Our school at a glance

Macarthur Girls High School is located in the Parramatta District on the banks of the Parramatta River. The school site is of historical significance as part of the early settlement of the Parramatta district; the land on which the school is built being part of the second land grant made in the settlement of NSW. Subsequently the land became part of the holdings of Rev. Samuel Marsden.

Students

The school’s positive reputation has created a demand for enrolment into Macarthur Girls High School. Student enrolment for 2012 was a total of 1055 students. Approximately 89% of our students are from language backgrounds other than English with 61% of our enrolments from out of area.

Staff

The school’s teaching staff is a strong mix of very experienced teachers and new scheme teachers, all of whom are committed to providing continuing excellence in teaching and learning.

Our school had a teaching entitlement of 72.6 staff with an additional 13 school assistants. As a Centre for Excellence we had a Highly Accomplished Teacher and a paraprofessional employed for three years, 2010 to 2012, above establishment.

Significant programs and initiatives

The school was one of the first to be designated a Centre for Excellence, and the school’s goal was to improve student outcomes in Stage 4 Literacy. The strategies under this initiative were embraced by school staff and boosted literacy outcomes for the school and for individual students.

Programs have become successfully embedded into the school curriculum for the literacy development of future students. The school reports substantial improvement in Year 7 and Year 9 NAPLAN performances in 2012.

Student achievement in 2012

Literacy: NAPLAN Year 7 and Year 9

Student performance in the National Assessment Program Literacy and Numeracy (NAPLAN) once again matched the strong literacy achievements demonstrated by students in previous years.

In 2012, Macarthur Girls High School average scores for Year 7 were well above state average in 2 of the 4 areas with Year 9 well above average scores in 3 of the 4 literacy areas. For example, Writing: Year 9 scored 590.6 compared to state average of 557.5 and Year 7 scored 543.7 compared to state average of 521.1. Student progress and growth from Year 7 to Year 9 was above average in all areas of literacy. For example, in Reading average student growth was 47.4 compared to state average of 29.1 showing 63% increase compared to state.

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 2012 NAPLAN, average scores were again above state levels in Year 9 (School average 600.0 versus 594.8 statewide). Year 7 average scores were slightly below state average. Progress or improvements made by students from Year 5 to Year 7 and from Year 7 to Year 9, were also well above state averages. For example, in Year 9 average student growth was 58.4 compared to state average of 40.6 showing a 43% increase compared to state.

Higher School Certificate

Overall, there were 86 Distinguished Achievers who attained either a Band 6 or E4 in different HSC courses. Students achieved remarkable results in the HSC such as, first in the state for English Standard, second in the state for Arabic Continuers, third in the state for PD-H-PE, fifth in state for Society and Culture and twelfth in the state for English standard.

Excellent results were achieved in a large number of courses with the percentage of students attaining one of the top two bands far exceeding state performance.
Messages

Principal’s message

The school offers a curriculum directed towards the Higher School Certificate with a combination of traditional and Vocational Education courses, ensuring the educational needs and interests of all students are met. The school focuses on developing 21st century capabilities to enable all students to actively participate in and contribute to society.

We encourage our students to strive to achieve their personal best by providing them with extensive opportunities to grow personally and to have a positive influence on the life of others. Our purpose is to encourage young women to achieve their personal best and beyond, empowering them with the necessary skills to be successful citizens in an ever changing world.

Macarthur Girls High School was privileged to host the Australian Government Community Cabinet Meeting for NSW in April. Many of our students had the opportunity to demonstrate their capabilities to the local community and our national leaders. Students entertained and catered for 450 visitors. Our school captains were the MCs for the public forum held in our school gymnasium.

Our 2012 ASR illustrates a variety of school initiatives and the resulting student outcomes. Through participation and striving for excellence, outstanding achievements have been attained.

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

Ms Cluff

P & C message

The Macarthur Girls High School Parents and Citizens Association is committed to cultivating and enhancing channels of communication between the parents and citizens and the school. Regular meetings ensure that parents and citizens of MGHS are kept well-informed and educators at MGHS are aware of parent and community concerns. Matters are raised on student welfare both academic and social and the focus of discussion is always centered on successful student outcomes through parental and community involvement.

This year the association has made valuable input into assessment practice and policy at the school, made substantial and constructive contributions on staffing panels and tender proposals as well as supporting and advising the school in other matters from property maintenance to technology.

We hope to garner much wider support from the community at large through profile raising participation in school events from orientation days to performances. Currently the P&C meet twice a term on a Tuesday evening from 7pm.

Yasmin Bhamjee
President P & C

Student representative’s message

The Student Representative Council (SRC) aims to uphold the PRIDE values and voice the needs of the student body through the practice of active leadership. Composed of 4 School Captains, 4 Year 12 Prefects, 8 Year 11 Prefects and 16 junior SRC members, we have been able to effectively run a series of campaigns and events that encompass the PRIDE values of our school. We continually encourage the school to participate in our activities.

International Women’s Day is an annual celebration where women are acknowledged and praised for their work. The SRC commemorated the event through the ‘jar of 1000 Dreams’ activity, where students would write their dreams down.

2
Harmony Week displayed cultural respect amongst students of the school, through many activities in roll call and at lunch; including an orange-themed mufti day and student versus teacher’s basketball game, emphasizing the harmony and diversity evident in the school environment.

Blood Week aimed to raise awareness of the need for blood to save lives in our community. Year 11 Red Cross Youth Ambassadors were able to provide information and resources to those who asked. A Year 11 Band performed in the quadrangle, encouraging donations from our senior students.

Multicultural Day is a bi-annual event that encourages students to embrace their ethnic backgrounds through a range of activities. Cultural stalls, performances, cultural clothing and a “Where’s Wally” activity proved to be a huge success amongst students, celebrating the wide diversity seen in the school.

Bandanna Day was held at MGHS through selling bandannas, being able to raise $500 and increase awareness of young people living with cancer.

The Christmas Toy and Can Drive wrapped up the year, with students bringing in donations to give to the less fortunate. Students were able to donate 17 boxes of canned goods and toys, a notable achievement for the school.

The SRC and prefect body aim to motivate students, celebrate achievements and advocate the PRIDE values within and outside the school environment. We thank the outgoing Captains and Prefects of Year 12 2012 along with all representatives for their commitment and dedication to our school aim.

2012 SRC members
School context

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
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<td>1026</td>
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Over recent years student enrolments have remained strong, reflecting the very positive reputation of our school in the broader community. New students were drawn from more than 50 primary schools.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
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<tr>
<td>8</td>
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<td></td>
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<tr>
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<td>10</td>
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<td>11</td>
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<td>92.0</td>
<td></td>
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<td>91.6</td>
<td>89.7</td>
<td>91.2</td>
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<tr>
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<td>91.4</td>
<td>92.5</td>
<td>92.9</td>
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<tr>
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<table>
<thead>
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<th>State DEC</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>9</td>
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<td>10</td>
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<td>88.3</td>
<td>87.1</td>
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<tr>
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<td>89.1</td>
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<td>87.6</td>
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<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td></td>
</tr>
</tbody>
</table>

The largest groups of students representing non-English speaking background families included: Arabic, Dari, Hindi and Cantonese speakers. The number of students in the senior school has continued to grow over recent years.

Overall attendance at Macarthur Girls High School is 3.9% above regional attendance.

The focus on improving student attendance processes is reflected in the trend information comparing Macarthur Girls High School attendance rates for each year group to the state and regional figures for the last 4 years. In 2012, the attendance rate for each year group was a minimum of 1.5% above state and regional figures.

Management of non-attendance
In 2012, strategies to achieve improved student outcomes included redeveloping whole-school systems for student attendance. This included the development and implementation of a new attendance policy along with associated electronic processes and procedures.

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

Chronic individual non-attendance was managed within the Department of Education and Communities (DEC) guidelines and with the support and assistance of regional student welfare support team members.

Retention to Year 12

![Retention to Year 12 SC to HSC](image)
85.1% of our 2010 School Certificate cohort completed Year 12 in 2012. Macarthur Girls High School’s retention rate for the School Certificate cohort to the completion of the HSC was approximately 7.7 percentage points greater than the school education group and over 21.7 percentage points greater than the state.

Post-school destinations
150 University offers were made to over 70% of our HSC students. Many students were offered positions in courses they had listed with higher preferences.

Year 12 students attaining HSC or equivalent vocational educational qualification
100% of students attained the Higher School Certificate. Sixty-four 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
The number of teachers appointed to the school is dependent on the number of students enrolled. Our substantive staff comprised 72.6 teachers and 12.8 school administrative and support staff. The allocation of English as a Second Language teachers (ESL) increased from 1.8 to 2.4 in 2012. The workforce at Macarthur Girls High School has no identified indigenous personnel.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Careers and Teacher Librarian</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.8</td>
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<tr>
<td>Total</td>
<td>85.4</td>
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</table>

Staff retention
Staff retention remained strong at Macarthur Girls High School with the majority of staff changes in 2012 resulting from teacher retirements or promotions. A number of temporary teachers were employed to assist with the increased number of staff on maternity leave.

Teacher qualifications
All teaching staff met the professional requirements for teaching in NSW public schools. Our teachers enhance their knowledge and skills through attendance at school based, regional and state professional learning activities which were scheduled at various times throughout the year.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>83</td>
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<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

Teacher Awards

Nadene Kennedy: Accreditation at professional leadership with the Institute of Teachers NSW.

Part of the selection criteria for the position of a Highly Accomplished Teacher (HAT) is accreditation at a higher level with the NSW Institute of Teachers. In 2012, Mrs Kennedy, our HAT, was one of the first teachers in the NSW DEC to achieve accreditation at Professional Leadership. Gaining accreditation is a very rigorous process involving an external observation, the submission of documentary evidence and testimonials from referees. A teacher who demonstrates the Standards at Professional Leadership is viewed by others as having a record of outstanding teaching and as committed to enhancing the quality of teaching and learning.

Mrs Kennedy is now mentoring other teachers through the process of accreditation at higher levels, and has also been recruited as an External Observer with the NSW Institute of Teachers. Mrs Kennedy was one of the first NSW public education teachers to gain accreditation at this level.
Briony Sheridan: University NSW School of Education, Outstanding Supervising Teacher Award

In 2012 Macarthur Girls High School supervised many pre-service teachers from a variety of universities. The University of New South Wales holds an annual School of Education awards evening to recognise the commitment of schools to improving teaching quality in NSW. The awards evening, held on 22 November 2012, presented certificates to supervising teachers that had made a significant contribution to the development of UNSW pre-service teachers.

The teachers recognised in the ceremony were nominated for the Outstanding Supervising Teacher Award by their pre-service teachers. Mark Nowicki nominated Briony Sheridan to receive the recognition. The award was presented on the night by Michele Bruniges. The presentation evening was a celebration of the inspirational relationship between the supervising and pre-service teacher.

Jyoti Sharma- Australian Council of Educational Leadership Award

Ms Sharma was awarded the ACEL Leadership Award for providing a learning platform for the development of teacher leadership to be strengthened and shared. The award recognizes the outstanding leadership skills of teacher mentors and student leaders in the development and conception of a new approach to improving school leadership opportunities for students.

Ms Sharma was the visionary leader behind the development of Student Commission. The commission is about building a new learning environment by empowering the very people that school was built for. It redefined the culture of the school, igniting a student led approach to school leadership that is innovative in its development and self-fulfilling in its construction.

Ms Sharma provided high level of leadership but built the capacity of students and teachers to lead.

Financial summary

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

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<table>
<thead>
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<th>Expenditure</th>
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<tbody>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body, the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts
This year the annual school concert, MaDD at the end of semester 1 had a change of format. On the first night we had a series of dance and drama items and on the second night music and drama items. The matinee performance for the local nursing home showcased the best of the items from the two nights. The concert was a great success with 27 items and over 300 students performing and providing backstage, front of house and hospitality support.

Drama
In 2012 we welcomed Ms Jackman. She has been instrumental in organising two wonderful nights of drama, ‘Drama Under The Stars’ in semester 1 and Drama Feast 2012 in semester 7.

The drama nights as well as the school concert were the main focus of the drama classes during the year with groups from Years 7, 9, 10 and 11 participating. In class, students explored themes of Shakespeare, political theatre, Brecht, script work, playbuilding and comedy.

Dance
Year 9 and 10 dance elective had an excursion to the Wharf Theatre to see the Sydney Dance Company and to the Riverside Theatre for an Introduction to Ballet.

The Year 7, 9 and 10 dance classes plus the ensemble groups all performed items at the MaDD Concert in Semester 1.

Dance ran a number of extra curriculum dance groups under the guidance of Ms Lawton and Ms Rigg. They are as follows the Junior Ensemble, the Senior Ensemble, Ballet Ensemble, Company and the Year 8/9 Hip Hop group.

Both the Junior and Senior Dance Ensembles and the Company were selected to perform at the Sydney West Dance Festival and the Celebrating the Arts Festival. Students also had the opportunity to display their skills for the Japanese visit, recognition assemblies, Year 12 Farewell assembly, Year 7 Transition day and the Christmas concert.

Zainab AlGhrabi (Year 7) and Lana Moh’D (Year 9) were accepted into the Multicultural Writers and Playwright Program, run by the NSW Arts Unit. As part of the course they wrote an original play based on their own experiences, which was then performed by MGHS students and produced in a professional theatre in September. From this performance Lana Moh’D’s play was selected to be performed at the opening night of the State Drama Festival. Congratulations to both girls on their achievement.

Year 8 and 9 students from the ensemble successfully auditioned for the Schools Spectacular combined dance ensemble, performing at the Sydney Entertainment Centre.
Music

Music classes and extra-curricular groups concentrated on 17 musical items for the school concert including instrumental ensembles, vocal groups and rock bands.

In term 1 the music students at Macarthur Girls High School were asked to provide the entertainment for the Prime Minister and her Cabinet members at the 2012 Community Cabinet Meeting and Community Reception on 4 April 2012. Eleven students from across each stage performed music to entertain both the members of parliament and the members of the community attending the night. Five students, Chastina Wenban, Auntora Chowdhury, Vanessa Lu, Madeline Macgregor and Dian Liu performed the National Anthem for the official proceedings of the night with piano and vocals.

Students performed a range of different musical styles to entertain the members of the Parramatta Region at the Community Reception, representing the vast musical talent we have at MGHS. The new Macarthur Girls Piano Quartet consisting of Year 8, 9 and 10 students Cora Fang (Violin), Angela Xaio (Flute), Chastina Wenban (Violin) and Dian Liu (Piano), performed three pieces. Piano player Dian Liu performed two solo pieces on the night.

Year 12 student Thyviya Vignesh performed a cultural melody for the audience, playing her traditional Eastern flute. The final performers were from Year 11, Rana Karakus and Julia Acena performed four popular songs. The girls were all great ambassadors for the school and the region.

The 2012 Instrumental Group included flutes, saxophone, violins, piano, electric keyboards, bass, guitars, drum kit, tuned percussion and untuned percussion.

Music students have provided music for the Presentation night, recognition assemblies, Stage 6 evening, Drama Feast 2012 and the Christmas nursing home visit.

Mr Walden was welcomed into the music faculty and took over the organizing of the extra-curricular instrumental, band and vocal groups.
Visual Arts

The Artist of the Week program continued to recognize our talented young artists at Macarthur during our fortnightly whole school assembly. Their works were displayed along the bottom corridor outside the Deputy Principal’s office.

The Mosaic Club continued at lunchtimes in 2012 with many enthusiastic participants.

Mary Chen, a Year 9 Visual Design student came first in the Design an Ad Education Project held by the Fairfax local papers. She won $1000 for herself and a contribution for the school.

Year 10 Visual Arts created four murals for the school environment exploring the history of the school and Parramatta in their designs.

Artworks from all years provided cover images for assessment and curriculum handbooks used within the school.

Year 8 Visual Arts students visited the Art Gallery of New South Wales in May. They explored the Asian, European and Aboriginal collections on display.

Sport

This year’s Swimming Carnival was held at Wentworthville Pool. Numbers of students competing was less than in previous years, possibly due to having to swim a full 50m. Hopefully we will return to our own pool in 2013.

The Athletics Carnival was well attended and participation levels were good. Students did their best in all events and enjoyed the clear and sunny weather. The upgrading of Barton Park made for the smooth running of the day and we thank Parramatta Little Athletics Club for the use of their equipment.

The House Captains and members of the Sports Council organized decorations and house spirit in an outstanding manner and assisted House Patrons in the smooth running of the carnival.
Overall Champion House for 2012 was Marsden and the Spirit Cup was awarded to Lennox.

The school fielded teams in the Zone swimming, cross country and athletics carnivals with a number of students moving on to represent the school at Zone level. A small number then went to Regional events. Divine Aaron deserves special mention for her outstanding results at Zone level in 100m and 200m events.

Grade sport competition is played during Terms 2 and 3. Our teams participated with enthusiasm and sportsmanship in netball, oztag, softball and soccer. Macarthur also entered teams in the statewide soccer, tennis and touch football knockout competitions. Students trained and competed enthusiastically, with the tennis 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 variety of sports against the other schools in our Zone. All students demonstrated the PRIDE values, good skills and sportsmanship.

Other

Japan Study Trip

Students and staff had the privilege of visiting Japan during the October holidays to undertake a cultural and educational study tour of Japan. A full and comprehensive itinerary included participating in traditional ceremonies, visits to cultural centres and shrines, engaging in classes at Tsurukawa High School and exchanging gifts while also enjoying the experiences of modern Japan.

During the trip, many of the activities we participated in related to our school courses, such as counting Japanese yen, exchange rates and calculating our spending. We studied the history of Japan at the Hiroshima Peace Park and the Osaka Castle. We experienced fabric stenciling in Kyoto and of course improved our Japanese conversational skills.

Mathematics Nationwide Competition

The Mathematics Nationwide Competition attracted 134 students with 53% of the students receiving a Credit or higher and 3 students receiving high distinctions.
Academic

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 with Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7) and Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

Literacy – NAPLAN Year 7

In Year 7, student overall performance in NAPLAN was strong in 2012, with average scores in Writing and Spelling well above state levels.

<table>
<thead>
<tr>
<th>2012 NAPLAN Year 7</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>532.3</td>
<td>535.2</td>
</tr>
<tr>
<td>Writing</td>
<td>543.7</td>
<td>507.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>572.6</td>
<td>548.2</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>551.5</td>
<td>546.1</td>
</tr>
</tbody>
</table>

Overall, the average score of students at Macarthur Girls High School was 24.4 above state average in Spelling and 35.8 above state average in writing. Student scores were 9.9 above state average in punctuation and grammar and were 2.9 below state average in reading.

8.1% of Macarthur Girls High School students achieved the highest band in NAPLAN writing compared to 6.2% statewide with 23.7% achieving Band 8 compared to 12.6% statewide.

Literacy – NAPLAN Year 9

Outstanding results were attained in NAPLAN writing by Year 9 students, a targeted area of the Centre for Excellence initiative. At Macarthur Girls High School, 12.9% of Year 9 students achieved the highest band compared to 7.2% statewide with 14% of students achieving a Band 9 compared to 9.0% statewide.

<table>
<thead>
<tr>
<th>Average score, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>590.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012 NAPLAN Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>575.0</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
</tr>
</tbody>
</table>

In 2012 the Western Sydney region set targets in Year 9 reading. It set the target of 32.3% or lower for students achieving at or below the minimum standard. At Macarthur Girls High School, only 25.3% achieved at this level far exceeding the target. A target of 89.5% for students achieving at or above the minimum standard was also set. The school was able to exceed this with 92.5% achieving this level. A regional target of 20.2% achieving at proficiency standard was set. Students at the school were able to achieve this with 20.6% achieving at this level.

Analysis of NAPLAN data for Years 7 and 9 literacy showed Macarthur Girls High School students attaining well above state in all areas except reading where they were slightly below state level.
Percentages of MGHS Student in the Top 3 Bands Compared to State DEC %

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Reading</td>
<td>51.7</td>
<td>53</td>
</tr>
<tr>
<td>Writing</td>
<td>55.5</td>
<td>36.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.8</td>
<td>62.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>61.9</td>
<td>53.1</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 7

Our Year 7 students performed at the same level as DEC state average in the numeracy test with 45.9% achieving one of the top 3 bands compared to 45.9% of state.

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

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>State</td>
</tr>
<tr>
<td>Numeracy</td>
<td>45.9</td>
<td>45.9</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 9

Our Year 9 students performed above state average with 56.4% achieving one of the top 3 bands (Band 8 to Band 10) compared to 42.9% of the state public schools.

Progress in literacy

Growth data for writing is unavailable. Figures in the tables below represent growth from Year 5 to Year 7 and growth from Year 7 to 9 respectively.

Year 7 2012 NAPLAN Growth

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>53.0</td>
<td>49.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>60.5</td>
<td>53.4</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>37.4</td>
<td>39.5</td>
</tr>
</tbody>
</table>

Year 9: 2012 NAPLAN Growth

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>47.4</td>
<td>29.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>48.1</td>
<td>30.6</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>48.0</td>
<td>37.4</td>
</tr>
</tbody>
</table>

Growth rates for Year 9 literacy are very strong, with results in all areas well above state averages, demonstrating that our reading program has yielded positive results. Our focus for 2013 will continue to be on enhancing student performance in reading comprehension.

Our Peers and Learners Scheme (PALS), in which Year 10 tutors support selected Year 7 students in their reading, continues to operate.
Progress in numeracy

Year 7 students performed above state average in growth from Year 5 to Year 7 with a 58.5 mark improvement (State 45.6). Year 9 students performed above state average in growth from Year 7 to Year 9 with a 58.4 mark improvement (State 40.6).

Essential Secondary Science Assessment

In Year 8, 148 students participated in the ESSA Online Trial in 2012. Results have continued to show strong improvement. 79% of students achieved at Level 4 or above compared to 62% in 2011 and 52% in 2010 and 43% in 2009.

Mathematics

Average student performance was higher than that of the state with 70% of our students achieving one of the top three grades compared to 68% statewide. 16% of our students achieved a Grade A compared to 14% statewide.

Australian Geography, Civics & Citizenship

Students in Year 10 Australian Geography continue to improve their performance as a result of changes to curriculum patterns introduced to both Australian Geography and Australian History in 2011. There has been a marked increase in engagement in learning now students are able to develop the full range of skills required by the syllabus and have the time to apply them to real life situations. 79% of year 10 students studying the Australian Geography course achieved a Grade A, B and C compared to 70% statewide.

Science

62% of our students achieved Grades C and B while 69% of students gained the top three grades. The number of students achieving grade B was significantly higher than the state, with 32% of students in this band compared to 25% statewide.

Agricultural Technology

More than half of our students (59%) achieved the 2 highest grades while 88% of students achieved Grades C, B and A.

There was strong growth in the number of students achieving a Grade B, with 47% of students in this band compared to 24% statewide.

Australian History, Civics & Citizenship

Students presenting for RoSA in Australian History continue the tradition of excellence for this subject. Staff has continued to utilize the format commenced in 2011 to allow students to develop their Historical skills and to ensure that all students are able to perform to their potential in this course. In 2012, the results have continued to be impressive, particularly with an improvement in students achieving in the lower grades. 87% of year 10 students attained a grade A and B compared to 66% statewide.

RoSA

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that had existed since 1965. It announced students choosing to leave school before the completion of their HSC, would receive a Record of Student Achievement (RoSA).

The School Certificate was replaced by a broader, cumulative record of achievement but without external examination component. In 2012, 186 students completed their Stage 5 studies. Their outcomes are reported in grades ranging from A (highest) to E (lowest). The Board of Studies monitors grade distribution across NSW schools.

English

81% of students achieved Grade A, B and C in English compared to 75% state-wide. 9% of Year 10 students achieved a Grade A compared to 12% statewide.
Higher School Certificate

In 2012, 164 students sat the HSC. Student performance was very strong with the highest ATAR being 98.85.

Year 12 HSC students 2012 attained 86 mentions on the Distinguished Achievers List where students received Band 6 or E 4 results across a number of HSC courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>70.1</td>
<td>72.8</td>
<td>66.6</td>
</tr>
<tr>
<td>Biology</td>
<td>73.4</td>
<td>73.9</td>
<td>71.0</td>
</tr>
<tr>
<td>Business Services Examination</td>
<td>69.5</td>
<td>72.8</td>
<td>67.6</td>
</tr>
<tr>
<td>Business Studies</td>
<td>76.4</td>
<td>75.6</td>
<td>71.3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>71.3</td>
<td>73.9</td>
<td>75.0</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>73.6</td>
<td>74.5</td>
<td>72.5</td>
</tr>
<tr>
<td>Drama</td>
<td>73.1</td>
<td>72.2</td>
<td>75.6</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>78.5</td>
<td>79.1</td>
<td>73.5</td>
</tr>
<tr>
<td>Economics</td>
<td>76.2</td>
<td>73.7</td>
<td>74.4</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>82.6</td>
<td>83.6</td>
<td>79.0</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>74.0</td>
<td>70.3</td>
<td>66.4</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>78.1</td>
<td>77.1</td>
<td>71.2</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>87.8</td>
<td>83.0</td>
<td>80.7</td>
</tr>
<tr>
<td>Entertainment Industry Exam</td>
<td>73.1</td>
<td>72.3</td>
<td>67.6</td>
</tr>
<tr>
<td>Food Technology</td>
<td>74.9</td>
<td>72.1</td>
<td>71.8</td>
</tr>
<tr>
<td>General Maths</td>
<td>70.9</td>
<td>69.9</td>
<td>66.2</td>
</tr>
<tr>
<td>History Extension</td>
<td>66.9</td>
<td>73.6</td>
<td>72.7</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>72.1</td>
<td>73.5</td>
<td>73.9</td>
</tr>
<tr>
<td>Industrial Tech</td>
<td>84.4</td>
<td>78.5</td>
<td>69.9</td>
</tr>
<tr>
<td>Information Technology Examination</td>
<td>69.4</td>
<td>72.5</td>
<td>70.8</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>75.5</td>
<td>75.4</td>
<td>72.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>77.7</td>
<td>77.5</td>
<td>76.6</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>82.6</td>
<td>78.7</td>
<td>82.2</td>
</tr>
<tr>
<td>Modern History</td>
<td>76.9</td>
<td>78.2</td>
<td>73.1</td>
</tr>
<tr>
<td>Physics</td>
<td>72.4</td>
<td>73.6</td>
<td>73.2</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>82.2</td>
<td>81.4</td>
<td>75.6</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>75.5</td>
<td>75.1</td>
<td>75.7</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>81.5</td>
<td>80.8</td>
<td>77.7</td>
</tr>
</tbody>
</table>

Macarthur Girls High School received one First Place in Course for English standard. 3 students gained statewide recognition into the HSC All Rounder List meaning that they attained band 6 for all 10 units of HSC courses.

English

In Advanced English, 98% of students achieved one of the three higher bands, compared to 88% state-wide. 90% of students achieved a Band 5 or 6 compared to 58% of the state cohort. 81% of students achieved a Band 5 compared to 45% of the state.

In Standard English, 57% of students achieved one of the three higher bands, compared to 39% state-wide. 19% of students achieved a Band 5 compared to 8% in the state.

In Extension 1 English, 100% of students achieved one of the higher bands compared to 84% statewide. In Extension 2, 67% achieved one of the higher bands, compared to 84% state-wide.

In English as a Second Language (ESL), 86% of students achieved one of the higher bands, compared to 68% state-wide. 4% of students achieved a Band 6 compared to 5% of the state. 57% of students achieved a Band 5, compared to 27% of the state.

Mathematics

Honour Roll credits for students having obtained marks of 90 or more in their courses were achieved by 27 students (6 in Mathematics Extension 2, 8 in Mathematics Extension 1, 9 in Mathematics and 4 in General Mathematics).

In Extension 2, 86% of students achieved one of the top two bands, compared to 88% statewide. In Extension 1, 93% of students achieved one of the top two bands, compared to 85% statewide. In Mathematics, 81% of students achieved one of the top three bands, compared to 79% statewide. In General Mathematics, 50% of students achieved one of the top three bands, compared to 51% statewide.

Science

In Biology, 69.35% of students achieved in the top three bands compared to 63.13% statewide. 82% of students received Bands 3, 4 and 5 compared to 76.96% statewide in Chemistry.
In Earth and Environmental Science, 88.9% of students received Bands 4, 5 and 6 compared to 73.41% statewide. 69.23% of physics students achieved the top three bands compared to 67.38% statewide.

**HSIE : History**

For many students, their History subjects were the highest achieving subjects they presented for the Higher School Certificate examination. Value added data for all History subjects indicates strong development of students in these courses.

Society and Culture results continue to be exceptional with 88% of students achieving in the top three bands and a 5th in state being gained by the top student in this course. Some outstanding results were gained in the Personal Interest Projects with 2 students being selected as outstanding and receiving awards for their thoroughness and quality of investigation.

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

**Creative and Performing Arts (CAPA)**

Visual Arts results were very strong with 3 students attaining a band 6. 67.7% of the cohort gaining a Band 5 or Band 6 compared to 43.4% in the state. 78.5% of the Visual Arts students had Visual Arts as one of their best two HSC results. 92.8% of the Visual Arts students achieved in the top 3 bands.

Music students achieved good results with 100% of the students achieving a Band 4 or 5 compared to 76.3% for the state. 54.5% of the Music students had Music as one of their best two HSC results.

Drama students achieved seven Band 4 results in a class of ten. 50% of the Drama students had Drama as one of their best two HSC results.

27.8% of the Entertainment students received a Band 5 compared to 9.9% in the state with 66.7% receiving either a Band 4 or 5 compared to 39.4% in the state. 38% of students had Entertainment as one of their best two HSC results.

**HSIE : Social Science**

The positive results achieved by students in the Social Sciences subjects continue the pattern of previous years with students achieving some excellent results and having solid value added data. All students were well prepared for their final examinations and were very pleased with their results. Students in each of the Social Sciences subjects developed strong grasp of the course material and demonstrated this in their examinations. A new syllabus in Business Studies was well implemented and these results are testament to the thorough preparation undertaken across the junior school and in the Preliminary course.

In Business Studies, Legal Studies and Economics, over 40% of all candidates achieved a Band 5 or Band 6 result, well above the state and school education group averages. Analysis of individual performances shows many students achieved results significantly greater than those expected based on prior performances.

**Technology and Applied Studies (TAS)**

There were some outstanding results for students studying a range of courses in the TAS faculty area.

Of particular note were the achievements of students studying Industrial Technology – Multimedia. 33% of students achieved Band 5 and the remaining 66% of students were evenly distributed between Bands 4 and 5 compared to the state which was 24%. As a cohort they performed 12 marks above state average. For 67% of these students this was their best HSC result.

Five of the Major HSC projects were also selected for inclusion in the INDTech display, the annual exhibition of outstanding Major design projects.

Results in Food Technology were strong with 64% of students receiving Band 4 or 5.

Textiles & Design results were pleasing with 80% of students receiving Band 4 or 5 compared to the state which was 62%.

Results in VET courses were pleasing with 54% and 67% of students in Hospitality and Information Technology respectively receiving Band 4 and above.
Personal Development, Health and Physical Education (PDHPE)

One student achieved outstanding results gaining 3rd in the state for PDHPE along with 77% of the PDHPE class attaining a Band 4 or above compared with 63% in the state. 33 students studied Community and Family Studies (CAFS). Two students achieved Band 6 and seven students achieved Band 5. Overall the student group achieved in line with state results with 67% of students scoring Band 4 or above.

Vocational Education and Training (VET)

Four Frameworks were studied in 2012: Business Services, Entertainment, Information Technology and Hospitality. School VET HSC results were most satisfactory for the 64 students who sat the optional examination. 4.34% of school VET student achieved a Band 6 result, in the Hospitality Framework.

HSC relative performance comparison to School Certificate (value-adding)

Comparing the 2012 HSC results with the results achieved by the same students in the 2010 School Certificate, the average growth achieved by Macarthur Girls High School students in each of the three performance bands – low, middle and high – was well above state level for similar ability students. 6.2 above state for Macarthur students in the low performance band, 5.9 above state for students in the middle band and 1.0 above state for students in the high performance band.

<table>
<thead>
<tr>
<th>HSC: Relative performance from Year 10 (value-added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Band</td>
</tr>
<tr>
<td>School 2012</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG Average 2012</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

| Percentage of Year 9 students achieving at or above minimum standard (exempt students included) |
| Reading                  | 92.5 |
| Writing                  | 97.1 |
| Spelling                 | 98.8 |
| Grammar & Punctuation    | 97.1 |
| Numeracy                 | 94.8 |
Significant programs and initiatives

Aboriginal education

All identified Aboriginal students at Macarthur Girls High School had personalized learning plans developed and implemented. This initiative was led by the Learning Support Team and was made available to students’ classroom teachers in order to meet specific learning needs.

Multicultural education

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

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

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

National partnership programs

Centre for Excellence

Centre for Excellence planning in 2011 determined that the intended outcomes for 2012 would be:

1. Knowing your students
2. Improving Stage 4 Literacy Outcomes
3. Enhancing Teacher Quality through leadership development

A Centre for Excellence focus has been providing professional learning for teachers to better know their students. By building on this skill base in 2012, professional learning opportunities were provided so that teachers might differentiate teaching and learning strategies based on the knowledge of their students. 86% of teachers stated that they had a better understanding of, and how to implement differentiation strategies to enhance student learning as a result of the professional learning.

In 2012 there was a continuation of the online literacy activities on Moodle. They were extended further with reading comprehension activities for Years 7 to 10. These activities continue to enhance student literacy outcomes. In 2013 online learning activities will also include weekly numeracy tasks. This is in response to parent and student feedback and its effectiveness will be assessed at the end of next year.

In 2011 the school implemented a Write to Bite writing competition, students writing extension and writing improvement programs. These programs were continued in 2012 and contributed to 27% of Year 9 students achieving in the top two bands for writing compared to 16% in the state. In 2012 these strategies were used to improve reading comprehension. The Read to Succeed program gave students the opportunity to extend their reading comprehension with the use of explicit teaching strategies and authentic tasks. This helped contribute to students in Year 9 showing growth in reading by 47.4 compared to state average of 29.1 – a 63% increase compared to state.

Peer coaching was a professional learning initiative for National Partnership Centre for Excellence schools in 2012. Two executive staff members attended a three day training course and became accredited as peer coaches. Peer coaching aims to enhance classroom practice by providing teachers with the opportunity to reflect on, and refine their craft. It also provides opportunities for teachers to collaborate and share ideas on pedagogy in order to meet the needs of 21st century learners. Schools using peer coaching have been shown to improve student learning outcomes.

In Term 2, a peer coaching pilot program was implemented with a number of volunteers and was deemed a very positive experience. It was decided that the training would extend to other members of the executive with 80% of executive completing training as peer coaches and two members upgrading to peer coach facilitators. This will allow for greater capacity within the program as new peer coaches can now be trained by staff within the school.
In 2013 a fully implemented program will run in the school supported by school resources to focus on classroom pedagogy.

Executive staff completed a number of professional learning modules through the Professional Learning and Leadership Development Directorate. These learning modules were completed to assist and support the development of teaching practices with all staff.

Other programs

Transition program Year 10 to 11

The Year 10 transition program was implemented in Term 4 2012 after the completion of the School Certificate. It was designed to meet the learning needs of students and better prepare them for the expectations, responsibilities and workload of senior study. Running for four weeks, the program gave students an introduction to each of their subject selections for their senior schooling. This included an overview of content, assessment and skills for their chosen senior courses. Students also engaged in a number of seminars aimed at developing their study skills, time management and other skills for life.

In 2012 the program was run for a second time. It has been refined from last year to streamline its organisation, as well as, focusing on aspects of the 2011 which were regarded as most beneficial.

Community Cabinet Meeting

During the last week of Term 1, Macarthur Girls High School hosted the Australian Government Community Cabinet Meeting in NSW. This was an outstanding opportunity for some of our students to demonstrate their capabilities to the local community and also to our national leaders: the Prime Minister Ms Julia Gillard and 18 Cabinet members including Wayne Swan, Simon Crean, Bob Carr, Peter Garrett, Tanya Plibersek and Julie Owens.

The school received a Certificate of Appreciation from the Prime Minister thanking Macarthur Girls High School for its contribution to the success of the Community Cabinet meeting. The Adviser to the Prime Minister wrote ……

Your school’s support played a crucial part in the overall success of the meeting, so please thank the students, the teachers, administrative staff, cleaners and groundsmen for their contributions.

The entertainment provided by a number of music students was outstanding with items reflecting the diversity of our community. The national anthem was performed by five Year 10 students to an audience of over 400 on the night.

Our school catered for over 450 visitors on that evening with the Prime Minister’s office saying……special mention of the fabulous catering team. The food was amazing…..

Our student leaders were also recognised for their contributions to the event, with a special mention and congratulations to the school captains who also had the role of being MC’s for the public forum.
Community Engagement and Learning Support for Pre-service Teachers

In Term 4, 12 pre-service teachers from the University of New South Wales participated in the program. Pre-service teachers engaged in a full day of professional learning to understand how students with learning difficulties are identified and differentiated for.

Participants then engaged in a 10 day practicum within the school. Each pre-service teacher was given an individual timetable in which they acted as a learning support teacher in Year 10 and 11 classes. They were attached to identified students and provided assistance to them by scaffolding tasks, differentiating activities and providing focus strategies.

In a 6 week period, a total in excess of 270 lessons had a pre-service learning support teacher assisting students with learning difficulties. In 2013 the program will be refined to allow pre-service teachers to complete their practicum throughout the course of the year. In this way, a greater level of learning support across the course of the year can be achieved.

Knitting Club Project

Students in the school united to knit squares for people in our community in need of warmth. Some were learning how to knit and some were able to teach others. Some completed many squares and some completed one. Although students met weekly to collect wool or deliver their squares, most of the knitting was undertaken outside school hours. Altogether over 50 blankets were knitted as well as beanies, bootees, mittens and jumpers for babies. The contribution of the students has made our project a great success and they are to be commended for demonstrating the important value of caring for others and being willing to make a difference, no matter how small, to someone else’s life.

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. Students in the parallel junior English classes were provided with additional support both in team teaching and withdrawal lessons. In the senior ESL English course, students were guided in meeting the strict qualifying standards, with the achievement of outstanding results.

Coles – Sport for Schools

For the third year, the Sports Council coordinated the collection of Coles vouchers for sporting equipment. Thanks to students, staff and members of the community, 22,700 vouchers were collected. The vouchers have been redeemed for equipment to be used in PDHPE and sport activities.

Premier’s Sporting Challenge

This year saw a significant number of students take part in the Premier’s Sporting Challenge, which aims to increase participation in physical activity. Students, lead by the Sports Council, kept records of their activities, both within the school and outside, working towards developing lifelong habits of engaging in physical activity. A number of students reached diamond and gold award levels.
Library

The library continued to support the school by providing access to a wide range of resources and learning opportunities. This included the installation of an interactive whiteboard, flexible classroom furniture and the building of new study areas. The 19 computers in the library were regularly accessed for student use. The library was constantly busy with approximately 13,400 items borrowed. A high rate of regular use of the library for recreational borrowing continued. 60 students from Years 7,8 and 9 also successfully completed the Premier’s Reading Challenge, a substantial increase from previous years.

The National Year of Reading was also celebrated in the library and the school to encourage reading at all levels.

Progress on 2012 targets

School priority 1:

Literacy and numeracy improvements through embedding successful C4E initiatives

2012 targets to achieve these outcomes included:

- Students achieving in the top 2 bands for writing remains double state average

- Increased number of teachers using Stage 4 Individual Student Literacy Profiles to understand strengths and areas for further literacy development to 100%

- Increased percentage of Year 7 students achieving in top 2 bands in NAPLAN reading from 26.7 to 31.7 by 2014.

- Increased percentage of Year 9 students achieving in top 2 bands in NAPLAN reading from 19.4 to 26.4 by 2014.

Our achievements included:

- 100% staff implemented the “Knowing your students” initiative

- 100% staff created Individual Student Literacy Profiles based on Year 7 and Year 9 NAPLAN results.

- 100% staff have access to Student Profiles through administration system

- 100% staff analyse Student Profiles and approximately 60% staff are designing lessons that adjust teaching strategies to differentiate activities for all learners in their class.

- Centre for Excellence strategies continue to be implemented across all faculties:
  - Year 9 Write to Bite Writing Competition;
  - Year 9 Writing Extension Program;
  - Year 9 Writing Improvement Program.

- Read to Succeed whole school reading program created for implementation to Year 7 and 9 in 2012.

- Whole school initiatives and programs implemented to support enhanced student outcomes in literacy included:
  - Professional learning supporting the explicit teaching of persuasive writing;
  - Professional learning supporting the explicit teaching of reading and comprehension;
  - Extension of Year 7 to 9 on-line literacy homework program to Year 10 developed and implemented in 2012.
  - On-line numeracy program developed for implementation in Years 7 – 10 during 2013.
School priority 2:
Leadership development and management capacity

2012 targets to achieve these outcomes included:

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

Our achievements included:

- 100% of executive staff completed the Professional Learning and Leadership Development Directorate’s Leadership Learning Program online leadership modules including:
  - Leading professional learning using the Classroom Teacher Program;
  - Understanding performance management;
  - Skills in performance management;
- Faculty executive lead the implementation of various accredited professional learning modules from the Classroom teacher program with all faculty staff.
- 100% of staff developed Professional Learning Plans
- 100% faculties developed Faculty Professional Learning Plans.
- Over 85% executive have completed the DER Peer Coaching Program and are qualified as educational coaches.

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 2012 evaluations were undertaken in the Science faculty and the Library.

Curriculum: Science Faculty

Background

An external school review was conducted to examine, report on and make recommendations about the operation of the Science Faculty. The review arose from concerns about declining enrolments and HSC performance in Senior Science courses.

The evaluation focused on the following six terms of reference:

- the effectiveness of teaching and learning programs in meeting the learning needs of students,
- The effectiveness of faculty assessment policy and practices with specific focus on practices in Stage 6,
- communication processes in the faculty;
- the alignment of faculty policies with DEC and School requirements;
- structures that support the capacity of staff to commit to high professional standards in all of their operations; and
- professional learning practices of, and opportunities for, staff in the faculty.

The review team consisted of Chris Payne and Kerry Weston, School Development Officers, Western Sydney Region, Gregory Skeoch: Deputy Principal, Kingswood High School, Cherine Spirou: Science Project Officer Lachlan Macquarie College, Western Sydney Region and Margaret Edgar: Head Teacher CAPA, Staff Representative.

Information for analysis was collected through interviews with staff, the senior executive; parents and students from Years 7 to 12; lesson observations; observations of operations and analysis of school documents, together with analysis of the school’s results using SMART data.
Findings and Conclusions

The review found an immediate need for the school to ensure that all Science programs conform to current Board of Studies syllabuses. The variation in quality of lessons observed indicated that the principles of the Quality Teaching Framework were not embedded in practice across the Science Faculty. Science teaching programs and practices need to focus on producing deep understanding of important, substantive concepts, skills and ideas. Learning activities need to encourage Science students to engage in high order thinking in sustained communication about what they are learning with opportunities to work independently and collaboratively in a range of appropriate learning activities.

In terms of general assessment practice, the review team noted examples of good practice where there was evidence of formative processes employed to inform Science teaching. In some cases there was evidence that teachers provided a variety of tasks and opportunities for students to demonstrate achievement of outcomes. This view was supported in the comments of some Science students and some parents. The review team concluded that these practices, although in evidence in some instances were not consistently employed across the Science faculty.

On the basis of staff comment in interview and in the documentation, the review team concluded that there were effective communication structures between the school and the staff. However, communication processes within the Science faculty have not been adequate. Staff have commented on the changes that have begun in relation to communication within the faculty with the arrival of a new head teacher and this is a positive change.

It was noted that Science programs being used in Years 7 to 10 do not align with current BoS syllabus. The DEC requires that schools deliver current BoS syllabuses in their teaching. Some of these Science programs do not align with agreed school format. The review team concluded that the Science faculty needs to review current programs and ensure that current Year 7 to 10 Science syllabus is fully addressed.

The review team concluded that aspects of the Science faculty can be more effectively organised in order to provide an environment that supports the capacity of staff to commit to expected professional standards, and that the school is already working toward those changes. Determination of roles and procedures has been initiated in the past and the faculty handbook provided detail as to roles and responsibilities. The review team concluded that this approach is appropriate and that there is a need to revise this document and to ensure that all staff are aware of their roles and responsibilities in the organisation of the Science faculty.

Conversations about the professional learning needs of Science teachers need to form part of the TARS process each year. Teachers within the faculty need to determine professional learning goals for each coming year in consultation with their head teacher. Teachers need to follow up on learning plans developed in the school as a part of the TARS process. The faculty needs to address the needs of new scheme teachers in terms of monitoring their opportunity to meet the requirements for accreditation and maintenance as determined currently by the NSW Institute of Teachers. The review team concluded professional learning needs should be mapped out explicitly for this faculty team, with clear indications as to the benefits of each activity to the individual staff members and to the faculty.

Future Directions

The review team made a number of recommendations and strategies for improvement. It recommended that:

- teaching and learning practices within the science faculty articulate more strongly the higher order aspects of the Quality Teaching Framework;
- the school will ensure teaching programs for all science courses in all Stages are clearly aligned to the current Board of Studies syllabuses;
- assessment practices within the Science Faculty are in accordance with the school, DEC and Board of Studies requirements;
- all members of the Science Faculty actively participate in and implement strategies identified in professional learning.
- the school will review its policy and practices in regard to the use and storage of chemicals
in preparation rooms and chemical storage areas.

- review organisational planning, identify specific classrooms to become specialist subject areas;
- all members of the Science Faculty adhere to the Code of Conduct;
- the school assesses the needs of the science faculty and supports the purchase, maintenance and upgrading of teaching and learning resources.

Management: School Library

Background

The school library was the focus of the inner school evaluation with four terms of reference:

- the effectiveness of the library in meeting the needs of students at the school;
- the effectiveness of the library in supporting the teaching needs of staff;
- the efficiency of services provided by the library to students; and
- the efficiency of services provided by the library to staff.

The evaluation was conducted in term 4 2012, using mixed mode methodology for specific groups: students, teachers, administrative support staff, and parents/care givers.

Findings and conclusions

Students in all stages unanimously endorsed the printed book. Stage 4 student demand for fiction books is so high that the library is unable to keep up. Stage 5 students had less time to read for pleasure and roughly 70 percent of their time in the library was taken up with printing assignments. Stage 6 students preferred to study at home or at Parramatta City Library.

Students in all stages commented on the noise levels in the library at recess, lunch and before school. Stage 6 respondents rarely used the school library for this reason, with Stage 5 and 6 students noting the disruption to study. During the school holidays, students from all stages patronised the local council libraries and this increased with each stage.

Teachers rarely used the library to prepare their class lessons because they had access to their own faculty resources. Some teachers used the library space for class teaching or group work. The highest bookings for classes were for Year 7 Information Skills, followed by English, Science and several HSIE subjects.

The total number of periods booked in the library was 345, which approximates to about 20 percent use of the available library periods.

School administrative staff proposed the introduction of a swipe card system for students studying in the library.
Future directions

Future directions focus on resource allocation strategies and introducing operational changes.

- Investigating the opening hours of the library: half an hour earlier for students to print assignments.
- Assessing the costs and benefits of printed books against electronic books to find the most cost effective mix of options for longer term savings.
- Encouraging teachers to book library space to maximise effective use of space.
- Establishing a formal relationship between the school library and local council libraries.
- Implementing discipline measures to reduce the high noise levels in the library.
- Developing a five year business plan to guide the strategic direction of the library as the school’s central learning hub.

Parent, student, and teacher satisfaction

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

Whilst the level of overall satisfaction with school programs remains very high, 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.

Professional learning

The development of individual professional learning plans and faculty professional learning plans in 2012 indicated priorities for professional learning activities across the school. These professional learning plans combined with the identified whole school strategies and activities supported the attainment of targets.

The role of the Professional Learning Team was to organize, source and provide professional learning opportunities to support teacher professional growth. Sessions during School Development Days included mandatory training, technology, data analysis, leadership capability development, national curriculum and literacy.

Staff attended a wide variety of professional learning activities outside school offered by DEC and other providers but the majority of professional learning activities were provided through DEC on-line registered courses and also in school longitudinal strategies, in particular peer coaching, action research and mentoring.

A total of $42,960 in Teacher Professional Learning Funds (TPL) was made available to the school in 2012 with the school having an additional $9015 balance to carry forward from 2011. In total, the school expended $49638 on DET priority areas. 79% of the TPL funds were spent on casual salaries and 21% on course fees. Leadership and career development along with Quality Teaching received 26% and 25% respectively of the total professional learning finances. This expenditure reflects the 2 school target areas for 2012.

TPL funding was augmented by tied DEC funds, such as Digital education revolution professional learning funds and the beginning teacher resource allocation. Centre for Excellence funds targeted Literacy and Leadership programs. The school expended an additional $22,498 on providing targeted professional learning activities to meet identified needs of staff.

% of TPL funds 2012
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 3:

Implementation of the new NSW syllabuses within the school community.

Outcomes for 2012–2014 are:

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

2013 Targets to achieve these outcomes include:

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

Strategies to achieve these targets include:

School leaders participate in curriculum leadership development and collegial actions supporting implementation.

Participation in online professional learning modules and utilisation of teaching and learning resources support the development of teacher’s ability to program, teach, assess and report new syllabus.

Completion of curriculum online modules by executive and staff including

- Syllabus specific online learning for staff – *familiarisation with the 7-10 syllabus*
- Syllabus specific online learning for staff
- *developing confidence*
- *cross-curriculum areas*
- *literacy, numeracy & ICT*

- *Syllabus planning & programming for diverse learners*
- *Differentiating the curriculum for GAT students using ICT*
- *Authentic assessment*
- *Cultural awareness*

School priority 4:

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

Outcomes for 2012–2014 are:

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

2013 Targets to achieve these outcomes include:

- Enhanced teacher understanding and skills in how to differentiate learning activities
- Stage 4, 5 and 6 programs and lesson plans cater for the diverse needs of students and student backgrounds
- Stage 4, 5 and 6 assessments are relevant to student learning
- All programs, teaching activities and assessments demonstrate strong knowledge of the quality teaching model domains and elements

Strategies to achieve these targets include:

- Executive professional learning focused on performance management, effective feedback for enhance learning and explicit differentiated teaching strategies.
• Implementation of explicit professional learning activities to enhance teacher understanding and skills in how to differentiate learning activities
• Develop and use personalised learning plans for students
• Staff training in using program proforma to embed differentiation strategies
• Staff to participate in targeted professional learning.
  - Syllabus planning and programing for diverse learners
  - Differentiating the curriculum for gifted and talented students using ICT
  - Authentic assessment
• Inner school evaluation to investigate the degree of catering to student diversity through differentiation.
• Continuation of professional learning using the DEC Classroom Teacher Program with all teachers to enhance knowledge of Quality Teaching model and teaching practices.
• Implementation of the DEC Peer Coaching Program to assist teachers in identifying ways they can implement 21st century pedagogy creativity, collaboration, challenge, connectedness and connectivity. Higher order thinking, ICT’s and independent learning, including technology, to strengthen classroom practice and enhance students’ academic achievement.

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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