Marrickville High School

2019 Annual Report

MARRICKVILLE HIGH SCHOOL

Exceptional Learning Opportunities For All

8540

Introduction

The Annual Report for 2019 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.

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

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

1. Increased number of Band 8 in NAPLAN Reading, Writing and Numeracy.

2. Improvement in HSC results.

3. Increased number of students showing greater than expected growth in Yr9 NAPLAN Reading, Writing and Numeracy.

Progress towards achieving improvement measures

Process 1:   1.1 Strengthening Literacy

Draw on research and data to develop and implement high quality explicit literacy teaching.

Evaluation	Funds Expended (Resources)
EVALUATION OF 2019 IMPROVEMENT MEASURES: This year the literacy team developed and delivered extended writing resources and induction programs to both staff and students focused on explicit teaching of literacy using the ALARM Matrix to strengthen literacy professional knowledge and practice across the curriculum. In addition, the team provided one to one professional learning to teachers across faculties to embed the ALARM Matrix in a Stage 4 assessment task. Explicit teaching of literacy was also conducted in Year 8 and Year 10 classes. Year 7 were inducted into the ALARM process. As a result, of these initiatives internal and external literacy data showed significant improvements across the data sets reviewed: * 2019 NAPLAN Year 9 – A greater than expected growth in reading was achieved (24% increase) * 2019 NAPLAN Year 9 – Increased numbers of Band 8 in Writing (24% increase) * 2019 NAPLAN Year 9 – Increased numbers of Band 8 in Reading (133% increase) * 2019–2018 Year 10 Literacy classes pre and post testing of extended writing tasks showed an 80% improvement in student results. * 2019–2018 Year 8 Literacy classes pre and post testing of extended writing tasks showed a 7% improvement in student results. * 2019 improvement in HSC English Results in Bands from 2018–2019 – There has been an increase in Band 4 results, 26.3% in 2018 and 80% in 2019. There has been a reduction in band 2 results, 15.8% in 2018 and 0% in 2019. In 2020 the ALARM team will focus on embedding at least one extended writing task into targeted teaching and learning programs across KLA's. One	$3000 (release time)

Progress towards achieving improvement measures
team member will be assigned to each KLA to support the use of the ALARM methodology with extended writing responses and target areas: • Year 7 – All students will participate in the ALARM matrix induction course. • Year 7 – One extended writing ALARM activity will be developed and incorporated into identified teaching and learning programs. • Year 8 – 8LIT classes will use ALARM in extended writing tasks. • Year 10 – 10LIT classes will be explicitly taught ALARM. • Year 11 – One extended writing ALARM activity will be developed and incorporated into identified teaching and learning programs.	

Process 2:   1.2 Strengthening Numeracy

Draw on data to develop and implemented high quality explicit numeracy teaching.

Evaluation	Funds Expended (Resources)
School data shows improved student performance in Numeracy: 8 NUNM B 100% of students showed growth with 72% showing growth of 10% or greater. 8 NUNM Y 83% of students showed growth with 37.5% showing growth of 10% or greater. 8 NUNM W 76% of students showed growth with 56% showing growth of 10% or greater. Overall 88% of students in Year 8 showed growth with 55% showing growth of 10% or greater. In 2019, 76% of Year 9 students attained Bands 8–10 in NAPLAN Numeracy this is an increase from 48% of students attaining this level in 2018. For 2020 all Year 8 students will have one targeted numeracy lesson a week. This lesson will focus on building foundational mathematical skills that underpin the more complex skills and techniques encountered in Stage 5 and 6. The first part of the lesson will use the program Numeracy Ninjas to build fluency with the four main operations and basic key skills. Students will complete individual and independent work on a key skill that has been identified as needing additional practice. The main part of lesson will be explicit teaching of the learning outcome and modeled examples. Students then enter the formative assessment section of the lesson where they complete a series of questions. Additional support will be provided to those finding the concept challenging, students who have grasped the concept will be given more advanced work. Periodical quizzes will be administered to check progress and understanding.	

Process 3:   1.3 Differentiation

Draw on research and data to develop and implement specific strategies for differentiation embedded in teaching and learning programs.

Evaluation	Funds Expended (Resources)
Staff professional development included whole staff professional learning, one to one support and programming time. This included liaising with the LAST and other members of the team to ensure staff developed an understanding of how to cater for life skills and funded students in the class. Variety of resources created to assist staff, including a professional learning video showing differentiation in action. Variety of resources and programs placed in a resource folder for staff to access. A program template was developed, trialed and then implemented in Term 3	$3500 (release time)

to prompt and ensure teachers where recording and tailoring activities to meet the needs of students following the Life Skills curriculum and those students who access Integration Funding. The template also encouraged staff to differentiate across whole groups of identified learning needs.

The feedback programming and register template was completed for the principal to provide feedback to teachers. Head Teachers were able to check programs and sign off that differentiation strategies were embedded in programs..

Teachers can now clearly show an understanding of how to program for students on a Life Skills program and funded students with additional needs. The teaching programs allow space for teachers to include learning/teaching activities/strategies to differentiate the curriculum.

Evidence to support this the increased number of programs, lessons and resources catering to the differing needs of the students.

In 2020, the team will focus on including differentiation for EALD students, Life Skills and targeted students across all stages.The team will continue to develop PL videos demonstrating effective differentiation strategies in the classroom for staff to access..

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.

Improvement Measures

1. Attendance at or above state average for all year groups.

2. Increase number of positive behaviour entries in Sentral.

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.

Progress towards achieving improvement measures

Process 1:   2.1 Positive Behaviour for Learning

Draw on research and data to develop and implement a positive behaviour for learning program.

Evaluation	Funds Expended (Resources)
EVALUATION OF 2019 IMPROVEMENT MEASURES: There was an increased number of positive behaviour entries in Sentral. A fast and frequent reward system (RES) was introduced at the start of 2019 to complement the existing merit system. At the time of writing, data showed 1531 recorded positive behaviour instances, using the new fast and frequent system. In addition the existing merit system indicated 951 instances of students awarded merit certificates. This data assisted in the implementation of PBL as a whole school approach to wellbeing and engagement, to improve learning. Expectations of behaviour were codeveloped with students and staff and designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school through a scope and sequenced delivery of specific PBL lessons, delivered to stage groups twice a term. Appropriate signage is displayed in specific areas, to reinforce the expectations from the lessons delivered. PBL team members have delivered, evaluated and shared targeted professional development with other MHS staff to improve whole school practice. PBL staff used PL opportunities to adapt PBL strategies to suit the needs of support students. The Tiered Fidelity Inventory School Feedback Summary planning tool will inform the directions for 2020.	$4000 (release time)

Process 2:   2.2 Effective Feedback Processes

Provide ongoing professional learning and collaboration to develop effective feedback practices to students and parents.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
EVALUATION OF 2019 IMPROVEMENT MEASURES: The Effective Feedback team engaged in professional discussion and collaborated to improve teaching and learning. The team successfully streamlined the school process for giving feedback to students after summative assessment tasks. A range of feedback templates were developed and shared to accommodate different teaching areas and needs. Teachers' feedback continues to support improved student learning. Concurrently, student reflection practices were developed and implemented in a range of subject areas. Teachers have shared approaches to student assessment and feedback, creating opportunities for students to receive explicit and meaningful feedback on their learning. Results from the team survey indicated a positive adoption of these new practices and confidence in their use of these tools and in supporting other staff. Whole staff survey suggested a need to effectively share strategies and examples of Effective Feedback and provide opportunities for one on one guidance and professional readings. For 2020 PL will be provided showcasing models and examples of formative assessment feedback.	$500 (guest presenter)

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.

Improvement Measures

1. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

2. Increase number of teachers leading school wide professional learning.

3. TTFM teacher surveys indicate above state average in the following areas:

(a) Leadership driver

(b) Collaboration

4. An increased proportion of teachers at preliminary stages of the higher level accreditation process.

Progress towards achieving improvement measures

Process 1:   3.1 Teacher Professional Standards

Provide professional learning to support teacher accreditation, maintenance and leadership.

Evaluation	Funds Expended (Resources)
SCHOOL EXCELLENCE FRAMEWORK: Teaching Domain: Professional Standards Marrickville High School supported the continual professional development of staff in accordance with the external benchmarks contained within the Australian Professional Standards for Teachers (APST). As a result, all professional goals contained in the individual 2019 Professional Development Plans of Marrickville High School staff were referenced to the APST. Formal Professional learning opportunities were undertaken by all staff throughout the year with each session recorded on the 2019 Professional Learning Schedule for Marrickville High School. Also throughout 2019 Marrickville High School utilised expertise within its teaching staff to further develop its professional learning community which resulted in a significant increase in teachers leading school wide professional learning activities. Finally, as evidence of capacity building, Marrickville High School is supporting its first teacher undertaking the process of higher level accreditation. Marrickville High School will continue to capacity build through an expansion of its internal teacher observation program throughout 2020.	

Process 2:   3.2 Building Teacher Capacity

Develop the leadership capacity of staff through engagement with the 'Australian Professional Standards for Teachers'.

Evaluation	Funds Expended (Resources)
In accordance with strategic direction three, formal mentoring and coaching	

Progress towards achieving improvement measures

was provided to encourage improved professional knowledge and practice. Specifically, all staff participated in a whole school lesson observation program in which all teaching staff were provided with feedback from both a peer/supervisor and an external mentor. Teacher performance was reviewed in accordance to the Australian Teaching Standards.

During 2020 the staff lesson observation program will
continue as a whole school initiative. Teacher performance (development) will
continue to be recorded (tracked) and reported with reference to the ATS.

Furthermore, the 2020 program will provide targeted opportunities specifically designed to develop the leadership capacity within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$12,089	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 2019 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. Four Aboriginal students, inclusive of students in the Support Unit completed their Higher School Certificate.
English language proficiency	$48,446	English language proficiency funding was used to employ an additional EAL/D teacher two days 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 literacy outcomes. The EALD HSC course showed an increase of the average course mark from 65.74 in 2018 to 69.33 in 2019.
Low level adjustment for disability	$23,440	School Learning Support Officers (SLSOs) were employed to work with students who have additional learning and support needs. All identified students (fifteen percent of the school population) 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. Comprehension and Reading Enhancement (CARE) is a program run by the school Learning and Support Teacher (LaST) and Student Learning Support Officer. Seven students participated in the CARE. program By the end of the school year, most students had improved their reading and comprehension skills by at least two years. Student engagement improved in regular classes because of their developing ability to read and comprehend text.
Socio–economic background	$89,094	Socio–economic background funding enabled the school to subscribe to online learning and administration programs that support and extend student learning and wellbeing. The use of ICT in teaching and learning continues

Socio–economic background	$89,094	to engage students and has led to continued growth in literacy and numeracy achievement. A Community Liaison Officer was employed whose focus was to engage with local primary schools and the wider community. A range of opportunities have been provided at Marrickville High School for Stage 3 students and parents resulting in increased uptake of these opportunities and a continued upward trend in enrolments.
Support for beginning teachers	$18,399	In 2019, Marrickville High School provided both an external and in–school mentor to support beginning teachers. The mentors observed lessons, provided feedback and held professional discussions on classroom practice. Support was provided through additional release time to 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 were provided with support to begin their accreditation and were on track to complete it within the required timeframe.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	212	233	244	293
Girls	144	151	159	172

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	93.1	93.7	93.7	94.5
8	92.4	93.3	92.9	91.5
9	86.5	94.6	92	91
10	93	89.4	93.8	93.3
11	89.1	93.6	90.9	89.2
12	92.6	91.9	92.6	90.2
All Years	91	92.6	92.7	92.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

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	2.5	7
TAFE entry	7.5	0	34
University Entry	0	0	39
Other	0	2.5	9
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

1.67% of Year 12 students at Marrickville High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

93.9% of all Year 12 students at Marrickville High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	6
Classroom Teacher(s)	27.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1.6
School Administration and Support Staff	15.38
Other Positions	12.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	2,712,710
Revenue	8,999,718
Appropriation	8,342,481
Sale of Goods and Services	53,469
Grants and contributions	265,195
Investment income	15,976
Other revenue	322,597
Expenses	-8,671,126
Employee related	-7,754,680
Operating expenses	-916,446
Surplus / deficit for the year	328,593

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,145,222
Equity Total	482,544
Equity - Aboriginal	12,089
Equity - Socio-economic	142,452
Equity - Language	240,535
Equity - Disability	87,469
Base Total	4,250,193
Base - Per Capita	115,437
Base - Location	0
Base - Other	4,134,756
Other Total	2,235,584
Grand Total	8,113,543

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
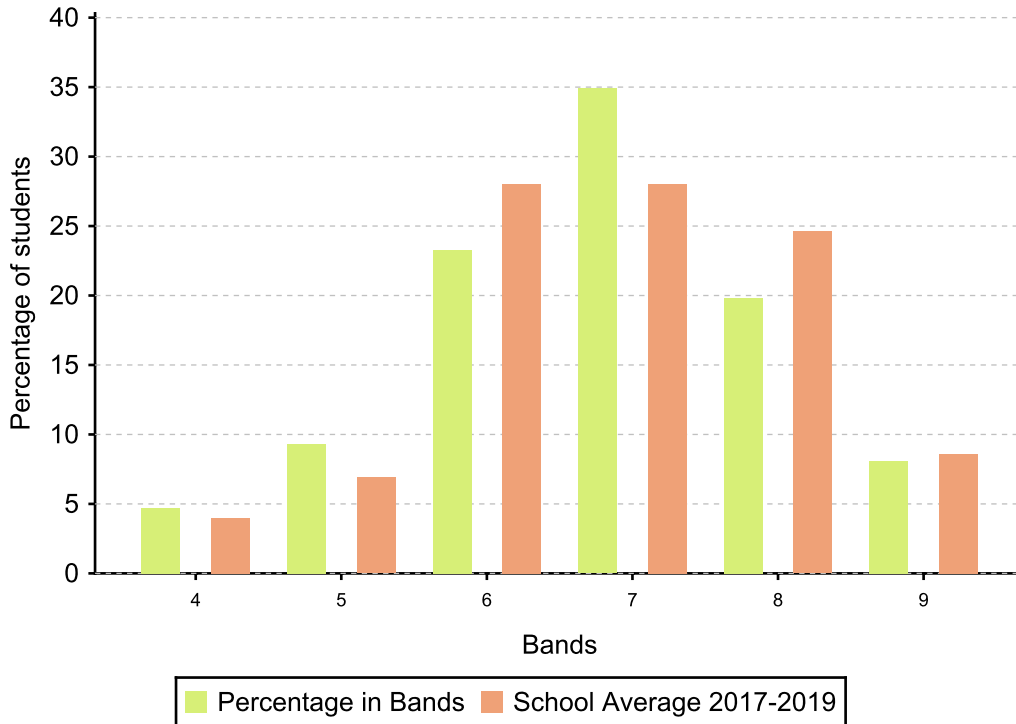
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
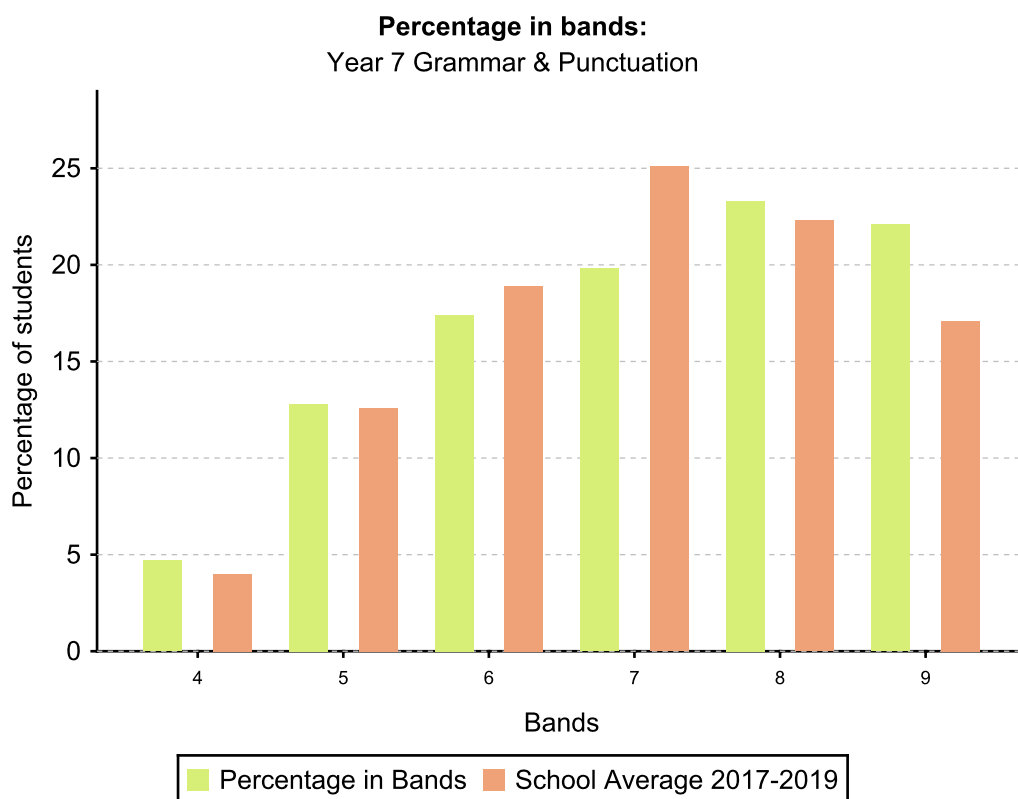
Band	4	5	6	7	8	9
Percentage of students	4.7	12.8	17.4	19.8	23.3	22.1
School avg -2019	4	12.6	18.9	25.1	22.3	17.1

Percentage in bands:

Year 7 Reading
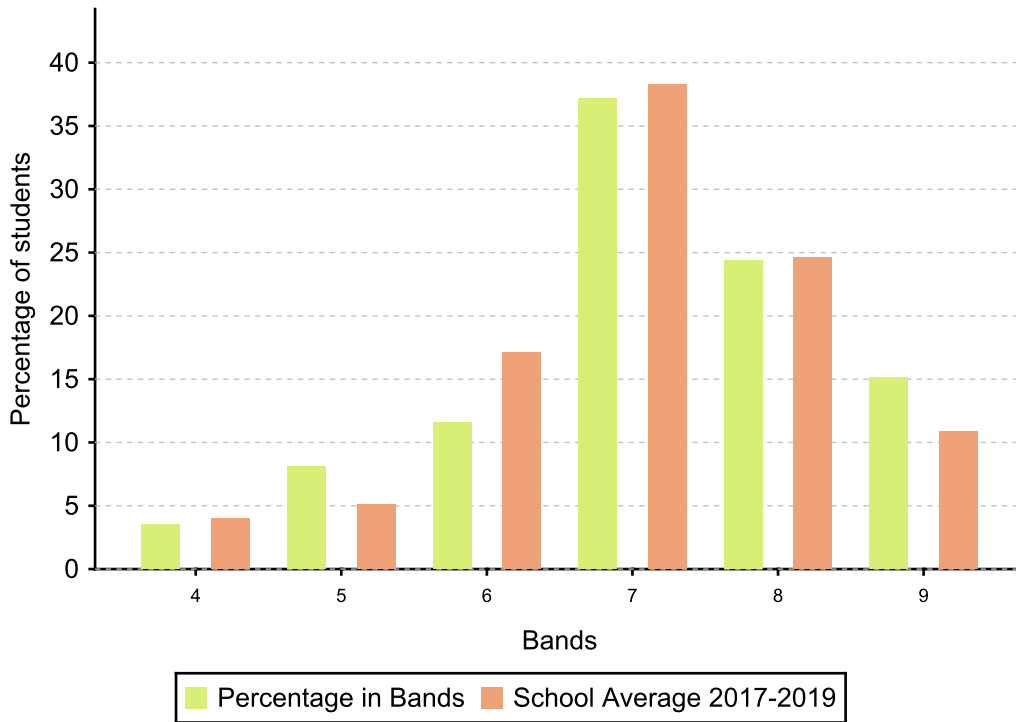
Band	4	5	6	7	8	9
Percentage of students	3.5	8.1	11.6	37.2	24.4	15.1
School avg -2019	4	5.1	17.1	38.3	24.6	10.9

Percentage in bands:

Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	4.7	9.3	23.3	34.9	19.8	8.1
School avg -2019	4	6.9	28	28	24.6	8.6

Percentage in bands:
Year 7 Writing
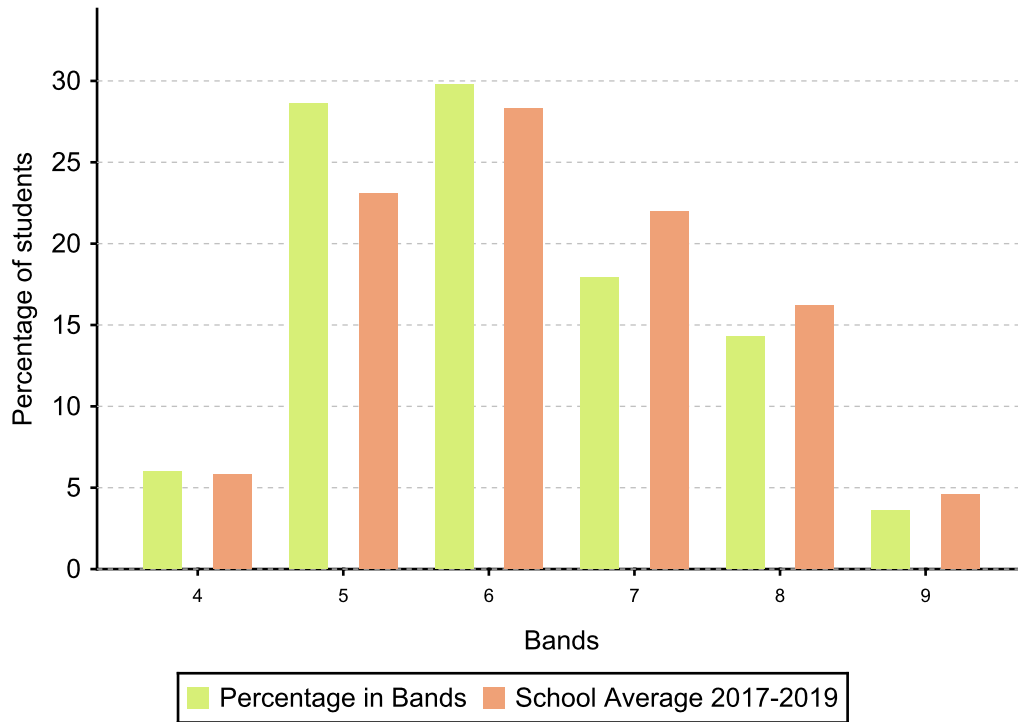
Band	4	5	6	7	8	9
Percentage of students	6.0	28.6	29.8	17.9	14.3	3.6
School avg -2019	5.8	23.1	28.3	22	16.2	4.6

Percentage in bands:
Year 9 Grammar & Punctuation
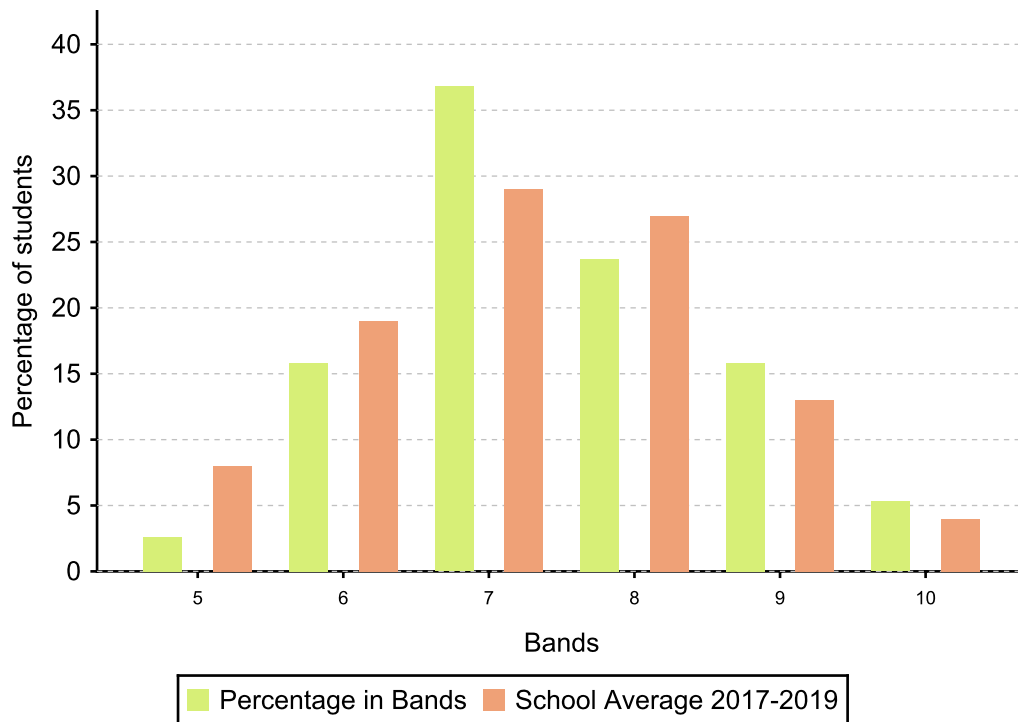
Band	5	6	7	8	9	10
Percentage of students	2.6	15.8	36.8	23.7	15.8	5.3
School avg -2019	8	19	29	27	13	4

Percentage in bands:
Year 9 Reading
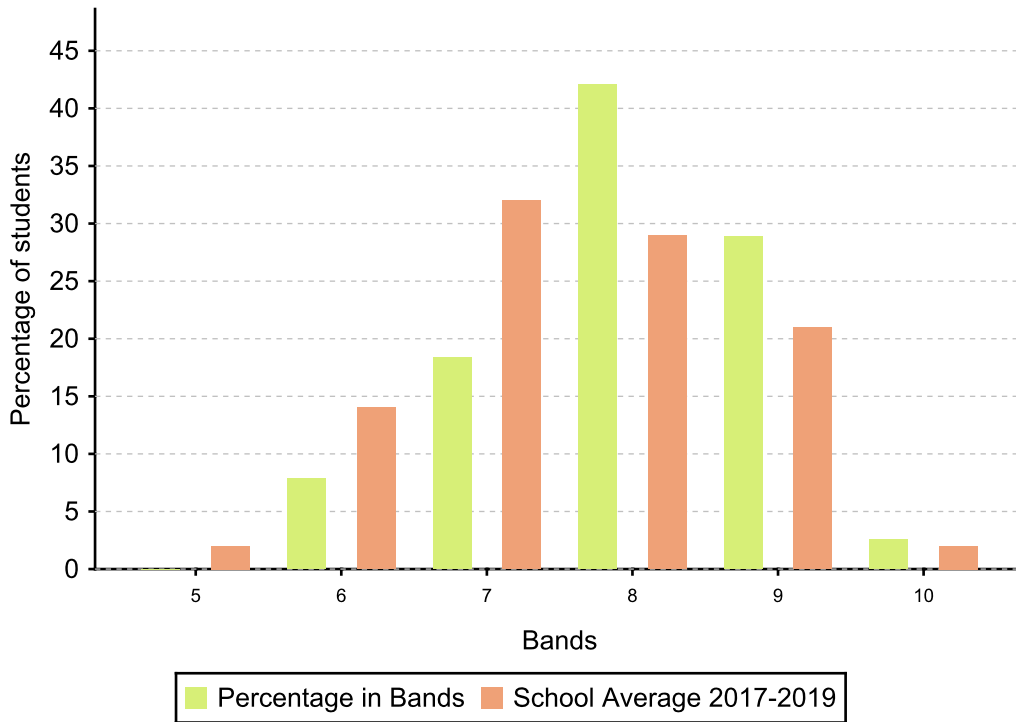
Band	5	6	7	8	9	10
Percentage of students	0.0	7.9	18.4	42.1	28.9	2.6
School avg -2019	2	14	32	29	21	2

Percentage in bands:
Year 9 Spelling
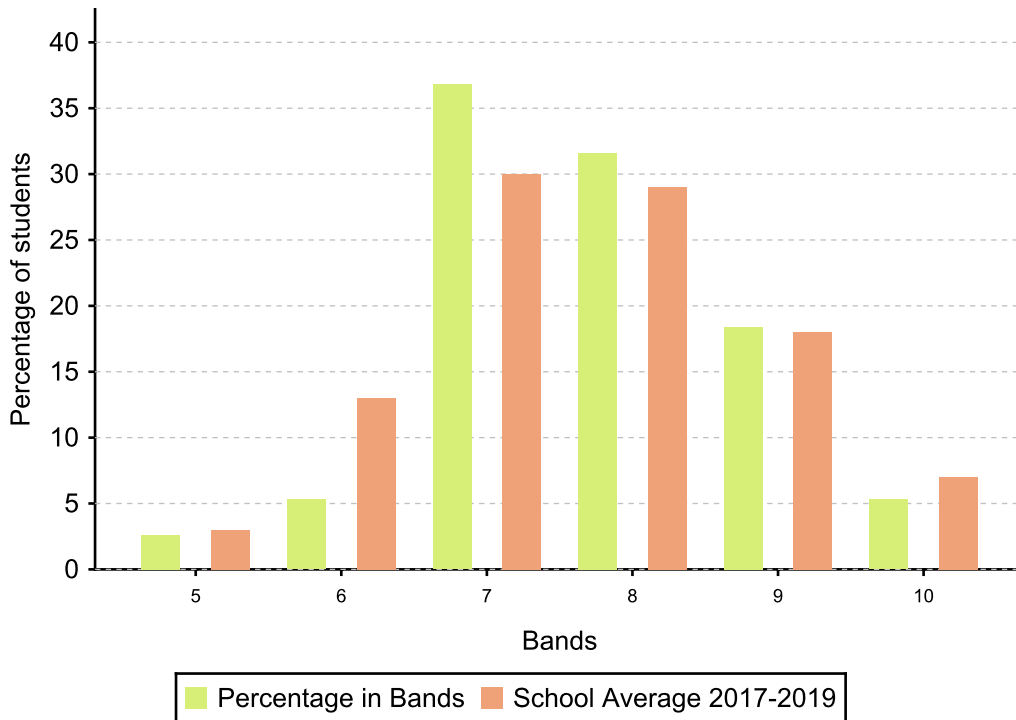
Band	5	6	7	8	9	10
Percentage of students	2.6	5.3	36.8	31.6	18.4	5.3
School avg -2019	3	13	30	29	18	7

Percentage in bands:
Year 9 Writing
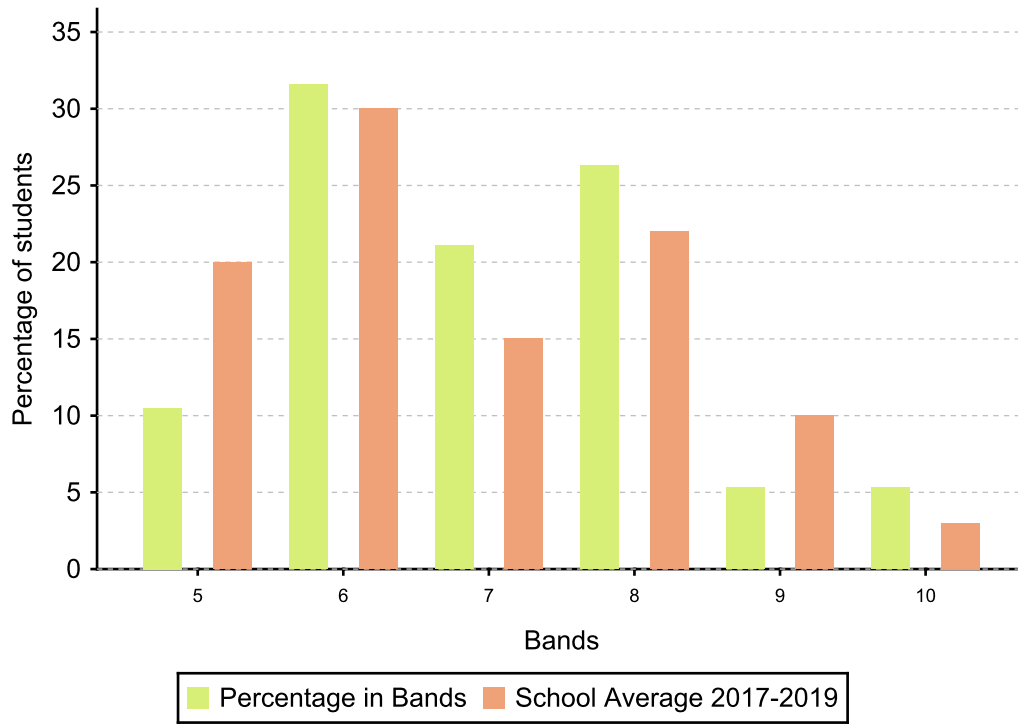
Band	5	6	7	8	9	10
Percentage of students	10.5	31.6	21.1	26.3	5.3	5.3
School avg -2019	20	30	15	22	10	3

Percentage in bands:
Year 7 Numeracy
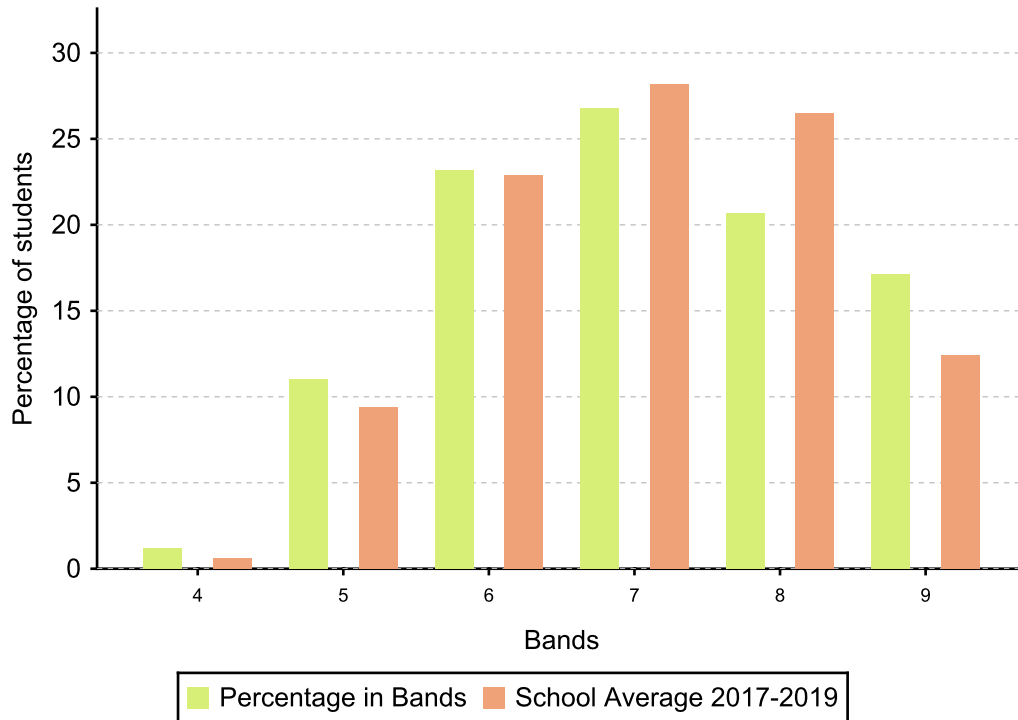
Band	4	5	6	7	8	9
Percentage of students	1.2	11.0	23.2	26.8	20.7	17.1
School avg -2019	0.6	9.4	22.9	28.2	26.5	12.4

Percentage in bands:
Year 9 Numeracy
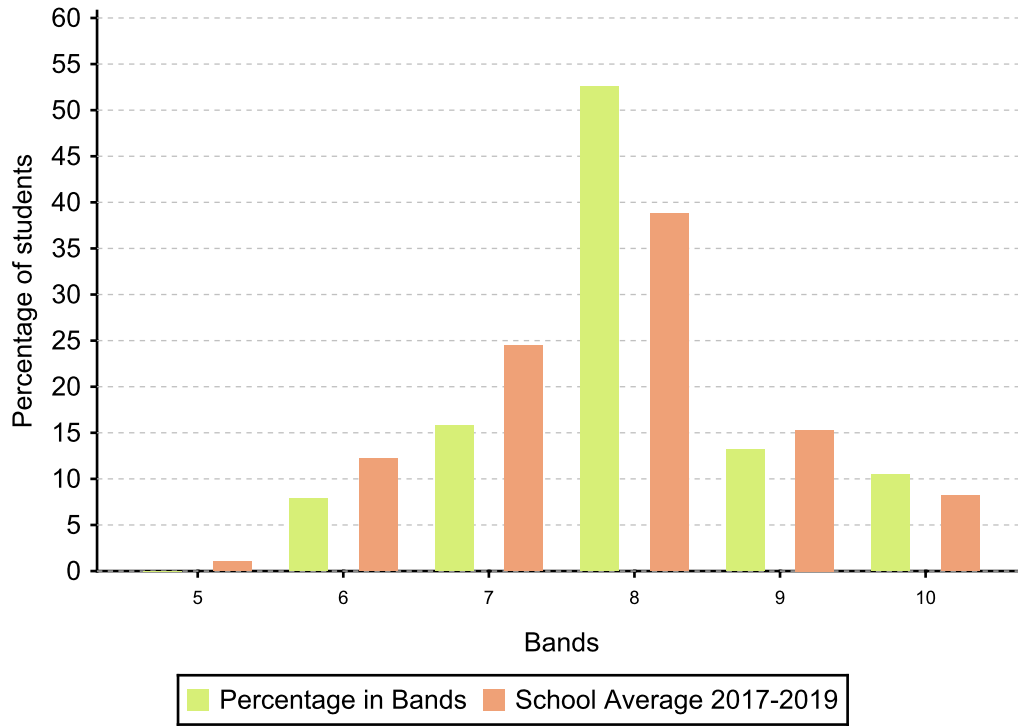
Band	5	6	7	8	9	10
Percentage of students	0.0	7.9	15.8	52.6	13.2	10.5
School avg -2019	1	12.2	24.5	38.8	15.3	8.2

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
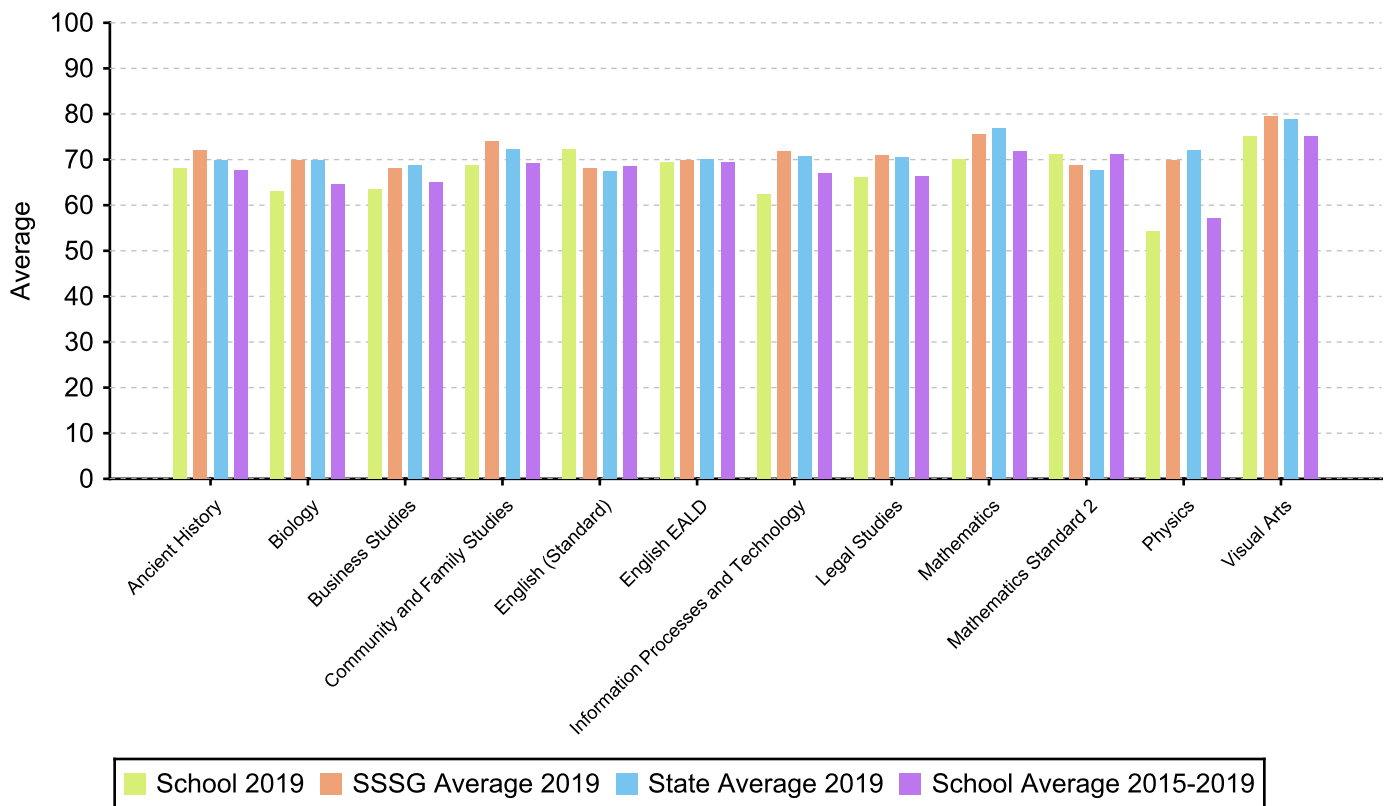
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	68.1	72.0	69.9	67.8
Biology	63.0	69.8	69.9	64.6
Business Studies	63.4	68.2	68.6	65.0
Community and Family Studies	68.7	74.0	72.2	69.1
English (Standard)	72.3	68.2	67.3	68.5
English EALD	69.3	69.8	70.0	69.3
Information Processes and Technology	62.4	71.7	70.8	66.9
Legal Studies	66.1	70.9	70.6	66.3
Mathematics	70.1	75.6	76.9	71.8
Mathematics Standard 2	71.2	68.8	67.7	71.2
Physics	54.3	69.8	72.1	57.1
Visual Arts	75.2	79.4	78.8	75.2

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of students, parents and teachers using the Tell Them from Me (TTFM) surveys. Their responses are outlined below:

A significant number of students in the first survey, above the state norm, valued schooling outcomes, were intellectually engaged and found learning interesting, that there was a positive learning environment and that their teachers had high expectations for their success.

Of the eight drivers of student learning, the teacher survey found Marrickville High rated highly in Leadership, Collaboration, Learning Culture, Data informing practice and Parent Involvement. Teaching strategies, Technology and Inclusive school equalled the state mean.

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 and they felt welcomed in the school. Parents, well above the state norm, felt they were informed, particularly through reports and thought that it was an inclusive school. Very highly rated this year was that parents support learning at home. They also considered that the school supported the learning of their child and supported positive behaviour (at state norm).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.