NBSC Mackellar Girls Campus
Annual School Report 2013
School context

Students
Enrolments at Mackellar Girls Campus have increased steadily over the last 6 years from 1,020 in 2008 to 1,248 in 2013.

On average 93.3% of students attended school each school day. This has improved from the daily attendance in 2012. The 2013 attendance rate is above the state average but slightly below the regional average.

Approximately 90% of the 2012 HSC graduates have gone on to further study in 2014 and another 10% are deferring tertiary study for one year.

Approximately 95% of our 2011 Year 10 cohort completed Year 12 in 2013.

Staff
The school had 83.4 teaching positions allocated in 2013. This included 16 executive staff, 61.7 classroom teachers and 5.7 specialist teachers. The teaching staff was supported by 14.772 administrative and support staff.

All teaching staff meet 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 2013. These were:

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

Student achievement in 2013
Student achievement in 2013 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 2013 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 2013, 1% of our Year 10 cohort completed their schooling, received their RoSA and took up apprenticeships. The RoSA showed a grade of A to E for all courses the students satisfactorily completed.

Students who achieved their Higher School Certificate at Mackellar Girls in 2013 also demonstrated outstanding achievements. Mackellar was ranked 3rd in the HSC for comprehensive schools in NSW. Three students were all rounders, achieving Band 6 in all courses, at least 50 students gained an ATAR above 85 and we gained 136 HSC Honour Roll listings, representing marks of 90% or higher in courses. This is an outstanding result for Mackellar and is a significant improvement from 202.

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 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 achievement, 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

Student workzines on display in the Library

P & C message

The P&C Association works to support the school to provide the best educational opportunities for every student by bringing parents, pupils and teaching staff into close cooperation. The P&C:

- Provides members with an opportunity to participate in decision-making in the school
- Manages the canteen and uniform shop
- Funds the purchase of learning resources and materials
- Conducts fundraising activities
- Hosts events for the school parent community to meet and socialise

Parents can be actively involved in the school by:

- Attending monthly P&C Association meetings (first Wednesday of every month)
- Volunteering to work in the canteen or uniform shop
- Helping with the organising and running of fundraising activities
- Donating goods and/or services for fundraising activities
- Attending fundraising activities

The P&C year commenced in February with the hosting of the Year 7 Parents Welcome Evening in February and concluded with the Thank You Evening for Canteen and Uniform Shop volunteers in December. In August, another very successful Trivia Night was held, raising more than $7,000 for the school and providing a fun social night for 200 school parents, friends and teachers.

The Annual General Meeting held in March saw the election of a new Executive Committee. Needing time to find their feet in 2013, the committee is now looking forward to a productive and successful 2014. Members of the new Executive Committee want to thank Natalie Morton, P&C President for the 3 previous years for enthusiastically taking on the role of Treasurer and generously sharing her knowledge and experience with them. The committee must also thank the Principal, Christine Del Gallo for her commitment to attend every P&C meeting, her consistent support and wise guidance.

The P&C fundraising efforts, combined with the P&C levies collected at the commencement of the school year and revenues from the Canteen and Uniform Shop allowed the P&C Association to contribute $100,000 to school funds which was used to purchase smart boards, data projection technology, needed library resources and other learning materials.

In 2013 the Mackellar P&C Association made a significant contribution to the school and its students’ education by operating essential campus facilities (Canteen and Uniform Shop) and providing greatly appreciated additional school funds for learning resources. We sincerely hope that all parents feel welcome to be involved in and contribute to our wonderful school community.

Jenny Thompson - P&C President

Student representative’s message

The 2012-13 prefect body was an eclectic mix of intelligent, passionate, caring and enthusiastic young women. Despite being leaders and pioneers in our own rights, as a body, we quickly assimilated into a cohesive unit that surpassed each of our individual capabilities and our preconceived notions of what was achievable. Since our induction last year, this prefecture has enriched and been enriched by the Mackellar community, a community that has both challenged and rewarded us in our 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 sought to make a difference both locally and globally; enhancing that famous Mackellar spirit, raising awareness about emotional, physical and mental health while helping to promote education and awareness overseas. Pastoral Care became a focus and allowed us to engage with the school community and act as an approachable support network for the other students. We sought to further the connection with a sister school in Afghanistan through our support of the Mahboba Foundation and sent school supplies and beautifully decorated banners to a school St Judes in Tanzania. We also provided support to numerous foundations including the Kids Cancer Project, Oasis, The Leukemia Foundation and Toys and Tucker. We were involved in the annual Mackellar Prefect traditions - the Year 8 Sleepover, the Book Parade and the Bally-Macka dance. We enjoyed getting our clothes a little covered in paint as we painted the brick wall on the basketball court, and may have overdone the tinsel in an effort to create a bit of Christmas cheer.

Throughout the year we were quick to realise, that regardless of how many extravagant ideas we came up with as a prefect body, without the guidance of some very important people we would have just ended up running around, rather lost. We are incredible grateful to have had the constant encouragement of a huge support system and at times someone to moderate some of our more unachievable ideas, namely the confetti cannons for Valentines Day and a jumping castle for the year 8 sleepover. Without the support of Ms Del Gallo, Ms Christie, Ms Scalese Ms Warne, and the many friends, teachers and staff who were willing to offer their time and efforts, the many successful events wouldn’t have come to fruition. For your generosity and continual support we are so very appreciative.

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 fulfillment that we remember we were leaders of Mackellar Girls Campus.

Louise Craker – School Captain

Student information

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

Student enrolment profile

Mackellar Girls Campus continued to receive very strong demand for the places available in each year group in 2013. The following table shows enrolment levels over the last 7 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>2007</td>
<td>500</td>
<td>500</td>
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<tr>
<td>2009</td>
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<td>2010</td>
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<td>2011</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td>2012</td>
<td>3000</td>
<td>3000</td>
</tr>
<tr>
<td>2013</td>
<td>3500</td>
<td>3500</td>
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</tbody>
</table>

Student attendance profile

Attendance rates of students have shown continual improvement since 2008. Mackellar’s student attendance is well above the state average and in 2013 slightly below the regional average. The implementation of more systematic attendance monitoring has greatly improved students and parent responsibility for managing students’ attendance at school.
Student Attendance for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.8</td>
<td>93.6</td>
<td>94.8</td>
<td>94.8</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>93.8</td>
<td>93.0</td>
<td>92.1</td>
<td>92.5</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>93.5</td>
<td>91.9</td>
<td>92.3</td>
<td>91.3</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>92.9</td>
<td>92.6</td>
<td>90.8</td>
<td>91.8</td>
<td>90.8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>92.6</td>
<td>91.2</td>
<td>91.7</td>
<td>93.5</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>90.9</td>
<td>90.6</td>
<td>92.5</td>
<td>95.0</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>93.3</td>
<td>92.3</td>
<td>92.5</td>
<td>93.1</td>
<td>93.3</td>
</tr>
</tbody>
</table>

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.

Post-school destinations

The 2013 Year 12 cohort of students has embarked upon a variety of post-school destinations. The students’ knowledge base, interests and abilities were as varied as their post-school choices.

The vast majority of students were able to be awarded an ATAR (Australian Tertiary Admissions Rank). Most received a first round offer (main round) with a number receiving a second offer as well. These offers are to public and private universities. Over 80% of students were eligible to receive an offer.

Choices were varied for further study with Law, Business, Nursing, Science, Psychology, Design, Marketing and Media all popular.

TAFE and Private Colleges were options that were taken up. These courses are usually in high demand and were in Visual Arts, Design, Event Management, Nursing, Tourism, Hospitality Management and Hotel Management.

The GAP year again was popular; students are using this time to travel (both within Australia and outside Australia) to undertake volunteer work (casual, part-time and full-time employment). Students will return to their studies after the GAP experience. Some deferred their placements and will return in 2015.

Year 12 students undertaking vocational or trade training

Students at MacKellar are able to undertake vocational training in Years 9, 10, 11 and 12. This depends on their interests, abilities and skills. Some 30% of students at MacKellar in Year 12 undertook some type of vocational training as part of their HSC Framework Courses (courses that count for university admission) such as Entertainment, Tourism, Hospitality, Business Services and Financial Services. Other courses that were offered included Child Care, Design, Nursing and Event Management and contribute to the award of a Higher School Certificate, as well as credit for TAFE or Private Colleges.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013, 100% of students who were enrolled in Year 12 at MacKellar Girls Campus attained their Higher School Certificate.
Workforce information

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

Workforce composition

<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>13</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>61.7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>N/A</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.8</td>
</tr>
<tr>
<td>Total</td>
<td>98.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 the indigenous composition of the total workforce at Mackellar Girls Campus was 3.0%.

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>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>24</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>924304.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>677294.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>253228.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1133599.18</td>
</tr>
<tr>
<td>Interest</td>
<td>29528.91</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>191688.78</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>3209644.27</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 394347.55
  - Excursions: 290781.83
  - Extracurricular dissections: 228653.00
- Library: 27600.64
- Training & development: 6626.45
- Tied funds: 267614.32
- Casual relief teachers: 133928.89
- Administration & office: 376974.53
- School-operated canteen: 0.00
- Utilities: 145822.97
- Maintenance: 120729.20
- Trust accounts: 187947.76
- Capital programs: 278297.65

Total expenditure: 2459324.79

Balance carried forward: 750319.48

A full copy of the school’s 2013 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 2013

Academic achievements

NAPLAN

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

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 2013 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 writing has been achieved in 2013 with students performance significantly better than the state and the school’s statistically similar group (SSG). Improvement in spelling has also been the continuing focus of one our primary school partnerships.

**NAPLAN Year 7 - Numeracy**

An analysis of the achievements for Year 7 2013 shows that the overall numeracy of this group is above state performance. 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.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

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 2013 shows that the overall literacy of this group is above state average and is comparable to the SSG average. This demonstrates that the literacy skills of the students are well developed and consolidated in their transition from Stage 4 to Stage 5.

**NAPLAN Year 9 - Numeracy**

An analysis of the achievement for Year 9 2013 in the NAPLAN testing shows that the overall numeracy of this group is above state average. 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.

Higher School Certificate (HSC)

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).

The 2013 Higher School Certificate results for the school were outstanding. 136 students were Distinguished Achievers in attaining a Band 6 in one of their courses and 27 students achieved an ATAR (Australian Tertiary Admission Rank) of over 90. Three 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, Chemistry, Dance, Design and Technology, Drama, Earth and Environment Science, English Advanced, English Standard,

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 state and SSG. 17 of the 22 courses shown in these graphs had average course marks higher than the SSG and state 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.

Record of School Achievement (RoSA)
2013 was the second year of the Record of Student Achievement (RoSA). The RoSA is a cumulative credential that replaced 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.

Other achievements
Arts
In 2013, Mackellar Girls Campus has demonstrated a high standard of excellence across a wide variety of areas. Our strong academic achievements are complemented by the excellent achievements in co-curricula and extra-curricula activities.

- Mackellar Girls staged a Musical production, ‘Framed!’ written and directed by Mr Simon Fisher
- In 2013 there were a number of girls who were selected to represent Mackellar Girls in NSW artistic groups, including the NSW Junior Wind Ensemble, the NSW Public Schools Instrumental Ensemble, the NSW Public Schools Singers, the NSW Symphonic Wind Orchestra, the NSW Performing Arts Unit Symphony Orchestra, as well as representatives in the NSW Public Schools Junior Dance Company. In addition to these prestigious ensembles a number of girls were selected to attend both Junior and Senior Regional and State Camps for Music and Dance
  - Tamara Harrison was selected and Jordan Gallagher was nominated for HSC Callback, showcasing the most outstanding performance and composition pieces from HSC Dance
  - 12 dancers were selected for the Schools Spectacular Dance Combined Dance
  - Students from years 7–12 represented Mackellar Girls at the annual NBSC On Show production, showcasing talented performers in both Music and Dance
  - In Dance, the Jazz Ensemble participated in the Northern Beaches and Sydney Eisteddfods and at both the Extreme Dance Competition and Dance Life. The Junior, Intermediate and Senior Contemporary Ensembles participated at the Sydney Eisteddfod
  - All 3 Contemporary Ensembles performed at the Sydney North Region Festival at Glen St Theatre and were then selected to perform at the prestigious State Dance Festival at the Seymour Centre
  - The Mackellar Girls Performance Band toured the South Coast of NSW, performing at primary schools and various other venues.
  - The Big Band was invited to perform at the International Manly Jazz Festival
  - The Performance Band was invited to perform at the ArtsNorth Choral Concert at the Opera House
  - The Performance Band, Concert Band and Big Band attended the State Band Festival. These groups and some of our smaller ensembles also performed at the Northern Beaches Eisteddfod and at various school and community functions including Music Evenings and at Dee Why RSL
• Students from the Talented Music Program in Years 7–12 participated in the Kool Skools Multimedia and Recording Project, producing and distributing a CD of original music compositions
• Mikayla Rundle, Rachael Robertson, Lily Stokes, Madi Moore and Elise Hodgson had their Music 2 Compositions nominated for Encore, showcasing the most outstanding works from HSC Music
• Matilda Kubany-Deane and Leina Suzuki had their HSC Visual Arts Body of Work selected for exhibition at ‘ExpressYourself’ at Manly Art Gallery and Museum

**Sport**

Students are to be acknowledged for:

• Nicole Simonsen (Year 11) for her selection for the Australian U17 Womens Soccer Team training camp at the AIS Canberra
• Tahlia Dearden (Year 9) for winning bronze in U15 First Aid at the Northern Beaches Branch Surf Lifesaving championships
• Victoria Saville and Chloe O’Brien (Year 10) for their selection in the Northern Sydney Region Cricket team to compete at NSW CHS Carnival
• U15 Water Polo Team for winning the CHS Water Polo Competition
• Abbey Steanes, Jaala Harrison and Isabella Beach (Year 9) for being selected in the State Touch football team
• U15 Knock Out Netball Team who are Regional Champions
• Brianna Trim (Year 9) for her selection in the under 17 Australian Softball Squad
• Open Cricket Team for their 8th position in the State competition
• Brianna Trim (Year 9), Lara Seeto (Year 10) and Waverly Preece (Year 11) for being members of the winning Sydney North Softball Team
• Tasha Allen (Year 9) achieving a silver medal in the U14 Girls Beach Flags at the Northern Beaches Branch Nippers Championships

• Nancy Notting, Ava Walker-Charles and Aliyah Helu (Year 9) achieving a bronze medal in beach sprint relay at the NSW Opens State Nippers carnival
• Brianna Trim (year 9) on her selection to the NSW All Schools Softball Team
• Julie Fakai (Year 12), Moana Nuku, Casey Haubus, Sarah McPhail, Crystal Maguire (Year 11) and Jordan Marsh (Year 10) on their selection to the Sydney North Regional Volleyball Team.
• Billie Gurr (Year 12) for her selection in the NSW U19 State Netball Team
• Chloe O’Brien (Year 10) for her selection to play in the Australian U17 Soccer team in South Korea
• Brianna Trim (Year 9) for her silver medal in the NSW team in the Australian All Schools Softball Championship
• Keily Dober (Year 10) for her Australian Sprint Kayak results: 1st in K4 500m and 2nd in K2 100m
• Open Water Polo team for their gold medal in the NSW CHS knockout competition
• U15 Netball team for their gold medal in the NSW CHS Netball
• Open Touch team for their 2nd in the NSW CHS knockout competition
• Juliet Fakai (Year 12) for her selection in the NSW CHS Volleyball team
• Athletics and Cross Country teams who were both Zone Champions
• The Mackellar Sailors who competed in the Heron Youth State Championships
• Knockout Cricket Team, 8th in the State
• Clare Jessup (Year 8) age champion in the 13-15 year age group at the zone 19 Poly Clubs Equestrian and Showjumping Carnival
• Billie Myall, Christine Washer, Alia Helu and Monique Kleiner (Year 10) who won gold at State Swimming Championships
• Jessica Fowler (Year 12) on her selection to the Sydney North Open Touch Team
• Jessy Gazzard (Year 9) representing Australia in the International Cheerleading Union
• Cristy Linaker (Year 10) representing Australia in the Trans-Tasman Secondary School Netball Tournament
• Brianna Baird (Year 10) on her selection in the Sydney North Regional Golf
• Alysee Cooper (Year 8) who came 2nd in the Under 16 NSW Surfing titles
• Crystal Maguire (Year 11) for her selection in the NSW U18 Rugby 7s
• Taylah Beard (Year 11) achieving her black belt in Zen Chi Ryu

School Athletics Carnival

Other
• Kate Kemp, Rebecca Newing, Bridget Osborne and Jessica Weight (Year 12) for representing Mackellar at a Leadership Forum at HMAS Penguin.
• Louise Craker (Year 12) for selection to participate in the National Schools Constitutional Convention at Parliament House Canberra
• Nadia Dixon (Year 10) for achieving a 2013 Two Ways Together (TWT) Scholarship
• Louise Craker and Jordan Gallagher (Year 12) for their invitation to the 2012 Secondary School Student Leadership Program for School Captains
• Manly Odawara Sudent Exchange Program students
• Mary Miles-Craig (Year 11) for her selection for the NSW Schools Constitutional Convention at Parliament House Sydney
• Louise Craker (Year 12) for her shortlisting for the Tuckwell Scholarship for ANU
• Bronte Munro (Year 10) for her application to attend the Sydney University 2014 HSC World Politics
• Victoria Bicknell (Year 12) for her nomination for the Rotary Youth Leadership Award Residential program
• Emily Collett, Lauren Clark and Jessica Kaye (Year 11) for their part in the Manly Council Rememberance Day Ceremony
• Jordan Gallagher (Year 12) for her selection to be World Vision’s Australian Youth Ambassador 2014
• Olivia Druery and Georgia Llewellyn (Year 9) for their selection to attend the 2013 Student Shoot Out at the Centre for Public Education Think Tank
• Tia Levar (Year 10) for her selection in a student exchange program to USA
• Lauren Clark and Jessica Lowe (Year 11) for their selection to be Public Schools Director for a Day
• Karats Eisenmenger and Anna Nguyen (Year 11), Kalani De Vorms and Nadia Pennisi (Year 10) and Karen Lye (Year 9) for winning the Team Award in the Tokimeki Cup Japanese Speech contest.
• Ellie Nicholls (Year 10) for her Project Penguin artwork being transformed into the benchtop of a picnic table at Manly
• Hanna Aili (Year 12) for her UNSW Academic Achievement Award
• Bronte Munro (Year 10) for winning the Lions Club of Balgowlah Youth of the Year and Michelle Picknell (Year 10) for her Encouragement Award
• Emily O’Reilly (Year 8) for her Platinum Award in the Premier’s Reading Challenge
• Billie Trinder (Year 11) for her selection for a young person panel on stage with the Dalai Lama in Sydney
• Hanna Aili, Louise Craker, Kate Kemp and Georgia Mineo (Year 12) for their selection to attend HMAS Penguin Student Leadership Dinner
• Ashleigh Veitch (Year 9) and Lily Graham and Freya Smith (Year 8) for their compering of the Sydney North Dance Festival
Significant programs and initiatives

Aboriginal education

Program initiatives commenced in 2012 were continued and expanded in 2013. The school was awarded a special tied grant from Aboriginal Education and Training Directorate to establish a special literacy and numeracy program for newly enrolled Year 7 students. The school also received funding for senior students proceeding towards the Higher School Certificate and this enabled the school to provide extra staff to deliver both the Year 7 Literacy and Numeracy program and the Individual Sponsorship program for senior Aboriginal students.

Programs instituted in earlier years were expanded and students participated in Public Speaking and Leadership programs offers by the NSR and Aboriginal Education officers based at the Hornsby office.

Aboriginal students were, again, offered many opportunities to participate in cultural activities offered by the local Community and by Aboriginal Education officers. Working in partnership with the Biala Hostel for Aboriginal girls, this school arranged excursions to the University of Technology to attend Art and Dance workshops.

This school has also formed a partnership with Australian Indigenous Mentoring Experience (AIME) under the auspices of Sydney University. This outstanding program invites students from many schools in Sydney to attend special mentoring days at Sydney University. These mentoring days involve motivation workshops, skills building workshops and discussions with highly successful Aboriginal mentors and community leaders. In addition, students become familiar with Sydney University and develop an increased awareness of courses offered by that University. Two senior students applied for places at the Summer School in January. This involved writing a personal submission, indicating the academic areas they would like to explore and a support statement from the school’s Principal. Both students were successful in their applications.

The Year 7 Literacy and Numeracy program, noted above, was delivered by a specialist teacher. The program was designed based on the students’ NAPLAN tests which were undertaken when the students were in Year 5. Students needs were identified and a program prepared to both improve their previous results and to ensure that they were able to cope with the demands of high school academic subjects. Members of the local Aboriginal community were consulted regarding the need for this program and how it would contribute to students’ self-confidence and their academic success and how it would reflect the principle of Improving Educational Outcomes for Aboriginal students’ – as required by the Aboriginal Education and Training Plan (2013).

Another program commenced in 2012 was expanded in 2013. This program extended students use of computer technology and the use of software programs and their impact on students’ academic skills. This school was successful in negotiating extended network provision to students at the Biala Hostel to allow students extra time to complete research and assessments that required the use of computers.

One of the most outstanding cultural successes was the presentation for a second time of the NAIDOC formal assembly. 2013 marked the 50th anniversary of the now famous Bark Petition to Federal Parliament in 1963. The students researched the reasons for the Bark Petition, worked with a teacher to seek permission from the Yolgnu peoples to show an image of this petition and sought digital images from the House of Representatives in Canberra. The students explained the historic background to the presentation of the Petition, read poetry, and the Biala dance ensemble, working with a Mackellar teacher and a member of the local community, created a dance tribute to the Yolgnu peoples.

A number of Mackellar teachers volunteered to participate in the Mackellar/Biala Homework Centre each week. This meant that each student was able to have a teacher tutor them, individually, each week. The homework centre serves a number of purposes. Teacher and students establish productive and supportive relationships; the time students spend completing homework is more productive and the houseparents at Biala Hostel are assisted in the management of such a large number of students completing homework.

The ability to consolidate and expand programs – that is make them sustainable - is an essential part of both school and students’ success. Evaluations made by students, houseparents and teachers of the Aboriginal students’ participation
and the school’s programs and initiatives for these students are extremely positive.

**Biala Students**

**Multicultural education**

The percentage of LBOTE (language back other than English) students at MGC continues to grow and this year the census identified over 340 students whose families identified themselves as LOBTE families. Students will LBOTE backgrounds continue to contribute strongly to this school's ethos and to earn extremely impressive results in all their courses and the Higher School Certificate.

The term ESL (English as a second language) is to be replaced by the term EAD/L which represents English as an additional language or dialect. This new acronym is an appropriate one as it is important to recognise that many of these students speak two or more languages. Mackellar Girls Campus continues to be one of the few schools that offer a number of courses in languages other than English and to offer support for those students who wish to study a language not offered here by enrolling them in the Open High School. Students are also supported to study their family language at the Saturday School of Community Languages.

Mackellar Girls Campus is proud to be considered a comprehensive school with a strong emphasis on multiculturalism. Faculties all include aspects of multiculturalism in their units of work; the school library contains a considerable number of texts that explore Australia as a multi-cultural nation. Internet access also provides an exhaustive range of multi-cultural information.

The language skills and competencies of newly arrived EAL/D students are assessed on enrolment and information passed on to Head and class teachers. In-class assistance is provided to these students from one of the three EALD teachers.

Mackellar Girls Campus also supports the largest number of Tibetan students in the area. These students, some of whom have had an interrupted schooling, or who have had family issues such as poor health, are highly motivated and conscientious. The school conducts a homework class for them each week, attended by the students, the Learning Support team and the Tibetan Social worker. This is an important initiative for this school and creates the opportunity to discuss any academic concerns they may have.

It is important for a school with a large multicultural cohort to constantly establish new and different programs intended to encourage students’ self-esteem and academic progress. One outstanding example was the establishment of the Aloha Lai Year 7 – 12 Group. This group is represented by students from various Pacific groups and meets every fortnight. The group was established to provide opportunities for the students outside of the classroom, promote personal best, establish links within the community and encourage stage 6 education and beyond. The group has proven to be incredibly successful and has seen the lateness and attendance issues previously identified for certain students reduce substantially. The group is regularly asked to perform at various whole school or community presentations and this has helped to develop cultural awareness within the school and community.

**International Student Programs**

Mackellar Girls Campus has been enrolling International Students for many years and in that time these students have been outstandingly successful – with 100% of students being offered places at Universities across Australia.

In the 2013, two students received ATARS in the high 90s and, as with 2012, have been invited to attend a ceremony to be held at Parliament House, Macquarie Street and to receive awards from Her Excellency Professor Marie Bashir.

International students contribute to Mackellar’s academic success and they bring to their subjects a dedication and a determination to succeed. Even though both teachers and students struggle, at times, with the English language, both enjoy working together.
Each year, the International Student Centre asks students to evaluate their experiences at their schools. We are informed by the Student Advisers that International students in their evaluations rate their experiences at Mackellar Girls Campus as extremely valuable. They note the help and support given by the teachers in all their subjects. They enjoy being able to work with so many Australian students because this gives them the opportunity to improve their English language skills far faster than in other schools where there are many more International students in their classes. They particularly point out the supportive student welfare provided by this school. They have a close relationship with the EAL/D teachers who supervise their academic programs and who assist them with many aspects of their non-school life such as communicating with houseparents/guardians. In addition they noted that they feel very supported when the school negotiates issues with the International Student Centre or when the school helps with personal problems.

All International students are given special guidance with choosing subjects at school and then choosing courses at different Universities. Many of these students continue to contact their Mackellar teachers well after they leave school and complete university courses. They do this because, as they inform us, they remain very grateful for the academic and personal guidance provided at Mackellar Campus.

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. 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 the Deputy Principal, Head Teacher Welfare, LAST and ESL teachers and teacher’s 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 2013 students whose performance 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 specialised staff and the implementation of specially designed programs to strengthen students’ skills in different areas of 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 regularly 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 2013 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 2013 were Business Services, Entertainment, Hospitality and Hospitality Specialisation. 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 students competed in the Northern Beaches Hospitality Challenge. This provided students with the wonderful opportunity to work with Simone Musu and Ervin Mumajesi from Whitewater Restaurant in Manly as mentor chefs. Rebecca Newing was selected to cook with Simone at the Manly Wine and Food Festival and was successful in reaching the semi-finals.

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. 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**

Students welfare is a team effort that comprises leadership, extra-curricular opportunities and liaising with community agencies and Department of Education and Communities consultants.

At Mackellar Girls Campus there is a large and energetic welfare team consisting of Deputy Principals, Head Teacher Welfare, School Counsellor and Year Advisers. The team is supported by classroom teachers who have a considerable role in promoting positive student welfare through their curriculum and classroom activities.

A priority focus at Mackellar is student leadership. This is headed by our School Captains and Prefects as they undertake a variety of roles that include running the weekly whole school assembly as well as formal and presentation assemblies. Another major focus of the Prefect body is coordinating fundraising. The 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. Each Prefect has a special role within the school community 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. These programs require the girls to undertake specialised training and then support our younger students in both their transition from primary school to high school as well as managing their peer relationships successfully.

In 2013 the General Practitioner group that visits each year and conducts seminar groups with students in Year 11 was again welcomed by Mackellar Girls. It provides our Year 11 students with the opportunity to discuss, in an informal setting, issues related to health and mental wellbeing. Our Year 7–10 students have been involved in Motivational programs including Bully Busters, KYDS, Celebrating Sisterhood and Wired. With the success of the High Resolves Program in 2013 for years 8 and 9, it will continue into year 10 during 2014 as well as continuing it with the students currently in years 8 and 9.

TAFE courses are an option that some students have been able to access. There are a variety of courses available to our students including hair and beauty, business services, photography and financial literacy. These courses are specifically for students in Years 9 and 10 and provide the students with a clearer focus on their post-school pathways.

The ‘Bestreetsmart’ presentation that Year 10 attended at Homebush has certainly had an influence on our students as well as the Young Driver courses provided by RYDA and Rotary that are attended by Year 11 students. These courses provide beginning drivers with greater awareness and skills in responsible driving behaviour.

Student welfare is an ongoing focus of Mackellar Girls and our commitment is that we provide an environment that is safe and supportive, to ensure that all our students are able to study, socialise and mature in a positive way.

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, and the DER Technical Support Officer coordinated by one Deputy Principal.

In 2013 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 2013 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 2013 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 use of iPads by staff has improved administration, communication and teaching practices.

The expansion in 2013 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.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Regular feedback from teaching staff and executive;
- Evaluations conducted by executive related to particular areas of interest;
- School prepared surveys as appropriate.

School planning 2012—2014: progress in 2013

School priority 1
Excellence in Teaching and Learning

Outcomes from 2012–2014
Raise the expectations of staff and students of student academic achievement to enhance academic achievement

Evidence of progress towards outcomes in 2013:
- Increase in the number of students across years 7-12 receiving Personal Best Certificates at twice yearly Personal Best assemblies
- Staff are actively using data to improve teaching and learning across all subjects
- Development of Personal Learning Plans for every student years 7-12

Strategies to achieve these outcomes in 2014
- Utilise data to improve HSC results through mapping each student academic results across the K-12 continuum
- Provide models of academic success through practices and cultures of other schools
- Involve all Key Learning Areas in explicit teaching of literacy and numeracy skills

School priority 2
Teacher Quality and Staff Welfare

Outcomes from 2012–2014
Engage staff across the school and within faculty through professional learning

Evidence of progress towards outcomes in 2013:
- Each faculty engages in expertise sharing at whole school staff meetings
- Early career teachers are engaging in targeted professional learning provided by personnel within the school
- Opportunities have been provided across the school for staff to engage in whole school responsibilities

Strategies to achieve these outcomes in 2014:
- Encourage staff in roles of responsibility and initiatives within faculty and across the school
- Share faculty expertise/mentor colleagues, particularly technology and gifted and talented skills
- Develop early career teachers

School priority 3
Community Relations

Outcomes from 2012–2014
Further enhance the school’s image of the community

Evidence of progress towards outcomes in 2013:
- Increased number of students from feeder schools engaging with Taste of Mackellar
- Executive staff and year 6 teachers are supportive of Mackellar Girls Campus
- Increase in the number of students from feeder schools’ choosing Mackellar for Year 7

Strategies to achieve these outcomes in 2014:
- Promote student successes and school to the community
- Expand positive links with feeder primary schools
- Send Prefers and SRC to their primary schools

**Professional learning**

All teaching and administrative staff participated in professional learning in 2013. Teaching staff accessed a diverse range of professional learning opportunities from external providers as well as the five school development days organised by the school and regular faculty and whole staff meeting.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, 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.

Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal 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.

**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.

Christine Del Gallo – Principal
Adrienne Scalese – Deputy Principal
Jenny Thompson – P&C President
Louise Craker – School Captain

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: