experience and dedication of the teachers. Both students and their teachers are to be congratulated on these results.





with the running of the school. In particular, students and staff acknowledge the culture of high expectations and high achievement and the strong emphasis on student support. Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best. They also reported that they are pleased with the ongoing improvements in the physical environment of the school and the increasing technology provided. The results indicated a high level of satisfaction with the school's programs. Particular support was given to the range of opportunities for students to be involved in sport, musical performance, debating, student leadership and cultural programs within and beyond the school.

## Policy requirements

### Aboriginal education

Mackellar Girls Campus Aboriginal Students' education is informed by the Aboriginal Education Strategic Plan, which emphasises high expectations, awareness and acknowledgement of students' cultural heritage, and strategies that observe the 'close the gap' objectives. Aboriginal students at Mackellar include those who live in the local community with their families and students who reside at the Biala Hostel for Aboriginal students. The Aboriginal students who study at Mackellar Girls represent a number of different language groups. Research informs us that students whose educational experiences include a focus on cultural heritage to complement the mainstream curricula, are those mostly likely to have an increased engagement in school and to complete their education to a tertiary level. To achieve these areas, the school maintains close links with the (local) and (regional) AECG, AIME (Sydney University) Ngumuru program at Macquarie University, Art programs at UTS. A weekly program with Ngumuru was established in Term 1 2018.

One outstandingly successful program at Mackellar Girls Campus has been the subject of Aboriginal Studies to an HSC level. This school is unique in offering an accelerated course of study and a mainstream course of study of the same subject, thus allowing for different students' interests and skills. The HSC results have been outstanding, but, more importantly, the study of this subject has enriched the appreciation of Aboriginal cultural heritage and has established strong relationships between the LAECG and non-Indigenous community members, which has resulted in strong reconciliation and understanding.

In 2018 the bridging program for senior Aboriginal students, enrolling from distant areas, was maintained. Extra teachers and tutors were employed to assist these students to improve their literacy and numeracy skills whilst completing previously missed courses. This has been very successful and resulted in excellent attendance and progress towards the HSC in 2018.

Three students completed their HSC courses in 2018. The other student completed her HSC and participated in extended work experience with an international hotel group, which resulted in her being offered employment

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A report of the responses is presented below. All groups within the school community stated they were happy

with a possibility of a post HSC Traineeship. Mackellar works closely with outside agencies to provide as many opportunities as possible for Aboriginal students. A stronger partnership with the AHL senior management has been pursued during 2018 and a closer, more supportive partnership with Biala Hostel Houseparents has been re-established.

teachers. Each year this festival grows stronger and more popular with all students and provides many opportunities for intercultural exchanges.

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

Mackellar Girls Campus is a multicultural school with an enrolment of 28% of LBOTE students representing 30 languages. This school's emphasis on understanding cultural diversity includes recognition of different students' welfare and academic opportunities. Mackellar offers 6 different courses in languages and promotes and supports those students who wish to study their family language at either Saturday School of Community languages or the NSW School of Languages (formerly Open High School). Multicultural education at Mackellar Girls includes a variety of extra-curricula activities that promote tolerance, understanding and positive relationships through intercultural activities. The school supports and encourages cultural background dance groups and provides opportunities for school-wide attendance at student performances.

Mackellar each week hosts a Community Language School for the local Dutch and Finnish communities providing opportunities for many students to learn their language and participate in cultural activities. In addition, Mackellar continues to host the Tibetan Community Language School on Saturdays, providing this large group with spaces to learn language and culture and practice their cultural celebrations. All faculties comply with the Department's policy that multicultural perspectives and awareness of other cultural backgrounds are embedded into curriculum areas. Those students who need EALD support are recognised and supported both in class and through homework groups by qualified ESL/EALD teachers. The language skills and needs of newly enrolled students are assessed and information passed on to Head Teachers and class teachers. In-class assistance (team teaching) is provided to both teachers and students. Teachers are encouraged to participate in Professional Development opportunities such as STARS and visits from STARRTS counsellors and outreach officers. Mackellar Girls Campus has the largest number of Tibetan students in this area. Many of these students have had interrupted schooling, or may have family issues such as poor health. These students are highly motivated and conscientious. Those teachers closely involved with the students are made aware of any family requirement that necessitates absences, such as attending medical appointments and the like, and they ensure that any curriculum areas missed by such absences are made available to these students. The school provides a weekly homework support centre specifically for Tibetan students and maintains close contact with parents. An information night explained the differences between TAFE and University discussed pathways to University via TAFE qualifications. This school continues with its annual Multicultural Festival, organised by prefects and