

2022 Annual Report

Macarthur Girls High School



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Introduction

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

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

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

School context

Macarthur Girls High School (MGHS) is located in Parramatta, the demographic centre of Sydney on the banks of the Parramatta River. The school's reputation has created a demand for enrolment. Enrolment for 2022 was 1089. Over 94% of our students are from language backgrounds other than English. Student enrolments reflect the school's very positive reputation in the broader community. New students are drawn from more than 50 primary schools. The NSW Department of Education Enrolment Policy states that MGHS has a ceiling of 1040. Hence, out of area enrolments in Years 8-12 will not be accepted until our total student population is under this cap.

The school's NSW FOEI (family occupation and employment index) for 2022 is 59 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1048 which is higher than the average of 1000. The teaching staff is a strong mix of experienced and new scheme teachers. In 2022, our school has a teaching entitlement of 75.7 staff with an additional 15 school support staff. In addition to our centrally identified positions, MGHS has a number of school funded positions.

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

After extensive and consultative evaluations throughout 2021, MGHS's learning community has acknowledged the need to continue its strong focus on knowing our students and knowing how to teach them. These two areas will once again underpin strategic directions with an emphasis on customised learning and wellbeing and collaborative teaching and learning to enhance student growth and attainment.

In 2018, MGHS undertook external validation against the School Excellence Framework and was excelling in all 3 key domains. As a school that achieves excellent value-add results, MGHS will continue driving student performance and growth through a number of whole school and faculty initiatives.

The following three Strategic Directions have been developed to address areas identified through evaluations of data, frameworks and current research, along with the MGHS commitment to continuous improvement.

Strategic Direction 1: Growth and Attainment

The school will maintain and enhance its approach to whole school literacy and numeracy for a student population that is comprised of over 94% language backgrounds other than English. These initiatives, supported by flexible and tied equity funding, will enable the school to address negotiated improvement measures and be accountable for annual measurable growth in every student. External data highlights the need to support more Stage 6 students to achieve in the top two bands in the HSC. MGHS will review and improve the current Academic Coaching Course which aims to maximise their potential in the HSC and also provide them with necessary skills and capabilities when preparing for life beyond school.

Strategic Direction 2: Customised Learning and Wellbeing

CESE's What Works Best research shows the correlation between academic outcomes and student wellbeing. MGHS has a holistic and integrated approach to student learning and wellbeing. In response to TTFM data, MGHS will re-design the integrated, whole school wellbeing program to more effectively meet the needs of current students and align with the NSW Wellbeing Framework. As part of the Department's Strategic Plan of every student being known, valued and cared for, all students at MGHS will continue to work collaboratively with staff and parents to develop, work towards and review individual learning goals based on the Australian Core Skills Framework. Staff will be upskilled on how to differentiate and deliver lessons to explicitly teach students from their zone of proximal development.

Strategic Direction 3: Collaborative Classroom Practice

Professional collaboration will allow best practice to be identified and shared across classrooms. The provision of targeted professional learning will be aligned with the Australian Professional Standards for Teachers, SEF and teacher professional development goals. Whole school and Executive professional learning schedules will prioritise evidence-based practices.

To enhance pedagogical practices, identified targeted professional learning has to be provided at the point of need for different career stages. The school will continue to support all staff to learn and grow within the profession, sharing their knowledge and understanding of classroom pedagogies and educational leadership. The school has implemented the position of head teacher pedagogical coach in 2021 to support the design and delivery of targeted professional learning to address identified need. Additionally, MGHS will utilise our expert teachers accredited at higher levels to support the implementation of our professional learning plan, as well as enhancing the classroom practice of colleagues.

MGHS offers students in each Stage an integrated approach to quality learning and wellbeing that promotes the sequential development of 21st Century learning skills. This is based on the Australian Core Skills Framework which students also use to reflect on and identify individual learning goals and enhance their capabilities as lifelong learners. These transferable skills provide foundational learning for success within and beyond school. The school will maintain its fundamental approach to knowing our students and customising learning experiences to ensure one year's growth for each year of learning.

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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

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.

- Highly effective teaching practices - Explicit teaching of Literacy and Numeracy
- Highly effective teaching practices - Data literacy
- Highly effective teaching practices - Data use in teaching
- Highly effective teaching practices - Staff deployment / Curriculum provision
- Highly effective teaching practices - Individual learning needs
- Highly effective teaching practices - Teaching and learning programs

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

English language proficiency: \$1,000.00

Integration funding support: \$500.00

Professional learning: \$5,000.00

Low level adjustment for disability: \$205,833.10

Student support officer (SSO): \$96,058.00

Summary of progress

All faculties implemented a Write to Bite task that was subject-relevant with the Year 9 cohort to develop writing skills marked against NAPLAN marking criteria. Each faculty created data sets to identify strengths and areas for development and subsequently reviewed teaching programs to embed targeted literacy strategies.

Staff has participated in multiple high-impact Professional Learning (HIPL) sessions throughout the year to strengthen understanding of core literacy skills identified through NAPLAN data to support student growth. This includes analysis of NAPLAN data exploring the Reading & Numeracy Guided Data Package, and using Super 6 strategies to target identified areas for growth (Making Connections and Questioning) to embed strategies in teaching programs. A research partnership with the University of Wollongong, established in 2021 and focusing on writing in English, History, and Science, has also provided writing strategies for further explicit teaching of writing in identified faculty areas in 2023.

The Year 7 Humanities initiative has continued to focus on Literacy and Numeracy strategies, ensuring strategies for individuals, class/groups and the whole cohort have been embedded in this future-focused, team teaching approach. Underpinning MGHS' focus on knowing your students, and the associated differentiation of curriculum to address individual learning needs has been the corporate marking of students' writing in Years 6-10, along with internal and external testing of reading and numeracy. This individual and class data is aligned with the evidence and research-based MGHS Year Level Expectations (YLE), which are the skills and capabilities expected of students at each year and stage of learning. Teachers are provided with individual student and class profiles, along with a bank of teaching strategies aimed at moving students up to their next YLE. Teachers have also completed HIPL on assessing student growth over time across YLEs in reading, numeracy, and writing. In addition, teachers analyse the individual learning profiles of their students to gain a holistic understanding of the student. This is reflected in the development of class networks within individual classes, focusing on grouping students in accordance with their YLEs to assist in effective differentiation of teaching and learning.

Faculties' analysis of HSC datasets at individual, class, and cohort levels resulted in the identification of trends and gaps in student learning and achievement. This analysis led to the development and implementation of faculty action plans, and modified teaching and learning programs, to respond to these identified areas for further improvement.

As a result of targeted and collaborative professional learning, all Year 11 programs were effectively evaluated and given feedback. This led to enhanced, differentiated, and more explicit teaching practices. Analysis of internal faculty data and evidence has also revealed improvements in student performance as a result of this program evaluation initiative.

Faculty registrations were collected at the end of each term to reflect on adjustments made to meet the individual learning needs of students. Termwise Professional Learning schedules embed submission dates to ensure that this

recording and reflection process is sustained. Samples of Program Improvement Cycles (PIC) collected show that student progress and achievement data, as well as student feedback, are reflected upon at the end of each unit of work. PICs were collaboratively developed by all staff teaching the course, with their feedback also used to inform planning and modify future teaching practice.

MGHS continues to effectively use resources to support the learning needs of all students based on a range of achievement and other contextual data. Tied and flexible equity funding, along with additional funding provided by the school, has supported a number of initiatives, including Great Reading Original Writing (GROW), to support student growth and attainment in Literacy and Numeracy. This funding has also been used to provide targeted, specialist teachers, such as the COVID Intensive Learning Support tutor, to ensure all students are challenged to engage in their learning and that they achieve one year's growth for each year of learning and meet the National Minimum Standards for Literacy and Numeracy. These staff prioritise targeted students and allocate specialist support across KLAS. Explicit teaching strategies are employed to provide differentiated content. Additionally, these specialist teachers used enhanced communication strategies and longitudinal data to support student learning at home.

Professional learning sessions provided teachers with information about students requiring Individual Learning Plans (ILPs) and Personalised Learning Plans (PLPs) to enhance their understanding of the specific learning needs of identified students in their classes. Teachers continually modified both lessons and assessment tasks to adjust to the learning needs of identified students. In addition, teachers developed an improved understanding of NCCD following Professional Learning. Teachers implemented learning adjustments for identified students, with evidence recorded and used to evaluate the impact of differentiated practice on student outcomes.

In 2023, the COVID intensive program will continue with targeted focus on both numeracy and literacy. The school will also implement Education Perfect and Mathspace as online platforms to provide differentiated educational support for all students in Years 7-10 in enhancing their literacy and numeracy skills. For Stage 6, the school has initiated a review of all HSC assessments to evaluate their employment of HSC band descriptors in assessing learning. Following this review, all faculties will be collaboratively working on designing and implementing differentiated teaching and learning strategies, as well as authentic assessment moderation practices, aimed at moving potential Band 4 and Band 5 students to Bands 5 and 6 respectively. The school will participate in External Validation in Term 3, 2023 and will be guided by its recommendations.

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
>42% of students achieve in the top two bands for NAPLAN Numeracy and >27% of students achieve in the top two bands for NAPLAN Reading.	<ul style="list-style-type: none"> The school did not meet the numeracy target. In Year 9, 2022, 26.2% of students were in the top two skill bands for numeracy.
>42% of students achieve in the top two bands for NAPLAN Numeracy and >27% of students achieve in the top two bands for NAPLAN Reading.	<ul style="list-style-type: none"> The school did not meet the reading target. In Year 9, 2022, 20.09% of students are now in the top two skill bands (NAPLAN) for reading.
The school continues to achieve excellent value-added results, with >75% of students achieving at or above expected growth in numeracy.	Due to NAPLAN not being implemented in 2020, there is no growth data for either Year 7 or Year 9 in numeracy.
The school continues to achieve excellent value-added results, with >76% of students achieving at or above expected growth in reading.	Due to NAPLAN not being implemented in 2020, there is no growth data for either Year 7 or Year 9 in reading.
95% of students achieve progress against MGHS Year Level Expectations based on National Literacy and Numeracy Learning Progressions.	In 2022, data analysis of student growth in MGHS Year Level Expectations (YLE) from 2021 to 2022 evidenced that over 70% of students achieved progress in at least one element of the three being assessed (reading, writing, and numeracy). The YLEs structured at MGHS align closely with the National Literacy and Numeracy Learning Progressions.
>99% of eligible students reach the National Minimum Standards in Reading, Writing and Numeracy before	More than 99% of MGHS students reached the National Minimum Standards in Reading, Writing and Numeracy before entering Year 12, with 100% of students attaining this credential prior to graduation. Over 98% of

entering Year 12.	each cohort reach this standard prior to beginning Year 11 due to school funded initiatives.
The school continues to achieve excelling value-added results with students at or above expected growth from years 9-12.	Updated data on value-added growth not available due to NAPLAN not being implemented in 2020.
>51% HSC results in Top 2 Bands.	44.6% of students received results in the top two bands for the HSC.
>80% students report growth in the identified skills which are underpinned by the MGHS 21st Century Capabilities framework.	In 2022, over 80% of students reported growth in the identified skills.
>74% of students report high belonging, high expectations, high advocacy in the TTFM and internal surveys.	<p>External data from the TTFM survey 2022 demonstrated that 94% of MGHS students reported a positive sense of belonging, 92% of students indicated high expectations of success whilst advocacy at school is at 53%. Collectively, the target of >74% with all three areas combined equating to 79.67%.</p> <p>High belonging and high expectations indicates very strong connections, whilst advocacy is comparative to SSG data at 55%.</p>
83% of students attending school 90% of the time or more.	47.5% of students attended school 90% of the time or more.

Strategic Direction 2: Customised learning and wellbeing

Purpose

Teachers create effective teaching and learning experiences for students which are customised and relative to their individual learning and wellbeing needs. Teachers adjust their teaching to meet students' individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate and to achieve their personal best.

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.

- A customised approach - differentiated practice
- A customised approach - data analysis
- A customised approach - teaching and learning programs
- A customised approach - planning for learning/wellbeing
- A customised approach - continuous tracking

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Refugee Student Support: \$500.00

Low level adjustment for disability: \$1,000.00

Aboriginal background: \$500.00

Summary of progress

Teachers at MGHS begin their teaching and learning practices based on having a deep knowledge of the students in their classes and understanding how they learn and what they know, understand, and can do. This knowledge of each student has underpinned the following outcomes for staff and students during 2022.

High Potential and Gifted Education (HPGE) strategies from UNSW's GERRIC training were shared during whole-school professional learning. Program revisions, particularly through the Year 11 Program Evaluation initiative, occurred in the school and led to programs embedding differentiated activities to meet the needs of HPGE students.

Students in Humanities have undertaken regular reflections to serve as assessment of and for learning. This formative assessment data has been analysed by classroom teachers to evaluate student understanding of the course skills and content and has enabled interventions to take place, through the modification and differentiation of teaching and learning programs.

Teachers were provided with their class profile data for the following year's classes. A whole-school professional learning session is conducted where classroom teachers are guided through a detailed analysis of student learning needs and growth using the class profile data and students' progress through the YLEs over the years. Teachers work within their faculty areas to design and develop differentiated teaching strategies with a core focus on the individual learning needs of students.

As part of the Year 11 Program Evaluation Cycle, written feedback was provided by cross-faculty teams for collaborative discussions with relevant staff. Annotated samples showing evidence of program revision post feedback were part of the deliverables from this initiative.

The Program Improvement Cycle (PIC) documentation was updated to reflect the foci of the new SIP. Documentation supporting the PIC demonstrates teachers are collecting and analysing a range of student achievement and feedback data. Staff are triangulating a range of data sources to evaluate the effectiveness of teaching and learning programs, as well as their implementation.

At the beginning of 2022, students in Years 7-12 were guided by their PRIDE teachers to set achievable learning goals for the year. These goals form the foundation of discussions with students and their parents during the Learning Conversations Evenings in Term 1. During these discussions, teachers provide strategies on the various ways to achieve their learning goals across different subject areas. Additionally, learning goals were evaluated and reported on by the relevant Year Adviser in their overall comments on individual student engagement. At the beginning of Semester 2, students revisited their learning goals and engaged in a self-reflection activity during their PRIDE lessons to evaluate the extent to which they succeeded in achieving their set goals. Teachers were provided with a bank of teaching strategies mapped against the diverse learning goals of individual students to support their discussions with students and parents.

All Stage 6 Academic Coaching Course units of work were implemented to set identifiable goals targeting student skill development in a number of areas. Registrations, teacher and student surveys and reflection data provided feedback, and evaluations led to refinements for the following year.

In 2023 the school will be mapping the delivery of the curriculum, reviewing the delivery of teaching and learning and well being initiatives, ensuring that they best meet the needs of all students. A review of student academic and welfare data will be conducted to guide the implementation of new curriculum and ensure that the authentic differentiation of teaching and learning result in student growth and improvement. In line with the implementation of the Inclusive, Engaging and Respectful Schools policies the school will be reviewing the current PRIDE well being programs and Academic Coaching Course. The school will also begin a review of the existing Year Level Expectation Processes to map student growth and will be guided by the recommendations of External Validation held in Term 3, 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
All staff use the student profiles in designing lesson plans and/or teaching and learning programs to differentiate learning for students.	All staff used the information in student profiles to modify programs and lesson plans to meet the needs of all students in their classes.
100% of staff design, implement and/or modify teaching strategies that are responsive to the learning needs of students from diverse linguistic, socioeconomic and cultural backgrounds.	All staff regularly design, implement and modify their teaching strategies to respond to the diverse linguistic, socioeconomic and cultural backgrounds of MGHS students.
90% of teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.	All programs include evidence of adjustments to address individual student learning needs and provide challenging learning experiences for all students, resulting in improved learning experiences for all students.
100% of students have set individual learning goals and identified and used evidence to monitor their ongoing progress.	All students have set individual learning goals in 2022 and have used relevant evidence to evaluate and monitor this progress.
The school continues to achieve excelling against School Excellence Framework theme.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing.

Strategic Direction 3: Collaborative classroom practice

Purpose

Teachers identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Professional learning is aligned with the Strategic Improvement Plan and its impact on the quality of student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice and drive ongoing student outcomes.

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.

- Continuous Improvement - Quality Teaching Model
- Continuous Improvement - Formative Assessment
- Continuous Improvement - Feedback
- Continuous Improvement - Lesson Planning
- Continuous Improvement - Lesson Intent/Success Criteria
- Continuous Improvement - Improvement of Practice

Resources allocated to this strategic direction

Summary of progress

The Quality Teaching Model continued to be reinforced with all staff through whole-school Professional Learning in 2022. The feedback from teachers was overwhelmingly positive.

In 2022, the MGHS FORMative model continued to be implemented at a whole-school level through intensive professional learning sessions. The sessions focused on supporting teachers across the school in developing a deeper understanding of evidence-based formative assessment practices. In Semester 2, faculties demonstrated their engagement with the MGHS FORMative model by successfully implementing relevant strategies in their classes.

At the conclusion of each teaching unit, feedback was sought from students on the efficacy of the teaching practices through online surveys. The student feedback data became part of the MGHS Program Improvement Cycle, providing teachers with student voice to help modify their teaching plans and pedagogical practices. Faculty teams also developed a 3 year plan for implementation of the Program Improvement Cycle to ensure that all teaching and learning programs were improved through this process.

Feedback continued to be consistently provided to students in diverse forms at a whole-school level. This ranged from detailed, individualised written feedback through comments on student work via Google Classroom. Students were encouraged to review the comments provided and re-submit their work with relevant feedback incorporated.

Lesson Intent and Success Criteria have been embedded in most teaching and learning programs. Staff continued to utilise Lesson Intent for communication of learning objectives for the lesson. Success criteria is used to measure student attainment of learning and skills.

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
All teachers provide feedback which is timely, effective and appropriate to students about their achievement and informs future classroom practice.	All staff uses the MGHS reporting scaffold which structures their comments into key areas - Application, Attitude, Achievement, and Areas for Improvement. All staff uses the MGHS FORMative assessment model to provide effective feedback as an integral part of daily instruction. The MGHS assessment policy ensures that timely, effective, and appropriate written feedback is provided within two weeks of submission.
100% of teachers participate in observations based on the Quality	All staff participated in professional learning where they observed recorded lessons of colleagues and used the Quality Teaching Model to

Teaching Model with an emphasis on identified elements.	collaboratively reflect on the pedagogical practices.
100% of teachers utilise lesson intent and success criteria in their lessons in order to establish and monitor explicit, challenging and achievable learning goals for all students.	<p>All lessons in every teaching and learning program embed lesson intents to enable students to know what they are learning and how to demonstrate their understanding. Staff survey data showed that 99% of staff regularly communicate explicit lesson intents and success criteria in their classrooms.</p> <p>Most teaching and learning programs also embed success criteria to allow students to reflect on how well they have achieved the lesson intents.</p>
100% of teachers implement the most effective evidence-based and explicit teaching methods in order to meet the needs of all students.	All staff participated in high impact professional learning on current educational research, focusing on Visible Learning (Hattie), Literacy and Numeracy (Learning Progressions), individual student learning goals (Australian Core Skills Framework) and 21st Century Learning Capabilities (Mparntwe Declaration), Quality Teaching Model (Ladwig and Gore). These PL sessions supported teachers to implement relevant strategies in their classrooms, with key deliverables used to reflect and evaluate their impact on student learning outcomes.
The school continues to promote and support the attainment of higher level accreditation with an increased number of accredited teachers to support and lead colleagues.	MGHS now has a total (over time) of five Highly Accomplished and four Lead teachers. Two of the current MGHS staff with higher levels of accreditation were appointed as DoE HALT mentors to guide and coach colleagues in other schools as they undertook their accreditation journey.
100% of teachers participate in collaborative practices including professional dialogue, collaboration, classroom observations, modelling of effective practice and the provision of specific and timely feedback between teachers.	<p>In Semester 1 and 2, 100% of teachers participated in lesson observations as part of the Performance and Development Framework.</p> <p>In 2022, all substantive, temporary and casual staff were observed by a supervisor, using the APSTs, to provide specific and timely feedback mapped to identified standards in collegial discussions.</p> <p>All staff observed recorded models of colleagues' practice as part of professional learning sessions. Cross faculty teams collaboratively developed feedback on practice observed.</p> <p>Whole school initiatives at MGHS are based on team teaching models, where effective classroom practices are modelled through the teaching of integrated curricula.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,331.87</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • A customised approach - differentiated practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in the following impact: Students with refugee background were provided access to learning aids, such as computers and textbooks, to ensure they had equitable learning experiences.</p> <p>After evaluation, the next steps to support our students will be: Ongoing evaluation of learning needs of students with refugee backgrounds, and development of ILPs to support students in all classrooms with bespoke teaching strategies.</p>
<p>Integration funding support</p> <p>\$83,347.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Macarthur Girls 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"> • Highly effective teaching practices - Explicit teaching of Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: The development of individualised PLPs to ensure engagement and equity in access for identified students,</p> <p>After evaluation, the next steps to support our students will be: To maintain the currency of student PLPs and enhance opportunities for funded students.</p>
<p>Socio-economic background</p> <p>\$122,225.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Macarthur Girls 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"> • Highly effective teaching practices - Explicit teaching of Literacy and Numeracy • Other funded activities

<p>Socio-economic background</p> <p>\$122,225.82</p>	<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 use of technology for all students. • resourcing to increase equitability of resources and services as part of the school's Student Assistance Policy. <p>The allocation of this funding has resulted in the following impact: All students having access to technology support to enhance their learning in all classroom and online environments. It also resulted in all families having access to financial support to further support their daughter's learning in all courses.</p> <p>After evaluation, the next steps to support our students will be: Continued use of Socio-Economic Background funding to ensure equitable access to technology for all students, as well as the resources required for optimum learning in all classrooms. Use of Socio-Economic Background funding also allows all students to access extra curricula learning activities and excursions.</p>
<p>Aboriginal background</p> <p>\$2,068.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Macarthur Girls 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"> • A customised approach - differentiated practice • 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 specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: The development and implementation of PLPS for students to enhance engagement and ensure equity in accessing teaching and learning programs,</p> <p>After evaluation, the next steps to support our students will be: To maintain the currency of student PLPS and increase the First Nation Student voice, through the provision of mentors and school cultural initiatives</p>
<p>English language proficiency</p> <p>\$438,743.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Macarthur Girls 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"> • Highly effective teaching practices - Explicit teaching of Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$438,743.40</p>	<p>All students with EAL/D background are evaluated against the EAL/D progressions and are provided individualised support across different classrooms. EAL/D teachers co-teach with subject-specific teachers to provide consistent learning support to identified students in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support provided through team-teaching Ongoing assessment of students against the EAL/D progressions. Coordination of LBOTE and ESL surveys through ERN and data collation. Individualised EAL/D progress reports for students to their parents, demonstrating student learning development according to the progressions.</p>
<p>Low level adjustment for disability</p> <p>\$206,833.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Macarthur Girls 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"> • A customised approach - differentiated practice • Highly effective teaching practices - Staff deployment / Curriculum provision <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 <p>The allocation of this funding has resulted in the following impact: Students with disabilities are able to engage in learning activities through specific differentiated strategies in different T&L programs Customised timetable for LaST specialist teacher to team-teach in classrooms, providing support to students requiring learning adjustments</p> <p>After evaluation, the next steps to support our students will be: Ongoing support to students with identified learning needs through team-teaching and differentiated strategies</p>
<p>Professional learning</p> <p>\$92,024.05</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 Macarthur Girls 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"> • Highly effective teaching practices - Data literacy • A customised approach - differentiated practice • Highly effective teaching practices - Data use in teaching • A customised approach - planning for learning/wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for professional learning • Targetted professional learning to enhance data literacy and develop teacher understanding of Year Level Expectations • Differentiation of teaching programs to embed HPGE strategies in all programs <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices into their daily classroom practice, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring</p>

Professional learning \$92,024.05	and co-teaching allowing for opportunities to develop the social capital of staff, thus enhancing student growth.
COVID ILSP \$168,150.00	<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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: All students demonstrated growth or growth with assistance. This data was extrapolated from a variety of sources. Students who attained independent growth in tutoring transition into larger literacy support groups (GROW) as required.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP programs to be expanded to support students in both literacy and numeracy. The implementation of online platforms to support weekly student activities in literacy and numeracy will also be implemented in 2023 with ongoing support sessions offered to identified students in Stage 4 and Stage 5</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 Macarthur Girls 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"> • Highly effective teaching practices - Individual learning needs <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of a Student Support Officer to work with staff and welfare teams to engage students at risk, <p>The allocation of this funding has resulted in the following impact: An Student Support officer was employed to offer individualised and targetted support for students in need. The Student Support officer was worked closely with the school counsellors, and welfare teams to offer assistance and well being support.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on the SSO role in developing small group support programs for identified students as well an continuing to offer personalised support for students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	1115	1197	1132	1085

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.2	94.9	94.5	89.8
8	91.6	92.2	92.5	89.4
9	92.8	92.7	91.5	85.1
10	88.6	92.6	92.5	85.7
11	92.2	91.7	90.9	88.0
12	90.4	94.0	88.4	87.8
All Years	91.8	93.1	91.8	87.5
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	6
Employment	0	0	3
TAFE entry	1	0	6
University Entry	0	0	86
Other	0	0	0
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

29.88% of Year 12 students at Macarthur Girls High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Macarthur Girls 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)	52.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	14.17
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	1,694,051
Revenue	13,019,901
Appropriation	12,551,444
Sale of Goods and Services	82,320
Grants and contributions	354,664
Investment income	17,068
Other revenue	14,406
Expenses	-12,427,404
Employee related	-11,583,967
Operating expenses	-843,437
Surplus / deficit for the year	592,498
Closing Balance	2,286,549

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	83,679
Equity Total	757,371
Equity - Aboriginal	1,569
Equity - Socio-economic	112,226
Equity - Language	437,743
Equity - Disability	205,833
Base Total	10,484,793
Base - Per Capita	286,033
Base - Location	0
Base - Other	10,198,760
Other Total	661,941
Grand Total	11,987,784

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

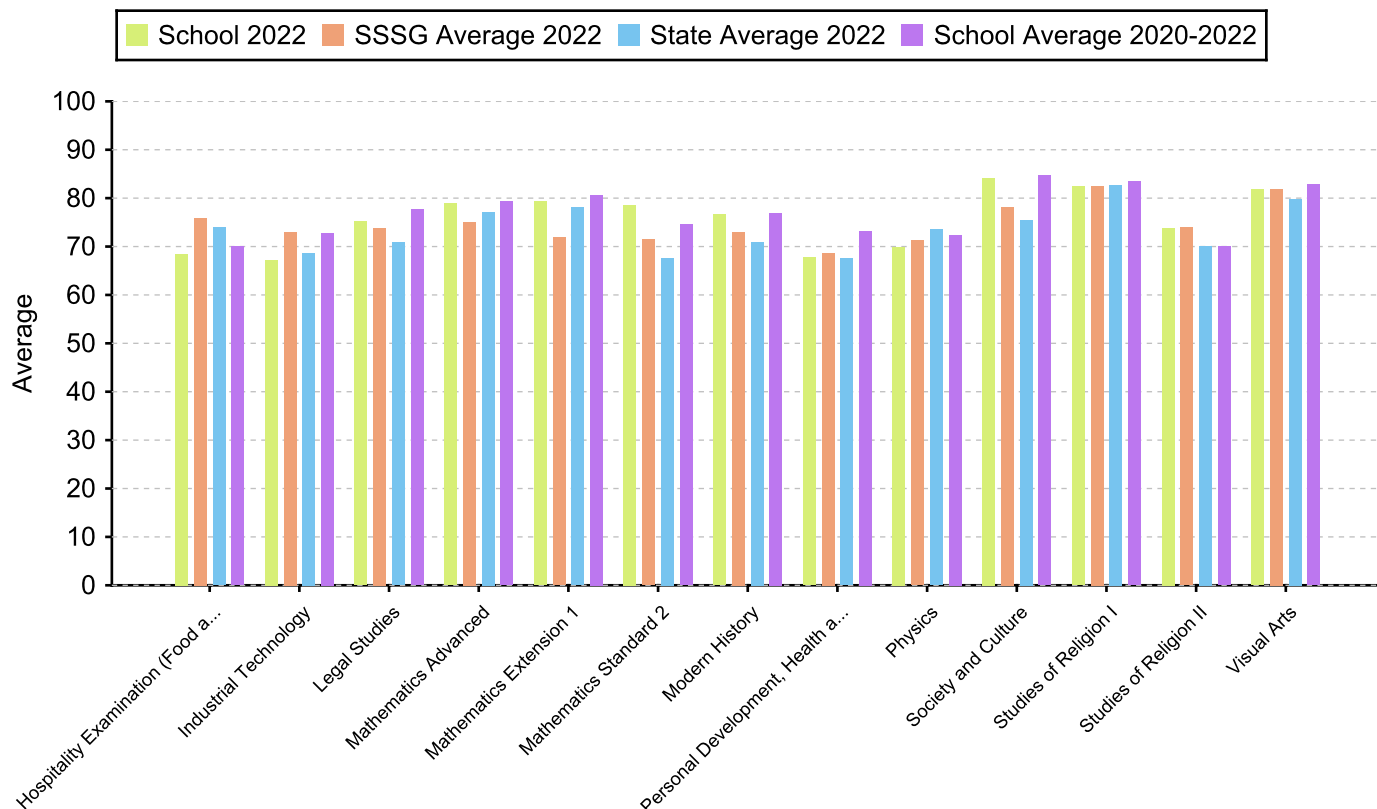
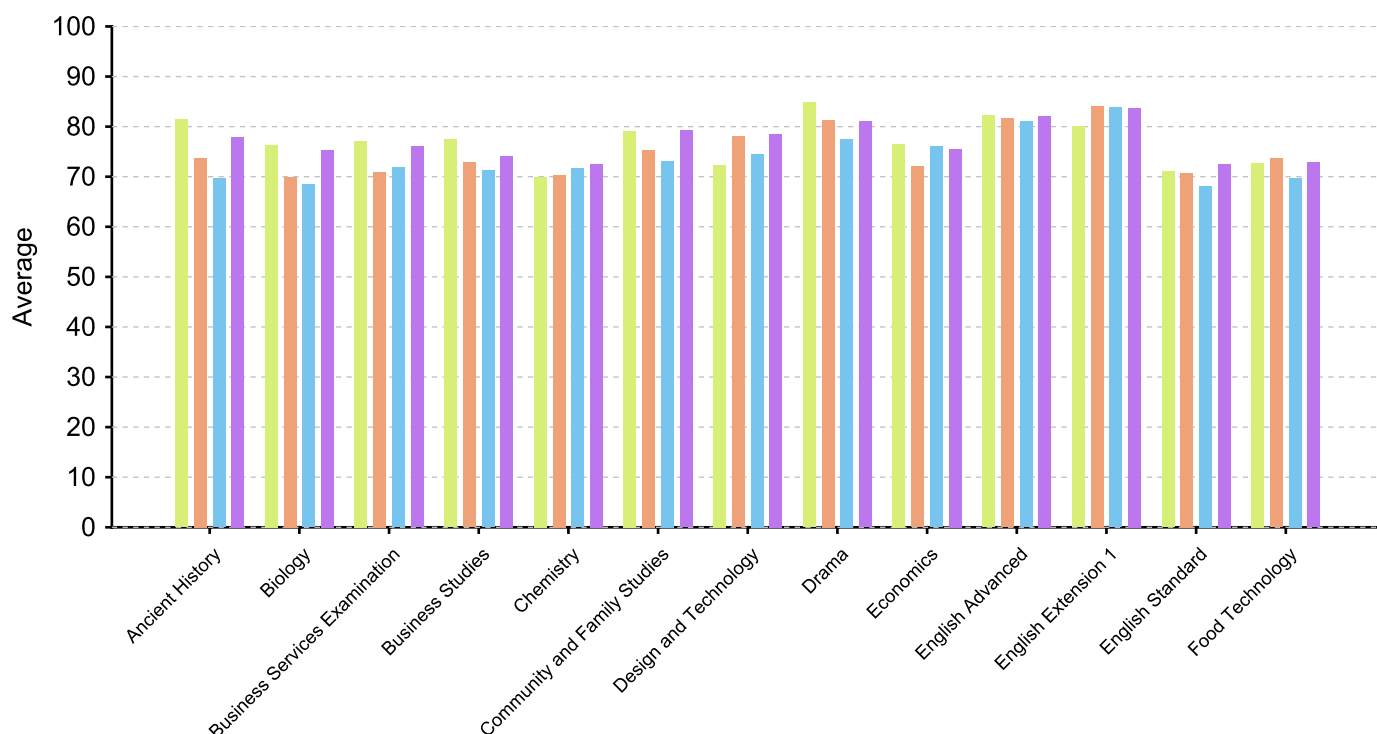
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	81.4	73.7	69.6	77.9
Biology	76.3	69.9	68.5	75.3
Business Services Examination	77.1	70.9	71.8	76.0
Business Studies	77.4	72.8	71.2	74.1
Chemistry	69.9	70.3	71.7	72.6
Community and Family Studies	79.1	75.3	73.2	79.2
Design and Technology	72.3	78.0	74.6	78.5
Drama	84.8	81.3	77.5	81.1
Economics	76.5	72.1	76.0	75.5
English Advanced	82.2	81.7	81.0	82.2
English Extension 1	80.0	84.2	83.9	83.7
English Standard	71.0	70.7	68.1	72.5
Food Technology	72.7	73.6	69.7	72.8
Hospitality Examination (Food and Beverage)	68.4	75.9	74.0	70.0
Industrial Technology	67.2	73.0	68.6	72.8
Legal Studies	75.2	73.8	70.8	77.7
Mathematics Advanced	78.9	75.1	77.1	79.3
Mathematics Extension 1	79.3	71.9	78.0	80.7
Mathematics Standard 2	78.6	71.5	67.6	74.5
Modern History	76.6	73.0	70.9	77.0
Personal Development, Health and Physical Education	67.7	68.7	67.5	73.2
Physics	69.9	71.3	73.5	72.4
Society and Culture	84.2	78.2	75.5	84.7
Studies of Religion I	82.4	82.5	82.7	83.4
Studies of Religion II	73.8	73.9	70.1	70.0
Visual Arts	81.8	81.9	79.8	82.8

Parent/caregiver, student, teacher satisfaction

In 2022, there was an increase in the number of staff who completed the Department of Education's People Matter Survey. Through this survey, MGHS showed strengths in manager involvement of staff in making decisions about work, people showing each other respect in the workplace, staff receiving the training needed to do their job well and staff being proud to tell others they work for MGHS and the Department of Education.

Topic areas that were identified as employee issues included pay and flexible working satisfaction. Students completed the annual Tell Them From Me Survey in 2022, where they reported a stronger positive sense of belonging, more positive relationships, higher levels of intellectual engagement, stronger perceptions of advocacy at school and higher expectations for success when comparing each of these areas to NSW Govt Norms.

The school is seen by parents as willing to collaborate with the wider school community to ensure our students' education and personal growth remain priorities and that their children are provided with learning platforms that focus on improving their skill sets so they can succeed in all facets of their lives beyond school. Data collected throughout 2022 also showed that parents valued opportunities to be involved with their child's education such as the Learning Conversations Evenings.

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.