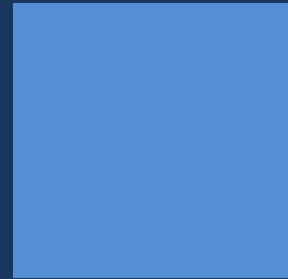
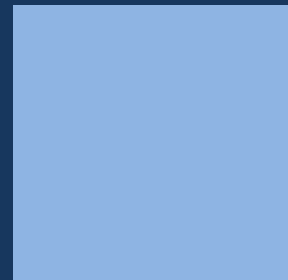
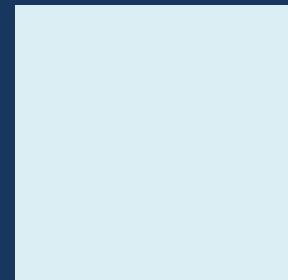




Education & Communities

Public Schools NSW

# Macarthur Girls High School Annual School Report 2013



## 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 2013 was 1046 students. Approximately 90.5% of our students are from language backgrounds other than English with 58% 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 72.8 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 offers a curriculum directed towards the Higher School Certificate (HSC) with a combination of traditional and vocational education courses, ensuring the educational needs and interests of all students are met. It has a team of educators that consistently provides our students with a wide range of whole school and in class learning experiences in a supportive environment that enables our students to attain their goals. Our website and newsletters are overflowing with examples of events and activities at our school.

The school has identified the development of 21<sup>st</sup> century capabilities, that is, creativity, critical thinking, collaboration and communication – as essential capabilities to enable all our students to actively participate in and contribute to society.

What matters most at MGHS is the education that takes place in our learning spaces. That means *Not only what is taught but how it is taught* - as this combination will provide students with the knowledge, capabilities, skills and values to become productive members of a rapidly changing society.

Our 2013 Annual School Report (ASR) illustrates a variety of school initiatives and the resulting student outcomes. Through participation and striving for excellence, outstanding achievements have been attained. 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



Ms. Cluff and Ms. Bhamjee presenting awards to students at the school's 2013 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) aims to uphold the PRIDE values and voice the needs of the student body through the practice of active leadership. Composed of 4 School Captains, 4 Year 12 Prefects, 8 Year 11 Prefects and 16 junior SRC members, we have effectively run a series of campaigns and events that encompass the PRIDE values of our school. We continually encourage the school to participate in our activities.



2013 SRC Induction Ceremony.

*International Women's Day (IWD)* was commemorated with several activities at the school and in the community. Our School Captains attended the annual IWD Breakfast at Parramatta Leagues Club, run by *Zonta International*. Other SRC members attended the IWD morning tea run by the *Australian Federal Police* for the Muslim community. These students were part of a pilot community liaison program to raise awareness of women's issues.

*Harmony Week* displayed cultural respect amongst students of the school, through many activities in roll call and at lunch, including an orange-themed Mufti Day to emphasize harmony and diversity evident in our school environment.



Students created a Harmony Tree as part of Harmony Week activities.



Year 12 students donating blood at Parramatta Blood Bank.

*Blood Week* aimed to raise awareness of the need for blood to save lives in our community. Year 11 *Red Cross Youth Ambassadors* provided information and resources to students. A Year 11 Band performed in the quad, encouraging donations from our senior students.

The Annual *Christmas Toy and Can Drive* involved student and staff donations for the less fortunate in our local community. The school donated 52 boxes of various items.

The photo below shows members of our Knitting Club crafting blankets for the Parramatta Mission who was most grateful for the heartfelt donation to warm the less fortunate members of our community.



The SRC members represent our school as student leaders within the school and at district, regional and community events. Students were involved in Rotary Leadership activities such as the annual RYPEN camp and were nominated for leadership awards.

**Jan Chen 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.

Gender	2008	2009	2010	2011	2012	2013
Female	1028	1026	1034	1040	1055	1046

## 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.

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
School	7		93.5	95.2	95.3	95.6	96.5
	8		92.8	91.9	92.4	94.2	95.3
	9		93.1	94.4	93.9	92.7	93.8
	10		89.7	91.4	93.8	90.7	94.0
	11		88.5	90.0	91.8	92.0	90.5
	12		90.8	91.6	89.7	91.2	91.7
	Total		92.3	91.4	92.5	92.9	92.7
Region	7		92.2	92.7	92.5	92.1	93.3
	8		89.7	90.4	89.9	90.0	91.0
	9		88.5	89.0	88.8	88.3	89.7
	10		88.3	87.9	86.9	86.6	87.4
	11		89.8	89.7	88.1	87.1	88.3
	12		89.5	90.2	89.6	89.2	90.0
	Total		89.8	89.6	90.0	89.3	88.8
State DEC	7		92.3	92.6	92.5	92.4	93.2
	8		90.0	90.5	90.1	90.1	90.9
	9		88.8	89.1	88.8	88.7	89.4
	10		88.7	88.3	87.1	87.0	87.7
	11		89.4	89.1	87.6	87.6	88.3
	12		89.4	89.8	89.2	89.3	90.1
	Total		89.9	89.7	89.9	89.2	89.1

Overall attendance at MGHS is 3.7 percentage points above regional and 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 5 years. In 2013, the attendance rate for each year group was above State and regional figures. In Year 10, it was 6.6 percentage points above regional level and 6.3 higher than State level.

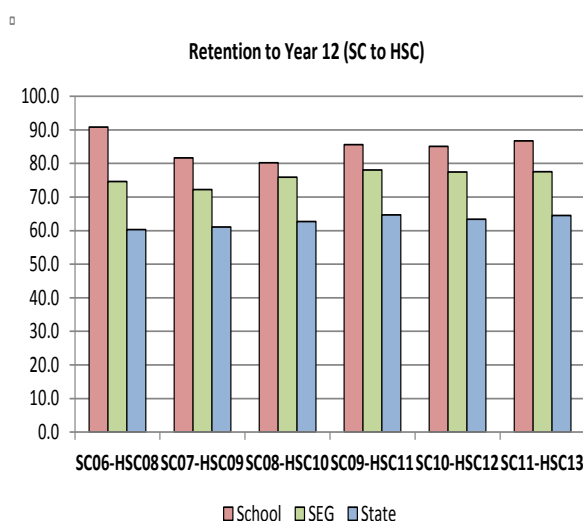
## Management of non-attendance

In 2013, 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



86.7% of our 2011 School Certificate cohort completed Year 12 in 2013. MGHS's retention rate for the School Certificate cohort to the completion of the HSC was approximately 9.2 percentage points greater than the school education group and 22.2 percentage points greater than the State. This gap has been widening over the past few years.

## Post-school destinations

A total of 179 University offers were made to 71% of our HSC students. Many students were offered positions in courses they had listed with higher preferences.

Students also received multiple offers from universities, with 23 students receiving 2 offers, 7 receiving 3, 3 receiving 4, and 1 student receiving 5 offers.

In addition, HSC students applied to study at overseas universities. Our 8 international students received 22 offers from 7 universities, with 6 students receiving multiple offers.



NSW Member for Parramatta Dr. Geoff Lee MP and Australian Defence Force presenter Matthew Milgate RAN at the 2013 Presentation Night.

### Year 12 students undertaking vocational or trade training

One third of HSC students studied at least one VET course in 2013 with some students studying multiple VET courses: 6 studied 3 VET courses and 6 studied 2 VET courses. Seven of the HSC students studying VET courses also did trade courses. 3.9% of HSC students undertook trade training at TAFE in Tourism and Events, Human Services, Hairdressing and Style Visualization.

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

Four Frameworks were studied in 2013 at MGHS: Business Services, Entertainment, Hospitality, and Retail Services. School VET HSC results were most satisfactory for the students who sat for a total of 47 optional examinations in the four VET courses at MGHS. There were 12 incidents of students who 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 72.8 teachers and 12.8 school administrative and support staff. The allocation of ESL teachers increased from 2.4 to 2.6 in 2013.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teachers	11
Classroom Teacher(s)	51.8
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 2013 resulting from teacher retirements and consolidation of part time positions. A number of temporary teachers were employed to assist with the increased number of staff on part time maternity leave and also part time leave without pay.

### 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:	
Accreditation at Proficient	21
Accreditation at Leadership	1



## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	330657.18
Global funds	510350.82
Tied funds	249771.35
School & community sources	476732.70
Interest	17669.83
Trust receipts	67658.44
Canteen	0.00
Total income	<u>1652840.32</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	178716.22
Excursions	36619.83
Extracurricular dissections	65960.94
Library	15610.73
Training & development	3806.60
Tied funds	218655.71
Casual relief teachers	99038.55
Administration & office	202546.57
School-operated canteen	0.00
Utilities	134006.46
Maintenance	100995.83
Trust accounts	62058.22
Capital programs	27645.40
Total expenditure	<u>1145661.06</u>
<b>Balance carried forward</b>	507179.26

A full copy of the school's 2013 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 2013

### 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 2013, MGHS average scores for Year 7 were well above State average in 3 of the 4 areas with Year 9 well above State average scores in all 4 literacy areas. For example, Writing: Year 9 scored 574.7 compared to State average of 534.2 and Year 7 scored 534.7 compared to State average of 502.2.

Student growth from Year 7 to 9 was above average in all areas of literacy. For example, in Writing average student growth was 52 compared to 40.3 for State with 71.2% of students showing greater than expected growth.

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 2013 NAPLAN, average scores were again well above State levels in Year 9 (School average 617 versus 596 Statewide). Year 7 average scores were slightly 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 65.0 compared to State average of 48.6 while Year 9 average student growth was 63.2 compared to State average of 43.7.

Year 7 students performed above State average in growth from Year 5 to Year 7 with a 65.0 mark improvement compared to a State average of 47.5. Year 9 students performed above State average in growth from Year 7 to Year 9 with a 63.2 mark improvement compared to State average growth of 41.6.

### Higher School Certificate

95 Distinguished Achievers attained either a Band 6 or E4 in different HSC courses. Students achieved remarkable results in the HSC: third and eighth in the State for Community and Family Studies and fourth for English standard.



The highest ATAR in 2013 was 99.2.

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. Karina Chen and Mei Hua Gong achieved the highest results.

## 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 2013, with average scores in Writing and Spelling well above State levels.

Overall, the average score of students at MGHS was 11.1 above State average in Spelling and 17.8 above State average in writing. Student scores were 2.1 above State average in punctuation and grammar.

5.8% of MGHS students achieved the highest band in NAPLAN writing compared to 4.9% Statewide with 18% achieving Band 8 compared to 11.5% Statewide.

2013 NAPLAN Year 7	School	State
Reading	529.4	544.5
Writing	534.7	516.9
Spelling	570.5	559.4
Grammar, Punctuation	539.9	542.0
Numeracy	542.8	549.5
Data, Measurement, Space and Geometry	541.1	550.7
Number, Patterns and Algebra	544.1	548.0

### Year 7 NAPLAN Writing

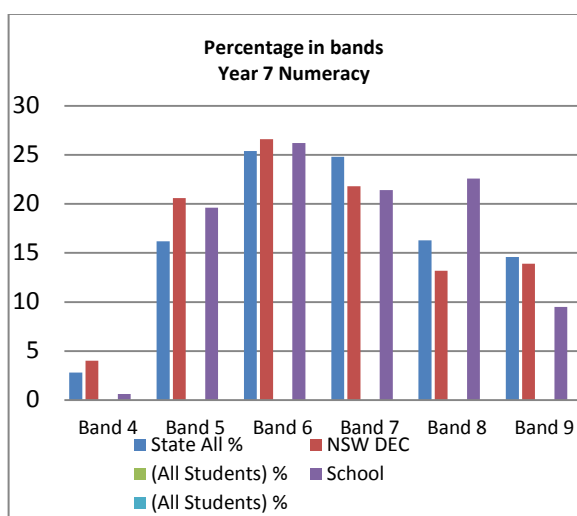
	School	SSG	State DEC			
Average score, 2013	534.7	521.1	502.1			
<b>Skill Band Distribution</b>						
Band	4	5	6	7	8	9
Number in Band	7	26	53	45	31	10
Percentage in Bands	4.1	15.1	30.8	26.2	18.0	5.8
School Average 2011-2013	2.2	15.0	25.3	24.3	23.5	9.7
SSG % in Band 2013	5.8	20.1	29.7	25.6	14.3	4.5
State DEC % in Band 2013	12.4	25.3	27.4	18.5	11.5	4.9

### NAPLAN Year 7 – Numeracy

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	53.5	48.9	60.6	42.8

Our Year 7 students performed at a slightly higher level than the State average in the numeracy test with 53.5% achieving one of the top 3 bands compared to 48.9 % of State.

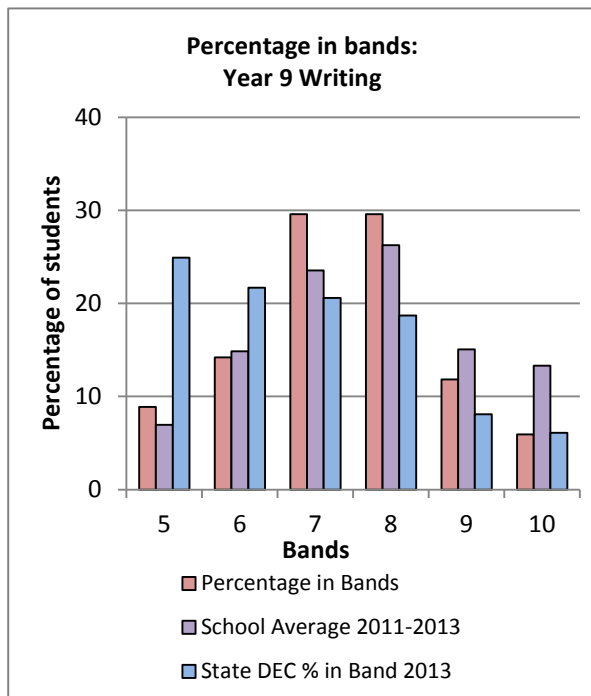
2013 NAPLAN Year 7	School	State DEC
Numeracy	542.8	540.9
Data, Measurement, Space and Geometry	541.1	541.8
Number, Patterns and Algebra	544.1	539.5



## NAPLAN Year 9 - Literacy

In general, the average score of students at MGHS was 31.2 above State average in Spelling and 40.5 above State average in Writing. Student scores were 24.7 above State average in Grammar and Punctuation.

The school's focus on improving the writing skills of students is evident in the 2011-13 data where Year 9 Writing results have been substantially above State average in the top two bands.



2013 NAPLAN Year 9	School	State
Reading	588.6	585.6
Writing	574.7	554.2
Spelling	615.2	591.8
Grammar, Punctuation	590.5	579.3
Numeracy	617.0	596.0
Data, Measurement, Space and Geometry	613.8	595.1
Number, Patterns and Algebra	619.2	596.8

The Western Sydney Region set targets in Year 9 Reading. It set the target of 31.8% or lower for students achieving at or below the minimum standard.

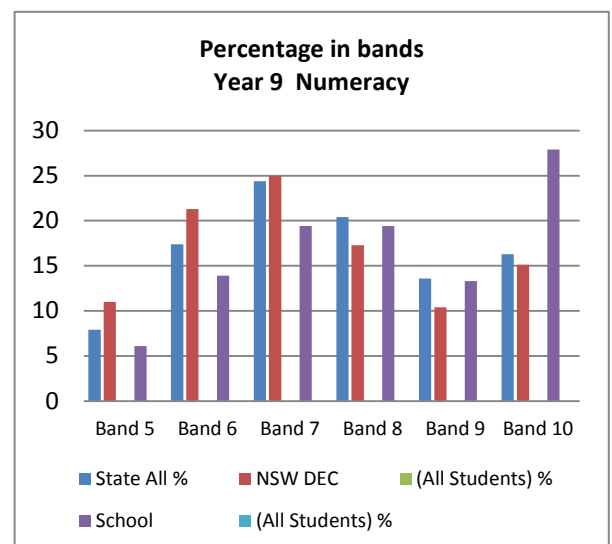
At MGHS, only 18% achieved at this level far exceeding the Western Sydney Region target. A target of 89.6% for students achieving at or above the minimum standard was also set. The school was able to exceed this target with 97% of students achieving this level. A regional target of 20.5% achieving at proficiency standard was set. 22% of students at the school were able to achieve this level.

Percentages of MGHS Student in the Top 3 Bands Compared to State DEC %				
Test Aspect	Year 7		Year 9	
	School	State	School	State
Reading	48.3	56.7	53.6	51.4
Writing	50.0	42.8	47.3	41.4
Spelling	73.3	67.4	72.3	56.1
Grammar & Punctuation	56.4	56.8	54.4	45.3

## NAPLAN Year 9 - Numeracy

2013 NAPLAN Year 9	School	State
Numeracy	617.0	584.4
Data, Measurement, Space and Geometry	613.8	584.2
Number, Patterns & Algebra	619.2	584.6

Our Year 9 students performed at a higher level than the State average in the numeracy test with 60.6% achieving one of the top 3 bands compared to 42.8 % of State.





## Higher School Certificate (HSC)

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

In 2013, 176 MGHS students sat the HSC. Student performance was very strong with the highest ATAR being 99.2. HSC students attained 95 mentions on the Distinguished Achievers List where students received Band 6 or E 4 results across a number of HSC courses. Two MGHS students gained Statewide recognition into the HSC All Rounder List meaning that they attained Band 6 for all 10 units of HSC courses.

HSC: Course Summary Table

Course	School 2013	School Average 2009-2013	SSG 2013	State DEC 2013
Ancient History	72.3	72.0	72.1	69.3
Biology	75.3	74.4	73.8	72.8
Business Studies	77.5	76.5	72.8	71.2
Chemistry	74.5	73.3	72.5	75.4
Community and Family Studies	76.9	74.3	75.0	71.9
Economics	70.2	72.6	67.4	73.8
English (Standard)	67.1	69.9	67.0	63.8
English (Advanced)	80.7	83.2	78.9	78.5
English as a Second Language	76.4	76.8	70.7	69.7
English Extension 1	78.7	82.1	79.5	81.3
Legal Studies	81.3	76.4	75.1	72.8
General Mathematics	68.6	69.5	69.1	64.0
Mathematics	77.1	77.3	76.1	76.3
Mathematics Extension 1	81.2	79.8	77.1	81.4
Modern History	79.9	79.3	76.0	73.5
Music 1	80.3	79.5	82.2	78.7
Personal Development, Health and Physical Education	68.4	75.4	72.4	68.8
Physics	66.6	71.7	70.4	73.3
Society and Culture	87.9	83.0	78.9	77.4
Studies of Religion I	80.0	80.0		82.7
Textiles and Design	65.1	74.6	77.0	72.4
Visual Arts	80.8	81.1	79.9	77.5
Business Services Examination	63.5	70.2		66.8
Hospitality Examination	77.6	75.6	76.7	74.0

### English

In Advanced English, 94% of students achieved one of the three higher bands, compared to 76% State-wide. 60% of students achieved a Band 5 or 6 compared to 53% of the State cohort. 51% of students achieved a Band 5 compared to 41% of the State.

In Standard English, 34% of students achieved one of the three higher bands, compared to 33% State-wide. 8% of students achieved a Band 5 compared to 6% in the State.

In Extension 1 English, 75% of students achieved one of the higher bands compared to 88% State-wide. In Extension 2 English, 100% of students achieved one of the higher bands, compared to 77% State-wide.

In English as a Second Language (ESL), 86% of students achieved one of the higher bands, compared to 59% State-wide. 6% of students achieved a Band 6 compared to 2% of the State. 40% of students achieved a Band 5, compared to 20% of the State.

### Mathematics

Honour Roll credits for students having obtained marks of 90 or more in their courses were achieved by 27 students (7 in Mathematics Extension 2, 7 in Mathematics Extension 1, 10 in Mathematics and 2 in General Mathematics).

In Extension 2, 88% of students achieved one of the top two bands, compared to 87% Statewide. In Extension 1, 85% of students achieved one of the top two bands, compared to 84% Statewide. In Mathematics, 74% of students achieved one of the top three bands, compared to 77% Statewide. In General Mathematics, 51% of students achieved one of the top three bands, compared to 42% Statewide.

### Science

2013 has seen improvement in the results of students completing their HSC in science. This improvement can be attributed to the realignment of teaching and learning strategies within the faculty to best cater to the diverse needs of our students. To continue this trend, annual analysis of the HSC results is undertaken within the faculty by all staff and used to further inform all aspects of teaching in Year 11 and 12.

In Biology, 74.23% of students achieved in the top three bands compared to 67.78% Statewide. 13.63% of students achieved a Band 6 result in Chemistry, compared to 12.08% 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 88% of students achieving in the top two bands, although without the outstanding Statewide performances of the past years. Personal Interest Projects continue to be of an excellent standard with one student awarded a High Distinction and one a Distinction.

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

Students in Extension History achieved positive results, indicating the ongoing commitment to their studies and the ability to work independently on long term research projects.

In 2013, a new course was examined for the HSC. Studies of Religion students in both 1 unit and 2 unit classes achieved excellent results and these are expected to continue into future years as the courses become a more integrated part of the school curriculum.

### **Creative and Performing Arts (CAPA)**

Visual Arts results were strong with 3 students attaining Band 6. 59.08% of the cohort gained a Band 5 or Band 6 compared to 51.44% in the State. Results for 20 of the 22 students showed Visual Arts as one of their best two HSC results. 95% of the Visual Arts students achieved a Band 4, 5 or 6.

Music students achieved strong results with 10 of the 11 achieving in the top 3 bands. 81.8% of the Music students had Music as one of their best two HSC results. One student had her performances considered for Encore.

Drama students achieved excellent results with four Band 5s and two Band 4s in a class of six. 100% of the students attaining in the top three bands compared to the State average of 84.11%. Five of the six students had Drama as their best HSC results; the other student's mark was her second best result.

Not all entertainment students sat the Entertainment HSC Examination but all received a

Certificate 3 in Entertainment Industry. 45.45% of the Entertainment students received a Band 4 or 5 compared to 47.99% in the State. 77% of the students had Entertainment as one of their best three HSC results.

### **HSIE: Social Science**

Students presenting for the Social Sciences subjects of Legal Studies, Business Studies and Economics continue to perform well, with many students finding the results in these subjects were among the best results they achieved. Although no outstanding individual results, all cohorts made effective use of the opportunities presented to work consistently toward gaining their personal best.

There was strong value added for many of the students in these courses. For all Social Sciences subjects, achievement of course outcomes at high levels was a feature.

For Business Studies, Legal Studies and Economics, the achievement of a Band 5 or 6 by over 40% of all candidates, well above the State and school education group averages, continues to be a feature. In this cohort, over 50% of students gained some of their best results in a Social Science subject, where one was studied. Analysis of individual performances shows many students achieved results significantly greater than those expected based on prior performances.

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

The students in PDHPE courses gained much success this year. Two students were recognised as Top Achievers, gaining 3<sup>rd</sup> and 8<sup>th</sup> in the State for Community and Family Studies (CAFS), along with 80% of all CAFS students attaining a Band 4 or above compared with 66% in the State. 17 students studied PDHPE, with a student achieving a Band 6. The student group achieved in line with State results with 50% of students scoring Band 4 or above.

### **Japanese (LOTE)**

Four students obtained the top band, 2 in Japanese continuers and 2 in Japanese Extension.

In Japanese Continuers 88% achieved one of the top three bands compared to 77% Statewide. In Japanese Extension 1 100% of the students achieved one of the top two bands compared to 91% Statewide.

## Technology and Applied Studies (TAS)

There were some outstanding results for students studying a range of courses in the TAS Faculty. 42% of students studying Hospitality received Band 5 and above and 80% of students received a Band 4 or higher. As a cohort they performed substantially above State average.

Results in studying Industrial Technology Multimedia were outstanding: 33% of students achieved Band 6 and the remaining 66% of students achieved Band 5 compared to the State which was 18%. A number of the Major HSC projects were eligible for inclusion in the INDTech display, the annual exhibition of outstanding Major design projects.

## Other assessments

### Essential Secondary Science Assessment (ESSA)

In Year 8, 170 students participated in ESSA in 2013. The results have continued to show improvement with 70% of students achieving a Level 4 or above. The percentage of students achieving these results was greater than the overall State average for these levels. There has also been a reduction in the number of students achieving Level 3, while attainment at Level 2 has remained relatively stable. This indicates that the students are demonstrating a stronger understanding of science compared to previous years.

In Year 9, students participated in the ESSAonline Trial between 25 March and 5 April. Ten variations of the test were used during trialing. Each student completed one variation, which required about 55-60 minutes.

This trial allowed students to hone their skills in answering science literacy, numeracy and problem solving style questions in an online format.

The data gathered from this trial is used to inform the development of questions for the Statewide Year 8 ESSA ensuring all students are able to achieve equitable outcomes in this assessment.

Year 10 students participated in the ESSAonline Pilot. This pilot included 21 schools with 2525 participating students. This opportunity allowed students to participate in an external assessment and to gauge their understanding of Science content and skills. The results from this trial have been used to inform programming of teaching and learning in Science.

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

### Arts

#### Drama

Drama has continued to grow in 2013 as students from across all year groups have embraced many opportunities to develop and share their talents. The MGHs Theatre Sports Company was formed to provide an opportunity for students to work with one another to create spontaneous and improvised theatre.

The Company held a lunch time concert to raise money for the Bush Fire Winmalee Appeal. Our school received a heartfelt letter of thanks from the Principal of Winmalee High School for our donation "to help rebuild the lives of our students who have had their homes destroyed".



In Term 1, over 130 Drama students from every year level performed for parents and friends at our annual 'Drama under the Stars' concert. Several students represented the school at the Sydney Writer's Festival, including Ruponti Atiq in Year 8 who won the Runner's Up Award in the WriteNow! Competition. Year 11 Drama students Palak Gupta and Tina Ngo also participated in the Sydney Writer's Festival as mentees in the Women of the World Speed Mentoring session.



Two drama groups represented the school at the Western Sydney Regional Drama Festival in Term 2: a Year 10 devised Theatre of the Absurd performance, and a Year 8 comedy movement piece titled *"The Train Journey"*.



Term 3 showcase evening featuring individual and group HSC performances.

In Term 4, eighteen Year 8 students auditioned as actors and backstage crew for the Year 8 Drama Company. This initiative explored the collective real life stories of Year 8 Macarthur students and reflected these in an original piece of theatre entitled *"Our Moments"*. The script was written by the performers to celebrate and empower student voice through Drama.

### Dance

This year was a very successful year 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.

Dance also ran a number of extra curriculum dance groups: the Junior Ensemble, the Senior Ensemble, Ballet Ensemble, Company and the Jazz Ensemble.



The Junior and Senior Dance Ensembles, Company and Jazz Ensemble were selected to perform at the *Sydney West Dance Festival* and *Celebrating the Arts Festival*. Company was also selected to perform at the *State Dance Festival* at the Seymour Centre. The students attended a rehearsal at the theatre and participated in a musical theatre workshop with industry professionals.

### Entertainment

The entertainment crew worked tirelessly throughout the year providing 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 of the school at the Premier's Concert, the Royal Easter Show, Sydney West Dance Festival, Celebrating the Arts and the Parramatta PCYC Art Exhibition.



## Music

Music students continued to provide entertainment and background music at a range of school events. Students in the newly formed Vocal Ensemble learnt a wide repertoire to perform at the school Christmas Concert and Recognition Assemblies.

The Instrumental Ensemble recruited a new double bass player and cellist to enrich the string section and repertoire of the band. These students have teamed up with the ensemble's flautist and piano player and Alto Saxophonist to form a Jazz Quartet. The students rehearsed a range of standards to develop their instrumental and improvisational skills.

The Piano Quartet continually prepared new repertoire for performances at school events including Recognition Assemblies and Presentation Evening. The girls performed at the Parramatta PCYC Art Showcase, where they played classical and popular repertoire.



The school's string quartet provided background music at the Parramatta PCYC Art Exhibition.

Four Music students in Year 11 formed a vocal quartet specialising in performing popular songs in acappella.

## Visual Arts

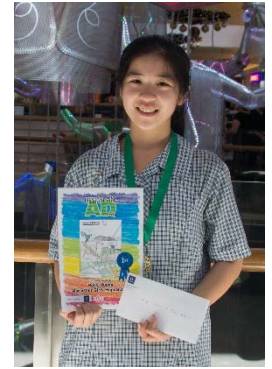
The *Artist of the Week* program continued to recognize our talented young artists during our fortnightly whole school assembly, with their works displayed in the main corridor.

Year 9 Visual Arts worked hard on a large mosaic for the refurbishment of the toilets.



Holly Huang, a Year 10 Visual Design student came first in the *Design an Ad Education Project* held by Fairfax local papers.

She won \$1000 for herself and a contribution for the school.



Year 10 Visual Arts created four murals for the school environment.

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



Macarthur students were involved in the PCYC Art Exhibition with a number of Visual Arts students exhibiting their artworks.

Zakia Yosufi from Year 12 and Donna Zhang took out second and third prizes respectively. Bansari Chhatbar from Year 12 and Fay Jiang of Year 10 were highly commended.



Mandy Cen from Year 11 won first prize at the PCYC Art Exhibition with a drawing entitled Homeless.

### Anime Club

The Anime Club gathers once a week at lunch time. Members have common interest in comics and anime films and have talent in drawing in manga style. Junior members were tutored by senior members to improve their drawing skills.

In Term 4, a big project on “Love for Four Seasons” was completed. A picture book was created by all Anime Club members and presented as a Christmas gift to the library of Parramatta Public School.



### Sport

Grade sport competition is played during Terms 2 and 3. Our teams participated with enthusiasm and sportsmanship in netball, oztag, softball and soccer. A special mention goes to the oztag team who won the competition! Teams are also entered in the Statewide soccer, tennis and touch football knockout competitions. Students trained and competed in the spirit of sport.

This year saw the Swimming carnival return to our Macarthur School pool. Students attended in strong numbers to participate and support their House as they did battle in the water.



The Athletics Carnival was held at Barton Park. It was well attended with good participation levels with many students achieving their personal best. 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.

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 Divine Aaron for her exceptional results at Region in long jump.

Shannon Farrell and Molly Kane represented the school at the Combined High School's Gymnastics competition and achieved outstanding results.

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.

The overall Champion House for 2013 was Lennox and the Spirit Cup was awarded to Fitzroy.



## Other

### International Students

It was a fruitful year for all 19 international students. A workable welfare system was in place, with regular meetings on Thursday morning once every fortnight.

Two seminars were held for international students at lunch time by approved professional agents, offering service and advice on university course selection and ATAR requirement.

Two students were nominated to receive the DEC International Student Academic Awards for 2013 for their excellent achievements in HSC. Vicky Huang scored an ATAR of 96.25 and Echo Zhao scored an ATAR of 92.95. Both students received their certificates from NSW Governor Professor Marie Bashir at Parliament House.



## 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.

The renewed school magazine, *The Crescent*, is entering its third year. The development of the magazine requires student commitment and dedication to meet deadlines and produce quality articles. The students involved in the development of the magazine, enrich their skills in writing, creativity, social engagement and time management.

Since its inception in 2012, the *Philosophy Club* has been convening every week during lunch time under the supervision of Mr. Bhattacharya. Sessions attract over 30 students every week. Students have engaged in in-depth discussions on a range of topics, such as 'what does it mean to be 'good'', 'who am I', and 'what is justice?'

Students have been introduced to the thoughts of various philosophers across the breadth of Western philosophy – from the dialogues of Socrates to the thought-experiments of Robert Nozick and the ethical approach of Peter Singer.

The Philosophy Club has been consistent in the promotion of critical and in-depth thinking amongst interested students.

### Mathematics Nationwide Competition

The Mathematics Nationwide Competition attracted 134 students with 44% of the students receiving a Credit or higher. Stage 5 had the greatest participation with 69 students.

### TALK: Translate All Life's Learning to Knowing

A submission for the Every Student Every School grant was successful in gaining \$25,000 to develop a teacher network. The participating schools in 2013 included Rose Hill and Parramatta North Public Schools and MGHS.

TALK supports students with ESL, refugee, indigenous, behavioural, and physical or learning disabilities or low socioeconomic status in literacy and numeracy in their transition to high school.

TALK is an integrated curriculum that builds confidence in students by relating experiences about their culture, beliefs and schools. It aims to enhance communication of their learning and to create connections between students with similar interests.



During Term 4 primary school students attended MGHS to participate in activities embedded with 21<sup>st</sup> century skills. All activities were cross curricular from Agriculture, Science, CAPA, TAS, English, Mathematics and Welfare.

In November, TALLK was part of the regional Every Student Every School Showcase held at Evans High School where our project's implementation plan and results were shared with other public schools. Due to its success, TALLK will be reprised in 2014.

### World's Greatest Shave

Year 11 student Vanessa Hood demonstrated her commitment to supporting Leukemia sufferers by shaving her long hair and raising over \$2000 for the Leukemia Foundation.



### The Margaret White Award : Society and Culture

Salima Yunespour achieved a High Distinction for her Personal Interest Project (PIP) in HSC Society and Culture. She was also awarded the Margaret White Award which is the only named award given by the Society and Culture Association.

Salima's PIP was entitled 'Go and do some homework then get back in the kitchen!' The contradiction of the new educational landscape for Afghan girls and traditional gender roles in the Afghan-Australian diaspora.

As one of only 10 High Distinctions awarded to the 4000 candidates from public and private schools across NSW, Salima's project has been entered into the NSW State Library collection and libraries around the State, to be viewed and read by the public. 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.



Salima Yunespour and her teacher Mr French attended the award ceremony where she received her medal.

MGHS students have excelled in Society and Culture in recent years and have been officially recognised for their achievements. 47% of MGHS Society and Culture students achieved a Band 6 in the 2013 HSC. Hanieya Rehman was awarded one of the nine Distinctions for her PIP entitled, 'A Woman of Few Words: A Study into the perceptions of Muslim Pakistani women on the status of women in Pakistan according to Islam and the influence of Islam on the factors that affect these perceptions.'

### Police Citizens' Youth Club (PCYC)

PCYC Parramatta, Daybreak Parramatta Rotary Club and MGHS undertook a community partnership project to present an ART EXPO. For the school, this project involved developing the artworks for exhibition, providing the information and advertising materials to promote and support the expo, providing the entertainment on the evening of the opening (catering for the approximately 80 dignitaries and other guests, as well as exhibitors), creating exhibition catalogues and arranging the displays.



Students from all years in MGHS and 10 students from nearby Rowland Hassall School for Specific Purposes exhibited impressive examples of the creative artworks developed as part of their learning in painting, drawing, weaving and clay mediums. These were professionally displayed by the Arts Faculty. A local artist was tasked with selecting the prize-winners 3 prize-winners from over 100 entries displayed. He commented on the variety and quality of the works.

Hospitality Cafe Skills students excelled with a wide variety of light refreshments. Invited guests were impressed by both the quality of the refreshments and the professionalism demonstrated by the students when serving.

The Entertainment class and members of the Music class provided background music and technical support for lighting and sound.



Business Services students created the advertising and other promotional material and printed all catalogues and associated materials for dissemination to the community.

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

The school's Technology Team comprises four smaller working parties: Student Administration, Technologies Communication, Student Learning Outcomes, Infrastructure and Equipment. Each group has contributed to the development of technology as a tool for teaching and learning in the school.

The Technology Team has been carefully planning the implementation of Bring Your Own Device (BYOD) for students in Year 9 and Year 10 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 have been developed and a pilot, where students bring their own personal devices to school, will be implemented in 2014. A portion of term 4 School Development Day was dedicated to providing professional learning to staff to support them with incorporating ICT strategies into their programs.

A new initiative has been proposed for 2014 where teachers and students will be given the opportunity to present a session about a Web 2.0 tool they have been using to enhance learning in the classroom. This sharing provides a leadership opportunity for students and a chance for teachers to acquire evidence for their submissions for accreditation at a higher level.



## Significant programs and initiatives

### Aboriginal education

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.

### Multicultural education

Our PRIDE values platform underpins the welfare program and multicultural educational activities at our school.

A number of cultural events were held throughout the year such as *Diversity Day* where students and staff promoted and celebrated their diverse cultural backgrounds and *Harmony Day* where student activities reflected on global peace.

Australian culture was strongly acknowledged through *Anzac Day* commemorations with students from all cultural backgrounds proudly remembering as a school. Many students also participated in local *Anzac Day* community activities in Parramatta and Sydney.

### Student welfare

The Student Welfare Program aims to help students to develop communication skills, socially acceptable values, responsibility, dignity, sense of worth and self-reliance. Students feel proud of their cultural identity and demonstrate a caring and understanding attitude towards others.

PRIDE programs were strengthened by the Welfare Team redefining the scope and sequence of learning. All staff members were consulted and their input incorporated into the programming.

The Merit Award system was revised to provide positive affirmation for all students and will be implemented in 2014.

Systems to monitor attendance were reviewed by the Executive Team and Welfare Team. School leaders explain at parent and student information sessions the importance of school attendance for academic, emotional and social wellbeing.

The welfare conference was attended by all year advisers and school counsellors. The Welfare Team collaboratively developed the 2014 Welfare Plan to further strengthen and improve systems across all stages in the school.

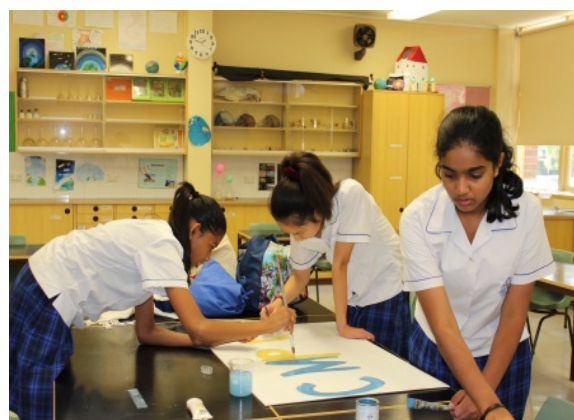
## Environmental education for sustainability

The Sustainability Team consists of students from Year 7 to 12 who have a passion for making our school and wider community a more ecofriendly place. They have been working tirelessly to initiate composting of food scraps from the school staffrooms for use on the agriculture farm.

The students have created a no dig garden, established and maintained worm farms and weed tea liquid fertiliser. The formation of the team was made possible by a successful submission to Parramatta City Council for an Environmental School Grant of \$1000. This allowed us to purchase the composting equipment, worm farms and weed tea stations that have been integral to developing an engaging program where the students are active contributors in making our school more sustainable.

The team will target water use as its focus for 2014 with the goal of making students, staff and families of our school more aware of how much water they use, how to reduce the amount of water used and ways to safely reuse water.

The team will continue composting in 2014 and is also hoping to fundraise to purchase a water tank to be used to water our extensive gardens.



# 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 Integrated Learning Project; and
- Evaluation of the Peer Coaching program.

### Evaluation of the Integrated Learning Project

#### Background

MGHS received a grant from the DEC to implement a pilot of an integrated unit of work which included English, mathematics, science and history. This pilot coincided with the implementation of the new NSW syllabuses for Years 7 and 9 in 2014. The unit of work was devised and implemented in partnership with Parramatta High School by providing teachers with professional learning and tools, such as the LEAP 21 framework, to devise 21<sup>st</sup> century learning strategies.

The pilot allowed one Year 7 class to engage in the project during an intensive one week block. Students were required to collaborate in small groups to find solutions to real world problems in the local area. This included the use of ICT and self-regulation practices to build new knowledge. The project culminated with students giving presentations to the local State Member of Parliament Dr. Geoff Lee.



#### Findings and conclusions

As a result of the integrated project, 88% of students stated that they saw a clear connection of how their different learning subjects were related.

This compared with only 35% before the beginning of the project. Additionally, 81% of students stated that during the project they were given opportunities to solve real world problems. This compared with only 30% before the project. On average students were able to demonstrate a whole grade improvement in persuasive writing.

100% of staff stated that as a result of the professional learning they were able to gain a better understanding of integrated curriculum principles and how to create 21<sup>st</sup> century learning activities which address the highest level of the LEAP 21 framework.

The web based delivery of the unit of work allowed students to easily navigate the project, accessing tasks, directions and resources and also provided explicit feedback mechanisms. Students also appreciated the attendance of Dr. Lee as they were able to present recommendations directly to him.



#### Future directions

- Writing of Year 7 units of work which use an integrated curriculum approach.
- Changing the curriculum pattern in Year 7 to allow for the semesterisation of integrated curriculum classes.
- Professional learning opportunities for all staff in 21<sup>st</sup> century learning strategies in order that all classes prepare students for the future.
- Establishing further links with local organisations which might be able to offer expert assistance or judging of projects.
- The mapping of subjects in Stages 4 and 5 to determine other possible opportunities to create integrated units of work.

## Evaluation of the Peer Coaching program

### Background

Initial peer coaching training (3 day workshop) took place in Term 1 2012 involving 3 staff members. A trial of the program was developed on a small scale, with two peer coaches and 4 volunteer staff members. This initial trial received positive feedback, resulting in conducting a full program in 2013.

Peer coaching training (3 day workshop) occurred in Term 4 2012 with the majority of executive members trained to become peer coaches. Ten executive members underwent assessment and training in order to become accredited peer coaches. Two Peer Coaches were accredited as Peer Coach Facilitators.

Presentations to staff by the 3 coaches trained in 2012 provided an overview of the peer coaching program. There was overwhelming response from staff who volunteered to become involved in the 2013 peer coaching program.

Seven peer coaches and thirteen coachees were selected for Phase 1 implementation. A time allocation was provided to coaches to support implementation of the program.

### Findings and conclusions

The advantages for coachees were:

- Coachees had a variety of teaching experience ranging from 1 to 15+ years. Coachees included both permanent and temporary staff members. Coachees thought the majority of peer coaching sessions were successful.
- 90% believed the coaching sessions provided opportunities to develop their skills and agreed goals.
- 70% of coachees thought the group norms were useful. 100% thought peer coaching sessions stayed on track, when meeting with their coach 1-2 times per fortnight.
- 90% of coachees thought coaching allowed them to think more deeply about some of the issues they were experiencing and assisted them in determining an area for improvement.
- 100% of coachees considered that their coach adopted a supportive role rather an expert role.

- 80% of coachees believed they achieved their goals after 2 or 3 terms with 50% of coachees interested in becoming peer coaches.

The disadvantages for coachees were:

- 50% of coachees could recognise the Learning Activity Checklist. The meeting times for coachees and coaches varied.
- Coachees wanted more of an opportunity to discuss observed lessons or to be able to watch coaches or other staff members during lessons.

The advantages for coaches were:

- Coaches teaching experience ranged from 1 to 15+ years.
- 86% of coaches believed coaching sessions were successful and the coaches were confident in using the peer coaching resources.
- 72% of coaches thought the sessions stayed on track and the majority of timetabled allowances were utilised productively, with the majority of coaches meeting with their coachee 1-2 times per fortnight.
- 86% of coaches were not overwhelmed by the program and were able to share resources with coachees confidently.
- 100% coaches encouraged coachees to model good work to students i.e. they showed coachees what good looks like.
- About 29% of coaches would like to become peer coach facilitators.

The disadvantages for coaches were:

- 29% of coaches experienced difficulty in co-planning a lesson or activity with their coachee.
- 57% of coaches thought the post observation sessions were successful. 43% coaches do not want to become facilitators.

### Future directions

- Phase 2 implementation – 5 other executive members will be involved with the program. New volunteers will also be needed. The program should be expanded to include new staff i.e. classroom teachers to be trained as peer coaches.
- Continuation of the program. A shorter amount of time will be spent with each coachee, and lessened timetable allowances will be allocated for coaches.

## School planning 2012—2014: progress in 2013

### School priority 1

Literacy and numeracy improvements through embedding successful Centre 4 Excellence (2010 to 2012) initiatives.

#### Outcomes from 2012–2014

- Students achieving in the top 2 bands for Writing remains double State average.
- Increased number of teachers using Stage 4 Individual Student Literacy Profiles to understand strengths and areas for further literacy development to 100%.
- Increased percentage of Year 7 students achieving in top 2 bands in NAPLAN Reading from 26.7 to 31.7 by 2014.
- Increased percentage of Year 9 students achieving in top 2 bands in NAPLAN Reading from 19.4 to 26.4 by 2014.

#### Evidence of progress towards outcomes in 2013:

- 100% staff implemented the “*Knowing your students*” initiative.
- 100% staff created Individual Student Literacy Profiles based on Year 7 and Year 9 NAPLAN results.
- 100% staff has access to Student Profiles through administration system.
- 100% staff analyse Student Profiles and approximately 60% staff are designing lessons that adjust teaching strategies to differentiate activities for all learners.
- Centre for Excellence strategies continue to be implemented across all faculties:
  - *Year 9 Write to Bite Writing Competition;*
  - *Year 9 Writing Extension Program;*
  - *Year 9 Writing Improvement Program.*
- *Read to Succeed:* a whole school reading program created for implementation in Year 7 and 9 in 2012 and 2013.
- Whole school initiatives and programs implemented to support enhanced student outcomes in literacy including:
  - Professional learning supporting the explicit teaching of persuasive writing;

- Professional learning supporting the explicit teaching of reading and comprehension;
- Extension of Year 7 to 9 on-line literacy homework program to Year 10 developed and implemented;
- On-line numeracy program developed for implementation in Years 7 to 10.

#### Strategies to achieve these outcomes in 2014

- To design and develop individual literacy programs with detailed teaching strategies that enable students to identify outcomes on the next cluster of the literacy continuum.
- Staff trained in how to use individual literacy profiles for each student in their classes.
- To refocus staff and students on the whole school initiatives that enhance student outcomes in literacy, highlighting explicit teaching and the mandatory weekly Online Literacy and Numeracy Enrichment Program for Years 7 to 10.

### School priority 2

Leadership development and management capacity.

#### Outcomes from 2012–2014

- Increased executive capabilities to assist and support the further development of quality classroom teaching practices.
- Constructive feedback for enhanced staff performance in classroom teaching practices.
- 100% New Scheme Teachers gaining and maintaining accreditation at professional competence level.
- 20% increase in staff seeking accreditation at higher levels of teaching standards.
- Aspiring and substantive school leaders have understanding of national teaching and leadership standards.

#### Evidence of progress towards outcomes in 2013:

- 100% of executive staff completed the Professional Learning and Leadership Development Directorate’s **Leadership Learning Program** online leadership modules including:
  - *Leading professional learning using the Classroom Teacher Program;*
  -

- *Understanding performance management;*
- *Skills in performance management.*
- Faculty executive lead the implementation of various accredited professional learning modules from the *Classroom teacher program* with all faculty staff.
- 100% of staff developed Professional Learning Plans.
- 100% faculties developed Faculty Professional Learning Plans.
- Over 85% executive have completed the NSW DEC DER Peer Coaching Program and are qualified as educational coaches.

#### **Strategies to achieve these outcomes in 2014:**

- 100% of executive plus identified aspiring leaders to undertake the DER Peer Coaching program.
- Trained coaches support all staff in pedagogical practice, especially beginning teachers.
- Period allocations to support the DER Peer Coaching program.
- In-school program designed and implemented to ensure that teachers gain accreditation at the high levels of teaching standards.

#### **School priority 3**

Implementation of the new NSW syllabuses within the school community.

#### **Outcomes from 2012–2014**

- Quality professional support for leaders to assist all staff in the implementation of new syllabus.
- Collaborative implementation plan for new syllabus developed and actioned.

#### **Evidence of progress towards outcomes in 2013:**

- Co-ordinated collegial plan developed for implementation of new syllabus.
- Successful implementation of the new eSyllabus with staff.
- Staff have gained knowledge and skills to program, teach, assess and report new syllabus.

#### **Strategies to achieve these outcomes in 2014:**

- School leaders participate in curriculum leadership development and collegial actions supporting implementation.
- Participation in online professional learning modules and utilisation of teaching and learning resources support the development of teacher's ability to program, teach, assess and report new syllabus.
- Completion of curriculum online modules by executive and staff including:
  - Syllabus specific online learning for staff – familiarisation with the 7 to 10 syllabus
  - Syllabus specific online learning for staff – developing confidence: cross curriculum areas and literacy, numeracy and ICT
  - Syllabus planning and programming for diverse learners
  - Differentiating the curriculum for Gifted and Talented students using ICT
  - Authentic assessment
  - Cultural awareness.

#### **School priority 4**

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

#### **Outcomes from 2012–2014**

- Differentiated learning experiences (curriculum) for all students in Years 7 – 12 catering for learner diversity and backgrounds.
- Authentic assessment activities for learning and of learning.
- Enhanced teacher and leader understanding of the Quality Teaching model and multi modal methods of delivery.
- Innovative practices for 21<sup>st</sup> century learners and learning evidenced by creative, collaborative, challenging and connected learning cultures and teaching practices.

#### **Evidence of progress towards outcomes in 2013**

- Teacher understanding and skills in how to differentiate learning activities have been enhanced.

- Stage 4, 5 and 6 programs and lesson plans all catered for the diverse needs of students and student backgrounds.
- Stage 4, 5 and 6 assessments are now relevant to student learning.
- All programs, teaching activities and assessments demonstrated strong knowledge of the Quality Teaching model domains and elements.

**Strategies to achieve these outcomes in 2014:**

- Executive professional learning focused on performance management, effective feedback for enhanced learning and explicit differentiated teaching strategies.
- Implementation of explicit professional learning activities to enhance teacher understanding and skills in how to differentiate learning activities.
- Develop and use personalised learning plans for students.
- Staff training in using a program proforma to embed differentiation strategies.
- Staff to participate in targeted professional learning:
  - Syllabus planning and programming for diverse learners.
  - Differentiating the curriculum for GAT students using ICT.
  - Authentic assessment.
- Inner school evaluation to investigate the degree of catering to student diversity through differentiation.
- Continuation of professional learning using the DEC *Classroom Teacher Program* with all teachers to enhance knowledge of Quality Teaching model and teaching practices.

Implementation of the NSW DEC *DER Peer Coaching Program* which will assist teachers in identifying ways they can implement 21st century pedagogy to strengthen classroom practice and enhance students’ academic achievement. Pedagogy includes:

- creativity, collaboration, challenge, connectedness and connectivity, higher order thinking, ICT’s and independent learning including technology.

**Professional learning**

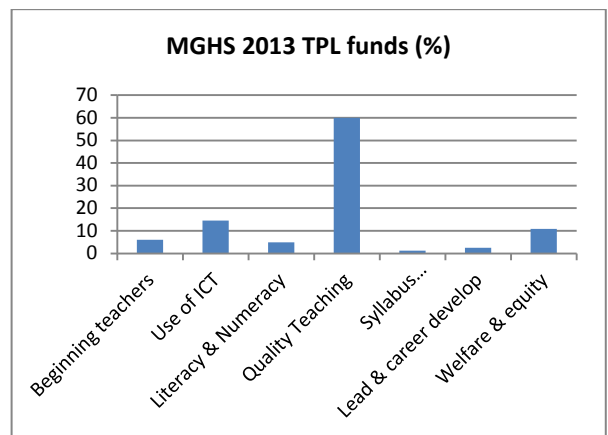
The development of individual and faculty professional learning plans in 2013 indicated priorities for professional learning activities across the school. These professional learning plans combined with the identified whole school strategies, activities and courses, supported the attainment of targets.

The Professional Learning Team’s role was to organize, source and provide learning opportunities for teacher professional growth. School Development Day sessions included mandatory training, leadership development, technology, data analysis, national curriculum and literacy.

Staff attended a wide variety of external learning activities offered by DEC and other providers. The majority of activities was undertaken through DEC on-line registered courses. In school longitudinal strategies, such as peer coaching, action research and mentoring were complemented.

In 2013 the school received \$43,680 in Teacher Professional Learning Funds (TPL). The school carried a balance of \$2337 forward from 2012. In total, the school expended \$46,017 on DET priority areas. 64% of TPL funds were spent on casual salaries and 35% on course fees. Leadership and career development along with Quality Teaching received 71% of the total professional learning finances. This expenditure reflects the school target area for 2013.

TPL funding was augmented by tied DEC funds, such as \$12,390 for coordinating and planning the new NSW syllabi for Years 7 and 9 in English, mathematics, science and history. The school expended an additional \$22,498 on providing targeted professional learning activities to meet identified needs of staff.



## **Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Apart from formal evaluations described above, the school seeks ongoing feedback. Regular forums that provide opportunities for this include P&C meetings, Parent/Teacher Nights, SRC meetings, class discussions, faculty, stage and staff meetings as well as specific focus groups.

Whilst the level of overall satisfaction with school programs remains very high, MGHS will continue to develop and further improve school programs in response to the feedback and suggestions gained through these valuable discussion forums.

## **Program evaluations**

### **Evaluation of the English Faculty**

#### **Background**

The evaluation focused on:

1. the effectiveness and relevance of English teaching and learning programs
2. The effectiveness of teaching and learning practices, their links to assessment strategies and the impact they have on student achievement, in particular the HSC performance; and
3. communication processes in the faculty

Evaluation instruments consisted of:

Analysis of HSC RAP and SMART data, surveys of staff and students, lesson observations and observations of faculty operations.

#### **Findings and Conclusions**

Evidence from the evaluation process indicated that the faculty has a strong foundation of competent practitioners who are keen to see their students succeed. Student-teacher relationships were positive and the majority of students enjoyed their English lessons.

The strong mixture of highly competent to expert teachers has worked well for the English Faculty. There is a strong sense of collegial support in the faculty that provides staff with the confidence to deliver teaching and learning programs effectively.

1. The current English programs satisfied BOS requirements. The programs were very clear for both staff and students. Staff could see the connection between teaching programs, reporting outcomes and assessment tasks which made it easier for them to develop their lessons. The teaching and learning programs were well developed, lessons were sequenced and connected, and knowledge building was evident to students from one lesson to the next.

Assessment tasks and teaching programs were clear and concise. Teachers attempted to cater for the varied learning abilities within their classes and encouraged higher order thinking and involvement in lessons.

Teachers communicated their high expectations of their students and the majority of students confirmed teachers encouraged them to do well and to improve their standard of work. Most students indicated they enjoy their English lessons, stating they can make the connection with real life as teachers provided evidence from everyday situations.

2. English lessons were well planned, structured and capably delivered. Students appreciated the variety of teaching strategies used, including the use of technology to engage students. The majority of students thought they were effectively involved in their class work and worked hard during lessons. Students were confident that teachers prepared and informed them of what they needed to do to attain good outcomes.

All teachers were aware of RAP and SMART data and the influence it had on effectively improving teaching practice. Teachers used RAP and SMART data to identify specific areas for student improvement and to identify areas to improve in their teaching practice.

HSC feedback seminars were introduced to Year 12 students, proving to be informative and beneficial to students.

The English faculty has made solid contributions to whole-school programs such as differentiation, literacy initiatives and 21<sup>st</sup> century learning skills through the development of different teaching and learning practices. Teachers expressed their confidence in teaching 21<sup>st</sup> century learning skills and integrating Project Based Learning units.



3. Staff overwhelmingly identified themselves as part of an English team rather than an individual practitioner. Staff enjoyed the structure of stage teams within the English faculty, which led to stage co-ordinators leading assessment, communication, teaching programs and resources for their stage area. It also allowed for professional learning and leadership opportunities for interested staff members.

The English Faculty introduced a variety of communication methods to increase staff involvement, for example, faculty meetings, stage co-ordinators, Edmodo and email. Discussions are a regular communication strategy used by the faculty, leading to the majority of staff sharing resources and contributing to teaching and learning discussions.

### Future Directions

The recommendations are summarised below and acknowledge the quality work of the faculty to date, as well as providing additional and supportive advice.

- More opportunities for students to demonstrate their achievements. The English faculty website contributions need to be more regular and include student achievements.
- The development of an English board to promote and exhibit student achievement.
- Increased involvement in recognition assemblies or school presentations, allowing students to show what they have learnt and for their work to be displayed.
- Student feedback should be sought at the beginning of a unit of work, allowing more input into the choice of projects or texts and resulting in enhanced student ownership.
- Promote student study groups to enhance overall cohort results. Students should be encouraged to make time to discuss and revise what they have learnt in class.
- Inter connectedness between subjects needs to be clearer with lesson content and ideas relating to other subject areas, making learning more relevant and significant. The new national curriculum units for Year 7 and 9 are an opportunity to build connections.
- Larger learning spaces should be investigated, as students are overwhelmingly in support of learning beyond the classroom.

## 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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