

2021 Annual Report

Maclean High School



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Introduction

The Annual Report for 2021 is provided to the community of Maclean High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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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School vision

Maclean High School is dedicated to creating opportunities and achieving success for all of our students.

Through inclusive education, incorporating innovative practices and promoting a culture of high expectations with the celebration of success, we will equip students for the demands and opportunities of the 21st Century. Students are supported in a safe learning environment by professional and highly motivated staff that place a high value on partnerships with parents, carers and the community.

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

Maclean High School acknowledge the Traditional Custodians of this Land, the Yaegl people, and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and future. Maclean High School is a school committed to reconciliation.

School context

Maclean High School is located on the South Arm of the Clarence River on the North Coast of N.S.W. The school is a large district, comprehensive, co-educational facility. The grounds including the school's farm occupy 10 hectares of the river flood plain. The school has excellent facilities including expansive grounds, an agricultural farm, two Trade Training Centres, one in Hospitality and the other in Construction, upgraded science laboratories, a modern library, air conditioned class rooms, technology integrated across the school and our Creative and Performing Arts program is acclaimed across the region. The curriculum, class structures and education programs are designed to accommodate these diverse needs of our community and provide pathways extending from academic and tertiary education to vocational pathways including school based apprenticeships and traineeships. There is a considerable amount of extra-curricular activity adding significantly to the learning opportunities. There is a significant major excursion program including trips to Heron Island, Central Australia and Jindabyne. The school has a widely acclaimed transition program for students from the 12 feeder primary schools. The extensive curriculum, especially in the senior school offers access to a broad range of courses including many vocational opportunities. Courses include Hospitality, Primary Industries, Construction, Manufacturing and Engineering and Sports Coaching. There is also a wide variety of TAFE options. Students with special education needs are well catered for with a variety of programs. There is also significant emphasis on literacy development, student welfare, sport, and the creative and performing arts. Academic results are exceptional and consistently above the like schools group and the region. A highly acclaimed school musical is held every 2 years involving a considerable number of staff and students. Students regularly perform at Encore to showcase their talents. Retention rates are exemplary and among the best in the region. Maclean High School undertakes significant programs in literacy, numeracy, Aboriginal education (The school was the recipient of a Nanga Mia Award in 2016 and the Narragunnawali Award in 2019), quality teaching, connected learning and student engagement and retention. These programs benefit all students who have a strong comprehensive education program to follow. Student surveys indicate that the students are happy and feel safe at school and that they have a belonging and ownership of the school's core values:

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

Self-assessment and school achievement

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Evaluating the impact of teaching is about measuring the growth in students by comparing where they were at an earlier time with where they are now.

To map student development to curriculum achievement standards from entry to the end of their schooling in order to promote strategies to deliver optimal growth.

Optimal growth means growth connected to learning excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Literacy and Numeracy to Enhance Student Achievement
- All students are Supported to Maximise Academic and Interpersonal Success

Resources allocated to this strategic direction

COVID ILSP: \$37,500.00

Socio-economic background: \$45,720.00

Integration funding support: \$233,966.00

Low level adjustment for disability: \$312,370.11

Aboriginal background: \$122,821.16

Location: \$1,505.50

Professional learning: \$19,900.00

Summary of progress

In 2021 Maclean High School experienced mixed results in NAPLAN and HSC course data. Having not met our numeracy targets, we are committed to the refinement of whole school numeracy strategies in an attempt to improve our students' ability to use mathematical ideas to participate in daily life and make sense of the world.

Our literacy results, particularly for reading, tell a story of pleasing growth. This is largely due to the innovative approach to reading through the school-wide commitment to sustained reading opportunities across all Key Learning Areas. Our students have been supported by our dedicated Covid Intense Learning Support Program to improve their ability to understand and evaluate meaning through reading, writing, listening and speaking, viewing and representing.

With the support of our Aboriginal Education Leader and support staff, Maclean High School continues to build strong connections with the Yaegl and broader Aboriginal and Torres Strait Islander community. The River of Learning is a key initiative that promotes a deeper understanding of local history and culture. The school's Reconciliation Action Plan (RAP) outlines our commitment to reconciliation as an ongoing process across all facets of our school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands Reading - Proportion of students in the top two bands (or above) in reading Lift our student's achievement in the top two bands by 2% from the system-negotiated baseline target.	In 2021 the percentage of students achieving in the top two bands for reading is 12.21%. This is lower than the lower bound system negotiated target of 19.4%.
NAPLAN Top 2 Bands Numeracy - Proportion of students in the top two bands (or above) in reading	In 2021 the percentage of students achieving in the top two bands for numeracy is 10.85%. This is lower than the lower bound system negotiated target of 17.98%.

<p>Lift our student's achievement in the top two bands by 2% from the system generated baseline target.</p>	
<p>Aboriginal student HSC attainment- Proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity</p> <p>Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.</p>	<p>In 2021 the proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity was 6.88% of the year 12 cohort. This included 8 students identifying as Aboriginal out of the total 86 students who completed year 12. This was a growth of 1.77% from 2020.</p>
<p>Aboriginal student achievement- Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy</p> <p>Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy by 2% above the system generated baseline target.</p>	<p>In 2021 we do not have any Aboriginal students achieving in the top 3 bands for NAPLAN in Year 9.</p>
<p>NAPLAN Expected Growth Reading- Increase % of students achieving expected growth in reading</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be 2% above the school's lower bound system-negotiated target.</p>	<p>In 2021 there was an improvement in reading, from 55.56% in 2020 to 62.39% in 2021. This is above the lower band system negotiated target of 59.78 and exceeds to target of 2% by showing a growth of 6.83%.</p>
<p>NAPLAN Expected Growth Numeracy - Increase % of students achieving expected growth in numeracy</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be 3% above the school's lower bound system-negotiated target.</p>	<p>In 2021 there was a decrease in NAPLAN numeracy results. The actual growth was 49.06% with a lower bound system negotiated target of 57.94% and the upper bound system negotiated target of 62.94%.</p>
<p>HSC Achievement - Increase % of HSC course results in top two bands</p> <p>Increase the percentage of HSC course results in top two bands to to be 3% above the school's lower bound system-negotiated target.or above.</p>	<p>In 2021 there were 21.51% of students with results in the top two bands. This is well above the lower bound system negotiated target of 16.97% and showed a growth of 4.54% which is above the target of 3%.</p>
<p>HSC Achievement - Increase % of HSC course results in top three bands</p> <p>Increase the percentage of HSC course results in top two bands to to be 4% above the school's lower bound system-negotiated target or above.</p>	<p>In 2021 there were 53% of students with results in the top three bands. This is well above the lower bound system negotiated target of 46.01% and above the upper bound system negotiated target of 51.01%.</p>

Strategic Direction 2: High level pedagogical practices and lesson delivery to maximise student engagement

Purpose

To ensure the teaching and learning process is underpinned by quality instruction, effective feedback and assessment. To model and emphasise instructional leadership in deliberate practice and the most effective evidence based teaching strategies. This will be done through a collaborative and innovative approach within faculties and across the school. A whole school emphasis will be placed on literacy and numeracy improvement reflective of the Premier's Priorities and system targets. A whole school approach to wellbeing will ensure every student connects, succeeds, thrives and learns.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Pedagogy to Develop Collective Efficacy
- Celebrating Students' Achievements to Maximise Student Engagement

Resources allocated to this strategic direction

Socio-economic background: \$11,212.68

Professional learning: \$30,000.00

Location: \$1,200.00

Aboriginal background: \$3,500.00

Summary of progress

2021 daily attendance has fallen by 5% compared to 2020 previous year data. In addition there was a 13% decline in students attending 90% of the time. Maclean High School has taken part in a strategic school support program with a focus on improving student attendance in 2021. Unfortunately the impact of COVID in 2021 resulted in a higher proportion in student absenteeism and unexplained absences. In 2022 the school plan will focus on improving attendance at school through regular monitoring and tracking of student attendance data, improved communications between home and school. Whole of school and personalised attendance approaches will be a focus to improve regular attendance rates for all students, including those at risk. Teachers, parents and the community work together to support consistent and systematic processes that ensure students absences do not impact on learning outcomes. School management systems and processes will be examined to improve opportunities for communication between home and school to ensure that all student absences are explained. In addition administration staff will ensure currency of parent/carer contact details. School leadership will review procedures for following up unexplained absences.

Students reporting expectations for success, advocacy and a sense of belonging at the school are demonstrated with a slight decline in 2021 as reported in the Tell Them From Me student survey. This may be attributed to Local Government Area lock downs as a result of the COVID 19 pandemic and local area flood events. In 2021 the school sought to engage a student support officer; however, this position underwent changes and was not finalised until the end of the year. In 2021 the Student Representative Council did have success in some student leadership initiatives. Cohort separations during COVID periods did impact these initiatives. In 2022, the school will have a close lens on student wellbeing initiatives and active engagement with external health and support agencies and initiatives including the introduction of a WHIN nurse, Three Rivers Initiative and increasing student voice. School leadership in 2022 will further develop strong pedagogical practices through instructional leadership, collaborative teaching opportunities, broadening the curriculum and professional learning.

Student achievement was celebrated through digital media platforms and at a school level. This was impacted by cohort groupings and restrictions in parents/carers on school site during 2021. In 2022 celebrating student achievements to maximise student engagement will include strengthening partnerships with families, tertiary institutions and whole school recognition opportunities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
2022 Improvement measure Attendance - Proportion of students	2021 saw a decrease of student attendance below the baseline target of 54.67% with an actual figure of 16.83%. In order to meet this target MHS

<p>attending > 90% of the time</p> <p>Increased (uplift) percentage of students attending school more than 90% of the time by 3% above the system-negotiated baseline target.</p>	<p>will be looking at an uplift of 37.84% in 2022.</p>
<p>Wellbeing - Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) improves by 2% above the system-negotiated baseline target.</p>	<p>The proportion of students reporting expectations for success advocacy and sense of belonging at school is 6.5% below baseline data. Maclean High School will be looking at an uplift of 10.94% to reach the school's student wellbeing target in 2022.</p>

Strategic Direction 3: Develop capacity in staff and students to deliver improved outcomes for all students

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Teaching
- Collaborative Professional Learning Culture

Resources allocated to this strategic direction

Aboriginal background: \$3,600.00

School support allocation (principal support): \$40,070.17

Location: \$3,000.00

Socio-economic background: \$69,562.00

Professional learning: \$35,500.00

English language proficiency: \$2,000.00

Summary of progress

Maclean High School identified a need to build teachers understanding of effective strategies in the teaching of literacy and numeracy skills and knowledge through embedding the literacy and numeracy progressions in teaching and learning programs. 2021 saw all staff across Maclean High School applying a closer lens on data informed practice relating to student learning and informing teacher planning and programming. In 2021 a teacher was appointed to lead this professional learning and facilitate support across stage 4, all faculties. In 2022 Head Teacher Literacy and Numeracy expanded opportunities, deepening partnerships throughout the community of schools across stage 3 and 4 teaching staff to deepen understanding of literacy and numeracy progressions.

Further developing the capacity of staff to deliver improved learning outcomes for students, all teaching staff were provided with professional learning in face-to-face and remote learning settings. Professional learning included, but was not limited to, sessions on learning intentions, success criteria, check for understanding tools, accessing and interpreting data, using data to inform teaching and tools to increase the effectiveness and cohesiveness of teaching literacy and numeracy. This was made possible during scheduled staff meetings and guided professional learning during remote teaching. The nature of moving from face-to-face teaching to remote teaching, and back again, made the continuity of professional learning for teaching staff challenging.

The snapshot collected as part of the TARG program was used as a tool by 16% of teaching staff to demonstrate the attributes that form the basis of reflective practice: open-mindedness, responsibility and a wholehearted belief that you can always learn something new. The program experienced its highest engagement during Terms 2 and 3, with some staff engaging in the process multiple times. The initial plans for growth of the program were inhibited by multiple lock downs and a significant flooding event in the Clarence Valley, whereby staff were unable to complete their planned sessions.

In 2022, staff will participate in observations based on the Quality Teaching Model and the Australian Professional Standards for Teachers. As part of this process, they will be provided with resources to support growth in their identified focus area.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Literacy and Numeracy growth	Head Teacher engaged in 2021 to support the delivery of professional around, and embedding of literacy and numeracy progression on teaching

<p>Staff engage in professional learning to inform their unit and lesson planning to reflect the identified areas for growth, as observable on the literacy and numeracy progressions.</p>	<p>programs. This was a focus across all faculties within stage 4.</p> <p>Teaching staff participated in a series of professional learning sessions to enhance their capabilities in accessing, interpreting and utilising student achievement data available on SCOUT and Schools Online. These took place on 3 (of 4) staff development days and a number of staff meetings. A Data Informed Teaching at Maclean High School Padlet has been established in order to provide staff with ongoing support and instructions on making effective use of data to inform teaching practice.</p>
<p>Development and implementation of a school based reflection and growth tool (TARG), which reflects current best practice.</p>	<p>16% of staff have participated in the Targeted Approach to Reflection and Growth (TARG) program and lesson observations based on the Quality Teaching Model and Australian Profession Standards for Teachers in 2021.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$377,094.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maclean High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Professional Learning Culture • Quality Pedagogy to Develop Collective Efficacy • Data Informed Teaching • Improving Literacy and Numeracy to Enhance Student Achievement • All students are Supported to Maximise Academic and Interpersonal Success • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to lead and facilitate literacy and numeracy instructional leadership. • professional development of staff through a whole school focus on data analysis to inform teaching and learning. • additional staffing to implement learning and support programs to assist identified students with additional needs. • Professional learning provided to support staff to embed learning intentions and success criteria in all lesson across all faculties. • Release for class teachers to engage in lesson observations and feedback opportunities of explicit teaching targeted strategies with the Head Teacher Professional Practice, supervisors and colleagues. <p>The allocation of this funding has resulted in:</p> <p>The strengthening of staff capacity in recognising in the role of feedback to support their improved teaching practice. Professional learning targeting data analysis has support consistent teacher judgement throughout assessment scheduling and assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 Maclean High School will consolidate professional partnerships with out community of primary schools continuing to focus on strengthening literacy and numeracy explicit teaching throughout all subject areas and responsive to student identified need.</p>
<p>Aboriginal background</p> <p>\$129,921.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maclean High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • All students are Supported to Maximise Academic and Interpersonal Success • Data Informed Teaching • Celebrating Students' Achievements to Maximise Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency

<p>Aboriginal background</p> <p>\$129,921.16</p>	<p>The allocation of this funding has resulted in: The support of year 7 students in a cultural immersion program with the assistance of local community and elders. Students have gained important knowledge and understanding of Yaegl history and culture. The allocation of funding to support a boys engagement initiative has led to a reduction in truancy and increased completion of assessment tasks for the students involved. The employment of Aboriginal Education Officers has supported the completion of PLPs for ATSI students with 9.89% currently being up to date.</p> <p>After evaluation, the next steps to support our students with this funding will be: A focus for 2022 will be to increase the completion of PLPs to 13% through the allocation of funds for Aboriginal Education Officers. The MHS 'River of Learning' cultural immersion program will be supported through the allocation of funds as it continues in 2022.</p>
<p>English language proficiency</p> <p>\$6,700.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Maclean High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Professional Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • resourcing of a study hub for students <p>The allocation of this funding has resulted in: Engagement of students, particularly seniors in a study hub operating from the MHS school library. The additional staffing and resources have enabled students to access the support needed to improve their literacy skills and competencies in assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the study hub in 2022 will allow support of senior students in the library. In 2022 the program will be adapted to support students in year 7 as they transition to high school and may experience difficulty with their overall literacy and competency in English.</p>
<p>Low level adjustment for disability</p> <p>\$312,370.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Maclean High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • All students are Supported to Maximise Academic and Interpersonal Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging special education teachers to work with individual students and deliver specialised learning programs <p>The allocation of this funding has resulted in: Special education students being supported to attend mainstream classes through individualised learning programs supported by school learning support officers and special education teachers. Special education teachers have delivered specialised learning programs for students with a range of disabilities and learning difficulties in both mainstream and support unit</p>

<p>Low level adjustment for disability</p> <p>\$312,370.11</p>	<p>classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning and support team the school will continue to identify and support students who require individualised learning programs. Providing students who have a range of disabilities and learning difficulties with additional support through employment of trained SLSOs in order to attend specialist support and mainstream classes.</p>
<p>Location</p> <p>\$19,005.50</p>	<p>The location funding allocation is provided to Maclean High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • All students are Supported to Maximise Academic and Interpersonal Success • Quality Pedagogy to Develop Collective Efficacy • Data Informed Teaching • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The provision of resources and facilities in facilitating the 'River of Learning' program which includes 12 partner primary schools. • Release time for teachers to support the Respectful Relationships Education Program 'Love Bites' • Engagement of a Operational Paraprofessional to assist with the integration of technology in teaching. • Enhancing our School Administration Team with a Business Manager and additional School Administration Officer. <p>The allocation of this funding has resulted in: A strengthening of partnerships within our community, in particular with our local Aboriginal Elders as well as our feeder primary schools through the 'River of Learning' program. Student wellbeing programs have led to more positive behaviour and relationships among the senior student body.</p> <p>The additional school administration staff has support efficient management systems, practices and processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 a continued focus on student wellbeing programs will be reflected in the strategic improvement plan. Consolidating and growing community partnerships will be pivotal to the success of student learning growth at Maclean High School. Maclean High School recognises the value add of additional administration staff and will continue to allocate funding to support a Business Manager and additional administration staff.</p>
<p>Professional learning</p> <p>\$85,400.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Maclean High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • All students are Supported to Maximise Academic and Interpersonal Success • Quality Pedagogy to Develop Collective Efficacy • Collaborative Professional Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release staff to engage in Quality Teaching Rounds professional learning

<p>Professional learning</p> <p>\$85,400.00</p>	<p>through University of Newcastle</p> <ul style="list-style-type: none"> • Release for staff to engage in professional learning to gain Vocational Education qualifications • Relief staff to enable lesson observations and feedback mentoring opportunities • Registration fees and costs involved for compliance training in first aid, CPR and Anaphylaxis. <p>The allocation of this funding has resulted in: The strengthening of Vocational Education training and opportunities for students. This funding has also supported staff to build capacity in explicit teaching and effective feedback. General support for all staff to ensure mandatory training is achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 Professional Learning funds will continue to support Strategic School Plan high impact professional learning opportunities and the provision of mandatory training.</p>
<p>School support allocation (principal support)</p> <p>\$40,070.17</p>	<p>School support allocation funding is provided to support the principal at Maclean High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Business Manager engaged to support the administration load of the Principal. <p>The allocation of this funding has resulted in: The Business Manager supports the finance committee in managing budgets, supporting assets' management and ensuring all Health and safety compliance is achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the role of the business Manager will continue to effectively support the management of the school with the principal.</p>
<p>COVID ILSP</p> <p>\$379,025.55</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy and Numeracy to Enhance Student Achievement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition and provide targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • employing staff to supervise and monitor progress of student groups engaging in online tuition in numeracy and literacy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Maclean High School students from years 7-12 receiving tailored and intense tuition in the areas of literacy and numeracy. Students in all year</p>

<p>COVID ILSP</p> <p>\$379,025.55</p>	<p>groups were supported by an expert tutor. Students obtained individual tuition based on their specific needs. Based on data, students were placed in similar focus groups. Students experienced growth in confidence and ability with most students demonstrating improved skill development. The Covid Intense Learning Support Program also had an impact on students' engagement and attendance. Students benefited from the small group learning environment which contributed to growth and confidence in targeted literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$201,423.90</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Maclean High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student assistance- requests for subsidised excursions/incursions, uniforms, hats • Wellbeing programs including provision of breakfast/lunch • Consumable classroom supplies including stationery items <p>The allocation of this funding has resulted in: Students provided with appropriate levels of support to attend school and engage in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 Per Capita funding will continue to ensure all students are supported equitably to successfully access the curriculum.</p>
<p>Integration funding support</p> <p>\$233,966.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Maclean High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • All students are Supported to Maximise Academic and Interpersonal Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs to access curriculum through individualised learning programs <p>The allocation of this funding has resulted in: Students being supported by school learning support officers to attend specialist support and mainstream classes. This assistance also supports the individualised learning programs and enables a more consistent approach to student learning support and interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning and support team, MHS will provide additional support for identified students through the employment of trained SLSOs. The use of integration funding will be adjusted throughout</p>

Integration funding support

\$233,966.00

the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	430	396	385	390
Girls	417	397	408	404

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.7	88.6	89.9	80.8
8	90.2	86.7	88	78
9	86.9	87.6	87.3	74.5
10	83.6	82.2	84.1	72.7
11	84.1	86.5	83.9	80
12	88.2	83.8	88	84.2
All Years	87.1	85.9	86.9	77.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	3	0	7
Employment	14	5	36
TAFE entry	3	2	0
University Entry	0	0	43
Other	2	2	0
Unknown	4	0	10

Year 12 students undertaking vocational or trade training

48.60% of Year 12 students at Maclean High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

88.6% of all Year 12 students at Maclean High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



2021 School Captains
Vice Captains L to R - Sophie Strange, Paris Brailsford and Kori
Eaton
Captains L to R - Zali Bourke and Sean McFarlane

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.7
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1

*Full Time Equivalent

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,869,263
Revenue	11,878,425
Appropriation	11,643,003
Sale of Goods and Services	22,469
Grants and contributions	186,356
Investment income	1,117
Other revenue	25,480
Expenses	-12,452,893
Employee related	-11,094,194
Operating expenses	-1,358,700
Surplus / deficit for the year	-574,469
Closing Balance	1,294,794

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.



Lions Club Youth of the Year Awards

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	233,966
Equity Total	826,183
Equity - Aboriginal	129,921
Equity - Socio-economic	377,165
Equity - Language	6,727
Equity - Disability	312,370
Base Total	9,008,603
Base - Per Capita	201,424
Base - Location	19,088
Base - Other	8,788,091
Other Total	657,990
Grand Total	10,726,741

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.



Students have a chance to ask questions about a career in the Defence Force .

School performance - NAPLAN

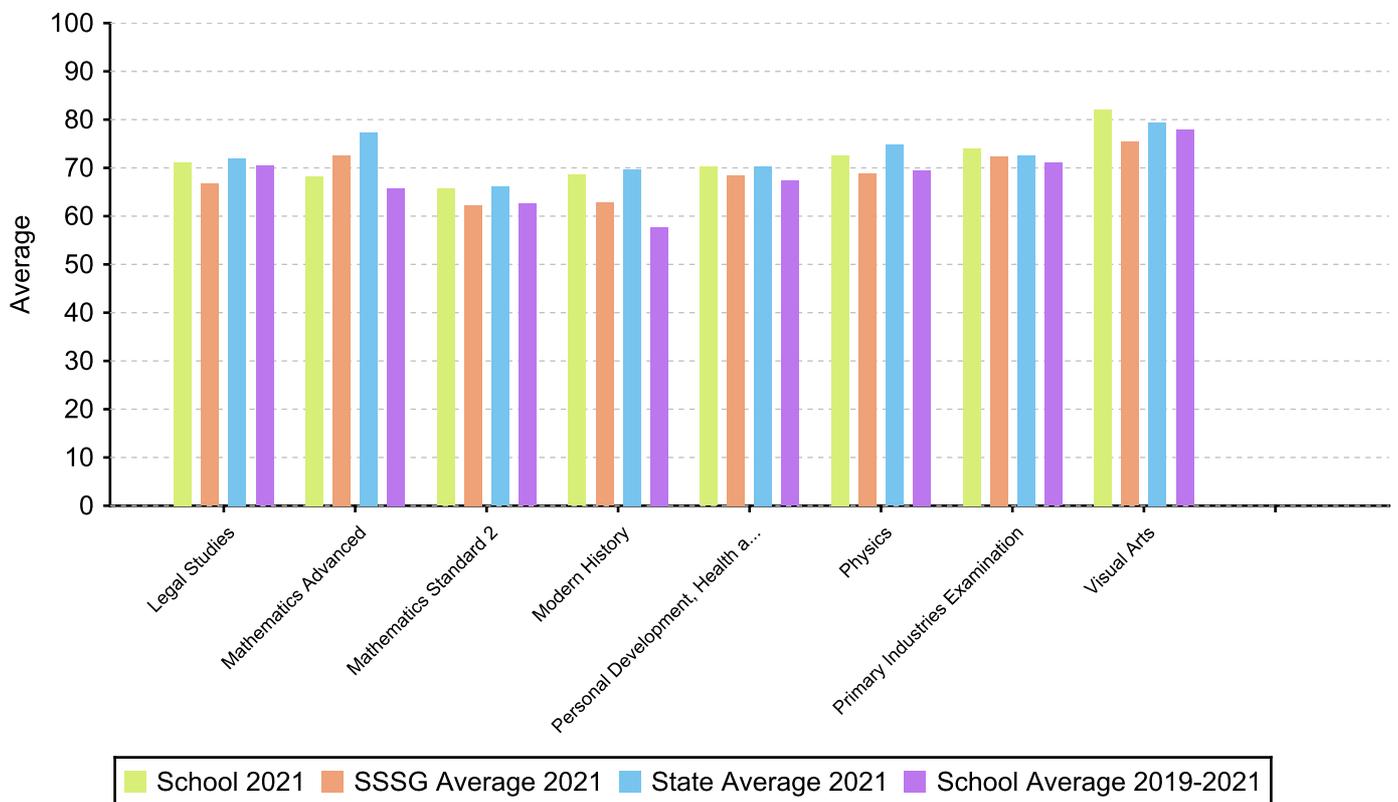
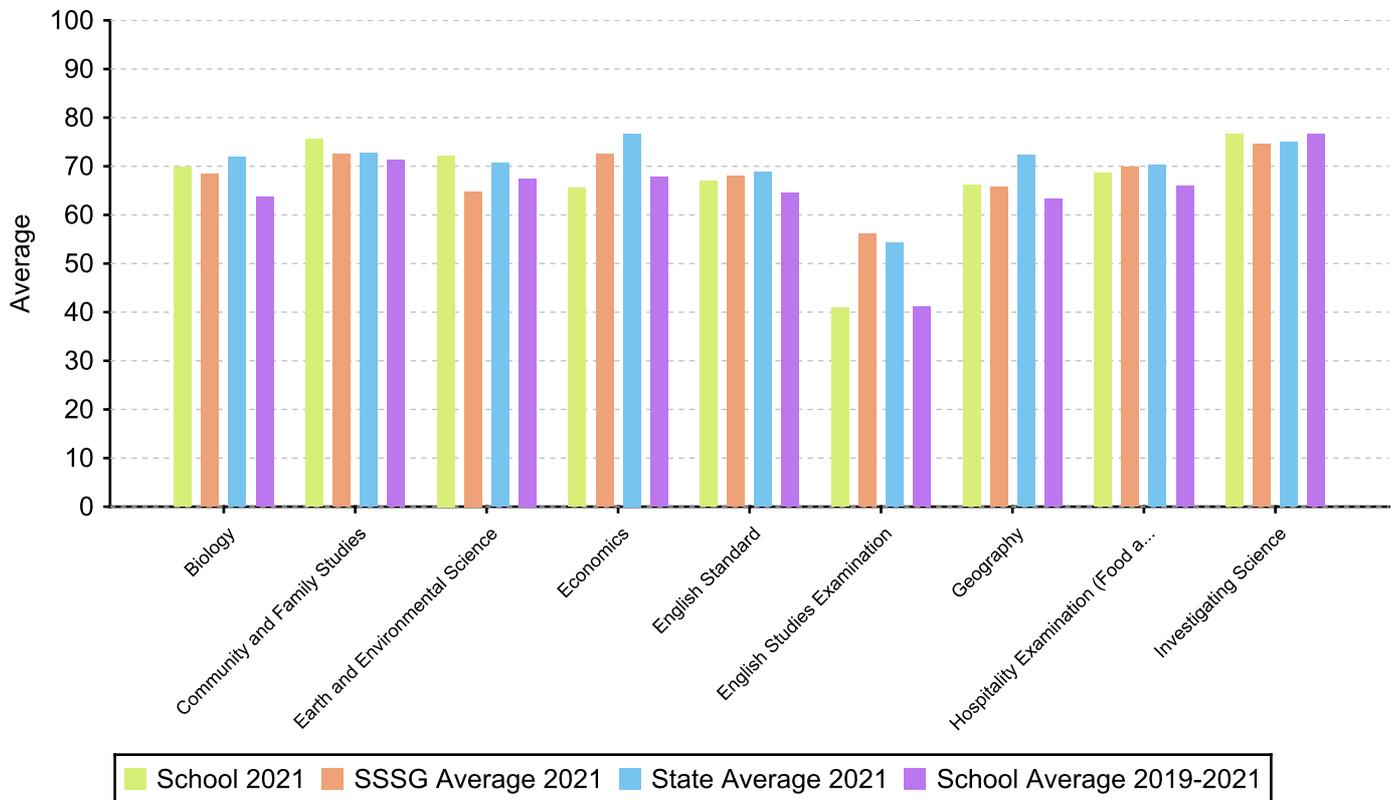
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	69.9	68.4	71.9	63.7
Community and Family Studies	75.6	72.5	72.7	71.4
Earth and Environmental Science	72.2	64.8	70.6	67.5
Economics	65.6	72.5	76.7	67.8
English Standard	67.0	67.9	68.8	64.6
English Studies Examination	41.0	56.1	54.3	41.2
Geography	66.2	65.8	72.4	63.3
Hospitality Examination (Food and Beverage)	68.7	69.8	70.3	66.0
Investigating Science	76.6	74.6	74.9	76.6
Legal Studies	71.1	66.7	72.0	70.4
Mathematics Advanced	68.2	72.6	77.4	65.8
Mathematics Standard 2	65.7	62.3	66.1	62.6
Modern History	68.6	62.8	69.7	57.8
Personal Development, Health and Physical Education	70.2	68.5	70.3	67.3
Physics	72.6	68.9	74.8	69.5
Primary Industries Examination	74.0	72.4	72.6	71.0
Visual Arts	82.1	75.4	79.4	77.9

SRC NEWS

The Student Representative Council would like to say thank you to all the families and staff who have supported the various events we have held over the past 12 months. Without your ongoing support we couldn't help the number of charities we have this year including the World's Greatest Shave which saw students and staff shave or colour their hair, and raise over \$400. Biggest thanks goes to the members of our wonderful SRC students and Ms Elaine Essex, SRC Coordinator.

YONDR Pouch Implementation

Maclean High School partnered with Yondr to make our school a phone-free space in March, 2021.

We understand that mobile phones are a great utility, but mobile phone use has increasingly become a source of distraction, anti-social behaviour and conflict both at home and at school.

Maclean High School believes in maintaining a safe and effective educational environment for all of its students. Research shows that the mere presence of mobiles in the classroom can be detrimental to student performance. According to a survey and report from Common Sense Media that involved 1,240 interviews with parents and their 12 to 18-year-old children, 50% of teens feel attached to their mobile devices, and 59% of their parents agree that their kids have a problem putting their devices down (U.S. News & World Report).

Yondr is currently used across the world in hundreds of classrooms and schools, at concerts, comedy shows, weddings and special events of all kinds. The goal of these spaces is to encourage people to engage with each other and their surroundings.

The Yondr Program employs a simple, lockable pouch that stores a mobile phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones and will not use them until their pouches are opened at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

Maclean High School Cattle Team

A 25 strong show team competed in the local Maclean Cattle Show recently. Our finest result on the day was winning Champion Steer. The judge liked our Limousine x Charolais Steer judging him to a win in a strongly contested field. The result yielded our show team \$250. Our team of cattle also included a further 7 steers from varied breeds including Simmental, Charolais Speckle Park, Brangus and Hereford.

In the Parading Section we had 17 students from Year 8 to Year 12 competing. Many students won their division or took home 2nd and 3rd ribbons on the day.

Junior Parador results were: 1st Georgie Lee. 2nd Elora Ardrey. 3rd Abi Moran.

Senior parador results were: 1st Neeve Fischer. 2nd Aimee Jeffrey. 3rd Virginia Griffiths.

In the Junior Leader Section Jackson Moss received a commendable 2nd and Virginia Griffiths a 3rd placing behind past show team member Harrison Lee. OUR Agriculture Department also won a further 3 Firsts and a Second in Poultry Shed with our Dutch Bantams and Langshans.

The Maclean High School Show team would like to sincerely thank Glen and Mitch from Mogul Brahman Stud and Wendy at Hideaway Park Murray Grey Stud for the loan of numerous beautiful Stud Cattle for us to lead. A massive thanks also goes to Ashley Lee, Leigh Anne Messer and the whole Maclean Show Committee for their amazing support in our Maclean High School Cattle Show Team.

Indoor Rowing

Maclean High School students took on the challenge of rowing in the U19 2000m relay events in the AIRC. This was the first year we have competed, and the school would like to extend our gratitude to Rowing Australia, who loaned Maclean High School the rowing ergometers, and Coles for paying the entry fees for students. Our best result in the Championships was in the U19 Mixed Relay by the Year 11 team of Molly Dobbin, Maddie Hollis, Zayne Fischer and Royce McIntyre.

Online Seminars

Maclean High School has been offering students the opportunity to undertake online seminars during school time. Students can self-nominate to attend, and all sessions are regularly updated in Sentral. Recently students in Year 8 and Year 11 sat in on a session by General Assembly titled 'Celebrating Indigenous Entrepreneurship'. We currently have several sessions listed including one for the Game Developer Hero Summit by Lightmare Studios and How to Become a Commando with the Australian Defence Force.



2021 Student Representative Council



Maclean High School Cattle Team



Indoor Rowing



Students participating in the online seminars.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.