

Marrickville High School

Annual Report



2017



8540

Introduction

The Annual Report for **2017** 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.

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Principal

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Message from the Principal

Marrickville High School is a proud, inclusive, comprehensive high school that hosts an Intensive English Centre for newly arrived EAL/D students and a 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 both within and beyond the classroom. Thirdly, Marrickville High School enjoys positive support from an enthusiastic and active Parents & Citizens (P&C) Association. I am very proud of our students and the ongoing success of the processes implemented by the school that allow students to increase their expectations, capacity and achievement. We focus on quality teaching and learning, student wellbeing and ever expanding co-curricular programs to ensure that we provide Exceptional Opportunities for All.

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

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Data was used to develop and embed a targeted skills program for Year 8 students. The program was supported by professional learning. Staff changes impacted on the consistency of delivery of the program. The average scaled score growth for Year 9 students in Numeracy was 7.7 points above and in Reading 16 points above NSW DoE students. The average scaled score growth for Year 9 students in Writing was -17.8 points below NSW DoE students. The 2017 Year 9 cohort was very small and minor variables impacted significantly on results. However, overall trend data, for writing, from 2014 demonstrates upward movement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Numbers of students to exceed expected growth will be 20% more than state average in reading and numeracy (NAPLAN)	\$26,200	<p>76% of Year 8 students achieved a +3 mark improvement in NAPLAN style (numeracy) post testing.</p> <p>100% of Year 8 students who attempted both the pre and post test in persuasive and narrative tests achieved a +3 increase.</p> <p>65.2% of Year 9 students achieved greater than or expected growth in NAPLAN reading.</p> <p>81.8% of Year 9 students achieved greater than or expected growth in NAPLAN numeracy.</p>
<ul style="list-style-type: none">Numbers of students to exceed expected growth will be 10% more than state average in writing (NAPLAN)	\$1,000	<p>100% of Year 8 students who attempted both the pre and post test for persuasive and narrative texts achieved a +3 mark improvement.</p> <p>50% of Year 9 students achieved greater than or expected growth in NAPLAN writing.</p>

Next Steps

Draw on research and data to develop and implement high quality explicit teaching of literacy through Stage 4 and Stage 5 targeted skills programs.

Draw on research and data to develop and implement high quality explicit teaching of numeracy through a Stage 4 targeted skills program and Stage 5 benchmark support program.



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

2017 attendance rates at 90.35 exceeded the school target set at 90.2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Attendance rates improve from 88.7% to 90.2%	\$34,000	Whole school wellbeing program LEAPS was implemented and student satisfaction surveys were conducted. Over 75% of students said they found either all, or some aspects of the program valuable, with 58% indicating the sessions made a difference to their learning and wellbeing. Year 9 students participating in the cross-curriculum engagement "Passion Project" had a clear understanding of multiple intelligences with 62% of students indicating they found the time allocated to working on their project engaging and enjoyable. Stage 5 students were offered the opportunity to participate in the Duke of Edinburgh Award for the second year. The number of Bronze Award Students increased from 2016, with 25% of students continuing from Bronze to Silver levels. The Social Inc program provided students from mainstream classes and students from the Support Unit an opportunity to engage in co-curricular activities once a week during lunchtimes. Students developed social skills, empathy and forged friendships that further enhanced student wellbeing.

Next Steps

Through research and data, develop and implement a Positive Behaviour for Learning program.

Through professional learning and collaboration, develop effective feedback practices.



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

All staff participated in Action Research groups and presented their findings to the whole school with some group findings informing the next school planning cycle. Non executive teachers actively led all action research teams, thereby developing leadership skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100 % of the Action Research–Professional Learning Teams produce and present action research findings	\$1,000	100% of Action Research Teams presented their findings at a whole staff meeting in Term 4.
<ul style="list-style-type: none">• 20% of staff to develop leadership skills by leading the Action Research–Professional Learning Teams	\$1,000	All Action Research Team leaders were non–executive staff, providing opportunity for teachers to develop leadership skills by leading learning.

Next Steps

Develop a comprehensive professional learning program which is scheduled and registered.

Increase teacher understanding of the Australian Professional Standards for Teachers through lesson observation, feedback and professional learning.



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$31,407	English language proficiency funding was used to employ an additional EAL/D teacher one day per week 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 the development of common teaching strategies, pedagogy and practice to improve student outcomes. The impact of the EAL/D support resulted in higher rates of completion and submission of tasks and improved achievement in respect of literacy outcomes. Internal assessment data indicates student examination results improved.
Low level adjustment for disability	\$22,489	Additional School 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. These plans enable students to participate effectively in the classroom. Adjustments to IEPs are made each year to address the specific needs of the individual student. The 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 and out of classroom settings. Students in mainstream classes with integration funding performed outstandingly across all subject areas, through in-class support from an SLSO. Support time was divided according to funding levels allocated to individual students. All students worked to an exceptional standard with in-class support from the SLSO and this was reflected in their Yearly Report outcomes. 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 valuable learning experience for all students. All students reached their targeted IEP goals, with adjustments made through the year as necessary.
Socio-economic background	\$145,446	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 support and extend student learning. The use of ICT in teaching and learning has led to increased engagement and strong growth in literacy and numeracy. A lab assistant was employed to support the

Socio-economic background	\$145,446	teaching of STEM, resulting in students being provided with more practical and engaging learning activities. A Community Liaison Officer was employed, whose focus was engaging the local primary school community. A range of opportunities have been provided at our school for Stage 3 students and parents to participate in, resulting in a steady increase in Year 7 enrolments over the last two years. A non teaching allocation was provided to the Wellbeing Coordinator who ensured the wellbeing needs of students were being met. Proactive whole school and individual programs were developed and implemented, resulting in above average attendance rates.
Support for beginning teachers	\$24,400	In 2017, the school provided both an external and in-school mentor to support beginning teachers. The mentors observed lessons, provided feedback and held both individual and group discussions. Additional support was provided through relief time for collaborative lesson planning. Beginning teachers accessed professional learning as members of an ongoing, timetabled Action Research team as well as participating in externally provided and on-line courses.
Aboriginal background loading	\$15,014	Aboriginal background loading allowed teachers and tutors to target specific learning needs of individual Aboriginal and Torres Strait Islander (ATSI) students and work with them to achieve their learning goals through the year. 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. These pathways were reviewed in meetings with the Learning and Support Teacher, parents / carers and the individual student. During 2017, Aboriginal background loading was used to hire a tutor 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. Our tutor divided time equally amongst the students and each student was given assistance in the areas most needed in accordance with their report and NAPLAN results. Individual tutoring occasionally occurred during lunch times and at the homework centre after school. During these sessions students would work on assessments and homework. This support meant students were able to improve their skills and outcomes across a range of subjects through practice and individual support.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	228	206	212	233
Girls	151	144	144	151

In 2017 student enrolments showed a slight increase compared to the previous two years and the gender balance continues to remain male dominant.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.3	95.2	93.1	93.7
8	92.6	90	92.4	93.3
9	88.3	92.2	86.5	94.6
10	87.8	85.5	93	89.4
11	84.9	88.8	89.1	93.6
12	89.3	89.7	92.6	91.9
All Years	88.7	89.9	91	92.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school's attendance is extremely positive and all year groups have demonstrated above state average attendance. The Year 10 cohort reflects the same trend as state DoE attendance but due to the size of the cohort, a small group of long term issues continue to impact on overall attendance rates. The school will continue to monitor attendance and refer students who require further support to the Home School Liaison Officer.

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	0	11
TAFE entry	1	0	8
University Entry	0	0	43
Other	0	0	16
Unknown	0	0	21

All Marrickville High School leavers exited school with a personalised transition plan. 43% of Year 12 students progressed to university, with the remainder divided between TAFE, private vocational providers and employment. The 21% of leavers whose transition is unknown is due to overseas students returning back to their home countries, making follow up difficult.

Year 12 students undertaking vocational or trade training

While no mainstream students undertook vocational training, one student in our Support Unit undertook vocational training in Retail Services in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students participated in an individualised subject selection process for the commencement of the Preliminary year. This factor contributed to all Year 12 students attaining the HSC in either an ATAR or non ATAR pathway.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	21.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1.6
School Administration & Support Staff	15.08
Other Positions	10

*Full Time Equivalent

At Marrickville High School there were no Aboriginal members of staff in 2017.

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	12

Professional learning and teacher accreditation

Professional learning was built into the school structure, including 100% of teachers involved in an Action Research team. Their findings and recommendations were used to determine directions for the new 2018 – 2020 school plan. The majority of staff (79%) attended external or online courses with the focus on teacher quality and student engagement. Programming days were provided for early career teachers and the new 2018 syllabuses for English, Mathematics, Science and History. The total school expenditure on teacher professional learning for 2017 was \$33,000. Professional learning on School Development Days included technology, teaching strategies, literacy and improving writing, diabetes awareness, as well as mandatory CPR, anaphylaxis, child protection and E–emergency care. 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 seven teachers were in the process of gaining accreditation at the proficient stage of the Australian Professional Standards for Teachers

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	742,356
Global funds	350,242
Tied funds	217,909
School & community sources	143,650
Interest	7,967
Trust receipts	15,704
Canteen	0
Total Receipts	735,471
Payments	
Teaching & learning	
Key Learning Areas	24,174
Excursions	11,866
Extracurricular dissections	112,312
Library	3,602
Training & Development	2,535
Tied Funds Payments	244,386
Short Term Relief	38,731
Administration & Office	57,556
Canteen Payments	0
Utilities	48,576
Maintenance	19,011
Trust Payments	20,958
Capital Programs	0
Total Payments	583,705
Balance carried forward	894,122

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,918,043
Appropriation	1,591,684
Sale of Goods and Services	231,958
Grants and Contributions	92,109
Gain and Loss	0
Other Revenue	0
Investment Income	2,293
Expenses	-543,610
Recurrent Expenses	-543,610
Employee Related	-255,079
Operating Expenses	-288,531
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,374,433
Balance Carried Forward	1,374,433

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,344,162
Base Per Capita	65,144
Base Location	0
Other Base	3,279,018
Equity Total	456,185
Equity Aboriginal	15,014
Equity Socio economic	214,599
Equity Language	112,666
Equity Disability	113,906
Targeted Total	1,104,817
Other Total	1,509,668
Grand Total	6,414,832

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

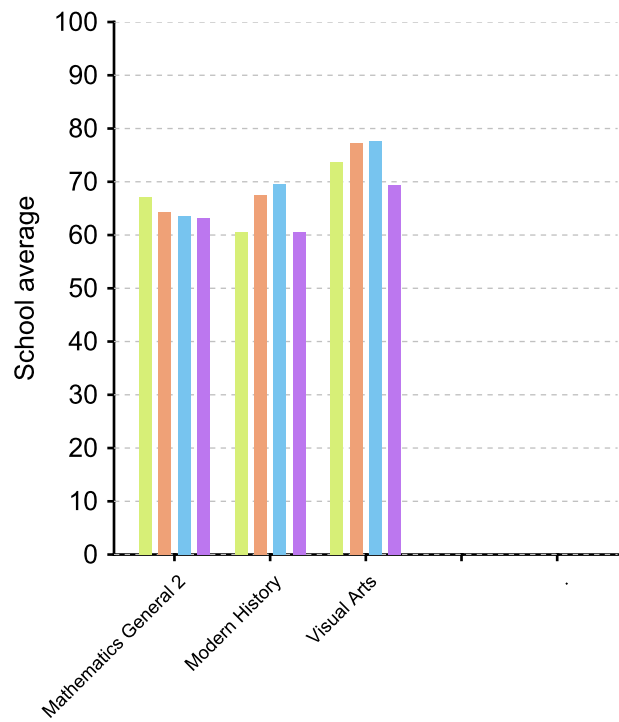
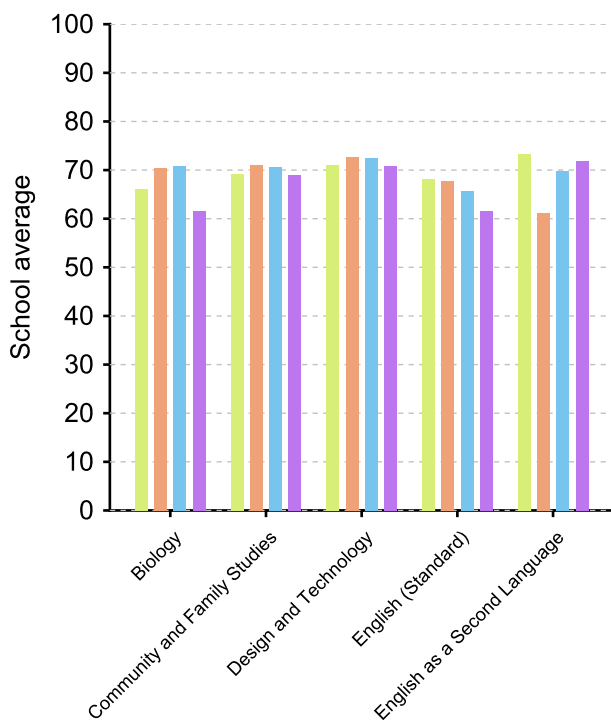
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).



2017 School HSC results for every subject bar Modern History, show an upward trend when compared to the School Average 2013– 2017 results. School Average results for Modern History may be impacted because the subject is not offered every year.

Parent/caregiver, student, teacher satisfaction

In 2017, 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 consistently related to student engagement– quality instruction, teacher–student relations, classroom learning climate and teacher expectations for success, were rated above the state norm by students.
- A significant number of students, above the state norm, found that they had a positive learning environment and effective learning time as well as finding their learning 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 found that the school leaders were communicating the strategic vision and leading improvement and change. Of the eight drivers of student learning, teachers also rated Marrickville High School highly in Learning Culture, Data Informing Practice and as an Inclusive school.



Policy requirements

Aboriginal education

During 2017, Aboriginal Background Loading was provided through DoE resource allocation so that Indigenous students were given support as required. A tutor was hired to target literacy and numeracy outcomes among Aboriginal students through in-class support. Students were engaged through the development and integration of Indigenous perspectives across the curriculum and appreciated having ongoing support from the tutor employed through these funds. All Aboriginal students and their parents/carers were involved in developing Personal Learning Pathways (PLP) 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 2017, 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.



Multicultural and anti-racism education

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

Our IEC forms an integral part of our multicultural program by way of a formalised transition

of newly arrived students into our mainstream cohort.

Our school shows respect and acknowledgement of cultural diversity through the annual celebration of significant events such as Harmony Day and through student participation in local community events. Our students bring with them a range of cultural traditions, religions and experiences and they have the opportunity to 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, resulting in a greater understanding and empathy for those who have faced exclusion and racism in the past. A presentation by two of the original members of the Indigenous singing group 'The Sapphires' not only linked our students' study of the film "The Sapphires" but also provided a first hand account of past events in the struggle for Indigenous right and freedoms. A whole school girls excursion to view the film "Hidden Figures" was valuable in learning about discrimination and overcoming prejudice and inequality. These experiences have been most valuable in understanding how past events have shaped the present.

Our school's Anti-Racism Contact Officer (ARCO) met regularly with all student groups to inform them 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 fortnightly, whole-school wellbeing initiative LEAPS, the ARCO provided the opportunity to explore issues such as bullying, belonging and connectedness, building empathy and showing respect towards others. Student evaluation of the program revealed that over 75% of students found that it made a difference to both their learning and their wellbeing. Results from the TTFM survey also revealed that a significant number of students, well above the state norm, felt accepted, supported and valued by their peers and others in the school and had a positive sense of belonging.