

2022 Annual Report

Northern Beaches Secondary College Mackellar Girls Campus



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Introduction

The Annual Report for 2022 is provided to the community of Northern Beaches Secondary College Mackellar Girls Campus as an account of the school's operations and achievements throughout the year.

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

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School vision

Northern Beaches Secondary College Mackellar Girls Campus strives to develop an inviting and engaging, modern and future thinking learning environment for all students, so they develop into successful learners, confident and creative individuals and active and informed citizens who will contribute positively to their community now and in the future.

There is a school culture based on the values of students striving to do their best, celebrating each other's achievements, taking personal responsibility for their actions and respecting the rights of others.

School context

Northern Beaches Secondary College Mackellar Girls Campus is a highly successful girls secondary school that has high expectations for student learning, behaviour and school values. While academic excellence is highly valued and supported, the school encourages its students to take part in a broad range of learning activities including cultural, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school creates and stimulates a learning environment where students are encouraged to achieve their personal best and fosters an environment where students are keen to learn.

We are one of five campuses in the Northern Beaches Secondary College, which provides our students with opportunities to access a wide range of enrichment and curriculum choices, including a comprehensive range of academically challenging HSC subjects and access to a range of TAFE courses.

The school population comprises girls from culturally and linguistically diverse backgrounds with 27% from a language background other than English, predominantly Chinese, Tibetan, German, Italian and Spanish.

The school's Higher School Certificate results are exemplary, placing it in the top rank of comprehensive schools in NSW. This academic excellence is supported by high results in NAPLAN and VALID tests that are well above state average.

Mackellar Girls Campus' vision of always striving for excellence has been rewarded by the school being awarded five Director General's Awards for Excellence - in Girls Education, Gifted and Talented Education, Pacific Islander program, Aboriginal Education and School Organisation and Systems.

Mackellar Girls Campus is recognised as excellent because a culture of high expectations is embedded into each of the Strategic Directions. In developing our Strategic Improvement Plan, a situational analysis was undertaken where students, parents, the local AECG and staff were consulted. As a result we have identified the following areas of focus: a system negotiated target in numeracy, quality teaching and learning and enhancing wellbeing within the school community.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to embed and implement explicit, targeted and effective learning practices resulting in enhanced student outcomes through individualised and differentiated learning programs, student engagement and the 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 Data Driven Teaching Practices to Support Student Achievement

Resources allocated to this strategic direction

Professional learning: \$3,200.00

Summary of progress

- Ongoing professional learning for all staff on how to analyse data on available platforms. Data analysis of Literacy and Numeracy - NAPLAN, RAP, Best Start, HSC Minimum Standards, check-ins, progressions, assessment, teaching programs, classroom observations, student work samples, HPGE Projects, Enrichments Days - Twilight sessions on accessing data on Scout
- Explicit teaching of Literacy and Numeracy through a whole school program - The DEAR Literacy and Numeracy lessons and Years, 7,8,9 Literacy and Numeracy Days.
- There has been growth in all areas ranging from NAPLAN to HSC.
- Maintain the ongoing professional learning to ensure continued understanding of and implementation following analysis of data to drive excellence in teaching.

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 |
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| NAPLAN Top 2 Bands The percentage of students achieving in the top 2 bands in reading to be at or above the lower bound target of 44.6% | <p>Data analysis of Literacy and Numeracy - NAPLAN, RAP, Best Start, HSC Minimum Standards, check-ins, progressions, assessment, teaching programs, classroom observations, student work samples, HPGE Projects, Enrichment Days - Twilight sessions on accessing data on Scout</p> <p>Explicit teaching of Literacy and Numeracy through a whole school program - The DEAR Literacy and Numeracy lessons. This was implemented over 12 months.</p> <p>47.56% of students attained results in the top two bands demonstrating progress exceeding the lower bound target.</p> <p>Year 7: 52.7% of students were in the top 2 bands for reading indicating achievement exceeding the lower bound target</p> <p>Year 9: 50% of students were in the top 2 bands for reading demonstrating progress yet to be seen toward the increase of 2 % of students in the top 2 band</p> <p>Maintain the reading demonstrating progress yet to be seen toward the increase of 2 % of students in the top 2 band</p> <p>The percentage of students achieving in the top 2 bands (or above) in reading increased by 3.9% from the baseline.</p> |

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| <ul style="list-style-type: none"> • Improvement in the percentage of Aboriginal students achieving in the top 2 bands in reading by 10% | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative results are not available for 2022.</p> |
| <ul style="list-style-type: none"> • Improvement in the percentage of Aboriginal students achieving in the top 2 bands in reading by 10% | <p>There is no comparative data as the group is statistically too small.</p> |
| <ul style="list-style-type: none"> • Internal and external data is used to track students in their numeracy skill development to ensure progress and achievement via PLAN 2 | <p>The Implementation of COVID ILSP monitoring student progress via PLAN 2</p> <p>Data analysis of Literacy and Numeracy - NAPLAN, RAP, Best Start, HSC Minimum Standards, check-ins, progressions, assessment, teaching programs, classroom observations, student work samples.</p> <p>Maintain the ongoing professional learning to ensure continued understanding of and implementation following analysis of data to drive excellence in teaching.</p> |
| <ul style="list-style-type: none"> • Improvement in the percentage of HSC course results in top two bands by 2%. | <p>Mackellar was ranked 5 of all comprehensive schools in NSW in the HSC</p> <p>Mackellar was ranked 1 for comprehensive schools on the Northern Beaches.</p> <p>At least one quarter of students gained an ATAR above 90, the highest ATAR of 99.45. Five students gained an ATAR over 99.</p> <p>There were 5 All Rounders - each subject result being Band 6 and one achieved a Band 6 for all of the seven subjects she studied for the HSC</p> <p>Our school gained 137 Distinguished Achiever HSC Honour Roll listings, representing marks in courses of 90% or higher, plus another 11 from Aboriginal Studies and Mathematics Advanced students who did their HSC Examinations in Year 11 in 2022.</p> <p>One student gained a mark of 100 in Dance and was 1st in the state, with another student gaining a mark of 100 in German Beginners and was 2nd in the State.</p> <p>One student was 3rd in the State in German Continuers, another student was 4th in Aboriginal Studies, another student was 5th in Korean Beginners and another student was 8th in Legal Studies</p> <p>A student was selected for Callback, the best Dance performances in the state</p> <p>Two students were nominated and selected for Art Express, the best of HSC Visual Arts works, and two other students were selected for the Manly Art Gallery Exhibition</p> <p>Two students were nominated for Intech, the best of HSC Design & Technology project.</p> <p>Five students were nominated for Callback, the HSC Showcase of Dance</p> <p>Three students were nominated for Onstage, the best of HSC Drama performances</p> <p>20 courses studied at Mackellar had 100% of the class receiving Bands 5 or 6 results - Aboriginal Studies, Construction, Dance, Drama, Engineering Studies, Geography, History Extension, English Extension 1, English Extension 2, Industrial Technology, Mathematics Extension 2, Mathematics Extension 1, Music 2, Chinese and Literature, French Continuers, French Extension, German Beginners, German Continuers, Japanese Extension, Korean Beginners</p> <p>19 more courses studied at Mackellar had more than 50% of the class receiving Bands 5 or 6 results: Advanced English, English EAL/D,</p> |

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| <ul style="list-style-type: none"> • Improvement in the percentage of HSC course results in top two bands by 2%. | <p>Community & Family Studies, Economics, Food Technology, Science Extension, Earth & Environmental Science, Ancient History, Modern History, Legal Studies, PDHPE, Software Design & Development, Japanese Beginners, Society and Culture, Spanish Beginners, Music 1, Music Extension, Portuguese Continuers and Visual Arts.</p> |
| <p>NAPLAN Top 2 Bands - Reading</p> <p>The percentage of students achieving in the top 2 bands (or above) in reading increased by 3.9% from the baseline.</p> | <p>Year 7 53.3% of students were in the top 2 bands for reading, demonstrating progress yet to be seen toward the increase of 3.9 % of students in the top 2 band</p> <p>Year 9: 49.7% of students were in the top 2 bands for reading, demonstrating progress yet to be seen toward the increase of 3.9 % of students in the top 2 band</p> <p>DEAR Literacy program and the school's Literacy days for Year 7, 8 and 9.</p> <p>Whole school focus to achieving consistent teaching of Literacy in all faculties. Upskilled teachers Literacy skills.</p> <p>Maintain the ongoing professional learning to ensure continued understanding of and implementation following analysis of data to drive excellence in teaching.</p> |
| <p>NAPLAN Top 2 Bands - Numeracy</p> <p>The percentage of students achieving in the top 2 bands (or above) in numeracy increased by 5.3% from the baseline.</p> | <p>Year 7: 48.2% of students were in the top 2 bands for numeracy, demonstrating progress yet to be seen toward the increase of 5.3 % of students in the top 2 band</p> <p>Year 9: 39.6% of students were in the top 2 bands for numeracy, demonstrating progress yet to be seen toward the increase of 5.3 % of students in the top 2 band</p> <p>DEAR Numeracy program and incorporated Numeracy into the school's Literacy day, numeracy progressions incorporated into all teaching programs.</p> <p>Whole school focus to achieving consistent teaching of Numeracy in all faculties. Upskilled teachers numeracy skills and numeracy language used.</p> <p>Maintain the ongoing professional learning to ensure continued understanding of and implementation following analysis of data to drive excellence in teaching.</p> |
| <p>NAPLAN Expected Growth - Reading</p> <p>The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 71.6%</p> | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative results are not available for 2022.</p> |
| <p>NAPLAN Expected Growth - Numeracy</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 72.0%</p> | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative results are not available for 2022.</p> |
| <p>HSC Aboriginal Attainment</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity.</p> | <p>100% of Aboriginal students successfully completed their HSC in 2022.</p> <p>All students were supported with a teacher mentor.</p> <p>PLPs were developed in consultation with the students and families.</p> <p>Increase the % of students achieving their personal best in their academic reports by 5%. The time frame was by 2022. No changes were made.</p> <p>This lead to an increase in students attaining / maintaining their personal</p> |

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| <p>HSC Aboriginal Attainment</p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity.</p> | <p>best in terms of effort from Semester 1 2022 - Semester 2 2022:</p> <ul style="list-style-type: none"> • One student achieved her Silver Personal Best (4 out of 5 subjects) in Semesters 1 and 2 2022. <p>One student achieved her Gold Personal Best (5 out of 5 subjects in Semesters 1 and 2 2022.</p> <p>Maintain student attendance above 90% through culturally inclusive practices, such as student voice through initiatives aligned with RAP (Reconciliation Plan):</p> <ul style="list-style-type: none"> • Students achieved attendance rates at or above 90% |
| <p>Expected growth in writing by 2%</p> | <p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative results are not available for 2022.</p> |

Strategic Direction 2: Quality Teaching and Learning

Purpose

Our purpose is to empower teachers with the knowledge, skills and confidence required to deliver quality lessons that are informed by research and data, to demonstrate high expectations of learning progress and achievement, underpinned by the Quality Teaching Framework(QTF), Australian Professional Standards for Teachers(APSfT) and the School Excellence Framework(SEF). This will result in students who are motivated to deliver their best and continually improve.

Initiatives

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

- Quality teaching and learning practices

Resources allocated to this strategic direction

Professional learning: \$7,416.00

Summary of progress

Throughout 2022, teachers engaged in a range of professional learning activities which they had identified as part of the PDP process. The professional learning was aligned to the SIP, QTF and DoE targets. The introduction of the Resilience in Our Teens (RIOT) program enhanced all Mackellar Girls Campus staff understanding of the brain and how to best support students in their development as resilient young people. The RIOT training provided staff with the ability to deliver the RIOT lessons to students. The Beginning Teachers induction program was highly valued by participants. Four Early Career teachers completed their accreditation at the Proficient level. In 2023, the school will continue to provide excellent professional learning activities within the school at staff meeting and Twilight sessions. All staff will continue to access professional learning offsite also.

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 |
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| All staff participate in professional learning that aligns with SIP, specially linked to QTF, APSfT, SIP and DoE targets. | Professional Learning <ol style="list-style-type: none">1. All staff have maintained proficiency.2. All staff have engaged in mandatory DoE training.3. All staff have engaged in RIOT training to improve student resilience.4. All staff have engaged in college and school development days, which included Aboriginal Education. |
| School Assessment policy implemented. Pre-service students employed in all KLAs Staff are provided with opportunities to learn more about the higher accreditation process and staff engaging in the process are supported. Accreditation process underway: teacher collection of evidence, peer TPL with newly accredited staff to share | School Assessment Policy <ol style="list-style-type: none">1. All students are notified of assessment tasks at least two weeks in advance in writing and students sign to acknowledge they have received their notification.2. All tasks are created in terms of NESA Outcomes.3. Rules of assessment regarding the implementation of examinations and assessments are followed.4. Students sign when they submit or complete an examination or assessment task. |

insights about the process. Beginning teachers (2020) have attained accreditation.

5. Marking professional standards are employed, such as pilot marking, double marking, check marking.

6. The school policy is a maximum ten day turn around with marking HSC Assessment Tasks.

7. Students sign off that their task has been returned and they have received feedback.

8. Feedback is supplied for all tasks and is explicit and meaningful, delivered both verbally and non-verbally.

9. Students check their marks and sign off that they are correct.

Pre-service students

1. Pre-service student teachers have been employed in all KLAs.

Staff are provided with opportunities to learn more about the higher accreditation process and staff engaging in the process are supported

1. Courses are offered to all staff. However, there is very little interest because there is little incentive and too great a cost.

Accreditation process underway

1. Beginning and early career teacher meetings are held on a regular basis, led by the Deputy Principal.

2.. Beginning and early career teachers are also mentored by faculty Head Teachers and colleagues.

3. All beginning and early career teachers are in the process of collection of evidence.

4. All beginning and early career teachers are working with newly accredited peers to share insights about the process.

5. All beginning teachers from 2020 to 2021 have attained accreditation.

Strategic Direction 3: Thriving Community

Purpose

Our purpose is to ensure the wellbeing of the Mackellar community through whole school connections and an environment of inclusivity that leads to balanced wellbeing. A shared purpose, behaviour and language underpin whole school community participation. Thus creating an inclusive school that nurtures, challenges and inspires the whole community, establishes skilled, effective, creative and motivated stakeholders who are empowered.

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.

- Practices for Participation, Leadership
- Connected School Community

Resources allocated to this strategic direction

Professional learning: \$6,500.00

Summary of progress

To achieve Strategic Direction 3, Mackellar has created strong connections between Prefects and SRC during 2022 and there have been a range of joint initiatives such as Pride Day and Winter Warmers.

The school ran The Clubs Expo in Term 4 and increased the promotion of clubs available. There has been a significant increase in students attending clubs such as the Drama Ensemble.

All staff undertook training in the Resilience in Our Teens program focusing on positive psychology and Cognitive Behavioural Therapy. All staff have been trained in Suicide Prevention Training.

Mackellar has reinvigorated the South Pasifika group, including promoting cultural performances, introducing mentoring and changing the name of the group to create student agency.

Multicultural Day ran in Term 4 and there was a significant increase in participation from the previous year it ran.

After an evaluation of Mackellar's wellbeing initiatives, new target areas for 2023 were identified, such as continuing URStrong into Year 8 as well as Year 7, including a Team Building day for Year 10 and introducing a Year 11 camp.

Student completed Report Reflections, Personal Best Assemblies continued and senior students set goals for their assessments by using the Visible Learning Team's Student Reflection Journal.

RAISE mentoring was a success with strong attendance and Year 12 teacher mentors have continued. All early career teachers were also allocated teacher mentors.

Mackellar has seen an increased use of Sentral to communicate information to teachers as well as an increased use of Sentral parent portal functions to support parent communication.

Mackellar's partnerships with community have been maintained through programs such as Lions Youth of the Year, RYPEN and RYDA.

Leadership opportunities have been provided through the SRC, Prefect Body, Duke of Edinburgh and Zonta Club. Alternate learning environments have been created through the improvement of school infrastructure.

Mackellar also introduced the Resilience in Our Teens program as a wellbeing initiative, reaching all stakeholders including staff, students and parents. Communication processes between senior executive, executive, Year Advisors, teachers and the welfare team have been a strength. Another strength is the variety of wellbeing programs provided to the students and the quality of professional learning provided to staff.

The outcomes of these initiatives include increased participation and membership in clubs and groups and stronger SRC presence in the school. Staff surveys have indicated the positive impact of RIOT Training on staff, which shows that the professional learning has been highly effective as staff have demonstrated increased confidence in identifying and managing anxiety and in understanding neuroscience and cognitive behavioural therapy. The South Pasifika Islander group has a stronger presence in the school.

Moving forward, the school will continue its focus on the Resilience in Our Teens program. Mackellar is continuing to offer a wide range of new opportunities to students and maintaining the current programs that work to foster year group inclusion and student connection.

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 |
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| <ul style="list-style-type: none"> • Increase the number of students achieving their Personal Best by 5% by the Semester 2 Personal Best Assembly. • Increased student leadership, collaboration and facilitation of whole school, extracurricular initiatives | <p>To achieve this, Mackellar increased communication with staff about the definition of Personal Bests and improved communication with students about Personal Best behaviour in the classroom. The school has maintained its high expectations of student learning and behaviour. As a result, student attainment of Personal Best Awards increased from 64% in 2021 to 69% in 2022, thus meeting this progress measure goal. Having identified that the attainment of Personal Bests in Year 8 is lower than other years, this will be an area to address in 2023.</p> |
| <p>Attendance</p> <ul style="list-style-type: none"> • Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 86.0%. | <p>Mackellar has aimed to improve student attendance through targeted interventions for students of concern. This has included Year Advisors speaking to students and parents, interviews with the SSO, HSLO involvement, Attendance Improvement Plans and monitoring of attendance consistently throughout the year. The school has also actively created opportunities to facilitate student engagement such as running wellbeing programs, RAISE mentoring, opportunities for extra-curricular engagement and charity events. W@M lessons create a safe and supportive learning environment and RIOT lessons have been utilised to increase resilience. All of the above actions were effective for those students targeted.. Most students who received targeted intervention due to being attendance concerns have seen improved attendance at Mackellar. The data from a selection of students who have received targeted intervention for attendance indicates a 28% improvement between T3 2022 and T1 2023 revealing the success of these strategies. However, due to the current frequency of students taking holiday leave post-COVID, overall attendance rates are still below our target goal. 54.9% of students attended school more than 90% of the time or above. Moving forward, Mackellar will continue to monitor student attendance and to target students who are attendance concerns through early and targeted intervention.</p> |
| <ul style="list-style-type: none"> • Increased the number of SRC and Prefect Body joint activities by 1% • Increased RAISE mentoring pre COVID lockdown | <p>International Women's Day celebrations and Zonta birthing kits fundraiser were jointly organised and run by the SRC and Prefect Body.</p> <p>There were two RAISE Mentoring session conducted. Therefore there was a 100% increase in the number of students engaged in the RAISE program.</p> |

| Funding sources | Impact achieved this year |
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| <p>Refugee Student Support</p> <p>\$4,991.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • 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: Increased student connectedness in our school community, increased student achievement, confidence in the classroom and improved attendance.</p> <p>After evaluation, the next steps to support our students will be: Continue to operate our cultural group and wellbeing support, further liaison with Tibetan Community leaders.</p> |
| <p>Integration funding support</p> <p>\$15,551.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Northern Beaches Secondary College Mackellar Girls Campus 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of [strategy] • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Increased access to educational outcomes within classrooms for the students with additional learning needs, and greater equity across the school. Students are improving academically and are participating more during lessons.</p> <p>After evaluation, the next steps to support our students will be: The school used data and the evaluation of student achievement as indicators of students who required additional support.</p> |
| <p>Socio-economic background</p> <p>\$39,982.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northern Beaches Secondary College Mackellar Girls Campus 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p> |

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| <p>Socio-economic background</p> <p>\$39,982.00</p> | <p>include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources. • employment of additional staff to support all programs that were implemented in 2022 • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Increased equity across the school community and the strong sense of community established that does not discriminate based on socio-economic standing.</p> <p>After evaluation, the next steps to support our students will be: To continue to ensure every student has equal access to educational opportunities.</p> |
| <p>Aboriginal background</p> <p>\$83,003.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northern Beaches Secondary College Mackellar Girls Campus. 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Completed Personalised Learning Plans with Aboriginal students in Semester 1 and reviewed in Semester 2 • Engaged with the Aboriginal students interested in Dance and supported them in their participation in the NSW DoE Workshops, in collaboration with Bangarra Dance Theatre • Employment of specialist additional staff (LaST) to support Aboriginal students • Community consultation and engagement to support the development of cultural competency • Staffing release to support development and implementation of Personalised Learning Plans • Employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Highly engaged Aboriginal students, who are supported to maintain their cultural identity within the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with the Aboriginal students through similar and further activities, in order to support them in maintaining their cultural identity.</p> |
| <p>English language proficiency</p> <p>\$203,691.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northern Beaches Secondary College Mackellar Girls Campus.</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"> • 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 |

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| <p>English language proficiency</p> <p>\$203,691.00</p> | <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • 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: Increased student achievement of students with EALD backgrounds, increased engagement with school life an increased attendance.</p> <p>After evaluation, the next steps to support our students will be: Continuing our current activities and increasing staff professional learning to increase the schoolwide competency in EALD teaching and learning pedagogies</p> |
| <p>Low level adjustment for disability</p> <p>\$159,887.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Northern Beaches Secondary College Mackellar Girls Campus 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 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Increased student achievement, increased participation in lessons and greater sense of school connectedness. All students are able to equitably access all learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continuing with our current practices and maintaining current excellent standards of communication schoolwide.</p> |
| <p>Professional learning</p> <p>\$115,127.00</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 Northern Beaches Secondary College Mackellar Girls Campus.</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 Data Driven Teaching Practices to Support Student Achievement • Quality teaching and learning practices • Practices for Participation, Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teachers engaged in evidence based professional learning in a range of topics including numeracy, literacy, digital literacy, well-being and positive |

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| Professional learning \$115,127.00 | education. <ul style="list-style-type: none"> • Faculty based professional learning. <p>The allocation of this funding has resulted in the following impact: All teachers have engaged in highly effective, evidence based learning. Classrooms are highly engaging learning environments.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage with evidence based professional learning.</p> |
| Beginning teacher support \$12,836.00 | Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Northern Beaches Secondary College Mackellar Girls Campus during their induction period. <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 initiative funding include:</p> <ul style="list-style-type: none"> • Targetted Professional Learning activities. • Induction program. • Proficient Accreditation program <p>The allocation of this funding has resulted in the following impact: Beginning and Early Career Teachers have been fully supported and were highly engaged in professional learning which has had a positive impact on student learning.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the highly successful program.</p> |
| COVID ILSP \$40,976.00 | 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>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 • providing intensive small group tuition for identified students who were impacted • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: Increased student achievement and a correction of some gaps in learning that were created by the periods of at home learning.</p> <p>After evaluation, the next steps to support our students will be: Continuing this effective program, including continued identification of different students who might need support.</p> |
| Per capita \$310,038.00 | These funds have been used to support improved outcomes and the achievements of staff and students at Northern Beaches Secondary College Mackellar Girls Campus |

| | |
|--|--|
| <p>Per capita \$310,038.00</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Whole school Teaching and Learning • Wellbeing programs • Professional Learning <p>The allocation of this funding has resulted in the following impact: All students have access to an equitable and well supported education.</p> <p>After evaluation, the next steps to support our students will be: Continue the school's excellent success in all aspects of the School Excellence Framework.</p> |
| <p>Student support officer (SSO) \$96,058.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Northern Beaches Secondary College Mackellar Girls Campus</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"> • Student interviews • Engagement with outside agencies • HSLO referrals • Access Requests • RAISE Mentoring program • Involvement in all Wellbeing activities <p>The allocation of this funding has resulted in the following impact: Increase student support resulting in increased student engagement at school. Increased student involvement in a variety of wellbeing activities inside and outside of school. Provided support to a range of staff in the administration of HSLO referrals and Access Requests.</p> <p>After evaluation, the next steps to support our students will be: Maintain the existing program and provide ongoing evaluation to ensure the effective use of this very valued human resource.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 0 | 0 | 0 | 0 |
| Girls | 1321 | 1296 | 1227 | 1157 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 93.4 | 91.8 | 92.7 | 87.7 |
| 8 | 91.4 | 90.1 | 89.0 | 84.1 |
| 9 | 91.1 | 89.1 | 87.8 | 82.1 |
| 10 | 91.7 | 89.7 | 88.2 | 84.1 |
| 11 | 93.9 | 84.6 | 85.7 | 85.5 |
| 12 | 96.2 | 88.2 | 89.4 | 83.9 |
| All Years | 92.8 | 89.3 | 88.8 | 84.5 |
| 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 | 1.2 | 2.2 |
| Employment | 0.4 | 2.4 | 0.7 |
| TAFE entry | 1.2 | 4.8 | 7.3 |
| University Entry | 0 | 0 | 89.2 |
| Other | 0.4 | 0.6 | 0.6 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

7.02% of Year 12 students at Northern Beaches Secondary College Mackellar Girls Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Northern Beaches Secondary College Mackellar Girls Campus expected to complete Year 12 in 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) | 14 |
| Classroom Teacher(s) | 59.2 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1.2 |
| Teacher ESL | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 15.77 |
| 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 | 1,724,683 |
| Revenue | 14,536,843 |
| Appropriation | 13,063,531 |
| Sale of Goods and Services | 120,449 |
| Grants and contributions | 1,295,317 |
| Investment income | 27,822 |
| Other revenue | 29,724 |
| Expenses | -14,757,713 |
| Employee related | -12,762,660 |
| Operating expenses | -1,995,053 |
| Surplus / deficit for the year | -220,870 |
| Closing Balance | 1,503,813 |

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 | 20,542 |
| Equity Total | 486,563 |
| Equity - Aboriginal | 83,003 |
| Equity - Socio-economic | 39,982 |
| Equity - Language | 203,691 |
| Equity - Disability | 159,887 |
| Base Total | 11,370,176 |
| Base - Per Capita | 310,038 |
| Base - Location | 0 |
| Base - Other | 11,060,138 |
| Other Total | 837,252 |
| Grand Total | 12,714,534 |

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

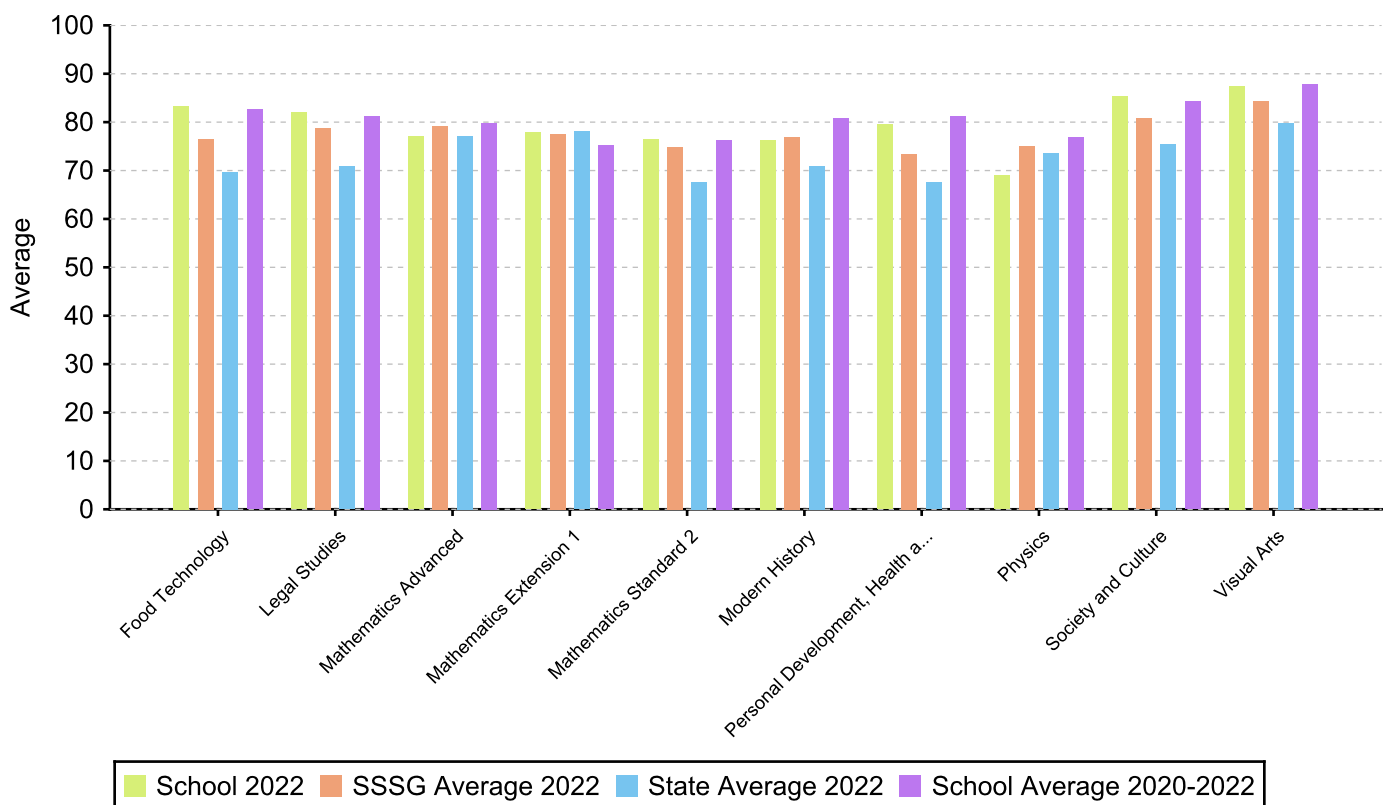
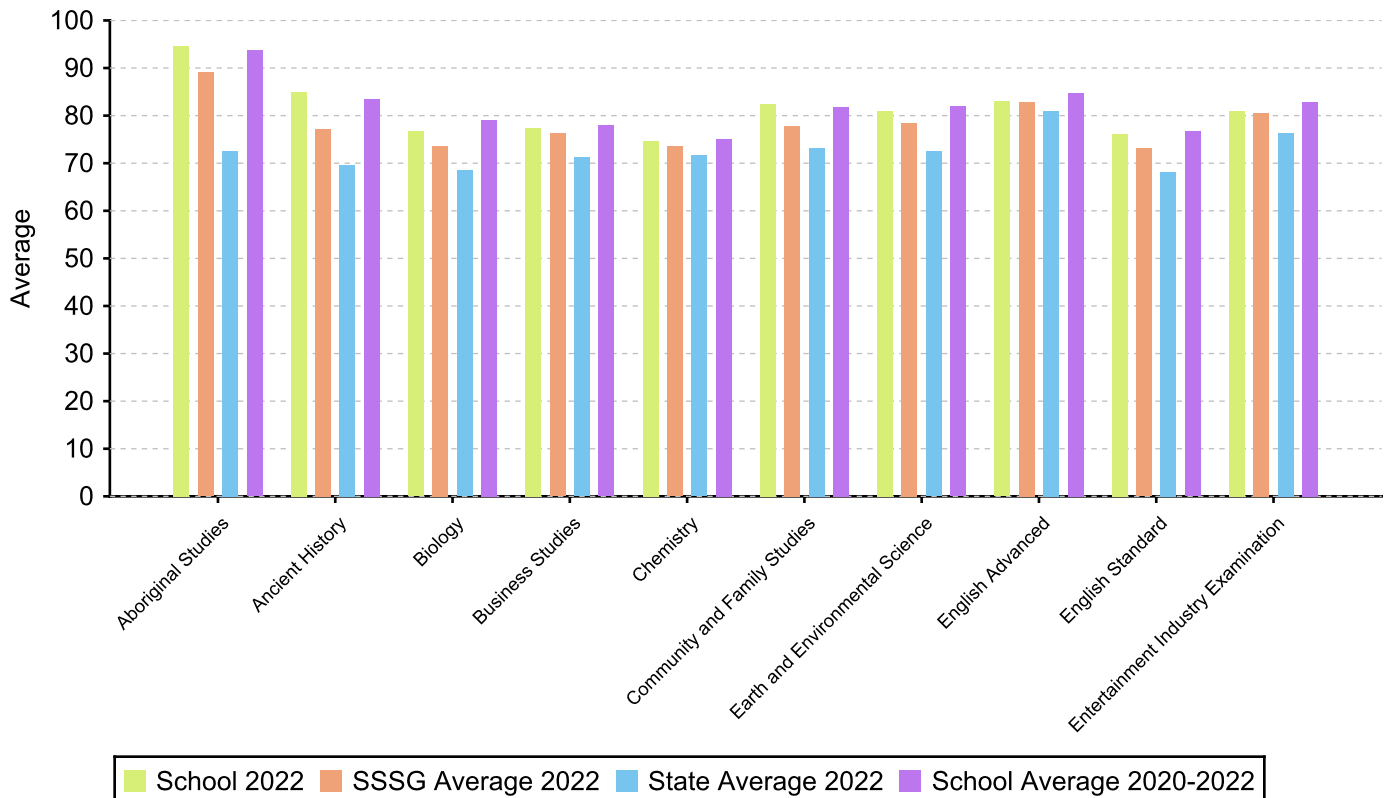
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 |
|---|--------------------|-------------|--------------|-------------------------------------|
| Aboriginal Studies | 94.6 | 89.0 | 72.6 | 93.7 |
| Ancient History | 84.9 | 77.2 | 69.6 | 83.5 |
| Biology | 76.7 | 73.6 | 68.5 | 79.1 |
| Business Studies | 77.4 | 76.2 | 71.2 | 78.0 |
| Chemistry | 74.7 | 73.6 | 71.7 | 75.1 |
| Community and Family Studies | 82.5 | 77.9 | 73.2 | 81.9 |
| Earth and Environmental Science | 81.0 | 78.4 | 72.5 | 81.9 |
| English Advanced | 83.0 | 82.9 | 81.0 | 84.8 |
| English Standard | 76.1 | 73.1 | 68.1 | 76.7 |
| Entertainment Industry Examination | 81.0 | 80.5 | 76.4 | 82.9 |
| Food Technology | 83.4 | 76.5 | 69.7 | 82.6 |
| Legal Studies | 82.0 | 78.8 | 70.8 | 81.3 |
| Mathematics Advanced | 77.0 | 79.2 | 77.1 | 79.9 |
| Mathematics Extension 1 | 77.9 | 77.6 | 78.0 | 75.1 |
| Mathematics Standard 2 | 76.5 | 74.8 | 67.6 | 76.3 |
| Modern History | 76.3 | 76.9 | 70.9 | 80.8 |
| Personal Development, Health and Physical Education | 79.5 | 73.5 | 67.5 | 81.3 |
| Physics | 69.0 | 75.1 | 73.5 | 76.9 |
| Society and Culture | 85.4 | 80.8 | 75.5 | 84.3 |
| Visual Arts | 87.5 | 84.4 | 79.8 | 87.8 |

Courses with candidatures of 10 or less, who successfully completed the HSC in 2022 are not shown in the table above. These were: Dance, Design and Technology, Drama, Economic, English Extension 1, English Extension 2, Geography, History Extension, Music 1, Music 2, Music Extension, Science Extension, Software Design and Development, Textiles and Design, French Beginners, Japanese Beginners, Japanese Continuers, Japanese Extension and Spanish Beginners.

Parent/caregiver, student, teacher satisfaction

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

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

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

Staff indicated that there was a high level of satisfaction with the leadership and management of the school. They reported that they highly enjoyed being part of the Mackellar Girls Campus community.

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

Source: Harvard University, School of Education: Parent, Student and Teacher Surveys.

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.