Our school at a glance

Students
Elizabeth Macarthur High School is a co-educational selective and comprehensive high school located in the Macarthur School Education Group. The school has 827 students with a variety of welfare and educational programs designed and dedicated to making a difference in the lives of students we teach and create innovative 21st century learners.

Staff
The 59 members of staff at Elizabeth Macarthur High School are mainly well established, experienced teachers with long term expertise in public education, who are committed to academic excellence and welfare of the students as a whole.

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

Significant programs and initiatives

High Achievers program

High Achievers is an extension project for gifted and talented students. This is an exciting and challenging program that aims to extend and motivate students to achieve excellence in their academic pursuits. Participating students from Years 8 to 10 were engaged in stimulating activities and challenges that allowed them to work independently and collaboratively on academic, school and community based projects.

These students benefitted from exciting projects that included competing in the prestigious “Tournament of the Minds” challenge. Our feedback on participation from the judges was very positive and we scored very highly in the prepared performance component.

“Camden 2030” was our key enrichment research, required students to identify and address possible needs of the Camden Community in 2030. Working in small teams students focused on specific areas of community development such as transport, housing, health and waste management. Students have effectively engaged with key members of rapidly expanding community to ascertain vital data to project growth of the Camden area up to 2030. By participating in this program students have further developed their critical thinking and analytical skills. Many honorable guests including the Mayor of Camden, Chris Patterson were very pleased and surprised at the sophistication of the ICT that our young students can use. Our students presented their projects to council for further consideration.

Annual School Musical

The Creative and Performing Arts faculty directed, produced, researched, and executed the annual school musical for Elizabeth Macarthur High School. With the outstanding dancers, funny and witty actors, enthusiastic musicians and supportive and committed lighting, sound and backstage crew, the students performed an outstanding musical which will be a memory they will have forever. Grease was performed to local primary school students and the school community over 3 days, including matinees and night performances. The focus of the musical is to support student well being, the musical has a policy of inclusion, and every student at Elizabeth Macarthur High School is invited and encouraged to be a part of the show, no student is turned away. With many friendships made, new skills learnt and a desire to perform, students were excited to hear that Fame! would be the musical for the next year.

Agriculture Show Teams program

The show team has been steadily growing in numbers over the last 12 months. Currently there are approximately 40 students who regularly participate in lunch time feedings and attending the various shows and Junior judging Competitions.

The Team has attended numerous shows – such as Picton, Cootamundra, Albion Park, Kangaroo Valley, Canberra Royal Show, Crookwell,
Robertson and Moss Vale. The students and animals have been successful in winning a number of awards at these shows.

The team animals have been Junior Champion Female, Albion Park Show, Champion Steer, Kangaroo Valley Show, Reserve Champion Ram, Cootamundra Show, and Supreme Sheep Exhibit, Castle Hill Show.

The students have also been successful in winning: Champion Parader, Albion Park Show, Champion Parader, and Kangaroo Valley Show, Class winners at Castle Hill Show, Canberra Royal Show and Robertson Show.

Six students have qualified for the Paraders State Final Competition at Sydney Royal: Jake Lebrocque, Brittany Summers, Tenille Croucher, Belinda Barnes, Brooke Robinson and Brad Psaroudis.


The team is continuing to build the excellent relationship with the current two partners in the cattle program, Lachlan View Limousins and Lavender Farm Limousins. The team is also building two additional partnerships with Kia-Ora Limousins and Raystine Limousins.

**Student achievement in 2010**

The results in Year 7 NAPLAN for grammar and punctuation showed that the number of students in the top three bands equals or exceeds state average. This is particularly notable in the top band 9. This trend is repeated again in Year 7 Numeracy with results in the top three bands, exceeded the school average.

The results in the NAPLAN growth in Year 9 reading and writing showed that Elizabeth Macarthur students are above the SEG, region and state results.

The results in NAPLAN Year 9 numeracy growth showed that Elizabeth Macarthur students are above the SEG and the state growth.

In School Certificate there is an underrepresentation in the higher bands compared with the expectation raised by the results in Year 9 NAPLAN.

In Higher School Certificate, of the available courses with candidature large enough to report, 9 of the 10 courses exceeded the state average. Our Higher School Certificate results continue to improve with more subjects reaching and exceeding state average.

**Messages**

**Principal’s message**

Elizabeth Macarthur High School is proud to be an excellent provider of public education in South Western Sydney.

Our school is a comprehensive, partially selective high school serving the Narellan area and has excellent relationships with its feeder primary school Narellan Vale Public School, Narellan Public School and Harrington Park Public School.

Our selective stream commenced in Year 7 this year. We spent last year in preparation for the needs of this group and it included all staff being trained in a mini certificate of gifted education in collaboration with the University of NSW. The teachers did the course in their own time on a Monday night. All the teachers completed the course indicating their commitment to the selective stream and public education.

2010 school year also saw the fruition of the Community of Schools project, incorporating the high schools that are part of the selective stream initiative. We have delivered joint school development days and organized Head Teacher networks focused on training and development. This is an outstanding opportunity for our schools to benefit from a learning community as we strive to improve the learning outcomes for all students.
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 Justina Barnier Principal

P & C and/or School Council message
Participation in the education process is one of the best expressions of support you can give your child. The P & C has supported the school both philosophically and materially in achieving the goals of 2010.

The P & C came alive in 2010. In March the P & C had a presence at the Year 7 parent teacher night, we sold raffle tickets, introduced ourselves to new parents and were available to answer questions and provide information relating to the P & C. We held the 1st of our fundraising BBQ's at Bunning's. The funds raised from this sausage sizzle and the school fun day were presented to the Creative and Performing Arts faculty to help fund the production of the school musical.

2010 was the year the P & C was involved in some big decisions. The P & C relinquished control of the canteen and its fate went out to tender. This decision was not made lightly but the benefits to our students and the school simply could not be ignored. Our successful tender is now established in the canteen with all the students' comments being very favourable.

After many months work researching uniforms, in June we made the decision to change our uniform supplier. We had been approached by many families and parents asking us to make the acquisition of uniform easier for parents as they complied with school uniform policy. From this moment the P & C uniform committee worked tirelessly to get our uniform shop up and running. The official and correct school uniform can only be purchased from the schools uniform shop. The outcome is that EMHS now has a uniform shop on site, with more variety, superior quality clothing, competitive pricing and a guaranteed income stream to the school.

The P & C was also involved by way of support and funding for the schools musical production of GREASE. This event was an outstanding success for the school community. P & C members put in many hours of hard work helping the staff and students wherever possible and manning the candy bar on the performance nights. Proudly hanging in the school foyer is a framed Grease T-shirt donated by the P & C in acknowledgement for the hard work and dedication of all those involved.

During the year we applied for numerous government and community grants, being somewhat of a novice at these endeavours all our applications were unsuccessful, however we remain ready to reapply depending on the opportunity.

With the P & C's encouragement the school signed up for the "Coles Sport For Schools" scheme. We managed to collect close to 25 000 vouchers from our school community, an effort to be very proud of.

The P & C has been directly involved with the hiring of new teachers, scholarships, self select and enrolment panels, the selective schools process, assemblies, orientation days, presentation days, parent/teacher interviews, raising the school profile in our community and numerous other activities. We were included in the Values and Beliefs consultation and we eagerly await the results. The P & C was also present on the day the NSW Attorney General John Hatzistergos visited our school to talk to the SRC and senior students.

If I could sum up our year in one word it would be "INVOLVED". We have shared a wonderful and supportive relationship with the schools executive and teachers; I might add that at every fundraising event we have had the senior executive and many teachers and students have
also been present giving up their weekends to support the P & C.

From the bottom of my heart I thank each and every one of you for the dedication you have shown to your child’s education, the support you have given to the P & C and the generous donation of your personal time.

The school, the P & C and the community has stepped up and gone ahead in leaps and bounds in 2010 and the prospect of an even bigger 2011 is very exciting.

Once again, thank you all for your support and look forward to our continued relationship.

Kim Hope - President P & C Committee

Student representative’s message

2010 was a year of growth for the Elizabeth Macarthur High School Student Representative Council. Years 7 to 11 self-nominated to participate and were elected by their peers as representatives for each year group, working as a separate body to the Senior Counselors for the first time. This change in participants required skill development for younger members, as the SRC had commenced progress towards autonomy in the running of meetings. From term 1, SRC implemented routine practices for the effective running of meetings and this allowed them to create proposals for their ownership of initiatives to run in the school including; Valentine’s Day, a ‘Fun Day’ to assist musical fundraising, carnival barbeques, Jeans for Genes Day, World Vision Sponsorship, Lions Club Basketball Sponsorship, Guide Dogs Association Sponsorship, Shave for a Cause and the commencement of a year-long plan to fix school toilet facilities.

Other experiences that assisted the development of the SRC included the attendance each term at the Regional Interschool SRC meetings. One of our own members, Cassandra Rix, held the Secretary position within this Council.

In term 3, students of the SRC engaged in an incursion run by Rising Generations. From this workshop students developed strategies for efficient meetings, proposals and initiatives to organize within school. The SRC also ratified the school motto as part of their work on the development of the schools values and beliefs consultation.

2010 saw great successes in the progression of self-sufficiency in the SRC members. Cassandra Rix was recognised by achieving Camden Council’s Youth Award presented by the Lord Mayor. The SRC undertook organisation of ‘Fun day’ in support of fundraising for the school musical. They single-handedly ran and supervised activities including a handball competition, dance-off and face painting. After several years of World Vision Sponsorship, our child Eric also became self-sufficient. He and his community no longer needed our assistance. We have now commenced sponsorship for another needy child. This year’s work allowed the SRC body to build their skills. Students of the SRC reviewed 2010 in term 4 and set goals for 2011 including Harmony Day and our World Vision Sponsorship.

Mrs Cherie Redmond

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>415</td>
<td>399</td>
<td>397</td>
<td>395</td>
<td>408</td>
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<tr>
<td>Female</td>
<td>395</td>
<td>400</td>
<td>372</td>
<td>375</td>
<td>427</td>
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</table>
Management of non-attendance

At the weekly attendance committee meeting including the Deputy Principal, HSLO and HT administration, all students whose attendance falls under 85 percent are interviewed. Some students are placed on monitoring cards. Chronic non-attendees are referred to the Home School Liaison Officer and placed on case.

Retention to Year 12

Year 12 retention data has stayed fairly stagnant in recent years due to the high level of employment in the area. Many students have left school for apprenticeships and employment at the end of year 10 showing the success of our School to Work initiatives.

Post-school destinations

At the commencement of the 2010 school year there were 75 students commencing their HSC studies and by the completion of Year 12, 4 students had left school to pursue either vocational training or full-time work.

As advised by the University Admissions Centre, 25 students were offered places at either UWS, Wollongong, Canberra or Charles Sturt. Wagga Wagga campuses.

The destinations of 2010 HSC students were: full-time university 35%; full-time employment 40%; part-time/casual work 10%; full-time TAFE 8%; Full-time Apprenticeship/Traineeship 7%.
Year 12 students undertaking vocational or trade training

Two students in 2010 undertook school based apprenticeships with one student completing his HSC and School based Apprenticeship. The other student left school before completing the HSC to work full time in his chosen field.

Year 12 students attaining HSC or equivalent vocational educational qualification

By the completion of Year 12, 71 students (100% of HSC participants) were eligible for the Higher School Certificate.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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>9</td>
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<tr>
<td>Classroom Teachers</td>
<td>42</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
</tr>
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</table>

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

Elizabeth Macarthur High School has two indigenous teachers.

Staff retention

Staff retention rate is at 90%, including 3 teachers retiring and 2 gaining promotion to other schools and 1 transfer.

Teacher qualifications

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

Enter text here

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Postgraduate</td>
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Financial summary

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

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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>260 281.96</td>
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<tr>
<td>School &amp; community sources</td>
<td>282 687.93</td>
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<tr>
<td>Interest</td>
<td>13 343.62</td>
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<tr>
<td>Trust receipts</td>
<td>40 869.65</td>
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<tr>
<td>Canteen</td>
<td>2 970.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1 222 586.93</strong></td>
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</table>

Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
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<tbody>
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<td>Key learning areas</td>
<td>104 382.26</td>
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<tr>
<td>Excursions</td>
<td>110 591.07</td>
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<td>Extracurricular dissections</td>
<td>84 879.68</td>
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<tr>
<td>Library</td>
<td>5 043.25</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>267 753.68</td>
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<tr>
<td>Casual relief teachers</td>
<td>71 914.49</td>
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<td>Administration &amp; office</td>
<td>145 378.27</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>98 432.92</td>
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<tr>
<td>Maintenance</td>
<td>43 425.49</td>
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<tr>
<td>Trust accounts</td>
<td>35 088.29</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>968 935.59</strong></td>
</tr>
</tbody>
</table>

| Balance carried forward | 253 651.34 |

A full copy of the school’s 2010 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 2010

Achievements

Arts

Creative and Performing Arts X FACTOR @ EMHS was a successful talent show which was performed by students from Years 7 – 12 in term 4. Students acted, sang, performed with instruments and danced in this fundraiser as an opportunity to perform for their peers. Increasing awareness of performance and confidence to
perform for your peers was a recurring theme this year as the Creative and Performing Arts faculty focused on student well being, student involvement, engagement and student achievement.

Visual Arts
HSC students achieved successful results by attending Art Express at the Art Gallery of New South Wales, using personal data analysis of examination achievement to explicitly direct strategies for improvement, and participating in regular exhibitions, both in formal and informal environments. Their HSC Body of Work exhibition drew the largest audience the school has received for this event as teachers and peers held a strong interest in the creative talents of the HSC students. Visual Arts students exhibited works in local and regional exhibitions, displayed their talents and skills in art making, supported by their research and understanding of artist practice. A Year 8 student, Lisa Faint who was nominated to attend the Hot House workshop at the Campbelltown Arts Centre, was selected to exhibit her work at the Director General’s Regional Awards for Excellence later in the year. This was a prestigious event, celebrating achievements and outstanding success of teachers and student in the South Western Sydney Region. Year 9 and 10 students exhibited their ceramic works in the Fisher’s Ghost Craft exhibition, with one student winning 1st place in the high school section, and the school receiving an award for participation.

Year 7 attended the University of Western Sydney Sculpture Prize; an outdoor exhibition of sculptures created by artists throughout Australia. With their knowledge of installation sculpture and contemporary artist practice, students critiqued works in order to support their art making skills in the classroom.

Photography
Photography, Video and Digital Imaging students (stage 6) and Photographic and Digital Media students (stage 5) attended many incursions, where practicing photographers inspired the students and brought ‘real world’ relevance into their tasks they were currently creating. Tim Hixson was one photographer who the students really connected to and are now using similar practices of his in the classroom, and in their photography interests additional to school. Year 11 and 12 students submitted their works in the Short Sharp Film Competition, based in Newcastle. Two groups were selected as finalists, with one receiving an impressive glass trophy and large cheque for their accomplished and stylised short film.

The Photography Club assisted in school and sports events, photographing the event in a ‘documentary’ style of practice. Students were later responsible for uploading images and using them for school communication in the school newsletters, website and further photography manipulation.

Music
Music HSC students worked very hard to receive results which were extremely impressive, and represented dedication, commitment and a keen interest in the subject. The students attended a HSC study day to focus on content areas and ensure they were fully prepared for the written and practical examination later in the year. HSC Music students were excited to perform their pieces and compositions regularly, whether at informal and intimate performance nights in front of family and friends, or in front of the school.

Year 7 and 8 Music students had the opportunity to attend two incursions throughout the year, focusing on both percussion and the guitar. As students could play, sing along and hit drums in the interactive workshops, they gained confidence, experience and increased their understanding and excitement of the subject. The Elizabeth Macarthur High School Choir was formed at the end of the year as a result of the annual musical, and students used their initiative and team leadership skills to attend rehearsals and work on pieces to perform for the school.

Roland Corporation visited the school as an incursion to demonstrate to elective Music students the capabilities of the Jam Hub. Students readily participated, demonstrating their skills on the drums, guitar, bass and singing. Students enjoyed rehearsing together in a ‘silent, engaging environment’ and their interest and excitement was evident.
Dance

Dance HSC students attended the Call Back excursion, which includes performances of the most outstanding HSC Dance pieces from the previous Dance HSC students across NSW. The HSC students learnt new ideas for composition and clearly understood the requirements of HSC Dance course.

Dance students at Elizabeth Macarthur High School are consistently performing for the school and Region throughout the year. This year, students from years 9 to 12 performed in Regional Dance Festival, held at Bankstown Civic Centre. The dancers had to be selected from their audition pieces which were highly refined and demonstrated sophisticated dancing techniques, and unique use of time, levels and motif.

Students were also selected via audition for the School Spectacular held at the Sydney Entertainment Centre. Students performed alongside acclaimed performers in this highly regarded event. Students learnt new dance techniques to add to their repertoire of skills.

The Elements Tour was executed by Year 9 Dance students. The tour included the dancers performing in local event spaces and performing to the local primary schools in the region. The dancers designed the promotional material for the tour, including their t-shirts which were worn for performances. This tour encourages younger students in the area to perform and have the confidence to move for an audience.

Drama

Year 9 Drama students collaborated with Year 7 students at Elizabeth Macarthur High School to work on the project Cooling Conflicts. Year 9 students attended a workshop to learn how to deal with and diffuse conflict in school. Using theatre skills and role play, students arranged scripts and concepts to teach the scripts, and underlying themes, to Year 7 students at our school. The Year 9 and Year 7 students then taught the concepts and issues of ‘Cooling Conflict’ to local primary schools through their clever and sophisticated use of dramatical theatre and role play.

Sport

2010 has been another successful year in sport. Students have enthusiastically participated in State knockout teams, carnivals and gala days.

At the three major Macarthur Zone carnivals the following results were achieved by Elizabeth Macarthur:

- 4th in swimming
- 4th in cross country
- 3rd in Athletics

The school spirit and eagerness to participate demonstrated at these events was clearly evident. Numerous students volunteered to compete in events that were unfilled ensuring we had maximum participation and points. Two such students were Emily Haines and Mitchell Small in Year 12, both competed in many events at the athletics carnival including triple jump, which neither had ever attempted before.

Once again the 3 carnivals revealed many of the schools elite athletes. In swimming Clarisse Baker competed in the State Carnival in the 200m freestyle and finished 18th, beating her personal best by 3 seconds. Michael Plumridge also swam at CHS, he qualified in 3 events. Michael’s best result was 9th in the 100m breastroke. In Cross Country, Elizabeth Macarthur had a record seven students qualify for state. Clarisse Baker, Lauren Pickwell, Hayden Rapley, Justin Chetwetark, Rachel Chetwetak, Mitchell Milne and Mitchell Small all qualified for CHS. The best results were achieved by Rachel Chetwetark and Hayden Rapley who both came 32nd. In Athletics Hayden Rapley qualified for the 3000m at state, Emma Johnson for the 100 and 200m and Liam Perry for the 200m hurdles. The boys 15 yrs relay team qualified for state as did the girls 16 years relay team, coming 8th in this event.
Elizabeth Macarthur this year fielded teams in many State Knockout sports. These sports included Soccer, Hockey, Netball, Volleyball, Cricket, Basketball, Rugby League and Touch Football. For the second year in a row the Boys 15 year Rugby League team won the West's Leagues Cup. Another team that had success was the Girls 15yrs Soccer team. The girls won their first 3 games.

Two very successful Gala days were held this year. The Eat It, Work It, Move It, Year 7 gala day emphasized maximum participation and students could select from a range of sports they played in a round robin against the other local schools in their chosen sport. A netball gala day for students in Year 7 to 10 was organized to help develop girls sport.

The school took 8 teams to the gala day. Once again fun and participation were the main objectives of the carnival but winners of each pool received trophies. A Year 9 Girls team from Elizabeth Macarthur won their pool. Students from Years 7 to 10 have been actively involved in the community through their involvement in sport, umpiring and refereeing at the primary School Gala days. The refereeing offers students the chance to show leadership capacity and demonstrate responsibility. Without our students co-operation the opportunities for Primary students to compete would be greatly reduced. The staff at our local primary schools has expressed their gratitude to our students for the time and effort they have contributed throughout the year.

Students from Year 7 to 10 completed the Premier’s Sporting Challenge. This involves students logging the amount of activity they do each week to reach different levels. The Sporting Challenge allows students to critically examine the time they spend on exercise as well as raising money for sporting equipment in the school. In 2010, the school achieved Gold Level.

Each year Macarthur Zone gives out Sporting Blue Awards for students who have been most successful at regional level in sports and Carnivals. This year Elizabeth Macarthur had two recipients of Zone Blues and two students who have received the Awards of Excellence. Rachel New received a Blue for Junior Golf and Hayden Rapley for Junior Cross Country. Kristy- Lee Winder received an Award of Excellence for Rollerskating and Zoe Bates- Peel for Equestrian.

Kristy Lee Winder was awarded the school’s highest sporting accolade as the Sports Achiever of the Year. The award recognized her participation at the Australian Roller Sports Championships.

**Academic**

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
There is a large growth in the literacy in the top three bands. Results in the top three bands for Reading, Writing, Grammar and Numeracy have exceeded the SEG growth and school average growth. The implementation of the whole school literacy and numeracy plan has been responsible for the impressive growth in these areas.
School Certificate

These graphs show that it is self-evident that we are overperforming in the mean and we clearly need to target higher performing students to meet their potential.
Higher School Certificate

The HSC results show that we are close to or exceeded state average and in that case we can set higher targets for students in future cohorts.

This is a trend of improvement that has seen our results begin to exceed state average and like school groups. The school has focused on professional learning and quality programming which has seen the improvement of these results. Our common learning platform underpinned by GERRIC and 4mat has created a focus on the quality of the teaching practice.

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<th>Course</th>
<th>School 2010</th>
<th>School 2006 - 2010</th>
<th>State 2010</th>
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<tr>
<td>Visual Arts</td>
<td>78.2</td>
<td>80.1</td>
<td>77.4</td>
</tr>
<tr>
<td>Business Studies</td>
<td>72.6</td>
<td>72.8</td>
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<td>Community and Family Studies</td>
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<td>71.5</td>
<td>71.1</td>
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<tr>
<td>Senior Science</td>
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<tr>
<td>Geography</td>
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<td>72.0</td>
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<tr>
<td>English (Standard)</td>
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<td>63.2</td>
<td>61.8</td>
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<tr>
<td>Personal Development, Health and Physical Education</td>
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<td>73.4</td>
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<tr>
<td>General Mathematics</td>
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<td>65.4</td>
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<tr>
<td>Ancient History</td>
<td>57.9</td>
<td>59.5</td>
<td>70.5</td>
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<tr>
<td>Biology</td>
<td>65.5</td>
<td>67.3</td>
<td>72.2</td>
</tr>
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Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>96.9</td>
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<tr>
<td>Writing</td>
<td>95.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.4</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.4</td>
</tr>
<tr>
<td>Writing</td>
<td>87.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.4</td>
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<tr>
<td>Punctuation and grammar</td>
<td>90.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.3</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Community of Schools - COS4

Elizabeth Macarthur High School is committed to the community of schools in South Western Sydney that have been allocated a selective stream. This community of schools, including Moorebank, Bonnyrigg and Prairiewood High Schools works together on professional learning and conferences and has set up a network of
head teachers to develop programs for the selective students. The schools meet regularly and make decisions about school development days and training opportunities and have established an excellent and highly productive professional partnership.

Aboriginal Education
The individual learning plans for each aboriginal student were updated this year to include a detailed analysis of their Naplan results. Using Norta Norta funding to provide in class and withdrawal support, many of the Aboriginal students recorded improvement in their learning outcomes. The school musical was supported by the Aboriginal community and many of the lead roles were played by Aboriginal students. This was one of our most successful community initiatives that saw students rehearsing on the weekends and engaging with school.

Multicultural education
The school has a diverse cultural base with 21% of students from a non-English speaking background (NESB), representing 40 language groups, and the main languages being Hindi, Spanish and Arabic.

Our NESB students continue to achieve above the state average in NAPLAN and those with learning needs received a range of support across the curriculum. This was delivered in one-to-one, small group and mainstream classes. The ESL and classroom teachers worked collaboratively to program for the needs of targeted students. An ESL Peer Reading Program supported those with developing literacy skills.

The Links to Learning program, conducted in conjunction with Macarthur Diversity supported NESB students at risk with weekly tutorials, a desk top publishing course at Campbelltown TAFE, a first-aid course, social skills program and a challenge camp.

The school held a successful Harmony Day with a special assembly and cultural awareness activities with the support of a Commonwealth Grant. This increased students’ understanding of cultural issues and furthered their appreciation of our diverse cultural background. It also enhanced our community links.

Many newly arrived students engaged in programs run by the local CALD youth worker which further enhanced community participation.

Respect and Responsibility
Positive Behaviour for Learning or PBL is a whole school project which commenced with detailed planning during 2010. Teams representing a cross section of staff from various faculties who have all completed training in PBL implementation, were involved in a series of staff workshops and presentations, including staff, student and community surveys. The information gathered from the surveys has been used to identify areas around the school that have caused concern. A consistent platform of explicit expectations has been developed to be delivered across a variety of settings. These include student behaviour and attitudes in school assemblies, playground, non-teaching periods and the classroom.

A timeline was developed to ensure that each specific area of PBL was successfully covered in terms of organization in readiness for implementation for 2011.

The introduction of PBL into the school compliments the values and beliefs statements that have also been developed.

Other programs
SSAW program- Sustaining School and Work
This program was designed as a response to the 17 year old leaving age. Our school created a link with Macarthur Workplace Learning who brokered a partnership with a brick laying firm called Brick and Block and Macarthur Centre for Sustainable Living. Fifteen students were targeted for having poor behavior literacy, numeracy and attendance data. Students went to work placement one day a week in the industry of their choosing and then went to the Macarthur Centre for Sustainable Living on another day to learn how to lay bricks. The students built a chicken coup and pizza oven for the centre as a community sustainability project.

Students learned some valuable workplace skills and some were offered apprenticeships. Students who returned to school have had less discipline referrals and improved attendance with a view to finishing their School Certificate.
Campbelltown TAFE Partnership

This project commenced during term 3, 2010 and involved the TAFE completing a series of building works on the school site. During 2010 two building projects were completed, the first was the creation of a new concrete path on the lower car park site for cleaners to have better access to the waste bins which were moved from the main car park entrance. The second project involved the building of a permanent wall between two classrooms that were separated by a partition that allowed the rooms to be opened up. The closing of the rooms has greatly reduced noise and disruptions between the two classrooms and enhanced learning. These two projects were completed by students from the carpentry and building faculty of the TAFE and provided valuable experience for students from the TAFE.

Progress on 2010 targets

Target 1
62% of students achieving or exceeding state average growth in Year 9 NAPLAN

Strategies to achieve this target include:
- Analyse Naplan data to identify strength and weaknesses. Each KLA is nominated a targeted focus for the year to appear in their faculty management plan.
- Common weaknesses to be identified and form part of the whole school literacy focus. Common weaknesses in writing and spelling will be addressed in class.
- STLA to assist KLA to differentiate programs to include literacy initiatives in KLAs
- Weakness and strengths published to all staff. Subsequent Faculty management plans support school targets and explicit teaching strategies evident in programmes. Literacy focus and strategies to appear in KLA management plans.

Our success will be measured by:
- The development of a community of schools literacy and numeracy plan,
- Meetings with feeder schools to establish benefits of and responsibility for plans.
- Community plan written and implemented by June 2011.

- Staff are confident in their ability to access and analyses Naplan
- STLA support to differentiate programs is made available.
- Literacy focus and strategy to appear in KLA management plans

Our achievements include:
- The literacy and numeracy plan for 7-12 has been created and a meeting has been held with the community of school-primary schools to create a K-12 Literacy and Numeracy plan.
- The literacy and numeracy plan used NAPLAN, SC and HSC data to target specific skills to be designated to each KLA. Faculties are building strategies to meet these targets into their KLA programs.

TARGET 2

Halve the gap between our school and like school groups in Year 9 numeracy.

Strategies to improve:
- Whole school numeracy plan
- Withdraw students for remedial numeracy support for Yr 7-8 students
- To train teachers to use and to analyze and identify from the RAP and SMART data consistently poorly handled exam components and explicitly teach the necessary skills to improve performance
- Explicitly teach numeracy in faculty programs

Our success will be measured by:
- Assessment tasks which reflect the literacy targets.
- Improved NAPLAN results
- Improved preparation for NAPLAN tests
- Numeracy is embedded into all faculty programs and faculty plans
- Executive in-service presentation using SMART to identify areas related to individual KLA’s
- Faculty audits of numeracy skills required to be targeted

Our achievements include:
- The gap between like schools and Year 9 Numeracy has been reduced significantly.
There is only a 0.3 gap between Year 9 numeracy achievement and like schools in the lower bands.

- In the middle bands there is a 2% difference between like schools and Year 9 numeracy achievement.
- In the top bands there is a 1% gap.
- The school has a literacy and numeracy plan and staff have been inserviced on teaching numeracy in their programming.
- Due to funding circumstances we were unable to use withdrawal as a significant teaching resource.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of The placement of the Trial HSC and Programming and Assessment.

Educational and management practice

Moving the Trial HSC to Term 2

Background

- To improve attendance
- To support students with major project work such as English Extension, Dance, Visual Arts, Drama and Industrial Technology, which is traditionally due during the Trial HSC exams.
- To get a block of uninterrupted tuition in the period directly before the exams.

Findings and conclusions

- Year 12 attendance vastly improved exceeding regional and state, with a 2% improvement.
- Students and staff surveyed said that students seemed more relaxed and focused in term 3.
- 9 courses with enrolments large enough to be statistically significant had results that exceeded state average. This continues the HSC improvement in recent years.

Curriculum

Programming and assessment evaluation

Background

The school has created a common learning platform using GERRIC, a course in Gifted and Talented education that focuses on differentiation of the curriculum. In 2009 staff focused on creating faculty programs that used GERRIC strategies to cater for Gifted and Talented students. In 2010 the senior executive collected all individual staff programs to assess the extent to which the professional learning was translating into the programming.

Every class program was analysed and critiqued using the Institute of Teaching standards and individual feedback was given to each staff member.

Findings and conclusions

Element 3 Teachers plan, assess and report for effective learning

3.2.1 Identify and articulate clear learning goals that reflect important conceptual understandings of the content

- There is general adherence to the agreed program cover and format.
- All submitted programs have reference to context of learning. There is a general statement of the purpose of the learning. Programs also have cross curricula content, literacy and numeracy skills. Some also elaborate into key and essential understandings.

3.2.2 Design and implement coherent well structured lessons and lesson sequences that engage students and enhance student learning outcomes

- Almost all programs showed that the lesson sequences were logical coherent and well structured.
• Teachers consistently separated the outcomes from learn to and learn about dot points. They generally lined up the teaching learning strategies, aspects of the Quality Teaching Program, assessment and resources.

• There is however, considerable evidence in some programs that actual teaching learning strategies are a simple list of tasks to be done. Some programs confused teaching learning strategies with content areas.

3.2.3 Select and organise subject/content in structured teaching and learning programs that reflect sound knowledge of subject content/disciplines taught

• Generally, subject content is logical and structured. Programs generally showed specific subject knowledge and specific skills and understandings that students must master. However, a few programs indicated a need to unpack outcomes and their meaning for successful lesson planning.

• While most programs made reference to cross curriculum links few exploited the opportunity to work with reference to the usefulness of this approach in reinforcing the value, purpose and mastery of outcomes.

• Teachers noted that the lessons which were segmented with clear changes of activities were highly successful. These lessons often featured a link to previous learning, an introduction and demonstration of a new concept or problem to solve, student practice or problem solving and immediate assessment and feedback to students on their work that period.

3.2.4 Select, develop and use a variety of appropriate resources and materials that engage students and support their learning.

• There is, in some faculties’ continual reliance on text exercises, work sheets and question and answer activities. This is prevalent in the senior school where teachers are concerned about content coverage.

• There is frequent reference to websites in programs without any explanation of the role in achieving or improving student learning outcomes or the strategy that is being used to incorporate the resource.

• There is overwhelming attention by teachers to select a variety of visual auditory and manipulative resources to stimulate and motivate students in their learning.

• There is an increasing use by teachers and students of ICT. Though technology resources are at a premium there is reference to the use of technology as a tool of motivation and engagement. There is little evidence that technology is being used to engage students in theoretical components of courses.

3.2.5 Use a broad range of effective strategies to assess student achievement of learning outcomes

• Teachers noted that when students use their practical skills to solve problems that they get a better results and improved their engagement.

• Many teachers relied on students taking their own notes and commented that they need to be explicitly taught this technique many times for this process to be effective.

• Some teachers were familiar with and reliant on the jigsaw technique to cover large segments of content, which required explicit instruction and repetition.

• Group work was reportedly highly successful when the technique was
explained and students were given specific feedback on their work.

- Program analysis revealed that the columns’ for assessment were the least used and noted the limited variety of approaches.

- The main assessment strategy revolved around the school formal assessment.

2.2.6 Apply a range of literacy strategies to meet the needs of all students including Aboriginal, ESL, students with challenging behaviour

- Some faculties purposefully stream their classes into ability groups and yet the same program was used across the form giving little attention to the needs of these ability groups.

- Programming and classroom management have strong links in the classroom management. Most classes have students with learning difficulties or behaviour problems and they need to be catered for in the program

- While students with integration have a Learning Support Officer in classrooms there is no reference to specific strategies for these students.

Future directions

- That the curriculum programs emphasize and strategise school targets in literacy and numeracy.
- That the curriculum programs nominate acknowledge and teach to individual student needs.
- That the school further supports and supervises the use of ICT into lessons and assessment tasks.
- That the school refocuses on understanding the application Quality Teaching Project in classroom practice.

Professional learning

Our first school development day for 2010 was primarily focused on building on the work from last year to embed ICT into our programs. A variety of workshops were run by staff that went to curriculum innovation workshops to inservice staff on various software and hardware. This was supported by increased resourcing to put more data projectors and smart boards into classrooms.

On our second staff development day the staff began their consultation for Positive Behaviour for Learning and to create our values and belief statements. This was a highly successful day which has lead to the formulation of a values and belief statement and the implementation of Positive Behaviour For Learning.

Our third staff development day was a joint staff development day with our community of school-selective schools with Moorebank High School, Bonnyrigg High School and Prairwood High School at the Marconi Club. These days focused on Gifted and Talented education with keynote speaker from the University of Wollongong. We then moved into workshops focusing on different areas of gifted and talented education and welfare.

The fourth and fifth staff development day saw the entire staff be trained in 4mat, a 16 hour course that supports teachers in their understanding of how the brain learns to support engagement and quality teaching in the classroom. The evaluations for this program were 100% positive and we ended the year enthusiastic and inspired staff. This forms the basis of the schools learning platform to ensure that the entire school is programming with a consistent language and structure. Staff will be implementing 4mat into their programming in 2011. During the last two staff development days SASS participated in their own staff development day where workshops were run to allow SASS to work towards being a multiskilled modern workforce. This also gave them an opportunity to lead session in areas of expertise and share it with their colleagues.
The total school expenditure on professional learning for 2010 was $44,137. A total of 56 teachers undertook professional learning activities.

School development 2009 – 2011

Targets for 2011

Target 1

*Improve our representation of candidates in the top three bands of School Certificate from 55% to 60%*

Strategies to achieve this target include:

- In co-operation with staff, identify band three students from 2009 NAPLAN results.
- Support students with individualised learning plans and tutorial support
- Revisit our School Certificate preparation process.

Our success will be measured by:

- Improved numbers in Bands 4, 5 and 6.
- Reduced numbers in bands 1, 2 and 3.
- Staff to access the data to identify students where they can add the biggest value.
- A new approach the School Certificate Preparation program.

Target 2

*To achieve 90% of HSC courses with a cohort above 10 students above the state mean.*

Strategies to achieve this target include:

- Staff analyzes the trial HSC results to target students on the cusp of bands to improve their results.
- Staff develop individualised strategies to improve the students exam preparation and performance
- Develop a learning centre for Year 12 in the library on a Tuesday afternoon to improve revision and study skills.

Our success will be measured by:

- The number of courses above the state means.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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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Ms Kylie Hedger, Deputy Principal
Mr Angelo Stassos, Deputy Principal
Ms Alicia Thomas, HT CAPA
Mr Mark Long, HT PDHPE
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Ms Marilyn Noonan, Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr