

# Marrickville High School

## Annual Report



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## Introduction

The Annual Report for 2016 is provided to the community of Marrickville High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Arety Dassaklis

Principal

### School contact details

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### Message from the Principal

Marrickville High School is a proud, inclusive, comprehensive high school that hosts an Intensive English Centre and Support Unit for students with intellectual disabilities. The school has a culture of providing learning experiences that allow students to achieve their personal best.

Our school's success is underpinned by three key elements. Firstly, we have a highly dedicated staff who take responsibility for their ongoing professional learning and work collaboratively to develop and implement engaging learning experiences. Secondly, our students actively engage in a range of educational opportunities that are provided at the school. Thirdly, Marrickville High School enjoys positive support from an enthusiastic and active Parents & Citizens (P&C).

I am proud of the achievements of our students and the ongoing success of the processes implemented by the school that allow students to increase their expectations, capacity and achievement. Our goal is to create aspirational learners who are resilient, creative and thoughtful and who can transition successfully to further study and work.

## School background

### School vision statement

At Marrickville High School we provide a positive, supportive and diverse learning environment committed to exceptional learning opportunities. We will continue to develop and inspire thoughtful, creative and resilient students who reach their full potential and contribute positively to society.

### School context

Marrickville High School is a co-educational 7–12 community high school providing exceptional learning opportunities for all. Marrickville High School is an inclusive school that values every student equally and has an Intensive English Centre (IEC) and a Support Unit on site. Marrickville High School is part of a diverse community that is 80% Language Background Other Than English (LOBOTE).

Our highly skilled and motivated teachers deliver quality educational programs with a strong focus on literacy, numeracy and ICT. The staff has a range of experience that ensures all aspects of school life are vibrant with a culture of high expectations and excellence in student achievement.

Marrickville High School is a caring and safe place of learning; our wellbeing initiatives focus on proactively supporting all students in improving their learning and ensuring they feel connected to their school community.

We are committed to providing a wide range of opportunities for students to extend their skills across subjects and in extra-curricular activities.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 the executive has undertaken a self-assessment process using the School Excellence Framework (SEF) to inform, monitor and evaluate school improvement. Time was allocated at executive meetings to map out school progress in the achievement of milestones of the School Plan against each element of the SEF.

In the domain of Learning we have focused on Wellbeing, Curriculum and Learning and Assessment. There is a demonstrated commitment within the school community to strengthen and deliver on learning priorities. The school has systems and programs in place to address the needs of identified student groups. The school has identified aspects of factors contributing to wellbeing in the delivery of teaching and learning. The school has an effective plan for student transition in place and provides a range of extra-curricular offerings for student development.

In the Teaching domain our focus has been on learning and development. Teachers participate in professional learning targeted to school priorities and their professional needs. Teachers have actively focused on improving teaching methods in explicitly teaching literacy and numeracy with professional learning activities building teachers' understanding of effective teaching strategies in these areas.

In the domain of Leading our priorities have focused on building strong learning communities. The school has demonstrated its commitment to the development of leadership skills in staff and students and for improving student learning across the school community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:



## Strategic Direction 1

Consistent application of high expectations and quality teaching practices across all Key Learning Areas.

## Purpose

To ensure **continual improvement in student learning** outcomes through the application of **high expectations** and **quality teaching practices** across all key learning areas.

## Overall summary of progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Numbers of students to exceed expected growth will be 20% more than state average in reading and numeracy (NAPLAN)</li></ul>	<p>93% of Year 8 students achieved a +3 mark improvement in NAPLAN style (numeracy) post testing. The average increase was 9.13 marks.</p> <p>Of the year 7 students that sat both the pre-test and post-test, 96% showed improvement in reading comprehension with 84% of students improving by 8% or more.</p> <p>73.9% of Year 9 students achieved greater than or expected growth in NAPLAN reading.</p> <p>79.2% of Year 9 students achieved greater than or expected growth in NAPLAN numeracy.</p>	\$11,500
<ul style="list-style-type: none"><li>Numbers of students to exceed expected growth will be 10% more than state average in writing (NAPLAN)</li></ul>	<p>88% of Year 8 students achieved a +3 mark improvement in NAPLAN style (writing) post testing.</p> <p>Growth data for NAPLAN writing was not available for 2016 but trend data shows an increase in performance.</p>	\$37,600

## Next Steps

Continue to use pre and post testing data to plan and inform teaching and evaluate the impact on student outcomes.

Continue with successful targeted skills programs to enhance student learning outcomes.



## Strategic Direction 2

Aspirational learners who are resilient, creative and thoughtful.

## Purpose

To **build resilience and creativity** in all students through a diverse and meaningful curriculum and **an inclusive wellbeing program** ensuring engagement and **successful post school transition**.

## Overall summary of progress

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Attendance rates improve from 88.7% to 90.2%</li></ul>	Whole school wellbeing program (LEAPS) was developed and delivered. Year 9 Cross Curriculum Engagement Project was developed, implemented and evaluated. Tell Them From Me Data shows that students are above state norm for: Interest and motivation MHS Norm–38% and State Norm–30%. Effort MHS Norm–65% and State Norm–62%. Sense of Belonging MHS Norm–65% and State Norm–62%. Positive Relationships with Teachers (on a ten point scale) MHS Norm–6.2 and State Norm–5.8.	\$6,600

## Next Steps

Continue with opportunities for implementation and evaluation of extra-curricular, cross-curriculum, transition and engagement programs.

Continue to build on transition programs to ensure student needs are being met.



### Strategic Direction 3

Dynamic leaders building strong learning communities through best practice and professional learning that is in the pursuit of teaching excellence.

### Purpose

To develop a school culture where all staff members take responsibility for their **ongoing learning**, to develop and implement **best practice in teaching and learning** and **make strong connections within the school and community**.

### Overall summary of progress

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100 % of the Action Research–Professional Learning Teams produce and present action research findings</li></ul>	100% of Action Research Teams presented their research findings at a whole school staff meeting in Term 4.	
<ul style="list-style-type: none"><li>• 20% of staff to develop leadership skills by leading the Action Research–Professional Learning Teams</li></ul>	All Action Research Team leaders were non executive staff. This professional learning format allowed for 20% of staff to develop their leadership skills by leading the action research.	\$1,500

### Next Steps

Continue with Action Research Teams which are more aligned to the school's focus on literacy and numeracy.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	English language proficiency funding was used to employ an additional EAL/D teacher for the year. Students were supported in the classroom and were offered explicit instructional guidance and scaffolding of texts that targeted the literacy needs of the students. The EAL/D teacher and classroom teacher engaged in professional dialogue focusing on common strategies, pedagogy and practice employed to improve student outcomes. The impact of the EAL/D support resulted in higher rates of completion and submission of tasks and improved the achievement of literacy outcomes. Internal assessment data indicates student examination results improved.	\$19,242
<b>Low level adjustment for disability</b>	Student Learning Support Officers (SLSOs) were employed to work with students who have additional learning and support needs. All identified students have Individual Education Plans (IEPs) developed in consultation with parents and students. These plans are implemented to provide teachers with relevant strategies to support students to participate effectively in the classroom. IEPs are reviewed annually and adjusted as necessary to address the specific needs of the individual student. Marrickville High School participated in the Nationally Consistent Collection of Data (NCCD) which provided an opportunity for teachers and colleagues to engage in meaningful professional dialogue about catering for the individual needs of the student both in class and on the playground. Students in mainstream classes with integration funding were allocated in class SLSO support, they performed outstandingly across all subject areas and this was reflected in their yearly reports. Support time was divided according to funding levels allocated to individual students. An SLSO was present in all Support Unit classes, assisting students in both practical and theory lessons. Students worked well with the extra support and were able to complete tasks with assistance from both the teacher and SLSO. Students who required further assistance in lessons were monitored by the SLSO while the class teacher was able to provide a differentiated curriculum for all students. All students are continually working towards reaching IEP goals, and all IEPs were reviewed at the end of the school year.	\$21,126
<b>Socio-economic background</b>	Socio-economic background funding enabled the school to partially fund the employment of a computer coordinator for one day a week as well as subscribing to online learning programs that both support and extend student learning. The use of ICT in teaching and learning has lead to increased engagement and strong growth in literacy and numeracy. Funds were also used	\$70,813



<p><b>Socio-economic background</b></p>	<p>to employ a teacher for one day a week to support Stage 4 students with reading comprehension strategies. The teacher team taught and jointly programmed with the Stage 4 teachers to build teacher capacity to independently teach these strategies. A lab assistant was employed for one day a fortnight to support the teaching of STEM, resulting in students being provided with more practical and engaging learning activities.</p>	<p>\$70,813</p>
<p><b>Support for beginning teachers</b></p>	<p>In 2016, the school provided both an external and in-school mentor to support our beginning teachers. The mentors observed lessons, provided feedback and had individual and group discussions with the teachers. Additional support was provided through relief time, and beginning teachers accessed professional learning as members of an ongoing timetabled Action Research team as well as external and online courses.</p>	<p>\$75,050.21</p>
<p><b>Aboriginal background loading</b></p>	<p>Aboriginal background loading has allowed teachers and tutors to target the specific learning needs of Aboriginal and Torres Strait Islander (ATSI) students and work with them to achieve their learning goals. All Indigenous students at Marrickville High School have a Personalised Learning Pathway (PLP) used as a guide to making progress across the literacy and numeracy continuums. PLPS are reviewed in meetings with the Learning and Support Teacher, parents / carers and the individual student. During 2016, funding from Norta Norta and Aboriginal background loading was combined to hire tutors to assist students in class. This initiative significantly increased Indigenous student engagement during lessons. Assignments were completed to a higher standard and submitted on time. Students were pleased to have a positive role model to communicate with at school and were always eager to have the support staff in their class. The attendance rate of our ATSI students over the past year has once again been generally outstanding. Tutors divided their time equally among the students and each student was given assistance in the areas most needed in accordance with their report and NAPLAN results. The Individual Sponsorship Funds for senior students were spent on individual tutoring outside of classroom hours, usually during lunchtime and after school. During these sessions students worked on assessments and practised past HSC papers. This support meant students were able to improve their skills and outcomes across a range of subjects through practise and individual support.</p>	<p>\$11,823 Norta Norta \$34,093</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	204	228	206	212
Girls	155	151	144	144

Student enrolments have remained stable and the gender balance continues to remain predominantly boys.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92	92.3	95.2	93.1
8	91	92.6	90	92.4
9	90.9	88.3	92.2	86.5
10	83.5	87.8	85.5	93
11	83.7	84.9	88.8	89.1
12	83.7	89.3	89.7	92.6
All Years	86.7	88.7	89.9	91
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Students in Years 7, 8, 10, 11 and 12 and overall attendance rates were above State DoE attendance rates. Because Year 9 was a smaller cohort, a number of long term issues, for a small number of students impacted the cohort's overall attendance rates.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	2	27.7
TAFE entry	0	5.6	27.6
University Entry	0	0	34.2
Other	0	2	6.5
Unknown	0	0	4

All students leaving school, including HSC students, exited with a personalised transition plan.

## Year 12 students undertaking vocational or trade training

While no mainstream HSC students undertook vocational training, two students in our Support Unit undertook vocational training in Hospitality and Retail in 2016.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	1.6
School Administration & Support Staff	16.08
Other Positions	8.7

At Marrickville High School there were no Aboriginal members of staff in 2016.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	9

## Professional learning and teacher accreditation

The majority of professional learning undertaken at Marrickville High School was built into the school structure to minimise costs. The total school expenditure on teacher professional learning for 2016 was \$15,200. Professional learning on school development days included high expectations, teaching strategies, Super Six reading comprehension and literacy strategies, as well as mandatory CPR, anaphylaxis and child protection training. The professional learning provided staff with the knowledge and teaching strategies to support and engage students in the classroom.

Thirteen teachers were maintaining accreditation at proficient and three teachers were in the process of gaining accreditation at the proficient stage of the Australian Professional Standards for Teachers.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>658 122.00</b>
Global funds	340 008.00
Tied funds	446 168.00
School & community sources	226 129.00
Interest	14 077.00
Trust receipts	28 133.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	32 906.00
Excursions	22 796.00
Extracurricular dissections	48 367.00
Library	5 148.00
Training & development	0.00
Tied funds	411 645.00
Short term relief	106 686.00
Administration & office	193 260.00
School-operated canteen	0.00
Utilities	89 236.00
Maintenance	32 717.00
Trust accounts	27 518.00
Capital programs	0.00
Total expenditure	970 283.00
<b>Balance carried forward</b>	<b>-970 283.00</b>

## School performance

### 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

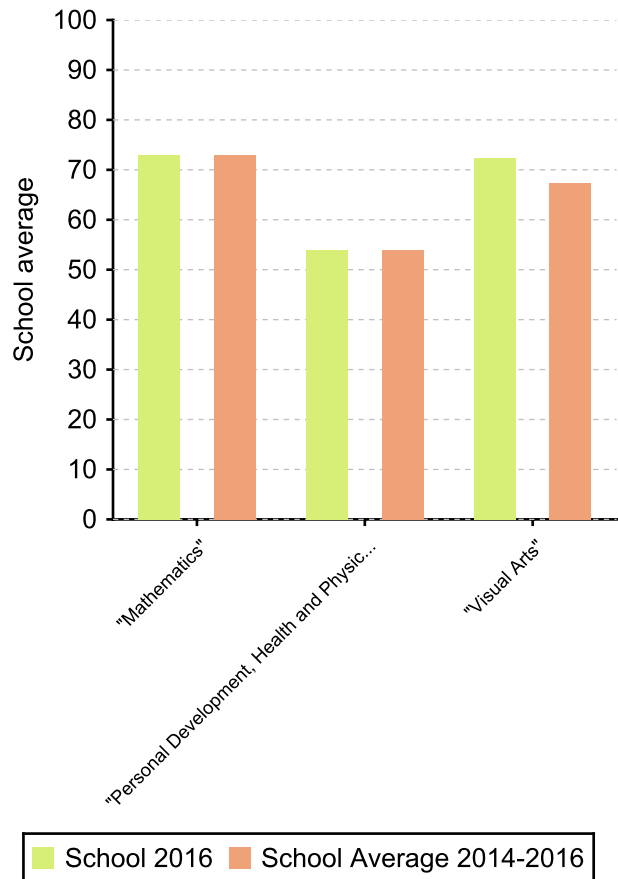
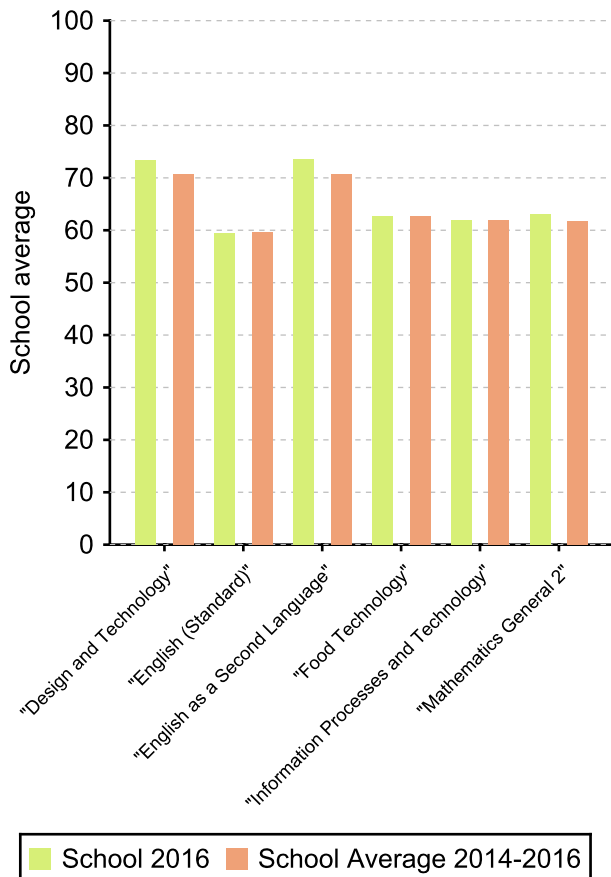
assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au>, insert the school name in the Find a school and select GO to access the school data.



### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The graphs indicate that 45% of subjects have shown an improvement in their mean score. The remainder of subjects have maintained their mean score.

## Parent/caregiver, student, teacher satisfaction

- In 2016, the school sought the opinions of students, parents and teachers using the Tell Them from Me (TTFM) surveys. Their responses are outlined below:

Four school-level factors are consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, and teacher expectations for success. Students at Marrickville High School rated all of these factors above the state norm.

A significant number of students, above the state norm, found that they were engaged intellectually through a high level of effort and study skills, as well as finding learning interesting, enjoyable and relevant.

A significant number of students, well above the state norm, indicated that they had a high level of participation in sports and extracurricular activities.

A significant number of teachers (more than 50%) found that school morale was good and that the school leaders were leading improvement and change. Of the eight drivers of student learning, teachers also rated Marrickville High School highly for its learning culture and as an inclusive school.



## Policy requirements

### Aboriginal education

During 2016, funding from Norta Norta and Aboriginal Background was provided through DoE resource allocation so that Indigenous students were given support as required. Tutors targeted literacy and numeracy outcomes among Aboriginal students through in-class support and small group study sessions. Students were engaged through the development and integration of Indigenous

perspectives across the curriculum and appreciated having ongoing support from the tutors employed through these funds.

All Aboriginal students and their parents/carers were involved in developing Personal Learning Pathways which target the individual needs of each Aboriginal student, with a focus on identifying educational goals to achieve during the school year. Strategies were forwarded to teachers to assist in the successful completion of chosen PLP goals, and these were reviewed. In 2016, the majority of Aboriginal students reached their identified PLP goals, while some have been adjusted and remain ongoing as students work progressively to reach targeted objectives.

All formal meetings, assemblies and functions incorporate an acknowledgement of country and we convened a NAIDOC Week formal assembly.



### Multicultural and anti-racism education

Multicultural education is embedded in the curriculum, fostering students' knowledge, empathy, understanding and appreciation of all cultures and their contribution to multicultural Australia.

Our school community shows respect and acknowledgement of cultural diversity through the annual celebration of significant events such as Harmony Day. Our unique 'Carnival of Cultures Day' saw students embrace inclusivity, participation and an understanding of identity. Students engaged in activities ranging from Chinese calligraphy, Indigenous art and Bollywood dancing to Gaelic football.

Our students bring with them a range of cultural traditions, religions and experiences and they explore their own and other cultures through a variety of texts, topics studied and culturally diverse initiatives. Guest speakers such as Indigenous elders had a profound impact on our students who empathised with what it was like to grow up in Australia in the 1950s and the racism and exclusion faced by many.

Our school's Anti-Racism Contact Officer (ARCO) met regularly with all student groups to inform students about the nature of racism and the mechanisms to address it effectively. The ARCO assisted in identifying and supporting culturally inclusive teaching and learning. Through the weekly

wellbeing initiative 'LEAPS', the ARCO provided the opportunity to explore issues such as bullying, belonging and connectedness, building empathy and showing respect towards others.

The addition of Marrickville IEC and International students to our school, and their contribution to multicultural education and initiatives, have further enriched students' appreciation of cultural and linguistic diversity. This creates a vibrant and harmonious environment.