

2022 Annual Report

Macleean High School



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Introduction

The Annual Report for 2022 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 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 ten 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 classrooms, 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 twelve 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	2022 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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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 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

Location: \$12,000.00

Per capita: \$30,114.00

English language proficiency: \$3,500.00

Aboriginal background: \$79,603.00

Summary of progress

All teaching staff have been supported to differentiate the teaching and learning opportunities they offer to better support the development of identified literacy and numeracy techniques. Teachers across all subject areas have differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. The Semester Two whole school numeracy initiative has produced pleasing results. Overall, students' results on the Pre and Post Tests for the whole school numeracy program displayed a marked improvement in their understanding of Multiplicative thinking. Their average score (out of 4) from the Pre to Post tests increased from 1.82 (45.5%) to 2.83 (70.75%). This is an increase of approximately 25%. These improvements were also seen in NAPLAN data.

Literacy summary

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. In 2023 it is anticipated that teachers will forge a deeper understanding of teaching and learning to support indigenous and non-indigenous students as a result of the departments initiative for having a positive impact for Aboriginal and/or Torres Strait Islander students.

We are pleased with any of the improvements that we have seen this year. It is a testament to the resilience and commitment of our staff and students, who have experienced disrupted teaching and learning due to natural disasters and COVID 19 related absences.

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
<p>NAPLAN Top 2 Bands Reading- Proportion of students in the top two bands (or above) in reading</p> <p>Lift our student's achievement in the top two bands by 5% from the system-negotiated baseline target.</p>	<p>Data:</p> <p>Year 7 had 13.33% of students in the top two bands in 2022 which was an increase on the 9.09% of students in the top two bands in 2021, a growth of 4.24%</p> <p>Year 9 did not have any students in the top two bands for Reading which was a decrease from 5.88% in 2021.</p>
<p>NAPLAN Top 2 Bands Numeracy - Proportion of students in the top two bands (or above) in numeracy</p> <p>Lift our student's achievement in the top two bands by 5% from the system generated baseline target.</p>	<p>Year 7 had 28.06% of students in the top two bands in 2022 which was an increase on the 19.66% of students in the top two bands in 2021, a growth of 8.4%</p> <p>Year 9 had 11.02% of students in the top two bands in 2022, which was a slight increase on the 10.85% of students in the top two bands in 2021.</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 2022 the proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity was 5.49% of the year 12 cohort. This included 5 students identifying as Aboriginal out of the total 91 students who completed Year 12. This was a decrease of 1.39% from 2021.</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 4% above the system generated baseline target.</p>	<p>For 2022, there were no Aboriginal students achieve in the top 3 NAPLAN bands in reading for Year 9.</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 4% above the system generated baseline target.</p>	<p>For 2022, there were no Aboriginal students achieve in the top 3 NAPLAN bands in numeracy for 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 4% above the school's lower bound system-negotiated target.</p>	<p>Student growth cannot be calculated using NAPLAN, as the NAPLAN test was not run in 2020. Student growth scores require the matching of matching student NAPLAN results across consecutive assessments so growth can be measured.</p>
<p>NAPLAN Expected Growth Numeracy - Increase % of students achieving expected growth in numeracy</p>	<p>Student growth cannot be calculated using NAPLAN, as the NAPLAN test was not run in 2020. Student growth scores require the matching of matching student NAPLAN results across consecutive assessments so growth can be measured.</p>

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be 6% above the school's lower bound system-negotiated target.	
HSC Achievement - Increase % of HSC course results in top two bands Increase the percentage of HSC course results in top two bands to to be 7% above the school's lower bound system-negotiated target.or above.	In 2022 there were 20.16% of students with results in the top two bands. this is slightly below the lower bound system negotiated target of 20.50% and showed a slight decline of 0.34%.
HSC Achievement - Increase % of HSC course results in top three bands Increase the percentage of HSC course results in top two bands to to be 8% above the school's lower bound system-negotiated target.or above.	In 2022 there were 48.39% of students with results in the top three bands. This is below the lower bound system negotiated target of 49.90%.

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

Aboriginal background: \$30,114.00
Socio-economic background: \$378,375.00
Low level adjustment for disability: \$322,544.00
Student support officer (SSO): \$96,058.00
Integration funding support: \$261,591.00
Per capita: \$114,921.00
Location: \$7,200.00

Summary of progress

We are pleased with any of the improvements that we have seen this year. It is a testament to the resilience and commitment of our staff and students, who have experienced disrupted teaching and learning due to natural disasters and COVID 19 related absences. This has been compounded by the teacher shortage, which has impacted our capacity to replace teachers with continuity when they are relieving in leadership positions or away due to personal and family illness.

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
Attendance - Proportion of students attending > 90% of the time Increased (uplift) percentage of students attending school more than 90% of the time by 7% above the system-negotiated baseline target.	This year there have been 195 students attend >90% of the time, which represents 25.5% of our student body. Our overall student attendance was impacted in 2022 by the Northern Rivers Flood Event which occurred in term 1. In the first half of term 1 we had 54% of students attending more than 90% of the time. In the second half of term 1 we had 5% of students attending more than 90% of the time. This has negatively impacted upon our overall attendance data for 2022.
Wellbeing - Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School TTFM Wellbeing data (advocacy, belonging, expectations) improves by 5% above the system-negotiated baseline target.	According to TTFM all three improvement measures are down for 2022. Advocacy at school has declined between Semester One and Semester Two (0.1). This declining trend is also seen for Expectations for success, which has shown a 0.3 decrease over the course of the year and sense of belonging (-5%). This is a concerning pattern, but may be explained to some extent by three key factors; a shortage of qualified staff, a natural disaster and the continuation of a global pandemic. This downward trend has also been reflected in the value placed on school outcomes, positive behaviors at school and truancy.

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

Purpose

All staff are provided with the opportunity and ability to take on leadership positions across the school. Creating consistency through efficient and innovative systems which ensures 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

Per capita: \$60,228.00

Professional learning: \$20,579.00

Summary of progress

We are pleased with any of the improvements that we have seen this year. It is a testament to the resilience and commitment of our staff and students, who have experienced disrupted teaching and learning due to natural disasters and COVID 19 related absences. This has been compounded by the teacher shortage, which has impacted our capacity to replace teachers with continuity when they are relieving in leadership positions or away due to personal and family illness.

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 Staff embed professional learning knowledge and outcomes to inform their unit and lesson planning to reflect the identified areas for growth, as observable on the literacy and numeracy progressions.	All teaching staff have been supported to differentiate the teaching and learning opportunities they offer to better support the development of identified literacy and numeracy techniques. Teachers across all subject areas have differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
Sustainable implementation of reflection and growth tool (TARG), which reflects the professional growth of people who have chosen to use it.	This initiative has evolved in 2022 to support all staff with teacher observations which specifically and explicitly link to the Australian Professional Standards for Teachers and the Quality Teaching Framework. The purpose of teacher observation as part of the PDP, professional learning and reflective process at Maclean High School, is to improve teacher effectiveness and consequently student outcomes through performance feedback, growth and improvement. Each participating teacher will have a clear understanding of what effective teaching is based on the APST and QTF. A comprehensive observation resources has been created and shared with all KLA head teachers, which offers suggestions for professional growth and learning opportunities, as they relate to framework mentioned above.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$378,375.00</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"> • 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"> • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement • employment of additional staff to lead and facilitate literacy and numeracy instructional leadership. • additional staffing to implement learning and support programs to assist identified students with additional needs. <p>The allocation of this funding has resulted in the following impact: Students provided with appropriate levels of support to attend school and engage in their learning. 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 will be: In 2023 Maclean High School will continue to focus on strengthening literacy and numeracy explicit teaching throughout all subject areas and responsive to student identified need. 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>Aboriginal background</p> <p>\$109,717.00</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 • 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>The allocation of this funding has resulted in the following impact: 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 Student Learning</p>

<p>Aboriginal background</p> <p>\$109,717.00</p>	<p>Support Officers has supported the completion of PLPs for ATSI students.</p> <p>After evaluation, the next steps to support our students will be: A focus for 2023 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 2023. MHS Aboriginal Support staff are also working within our feeder primary schools to deliver Aboriginal language programs, cultural activities and support the transition of ATSI students from Year 6 into Year 7 for 2024.</p>
<p>English language proficiency</p> <p>\$3,500.00</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"> • Improving Literacy and Numeracy to Enhance Student Achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: In addition to innovative practice in the classroom Maclean High School has a number of whole-school literacy initiatives, such as the Read to Write Program and a focus on second-tier words to improve vocabulary and the sophistication of writing. This is achieved under the leadership of the Head Teacher of Curriculum and Engagement with a 0.2 higher duties allocation. Work in small group withdrawal and intervention has taken place with the employment of Learning and Support Teachers. Students have felt more comfortable working in the smaller setting.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the strategies will be adapted to support students in year 7 as they transition to high school and those who may experience difficulty with their overall literacy and competency in English. Students with backgrounds other than English will also be supported through individualised interventions and support from a LaST.</p>
<p>Low level adjustment for disability</p> <p>\$322,544.00</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"> • 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"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 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 classes.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning and support team the school</p>

<p>Low level adjustment for disability</p> <p>\$322,544.00</p>	<p>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. The employment of an additional SAO to support the administrative tasks of data entry, typing up of student plans, working with families to ensure plans are communicated and signed, working with feeder primary schools to ensure the smooth transfer of information for students starting high school in 2024.</p>
<p>Location</p> <p>\$19,200.00</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"> • Improving Literacy and Numeracy to Enhance Student Achievement • Celebrating Students' Achievements to Maximise Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Teacher release in order to deliver numeracy lessons in feeder primary schools • Provision or subsidy of student transport • subsidising student excursions to enable all students to participate • 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 the following impact: 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. Transport assistance allows for all year 6 students to attend MHS' transition days.</p> <p>Teacher release has support the delivery of literacy and numeracy lessons in our feeder primary schools which supports a continuum of learning from stage 3 into stage 4.</p> <p>The additional school administration staff and IT paraprofessional has supported efficient management systems, practices and processes.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will consolidate and build upon our transition program including the delivery of literacy and numeracy based lessons in the primary school. We will also continue to support year 6 Aboriginal and/or Torres Strait Islander students in the primary schools with MHS staff visiting and supporting these students. The IT paraprofessional and Business Manager positions will continue into 2023 as they form an integral part of our support network of staff and students in ensuring we have efficient systems and processes.</p>
<p>Professional learning</p> <p>\$20,579.00</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"> • Collaborative Professional Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative professional learning culture • Quality Pedagogy to Develop Collective Efficacy

<p>Professional learning</p> <p>\$20,579.00</p>	<p>The allocation of this funding has resulted in the following impact: 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. Support for 'Sharing Success' professional learning has led to the collaboration of staff from across KLA's to share best practise examples of effective pedagogy,</p> <p>After evaluation, the next steps to support our students will be: In 2023 Professional Learning funds will continue to support Strategic School Plan high impact professional learning opportunities and the provision of mandatory training. Teachers will be supported in meeting Vocational Education & Training upgrades and team planning for any new curriculum updates.</p>
<p>COVID ILSP</p> <p>\$303,259.00</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 2022.</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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Maclean High School students from Years 7-12 receiving tailored and intense tuition in the areas of literacy and numeracy. Students in all year 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 will be: 2023 will see the continued 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 and will be done in conjunction with school Learning and Support Teachers. Support of literacy and numeracy lessons in our feeder primary schools will also be strengthened.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</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"> • Celebrating Students' Achievements to Maximise Student Engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Implementation of a student welfare breakfast program for three days per

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>week</p> <ul style="list-style-type: none"> • Running of love bites for all students in year 7 <p>The allocation of this funding has resulted in the following impact: All students have access to a healthy breakfast three days per week. Evidence shows that students who have access to a healthy breakfast are more likely to have a successful day at school.</p> <p>After evaluation, the next steps to support our students will be: To continue the breakfast program and look for additional funding sources to ensure that it can be self sustainable. A focus on student wellbeing programs will also be important.</p>
<p>Integration funding support</p> <p>\$261,591.00</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"> • Celebrating Students' Achievements to Maximise Student Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around safety interventions. <p>The allocation of this funding has resulted in the following impact: 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. Support has been provided for staff to complete professional learning in safety interventions training.</p> <p>After evaluation, the next steps to support our students 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 the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. Build on professional learning for staff to ensure that all staff are confident in deescalation and safety intervention strategies.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	396	385	390	395
Girls	397	408	404	395

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.6	89.9	80.8	82.2
8	86.7	88.0	78.0	73.9
9	87.6	87.3	74.5	72.9
10	82.2	84.1	72.7	67.4
11	86.5	83.9	80.0	66.6
12	83.8	88.0	84.2	79.4
All Years	85.9	86.9	77.8	73.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4	38	6
TAFE entry	2	6	1
University Entry	0	0	0
Other	17	10	6
Unknown	2	19	6

Year 12 students undertaking vocational or trade training

45.53% of Year 12 students at Maclean High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.4% of all Year 12 students at Maclean High School expected to complete Year 12 in 2022 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)	10
Classroom Teacher(s)	44.7
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,294,794
Revenue	12,254,382
Appropriation	11,844,981
Sale of Goods and Services	65,672
Grants and contributions	315,778
Investment income	7,331
Other revenue	20,621
Expenses	-12,394,316
Employee related	-10,691,111
Operating expenses	-1,703,205
Surplus / deficit for the year	-139,933
Closing Balance	1,154,861

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.

	2022 SBAR Adjustments (\$)
Targeted Total	261,591
Equity Total	813,465
Equity - Aboriginal	108,714
Equity - Socio-economic	378,735
Equity - Language	3,472
Equity - Disability	322,544
Base Total	9,221,077
Base - Per Capita	207,122
Base - Location	19,237
Base - Other	8,994,718
Other Total	799,640
Grand Total	11,095,773

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

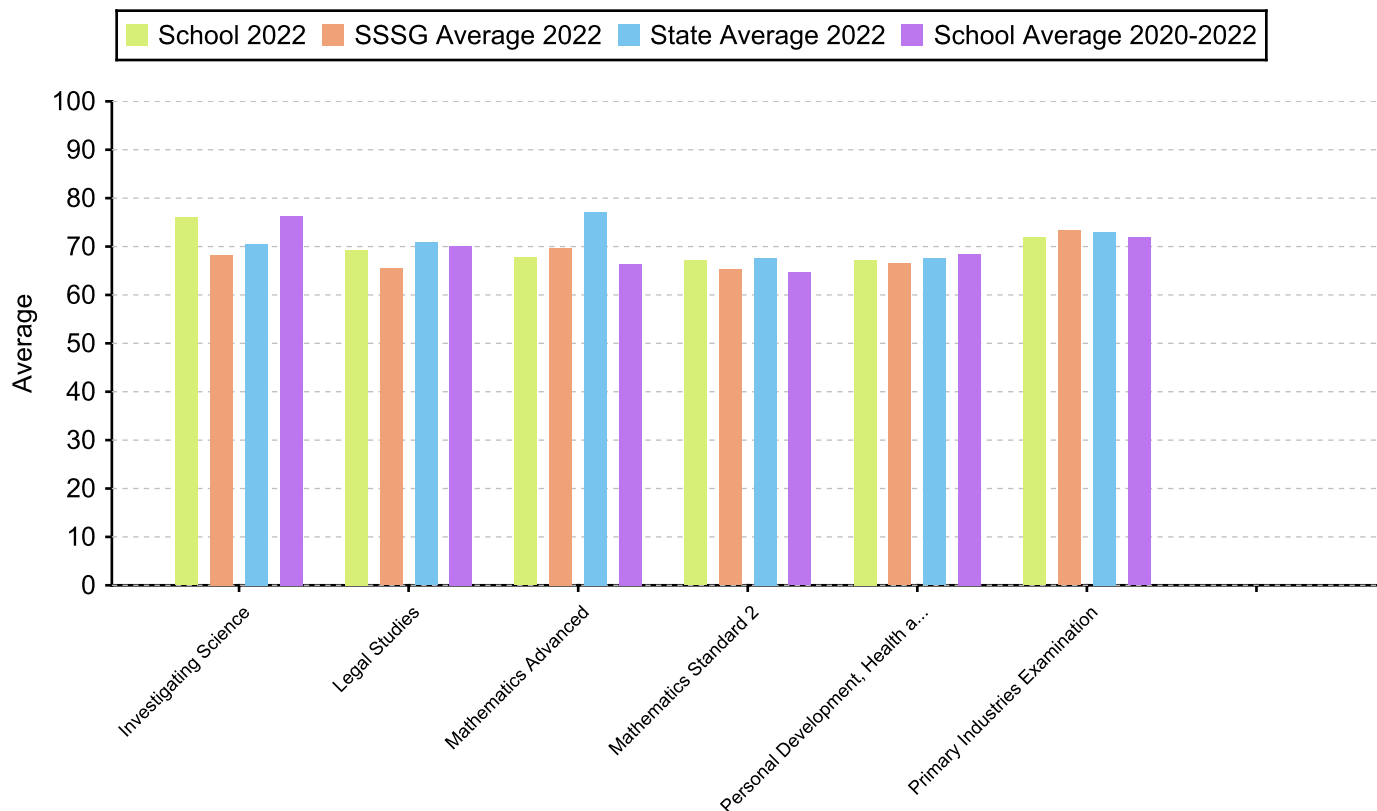
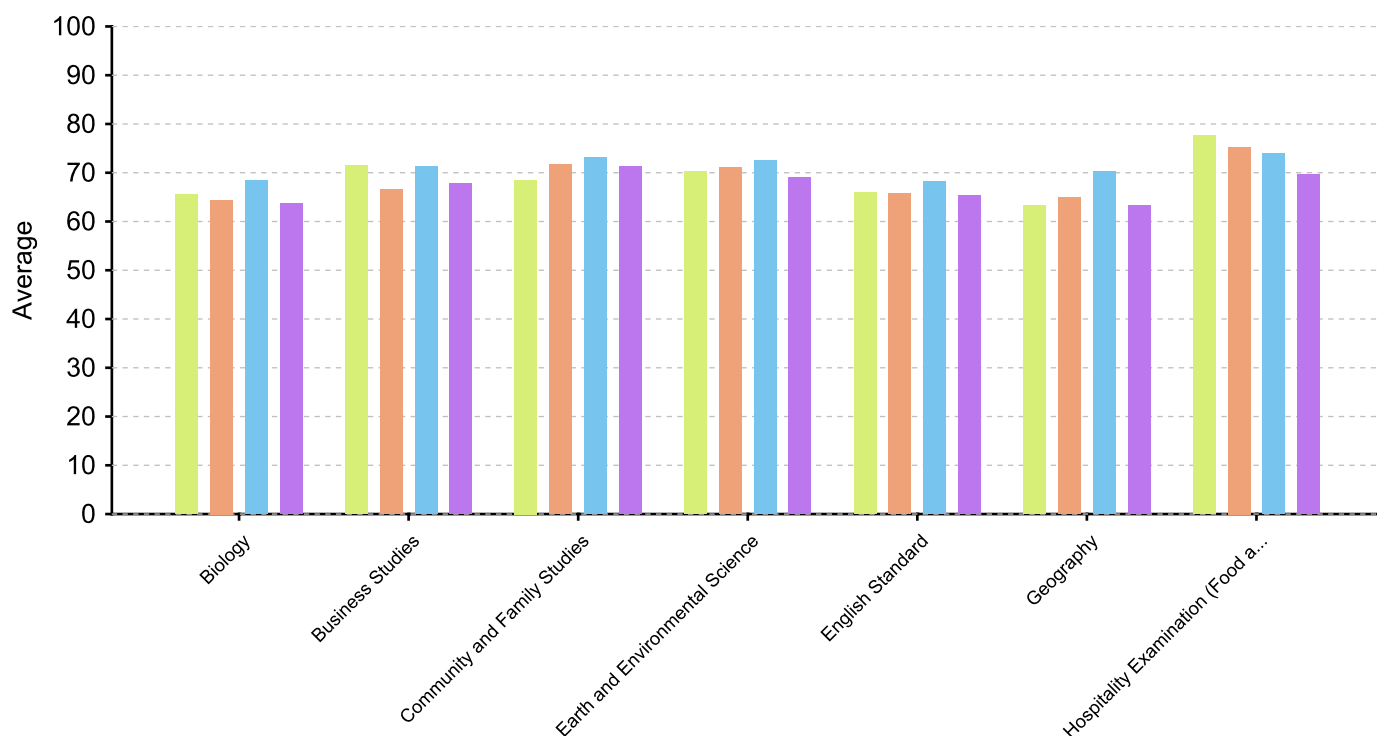
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Biology	65.6	64.4	68.5	63.7
Business Studies	71.5	66.6	71.2	67.8
Community and Family Studies	68.5	71.7	73.2	71.3
Earth and Environmental Science	70.2	71.2	72.5	69.1
English Standard	66.0	65.8	68.1	65.3
Geography	63.2	64.9	70.2	63.3
Hospitality Examination (Food and Beverage)	77.6	75.3	74.0	69.6
Investigating Science	76.0	68.3	70.6	76.3
Legal Studies	69.3	65.5	70.8	70.1
Mathematics Advanced	67.7	69.7	77.1	66.4
Mathematics Standard 2	67.1	65.2	67.6	64.6
Personal Development, Health and Physical Education	67.2	66.5	67.5	68.4
Primary Industries Examination	71.9	73.4	73.0	71.8

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2022, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) survey platform.

- 84% of students reported having positive behaviours at school.
- 55% of students are actively involved in school sports and clubs.
- During 2022 students who had positive relationships at Maclean High School increased by 2%.
- 67% of parents indicated that they were satisfied with the communication from the school to the broader community.
- Staff having high expectations of students is a school priority.

In 2023 the Student Representative Council have created a student survey in order to obtain feedback from their peers to help orient their initiatives throughout the year. The school will continue to seek the involvement of students, parents, staff and community.

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.