

# 2020 Annual Report

Marrickville High School



**MARRICKVILLE  
HIGH SCHOOL**

Exceptional Learning Opportunities For All

8540

# Introduction

The Annual Report for 2020 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

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Marrickville High School

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## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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.

#### Overall summary of progress

Literacy and Numeracy initiatives will continue to be the key focus areas in the next school plan.

#### 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)
<b>END GOALS - IMPROVEMENT MEASURES (AFTER 3 YEAR)</b>  1. We achieved an increased number of Band 8 in NAPLAN Reading, Writing and Numeracy.  2. We showed improvement in our HSC results.  3. We achieved an increased number of students showing greater than expected growth in Yr9 NAPLAN Reading and Writing • NAPLAN Writing - Was not accessed due to COVID interruptions, however we believe that writing has improved when reviewing students literacy class work and ALARM has contributed to this improvement.	\$3000 release time

##### 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: • 8NUMB 96% of students showed growth with 83% showing growth of 10% or greater. • 8NUMY 88% of students showed growth with 65% showing growth of 10% or greater. • 8NUMW 90% of students showed growth with 81% showing growth of 10% or greater. • 8NUMG 85% of students showed growth with 54% showing growth of 10% or greater. • NAPLAN Numeracy - Was not accessed due to COVID interruptions. • Year 8 students will continue to have one targeted numeracy lesson a week.	Pre-test/Post-test

## Progress towards achieving improvement measures

### 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)
<p><b>Evaluation</b></p> <p>COVID impacted progress especially on staff professional learning. Staff have an increased understanding and ability to adjust or differentiate the learning of students with disability and Life Skills, however, work needs to be continued to address the needs of all learners.</p> <p>The leadership team and approximately 50% of staff have completed the mandatory "Disability Standards for Education for Education Leaders Part 1 &amp; Part 2" training improving their understanding of legislative requirements.</p> <p>Some teaching and learning programs embed clear differentiation strategies for identified additional learning needs.</p>	

### Next Steps

Differentiation initiatives will continue to be key focus areas in the next school plan.

## 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.
- Increase number of positive behaviour entries in Sentral.
- 3. TFM surveys** indicate student satisfaction is above state average in the following areas:
  - Students who are interested and motivated - (Students are **interested and motivated** in their learning.)
  - Effort** - Students try hard to succeed in their learning.

#### Overall summary of progress

Quality learning environment initiatives will continue to be key focus areas in the next school plan.

#### 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)
<p>The DOE has decided to embed the principles of PBL into a new support behaviour strategy which means that the MHS PBL team will not continue next year in the same form. The team have worked hard to embed the PBL values across the school including the use of a common language, matrix and RESis to encourage respectful, safe and engaged behaviour from students. We have run PBL lessons fortnightly and collected data from Sentral wellbeing. Due to the uncertainty of PBL's future, signage was not created and these funds not spent.</p> <p>Whilst, we cannot declare PBL a complete success it has provided students with a clear understanding of the school's expectations in terms of their behaviour.</p>	<p>Team Input</p> <p>Powerpoints for PBL lessons</p> <p>au.reachout.com</p> <p>www.esafety.gov.au</p> <p>Funds from PBL budget used to purchase prizes (chocolate boxes).</p>

##### 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 (Resources)
<p>Late Term 3 staff and students were surveyed using the key points from "What Works Best", which provided useful data to reflect on the success of the team. Survey results indicated a generally positive use of Effective Feedback strategies. Over 80% of staff indicated they always or often acknowledge student progress or effort. Over 70% reported they highlight areas for improvement and strategies to get there. Over 70% of staff indicated they always or often encouraged students to reflect on their learning and success. A similar proportion said they provided students with</p>	<p>What Works Best survey results - students and staff</p> <p>DoE Learning tool Selector</p>

## Progress towards achieving improvement measures

practice tasks and feedback on drafts to refine their skills and develop efficiency.

54% of students reported that teachers always or often checked for student understanding and a similar percentage reported being provided with clear written and verbal feedback. About 65% pleasingly reported that they receive specific and clear feedback on how students can improve their performance.

These results indicate that a good proportion of teachers are implementing the Effective Feedback strategies developed and shared by the team. Teachers appear to have increased their understanding and use of formative assessment in their teaching practice and programs.

## Next Steps

Positive behaviour initiatives will continue to be key focus areas in the next school plan.



## 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.

#### Overall summary of progress

High impact teacher professional learning initiatives will be key focus areas in the next school plan.

#### 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)
<p>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 2020 Professional Development Plans of Marrickville High School staff were referenced to the APST. Formal Professional learning opportunities were undertaken by all staff but due to COVID-19 most were facilitated via online platforms .</p> <p>Throughout 2020 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 on line professional learning activities to meet both student and teacher needs for remote learning</p>	

##### 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)
<p>Formal mentoring was provided to encourage improved professional knowledge and practice especially for beginning teachers. All staff were on track to participate in a whole school lesson observation program in which all teaching staff were provided with feedback from both a peer/supervisor and</p>	\$3000 release time

### Progress towards achieving improvement measures

an external mentor however COVID-19 impacted progress. Teacher performance was reviewed in accordance to the Australian Teaching Standards.	
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### Next Steps

High impact teacher professional learning initiatives will be key focus areas in the next school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$38,835	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 EAL/D HSC course showed an increase of the average course mark from 69.33 in 2019 to 69.50 in 2020.
<b>Low level adjustment for disability</b>	\$30,121	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/guardians. 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(SLSO). Targeted students participated in the CARE program and 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 due to their developed ability to read and comprehend
<b>Socio-economic background</b>	\$25,866	Socio-economic background funding enabled the school to subscribe to online learning and administration programs that supported and extended student learning and wellbeing. The use of ICT in teaching and learning continues to engage students and has led to continued growth in literacy and numeracy. 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, this resulted in an increased uptake of opportunities and a continued upward trend in enrolments.
<b>Support for beginning teachers</b>	\$28,962	In 2020, Marrickville High School provided both an external and in-school mentor to support our two beginning teachers. The mentors observed lessons, provided feedback and held professional discussions on classroom practice. Support was provided through additional release time to beginning

<b>Support for beginning teachers</b>	\$28,962	teachers for collaborative lesson planning. Beginning teachers accessed specific professional learning, participated as members of school plan teams, as well as participating in externally delivered courses. All beginning teachers were provided with support to begin their accreditation and were on track to complete it within the required timeframe.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	233	244	293	328
Girls	151	159	172	141

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.7	93.7	94.5	93.5
8	93.3	92.9	91.5	89.9
9	94.6	92	91	89.7
10	89.4	93.8	93.3	87.9
11	93.6	90.9	89.2	90.3
12	91.9	92.6	90.2	87.9
All Years	92.6	92.7	92.1	90.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	0	6
TAFE entry	2	0	28
University Entry	0	0	50
Other	0	4	3
Unknown	0	0	13

## Year 12 students undertaking vocational or trade training

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2.44% of Year 12 students at Marrickville High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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51.4% of all Year 12 students at Marrickville High School expected to complete Year 12 in 2020 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)	7
Classroom Teacher(s)	30.7
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	2
School Administration and Support Staff	16.28
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	3,041,302
<b>Revenue</b>	9,805,408
Appropriation	9,347,645
Sale of Goods and Services	44,126
Grants and contributions	152,857
Investment income	5,420
Other revenue	255,359
<b>Expenses</b>	-9,754,871
Employee related	-8,727,087
Operating expenses	-1,027,784
<b>Surplus / deficit for the year</b>	50,536
<b>Closing Balance</b>	3,091,839

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	43,646
<b>Equity Total</b>	425,544
Equity - Aboriginal	13,508
Equity - Socio-economic	80,558
Equity - Language	235,727
Equity - Disability	95,752
<b>Base Total</b>	6,069,064
Base - Per Capita	127,703
Base - Location	0
Base - Other	5,941,361
<b>Other Total</b>	2,372,170
<b>Grand Total</b>	8,910,423

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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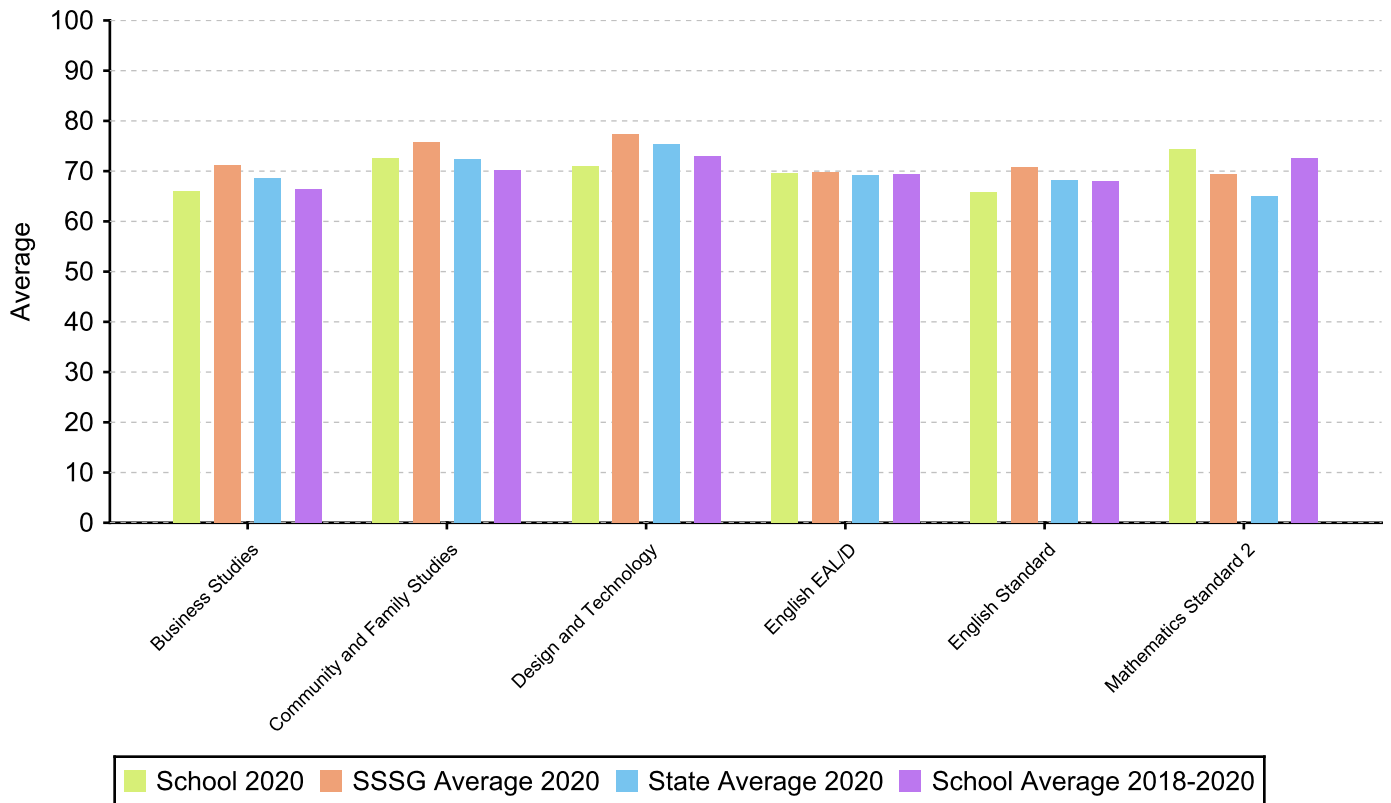
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020	SSSG	State	School Average 2018-2020
Business Studies	66.0	71.2	68.6	66.3
Community and Family Studies	72.5	75.7	72.4	70.1
Design and Technology	70.9	77.4	75.4	72.9
English EAL/D	69.5	69.8	69.3	69.4
English Standard	65.8	70.8	68.1	68.0
Mathematics Standard 2	74.3	69.4	64.9	72.6

## Parent/caregiver, student, teacher satisfaction

In 2020, the Tell Them from Me (TTFM) surveys were not used due to COVID-19 interruption's. However we came make general comments from student feedback surveys and online P&C meetings feedback:

- A significant number of students were intellectually engaged and found online learning interesting, there was a positive online learning environment and teachers continued to had high expectations for their success.
- P&C online meetings provided positive feedback in relation to how the school supported their childs learning online . School teachers provided a safe and inclusive online environment.
- Teachers commented that although COVID-19 impacted heavily on their teaching methodology and strategies, they were well supported by the school and the Department of Education making the transition to online learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.