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

Students
Enrolments at Mackellar Girls Campus have increased steadily over the last 5 years from 1,020 in 2008 to 1,207 in 2012.

On average 93.1% of students attended school each school day. This has improved from the daily attendance in 2011. The 2012 attendance rate is above the state average and equal to the regional average.

Approximately 90% of the 2012 HSC graduates have gone on to further study in 2013 and another 10% are deferring tertiary study for one year.

Approximately 90% of our 2010 Year 10 cohort completed Year 12 in 2012.

Staff
The school had 80.3 teaching positions allocated in 2012. This included 15 executive staff, 61.8 classroom teachers and 5 specialist teachers. The teaching staff was supported by 14.8 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 2012. These were:

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

Student achievement in 2012
Student achievement in 2012 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 2012 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 Record of School Achievement (RoSA) was introduced in 2012. At the end of 2012, 1% of our Year 10 cohort completed their schooling and received their RoSA. The RoSA showed a grade of A to E for all courses the students satisfactorily completed.

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 2012 also demonstrated outstanding achievements. Four students were all rounders, achieving Band 6 in all courses, 25 students (23%) achieved an ATAR of over 90 and 91 students were Distinguished Achievers by attaining a Band 6 in a course. This is an outstanding result for Mackellar and is a significant improvement from 2011.

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

We commenced the year with a flurry of activity - completing hosting the Year 7 welcome evening, a movie night and our inaugural Trivia night. The trivia night was an overwhelming success with 200 parents and teachers attending – our focus for this night was to provide parents with the opportunity to connect with each other. This was achieved and we raised additional fundraising of approximately $5,500.00 Parents also participated in a working bee. All 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. There have been many benefits to the school from the relationship forged with the Freshwater Community Bank. During 2012, 2 year 11 students had the opportunity to observe the business aspects of banking through their role as Youth Observers. Also, the Freshwater Community Bank contributed to the Annual Presentation Day with the provision of a financial award to one of our deserving year 12 students.

The Mackellar Girls Campus P&C Association always endeavours to contribute to the community spirit. I believe during 2012 our activities have positively supported the school and I hope that parents feel welcome to contribute and be involved in this wonderful school community.

Natalie Morton - P&C President

Student representative’s message

The 2011-2012 prefect body is a collection of incredible young women with gracious hearts and kind spirits—and a diversity of wit and intelligence that if weaponised would be vital to all potential world-conquering endeavours. Since our induction last year, this prefecture has enriched and been enriched by the Mackellar community, a community that has both challenged and rewarded them in their time as school leaders.

It was an enormous year that provided us with countless opportunities and memories, and the chance and the means to make a difference in our school and wider community. We aimed for a more cohesive, united school and to enhance that famous Mackellar spirit by raising awareness of women’s issues—physical, emotional and mental. We achieved this through supporting Mahboba’s Promise, the Butterfly Foundation, Headspace and Breast Cancer. We were also honoured to follow Mackellar Prefect traditions, with the Year 8 Sleepover, the Book Parade and the Bally-Macka dance, but also to pave the way for some new ones, such as the Year 11 Women’s Breakfast.

We are grateful to have had the constant encouragement of a huge support system: Ms Del Gallo, Ms Harris, Ms Christie, Ms Scalese, Ms Warne, and the many friends, teachers and staff who were willing to offer their time and efforts. With your generosity, we were able to organise
and implement our many events, and we are so very appreciative.

Throughout the year, our leadership skills were continually challenged and enriched, both with our endeavours and through various seminars. We met with other school leaders, had the honour of meeting local state members, mayors and many incredible individuals in fields of communications and the military, and were able to network and learn from them.

It has been both a privilege and an indescribable honour to have been a School Captain of such a school as Mackellar, to have thrived there and seen successes and challenges during my time in the role. To have worked as one of thirteen cogs in this efficient and blazing machine of a prefecture has been humbling, but thoroughly satisfying. And while we are so sad, sad, sad to know that our term has passed and we are also leaving the school, it is with a great sense of pride and fulfilment that we remember we were leaders of Mackellar Girls Campus.

Nina Newcombe - 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 2012. The following table shows our enrolment levels over the last 5 years.

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.

Student attendance profile

Attendance rates of students have shown continual improvement since 2008. Mackellar’s student attendance is well above the state average and for 2012 in-line with the regional average. The implementation of more systematic attendance monitoring has greatly improved student and parent responsibility for managing students’ attendance at school.

![Student attendance rates](chart.png)

![Enrolments](chart.png)
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 2012 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 2012 Year 12 students have chosen to study at a private university.

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

TAFE and private colleges have again been a popular post-school destination for those students not undertaking university studies. Approximately 26% of this cohort has enrolled in high demand courses in tourism, design, visual arts, event management and business.

A number of students have chosen to take a GAP year. These students 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 2014.

Year 12 students undertaking vocational or trade training
In 2012, approximately 33% 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, Financial Services and Tourism, which are eligible to contribute to the students’ ATARs. 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 2012, 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

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<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<td>Head Teachers</td>
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<tr>
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<tr>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 the indigenous composition of the total workforce at Mackellar Girls Campus was 3.2%.
**Staff retention**

As in previous years, the staffing establishment at Mackellar Girls has remained very stable. One teacher retired during 2012 and seven new teachers were permanently appointed to the school including two Head Teachers.

**Teacher qualifications**

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

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

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

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

- Tahlia Sarv (Year 12 2011) for the selection of her HSC Textiles Major Project for the Power House Museum exhibition, being one of only three in the state
- Genevieve Clarke and Tahlia Sarv (Year 12 2011) for the selection of their HSC Textiles Major Projects for the Texstyle Exhibition at the Muse
- Ellie Ratcliff (Year 12 2011) for her selection for Callback, the outstanding HSC Dance works concert
- Ivana Taylor (Year 12) for the selection of her HSC Visual Arts work in the ArtExpress Exhibition
- Nina Newcombe (Year 12) for her 2nd place in the International Film School Sydney Future Filmmaker Competition
- Lucy Edmont, Genevieve McConnell, Bianca Newton and Jasmine Peters (Year 12) for their HSC Drama Performance being selected for an OnSTAGE nomination
- Jessica Wilson (Year 8) for her solo part in the Australian Girls Choir Annual Concert at the Sydney Opera House
- Elise Sands (Year 9) for her selection in the NSW Public Schools Stage Band
- Emily Humphreys (Year 9) for being selected for the Schools Spectacular and the State Wind Band 2011
- Imogen Bowers and Elise Sands (Year 9), Zoe Bowers, Brigitte Kearney, Emma Milton, Susan Milton, Amber Moran and Sophie Waltl (Year 7) for their selection for the Northern Sydney Schools Wind Orchestra
- Bronte Jackson and Amber Todd (Year 8) for their selection in the State Dance Junior Company; Lace Hanlon (Year 8) and Keeley Allen, Clare Jessup and Ena Imai (Year 7) in the State Junior Ensemble
- Sara Mosaheri-Mohamadi (Year 10) for her selection in the Regional Choir
- Jaslyn Boughton (Year 7) for her selection in...
the Sydney North Junior Dance Ensemble

- Jasmine Mannion-Rooke (Year 7) for her selection in the regional Symphonic Wind Ensemble and her outstanding Singing Trophy at Plie Groove ‘n’ Shuffle School Concert
- Billie Moffat and Georgia Van Gils (Year 10) for their selection in the State Senior Dance Company
- Keeley Allen (Year 7) for her selection in the Junior Dance Ensemble of NSW Public Schools
- Jaslyn Boughton, Amy Lawrence and Nancy Martin (Year 7) for their selection into the NSW Public Schools State Dance Camp
- Anna Grbas (Year 10) for her award in the Russian Embassy Art Competition for Australian children with a Russian heritage
- Clare Jessup (Year 7) for her selection in the Junior Dance Ensemble of NSW Public Schools
- Harriet Wickett (Year 11) for her selection for an international tour with the Australian Girls Choir
- Ashlee Harpur (Year 12) and Madeleine Moore and Lily Stokes (Year 11) for their progression to the first live call back audition for Featured Artists for Schools Spectacular
- Rachel Blume, Monique Kleiner, Jessica Yendell, Romy Saunders (Year 7), Talia Smith (Year 8), Sara Mosahebi, Siobhan Mullen (Year 10), Rachael Robertson and Mikayla Rundle (Year 11) for their selection in the Northern Sydney Symphonic Wind Ensemble
- Lace Hanlon (Year 8) for her artwork winning Highly Commended in the 2012 Schools Reconciliation Challenge.
- Djirri Desmond (Year 7) for her selection to workshop with Bangarra Dance Company
- The success of our Bands in the NSW School Band Festival: Performance Band – Bronze Medal and Development Grant; Stage Band - Silver and Music Piece; Concert Band - Gold in their Section
- Lily Stokes (Year 11) and Caitlin Deibe, Sara Moshehi-Mohamadi, Emma Sproul and Billie Moffat (Year 10) for their selection for the Music and Theatre Workshop with the Sydney Dance Company and the Australian Theatre for Young People

Recognising Student Sporting Achievements

Sport

- Open Volleyball Team who are National Champions in the Australian Volleyball Schools Cup, U17 Division 2
- Tahlia Bogg (Year 12) for her selection in the NSW CHS Water Polo team
- Our sailing team in the National Heron Sailing Championships: Georgia Llewellyn (Year 8) placed 2nd Lady and 3rd in the Youth Division.
Susan Milton 9th, Eva Kauffmann 24th and Emma Milton 28th (Year 7)
• Madison Coster (Year 9) for her selection for the Layne Beachley Aim for the Stars Foundation; her NSW Kayak Championships 2nd place in K2 1000m and K4 1000m and 500m
• Hannah Gibson (Year 11) for her placings at the NSW Youth Athletics Championships: 2nd in Steeplechase and 3rd in 3km and 1500m
• Tahlia Bogg (Year 12) and Kristy Donkin (Year 10) for their selection in the NSW All Schools Waterpolo team
• Lara Seeto (Year 9) for her being awarded Best & Fairest at the NSW U15 Softball Championship
• Our rowers competing at National Championships: Isabella Wells and Neele Schwiethal (Year 11); NSW Schoolgirls Head of the River: Isabella Wells (Year 11) and Ella Connaghan (Year 8); NSW Rowing Championship – Isabella Wells was a finalist in the U19 Single and Double Skulls and 3rd place in U21 Eights; Ella Connaghan (Year 8) – semi finalist in U16 Skulls
• Ella Connaghan and Christine Washer (Year 8) for their competing in the NSW All Schools and CHS Triathlon
• Frida Wensing (Year 8) for her 3rd in the Pittwater Triathlon and Ella Connaghan (Year 8) and Sophia Regan (Year 9) for their 2nd in the junior teams
• U15 Waterpolo team who are Regional Champions
• Victoria Saville (Year 9) for her selection in the Regional Cricket team
• Talissa Taurins (Year 12) for her Australian Canoeing Sprint National Championship results: 2nd in K4 200m, 3rd in K2 200m and 3rd in K4 500m.
• Madison Coster (Year 9) for her 3rd in the K2 1000m and 500m at the Kayaking Oceanic Trials
• Hannah Gibson (Year 11) for her 3rd in the 2km U17 Steeplechase at the Australian Junior Athletics Championships
• Isabella Wells (Year 11) for her 3rd in the U19 Rowing 8 National Championships
• Laura Crerar (Year 11) who won the NSW Surf Lifesaving Taplin Relay, was a finalist in Board and was 6th in Board Relay
• NSW Nippers Championships: Billie Myall (Year 8) for her 1st place in both the Swim Team and
• Cameron, Sahara Gaw (Year 9), Rosie Jormanainen and Abbie Pinney (Year 8) and Rayna Shimakage (Year 7) for their 1st place in the Marchpast, and Abigail Pinney for her 2nd in the 5 person R&R.

Mackellar student participating in sport

• The following students for their competing in the CHS, Australian Secondary Schools and NSW Secondary Schools Sailing Competitions – Heidi Whitlock and Lucy Sternhell (Year 8) in the Flying 11 class, Georgia Llewellyn (Year 8) in the Laser class, and Eva Llewellyn, Emma Milton and Susan Milton (Year 7) in the Heron class
• Ella Connaghan (Year 8) for her being a CHS team member for the National Triathlon Championships
• Ella Connaghan, Kristie Leonard and Christine Washer (Year 8) who came 2nd in CHS and 3rd in the All Schools State Triathlon; Ella Falzarano, Billie Myall and Lucy Tierney (Year 8) – 4th and 7th respectively.
• Ella Falzarano (Year 8) for her competing in the All Schools Cycling Cup in Victoria
• Students who completed in the CHS Swimming Championships: Tahlia Bogg, Dominique Modlin (Year 12), Leina Suzuki
(Year 11), Alicia Jackson, Eleanor Owen (Year 10) Bronte Munro (Year 9), Naomi Bronier, Kasey Campbell, Nicole Finlay, Monique Kleiner (Year 7) Alysse Cooper (Year 7) and Alanna Patison (Year 12) for their 1st place in the CHS Tag Surfing Competition

- Sophie Harding (Year 7) for her selection in the U13 Metropolitan Girls State Soccer team
- Pittwater Biathlon: Ella Connagahan (Year 8) and Sophia Regan (Year 9) – 2nd in female team and Frida Wensing (Year 8) – 3rd individual female
- Eleanor Owen (Year 10) for her competing in the Australian Surf Lifesaving Championships
- Tylah Newton (Year 7) for her competing in the Bathurst Junior Open Tennis and NSWCHS individual Championships
- Mackellar Swimming Team who won the Zone Championships

Mackellar 2012 Olympics

- Tahlia Bogg (Year 12) for her selection into the Australian Schoolgirls Water polo team
- Billie Gurr (Year 11) for her selection into the Australian U17 Netball squad
- Casey Haibus (Year 10) for her selection for the NSW U17 volleyball team
- Rebecca Peacock (Year 10) for her selection into the NSW U16 All Schools Volleyball team
- Georgia Llewellyn (Year 8) for her selection for the NSW Youth Sailing team NSW IS Scholarship
- Cristina Linaker and Jordan Marsh (Year 9) for their selection into the NSW CHS U15 netball team
- The 12yrs 50m Freestyle relay team for their 5th in the NSW CHS Swimming Championships
- Caitlin Gravemade (Year 7) for her reaching the NSW CHS Swimming Championships
- Waverley Preece (Year 10) for her selection into the Sydney Strykers U16 Softball team to tour the USA
- Alanna Patison (Year 12) for her representing at the Sydney Southside Surfing Titles
- Hannah Gibson (Year 11) for her 1st place in the 17yrs Regional Cross Country
- Hannah Gibson (Year 11) and Kristy Leonard (Year 8) for their 1st places in the Zone Cross Country
- Ella Connagahan and Kristie Leonard (Year 8) for their qualifying for NSW CHS Cross Country
- The Knockout Volleyball team as Regional Champion
- The College Hockey team who is the Regional Champion
- The Athletics and Cross Country teams who were both Zone Champions
- The NSW Public Schools Dance Ensemble dancers: Billie Moffat, Grace Shepherd and Georgia Van Gils (Year 10), Amber Todd (Year 8), Keeley Allen and Clare Jessup (Year 7)
- Darcy Smith (Year 10) for her soccer tour to Vanuatu to foster girls soccer with coaching clinics
- The NSWCHS 13yrs Freestyle Relay; 15yrs team reached the final
- Billie Myall (Year 8) for her 8th place in the All Schools Swimming Carnival in 50m Freestyle
- The Open Waterpolo team for their 2nd in the NSW CHS Knockout Competition
- Tahlia Bogg (Year 12) and Kristy Donkin (Year 10) for being selected as members of the NSW CHS Water Polo team
- Ava Walker-Charles (Year 7) for her selection in the NSW Athletics team; at NSW championships she gained 1st in 200m, 3rd in...
100m and 2nd in a senior relay

- The Open Touch team who reached the NSWCHS finals draw of 8
- The Open Softball team who reached the NSWCHS finals draw of 16
- Drew Tresidder (Year 8) for her showjumping successes: one 1st, two 2nd and three 3rd places in the Zone 19 Showjumping; Clare Jessup (Year 7) one 6th and three 8ths
- Nicole Simonsen (Year 10) for her selection into the Football NSW’s Talented Athlete Program
- Billie Gurr (Year 11) for her selection in the NSW Institute of Sport Netball Squad and being a member of the NSW U17 netball team
- Jessica Fowler (Year 11) for her selection in the Regional Touch Football team
- Rebecca Peacock (Year 10) for her selection in the Regional U15 Volleyball team
- Kristie Leonard (Year 8) for her selection in the regional U15 Touch team
- Ella Connaghan (Year 8) for her competing in the National Triathlon Championships
- Hannah Knudsen and Rayna Shimakage (Year 7) for being runners-up in Division 11 tennis Competition
- Cristina Linaker and Jordan Marsh (Year 9) for their competing in the CHS team in the National U15 Netball Championships
- Cristina Linaker, Jordan Marsh and Meg Richardson (Year 9) for their selection for the Sydney Netball Academy Squad
- The U14 Futsal team who won the NSW Schools Competition, and the Open team who was 3rd in its division
- Brianna Baird (Year 9) for her 2nd place in the NSW CHS Golf Championships
- Alyssie Cooper (Year 7) and Alanna Patison (Year 12) for their 3rd places in the NSW CHS Surfing Championships, in the Junior and Senior divisions respectively
- The Open Volleyball team who was 5th in the NSW CHS Championships
- Hannah Gibson (Year 11) for her 7th in the NSW All Schools Cross Country and her competing in the Australian Cross Country Championships
- Sophia Regan (Year 9) for her qualifying for NSW CHS Cross Country
- Daniella Rundle (Year 7) for her competing in the NSW CHS Gymnastics Carnival
- The U14 Futsal team who are the Regional Champions
- Nadia Jones (Year 7) for her competing in the NSW Interschools Snowsports
- Bronte Munro (Year 9) for her trialling for a NSW Institute of Sport Scholarship

Other

- Nina Newcombe (Year 12) for her award of the 2012 Minister’s Award for Excellence in Student Achievement
- Jia Hui Ouyang (Year 8) for her 99th percentile and Seo Young Won (Year 10 2011), 98th percentile in the Australian Maths Competition; and the following Year 8 2011 students who were in the top 25% of the Maths Olympiad: Linda Bae, Danielle Bennett, Bronte Blades, Samantha Mulvena, Jia Hui Ouyang, Sophia Regan, Brihannon Roberge and Lily Schreiber
- Sophie Morton (Year 11) for her selection for the Legacy Leadership Day with the Navy
- Kate Kemp and Sophie Morton (Year 11) for their selection for the Young Women’s leadership day at NSW parliament House
- Gabrielle McKay (Year 9) for her award in the Premier’s Reading Challenge
- Sinead Steel (Year 12) for her representing at the National ACARA Civics and Citizenship Forum
- Nadia Jones (Year 7) for her Big Shave of her very long hair to raise over $4 000
- Ainslie Orcher (Year 11) for her being awarded the 2012 Two Ways Together Scholarship
- Victoria Bicknell, Louise Craker, Georgina Hawling, Kate Kemp (Year 11), Dana Thomas and Mikala Holloway (Year 10) for their selection for the
Model United Nations Forum, representing Afghanistan and Canada

- All Year 9 mentors for Design Make Innovate

**Student showcase at Design Make Innovate**

- Ashlee Harpur, Joanna Mikac, Nina Newcombe and Connie Orehov (Year 12) for their being delegates to the HMAS Penguin Leadership and Ethics Forum
- Joanna Poole (Year 10) for her selection for a student exchange to the USA
- Madi Moore, Mikayla Rundle and Lily Stokes (Year 11) for their selection for the NSW Public Schools Senior Music Camp, and Arlia Patterson (Year 8) and Brianna Patterson (Year 7) for the Junior Camp
- Rebecca Woods and Olivia Flower (Year 8) for their volunteer work at Taronga Zoo Youth at the Zoo program
- Zara Fraser (Year 8) for her involvement in the Children’s Hospital telethon
- Cordelia Brown and Pariss Leonarodos-Fenwick (Year 10) for their selection for student exchange programs to France
- Mary Miles-Craig (Year 10) for her selection for the Manly Odawara Student Exchange program to Japan
- Sophia Morton and Lana Prideaux-Remin (Year 11) for their positions of Youth Observers on the Board of Freshwater Community Bank
- Zoe Rayment (Year 8) and Cassandra Dodd (Year 7) who raised over $1 000 for the Red Shield Appeal
- Lucy Edmont and Nina Newcombe (Yr 12) for their invitation to the 2012 Secondary School Student Leadership Program for School Captains
- Our Anzac Day Service representatives: Hyde Park: Lauren Clark, Caitlin Deibe, Jenny Morris and Billie Trinder (Year 10); Guest speaker at Manly Corso Ceremony: Sophie Morton (Year 11) and Manly Dam Dawn Service: Guest speaker Jordan Gallagher (Year 11)
- Keily Dober (Year 9), Lara Simpson (Year 8) for their qualifying for CHS Athletics
- Karats Eisenmenger and Connie Williams (Year 10) for their 2nd and 1st respectively in the Tokimeki Cup Japanese Speech Contest at Manly Council
- Tia Levar (Year 9) for her competing in the Dreamcup Karate Youth Competition in Japan
- Nadia Jones (Year 7) for her Big Shave of her very long hair to raise over $4 000

**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.

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

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

and

In the 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 NAPLAN testing is aggregated from the students’ results in reading, writing, spelling and grammar and punctuation. An analysis of the achievements for Year 7 2012 shows that the overall literacy of this group is significantly above state average and the school average from 2008 – 2012. This analysis continues the trend from previous years and demonstrates 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.

Significant improvement in the literacy element of spelling has been achieved in 2012 with students performance significantly better than the state and the school’s statistically similar group (SSG). Improvement in spelling has been the continuing focus of our primary school partnerships.

**Numeracy – NAPLAN Year 7**

An analysis of the achievements for Year 7 2012 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. In the highest band, Band 9, the percentage of students is above state average but below the SSG average.

**Reading – 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 achievement for Year 9 2012 shows that the overall literacy of this group is above state average and is 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.

**Numeracy – NAPLAN Year 9**

An analysis of the achievement for Year 9 2012 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.

**Progress in reading**

Mackellar Girls has continued to make pleasing progress in the literacy skills of our students. This has been the result of the successful transition of students skills, specific programs that have been put into place and the emphasis that is placed on the explicit teaching of literacy in teaching programs.

**Progress in numeracy**

There has been 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 five years to focus on numeracy across all KLAs.

**RoSA**

2012 was the first year of the Record of Student Achievement (RoSA). The RoSA is a new cumulative credential replacing the School Certificate. This is awarded to students who leave school after completing Stage 5 but before completing the HSC. 99% of the Year 10 cohort have chosen to continue their education and complete their HSC. A very small percentage of students chose to leave at the end of year 10, taking up apprenticeships.

**Higher School Certificate**

The 2012 High School Certificate results for this school were outstanding. 91 students were Distinguished Achievers in attaining a Band 6 in one of their courses and 25 students achieved an ATAR (Australian Tertiary Admission Rank) of over 90. Four students were all-rounders, achieving Band 6 in all of their courses.

Above state and SSG averages achievements occurred in Ancient History, Biology, Business Studies, Community and Family Studies, Drama, English Advanced, English Standard, Extension 1 English, General Mathematics, Mathematics,
Modern History, PDHPE, Society and Culture and Visual Arts.

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. 13 of the 19 courses shown in these graphs had average course marks higher than the SSSG, 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.

**Significant programs and initiatives**

**Aboriginal education**

The Aboriginal Education Program at Mackellar Girls Campus focuses on two essential aspects. Firstly, we observe the Aboriginal Education and Training – *Strategic Plan* to establish objectives and strategies to improve the educational outcomes for all Aboriginal Students.

Our second area of focus is seeking opportunities for our Aboriginal students to participate in cultural activities that are offered by a wide variety of institutions, such as University of Technology, Macquarie University, Bangarra Dance Company and the Australia Islander Dance Company. These institutions represent just a small number of institutions which offer students opportunities to participate in their Aboriginal heritage.

Our Aboriginal students often require special support tutoring and tuition. Many have attended a number of different schools prior to studying with us and others may have experienced missed schooling for a variety of family reasons. The families who send their daughters to stay at the Biala Hostel for Aboriginal Girls and to Mackellar Campus know that the close relationship between the school and the hostel will ensure that students are provided with a safe and supportive environment. Enhancing Aboriginal students’ educational outcomes and using strategies aimed at ‘closing the gap’ require a whole school approach.

Mackellar Girls was fortunate again in 2012 to be the recipient of a number of different tied funding grants. These grants have assisted the school to increase the academic support provided to our Aboriginal students. The students now receive more in-class support and teacher attendance at the Homework Centre has doubled – in part due to funding, but also due to the generous volunteer work undertaken by a number of teachers at this school.

Students’ academic achievements have also been supported through modified curriculum and where necessary, in the junior school, of specially designed assessment and assignment tasks.

The Aboriginal students at Mackellar come from many different areas of New South Wales and are members of a number of different language groups. They are absent from family, community and country for long periods, consequently they are not able to participate fully in their cultural heritage. A Commonwealth tied grant was made available in term 3 to this school and a large part of that grant has been devoted to seeking wider opportunities to participate in cultural activities and to meet Aboriginal representatives of many community groups and larger institutions. The students have this year visited Aboriginal sites around the Sydney Basin, participated in excursions to bushland areas, accompanied by Aboriginal Elders and listened to a number of ‘stories’ about the area where they are studying. Many of these visits were made possible by the participation of the Aboriginal Project Officer based at the Hornsby office of the Northern Sydney Region.

![Indigenous students performing at Mackellar’s NADOC Assembly](image)

Our students continue to be invited to conferences provide the *Acknowledgement of Country* and feel privileged to do so. Their research into the origin of the *acknowledgement*
has enriched their knowledge of Aboriginal heritage and practices and the students now mention, in their addresses, the knowledge they have gained. Presenting the Acknowledgement also means that the students become better known to many of the Principals in the area and more Aboriginal cultural knowledge is made available to conference participants. The students also benefit from the opportunity to speak in public and this enhances their self-confidence. The students’ skills developed by working with the Bangarra Dance group and NAISDA and speaking in front of large audiences were demonstrated when the students from Biala Hostel designed and conducted the entire NAIDOC formal assembly in August 2012. This assembly was attended by the whole school and earned accolades from both visitors, staff and students.

During late 2011, the senior students attended workshops provided by the Northern Sydney Playgroup network where they were trained in Playgroup strategies and associated administration duties. Early in 2012, one senior student was offered the opportunity to work with Aboriginal children one half day per week with children and parents and then continued to work during in her vacation break, extending her skills in office administration.

Early in 2012, all Aboriginal students were invited to attend a two day workshop with graduate students from NAISDA. This workshop was part of a Reconciliation initiative offered, by Parramatta City Council. The students learned a number of cultural dances and had the opportunity to talk to graduate students. One of our Year 11 (2012) students has since been offered a place to study at NAISDA in 2013.

The school has continued to work closely with officers from the Aboriginal Employment Strategies. Three students have been interviewed by these officers and have the opportunity for Traineeships in 2013. To fulfil the Industry and Board requirements for Traineeships, these students will need to work during their holiday periods and to find accommodation in the city. This will mean extended absences from their parents but it is also an excellent opportunity to enter the workforce or to continue study. Opportunities such as these are very limited for students from rural or remote communities.

Students’ academic successes are communicated to their parents via school reports and a through students’ Individual Learning Plans (PLPs) which are mandatory for Aboriginal students. As part of their Year 7 PLPs, the students also prepared ‘mini magazines’ for their extended families. These magazines illustrate areas of the school, classrooms, excursions and are an excellent record of the students’ activities during their first year of high school.

Three Year 11 students received special funding from the Aboriginal Education & Training Directorate to study Aboriginal Studies through the Open High School. The funding paid for teacher relief. The students and the teacher found this experience extremely challenging but very rewarding. This school will be encouraging Year 11 Aboriginal and non-Aboriginal students to consider this mode of study in the future.

Mackellar continues to consult with and work closely with members of the AECG and other community members. In late, 2012, students studying HSC Aboriginal Studies interviewed a number of members of the local community and produced outstanding work in a project named Voices in the Community.

One measure of the success of the Aboriginal Education program at Mackellar Campus is that we continue to enrol and welcome to school, daughters of students who have studied here in the past. It is not unusual for Mackellar to educate daughters and even granddaughters of previous non-Aboriginal students, so to include Aboriginal students in this ongoing family attachment to Mackellar testament to the teachers’ dedication to Aboriginal students.

Multicultural education

Each year, schools with ESL teacher allocations complete an extensive census and annual return for the Department of Education and Communities – multi cultural education. This annual census captures detailed data on students’ language and cultural backgrounds, the years of education received in a NSW school and the learning, cultural and language requirements
of students. The 2012 census revealed that this school has 29% students with a background other than English and 15% of that percentage are classified as second phase learners all of whom required additional ESL support. Second-phase learners, are typically those students who have been enrolled, in a NSW school, for a period of between 1 and 5 years. The LBOTE students represent 21 different languages.

Multi-cultural education programs need to be diverse and flexible in order to meet the needs of different students. These different needs include language support, differentiated curriculum, mainly in the area of assignment or junior assessment tasks, supporting students’ choices to study family languages, supporting International students and working closely with the Head Teacher Welfare and Deputy Principals to provide advice regarding any cultural requirements.

Students’ language competency skills are extended through the provision of in-class assistance. During 2012 Mackellar employed three ESL teachers and was able to support students across all areas of the curriculum from Years 7 – 12. This support is provided by team teaching and differentiated curriculum – for newly arrived students, in class support is complemented by lunchtime consultations with the ESL teachers for students who require it.

During 2012, the school was fortunate to have funding to support the attendance of a special Tibetan Support Officer. This officer attended many of the classes to support the most newly arrived Tibetan students, and she attended the two lunch-time homework centres which are staffed by teaching members of the Learning Support Team. We were very fortunate to have this officer work with us as she assisted us during enrolment interviews with those parents and family members whose English language skills are in an early stage of development.

A special Year 10 ESL support class was established for recently enrolled International Students. This support class, which was taught by two of the school’s ESL teachers, assisted these students in all areas of the curriculum with a special focus on the completion of assessment tasks and preparation for their Year 10 examinations. Mackellar’s enrolments of International Students continue to increase and these students contribute strongly to our examination successes.

As in previous years, a number of our International Students were candidates for the Higher School Examination. Their HSC results were outstanding and two of the candidates are being nominated by the International Student Centre for Awards in Academic Achievement – successful candidates will be presented with their awards by the NSW Governor, Professor Marie Bashir.

Support in English language development, however, is only one aspect of the multi-cultural programs at Mackellar. We encourage and support students to study their family language either at the Saturday School of Community Languages or through the Open High School. The recent addition of Heritage courses in Japanese, Chinese and Korean has made study of these languages possible for second or third generation students to study their family’s language and culture. These courses are very challenging but the students have valued this opportunity; these courses allow students to continue studying their family language at University.

Faculties continue to include aspects of Australia’s multi-culturalism in their units of work and the internet provides outstanding opportunities for students to extend their understanding of the world, its peoples, cultures, language, festivals and ceremonies.

This school is very sensitive to any cultural understandings our students require to make them feel secure and successful at school. The Welfare and Learning support teams pursue in-services provided by the Equity/ESL Consultant to develop a deeper understanding of the way students’ cultural mores impact on their learning. The school’s Staff Development Day in December 2012, was devoted to extending the school staff’s knowledge and understanding of any issues that might enhance student participation and engagement. These in-services will be continued in 2013.

One multicultural initiative following the in-service in December 2012 will be to train and establish leadership roles for students with
different ethnic backgrounds, so that they can act as roles models and mentors for younger students. We will begin by working with the students from the Pacific Island regions, using community and school resources and National partnership programs.

**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 LAST 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 2012 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 2012 through ongoing teacher professional development and accreditation as well as providing access to a vast range of vocational courses for students. One Hospitality teacher was trained in Food and Beverage to enable the delivery of the 120 hour Hospitality Specialisation Course.
Vocational courses offered at Mackellar Girls Campus in 2012 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.

Year 12 Hospitality competed in the inaugural Northern Beaches Hospitality Challenge. This provided students with the wonderful opportunity to work with a mentor chef, Hassan M'Souli from Out of Africa in Manly, who gave generously of his time for the six weeks leading up to the challenge. Tahlia Bogg was selected to cook with Hassan at the Manly Wine and Food Festival. Tahlia and Hassan went on to win this event.

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 were 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.

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.

**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 Advisers, 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 annual Mother/Daughter breakfast was hosted by the Prefects to aid a non-profit organisation dedicated to aiding the women and children of Afghanistan.

The Prefects also coordinated the Pastoral Care program for Year 7-10 students, as well as attending leadership conferences and 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 2012 Mackellar Girls again welcomed the GP group that visits each year and conducts seminar groups with students in Year 11. The Year 11 students value the opportunity to discuss, in an informal setting, issues related to health and mental well-being. Year 7 – 10 have been involved in Motivational programs including Bully Busters, KYDS, High Resolves, Celebrating Sisterhood and Wired.

A number of students have been assisted to access courses provided by TAFE. These courses include 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**

Mackellar Girls Campus is committed to providing students with 21st Century skills for future learning and the workforce.

The school technology team continues to provide network technical support and training across the school. The team consisted of two computer coordinator teachers, two non-teaching technical staff, the DER Technical Support Officer, the librarian and the School Administrative Manager, coordinated by one Deputy Principal.

In 2012 the Digital Education Revolution (DER) rollout of Netbooks to the Year 9 students continued. With four cohorts of students equipped with Netbooks, significant changes have occurred in the way that teaching and learning takes place in the classroom. The school Moodle (Modular Object-Oriented Dynamic Learning Environment) has continued to expand and is an essential part of our teaching and learning environment.

Staff professional learning in 2012 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.

Despite the increased use of Netbooks in the school, in 2012 the technology team has maintained the level of school hardware, has increased the number of classrooms equipped with Interactive Whiteboards, installed PCs and projectors in three new demountable classrooms and replaced out of warranty infrastructure and hardware. In addition, an extensive trial of the use of iPads by staff has improved administration, communication and teaching practices.

The expansion in 2012 of our use of the Start Sentral system to include attendance, period by period roll marking and reports has consolidated administrative functions across the school and resulted in a more efficient student tracking and reporting to parents.

We continued to educate our students in all aspects of digital citizenship. Cybersafety has been the focus of several Pastoral Care activities and digital citizenship is thoroughly imbedded in the PDHPE programs from Years 7 to 10.

**Progress on 2012 targets**

**Target 1**

**Excellence in teaching and learning**

Our achievements include:
- improvement in persuasive writing skills of our top students
- G&T models embedded in units of work and assessment tasks
- improved primary partner relationships

**Target 2**

**Teacher Quality and Staff Welfare**

Our achievements include:
- increased number of staff with faculty and whole school responsibilities
- professional learning provided to staff on SMART and RAP
- development of a structured succession plan

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of student welfare.

**Student Wellbeing**

**Background**

Mackellar Girls has an active and strong welfare structure which is supported by all staff within the school and specifically the welfare team. All members of the welfare team work to ensure
that every student at Mackellar feels safe and happy and is working to their personal best.

The school perceived that we needed to further develop the resilience of our students and introduce a value system to ensure that all students were reaching their potential.

A value of the month was introduced. Those students who were identified as successfully displaying that value were awarded with a certificate at a year meeting. The value is spoken about at each Wednesday assembly and is promoted around the school.

To encourage resilience in our students, professional learning on co-operative learning strategies was provided to staff. These strategies were then included in all KLA teaching programs.

Findings and conclusions
Success has been achieved with the value of the month and an increasing number of students are being awarded each month for displaying the characteristics of the value.

Teachers across Mackellar are embracing co-operative learning strategies and successfully incorporating these into their lessons. The variety of co-operative learning strategies being used has enabled students to develop their own resilience.

Future directions
These wellbeing initiatives will continue again in 2013. As well as providing an avenue for student achievement, the program also provides an opportunity for teachers to share best practise co-operative learning strategies.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

All groups within the school community stated they were happy with the running of the school. In particular, students and staff acknowledge the culture of high expectations and high achievement and the strong emphasis on student support.

The results of a student wellbeing survey indicate that across all year group’s students feel physically and emotionally safe and supported by the staff in achieving their personal best.

Students are pleased with the facilities offered in the school and are pleased with the ongoing improvements taking place in the school and increasing technology provided which is frequently used by staff in their lessons.

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 2012. Teaching staff accessed a diverse range of professional learning opportunities from external providers as well as the 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
Student Welfare
2013 Targets to achieve this outcome include:
• engage students across the school and within their year group
• engage students in welfare activities and initiatives
• support personal best of students

Strategies to achieve these targets include:
• introduction and promotion of value of the month across the school
• year group initiatives provided by external providers
• continued promotion and recognition of personal best throughout the year
School priority 2

Outcome for 2012–2014

Excellence in Teaching and Learning

2013 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- provide professional learning for staff on effectively using co-operative learning strategies in the classroom
- focus on quality teaching and learning at staff development days
- introducing faculty evaluations and reviews to identify good practice and encourage the sharing of improved teaching and learning strategies across the school

School priority 3

Outcome for 2012–2014

Whole school attendance reporting through Sentral

2013 Targets to achieve this outcome include:

- an increase in the usage of Sentral by all staff
- increase in period by period reporting by all staff
- increase in attendance data recorded within Sentral

Strategies to achieve these targets include:

- further staff training on the attendance components of Sentral
- encourage staff to take on responsibilities in the promotion of Sentral
- evaluations and reviews on the success and use of Sentral within the school

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: