

2020 Annual Report

Macarthur Girls High School



8822

Introduction

The Annual Report for 2020 is provided to the community of Macarthur Girls High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2020 has been a year in which we have seen the world change from what we had previously known and understood, to being overwhelmed with an unprecedented health crises which is still affecting all humans around the globe. The COVID-19 pandemic is life-changing and researchers say that it is probably on par with the way life changed during the world wars or the Great Depression.

*UNICEF Young Reporters discussed the lessons they have learned during the COVID-19 pandemic. One wrote about the positives she has taken from this current crises. Her writings reinforced my thinking around continuous learning and positive attitudes. She said **Life is a lesson; we learn every day and we will continue learning every day. Everything doesn't have to be perfect in life for us to be happy and to appreciate ourselves and everything around us. We just have to be grateful. Remember that the best life lesson is learned during hard times and when we make mistakes. Enjoy your life and appreciate what you have. Just think about the fact that there are people in the world with less. Be happy and positive for everything around you and you will become a stronger person.***

That same thinking can be extrapolated to a learning community environment and our school did just that this year. Macarthur Girls High School reflected deeply on the various phases of on- line learning undertaken. The leadership teams and staff spent considerable time discussing and gathering data around what worked and what we might keep and expand on from our experiences this year. We have all learnt from these changes and this will be incorporated into our planning.

Over six years ago, Macarthur Girls High School moved to becoming a Bring Your Own Device organisation, as well as setting up Google classrooms for every class during the past few years where lessons are communicated. These were two important directions that enabled the school to transition to fulltime off campus learning seamlessly when we were faced with quarantine. I was extremely proud of how our school was able to deliver its timetabled curricula as scheduled, with no students being disadvantaged or the continuum of learning being halted and disjointed. This was particularly important for our Stage 6 students. Our results in the 2020 HSC show students were not disadvantaged academically with overall HSC results improving. Additionally, internal data gathered displays growth for the majority of students.

Of course, face to face teaching on campus for the full year would have been ideal, but that could not be with students being provided with excellent on-line learning activities in all courses. I am extremely proud of the way students, staff and our school managed these difficult changing scenarios. That said, it is paramount that as a school we continue to build a learning community that is supportive, flexible and future focused to address situations that may become the new normal of tomorrow. A school that is perhaps more holistic in its approach to growth and development within the wellbeing, social and physical spheres. I am of the opinion, that the capabilities of each and every student and staff member have been enhanced in a number of areas, particularly when providing learning off campus. Many of us developed knowledge and skills in new ways of doing things. Some of these new ideas and tools will undoubtedly become embedded in our school over the coming years.

Ms Gail Cluff

Message from the school community

Macarthur Girls High School established a School Council in 2018 as a result of community and parent feedback in 2017. The Council consists of staff, parents, students and members of the community who meet regularly to discuss key aspects of the school and plan for continuous improvement.

Below is a message written by the parent members of the MGHS School Council:

As school council members, we were involved in opportunities relating to school decision making specifically around improving the learning environments for our daughters. This demonstrates the school's willingness to collaborate with the wider school community and has allowed us, as parents, to see the strength behind the school's proposed actions. Our involvement has assured parents that our daughters' education and personal growth are in the supportive hands of staff that care.

As MGHS parents, we agree that our top priority is to ensure our daughters are provided with learning platforms that are focused on improving their skill sets so they can succeed in all facets of their lives beyond school. Our own experiences and involvement on the Macarthur Girls High School Council highlight the collegial partnerships and the collaborative planning that happens throughout the year.

Message from the students

Macarthur Girls High School consists of three student leadership bodies that focus on a range of key aspects throughout the school. These are the **Student Representative Council**, the **Sports Council** and the **PRIDE Leaders**, all of which planned to participate in a number of promoted activities throughout 2020.

The Student Representative Council (SRC) organises events which generally encompass and promote an important message to society. These events enable and highly encourage student and teacher involvement within the school environment.

The first event of 2020 was **International Women's Day**. The objective of this event is to promote sisterhood and emphasise the achievements of women around the world. It allows for the empowerment of other girls and raises awareness against bias to take action for equality.

The SRC also held their annual **Multicultural and Spirit Weeks combined** in Term 3. This event aims to encourage students to uphold their PRIDE values, with an emphasis on respect and diversity. This event is a great opportunity for all MGHS students to come together to celebrate different cultures and the overall diversity of our school through cultural appreciation activities set within the week. It also aimed to unite the school community and raise school spirit and participation.

The Sports Council (SPC) is a leadership body at Macarthur Girls High School that encourages physical activity, the development of sportsmanship and positive attitudes towards sporting activities.

Throughout 2020, SPC held the Swimming carnival, with the Cross Country and Athletics Carnivals cancelled due to COVID-19. Additional events included the Footy Colours Day which supported the Fight Cancer Foundation, Sports Spectacular Week which consisted of fun sporting challenges, and various playground initiatives that promoted physical activity amongst students and teachers during lunchtime.

The SRC and SPC collaborated through the highly successful combined event, Flashback Friday, to promote participation and enhance the connections between students and staff. This event allowed MGHS to also raise money as a donation for Stewart House.

PRIDE Leaders demonstrate and embody the core school values (PRIDE) which underpin the learning and development at MGHS. The PRIDE program runs throughout all grades across the school with various lessons and sessions to support the school community, primarily the wellbeing of students.

PRIDE leaders directly communicate with their roll call in PRIDE sessions to promote effective study habits, wellbeing strategies and a balanced lifestyle to ensure students maintain a positive mindset towards their learning. This also included initiating activities such as the kindness project where each roll call performed various kind gestures to give back to the community, including walkathons, can drives, cards, baskets and maintenance of the school gardens.

Throughout 2020 PRIDE programs continually allowed students to engage within the wider community, some of which were completed on-line. Macarthur's core PRIDE values were successfully demonstrated internally and externally into the community, and we hope to represent our school in the same manner throughout 2021.

School vision

Macarthur Girls High School's purpose is to encourage students to achieve their personal best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world.

School context

Macarthur Girls High School (MGHS) is located in the Parramatta District on the banks of the Parramatta River. The school's reputation has created a demand for enrolment.

Enrolment for 2020 was 1202 students, with anticipated enrolment for 2021 of 1144, due to changes in the departmental enrolment policy 92% of our students are from language backgrounds other than English with over 50% of our enrolments from out of area. The largest groups of students representing non English speaking background families include: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers. The school's NSW FOEI (Family Occupation and Employment Index) for 2020 was 67 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1056 which is slightly higher than the average of 1000.

Student enrolments reflect the school's very positive reputation in the broader community. New Year 7 students were drawn from 57 primary schools.

Macarthur Girls High School has a team of educators and administrators who consistently provide our students with a range of whole school and in class learning experiences in a supportive environment, enabling them to achieve their best. The school's teaching staff is a strong mix of very experienced teachers and new scheme teachers, all of whom are committed to providing continuing excellence in teaching and learning. Our school currently has a teaching entitlement of 82.4 staff with an additional 14.372 school assistants.

The school has been at the forefront of future focused learning for a number of years. It is prepared for changes in teaching methodology and learning spaces required to meet the future skills and capabilities identified for employment. Macarthur Girls High School has been recognised state wide as an exemplar in innovative curriculum design and implementation, collaborative learning spaces, an integrated curriculum and initiatives in literacy, numeracy and STEM (Science, technology, engineering and mathematics).

Macarthur Girls High School has a special place in the history of New South Wales. It stands on land first granted by Governor Arthur Phillip to William Reid (a seaman from the 'Sirius', the first ship of the First Fleet to enter Sydney Harbour in 1788), Thomas Haddock (1795), Captain John Towson (1796) and Captain John Piper. All were members of the NSW Corps. On November 1st 1822, this land became the crown grant to the Reverend Samuel Marsden.

The estate was called 'Newlands' by Marsden after a friend's home in England. The sandstone pillars and entrance gates of the 'Newlands' homestead can be seen leading on to Macarthur Street. In 1835, Marsden commenced the building of a home for his wife. This house was built where the school Rose Garden now stands. The Stewart and Betts families, relatives of Marsden, occupied the house for the next 100 years.

It was in the valley between our school, Elizabeth Farm and James Ruse's Experimental Farm that the two primary industries which proved to be the foundation of Australia's rural wealth - sheep breeding and wheat growing - began. John and Elizabeth Macarthur came as free settlers to Sydney in 1790 with the Second Fleet. Both Macarthur and Marsden's experiments with wool contributed to the development of the merino sheep and it's very fine wool.

Elizabeth Macarthur was one of the first educated women to arrive in Australia and over forty years she achieved a great deal. She successfully raised a family of seven children. She ran the pastoral business, in her husband's absence, and developed sheep at a time when women were not expected to be involved in business or commerce. She showed a keen interest in world affairs, local politics, the environment and indigenous people.

In 1927, the Education Department first viewed the site. Four years later, Marsden's home was demolished and our school was built on the site in 1933. In the 1940s, only two courses were offered at the school - a business course and a home science course.

The first Rose Gardens were the gifts of the old girls (1933 year). In 1959, the school was renamed Macarthur Girls High School in recognition of John and Elizabeth Macarthur as local settlers and pioneers of the Australian wool industry. The swimming pool was completed in 1966 and underwent a major upgrade in 2018 in partnership with the City of Parramatta Council. In 2011, the new gymnasium was completed and named the Betty Cuthbert Gymnasium after the Olympic Gold Medal Sprinter who was an ex-pupil of the school.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

As a component of our whole school evaluation undertaken by Executive staff members in 2020 to inform the 2021-24 Strategic Improvement Plan, the school Executive undertook our annual self-assessment using the School Excellence Framework. The results of this process indicated that in the domain of Learning, Macarthur Girls High School has attained excellence in all six of the six elements: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures.

In the Teaching domain, the school has continued to excel in the elements of Learning and Development, Professional Standards and Data Skills. The school has worked diligently, enhancing explicit systems for collaboration within and across stages and faculties to ensure consistency of curriculum delivery. Four of these elements are now at the excellence level, with Effective Classroom Practice at the sustaining and growing level. The latter element will continue to be addressed in 2021 and onwards.

In the domain of Leading, all of the elements were already at the excelling level at Macarthur Girls High School. School Planning, Implementation and Reporting was a key focus where we maintained excellence by evaluating processes to build the school community's capacity to use data and evidence for strategic school improvement. 2020 also saw a focus on the Leadership element ensuring staff have purposeful, equitable roles based on professional expertise and aimed at driving and enhancing strategic directions and practices.

Strategic Direction 1

Student Learning Successful and inspired life-long learners who develop capacities for the 21st Century

Purpose

To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.

Improvement Measures

The school continues to achieve excellent value-added results, significantly above the state average

80% of students achieve at least two subjects in the top two bands of the HSC; an increase from 77% in 2016.

32% of students achieve in the top two bands for NAPLAN reading, writing and numeracy; an increase from 30.56% in 2017

95% of students achieve over the minimum standards in literacy and numeracy before sitting the HSC Examinations

Progress towards achieving improvement measures

Process 1: The design of the school curriculum pattern utilises current research, data and innovative thinking to develop the 21st Century learning capacities of all students (21st Century Learning).

Evaluation	Funds Expended (Resources)
<p>In 2020, the school curriculum pattern continued with the inclusion of Year 7 Humanities, an integrated English, History and Geography course, Year 8 semesterised Integrated Curriculum and STEM classes and yearly Integrated Curriculum programs in Years 9 and 10. In the senior school, the curriculum pattern maintained the Academic Coaching Course designed to support students to be thoroughly prepared for the HSC and their transition from Macarthur Girls High School.</p> <p>Within these programs, school staff continued to focus on the development of 21st Century skills, in particular collaboration, creative and critical thinking. Staff engaged in internal Professional Learning as well as reflective practices on the development of 21st Century skills and how to assess them.</p> <p>The collection of data was impacted due to COVID-19, as was the opportunity to engage parents in an increased understanding of 21st Century skills and how they can assist their daughters. Due to COVID-19 restrictions and guidelines, no parent sessions were held apart from some brief sessions delivered on the first Learning Conversations nights during Term 1. A video explaining Humanities and the development of relevant 21st Century Skills in this course was created and shared with our Yr 6 into Yr 7 2021 parents.</p> <p>Continual evaluation of existing programs occurred as part of the MGHS Program Improvement Cycle as we strive for continuous improvement across all courses. COVID-19 impacted the opportunity for real-world audiences across all courses and this resulted in mixed results in terms of student engagement and development of skills.</p> <p>The school continued to look for ways to provide real-world experiences and develop links with the wider community. For example, Year 8 STEM connected with the University of Technology Women in Engineering and IT department and Year 7 Humanities engaged with a book editor to produce an anthology of their stories on the novel Once.</p>	<p>Teaching and learning programs created and updated through numerous Professional Learning days, especially for the Humanities team.</p> <p>Funds expended in 2020 include \$2,700 in Humanities and \$7,700 for professional learning relating to the redesigning the Academic Coaching Course in years 11 and 12 along with professional learning aligned to the implementation of the Years 9 and 10 Integrated program across relevant cohorts by self identified cross faculty teachers.</p>

Process 2: The curriculum delivery across the school, shows evidence that teaching and learning is adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. This is regularly communicated to parents (Differentiation).

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Throughout 2020, staff used a range of data and initiatives to ensure students were known, valued and cared for. A number of events continued to be held by the SRC and SPC which encouraged and promoted students' sense of belonging such as Spirit Week and Throwback Thursday. Senior executive continued working on the School Web App developing Year Level Expectations to guide the development and categorising of resources to be upload to the MGHS Teach Every Student Web App. Existing strategies were assessed and aligned with the new MGHS Year Level Expectations with staff professional learning developed and delivered. Student profiles were created for the collection of data from PAT and Naplan 2019 test results as well as anecdotal evidence on student behaviour and performance. This data was disseminated to all classroom teachers to ensure all students are provided with relevant, challenging and engaging learning.	\$8900 was expended on professional learning for the Year Level Expectations to enable staff to know their students' current literacy and numeracy achievements. Additionally, there was a cost of \$4000 for the Senior Executive staff members to review the Year Level Expectations and align strategies with the Literacy and Numeracy Progressions.

Process 3: All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning. (Literacy and Numeracy).

Evaluation	Funds Expended (Resources)
<p>MGHS maintained its consistent and explicit focus on strengthening the literacy and numeracy skills of all students. Teams across the school continued the collaboratively developed Year Level Expectations which were developed using Learning Progressions. Year Level Expectations were then used to design diagnostic tools allowing early intervention and additional support for identified students. Quality professional learning on this new approach enhanced staff capacity to explicitly teach literacy and numeracy skills in all key learning areas.</p> <p>The Literacy and Numeracy teams collected and analysed a range of internal and external data sets to ascertain students requiring intensive support to meet the National Minimum Standard in Literacy and Numeracy. To assist identified students to better meet their expected growth, the school continued to employ additional staff through equity funding providing intensive and explicit literacy instruction in the areas of Reading and Writing through the implementation of the MGHS Great Reading Original Writing (GROW) program. As a result of this program, 100% of students participating in Reading have achieved a Level 3 on the Australian Core Skills Framework through the online National Minimal Standard assessment, with 95% in the equivalent Writing assessment.</p> <p>Equity funding was used to provide additional periods to expert Numeracy practitioners to identify and support students who did not meet the National Minimal Standard in Numeracy. Mathematics teaching and learning programs were modified for targeted classes to enhance students' numeracy skills through the explicit teaching and reinforcement of fundamental numeracy skills, resulting in, 93% of Year 10 students meeting the National Minimal Standard in Numeracy.</p>	<p>2 FTE (\$2218766) teachers funded through SBAR to implement GROW Literacy programs to provide explicit literacy instruction to assist students in meeting National Minimum Standards</p> <p>0.2 additional staffing (\$21876) allocated to Mathematics faculty for deliver of additional, targeted Numeracy programs to support explicit numeracy instruction</p> <p>\$1200 spent on website hosting for the MGHS Teaching Every Student WebApp</p>

Process 4: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Students and parents understand the assessment approaches used in the school and the benefits for their learning (Assessment, Feedback and Reporting).

Evaluation	Funds Expended (Resources)
The Assessment, Feedback and Reporting team continued the evaluation and review of reporting relating to social development and commitment to learning. Revised outcomes were drafted to be trialled in 2021.	\$8000 used to purchase and implement Turnitin for students in Years 10-12

Progress towards achieving improvement measures

Additionally, 2020 saw continued implementation of *Turnitin* as a means of improving writing, preventing plagiarism and promoting academic integrity in the classroom. The tool enhances the timely provision of effective feedback, fosters critical thinking and an appreciation of the importance of original writing. 2020 saw a significant increase in the number of Years 10, 11 and 12 students using *Turnitin* to submit assessment tasks.

Process 5: Teachers will develop and implement PRIDE programs and learning opportunities which will support the wellbeing of students so they can connect, succeed, thrive and learn. The school collects and analyses information to inform and support students' successful transitions. (Wellbeing).

Evaluation	Funds Expended (Resources)
<p>Attendance and engagement in schooling were impacted as a result of COVID-19. As part of our school-wide processes supporting our attendance, Macarthur Girls High School has Attendance Monitors across all year groups. Students with attendance concerns are discussed regularly at weekly attendance meetings. Attendance Monitors create fortnightly reports for the stage teams to action and attend Wellbeing meetings in Week 4 and 8 where they are provided with an opportunity to discuss any students of concern.</p> <p>COVID-19 off-campus learning resulted in the unanimous decision by all staff to implement Google Classroom as our delivery platform. Since returning to on campus learning all staff have maintained the use of Google Classroom, hence supporting students who are absent from class by ensuring impact on learning outcomes as a result of absenteeism is minimised.</p> <p>A range of online resources was produced to support parent involvement in major transition points, including Yr 9 subject selection for elective courses, Yr 9 supporting high achievers program and Yr 11 subject selection. Parents were also provided with clear email communication of relevant processes and access information. Phone and zoom interviews were conducted with all Yr 10 students and parents to facilitate understanding and participation in the Stage 6 subject selection process.</p> <p>Evaluations are embedded in all school processes leading to continuous improvement of support offered to students, particularly at transition points including post-school transition.</p> <p>In the 2020 Tell Then from Me survey, 74% of MGHS students indicated a positive sense of belonging compared to a NSW Government mean of 65% and 66% of students indicated advocacy at MGHS which was higher than the Government mean of 60% and an increase of 10% from 2018.</p> <p>The school investigated alternative ways to build collaborative partnerships in 2020 with the restrictions placed on operation as a result of COVID-19. Online presentation days and assemblies, as well as the production of video resources for key events such as Yr 7 Orientation and subject selection were created and shared with students and parents to continue to strengthen partnerships between home and school. A number of community providers continued their connection with our school, most notable through the Macarthur Ohana (Maintaining Friends Program) run by the Cumberland Multicultural Community Services and the ongoing delivery of SRE by our various SRE providers.</p>	<p>Term 4 Professional Learning was embedded into the MGHS after school PL schedule. This equates to 84 staff for 3 hours on 2 occasions, equating to \$15644.</p>

Strategic Direction 2

Teacher and Leader Learning All teachers supported by targeted and differentiated professional learning, which results in enhanced student outcomes

Purpose

To provide diverse professional learning opportunities for teachers, across all career stages, that encourage creativity and risk taking in all learning environments. The Australian Professional Teaching Standards will underpin all professional learning in the school to ensure quality and leadership development.

Improvement Measures

100% of staff with a Performance and Development Plan (PDP) based on APSTs and accredited as required by the Teacher Accreditation Act. All PDPs are mapped to the APSTs.

Professional learning opportunities are differentiated as required and each is mapped to the APSTs and school priority areas

There is a strong and visible culture that promotes and supports the attainment of higher level accreditation through school structured and leading the attainment of school milestones.

Progress towards achieving improvement measures

Process 1: A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (Effective classroom practice).

Evaluation	Funds Expended (Resources)
The Executive team focused on the evaluation of Year 12 teaching and learning programs across all faculties and courses. A Professional Learning day allowed Executive staff to collaboratively evaluate and provide detailed, written feedback on all Term 1 2021 Year 12 programs. This focused on a range of elements of Effective Classroom Practice including lesson intent, explicit teaching, differentiation for students across the full range of abilities and also feedback from students on their learning. Assessment tasks, resources and NESA syllabi were cross-mapped as part of this whole school initiative.	\$5000 Professional Learning funds used to relieve Executive staff for Year 12 Program Evaluation Day

Process 2: Development of a professional learning schedule and identification of opportunities to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. These opportunities will be reflective of school priorities, the APSTs, the PDF and evidence-based professional learning strategies (Professional learning & Accreditation).

Evaluation	Funds Expended (Resources)
<p>Professional Learning and Accreditation continued to be a strong focus throughout 2020. The existing professional learning structure from previous years remained to ensure all staff had access to regular and contextual professional learning at least once a fortnight, with each topic being backward mapped to assist in the achievement of whole school milestones. Throughout these sessions, there continued to be a focus on providing differentiated professional learning activities to meet the individual needs of teachers.</p> <p>In 2020, Head Teachers continued managing faculty professional learning needs for their staff ensuring all professional learning activities were relevant and provided the stimulus for reflection and growth. MGHS continued to implement programs such as the Beginning Teachers Program and Teaching Induction Program to work with staff at all levels of accreditation and ensure that all staff were confident in their achievement and maintenance of relevant accreditation.</p>	<p>2.8 CRT (\$309918) were built into the 2020 timetable and costed from accumulated professional learning funds to provide an additional PL meeting time for each staff member.</p> <p>In total, the school received \$87361 PL funds, of which \$43861 was allocated for whole school priority areas, with the remainder allocated on a pro-rata basis across all faculties and teams.</p> <p>The school received \$133348 to support beginning teachers in their first and second years of teaching. The school decided to employ a 1.0</p>

Progress towards achieving improvement measures

One teacher achieved accreditation at Highly Accomplished in 2020. In total, MGHS has 8 teachers who have achieved accreditation at higher levels, and continues to be the leading school across NSW and Australia in relation to staff attaining higher levels of accreditation.

In 2020, Professional Learning plans were significantly modified in response to COVID-19 to ensure staff had the capacity to provide quality teaching and learning for students during the pandemic. This included participation in many online Professional Learning sessions that focused on the consistent use of online technologies such as Google Classroom to deliver engaging challenging learning activities for all students in all classes. Expenditure of tied professional learning funds was greatly reduced due to restrictions encountered during the pandemic.

CRT (\$109383), thus allowing beginning teachers to have reduced face to face teaching allocation for the year. Additionally, remaining funds were used to provide for identified mentors as well as additional professional learning opportunities.



Strategic Direction 3

School Learning Developing all aspects of learning with a culture of continual improvement

Purpose

To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements to support the identified directions of the school community. To provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement Measures

A comprehensive school review process is undertaken annually leading to clearly articulated Strategic Directions for school growth based on rigorous and valid data analysis of school milestones and improvement measures

All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice

School staffing structure reflects and supports the needs of the learning community and staff's role in driving school change and improvement.

Progress towards achieving improvement measures

Process 1: An evidence base drawn from the collection and analysis of school community feedback is used to review performance annually (School Planning, Implementation and Reporting).

Evaluation	Funds Expended (Resources)
<p>Semester two saw staff, students and parents involved in the Evaluation process. All initiatives were reviewed with an emphasis on impact of learning for students along with a cost analysis to inform future directions for 2021 onwards.</p> <p>A detailed situational analysis was completed based by current pedagogical research, frameworks and theories. The overview of the 2021 - 2024 strategic directions was collaboratively developed by the learning community and signed off by the Director Educational Leadership and Principal. The development of activities and associated funding sources continued throughout term 4 for finalisation and publication term 1 2021.</p>	<p>Executive conference to collaboratively evaluate current School Plan and attainment of school targets was scheduled and implemented Term 1 through after school professional learning sessions. Whole school professional learning time was used to communicate and collaborate with all staff to collect and analyse relevant evidence relating to School Plan teams, equating to a cost of \$16433.</p>

Process 2: The leadership teams maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and goals in student achievement (Educational Leadership).

Evaluation	Funds Expended (Resources)
<p>School plan teams continued to be operational throughout 2020 when on-site, maintaining their role in the collection of relevant data and driving of milestone attainments. Members of the Senior Executive continued to focus on instructional leadership and modelling of effective and evidence based practices. Specifically, the Senior Executive team designed and led professional learning for the Executive staff which enhanced their understanding of what educational leadership looks like in action.</p> <p>The Senior Executive implemented a fortnightly meeting with the Head Teachers Teaching and Learning to enhance their understanding of how to use their pedagogical role to drive and lead change across the school and an in depth review of the department's wellbeing framework and policy and how this aligns to the current MGHS PRIDE programs for each year and associated student wellbeing issues.</p>	<p>All staff were allocated to a relevant School Plan team who met twice each term to drive the attainment of School Plan milestones and initiatives. These meeting times were pre-scheduled for the whole year into the MGHS professional learning session for teachers and Executive staff.</p>

Process 3: The creation of an organisational structure in which management systems and processes work effectively and reflect legislative, accountability and compliance requirements and the successful

Progress towards achieving improvement measures

Process 3: implementation of relevant key reforms (Management Practices).

Evaluation	Funds Expended (Resources)
Macarthur Girls High School continued to ensure that effective organisational structures were maintained and that all processes and requirements were scheduled, implemented and monitored across the school. Due to the introduction of a 13th Head Teacher for 2021, a Pedagogical Coach, relevant executive roles and responsibilities were reviewed, modified and communicated ensuring transparency, equity of work load and opportunity for all.	MGHS organisational structure is in three stages. To support this, the school employs an above centrally identified position for a Deputy Principal, \$163335 funded in 2020 from SBAR per capita.

Process 4: Establish workforce systems to manage, monitor and plan for school change and improvement (System compliance).

Evaluation	Funds Expended (Resources)
All relevant compliance measures continued to be completed in 2020. A continued focus was maintained on ensuring all Head Teachers understood the monitoring requirements for both HSC and ROSA courses. In addition, professional learning was led by members of the Senior Executive to ensure all staff were aware of the NESA registration process and the impact this can have on structures and procedures within faculties. Compliance training for CPR training was deferred until 2021 due to COVID 19 along with the introduction of all new administrative and hygiene processes as per NSW Health and departmental guidelines to ensure the safety of all on the school site. Additionally, VET compliance was highlighted throughout the year to ensure that practices and systems supported the successful completion of the 2021 external VET audit.	<p>\$8230 School To Work funds used to support students in the Max Potential program, as well as key transition activities occurring throughout the year.</p> <p>\$8000 was spent on refurbishing the hospitality kitchens with new stoves. @2500 was expended on administrative support to ensure student competencies for each cluster in Hospitality, Retail Services and Business Services were uploaded to QMS and Schools Online.</p> <p>Professional learning funds were expended on staff undertaking mandatory training. Due to COVID-19, much of this was completed online.</p> <p>All SBAR tied funds were expended within the parameters as per departmental policy.</p>

Process 5: Resources are strategically used to achieved improve student outcomes and high quality service delivery (Resource management).

Evaluation	Funds Expended (Resources)
Specific decisions surrounding the use of resources and funding were made collaboratively by relevant committees and members of the Executive and Senior Executive teams. The school expended funds on above establishment positions such as a third deputy principal, a technology support officer and a Great Reading and Outstanding Writing support teacher position, all employed to directly drive enhanced student outcomes. Additionally, there were a range of school funded property works in 2020 including a new carpark, a sustainable learning area designed by Year 9 integrated students, upgrade to the school library facility, improved signage as well as a beautification program in the main quad area.	The funding for the all additional positions employed at MGHS included a Deputy Principal (\$163335), a Technology Support Officer (\$90715) and a 0.5 Business Manager in 2020 due to maternity leave (\$58202) and two FTE literacy and numeracy support personnel. All of these positions were employed to directly support and drive student outcomes. The school has for many years has been upgraded its facilities. IN2020 these included Integrated Curriculum room (\$23142), a new school carpark (\$210000) and an upgrade of the library (\$28000).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading - \$2518.00	<p>All identified indigenous students at MGHS have a Personalised Learning Plan (PLP) developed by the Learning and Support Team and Aboriginal Education Co-ordinator.</p> <p>The PLPs assisted classroom teachers in the delivery of course content to Indigenous students. All identified Indigenous students were also provided with additional resources if they required to supplement any equipment they brought from home.</p>
English language proficiency	<p>English Language Proficiency staff entitlement of 4.0 classroom teachers - \$437532</p> <p>English Language Proficiency flexible funding was \$33648. This was used to provide additional classroom teacher support built into the global timetable to meet the needs of identified EAL/D students.</p>	<p>Teachers participated in professional learning which enabled them to modify programs and assessment tasks to ensure they incorporated relevant EAL/D strategies into their teaching practice. EAL/D teachers used student assessment tasks to place them on the EAL/D progression for the various text types.</p> <p>This enabled beginning, emerging and developing EAL/D students to develop their literacy skills in accordance with the EAL/D progression scale. EAL/D students were also provided with individual reports which outlined their achievement on the five point EAL/D achievement scale.</p>
Low level adjustment for disability	<p>LLA staffing entitlement of 1.1 classroom teachers (\$120322).</p> <p>Additional flexible funding of \$80422 was built into the global timetable for teachers to prepare and upload evidence that demonstrates modifications and adjustments for students with a disability or additional learning needs.</p>	<p>Personalised Learning Plans (PLPs) were developed for all students with high needs who received integration funding. Meetings were held with parents and classroom teachers of identified students to provide input towards the PLP and to offer suggestions for subject-specific strategies. This resulted in more effective adjustments to assist students' engagement in learning activities and attain relevant outcomes.</p> <p>During 2020, professional learning sessions were also held with relevant staff to enhance their capacity in understanding what evidence demonstrates modifications and adjustments for students with specific needs and to meet NCCD compliance.</p>
Socio-economic background	Socio-economic background loading - \$113857, of which the majority was used to employ a Technology Support Office to ensure all students had equitable access to technology to support their daily learning activities. Additional funds were expended to purchase additional devices for students to access if required. \$15000 provided to Stage Leaders for families requiring student assistance.	<p>ICT initiatives to support low socio economic students unable to purchase their out technology were maintained in 2020. As Macarthur Girls High School is a BYOD school, these initiatives enabled all students to have access to school resources, regardless of their socio-economic background. Support in the form of monetary amounts, uniform vouchers and laptop rentals were available for students and families in need, as per departmental and school policy and procedures.</p> <p>Each of the Stage Leaders were allocated a \$5000 Student Assistance budget to support students within their stages to meet the same outcomes as their peers regardless of their financial and personal circumstances.</p>

Support for beginning teachers	<p>The school received \$133348 to support beginning teachers in their first and second years of teaching. The school decided to employ a 1.0 CRT (\$109383), thus allowing beginning teachers to have reduced face to face teaching allocation for the year. Additionally, remaining funds were used to provide for identified mentors as well as additional professional learning opportunities.</p>	<p>Beginning teachers were once again supported in gaining and maintaining accreditation at the Proficient level by identified executive and senior executive staff. The school's Beginning Teachers program was implemented again in 2020, and focussed on two differentiated streams to cater to the needs of teachers in their first year of teaching and those in their second or third year.</p> <p>Once again, Beginning Teachers were provided with release time with their mentor, built into the timetable and allowed Beginning Teachers consistent access to support. All beginning teachers were involved in a variety of whole school professional learning activities in relation to whole school and system priorities and processes</p>
Targeted student support for refugees and new arrivals	<p>\$856 was received in 2020 SBAR to provide support and financial assistance for refugee students.</p> <p>0.4 SLSO Community Co-ordinator role employed from Federal grants.</p>	<p>Identified refugee students had a PLP developed in consultation with teachers, the SLSO Community Co-ordinator and parents/guardians. Additional financial support for identified students from the Federal Government supplemented these initiatives and provided funding for the 0.4 SLSO Community Co-ordinator role.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	1003	1025	1115	1197

Student enrolments have remained strong over the last five years with a continual growth in numbers, reflecting the school's positive reputation and strong value adding. Numbers of students applying for enrolment at Macarthur Girls High School. Growth in Out of Area student enrolment applications for Stage 4 has been significant over recent years, with a total of 206 out of area applications in 2019 for Year 7 2020. Stage 4 enrolment numbers continued to expand equating to over 40% of Macarthur Girls High School total student population. With the implementation of the new Department of Education enrolment policy across New South Wales, Macarthur Girls High School has negotiated its centrally identified enrolment ceiling to 1060 students, based on reclassification of classrooms at the school by Asset Management Unit, Infrastructure and relevant Director of Educational Leadership with sign off by both Executive Directors of South West and Infrastructure.

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.9	94.7	94.2	94.9
8	93.2	92.8	91.6	92.2
9	92.2	91.2	92.8	92.7
10	91.7	92.2	88.6	92.6
11	92	92.3	92.2	91.7
12	92.9	93.6	90.4	94
All Years	92.8	92.9	91.8	93.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance data for Macarthur Girls High School was in the high percentile relative to other State schools. The school's attendance processes targeted whole day absences and lateness.

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	0	0	0
Employment	0	0	6.39
TAFE entry	0	0	7.55
University Entry	0	0	76.74
Other	0	0	4.65
Unknown	0	0	4.65

Year 12 students undertaking vocational or trade training

31.47% of Year 12 students at Macarthur Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Macarthur Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	4
School Counsellor	1
School Administration and Support Staff	14.37
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Throughout 2020, four teachers received their Proficient accreditation with two achieving maintenance of proficient accreditation. Additionally, one teacher achieved accreditation at Highly Accomplished in 2020.

In total, MGHS has 8 teachers who have achieved accreditation at higher levels, and continues to be the leading school across NSW and Australia in relation to staff attaining higher levels of accreditation.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,264,524
Revenue	13,282,460
Appropriation	12,637,595
Sale of Goods and Services	76,250
Grants and contributions	498,424
Investment income	4,896
Other revenue	65,294
Expenses	-13,376,571
Employee related	-11,613,147
Operating expenses	-1,763,423
Surplus / deficit for the year	-94,111
Closing Balance	2,170,413

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.

Macarthur Girls High School follows rigorous financial practices and governance structures as per departmental and legislative policy in the administration of funds. Governance of all expenditures includes Executive, Senior executive, Administration and Finance Committee and the School Council. The principal along with Stage Leaders, Business Manager and Finance Committee plan and implement the annual school budget ensuring:

efficient and effective operation of the school within available physical and financial resources

- identified areas of need are supported with financial resourcing including learning environment, buildings and grounds
- health and safety issues identified and addressed
- audit requirements are met regarding records management

Throughout 2020, funds were mapped against specific initiatives in the School Plan and expended, including over \$260000 for carpark, library upgrade, Year 9 Integrated Sustainability project and VET Hospitality. Additionally, school and operational funds were used to employ 4.5 above centrally identified positions:

1 Deputy Principal

0.5 Business Manager

1 Technology Support Officer (3/4)

2 GROW positions

MGHS also spent a considerable amount of school funds in 2020 upgrading learning spaces to meet the learning needs of students.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	134,491
Equity Total	788,303
Equity - Aboriginal	2,518
Equity - Socio-economic	113,857
Equity - Language	471,184
Equity - Disability	200,745
Base Total	10,833,207
Base - Per Capita	268,114
Base - Location	0
Base - Other	10,565,093
Other Total	470,847
Grand Total	12,226,848

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

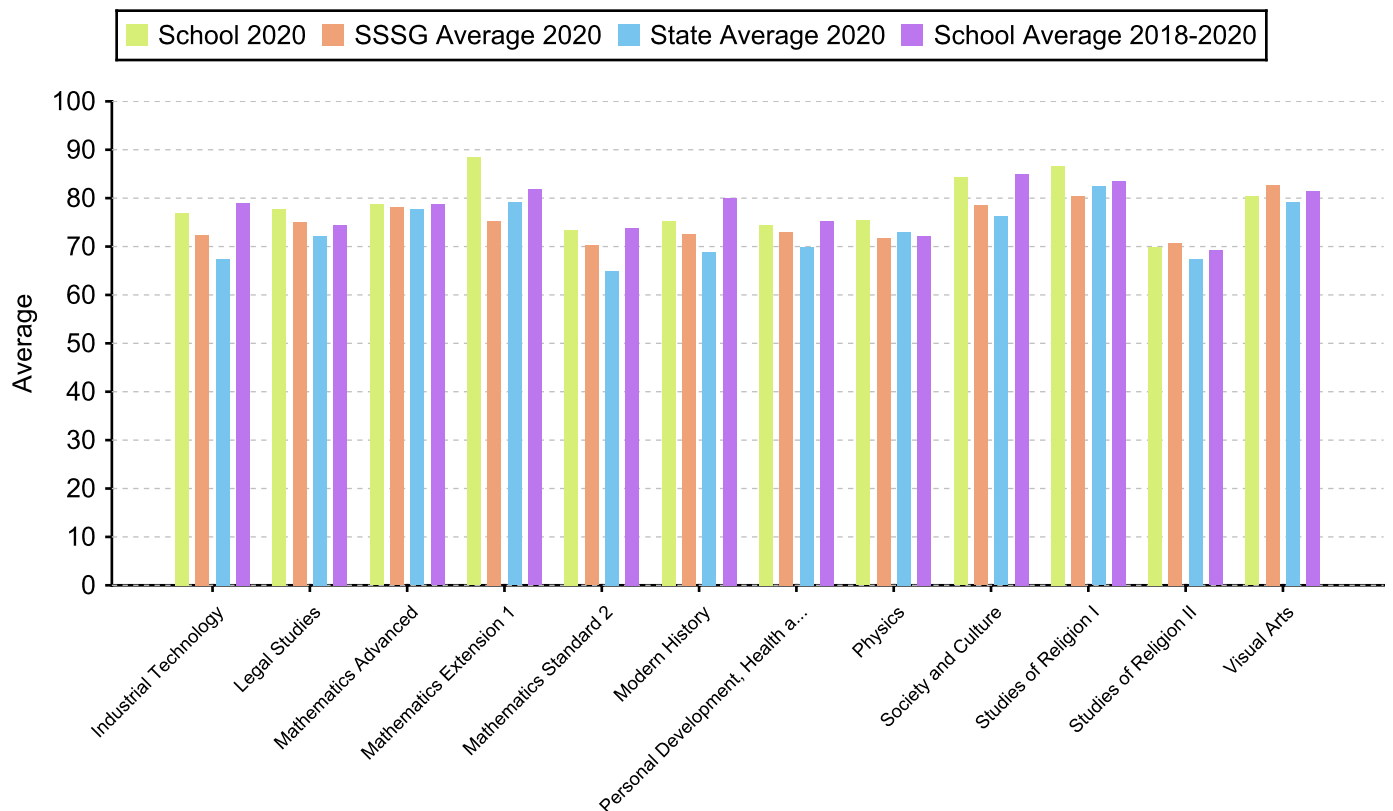
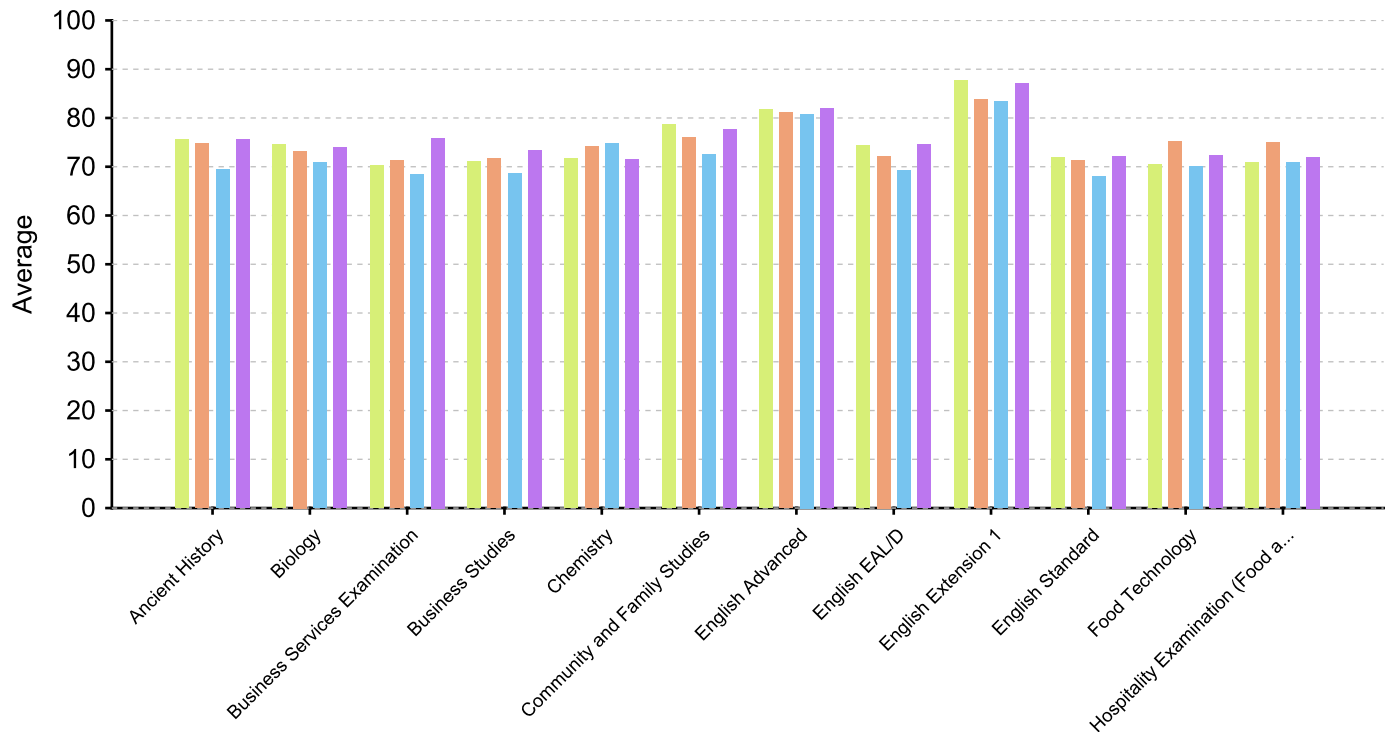
In Term 3 2020, Year 9 students undertook the NSW Department of Education Check In Assessment. In Reading, 64.8% of all questions attempted were answered correctly, compared with 64% for statistically similar school groupings and 57.9% state wide. The Check In Reading evaluated three areas of learning including Processes, Vocabulary and Comprehension, with data highlighting MGHS students demonstrated strength in Reading Processes, with comprehension identified as an area for improvement in 2021. In Numeracy, the Year 9 cohort answered 62.5% of the questions correctly, compared to 60.3 in statistically similar school groupings and 53.1 state wide. Once again three areas of learning were evaluated, with Measurement/Geometry and Number sense/algebra being areas of strength, with statistics/probability being a an area for further development.



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 2020	SSSG	State	School Average 2018-2020
Ancient History	75.6	74.8	69.4	75.5
Biology	74.6	73.2	70.8	74.0
Business Services Examination	70.3	71.4	68.5	75.9
Business Studies	71.0	71.6	68.6	73.3
Chemistry	71.7	74.1	74.8	71.5
Community and Family Studies	78.7	75.9	72.4	77.7
English Advanced	81.7	81.2	80.8	81.9
English EAL/D	74.3	72.2	69.3	74.5
English Extension 1	87.6	83.8	83.4	87.1
English Standard	71.9	71.3	68.1	72.2
Food Technology	70.4	75.2	70.2	72.4
Hospitality Examination (Food and Beverage)	70.9	75.0	70.8	72.0
Industrial Technology	76.9	72.4	67.5	79.0
Legal Studies	77.8	75.1	72.1	74.5
Mathematics Advanced	78.7	78.1	77.7	78.7
Mathematics Extension 1	88.4	75.3	79.1	81.8
Mathematics Standard 2	73.4	70.2	64.9	73.8
Modern History	75.3	72.6	68.9	80.0
Personal Development, Health and Physical Education	74.4	73.0	69.9	75.3
Physics	75.4	71.7	73.0	72.1
Society and Culture	84.3	78.5	76.2	84.9
Studies of Religion I	86.7	80.4	82.5	83.5
Studies of Religion II	69.9	70.8	67.5	69.2
Visual Arts	80.3	82.7	79.2	81.4

Student achievements in band 5 and 6 improved on 2019, with 42.55% of all results being in the top 2 bands.

As in 2019, the Supporting High Achievers program saw a select group of Year 11 students accelerated to complete their HSC course in Society and Culture achieve outstanding results. Of the 22 students who participated in this accelerated course, 9 achieved a Band 6 (40.9%), with 12 achieving a Band 5 (54.5%). This equates to 95.4% of all students in this accelerated class achieving in the top 2 bands.

Specific outstanding 2020 HSC results included:

- 96 results of students being regarded as distinguished achievers, achieving at least 1 Band 6 result
- 1 student selected to be included in the Shape (InTech) exhibition for her outstanding work in Industrial Technology (Multimedia)
- 1 student receiving a High Distinction for her Personal Interest Project in Society and Culture
- 1 top achiever receiving a rank of 5th in the stage for English (EAL/D)
- 6 students achieving Band 6 results in at least 6 of their units studied

Parent/caregiver, student, teacher satisfaction

Unfortunately, in a COVID-19 environment, only 13 of a possible 98 respondents completed the Department of Education's People Matter Survey 2020. The organisational report identified an increase in staff perception in relation to inclusion and diversity, autonomy and employee voice as well as customer service. Topic areas that were identified as employee issues included pay and flexible working satisfaction, which are systemic management areas. Students completed the annual Tell Them From Me Survey in 2020, with students in all cohorts having a positive sense of belonging, with statistics significantly higher than the NSW Government Norm. Similarly, students in all cohorts reported a sense of high advocacy at school when compared with the NSW Government Norm. All cohorts also reported a strong sense of high expectations for all students to succeed at Macarthur Girls High School.



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.

MGHS ensures indigenous culture is prominent in all faculty programs. Teaching strategies identified in the framework The Eight Aboriginal Ways of Learning have been implemented. Each faculty highlights the Aboriginal perspective in their programming and classroom practices. The school acknowledges Aboriginal culture and works to sustain a positive inclusive school culture.

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.

MGHS has a large and culturally diverse population. Our school reflects the multiculturalism of Australia with the diversity of cultural backgrounds bringing great strength to the school. The school actively pursues social harmony and celebrates differences. These are reflected in all aspects of school life, with multicultural perspectives in all key learning areas. PRIDE - our student wellbeing program - has multicultural education embedded in lessons for all students. Our values system is based on the PRIDE acronym: P for participation, R for respect, I for integrity, D for diversity and E for excellence.

