School context statement

Northern Beaches Secondary College Mackellar Girls Campus is a large comprehensive girls’ high school based in Manly Vale on Sydney’s northern beaches. The school population comprises girls from diverse cultural and linguistic backgrounds.

Mackellar Girls Campus has been awarded four Director General’s Awards for Excellence in Girls Education, Gifted and Talented Education, Aboriginal Education and Organisation and Systems.

Staff

The school has 84.8 teaching positions allocated in 2014. This includes 16 executive staff, 61.9 classroom teachers and 6.5 specialist teachers. The teaching staff were supported by 15.172 administrative and support staff.

Significant programs and initiatives

The school ran a number of programs to give students additional educational support throughout 2014. These were:

- Aboriginal Education program
- Multicultural Education program
- Pacific Islander Education program
- Student Wellbeing program
- Vocational Education program

Student achievement in 2014

Student achievement in 2014 was extremely strong. Year 7 and Year 9 students performed above the state percentage in higher bands in all aspects of Literacy and Numeracy.

Year 7 students achieved Average Scaled Score Growth above the state in Writing, Spelling and Grammar and Punctuation. In these aspects, most students exceeded the expected value-added growth.

Year 9 students achieved average scaled score growth above the state in Reading, Writing, Spelling and Numeracy. In these aspects, most students exceeded the expected value-added growth.

At the end of 2014, 1% of our Year 10 cohort completed their schooling, received their Record of School Achievement (RoSA) and took up apprenticeships. The RoSA showed a grade of A to E for all courses that the students satisfactorily completed.

Students who achieved their Higher School Certificate at Mackellar Girls in 2014 also demonstrated outstanding achievements. Mackellar Girls was ranked 12 in the HSC for comprehensive school in NSW. We gained 135 HSC Honour Roll listings, representing marks in courses of 90% or higher and at least 50 students gained an ATAR above 85.

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 culture, 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, its capacity to evaluate and reflect on its practice and its ability to innovate to 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 message

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

The 2014 P&C year commenced in February with the hosting of the Year 7 Parents Welcome Evening and concluded with the Thank You Evening for Canteen and Uniform Shop volunteers in December. In May, another very successful Trivia Night was held, raising more than $10,000 for the school and providing a fabulous social night for 200 school parents, friends and teachers. This night is always so successful because of the generous donations of goods, services and time by our school parents and the local community.

In 2014 the high P&C contribution collected from our parents ($65,000) combined with the revenues generated by the P&C operated Canteen and Uniform Shop allowed us to deliver $310,000 of additional funding to the school. This funding provided much needed learning resources and equipment ranging from colour photocopies, new library furniture, CAD software, science equipment, a digital photographic lab, electronic whiteboards, outdoor sunshades, basketball towers and rings and subject expert speakers.

To ensure the best learning outcomes for your daughters you can help provide the school with much needed resources by supporting the P&C through volunteering in the Canteen or Uniform shop, attending P&C fund raising activities, providing a donation of services or products for the annual Trivia Night or attending the P&C monthly meetings on the first Wednesday of each month.

The P&C must acknowledge and thank the Uniform Shop Manager, Leigh McPherson, and the Canteen Manager, Bronwyn Moody, for the successful management of their operations and the extraordinary contribution they make to P&C finances.

Thanks must also go to our parents, teachers, administration staff and especially the school Principal Ms Christine Dell Gallo for their continued and ongoing support of the P&C.

Jenny Thompson
President

Student representative message

In 2013-14, the Prefect body was a mix of intelligent, passionate, caring and enthusiastic young women. Since our induction last year, the prefects have been enriched by the Mackellar Girls 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 aimed to make a difference in the school, enhancing that famous Mackellar Girls spirit, raising awareness about the importance of emotional, physical and mental health. Pastoral care became a big 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. We also provided support to numerous foundations through cake stalls and pastoral care activities, including Beyond Blue, The Sanfilippo Children’s Foundation and the NSW Bushfires. We were involved in the annual Mackellar Girls Prefect traditions - the Year 8 Sleepover, the Book Parade and the Bally-Macka Dance. We highly enjoyed learning dances and engaging in the school spirit especially getting the younger years involved. In addition the prefect body initiated a ‘Homework Help’ centre in A block, which involved year 11 and 12s tutoring younger students in any subject they required help in. This allowed a support network for any students that wanted some extra help, it also created a closer bond between the years and will be run by prefects each year.

The prefects and I all know we would not have reached our goals or potential, without the support of some very important people. We are incredibly grateful to have had the constant encouragement of a huge support system. Without the support of Ms Del Gallo, Ms Christie, Ms Scalese Ms Warne, Ms Mercica, Ms Morrison 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 together. We considered all the staff our ‘school
mums’ and will forever thank them for their 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 Mackellar Girls and is an experience myself and the prefects will never forget. While we are extremely sad to have to let go of such an incredible role, we are proud of what we have achieved and grateful for the women Mackellar Girls has shaped us to be. We will always remember and be appreciative for the experience and opportunity that Mackellar Girls gave us.

Emily Collett
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 places available in each year group in 2014. The following table shows the enrolment levels over the past 7 years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>988</td>
<td>1001</td>
<td>1046</td>
<td>1100</td>
<td>1145</td>
<td>1196</td>
<td>1230</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates of students have been consistently high since 2008. Mackellar Girls’ student attendance is well above state average.

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 students.

The implementation of more systematic attendance monitoring has greatly improved student and parent responsibility for managing students’ attendance at school.

Management of non – attendance

On a daily basis we use a web-based software 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 student is on unapproved leave.

As well as these daily systems, every fortnight 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. Furthermore, classroom teachers regularly advise families via letter if there is an unsatisfactory attendance in any course from Years 7 – 12.

The most effective strategy in managing attendance of students at Mackellar Girls is to promote higher levels of engagement through the learning experiences provided by teachers. Teachers continue to provide a quality learning environment.
Post-school destinations

The 2014 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. Almost 100% of Mackellar Girls 2014 Year 12 study at university or TAFE.

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.

The GAP year again was popular; students are using this time to travel (both within Australia and outside Australia), to undertake volunteer work and 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 2016.

Year 12 students undertaking vocational or trade training

Students at Mackellar Girls are able to undertake vocational training in Years 9, 10, 11 and 12. This depends on their interests, abilities and skills. Some 28% of students at Mackellar Girls in Year 12 undertook a vocational training course as part of their HSC 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 2014 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>Head Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>61.9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>NA</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>15.2</td>
</tr>
<tr>
<td>Total</td>
<td>98.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, the indigenous composition of the whole workforce at Mackellar Girls Campus was 2%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, the professional learning focused on student and staff wellbeing, differentiation across the curriculum and the ongoing implementation of the Australian curriculum in English, Mathematics, Science and History. By the end of 2014, 100% of teachers had engaged in professional learning at SDD and 76% had engaged in professional learning beyond those opportunities offered at school. Moreover, eight teachers completed their teacher accreditation at the Proficient level. The number of teachers at Mackellar Girls now accredited by BOSTES is 50.

Beginning Teachers

In 2014, 9 teachers were classified as beginning teachers. The teachers were part of a mentoring program overseen by the Head Teacher Mentor appointed to the Northern Beaches Learning Alliance. The beginning teachers participated in
professional learning activities which ranged from programming new syllabuses, HSC marking workshops, Aboriginal Education and Leadership. All teachers were involved in programming and developing and marking assessment tasks.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>750319.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>676886.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>402055.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>1520500.13</td>
</tr>
<tr>
<td>Interest</td>
<td>29318.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>183448.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>3562528.73</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>507645.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>333272.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>308815.19</td>
</tr>
<tr>
<td>Library</td>
<td>23654.06</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7507.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>318165.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>179974.44</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>349052.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>154653.02</td>
</tr>
<tr>
<td>Maintenance</td>
<td>153330.88</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>169955.61</td>
</tr>
<tr>
<td>Capital programs</td>
<td>22438.58</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>2528464.84</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>1034063.89</td>
</tr>
</tbody>
</table>

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](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 results 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 2014 shows that the overall literacy of this group is significantly above state average and the school average from 2010 – 2014. 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, spelling and grammar and punctuation with approximately 45% of the Year 7 students achieving either Bands 8 or 9.

A full copy of the school’s 2014 financial statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

![NAPLAN Year 7 Reading](chart)

![NAPLAN Year 7 Writing](chart)

![NAPLAN Year 7 Spelling and Grammar and Punctuation](chart)
Significant improvement in the literacy element of reading has been achieved in 2014 with the students’ performance significantly better than the state and the school’s statistically similar group (SSG). Improvements in spelling and grammar and punctuation have been the focus of the partner primary schools as part of the literacy continuum.

NAPLAN Year 7 – Numeracy

An analysis of the achievements for Year 7 2014 shows that the overall numeracy of this group is above state average. Once again this reflects a 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 results 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 9 2014 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 2014 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.

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 2014 Higher School Certificate results for the school were outstanding. 135 students were Distinguished Achievers in attaining a Band 6 in one of their courses representing marks in courses of 90% or higher and at least 50 students gained an ATAR above 85.

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. 19 of the 24 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 students and teachers are to be congratulated on these results.

**Record of School Achievement (RoSA)**

2014 was the third year of the Record of School Achievement (RoSA). The RoSA is a cumulative credential which is awarded to students who leave school after completing Stage 5 but before completing the HSC. The RoSA showed a grade of A to E for all courses that the students satisfactorily completed. 99% of the year 10 2014 cohort will continue their education and complete their HSC. 1% of our Year 10 cohort completed their schooling, received their RoSA and took up apprenticeships.

**Other achievements**

**Creative and Performing Arts**

In 2014, Mackellar Girls Campus has demonstrated a high standard of excellence across a wide range of areas. Our strong academic achievements are complemented by the excellent achievements in co-curricula and extra-curricula activities.

**Dance**

- At the HSC, Mikala Holloway placed Equal First in NSW in Dance and we received an astounding 26 nominations for Callback, a selection of outstanding performances from HSC Dance students. Significantly, Jocelyn Eddie, Mikala Holloway, Grace Shepherd, Bianca Tomchin and Caitlin Van Grieken received nominations in all three course components (Core Performance, Core Composition, and Major Study Performance).
- Cassi Anthony (Yr 9) and Amber Todd (Yr 10) were Featured Dance Artists at the prestigious
Schools Spectacular, performing a piece by choreographer Matt Lee. Cameron Gaw (Yr 8) was selected for the Tap Ensemble, and Erika Blendell, Jacqui Edmont, Indiana Mulherin (Yr 8), Olivia McRae, Ashley Mellowes, Freya Smith (Yr 9), and Jacinta Mullen (Yr 10) were selected for the Classical Ensemble. In addition, 24 Dancers represented Mackellar Girls in the Combined Dance Ensemble

On Show 2014

- Indiana Mulherin, Erika Blendall, and Freya Smith were selected for the NSW Public Schools Junior Dance Ensemble and Amber Todd (Yr 10) was selected for the NSW Public Schools Senior Dance Ensemble
- All Talented Dance and Dance Ensemble members performed at the Day of Dance at the Sydney Opera House, choreographed by Rafael Bonachela
- All 3 contemporary ensembles were selected to perform at the Sydney North Dance Festival at Glen St Theatre and also at the Northern Beaches Eisteddfod and Sydney Eisteddfod. Ashleigh Veitch (Yr 10) and Freya Smith (Yr 9) compered the Sydney North Dance Festival. The Jazz Ensemble, led by Mikala Holloway and Nina Gibbins, placed at each of the Northern Beaches and Sydney Eisteddfods
- The Senior Contemporary Ensemble was selected to perform at the 2014 NSW Public Schools State Dance Festival for the second consecutive year. Ashleigh Veitch (Yr 10) compered this event.
- The inaugural Danceworks showcase was held in November
- Sarah Eddie (Yr 10) was awarded a scholarship to study ballet full time at the Elmhurst School for Dance in Birmingham, U.K., Jocelyn Eddie (Yr 12) was offered a place to study at Western Australia Academy of Performing Arts (WAAPA), and Georgia van Gils (Yr 12) will take up a place at the New Zealand School of Dance

Music

- Musical “Help!” an original script written by S Fisher, was a combined production with Balgowlah Boys Campus
- All 4 bands and large ensembles performed at the Northern Beaches Eisteddfod in May and the NSW School Band Festival where the Performance Band won Gold and the Concert, Stage and Big Bands won Silver in their respective sections
- Big Band was selected through audition to perform at the Manly International Jazz Festival on the “Stars of the Future” stage
- Instrumental Music Program, together with local primary school bands, presented three evenings of music in Terms 1, 2 and 3
- Erin Finlay, Rachael Flanagan and Tahlia Dearden participated in YouthRock performances at Sutherland Entertainment Centre
- Key Collection recorded five original songs in this year’s Kool Skools competition, where singer/songwriters work in a professional recording studio, producing a high quality CD titled “City Lights”. Joining them were songwriters Juni Auro and Claire Stokes (Yr 11), Brianna Bimson (Yr 9), Jemma Ruskin and Joy van Schie (Yr 8) and Lydia Riccioni-Brown (Yr 7)
- On Show in March
- InConcert – Talented vocalists with The Idea of North and The Arts Unit at Sydney Town Hall
- Music Industry Workshop with Oxygen Music “Breaking into the Music Industry”
- Jessica Fraser through to final selection rounds for featured artists Schools Spectacular
- Schools Spectacular- 16 students featured in the Combined Schools Choir
- Brianna Bimson (Yr 9) and Jessica Fraser (Yr 8) attended the inaugural State Vocal Camp
- Elise Sands (Yr 11) selected as part of the NSW State Performing Arts Stage Band
A high number of students were selected via audition for the Northern Sydney Regional Senior and Junior Bands – Sophie Blume (Yr 7), Zoe Bowers, Brigette Kearney, Emma Milton, Susan Milton, Amber Moran, Emily O’Reilly, Brianna Patterson, Sophie Waltl (Yr 9), Vivienne Hunter (Yr 10), Elise Sands (Yr 11)

Erin Finlay invited by Hon. Mike Baird to perform at his annual charity event

Visual Arts
- Ellie Nicholls selected for and completed the National Art School HSC Intensive Visual Arts course, majoring in Painting
- Arlia Patterson was selected as one of 10 finalists in the Joy Ewart Scholarship at Workshop Arts Centre
- Tarminya Brown and Mali Koopman selected for the annual ExpressYourself exhibition of exemplary student works at the Manly Art Gallery and Museum
- Constance Williams pre-selected for the prestigious Art Express exhibitions
- Rebecca Thwaites (Yr 7) was placed 1st in the Australia My Country in the Art section
- World’s Biggest Classroom mural at Warringah Mall

Sport
- Zoe Barden was selected in the Sydney North AFL team
- Katie Castle was selected in the Sydney North basketball team
- Kasey Campbell, Victoria Saville, Emma Sharp were selected in the Sydney North Cricket team
- Ally Green, Sophie Harding, Chloe O’Brien were selected in the Sydney North Football (soccer) team
- Brianna Baird was selected in the Sydney North Golf team

Imogen Simonik, Samara Robertson, Daniella Rundle, Sophie Stuart, Natasha Weston were selected in the Sydney North Artistic Gymnastics team
- Tamara Black, Cristy Linaker, Jordan Marsh were selected in the Sydney North Netball team
- Brianna Trim, Lara Seeto, Rebecca Peacock were selected in the Sydney North Softball team
- Natasha Weston and Gabrielle Palme were selected in the Sydney North Squash team
- Taylah Newton and Bojana Marinovic were selected in the Sydney North Tennis team
- Molly Donahoe, Pihuka Duff, Lucy McDonald, Jaala Harrison, Abby Steans, Indiana Haoui were selected in the Sydney North U16 Touch team
- Casey Hanbus, Moana Nuku, Brittany Merlo, Jordan Marsh, Rebecca Peacock were selected in the Sydney North Secondary Volleyball team
- Masina Tukapilli, Moana Nuku, Amber Vanissi, Pamela Abel, Bam Sirsdinbun, Crystal Mcguire, Kathy Talavelaka were selected in the Sydney North Rugby team
- Chloe OBrien was a member of the CHS 1st Football team (Finished 5th)
- Brianna Baird competed in the CHS Golf State carnival
- Brianna Trim, Lara Seeto, Rebecca Peacock competed in the CHS Softball and won the CHS State Carnival
- Pihuka Duff was selected in the NSW CHS 15s Touch Football Team
- Alyssa Kaye (2nd mini tramp + tumbling), Ashlea Kaye, Jaala Harrison, Tomiah Patten, Nell McNeil (1st tumbling) successfully competed in the CHS Trampolining competition
- Alyssie Cooper competed in the CHS surfing competition
- Rebecca Peacock and Casey Haubus were selected in the NSW Volleyball team
- Moana Nuku competed in the Trans-Tasman Volleyball competition
- Christine Washer, Ella Conaghan and Kristie Leonard placed 3rd in the NSW CHS Intermediate Triathlon Relay competition
- Brianna Trim was selected as captain of the NSW All School Girls Softball Team
- Chloe OBrien was selected into the NSW All Schools Soccer team
- Christine Washer and Indianna Marshall -Witte were Swimming Zone Age Champions
- Indianna Marshall -Witte, Nonie Sawyer, Georgia Weston, Madeleine Griffin achieved a gold medal
for the 12 Years 4 x 50m Freestyle relay in CHS Swimming
- Bronwyn Rees Evans, Grace O’Kane, Jaime Ribeiro, Jessica Warden achieved a Bronze Medal for the 13 Years 4 x 50m Freestyle relay in CHS Swimming Carnival
- Indianna Marshall - Witte, Bronwyn Rees-Evans, Marina Takeuchi, Chrystine Washer, Tahlia Dearden, Lara Jones achieved a Bronze Medal for the All Age relay team in CHS Swimming
- Cydelle Brady 12 years, Rowena Craker 14 years and Lia Marti 15 years were the Athletics Zone Age Champions
- Rowena Craker was the 14 years Sydney North Athletics Age Champion
- Mackellar Girls placed 13th overall at the CHS Athletics Carnival
- Indianna Marshall-Witte was the 12 years champion in Sydney North Cross Country Carnival
- Ella Connaghan was the 16 years champion in Sydney North Cross Country Carnival
- Indianna Marshall, Sascha Taurins, Zoe Michael and Sienna Hearn were the Sydney North Cross Country 12 Years Teams Champions
- Jasmine Omm, Amber Moran, Jenna Trim and Rowena Cracker were the Sydney North Cross Country 14 Years Teams Champions
- Indianna Marshall- Witte, Sascha Taurins, Zoe Michael, Sienna Hearn, Pihuka Duff, Jasmine Omm, Amber Moran, Jenna Trim, Rowena Cracker, Ella Falzarano, Kristie Leonard and Arlia Patterson were selected in the CHS Cross Country Carnival Team
- Congratulations to the Athletics, Swimming and Cross Country Mackellar Girls teams who won the Zone and Regional Carnivals
- Mackellar Girls Zone swimming team competed and won the overall point score for girls
- Alyssse Cooper of Year 9 contributed the highest point score in the Senior Girls Newcastle Now Surfing Competition. The Northern Beaches Secondary College won the event
- Year 9 and 10 PASS and GAT students were involved in the ‘Leading with Action’ sports leadership day in March this year. 30 sports leaders from Mackellar Girls coached local primary school students skills and games in Touch football, Softball, Netball, Soccer, Tennis and Basketball
- Won the Royal Life Saving Society Aquatic Club Trophy for the highest number of students to gain lifesaving awards in the State
- Ella Connaghan was the winner of the Under 17 years Schoolgirl single skull at CHS and the Year 10 single skull at the Head of the River
- Grade sport: Mackellar Girls won the Grand Final in Grade Sport for Junior Soccer and Senior Netball

Knock Outs:
- Basketball 15s: Regional champions and Silver medal at NSW CHS Cricket: Regional champions
- Futsal: Opens Futsal team won the NSW School Championships
- Touch Opens: 2nd in Region. Made it to the top 16 in CHS
- Touch 15s: Semi Finals in All Schools. Played a team from QLD
- Soccer Opens: 4th Round. Lost to the CHS winners
- Netball 7 & 8: Won Sydney North Gala Day
- Netball 9 & 10: Came 2nd out of a total of 24 teams in the 9/10 netball gala day at Gosford
- Hockey College team: Regional champions
- Softball College team: Regional champions and Bronze at CHS
- Water Polo College team: 2nd in Sydney North
- Water polo 15: Round 4
- Volleyball: Regional Champions and 4th in the State

Athletics Carnival 2014

Other
- Judith Carroll (Y12) HSC Design and Technology project was nominated for DesignTECH, the exhibition of the best HSC work
- Bronte Munro (Y11) achieved a High Distinction in the Sydney University Summer School World Politics course
- Pamela Abel (Y11) was awarded the Future Leaders Indigenous Award and Scholarship
- Andie Thorpe (Y8) was selected as NSW Young Carer of the Year
- Bronte Munro (Y11) was a finalist in the Lions Club Youth of the Year
- Jessica Weight (Y12 2013) achieved a High
Distinction in her HSC Society and Culture
Personal Interest Project - one of only 10 in the state
• Yulina Collins (Y7) Values Postcard was selected for distribution statewide in school libraries
• Tarninya Brown (Y12) and Jessica Newman (Y12) were chosen to attend the Garma Festival in Arnhem Land from 1-4 August 2014
• Rosie Doyle (Y7) achieved 2nd place in the Write4fun National Short Story Competition
• Mary Miles-Craig (Y12) was selected to participate in the National Schools Constitutional Convention at Parliament House Canberra
• Jessica Kaye, Jessica Lowe, Mary Miles-Craig and Billie Trinder (Y12) were selected to participate in the HMAS Penguin Leadership Forum
• Odette Abrenica, Grace Carroll, Tahlia Dearden, Emma Jeffress and Caitlin Keogh (Y10) participated in the Rypen leadership camp
• O’Reilly (Y9) completed the eighth annual Premier’s Reading Challenge
• Georgia Llewellyn (Y10) was selected to attend the NSW Youth Week Mental Health Forum
• Massilia Aili and Kate Bayliss (Y11), Skyla Boer, Tamika Neave, Grace Hull, Susan Milton and Sasha Follett (Y9) were elected executives of the Zonta Z Club
• Emma Sproul (Y12) was nominated for the Marie Bashir Peace Award
The award winners in the Language Perfect World Championship 2014:
• Bronze Award (top 10% of 300 000) competitors: Karen Lye (Y10) Credit Award (top 20%): Tamika Neave (Y9)
• Georgia Llewellyn (Y10) was selected to attend the 2014 National Youth Leaders Conference
• Meg Richardson (Y11), Lacey Skelton (Y10) and Indiana Mulherin (Y8) competed in the BJP National Physical Culture Team Competition
• Lacey and Indiana achieved 1st place in 13/14 yrs
• Bronte Munro (Year 12) delivered an outstanding speech at the Balgowlah Seaforth RSL Remembrance Day Ceremony
• Freya Smith and Madison Turley attended the RYPEN Student Leadership Camp sponsored by Balgowlah Rotary and Manly Rotary
• Courtney Webber (Y12) attained Gold Duke of Edinburgh Award
• Dania Ahmed, Grace Blackford, Ella Falzarano, Olivia Flower, Vivien Hunter, Emma Jeffress, Nathalie Kassels, Annika Mason, Ella Stoddart, Jacinta Tabell, Amy Warren and Waverley White (Y10) achieved the Bronze Duke of Edinburgh Award
• Jennifer Horton (Y12) was selected for the NSW Rotary Youth Studying Astronomy and Related Sciences Camp
• Ellie Nicholls (Y11) completed the NAS HSC intensive Studio course and had her artwork exhibited at the National Art School
• Bronte Munro, Michelle Picknell, Jennifer Horton and Amelia Palu (Y12) attended the NSW Parliament at the invitation of the Premier Hon. Mike Baird
• Michelle Picknell (Y12) was selected for the NSW Schools Constitutional Convention at NSW Parliament House
• Ashley Mellowes (Y9) was accepted into the WEP exchange student program to travel to Belgium in 2015
• Our Prefects represented Mackellar Girls at the International Women’s Day Breakfast
• The following girls were elected as the Student Representative Council (SRC) members: Yr 7 - Jemma Hanrahan, Lily Kovacs, Sophie Martin, Alexandra McKinnon and Sascha Taurins Yr 8 – Jami Daniels, Lauren Powe, Andie Thorpe Yr 9 – Kate Dampney, Nadia Jones, Olivia Lombardo, Jocie Ongosia, Charlotte Regan, Zoe Swan Duffy Yr 10 - Erin Finlay, Rachael Flanagan, Sally Holmes, Georgia Llewellyn, Fionnuala McGuigan Yr 11 - Olivia Morton, Bronte Munro, Michelle Picknell, Rahni Whisson
• Y10 2014 Peer Mediators were: Georgia Carter, Samantha Dalusag, Nicola Denton, Anna Dimitrov, Olivia Druery, Kaitlyn Granville, Megan Lacey, Alice Lawler, Georgia Llewellyn, Kouthar May, Natasha Monds, Kirsten Picard, Talia Smith, Lucy Sternnell, Erin Stott and Hannah Vaccaro
• Rochelle Ireland, Rachel van Dort and Emily
• Karats Eisenmenger, Jessica Kaye, Mary Miles-Craig and Billie Trinder (Y12) represented the school at the Warringah Australia Remembers Trust service
• Bronte Waltl (Y9) and Leilahni Kirk (Y7) were outstanding performers in the Sydney local final of the NSW Legacy Public Speaking Competition
• Rose Huang (Y10) participated in the What Matters Writing Competition run by the Whitlam Institute at the University of Western Sydney
• Tenzin-Dolma Dawa (Y11), Alice Gordon (Y11), Karen Lye (Y10), Margaret Kennedy (Y10) and Alice Lawler (Y10) participated in the Manly Odawara Student Exchange visit to Japan
• Karen Lye (Y10), Maureen Olmo (Y10), Odette Abrenica (Y10), Rose Huang (Y10) and Nadia
Pennisi (Y11) participated in the 24th annual Tokimeki Speech Contest at Manly Council - Mackellar Girls won the team event (for the second year in a row) and Odette Abrenica came 2nd overall

- Jacqueline Harvey, Jessica Fokkens, Laura Irwin, Natalie Paffard, Koshella Pandiyan, Abbey Williams, Sabrina McKay and Lauren Powe (Y8) participated in the Middle School Leadersh

- Freya Smith (Y8) won the cactus & succulent category and placed 2nd in both the herb garden and the cut flower display in the Junior Division at the Royal Easter Show.

- Tarminya Brown (Y12) was selected for a Zonta Achievement Award.

- Rafailia Chalkioti (Y10), Brittany Munro, Rachel Blume, Hannah Knudsen (Y9), Daisy Quilter, Annabel Smith, Lottie Wiegold, Maya Pusic, Rebekah Thwaites, Winifred Mola and Neva Flynn (Y7) were prize winners in the Australia My Country School Students Writing, Poetry and Art Competition.

- Jennifer Horton, Grace Murray and Megan Sullivan (Y11), Olivia Flower, Matilda Harkin and Stephanie Holterhoff (Y10) participated in the Model United Nations Assembly competition.

- Kate Bayliss and Michelle Picknell (Y11) were selected to attend the NSW Parliament House Women’s Leadership Seminar.

- The following Year 8 girls were selected for the Leadership course New Beginnings and their local community projects: Ending Teen Stereotypes - Rowena Craker, Jamison Daniels, Olivia Kemp and Abbey Williams; Art not vandalism - Indiana Mulherin, Georgia McDonald, Jade McLaughlin, Joy Van Schie and Rosie Thyer; Sexual assault awareness - Penny Hagerty, Jacqueline Harvey, Lauren Powe and Andie Thorpe; Standing up for elderly and disabled people - Emily Cox, Rebecca Murdoch and Scout Sherry.

- The following Year 7 groups whose Gifted & Talented Academic Program projects and presentations on Equality were presented at the College: To what extent is there equality in female education rights? - Gemma Van Leeuwen, Lydia Riccioni-Brown, Jennifer Ross, Nyah Schiphof and Tiana Sutton; To what extent is the Paralympics overlooked by the media? - Kiki Kwakernaaak, Charlotte Labrie, Logan McCann and Jordan McMahon; Does the disabled population in Australia have equal opportunities for employment? - Asha Cummins, Ella Davidson, Amber Dickson and Grace Dowse; Is there equality in girls’ education around the world? - Josephine Butler, Emma Cook, Mikala Preston and Talia Clements-Oliveiro.

- Zoe Ainscough, Annabel Deibe, Neva Flynn, Jemma Hanrahan, Lily Kovacs, Indiana Marshall-Witte, Sophie Martin, Logan McCann, Alexandra McKinnon, Louisa Mellor, Nonie Sawyer, Sascha Taurins and Rebekah Thwaites (Yr7), Jamison Daniels and Sabrina McKay (Yr8), Kate Dampney, Chelsea Langford, Sofie Parren, Maya Parry and Zoe Swan-Duffy (Yr9), Caitlin Beach, Grace Blackford, Erin Finlay, Rachael Flanagan, Georgia Llewellyn, Malea Nicholson, Montana O’Callaghan, Amy Warren and Julianne Willmer (Yr10) collected for Legacy.

- Georgia Blank and Zoe Swan-Duffy (Y9) were selected as representatives at the Ozgreen Warringah Council Youth Environmental and Leadership Conference.

Year 8 Mentoring Day 2014

**Significant programs and initiatives**

**Aboriginal education**

The focus of Aboriginal Education in 2014 was to support those students preparing for the Higher School Certificate and the Year 11 students completing the Preliminary Year. Both Aboriginal Hostels and the Biala Hostel were very pleased that this school was supporting the largest number of senior students in all the years of the relationship with Mackellar Girls Campus.

Funding received from the Aboriginal Education and Training Directorate—under the Individual Sponsorship Scheme, ensured that extra teaching staff were employed to tutor the students in non-class (study) periods. The teaching support complemented by the teachers undertaking the individual tutoring, encouraged the students to continue with their studies and complete their examinations. Support was also offered to these students to complete their applications for places at different universities. In addition to
this support, the school continued with its Homework Centre for Aboriginal students. This Homework Centre is now in its fourth year and is staffed by Mackellar Girls teachers who volunteer their time.

This school continues to extend relationships with Universities and Aboriginal Cultural organisations. We are advised by the parents of the students, studying and residing at the Biala Hostel, that they consider the opportunities offered by these institutions, to be an essential part of their daughters’ academic and cultural development.

The University of Technology (UTS) has been extremely proactive in offering the Mackellar Girls students a variety of activities. These have included participating in a dance and song cultural program Joonbu. All students attended this program, which they found enriching.

The AIME program which was commenced in 2013 has continued to support students in Years 9, 10, 11 and 12. Two students were particularly honoured when they were awarded Outstanding Participation Certificates. These awards were highly prized and acknowledged their leadership skills, their ability to motivate each other and their willingness to undertake activities that demonstrated their individual qualities.

The school will support the students’ participating in the ongoing 2015 AIME program, as a recent change in funding arrangements would mean that students would be prevented from participating.

This school undertook a special support program for students participating in the NAPLAN tests. Two year 9 students remained after school hours and completed a variety of remedial and improvement activities. Their results in the NAPLAN 2014 tests were outstanding.

The school’s annual NAIDOC ceremony was a joint partnership with the Science faculty. This was a particularly rich partnership as students were able to learn more about the complexities and sophistication of Aboriginal Science. In addition, all the Aboriginal students were awarded with Certificates of Achievement from a number of Aboriginal Cultural organisations that included AIME, University of Technology and the local Aboriginal Education and Consultative Group. This NAIDOC ceremony was also unique in that, for the first time, the Welcome to Country was presented by a student who is a descendent of the Guringai people.

Multicultural education and anti-racism

The percentage of LBOTE (language backgrounds other than English) students at Mackellar Girls 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.

Mackellar Girls continues to be one of the few schools that offers 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. All faculties include aspects of multiculturalism in their units of work and the school library contains a considerable number of texts that explore Australia as a multi-cultural nation. In 2014, Mackellar Girls hosted its first Multicultural Day. The Prefect body organised the day, which included showcasing the performance talents of our students from a number of different cultures. The whole school engaged in a range of activities designed to develop greater understanding of different cultures.

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

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.

Mackellar Girls 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 applied for and was successful in obtaining grants which extended our capacity to provide learning support to the Tibetan students. A weekly homework class is 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 South Pacific groups and meets every fortnight. The group was established to provide opportunities for the students outside of the classroom, promote their 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.

Oktoberfest 2014

Learning and Support

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, EAL/D 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.

In 2014 a small number of students whose performance in NAPLAN indicated that an extension program would be of benefit were targeted in their learning programs. Individualised learning plans were implemented to support these students.

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.

A small percentage of students experience sustained learning difficulties. Faculties are required to offer these students modified curricula, including modified homework and other tasks. This differentiation is an important component in providing equitable access for all students in their learning. With the school leaving age 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 BOSTES 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 2014 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 in 2014 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 competed in the Northern Beaches Hospitality Challenge. This provided students with the wonderful opportunity to work with Peter Van Es from 2pots Restaurant in Brookvale as a mentor chef. Samantha Pasfield and Mary Miles Craig were selected to cook at the Manly Wine and Food Festival and were successful in winning this event. Anna Grbas of Year 12 successfully competed in the Community First Credit Union Interschools Culinary Challenge organised by the Hospitality Training Network and was mentored by Serge Dansereau from Bathers Pavillon.

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 accessed 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

Student welfare is a team effort that comprises leadership, extra-curricula 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, 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.

A priority focus in this school 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 organization, Mahboba’s Promise 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 and each of them performs her duties within the framework of the school’s welfare commitments.

The SRC plays an active role in the school. The students develop their leadership capacity through such activities as the annual Book Parade and the Talent Quest. Throughout 2014, the SRC engaged in a range of activities to support various charities such as The Light House Foundation, Jeans for Genes Day and Legacy. The students were also involved in the Planet Ark Tree Planting Day which resulted in the formation of the school’s Block herb garden. This event was sponsored by Bunnings.

The SRC was instrumental in developing activities for the Pastoral Care program. In 2014, the SRC developed the materials for the anti – bullying lessons.
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 2014 the GP 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 well-being.

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 2014 for years 8 and 9, it has been continued into year 10 during 2014 as well as continuing it with the students currently in year 8 and 9.

TAFE is an option that suitable students in Stage 5 have accessed. There are a variety of courses available to our students including hair and beauty, business services, photography and financial literacy. These courses specifically for students in Years 9 and 10 provide the students with a clearer focus on their post-school pathways.

The “BStreetsmart” presentation that Year 10 attend 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 all Year 11 students. These courses provide beginning drivers with greater awareness and skills in responsible driving behaviour.

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

**Other significant initiatives**

**European History Tour 2014**

In 2014, the History Department organised and ran an Ancient and Modern History tour of Italy, Belgium and France focusing on enriching the knowledge of 29 Year 10 and 11 students, one parent and five teachers.

The two-week trip started on the 17th of September with a tour of the historical and cultural sites in Rome. The group was guided by experts in their field whilst learning about Palatine Hill, the Forum and the Colesseum. During the next few days we also visited the Vatican including the Sistine Chapel, the Pantheon, the Spanish Steps and the Trevi Fountain.

From Rome we travelled south to the coastal town of Vico Equense in the Bay of Naples which acted as our base to explore the Campania region. Expert archaeologist, Dr Estelle Lazer, provided a full day guided tour of the ancient site of Pompeii; with the following day being spent at Herculaneum with Christian Biggi, manager of the Herculaneum Centre. These two tours were invaluable to the students and teachers alike as they directly correlate with the content of the core study in the HSC course in Ancient History.

The focus of the tour then shifted to Modern History as we travelled to Belgium to experience the Western Front of World War I. In Ypres, we visited the In Flanders Fields Museum which involved an interactive experience for the students who encountered first-hand the impact of the war. We were taken by a local guide around the various war memorials and cemeteries including the Langemark German Military Cemetery, which gave a sense of the loss of life from a German perspective.

As we drove from Belgium to France we travelled through the Somme Valley with expert war historian, Brad Manera, where we were able to explore a historically accurate, full-size replica trench. We also paid our respects to fallen soldiers, including the family members of some of our girls, as we visited the large number of cemeteries that are scattered throughout the Western Front including Polygon Wood. This part of the journey really brought to life the experiences of soldiers involved in trench warfare on the Western Front, as explored in core topic of the Modern History HSC course.

Finally, in Paris we engaged with the local culture, visited Napoleon’s Mausoleum and the Musee des Invalides. Following an early visit to the top of the Eiffel Tower, the group made a day trip to the Palace of Versailles to see where the signing of the Treaty of Versailles took place in 1919. It was a highlight of the trip, with the sheer opulence of the palace making it absolutely clear to the
students why the French Revolution took place. The tour was capped off by a night cruise on the Seine passing by numerous historical buildings and monuments such as Notre Dame.

The History Department found this tour to be highly beneficial, not only for the students in being able to visualise aspects of the HSC courses, but also in terms of our professional development.

School planning 2012-2014:
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 staff related to particular areas of interest;
- School prepared surveys as appropriate.

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 achievement of outcomes in 2014:
- 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’s 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 2014:
- 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 2014:
- Increased number of students from feeder schools engaging with Taste of Mackellar Girls
- Executive staff and year 6 teachers are supportive of Mackellar Girls Campus
- Increase in the number of students from feeder schools’ choosing Mackellar Girls 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 Prefects and SRC to their Primary schools.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
A summary of the responses is 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.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**Strategic Direction 1**

Teacher Excellence

**Strategic Direction 2**

Enhanced Learning Outcomes

**Strategic Direction 3**

Positive psychology and education for the school community

**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
Cassandra Morrison – Deputy Principal
Adrienne Scalese - Deputy Principal
Jenny Thompson – P&C President