

Marrickville High School Annual Report



2018



8540

Introduction

The Annual Report for 2018 is provided to the community of Marrickville High School as an account of the school's operations and achievements throughout the year.

It contains 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 an analysis as to the benefits derived by students through targeted expenditure of resources, including equity funding.

Arety Dassaklis

Principal

School contact details

Marrickville High School

Northcote St

Marrickville, 2204

www.marrickvil-h.schools.nsw.edu.au

marrickvil-h.school@det.nsw.edu.au

9569 2444

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 dedicated staff who take responsibility for their ongoing professional learning and work collaboratively to develop 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, dedicated 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 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 (LBOTE).

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, Marrickville High 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 the domain of **Learning**, the school assessed itself as Excelling for Learning Culture, Sustaining and Growing for Wellbeing and Curriculum and Delivering for Assessment, Reporting and Student Performance Measures. The future directions for Marrickville High are to strengthen student literacy and numeracy skills and to draw on data and research to build capacity for staff to differentiate the curriculum. In the domain of **Teaching** the school assessed itself as Sustaining and Growing in Professional Standards and Learning and Development and Delivering for Data skills and use and effective classroom practice. The school is focused on developing and implementing Positive Behaviour for Learning and providing ongoing professional learning and collaboration to develop effective feedback practices to students and parents. In the domain of **Leading** the school assessed itself as Delivering for Management Practices and Processes and Sustaining and Growing for Educational Leadership, School Planning, Implementation and Reporting and School Resources demonstrating clear processes in place to deliver the school plan. The focus for the domain of Leading is to increase the number of classroom teacher observations and subsequent professional feedback to improve classroom practice.

The self-assessment process will assist the school to refine the school plan, leading to further improvements in the delivery of quality 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

Developing Successful Learners

Purpose

To foster an environment where learners develop the skills and attributes needed to successfully engage in all aspects of learning. Students are engaged in all domains of learning and the whole school community works in partnership to ensure each student achieves to the best of their ability.

Overall summary of progress

Strengthening Literacy: In 2018 an ALARM matrix induction program was developed by the Head Teacher Teaching and Learning for Stage 4 students. All Stage 4 students completed this induction program.

The ALARM matrix was taught in Year 10 literacy classes with 87% of students showing an improvement in writing evidenced by pre and post testing.

The Literacy Team designed and developed a draft ALARM teacher manual.

Year 8 students were pre and post tested using THE NAPLAN Stimulus and Marking Guide; 86% of students tested achieved at least a 3 mark increase in their results.

Overall, 89% of all Year 10 students showed improvement from the pre test to the post test in sustained writing.

Strengthening Numeracy: 86% of students in one Year 8 class and 71% of students in the other Year 8 class showed improvement from the pre-test to post test.

Overall 85% of all students in Year 8 showed improvement from the pre-test to post test in Numeracy.

Differentiation: Professional learning was delivered on differentiation strategies. Staff were surveyed in regards to their confidence to differentiate teaching and learning programs. The Differentiation Team began using Sentral's "Teacher adjustments" section to highlight adjustments made for funded students and for students participating in the Life Skills program. Core members of this team explored ways to document differentiation in their programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased number of Band 8 in NAPLAN Reading, Writing and Numeracy.	\$3000	There has been an increase in student achievement in the top two bands, from 38% in 2017 to 42% in 2018.
2. Improvement in HSC results.		2018 HSC results indicate an upward trend or remained the same across all subjects.
3. Increased number of students showing greater than expected growth in Yr9 NAPLAN Reading, Writing and Numeracy.		School average scaled growth is at or above state average in Reading and Writing and at state level in Numeracy.

Next Steps

Strengthening Literacy: The Literacy team will develop resources for use across Key Learning Areas.

Draw on data and build on the foundations of Year 8 Literacy program to implement high quality explicit teaching of literacy skills.

Strengthening Numeracy: Draw on data and build on the foundations of Year 8 Numeracy program to implement high quality explicit teaching of numeracy skills.

Differentiation: Stage 4 and 5 teachers are able to differentiate the curriculum to meet the needs of students at different

levels of achievement, including adjustments to support learning or increase challenge and engagement.



Strategic Direction 2

Quality Teaching

Purpose

To provide a quality learning environment for students that draws on research-informed pedagogy. Teachers are involved in research, collaboration, data analysis and professional learning to continually reflect on and improve their practice.

Overall summary of progress

Positive Behaviour for Learning (PBL) : In 2018 the PBL Team has systematically worked towards the launch of Positive Behaviour for Learning at the beginning of 2019. A school self-assessment survey has been completed and there was whole-staff agreement about categorisation of minor and major behaviours and three behavioural expectations were established – Respect, Engagement and Safety. Positive behaviour when lining up and entering the classroom and in the classroom has been confirmed and a scope and sequence for explicit teaching of PBL from Term 1, 2019 was developed. Realignment of the Sentral student management system has been scoped. The PBL team leaders participated in the compulsory Tier 1 Universal Prevention training and organised briefing and training sessions for the team and the whole staff with the Department's PBL Coach/Mentor/s.

Effective Feedback: Staff survey results indicated that all Stage 6 students were provided with excellent models of assessment task feedback. This practice was not applied consistently in Stages 4 and 5 however, students were provided with scaffolds and tasks which were modelled to improve learning outcomes. Students in Stage 5 were surveyed on the type of feedback they received and the type of feedback they preferred. The majority of students indicated they received written feedback on tasks, prefer written teacher feedback and used the feedback to improve their learning outcomes..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Attendance at or above state average for all year groups.	\$5000	Attendance rates for Marrickville High School in 2018 were at 92.32% which is above attendance for SSSG at 88.86%.
2. Increase number of positive behaviour entries in Sentral.		In 2018 positive entries in SENTRAL more than doubled in number, increasing from 260 entries in 2017 to 561 entries in 2018.
3. TTFM surveys indicate student satisfaction is above state average in the following areas: (a) Students who are interested and motivated – (Students are interested and motivated in their learning.) (b) Effort – Students try hard to succeed in their learning.		The Tell Them from Me data indicates that the social/emotional outcomes, in particular students who are interested and motivated, for Years 9–11 was above the NSW government norm. The extent (high) to which students feel they can do well in their school work at 57% is 9% below the NSW government norm, however, the (medium) extent at 33% is 6% above the NSW government norm.

Next Steps

Positive Behaviour for Learning: Explicit lessons about behavioural expectations in different school settings will be taught twice a term in 2019. A "fast and frequent" reward system for students will be introduced to complement the school's formal merit system and reinforce the PBL focus. The PBL Team will consult with staff, students and parents about positive behaviour in different settings to develop matrixes for all school settings. PBL Team members will be working with Senior Executive to realign the Sentral system with whole school expectations. PBL will be a regular focus in parent communication (Facebook, P&C Talks)

Effective Feedback: For 2019 the Effective Feedback Team will focus on developing a consistent approach to written feedback across Stages 4 and 5.



Strategic Direction 3

Dynamic Leaders Building Strong Learning Communities

Purpose

To develop a school culture where staff members take responsibility for their own ongoing professional learning which is focussed on continuous improvement of teaching and learning. Teachers actively engage with the Australian Professional Teaching Standards to build teacher capacity and leadership density for whole-school improvement.

Overall summary of progress

In 2018 Professional learning was provided to staff to support accreditation, and leadership through both a structured school based Professional Learning Program as well as external programs.

All staff PDPs included a goal that related to the school plan with most staff PDPs referencing the Australian Professional Standards for Teachers. All staff had one lesson observation and feedback provided to them by a colleague and 33% of staff engaged in a lesson observation and feedback with the external mentor.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.		All teachers developed their PDPs, identifying and monitoring areas for continual improvement. Most teachers' PDPs were aligned to the professional standards.
2. Increase number of teachers leading school wide professional learning.		In 2018, eleven teachers led school wide professional learning sessions.
3. TTFM teacher surveys indicate above state average in the following areas: (a) Leadership driver (b) Collaboration		TTFM teacher surveys show that leadership of student learning is just below the state mean and the collaboration driver is at state mean.
4. An increased proportion of teachers at preliminary stages of the higher level accreditation process.		In 2018 there were no teachers seeking higher accreditation levels.

Next Steps

A systematic professional learning program will be developed.

Staff to document PDP goals using the Australian Professional Standards for Teachers. Each teacher to have at least one lesson observation and feedback provided by external mentor



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16,118	All Indigenous students at Marrickville High School had a Personalised Learning Pathway (PLP) used as a guide to making progress across literacy and numeracy continuums. These pathways were reviewed in meetings with the Learning and Support Teacher, parents/carers and the individual student. During 2018 Aboriginal background loading was used to hire a School Learning Support Officer (SLSO) to assist students in class. This improved student engagement and assignments were completed and submitted on time. Two of our Aboriginal students took on whole school leadership roles and a further two senior students, in consultation with their parents/carers transitioned successfully to fulltime employment and training. The attendance rate of our Aboriginal students improved from 73.79% in 2017 to 74.64% in 2018.
English language proficiency	\$30,325 Flexible Funding	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 their literacy needs. The EAL/D teacher and classroom teacher worked collaboratively on the development of common teaching strategies and the development of assessment tasks to improve student outcomes. The impact of the EAL/D support resulted in higher rates of completion and submission of tasks and improved achievement of literacy outcomes.
Low level adjustment for disability	\$21,449	School Learning Support Officers (SLSOs) were employed to work with students who have additional learning and support needs. All identified students have Personal Learning and Support Plans (PLaSP) developed in consultation with their parents. These plans enabled students to participate effectively in the classroom. Adjustments to PLaSPs are made each year to address the specific needs of the individual student, with most students reaching their targeted PLaSP goals.
Socio-economic background	\$118,194	Socio-economic background funding enabled the school to partially fund the employment a computer coordinator for one day a week as well as subscribing to online learning and administration programs that support and extend student learning and wellbeing. The use of ICT in teaching and learning has led to increased engagement and continued growth in literacy and numeracy achievement. A lab assistant was also employed to support practical lessons resulting in increased student engagement. A Community Liaison Officer was employed whose focus was to engage with the local primary schools and wider community. A range of opportunities have been provided at

Socio-economic background	\$118,194	our school for Stage 3 students and parents, resulting in increased uptake of these opportunities and a continued increase in Year 7 enrolments.
Support for beginning teachers	\$50,125	In 2018, Marrickville High School provided both an external and in-school mentor to support beginning teachers. The mentors observed lessons, provided feedback and held both group and individual discussions on classroom practice. Support was provided through additional release time for beginning teachers for collaborative lesson planning. Beginning teachers accessed specific professional learning, participated as members of school plan teams as well as, participating in, externally provided and on line courses. All beginning teachers had either completed or almost completed their accreditation within the required timeframe.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	206	212	233	244
Girls	144	144	151	159

In 2018 student enrolments continued to increase, with a significant increase in Year 7 enrolments. The gender balance continues to remain male dominant.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.2	93.1	93.7	93.7
8	90	92.4	93.3	92.9
9	92.2	86.5	94.6	92
10	85.5	93	89.4	93.8
11	88.8	89.1	93.6	90.9
12	89.7	92.6	91.9	92.6
All Years	89.9	91	92.6	92.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Marrickville High School's attendance is extremely positive and all year groups have demonstrated above state average attendance. Although the Year 11 cohort had the lowest attendance rates at school, their attendance was still above State DoE rates. The small size of this cohort, including a small number of students with long term issues impacted on overall attendance rates. Marrickville High 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	0
TAFE entry	5	2	15
University Entry	0	0	72
Other	0	9.7	9
Unknown	0	0	3

All Marrickville High School leavers exited school with a personalised transition plan. 72% of Year 12 students progressed to university and 15% enrolled at TAFE. The remainder of Year 12 students transitioned to further study with private vocational providers or apprenticeships. A small percentage (3%) returned to their home countries, making follow up difficult. Year 11 students transitioned to TAFE, apprenticeships and further training through external providers with a clear pathway to fulltime employment.

Year 12 students undertaking vocational or trade training

While no mainstream students undertook vocational training in 2018, three students in the Support Unit undertook vocational training in the following courses: Retail Access and Hospitality Continuers.

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 students and their parents/carers participated in an individualised subject selection process prior to the commencement of Year 11. This ensured students were enrolled in appropriate courses and contributed to all Year 12 students attaining the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	6
Classroom Teacher(s)	24.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1.6
School Administration and Support Staff	17.48
Other Positions	17

*Full Time Equivalent

At Marrickville High School there were no Aboriginal members of staff in 2018.

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	17

Professional learning and teacher accreditation

Professional learning was built into the school structure, including 100% of teachers involved in a School Plan team. Their findings and recommendations were used to set and achieve the milestones in the 2018 – 2020 school plan.

The majority of staff (90%) attended external or online courses with the focus on teacher quality, leadership and student engagement. Programming days were provided for Early Career Teachers and the new 2019 syllabuses for TAS and PDHPE.

The total school expenditure on teacher professional learning for 2018 was \$37,000.

Professional learning on School Development days included ALARM, teaching strategies, Differentiation, Positive Behaviour for Learning (PBL), HSC minimum

standards as well as mandatory CPR, anaphylaxis, and child protection. The professional learning provided staff with the knowledge and teaching strategies to support and engage students in the classroom.

Forty teachers were maintaining accreditation at Proficient and eleven teachers were in the process of gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,374,433
Revenue	8,974,122
Appropriation	8,320,532
Sale of Goods and Services	141,029
Grants and Contributions	265,313
Gain and Loss	0
Other Revenue	229,778
Investment Income	17,470
Expenses	-7,635,846
Recurrent Expenses	-7,635,846
Employee Related	-6,923,948
Operating Expenses	-711,898
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,338,277
Balance Carried Forward	2,712,710

The school has an active Finance Committee that meets quarterly with teaching, non teaching and parent representation. The committee complies with fiscal and administrative DoE requirements in regards to the school budget. In 2018 school funds were used to upgrade the basketball courts.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,856,203
Base Per Capita	89,832
Base Location	0
Other Base	3,766,371
Equity Total	425,547
Equity Aboriginal	16,118
Equity Socio economic	170,251
Equity Language	155,260
Equity Disability	83,917
Targeted Total	1,133,089
Other Total	2,211,078
Grand Total	7,625,917

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's average scaled growth in Year 9 Writing was 65.1% and Reading 50.2% compared to the State average scaled growth Writing 35.1% and Reading 50.2%.

The school's at or above expected growth in Year 9 Writing was 63.6% and Reading 70.6% compared to the State's at or expected growth in Writing 58.7% and

Reading. 70.6%

The school's average scaled growth in Year 9 Numeracy was 53.9% compared to the State average scaled growth in Numeracy 45.9%.

The school's at or above expected growth in Numeracy was 63.6% compared to the State's at or above expected growth in Numeracy 63.2%.

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.

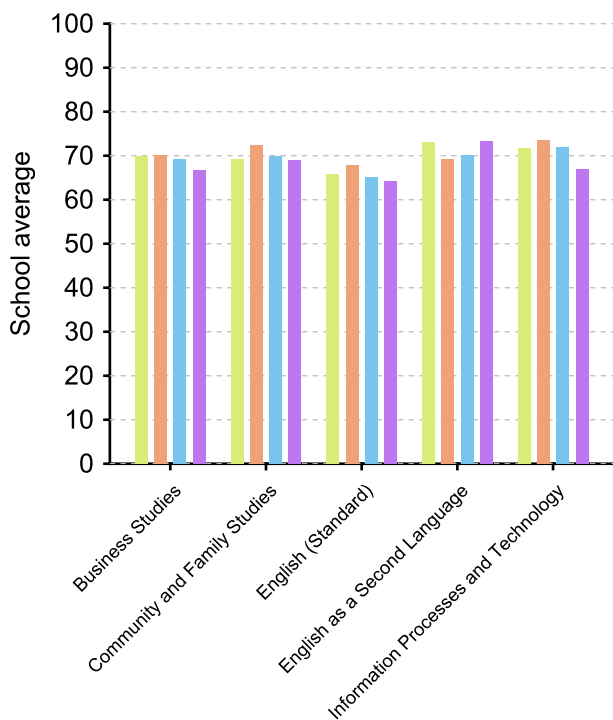
In 2018 Year 7 NAPLAN results in Numeracy, showed an 8% increase in the top two bands, in Reading, a 6% decrease in the top two bands and in Writing, a 4% increase in the top two bands.

Year 9 NAPLAN results in Numeracy, showed a 2% increase in the top two bands, in Reading, a 7% decrease in the top two bands and in Writing, a 7% increase in the top two bands.

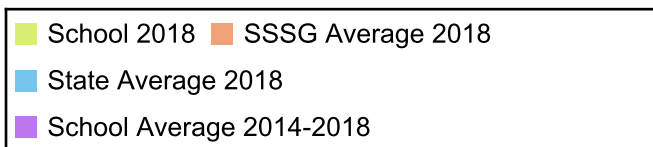
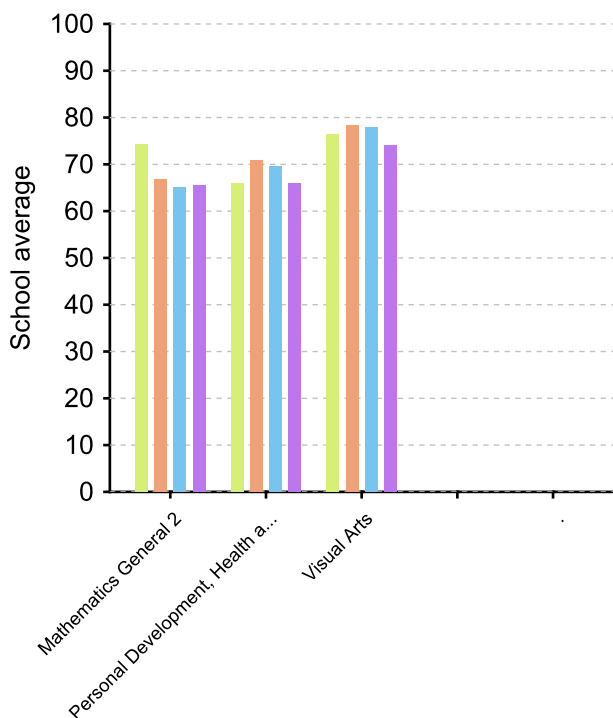
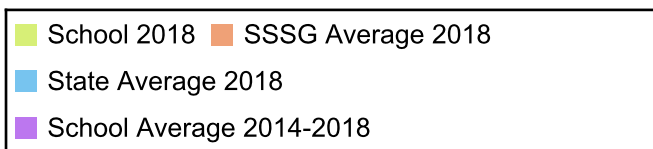
Higher School Certificate (HSC)

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

HSC results show an upward trend in Band achievement.



Community and Family Studies	69.3	72.3	69.9	69.0
English (Standard)	65.7	67.7	65.0	64.3
English as a Second Language	73.0	69.2	70.1	73.2
Information Processes and Technology	71.8	73.5	72.0	66.9
Mathematics General 2	74.3	66.7	65.1	65.6
Personal Development, Health and Physical Education	65.9	70.7	69.5	65.9
Visual Arts	76.4	78.4	78.0	74.1



Subject	School 2018	SSSG	State	School Average 2014-2018
Business Studies	69.8	70.2	69.3	66.6

The 2018 School HSC results for all subjects showed an upward trend or remained the same compared to the 2014–2018 School Average. Results in English as a Second Language and Mathematics General 2 were above State Average for 2018.

Parent/caregiver, student, teacher satisfaction

In 2018, Marrickville High School sought the opinions of students, parents and teachers using the Tell Them from Me (TTFM) surveys. In summary the survey indicated: A significant number of students, above the state norm, found that they had effective learning time and that their teachers had high expectations for their success. Most students felt that they could do well in their school work.

Of the eight drivers of student learning, the teacher survey found Marrickville High rated highly in Collaboration, Learning Culture, Data informing practice and Teaching strategies.

The parent survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Most parents, well above the state norm, thought the school was safe, felt welcomed in the school and that they were informed, particularly through reports. They also considered that the school supported the learning of their child.



Policy requirements

Aboriginal education

Aboriginal background loading allowed teachers and support staff to work directly with Aboriginal and Torres Strait Islander (ATSI) students and their families to achieve their learning goals in 2018.

A Personalised Learning Pathway (PLP) was developed for each ATSI student at Marrickville High School by the Learning and Support Teacher, the individual student and their parents/carers. The PLPs set learning goals for each student that could be achieved during the year.

During 2018 Aboriginal background loading was used to hire a Student Learning Support Officer to assist ATSI students in class and out of class time (during lunch times and at Marrickville High School's Homework Centre). The support officer was allocated equally among ATSI students and assistance was targeted to deficits identified in school reports and NAPLAN results.

Analysis of attendance data and student reports, interviews with student learning support officers and a focus group held with those students (in Stages 5–6) at the end of 2018 identified the following advantages and achievements in student learning:

All assessment tasks were completed to meet explicit criteria and were submitted on time.

In-class support was extremely useful in breaking down and explaining subject concepts to students.

Students benefited from the assistance provided in preparing for class tasks, particularly oral presentations.

In-class support also resulted in students being helped to develop clear study and revision programs and in improving their organisation skills when developing study notes.

Attendance rates for ATSI students in 2018 were comparable to the wider school population.

Support for our ATSI students also included encouraging them to take on leadership roles in the school, including participation in the Duke of Edinburgh Program and delivering the Acknowledgement of Country at all school events. This support of leadership skill development will continue in 2019 through partnerships with capacity building organisations and

participation in Indigenous-led initiatives.



Multicultural and anti-racism education

Multicultural education forms an integral part of the Marrickville High School experience. The school as a whole embraces cultural diversity and acknowledges the value of such diversity for both the school and the wider community.

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 a multicultural Australia. The acquisition of new resources for students such as collections of short stories from contemporary writers enhanced students' understanding of other cultural perspectives as well as their own.

A key component of Marrickville High School's multicultural program is the Intensive English Centre (IEC). The IEC's fundamental focus is providing newly arrived students with the academic skills and English proficiency required for a successful transition into mainstream schooling. The IEC forms the starting point of Marrickville High School's International Students program through the establishment of a formalised educational pathway. As a result Marrickville High School has a defined framework to assist EAL/D students achieve their academic goals.

Marrickville High School acknowledges, respects and values 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 topics, texts and culturally diverse initiatives.

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

The ARCO participated in extensive training to address the issue of racism and its impact on individuals and communities with a view to foster positive student relationships. A whole school commitment to the

National Day of Action Against Bullying and Violence saw students access resources and create their own positive messages in support of proactive measures to address and respond to bullying. Through the fortnightly whole school wellbeing initiative– LEAPS, the ARCO provided the opportunity to explore issues such as bullying, belonging, and connectedness, identity and self worth, building empathy and respectful behaviours.