

# Macarthur Girls High School

## Annual Report



2018



8822

## Introduction

The Annual Report for **2018** is provided to the community of Macarthur Girls High School 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.

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### Message from the Principal

Throughout 2018, Macarthur Girls High School has maintained its focus on delivering the best educational opportunities for our students and enhancing their learning outcomes and capabilities. The School Excellence Framework is a statement of what is valued as excellence in NSW public schools. It identifies quality practice across three key domains: learning, teaching and leading and enables schools and the system to reflect on and validate school improvement efforts. Leadership teams and teachers work collaboratively to reflect on the statements of excellence for each element, and arrive at a judgement for each. Late in 2018, MGHS participated in an external validation process where the school prepared a submission providing evidence supporting our self-assessment. This external validation process included a review by an external panel and discussions. The external validation panel report agreed that Macarthur Girls High School was excelling in all 3 key domains. 12 of the possible 14 elements across the 3 domains were validated at the excelling level.

Macarthur Girls High School has continued to demonstrate it has the proven capacity to value add for all students and the achievements of students throughout Years 7–12 are reflective of this educational experience. Through whole school and stage initiatives, students have excelled with our value add results, regarded as one of the highest in the state. Our 2018 value add results from Years 7 to 9 NAPLAN were categorised as excelling. Our writing results have continued to demonstrate excellence with 32% of our Year 9 students achieving results in the top two bands, in comparison with 14% of students across the state. Our numeracy results have continued to be outstanding with 42% of students achieving in the top two bands, significantly higher than the 25% of students across the state.

The Centre for Educational Statistical Evaluation has identified measures that support the goal of every student being known, valued and cared for. These measures are a sense of belonging, expectations for success and advocacy at school. Throughout 2018, Macarthur Girls High School has strengthened this focus through the implementation of contextually developed curricula and the development of individual student profiles incorporating data on academic, skills, attendance and welfare. In addition, the school has introduced a lesson intent for every lesson and the creation of individual student learning goals with teachers, parents and students. Through the departmental *Tell them from me* student surveys, 66% of students at MGHS have identified as being in the High Belonging, High Expectations quadrant compared to 56% across the state and 60% in statistically similar schools.

As a school, Macarthur Girls High School has the highest number of staff in the state who have gained and are maintaining accreditation at highly accomplished and lead levels. The school has developed and implemented processes and structures that allow teachers to gather the evidence required to demonstrate their knowledge, skills and understanding against the teaching standards. Due to this, NESA asked MGHS to host the international forum of Accreditation Standards for Educators on their visit to NSW and to explain how the school supported the attainment of higher accreditation.

The NSW Department of Education has reviewed and modified its policy and procedures surrounding educational facilities. The department talks about schools becoming more integrated into their local area where resources and facilities are shared to address the changing needs and infrastructure requirements. MGHS is leading the way by developing a strong relationship with the City of Parramatta Council. The upgrade of the MGHS pool in partnership with the City of Parramatta Council is now complete and the MGHS pool is leased for use by designated swim groups.

In 2018, Macarthur Girls High School was chosen to represent public education in NSW during the tour of the royal

highnesses, the Duke and Duchess of Sussex. Throughout the visit, the staff and students showcased the incredible work that is happening at Macarthur Girls High School and this was then broadcast throughout the world.

### Message from the school community

Macarthur Girls High School established a School Council in 2018 as a result of community and parent feedback in 2017. The Council consists of staff, parents, students and members of the community who meet regularly to discuss key aspects of the school and plan for continuous improvement.

Below is a message written by the parent members of the MGHS School Council:

In 2018, we have been privileged to be elected onto the School Council as parent representatives. Throughout the year, we have been given ongoing opportunities to be involved with the decisions of the school which improve the learning environments for our daughters. This has affirmed the school's willingness to collaborate with the wider school community and has allowed us, as parents, to see the strength behind the school in reassuring that our daughters' education and personal growth is in the supportive hands of staff that care. As parents, we can all agree that our top priority is to ensure our daughters are provided with learning platforms which are focused on improving their skill sets so they can succeed in all facets of their lives beyond school. From our own experiences, the involvement in the Macarthur Girls High School Council has allowed us to see this is a priority.

### Message from the students

#### Student Leadership Report

Macarthur Girls High School consists of three student bodies that focus on a range of key aspects throughout the school. These are the Student Representative Council, the Sports Council and the PRIDE Leaders, all of which have promoted numerous activities in 2018. The Student Representative Council (SRC) allows for student involvement within the school environment to create and organise events for the community and promote important messages in society. The first event of 2018 was International Women's Day which encourages, empowers and promotes the self belief in students to succeed and grow as young women. The SRC also held their annual Multicultural week where students were encouraged to embrace their culture by partaking in cultural appreciation activities to promote diversity and foster compassion. In the following terms, Spirit week was celebrated to develop bonds between students and encourage participation from the entire student body as well as Throwback Thursday, a school fair to raise money for Queensland farmers. The SRC also held a junior and senior cluster in which students from Macarthur Girls High School, as well as other schools in the area, met to learn and develop collaborative, communication and leadership skills. The Sports Council (SPC) is a leadership body at Macarthur Girls High School that encourages physical activity, the development of sportsmanship and positive attitudes towards sporting activities. Throughout 2018, SPC held numerous events alongside the swimming, cross-country and athletics carnivals. Such events included Footy Colours Day, supporting the Fight Cancer Foundation, Sports Spectacular week consisting of fun sporting challenges, and the Playground Initiative which promoted physical activity among students during lunchtime. PRIDE Leaders demonstrate and embody the core school values (PRIDE) which underpin the learning and development at MGHS. The PRIDE program runs throughout all grades across the school with various projections and sessions to support the school community, primarily students. In general, PRIDE sessions aim to promote effective study habits, wellbeing strategies and a balanced lifestyle to ensure students maintain a positive mindset towards their learning. Moreover, each Year 12 roll call organised Unity Projects to help contribute to the wider community. This included a can drive, the donation of sanitary kits, toy making, maintaining the school gardens and helping the environment by collecting and donating old clothes. Holistically, these three student bodies of Macarthur Girls High School have contributed in a variety of manners towards an engaged and connected learning environment throughout 2018.



# School background

## School vision statement

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

## School context

Macarthur Girls High School (MGHS) is located in the Parramatta District on the banks of the Parramatta River. The school's reputation has created a demand for enrolment. Enrolment for 2018 was 1042 students, with anticipated enrolment for 2019 of 1106. 92.5% of our students are from language backgrounds other than English with 56% 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 4 and Stage 6 continue to grow. The largest groups of students representing non English speaking background families include: Arabic, Tamil, Dari, Hindi, Cantonese and Gujarati speakers. The school's NSW FOEI (Family Occupation and Employment Index) for 2018 was 64 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1044 (2018) 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. Our school currently has a teaching entitlement of 75 staff with an additional 12.7 school assistants.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and our assessment of the school's progress, aligned with the standards compared to the School Excellence Framework.

The results of this process indicated that in the domain of Learning, Macarthur Girls High School has attained excellence in five of the six elements: Learning Culture, Wellbeing, Curriculum, Reporting and Student Performance Measures. The school has achieved this through collective responsibility for student learning and successful, effective curriculum programs and teaching practices resulting in excellent value-add results. The school will focus on improving the remaining element of Assessment from the current sustaining and growing to excellence in 2019 and beyond. The school will concentrate on using formative assessment data in the teaching and learning cycle to effectively monitor achievements and identify and address gaps in students' learning along with explicit and timely feedback.

In the Teaching domain, the school has continued to excel in the elements of Learning and Development, Professional Standards and Data Skills. The school has worked diligently in 2018, enhancing explicit systems for collaboration within and across stages and faculties to ensure consistency of curriculum delivery. Four of these elements are now at the excellence level, with Effective Classroom Practice at the sustaining and growing level. The latter element will continue to be addressed in 2019 to ensure the promotion and modelling of effective evidence-based practices. Significantly, this domain is a key focus of our 2018–2020 School Plan. The school will be participating in Quality Teaching Rounds with the University of Newcastle's Teachers and Teaching Research Centre as part of the NSW DoE initiative, 'Building capacity for quality teaching in Australian Schools'. Through this, we will be focussing on two aspects: QTM for planning effective pedagogy and QTR for professional sharing to enhance teacher capacity.

In the domain of Leading, all of the elements were already at the excelling level at Macarthur Girls High School. In 2018, School Planning, Implementation and Reporting was a key focus where we maintained excellence by evaluating processes to build the school community's capacity to use data and evidence for strategic school improvement. 2018 also saw a focus on the Leadership element ensuring staff have purposeful, equitable roles based on professional expertise and aimed at driving and enhancing the school community's commitment to strategic directions and practices. 2019 will see a focus on succession management practices.

Our self-assessment and the external validation process will assist the school to refine our plan, leading to further improvements in educational delivery for our students.

## Strategic Direction 1

Student Learning Successful and inspired life-long learners who develop capacities for the 21st Century

### Purpose

To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in subject specific and integrated learning experiences which develop resilience, capacities and skills for the 21st Century.

### Overall summary of progress

#### Literacy and Numeracy

In 2018, Macarthur Girls High School maintained its consistent and explicit focus on strengthening the literacy and numeracy skills of all students. In order to do this, the school used the elements of the Literacy and Numeracy Strategy 2017–2020 to embed the following aspects into ongoing practice through the continuation of initiatives. These aspects include early intervention through effective diagnostic data collection, explicit teaching in all key learning areas, quality professional learning for staff and rigorous evaluation to focus investment and effort on what works at a local level.

The Literacy and Numeracy teams collected and analysed a range of internal and external data sets to ascertain students requiring more intensive support to meet the National Minimum Standard in Literacy and Numeracy. To assist these students to better meet their expected growth, MGHS employed additional Learning Support staff through equity funding to provide intensive and explicit literacy instruction in the areas of Reading and Writing through the Great Reading Original Writing (GROW) program. As a result of this program, 100% of students who initially failed to meet the National Minimum Standard in Reading have achieved a Level 3 on the Australian Core Skills Framework through the online NMS assessment, with 95% in the equivalent Writing assessment. Equity funding was also used to provide additional periods to expert Numeracy practitioners to identify and support students who did not meet the NMS in Numeracy. Mathematics teaching and learning programs were modified for targeted classes enhance students' numeracy skills through the explicit teaching and reinforcement of fundamental numeracy skills. As a result of this intensive support, 91% of Year 10 students have met the NMS on their first attempt at the online assessment.

#### Assessment, Feedback and Reporting

To ensure a whole school approach towards having a clear understanding of a full range of assessments, teachers engaged in professional learning about formative and summative assessment. The professional learning focussed on assessment for learning, assessment as learning and assessment of learning to enhance staff understanding of each of these types. This professional learning also involved staff developing strategies and proformas to monitor and assess student progress and achievements and to determine future teacher direction for student learning. 2018 also saw the implementation of *Turnitin* as a means of improving writing, preventing plagiarism, promoting academic integrity in the classroom, providing quick and effective feedback and fostering critical thinking in which students learn the importance of original writing and thinking. Over 500 students in Years 10, 11 and 12 have submitted their assessment tasks through the *Turnitin* program.

#### Wellbeing

Professional learning was provided to the Wellbeing team to develop their understanding by engaging with the Wellbeing Framework for Schools and its key concepts that foster the development of healthy, happy, productive and successful individuals. In 2018, MGHS utilised the Wellbeing Self-Assessment Tool to assess the school's student wellbeing approaches and programs. Reporting on the PRIDE program was also introduced in 2018 with teachers using PRIDE Wellbeing outcomes to acknowledge and inform our students and their parents about students' active participation and involvement in the school's PRIDE program.

#### Differentiation

A key focus of the Differentiation Team in 2018 was the provision of professional learning to staff on how to effectively differentiate teaching in all classes. The team led the whole staff through professional learning to further develop a broader range of differentiated teaching strategies aligned with Tomlinson and Allen's differentiation model of Content, Process, Outcomes and Product. This model is from Phase 4 of the Strong Start, Great Teachers initiative and is aligned with the Quality Teaching Model. Differentiated learning activities were created by all KLAS to provide learning opportunities to meet individual student needs. These activities were uploaded onto the Teaching Every Student Webapp so all teachers could readily access and employ them in their classrooms. Many staff use the WebApp to systematically plan lessons that include accommodations and adjustments to meet the needs of all students in their classes.

## 21st Century Learning

In 2018, the school continued to build upon the 21st century learning capacities of students through its specifically developed curriculum initiatives. In particular, Year 9 students completed integrated curriculum units of work for the first time and the development of this course created a bridge between integrated curriculum lessons in Years 7 and 8 and year 10. In addition, the STEM course was rolled out in year 8 to build upon the skills that students learn in Year 7. MGHS also conducted an evaluation of all integrated and STEM units of work in 2018 which led to the next phase in the Stage 4 Integrated Curriculum; the development of a cross-faculty Humanities team tasked with programming interdisciplinary units of work underpinned by the outcomes in English, Geography and History. This initiative will be implemented with two Year 7 pilot classes in 2019.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school continues to achieve excellent value-added results, significantly above the state average	\$4,400 used for administration and marking of school-developed literacy and numeracy diagnostic tests. This data is collated and used by teachers to modify teaching and learning programs to meet the needs of individual students in all classes.	Macarthur Girls High School has continued to be categorised as excelling in our value add results from Years 7–9 NAPLAN.
80% of students achieve at least two subjects in the top two bands of the HSC; an increase from 77% in 2016.	\$140, 000 which equated to 1.4 CRT was built into timetable to resource the Academic Coaching program for senior students.  An additional 0.2 or \$22, 225 was built into the timetable to allow teachers to evaluate and enhance their Stage 6 teaching and learning programs.	The Academic Coaching program continued to be implemented in Years 11 and 12. This program provided individualised mentoring and support for Stage 6 students. Stage 6 teachers were provided with professional learning opportunities to evaluate and modify Stage 6 teaching and learning programs as required. As a result, 91 students who sat the HSC in 2018, achieved results in the top two bands. Although this was lower than our improvement measure, this cohort showed an increased 0.1 in Value Add compared to 2017 Value Add.
32% of students achieve in the top two bands for NAPLAN reading, writing and numeracy; an increase from 30.56% in 2017	\$5,000 used to provide professional learning to all staff on the Super 6 Reading Strategy. \$1320 used in the implementation of a literacy and numeracy bootcamp for all year 9 students.	In 2018, Macarthur Girls High averaged 34.46% of students achieving in the top two bands for NAPLAN reading, writing and numeracy. This is an increase of nearly 4% from 2017; achieved through a range of whole school initiatives, including the introduction of the Super 6 Reading Strategy and Literacy and Numeracy boot camp as well as the maintenance of existing initiatives such as online literacy and numeracy activities, Write to Bite and Read to Succeed programs.
95% of students achieve over the minimum standards in literacy and numeracy before sitting the HSC Examinations	A 1.0 classroom teacher was employed to provide intensive and explicit instruction in literacy in order to assist students achieve the minimum standard in literacy and numeracy. 0.2 of a classroom teacher was used to provide additional periods to Numeracy practitioners to identify and support students who did not meet the NMS in Numeracy.	As a result of the literacy and numeracy minimum standard initiatives, 100% of students who initially failed to meet NMS in reading have achieved a Level 3 and 95% of students have achieved minimum standard in writing. Similarly, 96% of relevant students met the minimum standard in numeracy.

### Literacy and Numeracy

The 'Teaching Every Student' WebApp will continue to be reviewed and updated to incorporate numeracy strategies as well as literacy and differentiation activities. Extensive professional learning will be provided to ensure teachers are actively engaging with the tool and contributing to the development of more activities. The WebApp will be updated to reflect and align with the NSW Department of Education's recently released Literacy and Numeracy Progressions. New literacy and numeracy initiatives will be developed and implemented across the school in 2019 to ensure students are supported to attain NESA's Minimum Literacy and Numeracy standard and therefore eligible for the HSC. Flexible funding will continue to be allocated to support the attainment of minimum standards in all aspects of Literacy and Numeracy.

### Assessment, Feedback and Reporting

Throughout 2019, there will be a clear focus on providing professional learning to staff on how to utilise both formative and summative assessment data expertly in the teaching and learning cycle in order to effectively monitor achievements and identify and address gaps in students' learning. In addition, there will be a renewed focus on feedback and how teachers can routinely review learning with each student both in class and on work submitted in order to ensure they are aware of how to improve. The program improvement cycle will continue to be implemented; encouraging staff to utilise feedback from students on their learning and assessment in order to further inform and modify teaching practices.

### Wellbeing

In order to continue developing the wellbeing outcomes of students, a focus in 2019 will be on the effective collation and communication of information to all staff about issues regarding student health, specific learning needs, roles and responsibilities and mental health; particularly through the maintenance of student profiles. This information will be added to our existing Sentral platform ensuring staff accessibility and enabling teachers to cater to the needs of all students in their classroom. In 2019, PRIDE teachers will be required to provide a more detailed report comment to students and parents in order to ensure that students are continually reflecting on their progress and the achievement of learning goals. Extensive professional learning will be provided to all staff in regards to the school's updated Anti-Bullying Plan and associated policy.

### Differentiation

The focus for differentiation will continue to be on how staff can effectively utilise data to modify teaching and learning programs to meet the needs of all students. Professional Learning will be provided to staff to ensure they understand how effective differentiation ensures that all students are known, valued and cared for. Every teacher in every faculty will continue to complete a detailed analysis of HSC results through NESA's Results Analysis Package and then modify teaching and learning programs accordingly. Throughout this process, staff will engage with the new reports that are available in the Scout online platform. Head Teachers Teaching and Learning and Year Advisors will continue to analyse student data and have individual discussions with identified students about their learning needs, achievement of goals and provide support and assistance as required. Sentral report data and student growth data will continue to be updated to ensure current and authentic information.

### 21st Century Learning

Throughout 2019, two Year 7 classes will undertake the pilot Humanities course where students participate in learning activities which are mapped to the English, History and Geography syllabus outcomes. These classes will be supported through team teaching and will consistently be evaluated throughout the year to identify individual growth and provide comparable data across the cohort. Professional Learning sessions on delivering an integrated curriculum and team teaching will be conducted throughout the pilot and will be shared with teaching staff throughout the school to continually build their capacity. An evaluation of the pilot will be conducted and form the basis for determining future directions for 2020 and beyond. The results of this evaluation will be shared with all teaching staff, relevant parents and community members.

## Strategic Direction 2

**Teacher and Leader Learning** All teachers supported by targeted and differentiated professional learning, which results in enhanced student outcomes

### Purpose

To provide diverse professional learning opportunities for teachers, across all career stages, that encourage creativity and risk taking in all learning environments. The Australian Professional Teaching Standards will underpin all professional learning in the school to ensure quality and leadership development.

### Overall summary of progress

#### Effective classroom practice

In 2018, MGHS had a strong focus on creating, promoting and supporting learning partnerships between students, parents and teachers. This commitment led to the creation of a learning culture where the whole school community demonstrates aspirational expectations of learning progress and achievement for all students. This manifests itself through the following:

- Students are aware of what they need to know and be able to do in each course in order to achieve set outcomes
- Parents collaboratively partner with the school to understand what students are learning and how best to support them in their learning process
- Students set individual goals and monitor their individual progress throughout the year
- Feedback about learning goals and progress are provided to parents, students and teachers with strategies for how students can continue to work towards and build upon their learning goals. Teachers use this information to adjust their teaching practice to support students in achieving their learning goals.

#### Professional Learning and Accreditation

Annually, a whole school professional learning plan is strategically developed to provide differentiated professional learning opportunities for all teachers at various career stages. In 2018, the school structure was modified with staff participating in five faculty professional learning sessions and two whole staff professional learning sessions per term. Professional Learning on the Proficient teacher standards was delivered as all staff were accredited at the beginning of 2018 as per the 2018–2020 School Plan milestones. A focus of professional learning in 2018, was the creation of differentiated professional learning sessions for staff, to meet the individual needs of teachers and to ensure all sessions were categorised as either registered or non-registered on MyPL. The Executive meetings were also underpinned by a differentiated professional learning program which modelled and provided support to HTs in delivering effective professional learning to their staff in fortnightly faculty meetings. A focus of Executive professional learning was the School Excellence Framework, understanding what effective evidence looks like and preparing for External Validation and NESA registration. Professional learning sessions were offered to all SASS staff members to ensure they were able to meet the goals identified in their PDPs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff with a Performance and Development Plan (PDP) based on APSTs and accredited as required by the Teacher Accreditation Act. All PDPs are mapped to the APSTs.	Professional Learning Funds expended: \$76,030. When applying for professional learning, staff members had to explain how the course/event would contribute to the achievement of their PDP goals.	All teaching and administrative staff completed a Performance and Development Plan (PDP) for 2018. The school implemented processes and structures to support teachers in devising goals that align with school and system priority areas. A school-based policy was implemented which supported the accreditation of teachers at Proficient and outlined the specific roles and responsibilities of those involved.
Professional learning opportunities are differentiated as required and each is mapped to the APSTs and school priority areas	Professional learning sessions were built into the timetable for every teacher with a dedicated 72 minutes per fortnight.	Whole school professional learning plan was created to support the attainment of milestones for each Strategic Direction. Professional learning opportunities offered allowed teachers to choose from a variety of activities. Deliverables enabled the professional learning team to assess understanding



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning opportunities are differentiated as required and each is mapped to the APSTs and school priority areas		and application.
There is a strong and visible culture that promotes and supports the attainment of higher level accreditation through school structured and leading the attainment of school milestones.		School teams are tasked with implementing and evaluating school milestones. This structure provides the opportunity and support for staff to work towards higher levels of accreditation. In addition, workshops have been held providing detailed information about higher levels of accreditation and how to work towards this achievement. Significantly, this culture and the fact that we are the school with the highest number of teachers who have gained accreditation at higher levels in the state was publicly acknowledged by NESA. As a result, the International Forum of Teacher Regulatory Authorities was held at the school where we showcased how accreditation processes are embedded across the school.

## Next Steps

### Effective classroom practice

The learning partnerships initiative will continued to be implemented throughout 2019 with a strong focus on ensuring students are taught about the Australian Core Skills Framework in order to guide them in setting relevant and individual learning goals. Teachers will also develop subject specific goals with students in each class to ensure students are continually reflecting on their goals and understand relevant strategies they can use in order to achieve them. Additionally, Macarthur Girls High School staff will revisit their understanding of the Quality Teaching Model and its relationship with the Australian Professional Standards for Teachers. Professional learning will be provided on how these frameworks can enhance the quality of classroom practice across the school and Quality Teaching Rounds will be introduced to support staff in using this approach. Furthermore, a revised program evaluation and improvement template will be presented and utilised by all staff to ensure the continual updating and modifying of teaching and learning programs to meet the needs of all students.

### Professional Learning and Accreditation

Professional Learning and Accreditation will continue to be a strong focus in 2019. The existing school structure will be maintained and staff will have access to regular and contextual professional learning at least once a fortnight with each topic being backward mapped to assist in the achievement of whole school milestones. Throughout these sessions, there will be a continual focus on providing differentiated learning activities to meet the individual needs of teachers. In 2019, faculty Head Teachers will adopt the responsibility of managing professional learning for their staff and ensuring that all professional learning events are relevant and provide the stimulus for reflection and growth across the whole faculty. Head Teachers Teaching and Learning will continue to work with staff at different levels of accreditation, however, their roles have been modified to ensure all staff are aware of the support mechanisms available to them in their achievement/maintenance of relevant accreditation.

## Strategic Direction 3

School Learning Developing all aspects of learning with a culture of continual improvement

### Purpose

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

### Overall summary of progress

#### School Planning, Implementation and Reporting.

A variety of instruments and tools were implemented to undertake annual school reviews and self-assessments in 2018. Reviews and community consultation provided data and evidence for analysis regarding school growth, emerging needs, trends, key reforms and to modify strategic directions. In 2018, the survey tool Tell Them From Me was used with students and parents to gather a large amount of data. The results of this data were then communicated to all staff in order to guide further school directions and focus areas for 2019 and beyond.

#### Educational Leadership

Senior Executive and Executive structures continued to be defined across all aspects of the school environment with a focus on instructional leadership, to support enhanced teaching and learning practices. Professional learning sessions for the Executive framed the leadership focus and led to collaborative decision making regarding future directions relating to school change, improvement, methodology and enhanced student outcomes.

#### Management Practices

Organisational practices and processes were modified for uniformity, clarity and system compliance. The school maintained three representative committees underneath the leadership of a Stage Leader each and a team structure to ensure the deliverables for each strategic direction were met. Professional learning for all staff around Google Drive for Education and the mapping of the Compliance Folder with evidence based examples was completed in 2018. The stage management structure continues to be embedded into the school's teaching, learning and systems.

#### Resource Management and System Compliance

RAM funding was strategically allocated to address student needs and enhance student learning outcomes. The school investigated enhancing partnerships with the school community to assist in resource management for such an historic environment and this is evident in the community partnership with the City of Parramatta Council and the establishment of the MGHS School Council. Evidence requirements continued to be mapped to milestones to ensure system compliance adherence. Professional learning was provided to staff to enhance self-regulation and efficacy of crucial key reforms. In addition, MGHS completed a VET Audit to ensure compliance with RTO requirements, with findings and recommendations leading to modifications in the VET Team's practices.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A comprehensive school review process is undertaken annually leading to clearly articulated Strategic Directions for school growth based on rigorous and valid data analysis of school milestones and improvement measures	MGHS Executive Conference and Senior Executive Conference with a focus on data collation and reflection \$10,000	School Plan modified slightly for 2019 with increased emphasis on 2 areas of Strategic Directions 1 and 2 that were not evaluated at excelling in the 2018 External Validation process. Resource management allocated in 2019 to support the two elements in particular.
All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice	RAM flexible funding used for employment of Technology paraprofessional and creation of future focussed	The school budget for 2018 was aligned to strategic directions and supported the attainment of school milestones.  Significantly, three committees were maintained

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice	learning spaces with flexible furniture and resources: \$200,000	and implemented which focused on ensuring that all decisions made regarding technology, assets and WHS support were made to ensure learning outcomes were reached and to enhance innovative practice in classrooms across the school.
School staffing structure reflects and supports the needs of the learning community and staff's role in driving school change and improvement.	RAM flexible funding used for employment of Business Manager: \$100,000 and ACIP 3rd Deputy Principal. \$156,000	<p>2018 saw the continuation of the Executive structure with three Head Teachers Teaching and Learning/Wellbeing working with Year Advisors to analyse relevant data and identify needs for each student.</p> <p>A review of the new staffing agreement and entitlement numbers was also conducted during Semester 1. Scout reports and HR data were used to build a staffing profile of the school and resulted in an early request for a 12th Head Teacher at the school. The senior executive structure and executive mix were reviewed and a Business Manager Grade 7/8 continued to be employed in 2018.</p> <p>The above centrally identified Deputy Principal position was filled through Human Resources Merit Selection process and Luke Fulwood began at the school in 2018 as the Stage 5 Leader.</p>

## Next Steps

### School Planning, Implementation and Reporting.

In 2019, members of the Executive and Senior Executive will continue to ensure that all milestones are tracked, completed and evaluated accordingly. Regular milestone meetings will be held in order to ensure that necessary evidence is uploaded to SPaRO at least twice a term. Relevant professional learning will continue to be provided to executive on what effective and relevant evidence looks like.

### Educational Leadership

Members of the Senior Executive will continue to focus on instructional leadership and model effective and evidenced based practices. Specifically, professional learning will be provided to the Executive team in order to enhance their understanding of what educational leadership looks like in action. A separate professional learning initiative entitled Learning to Lead will also be implemented to all interested staff in order to build their capacity for instructional leadership and how to support colleagues across the school.

### Management Practices

Macarthur Girls High School will continue to ensure that effective organisational structures are maintained where all processes and requirements are scheduled, implemented and monitored across the school. In particular, with the introduction of a second SAM position and 12th Head Teacher position, relevant roles and responsibilities will need to be outlined and communicated to all to ensure transparency and equity of work load for staff.

### Resource Management and System Compliance

Specific decisions surrounding the use of resources and funding will continue to be made collaboratively by relevant committees and members of the Executive and Senior Executive. In particular, a decision surrounding relevant timetabling software will need to be made in order to ensure the creation of a student-determined timetable for 2020. All relevant compliance measures will continue to be completed in 2019. There will be a renewed focus on ensuring Head Teachers understand monitoring requirements for both HSC and ROSA courses. Additionally, professional learning will be conducted in regards to the NESA registration process to ensure all staff are aware of the requirements, particularly for the 2019 identified focus areas. Findings and actions required from the 2018 VET Audit will be implemented to ensure any issues are resolved and relevant support and guidance are provided to staff members.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Loading: \$1,292	All identified Indigenous students at MGHS have a Personalised Learning Plan (PLP) developed by the Learning and Support Team and Aboriginal Education Co-ordinator. These PLPs assist classroom teachers in the delivery of course content to Indigenous students. All identified Indigenous students were also provided with a personal laptop device if they did not already have access to one.
<b>English language proficiency</b>	<p>English Language Proficiency Staffing Entitlement: 1.8 CRT which equates to \$180,000</p> <p>English Language Proficiency Flexible Funding: \$43,097</p> <p>This equated to 0.4 additional classroom teacher which was built into the global timetable and provided increased EAL/D staff to support teachers in modifying and adjusting teaching and learning programs to meet the needs of EAL/D students.</p>	<p>Teachers participated in professional learning which enabled them to modify programs and assessment tasks to ensure they incorporated relevant EAL/D strategies into their teaching practice.</p> <p>EAL/D teachers used student assessment tasks to place them on the EAL/D progression for the various text types. This enabled emerging EAL/D students to develop their literacy skills in accordance with the EAL/D progression scale. EALD students were also provided with individual student reports which outlined their achievement on the five point EALD achievement scale.</p>
<b>Low level adjustment for disability</b>	<p>LLA Staffing Entitlement: 1.1 CRT which equates to \$110,000</p> <p>LLA Flexible Funding: \$78,975</p> <p>This equated to 0.7 CRT which was built into the global timetable and provided time for teaching to prepare and upload evidence that demonstrates modifications and adjustments for students with a disability or special needs.</p>	<p>Personalised Learning Plans (PLPs) were developed for all students with 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 more effective adjustments to assist students' engagement in learning activities and attain relevant outcomes.</p> <p>During one professional learning session per term, teachers were provided with time in order to prepare and upload evidence that demonstrates modifications and adjustments for students with specific needs and to meet NCCD compliance.</p>
<b>Socio-economic background</b>	<p>Socio-economic background loading: \$102,740 This was broken into:</p> <p>Technology Support across the school: \$80,000</p> <p>Student Assistance: \$20,000</p> <p>BYOD Support for students: \$2,740</p>	ICT initiatives were maintained in 2018 which allowed all students to have access to school resources regardless of their socio-economic background. Support in the form of monetary amounts, uniform vouchers and laptop rentals were available for students and families in need.
<b>Support for beginning teachers</b>	Beginning Teacher Support Funding: \$40,000	Beginning teachers were supported in gaining and maintaining accreditation at the Proficient



<b>Support for beginning teachers</b>	<p>This equated to 0.4 classroom teachers which was built into the global timetable and ensured all beginning teachers (both permanent and temporary) were provided with release from face to face teaching to work with their mentor and supervisor.</p>	<p>level by identified executive and senior executive staff. Beginning teachers were provided with release time with their mentor, built in to the timetable and allowed beginning teachers consistent access to support. All beginning teachers were involved in a variety of whole school professional learning activities relating to whole school and system priorities and processes.</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Refugee student support: \$17,080</p>	<p>Refugee students were supported by the employment of a 0.4 SLSO Community Co-ordinator. Identified students had a PLP developed in consultation with teachers and parents/guardians. Additional financial support from the Federal Government supplemented these initiatives.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	1036	1023	1003	1025

2018 actual enrolments were 1042. Student enrolments have remained strong over the last five years with a continual growth in numbers, reflecting the school's positive reputation and strong value adding.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.2	94.5	94.9	94.7
8	92.7	93.7	93.2	92.8
9	92.6	92.5	92.2	91.2
10	90.5	92.6	91.7	92.2
11	90.9	93.2	92	92.3
12	92.3	93.4	92.9	93.6
All Years	92.4	93.3	92.8	92.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Attendance at MGHS in 2018 was in the high percentile relative to other State schools. In 2018, 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 Head Teachers and Stage Leaders, analysing 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.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2.02
Employment	0	0.6	2.02
TAFE entry	0.57	0	2.81
University Entry	0	0	89.1
Other	0	0	0
Unknown	0	0	4.05

A total of 214 offers were made to 132 students from the 2018 HSC cohort of 148 students. Many students received multiple offers and were able to take up courses they had nominated higher on their initial preference list: 52 students received more than 2 offers and at least 50 students received an early offer and a second offer in the Main Round. 51 offers were from the University of Western Sydney and 49 from Macquarie University. 9 international students received multiple offers from NSW and ACT universities. 13 students did not receive or apply for university offers, and are now either working full time or completing educational courses through TAFE.

### Year 12 students undertaking vocational or trade training

Vocational Education opportunities for students continued to be offered at Macarthur Girls High School. Approximately 30% of all Stage 6 students undertook VET courses, completing a Certificate II or Record of Achievement towards Certificate III in 2 frameworks: Business Services and Hospitality – Food and Beverage.

2018 also saw the school's VET Program audited as part of Macquarie Park's RTO compliance requirements. As part of the VET Audit, the school showcased how VET operates within the school and as the VET Audit report outlined, "The VET team work in a cohesive, collaborative and supportive environment. VET students are actively supported by the Senior Executive, VET Co-ordinator, SAS staff and teaching staff." The report also praised our students as the report stated, "Student representatives were interviewed from all courses that are delivered at the school. Students were well informed regarding their qualification that is being studied and expectations of the course requirements. Students were all passionate and positive about their VET courses".

## Year 12 students attaining HSC or equivalent vocational education qualification

The vast majority of VET students completed the optional HSC examination. 6.97% of Business Services students attained a Band 6 achievement in comparison with 4.16% of students across the state. Hospitality students continued to attain strong results in that framework, with 27.58% of students achieving a Band 5, compared to 17.36% of students across the state. Significantly, we had a small number of students completing more than one VET framework. One student completed a TVET course, Design Fundamentals, while another student completed the Retail Services 2 Unit course through a School Based Apprenticeship/Traineeship program.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	51.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	12.77
Other Positions	1

\*Full Time Equivalent

As of Term 4 2018 at Macarthur Girls High School, the Aboriginal composition of the school's workforce has maintained at 1.4%.

### Teacher qualifications

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

### Teacher qualifications

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

## Professional learning and teacher accreditation

Professional Learning was carefully designed to ensure it was standards based and directly related to achieving school milestones. Whole school sessions provided teachers the opportunity to accrue 32 non-registered hours and 14 registered hours with NESA. In these sessions, teachers participated in learning, updating their knowledge and practice to meet school and system priorities. Two temporary beginning teachers successfully completed NESA accreditation at Proficient. Three permanent teachers maintained accreditation at Proficient and two permanent teachers maintained at Lead.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,724,031
<b>Revenue</b>	11,217,191
Appropriation	10,477,974
Sale of Goods and Services	112,057
Grants and Contributions	564,965
Gain and Loss	0
Other Revenue	36,503
Investment Income	25,693
<b>Expenses</b>	-10,870,891
Recurrent Expenses	-10,870,891
Employee Related	-9,571,186
Operating Expenses	-1,299,705
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	346,300
<b>Balance Carried Forward</b>	2,070,332

Macarthur Girls High School follows rigorous financial practices and governance structures as per departmental and legislative policy in the administration of funds. The principal along with Stage Leaders, Business Manager and Finance Committee plan and implement the annual school budget ensuring:

– efficient and effective operation of the school within

available physical and financial resources

- identified areas of need are supported with financial resourcing including learning environment, buildings and grounds
- health and safety issues identified and addressed
- audit requirements are met regarding records management

Throughout 2018, substantial funds were expended in equity funding. These funds were mapped against specific initiatives in the School Plan.

In 2019, AMU planned capital expenditure includes:

- \$900,000 for school funded Administration and Library block
- \$100,000 for school funded senior study pod
- \$385,000 for school funded upgrade of Basketball and Tennis Courts

Additionally, school and operational funds were used to employ three above centrally identified positions: Deputy Principal, Business Manager and Technology Support Officer (3/4).

MGHS spent a considerable amount of school funds in 2018 upgrading learning spaces to meet the learning needs of students. Governance of all expenditures at MGHS include Executive, Senior executive, Administration and Finance Committee and the School Council.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,137,060
Base Per Capita	194,027
Base Location	0
Other Base	8,943,033
<b>Equity Total</b>	611,321
Equity Aboriginal	1,292
Equity Socio economic	102,740
Equity Language	313,791
Equity Disability	193,499
<b>Targeted Total</b>	125,823
<b>Other Total</b>	185,676
<b>Grand Total</b>	10,059,879

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The percentage of our students achieving in the top two bands is very high. In writing, 32.2% of all Year 9 students achieved in the top two bands in comparison with 15.5% of the state. Furthermore, 2018 saw a huge growth in Year 9 writing results with the average NAPLAN score being 71.42 points above the state average. This is an improvement of 31.45 average points from 2017. Similarly, spelling and grammar and punctuation areas were equally strong with at least 41% of Year 9 students in the top two bands; 14% above the state. In addition, 2.3% of Year 7 students achieved a band 10 in comparison with 0.1% of students across the state.

### Percentage in Bands:

#### Year 7 - Writing

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	9.4	31.5	23.5	24.9	10.8	0.0
School avg 2016-2018	0.0	0.0	0.0	1.0	11.6	30.9	28.5	22.3	5.9	0.0



### Percentage in Bands:

#### Year 7 - Spelling

Band	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.9	6.1	7.5	21.7	42.9	13.7	7.1
School avg 2016-2018	0.0	0.0	1.7	4.9	11.1	24.0	36.9	18.9	7.1

### Percentage in Bands:

#### Year 7 - Grammar & Punctuation

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.5	0.5	9.0	17.9	27.4	22.6	15.1	7.1
School avg 2016-2018	0.0	0.0	0.5	2.1	8.8	17.9	27.4	23.0	18.3	7.1

### Percentage in Bands:

#### Year 9 - Writing

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	4.6	8.0	17.2	37.9	15.5	16.7
School avg 2016-2018	0.0	0.0	0.0	0.0	6.0	16.5	22.0	34.7	11.4	9.5

### Percentage in Bands:

#### Year 9 - Spelling

Band	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.6	0.6	4.7	15.1	34.9	36.6	7.6
School avg 2016-2018	0.0	0.6	2.2	6.1	18.8	33.9	27.7	11.1

### Percentage in Bands:

#### Year 9 - Grammar & Punctuation

Band	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	1.2	14.0	17.4	26.2	23.8	17.4
School avg 2016-2018	0.0	0.0	0.0	3.4	13.7	21.9	26.2	19.5	15.3

### Percentage in Bands:

#### Year 9 - Reading

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	1.1	9.2	34.5	33.3	17.8	4.0
School avg 2016-2018	0.0	0.0	0.0	0.0	2.4	14.9	27.9	33.7	17.5	3.5

Our numeracy results continued to remain strong with 42.65% of Year 9 students achieving in the top two bands which is almost double the state average of 22.7%. A similar trend is seen in Year 7, where 42.69% of students achieved in the top two bands compared to 24.2% across the state.

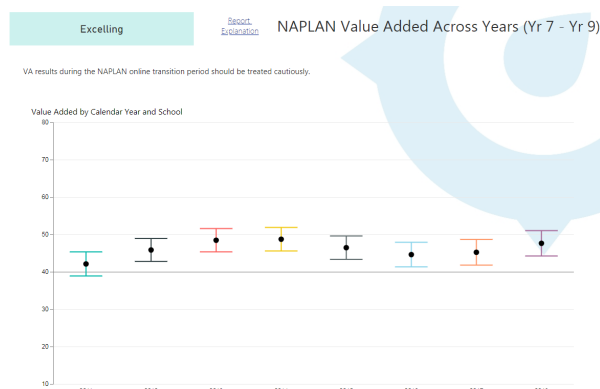
### Percentage in Bands:

#### Year 9 - Numeracy

Band	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.6	4.1	4.1	21.6	26.9	29.8	12.9
School avg 2016-2018	0.0	0.6	1.8	8.2	25.8	28.3	22.7	13.0

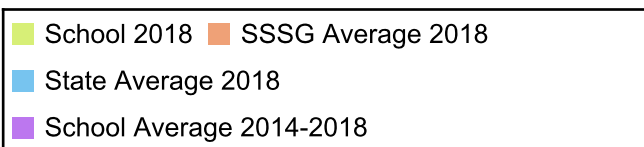
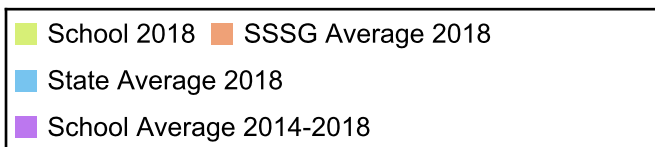
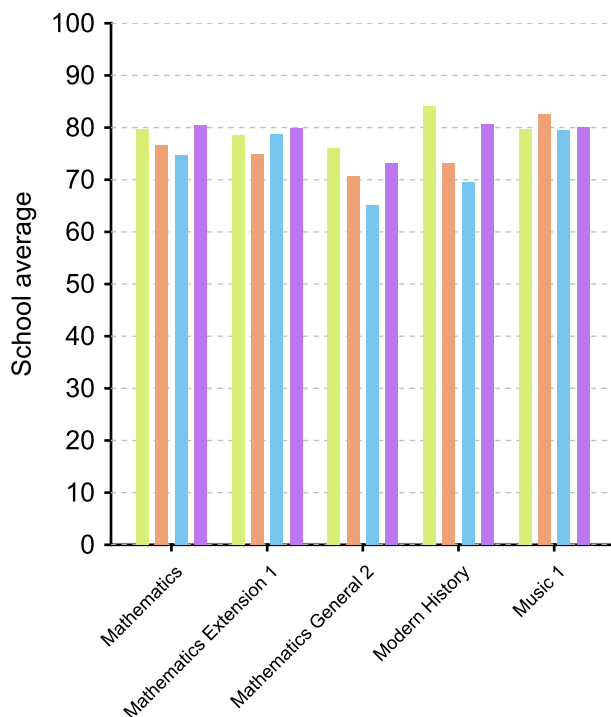
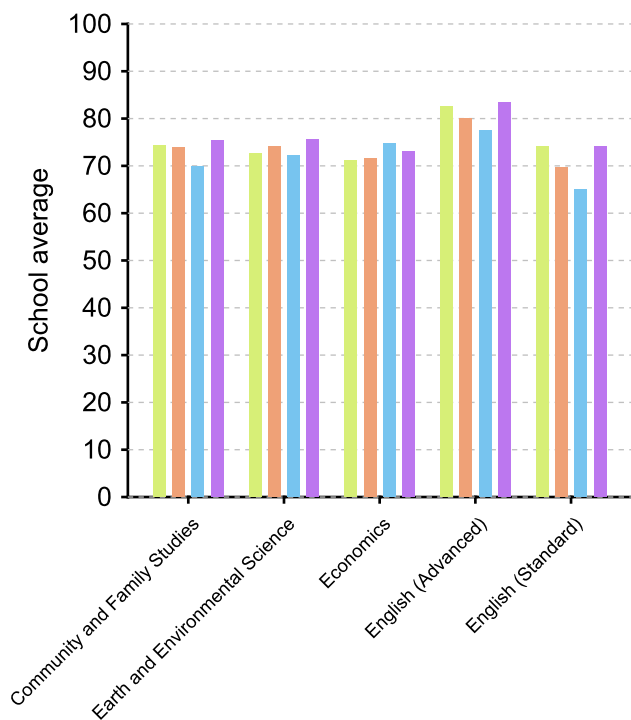
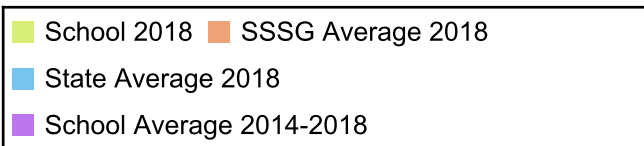
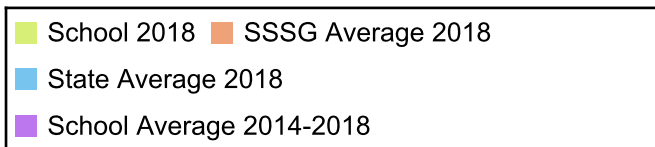
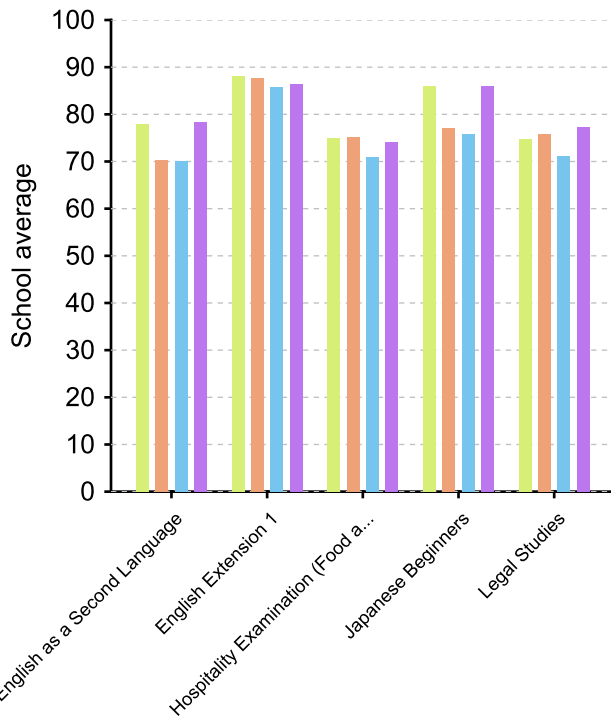
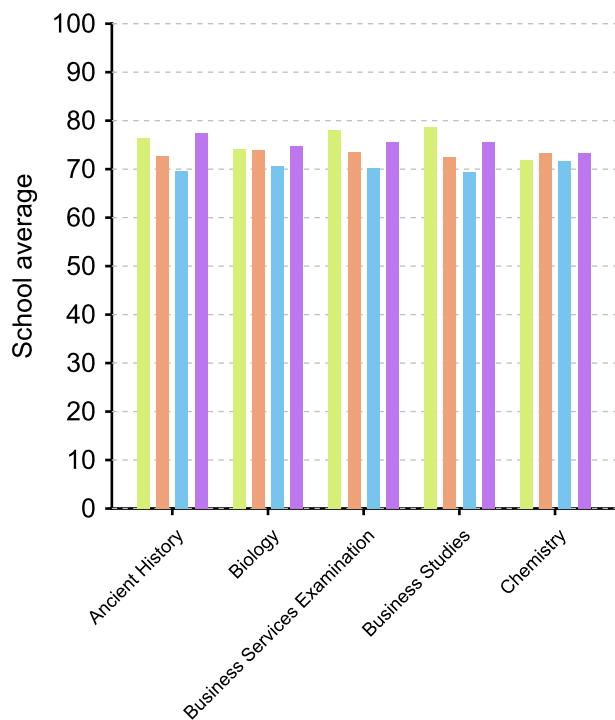
Macarthur Girls High School continues to perform exceptionally well holistically in Literacy and Numeracy with 48.58% of students in the top two bands of NAPLAN; at least 7.5% more than students across the state. Similarly, the school has 98.55% of students who are at or above national minimum standard.

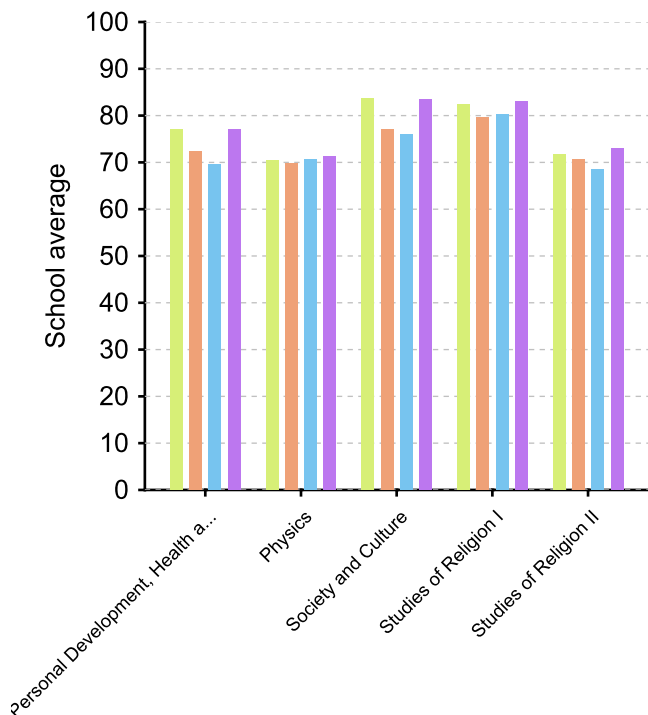
The image below indicates the amount of growth achieved by students at MGHS from Years 7 to 9. The straight black line represents the growth of the average student. Macarthur Girls High School continues to be categorised in the highest value add level; Excelling. The measure uses an average of Reading, Writing and Numeracy NAPLAN scores for each year.



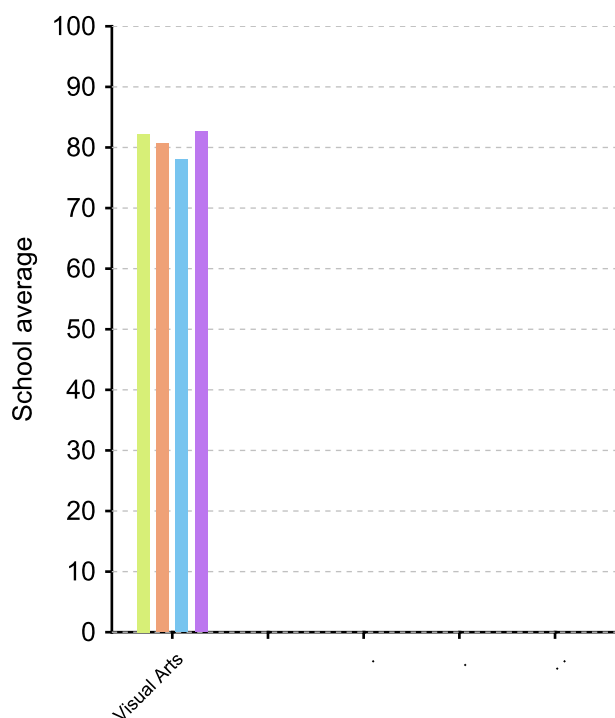
### Higher School Certificate (HSC)

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





■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

All students studied a range of courses across the spectrum of curriculum and 145 students were eligible for an ATAR. The achievement of bands 5 and 6 in 2018 is comparable to previous years. In 2018, 91 students achieved at least two band 5 or 6 results which equates to 61% of all candidates.

### Specific HSC results in 2018:

- 77 Distinguished Achievers, 7 courses by International Students
- 1 student selected to be included in Shape for her Industrial Technology Multimedia approach
- 2 students nominated for InTech showcase
- 2 students nominated for OnStage Drama showcase
- 28.57% of Drama students achieved a Band 6 in comparison with 13.79% of students across the state. Significantly, 71.12% of Drama students achieved a Band 5 meaning that 100% of students achieved either a Band 5 or 6 in this course. This compares with 42.37% of students with similar results across the state.
- 23.16% of students in English Standard achieved a Band 5 or 6 in comparison with 15.06% of students across the state.
- 7.69% of English as a Second Language students achieved a Band 6 in comparison with 3.09% of students across the state.
- In English Extension 1, 64.28% of students achieved an E4 which is the highest band in an Extension course This compares with 37.83% of students in NSW.
- 28.57% of Industrial Technology students achieved a Band 6, compared with 6.19% across the state.
- 10.52% of Mathematics General 2 students achieved a Band 6, in comparison with 6.54% of students across the state.
- In Modern History, 15.38% of students achieved a Band 6 compared with 10.44% of students across the state.
- 33.33% of History Extension students achieved an E4, in comparison with 23.64% of students across the state
- In PDHPE, 10.25% of students achieved a Band 6 which is 3.54% above students across the state
- Society and Culture results continued to remain strong with 22.22% of students achieving a Band 6 in comparison with 12.69% across the state.
- In Studies of Religion 1, 35.29% of students achieved a Band 6, compared with 8.98% of students across NSW.
- In Japanese Beginners 30% of students achieved a Band 6 which is 15.88% above the state
- 2 students achieved a Higher School Certificate through a Life Skills course of study.

## Parent/caregiver, student, teacher satisfaction

In 2018, all students at Macarthur Girls High School completed the Tell Them From Me Survey. As a result of the questions asked, 70% of students indicated they had a positive sense of belonging at the school in comparison with 66% of students across the state. 98% of students also reported that the school largely had positive behaviours which is almost 20% above their student counterparts across the state. 58% of students also reported that they are always intellectually engaged and find learning interesting, enjoyable and relevant. The overwhelmingly positive results of this survey were shared with all staff and students and in particular, the school's welfare team

have used it as an important evidence base through which to evaluate existing wellbeing initiatives and teaching and learning programs and ensure we reflect the Department of Education's new initiative in 2018; ensuring that every student is known, valued and cared for.

50 members of the Macarthur Girls High School staff participated in the Department of Education's People Matter Survey 2018. As part of this survey, staff members evaluated existing practices at both the school and system level. Significantly, 100% of staff members indicated that they understand what is expected of them in their role and that the school works collaboratively to achieve its objectives. Staff members answered questions about school and system management and 71% of staff feel that managers model relevant values, managers encourage and value employee input and provide acknowledgement and recognition for the work undertaken. This was a big increase from only 38% of respondents who answered similarly to the same questions in 2017. Upon investigation, participants answered those questions in 2017 referring to systemic level not school level. In 2018, staff completed the Peoples Matter Survey reflecting the school level. The results of this survey were used by members of the Senior Executive and the Executive team as a tool to evaluate and continually embed the management and supervisory structures of the school.

## 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. Our values system is based on the PRIDE acronym: P for participation, R for respect, I for integrity, D for diversity and E for excellence.