



Education &  
Communities

# Macarthur Girls High School Annual School Report 2014



8822



## School context

Macarthur Girls High School (MGHS) is located in the Parramatta District on the banks of the Parramatta River. The school site is of historical significance as a part of the early settlement of the Parramatta district; the land is part of the second land grant made in the settlement of NSW. Subsequently the land became part of the holdings of Rev. Samuel Marsden.

The school's reputation has created a demand for enrolment. Enrolment for 2014 was 1032 students. Approximately 90.5% of our students are from language backgrounds other than English with 37.5% of our enrolments from out of area.

The school's teaching staff is a strong mix of very experienced teachers and new scheme teachers, all of whom are committed to providing continuing excellence in teaching and learning. Our school had a teaching entitlement of 72.5 staff with an additional 13 school assistants.

## Principal's message

Our purpose is to encourage young women to achieve their best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world. This purpose is embodied in our school motto – Vis Viva – the living force.

We inspire our students to strive for their personal excellence by providing them with extensive opportunities to grow and to have a positive influence on the life of others.

The school's culture of excellence is evident in all their activities and their team spirit, extending beyond the school gate. This was observed by our Presentation Night guest Captain Ian Carter of the Australian Defence Force, who "was swept away by the vivaciousness of the school" and "was deeply touched by the drama presentation".

Captain Carter noted that our "school's excellent academic results are only second to your wonderful staff and students. You truly embody the living force to the highest level".

He voiced his personal confidence in the school with his intention to "have the proud honour of being the father of two Macarthur Girls one day". There can be no better expression of confidence in a school and we look forward to welcoming his daughters.

To be able to empower adolescents with the skills to be successful in life and in society, the school endeavours to develop a sense of self, a sense of belonging and empathy towards others as highlighted in our PRIDE programs and Student Representative Council initiatives. Additionally we aim for every student to leave Macarthur Girls High School with the identified skills of communication, collaboration, creativity and critical thinking. These are the capabilities current research tells us are most important for success in all career areas and in society.

We have consistently achieved outstanding results and growth for our students in literacy and numeracy since 2010, exceeding the State. This has led to the school being identified by the Department as an exemplar of a high value added school. At the national level, MGHS has been recognised by the Australian Curriculum and Research Agency (ACARA) as one of 12 DEC schools that has shown impressive gains in NAPLAN. The school showed large overall improvement as well as improvement compared with school with similar students and similar NAPLAN starting points.

Our 2014 Annual School Report (ASR) illustrates a variety of school initiatives and the resulting student outcomes. I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Ms. Cluff**



Captain Ian Carter of the Australian Defence Force and the school's 2015 vice-captain Sumaya Housaini at the 2014 MGHS Presentation Night.

## P & C message

The MGHS Parents and Citizens Association is committed to cultivating and enhancing channels of communication between the parents and citizens and the school. Regular meetings ensure that parents and citizens of MGHS are kept well-informed and reciprocally educators at MGHS are apprised of parent and community concerns. The focus of discussion is always centered on successful student outcomes through parental and community involvement.

This year the association has made valuable input into assessment practice and policy at the school, made substantial contributions on staffing panels as well as supporting and advising the school in other matters from property maintenance to technology. Currently the P&C meet twice a term on a Tuesday evening from 7pm.

**Yasmin Bhamjee**

**President P & C**

## Student representative's message

The Student Representative Council (SRC) has a long tradition of voicing the needs of the student body through active leadership. In 2014 the SRC worked towards three main goals: making the SRC more visible within the school community; increasing communication between the students and the SRC; and maximising the PRIDE values in SRC initiatives. Composed of four School Captains, four Year 12 Prefects, eight Year 11 Prefects and 17 junior SRC members, the SRC ran a series of campaigns and initiatives that embodied the school's PRIDE values.

In 2014 MGHS celebrated International Women's Day over the period of a week, with various events that highlighted the significant contributions of women in our society. At the beginning of the week, the SRC created a video booth wherein students were able to express their opinions, concerns and dreams for the future. In line with the purpose of International Women's Day and in order to celebrate the achievements of women in our school, the SRC held an exhibition during lunchtime on Thursday 6th March to showcase the talented work of our students. Additionally the SRC held the *Inspirational Women Exhibition* in the playground to celebrate the achievements of women in the past and to educate students.



Since bullying has become an aggressive issue in our society, the SRC implemented a new initiative to counteract the negativity that allows bullying to flourish. This was what inspired the creation of the Positivitree. The SRC hangs positive messages, statements and quotes on a beautifully decorated tree near the quadrangle for students to read and take with them. Furthermore, on the 21st of March, the SRC launched an event called #GIVEUP where the whole school was challenged to give up any form of social media for a chosen specific amount of time. This was done to raise awareness of the prevalence of cyber bullying.

In order to give back to the community, the SRC participated in numerous fundraising activities such as the World's Greatest Shave. Our biannual Multicultural Week celebrated the diversity of our school, whilst raising money for Oz Harvest. The SRC was involved in numerous other initiatives including the 40 hour famine, the ALS Ice Bucket Challenge, Live Below the Line and the RSPCA Pupcakes Sale. To conclude the year, the SRC ran Splendour on the Grass to raise funds for the Parramatta Mission and Stewart House.



The SRC would like to thank all the staff, students and members of the local community for their support this year. They made it possible for the SRC to reach its goals.

**Michelle Sin and Divya Shah**

**School Captains**

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Student enrolments have remained strong, reflecting the school's very positive reputation in the broader community. New students were drawn from more than 50 primary schools. Student numbers in Stage 6 continued to grow.

Gender	2009	2010	2011	2012	2013	2014
Female	1026	1034	1040	1055	1046	1032

The largest groups of students representing non-English speaking background families included: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers.

### Student attendance profile

	Year	2008	2009	2010	2011	2012	2013	2014	
	School	7		93.5	95.2	95.3	95.6	96.5	95.3
8			92.8	91.9	92.4	94.2	95.3	95.2	
9			93.1	94.4	93.9	92.7	93.8	93.8	
10			89.7	91.4	93.8	90.7	94.0	92.6	
11			88.5	90.0	91.8	92.0	90.5	94.8	
12			90.8	91.6	89.7	91.2	91.7	90.9	
Total			92.3	91.4	92.5	92.9	92.7	93.6	93.8
State DEC		7		92.3	92.6	92.5	92.4	93.2	93.3
	8		90.0	90.5	90.1	90.1	90.9	91.1	
	9		88.8	89.1	88.8	88.7	89.4	89.7	
	10		88.7	88.3	87.1	87.0	87.7	88.1	
	11		89.4	89.1	87.6	87.6	88.3	88.8	
	12		89.4	89.8	89.2	89.3	90.1	90.3	
	Total		89.9	89.7	89.9	89.2	89.1	89.9	90.2

Overall attendance at MGHS is 3.6 percentage points above State attendance.

The focus on improving student attendance processes is reflected positively in the trend information comparing MGHS attendance rates to the State and regional figures for the last 6 years. In 2014, the attendance rate for each year group was above State figures. In Year 10, it was 3.8 percentage points higher than State level.

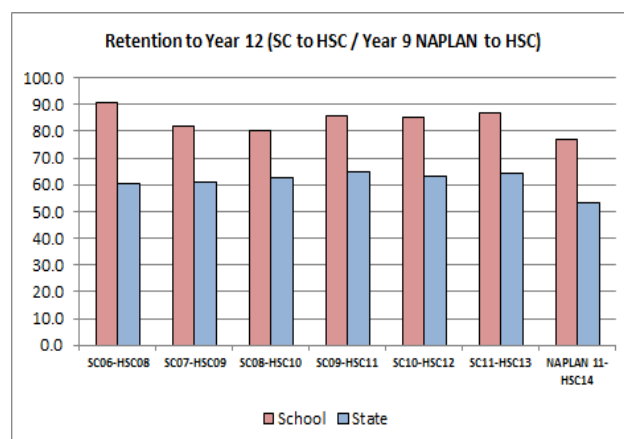
### Management of non-attendance

In 2014, strategies to achieve improved student outcomes included revisiting whole-school systems for student attendance, along with associated electronic processes and procedures.

The new attendance processes specifically targeted whole day absences and lateness. All school staff had a role in the implementation process with the welfare team, year advisors and attendance monitors, under the guidance of the Stage leaders, analyzing the data gathered.

Chronic individual non-attendance was managed within the Department of Education and Communities (DEC) guidelines and with the support and assistance of regional student welfare support team members.

### Retention to Year 12



76.8% of our 2012 School Certificate cohort completed Year 12 in 2014. MGHS's retention rate for the School Certificate cohort to the completion of the HSC was 23.6 percentage points greater than the State. This gap has been widening over the past few years.

Some of the Year 12 graduating students attending their 2014 formal evening with Ms Prasad.



### Post-school destinations

A total of 133 University offers were made to our HSC students. Many students were offered positions in courses they had listed with higher preferences.

Students also received multiple offers from universities, with 27 students receiving 2 offers, 9 receiving 3, and 2 receiving 4. Five international students received offers, one of whom received 3 offers and another 4 offers.

A further 34 students have been offered positions at alternative university entry college level in Macquarie University, UWS and UTS. They will transition into degree courses next year depending on their performance. Other students have enrolled in Diploma courses at TAFE and private colleges.



### Year 12 students undertaking vocational or trade training

One third of HSC students studied at least one VET course in 2014 with some students studying multiple VET courses. One of the HSC students studying VET courses also did a trade course in Animal Studies. Students undertook trade training at TAFE in Human Services, Financial Services, and Retail Services.

### Year 12 students attaining HSC or equivalent Vocational educational qualification

Three Frameworks were studied in 2014 at MGHS: Business Services, Entertainment and Hospitality. School VET HSC results were most satisfactory for the students who sat for a total of 47 optional examinations in those VET courses at MGHS. Only one student did not sit HSC VET examinations.

### Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The number of teachers appointed to the school is dependent on the number of students enrolled. Our substantive staff comprised 72.5 teachers and 12.8 school administrative and support staff.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	11
Classroom Teacher(s)	51.3
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.4
Teacher Librarian	2
Teacher of ESL	2.6
School Counsellor	1
School Administrative & Support Staff	12.8
Total	85.6

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. The workforce at MGHS has no identified indigenous personnel.

### Workforce retention

Staff retention remained strong with staff changes in 2014 resulting from teacher retirements and consolidation of part time positions. A number of temporary teachers were employed to assist with the number of staff on part time maternity leave.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	7
NSW Institute of Teachers	
Accreditation at Proficient	19
Accreditation at Leadership	1

### Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Beginning teachers

MGHS welcomed five beginning teachers in 2014. As they were in their first year of permanent teaching, specific funding was provided to support their transition and help them to adjust to their new role within the school. These teachers enjoyed a reduced teaching load in order to gain confidence in classroom practice and allow time to develop their skills and resources. Each had a mentor who they met with consistently throughout the year and provided one on one support to them.

All beginning teachers participated in the school's professional learning program which was held one afternoon per week. All teachers from across the school were welcomed and it provided a forum through which the beginning teachers could enhance their knowledge and understanding of the teaching cycle and network with staff from a range of faculties. Furthermore, specific professional learning days were held for the beginning teachers which tailored to the specific needs of early career teachers. In particular, the beginning teachers were supported in the accreditation process; both the gaining of Proficient Accreditation and the maintenance of this phase. Topics also covered in these sessions included classroom management, organisational skills as well as an overview of whole school structures and initiatives.

### University of NSW (UNSW) School of Education Awards

In 2014, Macarthur Girls High School was made an official partner with UNSW School of Education. This partnership acknowledges the outstanding relationship between the school and university and the mutual dedication in providing pre-service teachers with the best possible experiences before they begin their teaching career. The school hosted 24 pre-service teacher placements and over 15 community engagement placements.

In addition to working with their supervising teacher, pre-service teachers also participated in the school's pre-service teacher professional learning program. Evaluation of this program revealed that 100% of participating students found it "one of the most valuable experiences in preparing them for the demands on being a teacher." Due to the innovation of this program, MGHS received an Award of Outstanding Partnership from UNSW.



Ms Mansfield receiving the UNSW Partnership Award from Professor Chris Davison, Head of the School of Education

The citation of the Award read, "This award is well-deserved as Macarthur Girls exemplifies the positive and continuing relationship between university and schools which leads to the creation of well-prepared teaching professionals. Our partnership acknowledges the exceptional collaboration, community engagement and valuable support offered to our School by the staff and students at Macarthur Girls High School."

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
<b>Income</b>	\$
Balance brought forward	507179.26
Global funds	615334.91
Tied funds	369379.20
School & community sources	474005.41
Interest	18495.21
Trust receipts	69733.36
Canteen	0.00
<b>Total income</b>	<b>2054127.35</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	205156.07
Excursions	36235.39
Extracurricular dissections	75274.80
Library	13689.02
Training & development	5409.71
Tied funds	279548.64
Casual relief teachers	76491.11
Administration & office	207935.20
School-operated canteen	0.00
Utilities	135039.23
Maintenance	168828.48
Trust accounts	68727.73
Capital programs	90694.26
<b>Total expenditure</b>	<b>1363029.64</b>
<b>Balance carried forward</b>	<b>691097.71</b>

A full copy of the school's 2014 financial Statement is tabled at the annual general meetings of the parent body. Further details concerning the Statement can be obtained by contacting the school.

## School performance 2014

### Literacy: NAPLAN Year 7 and Year 9

Student performance in the National Assessment Program Literacy and Numeracy (NAPLAN) once again matched the strong literacy achievements demonstrated by students in previous years.

In 2014, MGHS average scores for Year 7 and Year 9 were well above State average in numeracy and all four areas of literacy. For example, Writing: Year 9 scored 568.7 compared to State average of 530.2 and Year 7 scored 531.2 compared to State average of 499.

Student growth from Year 7 to 9 was around the average in literacy and numeracy. The largest growth spurt had occurred in recent years and the school's scores were already above State average.

One whole school strategy is the Online Literacy and Numeracy Enrichment Program where students complete literacy and numeracy activities via our online learning system. These activities provide instant feedback to the student with the correct answer and reason.

### Numeracy: NAPLAN Year 7 and Year 9

Students have consistently performed well in Statewide numeracy assessments with results close to, or above, State average in recent years. In the 2014 NAPLAN, average scores were again well above State levels in Year 9 (School average 602 versus 598 Statewide). Year 7 average scores were above State average.

Progress or improvements made by students from Year 5 to Year 7 and from Year 7 to Year 9, were also well above State averages. In Year 7 average student growth was 62 compared to State average of 53 while Year 9 average student growth was 66.1 compared to State average of 50.1. The percentage of students in the top three numeracy bands at MGHS rose by 4.9 percentage points between Year 7 and 9, while declining at State level.

Percentages of MGHS Students in the Top 3 Bands Compared to State DEC percentage				
	Year 7		Year 9	
	School	State DEC	School	State DEC
Numeracy	52.3	48.7	57.2	46.2

## Higher School Certificate

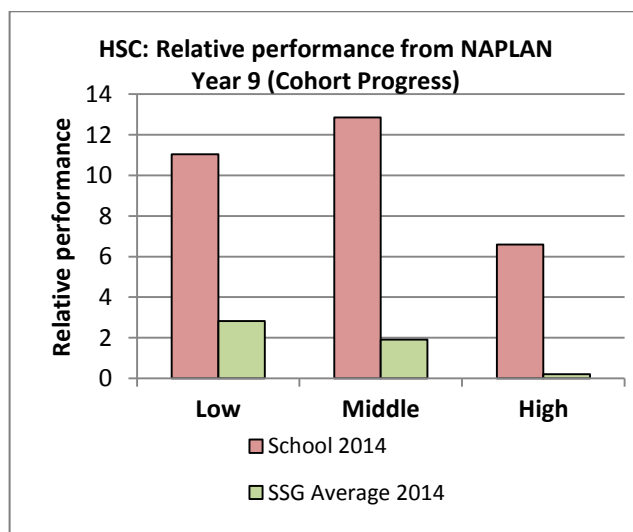
71 Distinguished Achievers attained either a Band 6 or E4 in different HSC courses. The highest ATAR in 2014 was 99.45 achieved by Angel Rauniyar. Aqsa Shahid was equal sixth in the State for Society and Culture. Angel and Aqsa are in the photos below.



Excellent results were achieved in a large number of courses with the percentage of students attaining one of the top two bands far exceeding State performance. Three students achieved ten units in Band 6 or above: Vanessa Lu, Angel Rauniyar and Divya Shah. Vanessa and Divya are shown below.



The following graph aptly depicts the massive growth achieved by the 2011 MGHS Year 9 cohort in their 2014 HSC. The progress demonstrated by MGHS is significantly above that of State students from similar groups.





## Academic achievements

### 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.

Year 7: from Band 4 (lowest) to Band 9 (highest).

Year 9: from Band 5 (lowest) to Band 10 (highest).

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN Year 7 - Literacy

In Year 7, student overall performance in NAPLAN was strong in 2014, with all scores well above State levels. Overall, the average score of students at MGHS was 32.1 above State average in spelling and 32.2 above State average in writing. Student scores were 13.2 above State average in grammar & punctuation.

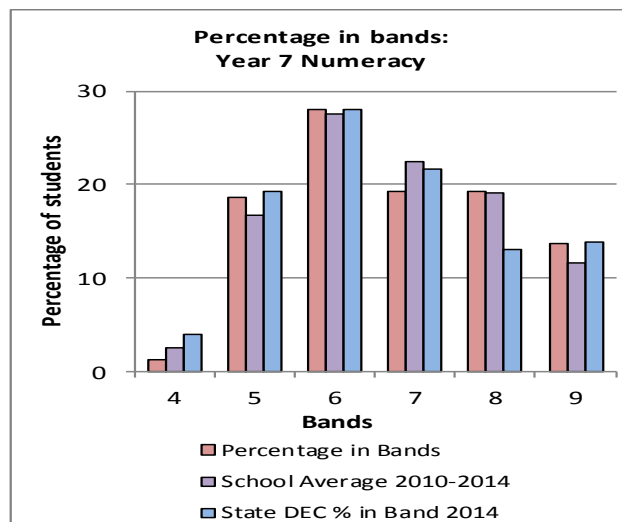
2014 NAPLAN Year 7	School	State
Reading	542.4	538.9
Writing	531.2	499.0
Spelling	577.2	545.1
Grammar, Punctuation	551.7	538.5

17.2% of students achieved the highest band in NAPLAN spelling compared to 14.1% Statewide with 36.2% achieving Band 8 compared to 20.7% Statewide.

### NAPLAN Year 7 – Numeracy

Our Year 7 students performed at a slightly higher level than the State DEC average in the numeracy test with 52.3% achieving one of the top 3 bands compared to 48.7 % of State.

2014 NAPLAN Year 7	School	State DEC
Numeracy	549.0	542.9
Data, Measurement, Space and Geometry	542.2	543.4
Number, Patterns and Algebra	555.5	541.9

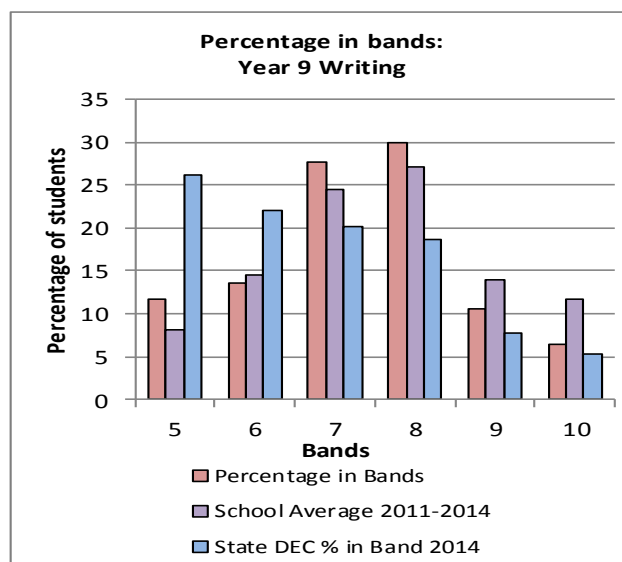


### NAPLAN Year 9 - Literacy

The average score of students at MGHS was higher than State average in all areas of literacy. The average score of students at MGHS was 36.9 above State average in spelling and 38.5 in writing.

2014 NAPLAN Year 9	School	State
Reading	586.5	575.0
Writing	568.7	530.2
Spelling	619.0	582.1
Grammar, Punctuation	587.9	566.5

The school's focus on improving the literacy skills of students is evident in the 2012-14 data where Year 9 writing results have been substantially above State average in the top two bands for spelling and writing.



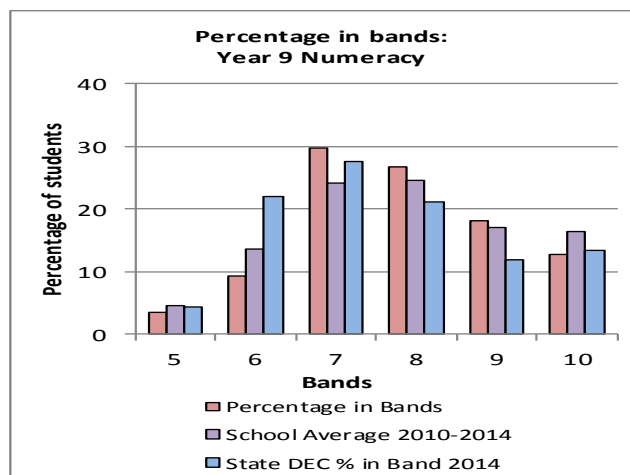
The Western Sydney Region set a reading target of 31.8% or lower for Year 9 achieving at or below the minimum standard. At MGHS only 22% achieved at this level, far exceeding the Region's target.

A target of 89.6% for students achieving at or above the national minimum standard was also set. MGHS had 80% of students achieving this level. A regional target of 20.5% achieving at proficiency standard was set. 28% of students at the school were able to achieve this level.

### NAPLAN Year 9 - Numeracy

2014 NAPLAN Year 9	School	State
Numeracy	602.3	587.8
Data, Measurement, Space and Geometry	586.3	586.6
Number, Patterns & Algebra	613.5	588.4

Our Year 9 students performed at a higher level than the State average in the numeracy test with 57.2% achieving one of the top 3 bands compared to 46.3 % of State.



### Higher School Certificate (HSC)

In the HSC, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2014, 167 MGHS students sat the HSC. Student performance was very strong with the highest ATAR being 99.45. HSC students attained 71 mentions on the Distinguished Achievers List where students received Band 6 or E 4 results across a number of HSC courses.

### HSC results: MGHS and State

Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	74.0	72.3	71.3	69.1
Biology	72.6	74.0	71.2	70.2
Business Studies	75.0	76.3	71.9	71.4
Chemistry	75.1	73.4	74.4	75.4
Community and Family Studies	75.0	75.6	75.2	72.8
Drama	87.0	77.6	77.8	75.8
Earth and Environmental Science	77.5	77.8	73.2	73.6
Economics	77.7	73.4	73.1	75.2
English (Standard)	75.0	71.1	67.4	65.9
English (Advanced)	80.3	82.3	79.7	80.1
English as a Second Language	75.9	78.6	72.1	72.4
Geography	74.2	72.2	70.4	68.4
Industrial Technology	78.2	79.2	71.4	68.4
Legal Studies	75.9	76.3	72.3	70.4
Mathematics General 2	70.3	70.3	69.0	65.5
Mathematics	76.3	77.6	77.5	77.3
Mathematics Extension 1	78.1	79.1	80.4	81.8
Modern History	76.4	78.0	73.8	72.2
Music 1	79.4	79.7	80.9	78.3
Personal Development, Health and Physical Education	76.4	75.7	71.5	71.1
Physics	73.9	71.3	71.4	73.2
Society and Culture	83.8	82.8	77.5	76.0
Studies of Religion I	79.8	79.9	N/A	83.0
Studies of Religion II	70.3	70.0	N/A	69.6
Textiles and Design	65.4	70.1	76.5	74.0
Visual Arts	77.4	79.8	77.8	76.4
Japanese Beginners	71.5	75.1	N/A	74.4
Business Services Examination	56.4	68.5	N/A	68.5
Hospitality Examination	65.6	72.3	74.8	73.4

### English

In Advanced English, 98% of students achieved one of the three higher bands, compared to 91% State-wide. 50% of students achieved a Band 5 compared to 44% of the State. In Standard English, 73% of students achieved one of the three higher bands, compared to 43% State-wide. 24% of students achieved a Band 5 compared to 7% in the State.

In Extension 1 English, all students achieved one of the higher bands compared to 92% State-wide. In Extension 2 English, 60% of students achieved one of the higher bands, compared to 70% State-wide.

In English as a Second Language (ESL), 75% of students achieved one of the higher bands, compared to 65% State-wide. 25% of students achieved a Band 6 compared to 5% of the State.

## Mathematics

Honour Roll credits for students having obtained marks of 90 or more in their courses were achieved by 22 students: 4 in Mathematics Extension 2; 2 in Mathematics Extension 1; 15 in Mathematics; and 1 in General Mathematics 2.

In Extension 2, 80% of students achieved one of the top two bands, compared to 87% Statewide. In Extension 1, 83% of students achieved one of the top two bands, compared to 85% Statewide. In Mathematics, 81% of students achieved one of the top three bands, compared to 78% Statewide. In General Mathematics, 61% of students achieved in these bands, compared to 40% Statewide.

## Science

In 2014 Science continued to focus on targeting strategies to improve students' abilities in critical thinking, higher order analysis of data to provide evidence based conclusions, and writing evidence laden scientific extended responses. These strategies are supported through annual analysis of the HSC results undertaken within the faculty by all staff, regular participation in local teacher network meetings and targeted professional learning.

In Biology, 32.7% of students achieved in band 5 or 6 compared to 25.5% statewide. 75.6% of students achieved a Band 4, 5 or 6 result in Chemistry compared to 72.1% statewide. In Earth and Environmental Science, 61.5% of students achieved in Band 5 or 6 compared to 34.4% statewide. 70.6% of students achieved a Band 4, 5 or 6 result in Physics compared to 63.7% statewide.

## HSIE: History

History subjects continued the tradition of providing students with one of their highest achieving subjects in their HSC examinations. Value added data for all History subjects indicates strong development of students in these courses.

Society and Culture results remain exceptional with 72% of students achieving in the top two bands and one student ranked 6<sup>th</sup> in the state. Personal Interest Projects maintained an excellent standard with one student receiving one of only 8 High Distinctions awarded throughout the state.

Sound improvement was shown in Modern History, with strong overall performances. Ancient History students excelled with many achieving their personal best scores in this course. In each of these courses, over 40% of all candidates achieved a Band 5 or Band 6 result, well above the State average.

Students in Extension History achieved positive results and value added, indicating the ongoing commitment to their studies and the ability to work independently on long term research projects. In this course, one student was awarded a Band E4 and scored 49 out of 50 marks in the examination.

Studies of Religion students in both the 1 and 2 Unit courses achieved sound results. In the 1 Unit Course, all students received either a Band 4 or Band 5 whilst in the 2 Unit Course, 48% of students achieved a Band 4 or 5 which has improved from 2013 where this was only 32%.

## Creative and Performing Arts (CAPA)

91% of the Visual Arts students achieved a Band 4 or 5. Ten of the 11 students showed Visual Arts as one of their best two HSC results.

Music students achieved strong results with two achieving a Band 6 and two a Band 5. 70% of the students received one of their top Bands for their Music results.

In a class of sixteen Drama students, six achieved Band 6. This is 24.27% above State average. Eight achieved Band 5, which is 21.12% above State average. All students attained in the top three bands compared to 84.45% of the State. Twelve students had Drama as their best HSC result.

Dance results showed students obtaining either a Band 4 or a Band 3.

All Entertainment students sat the Entertainment HSC Examination and seven of the eight students also obtained a Certificate 3 in Live Production, Theatre and Events (Entertainment Industry). One Entertainment student received a Band 6 and four a Band 5 which was 45.12% above the State.

## HSIE: Social Science

Students presenting for the Social Sciences subjects of Legal Studies, Business Studies, Geography and Economics continue to perform well, with over 50% of students having social science subjects among the best results they achieved.

Achievement in all Social Sciences subjects was at high levels. In Business Studies, 39.5% of candidates achieved a Band 5 or 6 compared to 28.7% Statewide. Legal Studies had 41.2% of students in Bands 5 or 6 compared to 32% Statewide. 44.4% of Economics students were in the highest 2 bands compared to 43.7% Statewide. Geography saw 90% of candidates scoring in Bands 4 or 5 compared to a Statewide average performance of 48% in Bands 4, 5 and 6.

Analysis of individual performances shows many students achieved results significantly greater than those expected based on prior performances, with several examples of growth exceeding 20 marks on expected attainments.

### **Personal Development, Health and Physical Education (PDHPE)**

Students gained much success this year in Community and Family Studies (CAFS) with 10% of students attaining a Band 6, almost double the state percentage of 5.6%. Students in both CAFS classes showed strong value added with 62% of all CAFS students attaining a Band 4 or above. Forty students studied PDHPE with 3 students achieving a Band 6. The student group achieved better than State average results with 70% of students scoring Band 4 or above. PDHPE showed strong value added for students with the majority of students counting PDHPE amongst their best results.

For the first time in over a decade the PDHPE Faculty had students studying across all four HSC courses which included Community and Family Studies, PDHPE, Exploring Early Childhood and Sport, Lifestyle and Recreation. Students studying the Board Endorsed HSC courses Exploring Early Childhood and Sport, Lifestyle and Recreation achieved sound school assessment marks. The students engaged in practical and hands on experience. They developed workplace skills and foundational knowledge for future careers in the childcare and fitness industries.

### **Japanese (LOTE)**

In 2014, 13 students completed the Japanese Beginners HSC Course and achieved sound results. 30% of students obtained results in the top two bands. Overall, students received results equivalent to the State average in the majority of the bands.

### **Technology and Applied Studies (TAS)**

There were some good results for students studying a range of courses in the TAS Faculty. 9% of students in the cohort studying Hospitality received Band 5 and 40% of students in the cohort received a Band 4 or higher. In Textiles and Design 50% of candidates achieved a Band 4 or 5.

All students studying Industrial Technology Multimedia gained either a Band 4 or 5. The cohort achieved 7% above the state wide average.

Students in both Industrial Technology and Textiles and Design produced a project which was externally marked and contributed 60% and 50% respectively.

## **Other assessments**

### **Essential Secondary Science Assessment (ESSA)**

In Year 8, 169 students participated in ESSA in 2014. 65.1% of students achieved a Level 4 or above. This placed MGHS at a mean of 85.5% which is equal to the State mean.

### **ACER Japanese Language Competition**

Japanese language students participated in the "2014 Australian Japanese Language" Competition in August. All participants received a certificate indicating their achievement in Japanese reading and listening skills. The certificate provides national recognition of Japanese language learning achievements and encourages students to continue their language studies.

Year 10 elective, Year 11 Continuers and Year 12 Beginners competed at the highest level of this competition and achieved excellent results:

- In listening, 36% of our students received a Distinction while the national average was 27%;
- In reading, 27% of our students received a Distinction while the national average was 25%
- 100% of Year 8 students received a Distinction while the national average was 30%.

## **Achievement in the arts, sport and other school programs**

### **Arts**

#### **Anime Club**

Since its establishment in 2007 with the above logo, the Anime Club continues with strong membership and activities in 2014. There are approximately 20 members across all years and the club gathers once a week at lunch time every term. All members have a common interest in comics and anime films, as well as talent to draw in manga style. Junior members were tutored by senior members to improve their drawing skills.

Activities include creating a comic book, watching the newest anime movies and drawing favourite anime characters. Many drawings were selected for the 2014 Castle Hill Show and won prizes.



## Drama

Drama has continued to be very active in 2014 as students from across all year groups have embraced many opportunities to develop and share their talents.

Drama students have showcased their skills at assemblies, Presentation Evening, Recognition Assemblies and the school Christmas Concert.

The MGHS Theatre Sports Company ran on Thursday afternoons under the instruction of an external tutor, Mr Edan Lacey. This was a wonderful opportunity for students to grow as actors and develop their theatre skills.

Kellie Zhao-Culpan was successful in gaining one of the twenty scholarships in the State for a week at the Sydney Theatre Company. The scholarship allowed her to go behind the scenes to observe directing, acting, set design, programming, costume design and promotions.

An incursion for Year 10 and 11 Drama students allowed them to learn about set and costume design from Imogen Ross, a seasoned professional.

A new extra-curriculum Drama group commenced called The Director's Studio. Selected Year 10 students directed the students in the Year 8 Drama Company in both improvised and scripted dramas.

HSC students were given performance experience through the drama Lunchbox Series and the HSC Parent evening.

7G students were on the Weekend Arts Program on ABC Radio National over the holidays. Ms Jackman was invited for the "Happy 450th Birthday Shakespeare" segment, to share some of the innovative ways MGHS Drama makes Shakespeare relevant for students in the 21st century.

Ms Jackman travelled to England where she had practical experience working in Complicite Theatre. She succeeded in obtaining a place in NIDA's prestigious Masters of Directing course in 2015.



Ms Jackman at the ABC studio

## Dance

This year was very successful for our dance students. The Year 7, 9 and 10 dance classes plus the ensemble groups performed items in a display of dance styles including contemporary, hip hop, musical theatre and jazz at the Dance Showcase evening in Semester 1, Recognition assemblies, the Presentation evening and Christmas Concert.

Dance also ran a number of extra curriculum dance groups: the Junior Ensemble, the Senior Ensemble and a Combined Ensemble, who performed at the *Sydney West Dance* and *Celebrating the Arts Festivals*.

Over 180 keen dancers from Years 7-12 were involved in various workshops including hip hop, musical theatre and lyrical contemporary. The workshops were taught by two industry professionals.

Narebdra Modi and Radhe Bavada from Year 10 had the honour of performing at the Narendra Modi Event at Homebush.

Year 12 dance student Auntora Chowdury entered the Young and Fresh Choreographic Competition and was selected for her work to be performed at the Grand Final at Riverside theatre. The piece was titled 'Rain' and was performed by Auntora and Hailey Pratts.



Nandini Dhir in Year 7 was selected to perform with the Australian Ballet at the Sydney season of *La Bayadere* at the Opera House.

## Entertainment

The entertainment crew provided technical support within the school for recognition assemblies, Presentation Evening, theatrical and dance performances, HSC performances and presentations within other faculties. They also provided technical support outside the school at the Premier's Concert, Celebrating the Arts and the Rotary Breakfast.

## Music

Music students continued to provide entertainment and background music at a range of school events. Selected students performed at Presentation Evening, Recognition Assemblies and the school Christmas Concert.

The Instrumental Ensemble and a Jazz Ensemble continued developing and rehearsing a range of pieces to enhance their instrumental and improvisational skills. The Jazz ensemble and three Year 11 Music students successfully auditioned and performed at the regional Celebrating the Arts concert. The Jazz Ensemble performed the George Gershwin classic "Summertime" and The Year 11 students performed an acoustic pop medley.

The Classical Trio, consisting of piano and two violins, prepared new repertoire for performances at school events including Recognition Assemblies and Presentation Evening. The girls performed at a Rotary Dinner and Breakfast, where they played a classical and film repertoire.

The Harmony Singers participated in the inaugural *Big Barbershop Day Out* for young women. After two rehearsals the girls performed at the Sweet Adelines Australia Convention Showcase.

The choir performed at the Sydney Town Hall in a massed choir with the TOPS Orchestra and Sydney Town Hall pipe organ for the *Celebration Sing Out 2014*, raising \$25,000 for the Westmead Children's Hospital Music Therapy unit.

## Visual Arts

The *Artist of the Week* program continued to recognize our talented young artists during our fortnightly whole school assembly, with their works displayed in the main corridor.

At the Castle Hill Show our students entered in a number of categories: photography, painting and mosaics. Year 10 Visual Arts students won major prizes for their Mosaic pieces



Jessic Lau's mosaic which won Grand Champion at the Castle Hill Show

Year 9 Visual Arts students provided images of their landscape artworks which were turned into posters. The posters were displayed at Parramatta Railway Station as part of the World's Biggest Classroom event. This event was tied to the School Spectacular.

Year 10 Visual Arts students worked hard to create a number of murals for the school grounds. Ami Surti won the mural contest. Along with a number of other students this mural was painted on the back of Demountable 1.



## Vocational and Educational Training: Hospitality

The Hospitality VET course allows students to practice their skill development through catering for functions within the school and community.



The Coffee Shop is run during Term 2 as part of the Food and Beverage course. This ensures students are working in authentic situations, preparing food and beverage for customers. Students catered for the Parramatta Daybreak Rotary group which included students from local Primary schools and local business owners enjoying a light breakfast.



## Sport

Grade sport competition is played during Terms 2 and 3. MGHS teams participated with enthusiasm and sportsmanship in netball, otag, softball and soccer. Teams also entered in the Statewide soccer, tennis and touch football knockout competitions. Students trained and competed in the spirit of sport.

This year the Swimming carnival was held in our MGHS pool. Students attended in strong numbers to participate and support their House as they did battle in the water. Congratulations to Fitzroy which was House Champion and Lennox which won the House Spirit cheer off.



The Athletics Carnival was held at Barton Park. It was well attended with good participation levels with many students achieving their personal best. A big congratulations goes to Soniyah Doughty and Joanna Airhumwunde who both broke their age group's record in high jump. The school would like to thank Parramatta Little Athletics Club for the continued use of their equipment. Sports' Council representatives assisted on the day as runners, organizers of decorations and acted as assistants to House Patrons to ensure the smooth running of the Carnival. Congratulations once again to Fitzroy who were House Champions in athletics.

The school fielded teams in the Zone swimming, cross country and athletics carnivals with a number of students moving on to represent the school at Zone level and Regional events. A special mention goes to Joanna Airhumwunde who competed at the Combined High School's athletics carnival and achieved an outstanding result.

Students participated in a variety of sports against other schools in our Zone during Year 7 and 8 Games Days. All students demonstrated the PRIDE values, good skills and sportsmanship.



Our extracurricular sporting activities continued to be a huge success with Junior and Senior bootcamp, swimming training and our new badminton club running throughout the year. Thank you to the supervising teachers for giving up their time each week for the students.

The overall Champion House for 2014 was Fitzroy and the Spirit Cup was awarded to Lennox.



## Other

### International Students

The support for international students of the school has continued to grow. Regular meetings are held on Thursday mornings to deal with welfare issues and for students to get to know each other through discussions.

Once a term, an excursion or a lunch gathering is conducted to enhance students' wellbeing. An excursion to the University of NSW in Term 3 provided firsthand experience for our senior students.

Year 12 student, Diane Liu was nominated to receive the DEC International Students Award for 2014 for her academic achievements. Diane scored an ATAR of 98.70.

## Japanese school visit



In May the school hosted a group of 72 students from Ono Girls High School in Japan. Japanese elective students and SRC members were paired with the visitors as buddies and represented our school with pride.

Year 11 hospitality students prepared morning tea and lunch for over 150 people and did a wonderful job. Through direct cultural exchanges, all girls got to know about each other's interest, hobbies and school subjects. MGHS students appreciated such cultural experiences and look forward to similar exchanges in future.



## English

As part of the HSC Modules in Standard English, students studied the play, *'The Shoe-Horn Sonata'* by John Misto. Students attended a production at the University of NSW to develop a better understanding of the use of *distinctively visual* techniques in the play. The presence of music, the backdrop and props enhanced the *distinctively visual* experience, adding to the enriched understanding of the HSC module.

Public Speaking and Debating interest groups were conducted at various lunch times with opportunities to represent the school at competitions.

A film appreciation club was trialed during the year at various lunch times. This supported interested students' understanding of the technical aspects of film.

The *Philosophy Club* has been convening alternate weeks during lunch time. Students have engaged in in-depth discussions on a range of topics and have been introduced to the thoughts of various philosophers across the breadth of Western philosophy. The Club has been consistent in the promotion of critical and in-depth thinking amongst interested students which are vital skills in both their academic and personal lives.

As part of the Creative Writing unit, a Year 10 English Advanced Class created two books and a care package for the children of Westmead Children's Hospital. The project equipped students with the skills to successfully produce books and the care package, building on the skills they learnt during the year 9 E-book project.

Although graffiti is not acceptable at school, Year 10 English classes were given an opportunity to 'write on the wall' in a different way. Each class created a wall zine about issues meaningful to the class, ranging from global warming to road accidents, fashion, style and the latest in film and books.

Write! Write! Write! was the motto for Year 9 English students who engaged in a piece of creative writing that they edited. The best stories were chosen to be part of the class' e-book. Term 4 ended with a celebration and presentation of each class' e-book in the hall. Each class erected a stall displaying their e-book for students to view.

## Premier's Reading Challenge

The Premier's Reading Challenge Medal is presented to those students who have successfully participated for more than eight years.

This year four Year 9 students at MGHS received a medal: Ruponti Atiq; Agnes Augusthy; Hanan Kamal and Rabia Rahimi (see photo below). This is an impressive achievement and shows a great commitment to reading. Only 250 medals were presented across all NSW schools so it is a great achievement for our school to be in receipt of four of these medals.





## History Appreciation Society

The History Appreciation Society (HAS) was established in 2014 at the request of Year 10 and 11 students who desired to discuss history topics not covered in curriculum classes. HAS meets every Friday at lunch time and is chaired by students who lead and facilitate discussions. Students created presentations on topics about which they are passionate and delivered seminars to their peers, as well as undertaken debates.

The team created a cultural stall for the Multicultural Week festivities, which featured artefacts from various cultures. The HAS represented MGHS at the 'History Day' event organised by The Parramatta & District Historical Society. This event involved a number of local schools to celebrate Parramatta's rich history.



Elena King as Penelope Lucas, Shan Rawanduzy as Elizabeth Macarthur and Surithi Yogalingham as Emmeline at the 'History Day'.

The team organises the annual ANZAC Day and Remembrance Day ceremonies, a responsibility the girls undertake with diligence.

## Science

Year 7-10 students enjoyed a range of inquiry based learning experiences, undertaking blended learning that incorporated problem based learning, first hand investigation inquires and team challenges. Students' work has been celebrated in assemblies and displays in the science building.

Many students have also been involved in excursions, competitions and clubs including the Engineering Challenge groups, ICAS Science competition, Science Activity Day, and the Science and Maths Exposed Conference.



Year 11 and 12 students have participated in a variety of excursions, field work and extracurricular activities including the National Youth Science Forum program sponsored by Rotary International. Kathleen Rome and Srishti Aggarwal in Year 11 were successful candidates and attended the program in Canberra during January 2015. Students also participated in the Chemistry Competition and the Rio Tinto Science Olympiads in which they achieved distinction, credit and participation awards.



## Agricultural Technology

Some of the learning experiences in agricultural technology included:

- The Animal Husbandry Project involved two experimental tasks with the farm's 16 hens.
- The Garden Bed Preparation Project allocated students with specific beds in the agriculture plot for growing vegetables and citrus trees.
- The operation of the school tractor and the importance of agricultural enterprises.
- Students gaining first-hand experience in maintaining sheep as an agricultural enterprise.



The year ended with a massive pumpkin harvest - an opportunity for students to sell the harvest to the school community.

### **Award for Outstanding Research in the Personal Interest Project: Society and Culture**

MGHS students have excelled in Society and Culture in recent years. Aqsa Shahid achieved a High Distinction for her Personal Interest Project (PIP) in HSC Society and Culture. She was ranked 6<sup>th</sup> in the State for her overall performance.

Aqsa's PIP was entitled 'Muslim and Western; Living a life of contradiction: An investigation into the westernization of Australian Muslim Women.'

As one of only 8 High Distinctions awarded to the 4,000 candidates from public and private schools across NSW, Aqsa's project has been entered into the NSW State Library collection and libraries around the State. An extract of her project will be posted on the Society and Culture Association's website for current students to see the level of standard required to achieve a High Distinction. Aqsa's teacher Ms Sheridan was awarded an Excellence in Teaching award by the Society and Culture Association.



Aqsa Shahid and Ms Sheridan at the Award Ceremony.

### **Technology in Teaching and Learning**

The school has a Bring Your Own Device (BYOD) policy for students in Year 7 and Year 12 in 2014. As the funding from the Australian Government's DER National Partnership finished at the end of 2013, it was decided to conduct survey to gauge the importance to the school community of integrating technology into teaching and learning.

Data unanimously indicated that teachers, students and parents believed that students required access to personal devices in order to effectively achieve learning outcomes. School policy and processes were developed. Students now bring their own personal devices to school.

### **Integrated Curriculum**

A new curriculum pattern commenced in 2014, with all Year 7 students participating in Integrated Learning classes for one semester throughout the year. In these classes, students enhanced their 21<sup>st</sup> century skills and improved their ability to use ICT, communicate effectively, self-regulate, collaborate with others and think critically. Students achieved outcomes from a variety of subjects including Maths, English, Science and History.

Students completed two collaborative group projects. In the first project, students investigated key issues in the Parramatta area and proposed possible solutions that could be implemented throughout the community. The web based delivery of the unit of work allowed students to easily navigate the project, access tasks, directions and resources and also provided explicit feedback mechanisms. In the second project, students examined the broader community and created travel portfolios for different countries.

At the end of the year, all students completed an evaluation and 93% of students found the Integrated Curriculum classes gave them the opportunity to solve real-world problems. 74% of students also found that the projects developed skills that would allow them to succeed in the future. This curriculum pattern will be expanded to Year 8 in 2015.



### **Significant programs and initiatives -**

#### **Policy requirements**

#### **Aboriginal education**

MGHS ensures that indigenous culture is prominent in all faculty programs. Teaching strategies identified in the framework The Eight Aboriginal Ways of Learning have been implemented. Each faculty highlights the Aboriginal perspective in their programming and classroom practices. The school acknowledges Aboriginal culture and works to sustain a positive inclusive school culture.

## Multicultural and anti-racism education

We have a large and culturally diverse population. Our school reflects the multiculturalism of Australia with the diversity of cultural backgrounds bringing great strength to the school. The school actively pursues social harmony and celebrates differences, and these are reflected in all aspects of school life, with multicultural perspectives in all key learning areas.

Our student wellbeing “PRIDE” program has multicultural education embedded in lessons and students enjoy learning about different countries, its people, cultures, foods and other interesting facts.



Activities of the SRC contributed to the school's multicultural programs. The SRC Multicultural Week was promoted and celebrated successfully at the school and with a variety of activities conducted through PRIDE time. Promotion of the day was through roll call classes, a poster competition and display. Food stalls from different countries including China, Japan, India, Turkey, Mexico, Lebanon, Africa, Italy, Fiji and Australia provided a feast for students and staff. The special assembly was held with students performing from different backgrounds displaying harmony and fusion of music and dance from various cultures.



## Equity funding requirements

### Aboriginal background

All identified Aboriginal students at MGHS had personalized learning plans developed and implemented. This initiative was led by the Learning Support Team and was made available to students' classroom teachers in order to meet specific learning needs.

At MGHS our partnership with Aboriginal families is strengthened and promoted through genuine collaboration with the families and Aboriginal community, with annual meetings to ensure students are focused and positive in meeting their learning outcomes.

The teachers are provided with the Individual Learning Plans for each student to support the quality of teaching and learning for Aboriginal students. Their attendance, participation and engagement in learning is monitored through liaison with parents and teachers at parent teacher meetings and through school reports.

Strengthened support for Aboriginal students at key transition points includes the School to Work Program for students' readiness for transition to employment as well as the Peer Support Program for transitioning to high school. Aboriginal students are encouraged to embrace the opportunities for leadership within the school and are provided with career guidance for workforce development.

### Socio-economic background

Every School Every Student funding ensured the environmental programs and the After School Homework Centre continued to operate. These initiatives allowed students to remain at school to do their homework and to have support and advice from teachers on assessment tasks.

Additionally, students develop confidence and improve their learning outcomes. The programs strengthen the partnership between schools, families and community organisations. The environmental program allowed students to practically contribute to the school agricultural programs, developing and sustaining a positive and inclusive school culture. The diversity of these programs provided students with access to a range of curriculum learning experiences, specialist teachers, sources of knowledge and educational and community services.

## English language proficiency

The need for English as an Additional Language or Dialect (EAL/D) learning support has continued to increase with 42% of Language Background Other Than English students identified as requiring support. Presently, 6% of students are in the high needs category for EAL/D learning support. The school had an increase in first time enrolments with 4% of students identified as refugees.

Staff received professional development on the learning progression from EAL/D teachers. All staff completed a course on "Effective Assessment and Feedback for EAL/D Students," including teaching strategies and the importance of scaffolding.

EAL/D teachers were able to provide support to most of the key transition students and students with high learning needs. 88% of international students were included in the program. The remaining 12% were deemed proficient.

Refugee students received support from EAL/D teachers and additional support in the Homework Centre every Monday after school. This enabled students to develop a better understanding of curriculum concepts and skills required. EAL/D teachers work with mainstream teachers within their subjects to embed activities in curriculum content, which is aimed at enhancing language development. EAL/D teachers use the data from testing to differentiate for EAL/D and refugee students in teaching programs.

## Student wellbeing

The MGHS Wellbeing Program explores and develops the school's PRIDE values. This innovative program establishes an educational foundation for young students to understand and practice the values of Participation, Respect, Integrity, Diversity and Excellence. The school believes that modelling and instilling these values in students' everyday school lives is central to forming a sense of self-efficacy, character and self-mastery. Our aim is to develop the whole person so students can take charge of their own learning and make responsible choices for their future.

The program's activities involve students, staff and guest speakers. It is designed to inform and motivate students on the importance of personal wellbeing, ethical and exemplary behaviour, building self-esteem and earning respect through achievement and service. Students will feel proud of their cultural identity and will develop caring and understanding attitudes towards other.

Each year level focuses on themes appropriate to the students' intellectual, social and emotional development. These themes emphasise issues important to identity, relationships, supporting others, making considered decisions, taking responsibility for one's actions and providing leadership based on honesty, integrity and optimism.

Since bullying has become an increasing concern, the SRC implemented a new initiative to counteract the negativity that allows bullying to flourish. This inspired the creation of the Positivitree. The SRC hangs positive messages, statements and quotes on a decorated tree near the quadrangle for students to read and enjoy.



To promote the National Action Against Bullying Day, the SRC launched the social media challenge, referred to as #GIVEUP. Students were asked to give up any form of social media for a specific amount of time. This was done to raise awareness of the prevalence of cyber bullying.

Students who took the challenge collected donations to raise money for Reach Out, an organisation that supports adolescent mental health and wellbeing. Students raised \$1,210.50.

## Student leadership

Five Year 11 students were successful in gaining a place in the Max Potential Personal Leadership Program. They participated in a 22 week program which teamed students with trained coaches from the community and business sector. The aim of the program was to build the leadership capacity of students, help them reach their goals, connect with their community via a personal project and explore entrepreneurial spirit through the development of a community project.

Students attended a number of one on one coaching sessions, connect groups and media launches. Students also worked during the program on their personal and community projects. This culminated in their presentations at the final showcase where they demonstrated their achievements in the program. Students were awarded a Certificate I in Volunteering and have continued to implement their community projects.

## Environmental education for sustainability

The Sustainability Team consists of students from Years 7-12 who have a passion for making our school and wider community a more ecofriendly place. They were involved in problem solving activities to investigate better ways of water management at school, utilised the no dig garden to test the soils viability for crop growth and coordinated the whole school Bag it Bin it week. This resulted in a cleaner school environment not only during the week but the rest of the term.

The school created a sustainable fountain in the playground. It was funded by an environmental grant from the Parramatta City Council and is a daily reminder to students of the potential benefits of the sustainable use of water.



## Family and community programs

Thirty-seven students from Years 10, 11 and 12 Entertainment and Drama classes were volunteer ushers at the Premier's Seniors Week Gala Concert.

The students were required to work in small teams, assisting elderly and disabled patrons to their seats. They did this professionally, politely and respectfully and on several occasions during the day received praise from staff at the Entertainment Centre for their independence and hard work.

The school received positive feedback from audience members at the concert about our students, commenting on the outstanding way in which their role was executed with politeness, care and with integrity. Many of the audience members at the event were ex Macarthur Girls, and they made special comments about how they were impressed to see the school so well represented. The school has been presented with a framed certificate of appreciation and each of the student volunteers received a Certificate from the Premier's Office.

In order to give back to the community, the SRC participated in numerous fundraising activities. In June, four students and one teacher shaved their hair for the World's Greatest Shave. Mina Deravi, Harriet King, Elena King and Aye Soe were joined by Ms Grima in the big shave. As a school, we raised over \$2000 for the Leukaemia Foundation. The foundation supports people with blood cancer and undertakes research into the disease.



The Amyotrophic Lateral Sclerosis (ALS) Association in America created the Ice Bucket Challenge to raise awareness, known as Motor Neuron Disease in Australia. This disease affects the nerve cells in the brain and spinal cord causing complete paralysis. Challengers record a video of themselves pouring a bucket of iced water on their heads. Two of our teachers, Mr. French and Mr. Ocampo, were nominated and accepted the challenge, raising a total of \$1014.

The event Splendour on the Grass resembled a summer festival, complete with music, games, fortune tellers, a flea market and food stalls. The money raised went to two charities, Parramatta Mission and Stewart House. The Parramatta Mission funds were used to purchase gifts for families on Christmas.



# School planning and evaluation 2012—2014

## School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of the Focus on Learning Program; and
- Evaluation of student coaching and tutoring.

### 1. Evaluation of the Focus on Learning: A Planning Tool for School Communities

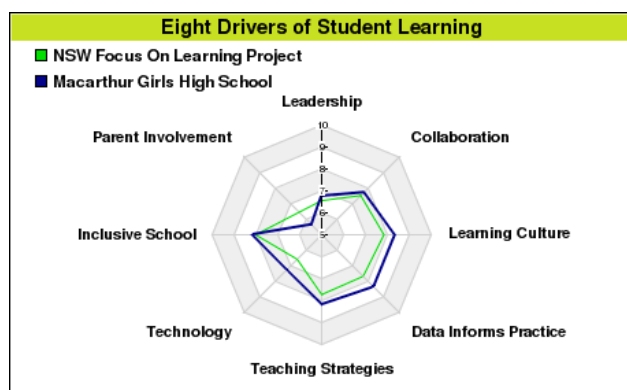
#### Background

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The first is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The second paradigm is based on the learning model followed by the Outward Bound program, an effective model of teaching.

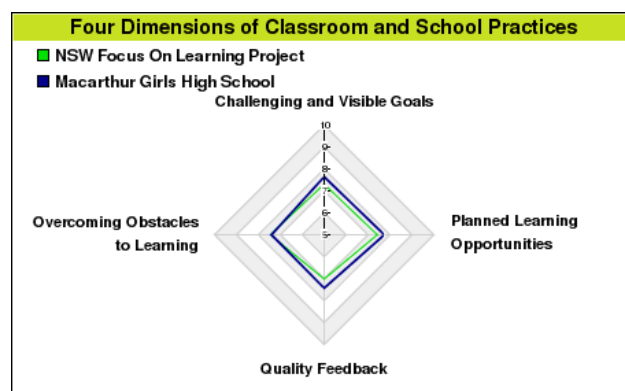
#### Findings and conclusions

The results are summarised in the radar chart below, which compares MGHS with the State. It is evident that MGHS scored higher than the State in seven of the drivers of student learning, the exception being parent involvement. The latter is likely to be a function of the relatively large proportion of parents living outside the school's intake area and the predominantly non English speaking background of the parents. Two drivers stand out at MGHS relative to the State – Technology and Data Informs Practice.



MGHS teachers presented **challenging and visible learning goals** for students above the State average, as shown in the radar chart below. They enabled students to achieve these learning goals through **planned learning opportunities** which involved an intentional transfer of skills and knowledge.

MGHS teachers achieved this with **quality feedback** that guided students' effort and attention, scoring better than the State. They provided **support for students to overcome obstacles** to achieving their learning goals.



#### Future directions

The strategic direction of Teacher and Leader Learning in the 2015 – 2017 School Management Plan will address the findings. The implementation of the new Performance and Development Plan (PDP) will allow all teachers to identify their own professional learning goals based on their identified areas of need. The PDP provides opportunity for teachers to gain regular feedback in order to adjust their plan to meet their professional learning needs. It is the shared responsibility of individuals, teams, colleagues and supervisors to seek and provide positive and constructive professional feedback. The frequency of self-reflection will be determined by the teacher and informs the PDP.

The Feedback Initiative aims to significantly enhance the quality and frequency of feedback received by all students. Teachers will be made aware of the importance of effective feedback with an increased focus within faculties on providing timely, relevant and meaningful feedback to students. Differentiated professional learning on the types of feedback will be provided to all staff including verbal and written feedback, feedback using Email and Microsoft Word etc, feedback using Web 2.0 tools and feedback using Google Apps. This will be supported by the development of whole school proformas for feedback for students in Stage 4, Stage 5 and Stage 6, and a whole school policy outlining feedback cycles.

## 2. Evaluation of student coaching and tutoring

### Background

The school was aware that students received coaching and tutoring outside school hours. An understanding of the scale and specifics of student participation in coaching and tutoring would inform analysis of student performance. It would also complement current school improvement programs and provide a comprehensive view of student learning at MGHS.

### Findings and conclusions

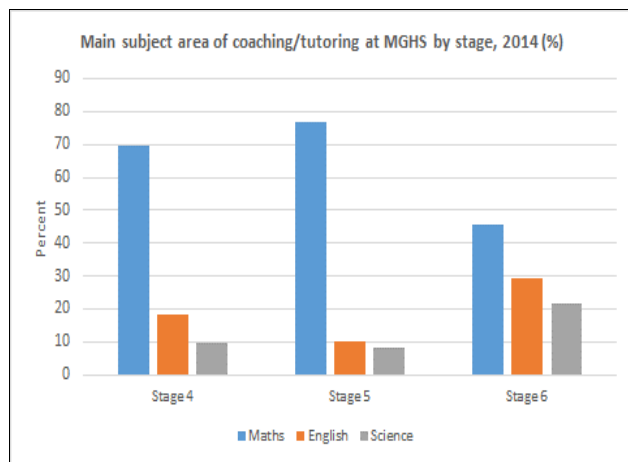
The survey revealed a significant proportion of students in all years receiving coaching and tutoring outside school hours, while others had previously been coached and tutored. The main subject areas of coaching were Mathematics and English for all years, with some students receiving coaching in more than one subject area. Many students had also received coaching in primary school, overwhelmingly for entrance into selective schools.

The most popular types of coaching were coaching colleges and private tutors. Student attendance varied from once a week (two thirds of respondents) to several times a week and the weekly hours ranged from one hour to more than ten hours per week. The frequency and hours increased in Stage 6.

Students responded with multiple reasons for coaching, predominantly focused on maximising their marks. The majority of students reported that performance in the subject had improved as a result of coaching. Two thirds of Stage 6 respondents reported a big improvement.

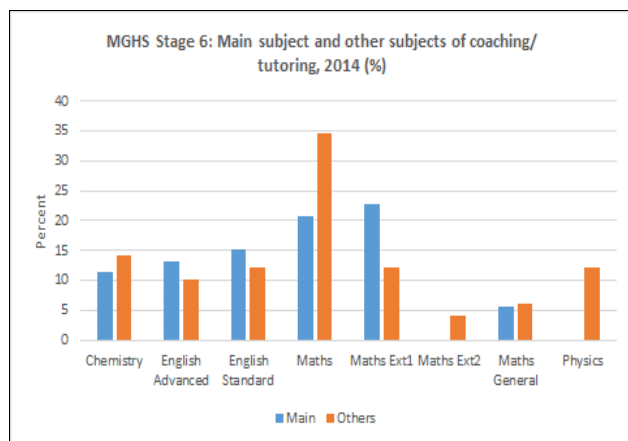
Aside from these general patterns, there were a few differences by stage. Around 45% of Stage 6 respondents were being coached or tutored, compared with 30% of Stage 4 and 5 respondents. Half of Stage 4 and 6 respondents not currently being coached or tutored had previously received coaching or tutoring, as had 42% of Stage 5 respondents.

Around three quarters of Stage 4 and 5 coachees listed Maths as their main subject area and 8-9% listed Science. Eighteen percent listed English in Stage 4 and 10% in Stage 5. The distribution was less pronounced in Stage 6, when Maths declined to 45.5% while English increased to 29% and Science tripled to 21.8%.



By the time students reached Stage 6, some had been coached for many years. They were more likely to be informed about the qualifications of their coaches or tutors: only 28% did not know the qualifications compared with 65% of Stage 4 respondents. One half of Stage 6 respondents had a private tutor, while the figure was one third for Stage 4 respondents who were more prevalent in coaching colleges.

The main subject of coaching became specific such as Maths and Maths Extension 1, English Standard and Chemistry. A greater proportion of Stage 6 respondents received coaching in multiple subjects. Maths and Maths Extension 1 again featured prominently as other subjects, along with Physics and Maths Extension 2.



### Future directions

While coaching and tutoring can be productive for some students, parents need to be aware of the qualifications of coaches and tutors, as well as the relevance and currency of the content being presented. Targeted coaching can benefit some students, but poor quality coaching can be detrimental to the attainment of the higher bands as analysis, synthesis and evaluation are examined rather than recall of knowledge and comprehension.

## **School planning 2012—2014: progress in 2014**

### **School priority 1**

Literacy and numeracy improvements through embedding Centre 4 Excellence initiatives.

#### **Outcomes from 2012–2014**

One of these initiatives aimed to extend student literacy profiles to map each student's achievement on the DEC Literacy Continuum. The school also led the creation of teaching strategies to move students to the next cluster points on this continuum. The professional learning associated with these profiles led to 100% of staff being able to understand their students' strengths and areas for development in literacy. The school was able to use the writing improvement initiative and replicate this in the area of reading. This included the implementation of online reading activities in years 7-10, explicit teaching of reading skills, and the completion of subject specific reading tasks.

#### **Evidence of progress towards outcomes in 2014:**

The school has increased the percentage of Year 7 students achieving in the top 2 bands in NAPLAN reading from 26.7 to 27.4 in 2014. The percentage of Year 9 students achieving in the top 2 bands in NAPLAN reading rose from 19.4 to 26.2 in 2014. Additionally, students in Year 9 demonstrated a growth score of 54.6 compared to a State average of 39, constituting 40% greater growth in reading.

The school had previously focused on improving the writing performance of students. In 2014 students achieving in the top 2 bands for writing was at the State average. This is an area on which the school will re-focus in the 2015–2017 Management Plan.

### **School priority 2**

Leadership development and management capacity.

#### **Outcomes from 2012–2014**

Professional learning focused on developing leadership skills and performance management to increase executive capabilities to assist and support the development of quality teaching practices with their staff. The peer coaching program enabled executive staff to provide enhanced constructive feedback to refine teaching practices in the classroom. School leaders have also worked extensively in supervising, coaching and mentoring the development and training of New Scheme Teachers appointed to the school.

#### **Evidence of progress towards outcomes in 2014:**

100% of New Scheme Teachers are either substantially working towards, or have gained, their accreditation at the proficient teacher level, including temporary teachers. MGHS has also promoted the benefits of seeking accreditation at higher levels, giving aspiring candidates leadership opportunities in curriculum and wellbeing. As a result, the number of teachers seeking accreditation at higher levels has increased from 1 to 8 showing an 800% increase. All school leaders had numerous and significant professional learning opportunities to increase their capacity and understanding of the National Teaching and Leadership standards. This knowledge and understanding has been used to support staff in meeting accreditation requirements.

A coordinated and collegial plan for implementation of new syllabuses was developed with extensive professional learning opportunities, the use of tied funds for teacher relief to write, implement, and evaluate teaching and learning programs. It provided opportunities to participate in integrated curriculum initiatives to enable students to demonstrate the achievement of learning outcomes. Staff also used these opportunities to develop a range of assessment tasks to gather data on student achievement and provide feedback opportunities on their learning. Teachers of Phase 1 subjects have also reported to parents on the new syllabus outcomes as part of this ongoing process.

### **School priority 3**

Implementation of the new NSW syllabuses within the school community.

#### **Outcomes from 2012–2014**

Leaders were provided with professional support to assist all staff in the implementation of new syllabi with collaborative implementation plans developed and actioned.

#### **Evidence of progress towards outcomes in 2014:**

All new syllabi were successfully implemented by all relevant faculties. 100% staff involved in Phase 1 implementation gained knowledge and skills to program, teach, assess and report on the new syllabi through participating in online learning modules.

Relevant executive and staff completed curriculum online modules including syllabus specific online learning to familiarise with the 7 to 10 syllabi.



## **School priority 4**

Quality teaching and learning environment to foster student engagement and increase attainment.

### **Outcomes from 2012–2014**

In addressing this priority area, staff have enhanced their understanding and skills in differentiating learning activities through targeted professional learning workshops and the creation of differentiation tools. This has provided staff with practical teaching strategies to ensure that the learning needs of students are met including, literacy, cognitive and social needs.

### **Evidence of progress towards outcomes in 2014:**

Stage 4, 5, and 6 teaching and learning programs have been written using the school's proforma which addresses the diverse learning needs of students. Additionally, staff have engaged in professional learning addressing the needs of EAL/D students in assessment tasks. This included examining how tasks were made relevant to student learning and how feedback can be used to improve future achievement of learning outcomes.

## **Professional learning and teacher accreditation**

All 72.6 FTE staff participated in a range of professional learning activities. This included engagement in staff development days, in-servicing, and externally provided professional learning opportunities. Staff development day activities included delivery of the whole school welfare program (PRIDE), mandatory training, assessment and feedback, integrated curriculum, student literacy profiles and personalised professional learning plans. Part time staff participated at each staff development day. All staff development days were extensively evaluated through staff surveys. These evaluations showed an extensive development of knowledge and understanding to enhance teaching practice.

Externally delivered professional learning was categorized into Beginning teachers, Career development, ICT for teaching and learning, Literacy and numeracy, Quality teaching, Syllabus implementation, Welfare and equity and New curriculum.

The school received an annual allocation of \$48589.50 for teacher professional learning, supplemented with 9021.71 for the implementation of Australian Curriculum.

The apportioning of professional learning funds was allocated on a needs-based approach with staff demonstrating a link between the professional learning activity and the schools strategic priorities.

A number of strategies have been implemented to build the capacity of staff to help achieve the school priorities. All staff were in-serviced in the use of class and personalised literacy plans and profiles in order to improve the literacy outcomes of all students. This included using student achievement data to understand student capabilities and utilising reading and writing strategies to develop their skills.

Staff, including those seeking accreditation at higher levels had the opportunity to lead the school or stage groups in areas of expertise in student learning. This successfully developed the teaching practice of staff whilst building leadership capacity.

The implementation of the new NSW syllabuses has also been a key priority of the school. In 2014 the Phase 1 subjects of English, Mathematics, Science and History implemented new teaching and learning programs in Years 7 and 9. Staff were given the opportunity to reflect on this implementation and refine teaching and learning programs to meet the needs of students. Additionally, Phase 1 subjects were also given professional learning funds and opportunities to write all Year 8 and 10 teaching and learning programs for implementation in 2015. These programs will be refined further by using assessment for teacher learning practices so that all students are provided with opportunities to engage in their learning.

In 2014, 8 new scheme teachers were working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. Twenty new scheme teachers continue the process of maintaining accreditation at the Proficient level. These teachers engaged in professional learning which included BoSTES registered hours and teacher identified hours.

In addition, there are 8 teachers seeking voluntary accreditation at Highly Accomplished or Lead. Three made their submission in 2014 with an additional teacher prepared to make their submission at the beginning of 2015. The school continues to implement programs and initiatives which help build the capacity of these teachers to gather evidence in making their submissions.

One teacher at MGHS is accredited at the voluntary stage of Lead and has continued to maintain this level with ongoing professional learning at the lead teaching standards.

## Other program evaluations

The English, Maths, History and Science Faculties implemented the new Stage 4 and Stage 5 NSW Syllabus for the Australian Curriculum. Staff have been writing programs in preparation for full implementation through Years 7 to 10, with Years 7 and 9 implemented in 2014, Years 8 and 10 in 2015.

Delivery of the Science Curriculum in Years 7 and 9 provided dynamic learning experiences for the students through differentiation of activities, increased autonomy, life experiences and local context. Collegial evaluations were undertaken and programs, resources and assessments modified to strengthen teaching and learning, contextual depth and authenticity of student learning experiences.

## Future Directions

### 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website, Term 2 2015.

#### Strategic direction 1: Student learning

The purpose is to provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21<sup>st</sup> Century. The implementation process is as follows.

- The design of the school curriculum pattern utilises current research, data and innovative thinking to develop the 21<sup>st</sup> century learning capacities of all students. Teachers will engage in professional learning opportunities to extend their evidence-based teaching practice and innovative delivery mechanisms.
- The Literacy continuum and profiles are further developed, used by staff in order to know their students, and to plan and differentiate explicit strategies according to their level of need.
- The welfare team will lead teachers to develop and implement PRIDE programs and extra-curricular learning opportunities to measurably improve individual and collective wellbeing.

#### Strategic direction 2: Teacher and leader learning

The purpose is to provide diverse professional learning opportunities for teachers across all career stages that encourage creativity and risk taking in all learning environments. The following processes will be implemented.

- The Performance and Development Framework and the Australian Professional Teaching Standards will underpin all professional learning in the school to ensure teacher quality and leadership development.
- Student surveys and focus groups will be conducted to evaluate teacher practice and teaching and learning programs in the school.
- All beginning teachers will participate in a comprehensive school based induction program based on *Strong start, Great teachers*.
- Development of professional learning schedule and identification of opportunities to drive and sustain, ongoing, school-wide improvement in teaching practice and student outcomes. These opportunities will be reflective of school priorities, the APST and evidence-based professional learning strategies.
- School Leaders will be responsible for the implementation of the Performance and Development Process, which includes the development of structures to support the Plan, Implement and Review Phases.

#### Strategic direction 3: School learning

The purpose is to provide a school culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. To provide strategic and effective leadership that ensures operational management, resource allocations and accountability requirements support the identified directions of the school community. These are the processes.

- The school will create an organisational structure that enables management systems and processes to work effectively and in line with legislative, accountability and compliance structures.
  - Establish workforce systems to manage, monitor and plan for school change and improvement.
  - Staff are knowledgeable about key reforms and are consulted in forming an organisational structure for the successful implementation of relevant key reforms.
  - An evidence base drawn from the collection and analysis of school community feedback is used to review performance annually.
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## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

