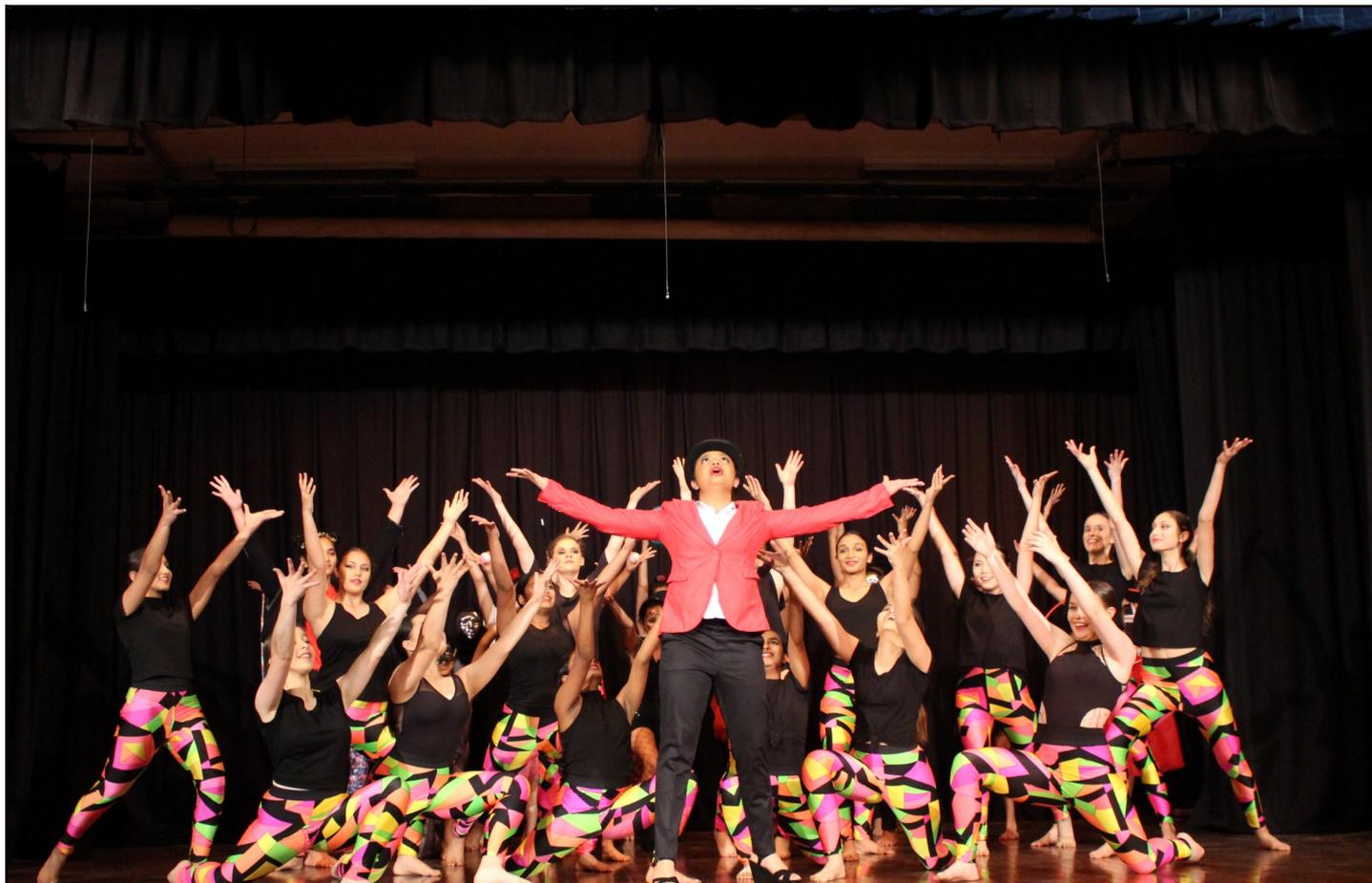


Macarthur Girls High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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

As the skyline of Parramatta is changing dramatically, the area is experiencing a period of unprecedented growth as it becomes the new CBD of Sydney. The availability of space in Parramatta is at a premium and a new vertical landscape is being created to accommodate the growing demographics and the changing role of the area. Macarthur Girls High School is therefore trying to strategically plan and to manage changes arising from Parramatta's new status and demographics.

Throughout this, 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 for NSW public schools. It identifies quality practice across three key domains: learning, teaching and leading. The School Excellence Framework 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 in each element, and arrive at a judgement for each statement of excellence.

Late in 2018, MGHS participated in an external validation process where the school prepared a submission providing evidence supporting our self-assessment which was reviewed by an external panel and engaged in discussions with the panel. The external validation panel report agreed that Macarthur Girls High School was excelling in all 3 key domains. 12 of the possible 14 elements were validated at excelling. Macarthur Girls High School has continued to demonstrate that it has the proven capacity to value add for all students and the achievements of students throughout years 7–12 is reflective of this educational experience.

Through whole school and stage initiatives, students have excelled and our value add results continue to be regarded as one of the highest in the state. For example, our results from Departmental external data demonstrates that our school is excelling in the value it adds to student learning from their Year 7 NAPLAN to their Year 9 NAPLAN results. This measures whole school and individual student growth, where Macarthur Girls High School is above the state average. The amount of value added has been increasing substantially over time. Our students achieve outstanding growth because Macarthur Girls High School believes in a strong focus on knowing our students and knowing how to teach. It is the way we use evidence to tell us what each student can do and then further develop teachers' knowledge and strategies to provide learning opportunities that enable students to move to the next level of achievement.

Educational research suggests five principles are essential for effective student learning. All of these principles are applied in our daily teaching and learning programs, and are reflected in our Wellbeing program and in our school culture. These principles are effective relationships between teachers, students and peers; ownership of one's learning and responsibility for your learning; learning tasks must be intellectually challenging and demanding of deep and rigorous analysis; developing the attitudes, thought patterns and strategies that motivate in the face of challenges and frustrations; and learning to take responsibility for decisions and actions.

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

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:

Throughout 2019, we continued to be given ongoing opportunities to be involved with the decisions of the school which improves 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 are in the supportive hands of staff that care.

As MGHS parents, we agree that our top priority is to ensure our daughters are provided with learning platforms that are focused on improving their skill sets so they can succeed in all facets of their lives beyond school. From our own experiences, including our respective daughters' Learning Conversation Evenings and our involvement on the Macarthur Girls High School Council, the school's priority to know, value and care for our daughters is abundantly clear.

Message from the students

Macarthur Girls High School consists of three student leadership 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 2019.

The Student Representative Council (SRC) organises events which generally encompass and promote an important message to society. These events enable and highly encourage student and teacher involvement within the school environment.

The first event of 2019 was **International Women's Day**. The objective of this event is to promote sisterhood and emphasise the achievements of women around the world. It allows for the empowerment of other girls and raises awareness against bias to take action for equality.

The SRC also held their annual **Multicultural week** in Term 2. This event aims to encourage students to uphold their PRIDE values, with an emphasis on respect and diversity. This event is a great opportunity for all MGHS students to come together to celebrate different cultures and the overall diversity of our school through cultural appreciation activities set within the week.

The third event was **Spirit Week** which creates a more involved and united school community across all grades and teachers, also raising school spirit and participation to celebrate the excellence of students.

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 collaboration, 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 2019, SPC held numerous events including the Swimming, Cross Country and Athletics Carnivals. Additional events included the Footy Colours Day which supported the Fight Cancer Foundation, Sports Spectacular Week which consisted of fun sporting challenges, and various playground initiatives that promoted physical activity amongst students and teachers 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 lessons and sessions to support the school community, primarily the wellbeing of students.

PRIDE leaders directly communicate with their roll call in **PRIDE sessions** to promote effective study habits, wellbeing strategies and a balanced lifestyle to ensure students maintain a positive mindset towards their learning. This also included initiating activities such as the kindness project where each roll call performed various kind gestures to give back to the community, including walkathons, can drives, cards, baskets and maintenance of the school gardens.

Throughout 2019 PRIDE programs continually allowed students to **engage within the wider community**. Macarthur's core PRIDE values were successfully demonstrated internally and externally into the community, and we hope to represent our school in the same manner throughout 2020.

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 2019 was 1121 students, with anticipated enrolment for 2020 of 1200. 92.5% of our students are from language backgrounds other than English with 56% of our enrolments from out of area. 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 2019 was 69 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1068 (2019) which is slightly higher than the average of 1000.

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.

Macarthur Girls High School has a team of educators and administrators who consistently provide our students with a range of whole school and in class learning experiences in a supportive environment, enabling them to achieve their best. 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 78 staff with an additional 14.7 school assistants.

The school has been at the forefront of future focussed learning for a number of years. It is prepared for changes in teaching methodology and learning spaces required to meet the future skills and capabilities identified for employment. Macarthur Girls High School has been recognised state wide as an exemplar in innovative curriculum design and implementation, collaborative learning spaces, an integrated curriculum and initiatives in literacy, numeracy and STEM (Science, technology, engineering and mathematics).

Macarthur Girls High School has a special place in the history of New South Wales. It stands on land first granted by Governor Arthur Phillip to William Reid (a seaman from the 'Sirius', the first ship of the First Fleet to enter Sydney Harbour in 1788), Thomas Haddock (1795), Captain John Towson (1796) and Captain John Piper. All were members of the NSW Corps. On November 1st 1822, this land became the crown grant to the Reverend Samuel Marsden.

The estate was called 'Newlands' by Marsden after a friend's home in England. The sandstone pillars and entrance gates of the 'Newlands' homestead can be seen leading on to Macarthur Street. In 1835, Marsden commenced the building of a home for his wife. This house was built where the school Rose Garden now stands. The Stewart and Betts families, relatives of Marsden, occupied the house for the next 100 years.

It was in the valley between our school, Elizabeth Farm and James Ruse's Experimental Farm that the two primary industries which proved to be the foundation of Australia's rural wealth – sheep breeding and wheat growing – began. John and Elizabeth Macarthur came as free settlers to Sydney in 1790 with the Second Fleet. Both Macarthur and Marsden's experiments with wool contributed to the development of the merino sheep from which the world gets the very fine wool.

Elizabeth Macarthur was one of the first educated women to arrive in Australia and over forty years she achieved a great deal. She successfully raised a family of seven children. She ran the pastoral business, in her husband's absence, and developed sheep at a time when women were not expected to be involved in business or commerce. She showed a keen interest in world affairs, local politics, the environment and the indigenous people.

In 1927, the Education Department first viewed the site. Four years later, Marsden's home was demolished and our school was built on the site in 1933. In the 1940s, only two courses were offered at the school – a business course and a home science course.

The first Rose Gardens were the gifts of the old girls (1933 year). In 1959, the school was renamed Macarthur Girls High School in recognition of John and Elizabeth Macarthur as local settlers and pioneers of the Australian wool industry. The swimming pool was completed in 1966 and underwent a major upgrade in 2018 in partnership with the City of Parramatta Council. In 2011, the new gymnasium will be completed and named the Betty Cuthbert Gymnasium after the Olympic Gold Medal Sprinter who was an ex-pupil of the school.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

This year, our school undertook our annual self-assessment using the School Excellence Framework by engaging with students, staff and members of the community. 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 will focus on improving the remaining element of Assessment in 2020 and beyond.

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 2019, 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 2020.

In the domain of Leading, all of the elements were already at the excelling level at Macarthur Girls High School. 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. 2019 also saw a focus on the Leadership element ensuring staff have purposeful, equitable roles based on professional expertise and aimed at driving and enhancing strategic directions and practices.

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.

Improvement Measures

The school continues to achieve excellent value-added results, significantly above the state average

80% of students achieve at least two subjects in the top two bands of the HSC; an increase from 77% in 2016.

32% of students achieve in the top two bands for NAPLAN reading, writing and numeracy; an increase from 30.56% in 2017

95% of students achieve over the minimum standards in literacy and numeracy before sitting the HSC Examinations

Progress towards achieving improvement measures

Process 1: The design of the school curriculum pattern utilises current research, data and innovative thinking to develop the 21st Century learning capacities of all students (21st Century Learning).

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, two Year 7 classes undertook the pilot Humanities course where students participated in learning activities which were mapped to the English, History and Geography syllabus outcomes.</p> <p>These classes were supported through team teaching and were 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 were conducted and shared with teaching staff throughout the school to build their capacity.</p> <p>An evaluation of the pilot was conducted and led to the implementation of the Humanities course for all year 7 classes in 2020. This evaluation was shared with all teaching staff, relevant parents and community members.</p>	<p>\$26,000 from Professional Learning fund</p> <p>\$87,000 (.8 CRT from staffing allocation)</p>

Process 2: The curriculum delivery across the school, shows evidence that teaching and learning is adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. This is regularly communicated to parents (Differentiation).

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 students used a range of data and initiatives to ensure students were known, valued and cared for. A number of events were held by the SRC and SPC which encouraged and promoted students sense of belonging such as Spirit Week and Throwback Thursday.</p> <p>Senior executive worked on the School Web App developing Year Level Expectations (YLE) to guide the development and categorising of resources to be put onto the Web App in 2020. Existing strategies were assessed and aligned with the new MGHS YLEs and staff professional developed and delivered.</p> <p>Student profiles were created for the collection of data from PAT and Naplan test results as well as anecdotal evidence on student behaviour and performance, This data was shared to all classroom teachers to ensure students with learning difficulties or other needs are care, valued and known.</p>	<p>\$10,000 from PL funds for Senior Executive and Executive</p> <p>\$5000 for additional online, diagnostic tests delivered by ACER</p>

Progress towards achieving improvement measures

Process 3: All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning. (Literacy and Numeracy).

Evaluation	Funds Expended (Resources)
<p>In 2019, MGHS maintained its consistent and explicit focus on strengthening the literacy and numeracy skills of all students. In order to do this, teams across the school collaboratively developed Year Level Expectations which were developed using the new Learning Progressions. These Year Level Expectations were then used to design diagnostic tools that allowed early intervention and additional support for identified students. Quality professional learning on this new approach also enhanced staff capacity to explicitly teach literacy and numeracy skills in all key learning areas.</p> <p>The Literacy and Numeracy teams collected and analysed a range of internal and external data sets to ascertain students requiring intensive support to meet the National Minimum Standard in Literacy and Numeracy. To assist these students to better meet their expected growth, the school continued to employ 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 .</p> <p>As a result of this program, 100% of students participating students 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 to enhance students' numeracy skills through the explicit teaching and reinforcement of fundamental numeracy skills, resulting in, 93% of Year 10 students meeting the NMS in Numeracy.</p>	<p>2 FTE teachers funded through SBAR to implement GROW Literacy programs to provide explicit literacy instruction to assist students in meeting National Minimum Standards</p> <p>2 additional staffing allocated to Mathematics faculty for deliver of additional, targeted Numeracy programs to support explicit numeracy instruction</p> <p>\$1200 spent on website hosting for the MGHS Teaching Every Student WebApp</p>

Process 4: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Students and parents understand the assessment approaches used in the school and the benefits for their learning (Assessment, Feedback and Reporting).

Evaluation	Funds Expended (Resources)
<p>To ensure that formative assessment strategies were being used by teachers, a whole school approach, FORM (Feedback, Ongoing, Reflection, Modification of teaching and learning programs) was developed. Teachers engaged in quality professional learning about research-based strategies in line with this new whole school approach, which they applied in their lessons.</p> <p>Assessment handbooks were evaluated and revised in order to more effectively communicate the link between assessment, reporting and syllabus outcomes to students and parents. Professional learning was provided to Executive about how to effectively and more consistently reflect these links in our online student management system – Sentral.</p> <p>The Assessment, Feedback and Reporting team began the evaluation and review of semesterised reporting of social development and commitment to learning. Revised outcomes were drafted as part of this evaluation to be trialled in 2020. 2019 saw continued implementation of Turnitin as a means of improving writing, preventing plagiarism and promoting academic integrity in the classroom. It also enhances the timely provision of effective feedback to students and fostered critical thinking and an appreciation of the importance of original writing. There was a significant increase in the number of students in Years 10, 11 and 12 using Turnitin to submit assessment tasks.</p>	<p>\$8000 used to purchase and implement Turnitin for students in Years 10–12</p> <p>\$5000 from Professional Learning funds used to enhance Executive capacity to use Markbook effectively to support semesterised reporting</p>

Progress towards achieving improvement measures

Process 5: Teachers will develop and implement PRIDE programs and learning opportunities which will support the wellbeing of students so they can connect, succeed, thrive and learn. The school collects and analyses information to inform and support students' successful transitions. (Wellbeing).

Evaluation	Funds Expended (Resources)
<p>In 2019, the school continued to recognise student achievement throughout the year with PRIDE assemblies across all stages at the end of each term as well as the annual stage presentation days at the end of the year to recognise outstanding academic and sporting achievements. This contributed positively to student's sense of belonging and developed a connection between the school and their families.</p> <p>Both a Transition and Orientation Day for our 2020 Year 7 students were planned and implemented which allowed them to effectively transition to our school and understand its organisation and processes.</p> <p>Successful subject selection evenings aligned with individual planning and interviews between student, parents and staff were implemented during late Semester 1 for students transitioning into Year 9 and Year 11.</p> <p>Staff continued to engage with student's individual and personalised learning plan to make adjustments to cater for all students and their learning needs. Consultation occurred between teachers, parents, students and applicable external stakeholders in the development of all plans to ensure students were given opportunities to achieve their personal best. Additionally a range of data sets, for example PAT tests, NAPLAN and best start were analysed to assist with the development of teaching and learning strategies that supported students with learning needs in the classroom.</p> <p>The Macarthur Girls High School PRIDE program continued to focus on developing the whole child by providing opportunities to explicitly teach the school's core values of participation, respect, integrity, diversity and excellence.</p> <p>Modelling and instilling these values in everyday school life is essential to empower our students to have the necessary personal and social capabilities to be successful citizens in an ever-changing world.</p>	<p>\$10,000 PL funds used to support Year Advisers and School Executive to participate in a range of PL focused on enhancing student wellbeing \$4000 spent on teacher relief for Transition and Orientation Days \$2000 spent on teacher relief to support NCCD data collection and reporting</p> <p>.8 CRT to support mandatory faculty PL plans (1 meeting per term, 65 staff)</p> <p>Additionally, to implement this integrated wellbeing program across the whole school, there is a comparative cost of 3.3 FTE teachers utilised out of the school global entitlement, equating to \$330,000.</p> <p>Term Pride celebrations for each year along with award ceremonies and presentation days were funded from operational costs and supported our senior VET Hospitality students to demonstrate competencies along with developing enhanced community engagement within our learning community.</p>



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.

Improvement Measures

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 opportunities are differentiated as required and each is mapped to the APSTs and school priority areas

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.

Progress towards achieving improvement measures

Process 1: A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (Effective classroom practice).

Evaluation	Funds Expended (Resources)
<p>In 2019, Macarthur Girls High School continued its 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.</p> <p>The Learning Partnerships team implemented a whole school approach to support students in setting individual learning goals. A new approach to the Learning Conversations Evenings also saw students in Stage 4 and 5 spend more time with one of their teachers to discuss their learning goals in all subjects, with positive feedback from parents showing their valuing of this approach. Semesterised reporting mechanisms also allowed for explicit referral to students' progress towards their learning goals, further providing valuable feedback to students and parents as well as strategies to build upon this progress. Pride teachers were trained on conversations with students and the provision of types of evidence to support reporting on progress made towards individual student's self identified learning goals.</p> <p>Quality professional learning was used to enhance staff understanding of the Quality Teaching Model. These sessions allowed staff to make connections between the Quality Teaching Model elements and the Australian Professional Standards for Teachers, and also view colleagues via recorded lessons to enhance their understanding of quality teaching in the classroom. Four Quality Teaching Rounds were implemented in 2019, reflecting a significant increase in staff interest in pursuing this type of professional learning. Feedback from participants indicated that they believed the experience updated their knowledge and practice and valued the opportunity to contribute to collegial discussions and apply constructive feedback from colleagues.</p> <p>Furthermore a revised program evaluation and improvement template was presented and utilised by staff to ensure to continual modification of teaching and learning programs to meet the needs of all students. MGHS is planning for this process to be continued in 2020 and beyond.</p>	<p>\$20,000 spent on teacher relief for participation in Quality Teaching Rounds</p> <p>\$5000 spent on teacher relief for the development of Individual Student Learning Profiles for all students</p>

Progress towards achieving improvement measures

Process 2: Development of a professional learning schedule and identification of opportunities to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. These opportunities will be reflective of school priorities, the APSTs, the PDF and evidence-based professional learning strategies (Professional learning & Accreditation).

Evaluation	Funds Expended (Resources)
<p>Professional Learning and Accreditation continued to be a strong focus in 2019. The existing professional learning structure from previous years remained to ensure all staff had 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 continued to be a focus on providing differentiated learning activities to meet the individual needs of teachers. In 2019, Head Teachers adopted the responsibility of managing professional learning needs for their staff and ensured that all professional learning events were relevant and provided the stimulus for reflection and growth. MGHS continued to implement programs such as the Beginning Teachers Program and Teaching Induction Program to work with staff at all levels of accreditation and ensure that all staff were confident in their achievement and maintenance of relevant accreditation. In 2019, MGHS also had three staff members who were accredited at the higher levels of accreditation, 2 at Highly Accomplished and 1 at Lead. In total, this means that MGHS has 7 teachers who have achieved accreditation at higher levels, and continue to be the leading school in this across NSW and Australia.</p>	<p>\$117,387.60 BT Support Funding (1.1 FTE) classroom teachers built into global timetable to release BTs from face to face teaching to work with their mentor and supervisor</p> <p>\$168,828 spent on PL across the school</p>



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.

Improvement Measures

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

All decisions regarding the school learning environment, technology infrastructure, assets and WHS support innovative 21st Century teaching and learning practice

School staffing structure reflects and supports the needs of the learning community and staff's role in driving school change and improvement.

Progress towards achieving improvement measures

Process 1: An evidence base drawn from the collection and analysis of school community feedback is used to review performance annually (School Planning, Implementation and Reporting).

Evaluation	Funds Expended (Resources)
In 2019, members of the Executive and Senior Executive continued to ensure that all milestones were tracked, completed and evaluated accordingly. Regular milestone meetings were held in order to ensure that necessary evidence was uploaded to SPaRO at least twice a term. Relevant professional learning was also provided to the executive on what effective and relevant evidence looks like.	\$10,000 spent on PL for School Executive to enhance their capacity to effectively implement and report on School Plan milestones, including implementation of the annual Executive Conference

Process 2: The leadership teams maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and goals in student achievement (Educational Leadership).

Evaluation	Funds Expended (Resources)
Members of the Senior Executive continued to focus on instructional leadership and model effective and evidence based practice. Specifically, the Senior Executive led professional learning to the Executive team which enhanced their understanding of what educational leadership looks like in action. In particular, the Senior Executive implemented a fortnightly meeting with the Head Teachers Teaching and Learning to enhance their understanding of how to use their pedagogical role to drive and lead change.	\$2000 spent on release for relevant School Executive to engage with Professional Learning and implement classroom walkthroughs

Process 3: The creation of an organisational structure in which management systems and processes work effectively and reflect legislative, accountability and compliance requirements and the successful implementation of relevant key reforms (Management Practices).

Evaluation	Funds Expended (Resources)
Macarthur Girls High School continued to ensure that effective organisational structures were maintained and that all processes and requirements were scheduled, implemented and monitored across the school. In particular, the school introduced a 12th Head Teacher and as such, relevant roles and responsibilities were evaluated and modified and then communicated to all staff. In doing so, the school ensured transparency and equity of work load for all staff members.	\$75,000 school funds spent on ACIP HT Secondary Studies

Progress towards achieving improvement measures

Process 4: Establish workforce systems to manage, monitor and plan for school change and improvement (System compliance).

Evaluation	Funds Expended (Resources)
<p>All relevant compliance measures continued to be completed in 2019. In particular, there was a renewed focus on ensuring all Head Teachers understood the monitoring requirements for both HSC and ROSA courses. In addition, professional learning was led by members of the Senior Executive to ensure all staff were aware of the NESAs registration process and the impact this can have on structures and procedures within faculties. Findings and actions from the 2018 VET Audit were also implemented to ensure all issues identified were resolved and relevant support and guidance was provided to staff members.</p>	<p>\$4000 spent on teacher relief to improve structures and processes in response to VET audit</p>

Process 5: Resources are strategically used to achieved improve student outcomes and high quality service delivery (Resource management).

Evaluation	Funds Expended (Resources)
<p>Specific decisions surrounding the use of resources and funding was made collaboratively by relevant committees and members of the Executive and Senior Executive. In particular, a decision to migrate the timetable from the decommissioned School Edge to Edval was made in order to ensure the creation of a student-determined timetable for 2020. In addition, there was a range of properties works which occurred in 2019, including the installation of the new Administration building and Senior Study Pod. These works have been a priority for the school for a number of years and have provided additional learning spaces that staff and students throughout the school can use.</p>	<p>School funds saved over time to support a new Administration Building/double classroom (\$780,000), multi-purpose courts (\$385,000) and Senior Study Pod (\$65,000)</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Loading: \$3,357	All identified indigenous students at MGHS have a Personalised Learning Plan (PLP) developed by the Learning and Support Team and Aboriginal Education Co-ordinator. The PLPs assisted classroom teachers in the delivery of course content to Indigenous students. All identified Indigenous students were also provided with additional resources if they required to supplement any equipment they brought from home.
English language proficiency	<p>English Language Proficiency Staffing Entitlement: 2.2 CRT which equates to \$234,775</p> <p>English Language Proficiency Flexible Funding: \$50,892.</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>	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. EAL/D teachers used student assessment tasks to place them on the EAL/D progression for the various text types. This enabled beginning, emerging and developing EAL/D students to develop their literacy skills in accordance with the EAL/D progression scale. EAL/D students were also provided with individual reports which outlined their achievement on the five point EAL/D achievement scale.
Low level adjustment for disability	<p>LLA Staffing Entitlement: 1.1 CRT which equates to \$117,388</p> <p>LLA Flexible Funding: \$85,975</p> <p>This equated to 0.8 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>	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. During 2019, professional learning sessions were also held with relevant staff to enhance their capacity in understanding what evidence demonstrates modifications and adjustments for students with specific needs and to meet NCCD compliance.
Socio-economic background	<p>Socio-economic background loading: \$95,553</p> <p>This was broken into:</p> <p>Technology Support across the school: \$90,000</p> <p>BYOD Support for students: \$5,533</p>	<p>ICT initiatives to support low socio economic students unable to purchase their out technology were maintained in 2019. As Macarthur Girls High School is a BYOD school, these initiatives enabled all students to have access to school resources, regardless of their socio-economic background.</p> <p>Support in the form of monetary amounts, uniform vouchers and laptop rentals were available for students and families in need, as per departmental and school policy and procedures. Each Stage Leaders were allocated a \$5000 Student Assistance budget to support students within their stages to meet</p>

<p>Socio-economic background</p>	<p>Socio-economic background loading: \$95,553</p> <p>This was broken into:</p> <p>Technology Support across the school: \$90,000</p> <p>BYOD Support for students: \$5,533</p>	<p>the same outcomes as their peers regardless of their financial and personal circumstances.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher Support Funding: \$117,387.60</p> <p>This equated to 1.1 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>Beginning teachers were once again supported in gaining and maintaining accreditation at the Proficient level by identified executive and senior executive staff. The school's Beginning Teachers programs was implemented again in 2019, and focussed on two differentiated streams to cater to the needs of teachers in their first year of teaching and those in their second or third year.</p> <p>Once again, Beginning Teachers were provided with release time with their mentor, built into the timetable and allowed Beginning Teachers consistent access to support. All beginning teachers were involved in a variety of whole school professional learning activities in relation to whole school and system priorities and processes.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Refugee student support: \$17,080</p>	<p>Identified refugee students had a PLP developed in consultation with teachers, the SLSO Community Co-ordinator and parents/guardians. Additional financial support for identified students from the Federal Government supplemented these initiatives and provided funding for the 0.4 SLSO Community Co-ordinator role.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	1023	1003	1025	1115

Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.5	94.9	94.7	94.2
8	93.7	93.2	92.8	91.6
9	92.5	92.2	91.2	92.8
10	92.6	91.7	92.2	88.6
11	93.2	92	92.3	92.2
12	93.4	92.9	93.6	90.4
All Years	93.3	92.8	92.9	91.8
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

2019 actual enrolments were 1121.

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. Numbers of students applying for enrolment at Macarthur Girls High School

Growth in Out of Area student enrolment applications for Stage 4 has been significant over recent years, with a total of 206 out of area applications in 2019 for year 7 2020. Stage 4 enrolment numbers continued to expand with 236 students in Year 7 and 213 students in Year 8 equating to over 40% of Macarthur Girls High School total student population.

With the implementation of the new 2019 Department of Education enrolment policy across New South Wales, Macarthur Girls High School has negotiated it's centrally identified enrolment ceiling to 1060 students, based on reclassification of classrooms at the school by Asset Management Unit, Infrastructure and relevant Director of Educational Leadership with sign off by both Executive Directors of South West and Infrastructure.

Attendance data for Macarthur Girls High School was in the high percentile relative to other State schools. The school's attendance processes targeted whole day absences and lateness. All school staff had a role in the implementation process along with the Wellbeing team, Year Advisors and attendance Monitors under the guidance of stage head teachers and stage leaders who focused on analysis of the data gathered.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	11.59
TAFE entry	0	0	4.41
University Entry	0	0.6	79.59
Other	0	0	0
Unknown	0	0	4.41

Year 12 students undertaking vocational or trade training

34.59% of Year 12 students at Macarthur Girls High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

The vast majority of VET students completed the optional HSC examination. 14.7% of Business Services students attained a Band 6 achievement in comparison with 5.81% of students across the state. In addition, one of our Business Services students placed second in Business Services in NSW. Hospitality students continued to attain strong results in that framework, with 15% of students achieving a Band 5. Significantly, we had a small number of students completing more than one VET framework. One student completed a TVET course, Automotive Fundamentals, while another three students 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)	55.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional Learning was standards based and directly related to achieving school milestones. Sessions provided teachers the opportunity to accrue 36 school developed registered hours with NESA for accreditation maintenance.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,070,332
Revenue	12,171,123
Appropriation	11,476,703
Sale of Goods and Services	77,072
Grants and contributions	556,776
Investment income	20,048
Other revenue	40,525
Expenses	-11,976,931
Employee related	-10,155,597
Operating expenses	-1,821,334
Surplus / deficit for the year	194,192

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.

Macarthur Girls High School follows rigorous financial practices and governance structures as per departmental and legislative policy in the administration of funds. Governance of all expenditures includes Executive, Senior executive, Administration and Finance Committee and the School Council. 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 2019, substantial funds were expended inequity funding. These funds were mapped against specific initiatives in the School Plan.

Substantial funds mapped against specific initiatives in the School Plan were expended, including over \$1 million on asset refurbishment and new builds. 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 2019 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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	105,073
Equity Total	587,529
Equity - Aboriginal	3,357
Equity - Socio-economic	95,533
Equity - Language	285,667
Equity - Disability	202,972
Base Total	9,817,150
Base - Per Capita	240,504
Base - Location	0
Base - Other	9,576,646
Other Total	509,111
Grand Total	11,018,863

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

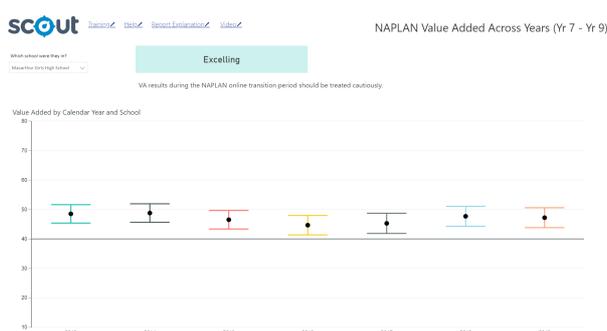
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Literacy

The percentage of our students achieving in the top two bands is very high. In writing, 19.7% of all Year 9 students achieved in the top two bands in comparison with 11.2% of the state. Furthermore, 2019 saw a huge growth in Year 9 writing results with the average NAPLAN score being 58.42 points above the state average. Similarly, spelling and grammar and punctuation areas were equally strong with at least 31.5% of Year 9 students in the top two bands; 12.1% above the state. In addition, 7.6% of Year 7 students achieved a band 10 in Spelling comparison with 1.1% of students across the state.

Numeracy

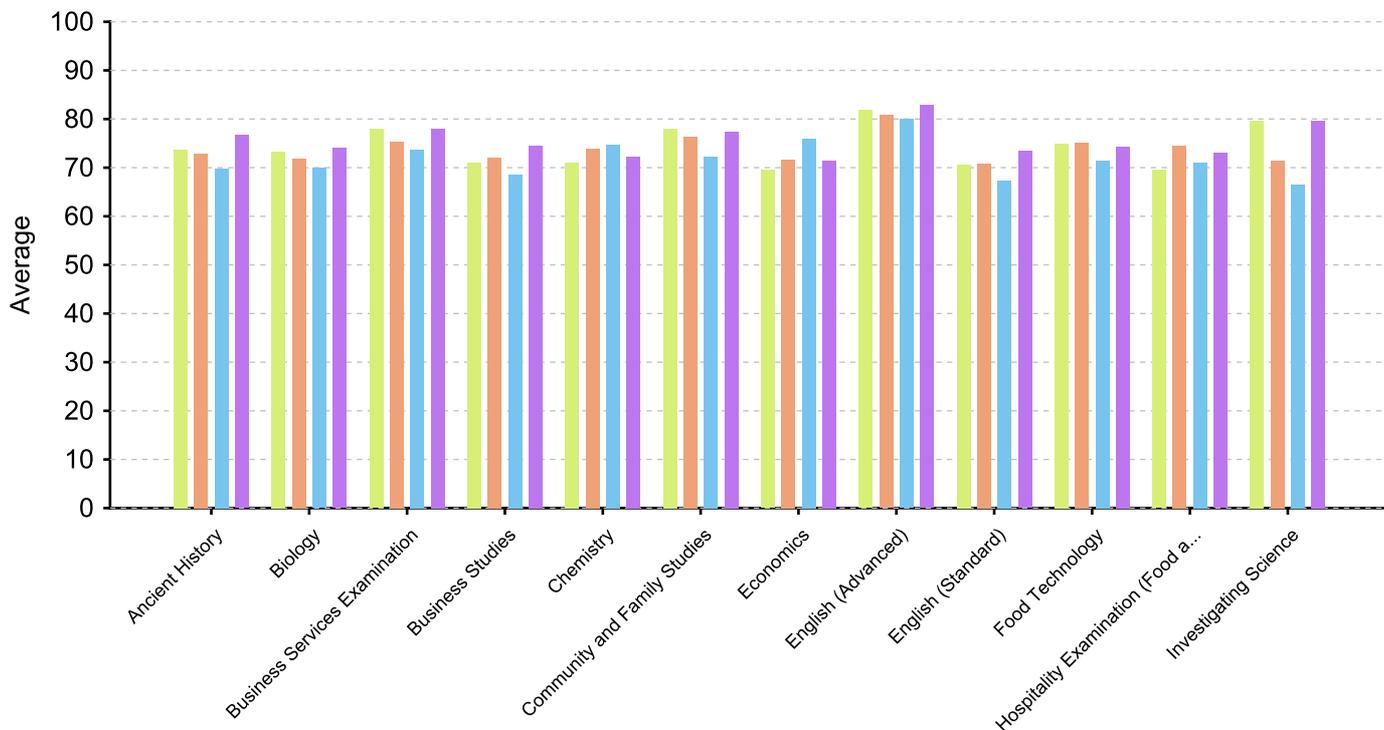
Our numeracy results continued to remain strong with 44.6% of Year 9 students achieving in the top two bands which is almost double the state average of 24.5%. A similar trend is seen in Year 7, where 51.3% of students achieved in the top two bands compared to 32% across the state.



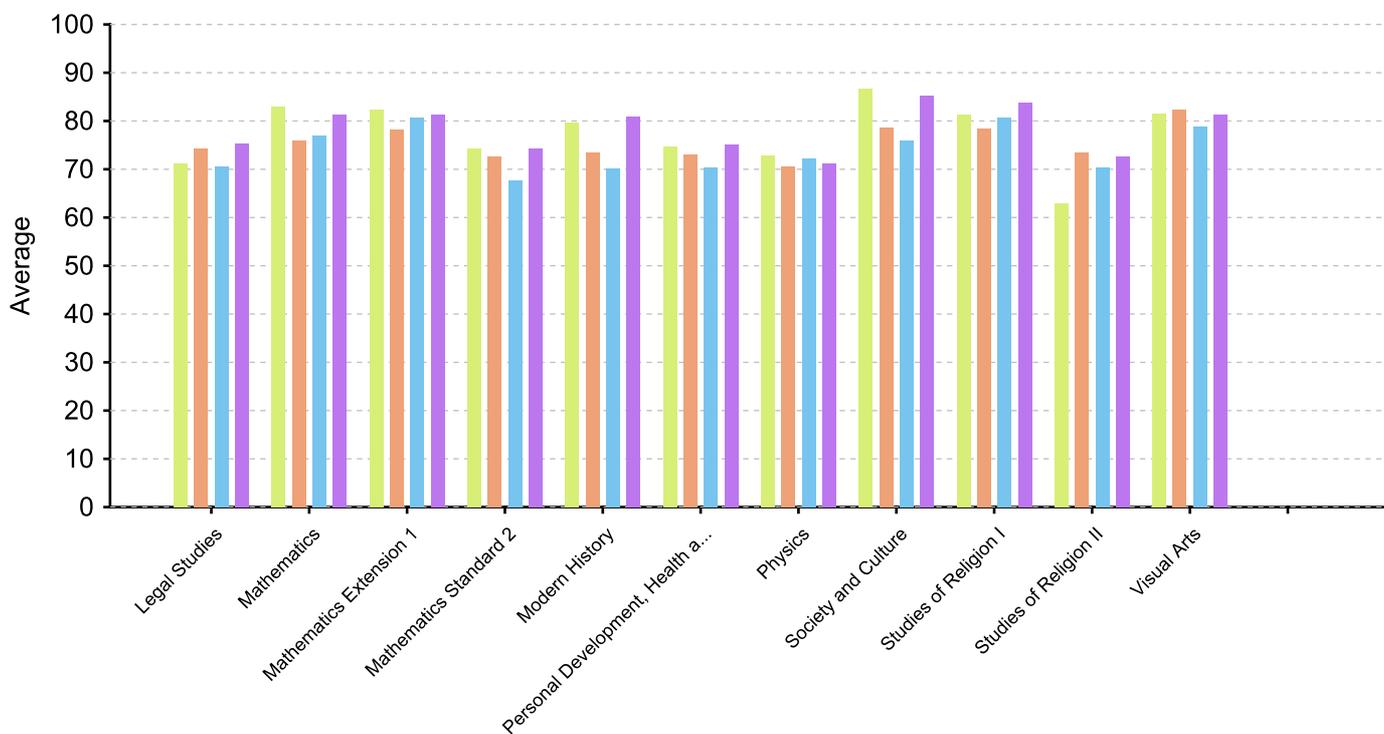
School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	73.7	72.9	69.9	76.7
Biology	73.3	71.9	69.9	74.0
Business Services Examination	77.9	75.4	73.7	78.1
Business Studies	71.0	72.0	68.6	74.6
Chemistry	71.1	74.0	74.7	72.3
Community and Family Studies	78.0	76.3	72.2	77.3
Economics	69.5	71.6	75.9	71.5
English (Advanced)	81.8	80.8	80.0	82.8
English (Standard)	70.7	70.8	67.3	73.4
Food Technology	74.9	75.2	71.4	74.4
Hospitality Examination (Food and Beverage)	69.5	74.5	71.1	73.0
Investigating Science	79.6	71.4	66.5	79.6
Legal Studies	71.2	74.3	70.6	75.4
Mathematics	82.9	76.0	76.9	81.3
Mathematics Extension 1	82.3	78.3	80.6	81.3
Mathematics Standard 2	74.2	72.6	67.7	74.2
Modern History	79.6	73.4	70.2	81.0
Personal Development, Health and Physical Education	74.8	73.0	70.5	75.2
Physics	72.9	70.5	72.1	71.2
Society and Culture	86.6	78.6	75.9	85.3
Studies of Religion I	81.3	78.5	80.8	83.8
Studies of Religion II	62.9	73.4	70.4	72.6
Visual Arts	81.6	82.4	78.8	81.3

The achievement of bands 5 and 6 was comparable to previous years; with 78 students achieving at least two band 5 or 6 results which equates to 56% of all candidates. Three students were awarded Top Achievers; 2 students placed 3rd and 4th in Society and Culture and 1 student placed 2nd in the Business Services Examination.

The Supporting High Achievers program saw a selected group of year 11 students complete the HSC course in Society and Culture. Of the 14 students who participated in this accelerated course, 12 received a Band 6. Three received 40 out of 40 for their Personal Interest Project and 5 received 39. Specific outstanding 2019 HSC results included:

- 71 Distinguished Achievers, 7 courses by International Students
- 1 student selected to be included in Art Express for her Visual Arts pieces
- 1 student awarded a Distinction for her Personal Interest Project in Society and Culture
- 45.71% of Society and Culture had students achieving a Band 6 in comparison with 12.41% across the state.
- In English Extension 1, 80% of students achieved an E4 which is the highest band in an Extension course This compares with 34.21% of students in NSW.
- 54.55% Investigating Science students achieved a Band 5 or 6 in comparison with 23.5% across the state.
- 20% Ancient History students achieved a Band 6, compared with 9.35% across the state.
- 9.52% CAFS achieved results a Band 6, above the 4.86% statewide
- In Mathematics, 35.29% of students achieved a Band 6 which compared with 23.57% across NSW.
- In Studies of Religion 1, 72.73% of students achieved a Band 5 or 6, compared with 46.32% across NSW.

Parent/caregiver, student, teacher satisfaction

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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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.

