

# Marsden High School

## Annual Report



2018



8225

# Introduction

The Annual Report for 2018 is provided to the community of Marsden 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

Marsden High School  
22a Winbourne St  
West Ryde, 2114  
[www.marsden-h.schools.nsw.edu.au](http://www.marsden-h.schools.nsw.edu.au)  
[marsden-h.school@det.nsw.edu.au](mailto:marsden-h.school@det.nsw.edu.au)  
9874 6544

## Message from the Principal

The 2018 Annual Report is provided as an account of the school's operations and achievements throughout the year. It details progress the school made in improving student learning outcomes and opportunities, teacher capacity and community engagement with school operations. 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.

Marsden in 2018 proved to be an outstanding school and our achievements were based upon an emphasis on three key areas:

- wellbeing,
- the provision of opportunity through increased academic, creative and performing, sporting or personal supports,
- developing successful learners through an emphasis upon teaching and learning.

Our 2018 enrolment of 780 local and international students showed an overall growth of 100 students. Marsden High School prides ourselves on being a happy and safe school with a strong wellbeing emphasis embedded in a positive psychology and solutions focused 'Positive Behaviour for Learning (PB4L)' framework. The school PB4L team were trained in the implementation of the strategy and this culminated in the Making Choices framework. The STYMIE initiative was continued into 2018 by the team with increased success reflected in the usage of the notification strategy. The school employed a substantive Head Teacher Learning Support and Wellbeing in 2018 which saw increased improvement in systems operating within the school, especially in regards to learning and support. All student plans were reviewed and targeted interventions were improved. Professional Learning around supporting students with trauma was introduced for staff as well as supporting students with diagnosed disabilities. This whole school emphasis will continue into 2019.

The HSC results for 2018 showed an increased number of students achieving Band 6. There was also an increase in the number of students achieving Band 5 results, though Band 4 slipped when compared to the previous year. The improved high end results and over all pleasing maintenance of school improvement in terms of HSC performance, where we rose to being 201st in the state, was contributed to by the employment of a senior student tutor teacher. This determination came from school based Year 12 student survey data; the teacher was school funded and worked with Year 12 and 11 students throughout the school day in the library.

2018 saw a continuation of our expert staff providing well developed opportunities as seen through students participating in various opportunities:

- Robotics clubs
- School musical
- Debating and public speaking
- Mock Trial
- STEM
- Dance ensembles and School Spectacular
- School band
- Drama Night

- Music, Art, Drama, Dance showcase evening (MADD Night)
- Science club
- Enrichment opportunities such as the ICAS and Pinnacle challenge days
- Leadership and mentoring opportunities such as Duke of Edinburgh, PCYC, Conviction group, RAISE and Johnson and Johnson mentoring
- Sporting opportunities
- Australian Business Week
- Marsfest

Improving the learning and wellbeing outcomes of Aboriginal students was a key focus throughout 2018. The school was provided with substantial support from the Executive Director for Sydney North and West which saw the employment of an extra Aboriginal prioritised position of Deputy Principal. This position was focussed upon improving attendance, learning and wellbeing outcomes and was sustained for two school terms. Since 2017, the efforts of the previous Aboriginal Education Officer had been focussed upon an Aboriginal Learning Centre which resulted in the establishment and launching of the Wallamattagal Learning Centre in Semester 2 2018. In Term 4 the school employed an Aboriginal Community Liaison Officer to follow up on the initiatives established.

Our fifty five new arrival refugees students were represented in school based learning data as requiring extra support. A team was formed, guided by the Head Teacher Learning Support and Wellbeing and including the careers adviser, the Principal and two SLSO's with fluent Arabic and Dari/ Farsi between them. A mobile phone was purchased where all student/ parent contact details was included which resulted in immediate improvement in communication between home and school as message in the home language were sent. Additionally the two SLSO's worked with teaching staff supporting students in homework club Monday and Thursday afternoons in our library.

Our IEC catered for an additional 90 students and delivered a specialised intensive English program allowing for a significantly personalised learning program for each student. It adapted the Chromebook approach successfully in regards to engaging students and enjoyed strong feedback in both qualitative and quantitative data.

The school enjoys wonderful support from its active P&C who provided funding for Maths and Literacy programs, Chromebooks for disadvantaged students, funding for our wellbeing programs. Our parents are proud of our school and engage in supporting the wide range of opportunities on offer.

# School background

## School vision statement

Marsden High School is a collaborative, inclusive and consistent professional learning community, supporting a quality teaching and learning environment. We provide student pathways to develop resilient and motivated learners, allowing students to maximise their potential now and in the future. We are working to ensure every student is known, valued and cared for. Positive, respectful relationships are promoted through the shared engagement of staff, students, parents and the broader school community to prepare our young people for a rapidly changing world.

## School context

Marsden High School is a comprehensive school providing quality educational opportunities for students from our local community, including a significant number of international students from a range of countries. Our learning community is inclusive and is made up of a diverse range of learners, including academically gifted and students requiring learning support. We are well supported by our community especially in regards the provision of broad ranging learning opportunities focussing on a well-rounded education. We foster high standards and have high expectations that every student will succeed in their learning.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The body of evidence presented by Marsden High School was categorised under six evidence sets:

1. Student Learning and Growth
2. Student Life Transitions
3. Community Partnerships
4. Future Focus
5. Building Best Practice
6. Wellbeing

These evidence sets were used by the school to assess itself against the three School Excellence Framework's (SEF) domains of Learning, Teaching and Leading.

## LEARNING DOMAIN

Our Learning Culture evidence throughout the datasets attached demonstrates we are sustaining and growing. Throughout the datasets we provided evidence on our transition programs and a culture of high expectations where strong partnerships with parents support clear improvement aims and planning for learning. A focus upon attendance saw school systems engage positively with our learning and support procedures to improve regular attendance for students.

The Wellbeing evidence indicates we are sustaining and growing overall. Our behaviour systems indicate our wellbeing approach focuses upon creating an effective environment for learning. The key area we fell a little short on was the behaviour expectations being co-developed with students; that's an area for focus upon in the future. The evidence outlines that Marsden collects, analyses and uses data to monitor and refine a whole school approach. Our programs are well developed and evidence based and centred on our behaviour expectations. Our mentoring and intervention programs are broken down into three categories—those which are catering for all, some and few.

Marsden is working at delivering level for Curriculum. There are some outstanding differentiation work happening and teaching and learning programs reflect what students are expected to know, understand and do. Overall there was a shortfall in consistently ensuring Curriculum focused upon more evidence based practice and was consistently meeting the needs of all students. Evidence available on teaching and learning practices lack consistency of clear feedback. One



area Marsden felt it does well was providing extra-curriculum programs and activities in a range of curriculum areas such as Music, Dance, Art, STEM, Robotics, academic extension via our Pinnacle program and Sport.

Marsden is delivering overall in the Assessment element. Evidence indicates our teachers use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet needs of students. Students know when and why assessment is undertaken and assessment criteria is shared with students. Future directions at Marsden will require consistency and thereby provide evidence of clear and relevant feedback on learning, assessment being used as a daily part of classroom instruction. This feedback would inform the next focus of teaching programs. Greater use of summative data will provide evidence identifying student learning and validate formative assessment practices.

Reporting is functioning at a delivering level overall. Some aspects Marsden demonstrates explicit practices in collecting and analysing specific student and school performance data on a regular basis. Individual programs such as Individual Learning Plans and the Principal's Improvement Program support the school to personalise information about progress and achievement. The school reporting system, whilst meeting DoE requirements falls short of personalising student learning progress and previewing plans for meeting future learning goals. Our School Reports meet requirements although are not written with our parents in mind, nor is there regular engagement to improve understanding of learning and the school has not sort feedback in the past two years to rectify this These are all areas Marsden will be addressing.

Delivering is where the school places itself in the Student Performance Measures element. The school's value add trend is positive and student growth is clearly improving. We have limited ourselves in using internal and external assessments such as NAPLAN and HSC to assess student progress and achievement against syllabus outcomes. As a result our data doesn't show student progress and achievement on external measures is consistent with progress and achievement on internal assessments. A current emphasis we are only beginning to implement, as seen by our focus upon new arrival refugees, LBOTE students and Aboriginal students, is the progress and achievements of equity groups will match that of all students.

## **TEACHING DOMAIN**

Marsden has identified itself as delivering on Effective Classroom Practice based upon our evidence. Our lesson planning is functioning at a delivering level as there is a need for teaching staff to collaborate across the school to share curriculum. With the relocation of the school to a new future focused building and the subsequent need to shift pedagogical delivery, there is a strong amount of planning going ahead to rectify this lack of cross curriculum cooperation. There is an emphasis upon explicit teaching though building evidence of a consistent practice of questioning and assessing to identify learning needs and to explain and break down knowledge has been a short coming. There has been a professional learning emphasis upon providing feedback though more is needed to ensure this is a consistent practice across the school. Class management is area the school is developing strength in; since the implementation of PB4L in 2016 the adoption of school systems has seen improvement in class-room management.

Our school is delivering in the area of Data Skills and Use. Usage of data to improve practice is inconsistent across the school. Whilst it is used in planning, there are only limited whole school examples of staff and the community reflecting on student progress and achievement. Whilst some teachers contribute to gathering and analysing data, this practice lacks whole school consistency and more emphasis on professional learning in data concepts, analysis and use of student assessment data and related tools are needed.

Professional standards are an area of future focus for the school as presently we are delivering only. Whilst PDPs are supported by a while school approach, there needs to be more emphasis upon research informed practice. The school facilitates professional learning which builds teachers understanding of effective strategies of teaching literacy and numeracy there is a lack of proficiency across the board. The school monitors accreditation and supports teachers in meeting their professional goals in their PDP's and maintenance. The focus for the future is to support more holistically across the school teachers nominating for Highly Accomplished or Lead teacher professional standards.

Marsden is delivering in the area of Learning and Development. A range of meeting forums are used to review the curriculum and revise teaching practices and learning programs to meet the needs of learners. There is evidence of teachers engaging in professional discussion and practice to improve practice, though it is not consistent across the whole staff. As a school we have an emphasis upon Coaching and mentoring at present which sees executive staff participating in formal coaching. The next step is to extend this to all staff. Teachers at Marsden actively evaluate, share and discuss learning from targeted professional development with other staff to improve overall practice. The development of professional learning communities is being planned for 2019 with a peer teaching model being prepared for implementation.

## **LEADING DOMAIN**

Educational Leadership is an element where Marsden has a good focus. As a school we are sustaining and growing. Professional learning is targeted to developing effective instructional leadership and whole school improvement is seeing a strong pipeline of leaders emerge. This is particularly the case in future focused learning and the renewed emphasis

upon PB4L within the school as well as with the Marsden Intensive English Centre. High Expectations is an area of focus within the school though more streamlined processes are required to collaboratively review teaching practices and challenge and address under performance. The school has a strong relationship with the community and we are utilising the phone, P&C meetings, Facebook and other social media, our School Enews App, email, newsletters and website effectively to ensure clear communication of events and student successes, raise and respond to concerns and receive and offer feedback.

Our School Planning, Implementation and Reporting is an area we are making headway as we address the priorities of improving our systems which is a core aspect of the 2018–2020 plan. It's an area we are delivering in and are heading towards sustaining and growing. Our leadership team is managing change, especially in regards to implementing PB4L consistency across the school and targeting the teaching and leading in readiness for a future focused project based learning environment shift to Meadowbank Educational Precinct. The key areas we are looking to improve upon is the systematically and regular monitoring of the plan and to ensure the Annual Report details the alignment of resource, professional learning and monitoring of student data in correlation to the plans strategic priorities.

The application of effective resourcing is an area Marsden is achieving good results in, subsequently we determine we are sustaining and growing in the School Resources element. We are shifting non educational tasks to non teaching staff such as school promotion, facility management, collation and production of subject selection and student handbooks. The only areas we are yet to make headway in are school daily organisation in regards staffing and playground duty rosters. Our facilities, despite a recent fire in August 2017 which affected 14 teaching and learning spaces, have been updated to be used flexibly such as the library, targeted classrooms and the CAPA space. Technology is an area of strength as we have focussed upon imbedding laptop learning as a tool into all teaching and learning programs and our SAM has investigated best practice in regards utilising technology to improve administration practices. Increased revenue from the use of our school facilities by the local community has allowed the school to increase its resourcing and capacity to offer Maths Pathways and STEM programs . In regards to staff deployment we are moving towards excelling, with the focus upon senior student teacher tutor, additional of Stage 4 and 5 Secondary Studies Head Teachers, an additional Technology manager, two part time Business Managers and an Aboriginal Community Liaison we are creating a culture of shared accountability to achieve organisational best practice.

Overall our Management Practices and Processes are at Delivering level. Our administrative practices and systems are effectively supporting school operations as we are making informed choices about best practice and ensuring cost effectiveness is monitored. Our customer service base is positive and our processes in service delivery are streamlined and flexible which leads to improved parent engagement and satisfaction. We are starting to engage in more consultative decision making, providing greater community satisfaction.

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.

## Strategic Direction 1

Quality systems, relationships and connections.

### Purpose

To provide the structures and supports to empower students in setting goals for success and taking responsibility for their ongoing learning. Students will be self-directed and resilient members of the community.

### Overall summary of progress

In 2018 the aim was to provide the structures and supports to empower students in setting goals for success and taking responsibility for their ongoing learning. Students will be self-directed and resilient members of the community.

Student wellbeing continued to be a major focus for improvement in 2018. Catering for the needs of all students by enhancing the capabilities of the Learning Support team, providing a dedicated learning space and employing more tutors ensured students with disabilities could have individualised learning plans. Programs which focused on building of self-esteem and helping students develop resiliency by making connections with the wider community the Rock and Water program, RAISE mentoring, PCYC, Conviction (Boys Mentoring Program) and Creating Chances were run through the year. Their success was measured by the willingness of students to participate and their feedback to staff.

Our ATSI students continued to be mentored and supported by our Aboriginal Education Officer, Aboriginal Deputy Principal and the establishment of the Wallumattagal Learning Centre who worked with their parents and our staff to create Personal Learning Pathways. A focus on improved attendance was met with limited success. ATSI students who were in mainstream classes developed a renewed interest in their own culture. In 2019 we will continue to develop the Wallumattagal Learning Centre in providing both wellbeing and educational programs for our ATSI students.

The Learning Support team continued to be integral in helping students with learning difficulties by working with students individually, expanding the use of Quiksmart and Numeracy programs, making adjustments to assignments and keeping in close contact with parents. As part of the transition to high school, the learning support team regularly visited our feeder primary schools. The implementation of a Head Teacher Wellbeing and Learning Support led to further improvements in structures and processes. In 2019 the Learning and Support team will continue to support staff and students.

Employment of a senior tutor, whose primary focus was helping senior students complete assignments, give feedback and teach them study skills, resulted in fewer students receiving N warnings for non-completion of assignments. His location the Library also meant that students had access to him at all times. The Principal's Improvement program continues to put in place structures for those students having difficulty with coping with senior studies.

Student, parent and staff involvement in a number of school wide projects also increased. For a second year, there was a school musical. Working collaboratively, resiliency, commitment, improved communication skills and involvement of parents and staff were some of the many life skills resulting from such a project.

Our Dance students, after auditioning a number of times, were successful in being part of the School Spectacular. In 2018, the first group of dancers will sit for their HSC in Dance. We now have a number of different dance troupes from across Years 7–12. The conversion of the common room into a creative arts space meant that our dance students had their dedicated space.

Other extra-curricular programs included Australian Business Week, Mock Trial, Debating, Public Speaking, Premiers Sporting Challenge, Environment Club and the Science Club. All of which gave our students wonderful opportunities to develop their communication and leadership skills by widening their horizons. These experiences can also help our students to make more informed choices about subject choices in the senior years.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase from 69% to 85% of Higher School Certificate (HSC) students demonstrating expected growth in Literacy and Numeracy.	AGIV	\$12 492.00
	Mock Trial	\$266.00
	Premiers reading Challenge	\$2344.00
Increase from 78% to 90% the		

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>proportion of students that value schooling outcomes as measured by Tell Them From Me (TTFM) data from 2017 baseline.</p> <p>Increase from 3.3% to 18% the proportion of Year 9 students achieving in the top two NAPLAN bands in writing.</p>	Learning and Support	\$23 814.00
	Aboriginal Education	\$220 745.00
	Robotics	\$7 791.00
	Science Club	\$765.00
	STEM	\$4632.00
	Online Safety Program – STIMIE	\$3315.00
		\$3559.00
	Debating	\$1993.00
	Duke of Ed Program	\$46 455.00
	Literacy Co-ordinator	\$318 544.00
	Additional Deputy Principal x2	\$83 290.00
	School to Work Program	\$102 259.00
	Additional Teacher – Senior Studies	\$17 942.00
	Flexible Wellbeing Funds	
	Integration Funding	

## Next Steps

Marsden reviewed the school plan with staff, the Executive and P & C, identifying areas requiring additional support to further improve our student engagement, wellbeing and learning achievement targets. Our financial situation and budget indicate that we have the funds to be able to put in place a number of support initiatives, to focus on leadership roles that support staff and students.

In the area of Strong student engagement and High Achievement we are adding:

- Employment of a Head teacher Wellbeing, Head Teacher Stage 4 and Head Teacher Stage 5.
- Continued Professional Development to support the implementation of BYOD into Year 7.
- Introduction of BYOD into Years 7, 8 & 9.
- Re-establish an Aboriginal Education team within the school to support Aboriginal students and the implementation of Aboriginal Education policy and the Wallumattagal Learning Centre.
- Continued employment of senior tutor to support student
- Increase the number of Learning Support and ESL personnel.
- Development of structures and processes to support teaching, learning and wellbeing.



## Strategic Direction 2

Quality teaching and learning environment.

### Purpose

To ensure innovative teaching practices whereby teachers demonstrate personal responsibility in a collegial environment for refining their teaching pedagogy in order to improve student learning.

### Overall summary of progress

The first executive conference focussed upon school systems and setting up structures for improved communication. In addition to this was a focus upon understanding trauma and classroom management. The ombudsman's report was evaluated and professional learning focussed upon improving whole school understanding of behaviour management. Instructional leadership was a focus for the executive during 2018. All executive from the school present in Term 2 were trained in growth coaching and this was further reinforced as part of the executive meeting agendas each meeting. The capacity of individual leaders was strengthened via through the process of evaluating and planning for improvement in a GROWTH framework.

Throughout the year school developed professional learning placed an emphasis upon teachers knowing their students and how they learn.

Staff Development Day Term 3 had a focus on improving teacher knowledge of their subject and how to teach it; as a member of the North Sydney Education Community schools member schools broke into faculty groups. The evaluation provided strong evidence on collegiality in developing resources and focusing upon best practice.

In Term 3 the announcement of Marsden High School's relocation to the Meadowbank site was made, so the executive has looked at the structure of the school to get ready for this exciting challenge.

We re-configured the Head Teacher Teaching and Learning position, filled it temporarily until the substantive position was advertised in November, and added a Head Teacher Stage 4 for Term 3 and a Head Teacher Stage 5 for Term 4 to provide the school with extra flexibility to support the systems and structures in years 7 and 8 and years 9 and 10. In addition to this we employed a Numeracy teacher and a Literacy teacher from Term 3 2018 with the focus upon the basic skills. The outcomes we realised in 2018 alone from these positions were:

1. more targeted learning and wellbeing interventions which would lead to the development of resourceful, optimistic young people trying to cope in an era of burgeoning mental health afflictions.
2. well developed and planned professional learning for staff which supports them in their career progression and on a daily basis. Professional opportunities which make them a better teacher who builds relationships and caters effectively for the students in front of them.
3. structures that allow horizontal lens to be applied to years groups at head teacher level so attendance, behaviour and wellbeing concerns can be identified and resolved quickly and effectively.
4. literacy and numeracy gained a focus supported by the extra teachers in setting up structures and best practice approaches across the school.

The emphasis upon students leaving school with skills in the areas of being creative, communicative, critical thinking and collaborative saw Marsden link up with Kurri Kurri High School as a professional critical friend. A working team was created who spent a day observing Kurri Kurri and then, along with Head Teachers from the core subjects of English, Mathematics, Science and HSIE attended the conference organised by that school in Newcastle in the first week of Term 4. These two events allowed the executive to make decisions around developing a plan for the future to ensure the school made the most of the opportunity of being relocated to a brand new school with Future Focussed facilities.

Our BYOD/ Chromebook program continued via the operating of a Google classroom platform. Ongoing teacher professional learning and further purchasing of school devices continued to support the embedding of this approach across the school. In November 2018, Marsden High School successfully navigated an External Validation where we detailed our capacity to deliver high quality and rigorous programs to our students.

In 2018 the school invested a significant amount of money into the professional learning behind implementation of Maths Pathways with the aim to build the capacity of all students in Mathematics especially those identified as very weak in numeracy. It is a highly specialised, individualised and very expensive program and was introduced to try to make a

difference to students enjoying mathematics. Maths Pathways was a very successful intervention, where students did improve in their confidence and capacity in Mathematics. Due to an intended focus upon STEM in Year 7 collaborative hubs 2019, we have evaluated the capability of Pathways to be applied in this framework and are moving to a differentiated approach.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 36% to 50% staff participation in voluntary Professional Learning activities utilising collaborative systems and feedback to sustain quality teaching practice as measured by 2017 Professional Learning data.	Professional Learning	\$73 197.00
Increase from 32% to 42% the proportion of students feeling highly challenged and confident of their skills as measured by TTFM 2017 baseline.	Additional	\$87 207.00

### Next Steps

The key processes are planned to be developed to the next level in 2019. All Faculty Head Teachers will have a significant reduction in their face to face teaching to build their capacity in supporting their teachers develop their pedagogy. Improved targeting of PB4L and consistency will support the plan. This emphasis upon instructional leadership will be supported by the continued emphasis upon coaching as well as focussing leadership and planning for change management in preparation for the relocation. Instructional Rounds will be a focus to provide evaluative data around the effectiveness.

The second process to be continued will be the continued importance of effective classroom practice. The relationship with educational changemakers, Quality Teaching Advisers and Specialist Support Unit is planned to continue into 2019. A special focus will be upon teacher wellbeing. It is planned to launch the project based learning focus upon collaborative learning hubs in term 3 so pedagogy will be a strong aspect of professional learning. A school emphasis on literacy especially writing and reading to build upon the growth established in 2018. Wellbeing especially in the form of effectively implemented classroom management and positive reinforcement in a growth mindset environment is the crucial next step from our focus upon differentiation, adjustments and modifications for targeted students.

The third process is implement a whole school integrated approach to Formative Assessment and Feedback for which is it is planned to implement professional learning and establish working groups on what assessment looks, feels and sounds like for the future.

## Strategic Direction 3

Quality partnerships.

### Purpose

To build relationships and increase community participation to ensure opportunities, pathways and support for students and staff.

### Overall summary of progress

Pre-existing relationships with our feeder primary schools were strengthened by meeting with their P & Cs and advocating Marsden as the school of choice. Inviting primary students to sports Gala days over Terms 1 & 4 were part of our transition program. A Transition team was created to coordinate the development of connections with our feeder primary schools.

Links with tertiary institutions gave our students the opportunities to meet with mentors and widen their horizons about their futures. Listening to TAFE speakers as well as meeting and working with university students from Dunmore College at Macquarie University were two examples of our community participation.

Due to the hard work of our Aboriginal Education Officer, our Aboriginal students completed a cultural artwork and it was presented to the whole school at a special ceremony thus raising the profile of aboriginal heritage.

The P & C had set up a Robotics subcommittee in 2016 and they continued their hard work in 2017. They held numerous BBQs at Bunnings thus raising funds for the Robotics club.

RAISE mentoring continued with students in years 7–9. Australian Business Week involved all of year 10 students who set up theoretical coffee shops. This activity continued to enhance the team-building and leadership skills of our students.

The Battle of the Primary Schools, a dance competition organised by our staff for primary schools, has become more prominent within the community and the participation of primary schools from North Sydney was unprecedented.

Our communication methods continued to be refined and monitored. Our newsletter was reformatted and Facebook as well as Twitter was utilised more frequently to communicate with parents and students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase from 30% to 60% of students living within the designated drawing area who choose to attend Marsden High School.	Student Assistance	\$11 362.00
	Aboriginal Education	\$216 776.00
	Transition	\$16 289.00
Increase from 5.56% to 25% the proportion of Aboriginal students achieving in the top two bands for NAPLAN Reading and Numeracy.	Local Decision making	\$14 915.00
	Disability Funding	\$ 5814.00

### Next Steps

Marsden reviewed the school plan with staff, the Executive and P & C to identify areas requiring additional support to further improve our student engagement, wellbeing and learning achievement targets. Our financial situation and budget indicate we have the funds to be able to put in place a number of support initiatives such as focusing on leadership roles that would support staff and students. This includes the plan to employ two non substantive Deputy Principals to strengthen the emphasis upon ensuring our school systems and structures follow best practice in wellbeing, leaning support and effective teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12804.00	Aboriginal Education Deputy Principal and Aboriginal Education Officer emphasised the importance of culture by organising activities which raised the profile of Aboriginal culture and built connections. ATSI students also participated in Creating Chances and PCYC mentoring.
<b>English language proficiency</b>	\$533 112.00	<p>The school employed ESL teachers to support the needs of large numbers of ESL students entering Year 10 and the senior school. They support English language acquisition by teaching a Year 10 EAL/D, senior EAL/D classes.</p> <p>SET program continued to facilitate the transition between the IEC and high school.</p> <p>International Student Coordinator continued to oversee the wellbeing of International Students, organised a camp which emphasised study skills.</p> <p>Continued counselling from IEC counsellor, provided continuity and familiar support</p>
<b>Low level adjustment for disability</b>	\$221 292	<p>Marsden continued to be in serviced on best practice for supporting students on the NCCD register. Employed to increase support for students and staff includes.</p> <ul style="list-style-type: none"> <li>• Head Teacher Wellbeing</li> <li>• 3 Learning and Support Teachers.</li> <li>• 7 SLSO's</li> <li>• Casual relief to support students</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	NA	NA
<b>Socio-economic background</b>	\$145 645.00	<p>Students requiring extra tutoring were able to receive it. Continued employment of tutor whose main focus was working with students in Years 11 &amp; 12.</p> <p>RAISE mentoring continued with students in Years 8 &amp; 9</p> <p>Extra support offered by allocating funds to student assistance. Scholarships made available to students in Years 7 –12 who may suffer from economic disadvantage, thus enabling them to participate more fully in the implementation of BYOD.</p>
<b>Support for beginning teachers</b>	\$136 539.00	<p>Mentor Teacher to provide support</p> <p>Head Teacher Teaching and Learning employed.</p> <p>Period allocation.</p> <p>Targeted Professional Learning.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$6332.00	International Student Coordinator worked with International students to help them assimilate into high school.

<b>Targeted student support for refugees and new arrivals</b>	\$6332.00	<p>Counsellor from IEC worked closely with new arrivals. SLSOs from different nationalities work closely with students and their families to assist their transition into high school.</p> <p>Tutors for refugees and student assistance.</p> <p>SLSO Support for students</p>
---	-----------	--



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	421	446	494	542
Girls	303	307	306	318

Enrolment numbers continue to improve.

### Student attendance profile

School				
Year	2015	2016	2017	2018
6				100
7	93.4	93.7	94.1	94.7
8	94.2	91	92.4	91.6
9	90.9	94.6	88.8	89.8
10	90.5	89.9	89.7	89.4
11	94	92.8	89.4	87.3
12	93.6	95.7	93.3	91.8
All Years	92.7	92.7	91.2	90.7
State DoE				
Year	2015	2016	2017	2018
6				92.5
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	89.2

### Management of non-attendance

Our attendance data is above state average for all years. We acknowledge the importance of the link between attendance and achievement, we shall continue to aim for improved attendance rates across all years.

The school has an automatic referral system to parents once roll call has been completed. This system sends a SMS message to parents or carers if their child is not at school. Their reply is logged onto the system and if there is a discrepancy, it is followed up immediately. In

addition the school's attendance procedures include the following process.

### Year Adviser

- values good attendance above 93% with a rewards system
- discusses lateness and/or absences with the students. and records on sentral
- supports students who return from a long absence.
- Reports at Wellbeing and Learning & Support meeting

### Stage Head Teacher

- monitors school attendance including monitoring and processing daily absence information
- refers late students to the AM (Attendance Matters) program
- contacts home regarding more than 2 day absences or absences that have dropped below 93% – Phone Intervention Program and records on sentral
- school Attendance Concern letter sent home
- MRG completed – reported at Wellbeing and Learning & Support meeting – Case management and school intervention programs implemented
- referral to DP who has regular meeting with the Home School Liaison Officer.– HSLO application and support including Attendance Improvement Plan with HSLO

Tracking attendance during the day is by Period by Period marking which is completed by every teacher. Truancy is monitored by the Faculty Head Teacher.

### Faculty Head Teacher

- monitors subject attendance including discussion with class teacher.
- class teacher discusses truancy with the student and contacts parent
- continued truancy Faculty HT follows N Award Process for Years 10 –12 and Faculty letter of concern for Years 7 – 9.
- referral to DP for Principal Improvement Program or referral to Wellbeing and Learning & Support for further support
- parent meeting organised

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	2	6
Employment	1	2	11
TAFE entry	2	1	6
University Entry	0	0	62
Other	0	2	5
Unknown	1	3	9

## Careers Annual School Report 2018

During 2018 Marsden had the following links and engagement with the community through the Careers department:

- \* TAFE and Master Builders Association guest speakers
- \* Raise mentoring excursion for Year 11 students to Baker and Mackenzie Law Firm
- \* Bridge to Employment Program for Year 9 students in association with Rise N Shine and Johnson and Johnson.
- \* Dreaming Big Program for Year 10 students in association with United Way.
- \* NRL School to Work Program for Aboriginal students
- \* Future You Conference for Year 10 students

## Year 12 students undertaking vocational or trade training

**Year 12 students undertaking vocational or trade training:** Marsden High School continues to have a large number of undertaking VET training or Trade training. In 2018 there were 30% of students doing VET and Trade courses.

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

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

100% of students undertaking VET or Trade training were successful.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	38.3
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	4.8
School Counsellor	2
School Administration and Support Staff	15.18
Other Positions	12.2

\*Full Time Equivalent

This includes:

Three extra Learning and Support Teachers (including senior student tutor teacher)

One Aboriginal Community Liaison Officer

Two additional Deputy Principals

Changing Head Teacher Administration to Head Teacher CAPA and employing a permanent person

Changing Head Teacher Teaching and Learning to Head teacher Learning Support and Wellbeing and employing a permanent person

Employing additional school funded Head Teacher Stage 4 in Term 3 and Head Teacher Stage 5 in Term 4.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

## Professional learning and teacher accreditation

There continued to be an improvement in the number of staff who attended professional development courses. There was a continued focus on the implementation of technology in the classroom to support the introduction of BYOD for Year. 7 and 8. Other areas studied were Classroom Management, Curriculum as well as Dealing with students with Disabilities, students from a refugee background and student wellbeing. There was a particular focus also on Professional Learning on Project Based Learning. A number of our staff are in the process of achieving accreditation

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,707,749
<b>Revenue</b>	11,475,306
Appropriation	10,065,492
Sale of Goods and Services	109,340
Grants and Contributions	905,165
Gain and Loss	0
Other Revenue	383,163
Investment Income	12,147
<b>Expenses</b>	-11,899,399
Recurrent Expenses	-11,899,399
Employee Related	-10,646,021
Operating Expenses	-1,253,379
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-424,093
<b>Balance Carried Forward</b>	2,283,656

Marsden employs a Business Manager 5 days a week to oversee whole school structures in regards policy application and in 2018 worked on the Validation report submitted by the school. Additional SAO staffing was organised to ensure capital assets, procurement and payments were managed through the one person.

The SAM is full time and manages the finances of the school. The finance committee operates fortnightly and includes the Principal, two staff members, two executive, one SAO, the Business Manager and SAM. The SAM monitors all budgets and reports monthly on financial progress. The SAM also follows DoE guidelines for the distribution of Equity and Aboriginal funding.

The school funds two SLSO to support our 45 refugee students; these are Arabic and Dari/ Farsi speaking teachers aides who assist students with their learning. Additional funding was allocated to teaching and learning preparation of the school's relocation in 2021; this included the employment of Head Teacher Stage 4 and increased professional learning expenditure.

In Term 2 2018 Marsden High School was provided with additional funding to employ a Deputy Principal (DP) Aboriginal students for two terms to develop sustainable best practice in regards catering the learning and wellbeing requirements of Aboriginal students. This position was replaced by the employment of an Aboriginal Community Liaison Officer (ACLO) in late Term 3 who was funded through the same regional source as the DP.

Delete text not required.

## 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 school completed NAPLAN 2018 via pen and paper so students were better supported not having to manage change to the online structure.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,985,707
Base Per Capita	164,847
Base Location	0
Other Base	6,820,860
<b>Equity Total</b>	915,856
Equity Aboriginal	12,804
Equity Socio economic	148,648
Equity Language	533,112
Equity Disability	221,292
<b>Targeted Total</b>	32,548
<b>Other Total</b>	1,725,505
<b>Grand Total</b>	9,659,617

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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.

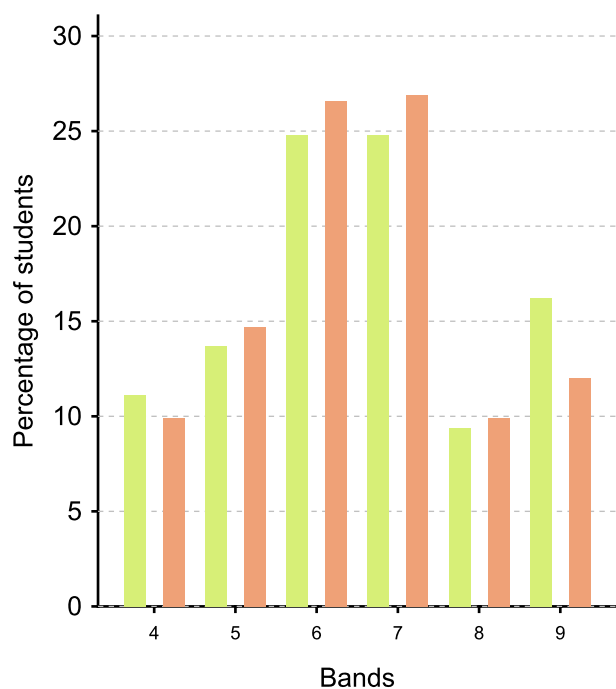
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

There has been a general increase in the average NAPLAN scores for Literacy for Year 7. This reflects the effectiveness of literacy programs which our feeder primary schools have put in place. There is, however, a state-wide concern regarding the Writing component of NAPLAN.

There was an increase in average NAPLAN scores for Year 9 in Grammar and Punctuation, Reading, Spelling but a slight decrease in Writing . There was an increase of 4% for students achieving Band 10 in Spelling. A large number of students in Year 9 are achieving Band 8 across all areas of literacy. In 2019, processes will be put in place to address the requirement for students in Year 9 to achieve Band 8 across Reading, Writing and Numeracy prior to them sitting their HSC in 2021.

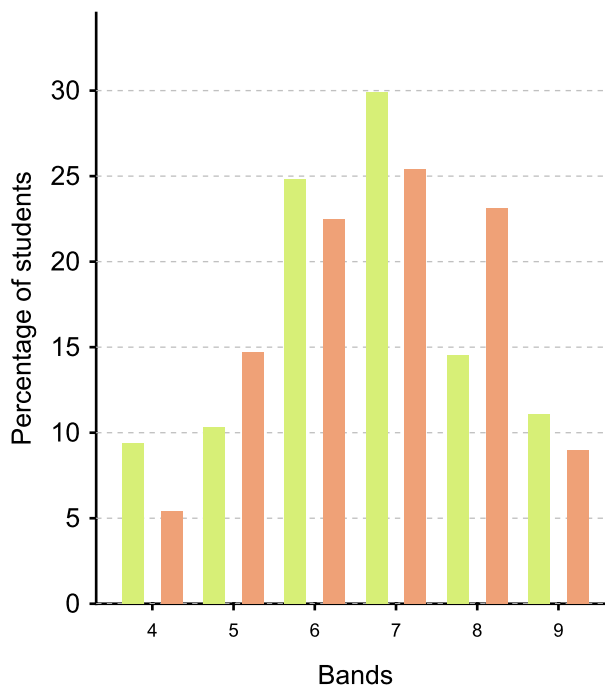


**Percentage in bands:**  
Year 7 Grammar & Punctuation



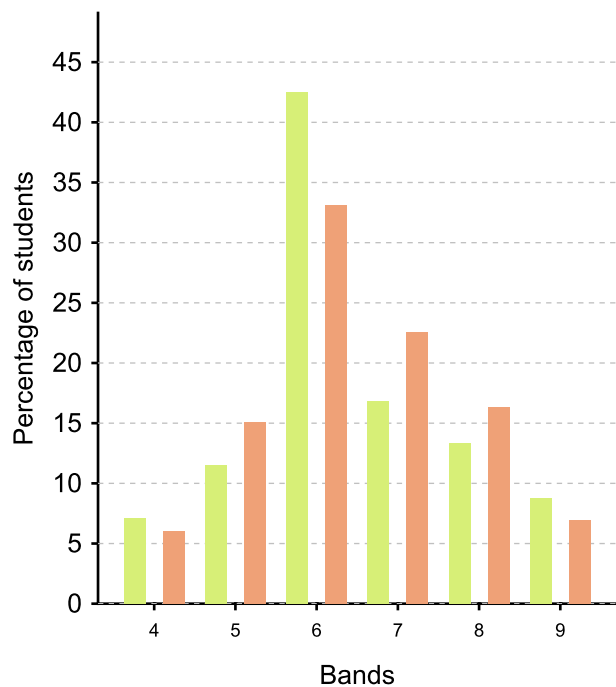
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Spelling



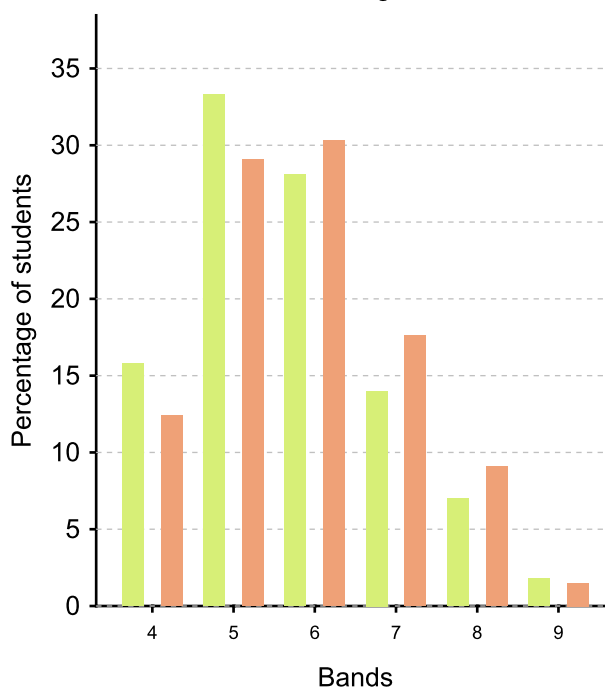
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Reading



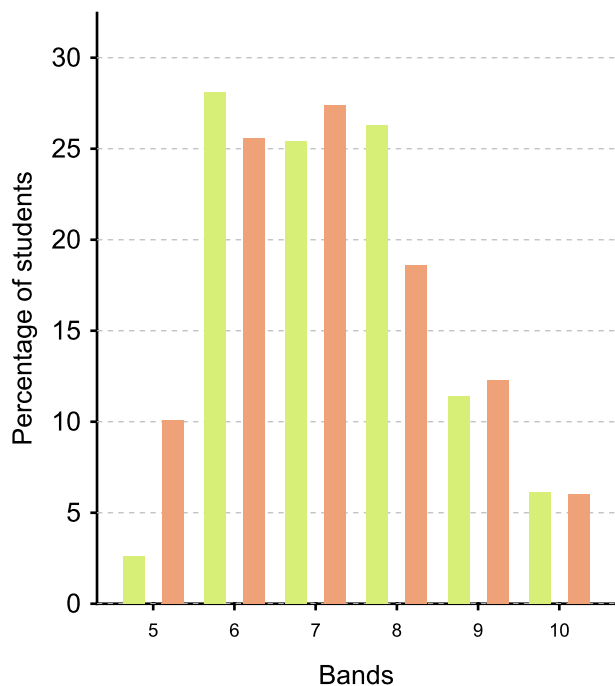
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing

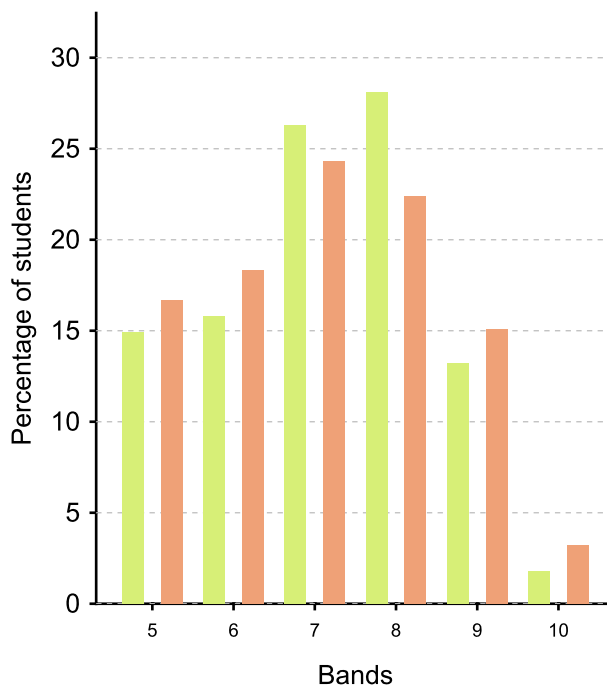


Percentage in Bands  
School Average 2016-2018

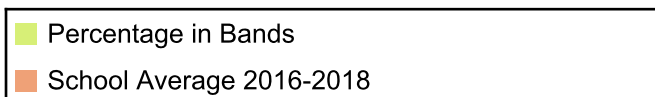
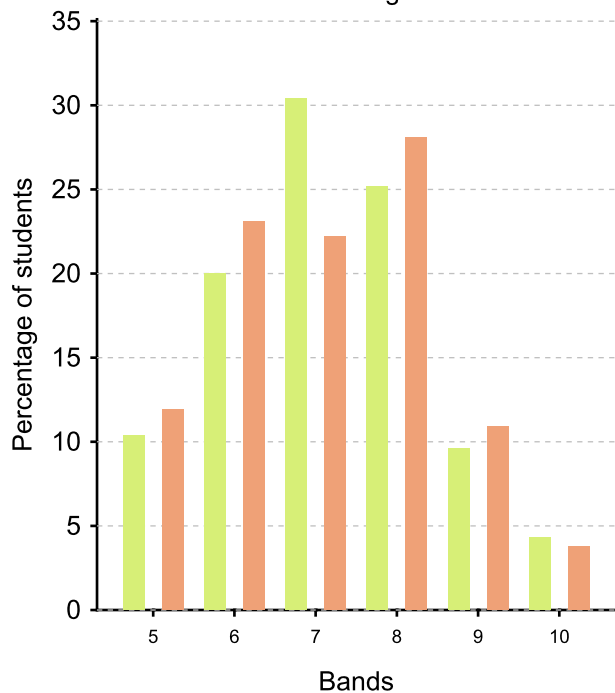
**Percentage in bands:**  
Year 9 Grammar & Punctuation



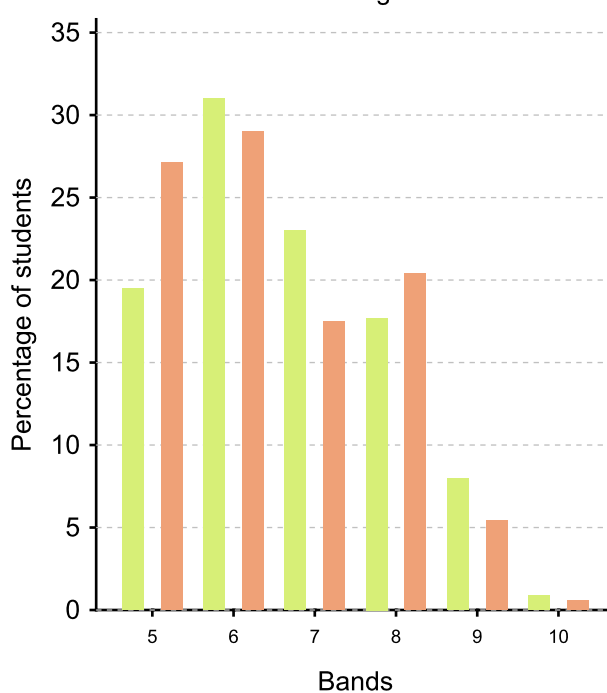
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading

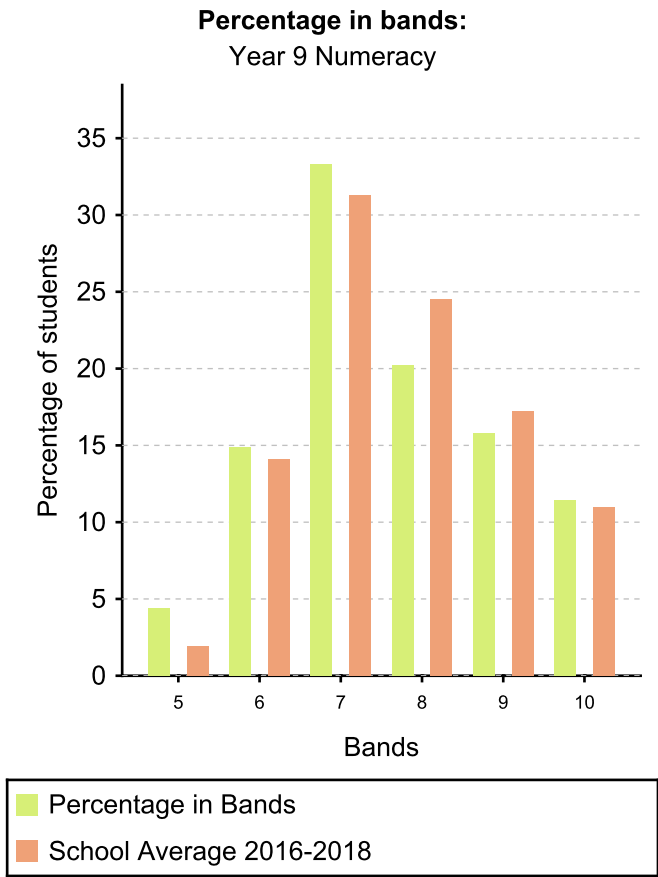
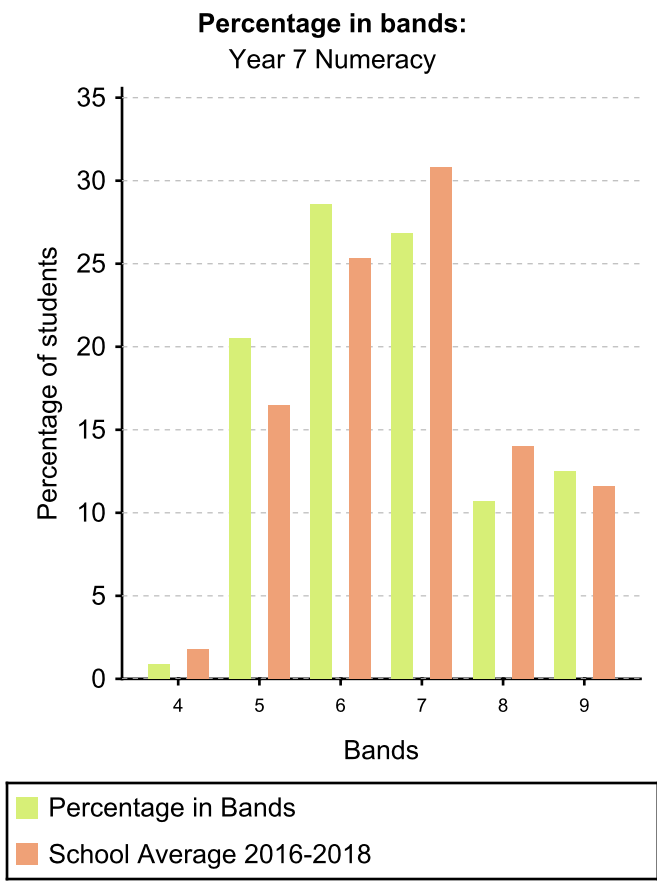


**Percentage in bands:**  
Year 9 Writing



Continued improvement in the average NAPLAN scores for Numeracy for Year 7 students. 39% of students in Year 7 achieved at or above proficiency in Numeracy. 26% of year 9 students achieved at or above proficiency in Numeracy.

This will continue to be addressed in 2019 as we strive to improve our results.



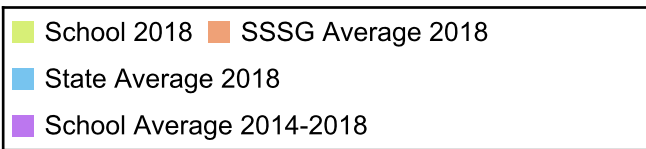
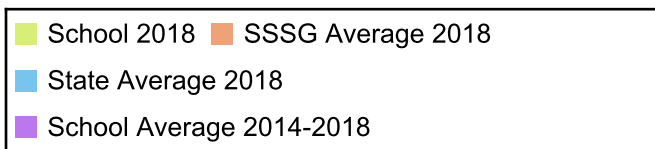
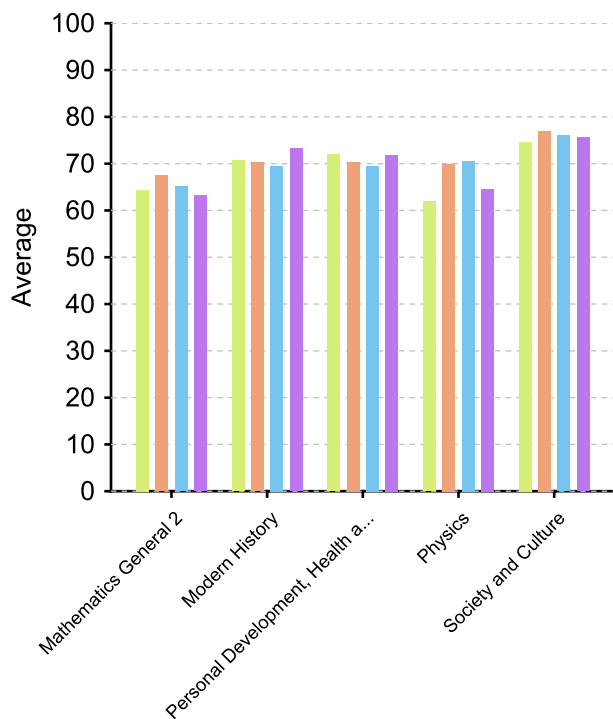
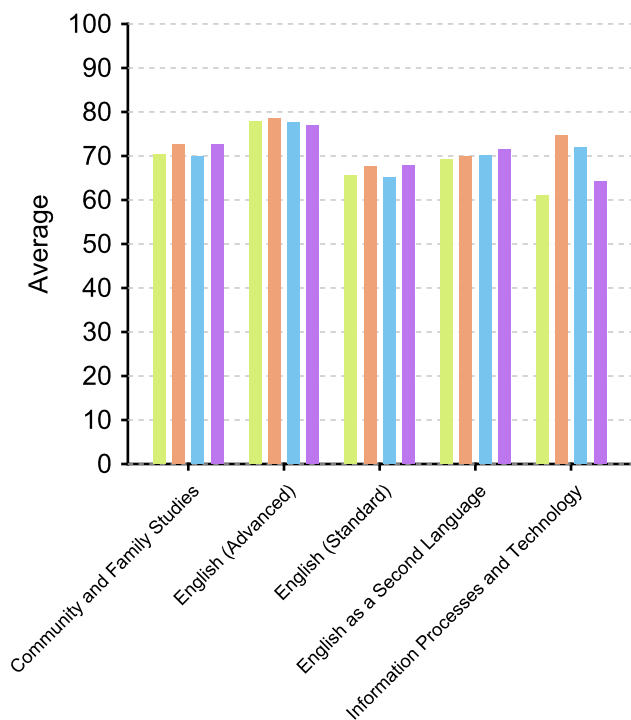
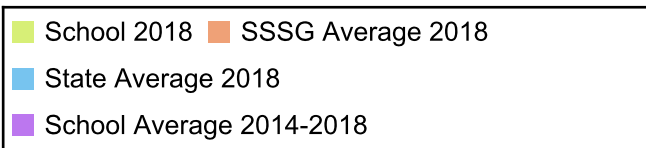
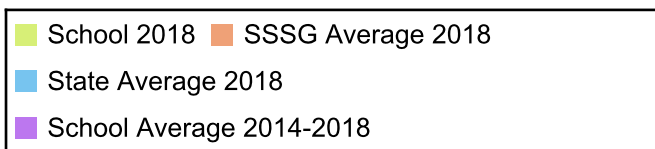
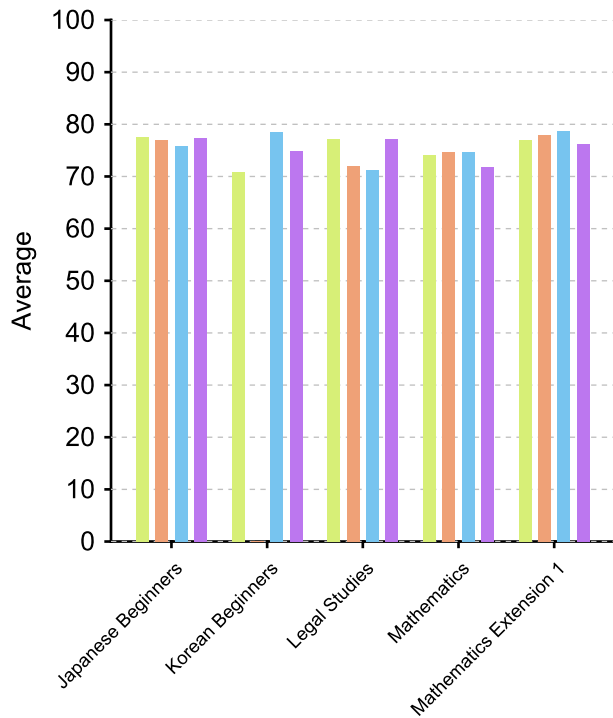
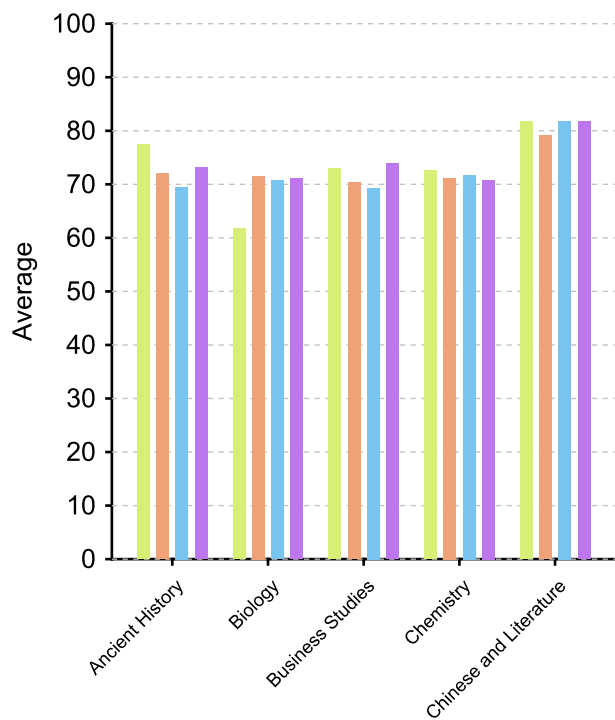
Using the descriptors of the School Excellence Framework, for NAPLAN Value-Added across Years 7– 9, we are Sustaining and Growing. We have consistently achieved positive growth for the last 5 years.

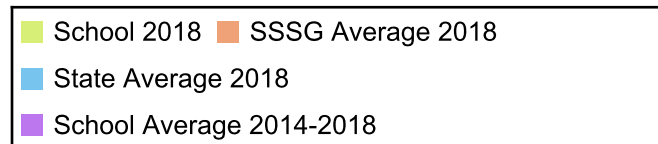
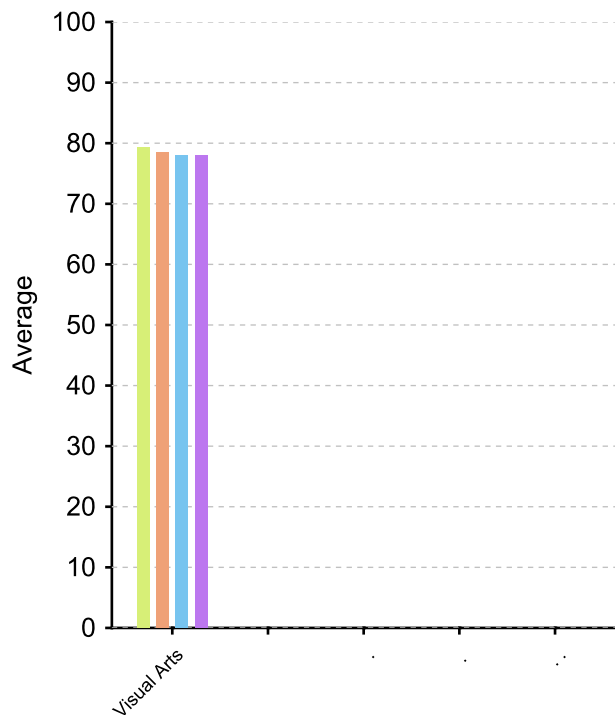
In relation to the Premier's Priority for Numeracy and Reading in NAPLAN, the percentage of students in Year 7 achieving the top 2 bands increased significantly in 2018 . In other areas, Year 9 Numeracy and Year 9 Reading had fewer students achieving the top two bands. There continue to be areas for improvement and this is being addressed by the Literacy and Numeracy TEAM in 2019..

Higher School Certificate (HSC)

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

This year a fulltime Senior Tutor and a number of tutors were again employed to support senior students with their assessments and assignments. The Senior Tutor and tutors were located in the senior study area so students could have easy access to their expertise.. The results in 2018 positively reflect the support provided to our senior students.





The SCOUT report states that Marsden students have achieved an average HSC score of 73 which is above both the state (72) and the statistically similar schools. This score is an improvement on previous years – 72 in 2016, 71 in 2015.

## Parent/caregiver, student, teacher satisfaction

Marsden parents are engaged in the school. This is evidenced by no less than 12 parents attending each P & C meeting. Parents regularly volunteer in the canteen and uniform shop, as well as attend sporting events to work in a volunteer capacity. Both qualitative and quantitative data on parent feedback indicate they are satisfied with the direction of the school is going. Our extensive Social Media capacity provides instant feedback. Many parents are members of the different committees, such as Robotics, musical and uniform, where their contribution is highly valued.

## Policy requirements

### Aboriginal education

Marsden High School has an Aboriginal enrolment of 26 students in 2018. 13 of these students have significant attendance concerns evident at the end of 2017 and could be considered as disengaged with education. In response, the school has planned a reinvigoration of Aboriginal Education in 2019.

Key strategies include the ongoing employment of an Aboriginal Community Liaison Officer (ACLO\*), creation of an *Aboriginal Student Leadership Team* (student

voice), an *Aboriginal Education Team* (staff and Aboriginal Student Leader) and a *Community Yarning Circle* that will all meet regularly. Personalised Learning Pathways will be used extensively and reported upon to families to ensure improved outcomes in literacy, numeracy, attendance and engagement. Building relationships with the AECG NSW and other organisations, targeted individual literacy and numeracy tuition, promoting Aboriginal culture and history across the school, building mentoring programs and the study of Aboriginal Studies (Stage 6) in an acceleration program are all strategies currently being organised by the school in order to develop the school as a model of best practice in Aboriginal Education.

The reinvigoration of Aboriginal Education at Marsden High School developed with the following strategies, all centred on developing the Wattamattagal Learning Centre (WLC) into a space that is owned by the Aboriginal students and community. Planned strategies include:

Meetings of the *Aboriginal Student Leadership Team*, to engage students in providing feedback and decision making in the school. The team will include all interested students with an Aboriginal heritage. Meetings will be led by the Aboriginal Student Leader and will be supported by a DP and the ACLO. One key goal is that the Aboriginal Student Leadership team is to coordinate one key event per term, eg. Fundraiser for Indigenous Literacy Foundation, NAIDOC celebrations, trips/cultural exchanges/visits to Country with guide, etc. Meetings will be held twice per term, as a catered event.

Meetings of the school's *Aboriginal Education Team* – to help inform curriculum planning, to coordinate staff PL in Aboriginal ways of learning and cultural protocols and support the differentiated learning of all Aboriginal students. Team will include Principal, DPs, Aboriginal Education Officer, the Aboriginal Student Leader and interested staff members. Meetings will be held twice per term.

School to host regular *Community Yarning Circle* events – eg. lunch, overview of current events and achievements at the school, feedback and consultation (catered event, once per term).

Principal to host an annual 'Aboriginal Education Matters at Marsden' conference with invitations to AECG NSW, Ryde AECG, DoE Aboriginal Education directorate, Director Educational Leadership, primary feeder schools and Parramatta/Ryde councils, to develop synergies between the projects of various stakeholders (annually, catered event)

Aboriginal students not attaining basic benchmarks in NAPLAN literacy and numeracy to be provided with individual tuition in a dedicated space in the WLC.

The school employs a full-time Aboriginal Community Liaison Officer (ACLO), who is provided with office space in the WLC. From here the ACLO is responsible for:

the coordination of programs to support the transition of



Aboriginal students from Stage 3 to 4, 5 to 6 and into university/TAFE/workplace. Every student's learning journey to be mapped and documented.

promoting Aboriginal students' engagement in the wide range of opportunities available for Aboriginal students, eg. AECG STEM camps, University linkage programs.

monitoring student attendance and engagement data for each Aboriginal student. Engagement data can be obtained via survey or focus group questioning of the *Aboriginal Student Leadership Team*.

liaising with Head Teacher Learning and Wellbeing, working together to ensure that each Aboriginal student has a Personal Learning Pathway (PLP), that this is disseminated effectively to the staff and that adjustments and progress are carefully monitored and reported upon to families biannually.

organisation of meetings for the *Aboriginal Student Leadership Team*, the *Aboriginal Education Team* and the 'Aboriginal Education Matters at Marsden' event

leading *Community Yarning Circle* events each term.

coordinating a partnership with *Tribal Warriors* and offering a mentor to every Aboriginal student, engaged and disengaged alike. See <https://tribalwarrior.org/tribal-warrior-mentoring-program/> for further details.

Ongoing support for disengaged and non-attending Aboriginal students, with collaboration between the school's ACLO and the HSLO. ACLO to listen to student voice and to offer students and their families completely differentiated and individualised curriculum options to try and make some improvement in attendance. Strategies to be considered include offering alternatives to mainstream lessons including yarning time, cultural activities, field trips and regular work experience placement, whilst maintaining inclusion with mainstream classes and providing individual literacy and numeracy tuition.

Consultants *MC Education* will be employed to provide an evaluative 'snapshot' of progress in the development of Aboriginal Education at Marsden High School and provide additional suggestions for strategies, at the end of Semester 1 2019. Ongoing, informal consultation with various experts in Aboriginal education, including Cindy Berwick, Cath Jeffreys and Dave Lardner.

Trialling an accelerated Gifted and Talented (GAT) program in Aboriginal Studies 2 unit (Stage 6) during one Stage 5 elective line in 2020. This is a GAT program that will simultaneously foster essay writing and research skills for talented students as well as creating an awareness of the issues and history of Aboriginal Australia for future leaders. We would seek to liaise extensively with Cheltenham Girls, who have accelerated Aboriginal Studies successfully for many years.

At Marsden, multicultural education is implicit in our inclusive policies, procedures and expectations of students. With more than 65% of our students having a language background other than English, and a cultural background other than Australian, harmony and tolerance have been key defining characteristics of our school. We continue to use the following strategies:

- **SET** program, supporting students transitioning to Marsden from an IEC setting. It involves a buddy program and mentoring.
- **Marsfest** is our annual celebration of our multi cultural heritage with dance, music performances and food from many lands. Students participate actively and enjoy the events.
- We have a large number of translators available in the school that we use regularly in facilitating communication in formal and informal meetings with students and parents.
- We employed specific translators for Arabic and Farsi/ Dari speaking students who both came in twice a week to work with individual students.
- Marsden has two prominent student religious groups that meet regularly, one Christian and the other Muslim. Both groups and the wider student population display acceptance and tolerance of a range of religious beliefs. The student body in general displays a harmonious and accepting view of cultural, language and religious background.
- Built upon the capacity of the role of Year Adviser for International Students. The YA offers counselling, monitors attendance and contacts parents or carers with any concerns.
- Provided our teaching staff with explicit and targeted teaching and learning 'best practice' strategies to ensure our students are being well supported.
- Increasing the provision of wellbeing support, including identifying students overwhelmed by the task of adapting to a new country and school.
- We employ an Arabic and Farsi SLSO to support our students at school and to work with our parents.
- STARS – work with our refugee students to ensure they are supported at school.

## Multicultural and anti-racism education