Mackellar Girls Campus
2011
Annual School Report
Our school at a glance

Students

Enrolments at Mackellar Girls Campus have increased steadily over the last 5 years from 961 in 2007 to 1,100 in 2011.

On average 92.5% of students attended school each school day. This has improved from the daily attendance in 2010. The 2011 attendance rate is above the state average but is slightly below the regional average.

Approximately 90% of the 2011 HSC graduates have gone on to further study in 2012 and another 10% are deferring tertiary study for one year.

Approximately 90% of our 2009 Year 10 cohort completed Year 12 in 2011.

Staff

The school had 76.8 teaching positions allocated in 2011. This included 14 executive staff, 59.2 classroom teachers and 3.6 specialist teachers. The teaching staff was supported by 14.4 administrative and support staff.

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

Significant programs and initiatives

The school ran a number of programs to give students additional educational support throughout 2011. These were:

- Aboriginal Education program
- Multicultural Education program
- Respect and Responsibility program
- Learning Support program
- Vocational Education program
- Student Welfare program
- Connected Learning program

Student achievement in 2011

Student achievement in 2011 was extremely strong. Student growth in NAPLAN in Year 9 was amongst the strongest in the Northern Sydney Region, the highest performing region in the state. As well as strong growth, the 2011 Year 9 students performed strongly in both their literacy and numeracy and had achievement levels that were as strong, and in many instances stronger, than the statistically similar group of schools.

The School Certificate results were also outstanding with very high percentages of students achieving in the top bands across all subjects. The performance of the Mackellar Girls was much stronger than the similar group of schools and the value- adding when comparing these results with their Year 5 performance was outstanding.

Students who achieved their Higher School Certificate at Mackellar Girls in 2011 also demonstrated outstanding achievements. One student was an all-rounder, achieving Band 6 in all courses, 22 students (20%) achieved an ATAR of over 90 and 83 students were Distinguished Achievers by attaining a Band 6 in a course. Of the forty one courses in which Mackellar Girls students were candidates, there were thirty one where the average course mark at Mackellar was above the similar school group and the state performance.

Messages

Principal’s message

NBSC Mackellar Girls Campus is a successful, large comprehensive girls’ high school. There are high expectations for student learning, behaviour and school uniform. The school has an exemplary Gifted and Talented Program, and while academic excellence is highly valued, the school encourages its students to take part in a broad range of learning activities including cultural, physical and social. The school provides a broad and balanced curriculum that challenges and develops students in a safe and happy environment. The school excels in sport and the creative and performing arts and has a strong reputation in welfare support for students.

There is a school culture based on the values of students striving to do their best, celebrating each others achievements, taking personal responsibility for their actions and respecting the rights of others. The school has worked closely with the wider community to enhance the opportunities for students and reflect community expectations.
The fine reputation of NBSC Mackellar Girls Campus continues to grow. It is a school that draws its strength from the combination of its wonderful traditions and its capacity to evaluate and reflect on its practice and so meet the emerging needs of the future.

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

Ms Christine Del Gallo - Principal

P & C and/or School Council message

It is a goal of the P&C Association in conjunction with the staff, to support the school in achieving their objectives and to encourage parent participation in the high school environment.

Parents are invited into the school to participate in activities, attend functions and help out in many varied ways within the school and classroom environment. Some of the ways that parents have a role at school include:

- Participation at P&C Association meetings
- Participation in working bees
- Participation in Fundraisers
- Volunteering in the Canteen, Uniform Shop and with sporting teams

I am very happy to say that 2011 was a productive year for the parent body. We commenced the year with a flurry of activity - completing the renovation of the E Block toilets, hosting the Year 7 welcome evening and a Wine and Cheese night. Parents also participated in a working bee. Funds raised from P&C levies, canteen and uniform shop proceeds have been used to purchase learning resources for the school. The P&C Association was successful in an application for a community grant from Freshwater Community Bank Branch of Bendigo Bank. It has provided financial support to the school to assist in the purchase of audio-visual equipment.

Mackellar Girls Campus continues to grow in increasing numbers of students but also a sense of student, staff and parents as one school community. Parents are welcome and their involvement is greatly appreciated.

Natalie Morton - P & C President

Student representative’s message

The 2010-2011 prefect body has been a very dynamic group in the Mackellar community. In 2011 the prefect body met on a weekly basis, discussing issues that needed input from the students’ perspective. We appreciated the support and encouragement of Ms Del Gallo, Ms Harris, Ms Christie and Ms Warne.

The main focus of our prefect work in 2011 was to support a variety of charities. We raised money from the Mackellar community for the National Breast Cancer Foundation, the Cancer Council and International Women’s Day, as well as involvement in Clean Up Australia Day and Jeans for Genes Day.

Two of the most significant things we organised for the student body were the Bally/Macka dance and the Year 8 Sleepover. The Bally/Macka is a dance organised and run by the prefects of Mackellar Girls and Balgowlah Boys Campuses. There is an enormous amount of time and work that goes into the organisation and implementation of this event, which the students of both campuses appreciate.

One of the prefect traditions each year is to organise for the Year 8 students to sleep over at the school. The evening was a huge success for both the Year 8 participants and the Year 12 prefects. Both the school dance and the sleepover were generously supported by the staff of Mackellar Girls Campus and we appreciate their commitment.

During the year there were many opportunities to enrich our leadership skills through various seminars and skills days. We met with other school leaders, had the honour of meeting local state members, mayors and sporting leaders and had opportunities to establish close connections with them. Meetings with the five campuses of the College occurred once a semester and allowed each prefect group to discuss and share their involvement within their schools.
It has been a privilege and honour to have been the School Captain and to have been part of the prefect body and we feel a great sense of satisfaction to know that we were the leaders of Mackellar Girls Campus.

Eleni Tsagaris - School Captain

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

Mackellar Girls Campus continued to receive strong demand for the places available in each year group in 2011. The following table shows our enrolment levels over the last 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1000</td>
</tr>
<tr>
<td>2008</td>
<td>1200</td>
</tr>
<tr>
<td>2009</td>
<td>1500</td>
</tr>
<tr>
<td>2010</td>
<td>1100</td>
</tr>
<tr>
<td>2011</td>
<td>1300</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates of students have shown significant improvement since 2007. Mackellar’s student attendance is well above the state average but slightly below the regional average. The implementation of more systematic attendance monitoring has greatly improved student and parent responsibility for managing students’ attendance at school.

Management of non-attendance

The most effective strategy in managing attendance of students at school is to promote higher levels of engagement through the learning experiences provided by teachers. At Mackellar Girls, teachers are constantly evaluating the learning culture of their classes to ensure that learning is engaging and relevant to student outcomes.

On a daily basis we use a computerised system to record student attendance and families of students who are absent each day are contacted by SMS on the day. Families may respond with an explanation of why the student is not present at school or alternatively the family is made aware immediately if the child is on unapproved leave.

As well as these daily systems, every few weeks the Deputy Principals review the overall attendance patterns of students and interview those students and their families where there is not a satisfactory level of attendance at school. Further to this, classroom teachers regularly advise families through letters if there is an unsatisfactory attendance in any course from Years 7 – 12.

Class sizes

Most classes in Years 7-10 contain 30 students, or 24 in some practical subjects. Some language and music classes are smaller. Senior classes have a maximum of 24 students, but the majority are under 20.

Retention to Year 12

The learning culture at Mackellar Girls encourages students to seek the highest possible educational qualifications to broaden their options beyond secondary schooling. As a consequence, the percentage of students who continue their education to Year 12 is high. The retention of students to Year 12 has improved to above 90%.

Post-school destinations

The 2011 Year 12 cohort has embarked upon a wide variety of post-school destinations. These students developed a broad range of knowledge and skills to ensure that they were well prepared for their post-school choices.

Most of the students (95%) were eligible for an ATAR (Australian Tertiary Admissions Rank). Of
these approximately 70% received a first round offer to a variety of public universities across Australia. Many of these students received more than one offer of a university placement. A small percentage of the 2011 Year 12 students have chosen to study at a private university.

The most popular choices of courses for further study were medical sciences, health sciences, science, engineering, law, arts, secondary and primary education, business, marketing and media, psychology, design, paramedical sciences and music.

TAFE and private colleges have again been a popular post-school destination for those students not undertaking university studies. Approximately 28% of this cohort has enrolled in high demand courses in design, visual arts, event management and business.

A number of students have chosen to take a GAP year. Some of them have applied for the Defence Forces GAP year while others will be working for various not for profit agencies in countries such as Peru, Malawi and the United States before returning to their studies. All of these students have already accepted deferred placements for their return to tertiary study in 2013.

Year 12 students undertaking vocational or trade training

In 2011, approximately 35% of students who were enrolled in Year 12 at Mackellar Girls Campus undertook some vocational training as a part of their HSC studies. Many of these students studied framework courses such as Hospitality, Business Services, Entertainment, Accounting and Tourism, which are eligible to contribute to the students’ ATAR. Other students studied TAFE delivered courses such as child care, design and event management that contributed to their award of a Higher School Certificate.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, 100% of students who were enrolled in Year 12 at Mackellar Girls Campus attained their Higher School Certificate credential.

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</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>59.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>N/A</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td>91.2</td>
</tr>
</tbody>
</table>

In 2011 the indigenous composition of the total workforce at Mackellar Girls Campus was 1.1%.

Staff retention

As in previous years, the staffing establishment at Mackellar Girls has remained very stable. Six teachers retired during 2011 and four new teachers were permanently appointed to the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>93</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>809,475.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>551,780.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>207,050.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>953,183.00</td>
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<tr>
<td>Interest</td>
<td>46,441.00</td>
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<tr>
<td>Trust receipts</td>
<td>173,277.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2,741,206.00</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 305,795.00
- Excursions: 217,351.00
- Extracurricular dissections: 233,139.00

Library: 249,620.00

Training & development: 636,370.00

Tied funds: 1,564,120.00

Casual relief teachers: 142,255.00

Administration & office: 343,385.00

School-operated canteen: 0.00

Utilities: 1,144,570.00

Maintenance: 1,404,690.00

Trust accounts: 1,868,480.00

Capital programs: 342,210.00

Total expenditure: 1,962,931.00

Balance carried forward: 778,275.00

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
- Angel McMullan and Lauren Wilcox (Year 12 2010) had their HSC works nominated for ArtExpress
- Lauren Wilcox (Year 12 2010) had her HSC Visual Arts Outstanding Work exhibited in ArtExpress in the Goulburn Regional Art Gallery throughout May and June
- Tahlia Sarv (Year 12 2011) has had her HSC Textiles & Design major work exhibited, as part of only three textiles works, at the Powerhouse Museum as part of Textstyle
- Lyndal Bartholomeusz and Madeleine Lennox (Year 12 2011) received a nomination for the inclusion of their HSC Drama performances in OnSTAGE.
- Rachel Demarco, Ellinka Geercke and Ellie Ratcliff (Year 12 2011) had their HSC Dance work selected for consideration for inclusion in the HSC Callback performance

Harriet Wickett (Year 10) was selected in the Qantas Choir and the Australian Girls’ Choir which included a performance in the Sydney Oprah Winfrey Show

Nina Dalton and Bronte Reynolds (Year 12 2011) were successful in the National Art School Visual Arts Extension Course

Anna Mae Pettifer (Year 7) and Montana Hawkins (Year 7) were selected for the DEC Northern Sydney Regional Choir

Vanessa Brown (Year 9) selected for the NSW Public Schools Symphonic Wind Ensemble

Hannah Phillips (Year 10) selected for the NSW Public Schools Dance Senior Company and nominated for the Dance Senior State Master Class

Billie Moffat and Georgia Van Gils (Year 9) selected for the NSW Public Schools Dance Junior Company

Tamarra Harrison and Hannah Phillips (Year 10), Georgia Van Gils and Tenzin Youdon (Year 9) and Paloma Leech and Amber Todd (Year 7) were selected in NSW Public Schools Dance Ensembles

Madeleine Moore (Year 10) was selected for the NSW Public Schools Senior Vocal
Ensemble, the Schools Spectacular choir, the NSW DEC Arts Unit Concert at Sydney Town Hall and was part of the NSW Public Schools Singers involved in the NSW Combined Schools ANZAC Commemoration Service at Hyde Park War Memorial

- Lana Domeney (Year 8) and Isabel Armour (Year 7) were selected in the DEC North Sydney Regional Choir that performed at the Sydney Opera House, the Sydney Town Hall and went on a tour to Tasmania as part of the Festival of Voices.
- Mikayla Rundle (Year 10), Elise Sands (Year 8) and Vanessa Brown (Year 10) were selected to attend the State Music Camp
- Sara Misahebi-Mohamadi (Year 9), Lily Stokes, Elise Hodgson, Madeleine Moore and Mikayla Rundle (Year 10) were selected for the NSW Public Schools Senior Music Camp, and Elise Sands (Year 8) and Arlia Patterson (Year 7) were selected for the Junior Camp
- Kate Day and Rachael Robertson (Year 10) were selected for the Regional Symphonic Wind Ensemble Tour of NSW
- Shaney Jarrett (Year 10) was selected in the Schools Spectacular Aboriginal Dance Company
- Hannah Gibson, Kate Kemp and Hannah Phillips (Year 10), Billie Moffat and Georgia Lloyd (Year 9) and Anna Mae Pettifer and Zoe Rayment (Year 7) were selected for the Schools Spectacular Specialised Dance Workshops
- Michaelina Assefa (Year 12), Ashlee Harpur and Jasmine Peters (Year 11), Melani Gravas, Madeleine Moore and Hannah Phillips (Year 10), Sara Misahebi-Mohamadi and Grace Rowley (Year 9) were selected for the Schools Spectacular Music Theatre Workshops
- Kara Perry (Year 10) and Claire Gravas (Year 8) were finalists in the Moran Secondary School Photographic Prize
- Vanessa Brown, Madeleine Moore and Hannah Phillips (Year 10), Billie Moffat, Georgia Van Gils and Tenzin Youdon (Year 9) and Paloma Leech and Amber Todd (Year 7) performed at the State Dance Showcase
- Lana Domeney and Holly Whitehead (Year 8) gained 1st places in various sections at the Northern Beaches Eisteddfod
- Stephanie Hill (Year 10) performed in the Northern Beaches Orchestra with Richard Tognetti
- The Performance Band attained 2nd Place in the Yamaha Music Festival C Division and a silver award in the NSW State School Band Festival
- Louise Jacobsson (Year 8) and Ashleigh Veitch, Lily Gerry, Bethany Trewartha (Year 7) for were selected to attend the NSW Public Schools State Dance Camp
- Year 11 Drama gave a fabulous performance of Cagebirds for Drama Night
- Lara Domeney (Year 8) was selected in the Public School State Choir and had a highly commended performance in the recent Sydney Eisteddfod Vocal section
- Hannah Phillips (Year 10), Georgia Van Gils, Billie Moffat and Tenzin Youdon (Year 9), Amber Todd and Paloma Leech and Nicola Denton (Year 7) were selected for School Spectacular Dance Ensembles
- Emma Stewart (Year 11) attained her Associate in Music Diploma (AMusA) with Distinction

**Sport**

- Elyse Webster (Year 12 2011) was awarded a Regional Sports Blue for Waterpolo
- Lauren Andronicos and Elyse Webster (Year 12) and Tahlia Bogg (Year 11) were selected in the NSW CHS Water Polo team
- Victoria Saville (Year 8) was selected in the NSW CHS Cricket team
- Sara Anastasieska (Year 9) was selected in the NSW Talented Athlete Program for Basketball and received a National Intensive Training Scholarship
- Nicole Adam (Year 11) was selected in the Regional Open Softball team, Kristy Donkin (Year 9) was selected in the Regional Open Water Polo team, Mali Cornelius-Mau’u and
Letitia VanderHeide (Year 12 2011) were selected in the Regional Volleyball team, Molly Simpson (Year 9) was selected in the Regional Hockey team and Rebecca Curtis (Year 12 2011) was selected in the Regional Open Netball team.

- Ella Connaghan and Ella Falzarano (Year 7) competed in the NSW CHS Triathlon.
- Isabella Wells (Year 10) was placed 5th in U17 Single Skull and 6th U17 double skull with Ina Marshall-Davies (Year 10) at the NSW Rowing Championships. Ina Marshall-Davies and Isabella Wells and Ella Connaghan also competed in the NSW Schoolgirls Head of the River.
- Lauren Andronicos (Year 12 2011), Tahlia Bogg (Year 11) and Elyse Webster (Year 12 2011) were selected in the CHS Water polo team.
- Talissa Taurins (Year 11) won four gold medals at NSW State kayaking titles and was selected in the National Talent Identification Program in kayaking. She also won five medals at the Northern Beaches Branch Lifesaving championships.
- Lillian Kelly (Year 8) qualified for the State Surf Lifesaving championships and Kelly Dober (Year 8) qualified for the State Athletics championships in triple jump and high jump.
- Caitlin Douglas (Year 8) and Georgia Llewellyn and Phoebe Boyd (Year 7) had success in the Heron Junior State Sailing Championships. Caitlin Douglas and Georgia Llewellyn attained a bronze medal in the CHS Sailing Heron Class. Georgia also gained 4th place in the Teams Racing National Championships.
- Judith Carroll (Year 9) won her division in the NSW Speed and Lead competition in rock climbing.
- Amelia Barber (Year 10) and Talissa Taurins (Year 11) competed at the National Sprint Kayaking Championships in Adelaide. Talissa attained four gold and one silver medals in her event.
- Kristy Donkin (Year 9) was selected in the North Sydney Water Polo Talent Development Squad and selected to trial for the Open Water Polo team.
- Billie Myall, Christine Washer, Aliyah Helu and Matilda Nickson-Pole (Year 7) received a bronze medal in the 12 years relay at the CHS Swimming Championships, and Billie Myall received a silver medal in the 12 years age championship.
- Brianna Trim (Year 7), Lara Seeto (Year 8), Waverly Preece (Year 9), Bianca Ross (Year 9) and Chelsea Godden (Year 8) participated in the International softball challenge against Japan, and Bianca and Brianna were selected in the all-stars team to play against Japan.
- Tahnee Devine and Laura Crerar (Year 10) were placed 2nd in the Australian Surf Lifesaving Championships Board Relay.
- Drew Tresidder (Year 7) competed for the school in Equestrian events at Evan Crown Horse Sports Day and was Reserve Champion as a result of two 1st, four 2nd and a 4th.
- Brianna Baird (Year 8) achieved 3rd place at Regional Golf Championships.
- Rebecca Peacock (Year 9) was selected in the All Schools NSW 15s Volleyball team.
- Hannah Gibson (Year 10) was placed 1st at Regional Cross Country.
- Kristie Leonard (Year 7) - placed 13th at Regional Cross Country.

![Mackellar Girls athletics carnival](image-url)

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![Mackellar girls in the college hockey CHS finalists' team](image-url)
achieved 3rd place in the All Schools Athletics Championships 1500m
- Tina Zaunders (Year 11) came 1st in the State in her Martial Arts (full contact boxing) competition and competed in the Nationals in November.
- Alex Aves (Year 8) won her age group at Oceania Sports climbing competition which made her the Australian champion
- Grace Rowley and Natasha Slavec (Year 9), Kelly Dober and Georgina McDonnell (Year 8) for their gold medal in the All Schools Athletics Championships 14yr relay
- Grace Rowley (Year 9) was placed 5th in CHS 100m and 8th in the All Schools Athletics Championships 100m
- Tahlia Bogg (Year 11) and Kristy Donkin (Year 9) achieved 3rd place in the Waterpolo National Club Championships
- Madison Coster (Year 8) was selected for the Sprint Kayaking National Elite Development program
- Eleanor Owen (Year 9) was selected in the NSW High Performance Surf Lifesaving Team
- Sabrina Covey (Year 8) was selected to compete in the AMAC Australian Titles in Martial Arts
- Kaitlyn Glanville (Year 7) attained 1st place in the NSW Athletics U14 4x100m relay
- The Mackellar Girls Volleyball team was placed 1st in the Australian Schools Volleyball Cup in Melbourne

Other
- 500 students raised $40,000 for World Vision in the 40 Hour Famine.
- Ainslie Orcher (Year 10) was selected for the Rotary Leadership Camp and won an Outstanding Achievement in Public Speaking Award in the 2011 NSW Schools Nanga Mai Awards. She was presented with her award at a ceremony at the National Maritime Museum
- Nina Newcombe, Bianca Newton and Lucy Edmont (Year 11) formed the Mackellar team in the Model United Nations.
- Emily Thomson, Erin Finlay and Teghan Williamson (Year 7) had the winning entry in the Project Penguin competition. Their painted bench was selected to be included in the newly refurbished Roundhouse Preschool.
- Lucy Edmont and Jasmin Peters (Year 11) participated in the Flash Mob Irish dance event at Central Station on St Patrick’s Day
- Daisy Ewan (Year 12 2011) achieved the Silver Duke of Edinburgh Award
- Sara Anastasieska (Year 9), Poppy Hornsby-Widholm (Year 9) and Nicola Kougioumtzis (Year 9) mentored award winning teams of primary school students from Manly Vale and Harbord Public Schools in the Design Make Innovate Project.
- Meimi Huang (Year 11), Grace Cockrell, Nicole Crtkvenic, Anna Milton, Evie Oldroyd, Jessica Smith and Jenny Tang (Year 10) were selected for the Manly/Odawara Student Exchange Program to Japan
- Natalie Bannister and Jasmine Peters (Year 11) were selected to attend the Young Women’s Leadership Seminar at the NSW Parliament
- Rebecca Hawkins, Mikaela Hedge, Paige Langford and Emily Purcell (Year 12 2011) were selected to attend HMAS Penguin Student Leadership Seminar
- Jeanette Lloyd (Year 12 2011) was awarded a Zonta scholarship for Year 12
- Eleni Tsagaris (Year 12) was nominated for the Minister’s Award for Excellence in Student Achievement
- Lucy Edmont, Nina Newcombe and Bianca Newton (Year 11) successfully represented at the Model United Nations Assembly, gaining 3rd place and 1st in Best Dressed in National Costume
- Susan Auld, Mikaela Hedge, Paige Langford and Emily Purcell (Year 12 2011) were selected for the HMAS Penguin Leadership Course
- Tenzin Dicky Rinchen (Year 10) was nominated to undertake a 3 week course in Germany in January at the Goethe Institute
- Therese Watt and Emily Collette (Year 9) were selected by Manly Council to be representatives in the Beach to Bush program visiting Gunnedah and Brewarrina
- Bianca Newton (Year 11) and Ainslie Orcher (Year 10) were selected to be ‘School
Education Directors for a Day’

- Aizhen Chen (Year 11) was awarded a Bronze Certificate for her exceptional participation in the NSW Premier’s Student Volunteering Awards program
- Tayla Vander Horst (Year 11) was awarded a TVET Outstanding Student Northern Sydney Institute award for hairdressing
- Sophie Hansen (Year 12 2011) received a UNSW Academic Achievement Award
- Louise Craker and Georgina Hawling (Year 10) were selected for the Lions Club of Balgowlah Youth of the Year

Academic

In the National Assessment Program, the results across the 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 skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and

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

Literacy – NAPLAN Year 7

The overall result for literacy in the NAPLAN testing is aggregated from the students’ results in reading, writing, spelling and grammar and punctuation. In 2011, there is a continuing trend from previous years that demonstrates that the literacy skills of the students are well developed and consolidated in their transition from Stage 3 to Stage 4.

Students performed very strongly in the higher bands in reading, writing and grammar and punctuation with approximately 40% of the Year 7 students achieving either Bands 8 or 9. Their performance in all three of these elements of literacy was significantly better than the state and the school’s statistically similar group (SSG).

An area for improvement in literacy is in the area of spelling in the higher performing students. There was an over-representation of students in Band 7 and an under-representation in Band 9. This will need to be a continuing focus in the primary school partnerships that the school has successfully developed in the last 2 years.

Numeracy – NAPLAN Year 7

An analysis of the achievements for Year 7 2011 shows that the overall numeracy of this group is above state performance and comparable to the school average. Once again this reflects a continuing trend from previous years. The Statistically Similar Group (SSG) average shows a significant difference in the top band.

The graph below shows that the ‘plateauing’ of the achievement levels for students in Band 7 and the over-representation of students in Band 6 has continued from 2010 into 2011. Once again these continuing patterns indicate the need for greater connections with partner primary schools in developing Stage 3 and Stage 4 numeracy skills.

% of Students in Various Bands

Literacy – NAPLAN Year 9

The overall result for literacy in the NAPLAN testing is aggregated from the students’ results in reading, writing, spelling and grammar and punctuation. An analysis of the achievements for Year 9 2011, shows that the overall literacy of this group is above state average and above or comparable to the SSG average and the school average. This demonstrates that the literacy skills of the students are well developed and consolidated in their transition from Stage 4 to Stage 5.
Approximately 30% of Year 9 students achieved Bands 9 or 10 in all four elements of literacy and whilst these results are not as strong as those in 2010, this trend reflects the ongoing implementation of a focus on improving all components of literacy through teaching and learning programs across the school. These programs have explicitly developed the writing, reading, spelling and grammar and punctuation skills of our students.

Numeracy – NAPLAN Year 9
An analysis of the achievements for Year 9 2011 in the NAPLAN testing shows that the overall numeracy of this group is above state average and comparable to the school average across most achievement bands. This demonstrates that the numeracy skills of the students are being developed and consolidated in their transition from Stage 4 to Stage 5. Once again this reflects a continuing trend from previous years.

The overall numeracy results of this cohort reflects the ongoing focus that the school has placed on making further improvements in our girls’ numeracy skills. A closer analysis of the data demonstrates that the percentage of students achieving either a Band 10 or 9 is comparable to the SSG performance, which is a significant improvement on the percentage from 2010. In 2012 teaching programs are addressing the issues that contributed to the over-representation of students in Band 7.

Progress in numeracy
There has been very pleasing improvement in the numeracy skills of our students, which reflects the ongoing priority that the school has given to this component of our students’ learning. Mackellar Girls has put in place a comprehensive strategy over the last four years to focus on numeracy across all KLAs.

School Certificate

The results for English in the School Certificate in 2011 were outstanding and continued an upward trend in achievement that is reflected in results for the last three consecutive years. It was an incredible achievement to have 64% of students receiving either a Band 6 or Band 5. The percentage of students achieving both Bands 6 and 5 is far greater than the state and SSG averages. These consistently high results reflect a targeted implementation of programs designed to improve students’ literacy and to establish very sound foundations for Stage 6 studies.

Progress in literacy
Mackellar Girls has continued to make pleasing progress in the literacy skills of our students. This has been the result of specific programs that have been put into place and the emphasis that is placed on the explicit teaching of literacy in teaching programs.
The 2011 results in Mathematics are excellent. The percentage of students in Bands 5 and 6 is significantly greater than both the state and SSG percentages. This is the first time that students at Mackellar have outperformed the SSG in Band 6 performance, which is a strong testament to the teaching and learning programs implemented in Mathematics. Programs have also been successfully implemented to lift the achievements of the lower performing students.

Students’ results in Science in 2011 have consolidated on the improvements that were achieved over the last couple of years. Approximately 45% of students achieved either Band 5 or 6, which is significantly better than both the state and SSG performances.

Results in 2011 Australian History, Civics and Citizenship were once again outstanding. One student achieved 100% in the examination. Almost 50% of students achieved either Band 5 or 6 and more than 80% of students achieved either Band 4, 5 or 6. These results in History have been an enduring feature of the school’s School Certificate performance and are testament to the excellent teaching and leaning programs implemented by the teachers.

In 2011 approximately 45% of students achieved either a Band 5 or 6 in Australian Geography, Civics and Citizenship. This is an excellent performance and is almost two times better than the SSG and almost three times better than the state. A very pleasing element of these results is a stronger performance in 2011 compared to the school average for the past five years. This is a reversal of previous trends.

The 2011 School Certificate Computing Skills test has demonstrated outstanding improvement since 2007. It is now pleasing to note that the percentage of students who are highly competent significantly exceeds the SSG, state and school averages.
School Certificate relative performance from Year 5 (value-adding)

Year 10 2011 students have demonstrated outstanding improvement in their achievements across all SC subjects when comparing their performance in their SC with their Year 5 results. This value-adding component demonstrates that the teaching and learning at Mackellar Girls has improved the knowledge and skills of the students very significantly. The value-added component for Year 10 2011 is significantly stronger than the SSG averages for previous years.

Higher School Certificate

The 2011 Higher School Certificate results for this school were outstanding. 83 students were Distinguished Achievers in attaining a Band 6 in one of their courses and 22 students achieved an ATAR (Australian Tertiary Admissions Rank) of over 90. One student was an all-rounder, achieving Band 6 in all of her courses.

The graphs above show the average mark scored in each course at Mackellar Girls with a candidature of 10 or more students. This average is compared to the course averages for the school, state and SSG. Thirty one of the forty one courses shown in these graphs had average course marks higher than the SSG, state and school averages.

These very high results are a combination of the dedication and commitment of the students to their learning and the expertise, experience and dedication of the teachers. Both the students and the teachers are to be congratulated on these results.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Year 12 2011 students have demonstrated significant improvement in their achievements across all HSC subjects when comparing their performance in their HSC with their Year 10 SC results. This value-adding component demonstrates that the teaching and learning at Mackellar Girls has improved the knowledge and skills of the students very significantly.

The following graph shows the value-added component for Year 12 2011 is stronger in comparison to our Statistically Similar Group (SSG), particularly in the high achievement group.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 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>Subject</th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.8</td>
</tr>
<tr>
<td>Writing</td>
<td>98.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.5</td>
</tr>
<tr>
<td>Writing</td>
<td>96.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.0</td>
</tr>
</tbody>
</table>

Note – no students were exempt

Significant programs and initiatives

Aboriginal education

2011 has been extremely rewarding and fulfilling for our Aboriginal students, and the entire School.

Mackellar Girls’ Campus was privileged to receive the Director General’s Award for Excellence in Aboriginal Education. This is an award shared by all staff for their dedication to ‘closing the gap’ for Aboriginal students and for the inclusion in faculty units of work on Aboriginal cultural history and knowledge.

Ainslie Orcher, a Year 10 student, was a very worthy recipient of the Regional Director’s Award for Excellence in late 2010. Ainslie was also the recipient of the prestigious Nanga Mai award for public speaking. The Nanga Mai awards are organised by the Aboriginal Education and Training Director and students from all over New South Wales compete for the awards. Ainslie is the first student to win this accolade. It is an award that Ainslie richly deserves as she has addressed hundreds of Principals, Deputy Principals and other leaders in education at conferences and forums held many times during the past years.

Ainslie was also awarded the honour of being chosen as Director-General for a Day.
She spent this special day working alongside Michelle Hall, Director of the Aboriginal Education Directorate and other staff officers there. They were delighted to have Ainslie as their ‘Director’ and she accompanied them to a number of award ceremonies at Bridge Street and the University of Technology.

Mackellar’s partnership with Macquarie University was strengthened this year by visits to the University where the students attended specially arranged lectures and were addressed by academic staff. Following those opportunities, student advisory officers from the WaraWara Aboriginal College at Macquarie visited Mackellar Girls. The officers discussed with our senior Aboriginal students entry requirements, different courses, accommodation and tutoring support once at university.

All the staff at Mackellar were thrilled when our Year 12 student, Teoka Ellis, received an offer to study B/Arts and B. Ed in Primary Education. Teoka is our first Biala student to go directly to University after completing the HSC.

Later in the year, Janie joined another group of students from different schools and completed a course in Digital Animation organised by Northern Sydney Institute of TAFE. The school congratulated Janie for being a leader and role model in completing these courses.

Another opportunity to participate in community activities was provided by the Northern Sydney Playgroup Association. Three senior Aboriginal students were invited to attend a planning meeting hosted by this group and TAFE to consider the possibility of establishing a Certificate Course for Aboriginal students. This was an outstanding opportunity for our senior students to observe and develop skills in negotiation and planning. They participated in discussions which ranged from financial considerations, timetabling and advertising different courses to attract a wider group of students. Although TAFE was unable to establish a course in 2011, the NSPG provided the students with two days training in planning, organising and running a playgroup centre and then two days working under supervision with young children.

Another work pathways opportunity was provided to two senior students organised by TAFE. These two students participated in a week’s work experience with Aboriginal guides at the Royal Botanic Gardens. This was a challenging but exciting opportunity to work in a magnificent environment, to improve one’s knowledge about indigenous plants and to talk to overseas and local visitors to the gardens.

The partnership with Macquarie University was further strengthened when they, together with Willoughby Council and the Willoughby Arts Centre, held an art workshop as part of Reconciliation Week. Our Aboriginal students joined with member of the non-indigenous community and participated in workshops held by the esteemed Aboriginal artist, Jeffrey Samuels.

Partnerships with TAFE provided the opportunity for one student, Janie Panton-Roberts, to complete Certificate 1 in Aboriginal Tourism.

Strategies in ‘closing the gap’ and improving educational outcomes for Aboriginal students were reinforced by the restructure of the Homework Centre. Three teachers attended the Biala Hostel each Monday night to provide...
tutoring and support for the student residents there. Teachers who work at both the Homework Centre and at Mackellar are able to provide an excellent ‘bridge’ between school and work. The students enjoy working in very small groups or in a one on one situation and the teachers enjoy being part of the students’ home environment.

We are continuing the relationship developed with Ti-tree School in the Northern Territory and in 2011, the school participated by donating “Coles dockets”. The proceeds are to be used to purchase sports equipment which will then be sent to the school.

The school supports the students’ participation in many cultural events hosted by a variety of different groups. The school measures our Aboriginal students’ achievement in all areas of education and culture by their retention, attendance and participation. The school now has a number of students who have studied with us from Year 7 to Year 11. This retention is achieved by a close and trusting relationship between student and school, supported by families who, whilst missing their daughters during term time, understand the opportunities provided by this school. The opportunities offered to all students, and in particular Aboriginal students, include welfare, school programs, supportive and committed teachers and close partnerships such as those discussed earlier in this report.

Aboriginal students continue to receive invitations to present the Acknowledgement of Country and this school has instituted a course especially designed to improve indigenous students’ skills in public speaking.

**Multicultural education**

Mackellar Girls Campus celebrates multiculturalism in a variety of ways. Faculty programs incorporate the DEC’s syllabus requirements and students explore cultural similarities and differences in all subject areas.

The percentage of LBOTE students remains a steady 27% which is a proportional rise reflecting the increased enrolment of all students in this school.

We have continued to make welcome International students from Europe and Asia. Those from Europe are, in the main, short-term ‘study abroad’ students. These students enjoy their classes at Mackellar and frequently remark on the differences in subject area, teaching methods and whole school activities. All are impressed with the welfare focus at this school. Many want to learn about the Peer Support Program and the cross-campus organisations as they do not experience many of these programs in their home country. In turn, we appreciate their participation and discussion in our classes, especially in our language courses where the students who study French and German contribute strongly to the development of speaking and listening skills which are so important for HSC results. Mackellar Girls maintains a strong relationship with the International Student Centre and international students’ homestay/guardians. This ensures that the students’ attendance, participation and academic progress are all monitored carefully.

We have high expectations of all LBOTE students and in particular, international students and we provide extra tutorial support where this is required.

The school has a large number of 3rd phase ESL students. These students may be third generation students who still speak their own language to family. We recognise that many of these students need support in reading and writing if they are to reach their potential. Mackellar has a number of ESL teachers all of whom provide in-class support to these students and to the teachers of their classes.

Mackellar continues to encourage students, who meet the criteria, to study at either Open High School or the Saturday School of Community Languages. A considerable number of our students take up this opportunity and their academic progress is monitored by the supervisor of Saturday School students.

Special programs and courses which include partnerships with TAFE and work place opportunities are also an essential aspect of our multi-cultural programs. Those students seeking different learning experiences and environments are supported by our Careers Adviser, Year Advisers and Deputy Principals to take advantage of special courses offered by TAFE and other providers.
We have been fortunate again in 2011 to receive a tied grant from the Equity co-ordinator to offer a ‘homework/tutorial’ centre for our Tibetan students. This centre provides individualised support particularly in the completion of homework and in the interpretation of assessment requirements.

This school understands and supports the differing needs of students from different language and cultural backgrounds. This school embeds harmony, tolerance and understanding in every aspect of school life. Our success in this is very largely due to the supportive and empathetic nature of the students here, all of whom understand that Australia is a multi-cultural nation and this school represents a microcosm of Australian society.

**Respect and responsibility program**

Developing student leadership is a major platform in student welfare at the school. Students are encouraged to lead school events and to take responsibility for the implementation of student based programs.

Students are encouraged to build relationships with their peers and with their teachers based on mutual respect and the school has the expectation that all students make a positive contribution to their school.

Mackellar Girls Campus embodies the core values for schools as outlined in the DEC policy The Values We Teach. In particular, respect and responsibility form a large part of the curricula and extra-curricula programs offered by the school.

**Learning support program**

Learning support is a broad-ranging term that includes both extension work and remedial activities. The Learning Support team includes Head Teacher Welfare, ESL and STLA teachers and teachers’ aides. This team works together to ensure that learning support is provided for students in need. Team teaching has always been the preferred mode at this school. This model provides assistance or guidance to all students in any class thus ensuring that all students are provided with similar opportunities to engage as fully as possible in their class work.

On occasions, individualised learning plans are required for students and these are provided as necessary. Students’ results in assessment tasks and in diagnostic testing such as NAPLAN and ESSA are analysed carefully to target those students whose results indicate targeted special in-class assistance is required.

In 2011 students whose performances in NAPLAN indicated that an extension program would be of benefit were targeted in their learning programs.

On occasions when a student is absent from school for a short period due to illness or misadventure, learning support is coordinated by Year Advisers who arrange for work to be sent home for the student in order that there is minimal disruption to their learning.

This school applies for, and is successful in obtaining, grants that extend our capacity to provide learning support. These are often short-term grants but they facilitate the employment of additional specialized staff and the implementation of specially designed programs to strengthen students’ skills in different areas of the curriculum.

A small percentage of students experience sustained learning difficulties. Faculties are required to offer these students modified curricula, including modified assessment tasks. This differentiation is an important component in providing equitable access for all students in their learning. With the school leaving age now set at 17 years, this type of modification to the learning is an important component of this comprehensive high school. Updated Life Skills courses provided by the Board of Studies assist these students in a successful completion of their Higher School Certificate.

Each year primary schools provide comprehensive information on each student entering Year 7. This information is collated into individualised student profiles so that teachers can better understand the learning needs of students as quickly as possible. These profiles and NAPLAN data are used by teachers in their planning and programming of learning activities.

The Learning Support team of Deputy Principals, School Counsellor and Head Teacher Welfare meet each week to review students’ welfare and learning needs and identify specific strategies that can be implemented.
Vocational education program

Mackellar Girls Campus continued to support vocational education in the curriculum in 2011 through ongoing teacher professional development and accreditation as well as providing access to a vast range of vocational courses for students.

Vocational courses offered at Mackellar Girls Campus in 2011 were Business Services, Entertainment, Hospitality and Retail. Approximately 45% of senior students studied a VET course. Some students continue to combine the study of university entry subjects with vocational education subjects.

A number of students attended post-compulsory TVET courses in children’s services, design, tourism, marketing, community services, event management, sport and recreation, beauty and hairdressing. Approximately 50% of these students proceed to further study at TAFE in these areas.

A small number of Year 10 students was able to access Stage 5 VET courses in Business Services and Hospitality. These courses were provided by TAFE and private providers.

The Northern Beaches Business Education Network has continued to facilitate SVET work placement, ensuring that students receive the highest possible support for their study of these courses. They have also coordinated the Careers Expo that is run in the Northern Beaches area each year to provide career information to our Year 12 students.

The vocational aspect of the curriculum in Year 10 has been well supported by the school’s work experience program and the Australian Business Week program.

Student welfare program

Student welfare is a term that encompasses leadership, extra-curricula opportunities and liaising with community agencies and Department of Education and Communities consultants.

The school has a large and energetic welfare team consisting of Deputy Principals, Year Advisors, School Counsellor and the Head Teacher Welfare. The team is supported by classroom teachers who have a considerable role in promoting positive student welfare through their curriculum and classroom activities.

Student leadership is a priority focus in this school. The Prefects undertake a variety of roles that include coordinating fundraising. An inaugural Mother/Daughter breakfast was hosted by the Prefects to aid a non-profit organisation dedicated to aiding the women and children of Afghanistan.

The School to Work program has continued to be supported in the school and all students in Years 10, 11 and 12 have been involved in regular career lessons and formal interviews that are focused on their future study and career options.
representing the school at ceremonies and events such as ANZAC Day, International Women’s Day and the Young Women’s Leadership seminar at NSW Parliament House. The Prefects conduct all the school’s assemblies. Each prefect has a special role within the school and each of them performs her duties within the framework of the school’s welfare commitments.

Student leadership in Years 9 and 10 is built through programs such as Peer Mediation and Peer Support. The girls undertake specialised training and then support younger students in managing their peer relationships successfully and in their transition from primary school to high school.

In 2011 Mackellar Girls again welcomed the GP group that visits each year and conducts seminar groups with students in Year 11. 2011 saw Mackellar Girls pilot a mental wellness program provided by Northern Sydney Area Health. The Year 11 students value the opportunity to discuss, in an informal setting, issues related to health and well-being.

A number of students have been assisted to access courses provided by TAFE. These courses included hair and beauty, business services, photography and financial literacy. These courses provided for students in Years 9 and 10 usually give the students a clearer focus on their post-school pathways.

The Young Driver courses provided by RYDA and Rotary are attended by all Year 11 students. These courses provide beginning drivers with greater awareness and skills in responsible driving behaviour.

Student welfare is a priority of this school and our commitment is that all our students study, socialise and mature in an environment that is safe and supportive.

Connected learning program

2011 was another busy and successful year for technology at Mackellar Girls. We continued with the Digital Education Revolution (DER) rollout of Netbooks to the Year 9 students. We now have in excess of 600 Netbooks spread over Years 9, 10 and 11. The IBM Wireless installation is now complete with all areas of the school, including the playgrounds and Performance Space, having wireless connectivity.

The school technology team continued to provide Network technical support and training across the school. The team consisted of two Computer Coordinator teachers, three non-teaching technical staff, the librarian and the School Administrative Manager, coordinated by the Deputy Principal.

Staff professional learning in 2011 focused on the use of classroom technology to enhance quality teaching. Representatives from all faculties participated in a range of professional learning activities offered by the DEC and outside providers. Staff expertise with technology has been enhanced by significant professional dialogue and sharing of resources and skills between staff across the school.

A student group of laptop experts called ‘DERMENTORS’, was established. This group provided invaluable in-class support for students and staff using the DER netbooks and has represented the school at student conferences.

We continued to educate our students in all aspects of Cybersafety. Activities included a whole school assembly addressed by a representative from the Australian Federal Police, several Pastoral Care activities and a whole school Cybersafety awareness-raising focus, led by the School Prefects.

The school Moodle (Modular Object-Oriented Dynamic Learning Environment) has continued to expand and is an essential part of our learning and teaching environment. The use of interactive whiteboards across the school has increased significantly and will be enhanced further with the addition of ten new Multitouch Smartboards to be installed for the start of the 2012 school year. A staff Smartboard ‘user group’ was established to explore the teaching and learning
applications of the Smartboards and to facilitate the sharing of expertise.

Significant improvements have been made to our school network during 2011, with improvements in equipment and infrastructure. Data projectors are available in all teaching areas across all KLAS in the school. Extensive cabling, for both data and power, was completed during the year. This, together with various hardware upgrades, ensures that our school network will continue to cope with the ever increasing demands that are placed upon it.

Progress on 2011 targets

Target 1
To develop a refreshed focus on technology support and resources to support teaching and learning programs in the classroom.

Our achievements include:
- all staff have been trained in the use of Moodle as a teaching and learning platform
- all faculties have digitalised their teaching and learning resources, particularly for use with the DER netbooks
- a Smartboard users group was established to build staff capacity. This group will continue to collaborate throughout 2012.

Target 2
To improve engagement and attendance of students, aiming for an attendance rate of 94%, or above region, from a rate of 92% in 2010

Our achievements include:
- senior curriculum choices, including SVET and TVET programs have been reviewed to ensure that they are broad enough to meet the needs of the ability range of all HSC candidates
- an increase in the average attendance rate at the school from 92.3% in 2010 to 92.5% in 2011. Whilst this does not meet the set target, it is certainly an improvement.
- a structured program of Stage 5 VET courses was introduced for Year 9 and 10 students in 2011 to improve school engagement

Target 3
To maintain our focus on literacy and numeracy, as well as quality teaching in the classroom, confirming our upward-trending results in state-wide tests.

Our achievements include:
- a major improvement in the numeracy and mathematics results in the School Certificate, particularly amongst the more able students
- a major improvement in the growth in numeracy in students when comparing their results in Year 9 2011 with their results in Year 7 2009.
- In 2011 the percentage of students achieving Band 9 or 10 was comparable to our SSG. This is the first year that our higher performing students have had comparable achievement levels.

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 2011 our school carried out evaluations of primary school partnerships and consistency in teacher expectations.

Educational and management practice

Primary school partnerships
Background
Mackellar Girls participates in many project-based learning experiences where the Mackellar students mentor primary school students. These project-based learning experiences are coordinated through the NBSC.

The school perceived that we needed to develop some stronger primary partnerships, particularly with the major partner primary schools, to build on the high school transition program that is already established. It was also an opportunity for the Mackellar girls to be mentors to the younger primary girls.

As part of the Partner Primary Links Program, Mackellar hosted a day in Term 4 where Year 5 students from our seven closest partner primary schools were invited to experience a day of high
school. The local participant schools were Manly Vale, Manly West, Manly Village, Harbord, Curl Curl North, Balgowlah Heights and Balgowlah North Public Schools.

Between 15 and 25 female students attended from each school and were introduced to how high school is run through a series of mini-lessons in History, Drama, Science, Mathematics, Visual Arts, Technology and Languages. The students were guided throughout the day by the newly trained Peer Support Leaders from the Year 10 cohort, who also broke up the lessons by running tours of the school and leading peer support sessions.

Findings and conclusions
The program was extremely successful in establishing strong links with the Year 5 students and the teaching staff from all of the primary schools. Both the Year 5 students and the primary teachers provided positive feedback on how the program gave them an opportunity to experience learning situations they hadn’t had before, that it gave them the experience of a high school day and that they had an opportunity to make connections with the older girls. Furthermore, it was a productive way of reinforcing the peer support training as the Mackellar girls were able to exercise their newly acquired skills.

Future directions
This program will continue again in 2012. As well as providing the high school experience for the primary students, the program will also provide a useful link for the Mackellar teachers to understand the learning continuum from Stage 3 into Stage 4. A structure is now in place for teachers of both high school and primary school to collaborate to fully develop the K-12 learning continuum.

Curriculum
Teacher expectations
Background
Mackellar Girls has a very strong ethos of ‘personal best’. It is part of the school culture and has developed over many years. The most obvious manifestation of this ethos is the merit assemblies that are held at the end of each semester. Gold and silver merit certificates are presented to those students in every year group who have most or all of their teachers acknowledging on their reports that they have worked to their personal best. This judgment is irrespective of actual achievement and is meant to highlight to the students the importance of consistently doing their best. Historically it has not been uncommon for more than 60% of each year group to receive this kind of recognition.

Through data analysis from students’ semester one reports and the number of certificates being presented at the first merit assembly, it was clear that the students and staff understanding of the process in place was not as good as it had previously been, as many staff and students were unsure of the requirements and expectations of personal best. Each faculty seemed to have developed their own idea of what determined ‘personal best’. This was a consequence of a change in the staff profile and those people new to the school had not adapted to the personal best culture. Both staff and students were surveyed to gauge everyone’s understanding of what constitutes personal best.

Findings and conclusions
The findings of the qualitative research were examined and presented to staff with a view to gain unity and parity of ideas across the school. Faculties discussed the issue and, based on this, a criterion for personal best was established. Through staff meetings and year assemblies, all staff and students were made aware of the uniform approach.

The success of the evaluation was evident in the results of those students achieving their personal best during the next reporting session as there was a significant rise in the number of students fulfilling this objective.

A series of posters were designed to be displayed in each classroom reminding the students of the criteria that were agreed upon by all faculties across the school.

Future directions
The Head Teacher Teaching and Learning will compile data, twice yearly, on the number of merits issued after each set of reports. This data will be analysed to ensure that the culture of recognition of personal best is evident.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All parts of the school community stated they are happy with the direction and running of the school. Students and staff believe there is a culture of high expectations and high achievement at the school and there is a strong emphasis on student support.

Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their best. They also reported that they are pleased with the ongoing improvements in the physical environment of the school and the increasing technology provided.

The results indicated a high level of satisfaction with the school’s programs. Particular support was given to the range of opportunities for students to be involved in sport, musical performance, debating, student leadership and cultural programs within and beyond the school.

Professional learning

All teaching and administrative staff participated in professional learning in 2011. Teaching staff accessed a diverse range of professional learning opportunities from external providers as well as the three school development days organised by the school and regular staff meetings.

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 1

Outcome for 2012–2014

Excellence in teaching and learning

2012 Targets to achieve this outcome include:

- improve literacy and numeracy skills of students
- further implement differentiation across all teaching programs
- develop Stages 3 - 4 programs as part of partner schools links

Strategies to achieve these targets include:

- target the areas needing attention indicated by 2011 NAPLAN data. Specifically target persuasive writing skills for top students and identify required remediation and extension
- utilise G&T models in developing units of work and assessment tasks
- liaise with primary teachers to develop Stages 3 and 4 programs as part of the primary partner project

School priority 2

Outcome for 2012–2014

Teacher Quality and Staff Welfare

2012 Targets to achieve this outcome include:

- engage staff across the school and within faculty
- engage staff in professional learning
- support professional growth of staff

Strategies to achieve these targets include:

- Encourage staff in roles of responsibility and initiatives within faculty and across the school
- Provide professional learning for the use of SMART and RAP
- Further implement structured succession planning

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:
