



# **MACARTHUR GIRLS HIGH SCHOOL**

**VIS VIVA**



**2022**

# Macarthur Girls High School

## Vis Viva

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Student and Parent Portal

<https://mghs.sentral.com.au/portal/login>

Student Name: \_\_\_\_\_

Roll Call: \_\_\_\_\_

Roll Teacher: \_\_\_\_\_

Room: \_\_\_\_\_

Year: \_\_\_\_\_

Year Adviser: \_\_\_\_\_

## We Aim to Create the Future

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

# Macarthur Girls High School - Ambassador School NSW Department of Education

In 2021, Macarthur Girls High School was selected as one of six Ambassador Schools in the state - four primary schools and two secondary schools.

## What is an Ambassador School?

This is an exciting new program under the School Success Model that provides the Department of Education with an opportunity to shine a spotlight on public schools performing higher than like schools, and to identify and share highly effective practices to the benefit of other NSW public schools.

The Executive Director (Teaching Quality and Impact, Learning Improvement) stated she was *"...so pleased that Macarthur Girls High School has been invited to this pilot program. We look forward to working together to understand what makes your school so successful and using this research to help others."*

The Hon Sarah Mitchell MLC, Minister for Education and Early Childhood Learning, wrote to the school offering her personal congratulations. She acknowledged that Macarthur Girls High School *"...has embraced the challenge of improving student outcomes, including through the emphasis on literacy and numeracy improvement, which has resulted in significant student learning progress and achievement"*.

Additionally, she recognised the progress made at Macarthur Girls High School in improving student outcomes... *"across a range of measures, including reading and numeracy, attendance, NAPLAN growth and HSC."*



## The six 'ambassador' schools the government wants others to copy



The Department of Education has identified the following key practices underpinning the outstanding student outcomes achieved at our school:

- Consistent use of a range of assessment data tracks student progress and identifies individual learning needs. Teachers are provided with time and support to collaboratively 'unpack' rich learning data and plan learning to meet student needs. Students and teachers partner to develop individual learning goals based on assessment and reflection.
- Collaborative teaching relationships have been established to develop and share explicit, high-quality lessons, including differentiated learning activities, to meet student learning needs. Teachers work in faculty-based and cross-faculty teams to provide structured feedback on teaching and learning to translate high expectations into consistent practice.
- Continuous school improvement across annual priority areas is a focus in every school practice. A consistency of approach is ensured through a system of evidence-based frameworks, including the School Excellence Framework, that inform ongoing evaluation and improvement.
- Professional development is strongly linked to school improvement through self-identified areas of development by teachers, linked to their own practice and school priorities. Development is mapped at a whole school, executive team, faculty and individual level for greater cohesion and alignment.

This is an incredible acknowledgement of the teaching, leadership and learning that is happening at Macarthur Girls High School every day, every year!

## University Partnerships

Macarthur Girls High School has been invited to participate in a NSW Department of Education funded project with the University of Wollongong. This research project will see collaboration between our teachers and university researchers in the development of explicit teaching of thinking and writing skills which are essential for student success across all subjects.

The project will:

- a. identify thinking skills inherent in English, History and Science that are relevant to gain deep understanding of subject content as well as to improve writing outcomes;
- b. design and trial pedagogic practices that best support learners to develop required thinking skills as writers in different subject areas;
- c. document students' changes in thinking and writing as a result of the study.

Materials developed as part of the project will be provided to all departmental schools to support successful writing and deep knowledge across secondary studies. This is a year long research project that will use pre and post testing to show the impact these strategies will have on student learning outcomes.

Macarthur Girls High School is very excited to have been selected to be involved in this cutting edge research.



# Learning at Macarthur Girls High School

Macarthur Girls High School has a team of educators and administrators that consistently provide our students with a wide range of whole school and in class learning experiences in a supportive environment, enabling them to achieve their best.

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 and implementation, collaborative learning spaces, an integrated curriculum and initiatives in literacy, numeracy and STEM (Science, Technology, Engineering and Mathematics).



Macarthur Girls High School was one of 7 schools in the State used to gather information on what an effective school does to produce high value adding in their students. The resulting research paper *CESE What works best: Evidence-based practices to help improve NSW student performance* have been distributed across the State to all schools. Our students achieve outstanding growth because Macarthur Girls High School believes in a strong focus on knowing our students and knowing how to teach them. It is the way we use evidence to tell us what each student can do and then further develop teachers' knowledge and strategies to provide learning opportunities that enable our students to move to the next level of achievement.

Educational research suggests five principles are essential for effective student learning. All of these principles are applied in our daily teaching and learning programs and are reflected in our Wellbeing program and in our school culture. These principles are:

- effective relationships between teachers, students and peers;
- students' ownership of, and responsibility for, their learning;
- learning tasks that are intellectually challenging;
- developing in each student the attitudes, thought patterns and strategies to be resilient in the face of challenges; and
- learning to take responsibility for their decisions and actions.

This combination will endow students with the understanding, capabilities, skills and values to become productive members of a rapidly changing world. It enables students to take a meaningful and substantial position as future leaders within our society.

## MGHS Curriculum Pattern

Macarthur Girls High School is organised on a two week cycle; Week A and Week B. Below is a list of the subjects and associated periods per cycle for each year group. Please note, each period is 72 minutes in duration, with four periods per day plus implementation of daily roll call/Wellbeing (PRIDE) lessons.

Year 7	Pds	Year 8	Pds	Year 9	Pds	Year 10	Pds	Year 11	Pds	Year 12	Pds
Maths	5	English	5	English	6	English	5	Line A	6	Line A	6
		Maths	5	Maths	6	Maths	5	Line B	6	Line B	6
Science	5	Science	5	Science	6	Science	5	Line C	6	Line C	6
		Geography/ History	4	Geography/ History	4	Geography/ History	4	Line D	6	Line D	6
PDHPE	3	PDHPE	3	PDHPE	3	PDHPE	3	Line E	6	Line E	6
Sport	2	Sport	2	Sport	2	Sport	2	Line F	6	Line F	6
Visual Arts	2	Visual Arts/Music	4	Integrated	4	Integrated	3	ACC	3	ACC	3
Music/ Dance/ Drama	4	LOTE	4	Elective 1	4	Elective 1	4				
Technology	4	Technology	4	Elective 2	4	Elective 2	4				
Humanities (English, Geography and History)	14	STEM/ Integrated	3			Elective 3	4				
	39		39		39		39		39		39

## Student learning goals

All students and parents will participate in learning conversations, during which individual learning goals will be identified and aligned to strategies to support each student's individual growth. These conversations will be informed by the information contained in specific course learning intention handbooks provided to all families at the beginning of 2022. In addition, students and families will self-assess against the *Australian Core Skills Framework* and identify their current learning level through reflecting on a range of skills and capabilities. This self-analysis, along with Macarthur Girls High School's gathered data on each individual student, will form the basis of learning conversations with students and parents. There will be multiple opportunities for students to reflect on their learning goals throughout the year, which will also be reported through their semester reports. Following is a list of dates for each cohort's learning conversation:

Year group	Week	Date
Year 7	Week 10, Term 1	Tuesday March 29, 2022
Year 8	Week 8, Term 1	Thursday March 17, 2022
Year 9	Week 8, Term 1	Thursday March 17, 2022
Year 10	Week 6, Term 1	Wednesday March 2, 2022
Year 11	Week 10, Term 1	Tuesday March 29, 2022
Year 12	Week 6, Term 1	Wednesday March 2, 2022

## Preparing Students for their future – 21<sup>st</sup> Century Learning Skills

At Macarthur Girls High School, we want to provide our students with the skills they need to solve problems which may not exist yet, but may exist when they enter the workforce. The ability to communicate, collaborate, be creative, think critically and solve problems are skills that all students require in a range of post-school destinations. Research shows that by teaching these skills, students will improve their performance in school. These skills are also acknowledged as being essential for success by the world's leading universities.

### 21<sup>st</sup> century learning skills include:

- **Collaboration** – students work in groups to share responsibility and make decisions together about what they will produce, how they will produce it, and why they have chosen these means.
- **Real world problem solving** – students are given a problem task which requires them to learn new skills to solve it. Students solve problems in an authentic situation and present and implement their solution in the real world.
- **Critical thinking** – students question and evaluate aspects of the world around them to make informed decisions.
- **Skilled communication** – students communicate through writing and other mediums using a central argument or thesis. Students make a claim and support a hypothesis with evidence in an organised and coherent way.
- **Self-regulation** – students plan, assess and reflect on a long-term learning task using their own initiative.
- **Using ICT** – students use technology when it contributes to their building of knowledge and acquiring of skills by providing them with new learning opportunities.
- **Creativity** – students develop their creative skills to be innovative and develop new ideas to contribute to the world community.

These skills are required for 21<sup>st</sup> century learners to face the challenges in work and life after school. By developing these 21<sup>st</sup> century skills, students will build knowledge across all subjects by generating new ideas and understandings, requiring students to use and develop higher order thinking skills such as: evaluation, synthesis, analysis and interpretation.

### Stage 6 Initiative

Stage 6 students undertake an extensive coaching program to develop their skills and capabilities in preparing for life beyond school – Academic Coaching Course. The program is designed to support students to be thoroughly prepared for the HSC and their transition from MGHS. Students work closely with staff members who have volunteered to undertake the role of academic coach over a two year period. The program runs for three periods per two week cycle, as a part of the overall curriculum provided by the school.

### Stage 5 Initiatives

Stage 5 students participate in Integrated Curriculum classes to enhance their development and subsequent application of 21<sup>st</sup> century skills. In Years 9 & 10, students participate in Integrated Curriculum classes for 4 and 3 periods (respectively) per two week cycle. The purpose of this initiative is to build and reflect on the 21<sup>st</sup> century skills that were developed through the Humanities course, Integrated Curriculum and STEM units in Stage 4.

The Supporting High Achievers Initiative has created an alternative curriculum pathway in Stage 5 for students identified as excelling in their Stage 4 studies. This pathway will enable selected students to participate in one Elective course: International Studies. The International Studies syllabus aims for students to know and understand the significance of culture in our lives and appreciate the culturally diverse world in which we live. Students in International Studies will, in Year 10, accelerate into the Preliminary Society and Culture course. This allows them to complete one Year 11 course while in Year 10 and the subsequent Year 12 course while in Year 11.



## Stage 4 Initiatives

In Year 7, all students participate in a curriculum called 'Humanities' which delivers the skills, knowledge and concepts of Stage 4 English, Mandatory Geography and Mandatory History through an integrated approach. This curriculum pattern is supported by contemporary educational research and has been designed by an interdisciplinary team of teachers at the school who specialise in Integrated Curriculum. Students will undertake Humanities lessons over fourteen periods across a two-week cycle for the duration of the year. Macarthur Girls celebrates the thematic integration of curriculum outcomes from Stage 4 English, Mandatory Geography and Mandatory History classes. This also allows us to reduce the number of teachers Year 7 students will have, subsequently:

- supporting successful transition to high school;
- ensuring each student is known, valued and cared for;
- enhance student learning outcomes and growth.

Students in Year 8 will participate in the STEM (Science, Technology, Engineering and Mathematics) and Integrated Curriculum programs. These classes are specifically designed to enhance and promote the 21<sup>st</sup> century skills of students and prepare them to be successful citizens in an ever-changing world. Throughout the classes, students work collaboratively to solve real-world problems and complete projects where they are supported yet challenged by teachers. For one semester, students will participate in the STEM program and in the other semester, they will participate in Integrated Curriculum units of work. Each of these courses will run for three periods per cycle.

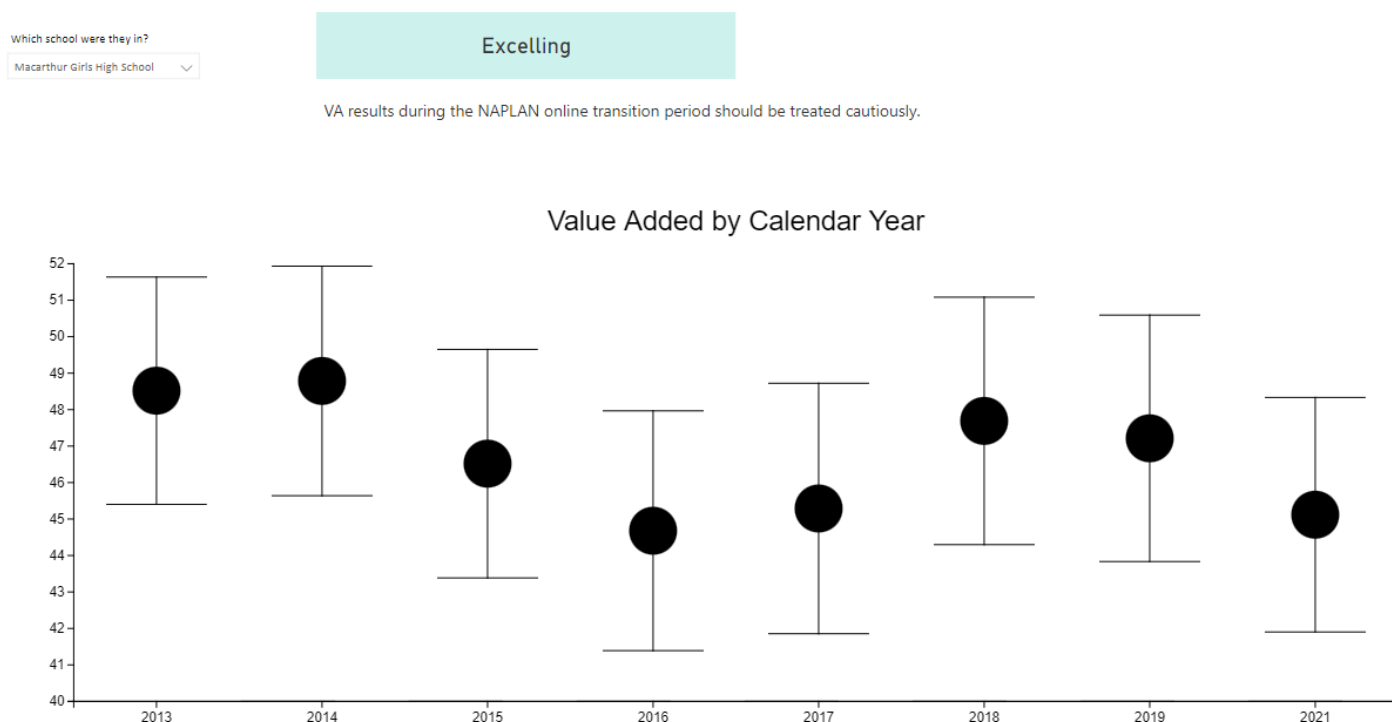


## Literacy and Numeracy

Literacy is the ability to understand and evaluate meaning through reading and writing, listening and speaking, viewing and representing. Literacy skills need to be continually expanded because of our rapidly changing world of new communication forms and media. Literacy is central to achievement in all areas of learning as students' progress through the early, middle and later years of schooling and into the workforce and personal life.

To be numerate is to use mathematical ideas effectively to participate in daily life and make sense of the world. It incorporates the use of numerical, spatial, graphical, statistical and algebraic concepts and skills in a variety of contexts and involves the interpretation, application and communication of mathematical information in a range of practical situations.

The chart below clearly demonstrates the outstanding results Macarthur Girls High School has achieved in regard to the learning growth of all students in literacy and numeracy. Please note that no external testing occurred in 2020. Once again, Macarthur Girls High School is Excelling in its value-add results from Years 7 to 9.



## MGHS Literacy and Numeracy Online Enrichment Program

Macarthur Girls High School views the literacy and numeracy online enrichment program as a building block for success across all learning stages, resulting in better life options, academic success and skills for life enhancement.

Students from Years 7 to 10 participate in weekly literacy and numeracy enrichment activities located on the school's online learning platform – Moodle. These activities significantly contribute to the improvement of student learning outcomes at MGHS as measured by NAPLAN results over the past years as shown above.

Students participate weekly in a range of literacy and numeracy activities to enhance and enrich their literacy and numeracy development across all subjects. It is expected that students will complete all online enrichment activities.

Student completion rates of weekly online literacy and numeracy enrichment activities are acknowledged on their semester reports and during PRIDE celebrations each term. Macarthur Girls High School continues to celebrate the link between this initiative and enhanced growth in student performance measures over time. More information on this initiative can be found on our Sentral Parent Portal.

## How to complete the MGHS Literacy and Numeracy Online Enrichment Activities

Students in Years 7-10 are required to complete the following process:

1. Log on to <http://web2.macarthur-h.schools.nsw.edu.au/moodle/> using their personal login details
2. Click on literacy and numeracy enrichment
3. Click on the sub-category which corresponds with their grade of study
4. Complete all weekly activities in the literacy and numeracy courses
5. All activities must be completed by Sunday night each week
6. The new weekly activities open on Monday mornings
7. If login details or errors appear, student needs to see the Technology Support Administrator next to Room 33 and explain their issue.

## HSC Minimum Standards

All students will need to meet a minimum standard of literacy and numeracy to receive their HSC Credential. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means they will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN. Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.

At Macarthur Girls High School, numerous resources and initiatives are implemented to ensure all students achieve required minimum standards, which led to 100% of Year 12 students in 2021 meeting the National Minimum Standard in reading, writing and numeracy. Our school continues to focus on supporting students to meet this milestone before they begin their HSC studies.

## Great Reading, Original Writing and Numeracy (G.R.O.W.N)

Internal and external testing of students in Years 7-12 allows us to identify those who require additional support in literacy and numeracy. The G.R.O.W.N program provides intensive support in the critical areas of reading, writing and numeracy. Participating students focus on the development of these core skills and learn how to apply them to all subject areas. More information is sent via letter to parents of identified students when they participate in the G.R.O.W.N program.

## Assessment and Reporting

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning. This is *known as formative assessment*. Formative assessment occurs as a regular part of teaching and learning, and the information gained from assessment activities can be used to shape the teaching and learning process.

Assessment as learning encourages students to monitor their own learning and take more responsibility through peer assessment, self-reflection and creating learning goals.

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students.



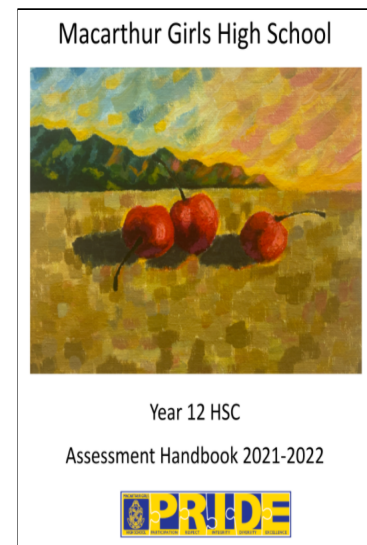
## Assessment Handbooks

All students Years 7 to 12 receive an assessment handbook that provides information about MGHS Assessment Policy for each year plus information on how students will be assessed in each subject. These booklets should be carefully read and form the basis by which students' study and prepare for tasks. Assessment Handbooks are emailed to each student and are also available on the MGHS Parent Portal.

### Assessment and examination preparation

To prepare for assessment tasks and examinations effectively, students should:

- Check assessment notifications and assessment booklets carefully
- Complete study notes throughout the year - every two weeks could be seen as a guide
- Complete practice tasks to gain feedback from teachers
- Set up an effective study environment at home
- Use a study timetable to create and maintain effective study habits
- Aim to finish take home tasks well in advance of the due date
- Submit their tasks via Turnitin (Years 10-12)



### Plagiarism

While students are studying, at both school and beyond, they will be expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help develop their own understanding. It is important that when students use other people's words and ideas that they give them the appropriate credit. To not credit them is the same as stealing, and this is known as plagiarism. 'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.' (NESA website, HSC - All My Own Work, What is plagiarism?). Both senior and junior students need to understand that it is wrong to copy and submit work that they have not created themselves. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- ensuring students have enough time to research and write their own assignments (don't leave it to the last moment)
- making effective notes – jotting down points, not copying whole sentences. Copying and pasting from the internet makes it very hard to avoid plagiarising
- ensuring students write their assignment from notes, not the original source of information
- students keeping accurate records of where they find information and include a bibliography for every assignment (not just when a teacher asks for it)

### Turnitin

Students in Years 10, 11 and 12 are required to submit all hand-in assessment tasks through the online portal; *Turnitin*. This tool will not only ensure the prevention of plagiarism but will provide students with personalised and timely feedback which identifies areas for individual growth and improvement. In addition, it will ensure equity across all students relative to deadlines and due dates. Turnitin also identifies the percentage of a task that comes from another source, whether crediting it in the bibliography or not.

Senior students are also required to complete a course called HSC: All My Own Work (HSC: AMOW) to be eligible for their HSC. Failure to complete the course or to follow the rules of Academic Scholarship (showing Integrity in studies) will put their HSC in jeopardy. NESA has a Malpractice Register that every school must complete and submit. Head Teachers will check for plagiarism and report to the Stage 6 Leader who will refer to NESA guidelines.

## Student reports

Student reports for all years are given once a semester. Please see the schedule below for dates when students will be receiving a hard copy of these semester reports. Note, these reports will be available for students and parents on the Student and Parent Portals.

Semester 1		Semester 2	
Year 7	Term 2, Week 10 Friday	Year 7	Term 4, Week 10 Thursday
Year 8		Year 8	
Year 9		Year 9	
Year 10		Year 10	
Year 11	Term 2, Week 5 Friday	Year 11	Term 4, Week 5 Friday
Year 12	Term 1, Week 10 Friday	Year 12	Term 3, Week 10 Friday

For each course students' study, they will receive feedback on their learning in the following format. Each course reports on their specific curriculum outcomes using the common A-E grading scale.

English Extension - Preliminary	A	B	C	D	E	N/A
Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts	✓					
Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts	✓					
Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts		✓				

A = Outstanding, B = High, C = Sound, D = Basic, E = Limited, N/A = Not Applicable

In addition, each student will have feedback provided relative to their *commitment to learning* and *social development*, as shown below.

Commitment to Learning	C	U	S	R	Social Development	C	U	S	R
Brings required equipment to class	✓				Contributes to class discussion and / or teamwork in a positive way	✓			
Completes tasks in class	✓				Interacts well with teachers and students	✓			
Demonstrates organisational ability	✓				Is self motivated	✓			
Meets homework deadlines	✓				Works cooperatively	✓			
Satisfactorily completes work, homework and assignments on time	✓				Works independently in an effective way	✓			

C = Consistently, U = Usually, S = Sometimes, R = Rarely

Teachers' comments are also written based on students' attitude in class, areas of strength, areas for improvement and strategies to develop in these identified areas.

## Extra Curricular Activities

Macarthur Girls High School provides several extra curricular activities that students can be involved in. These extra curricular activities address a wide range of students' interests and passions and all students are encouraged to be involved. Students should listen carefully to the daily bulletins read each morning in PRIDE for information on a range of extra-curricular activities that occur at Macarthur Girls High School. If they have any questions, they should see the relevant Head Teacher of the faculty leading these activities. Below are some examples of extra curricular activities that have run recently. Each year, activities may vary based on student interest.

<b>Creative and Performing Arts</b>	<b>Humanities</b>	<b>Sport and Physical Activity</b>	<b>Design</b>
Various Dance Ensembles Instrumental Ensemble Drama Ensembles Dance Ensembles Tech Crew Choir String ensemble	Debating/public speaking Literacy support Philosophy Club HERstory - History Appreciation Society Library monitors Community Service Club	CHS Knockout Sports Stage 4 Sporting Schools Skills Clinics Junior Fitness Club Senior Fitness Club Swim Club Tennis Club Softball Club	Anime Club Stress free calligraphy Coffee shop Textiles Club



## School Carnivals

Macarthur Girls High School holds three whole school sporting carnivals each year. Students in years 7-12 are encouraged to participate in these events. Any student who is successful in carnival events can be invited to attend sporting carnivals at North West Sydney Girls Zone and/or Regional level. Please see below for Carnival dates:

<b>Carnival</b>	<b>School</b>	<b>Back up</b>	<b>Zone</b>	<b>Region</b>
Swimming	T1/Wk 4 Friday 18th Feb	T1/Wk 5 Friday 25th Feb	T1/Wk 6 Wed 2nd March	T1/Wk 8 Thursday 17th March
Cross Country	T1/Wk 9 Wed 30th March	T2/Wk 1 Wed 27th April	T2/Wk 4 Wed 20th May	T2/Wk 8 Friday 16th June
Athletics	T2/Wk 5 Thursday 26th May	T2/Wk 6 Thursday 2nd June	T2/Wk 8 Fri 17th May	T3/Wk 2 Mon & Tues 25/26 July (TBC)



# MGHS Student Wellbeing



The aim of the PRIDE program is to establish an educational foundation for students, which is to understand and to practice the values of participation, respect, integrity, diversity and excellence. Macarthur Girls High School believes that modelling and instilling these values in everyday school life is central to forming each student's sense of self-efficacy, character and self-mastery. Our PRIDE program develops the whole person, enabling students to take charge of their own learning and to make responsible choices. The program is designed to inform and motivate.

Each cohort will participate in PRIDE activities appropriate to the student's cognitive, social, spiritual, physical and emotional development. These activities are aligned with the NSW Department Education's Wellbeing Framework for Schools with an emphasis on students connecting, succeeding and thriving in school and life. Each student will receive feedback from their PRIDE teacher about the growth and development in these targeted areas through semesterised reporting.



## Anti-Bullying

Macarthur Girls High School rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience any form of bullying in any context. Bullying can be illegal if it involves behaviours that include physical violence, threats of violence, damaging property or stalking. The school is committed to providing an environment where each student and teacher has the right to learn and teach free from harm and intimidation and where each member of the school community is valued and respected.






At Macarthur Girls High School, it is expected that all students, staff and community stakeholders will:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community
- support the school's Anti-Bullying Plan through words and actions
- work collaboratively to resolve incidents of bullying when they occur.

All students and parents from Macarthur Girls High School are able to access the Anti-Bullying Plan on both the school's website and the Parent Portal.

## PRIDE

Macarthur Girls High School supports the values represented in: **PRIDE**: participation, respect, integrity, diversity and excellence. We show **PRIDE** in ourselves, our achievements and our school, including its traditions and environment, through:

	<p>Taking an active role in school and the broader community.</p>	<p>Participation also includes:</p> <p><b>Inclusivity</b> We feel valued and included. Everyone is given an opportunity to participate.</p> <p><b>Co-operation</b> We work together to achieve common goals in a harmonious way.</p>
	<p>Respecting ourselves. We treat others and our environment with thoughtfulness and consideration.</p>	<p>Respect also includes:</p> <p><b>Care</b> We care for ourselves and others. We show empathy and act with compassion.</p> <p><b>Safety and Security</b> We behave in ways that promote a safe and secure environment. We resolve conflict in peaceful ways.</p>
	<p>Being consistently honest, trustworthy and reliable. We show courage in standing up for ourselves, our beliefs and our community.</p>	<p>Integrity also includes:</p> <p><b>Responsibility</b> We are accountable for our actions. We are aware of the impact our actions have on ourselves and others. We recognise the need to be well-mannered, polite and courteous.</p>
	<p>Accepting and treating others with respect regardless of difference. We celebrate the diversity of our multicultural school.</p>	<p>Diversity also includes:</p> <p><b>Fairness</b> We expect and trust that people in our school will be treated fairly for the good of the individual and the common good of the group.</p> <p><b>Citizenship</b> We strive to be good citizens. We believe in the rights, freedoms, values and responsibilities of living in our country.</p>
	<p>Striving to achieve our best. We have high expectations of ourselves and others. Our work and behaviour are of the highest quality and reflects our potential.</p>	

## Vis Viva: The Living Force

**A Macarthur student....**every day, every week, every term puts our **PRIDE** values into practice.

PRIDE	Participation
<b>A Macarthur student:</b> <ul style="list-style-type: none"> <li>• takes pride in our school</li> <li>• wears the school uniform correctly</li> <li>• takes pride in her work</li> <li>• enjoys being recognised for academic, performing arts, sporting and community achievements</li> <li>• respects the school environment by keeping it clean and attractive</li> </ul>	<b>A Macarthur student:</b> <ul style="list-style-type: none"> <li>• participates in class activities / discussions</li> <li>• joins in social activities around the school</li> <li>• participates in concerts, camps, carnivals and other extracurricular activities.</li> <li>• joins school teams or groups (e.g. sport, choir, debating)</li> <li>• becomes involved with activities that support the community</li> </ul>
Respect	Integrity
<b>A Macarthur student:</b> <ul style="list-style-type: none"> <li>• treats everyone as she would like to be treated herself</li> <li>• models respect in her dealings with others</li> <li>• is considerate of others and accepting that everyone has different strengths and abilities</li> <li>• does not bully others</li> <li>• obeys school rules</li> <li>• recognises that teachers have the right to tell students to follow instructions that support school values</li> </ul>	<b>A Macarthur student:</b> <ul style="list-style-type: none"> <li>• acts with honesty, truth and honour</li> <li>• displays actions that match her words (does what she says she will do)</li> <li>• follows school values and rules</li> <li>• has trust in others</li> <li>• returns property to its rightful owner</li> <li>• understands and accepts consequences for inappropriate actions</li> <li>• acknowledges sources of published work</li> </ul>
Diversity	Excellence
<b>A Macarthur student:</b> <ul style="list-style-type: none"> <li>• celebrates multiculturalism</li> <li>• acts in ways that are not racist</li> <li>• learns about and respects other cultures</li> <li>• has empathy for the different beliefs of others</li> <li>• acknowledges and accepts individual differences</li> </ul>	<b>A Macarthur student:</b> <ul style="list-style-type: none"> <li>• tries to achieve her absolute best in everything she does</li> <li>• takes advantage of high quality teaching and well prepared lessons to reach her potential</li> <li>• takes pride in the way she presents herself</li> <li>• is considerate and supportive of others while she is learning</li> </ul>





## Code of Practice

Macarthur Girls High School rules are expressed in terms of responsibilities which each member of the school community is expected to honour appropriately. All the rules are based on the principle that every teacher has the right to teach and every student has the right to learn in a safe, positive environment.

Positive Interactions	Safe Environment
<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"><li>● be involved in learning</li><li>● treat others courteously and with respect</li><li>● make school a safe place by not hitting, threatening or abusing anyone in any way</li><li>● be punctual and attend regularly</li><li>● respect other people's property by not stealing, damaging or destroying it.</li></ul>	<p><b>Students have the responsibility to:</b></p> <ul style="list-style-type: none"><li>● behave in a manner that earns community respect</li><li>● wear full school uniform each day</li><li>● care for the school environment by keeping it clean and well presented to support both the natural and manmade environment</li><li>● report any damage to school property to staff</li><li>● ensure that no cigarettes/drugs/alcohol are used or brought onto school premises.</li></ul>

Consistent implementation of these will give students self-respect, and the respect of peers, teachers and the school community. It may also result in peer and school awards. Consistent failure to implement these will result in a range of management strategies and consequences being implemented.

## Student Responsibilities

- Movement around school should be as quiet as possible and with consideration for others.
- Students who are feeling unwell need to report to the Stage SAO, with their 'Out of Class' permission form (Vis Viva booklet) signed by their teacher.
- Students should line up when at the canteen.
- Smoking or vaping is not permitted on school property, on excursions, or by students in school uniform on their way to or from school.
- The following items are not permitted at school:
  - alcohol or drugs, knives, guns or other weapons (Police will be involved automatically and student suspended)
  - cigarette lighters, matches, cigarettes, vaping devices
  - chewing gum
  - liquid paper and thinners
  - permanent felt tipped pens
  - aerosol cans, e.g. deodorants.
- No responsibility will be taken for the theft or damage to mobile phones or electronic equipment (e.g. iPads, iPods, Tablets, iPhones, etc.) or other valuables brought to school.

Electronic devices are not to disrupt the learning environment or interfere with the operation of the school in any way. Refer to the Macarthur Girls Online Communication Policy, Mobile Phone Policy and BYOD Policy and Usage Guidelines. These documents can be found on the Sentral Parent Portal.

# Acknowledging and Celebrating Student Achievement

## School Assemblies

- Assemblies are held regularly to share information and to celebrate student achievement
- Whole school assemblies are held in the quad each Week A Friday, after Roll Call. Whole school information is shared and celebrated at these assemblies
- Year and/or Stage meetings are held each Week B Friday, after Roll Call. Information and acknowledgements that focus on that year or stage group are shared during these meetings.
- PRIDE Celebrations are held once a term. These are formal assemblies that celebrate student learning and achievements.
- Annual Presentation Ceremonies are held at the end of the year. These are formal stage assemblies held in the school hall that celebrate student learning and achievements.

## Merit Certificates

A significant component of positive relationships is affirmation. The merit system at Macarthur Girls High School is a process that allows individuals to be affirmed publicly for their character, behaviour and achievements. Merit Awards are given by teachers across all Key Learning Areas.

Students are recognised and rewarded for achievement and involvement in our school across a range of curricular and extra curricular activities.

### Academic Merit Award

To be considered for an Academic Merit Award students should:

- show diligence in class work and assignments, and/or
- participate in all varieties of class and school activities, and/or
- consistently do their best in lessons, show improved effort in class work and assignments
- produce work of a high standard.

### Social Merit Award

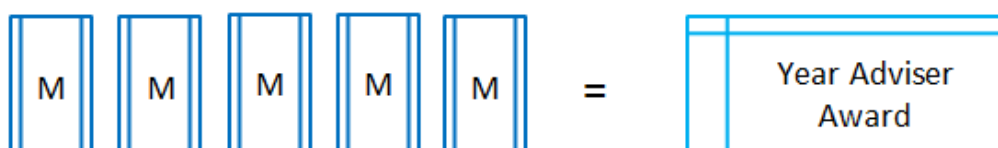
To be considered for a Social Merit Award students should:

- represent the school in either individual or team events
- become involved in Community Service showing consideration by aiding other members of the school or outside community
- demonstrate leadership by initiating a scheme or activity that benefits the school and/or student body, demonstrating qualities of good citizenship
- participate in cultural activities such as band, choir, public speaking, drama, dance, exhibition of art etc.

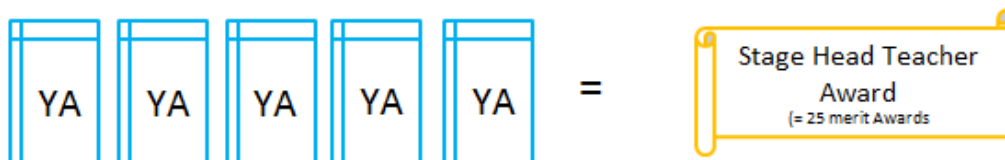


## Awards students can achieve:

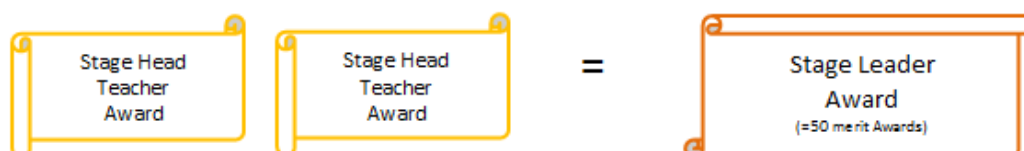
- 5 Merit Awards lead to a Year Adviser Award which is presented at a Stage Assembly
- 5 Year Adviser Awards lead to a Stage Head Teacher Award (25 Merit Awards). These Awards are presented at the PRIDE Celebrations
- 2 Stage Head Teacher Awards lead to a Stage Leader Award (50 Merit Awards). These Awards are presented at the Annual Presentation Ceremony
- 2 Stage Leader Awards lead to a Principal's Award (100 Merit Awards). These Awards are presented at the Annual Presentation Ceremony
- 2 Principal's Awards lead to a Principal's Medal (200 Merit Awards). These Awards are presented at the Annual Presentation Ceremony



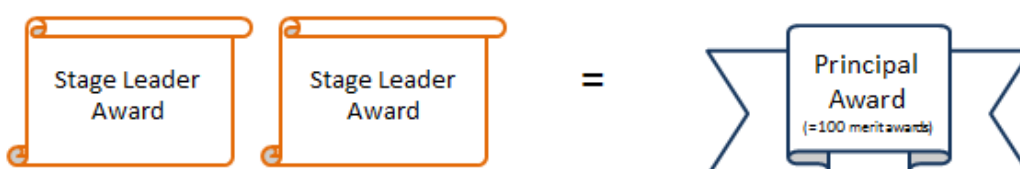
Once five **merit awards** are electronically entered student will be presented with a Year Adviser Award



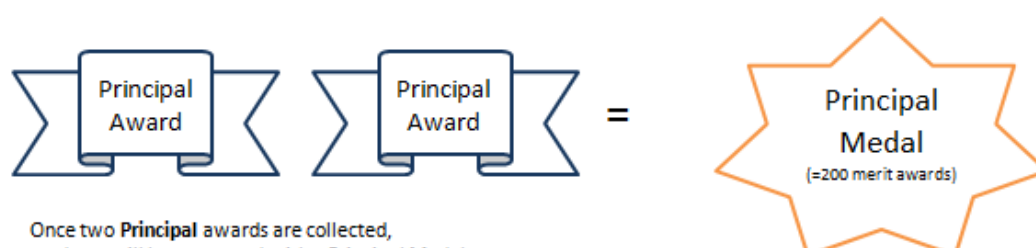
Once five **Year Adviser** awards are collected, students will be presented with a Stage Head Teacher Award



Once two **Stage Head Teacher** awards are collected, Students will be presented with a Stage Leader Award



Once two **Stage Leader** awards are collected, students will be presented with a Principal Award



Once two **Principal** awards are collected, students will be presented with a Principal Medal

# School Organisation

## 2022 Term Dates

**Term 1** Friday 28 January - Friday 8 April

**Years 7, 11 & 12 return (1/2/2022)**

**Years 8, 9 & 10 return (2/2/2022)**

**Term 2** Tuesday 26 April - Friday 1 July

**Term 3** Monday 18 July - Friday 23 September

**Term 4** Monday 10 October - Tuesday 20 December

Friday 28 January

Monday 31 January

Tuesday 26 April

Monday 18 July

Tuesday 20 December

Staff Development Day, staff only

Staff Development Day, staff only

Staff Development Day, staff only

Staff Development Day, staff only

Staff Development Day, staff only

## 2022 Bell Times – Terms 1, 2, 3 and 4

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.05	Roll Call	Roll Call	Roll Call	Roll Call	Roll Call
9.05 – 9.30	PRIDE			Scripture	Whole school Assembly
9.30-10.42	P1				
10.42-11.01	Recess				
11.01-12.13	P2				
12.13-1.25	P3				
1.25-2.03	Lunch				
2.03-3.15	P4				

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.05	Roll Call	Roll Call	Roll Call	Roll Call	Roll Call
9.05 – 9.30	PRIDE			Scripture	Stage Assembly
9.30-10.42	P1				
10.42-11.01	Recess				
11.01-12.13	P2				
12.13-1.25	P3				
1.25-2.03	Lunch				
2.03-3.15	P4		Staff/faculty meetings -early finish	P4	

## 2022 Week A / B Schedule

	Term 1		Term 2		Term 3		Term 4	
Week	Week	Beginning	Week	Beginning	Week	Beginning	Week	Beginning
1	B	28 January	A	26 April	A	18 July	A	10 October
2	A	31 January	B	2 May	B	25 July	B	17 October
3	B	7 February	A	9 May	A	1 August	A	24 October
4	A	14 February	B	16 May	B	8 August	B	31 October
5	B	21 February	A	23 May	A	15 August	A	7 November
6	A	28 February	B	30 May	B	22 August	B	14 November
7	B	7 March	A	6 June	A	29 August	A	21 November
8	A	14 March	B	13 June	B	5 September	B	28 November
9	B	21 March	A	20 June	A	12 September	A	5 December
10	A	28 March	B	27 June	B	19 September	B	12 December
11	B	4 April	A				A	19 December

### Early Dismissal Wednesday Week B at 1.25pm

The school structure at Macarthur Girls High is a two week cycle, Week A and Week B. On Wednesday Week B timetabled lessons for all students conclude at 1.25 pm, that is after period 3. Permission will be granted to students to leave school early on Wednesday Week B when the school has received **parental approval**. Parents will need to make transport and supervision arrangements for this day. **The first Wednesday B scheduled for whole school early leave in 2022 is 9 February.**

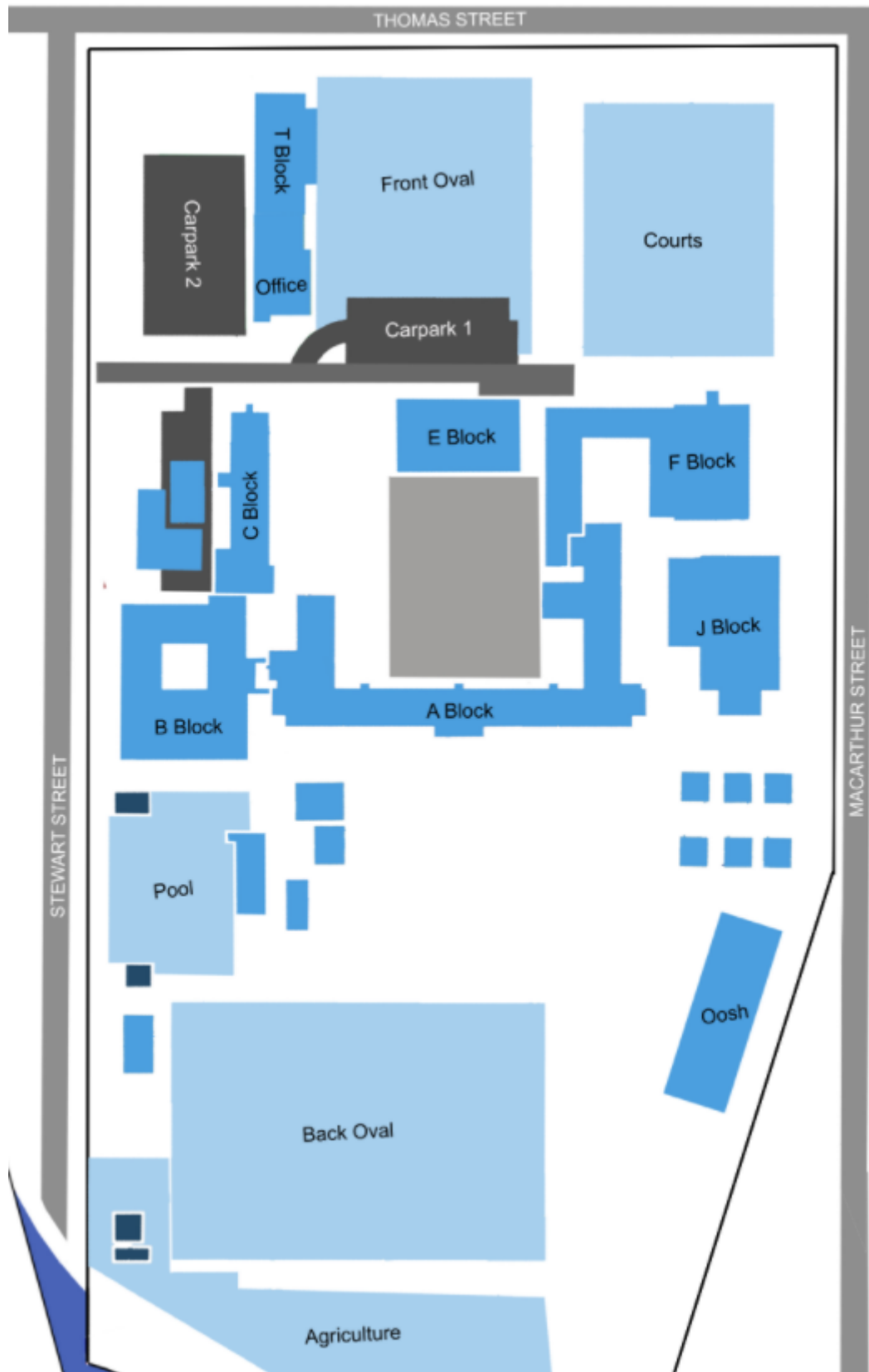
### Evacuation Procedure

1. The evacuation order is a continuous ringing of the **SCHOOL BELL**.
2. Students leave the classroom under the direction of the teacher.
3. Bags are to be taken **UNLESS** instructed otherwise.
4. Students leave the building by the nearest exit **UNLESS** instructed otherwise (see map in classroom)
5. Students are directed to **ASSEMBLY AREA A**, (bottom oval) **UNLESS** instructed otherwise.
6. If safety allows, close windows but leave doors open.
7. At the assembly area students line up in roll class order according to signage. No phone use allowed.

### Lock Down Procedure

1. The LOCK DOWN order is a continuous ringing of the **SIREN (whoop whoop)**
2. LOCK – Lock up your space (doors, windows, pull blinds)
3. DOWN – Get down under tables where possible
4. Remain still, calm & quiet - no phone use allowed
5. Remain in LOCK DOWN until siren stops
6. Wait 5 minutes after the siren stops for an announcement
7. Students will be directed to the quadrangle for a roll call.

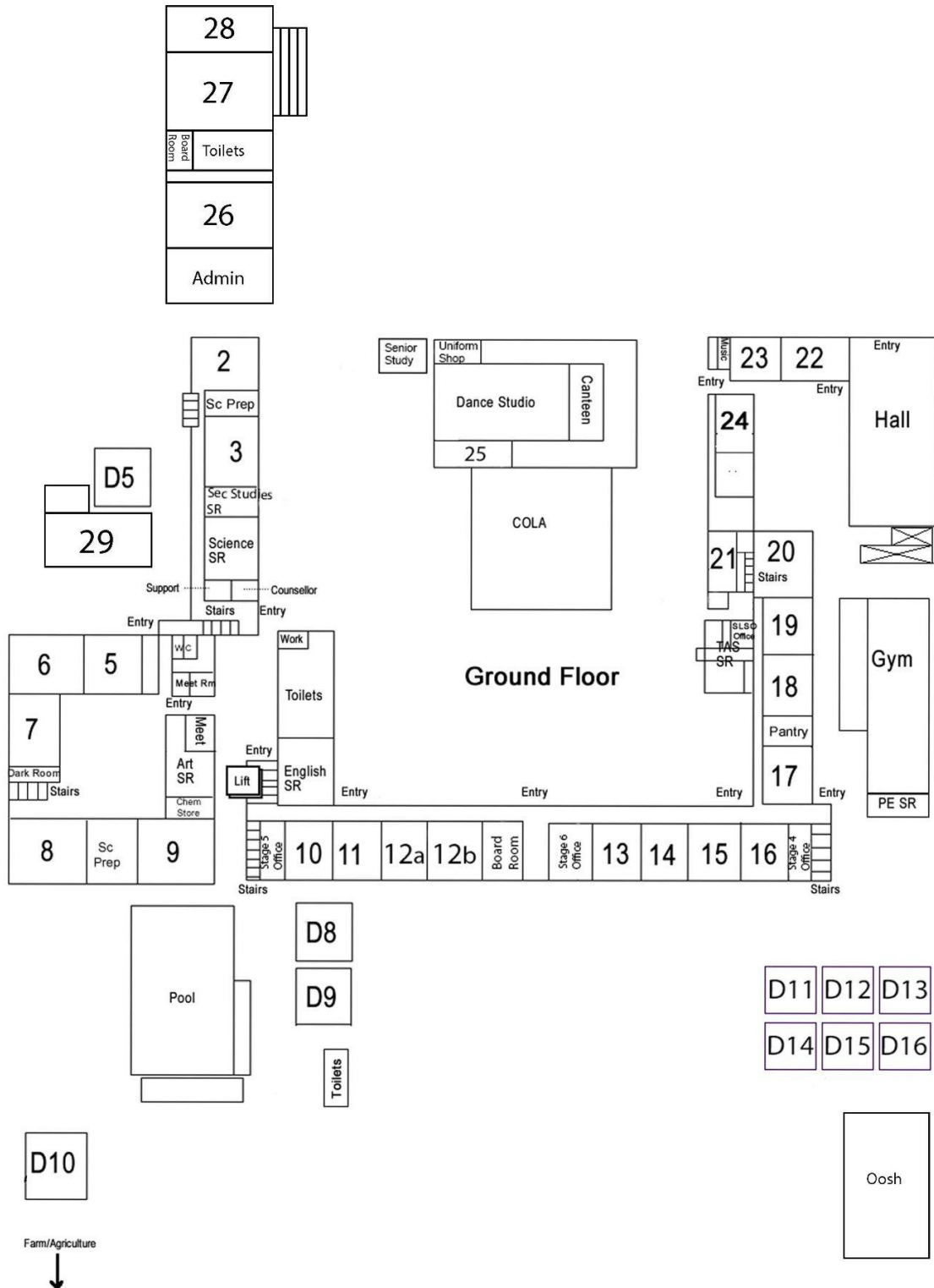
# Grounds Overview





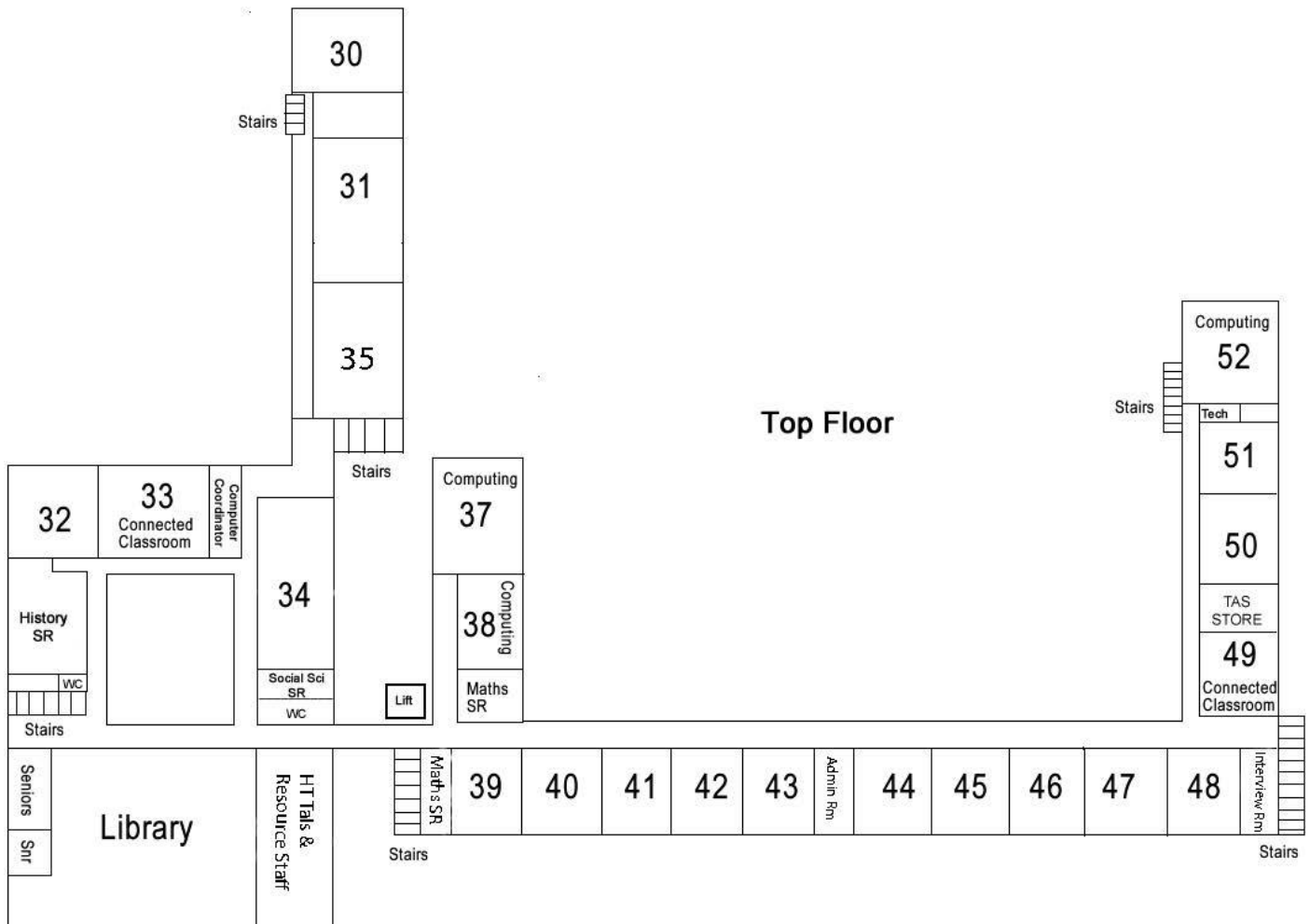
# School Map

## GROUND LEVEL



# School Map

## UPPER LEVEL



# Routine Matters

**Attendance:** *The MGHS Attendance Policy is available on the school's Sentral Parent Portal.*

## Absences from School

Every student should attend school every day unless she is ill. Appointments should be made out of school hours. When a student is irregular in attendance, it is difficult for her learning to progress.

If a student is marked absent at roll call a SMS message will be sent out (by 10.30am each day) notifying parents/guardians of the student's absence.

Every time a student is absent from school an explanation needs to be provided. This can be done via return SMS, Sentral Parent Portal or a written note from a parent/guardian, given to the student's Roll Call Teacher on the day of return to school. The note must have the student's full name, year and roll class on top, and date(s) of absence with a reason for the absence. It must be written and signed by a parent or guardian.

If students are likely to be absent for several days, parents should ring the school. An official notification letter will automatically be sent home if students are absent for 3 or more days without explanation. All extended absences must be submitted to the Principal for approval. Please refer to the MGHS Attendance Policy and the application for Exemption from Attendance at School. Students who fail to comply with this may put their enrolment at MGHS at risk.

## Late to School

All students must arrive at school on time. Students arriving after 9.00am must go directly to the relevant Stage SAO, with their ID card, and have their names recorded on the computer. Students who are late must produce a note from their parent/guardian explaining their lateness at the time of their arrival at school. A receipt will be given as proof of arrival time. Students arriving during Roll Call and PRIDE Time must then report to Room 13 with their receipt, explaining their lateness. They will then be escorted by a member of the Executive to the PRIDE lesson to complete the lesson activities. Students failing to follow school procedures and those with unacceptable and/or unexplained lateness will be placed on attendance monitoring cards and/or be required to attend school lunchtime detentions as well as after school detentions.

## Early Leave

Students who wish to leave early must have a note from their parent/guardian requesting permission to leave at a stated time. Students take the note to their Stage Leader before school and/or recess to be signed and stamped. Students must then present the note to the Stage SAO to be provided with an "early leaver pass". This pass is to be shown to the class teacher before leaving class. Students must report to Stage SAO with their pass, to be signed before they meet their parent/guardian in Reception. The pass must be carried by the student and can be required to be shown to the Police upon request. A student places herself at risk and beyond the duty of care of teachers if she leaves the school without permission. Failure to follow these procedures will be dealt with under the school discipline policy.

## Appointments

It is expected that parents/guardians will make appointments (e.g. Doctors, dentists, etc.) out of school hours to minimise disruption to learning. For interviews with school personnel, parents must contact the school on 9683 1866 to make appointments if they wish to discuss issues with staff.

## Year 12 – Flexible time

Year 12 students who have finished their formal lessons earlier than the school finishing time of 3.15pm are given the privilege to undertake their study period(s) at home, following written approval being received by the school. All students are to register their departure at the Stage 6 Office using their ID card and select as their reason 'Flexible Timetable'. This privilege may be withdrawn if students do not follow or comply with general school policy, procedures and rules. For students not undertaking their early leave/study period(s) at home they are to report to the school library as per policy for all study periods.

## Out of Class

Any student who is out of class **must** have their Vis Viva booklet updated and their 'Out of Class' Permission form signed by their teacher. Late arrival to class must be accompanied by a note of explanation in their Vis Viva booklet from the staff member responsible for the delay. Failure to follow these procedures could result in a detention.

If students are out of class to use the bathroom:

1. Students need their teachers to sign and date their Vis Viva booklet
2. Students must report to Stage SAO with their ID card and Vis Viva booklet
3. After students have used the bathroom, they report back to the Stage SAO for a return to class pass.
4. On returning to class, students must give their teacher this pass
5. Teacher must sign and write the time of the students re-entering class in their Vis Viva booklet

## Medication

Ventolin inhalers and Anaphylaxis Auto-injectors are the only form of medication to be carried by students. All other medication **MUST** be taken to the relevant Stage SAO with specific instructions from a doctor as to their use and dosage. Medications will be stored and administered through the sick bay in the administration building.

## Sick Students

If feeling unwell in class, students are to notify their teacher who will complete the 'Out of Class' Permission form in their Vis Viva booklet. Students are to go directly to the Stage SAO, from where they will be escorted to the sick bay and/or parents will be notified. Parents are reminded that the school does not have qualified medical staff. The school must be able to contact parents at any time, hence it is imperative that any changes to addresses, contact telephone numbers, email addresses and mobile phone numbers are communicated to the school. Parents can now update this information on the Sentral Parent Portal.

## Communication

There are many channels of communication operating between the school and community. Please see below:

**School website** - <https://macarthur-g-h.schools.nsw.gov.au/>

This will have general information about the school, its structures and key personnel.

**Sentral Student & Parent Portals** - <https://mghs.sentral.com.au/portal/login>

These are used to communicate more detailed and personalised information to students and parents, such as school policies and semesterised reports.

**Facebook page** - <https://www.facebook.com/macarthurgirlshs>

Like this page to stay on top of the most current school news and activities.

**SchoolBytes** - This will be used to communicate information about school events such as excursions and assemblies. We regularly use this platform to send outstanding fee sheets.

**SMS** - This will be used daily to advise of student absences.

## Visitors (including parents)

All visitors to the school are required to report immediately to Reception in the Administration Building after being given access through the pedestrian gate on Stewart Street. All visitors will be issued with a visitor's badge. Unless offering directions to visitors after they have signed in, students are not to talk to anyone on the grounds.

## Lockers

Students may hire a locker for use during their time at Macarthur Girls High School. Lockers are NOT to be SHARED with other students. All lockers must be secured with the supplied combination padlock only. Students are not to share their codes. Students may go to lockers before school, at recess and lunchtime only. Parents and students must sign the MGHS Locker Policy and Procedure.

## Personal Property

- All clothing and equipment should be marked with permanent ink with the owner's name.
- Students are responsible for their own property and should not bring large sums of money or valuables to school.
- Lost property is handed to the Stage 6 Office and if not collected is disposed of at the end of each term.
- Students are responsible for ensuring their valuables are safely stored according to their teachers' instructions.

## **School contributions**

School contributions provide learning resources, equipment, technology and materials that are used across all subjects and all years. These contributions are extremely important to the effectiveness of the teaching and learning programs at Macarthur Girls as they support classroom teaching, special programs and whole school initiatives. Subject contributions go directly to purchase essential course materials used and consumed in the education programs of some mandatory subjects as well as courses chosen by students to study. Schools can only provide the range of resources needed to support student learning and their environment when families assist. One way that families can manage these contributions is to think about organising a payment plan. Payments can also be made via our website under "Make a Payment". Families may wish to discuss their financial options by contacting the relevant Stage Leader on 9683 1866.

## **Textbooks**

Students in Stage 6 at Macarthur Girls High School will be required to purchase their own textbooks for subjects that they are studying throughout Years 11 and 12. Prior to the subject selection process in Year 10, parents and students will be informed about the approximate cost of relevant textbooks that will be required for different courses. Course textbooks will be confirmed at the beginning of Year 11 and/or Year 12. Students will need to purchase these texts by a set date which will be communicated to parents and students. A limited number of textbooks for each course will be located in the school library for students to access, but note that for equity and accessibility, these textbooks cannot be borrowed. For parents/carers who are experiencing financial hardship, applications can be made according to the MGHS Student Financial Assistance Policy. Both the Stage 6 Textbook Policy and MGHS Student Financial Assistance Policy can be located on the Sentral Parent Portal.

## **Travelling to and from school**

- Students must cross Macarthur Street at the traffic lights or the pedestrian crossing near the bridge, and in Thomas Street at the pedestrian crossing.
- School uniforms must be worn when travelling to and from school.
- Behaviour on buses and trains must be orderly. School Opal passes will be withdrawn for inappropriate and unacceptable behaviour such as smoking, bad language and not offering seats to members of the public.

For the safety of students, once students arrive at school, they must not leave the school grounds without the necessary permissions. If students leave the grounds without parental permission and without following school procedures, they will be marked as truanting, which will attract consequences as per school policy.

## **Playground and Buildings**

- Before school, during lunch and recess, students should be in the appropriate playground areas unless seeing a teacher.
- For wet weather, three bells will ring. All students will access their roll call/PRIDE classrooms for inclement weather. For those in specialist rooms, they may be given an alternative wet weather room.
- Students may only visit lockers before school, at recess and lunch.
- During timetabled classes, students will not eat in any classroom.
- Movement in the corridors should be quiet and orderly. There should be no running in the buildings and students must keep to the left on stairs and in corridors.

## **School Canteen**

The Macarthur Girls High School canteen is a Healthy School Canteen operated by Total Canteen Solutions. The canteen is open before school from 8:30am and during Recess and Lunchtime. Students should order their lunches before school and can collect at either Recess or Lunchtime. To pick up orders and to purchase food or drinks, students will need to line up outside the canteen in an orderly fashion. Students can purchase using cash or card. No students are allowed to purchase items during class time and after Recess on Wednesday Week B.

# School Personnel

## Senior School Executive

<b>Principal</b>	Ms G Cluff
<b>Deputy Principal/Stage 6 Leader</b>	Mr L Fulwood
<b>Deputy Principal/Stage 5 Leader</b>	Ms E Mansfield
<b>Deputy Principal/Stage 4 Leader</b>	Mrs R Dickson

## Head Teachers

<b>English</b>	Dr E Sofatzis (Rel)	<b>History and LOTE</b>	Ms M Grima-Schmidt (M,Tu,F) Ms A Barker (Rel) (W,Th)
<b>Creative Arts</b>	Mr H Walden (Rel)	<b>Science</b>	Dr M Cash
<b>Social Science</b>	Ms R Merhebi	<b>Teacher Learning and Wellbeing</b>	Stage 4 - Ms J Mumford Stage 5 - Ms J Sharma Stage 6 - Mr S Bhattacharya
<b>PDHPE</b>	Ms J Moliterno	<b>TAS</b>	Ms M Holder (Rel)
<b>Mathematics</b>	Mr G Jackson	<b>Administration Manager</b>	Ms D Kilby
<b>Business Manager</b>	Ms C McDonald		

## Support Team

<b>Careers</b>	Ms J Sharma	<b>EAL/D Teachers</b>	Ms S Valladeres/Ms C Halim/Ms T Zafar
<b>Counsellor</b>	Ms B Li	<b>Librarian</b>	Ms A Rivero de Cole
<b>Student Support Officer</b>	TBA	<b>Learning and Support</b>	Mr S Williams

## Year Advisers

<b>Year 7</b>	Ms N Ahmed	<b>Year 10</b>	Ms C Halim
<b>Year 8</b>	Ms A Gazaleh	<b>Year 11</b>	Mr F Broudou
<b>Year 9</b>	Ms M Higham	<b>Year 12</b>	Ms K Lawton



Parents/guardians must phone the school to make appointments if they wish to talk to teachers or other school personnel. For issues relating to subject areas or classroom matters contact the relevant Head Teacher. All calls from parents are to go through Head Teachers only. For issues relating to student welfare and progress, contact the relevant Year Adviser or Stage Head Teacher Teaching and Learning. For appointments with school personnel, parents can contact the school on 9683 1866.



## Help and Advice

### Class Teacher

Students are especially encouraged to use their classroom teachers as the initial point of contact as soon as difficulties arise in learning, classroom activities, assessment tasks, study and homework.

### Head Teacher Faculty

The Head Teacher of a faculty gives more advice about subject matters and problems related to the subject.

### Stage Head Teacher Teaching and Learning

Stage Head Teachers and HT TALs look after the overall welfare of the students – personal, health, attendance, uniform, as well as tracking and supporting academic progress and the attainment of learning outcomes.

### Year Advisers

Each year has a Year Adviser and Assistant Year Adviser who support the student's academic, social and emotional development.

### Stage Leader

Lead the overall academic progress and behaviour of the students relevant to their Stage – including NESA requirements for ROSA and Higher School Certificate, subject selection, the attainment of learning outcomes, discipline and support.

### School Counsellors

They are available to help students with any problems which may be affecting how they are managing at school. These may include worries with friends, feeling “down”, concerns at home or difficulties with schoolwork. Their office is near the entrance to the Science block. Appointments can be made directly by completing the self-referral slip available outside of the counsellor's office.

### Sports Organiser

Any matters relating to sport and carnivals should first be directed to the Sports Organiser, Mr Hester.

### Learning and Support Teachers

The school has specialist teachers who can help students and parents.

- The **Learning and Support Teachers** help students who have reading and other learning difficulties.
- The **English as an Additional Language/Dialect (EAL/D) teachers** teach classes, team teach and give some individual help to students whose first language is not English.
- The **Careers Adviser** is able to give advice on careers and courses to follow to assist students in their preferred career option.

### School Administrative Officers

School Administrative Officers undertake the administrative, financial and support duties in the school. They are usually parents' first contact with the school and tend to the needs of students/parents and visitors, in addition to assisting teachers in faculties.

## Student Leadership

### Student Representative Council (SRC)

The SRC is the student voice within the school. It meets to discuss matters which students feel are important. It is run by students and provides an opportunity for them to voice the ideas and suggestions of the student body. Elections for SRC positions take place annually.

### Prefects

School Prefect is an elected, leadership position. Macarthur Girls High School has a Prefect body of Year 12 and Year 11 students who are elected by their peers and the staff. The Prefects make up the senior component of the SRC.



### Sports Council (SPC)

The Sports Council is a group of students who represent each sporting house. Every student is randomly allocated to a house which they will belong to for the duration of their time at Macarthur Girls High School. The sporting houses are:

House	Colour
Fitzroy	Green
Lennox	Yellow
Marsden	Red
Ruse	Blue

The Year 12 representatives are the House Captains and lead their house during school sporting activities. The role of the Sports Council is to:

- encourage participation in sporting activities throughout the year
  - create role models for other students in sporting activities
  - assist with the organisation and running of sporting events
- represent the school when requested.

## Uniform Requirements 2022

Students are expected to wear the full school uniform each day with PRIDE, including travel to and from school. The school is judged by students in uniform and their behaviour whilst in that uniform. Neat appearance in full and correct school uniform is essential. All clothing should be clearly labelled. The “**School Locker**” provides students with Macarthur Girls High School uniforms, shoes, technology (computers) and stationery. All can be purchased at the Macarthur Girls uniform shop or online.

**The Uniform Shop is open every Tuesday morning from 8am to 12pm and every Thursday afternoon 12pm to 4pm**

**All years:** Check tailored skirt OR navy shorts (two styles available) and long tailored pants; each with a pale blue MGHS emblem.

**Year 7-10** White short sleeve over blouse with collar with blue piping and school crest

**Year 11-12** Pale blue short sleeve over blouse with collar with blue piping and school crest

### **Cultural Uniform:**

Long check tailored skirt

Headscarf (hijab) optional, white only

Headband optional, dark blue

**Juniors:** White long sleeve over blouse with collar with blue piping and school crest

**Seniors:** Pale blue long sleeve over blouse with collar with blue piping and school crest

Students must not wear long sleeve shirts underneath short sleeve blouses. If students require long sleeves, they must wear the MGHS white long sleeve blouse.

### **All students**

**Shoes:** Black flat lace-up / enclosed plain leather school shoes NO boots allowed, NO Ballet Slippers

### **Socks:**

Plain white short socks or black pantyhose/tights

NO short stockings or long socks allowed  
NO leggings. If students are wearing leggings for cultural requirements, they are to wear a long skirt

### **Optional items**

**Jumper:** School jumper (two available), microfibre jacket, cardigan with school crest

**Blazer:** Navy blue with school crest.

If students are wearing a school blazer, the blouse may be tucked into their skirt

**Year 12 Jacket:** Term 4 Preliminary Year through HSC Year. A school blouse must still be worn underneath at all times

**Winter Neck Scarf:** To be purchased from School Locker only

### **Sport Uniform (PE, Sport and Carnivals)**

- Macarthur sports shorts
- Yellow/blue short-sleeved collared shirt with crest
- Sports shoes or joggers with light coloured soles (no canvas shoes)
- School tracksuit, school sport cap (may also be worn outdoors with the summer uniform)
- School swimming costume and cap
- Rash shirt

The Sports Uniform is not to be worn to school unless prior permission has been granted

### **School Bag**

Sturdy bag free of graffiti. The school bag must protect all equipment. Backpacks (with two shoulder straps) are the most suitable school bags. These bags put less strain on the spinal development.

**Handbags are not appropriate for school use.**

### **Additional Considerations**

The following items are optional but may be worn:

- a watch
- a plain cultural or religious chain (must be tucked inside school blouse)
- one simple ring
- sleeper or stud earrings (nothing bigger than a 5cent piece)
- clear sun protection lip balm may be used

The following items may NOT be worn at any time:

- make-up, including eyeliner, eye shadow, lipstick or fake eyelashes
- acrylic nails
- fashion, open-topped shoes, thongs, sandals or ballet slippers
- leggings and footless tights
- short stockings or long socks
- beanies
- non-school neck scarves
- blankets

Hair should be kept tidy and back off the face. In practical subjects such as PDHPE, Science and TAS, all students are required to wear their hair tied back. Ribbons or headbands should only be navy blue or white.

The sport uniform including sports shoes should not be worn as a school uniform or under the school uniform. Students who are persistently out of uniform may be subject to a Wednesday afternoon school detention.

### **Out of Uniform**

It is recognised that on occasion a student may be unable to wear some parts of, or the entire correct uniform. Notes from parents indicating the reason must be given to the Stage Leaders before school to receive a uniform 'pass'. A uniform pass will be issued to the student and must be shown to any teacher, on request during the day. Failure to follow these procedures will result in detention. If there is a long term issue, parents should notify the school directly, asking to speak with a Stage Leader or the relevant Stage Head Teacher TAL/W so that an appropriate solution can be found. If students attend school out of uniform wearing items that pose health and safety risks, such as open toed shoes, parents/carers may be called to bring appropriate clothing to the school.



## Bring Your Own Device (BYOD)

Macarthur Girls High School is a BYOD school and over 97% of students from Years 7-12 have their own devices. To enable full participation in the learning experience offered at Macarthur Girls we wish to make technology available to all students. Therefore, a number of laptops will be available for loan for the duration of the school year for the 3% of students who do not have their own technology device. Please note that this is a loan, and the laptops remain school property. There is a loan fee and agreement associated with the loan process.

Before bringing their own device, all students at Macarthur Girls High School agree to abide by the MGHS Online Communication Policy, MGHS Mobile Phone Policy and MGHS BYOD Policy and Usage Guidelines and Agreement.



Macarthur Girls High School has implemented the Google classroom platform uniformly across the school. Each class has a unique online Google classroom that is administered and managed by subject teachers, supporting students' participation in and engagement with learning.

Teachers use this digital platform to share lesson intent, activities, resources, assessment notifications, homework, and notes for ongoing student completion and reference. In addition, students access Roll Call PRIDE activities through Google classroom to develop relevant skills addressing wellbeing needs. Important year specific information and access to Assessment and Course Learning Intention Handbooks, is also provided digitally through relevant year cohort classrooms.

The use of Google Classroom across the school was pivotal in facilitating a seamless transition to online learning from home during 2020 and 2021. It ensured students had the opportunity to maintain their focus on learning despite the challenging circumstances.

It is essential all students have working devices with them in class each day.

For connectivity to the MGHS wi-fi system across the school site, visit the parent portal *Permission and Acknowledgement Forms Appendix 10* which provides relevant device information.



## Glossary of Key Words

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications	<b>Evaluate</b>	Make a judgement based on criteria; determine the value of: Examine: Inquire into
<b>Apply</b>	Use, utilise, employ in a particular situation	<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Appreciate</b>	Make a judgement about the value of	<b>Extract</b>	Choose relevant and/or appropriate details
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size	<b>Extrapolate</b>	Infer from what is known
<b>Calculate</b>	Ascertain/determine from given facts, figures or information	<b>Identify</b>	Recognise and name
<b>Clarify</b>	Make clear or plain	<b>Interpret</b>	Draw meaning from
<b>Classify</b>	Arrange or include in classes/categories	<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Compare</b>	Show how things are similar or different	<b>Justify</b>	Support an argument or conclusion
<b>Construct</b>	Make; build; put together items or arguments	<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Contrast</b>	Show how things are different or opposite	<b>Predict</b>	Suggest what may happen based on information available
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy (depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation)	<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Deduce</b>	Draw conclusions	<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Define</b>	State meaning and identify essential qualities	<b>Recommend</b>	Provide reasons in favour
<b>Demonstrate</b>	Show by example	<b>Recount</b>	Retell a series of events
<b>Describe</b>	Provide characteristics and features	<b>Summarise</b>	Express, concisely, the relevant details
<b>Discuss</b>	Identify issues and provide points for and/or against	<b>Synthesise</b>	Put together various elements to make a whole

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help students and parents understand what is expected in response to examinations and assessment tasks.

## Out of Class Permission Form

[illegible]

## My Timetable 2022

*All students will be provided with a copy of their 2022 timetable. Throughout the year, students are able to access their timetables on both the homepage of the DoE portal and through the student portal.*

### Semester 1

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Roll Call					
1					
Recess					
2					
3					
Lunch					
4					
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Roll Call					
1					
Recess					
2					
3					
Lunch			Early Leave - Parental permission required		
4					

# My Timetable 2022

## Semester 2

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Roll Call					
1					
Recess					
2					
3					
Lunch					
4					
Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Roll Call					
1					
Recess					
2					
3					
Lunch			Early Leave - Parental permission required		
4					

## My learning goals for 2022

At the start of the year, you will set your individual learning goals and reflect against the five levels of learning. Record your level and goals at the start of the year below:

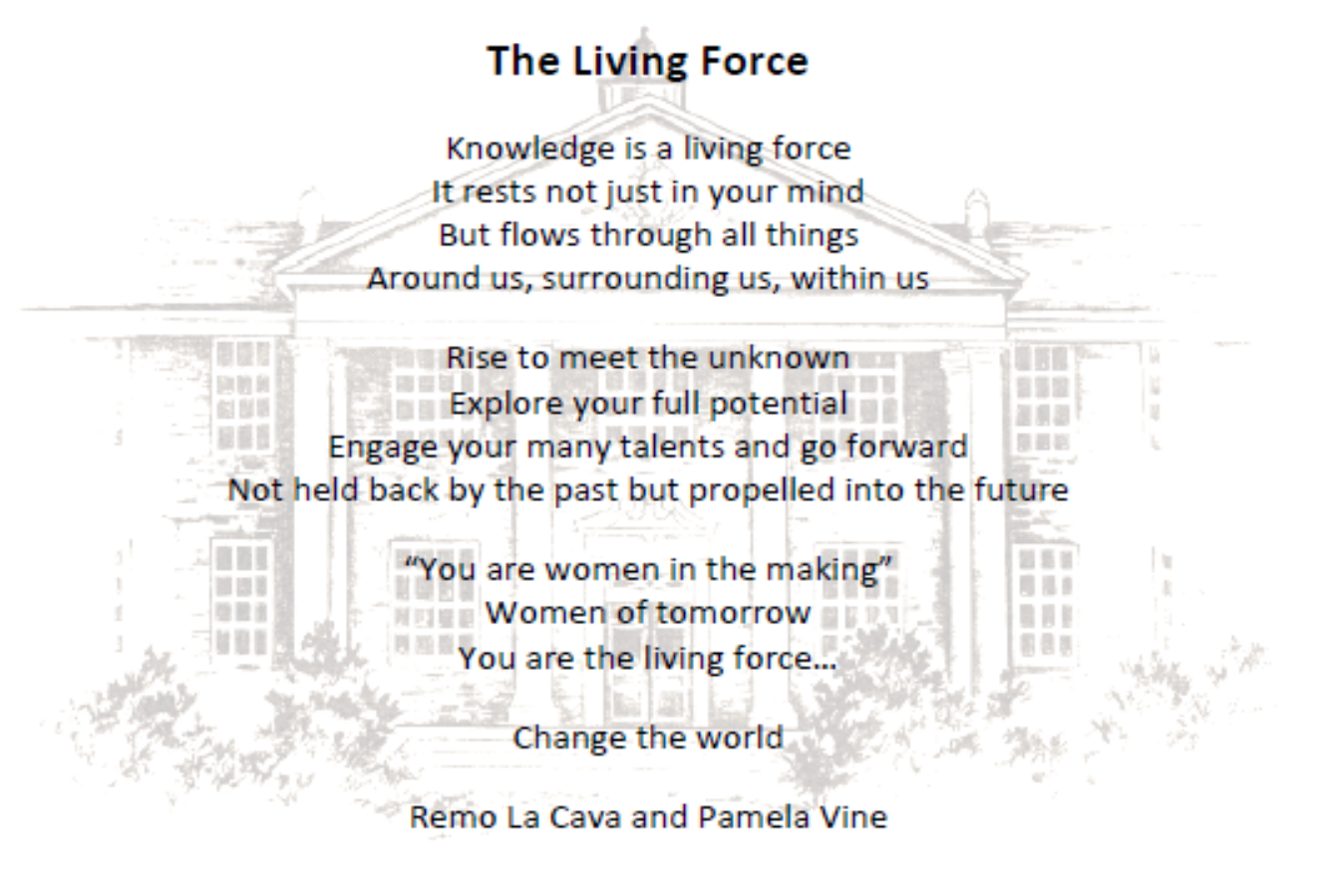
Learning level	1	2	3	4	5
Goal 1					
Goal 2					
Goal 3					

For each of the learning goals stages below, ensure your PRIDE teacher signs to indicate completion of each activity.

Stage	Date	Student signature	Parent signature	PRIDE teacher signature
Goals set at start of Term 1				
Learning goals discussed at Learning Conversations Evening				
Semester 1 reflection on progress towards learning goals				
Semester 2 reflection on progress towards learning goals				

If you make any modifications to your learning goals throughout the year, record these below.





## The Living Force

Knowledge is a living force  
It rests not just in your mind  
But flows through all things  
Around us, surrounding us, within us

Rise to meet the unknown  
Explore your full potential  
Engage your many talents and go forward  
Not held back by the past but propelled into the future

"You are women in the making"  
Women of tomorrow  
You are the living force...

Change the world

Remo La Cava and Pamela Vine