School context statement

Maclean High School is a true comprehensive high school catering for the students of the Lower Clarence. We have 12 feeder primary schools ranging from larger urban based to smaller rural based schools. Our students have a diverse range of abilities and come from a wide variety of backgrounds. The school also has a significant number of Aboriginal and Torres Strait Islander students. This is just under 12% of the school population.

The curriculum, class structures and educational programs are designed to accommodate the diverse needs of our students. There is a considerable amount of extra curricula activity supporting the learning opportunities provided to students. The curriculum offered is extensive, and designed to prepare the students for life after school, whether that be academic or vocational. A consistent trend is that approximately 33% of our Year 12 students attend university and 98% of the remaining students go to employment or a pathway of their choice. The senior curriculum in particular offers access to a broad range of courses including many Vocational Education and Training (VET) courses, where workplace training is a requirement, and a fully operational Trade Training Centre. The school has 5 classes supporting students with special education needs, including 2 multi-categorical classes. The school also enjoys very close ties with its local Aboriginal community, the Yaegl people. Yaegl elders lead all Year 7 students each year on cultural awareness tours, and are involved in the ‘River of Learning’ day, where Year 7 students present their collaborations focusing on Yaegl and Indigenous culture across a variety of Key Learning Areas (KLAs).

Principal’s message

In 2014, our school continued to work as a team to provide a happy and safe working and learning environment that provided a comprehensive range of opportunities for all students, staff and community members to develop a standard of excellence in striving for the best possible outcomes. We promote excellence, innovation and lifelong learning. Welfare and support continue to be pivotal to our school’s ethos as we strive to achieve excellence in the many educational programs run as part of the school and these areas have been further expanded in 2014. The school is a comprehensive coeducational and inclusive setting that caters for all students. We recognize, and are enhanced by, the culture of our Aboriginal students who identify with a wide range of nations and we have continued to work to build strong links with our Aboriginal community. It is our school’s continual aim to recognize each person as an individual. We acknowledge the Yaegl people as the traditional custodians of the land and are appreciative of the support of the Aboriginal Elders of the Yaegl people for their involvement in our school.

We have a dedicated teaching staff that is a mixture of experience and youth possessing an enormous range of skills. The mix of staff has changed over the past 12 months as a number of staff retire. The staff are willing to give their time in a variety of extra curricula activities including sports, debating, public speaking, leadership development, dance, drama and band. Our School Administrative Staff (SASS) and School Learning Support Officers (SLSOs) are highly trained, integral to our school team and willingly assist students to get the most out of each school day. A change to the funding support model in 2014 has seen us having to reassess the way in which we provide support to students. Our school provides a large number of innovative programs listed earlier as well as a full range of subjects offered for Stage 5 and Higher School Certificate study. We continue to look for programs and courses that give something extra for our students. The opportunities offered by participating in the National Partnerships program have been extensive, many already leading to sustainable changes in teaching practice and programs within our school. We continue to build strong links with our local community of schools as well as develop a greater understanding of the systems that interact and impact on schools as a whole. Our involvement in, and commitment to, the Clarence Valley Education Forum continues to develop links. The national successes the Forum has gained in this past year, especially for the Stellar program, has brought additional support and enabled us to enhance our support for our students. The links developed with our nearby universities continue to open more opportunities for our students.

We move forward into 2015 with a new school planning process which has a focus on student
engagement and learning using technology and community involvement as its tools of success. 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.

Mr Robert Perl, Relieving Principal

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

Enrolment continues to remain steady between 950 and 1100.

Management of non-attendance

Student non-attendance is managed in the following manner:

- Text message sent home daily.
- Letter sent home if student has been absent for two days without explanation, in any given week. A return slip is attached. The same procedure is also used for lateness.
- Fortnightly identification of students whose attendance is below 85%. Year Adviser interview, strategies put in place to address any issues, Head Teacher Welfare contacts parent.
- If there is no improvement in attendance, a Home School Liaison Program (HSLP) referral is made.

Retention Year 10 to Year 12

Maclean High School has been above both the state and the similar schools group for retention from Year 10 to Year 12 for the past 4 years.

Post-school destinations

In 2014, of the students leaving Maclean High 37% said they would attend university in the next 2 years, 34% were headed for further training, 24% were seeking work or had work lined up and 5% could not be contacted.

Year 12 students undertaking vocational or trade training

In 2014 28% of all senior students were enrolled in at least one vocational Education course. Many of these chose more than one.
In 2014, 44 of 133 (33%) Year 12 students achieved a pass in a vocational course. These courses included—Hospitality, Primary Industries, Metal and Engineering, Construction, Business Services, Tourism, Information Technology and Automotive.

Year 12 students attaining HSC or equivalent Vocational educational qualification

Demand is there for this school to cater for students that are not interested in attending university straight from school. 28% of this cohort chose not to get an Australian Tertiary Admission Rank (ATAR). Of the 133 students that completed the Higher School Certificate 37% had planned to undertake university study—although many were keen to have a ‘gap’ year, 34% are pursuing further study, 24% have entered the workforce and 5% are unknown.

Maclean High School is at the forefront of making school relevant for all students and not just the few. Practical, hands on subjects are there for all students to access. The economic climate is still tough. Traineeships and apprenticeships are still hard to come by and usually are taken up by students who have been with an employer on workplacement or work experience. In the meantime Maclean High School is giving students the generic and specific skills to make them more competitive and ready for the workforce.

Workforce information

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

<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>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Careers</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>-</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18.1</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
</tr>
</tbody>
</table>

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

Maclean High School has a significant Indigenous component in the composition of the school workforce. There are 4 identified Indigenous teachers, an Aboriginal Education Officer and 6 Aboriginal Learning Support Officers.

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>98%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2%</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.
The Balance Carried Forward amount of $625,103.46 is the school’s working account and contains some salaries from 2014 still to be deducted, as well as a number of unpaid orders.

A full copy of the school’s 2014 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 2014

The school continues to witness exceptional achievements across the full range of curricula and extra-curricula activities.

Arts

• Music at Maclean High School continues to be strong. We provide many performance opportunities for students of all year groups. This year these have included: Student Representative Council (SRC) Induction Ceremony, the River of Learning day, Lower Clarence Eisteddfod, Yamba Markets, and Open Mic performances. We have also provided for students to further develop their skills through workshops with various organisations such as The Australian Chamber Orchestra (Kate Thomson and Breanna Ryan), Music Camps (Lauren Essex and Eryn Hammond), Guitar and Drum tuition, the school Vocal Group and visiting musicians. Breanna Ryan was also selected as Cellist for The Sydney Schools Spectacular for the second year running.

• The school Vocal Group performed at the Lower Clarence Eisteddfod under the leadership of Mrs Alex Hickey and won first place in the Secondary Schools section. Many of our students have continued to develop and refine their skills after leaving Maclean High School, and we are always proud of their successes. These have included Michelle Ryan who recently showcased her operatic skills to sell-out crowds in Maclean and Grafton, performing with another past student Troy Castle and current students Kate Thomson and Breanna Ryan. We have also heard recently of Chris Sheehy collaborating musically with Australian music legend Pete Murray.

• The Higher School Certificate (HSC) class in 2014 was the largest we’ve seen at Maclean High School in the past 15 years and they were all prepared brilliantly for their HSC. This class have travelled to Sydney to watch the best of last year’s HSC, seen the musical production ‘Strictly Ballroom’, and recently had the privilege of being the first people to record their original music in the new ‘Heaven Studios’ in Yamba. All their enthusiasm and effort was rewarded with outstanding results in their HSC, with 3 students gaining Band 6 results (above
90), and a further 6 students scoring above 80. The majority of these students have continued their love of performing and can be seen in concert at many local venues.

Social Science Faculty

- In 2014, the Social Science Faculty continued to deliver relevant and meaningful educational courses for Years 7 – 12. The faculty continues to grow in subjects such as Commerce and Business Studies, while traditional subjects such as Geography still maintain a strong following and candidature in Years 11 and 12.

- In 2014, we were fortunate to have a member of our faculty included in a small, select group of regional HSC markers for Business Studies, trained in Board of Studies marking processes and then employed as a marker for the duration of the examination period. This experience provided invaluable insights that will benefit our students in the future.

- The Social Science Faculty oversaw the delivery of three HSC courses with 67 students sitting examinations in Business Studies, Legal Studies and Geography. Additionally, the faculty moved to a full schedule of common assessment tasks in Year 7-10 in Geography and Commerce; an initiative designed to facilitate a more consistent approach in the marking and setting of assessment tasks across each year group.

- Students studying Social Science were also given opportunities to participate in various excursions to places such as Central Australia, Red Cliff, Angourie, Iluka as well as the Maclean CBD and Courthouse. In the spirit of the Faculty Review undertaken in 2013 and published in the Annual School Report for that year, the Head Teacher and Social Science staff continue to work towards the goals and initiatives articulated in the current Faculty and School Plans.

Sport

- Year 10 student Carly Leeson was selected in the NSWCHS Cricket First XI, which won the Lord Taverner’s Championship. At this championship Carly was named the “Bowler of the Championship” with the total of 8 for 53 off 20 overs during the tournament. This performance also gained her selection in the NSW All Schools Honour Team. Carly’s achievements in school cricket have been exceptional. This year she captained the North Coast Open Girls Cricket team for the third year running and was recognized with a NSW CHS Sports Blue and scholarship from North Coast School Sport Association.


- Year 11 student Chianna Dane was named the outstanding female rower at the NSWCHS Rowing Championships. Teagan McFarlane, Penny Elvery and Marnie Evans also won events at the championships. Chianna also received a NSWCHS Sports Blue.
• Sportspersons of the Year were Carly Leeson and Luke Roberts.

QuickSmart

• QuickSmart is an intervention program first implemented at Maclean High School in 2010 as a National Partnership initiative, assisting students with numeracy problems and helping to improve their short memory. The program focuses on numeracy deficiencies and encourages students to be able to more readily use mental arithmetic, where basic operations such as addition, subtraction, multiplication and division become a lot easier. This rebuilding in basic numeric foundation and function will help improve long term engagement with, and understanding of, Mathematics.

• The program runs for a year, where students are withdrawn from class three times a week and given one on one assistance by two trained QuickSmart instructors. Students are selected on NAPLAN results and teacher recommendation. They are tested before and after the course, as well as during each session using a computer program. Results are sent to the University of New England where they are studied and published, as ongoing research into brain automaticity and numeracy, in children and teenagers.

• Effect Size below 0.2 is considered poor. Growth over an academic year for a student cohort is established within a range 0.2 to 0.4.

• Effect Size scores of 0.4 to 0.6 are considered strong;

• Effect Size between 0.6 to 0.8 are considered very strong; and

• Effect Size scores above 0.8 represent substantial improvement in the order of approximately 2-3 years’ growth.

• In 2014, eighteen students participated in the program and their results from the University analysis were:
  - All QuickSmart students 0.67
  - All QuickSmart Indigenous students 0.83

These results indicate a strong gain for QuickSmart students. This improvement is in excess of the expected yearly growth of students’ scores as measured on a set mathematical diagnostic test of 5 scale score points. The Indigenous students had a higher average gain than the overall QuickSmart group.

Other

• Life in the Visual Arts Faculty kicked off with Mr Fisher as the new Head Teacher Creative and Performing Arts in 2014 after the retirement of Mrs Baker, our long time Head Teacher. The 15 HSC students created excellent bodies of work right across the range of creative disciplines. The quality of the work was evident to all who saw it and especially to those who watched the students grow and develop as the work was resolved.

• An excursion to Tweed River Gallery to see the new Margaret Olley exhibit and Artexpress was fabulous, with 50 keen students from Years 9 to 12 attending. This was a fantastic opportunity to gain valuable insight and inspiration into the life of Margaret Olley and to be inspired by the brilliance and technical skill of a selection of the most highly achieving HSC works from the preceding year.
The Visual Arts Faculty kicked off the New Year with our Year 7 students involved in the River of Learning. All the art classes started off learning about our indigenous culture which we presented to the community on the open day as ceramic sculptures of the magnificent local animal life that live on or in the river and waterways.

A big part of the Visual Arts Faculty is Photography. This year the students made movies, stop motion animation, learned about Photoshop and took pinhole photographs which took us into the darkroom for some old school photographic practices. At the same time the Photographic Department has been getting into the new technologies with the investment of some iPads and some clever little digital cameras that behave like professional cameras. We took some of our product and presented it to the school on the Fete Day.

2014 saw the fledging enterprise of the Coffee Cave Café take wings and fly. 62 students enrolled in the Hospitality course and a further 24 senior students trained to become Baristas. A high standard of coffee was made and sold to staff and senior students as the enterprise made it into the black. The formal qualifications were delivered in conjunction with Maclean TAFE but it was under the careful guidance of Mr Pitson, the Career Transition Officer, that real skills were honed. Many students were able to brag about coffee making skills on their resumes and this, in turn, helped them obtain employment. This is a very important skills set in a tourist town but also a bonus for students furthering their education at university and in need of a casual job.

The school was also able to offer once again the Responsible Service of Alcohol and Responsible Conduct of Gambling courses just before Year 12 left the school. Thanks to our partnership with Yamba Bowling Club and Maclean TAFE, we were able to offer these certifications at a much reduced cost. Over 60 students took up the offer to take part in this. These courses are beneficial not only for their certifications but they educate the students about the dangers that are inherent in gambling and drinking to excess.

At Maclean High School all Year 10 students take part in a practical one week work placement in the community to improve their work readiness skills. The students find this week hard work but enjoy it thoroughly – absenteeism is low during this week. It gives them the chance to experience adult life and mix with all ages of people. Communication at this level can be a challenge. For a lot of students who have yet to experience casual work, it will be the first time they have had to answer to, and communicate with, an employer. Hurdles for them are dressing appropriately, being on time and showing initiative. Maclean High School values work experience in the overall scheme of choosing subjects for the senior years and ultimately deciding on a pathway for a career.
• The Central Australia excursion is organized and run by the Social Science Faculty along with other key staff members. It has been a key part of the curriculum and excursion component of the school since 2008. The 18 day tour gives students the opportunity to see iconic geographic landforms as well as unique communities in three states and one territory. The success of the excursion lies in the willingness of the teaching staff of the school who volunteer to take classes for the three staff that supervise the excursion during the last two weeks of Term 3. A huge amount of support comes from the teaching staff, ancillary staff and the wider community in terms of equipment and food preparation. In 2014, four staff took an exemplary group of 43 Year 9 students. One of the highlights of the trip was the visit to the Royal Flying Doctor Service (RFDS) base in Alice Springs, where the students donated the $800 they had raised to the organization, thus breaking all previous donation amounts given to the RFDS by a school group.

• Maclean High offers a work skills group in Year 10. In this one class, students will go into the workforce for one day a week all year. The work is unpaid and takes place on a Wednesday, the traditional sports afternoon. Wednesday work skills training is great for learning all aspects of a real job, mixing with employers and a range of other professionals. Competition for a placement in this class is high and it is a privilege to be selected into this class.

• Both high academic achievers as well as practical hands on students are interested in this class. The range of Wednesday work has varied widely over the years from mechanics, panel beaters, plumbers, forestry, aged care, preschools, gyms, slipways, restaurants, primary schools, retail, dental assistant, bakery, coffee shops, boat builders and hairdressers. The Careers Express class has run for 5 years now and is a signature program of the school. It continues to have excellent reports from students, parents and employers.

• The Student Representative Council (SRC) ethos is that it makes a significant contribution to Maclean High School, to our local community and to the wider community as a whole. This sense of community spirit is vital in ensuring that our young school leaders become the leaders of the future. It is also about giving back to society what it has given to you and thus never underestimating the importance of a well-balanced education and being able to participate in the numerous good causes that exist in the community.

• We established a new look SRC this year and this included an SRC Planner; a typed Agenda and Minutes taken for each SRC meeting, and at the SRC Induction Ceremony including the School Song, the famous Prefect Pillow and the pinning of the SRC badges by family members. We know how proud parents are of their children’s election to the SRC and thus we wanted to ensure that parents, grandparents and siblings treasure being a large part of this special day.

• The SRC members work together as a team and, most of them, were all too willing to put their hand up to help. Some of the activities we were involved in included, the Big Morning Tea; St Patricks’ Day; Teddy Bear’s Picnic for the Westmead Children’s Hospital; Chopper Day; selling iceblocks at the Cross Country; helping to sell tickets and advertising socials; Clean Up Australia Day; and National Bandanna Day. We have also continued our sponsorship of our Child Fund child, Ahmad Kusnadi and have sent letters to him.
• We also tried to ensure that the SRC Representatives leadership skills were fostered and on Tuesday, 20th May the SRC representatives consisting of Charlie Munro, Nicholas Evans, Callum Skaines, Maddie Smith and Colbie Cameron were wonderful ambassadors for the school when they ushered Year 6 parents around the school for the Parent Orientation Night. SRC representatives from Years 8 to 12 have also illustrated their wonderful leadership skills by leading Whole School Assemblies and Junior Assemblies each Tuesday.

• The 2014 captains, vice-captains and Year 12 SRC representatives met with the Principal, Mr Tony Carr, on a number of occasions, to discuss issues raised by the SRC meetings. We also introduced this year, a thank you to the Year 12 SRC representatives. Thus in the last week of Term 3, Mr Carr, Mr Ambrose, as the Year 12 Adviser, and Year 12 representatives were provided with lunch at Ferry Park, by the SRC. The feedback was that it was an enjoyable exercise and was a thank you to the Year 12 SRC representatives in appreciation of their commitment and leadership.

• On Thursday 7 August it was National Mourning Day for the victims of Flight MH17 and the SRC acknowledged this day by constructing a display and 38 candles were lit for the whole day. Flags were also flown at half-mast and it was important that the Maclean High School community took the time on the day to remember the 38 Australians, who lost their lives, and to acknowledge their families. It was also pleasing to note how many students stopped and looked at the display and thus their acknowledgment of this day was very much appreciated.

• We would also like to thank the students who supported the 40 Hour Famine which was held on 15th-17th August. We gave out over 140 booklets and it is very pleasing to note that the school community raised over $7400 for this event. Every student who participated was given a 40 Hour Famine certificate and those students who raised over $50 were given a Commendation Certificate. Special mention should be made of Mahlia Ohlmus who raised over $500 and received a special certificate.

• The SRC also helped with fundraising efforts for the Maclean High School Open Football team who reached the final eight in the University Shield. When MHS met Sarah Redfern High on 21 August, the SRC bought all the food and drinks, made cakes and manned the canteen for the day.

• Our biggest fundraiser of the year, the SRC Mini-Fete, was held on Friday, 29th August. This was very popular and every year had food stalls and activities. It was a huge day and the SRC managed to raise over $3000 which was a brilliant effort. Thus 2014 was an incredibly busy year but the 2014 SRC representatives were an outstanding group of students who were enthusiastic, innovative and caring. They led by example, and with a positive attitude, and have certainly been wonderful ambassadors for the school.
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.

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.

Alternatively:

NAPLAN Year 7 - Literacy

Please refer to the ‘My School’ website for NAPLAN data.
NAPLAN Year 7 – Numeracy
Please refer to the ‘My School’ website for NAPLAN data.

NAPLAN Year 9 - Literacy
Please refer to the ‘My School’ website for NAPLAN data.
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 HSC results were pleasing. Maclean High School students achieved 89 Band 5’s (students being in the top 20% of the state in the subject) and 20 Band 6’s (students in the top 10% in the state subject). Grace Hickey was our DUX with an ATAR of 99.1 and also was awarded a ‘Top Achiever’ status by the Board of Studies for achieving 5 Band 6’s. Eleven other students were awarded distinguished achievers for their performance in a particular subject. There were seven subjects that achieved results that were better than the state average and 3 others that were equal to the state average.
Significant programs and initiatives – policy

Aboriginal education

- The Aboriginal Education and Consultative Group (AECG), Aboriginal Elders and Maclean High School staff collectively met to discuss how the River of Learning Program will be presented in the school. A cultural program that is embedded into all Key Learning Areas within the school.

- The River of Learning Day has continued to grow. The deliberate timing of the day coincides with Reconciliation week and the day is woven around harmony, appreciation of culture and inclusivity.

- There were 400 students, staff, Elders, parents, community members, three different university personnel, staff from visiting schools from the Riverina, Department of Education and Community staff and Elders from outside our area who became part of the River of Learning program in 2014.

- 187 Year 7 students listened as their Year 7 Aboriginal Yaegl peers spoke the Welcome to Country in language. Then, in a moment that will be etched in the minds forever of those who attended, all Year 7 students stood and spoke their Acknowledgement to Country in language.

- The River of Learning day also saw the inaugural Art competition with 75 entries creating artwork which depicted the theme “What the River means to me”.

- The Norta Norta Program supported students with the opportunity to address educational concerns that they were dealing with in their course work.

- Students in Years 7 to 12 took part in the Australian Indigenous Mentoring Experience (AIME) program which was operated by the Southern Cross University. This program provided support for Indigenous students to achieve at school and pathways to encourage attendance at universities in the future.

- Macquarie University has been an integral part of Aboriginal Education supporting the River of Learning program, Science Week and hosting selected students at functions at Macquarie University. Thomas Stanford has become a successful role model for students after he secured a university placement at Macquarie University.

- Aboriginal Workers are valued members of staff providing support for Indigenous students and a strong link from school to the community.

Multicultural education and anti-racism

- The school hosted two exchange students in 2014.

- Multicultural curriculum perspectives continue to be a component of curriculum studies for Years 7-12.

Significant programs and initiatives – equity funding

Learning and Support

- There are five support classes including an IO (Moderate Intellectual Disability)/IS (Severe Intellectual Disability) class, and ED (Emotional Disturbance), an IM (Mild Intellectual Disability), and two Multi-categorical classes.

- Four of these five classes are operating to capacity and there were a number of students with a diagnosis and disability confirmation sheet wait listed for a support class placement.

- There was an allocation of seven teachers and five Learning Support Officers (LSO’s) to provide comprehensive programs for students with a broad range of disability in these discreet specialist classes.

- Students access mainstream classes and whole school activities pending assessment of student level of interest and manageability of course requirements and skills as well as resources.

- There are thirteen students on integration Funding Support who participate in mainstream classes with learning adjustments and/or modified
curriculum and the provision of an LSO some of the time.

- LSO allocation means that inclusion is provided for all students with a disability such as whole school and year assemblies, school performances, playground access, sport, incursions and excursions.
- Additionally there was an allocation of 1.4 Learning Support Teachers (LaSTs) as well as 0.2 allocation for an EALD (English and Language Disability) teacher to support new arrivals.

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:

- There were regular meetings held with the Principal and the Head Teachers to discuss their management of their Faculties and areas of responsibility.
- This was underpinned by the TARs (Teacher Assessment and Review Schedule), EARs (Executive Assessment & Review Schedule) and PARs (Principals Assessment Review Schedule) process.

Each Head Teacher and KLA (Key Learning Area) was reviewed each term and strategies and recommendations were put into place to assist with the management of the school.

Evidence of achievement of outcomes in 2014:

There were a number of strategies in place to promote Leadership within the school. The indicators that have been identified to show that these strategies were successful are:

- 100% of beginning teachers received support from experienced teachers and successfully achieved accreditation.
- Teachers identified areas for development within their professional learning plans.
- 30% of teachers took on leadership roles within the school.
- 100% of Executive teachers attended and participated in their collegial networks.
- All staff undertake professional learning.

Strategies to achieve these outcomes in 2014:

- A mentoring program to support New Scheme teachers.
- Provide opportunities to build the capacity of teachers to lead change.
- Executive participate in an external leadership collegial program.

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

Maclean High School has a diverse range of students. To meet their needs teachers have continued their development in Information Technology and are proficient in the Quality Teaching Framework delivering lessons that reflect best practice.

- Teachers undertake training in information and technology and use these strategies within their teaching practices.
- Better knowledge of requirements for stage 6 (Year 11 and Year 12) by all stakeholders.
- Teachers deliver lessons within the Quality Teaching Framework.
Evidence of achievement of outcomes in 2014:

- Staff have accessed training to develop suitable teaching programs and resources.
- Continued development of the Year 7 Gifted and Talented class.
- There has been an increased use of technology in the classroom.
- Higher order thinking tasks are evident in teaching programs.

Strategies to achieve these outcomes in 2014:

- A strengthening of best practices with a focus on evidence based professional learning for staff.
- Continued professional learning opportunities in the use of Information Technology in the classroom.
- Differentiation in the curriculum to engage all students.

School priority 3
Engagement and Attainment

Outcomes from 2012–2014

- Fostered a culture of importance of school attendance.
- Students have expertise that allow for a smooth transition from school to work.
- To have a positive school culture where students feel safe at school.
- Increased community involvement.

Evidence of achievement of outcomes in 2014:

- Explicit teaching of PBL (Positive Behaviour for Learning) values to all years.
- 20% of students in Year 10 seek access to the Careers Express program.
- Year 7 students undertake emotional literacy program.
- Year 6 to 7 transition program increases students’ confidence for High School.
- Regular promotion of Maclean High School to occur in the media.

Strategies to achieve these outcomes in 2014:

- Involvement of the school community in the establishment of F.R.E.S.H (Fair, Respect, Effort, Safe and Honest) as our core values and our Positive Behaviour for Learning Philosophy.
- Develop and implement programs that foster resilience in students and provide support for staff.
- Development of processes that improve the communication between the whole school communities.
- The establishment of clear frameworks to enhance and promote a positive school image.

School priority 4
Literacy and Numeracy

Outcomes from 2012-2014

- Maclean High has sustained a whole school focus on literacy and numeracy.
- Both students and staff have demonstrated a commitment to continued improvement in the levels of literacy and numeracy for all students.
- There has been an improvement in growth against the state trends in Year 9.

Evidence of achievement of outcomes in 2014

- SMART data results indicate an improvement in Grammar and Punctuation.
- Students who have not reached the benchmark have an individualised literacy program.
- All staff are aware of the students needing literacy and numeracy support.
- A literacy homework program is implemented through English.
- All staff use SMART data to develop class profiles.

Strategies to achieve these outcomes in 2014

- Key Learning areas develop an action plan that reflects explicit teaching of literacy and numeracy.
• All teachers are supported in their use of data analysis.
• Collaboration with feeder schools to have a common strategy to improve literacy and numeracy.

School priority 5
Aboriginal Education

Outcomes from 2012-2014
• Further improvement of retention rates of Aboriginal students.
• Promotion of leadership to assist in transition from school.
• Promote and increase awareness of Yaegl Culture within the school.

Evidence of achievement of outcomes in 2014
• All Year 7 students attend the cultural tour to increase their awareness of the Yaegl culture.
• The River of Learning Program involves the whole school community with positive acknowledgement from all quarters.
• Aboriginal students are supported and mentored by Learning Support Officers and teachers.
• Elders and parents regularly visit the school.

Strategies to achieve these outcomes in 2014
• Maclean High School has regular communication with the Yaegl Elders and the AECG (Aboriginal Education Consultive Group).
• The employment of key personnel to support and mentor Aboriginal students.
• Continued professional learning for all staff in the best practices for successful implementation of Aboriginal Education.

School priority 6
Organisational Effectiveness

Outcomes from 2012-2014
• Staff working collaboratively to develop systems, structures and practices to improve student outcomes.
• Increase the capacity of staff through professional learning to undertake responsibilities within the school.

Evidence of achievement of outcomes in 2014
• Teachers are using peer mentors within the school to incorporate higher order thinking into lessons.
• Teachers are emerging leaders within the school environment.
• Inexperienced staff are mentored by more experienced staff.

Strategies to achieve these outcomes in 2014
• Staff are supported in the development of their professional learning plans.
• Communication skills are enhanced across the school with increased use of information technology skills.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

School structures are in place to constantly evaluate and review our effectiveness in the delivery of educational programs.

Feedback from parents is gathered through surveys, and less formally through various avenues such as P&C meetings, parent information evenings as well as various broad based school committees where parents are represented, such as Positive Behaviour for Learning (PBL).
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.

- In 2015 we have enrolled ‘Tell Them From Me Survey’ which involves data being collected from students, parents and teachers.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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