

Macarthur Girls High School Annual Report



2015



8822

Introduction

The Annual Report for 2015 is provided to the community of Macarthur Girls High School (MGHS) as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gail Cluff

Principal

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Message from the Principal

At MGHS we encourage our students to strive for personal excellence by providing them with extensive opportunities to grow. To be able to empower adolescents with the skills to be successful in life and in society, the school aims to develop a sense of self, and 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 MGHS 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.

MGHS has received national and State accolades for the growth students achieve throughout their education, relative to statistically similar groupings. Our whole school focus on literacy and numeracy since 2010, is achieving unbelievable results. Nationally, MGHS was identified by the Australian Curriculum and Research Authority as demonstrating above average NAPLAN gain compared to schools with similar students. At the State level, our school was identified as one of 13 NSW public schools that demonstrated significant improvement in NAPLAN 2015 in numeracy.

Students who attended MGHS for the 4 years from 2011 to 2015 have performed over 4 times better in their HSC relative to students who attended similar schools. These results are remarkable and reflect a learning culture where students apply themselves with diligence and commitment and teachers consistently plan and deliver high quality teaching and learning.

MGHS was formally recognised in the Sydney Morning Herald as one of the seven high schools with the highest Value Adding for student performance in NSW. The report has identified students in our school as having recorded the greatest improvement growth in literacy and numeracy over a number of years.

The ability to attain higher value added than State led to the school being identified as an exemplar. The Department of Education's (DoE's) Centre for Education Statistics and Evaluation analysed how we have consistently achieved outstanding results/ growth for our students in literacy and numeracy since 2010. The report aims to share the successful elements of high value adding schools with other schools across the State in their paper "Six Effective Practices in High Growth Schools". These initiatives will remain as the focus for our School Plan for next year and beyond.

Vis Viva! The Living Force.



P & C message

The MGHS Parents and Citizens Association (P&C) 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 issues. 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 the School Plan, made substantial contributions on staffing panels as well as supporting and advising the school in other matters such as finance and integrated curricula. Currently the P&C meet twice a term on a Tuesday evening from 7pm.

Yasmin Bhamjee President P & C

School background

School vision statement

MGHS's purpose is to encourage young women to achieve their personal best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world.

School context

MGHS is located in Parramatta, the demographic centre of Sydney on the banks of the Parramatta River.

The school's reputation has created a demand for enrolment. Enrolment for 2015 was 1036 students. Over 90% of our students are from language backgrounds other than English with 61% of our enrolments from out of area. Student enrolments reflect the school's very positive reputation in the broader community. New students are drawn from more than 50 primary schools. Student numbers in Stage 6 continue to grow.

The largest groups of students representing non-English speaking background families included: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers. The school's NSW FOEI (family occupation and employment index) for 2015 is 81 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1035 which is slightly higher than the average of 1000.

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. This year our school has a teaching entitlement of 72.8 staff with an additional 13 school assistants.

Self-assessment and school achievements

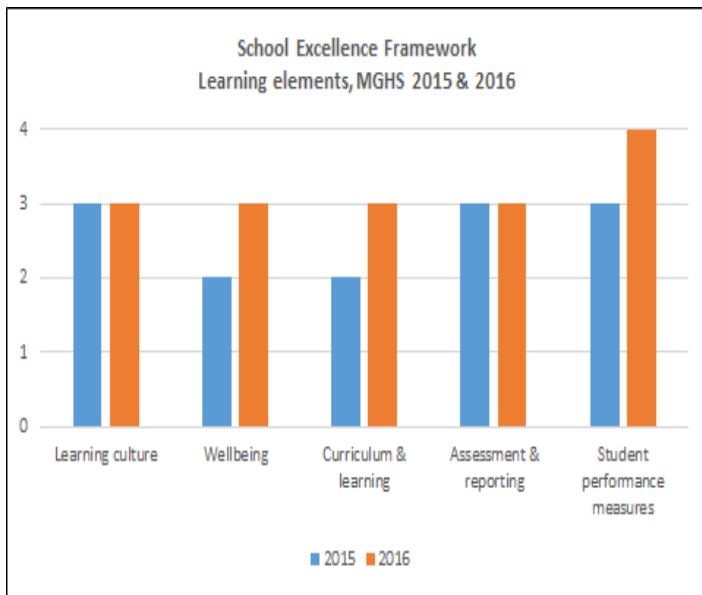
This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our school undertook a benchmark self-assessment using the learning, teaching and leading domains of the School Excellence Framework, during Term 1 2015. All teachers were invited to complete the benchmark self-assessment. It showed that MGHS was delivering in two learning elements, while sustaining and growing in three. In the teaching domain, our school was delivering in three and sustaining and growing in two elements. MGHS was at the delivering phase in all four leading elements.

A second self-assessment was completed in early 2016 in order to evaluate progress in each of the three domains. The wellbeing and curriculum and learning culture elements of the learning domain improved from delivering to sustaining and growing, with student performance measures reaching the excelling phase.

MGHS showed improvements in all the teaching and leading elements. Learning and development and collaborative practice elements attained excelling in the teaching domain, while the other three elements improved to sustaining and growing. In the leading domain, the two elements of management practices and processes and school resources attained excelling, with the other two elements improving to sustaining and growing.

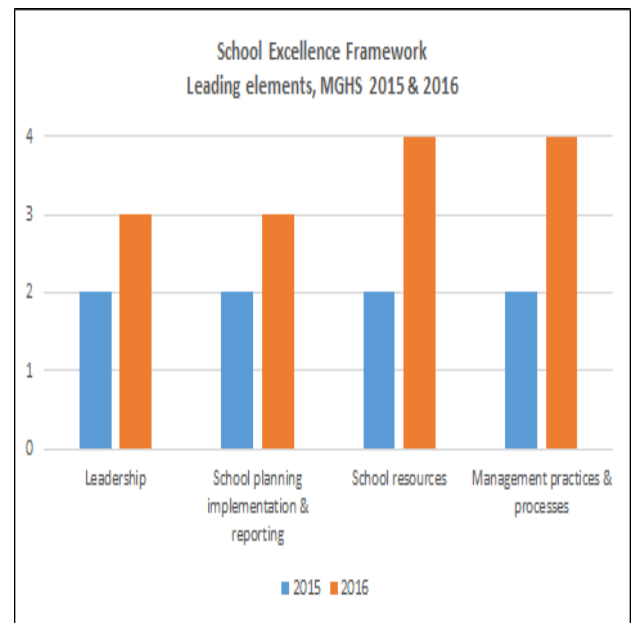
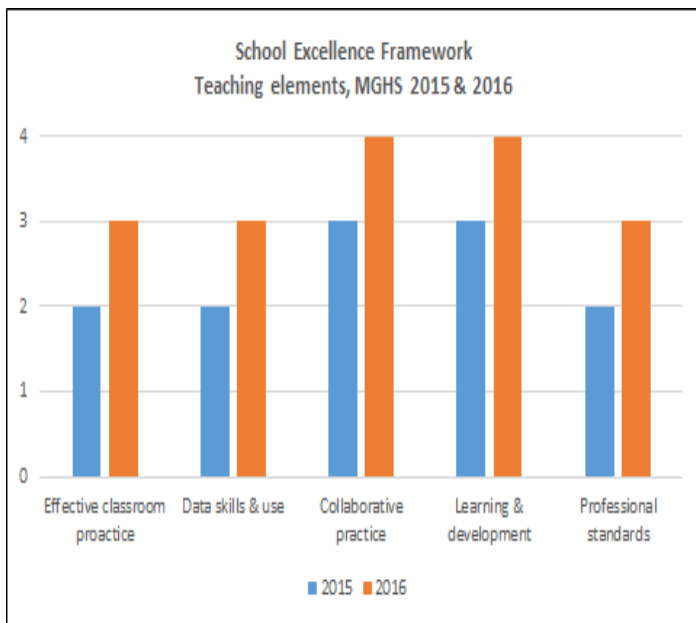
Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.



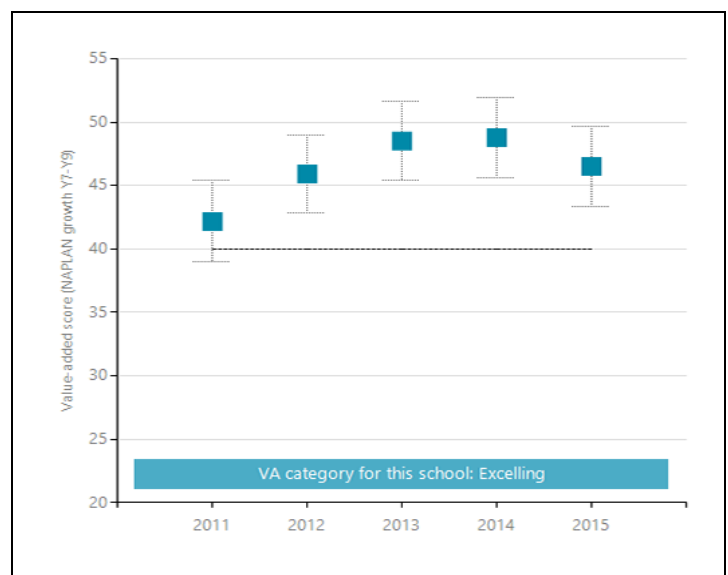
These charts demonstrate the MGHS improvement in learning, teaching and leading elements from 2015 to 2016. Significant improvements are evident in most elements, especially in leading where half of the elements reached excellence in 2016.

The Y axis legend is:

- 1 = Working towards delivering
- 2 = Delivering
- 3 = Sustaining and growing
- 4 = Excelling



The value-added (VA) measure provides an indication of the contribution MGHS has made to student learning. VA measures adjust for factors that are out of the control of schools (such as students' socio-economic status) to provide a fair and accurate measure. The chart shows the high VA category of excellence in MGHS's contribution to learning from Year 7 to 9 relative to the average NSW school which is on the horizontal dotted line, across five years from 2011 to 2015.



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

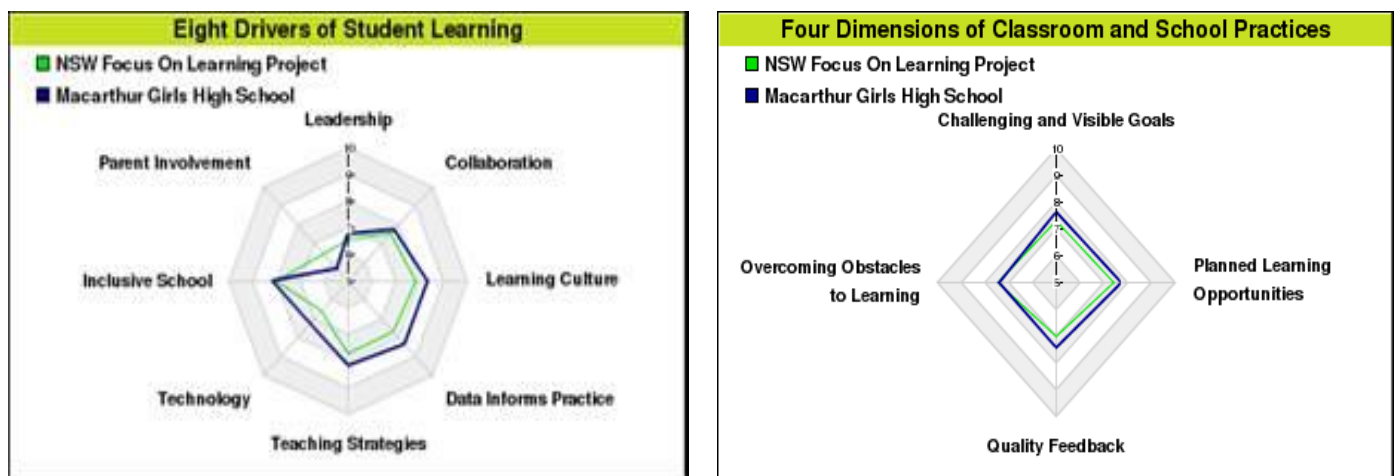
The Focus on Learning Survey is a self-evaluation tool for teachers and schools based on two complementary research paradigms, which correlate to student outcomes. The questions in the survey are grouped to assess eight of the most important *Drivers of Student Learning*. The research on classroom and 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.

The results are summarised in the first 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 second radar chart. 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 Plan will address the findings from both evaluations. 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.

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. 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.

Strategic Direction 1

Student learning: Enhancing the learning outcomes for all students

Purpose

Students will be provided 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 21st Century.

Overall summary of progress

The school made measureable steps towards collaboratively developing authentic assessment tasks, utilising a range of assessment strategies that ensure consistent and comparable judgment of student learning. This included evidence based frameworks to improve the quality of Stage 6 assessment tasks.

Significant progress was also made in ensuring teachers know their students and how they learn and providing teaching and learning activities for students across the full range of abilities. Personalised learning plans, professional learning for teaching students with disabilities and the creation of processes to support learning of all students have been implemented throughout the school.

The design of the school curriculum pattern was modified in line with current research, data and innovative thinking to develop 21st Century learning capacities of all students. As a result of the progress made in 2015, students in 2016 will study an integrated curriculum in Years 7, 8 and 10. In Year 9 all students are engaged in Project based learning across their elective subjects. All Stage 6 students are provided with timetabled periods for academic coaching with selected teachers to support them in their completion of the HSC. These new programs also allowed teachers to engage in professional learning opportunities to extend their evidence-based teaching practice and delivery of innovative teaching and learning strategies.

The school's focus on improving the literacy outcomes for all students continued in 2015. While maintaining current structures which have led to significant student growth, a number of initiatives have continued to be modified and enhanced to allow staff to know their students, and to plan and differentiate explicit strategies according to their students' level of need. This has included the refinement of assessment strategies to map all students on the literacy continuum for reading and writing. With the creation of a significant number of differentiated literacy teaching strategies, all teachers have the knowledge and support required to meet the reading and writing needs of all students in their classrooms.

With the release of the Student Wellbeing Framework, the welfare team has led teachers in designing and modifying our whole school wellbeing programs (PRIDE) and extra-curricular learning opportunities to improve individual and collective wellbeing. Additionally, a whole school wellbeing policy and support documentation was developed for 2016 implementation.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
40% of HSC students achieving in top two bands.	<p>HSC assessment tasks were coded using LEAP 21 and Quality Teaching framework to make adjustments and refinements</p> <p>Plan to Succeed (P2S) academic coaching program fully implemented in Years 11 and 12. This included refining the Year 11 program relative to student and staff evaluations</p> <p>Implementation of Stage 5 Project based learning units in elective subjects and the writing of Year 10 Integrated learning programs for implementation in 2016.</p>	<p>\$120000 built into timetable for P2S program</p> <p>\$5000: Stage 5 Initiatives</p>

<p>75% of Years 7-10 students improving by one cluster in the DEC literacy continuum over one year period.</p>	<p>Reading and writing assessment tools were created and implemented to map every student in Years 7-10 on the literacy continuum for reading and writing. This process led to class literacy profiles being developed and completed. The literacy activity team developed teaching strategies to meet the literacy needs of all students.</p> <p>The EAL/D specialists developed language profiles for all beginning and emerging EAL/D students, including the creation and implementation of language assessment tools and teaching strategies to support EAL/D students with their literacy and language progression.</p>	<p>Literacy activity team</p> <p>Secondary Literacy Grant: \$5000</p> <p>As per EAL/D RAM funding</p>
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Next steps

- To account for the School Plan template modifications, those initiatives which utilise Resource Allocation Management (RAM) funding have now been integrated under the key initiatives component of the school plan. This has resulted in the Learning Support and Differentiation process being significantly modified in accordance with the requirements for RAM reporting. Additionally, the assessment process has now been incorporated into Strategic Direction 2 – Teacher Learning – Assessment and Feedback.
- Adjustments have been made to improvement measures based on recommendations limiting improvement measures to three in total.
- A number of strategies will be implemented in 2016 to continue developing the 21st Century learning capacity of students, including:
 - Participation in the STEM action school program to refine practice and mentor other schools
 - Evaluation of existing programs to measure improvement in student learning outcomes
 - Re-structure of Year 9 Project-based learning units.
- A number of strategies will be implemented in 2016 to continue developing literacy and numeracy outcomes of students. These will include:
 - The creation of a literacy, numeracy and differentiation website to support teachers in creating differentiated learning activities for students
 - Planning units of work in all subjects for the development and improvement of numeracy skills in Stage 4 and 5
 - Using the numeracy skills framework to develop assessment tools to map students on the continuum and support teachers to differentiate accordingly.
- A number of strategies will be implemented in 2016 to continue developing wellbeing outcomes of students. They will include:
 - The effective communication of information to all staff about issues regarding student health, specific learning needs, roles and responsibilities and mental health
 - Using the Student Wellbeing Framework to ensure the PRIDE programs and wellbeing structures adequately address the wellbeing needs of students.

Strategic Direction 2

Teacher and Leader Learning

Purpose

To provide diverse professional learning opportunities for teachers across all career stages that encourages creativity and risk taking in all learning environments.

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.

Overall summary of progress

School processes have been developed by the Senior Executive to ensure all teachers have a Performance and Development Plan clearly aligned with the School Plan and collaboratively developed with their supervisor. It has been agreed and supported by all teaching staff that standards-based classroom observations are the most effective in relation to enhancing teaching practice and establishing collegiality.

A whole school professional learning plan was strategically developed to provide differentiated professional learning opportunities for teachers at various career stages. The plan creates a platform for teachers to gain and maintain accreditation at Proficient Teacher, Highly Accomplished Teacher or Lead Teacher levels.

A total of 79% of the student population completed the *Tell Them From Me 2015 NSW Secondary Schools Survey* which measures 31 indicators based on the most recent research on school and classroom effectiveness. This data has been used to inform future professional learning needs based on student responses.

There has been a strong focus on developing teacher understanding of the importance of providing timely, effective and appropriate feedback strategies to all students relative to their learning goals. A whole school Feedback Policy was collaboratively developed and ratified, including guidelines around the provision of feedback such as advice on areas of achievement, areas for development and strategies to improve.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$120730
100% of staff with a Performance and Development Plan (PDP).	All staff completed professional learning on DoE Performance and Development Framework: Training - For Teachers. School processes devised and implemented to support individual Performance and Development Plans.	
All professional learning opportunities are differentiated.	Whole school professional learning plan created to support the attainment of milestones for each Strategic Direction. Professional learning opportunities offered involved teacher choice from a variety of activities offered. Review and update of the professional learning application process to reflect the areas of the School Plan and gather data as required for reporting purposes.	\$96610
100% mandated staff accredited by Teacher Accreditation Act.	Development of a school-based policy to support the accreditation of teachers at Proficient, outlining the roles and responsibilities of those involved.	\$24120

	<p>All New Scheme Teachers are accredited at Proficient Teacher level and all Proficient Teacher Accreditation Reports were submitted to the TAA by their due date. All Maintenance of Proficient Teacher Accreditation Reports were submitted to the TAA by their due date.</p> <p>The whole school professional learning plan provides opportunities for proficient teachers to accrue registered and non-registered professional learning hours, whilst working towards achieving school milestones.</p> <p>The plan also provides the opportunity for teachers interested in working towards accreditation at Highly Accomplished or Lead Teacher to accrue evidence, and those accredited at higher levels can gain non-registered hours through delivering Professional Commitment activities.</p>	
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Next steps

- A number of strategies will be implemented in 2016 to support accreditation processes and to continue the delivery of quality professional learning. They will include:
 - Applications submitted to have all school based professional learning courses either registered or non-registered through myPL@Edu
 - Additional timetabled faculty meetings scheduled with professional learning activities aligned to the achievement of milestones
 - Opportunities for staff to deliver professional learning in areas of their expertise which may be used as evidence for accreditation
 - Refinement of roles and responsibilities to support the accreditation of teachers at Proficient
 - Professional learning delivered to teachers in regards to writing standards-based accreditation reports, referee reports and classroom observations
 - Establishment of a comprehensive school based induction program for beginning teachers based on *Strong start, Great teachers.*

- A number of strategies will be implemented in 2016 to continue developing feedback and assessment practices. They will include:
 - Coding of Preliminary assessment tasks using LEAP 21 and the Quality Teaching Framework
 - Development of school Assessment and Reporting Policy based on the Principles of Assessment and Reporting in NSW Public Schools NSW DoE
 - Development of a centralised assessment task register to ensure agreed MGHS task proforma is being used and adequate notification given to students as per school policy
 - Explicit feedback strategies for Write to Bite Tasks collaboratively developed by each faculty
 - Showcase of explicit feedback strategies used effectively by teachers across all stages.

- A number of strategies will be implemented in 2016 to continue developing data analysis practices. They will include:
 - Continued completion of school developed Results Analysis Package for all HSC courses
 - Showcase of data analysis strategies used regularly by teachers for refining their teaching practice to improve student
 - Establishment of consistent evaluation of teaching and learning programs by each faculty showing existing interventions based on data.

Strategic Direction 3

School Learning: developing all aspects of learning with a culture of continual improvement.

Purpose

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.

Overall summary of progress

An initial whole school self-assessment of the 14 elements across the three domains of the School Excellence Framework was undertaken early in 2015. Each staff member assessed school practices against the descriptors to identify areas for further development. This self-assessment was repeated at the beginning of 2016 with data and evidence reviewed for growth.

Clear processes with accompanying timelines and milestones have been developed by all school teams to create and direct a systematic approach to the implementation of key reforms and to ensure progress towards achieving the strategic directions as identified in the School Plan.

Throughout the year, a number of tools have been used to collect and analyse data from staff, students and community, informing adjustments and modifications to the 2015 School Plan and associated milestones.

The school executive has collaboratively researched a number of optional organisational structures to enable management systems and processes to work more effectively and in line with legislative and compliance structures. New external systems such as the registration process for NSW Government School Systems as well as The School Excellence policy with cyclical external validation and annual self-assessments have formed the basis of optional structures to ensure accountability and compliance.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
All staff have a clear understanding of the school vision and direction, and their role in driving school change and improvement	Enhanced communication of school vision, initiatives and projects through staff, executive and community meetings. Professional learning activities for executive and staff have included relevant information, updates and timeframes on key reforms and school organisation, processes and procedures.	
School staffing structure reflects and supports the needs of the learning community	A whole school professional learning plan at teacher, executive and administrative levels was collated from individual performance and development plans in addition to the learning associated with the school's strategic direction milestones. Recruitment was commenced to fill identified staffing gaps relevant to the new curriculum pattern developed for 2016 implementation.	

Mandated policies and systemic reforms are implemented in accordance with DoE requirements.	The Student Wellbeing Framework introduced in 2015 required the construction and redesign of welfare policies and procedures for Student Wellbeing, with extensive consultation and collaboration across the school.	
A comprehensive school review process is undertaken that leads to clearly articulated strategic directions for school growth based on rigorous and valid data analysis	<p>Tell Them From Me surveys disseminated and completed by staff, students and parents with data analysed. Identified modifications to the School Plan were made and discussed with all the learning community.</p> <p>Internal and external data, including SMART, RAP, School Excellence Framework data from Business Intelligence and departmental data summary sheets, has been analysed by executive, senior executive, teams and all faculty staff to identify areas requiring further development and those showing strong value adding.</p> <p>Data gathered has informed adjustments for the 2016 milestones for Student Learning, Teacher/Leader Learning and School Learning.</p>	

Next steps

- A number of key reforms that are connected to the Learning Management and Business Reform (LMBR) initiative will be implemented in 2017. Subsequently, the school in 2016 will be in the planning phase as it organises and readies for LMBR deployment. There will be an emphasis on :
 - pre-deployment cleansing of data
 - professional learning
 - the awareness and attitude stages of behavioural change
 - devising the roles and responsibilities of SASS
 - devising roles and responsibilities of senior executive and
 - SASS succession planning strategies.
- A review of personnel roles and responsibilities in conjunction with succession and workforce planning will be a focus area in 2016. Factors that will be investigated include:
 - analysis of staffing data and the current staffing mix
 - staff expertise, accreditation and capabilities
 - Business Manager position
 - the senior executive structure and the Head Teacher mix relative to the new staffing agreement.
- Collaboration and development of phase 2 of the Parramatta Precinct Strategy. The Parramatta network of schools will be designing proposals with Departmental directorates to enable public education to meet the demographic growth predicted from 2015 – 2031.
- Whole school, faculty and executive data collected with evidence against the three domains of the School Excellence Framework to inform school directions. The DoE School Excellence Policy reviewed and implemented.

Key initiatives and other school focus areas

	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Improving the quality of teaching and learning for Aboriginal students</p>	<p>All identified Indigenous students at MGHS have had a Personalised Learning Plan (PLP) developed by the Learning and Support Faculty. These PLPs assist classroom teachers in the delivery of course content to Indigenous students.</p>	<p>\$1353</p>
<p>English language proficiency funding</p> <p>The EAL/D staffing allocation is used to support teachers and EAL/D students in core subjects, to work with teachers to differentiate programs and incorporate strategies to support English language proficiency, engagement and participation of EAL/D students.</p> <p>2015 RAM funding was used to employ an EAL/D specialist to create assessment tools and individualised language profiles. Newly arrived EAL/D students received strengthened language support and priority.</p>	<p>A Team Teaching strategy forms the basis of the EAL/D program. Professional learning was delivered to staff by EAL/D specialists and team teachers, to highlight effective team-teaching relationships and the key to successful classroom practices for EAL/D learners, resulting in an enhanced understanding of the role of EAL/D specialists in the classroom.</p> <p>Student transitioners are tested and aligned to the ESL Scales and the ACARA Learning Progression. This data is used to correctly identify students' language levels with their needs highlighted in their profiles. These profiles underpin differentiated lesson planning, effective reporting to parents and prioritising for future support.</p>	<p>\$200,256</p> <p>\$180902: 1.8 staff</p> <p>\$13904 flexible</p>
<p>The refugee funding within the English Language Proficiency allocation was utilised to plan a more strengthened support program for refugee students. A Refugee Coordinator was appointed.</p>	<p>Background data was analysed to identify and select students with high needs. The Coordinator formed a partnership with non-profit organisation Reledev's DREAM Australia Girls program who provide volunteers to support refugee students in literacy and numeracy skills in their after school programs.</p>	<p>\$5450</p>
<p>Socio-economic funding</p> <p>The school's socio-economic background funding was utilised in the creation of 2 flexible and engaging learning spaces which are specifically designed for the delivery of Stage 4 Integrated Learning.</p>	<p>Through the creation of flexible learning spaces, students have enhanced their 21st century skills and improved their ability to use ICT, communicate effectively, self-regulate, collaborate with others and think critically. Teachers have utilised the space to transform their pedagogy creating supportive learning environments and engaging all students in 21st century learning practices.</p> <p>The development of flexible learning spaces has contributed to positive and inclusive learning environments, increasing the level of students' participation and engagement in learning about real-world scenarios.</p>	<p>\$ 78,049</p>

<p>Low level adjustment for disability funding MGHS consistently strives to provide equitable learning opportunities and access to the curriculum for students with additional learning and support needs.</p> <p>The Learning and Support (LaST) staffing allocation is used to support students with moderate to high needs and who do not have integration funding.</p> <p>The Nationally Consistent Collection of Data (NCCD) report required information on students with disabilities and adjustments received. It reinforced the obligation that schools have towards students under the Commonwealth Disability Discrimination Act (DDA) and Disability Standards for Education (DSE).</p>	<p>Personalised Learning Plans (PLPs) were developed for all students of high needs who received integration funding. Meetings were held with parents and classroom teachers of identified students to provide input towards the PLP and to offer suggestions for subject-specific strategies. This resulted in the implementation of more effective adjustments to assist student’s engagement in learning activities and attain relevant outcomes.</p> <p>The Learning and Support program has focused on LaSTs working to build the capacity of teachers and modify curriculum to ensure a wider range of experiences for students.</p> <p>All staff received professional learning on supporting students with disabilities and completed the professional learning modules on the DDA and DSE. Staff received support in responding to students’ additional learning needs through examples of strategies. Resources were created to assist staff with program modification and adjustments for students with specific needs.</p>	<p>\$191821 \$ 130,651: 1.3 staff</p> <p>\$60902 flexible</p>
<p>Support for beginning teachers</p> <p>Identified executive teachers supported classroom observations and provided structured feedback on pedagogy and the Australian Professional Teaching Standards.</p> <p>Beginning teachers had reduced responsibilities and teaching loads sufficient to support the development of their skills in their first two years.</p> <p>Beginning teachers were provided with ongoing feedback and support that is embedded in the collaborative practices of the school, through the Professional Development and Performance framework.</p> <p>Beginning teachers have access to professional learning to enhance their practice.</p>	<p>Beginning teachers were supported in gaining accreditation at Proficient by specific executive and senior executive staff released to provide mentoring and coaching strategies.</p> <p>The timetable was structured to ensure beginning teachers have a reduced load in order to engage in a variety of practices such as classroom observations, team teaching, development of lesson plans and programming.</p> <p>All beginning teachers were able to engage in a professional dialogue focusing on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> <p>All beginning teachers were involved in a variety of whole school Professional Learning activities relating to welfare, differentiation, feedback, literacy, numeracy, learning equity and 21st century learning.</p>	<p>\$24120</p>

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

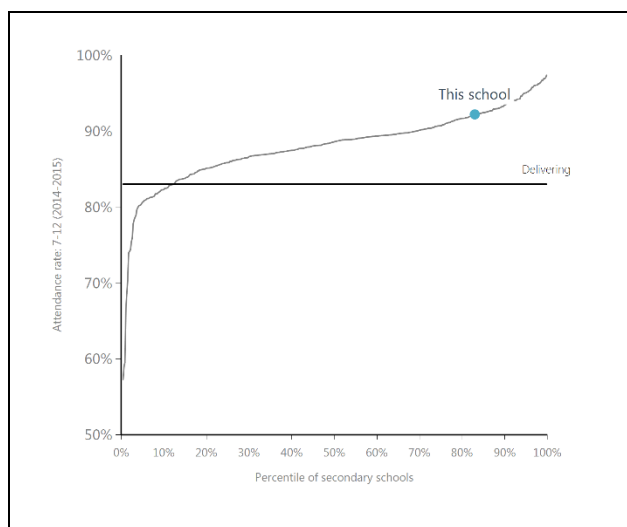
As shown in the table below, student enrolments have remained strong over the last seven years, reflecting the school's positive reputation and strong value adding.

Gender	2009	2010	2011	2012	2013	2014	2015
Female	1026	1034	1040	1055	1046	1032	1036

Student attendance profile

Attendance at MGHS in 2014-2015 was in the high percentile relative to other State schools which is demonstrated in the chart below. Overall attendance at MGHS was 2.7 percentage points above State attendance.

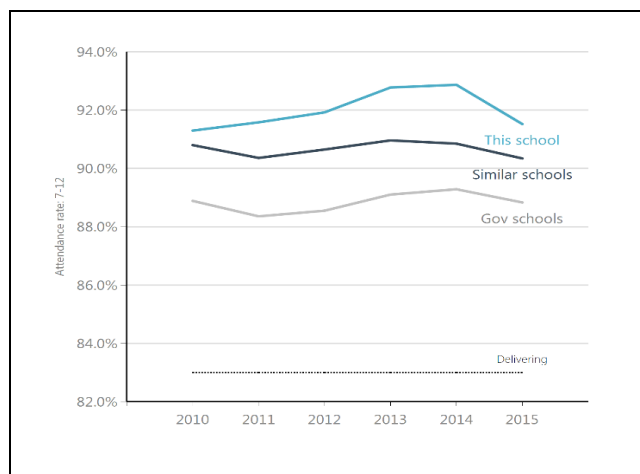
Attendance Rate: 7 – 12 (2014 – 2015)



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 2015, the attendance rate for each year group was above State figures.

The following chart compares MGHS with similar schools and all government schools from 2010 to 2015. Attendance at MGHS remains above that of these schools throughout the period. The decline in 2015 is attributed to a change in the policy on acceptable extended leave.

Attendance Comparisons: 2010 - 2015



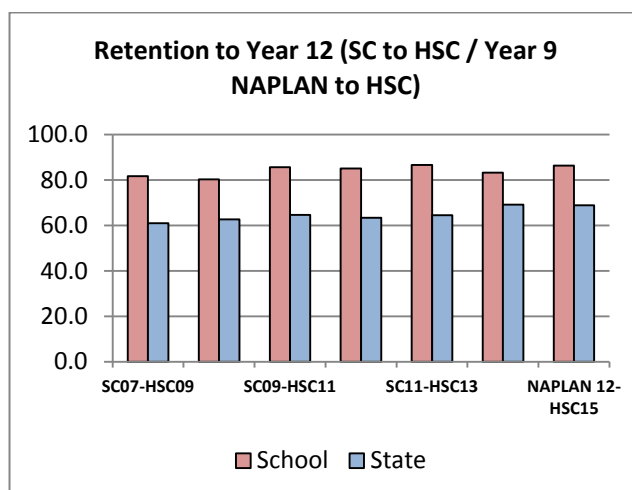
In 2015, the attendance processes specifically targeted whole day absences and lateness. All school staff had a role in the implementation process with the welfare team, year advisors and attendance monitors, under the guidance of the Stage leaders, analyzing the data gathered.

Chronic individual non-attendance was managed within the DoE guidelines and with the support and assistance of regional student welfare support team members.

Retention Year 10 to Year 12

	SC07- HSC09	SC08- HSC10	SC09- HSC11	SC10- HSC12	SC11- HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	81.7	80.2	85.6	85.1	86.7	83.2	86.3
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9
Previous Methodology (SC to HSC apparent retention)							

85.1% of our 2013 School Certificate cohort completed Year 12 in 2015. As shown below MGHS's retention rate for the School Certificate cohort to the completion of the HSC was 21.7 percentage points greater than the State and has been consistently so for the last seven years.



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	1
employment	0	0	0
TAFE entry		1	0
university entry	N/A	0	84
Other – university entry college	0	0	15
unknown	0	0	0

A total of 172 offers were made to 142 students (84%) of the 2015 HSC cohort of 169 students. This is an increase from the 133 offers made to 167 students in the 2014 HSC.

Many students received multiple offers and were able to take up courses they had nominated higher on their initial preference list: 32 students received 2 offers and 5 students received an early offer and a second offer in the Main Round. 42% of offers were from the University of Western Sydney and 24% from Macquarie University.

Of the 27 students who did not receive university offers, positions at alternative university entry colleges were gained and these students will transition into degree courses depending on performance.

Year 12 students undertaking vocational or trade training

Approximately 30% of all Stage 6 students undertook VET courses, completing a Certificate II or Record of Achievement towards Certificate III in 3 frameworks: Business Services, Entertainment Industry and Hospitality- Food & Beverage.

Year 12 students attaining HSC or equivalent vocational educational qualification

The majority of VET students completed the optional HSC examination. Business Services students attained one Band 6 and four Band 5 achievements, with Hospitality students attaining strong results in that framework. 100% of students were awarded an HSC, with a small number of students completing more than one VET framework.

Less than five students completed TVET courses offered by outside providers.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

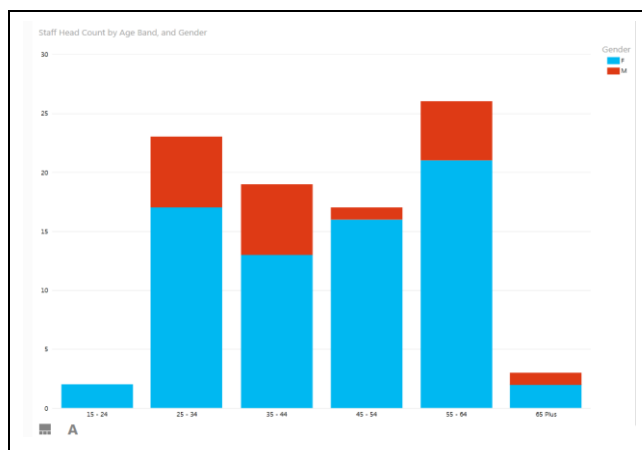
Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	51.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administrative & Support Staff	12.8
Total	83.4

Workforce retention

Staff retention remained strong with staff changes in 2015 resulting from consolidation of part time positions. A number of temporary teachers were employed to assist with part time maternity leave and programs funded through RAM.

The age and gender composition of the MGHS staff is shown in the following chart.



Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	12%

Professional learning and teacher accreditation

Three permanent and three temporary full time beginning teachers worked towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient. Fourteen permanent full time and two part time beginning teachers maintained accreditation at Proficient, as well as three temporary full time beginning teachers.

Two permanent full time teachers sought voluntary accreditation at Highly Accomplished or Lead.

Two permanent full time teachers maintained accreditation at the voluntary stage of Highly Accomplished and Lead.

All staff attended five School Development Days (SDDs), including casual teachers.

Event	Focus	Standards
Term 1 SDD	<ul style="list-style-type: none"> Faculty based professional learning Child Protection Update 	4.4.2, 7.3.2
Term 2 SDD	<ul style="list-style-type: none"> Assessment Feedback e-Emergency Care 	5.1.2, 2.3.2, 5.4.2, 5.2.2, 3.5.2, 7.2.2
Alternate SDD	<ul style="list-style-type: none"> Disability Standards for Education Data Collection Survey for NCCD Introduction: Performance Development Framework 	7.2.2, 7.2.2, 6.2.2, 7.2.2
Term 3 SDD	<ul style="list-style-type: none"> Performance Development Framework Assessment Feedback 	6.2.2, 7.2.2, 5.1.2, 2.3.2, 5.4.2, 5.2.2, 3.5.2,
Term 4 SDD	<ul style="list-style-type: none"> HSC Results Analysis Student Literacy Profiles 	5.4.2, 6.2.2, 1.5.2, 3.6.2, 5.4.2

The 2015 whole school professional learning plan provided all teachers with standards-based professional learning related to achieving school milestones.

Whole staff, school based, professional learning sessions (including SDDs) provided the opportunity to accrue hours for all teachers:-

Course category	Hours
Developed	3
Non-registered	13
Registered	15.5

In addition to this, teachers were involved in a total of 234 specific professional opportunities of which 111 were delivered by the DoE or external providers and 123 facilitated within school.

The average expenditure per teacher on professional learning was \$1345.54 at the school level.

The total Teacher Professional Learning Funds receipted and spent was \$49092.80. The school expended a further \$47518, a combination of grants received, on school based professional learning activities aimed directly at contributing to the achievement of school milestones.

Teacher excellence

Strategies to build the capability of staff are embedded in the School Plan and reported in the Strategic Direction 2 section.

Recipient of a Professional Teacher's Council (PTC) NSW Outstanding Professional Service Award

Since 2005 Sue Torr has made an outstanding contribution to the quality of professional learning materials and workshops for ACHPER's Community and Family Studies (CAFS) teachers. Sue has written and presented HSC CAFS Enrichment Days on behalf of ACHPER NSW, aimed at improving students' learning outcomes in the Stage 6 course. Her workshops are highly evaluated due to her in-depth knowledge and engaging presentation style.

The award recognises individual PTC committee member's outstanding professional contribution to education in NSW made through a professional teachers' association. . She is a very worthy recipient of the annual "Outstanding Professional Service Award".



Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2015 financial statement is tabled at the annual general meeting of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	691097.71
Global funds	577598.94
Tied funds	431630.6
School & community sources	459070.38
Interest	16616.27
Trust receipts	56177.29
Canteen	0.00
Total income	2232191.19
Expenditure	
Teaching & learning	
Key learning areas	193172.2
Excursions	52274.13
Extracurricular dissections	52092.21
Library	14511.51
Training & development	2498.44
Tied funds	494026.88
Casual relief teachers	89535.07
Administration & office	214638.32
School-operated canteen	0.00
Utilities	126338.47
Maintenance	106736.68
Trust accounts	60038.28
Capital programs	195815.6
Total expenditure	1601677.79
Balance carried forward	630513.40

MGHS 2015 Presentation Evening



School performance

NAPLAN

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

The percentage of our students achieving at or above minimum standard is very high, especially in Year 7. 99.4% of the cohort achieved at or above minimum standard in spelling and numeracy.

In Year 9, Numeracy had the highest % of students at or above minimum standard with 98.8%, while writing was the lowest with 91.1%.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	97.0
Writing	96.4
Spelling	99.4
Grammar & Punctuation	96.4
Numeracy	99.4

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	96.4
Writing	91.1
Spelling	95.2
Grammar & Punctuation	92.9
Numeracy	98.8

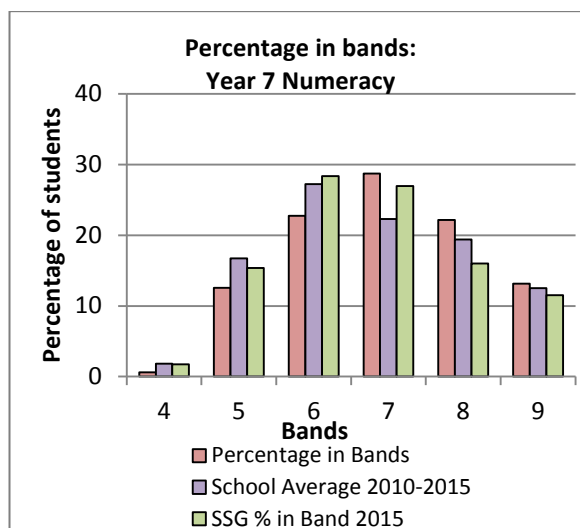
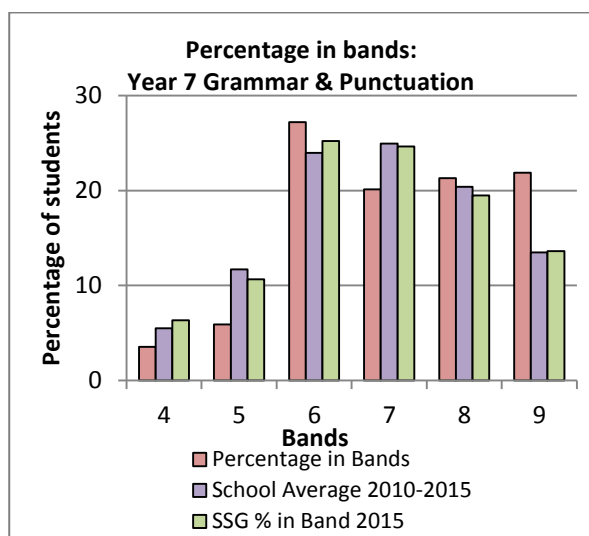
NAPLAN - Literacy

The school's Year 7 average spelling score was 38.8 above the State average and 30.7 above the SSG average. At MGHS 56.2% achieved Band 8 or 9, compared with 36.4% of State students and 39.9% of SSG students.

Year 7 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	586.1	555.4	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	9	25	39	56	39
Percentage in Bands	0.6	5.3	14.8	23.1	33.1	23.1
School Average 2010-2015	1.6	5.5	17.1	26.7	31.4	17.8
SSG % in Band 2015	5.7	7.9	18.7	27.7	29.3	10.6
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

Year 7 students performed better than the SSG average in grammar and punctuation, with substantially higher proportions achieving in Band 9 and less in the lowest Bands of 4 and 5.



Year 9 numeracy was 15.9 above the average State score and 11.6 higher than the SSG score. The 2015 proportions in the lower bands were below the 2010-2015 average in favour of a rise in the higher bands, except Band 10.

Year 9 students achieved a much higher average score of 576.8 in writing than the State and SSG. It was 50.5 above State and 38.3 above SSG average.

Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	576.8	538.5	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	15	27	40	51	23	12
Percentage in Bands	8.9	16.1	23.8	30.4	13.7	7.1
School Average 2011-2015	8.3	14.8	24.4	27.9	13.9	10.7
SSG % in Band 2015	22.1	21.2	23.0	22.2	7.2	4.3
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5

Year 9 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	606.5	594.9	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	15	48	49	33	20
Percentage in Bands	1.2	9.0	28.7	29.3	19.8	12.0
School Average 2010-2015	4.8	12.0	24.4	25.7	17.9	15.2
SSG % in Band 2015	1.9	15.2	29.9	26.4	15.2	11.5
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7

NAPLAN - Numeracy

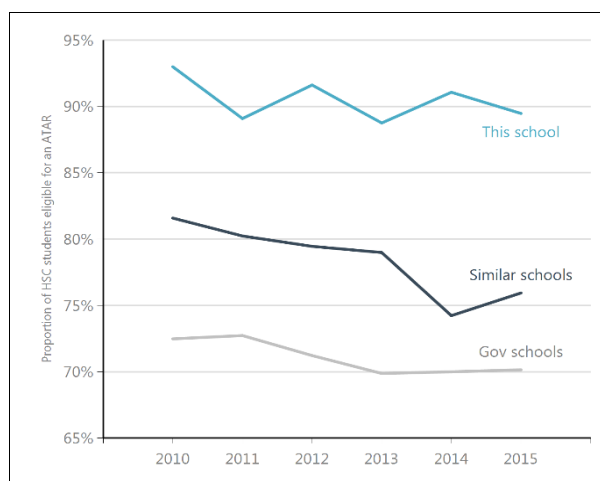
Year 7 and 9 MGHS students achieved higher average scores than the State and SSG in numeracy. The Year 7 score was 15.2 above the State and 10.3 above SSG scores. They also had larger proportions in the higher Bands 8 and 9.

Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	555.6	545.3	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	21	38	48	37	22
Percentage in Bands	0.6	12.6	22.8	28.7	22.2	13.2
School Average 2010-2015	1.8	16.7	27.2	22.3	19.4	12.5
SSG % in Band 2015	1.8	15.4	28.4	26.9	16.0	11.5
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8

Higher School Certificate (HSC)

The Australian Tertiary Admission Rank (ATAR) is a prerequisite for participation in higher education, and is also desirable in the labour force. This measure indicates the proportion of MGHS's Year 12 students who studied a curriculum that would make them eligible to receive an ATAR.

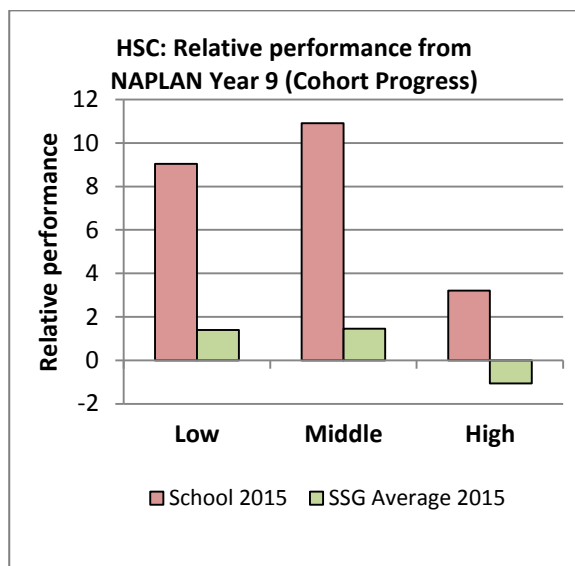


In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Following is a table displaying MGHS HSC summary scores to state and SSG.

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Ancient History	79.0	73.0	70.1	68.8
Biology	74.5	73.6	69.4	69.5
Business Studies	73.7	75.3	71.6	71.1
Chemistry	73.6	73.0	73.7	75.5
Community and Family Studies	71.6	74.8	74.2	70.9
Drama	82.2	80.4	73.9	75.2
Economics	70.3	73.2	70.6	76.0
English (Standard)	72.6	71.8	67.5	65.7
English (Advanced)	82.1	82.0	78.9	80.1
English as a Second Language	76.3	78.0	69.7	70.3
Industrial Technology	74.5	79.8	68.8	67.7
Legal Studies	76.1	75.6	73.1	72.3
Mathematics General 2	73.9	72.1	68.5	65.4
Mathematics	77.9	77.6	75.5	77.1
Mathematics Extension 1	77.2	78.8	82.4	82.3
Mathematics Extension 2	71.8	77.0	-	83.4
Modern History	77.0	77.3	72.9	72.5
Music 1	76.5	78.5	80.6	79.0
Personal Development, Health and Physical Education	71.2	74.4	72.0	71.3
Physics	68.0	70.1	69.3	72.1
Society and Culture	80.9	82.5	77.5	76.8
Studies of Religion I	79.8	79.9	-	82.2
Studies of Religion II	69.3	69.6	-	65.8
Textiles and Design	69.8	69.2	-	75.7
Visual Arts	83.2	80.5	77.8	77.6
Business Services Examination	73.0	68.0	-	70.3
Hospitality Examination (Food and Beverage)	74.1	74.1	-	73.0

The graph below aptly depicts the significant growth achieved by the 2012 MGHS Year 9 cohort in their 2015 HSC. The progress demonstrated by MGHS students in the low, middle and high groupings, is significantly above that of State students from similar groups.

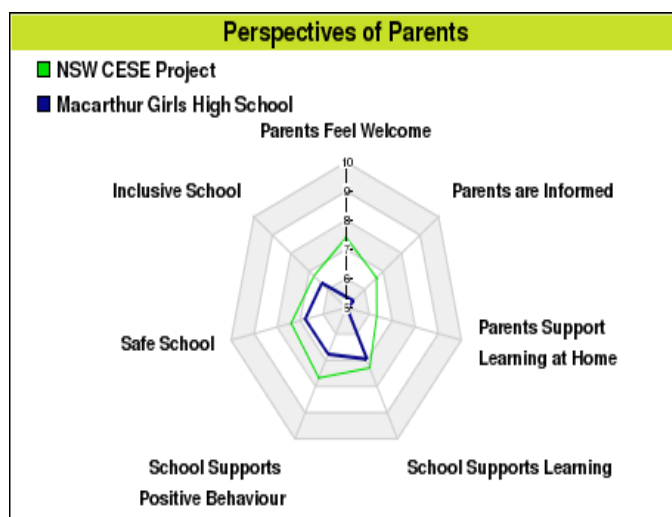


Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey was based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provided feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes eight separate measures, which were scored on a ten-point scale. The results for MGHS are compared with those of other NSW government schools in the radar chart below.



Policy requirements

Aboriginal education

MGHS ensures 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.

An Indigenous Coordinator works across curricula areas to ensure teaching programs are adapted to suit the educational needs of Indigenous students. These programs highlight and identify teaching strategies that support Indigenous students.

Multicultural and anti-racism education

MGHS has 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. These are reflected in all aspects of school life, with multicultural perspectives in all key learning areas.

PRIDE - Our student wellbeing program has multicultural education embedded in lessons for all students Year 7 to 12.



Other school programs

- Family and community programs

The Annual Rotary Breakfast was held in November with students, teachers and Rotarians treated to a light breakfast. This experience allowed students of Hospitality – Kitchen Operations to consolidate their skills in preparing the breakfast and Hospitality – Food and Beverage students to practice presenting and serving in a café style setting.



A 50 year reunion of past students occurred at the school. Students from Year 11 Hospitality – Kitchen Operation prepared afternoon tea for the 'Old Girls'.

The afternoon commenced with a tour of the swimming pool, followed by an extensive tour around the school. The 'Old Girls' appreciated the gracious and warm assistance provided by our Hospitality students.

- Achievements in Sport

Joanna Airhumwunde achieved success in Athletics. Joanna progressed through Zone, Regional and CHS carnivals in High Jump and is one of the best in her age group in NSW.

Our Grade Oztag team won the Zone competition. The girls were committed to improvement through regular training and developing their game strategies.

The PDHPE faculty provided out-of-school hours opportunities for students in boot-camp and sports camp where students play a variety of sports for enjoyment and skill development. Participation continues to increase as students recognise the value of physical activity for improved health and wellbeing.

- Vocational education program

As part of the ongoing delivery of VET courses, schools are regularly audited on their delivery performance. In 2015, our audit identified that our delivery of courses to students remained at an outstanding level, although some aspects for improvement were identified. These related to succession planning, documentation, reporting information provided to our students and work placement timing. All areas were addressed to ensure compliance with AQSA and RTO requirements.

The school was approached by the local Parramatta Rotary club to develop and Host a VET awards/ recognition evening, where students from all local schools were nominated for their excellence and received awards for their achievements. The Rotary Newsletter indicated "This first Youth Vocational Awards event held by the Rotary Club of Parramatta was a huge success." "Well deserved thanks and praise was given to the hospitality students and staff who have prepared and served the food". These comments are typical of the accolades afforded VET students at MGHS on a regular basis by outside organisations.