

2020 Annual Report

Northern Beaches Secondary College Mackellar Girls Campus



8831

Introduction

The Annual Report for 2020 is provided to the community of Northern Beaches Secondary College Mackellar Girls Campus as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

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

There is a school culture based on the values of students striving to do their best, celebrating each others achievement, taking personal responsibility for their actions and respecting the rights of others. The school has worked closely with the wider community to enhance the opportunities for students and reflect community expectations. The fine reputation of NBSC Mackellar Girls Campus continues to grow. It is a school that draws its strength from the combination of its wonderful traditions, its capacity to evaluate and reflect on its practice and its ability to innovate to meet the emerging needs of the future. I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Christine Del Gallo

Principal

School vision

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

School context

Northern Beaches Secondary College Mackellar Girls Campus is a large comprehensive girls high school of near 1300 students on Sydney's Northern Beaches, established in 1944. The school has an ICSEA (Index of Community Socio-Educational Advantage) of 1091 (the national average is 1000) and a FOEI (Family Occupation and Education Index) of 44 (most schools are in the range of 1 - 200 with 1 being the highest index). The school population comprises girls from culturally and linguistically diverse backgrounds with 27% from a language background other than English, Chinese, Tibetan, German, Spanish and Italian.

The school's Higher School Certificate results are exemplary, placing in number 1 rank of comprehensive schools in NSW. This academic excellence is supported by high results in NAPLAN and VALID tests that are well above state average. The school has an exemplary Gifted and Talented Program, an outstanding Middle Years of Schooling Project Based Learning Program in conjunction with our local primary schools and an effective collaboration with the schools of the Northern Beaches Secondary College. The school excels in sport and the creative and performing arts and has a strong reputation in welfare support for students. The experience, skill, commitment and care of the staff are excellent and contribute in large part to the academic success of students and their well-being. Whilst the largest group of students is Caucasian, significantly sized other groups of students in the school that contribute a richness to the school culture are Aboriginals, Tibetan refugees, South Pacific Islanders and International students mainly from China. The school embraces exceptional support of these students and also student groups with particular needs.

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

Self-assessment and school achievement

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	Excelling
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

Strategic Direction 1

Teacher Quality

Purpose

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

Improvement Measures

All staff develop and implement professional learning plans focusing on attainment of professional goals reflecting the Australian Professional Standards for Teachers.

All teachers engage in the accreditation maintenance cycle.

Encourage teachers to seek accreditation at Highly Accomplished or Lead levels.

All teachers use data to inform practice.

All teachers modify teaching programs.

Maintain engagement with University Practicum Teacher programs.

Progress towards achieving improvement measures

Process 1: Staff: Professional learning is identified and established through individual PDPs, which are focused on personal goals and the school's strategic directions.

Evaluation	Funds Expended (Resources)
Professional learning directions changed very rapidly as the COVID-19 pandemic occurred. All external Professional learning was cancelled or transferred to an online environment. Focused on Google Classroom, Screencastify, Zoom and Microsoft Teams.	\$16,570

Process 2: Professional learning is supported through collaboration, the sharing of ideas and collegial discussions

Evaluation	Funds Expended (Resources)
Collaboration and the sharing of ideas were conducted over zoom for most of the 2020 period.	\$8,689

Process 3: Beginning Teachers participate in an induction and mentor program.

Evaluation	Funds Expended (Resources)
Due to COVID-19 many professional learning opportunities were cancelled or held in the on line environment later in the year.	\$4,010

Process 4: New staff participate in an induction program.

Evaluation	Funds Expended (Resources)
Meetings prior to COVI-19 occurred, however the program was adjusted as a consequence of the global pandemic and the Department of Education directives.	\$0

Process 5: Staff are encouraged to supervise Practicum Students

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
The program was severely curtailed as a consequence of COVID-19.	\$0

Process 6: Leaders: Develop professional learning programs integrating the Australian Professional Standards for Teachers, Great Teaching, Inspired Learning and succession planning

Evaluation	Funds Expended (Resources)
Due to COVID - 19 restrictions much of the Professional Learning programs were changed, cancelled or modified to meet physical distancing.	\$99,300

Process 7: Provide professional learning activities for staff relevant to the strategic directions of the School and the College.

Evaluation	Funds Expended (Resources)
The College Professional Learning Day was cancelled however at a school based level, professional learning reflected the evolving situation as a result of COVID-19.	\$0

Process 8: Demonstrate instructional leadership promoting and modelling effective evidence based practice.

Evaluation	Funds Expended (Resources)
This was effectively achieved given the COVID-19 pandemic.	\$0

Strategic Direction 2

Learning Excellence

Purpose

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

- Student Engagement
- Quality Feedback
- Student Centred Learning

Improvement Measures

All students show growth in Literacy and Numeracy as reflected in internal and external assessments.

Staff actively use innovative and engaging teaching practices, including use of critical thinking and appropriate thinking skills in the classroom.

School-wide, collective responsibility for student learning and success including regular quality, effective feedback.

Progress towards achieving improvement measures

Process 1: Staff: Develop engaging and evidence-based teaching practices and innovative delivery mechanisms, including self-reflection by students to develop lifelong learners.

Evaluation	Funds Expended (Resources)
Programming for 2020 completed- inclusive of engaging and evidenced based activities. Senior students all completing Self assessment. Self assessment procedures introduced to Juniors.	\$227,199

Process 2: Leaders: Empower staff to access and use data analysis of Literacy and Numeracy to continue to provide excellence in teaching and learning.

Evaluation	Funds Expended (Resources)
NAPLAN data (from Y7 only due to no NAPLAN Y9 due to COVID) used to inform Faculty programming. Professional Learning completed by Literacy Committee. Literacy Days for Years 7, 8 and 9 cancelled due to COVID restrictions.	\$0

Process 3: Evaluate and refine existing Australian Curriculum in NSW programs and teaching practices to assist staff and students to embrace the ethos behind the Cross Curricular General Capabilities.

Evaluation	Funds Expended (Resources)
All Faculties - Program evaluation: - to evaluate and refine existing Australian Curriculum based programs - to reflect general capabilities. Changes made to programs for 2021 where necessary.	\$18,133.90

Strategic Direction 3

Thriving Community

Purpose

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

Improvement Measures

Students demonstrate resilience and positive education techniques in the classroom and playground.

Increase in the number of students achieving personal best certificates.

All students requiring adjustments (including Gifted and Talented - GATS) and learning support are catered for adequately.

All Aboriginal and Torres Strait Islander students are fully engaged in learning to 'close the gap' including active involvement in cultural experiences and an increase in the number of students achieving their HSC and going on to further education.

Improved academic performance

Progress towards achieving improvement measures

Process 1: Students: connect meaningfully with others and actively engage in strategies and techniques for positive education and well-being in directed learning experiences. Engage in informative Goal Setting programs to reflect on Assessments and Learning.

Evaluation	Funds Expended (Resources)
The way the students were able to connect with the school community changed rapidly as the COVID-19 pandemic occurred. Many positive wellbeing initiatives, excursions and incursions needed to be cancelled due to the pandemic. Students and teachers continued to successfully reflect on their own assessment and learning. Innovative positive wellbeing strategies were developed to keep the school connected during COVID.	\$11,137

Process 2: Staff: strengthen positive education and well-being programs in their teaching practice across the school. Dedicated wellbeing program provides a practical framework for staff communication and teamwork. Staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with the Learning Support Team through Sentral data.

Evaluation	Funds Expended (Resources)
NCCD completed. However due to the COVID-19 pandemic and subsequent restrictions, the programs were modified.	\$0

Process 3: Leaders: will support their teams to develop team capacity in positive education and well-being programs. Targeted groups such as Aboriginal, ESL, International students, Pacific Islanders and refugees work on an individual and small group basis with current staff to guide their personal learning and cultural experiences. Continuation of Tutorial Centre.

Evaluation	Funds Expended (Resources)
The Tutorial Centre was conducted in a COVID-19 safe manner. Modifications had to be made due to COVID-19 and the impact on International students. Further changes were made in the COVID-19 environment.	\$0

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$76,270	Fully expended and high impact.
English language proficiency	\$202,108	Fully expended and high impact.
Low level adjustment for disability	\$161,596	Fully expended and high impact.
Quality Teaching, Successful Students (QTSS)		This is not applicable as this is a primary school initiative.
Socio-economic background	\$44,045	Fully expended and high impact.
Support for beginning teachers	\$23,231	Fully expended and high impact.
Targeted student support for refugees and new arrivals	\$4,653	Fully expended and high impact.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	1259	1250	1321	1296

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.4	94.8	93.4	91.8
8	93.6	93.5	91.4	90.1
9	92.7	93.1	91.1	89.1
10	92.8	93.4	91.7	89.7
11	93.2	95.1	93.9	84.6
12	94.1	96.1	96.2	88.2
All Years	93.7	94.3	92.8	89.3
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.

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	N/A	N/A	N/A
Employment	0.45	3.33	3
TAFE entry	0.4	1.3	8
University Entry	N/A	N/A	87
Other	N/A	N/A	2
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

16.77% of Year 12 students at Northern Beaches Secondary College Mackellar Girls Campus undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Northern Beaches Secondary College Mackellar Girls Campus 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)	14
Classroom Teacher(s)	65.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	15.57
Other Positions	1.2

*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.

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	1,807,365
Revenue	14,546,051
Appropriation	13,299,481
Sale of Goods and Services	157,139
Grants and contributions	1,000,189
Investment income	6,116
Other revenue	83,126
Expenses	-14,824,324
Employee related	-12,872,564
Operating expenses	-1,951,759
Surplus / deficit for the year	-278,273
Closing Balance	1,529,092

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.

	2020 Approved SBA (\$)
Targeted Total	4,053
Equity Total	488,425
Equity - Aboriginal	80,677
Equity - Socio-economic	44,045
Equity - Language	202,108
Equity - Disability	161,596
Base Total	11,799,226
Base - Per Capita	317,610
Base - Location	0
Base - Other	11,481,616
Other Total	655,855
Grand Total	12,947,559

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

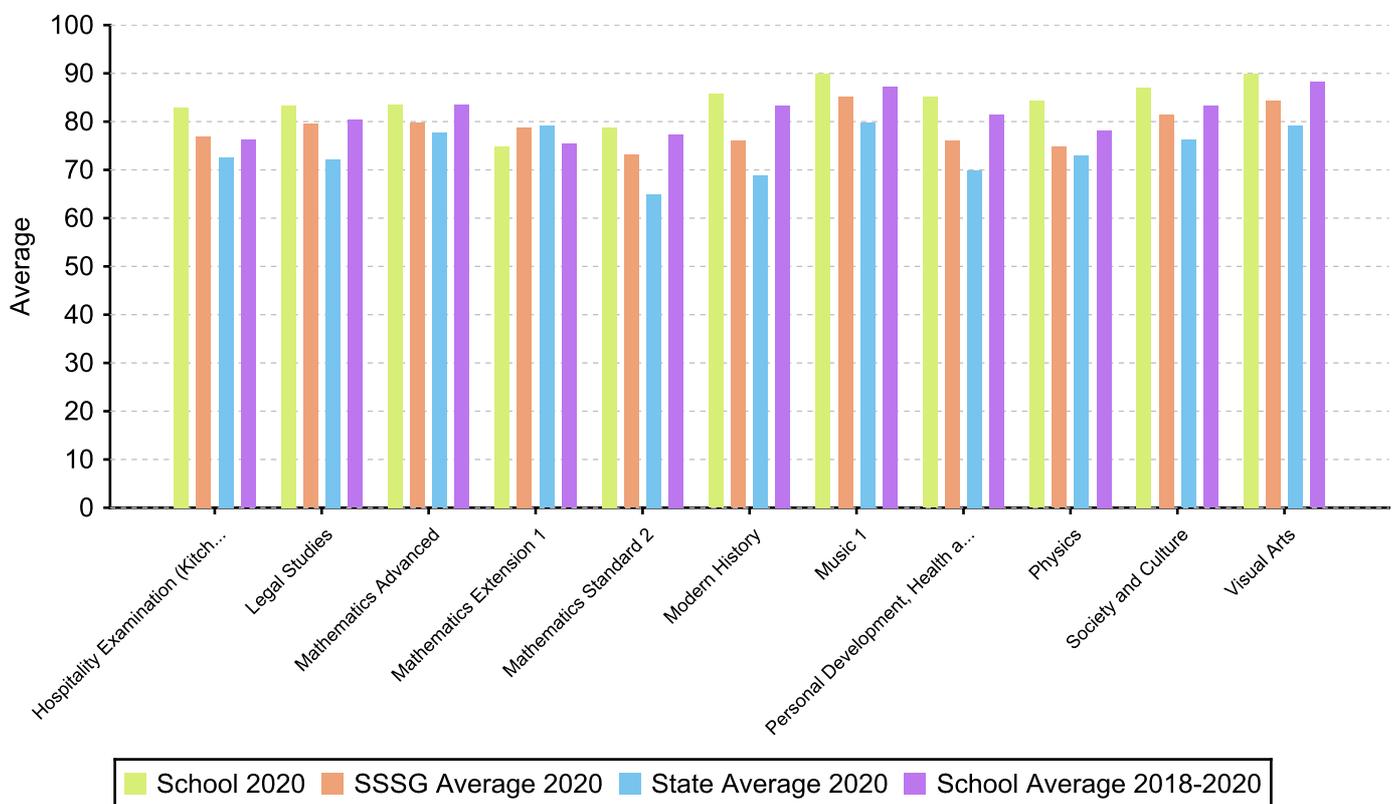
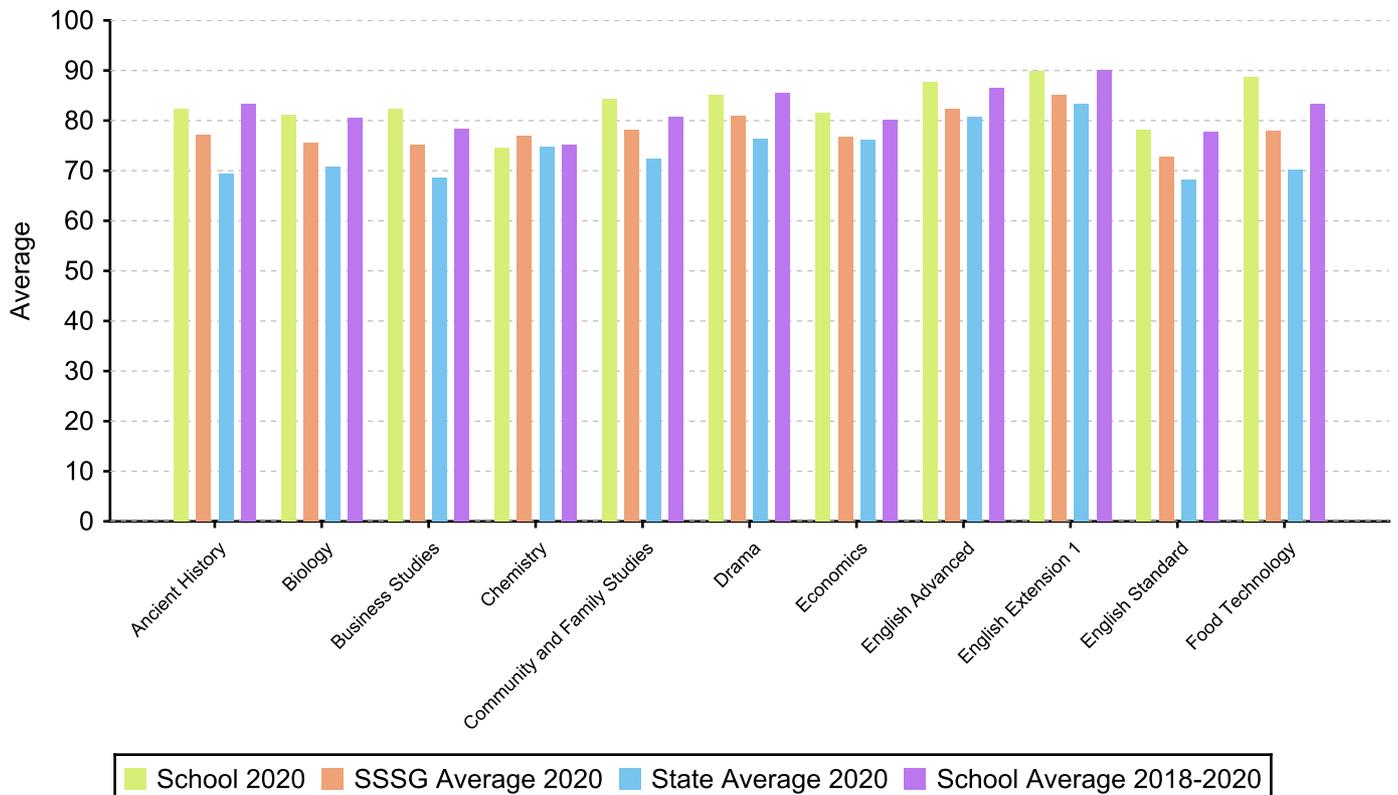
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

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	82.4	77.2	69.4	83.3
Biology	81.1	75.5	70.8	80.6
Business Studies	82.3	75.1	68.6	78.4
Chemistry	74.5	76.9	74.8	75.1
Community and Family Studies	84.3	78.0	72.4	80.6
Drama	85.2	81.0	76.4	85.6
Economics	81.5	76.7	76.1	80.0
English Advanced	87.7	82.4	80.8	86.6
English Extension 1	89.9	85.2	83.4	90.0
English Standard	78.1	72.7	68.1	77.8
Food Technology	88.7	77.9	70.2	83.3
Hospitality Examination (Kitchen Operations and Cookery)	82.9	76.9	72.5	76.2
Legal Studies	83.3	79.5	72.1	80.3
Mathematics Advanced	83.6	79.7	77.7	83.6
Mathematics Extension 1	74.9	78.8	79.1	75.3
Mathematics Standard 2	78.8	73.1	64.9	77.3
Modern History	85.7	76.0	68.9	83.4
Music 1	89.9	85.3	79.8	87.3
Personal Development, Health and Physical Education	85.1	76.1	69.9	81.4
Physics	84.3	74.7	73.0	78.1
Society and Culture	87.0	81.5	76.2	83.3
Visual Arts	89.9	84.3	79.2	88.2

Courses with candidatures of 10 or less, who successfully completed the HSC in 2020 are not shown in the table above. These were: Dance, Design and Technology, Drama, Economic, English Extension 1, English Extension 2, Geography, Information Processes and Technology, History Extension, Music 1, Music 2, Music Extension, Science Extension, Software Design and Development, Textiles and Design, French Beginners, Japanese Beginners, Japanese Continues, Japanese Extension, Spanish Beginners, Business Services and Hospitality.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A report of the responses is presented below.

All groups within the school community stated they were happy with the running of the school. In particular, students and staff acknowledge the culture of high expectations and high achievement and the strong emphasis on student support.

Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best.

The results indicated a high level of satisfaction with the school's programs. Particular support was given to the range of opportunities for students to be involved in sport, musical performance, debating, student leadership and cultural programs within and beyond the school.

Policy requirements

Aboriginal Education 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.