

Macquarie Fields High School

2019 Annual Report



8553

Introduction

The Annual Report for 2019 is provided to the community of Macquarie Fields High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

During 2019, Macquarie Fields High School continued its focus on the three strategic directions: Leadership, Learning and Wellbeing.

Our collective goal of whole school improvement is facilitated through a distributed leadership structure and involves all staff working collaboratively in small teams led by a member of the school executive or senior teacher to implement an aspect of the School Plan. The milestones for each team are carefully tracked at five-weekly intervals and there are mechanisms in place to monitor progress, for example; Tell Them From Me surveys, Faculty Evaluations and, student and parent consultation. We also continue to focus on 'every student being known, valued and cared for' in line with the Department of Education's School Excellence Framework.

Macquarie Fields High School is a dynamic school and we are proud to note some key highlights of 2019 which include:

- The Macquarie Fields High School Wellbeing Policy was implemented along side the new Wellbeing structure.
- Teaching and Wellbeing teams were established under the leadership of a Deputy Principal with a designated Head Teacher Teaching and Wellbeing and Year Advisors working with two year groups each.
- The Best Start program was implemented for the incoming Year 7 cohort. We were a part of the pilot for this program. This involved whole staff professional learning and worked alongside Macquarie Fields Public School to provide feedback on student results. The Best Start Program formed an important part of our transition program.
- The Values Projects was extended to include all year groups focusing on our school values of 'Loyalty, Sincerity and Generosity in action through our Positive Behaviour for Learning lessons (PBL).
- 21st Century learning skills were a focus as Learning Dispositions were implemented into PBL lessons and faculty programs were developed to reflect these skills.
- As a school we continued to focus on improving the learning environments for students both inside and outside the classroom. Faculties designed a future focused flexible learning environment that has been implemented. In addition, the gardens and outdoor spaces around the school have continued to be modified and beautified.
- Under the Professional Experience Hub program three staff from MFHS undertook a professional learning tour to regional schools to work together on developing programs to support regional schools and their work in guiding practicum students.
- Our Transition Hub supported 40 students preparing them for transition to post school options. This support is individualised and includes writing resumes, organisation of work experience and liaising with outside agencies.

As a school we look forward to the completion and evaluation of our current school plan in 2020. We continue to be grateful for the ongoing support of our wider school community and in particular our Parents and Citizens.

School background

School vision statement

To develop in students a lifelong love of learning in a successful, innovative and positive culture of excellence.

Faculty Evaluations – Timetable

2020: **Creative and Performing Arts** and **Social Science**

2021: **History/Languages** and **Personal Development Health Physical Education**

School context

Macquarie Fields High School is a unique multicultural blended school that is committed to extending its selective and comprehensive students within a culture that values high achievement, strong relationships and excellence in teaching and learning. The school is committed to creating an optimal learning environment based on our vision and goals for our students through shifts in our thinking and a focus on innovative pedagogy. This is underpinned by targeted professional learning. The school's distinctive nature and outstanding achievements in academic, sporting and cultural pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership and quality learning. This demonstrated commitment to excellence is supported by a broad, differentiated curriculum and progressive welfare practices.

In 2019, the school had a total enrolment of 1132 students, 7 – 12, 81% of whom are from language backgrounds other than English. In addition to selective and comprehensive enrolment streams, the school has a three class support unit catering for students with a primary diagnosis of Autism Spectrum Disorder.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Leadership

Purpose

To lead the development of capacity amongst leaders and aspiring leaders within the school community, creating a coherent developmental leadership framework underpinned by universal, research based best practice to enhance school performance, lifelong learning and wellbeing.

Improvement Measures

Senior Individual Education Plans

Increased improvement of self reflection strategies by students to inform IEPs.

Holistic Development of Students

Increase in the expectations students have of themselves relating to their aspirations within and beyond their schooling.

MAC Potential

Increase in the number of staff able to mentor colleagues and students.

Overall summary of progress

As a school community Macquarie Fields High School has maintained a commitment to building the capacity of leaders and aspiring leaders throughout 2019. The additional third Deputy Principal and Head Teacher Teaching and Wellbeing resulted in an expansion of the numbers of staff within leadership roles. The Senior Executive Team increased from three to four staff members. The Executive Team now consists of eighteen staff members. The structure of the three Pillar Teams has continued to support the leadership of projects and initiatives led by each Deputy Principal. Support for individual leadership capacity building has been further streamlined with faculty supervision by the three Deputy Principals aligned with Pillar Teams leadership positions. SASS staff are integral to pillar teams, often taking leadership roles. Streamlining leadership structures and increasing leadership capacity demonstrates the school's commitment to organisational effectiveness in integrating leadership opportunities for staff in 2019.

The strategic direction of Leadership has also been evident in the research-based educational practice of the pillar teams.

The 'Individual Education Plan' sub-pillar team continued to utilise the new Senior Study Day and six coaches, providing development and review of all IEPs for Year 11 and 12 students. SMART goal design reflection and review were central to this process. IEPs were accessible to students and staff through SENTRAL. Stage 5 and 6 students had opportunities to develop SMART goals and reflect on IEPs in whole year meetings and meetings with teacher mentors. Surveys indicated unanimous support for Individual Education Plans from students in both Year 11 and Year 12.

The 'Holistic Development of Students' pillar team continued to implement an extensive range of programs that were aimed at preparing students for senior studies, transition to work and/or further education. These included: individual student and teacher mentor interviews, work placement, taster lessons, expos and industry visits. In addition, visits to TAFE and University settings for the Year 10 group were organised based on their specific areas of interest. Additional training organised included: Barista, RSA, RCG and White Card training. The Transition Hub pilot program initially developed through the Edu-Change maker program and Special Education Faculty research was fully implemented as the Transition Hub Program supporting 40 students in Stage 5. Students completed an intensive school to work and/or further education program including CV writing, Industry and/or TAFE visits, Dress for Work/Success programs and small group and individual transition supports. They were guided by the Transition Support Teacher and SLSO.

The 'MAC Potential' pillar team continued to implement the MAX Potential program. This program is based on growth coaching and provides the opportunity for students to develop community-based projects, guided by teacher and/or community coaches and to showcase their work in a community forum. In 2019 students presented their work at the Cube at the Campbelltown Catholic Club. Sharing professional learning regarding effective coaching practice was a focus throughout the year as staff in this pillar team continued to undertake training in MAX Potential and showcase their training for fellow team members. Executive staff were introduced to a new coaching model at the executive conference

Progress towards achieving improvement measures

Process 1: Student Individual Education Plans

Students complete an IEP with support. IEPs need to be uploaded to SENTRAL.

Evaluation	Funds Expended (Resources)
Implemented, reviewed and evaluated Individual Education Plans for all students in stage 6. All students in Stage 6 reflected on SMART goals and these were incorporated into plans and reflected upon in reviews.	Casual Costs \$1056

Process 2: Holistic Development of Students

Historical evidence displays student lack of knowledge in the wide world of work. Programs to be developed for junior and senior year groups.

(Years 7–9) Students to complete surveys to provide baseline data on career aspirations. Exploration for the World of Work through the structured activities which could involve industry visits, hands on mini-careers Expo's held within the school. Tracking of students career development through the compilation of a School to Work Plan to be incorporated into student IEPs.

(Years 10–11) Careers lesson to be introduced into Year 10 pattern of study. Subject selection activities (Taster Lessons) and interviews to enhance choices. Work experience developed as a continuous program. School to work plans to be incorporated into student IEPs.

Staff: Staff to be trained as "Success Coaches" in order to mentor students effectively in relation to career development.

Evaluation	Funds Expended (Resources)
Student development programs were implemented that aimed at preparing students for senior studies, transition to work and/or further education. These included: individual student interviews, training, work placement, taster lessons, expos, further education settings and industry visits. In addition, visits to TAFE and University settings were undertaken.	Casual cover including cover for careers expos, subject selections and taster lessons. \$ 4000
Transition Hub Program led by the Transition Support Teacher and SLSO. They supported 40 individual students in Stage 5, throughout the school, to reach their potential.	Transition Teacher Funding \$ 64,029 Moana Students Transition \$ 374.22 Casual SLSO \$ 9051.90 Course Costs \$ 500

Process 3: MAC Potential—Leading Personal Wellbeing

MAC Potential Training is to be conducted for a group of 20 staff. 20 members are trained in the three year period.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The MAX Potential program was implemented for students and they showcased their work. A new group of teachers participated in the Max potential training program.

Casual Cover

\$2640

Course Costs

\$3000

Next Steps

- Whole school leadership structures and roles continue to be developed and evaluated by leadership teams incorporating the three Teaching and Wellbeing Head Teachers.
- A focus will be maintained on facilitating leadership opportunities through pillar teams, Teaching and Wellbeing Teams, The Aspiring Leaders Programs, Mac Potential and building the capacity of staff including those in relieving positions, to lead effective programs that meet students at their point of need.
- Continuing to develop leadership as a focus area in the school through the work of the three sub-pillars : planning, evaluating and reflecting on milestones.
- Continue to implement Individual Education Plans for students across the school.
- Focus on facilitating further achievement opportunities for leadership development both within the school and within our network of schools sharing experiences and building opportunities for learning.

Strategic Direction 2

Learning

Purpose

To develop learning programs that explicitly encourage personal growth, confidence and success through the provision of opportunities for students and staff to learn from other learners, collaborate and share their learning experiences as they develop into creative, deep thinking, lifelong learners.

Improvement Measures

Super Six Reading Strategies

All faculties embed Super Six Reading strategies in teaching and learning programs across Stage 4 subjects.

2020 Year 9 NAPLAN results Band 9 and 10 results above SSSG.

Student Growth

Increase in strategies identified through school based action research embedded into classroom practice and supported by quality professional learning.

Quality Assessment Design and Tracking

Improved consistency of assessment design and processes for teacher judgement using Course Performance Descriptors to allocate RoSA grades.

School designed assessment reflection tool represents growth from 2018 data.

Numeracy Action Plan

Creation of a Numeracy team with faculty representatives.

Mapping of Numeracy skills across the curriculum.

By 2020 an increase in the average score in Year 9 Numeracy. Current baseline data 2017 – 635.

Overall summary of progress

In the strategic direction of Learning, our focus has been on the development of learning programs that, through the provision of opportunities, explicitly encourage personal growth, confidence and success for students and staff as they learn from other learners, collaborate and share their learning experiences with the overall aim of developed creative, deep thinking, lifelong learners. Initiatives have included: whole school professional learning led and delivered by school based instructional leaders. These sessions draw together research based practice, collaborative ideation and innovation that responds to our school's unique context.

Quality Assessment Design and Tracking: the Task Design Evaluation Tool which has been previously prototyped against existing school assessment tasks has been utilised by faculties across Stage 6 courses. The tool and its benefits have been well received by teachers and head teachers. Head Teachers continue to evaluate assessment using the tool particularly for newly developed programs that support new syllabus implementation.

The Teaching and Learning Philosophy has been further developed in 2019 to represent the changing nature of assessment in alignment with national curriculum implementation. The school's Assessment policy is also being revised to reflect NESA changes and provide teachers with support on planning, implementing and evaluating quality assessment.

Student Growth: Student surveys and interviews have been developed and conducted across binary groups to elicit factors that have led to positive growth. These groups were determined through the triangulation of the data sets; class reports, external assessment measures and teacher observation records. The findings led to research into areas of metacognition and the impact of learning dispositions. Parent interview questions have also been developed to help determine home life factors that have the highest impact on growth for our students. This group has continued to develop their awareness of the new Gifted and High Potential students policy; with specific consideration on implications for our school context.

Super Six Reading Strategies: Faculties were encouraged to embed Super Six reading strategies within their teaching and learning programs. The relieving Principal published instructions related to the different strategies and resources have been provided to all faculty areas.

Numeracy Action Plan: Teacher confidence across the KLAs has been developed through the utilisation of Mathematics teachers working collaboratively with faculty representatives in the mapping of numeracy skills across Stage 4 programs. Teacher and student reflection surveys are being utilised to assess the impact of this initiative. Faculty representatives have worked in teams to develop Numeracy action plans and IEPs for our students who require the most support and this is being articulated to all classroom teachers. This work was presented for executive staff at the Annual Executive conference.

Progress towards achieving improvement measures

Process 1: Super Six Reading Strategies

Faculty members use course outcomes to determine require reading skills– Year 7 or 8.

ONE skill to target in faculty teaching & learning programs.

Evaluation	Funds Expended (Resources)
Super Six Faculty Representatives working on developing resources.	Faculty time for surveys 1 day casual release to conduct surveys for students

Process 2: Student Growth

Consultation on what works best.

Strategies to be developed and implemented through professional learning and student program.

Evaluation	Funds Expended (Resources)
Two instructional leaders further enhanced implementation through faculty based professional learning where four faculty representatives worked collaboratively with the instructional leaders to embed strategies into Stage 4 programs. Faculty representatives were then able to present these additions to all faculty members.	Casual Cover \$750 Representative support Casual Cover \$1500

Process 3: Quality Assessment Design and Tracking

Audit of sample assessment tasks to design a common proforma.

Student and staff training in new assessment tool and use of CPDs.

Evaluation	Funds Expended (Resources)
Student surveys and interviews developed/conducted with two binary groups. Findings have driven research further into areas of metacognition and the impact of learning dispositions. Exploring GHPE policy to support strategies identified through action research conducted in school context Parent interview questions developed and conducted to help determine what home life factors have the highest impact on growth for our students.	Student Survey– Casual Cover \$1000 Parent Survey Development– Casual Cover

Progress towards achieving improvement measures

Student surveys and interviews developed/conducted with two binary groups.

\$1000

Findings have driven research further into areas of metacognition and the impact of learning dispositions. Exploring GHPE policy to support strategies identified through action research conducted in school context

Parent interview questions developed and conducted to help determine what home life factors have the highest impact on growth for our students.

Next Steps

- Super Six Reading Strategies will be filmed and shared with team members team teaching demonstrating skills in action. EALD and Learning support specialists continue showcasing key strategies when developing resources in collaboration with classroom teachers. Faculties will be advised on the use of appropriate resources which are specifically aligned to the strategies to ensure quality implementation.
- We will continue our focus on flexible and responsive assessment practices that improve student achievement and holistic growth. Teachers will continue to be trained in aspects of formative assessment to ensure that learning intentions and success criteria are embedded in day to day classroom practice. Feedback from teachers, parents and students will be a focus of the Quality Assessment sub-pillar to ensure there is consistency in teacher judgement, evidence based practice and continued differentiation of assessment for continued student growth. Continued support from the NESA Liaison Officer will develop teacher capacity and awareness on assessment and reporting.
- Student Growth sub-pillar findings will inform future whole school professional learning with explicit teaching practices that maximise student learning potential. Internal faculty monitoring and evaluations will continue to be used and refined with recommendations on improving whole school practice that targets effective pedagogy. Consideration of the impact of the new Gifted Education Policy will also be factored into teacher professional learning. This should allow for further improvements in our students' capacity to reflect on their learning and make successful transitions into future learning and employment.
- Professional learning designed to help teachers understand where to embed Numeracy strategies in NSW syllabuses will continue to be provided. The focus of this professional learning will be on how the Numeracy Learning Progression provides fine grain detail and support for differentiated teaching across the curriculum to meet student learning needs. This will be communicated through the structure of the individual student Numeracy plan developed by faculty representatives.

Strategic Direction 3

Wellbeing

Purpose

To create a more engaging, more creative, more disciplined and calmer environment that supports exciting teaching and enthusiastic learning for all students and staff with their wellbeing critical to our success.

Improvement Measures

Learning Environments

Increase in the number of new/redesigned learning spaces.

Operation Connect

Increase in the number of parents accessing information from communication media such as Sentral, Facebook, website.

Increased community attendance at school events.

School Spirit and Engagement

Increase in student pride in the school.

Launch Wellbeing Policy – Staff Development Day Term 2, 2018

Overall summary of progress

Macquarie Fields High School continued to work to achieve the milestones set out for the Wellbeing strategic direction in 2019. As a school we continued to embed a new model of Wellbeing Leadership. This model was introduced in 2018 and saw a third Deputy Principal role added into the Senior Executive Team, in addition, the roles of the Head Teacher Welfare and Head Teacher Teaching and Learning were combined and then a third Head Teacher was added to the team to create three Head Teacher's Teaching and Wellbeing. Each of these Head Teachers work with their respective Deputy Principal to oversee the curriculum and wellbeing needs of two year groups for each team. 2019 was the second year of this new model. The focus of each team on two year groups has allowed us to deepen our responses to the wellbeing needs of students.

One improvement measure of the new model has been distribution of increased support for more students. This is particularly in the area of learning support. SLSO staff are continuing to work under the guidance of the Head Teachers Teaching and Wellbeing to support students in their learning.

The strategic direction of Wellbeing is also seen through the action of the Wellbeing pillar teams:

The 'School Spirit and Engagement sub– pillar team has continued to develop the house point system. The points system has been finalised. A number of models to display the house points system were discussed with an electronic display board being the model that is easiest to change and update regularly. The pillar team also consulted with the SRC about the point system. The SRC were enthusiastic about the project. School systems have been modified to provide a model of the new system and how staff can register students for house points in an easy, efficient manner.

The 'Operation Connect sub–pillar team conducted an evaluation of the parent portal to identify components for the next stage of the roll out for parents. This pillar team also continued to extend information to parents/caregivers regarding portal access. The creation of a social media and website manager role has been formalised. The school's newsletter is now formatted to allow parents to access this document in different languages with a link provided on the website through Google translate.

The 'Learning Environments, Learning Dispositions' sub–pillar team has continued to develop evaluation tools for use within faculties to ascertain the best way to improve learning environments across the school. In addition, Learning Dispositions were used as a primary focus across PBL lessons in Term 4. The team along with the learning innovators and PBL team created an interactive whole school program as a focus and with the intention of having the language of learning dispositions embedded across the school. This included signage and PBL tickets reflecting each Learning Disposition.

Progress towards achieving improvement measures

Process 1: Learning Environments

Teachers/students will research how learning spaces can become more flexible and adaptable; staff will be involved in action research to understand the inter relationship between space, pedagogy and student/teacher dispositions functions.

Evaluation	Funds Expended (Resources)
Successful implementation of PBL lessons with a focus on Learning Dispositions. This combined team members for the Pillar team and the PBL team. Whole school focus across signage and PBL tickets. Faculty toolkit to assist faculties in design and implementation of improved learning environments in preparation for 2020. Improvement and design of physical spaces around the school. This includes the transformation of the Agricultural Plot into the Environmental Learning Space.	\$0

Process 2: Operation Connect

Development of sustainable communication systems and processes that enable effective communication.

Evaluation Plan

Implement and monitor SENTRAL parent portal through targeted workshops and members of the community.

Evaluation of *Tell Them from Me* Survey data, evaluating effectiveness of current modes of school communication.

Evaluation	Funds Expended (Resources)
SENTRAL portal open to Year 8 parents to view reports online.	Professional learning \$528

Process 3: School Spirit and Engagement

Sub – pillar team to develop strategy over three years. Development, implementation, evaluation of the new system

2018 – Spent drafting the best method and development of sustainable model for implementation. The aim is to incorporate current systems (Sentral) and processes as planning occurs. Launching in Term 4, 2018.

2019 – House Points system implemented throughout the year with ongoing monitoring. Building in additional awards into the existing award structure.

Evaluation Plan

2020 – Continue with the system and monitor for effectiveness. Conduct evaluation and plan possible adjustments.

Evaluation	Funds Expended (Resources)
Evaluated and collated data from an audit of all school activities including sporting, extra curricula, school culture and academic. Discussion and planning of rewards system and how to have students engage with the reward system for participation. Initial investigation of SENTRAL as a system to support the collecting of points for students.	\$0

Next Steps

- Whole school leadership and management of Wellbeing are being evaluated to ensure continued excellence. Ensuring that the staff managing wellbeing is able to effectively work to support our students as we strive to have them connect, succeed and thrive.
- Continuing to implement and evaluate the Wellbeing Policy for MFHS. Changes to executive and senior executive leadership need to be reflected in the policy along with an index of procedures across school and the Department of Education.
- Focus on developing further connection with the school community through Operation Connect. Continuing to release modules of the SENTRAL portal is a continued part of the 2018–2020 whole school plan.
- Development of whole school house points system to improve school culture, spirit and overall student connection. The launch of the house points system will be launched and trialled in 2020.
- Focus on developing improved learning spaces alongside improvement in learning dispositions including general capabilities and resilience for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$13878 – equity funding</p> <p>Homework Centre funds allocated and specified figure would be determined proportionate to the students attending from this specific group.</p> <p>Total funds allocated to Homework Centre</p> <p>\$8621 – staffing</p> <p>\$1000 – catering</p>	<p>Students have ongoing Personalised Learning Plans (PLP) developed for the purpose of identifying and pursuing individual goals and achievements. Increased numbers of parents and Aboriginal community members were involved in the development of goals and plans this year. School meetings, community sessions and career expo opportunities were attended by key stakeholders to support student learning and achievement.</p> <p>Aboriginal students with additional learning needs were supported by employing an additional teacher one day a week. Mentors from the AFL Indigenous Academy also attended classes to help students engage in their learning and reflect on their learning intentions and behaviour.</p> <p>All Aboriginal students from Years 9–12 were supported by the school in conjunction with the MTC– Campbelltown Opportunity Hub, in developing their resume and storing it in the USB provided by the school. Students from Years 8–12 attended the Careers Expo organised by the MTC– Campbelltown Opportunity Hub with a specific focus on Indigenous employment opportunities. Year 11 and 12 students were further supported by the 'NRL School to Work' program. To develop deeper understanding of Aboriginal culture, students accessed many hands-on experiences such as dance workshops with Bangara Dance Theatre Australia. One Year 10 student was selected by the Bangara dance company to participate in the 2019 Schools Spectacular. A NAISDA dance workshop was organised in school and all our Aboriginal students participated in this workshop. All Aboriginal students participated in the COS NAIDOC celebration day at Sarah Redfern High School and four Aboriginal boys presented a traditional dance on that day. They also performed at Eschol Park Public School and led Acknowledgement of Country at key school events.</p> <p>Another key project was the designing an Aboriginal garden in consultation with The Botanic Gardens and Centennial Gardens and the Youth Community Greening team. A team of students and teachers planted 100 native plants which were purchased by the school. The school worked collaboratively with the AFL Indigenous Academy in designing programs for Aboriginal students. They were mentored once a week by an Aboriginal elder and a youth advisor. Students attended after school programs and excursions organised by the Academy in conjunction with the school with a focus on learning more about Aboriginal culture and developing a support network of Aboriginal students from across the participating</p>

<p>Aboriginal background loading</p>	<p>\$13878 – equity funding</p> <p>Homework Centre funds allocated and specified figure would be determined proportionate to the students attending from this specific group.</p> <p>Total funds allocated to Homework Centre</p> <p>\$8621 – staffing</p> <p>\$1000 – catering</p>	<p>schools.</p> <p>Student learning and support in the classroom continues to be a focus in student goal setting and in the expectations of our school and community. To support the learning of our Aboriginal students, eight laptops are available to the students on a regular basis. This accessibility includes the issuing of USBs for each student to store their classwork and assignments. To support the transition of Year 6 Aboriginal students into high school, they were invited to the Aboriginal lunch sessions on Fridays. Four students were nominated by the school for KARI scholarship and all of them were successful in receiving the scholarship. These scholarships support senior students to engage in additional learning experiences, tutoring and purchasing of resources to support their achievement in the senior years.</p>
<p>English language proficiency</p>	<p>Homework Centre funds allocated and specified figure would be determined proportionate to the students attending from this specific subgroup.</p> <p>Total funds allocated to Homework Centre \$19536</p> <p>Professional Learning EAL/D – Casual cover costs</p> <p>\$1026</p>	<p>To provide timely and appropriate classwork and assessment support for identified EALD students' lunchtime study sessions were facilitated by the Learning and Support Teacher. This was to counter issues with students being unable to come in early or stay late due to long transit times. The focus of lunchtime sessions was assignment and homework completion. Funding was utilised for additional teacher training, resources and casual staff support as required.</p> <p>ESL teachers were supported with additional training for placing students on the EALD progression and procedures for conducting effective interviews around goal setting. Relief was provided to facilitate student surveys on the effectiveness of allocation of ESL classroom support. This develops student responsibility for learning and is a valuable medium to ensure support is strategically allocated to the subjects deemed necessary by the team and the students. The ESL Team focused on developing resources from the 'Super Six' reading strategies to support all students in their classes as well as embedding these strategies in other KLAs. 'Super Six' was chosen due to the expertise of teachers on the ESL team and the common approach on reading with fundamental ESL pedagogy.</p>
<p>Low level adjustment for disability</p>	<p>Flexible funding accessed for casual salaries – \$66,666.46.</p> <p>\$32,366.69 from school and community funds.</p> <p>Learning and Support Teacher – \$96, 044 equity and \$10,411 staffing</p> <p>Homework Centre funds allocated and specified figure would be determined</p>	<p>All students in mainstream who were identified by teachers and parents or through internal or external services received adjustments to their learning and completion of assessment tasks. 35 students received school learning and support officer support (SLSO) or additional support from our learning and support teacher (LaST).</p> <p>Students were provided with additional supports to improve literacy, numeracy and personal organisational</p>

<p>Low level adjustment for disability</p>	<p>proportionate to the students attending from this specific subgroup</p> <p>Total funds allocated to Homework Centre \$19,536</p>	<p>All students in mainstream who were identified by teachers and parents or through internal or external services received adjustments to their learning and completion of assessment tasks. 35 students received school learning and support officer support (SLSO) or additional support from our learning and support teacher (LaST).</p> <p>Students were provided with additional supports to improve literacy, numeracy and personal organisational</p>
<p>Socio-economic background</p>	<p>The school utilised Equity funding for High Resolves and PBL initiatives.</p> <p>Student assistance program utilised for support in areas relating to learning experiences and wellbeing.</p> <p>Homework Centre funds allocated and specified figure would be determined proportionate to the students attending from this specific subgroup.</p> <p>Total funds allocated to Homework Centre \$19536</p>	<p>Socio-economic funding was used to support 20 students each term in their learning through the provision of Homework centre. A range of students from Years 7–12 attended the program with the school employing two teachers in literacy and numeracy support.</p> <p>Equity funding was used to support the Moana group consisting of about 100 Pacific Islander students. Students were provided with opportunities to participate in PATHE excursions and incursions. The focus of this program was to promote and value culture and develop clear pathways and goals towards tertiary education for Pacific Islander students. Some facilitators and trainers were past students of the school adding to the aspirational qualities of the program and capacity for genuine mentoring.</p> <p>Funding was also used to improve learning spaces in key locations around the school utilising 21st century learning principles and training completed by teachers.</p> <p>The school worked closely with MTC Australia in partnership with OCTEC to support some students from low socio-economic background to develop their leadership skills. 16 students participated in the Youth Frontiers mentoring program that aimed at providing young people with opportunities to build skills, enhance their strengths and participate positively in the community. Students participated in 35 hours of mentoring sessions where they were matched with trained mentors from diverse cultural backgrounds. As a part of the program, students have also participated in excursions organised by MTC Australia.</p> <p>Selected students with low socio economic status participated in the Fast Forward program offered by the University of Western Sydney. The Fast Forward Program encourages students to strive for their personal best and to see tertiary study as a realistic and viable post-school option. They participate in experimental learning which develops their skills and fosters familiarity with the University environment. There are currently 70 students enrolled in this program.</p>
<p>Support for beginning teachers</p>	<p>Professional Learning</p>	<p>The 'Great Teachers, Inspired Learning' initiative recommended significant support be</p>

<p>Support for beginning teachers</p>	<p>Casual Cover \$18744.31</p> <p>Course Costs \$8325.73</p> <p>Allocated funds were used for timetabled release of beginning teachers and their assigned mentors.</p>	<p>provided to Beginning Teachers and the funding from the Department of Education has been used strategically to develop mentoring relationships whilst providing support as beginning teachers transition into full time employment.</p> <p>Beginning teachers in consultation with the Faculty Head Teachers and Head Teacher Teaching and Wellbeing identified a mentor within their faculty who provides them with coaching and support in areas such as:</p> <ul style="list-style-type: none"> • planning • team teaching with their mentor • assistance with report writing • resource development • lesson observation • completing of online courses • assistance in preparing for parent teacher night • assistance in completing school forms such as variation to routine • assistance completing professional learning applications. <p>Beginning teachers along with their mentors are released from face-to-face teaching to collaborate further and work towards achieving accreditation at proficient level. They also received funding to attend professional learning specific to their subject area or on behaviour management strategies as identified in their PDP.</p> <p>Beginning teachers are supported through an extensive induction program and collegial support program. It is the school's expectation that every teacher completes: the GERRIC program for Gifted Education, Mini Certificate of Gifted Education facilitated by UNSW and the TELL (Teaching English Language Learners) program to support EALD learners.</p>
<p>Professional Experience Hub</p>	<p>Professional Learning–</p> <p>Casual Cover</p> <p>\$ 5 500</p> <p>Professional Learning</p> <p>Course costs</p> <p>\$4 500</p> <p>Allocated funds were used for timetabled release of PEx coordinator and assigned mentors for Preservice Teachers.</p>	<p>Professional Experience Hub</p> <p>Our partnership with the University of Sydney in improving the overall professional experience processes continued into 2019. In total, 36 pre-service teachers completed a professional experience at Macquarie Fields High School with five placements being internships spanning 8 weeks. 6 pre-service teachers from UNSW completed 15 days of Professional Engagement placement as a core component of their teaching degree. We also hosted 25 MTeach students from USYD to experience schools in action.</p> <p>The school's Professional Experience Team became responsible for much of the program used to support professional experience and the team's capacity in delivering induction,</p>

<p>Professional Experience Hub</p>	<p>Professional Learning– Casual Cover \$ 5 500</p> <p>Professional Learning Course costs \$4 500</p> <p>Allocated funds were used for timetabled release of PEx coordinator and assigned mentors for Preservice Teachers.</p>	<p>conducting surveys and utilising other forms of evaluative evidences. The PEx team also organised various professional learning activities for the pre–service teachers during their placement.</p> <p>Filming for improved practice was also a focus in 2019 with filming equipment updated to encourage the process of reflection through the use of technology. This has enriched the curriculum across the school and provided teachers with many opportunities to share their teaching and reflect on their practice.</p> <p>In 2019, students and teachers from Macquarie Fields High School presented at lectures and tutorials at University of Sydney promoting stronger collaboration between university and the school. Six of Macquarie Fields High School teachers presented a session for MTeach students as a part of their learning module. To develop a better understanding of the Pre–Service teacher's requirement in completing their Teaching Performance Assessment (TPA), our professional coordinator participated in the marking of their Assessment for Graduate Teaching (AFGT) submission.</p> <p>As part of the PEX initiative, to support the supervising teachers at rural and remote schools, three of our teachers visited Finley High School, Deniliquin High School and Hay Memorial High School. They mentored 12 supervising teachers with a focus on providing feedback to Pre–Service teachers using Graduate Teaching Standards.</p> <p>Professional learning and teacher accreditation</p> <p>Professional Learning continued to target teacher support in the development of new programs in alignment with new syllabus implementation. Many of these initiatives were school based utilising the expertise and network knowledge of our Executive team and experienced teachers. Teachers apply professional learning by working in faculty teams engendering collegiality and genuinely adapting the learning to our specialised context.</p> <p>Workshops on 'Curiosity and Powerful Learning' also featured in our scheduled professional learning with all Senior Executive and three Head Teachers Teaching & Learning engaging in a range of workshops with the design of implementing practices relevant to our context as part of the new school plan.</p> <p>During 2019, three teachers were accredited at Proficient level. These teachers were supported by their supervising Head Teacher, the Head Teacher Teaching and Learning, and their respective teacher–mentors. Four</p>
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Professional Experience Hub	Professional Learning– Casual Cover \$ 5 500 Professional Learning Course costs \$4 500 Allocated funds were used for timetabled release of PEx coordinator and assigned mentors for Preservice Teachers.	teachers reached their five year Maintenance of Accreditation period and completed their professional learning hours to be successfully re–accredited at Proficient level. One teacher was successful in achieving accreditation at Lead level.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	566	563	587	595
Girls	533	540	537	537

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.6	95.4	95.7	93.4
8	93.6	94.2	94.1	92.4
9	92.9	93.4	94.1	91.6
10	92.8	90.6	91.6	92.4
11	92.2	92.9	93.3	92.2
12	94.1	90.8	94.3	91.9
All Years	93.5	92.9	93.8	92.3
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Attendance rates continue to be above state average for both junior (7–10) and senior (11–12) students. Overall, with the exception of Year 10 there was a decline in attendance across all other year groups. All year groups with the exception of Year 8 showed improvement in attendance with the most marked improvement being seen in Year 12 with an increase of 1.4%. The Year 12 cohort for 2019 was above the state average.

Attendance continues to be closely monitored. Attendance is now monitored by the wellbeing teams with support of the Year Advisors, Head Teacher Teaching and Wellbeing and the Deputy Principals with the support of the Home School Liaison Officer. Regular weekly checks are conducted by the Deputy Principal with students individually targeted and supported to improve their attendance through a number of strategies. These strategies include meetings conducted with students, parents and outside agencies where attendance falls below that expected. We will continue to focus on attendance as an area for improvement and strengthen our protocols.

In addition, the 9 day fortnight timetable for Years 11 and 12 continued in 2019. The process for monitoring students has been strengthened with a clear procedure developed. This procedure has Deputy Principals monitoring students based on their attendance and incomplete classwork or assessment tasks. Those students identified need to attend on their Privilege Pass Day in order to catch up on missed work and to access support.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	3	2
Employment	2	3	4
TAFE entry	1	2	3
University Entry	0	0	74
Other	5	3	0
Unknown	0	0	16

In 2019 as part of the *School to Work: Creating Future Pathways Program* the Careers Adviser and Transition Adviser held individual interviews with Year 12 students to discuss their post-school options. This process is designed to assist in the informed decision making processes that are required at this critical stage in the student's career pathway. Individual guest speakers from a range of universities and private colleges spoke to students regarding entry procedures, scholarships, courses and successful post-school education. Students had the opportunity to attend a number of university days where they experienced life as a university student. Programs for students in Years 10 and 11 were also implemented by both the Careers Adviser and Transition Adviser. The Transition Adviser also worked closely with those students who were disengaging from school. This was facilitated via the "Transition Hub" initiative.

During 2019, 17 of the 185 students who commenced Year 11 left the school to move into employment or other education. At the conclusion of Year 11, a further 2 students left the school to move into employment or post school education. Of the 189 students who commenced Year 10 in 2019, 8 students left the school in order to transfer to other schools, move into employment or post-secondary education. At the conclusion of Year 10, a further 6 students left the school in order to transfer to other schools, move into employment or post-secondary education. The table 1 summarises the post-school destinations of all school leavers Years 10 – 12.

Year 12 students undertaking vocational or trade training

3.08% of Year 12 students at Macquarie Fields High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.8% of all Year 12 students at Macquarie Fields High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

In 2019, 177 students (mainstream) qualified for a Higher School Certificate and 7 students achieved a Record of Achievement. One student participating in a School Based Traineeship attained a Certificate II in Retail Operations.

In 2019, 1 student in the Special Education Unit entered Year 12. This student qualified for a Higher School Certificate and is currently studying Information Technology at TAFE as well as being connected with NOVA's Disability Employment service.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	16.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,700,733
Revenue	12,690,690
Appropriation	12,074,603
Sale of Goods and Services	91,718
Grants and contributions	476,770
Investment income	8,966
Other revenue	38,632
Expenses	-12,520,212
Employee related	-11,104,397
Operating expenses	-1,415,815
Surplus / deficit for the year	170,478

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	687,315
Equity Total	423,285
Equity - Aboriginal	14,273
Equity - Socio-economic	90,208
Equity - Language	144,421
Equity - Disability	174,383
Base Total	9,876,049
Base - Per Capita	268,018
Base - Location	0
Base - Other	9,608,031
Other Total	603,156
Grand Total	11,589,806

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

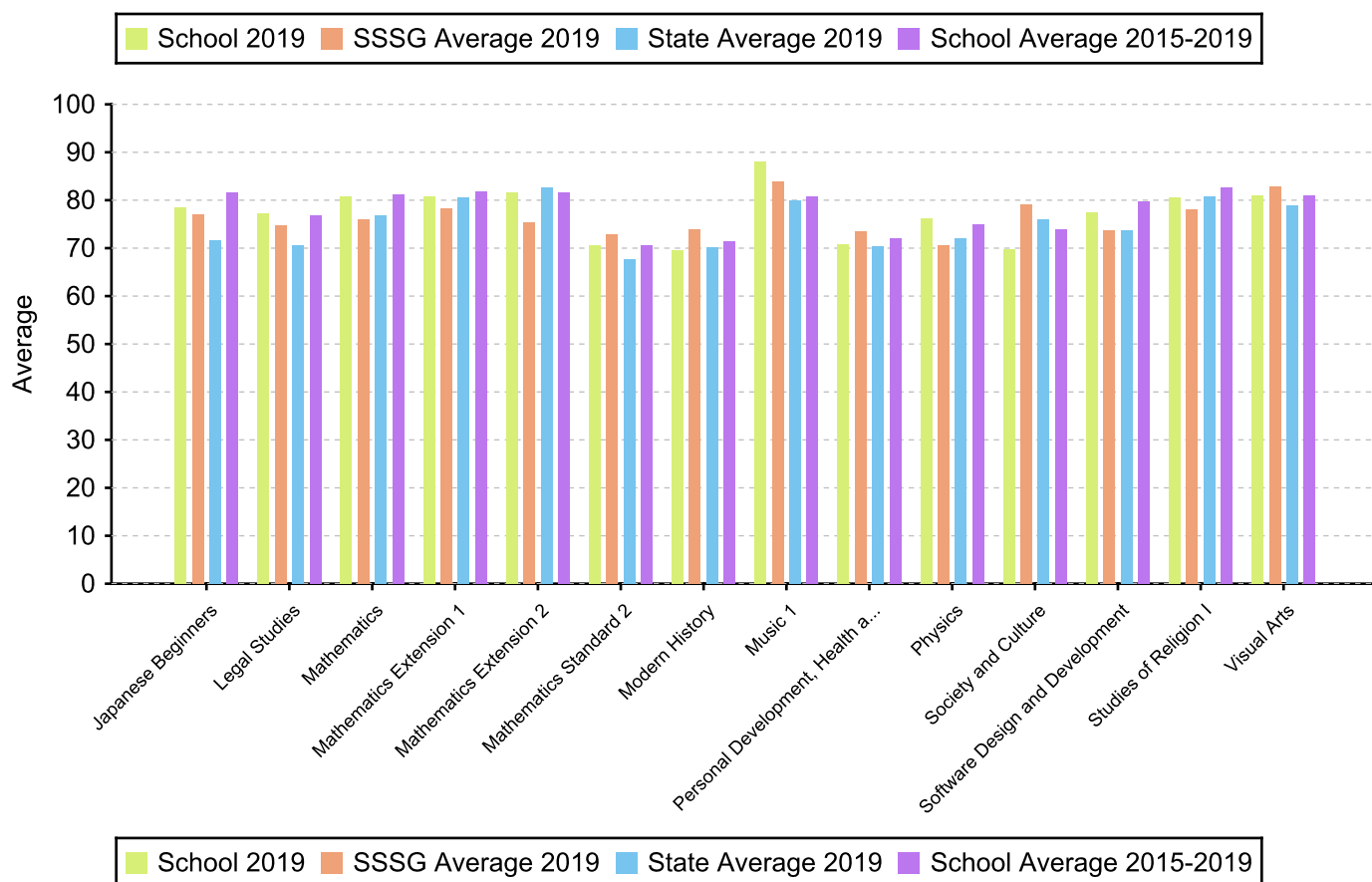
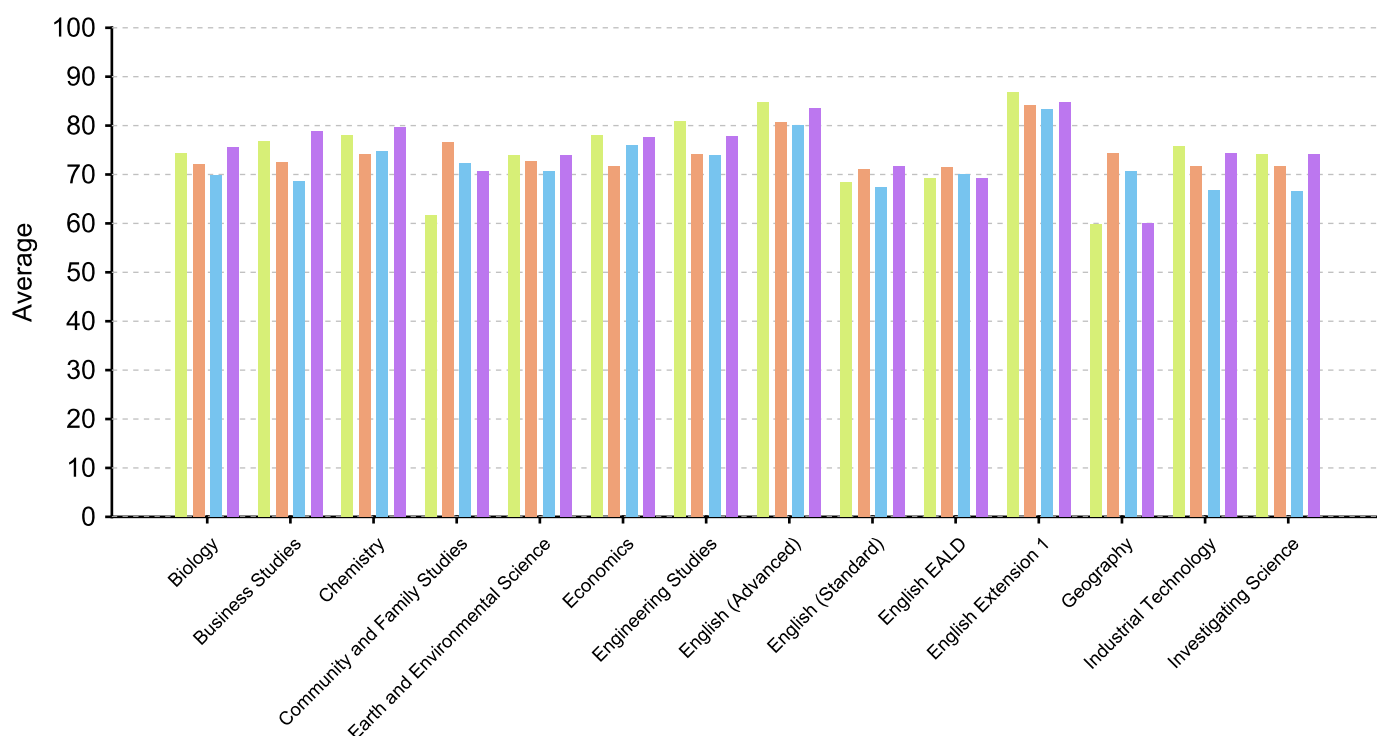
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	74.4	72.2	69.9	75.5
Business Studies	76.7	72.4	68.6	78.9
Chemistry	78.1	74.1	74.7	79.7
Community and Family Studies	61.6	76.5	72.2	70.6
Earth and Environmental Science	74.0	72.7	70.6	74.0
Economics	78.1	71.6	75.9	77.6
Engineering Studies	80.8	74.1	73.9	77.7
English (Advanced)	84.7	80.7	80.0	83.6
English (Standard)	68.4	71.0	67.3	71.6
English EALD	69.3	71.5	70.0	69.3
English Extension 1	86.8	84.1	83.4	84.8
Geography	59.9	74.3	70.6	59.9
Industrial Technology	75.8	71.6	66.8	74.3
Investigating Science	74.1	71.7	66.5	74.1
Japanese Beginners	78.4	77.0	71.6	81.5
Legal Studies	77.2	74.6	70.6	76.9
Mathematics	80.7	76.0	76.9	81.2
Mathematics Extension 1	80.8	78.3	80.6	81.8
Mathematics Extension 2	81.5	75.3	82.7	81.7
Mathematics Standard 2	70.6	73.0	67.7	70.6
Modern History	69.6	74.0	70.2	71.4
Music 1	88.0	83.9	79.9	80.8
Personal Development, Health and Physical Education	70.7	73.6	70.5	71.9
Physics	76.1	70.6	72.1	74.9
Society and Culture	69.8	79.2	75.9	73.9
Software Design and Development	77.4	73.6	73.8	79.7
Studies of Religion I	80.5	78.2	80.8	82.7
Visual Arts	80.9	82.8	78.8	81.1

Parent/caregiver, student, teacher satisfaction

Our school continues to seek ongoing feedback relating to school programs from parents, students and staff as a means of evaluating current practices within the school and as a means to inform future directions.

For parents, regular opportunities for participation include the Parents and Citizens Association, panel representation, including panels for merit selection of executive, teaching and support staff, Out of Area applications and for the Selective Schools placement in Year 7. Parents are elected through the P&C and report back to that organisation, whilst respecting confidentiality. All P&C suggestions are valued and discussed openly at regular meetings. The P&C was consulted with regard to the inclusion of new courses in the curriculum structure.

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

Staff, Parents and Students are surveyed throughout the school year with school developed tools as well as the Tell Them From Me survey program. This data informs ongoing evaluation of current programs and initiatives.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.