

2020 Annual Report

Marsden High School



8225

Introduction

The Annual Report for 2020 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.

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School vision

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

An increase from 69% to 85% of Higher School Certificate (HSC) students demonstrating expected growth in Literacy and Numeracy.

Increase from 78% to 90% the proportion of students that value schooling outcomes as measured by Tell Them From Me (TTFM) data from 2017 baseline.

Increase from 3.3% to 18% the proportion of Year 9 students achieving in the top two NAPLAN bands in writing.

Progress towards achieving improvement measures

Process 1: Implement evidence based change to whole school practices resulting in measureable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
Sentral and observational data continue to indicate that targeted professional learning around students requiring low level adjustments is demonstrating significant change in teaching and learning practices across all areas of the school. The continuing focus on PB4L practice and the introduction of Zones of Regulation show the students requiring social and emotional support are receiving it from a greater array of staff. The Youth Worker and Student Support Officers provide valuable expertise to assist students with more challenging social and emotional needs.	<p>\$50 700 to employ a Youth Worker through "Your Dream"</p> <p>\$33 600 to employ language-based SLSOs</p> <p>\$57 000 to employ a Head Teacher Junior School and head Teacher Senior School</p> <p>\$131 000 to employ two Student Support Officers</p>

Process 2: A whole school developed pedagogical approach targeting improving skills in literacy, numeracy, creativity and critical thinking. Projects: Literacy program.

Evaluation	Funds Expended (Resources)
Literacy was a major focus across the school in 2020. The Literacy Team developed and implemented ACHIEVE (7-9) and ACHIEVE (10-12) assessment matrices. All students in Years 7 to 10 participated in PAT testing with the impact being that teachers had a baseline to differentiate literacy strategies to improve student learning outcomes across the junior school. All teachers participated in professional learning around the Literacy Strategy One "Packing the Noun" which resulted in the implementation of Strategy One across all Key Learning Areas. The Literacy Team also began investigating the ALARM strategy for implementation in 2021.	<p>\$6500 for supporting Literacy across the school</p> <p>\$32 400 for Teacher Professional Learning</p>

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.

Improvement Measures

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.

Increase from 32% to 42% the proportion of students feeling highly challenged and confident of their skills as measured by TTFM 2017 baseline.

Progress towards achieving improvement measures

Process 1: Implement a shared leadership model, with a focus on Instructional Leadership.

Evaluation	Funds Expended (Resources)
Faculty Head Teachers continued to focus on their instructional and collaborative leadership practices. The school executive continued to lead the mapping of the School Excellence Framework with faculties and this data was used in the creation of the 2021 School Improvement Plan.	Not applicable in 2020

Process 2: Teachers draw on research to develop and implement high quality professional learning in effective teaching practices. Projects: Collaborative Learning Hub, Instructional Rounds..

Evaluation	Funds Expended (Resources)
An Instructional Rounds Team was established early in the year but due to the impact of the pandemic eventually conducted a focused series of rounds in late November 2020. This series had the focus area - "What is the current classroom climate at Marsden High School. Data collected was presented and shared with the school Executive and used to set priorities for the School Improvement Plan and ongoing Professional Learning for 2021 and beyond. "Praise Walks" were established as a prelude to Instructional Rounds in June 2020 which created a positive collaborative culture amongst the teaching staff across the school.	\$8000 to support Instructional Rounds Teams

Process 3: Implement a whole school integrated approach to Formative Assessment and Feedback. Projects: Whole school feedback structure and Coaching emphasis.

Evaluation	Funds Expended (Resources)
The Covid-19 pandemic severely impacted this area of the school plan. Growth Coaching continued to be modeled across all areas of the school, whilst the HUB structure continued to be developed.	\$6000 to support Growth Coaching

Strategic Direction 3

Quality partnerships.

Purpose

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

Improvement Measures

Increase from 30% to 60% of students living within the designated drawing area who choose to attend Marsden High School.

Increase from 5.56% to 25% the proportion of Aboriginal students achieving in the top two bands for NAPLAN Reading and Numeracy.

Progress towards achieving improvement measures

Process 1: A whole school approach to improving service delivery and customer experience. Project: Communication strategy.

Evaluation	Funds Expended (Resources)
Customer service was again a major priority of the school. SAO realignment made for better management of school priorities and processes. Data collected through the Learning from Home period clearly demonstrated that the school communicated effectively and in a timely manner with the whole school community regarding frequent changes to the nature of schooling.	<p>\$10 300 for employing a SAO to manage school communications</p> <p>\$2000 for SAS Professional Learning</p> <p>\$162 400 for employment of part-time Business Managers</p> <p>\$11 000 for employment of part-time SAO to assist the Support Unit</p>

Process 2: A structured approach to building relationships with partner schools including the sharing of data and the provision of opportunities for Stage 3 students to experience a high school setting. Project: Transition, Learning and support.

Evaluation	Funds Expended (Resources)
The continuance of the Head Teacher Junior School further cemented the positive relationship between Marsden High School and its numerous partner primary schools. The HUB structure continues to be the centrepiece of Stage 4 learning with students easily transitioning from Stage 3 due to this initiative. Students and parents are continuing to positively support this initiative as students are feeling safe in this learning environment. Unfortunately Covid-19 severely restricted major events such as Open Day, Gala Days, Orientation and Taster days.	<p>\$34 000 to employ a Head Teacher Junior School</p> <p>\$1300 for teacher relief</p>

Process 3: Implement Aboriginal learning centre through consultation with DoE.

Evaluation	Funds Expended (Resources)
Marsden High School continued to employ an Aboriginal Community Liaison Officer to support our ATSI students and the local community. The school worked with the Aboriginal Education Unit to develop a new process and proforma to use with all ATSI students as part of their Individual Education Plan (IEP). The school also started planning Teacher Professional Learning centred on Aboriginal learning, culture and language.	<p>\$81 500 to employ an Aboriginal Community Liaison Officer</p> <p>\$3100 to support and assist ATSI students</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$81 500 for employment of Aboriginal Community Liaison Officer	ATSI students were supported throughout the year by the employment of an ACLO. This resulted in increased engagement of students in classrooms and at whole-school activities. Attendance also increased 0.9 per cent to narrow the gap between school and network/state trend lines. During the Covid-19 Learning from Home period, all ATSI students were given internet dongles to assist their access to work posted on Google Classrooms.
English language proficiency	5.6 EAL/D teachers allocated through staffing \$33 000 for 0.3 release from class for International Student Coordinator \$44 500 for employment of part-time SLSOs to support student learning.	Analysis of previous data was used to strategically place EAL/D teachers to maximise support for students, particularly in senior years. During 2020 the school continued to employ SLSOs to assist with translation and learning support. This ensured that students had continuous support especially during the Covid-19 Learning from Home period which enabled them to complete their senior studies.
Low level adjustment for disability	\$131 000 for the employment of two Student Support Officer to assist Tier 2 and Tier 3 students \$310 000 for the employment of SLSOs to assist Tier 1 students in class to engage positively in learning	All teachers attended workshops as part of their ongoing professional learning on catering for the intervention needs of Tier 1 students as well as identifying students through NCCD data and making suitable adjustment for their learning. The impact of this resulted in a significant reduction in the referrals being made to the Learning and Support Team (LST).
Quality Teaching, Successful Students (QTSS)	Not applicable in 2020 due to Covid-19.	Not applicable in 2020 due to Covid-19.
Socio-economic background	\$17 500 for the purchase of Surface Pros to assist with Learning from Home \$109 000 for the employment of a Senior Learning Centre coordinator \$1000 to purchase food for after-school Homework Centre	Covid -19 Learning from Home had a significant impact on students from a disadvantaged socio-economic background. Despite the best efforts of the school to provide internet access to all students during Learning from Home, students from low socio-economic backgrounds showed disengagement during this period. HSC results showed that students from SES Quarter 1 averaged 69.3 compared 68.5 in 2019, whilst students from Quarter 2 averaged 68.3 compared to 73.6 in 2019.
Support for beginning teachers	\$81 000 for Teacher Professional Learning (TPL)	Throughout 2020, Marsden High School continued to increase its support of Early Career Teachers (ECT.) A range of individual and collective support measures were implemented. Each ECT was matched with an appropriate mentor by the Head Teacher Teaching and Learning. This was an important connection and support mechanism for ECTs due to the impacts of the Covid-19. Within the school, the HT T&L supported the ECT's through regular, scheduled support meetings and professional learning that was delivered collectively and individually as well as monitored and tracked using Google digital platforms. ECT's at Marsden High School were also provided with external support via

Support for beginning teachers	\$81 000 for Teacher Professional Learning (TPL)	the support structures of the Early Career Teacher program overseen by the North Sydney Education Cordiale (NS-EC) that the school has access to due to its network membership.
Targeted student support for refugees and new arrivals	<p>\$44 500 for the part-time employment of specific language-based (Arabic, Dari and Farsi) SLSOs.</p> <p>\$1500 for purchase of school resources to improve access to learning opportunities.</p>	Marsden High School has a significant number of refugee students and new arrivals. All refugee and new arrival students engage in tutoring and pastoral care programs with specific language-based SLSOs. Ongoing counselling and mental health support was provided to identified students particularly during the Covid-19 Learning from Home period. Again 100 per cent of refugee students enrolled in Year 12 graduated.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	494	542	560	543
Girls	306	318	315	331

Student attendance profile

School				
Year	2017	2018	2019	2020
6		100	97.5	82.2
7	94.1	94.7	94.3	95.4
8	92.4	91.6	91.4	92.2
9	88.8	89.8	90.5	91.2
10	89.7	89.4	89.3	90.9
11	89.4	87.3	87.3	89.2
12	93.3	91.8	92	91.1
All Years	91.2	90.7	90.6	91.7
State DoE				
Year	2017	2018	2019	2020
6		92.5	92.1	91.8
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	89.2	88.8	90

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	1	2	3
Employment	1	4	10
TAFE entry	1	3	13
University Entry	0	0	68
Other	0	1	4
Unknown	0	4	2

During 2020 Marsden High School were hoping to offer the following programs but were impacted by the Covid19 Pandemic

- * TAFE and Master Builders Association guest speakers
- * Dreaming Big Program for Years 9 and 10 students in association with United Way.
- * NRL School to Work Program for Aboriginal students
- * Year 10 Work Experience

In 2020 a new program that was successfully implemented:

- *Career Mentoring Program: 15 targeted students from Year 10 were mentored via Zoom by local business people.

Existing Programs that were able to run as normal included:

- *the TAFE YES Program
- *TVET courses for Stage 6

Year 12 students undertaking vocational or trade training

32.64% of Year 12 students at Marsden High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Marsden High School who completed 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)	10
Classroom Teacher(s)	42.9
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	5.6
School Counsellor	2
School Administration and Support Staff	17.98
Other Positions	10.8

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	1,075,176
Revenue	13,078,472
Appropriation	12,274,687
Sale of Goods and Services	53,658
Grants and contributions	367,784
Investment income	2,664
Other revenue	379,679
Expenses	-13,554,464
Employee related	-12,438,881
Operating expenses	-1,115,583
Surplus / deficit for the year	-475,992
Closing Balance	599,185

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	75,953
Equity Total	1,144,719
Equity - Aboriginal	13,333
Equity - Socio-economic	221,124
Equity - Language	667,508
Equity - Disability	242,754
Base Total	8,411,895
Base - Per Capita	222,082
Base - Location	0
Base - Other	8,189,814
Other Total	2,078,592
Grand Total	11,711,159

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 to access the school data.

2020 NAPLAN

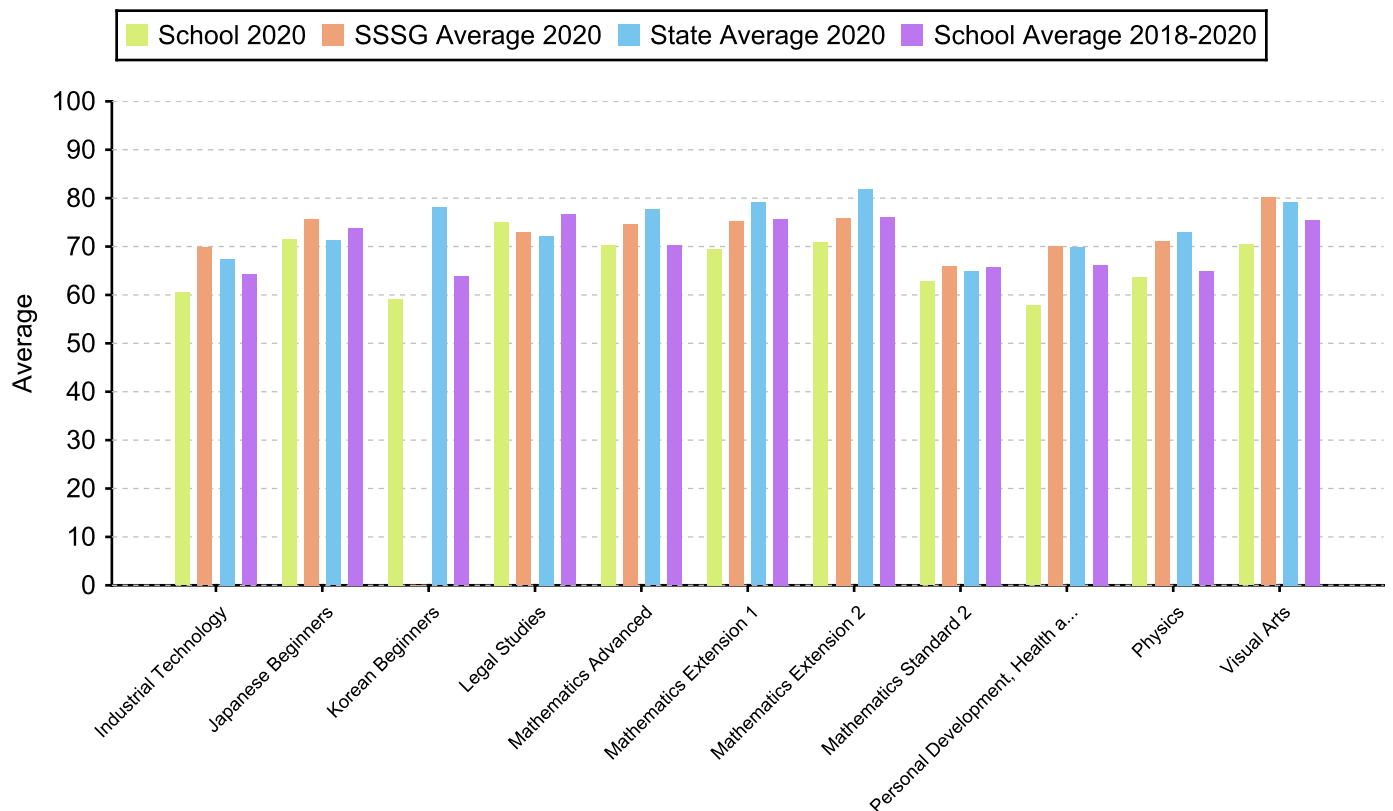
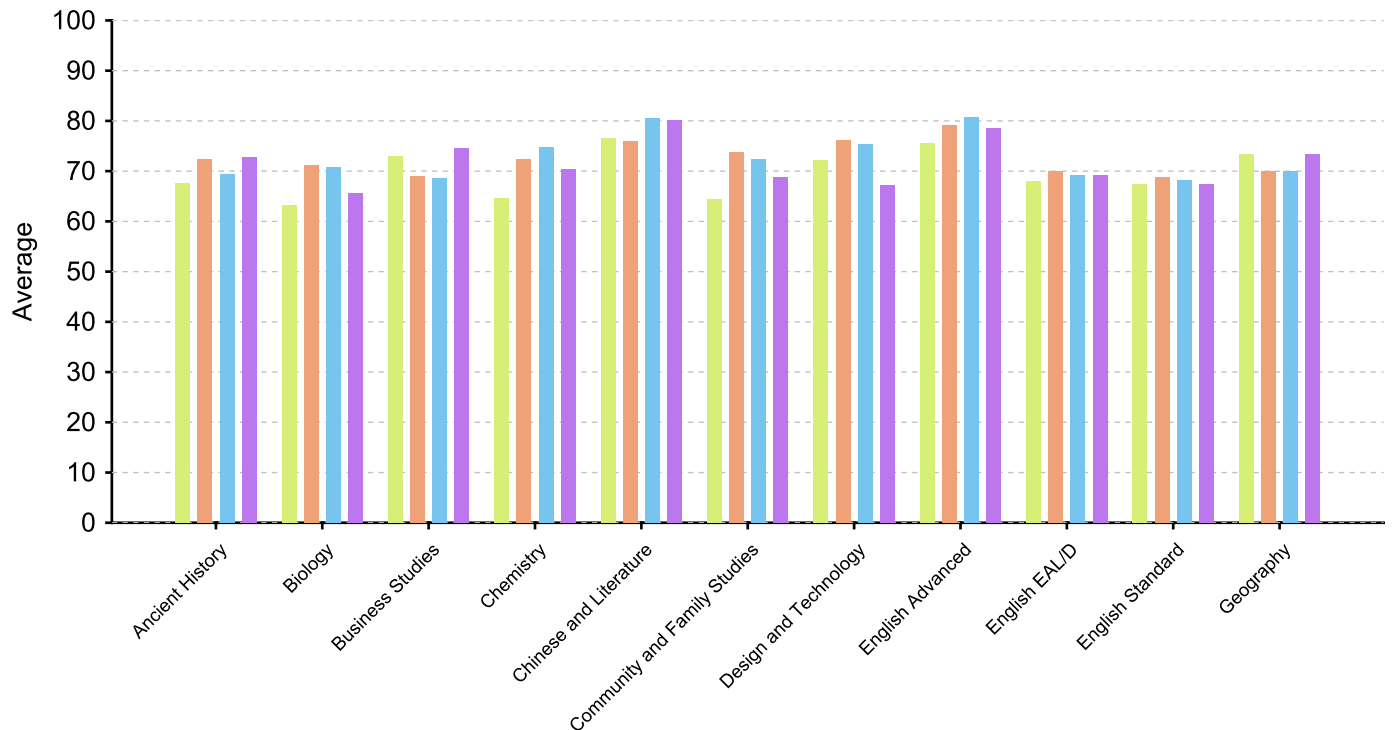
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Ancient History	67.5	72.4	69.4	72.7
Biology	63.2	71.2	70.8	65.6
Business Studies	73.0	69.1	68.6	74.5
Chemistry	64.6	72.4	74.8	70.3
Chinese and Literature	76.6	76.0	80.5	80.1
Community and Family Studies	64.4	73.8	72.4	68.8
Design and Technology	72.2	76.2	75.4	67.2
English Advanced	75.6	79.2	80.8	78.6
English EAL/D	68.0	69.9	69.3	69.2
English Standard	67.3	68.8	68.1	67.5
Geography	73.3	70.0	70.1	73.3
Industrial Technology	60.5	69.8	67.5	64.2
Japanese Beginners	71.6	75.7	71.2	73.8
Korean Beginners	59.1	0.0	78.1	63.8
Legal Studies	75.1	72.9	72.1	76.6
Mathematics Advanced	70.3	74.7	77.7	70.3
Mathematics Extension 1	69.5	75.2	79.1	75.7
Mathematics Extension 2	70.9	75.9	81.8	76.1
Mathematics Standard 2	62.8	66.0	64.9	65.8
Personal Development, Health and Physical Education	57.8	70.1	69.9	66.2
Physics	63.7	71.1	73.0	64.8
Visual Arts	70.4	80.1	79.2	75.5

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought feedback from the students through the "Tell Them From Me" survey. The positively showed that the students have a growing connection with the school and feel supported in all aspects of their learning. 70 per cent of students felt that they had Advocacy within the school compared to 61 per cent in 2019. This was also the best result in four years and significantly higher than similar schools. An exceptionally high 89 per cent of students felt that the school had high Expectations of Success compared with 74 per cent in 2019. The result was again the best result in five years and significantly higher than both similar schools and state. 68 per cent of students felt a strong sense of belonging at Marsden High School which was again significantly higher than the 62 per cent recorded in 2019. These results demonstrate that students are embracing the improved learning and leadership opportunities being offered by the school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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