Our school at a glance

Macarthur Girls High School is situated on the Parramatta River. The school was founded in 1934 on a parcel of land which was originally part of the second oldest land grant in Australia. The land was later given to the Reverend Samuel Marsden who built Newlands on this site.

Students

Student enrolments at Macarthur Girls High School continue to remain strong with the total number of students for 2010 being 1034. We are proud of the school’s positive reputation that has created such a strong demand. 65% of our enrolments are out of area students, with over 85% from language backgrounds other than English.

Staff

Our school had a teaching entitlement of 71.1 staff with an additional 13 school assistants. Additionally as a Centre for Excellence we have a Highly Accomplished Teacher and a paraprofessional employed for two years.

There is a low turnover of staff with the majority of staff having many years teaching experience. In 2010, there were 10 New Scheme Teachers working at Macarthur Girls High School in either a permanent or temporary capacity.

Significant programs and initiatives

Macarthur Girls High School was the first NSW school to be announced as a Centre for Excellence. The nomination of our school confirms the exceptional standard of teaching that has led to student learning outcomes that are amongst the highest in the state – particularly in terms of ‘value added’. Students leave the school having made significant improvement, well above state average progress levels.

Student achievement in 2010

Literacy – NAPLAN Year 7 and Year 9

Student performance in the National Assessment Program Literacy and Numeracy (NAPLAN) once again matched the strong literacy achievements demonstrated by students in previous years. NAPLAN reports on literacy in Reading, Grammar and Punctuation, Writing and Spelling.

In 2010, Macarthur Girls High School average scores for Year 7 were well above state average in 3 of the 4 areas with Year 9 average scores considerably greater than state average in each of the four literacy areas. For example, Spelling: Year 7 scored 571.1 compared to state average of 547.0 and Year 9 scored 624.2 compared to state average of 579.1.

Numeracy – NAPLAN Year 7 and Year 9

Students have consistently performed well in statewide numeracy assessments with results close to, or above, state average in recent years. In the 2010 NAPLAN, average scores were again above state levels in Years 7 and 9 (Year 7 = 544.5 marks versus 542.2 statewide and Year 9 = 606.4 versus 583.6 statewide). Progress or improvements in numeracy, made by students from Year 5 to Year 7 and from Year 7 to Year 9, were also well above state averages.

School Certificate

One hundred and seventy-five students sat the 2010 School Certificate, with the percentages of students achieving one of the top three bands being above state level for each of the externally tested courses.

Student improvement, the measurement of student relative growth from Year 5 to Year 10, was strong in every course with Australian History, Civics and Citizenship, Mathematics, Computing Skills and Science adding the most value to the average relative performance of Year 10 students.

Higher School Certificate

Higher School Certificate results were excellent with our dux for the year achieving a 98.9 % Australian Tertiary Assessment Rank (ATAR). Thirty-three students achieved ATARs of 90 or above with another thirty-one students gaining an ATAR between 80 and 90. Of the one hundred and sixty-five HSC students in 2010, 38.8 % received 80 plus ATARs. In 2011, 92% of our HSC students are continuing to tertiary education.

Average improvement from Year 10 to 12 was well above state levels in all bands. Excellent results were achieved in a large number of courses where the percentage of students achieving one of the top three bands far exceeded state performance.
Messages

Principal's message

At Macarthur Girls High School, we encourage students to strive within and outside the classroom to experience maximum personal growth. The Annual School Report (ASR) provides a major source of information for our school community to learn more about the achievements of our students. We provide our girls with extensive opportunities to not only grow personally, but to also have a positive influence over the growth of others; “vis viva – the living force”.

Our ASR shows that, in 2010, a variety of school initiatives enhanced the life and leadership skills of individual students. It provides evidence of Macarthur students putting our PRIDE values into practice. Through participation and through striving for excellence, outstanding achievements have been attained.

I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Gail Cluff

P&C

Macarthur Girls High School staff have maintained strong partnerships with the Parents and Citizens Association (P&C). Members are informed of the latest activities and programs operating in the school and collaborate on school policy and decisions. Agenda items in 2010 included school uniform, Centre for Excellence initiatives, external test results, curriculum patterns for stages 4, 5 and 6 and anti-bullying strategies.

Our enrolment of 1034 students represented close to 900 families at Macarthur Girls High School. A commitment to positive home-school partnerships remains a core value of our school. In 2010, the P&C met monthly on Tuesday evenings from 7.30pm. All parents are welcome to attend.

Whilst the group was small in numbers, parental support was demonstrated in other ways through positive attendance at special events.

Sule Sarman, P&C President

School context

Student representative's message

Throughout 2010 the School Representative Council (SRC) organised activities for students to enjoy and for the wider community to benefit from our efforts, such as charity appeals and mufti days. There were several mufti days held, with donations going towards Stewart House and the UNICEF Pakistani Floods Appeal raising over $1000 for water and sanitation. We also supported our local community through Parramatta Mission and Thelma Brown Cottages. Our final effort was a Christmas food and toy drive for local charities.

As part of our community service, the Prefects held blood donation drives each term, supporting our new Red Cross Youth Ambassadors.

Within the school, environmental campaigns encouraged greater awareness of issues, including continuing our water and rubbish patrols. During Harmony Week, the whole school participated in activities to acknowledge unity.

Our SRC had the honour of representing the school in the community, attending the Remembrance Day Ceremony, the Schools Remembrance ANZAC Commemoration Service at Hyde Park, the Equity Forum, the Women’s College leadership course at Sydney University and the Prefect Clusters. Our Captains represented the school at Betty Cuthbert’s memorial dedication at Ermington, presenting Ms Cuthbert (an ex-student) with ...a living history of our school.

Trisha Lal became a member of the State NSW SRC and represented the region at the NSW State SRC Conference as well as attending regional and district SRC events with Sosan Rahimi. Rima Dabliz and Jessica Zhou became Directors of Education for a Day, an amazing opportunity. Brittany Papera continued as a representative at the CCYP – the Commission of Children and Young People.

Our three captains, Arzu Ciden, Rawand Al-Hinti and Mary Costello attended the Student Leadership Program, meeting the NSW Governor at Government House. Arzu also attended the Lady Somers Camp in Victoria during January, 2010. 

Macarthur Girls High School SRC
Student information

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

Student enrolment profile

In 2010 a revised Enrolment Policy was developed, ratified by the P&C and implemented by the school.

Reflecting the very positive reputation of our school in the broader community, total enrolments have remained strong over recent years with new students to our school drawn from more than 50 primary schools. The largest groups of students enrolled, representing non-English speaking background families, including Arabic, Dari, Hindu, Cantonese, Tamil and Farsi.

Student attendance profile

Although student attendance has remained above region and state levels in recent years, it was an area of concern and a focus for 2010. The school gathered and analysed attendance data and reviewed the school attendance procedures, targeting whole day absences and lateness.

2010 attendance data shows a marked improvement in attendance figures of over 1%.

Management of non-attendance

One of Macarthur Girls High School Targets for 2010 was to improve student welfare outcomes, with a particular emphasis on student engagement and retention. Strategies to achieve this target included reviewing and redeveloping whole-school systems for student attendance, including a new attendance policy.

Retention to Year 12

80.2% of our 2008 School Certificate cohort completed Year 12 in 2010. Macarthur Girls High School retention rate for the School Certificate cohort to the completion of the HSC is approximately 5% greater than the School Education Group and over 15% greater than the state.

Post-school destinations

Of the 90% of students tracked, 2010 has seen the most university placement offers for our HSC students, with 75% university bound. Students are mainly in the universities around Sydney. A number of students enrolled in alternative degree entry courses such as those offered by UWS College, UTS Insearch and WAPA.

16% of students enrolled in Certificate and Diploma level courses. 18 students enrolled at TAFE Institutes and 7 with Private Providers. 2% of students have an apprenticeship. One student has taken a GAP year. 10% of students were not contactable due to being overseas.

Year 12 students undertaking vocational or trade training

One student completed a School Based Apprenticeship in Hairdressing and one student began a traineeship in Retail.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students attained the Higher School Certificate. 53 students were awarded a Certificate II or III, or both, in their chosen Framework course(s).
**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>51.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Careers and Teacher Librarian</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative and Support Staff (SASS)</td>
<td>12.772</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>83.9</td>
</tr>
</tbody>
</table>

Our substantive staff comprised 71.1 teachers and 12.8 school administrative and support staff. Additional support staffing is appointed according to need. The workforce at Macarthur Girls High School has no identified indigenous personnel.

**Staff retention**

2010 saw 97% staff retention at the school. All new teacher appointments were due to teacher retirements.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools and consistently enhance their knowledge and skills through professional learning activities.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Teacher Awards**

Nadene Kennedy, Highly Accomplished Teacher, was awarded the Outstanding Service Award by the Professional Teachers Council of NSW for her contributions to the work of the Australian Council of Health, Physical Education and Recreation (NSW). Her input into the development of key professional learning has been exceptional. She was instrumental in the design and delivery of workshops to support teachers and the new PDHPE HSC. An exceptional leader on the ACHPER board, Nadene is always keen to explore initiatives that meet the needs of members.

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**Presentation to Mrs Kennedy by The Hon. Verity Firth MP, Minister for Education and Training**

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>336 118.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>495 160.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>287 466.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>513 701.79</td>
</tr>
<tr>
<td>Interest</td>
<td>23 663.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>55 169.58</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 711 281.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>144 191.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>85 302.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>119 046.84</td>
</tr>
<tr>
<td>Library</td>
<td>17 246.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7 306.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>221 976.69</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>132 031.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>277 186.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>104 995.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>66 151.20</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>53 060.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>24 419.35</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 252 914.26</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>458 366.80</td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled at the Annual General Meeting of the Parent & Citizen body. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

The Arts

The annual school concert Feel the Beat was a great success with night-time and matinee performances. Students explored rhythms and beats within their performances. There were 26 groups of 340 performers and 63 students who provided backstage, front of house and hospitality support.

Drama

The school concert was the main focus of the drama classes during Semester 1 with six groups from Years 8 to 11 participating. Performances were developed from movies such as the Pink Panther, Alice in Wonderland and Jaws.

In June Year 12 drama students attended a performance of ‘Ruby Moon’ at the Seymour Centre. This excursion allowed students to gain insight into the play they were studying for their HSC exam. During Term 3, the Year 12 Drama students performed individual and group works for family, staff and Year 11 drama students.

Dance

Students had a very successful year in dance with both the Junior and Senior Dance Companies selected to perform at the Sydney West Dance Festival and the Celebrating the Arts Festival. Students also had the opportunity to enhance their skills at state and regional dance camps.

The Senior Dance Company was also selected to perform at the State Dance Festival which showcases exemplary dance from across NSW. Students from both companies successfully auditioned for the Schools Spectacular combined dance ensemble, performing at the Sydney Entertainment Centre. Two students were selected for the NSW Public Schools State Dance Ensemble and Company which draws talented dancers from schools all across the state.

Music

Music classes and extra-curriculum groups concentrated on musical items for the school concert during Semester 1, included piano, instrumental ensembles and rock bands.

Nine rock bands performed during 2010, with four of the bands newly established from Year 8 students. The bands performed at concerts, assemblies, Celebrating the Arts Festival and JesterFest. In September, students performed one musical item over two nights for the annual Celebrating the Arts Festival at the Riverside Theatre. Five Year 11 students were in the rock band ‘The Little Planes’ and were accompanied by Ms Haydon.

In September the HSC music students presented a recital of their works for family and staff. The seven students performed four pieces each.

Visual Arts

“Artist of the Week” was an art initiative in 2010. Talented young artists were recognised at our weekly assembly and their works displayed. A number of students entered and had their works hung in the Castle Hill and Districts Agricultural Show. We congratulate Rachel Yew for achieving a champion ribbon for her photographic work.

Mrs Saldivar started a Mosaic Club at lunchtimes. Over 60 students began projects with 19 students completing projects. Year 8 Visual Arts students visited the Art Gallery of New South Wales in May. They visited the Asian, European and Aboriginal collections.

HSC student Leyla Koparan was successful in having her Body of Work, a series of drawings based on a child, selected for the prestigious ArtExpress exhibition. In 2011 her work will be displayed at The Armory Sydney Olympic Park and in regional exhibitions.
Sport

School carnivals were well attended and supported, with the swimming carnival being a colourful and loud day enjoyed by all. The school fielded teams at zone swimming, cross country and athletics with a number of students representing the Sydney North Zone.

Several students deserve mention due to their outstanding results in Zone Athletics that took them to the Regional Athletics Carnival, Rosie Paka 12yrs shot put and discus, Ruth Vai 12yrs discus, Ishita Lad 14yrs 1500m walk and Marikit Reyes 13yrs long jump. Alena Tsarkova swam a personal best time in the 100m Freestyle at the Zone Swimming Carnival. She smashed her old time of 1.28.65 by seven seconds.

Grade sport competition is played during Terms 2 and 3. Our teams participated with enthusiasm and sportsmanship in netball, soccer, softball and oztag. Macarthur Girls High School also entered teams in the knockout soccer, hockey, tennis and touch football competitions. Students trained and competed enthusiastically with the Touch Football team making the second round.

Year 7 and 8 Games Days were held at Doyle Park and Pennant Hills Park respectively, with students participating in a number of games against other schools in our zone, demonstrating PRIDE, good skills and pleasing sportsmanship.

Other

Jump Rope for Heart

Year 7 students participated in Jump Rope for Heart raising over $1000 to assist heart disease research in Australia.

Chinese / Japanese ACER competition

The ACER Language Certificate Competitions are one of the largest global language competitions of its kind involving Australian and New Zealand students. This year over 80% of Year 8 Chinese and Japanese students achieved Distinction or Credit level. Year 9, 10 and Year 11 Chinese and Japanese students also achieved outstanding results at Certificate 2 or 3 level with over 75% receiving Credit to High Distinctions competence in the Reading and Listening components.

Mathematics Nationwide Competition

The Mathematics Nationwide Competition attracted 236 students with 44% of the students receiving a Credit, or higher.

Science

Science students are provided with opportunities to experience science in the real world through extra-curricula activities. All Year 7 students participated in a “Science Day” at school and Year 8 gifted and talented students attended the “Experience Science Day” organised by Lachlan Macquarie College, at UWS.

Year 9 gifted and talented students competed in the Science and Engineering Challenge at Macquarie University. Year 10 students took part in a Forensic Day at school, solving an investigation using their skills in observation and manipulation of equipment. Year 10 and 11 students attended the “Tall Poppies” lectures by successful Australian female scientists.

Four gifted and talented Year 10 students participated in the Discover Science@UWS Program. Students worked with academic staff to investigate the effects of an antiviral drug on cultures of living cells at the Confocal Microscope Facility on UWS Hawkesbury Campus. Students presented their findings to senior university academics, senior Department of Education and Training representatives and parents, teachers and students from other participating schools.
China Study Tour

During the Term 3 holidays, 13 students studying Chinese went to China with Mrs Cai and Ms Latimore. It was a short nine day trip packed with many educational experiences.

All students were fully immersed in the “foreign culture” and visited The Great Wall, the Forbidden City, the Tiananmen Square in Beijing, the Terracotta Warriors Museum in Xian, the World Expo, and our sister school in Shanghai.

The educational opportunities the students experienced during the Study Tour were exceptional.

A Memorandum of Understanding was signed at Da Jing High School in a formal signing ceremony. Gifts were exchanged to symbolise the beginning of our friendship and the exchange activities between the schools.

Some students have started to communicate online and via the video conferencing technology available in the Language Laboratory. In 2011, Da Jing High School will come to Sydney.

Academic

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Year 7 and Year 9. The performance of students in our school in the National Assessment Program in Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards are:

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>99</td>
</tr>
</tbody>
</table>

The results across Years 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 skill and understanding demonstrated in the assessments with Year 7 ranging from Band 4 (lowest) to Band 9 (highest) and Year 9 from Band 5 (lowest) to Band 10 (highest).

Literacy – NAPLAN Years 7 and 9

Student performance in NAPLAN was once again pleasing. In 2010, average scores were well above state levels, as shown in the table below except for Year 7 Reading.

<table>
<thead>
<tr>
<th>2010 NAPLAN</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7: Reading</td>
<td>529.3</td>
<td>537.7</td>
</tr>
<tr>
<td>Writing</td>
<td>539.3</td>
<td>522.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>571.1</td>
<td>547.0</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>540.8</td>
<td>529.2</td>
</tr>
<tr>
<td>2010 NAPLAN</td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Year 9: Reading</td>
<td>580.9</td>
<td>567.7</td>
</tr>
<tr>
<td>Writing</td>
<td>572.6</td>
<td>551.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>624.2</td>
<td>579.1</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>601.9</td>
<td>572.0</td>
</tr>
</tbody>
</table>

An analysis of NAPLAN data has provided the following information.

### Percentages of MGHS Students in the Top 3 Bands Compared to State Percentages

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7 School</th>
<th>Year 7 State</th>
<th>Year 9 School</th>
<th>Year 9 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>49</td>
<td>59</td>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
<td>49</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
<td>65</td>
<td>73</td>
<td>57</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>57</td>
<td>54</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Years 7 and 9**

Our Year 7 students performed to the state average in the numeracy test with 59% achieving one of the top 3 bands compared to the state with 56%. Students performed above state average in growth from Year 5 to Year 7 with a 72.3 mark improvement compared to the state with 60.0 mark improvement.

Our Year 9 students performed above state average with 56% achieving one of the top 3 bands (band 8 to band 10) compared to the state with 51%. Students performed above state average in growth from Year 7 to Year 9 with a 44.9 mark improvement compared to the state with 37.2 marks.

**Student Growth**

With one exception, our results indicate average growth rates above state averages in all test aspects in both Years 7 and 9, with particular strengths in Numeracy, Spelling and Grammar and Punctuation.

In Year 9 Writing, however, whilst percentages remain above the state, average growth from Year 7 was not as strong as anticipated. To counter this trend, our staff has engaged in significant in-service training with extensive development of appropriate resource materials to assist with enhancing teaching programs.

**Essential Secondary Science Assessment**

2010 ESSA results have shown a dramatic improvement. 52% of students achieved at level 4 or above compared to 43% in 2009.

**School Certificate**

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

**English**

In the School Certificate 85% of students achieved in bands 4, 5 and 6, compared to 76.4% state-wide. The average school mark for 2010 was 77.8 compared to the average state mark of 75.

**Mathematics**

Average student performance was higher than that of the state with 68% of our students achieving one of the top three bands compared to 52.8% statewide. 9.1% of our students achieved a band 6 compared to 8.3% statewide. Student growth from Year 5 to Year 10 was excellent with all three course groups amongst the top 25% of performance in the state, with the strongest growth achieved by both the higher and middle performance groups.

**Science**

The average value added score for Science in 2010 improved by 2 points from the 2009 data. This was due to the significant improvement in the number of students obtaining band 6, 15% compared to 10% in 2009, and fewer students obtaining band 2, from 10% to 6%.

Almost half of our students (48%) achieved the 2 highest bands (bands 5 and 6) while 76% of students achieved the top 3 bands (bands 4, 5 and 6). There was strong growth, 6%, in the number of students achieving in band 5.
**Australian Geography, Civics and Citizenship**

The overall performance of students in this course was above state average, with our more able students again achieving the highest levels. Our achievements in bands 4, 5 and 6, exceeded state average by 14.8%, with a significant number of candidates marginally below a higher band level. Growth in geography exceeded the level of the previous year, with our band 4 and 5 students demonstrating the strongest growth.

**Australian History, Civics and Citizenship**

Our School Certificate results for 2010 were impressive. 19% of our students achieved a Band 6 result compared to 4.3% of students in the state. Results showed 63.8% of our students were in the top 3 bands compared to 44.2% statewide.

**Computing Skills Assessment**

2010 was the first year our school completed the test on-line and students performed well. The test assesses student knowledge across a wide range of areas including operating systems, application software, email and internet use. 66 % of students achieved a level of Highly Competent compared to 56 percent for the state. 34% of students achieved a level of Competent.

**School Certificate relative performance comparison to Year 5 (value-adding)**

The table highlights the excellent growth shown by students in all SC external assessments when compared to their Year 5 BST scores.

**Higher School Certificate**

Student performance in the 2010 HSC was exceptional with over 92% of students undertaking tertiary education in 2011.

**English**

In Advanced English, 100% of students achieved one of the three higher bands, compared to 92% state-wide. In Standard English, 49% of students achieved one of the higher bands, compared to 35% state-wide.

In Extension English 1, 100% of students achieved one of the higher bands, compared to 85% state-wide. In Extension English 2, 100% of students achieved one of the higher bands, compared to 81% state-wide.

In English as a Second Language (ESL), 91% of students achieved one of the higher bands, compared to 64% state-wide.

**Mathematics**

Honour Roll credits for students having obtained marks of 90 or more in their courses were achieved by 37 students (4 in Mathematics Extension 2, 11 in Mathematics Extension 1, 15 in Mathematics and 7 in General Mathematics),

In Extension 2, 100% of students achieved the top two bands, compared to 90% statewide. In Extension 1, 79% of students achieved one of the top two bands, compared to 82% statewide. In Mathematics, 85% of students achieved one of the top three bands, compared to 75% statewide. In General Mathematics, 65% of students achieved one of the top three bands, compared to 58% statewide.

**Science**

There was significant improvement in Biology results. Biology students were 4.5 marks above state average with 11% students receiving Band 6 and 45% of students receiving Band 5.

45% of Earth and Environmental Science (EES) students received band 5 compared to 35% in the state. In Physics 33% compared to 31% in the state achieved band 5. In Senior Science, 40% of students received band 4, compared to 35% in the state.
<table>
<thead>
<tr>
<th>Course</th>
<th>School % in Top 3 Bands</th>
<th>State % in Top 3 Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>69</td>
<td>65</td>
</tr>
<tr>
<td>Chemistry</td>
<td>75</td>
<td>71</td>
</tr>
<tr>
<td>EES</td>
<td>72</td>
<td>79</td>
</tr>
<tr>
<td>Physics</td>
<td>52</td>
<td>72</td>
</tr>
<tr>
<td>Senior Science</td>
<td>73</td>
<td>67</td>
</tr>
</tbody>
</table>

**History**

Society and Culture results were exceptional with 92% of students achieving in the top three bands. Outstanding results were gained in their Personal Interest Projects with students demonstrating the depth of investigation demanded by those aspiring to the highest standards in this course.

Sound improvement was shown by the small Modern History cohort, with overall performances of the highest order. The Ancient History and Extension History students also excelled, with many achieving personal best scores in these subjects.

<table>
<thead>
<tr>
<th>Course</th>
<th>School % in Top 3 Bands</th>
<th>State % in Top 3 Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Extension History</td>
<td>78</td>
<td>71</td>
</tr>
<tr>
<td>Modern History</td>
<td>96</td>
<td>78</td>
</tr>
<tr>
<td>Society &amp; Culture</td>
<td>92</td>
<td>65</td>
</tr>
</tbody>
</table>

**Languages**

Results in the 2010 HSC Courses continued to be outstanding with 100% of the students achieving a band 5 or 6 in Chinese and over 75% achieving a band 4 or 5 in Japanese Continuers. The Japanese Beginners students also produced excellent results with 70% achieving a band 5 or band 6.

Our students who studied French and German via The Open High School achieved stunning results, with either band 5, band 6 or E4 levels being achieved.

**Social Sciences**

The positive results achieved by students in the Social Sciences subjects in previous years continued across all subjects in 2010, with students achieving at a high standard. Legal Studies were 7.1 marks above state average with 9 of the 27 students achieving band 6. In Business Studies students were 3.2 marks above state average. Economics showed strong improvement in student achievement. Outstanding individual performances saw many students achieve results significantly greater than those expected using predictions, based on School Certificate performances.

<table>
<thead>
<tr>
<th>Course</th>
<th>Band 6/ total candidates</th>
<th>Top 3 bands</th>
<th>State % top 3 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Studies</td>
<td>9/27</td>
<td>82%</td>
<td>64%</td>
</tr>
<tr>
<td>Economics</td>
<td>2/20</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Business Studies</td>
<td>4/37</td>
<td>76%</td>
<td>67%</td>
</tr>
</tbody>
</table>

**Creative and Performing Arts (CAPA)**

Visual Arts results were pleasing with 80% of the cohort having Visual Arts as their best or second best result. Three students received a band 6 and 100% of the students achieved a band 4, 5 or 6 compared with 87.12% for the state.

Music students achieved strong results with 5 of the 7 students receiving a band 5 (71.42%) compared with 44.16% for the state. Drama students achieved one band 5 and seven band 4 in a class of fifteen. A third of the Drama students had Drama as their best or second best result.

**Technology and Applied Studies (TAS)**

The Food Technology course attracted a cohort of 14 students. The results showed 70% of students gaining a band 4 or band 5 in the HSC. Nutrition was the students’ preferred option. Substantial research skills were developed when students worked as Food Technologists in a Research and Development team.

The Textiles and Design course had students working productively on both the Major Textiles Project and the theoretical components of the
course. Only a small cohort completed the course this year. Results showed 40% of students gained a band 6 and 60% gained band 4. 100% of the cohort achieved band 4 and above compared to 70% statewide. Textiles and Design was either each student’s best or equal best course result.

Exploring Early Childhood attracted students interested in the possibility of a career in childcare with the majority of students achieving substantial outcomes.

Information Processes and Technology had a cohort of 15 students with 40% of students gaining a band 5 and 40% of students gaining a band 4 putting 80% of students above band 4 compared to the state at 64%.

Industrial Technology had a cohort of 15 students and 50% of the group achieved a band 4 or band 5 which was similar to statewide achievements.

Personal Development Health and Physical Education (PDHPE)

Community and Family Studies (CAFS) achieved sound results with students attaining a grade within and/or beyond their potential. All students in the class achieved band 4 or above, compared to 62% of students statewide. In the PDHPE class, 82% of students scored a band 4 or above compared to 69% statewide.

The Dance class also had excellent results. Listy Sunarto received a band 6 and was nominated for Callback – a presentation of the most outstanding HSC Dance performances. Listy has been accepted into the prestigious Western Australian Academy of Performing Arts in 2011.

Vocational Education and Training (VET)

Five Frameworks were studied in 2010: Business Services, Entertainment, Information Technology, Hospitality and Retail. School VET HSC results were pleasing for those who sat the optional examination. Results in Business Services and Information Technology were above state average, with Hospitality a pleasing 4.88% above state average.

17 students won ParraSIP (the community Partnership Brokers) Awards recognising employability skills.

Courses were successfully studied at a variety of TAFEs ranging from Nursing to Animal Care and Accounting.

Higher School Certificate relative performance comparison to School Certificate

When the school compared the Year 12 HSC results of 2010 with the results achieved by the same students in the Year 10 School Certificate in 2008, the average growth or improvement achieved by Macarthur Girls High School students in each of the 3 bands - low, middle and high - was 7 marks higher than the state level for similar ability students.

Average Higher School Certificate relative performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>7.9</td>
<td>6.4</td>
<td>5.1</td>
</tr>
<tr>
<td>School Average 2006 - 2010</td>
<td>3.9</td>
<td>7.6</td>
<td>5.2</td>
</tr>
<tr>
<td>SSG average 2010</td>
<td>2.3</td>
<td>2.4</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Macarthur Girls High School students’ average HSC scores per course were significantly higher than the state in a number of courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>MGHS 2010</th>
<th>School 2006 - 2010</th>
<th>SSG 2010</th>
<th>State 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>73.7</td>
<td>76.0</td>
<td>74.0</td>
<td>70.5</td>
</tr>
<tr>
<td>Biology</td>
<td>76.5</td>
<td>74.1</td>
<td>73.0</td>
<td>72.2</td>
</tr>
<tr>
<td>Business Studies</td>
<td>78.1</td>
<td>73.7</td>
<td>74.0</td>
<td>72.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>75.6</td>
<td>74.9</td>
<td>72.0</td>
<td>73.8</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>73.9</td>
<td>74.3</td>
<td>74.0</td>
<td>71.1</td>
</tr>
<tr>
<td>Drama</td>
<td>70.9</td>
<td>71.8</td>
<td>77.0</td>
<td>73.9</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>76.9</td>
<td>79.7</td>
<td>77.0</td>
<td>75.5</td>
</tr>
<tr>
<td>Economics</td>
<td>71.2</td>
<td>74.1</td>
<td>71.0</td>
<td>72.6</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>69.0</td>
<td>68.7</td>
<td>67.0</td>
<td>61.8</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>83.9</td>
<td>81.7</td>
<td>81.0</td>
<td>79.9</td>
</tr>
<tr>
<td>English ESL</td>
<td>79.2</td>
<td>74.8</td>
<td>73.0</td>
<td>72.3</td>
</tr>
<tr>
<td>Food Technology</td>
<td>70.4</td>
<td>69.0</td>
<td>72.0</td>
<td>68.8</td>
</tr>
<tr>
<td>Industrial Tech</td>
<td>71.5</td>
<td>76.8</td>
<td>73.0</td>
<td>68.8</td>
</tr>
<tr>
<td>IPT</td>
<td>75.8</td>
<td>75.6</td>
<td>74.0</td>
<td>72.2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>80.6</td>
<td>76.6</td>
<td>74.0</td>
<td>70.7</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>73.5</td>
<td>68.7</td>
<td>73.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>77.9</td>
<td>76.2</td>
<td>74.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>79.1</td>
<td>77.8</td>
<td>79.0</td>
<td>81.3</td>
</tr>
<tr>
<td>Modern History</td>
<td>80.5</td>
<td>77.6</td>
<td>74.0</td>
<td>73.7</td>
</tr>
<tr>
<td>PDHPE</td>
<td>78.6</td>
<td>75.0</td>
<td>76.0</td>
<td>73.4</td>
</tr>
<tr>
<td>Physics</td>
<td>73.3</td>
<td>73.5</td>
<td>74.0</td>
<td>74.4</td>
</tr>
<tr>
<td>Senior Science</td>
<td>74.4</td>
<td>71.8</td>
<td>80.0</td>
<td>74.4</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>82.2</td>
<td>82.4</td>
<td>75.0</td>
<td>73.2</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>80.7</td>
<td>82.7</td>
<td>79.0</td>
<td>77.4</td>
</tr>
<tr>
<td>Business Services</td>
<td>74.3</td>
<td>74.3</td>
<td>0.0</td>
<td>69.8</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

National Partnerships: Teacher Quality

Macarthur Girls High School had the honour of being named as one of the first Centres of Excellence as part of the National Partnership on improving Teacher Quality.

The school is the centre or hub within a cluster of spoke schools, which forms the Western Sydney Centre for Excellence (WSC4E). In late 2009 the WSC4E key stakeholders met and negotiated the goal of Improved Student Outcomes-Focus on Stage 4 Literacy. During planning in 2010 it was decided that this goal would be driven by three interrelated areas:-

- Knowing your students
- Enhancing Teacher Practice
- Partnerships.

Much base data was gathered in order to gain an understanding of how regularly staff use data about students to inform their teaching practices. The primary tools used to collect this information were Data Analysis Survey Assessment (DASA) and the online data collection service www.surveymonkey.com. Students completed an online survey regarding the aspects of the Quality Teaching Framework they recognise as being present during lessons. This information informed planning for 2010.

A variety of professional learning opportunities for staff were offered during the year. Teachers investigated how to analyse the NAPLAN Reading results of students in their class and explored the use of the item analysis function of the SMART package. This led to the investigation of explicit reading strategies for inclusion in teaching programs, aimed at improving students’ identified areas of weakness.

Staff became aware of the potential uses of Web 2.0 tools as a means of better connecting them with their students using the Digital Education Revolution laptops. The online learning management system Moodle was implemented and a total of 48 staff participated in seven one hour sessions of professional learning. Students who have used Moodle have been very positive about its impact on their learning.

A partnership with the University of Western Sydney has been developed through the school providing extensive support to their pre-service teachers (PSTS). The school hosted a total of 25 student teachers during the year for four week practicums. The PSTs participated in a 30 minute information session each morning, exploring topics such as the Teaching and Learning Cycle, the Quality Teaching Framework and classroom management strategies.

Shared professional learning with our designated cluster schools also took place during the year. One focused on analysing SMART data and another, delivered by Dr Robyn Gregson from UWS, focused on 21st Century Literacy.

Premier’s Student Volunteering Awards (PVSA)

In the second semester of 2010 the school introduced the PSVs to Year 9 and 10 students. Over 60 students participated in workshops to discuss volunteering and the benefits to the giver and recipient. After this series of workshops students undertook volunteering at the school and in the wider community. By the end of the year 43 Certificates had been awarded recognizing service at Bronze (20 hours), Silver (40 hours), Gold (60 hours) and Diamond (80 hours) levels.

Dr Kate Sinclair, via video conferencing, linked our school with an American school to find ways to support the Millennium project and Global Citizenship. This project will continue in 2011.

Aboriginal education

In 2010, our school commemorated Reconciliation Week through an address on assembly acknowledging the important process of Reconciliation. Aboriginal students in the school were assisted by Norta Norta program, supporting them through individualised literacy and numeracy programs.

Respect and responsibility

The school supports the values represented in the acronym PRIDE: Participation, Respect, Integrity, Diversity and Excellence. Students consistently show pride in themselves, their achievements and their school, including its traditions and environment. PRIDE values have continued to guide the nature of student involvement in extra programs and initiatives.
Student diaries have continued to feature summary statements describing what each value should look like in everyday practice. For example, to promote respect for others, “A Macarthur girl treats everyone as she would like to be treated herself”.

**Digital Education Revolution (DER)**

2010 saw the rollout of another 210 DER Lenovo laptops to Year 9 students and selected staff. Students and staff now have school wide access to the internet and other valuable teaching and learning resources via the wireless network. The school was targeted for the installation of wireless access in all of the demountable classrooms which has enabled students and staff to remain connected at all time.

**Multicultural education**

The school’s community is highly diversified and this is celebrated in a number of ways. The school PRIDE Code reflects the values we use to underpin our welfare program and the multicultural educational activities held at the school.

Several cultural events were held throughout the year, with the highly acclaimed Diversity Day held during Semester 2 where students promoted and celebrated their cultural backgrounds through a range of stalls and cultural activities, culminating in a dance competition for the whole school.

Harmony Day was again proudly supported and promoted by our Student Representative Council. Australian culture was also strongly acknowledge through ANZAC Day, with students of all cultural backgrounds proudly commemorating this important day at a school assembly, and some students in leadership roles participated in commemorations in the Parramatta community and in the city of Sydney.

All students are provided with equitable access to English, with junior classes receiving English as a second language (ESL) support, and eligible Stage 6 students being offered the opportunity to study ESL English. Some students undertook certificate studies of their community language through the Saturday School of Community Languages, while some pursued the study of their language through external tutors and Open High School.

**Transition program Year 6 to 7**

In 2010 in response to the Government’s Transition to Year 7 initiative, *A helping Hand*, a Transition Team, led by the Deputy Principal Curriculum, Mrs Amvrazis, was formed.

The purpose of the initiative was to:

- strengthen links with primary schools
- gather information from school and home on each student’s aptitudes
- place Year 7 students in classes
- improve the learning transition for students entering Macarthur Girls High School
- provide targeted students with specific support when transitioning
- provide key staff with the information and skills to meet the needs of individuals
- enhance the Peer Support in Year 10, SRC and Prefect Leadership.

Each primary school responded to an on-line student profile survey. Staff conducted interviews with parent/caregivers and students.

Additionally, Year 10 and 11 students lead student-student interviews. All data collected on individual students was used by staff to plan teaching and learning activities that support individual learning needs. Positive feedback has been received from parents/caregivers, staff and students (including those who led the interviews) with the social interaction of Year 7 and Peer Support Leaders being noticeably enhanced.

The transition program will continue in 2011, beginning in Term 2. Year 10 students will be targeted to visit partner primary schools and talk to students on issues such as bullying, adjusting to high school and Macarthur PRIDE values.
Other programs

Careers

The school took part in a pilot project using eME, an online resource for at school and post school guidance and planning.

English as a Second Language (ESL)

Language support was provided for students whose first language was not English both in the classroom and in the design and implementation of learning programs. Assistance was provided in the key learning areas of History, Geography and Science for Years 7 – 10. Students in the parallel English classes for Years 7 – 10 were provided additional support both in team teaching and withdrawal lessons. In the ESL English course for students the Year 11 and 12 students were guided in meeting the strict qualifying standards.

Library

The library supported the school by providing access to a wide range of resources. There are 17 computers in the library for student use. The library was constantly busy with 15,890 items borrowed. 14 students completed the Premier’s Reading Challenge. Students also demonstrated their enjoyment of reading by regularly using the library for recreational reading.

Vocational Education and Training

The value of Vocational Education, for a future career and for employability skills, is highly valued. 33% of senior students include a vocational education course in their HSC.

MOGDAH’s events continued to be an integral part of the Vocational Education program. The term refers to all events that provide opportunities to practice learnt competencies and were at the forefront of the school’s community outreach program. In 2010, highlights included the NSW Premier’s Gala Concert, Rotary breakfast, a ‘sit-down’ dinner for 100, and festive activities for the Parramatta Nursing Home.

Options 11

The Options 11 program supported Year 10 students in selecting appropriate subjects for senior school. The program provided parents with an opportunity to discuss the types of course suitable for their daughter’s career aspirations.

In 2010, support from two experienced staff was offered to each student. It provided access to tertiary representatives as well as private providers, showing the range of courses and careers available. Evaluation showed overwhelming appreciation for the program.

Student Welfare

The Welfare Team has designed and implemented programs for each year cohort. These programs enable students to acquire important skills to assist them to manage their lives more effectively. Three welfare programs are outlined below:

Year 7 – Respecting Others: Rising Generations, a student leadership training organisation, were engaged to lead our Year 7 students through a range of interactive and experiential activities selected to challenge students to communicate, cooperate and engage with the issues associated with bullying and harassment. These sessions effectively equipped students with strategies to support positive relationships and combat bullying.

Year 9 – Power to Succeed: Year 9 students were involved in sessions on self esteem, goal setting, dealing with emotions and discrimination, and good study skills, benefiting them as they move towards their School Certificate.

Year 12 – Balancing Act: Balancing Act assisted students to balance their HSC studies with other work and social commitments. During the day they had the opportunity to experience effective ways of managing their time, learn some new techniques for stress relief and look at effective ways to survive their HSC year.
Progress on 2010 targets

Target 1: To further improve student learning outcomes, with an emphasis on achieving quality learning through the provision of Quality Teaching, particularly in Stage 4 literacy.

Our achievements included the following:

- Completion of Data Analysis Skills Assessment (DASA) by all teaching staff.

- Creation and completion of a NAPLAN data analysis process that was uncomplicated to conduct. 83% of staff stated that they will use the process.

- 91% of staff reported that they have gained a better understanding of how to use data to inform and enhance their teaching practices.

- Development of personalised literacy profiles for all Year 8 and Year 10 students. This enabled staff to better understand and cater to the needs of their students.

- Professional learning to enhance staff awareness on how to effectively teach reading and responding skills. 92% of staff reported increased knowledge of how to better teach reading.

- 83% of staff reported they now have an increased understanding of how to embed literacy strategies into their teaching practices and programs. 95% developed strategies that they will use in future programs.

- Enhanced teacher understanding of how to effectively teach writing (with a specific focus on persuasive writing) and giving explicit feedback. All faculties have embedded a persuasive writing strategy into their programs.

- Creation of a weekly, online homework Literacy Enrichment program for Year 7, 8 and 9 students which gives instant feedback.

Target 2: To improve student welfare outcomes, with a particular emphasis on student engagement and retention

Our achievements included the following:

- The school’s Attendance Policy and procedures was totally reviewed, updated and implemented.

- A pilot study to address attendance concerns was conducted. This included two significant changes to roll call:
  1. time of school roll call, and
  2. move from vertical rolls to horizontal roll call groups.

- Student lateness was reduced, with the most significant improvement in Years 11 and 12 with a 23% reduction.

- All students and staff were surveyed, with the feedback being used to inform teaching structures for 2011.

- Feedback confirmed the importance the school community places on literacy and welfare activities that support student development and how roll groups can be used effectively to assist these areas.

- As part of the pilot, all staff were involved in professional development relating to responsibilities and student attendance.

As a result of evaluating the pilot the following changes will be introduced in 2011:

- Roll call to remain in horizontal year groupings with a move to electronic roll marking

- Introduction of Attendance Monitors

- Roll Call to be 5 minutes at the beginning of each day study skills and pastoral care sessions.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our evaluations were educational leadership and school improvement on literacy.

Educational Leadership

Background

Part of the 2010 Macarthur Girls High School Executive Conference involved the exploration of leadership capabilities, both individually and as a team. Preparation for the conference involved the undertaking a 360 degree analysis to reflect on current leadership practices and to identify strengths and areas for further development.

The Department of Education and training (DET) has developed a leadership, diagnostic and planning resource that provides information about leadership strengths. It also provides strategies for actions on identified areas.

The diagnostic tool is based on the NSW DET School Leadership Capability Framework. The questionnaire is divided into sections based on each of the five leadership domains. For each of the five domains there are a number of examples organised into subgroups (elements).

- Organisational
- Educational
- Strategic
- Personal
- Interpersonal.

Process

Surveys were anonymous with all staff being provided with advice on how to provide feedback to a colleague as part of a 360 questionnaire. For each example, staff were asked to rate their colleague from a choice of 5 ratings (Always through to Never).

Staff were also asked to be honest in their ratings and to consider each statement in terms of how well these capabilities were demonstrated at school. Staff were also asked to reflect on what they had seen to make this judgement.

For each executive the process was a questionnaire completed by:

- self
- supervisors
- 2 colleagues
- Each member of their faculty.

There were 175 questionnaires completed on 14 school leaders.

Findings and conclusions

Each executive member received collated feedback on their individual leadership capabilities. As a leadership team the following summarises strengths and areas for further development.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Area of strength</th>
<th>Area for further improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>Effective communication</td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td>Professional value and ethics</td>
<td>Strategic planning</td>
</tr>
<tr>
<td>Strategic</td>
<td>Advocacy</td>
<td>Building leadership</td>
</tr>
<tr>
<td>Educational</td>
<td>Educational knowledge</td>
<td>Building learning communities</td>
</tr>
<tr>
<td>Organisational</td>
<td>Operating within frameworks</td>
<td>Managing systems and process</td>
</tr>
</tbody>
</table>

As a team Macarthur Girls High School leaders consistently demonstrate strengths particularly in the educational, personal and interpersonal domains. The team used their individual responses to develop an overall evaluation which identified the following three elements as areas for future team development.

Strategic planning, through:

- Using effective principles, strategies and practices to achieve continuous improvement in staff and student learning
Developing systems and processes to encourage and support others to move towards forward thinking, innovation and responsive, flexible solutions

Building leadership, by:

- Creating a culture that recognises the value of leadership density through empowering others
- Establishing and maintaining processes to ensure the emergence and support of teacher and student leadership

Managing systems and processes, by:

- Engaging the school community in consultative and participative decision making and ensuring opportunities for critical reflection, systematic monitoring and review processes
- Developing and communicating clear statements regarding accountabilities, structures, processes, delegations, roles and responsibilities.

Future directions

It is recommended that the executive team and aspiring school leaders participate in targeted professional learning such as mentoring, coaching, action research and reflection to further develop team leadership capabilities.

**NSW DET Analytical Framework**

Background

Centres for Excellence are a mandatory facilitation reform under the Smarter Schools National Partnership on Improving Teacher Quality. School will be sites for demonstrating, developing and sharing high quality teaching, leading to improved outcomes for students.

Based on the analysis of NAPLAN results and school evaluations across the cluster schools, the focus is improving Stage 4 Literacy. This key goal will be driven by three interrelated areas:
- Knowing your students
- Enhancing teacher practice
- Partnerships

Pre-testing of staff understanding and capacity to implement literacy strategies was paramount to the success of this initiative.

Process

The school decided to implement the NSW DET Analytical Framework for Effective Leadership and School Improvement in Literacy. The analytical framework evaluation was available for all teachers to complete online with the data analysed by the principal and Highly Accomplished Teacher for discussion at the executive level. Undertaking the evaluation developed the school’s capacity to self-assess and critically reflect on current literacy practice.

Findings and conclusions

85% of staff completed the online evaluation, 15 males and 39 females. Of these, 2.4% identified as ATSI and 31.7% identifying as NESB.

15.7% of those staff completing the evaluation have 6 to 10 years of experience in the teaching profession with a further 24.1% have 10 to 20 years experience.

50% of those staff completing the evaluation have over 20 years experience in the teaching profession. 83.3% are permanent employees of the DET. Over 72% of staff completing the evaluation were classroom teachers with the rest holding executive positions.

Duration of time at Macarthur Girls High School

![Duration of time at Macarthur Girls High School](image)

In the questions relating to prior professional learning and support, staff indicated that the most helpful formal professional learning was school development days at 78.8%, followed by the Quality Teaching professional learning materials at 70.2% and Curriculum Directorate professional learning at 58.4%.
98.1% staff indicated that colleagues provided the most effective professional learning, with the senior school executive and school executive also evaluated highly.

The school evaluation outcomes for 15 analytical statements are shown below with the key A to D indicating lowest to highest levels of implementation respectively.

Statements where the school evaluation was highest included:
- Leadership capacity
- Teaching resources
- Teacher professional learning
- Evaluating literacy.

Statements where the school evaluation was lowest included:
- Collaborative planning
- Quality literacy practices
- Staff data analysis
- SMART targets
- Leaders professional learning
- Leader data analysis.

**Future directions**

The whole school situational analysis identified three areas as priorities for action. The focus of the school management plan for 2011 onwards should include strategies to address the following three areas:

1. Processes to collaboratively establish school goals and expectations
2. Strategic planning, coordination and evaluation of teaching and the curriculum
3. Promotion and participation of all staff - including school leaders - in teacher professional learning and development

**Professional learning**

Staff surveys indicated priorities for professional learning activities with the Professional Learning Team organising and providing professional learning opportunities to support teacher professional growth.

Sessions during School Development Days included Mandatory child protection and OH&S training, connected learning, authentic assessment, quality feedback, technology, data analysis and literacy. Staff attended a wide variety of professional learning activities outside school offered by DET and other providers.

Faculties established log books for recording professional learning. Faculty evaluations indicated a teacher satisfaction rate of
professional learning as high. Most faculties had process in place for staff reporting, staff mentoring and staff led sessions on attended workshops.

We continued with our induction program for newly appointed and new scheme teachers.

The graphs below show expenditure and the number of participants per program in 2010.

Quality of school life surveys were completed by all Year 7 students and selected students in Year 8 to Year 12. Focus groups were also conducted by the principal to discuss teaching and learning at the school. The data collected informed the planning during 2010 in particular the development of the Centre for Excellence plan.

Apart from formal evaluations the school seeks ongoing feedback from parents, students and teachers. Regular forums that provide opportunities for this include P&C Meetings, Parent/Teacher Nights, SRC Meetings, class discussions, Faculty and Staff Meetings and School Development Days.

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

**Targets for 2011**

**Target 1**

Quality Teaching practices are evident in every classroom as students’ progress through a comprehensive continuum of learning 7 – 12.

This target relates to the NSW DET Priority Area: Teaching quality, to strengthen teacher capacity to improve student learning outcomes for girls.

**Strategies to achieve this target include:**

- Support staff in the effective use of external data and school based performance data to inform teaching and learning programs
- Focus professional learning on the Quality Teaching domains and elements
- Engagement in collaborative professional learning such as action research/action learning to investigate methodologies to improve learning outcomes for girls.
- Support staff in understanding their students learning, through individual student profiles, and to deliver lessons that differentiate the curriculum to meet individual/group needs
- Embed literacy strategies in all course programs and implement whole school literacy initiatives such as the Literacy enrichment programs on-line.

**School development 2009 – 2011**

The School Management Plan is reviewed and updated annually. Our plan features the areas of Curriculum, Administration/Organisation, Student Welfare, Community Links and Participation. The Macarthur Girls High School Management Plan was modified to contain detailed information about the Centre for Excellence initiative focusing on enhancing literacy stage 4 and partnerships with spoke schools and University of Western Sydney.

**Parent, student and teacher satisfaction**

In 2010, Macathur Girls High School liaised with parents, students and teachers about the school, future directions and its achievements.
Our success will be measured by:

- Increased proportion of staff using SMART package and school based performance data to effectively analyse performance data and respond to student need
- Professional dialogue between colleagues, both within and across faculties, is strengthened and reflects the elements of the Quality Teaching model
- Individual student profiles are developed with teachers using these profiles to plan personalised learning to meet the needs of every student
- Literacy initiatives are evaluated and external data shows enhanced student growth, particularly in Stages 4 and 5.

Target 2

School culture and practices enhance the social and emotional well being of every girl.

This target relates to the NSW DET Priority Area: Student Engagement and Retention and the National Safe Schools Framework of the provision of a supportive and connected school culture.

Strategies to achieve this target include:

- Providing staff professional learning on how to incorporate and utilise contemporary ICTs and appropriate hardware within Quality Teaching practices to maximise student educational outcomes
- Incorporating three of the seven general capabilities identified by The Australian Curriculum and Reporting Authority (ACARA) of ethical behaviour, personal and social competence and intercultural understanding into PRIDE time sessions.
- Developing and implementing whole school policies, plans and structures for supporting safety and wellbeing.

Our success will be measured by:

- PRIDE time session enhanced the development of skills and capabilities required for student well being, effective learning and active citizenship
- Evidence of consistent and effective staff use of whole school welfare policies and procedures
- Evaluations show the school as being a safe, supportive, respectful and connected learning environment.

About this report

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr