

2022 Annual Report

Macquarie Fields High School



8553

Introduction

The Annual Report for 2022 is provided to the community of Macquarie Fields High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Macquarie Fields High School

2 Harold St

Macquarie Fields, 2564

<https://macfields-h.schools.nsw.gov.au>

macfields-h.school@det.nsw.edu.au

9605 3111

School vision

Our empowered learning community values and fosters inclusivity through a shared aspiration for the collective growth of all. We will continue to achieve this through loyalty, sincerity and generosity as engaged and dynamic citizens.

School context

Macquarie Fields High School is situated on Dharawal land and is a large inclusive secondary school with students in comprehensive, selective stream and Special Education classes. The school is culturally and linguistically diverse with 83% of students having language backgrounds other than English and 21 students of Aboriginal and/or Torres Strait Islander background.

The school is committed to extending all its students within a culture that values high achievement, positive relationships and excellence in teaching and learning. The school's distinctive nature and outstanding achievements in academic, sporting and extra-curricular pursuits mark it as a learning community that offers its students and teachers rich opportunities for leadership, quality learning and enhanced outcomes. This demonstrated commitment to excellence is supported by a broad and differentiated curriculum, progressive wellbeing practices and quality professional learning. Macquarie Fields High School is also a Professional Experience (PEX) Hub that supports other schools to work together with pre-service teachers and their universities to create an environment of professional learning for those who are coming into the teaching profession.

To inform this Strategic Improvement Plan, authentic community consultation with parents, staff, and students has occurred. The school completed a Situational Analysis that had identified three areas of focus for this Strategic Improvement Plan. The school's high-level areas for improvement are aligned to the connecting theme of growth:

- Student growth and attainment (Learning)
- Staff growth and efficacy (Teaching)
- School growth and partnerships (Leading)

The school's motto '*Loyalty, Sincerity, Generosity*' has a powerful message for every student.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Our purpose is to drive growth in student performance by embedding whole school wellbeing and learning processes that improve literacy, numeracy and HSC outcomes. We aim to build teachers' skills and professional judgement to use data by: profiling past and predicted individual performance supporting student IEPs, tracking and monitoring growth, and improving teaching practice. This will in turn allow structured discussion of findings to be shared with and to support parents and carers in monitoring student growth.

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.

- Use of data to practice
- Building strong foundations

Resources allocated to this strategic direction

Professional learning: \$17,389.00

Socio-economic background: \$82,999.00

Summary of progress

Staff continue to be engaged in professional learning and embed Literacy and Numeracy strategies across all Key Learning Areas.

A significant component of our planning for Strategic Direction 1 was to establish Instructional Leaders for each Learning and Wellbeing team. Whilst initial planning and training took place, we were unable to continue this initiative due to staffing issues, including staffing shortages.

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
Reading Increase the percentage of students achieving in the Top 2 Bands in NAPLAN Reading by 7.7% from baseline; this represents the school's upper bound system-negotiated target.	Our system negotiated target in 2022 was 42%. In 2022, we exceeded our improvement measure target by achieving 43.8%.
Numeracy Increase the percentage of students achieving in the Top 2 Bands in NAPLAN Numeracy by 6.4% from baseline; this represents the school's upper bound system-negotiated target.	Our system negotiated target for 2022 was 65.6%.. The percentage of students achieving in the top 2 bands in Numeracy decreased by 7.7%, indicating targeted progress yet to be fully achieved in working towards the target.
Reading Growth Increase the number of students achieving expected growth in reading in NAPLAN with an uplift of 8.0% from the school's baseline.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Numeracy Growth	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>Increase the number of students achieving expected growth in numeracy in NAPLAN with an uplift of 7.4% from the school's baseline.</p>	
<p>High School Certificate (Top 3 Bands)</p> <p>Increase the percentage of students achieving in the HSC Top 3 Bands by 7.5% from baseline; this represents the school's upper bound system-negotiated target.</p>	<p>The percentage of students achieving in the HSC Top 3 Bands increased by 7.6% from 2021 HSC, indicating the target was met.</p>
<p>Attendance</p> <p>Uplift of 3.9% of students attending greater than 90% of the time from baseline, using lower bound target of 83.7%.</p>	<p>There was a significant decrease in students attending greater than 90% in 2022 due to the impact of Covid restrictions and increased sick leave of students overall.</p>
<p>School Identified Targets</p> <p>All Years 7-12 students will achieve or exceed their co-developed learning goals.</p> <p>All teachers are using data tracking tools to monitor student progress and record changes to teaching and learning programs to cater for explicit areas of achievement.</p> <p>An improvement in the element Data Skills and Use in the themes of data literacy, analysis, use and planning to the level of Excelling as measured by the School Excellence Framework.</p>	<p>This is our target for 2025, we have not yet achieved this measure but will be working towards achievement in next three years.</p>
<p>Faculties established Faculty Improvement Plans with strategies specific to KLA's.</p>	<p>This is our target for 2025, we have not yet achieved this measure but will be working towards achievement in next three years.</p>

Strategic Direction 2: Staff growth through efficacy

Purpose

As a staff we have a collective belief that we can accomplish great things and positively affect students. Our purpose is to maximise teacher capacity to meet the specific needs of individual students to enhance engagement and improve educational outcomes. Our commitment to the Quality Teaching Model is to amplify the impact of new strategies for all domains of learning: creative, intellectual, physical and social-emotional.

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.

- Effective classroom practice through collaboration
- High potential and gifted education
- PEx Initiative

Resources allocated to this strategic direction

Professional learning: \$14,659.00

PEx Initiative Funding: \$60,000.00

Summary of progress

In 2022 we were able to access valuable professional learning from the Quality Teaching Academy at Newcastle University and upskill our Quality Teaching Rounds Leadership Team, consisting of three deputy principals and three curriculum head teachers. This team is now well-prepared to lead the Quality Teaching Rounds initiative at MFHS in 2023.

The HPGE Leadership Team engaged in cross-network professional learning to drive initiatives at MFHS. A successful pilot in 2022 of talented athletes as part of our Sports program will be expanded in 2023 with differentiated elite sport classes across Years 8-10. The identification of HPG students as part of the Year 6 transition process was very successful and will be expanded and enhanced for 2023.

Further data analysis of internal and external student performance measures between selective and community streams will inform our directions in pedagogical and assessment practices across the whole school in 2023.

Macquarie Fields High School's leadership in the PEx Hub program is to be congratulated. A strong commitment to this program is evidenced by close liaison with university partners, St Andrews Network schools (primary and high), new satellite schools and growth of the Future Teachers Club initiative across the state in 2023.

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
In 2022 a Leadership Team will be organised for the implementation of Quality Teaching Rounds at MFHS. This will include six members of the MFHS Executive Team: The team includes the three Deputy Principals and Head Teachers from English, TAS and HSIE Languages. The leadership team will complete 4 days of professional learning in 2022. Furthermore, this leadership team will be responsible for implementing Quality Teaching Rounds at MFHS.	<p>A survey was conducted with teaching staff to ascertain teachers awareness of the Quality Teaching Framework.</p> <p>To build the capacity of the leadership team in implementing the Quality Teaching Rounds (QTR) at a whole school level, they completed professional learning which was delivered by the Quality Teaching Academy.</p> <p>Utilising the survey information and expertise gained from the QTA training, the QTR Leadership Team designed and led all teaching staff in more specific training in relation to Quality Teaching Rounds. This professional learning featured the modelling of a Quality Teaching Round including; A professional reading/discussion, lesson observation, individual coding and a group coding activity. Furthermore, the leadership team supported the teaching staff, through the provision of QTR resources.</p>

<p>In 2022 a Leadership Team will be organised for the implementation of Quality Teaching Rounds at MFHS. This will include six members of the MFHS Executive Team: The team includes the three Deputy Principals and Head Teachers from English, TAS and HSIE Languages. The leadership team will complete 4 days of professional learning in 2022. Furthermore, this leadership team will be responsible for implementing Quality Teaching Rounds at MFHS.</p>	<p>To further develop our learning community, the QTR Leadership Team engaged in the Quality Teaching In Practice Conference. This professional learning involved the leadership team being guided in the experiences of schools that have implemented QTR in their context. This conference provided important next steps in the implementation of QTR at MFHS.</p>
<p>Providing high quality professional learning to all staff and develop their understanding of systematic approach to the identification of High Potential Gifted (HPG) students under all four domains.</p> <p>Provide effective school environments including quality teaching, learning and leadership in achieving excellence for HPG students.</p>	<p>A leadership representative attended an extensive state wide HPGE professional learning program which informed the whole school implementation of HPGE strategies. This further allowed whole school teaching staff to access and collaborate at a system level via the HPGE statewide staffroom.</p> <p>Whole school audit was conducted through the 'Attitudes and Teaching' survey. The analysis of the results were used to inform the area of focus from the HPGE Policy, those being, <i>evidence-based talent development to optimise student growth and achievement.</i> and , <i>building teacher capacity through quality research and ongoing professional learning.</i></p> <p>Targeted professional learning was delivered to all teaching staff to improve expert contemporary content knowledge and skills to develop effective teaching strategies for HPG students..</p> <p>Strategic collaborative practices were enacted with the main feeder primary school (MFPS) with the design of a tailored transition program to enhance our identification process of HPG students in all four domains - Creative, Intellectual, Physical and Social/Emotional. Furthermore, this transition program provided leadership opportunities for our current HPG students as they designed and delivered structured activities.</p> <p>The HPG students from the physical domain in Stage 5 were identified, which has allowed for greater differentiation and enhanced learning opportunities.</p>
<p>Advocate for professional experience being a shared responsibility for preparing future teachers that benefits teachers, schools and the system as a whole.</p> <p>Provide consistent high-quality professional experiences for all pre-service teachers, supervising teachers and initial teacher education in our sphere of influence.</p>	<p>As a Professional Experience (PeX) Hub school a successful network was established that values the importance of quality professional experiences for pre-service teachers. A stronger partnership between the network schools is ensured though structured meetings, resource sharing and active participation from the university partners, Director Educational Leadership (DEL), Principals and PeX coordinators.</p> <p>The network school needs were identified and supported through the provision of professional learning and sharing of best practice.</p> <p>A stronger collaboration with the initial teacher education providers has enabled the delivery of targeted professional learning for pre-service teachers. Furthermore, these pre-service teachers were informed about the support available to them through the Department of Education as they commence their career as an educator.</p>

Strategic Direction 3: School growth through partnerships

Purpose

Our purpose is to embed a culture of collective responsibility to ensure student success by building key relationships that are positive and responsive to community needs. We aim to improve our inclusivity and engagement with all families, students and community partners and to contribute positively to our local and global communities through active student voice and leadership.

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.

- Local citizenship
- Global citizenship

Resources allocated to this strategic direction

Professional learning: \$5,300.00

Aboriginal background: \$6,579.00

Summary of progress

In 2022 we built our staff knowledge and understanding of Aboriginal and Torres Strait Islander history, culture, language and traditions. Our Aboriginal students enthusiastically engaged in new opportunities and developed a greater sense of pride in their culture through membership of the *MFHS Mob* and participation in weekly planned events, led by our respected Elder Uncle Charlie Mundine.

A strong foundation was laid for implementation of our Reconciliation Action Plan (RAP) to begin in 2023, under the guidance of a representative RAP Working Group.

There was great joy in the MFHS school community in 2022 as celebratory events were able to be hosted again, and students and families proudly participated in these events.

We successfully expanded the student leadership program at MFHS with a much larger Student Representative Council (SRC), prefect body, house captains, future teachers club (FTC) and student leadership of cultural and co-curricular groups. We will continue to embed new practices in 2023 and explore further opportunities to ensure our students have the ability to grow skills as good local and global citizens.

In 2023 the FTC will develop greater leadership skills through active presentation of the Positive Outcomes Program to each rollcall class.

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
Developing our capacity and our collective cultural knowledge through professional learning and through connected experiences. Continue to work towards the establishment of a RAP working group. Develop a system for the implementation of PLPs for all Aboriginal students, engaging families and community service supports.	<p>Identified staff attended professional learning experiences to develop a depth of understanding for the development of a Reconciliation Action Plan (RAP). Collaboration and prototyping of key elements have been instrumental in providing the framework for the RAP working party in 2023.</p> <p>A focus session was held with the Executive staff at their annual conference. Members of the executive were matched with students where an interview was conducted to facilitate a sharing session to effectively support our Aboriginal and Torres Strait Islander students through a deeper and more personal connection.</p> <p>The Learning and Support Team had meaningful discussions about the implementation of a newly designed process for Personal Learning Plans (PLP) for our Aboriginal and Torres Strait Islander students. Subsequently</p>

<p>Developing our capacity and our collective cultural knowledge through professional learning and through connected experiences. Continue to work towards the establishment of a RAP working group. Develop a system for the implementation of PLPs for all Aboriginal students, engaging families and community service supports.</p>	<p>this process will be embedded for all Aboriginal students in 2023 over a whole day that involves all key stake holders and further embraces our community.</p> <p>Harmony Day and Celebration Day had a smoking ceremony held at the start of the events, these symbolic learning experiences build the whole school understanding of Aboriginal culture.</p>
<p>Reinstate face to face events that build a welcoming culture of inclusion.</p> <p>Develop and implement a whole learning community blueprint for student leadership.</p> <p>Explore further opportunities to connect with our local community to provide authentic leadership opportunities for students.</p>	<p>In 2022, we were able to have our annual Celebration Day return after COVID. The Celebration day organising committee estimated that at least 35% of students were involved directly on the day, including the opening and closing ceremony. In addition, approximately 200 parents and carers were able to attend.</p> <p>The student leadership team were responsible for the design and implementation of the new Student Leadership structure. This involved a new process for the selection of Prefects and Captains, which now includes Prefects from both Year 11 and 12. Captains are internally nominated from the Prefect body. Staff and the Prefect body are now responsible for the voting for Captains.</p> <p>The Positive Outcome Program (POP) was redesigned and has facilitated leadership opportunities for students in the Future Teachers Club to lead the program for junior students in 2023.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$92,999.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Macquarie Fields 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"> • Building strong foundations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO support in mainstream classrooms for targeted students • Financial support for low-income families for school uniform, course costs, extracurricular opportunities <p>The allocation of this funding has resulted in the following impact: More equitable outcomes for low-income students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support all our students.</p>
<p>Aboriginal background</p> <p>\$17,947.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Macquarie Fields 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"> • Local citizenship • 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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: A strong identity amongst our student group, called MFHS Mob.</p> <p>After evaluation, the next steps to support our students will be: Further support as part of our Reconciliation Action Plan (RAP) in 2023.</p>
<p>English language proficiency</p> <p>\$245,122.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Macquarie Fields 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

<p>English language proficiency</p> <p>\$245,122.00</p>	<ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Targeted support has led to improved literacy skills of identified students.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning for teachers targeting EALD strategies.</p>
<p>Low level adjustment for disability</p> <p>\$185,361.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Macquarie Fields 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] <p>The allocation of this funding has resulted in the following impact: Needs of students with low level disability well supported both within the classroom and in individualized support.</p> <p>After evaluation, the next steps to support our students will be: Continue to explore strategies to support all students.</p>
<p>Professional learning</p> <p>\$91,040.00</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 Macquarie Fields 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"> • Use of data to practice • Effective classroom practice through collaboration • High potential and gifted education • Local citizenship • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers engaged in analysis of internal and external data to inform strategies for student growth eg. Check-in, NAPLAN, Best Start and HSC. • Teachers collaborated within faculties to design quality assessment tasks following analysis of student performance data. • Targeted development of resources for learning from home for students impacted by Covid and other wellbeing concerns. • Significant PL to upskill the Quality Teaching leadership team so they could drive QTR in 2023. • Faculty engagement in the department's HSC Strategy. • Wellbeing Team members completed Accidental Counsellor program. <p>The allocation of this funding has resulted in the following impact: Improved confidence of teachers in using data to inform practice, adopting high-leverage HSC strategies and implementation of Quality Teaching</p>

Professional learning \$91,040.00	Rounds. After evaluation, the next steps to support our students will be: Expansion of Quality Teaching Rounds in 2023, along with preparation of new curriculum.
COVID ILSP \$135,712.00	<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] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Identified students were supported to improve their literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: Continued support of students impacted by interruptions in their learning due to Covid.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Macquarie Fields 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Established a Wellbeing Hub where students can access support from the SSO, with comfortable seating, and access to food and drinks. • Engagement of the SSO in wellbeing focused professional learning such as Mental Health First Aid. • SSO became an integral part of both the Wellbeing and Learning Support Teams to ensure targeted students assisted by internal and external support services. <p>The allocation of this funding has resulted in the following impact: Many students across the school have established a positive relationship with our SSO and actively seek his assistance to support personal, family and peer relationship issues.</p> <p>After evaluation, the next steps to support our students will be: The SSO will continue to expand his role and impact and focus on professional learning of members of the Wellbeing Team.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	595	584	555	545
Girls	537	530	532	563

Student attendance profile

School				
Year	2019	2020	2021	2022
7	93.4	94.7	93.5	90.0
8	92.4	94.5	91.8	87.9
9	91.6	93.9	91.9	87.4
10	92.4	93.2	89.2	86.8
11	92.2	94.4	91.7	90.2
12	91.9	94.8	92.6	89.7
All Years	92.3	94.3	91.8	88.7
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	3
Employment	2	2	5
TAFE entry	1	0	10
University Entry	0	0	74
Other	4	1	3
Unknown	2	0	5

Year 12 students undertaking vocational or trade training

6.38% of Year 12 students at Macquarie Fields High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.9% of all Year 12 students at Macquarie Fields 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)	13
Classroom Teacher(s)	56.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	17.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	1,437,138
Revenue	13,878,967
Appropriation	13,280,228
Sale of Goods and Services	65,173
Grants and contributions	522,297
Investment income	3,633
Other revenue	7,637
Expenses	-13,426,925
Employee related	-11,671,326
Operating expenses	-1,755,600
Surplus / deficit for the year	452,042
Closing Balance	1,889,180

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	0
Equity Total	533,402
Equity - Aboriginal	17,947
Equity - Socio-economic	92,999
Equity - Language	245,121
Equity - Disability	177,335
Base Total	11,170,422
Base - Per Capita	278,675
Base - Location	0
Base - Other	10,891,747
Other Total	1,028,499
Grand Total	12,732,323

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

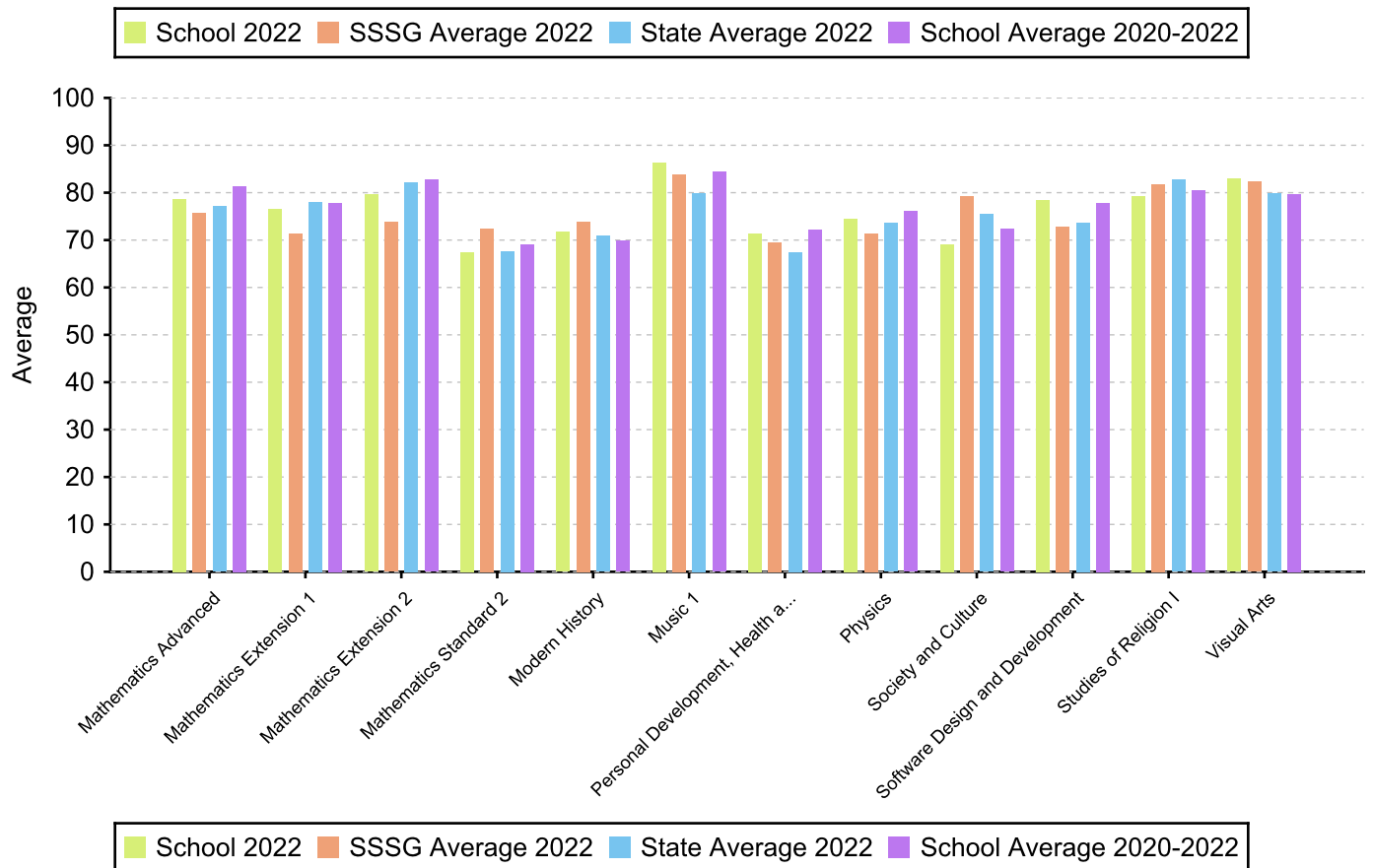
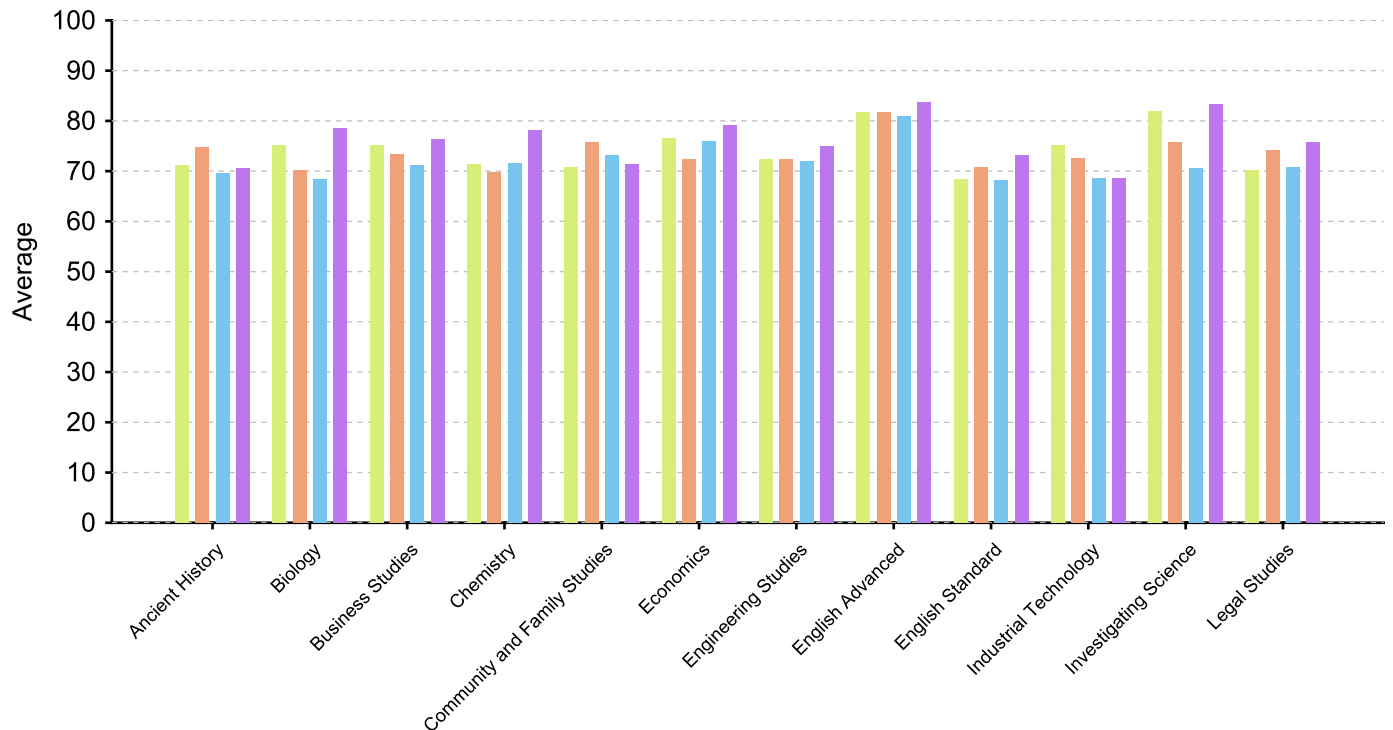
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	71.2	74.8	69.6	70.6
Biology	75.1	70.1	68.5	78.5
Business Studies	75.1	73.4	71.2	76.3
Chemistry	71.3	69.8	71.7	78.2
Community and Family Studies	70.7	75.7	73.2	71.3
Economics	76.6	72.4	76.0	79.1
Engineering Studies	72.3	72.4	72.0	75.0
English Advanced	81.7	81.7	81.0	83.7
English Standard	68.3	70.8	68.1	73.1
Industrial Technology	75.1	72.6	68.6	68.6
Investigating Science	81.9	75.7	70.6	83.4
Legal Studies	70.2	74.1	70.8	75.8
Mathematics Advanced	78.6	75.7	77.1	81.4
Mathematics Extension 1	76.6	71.4	78.0	77.8
Mathematics Extension 2	79.6	73.8	82.2	82.7
Mathematics Standard 2	67.4	72.5	67.6	69.1
Modern History	71.7	73.9	70.9	69.8
Music 1	86.3	83.9	79.9	84.3
Personal Development, Health and Physical Education	71.4	69.5	67.5	72.2
Physics	74.5	71.3	73.5	76.1
Society and Culture	69.1	79.3	75.5	72.3
Software Design and Development	78.4	72.8	73.7	77.9
Studies of Religion I	79.3	81.8	82.7	80.6
Visual Arts	82.9	82.3	79.8	79.7

Parent/caregiver, student, teacher satisfaction

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

PARENT & CARER FEEDBACK:

The **Tell Them From Me (TTFM) 'Partners in Learning' Parent Survey** is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. In 2022, we received 92 responses and found the following:

- Overall, parents would like to be more informed, and their preferred means of communication about school news are: text messages (90%), emails (86%), school newsletter (74%), and school website (67%).
- As part of our school improvement plan, parents were asked if our school meets the needs of High Potential & Gifted Students in a range of areas including, creative, social-emotional, physical and intellectual domains. The response was positive as 8% of parents strongly agreed, and 45% agreed.
- As part of our school improvement plan, parents were asked if our school community has a culture of inclusivity (ethnicity, religion, gender, socio-economic background). The response was overwhelmingly positive as 15% of parents strongly agreed, and 61% agreed.

A **School-based Parent Survey** conducted by the Principal in Term 4 2022, received 435 responses and found the following:

- The preferred means of communication in this survey were emails, text messages, and the Sentral parent portal.
- When parents were asked if in a time of increased social media use is a school newsletter still necessary or should we instead post regularly on social media and the school's website, 59% of parents said they would prefer getting an electronic copy of a school newsletter and 25% said they would be happy with social media and website.
- The school investigated whether parents would be willing to contribute financially for student lockers however only 28% of parents said they would be willing to pay a hire fee, so the decision was made not to pursue this school resource.

STUDENT FEEDBACK:

The **Tell Them From Me (TTFM) Student Survey** is designed to provide insight to guide our school planning and help us to identify school improvement initiatives. In 2022, we received responses from 786 students and found the following:

- There was an increase in number of students participating in extracurricular activities provided by the school, at 37% which is above the state average of 24%.
- There was an increase in positive homework behaviours, at 67% which is above the state average of 54%.
- 86% of our students have aspirations to attend university, which is above the state average of 67%.
- Our students identified the following skills as very important for future career plans: communicating with others (71%), thinking critically (70%), working as part of a team (64%), and problem solving (61%).
- As part of our school improvement plan, students were asked if our school meets the needs of High Potential & Gifted Students in a range of areas including, creative, social-emotional, physical and intellectual domains. The response was positive as 25% of students strongly agreed, and 34% agreed.
- As part of our school improvement plan, students were asked if our school community has a culture of inclusivity (ethnicity, religion, gender, socio-economic background). The response was overwhelmingly positive as 46% of students strongly agreed, and 31% agreed.

The annual **Year 12 Student Exit Survey** received 154 responses.

- Students were asked which positive experience, program or school initiative they felt had made an impact on their time as a student at MFHS: many students felt acknowledged and valued through school events highlighting their cultural backgrounds such as Harmony Day and Celebration Day; many students commented on creation of friendship groups and strong peer support practices, and many also valued student leadership opportunities.
- Students were asked which areas of school life they felt could be improved: many students identified the need for improved toilet facilities, increased number of airconditioned classrooms, and improve the transition from Year 10 into Year 11.

STAFF FEEDBACK:

The **Tell Them From Me (TTFM) Teacher Survey** is designed to provide insight to guide our school planning and help us to identify school improvement initiatives. In 2022, we found the following:

- As part of our school improvement plan, teachers were asked if our school meets the needs of High Potential & Gifted Students in a range of areas including, creative, social-emotional, physical and intellectual domains. The response was positive as 14% of teachers strongly agreed, and 42% agreed.
- As part of our school improvement plan, teachers were asked if our school community has a culture of inclusivity (ethnicity, religion, gender, socio-economic background). The response was overwhelmingly positive as 47% of teachers strongly agreed, and 42% agreed.

In January, 81 teachers responded to a **CESE What Works Best Survey**. The What Works Best Reflection Guide supports teachers to reflect on their current practice for each of the What Works Best themes and identify areas for improvement. We found the following:

- Teachers felt they had greatest strength in terms of best practice in the themes of high expectations, explicit instruction, and classroom management.
- Teachers were less confident in use of data to inform practice and effective feedback.

In March 2022, 84 teachers responded to a **School Culture Survey**, and we found the following:

- Caring, Celebration and Humour - this was our strongest response with 24% of staff strongly agreed and 48% agreed.
- Collegiality - in response, 19% of staff strongly agreed and 54% agreed.
- Tangible Support - in response 16% of staff strongly agreed and 49% agreed.
- Decision making - this was our lowest positive response with only 7% strongly agree and 35% agree.

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.