

2021 Annual Report

Marsden High School



8225

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 community of optimistic, independent and collaborative learners, empowered to meet challenges and achieve excellence within an inclusive, supportive and future-focused learning environment.

We ensure students have the strong foundations in literacy, numeracy and independent learning to enable them to flourish in life beyond school. Our teaching and learning develops a sense of global purpose and identity through personal connection. We nurture values and strengths based leadership to develop this competence within our school community.

School context

Marsden High School is a comprehensive secondary school located in the Ryde local area in Sydney. The student population of 872 has been growing steadily over the last four years. Our school community is culturally and linguistically diverse. While 70% of students have a non-English speaking background, 30% require some level of EAL/D (English as an additional language or dialect) support. 2.5% of all students identify as having an Aboriginal background. Students participate in a wide range of learning experiences focusing on enquiry-based learning in the pursuit of academic improvement and excellence. The school also has an Intensive English Centre which caters for 100 newly arrived from overseas students aged between 11 and 18; they spend anywhere between one and five terms before enrolling into their local high school. There is a Support Unit with three classes, catering for students with autism and multi-category diagnoses.

The school's staffing entitlement in 2020 was 75 teaching staff and 21 non-teaching staff. The school also employs a Business Manager and Head Teacher Secondary Studies from school funds. Our executive staff is stable with the majority being here for more than five years. 20% of our staff are in their early career as teachers. There is a 15% turnover of staff each year.

The school enjoys the support of its culturally and linguistically diverse community. We have also fostered strong partnerships with universities, cultural institutions, businesses and community groups and have established in-house enterprise learning. Students represent the school across the metropolitan area a wide range of sporting activities, with both state and regional representation. The school offers a rich creative and performing arts program that includes a range of musical opportunities, drama, dance and visual arts.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning.

The school will introduce and refine the Curiosity and Powerful Learning (CPL) and protocols for Project-Based Learning (PBL) programs in order to improve student engagement in Stage 4 and 5. Both programs are used to further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Our next steps are to build the confidence of staff in data skills and use and improve our reporting communication and engagement.. Once these are on the way to a sustaining and growing level, we will be targeting the 'Learning' domain in general as an area to building excelling practices.

Strategic Direction 1: Student growth and attainment

Purpose

At Marsden High School we have a growth mindset and believe that every student can learn and improve every day, in every lesson. We ensure that students develop in their learning through explicit, engaging, differentiated research-informed teaching. Priorities for student growth and attainment include enrichment of assessment practices and the use of student data to inform teaching strategies, literacy and numeracy attainment and HSC performance. The school will also focus on supporting the achievement of every Aboriginal student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1.1: Building skills and understanding
- Initiative 1.2: Skills for flourishing and achievement
- Initiative 1.3: Valuing Aboriginal Histories and Cultures

Resources allocated to this strategic direction

Socio-economic background: \$81,000.00

English language proficiency: \$250,000.00

Professional learning: \$20,000.00

Low level adjustment for disability: \$20,000.00

Integration funding support: \$49,000.00

Aboriginal background: \$17,048.00

Summary of progress

What did we do?

How well did we do it?

What was the impact?

In 2022 we will

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 Bands NAPLAN Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower-bound system-negotiated target in Reading of 18.7% Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower-bound system-negotiated target in Numeracy of 28.5%.	<ul style="list-style-type: none">• 17.05% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower-bound target.• 16.53% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Expected Growth	<ul style="list-style-type: none">• The percentage of students achieving expected growth in reading decreased to 50.0% indicating progress yet to be seen toward the lower

<p>Improvement in the percentage of students achieving expected growth in NAPLAN to be moving towards the school's lower-bound system-negotiated target in Reading of 71.8%</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN to be moving towards the school's lower-bound system-negotiated target in Numeracy of 70%.</p>	<p>bound target.</p> <ul style="list-style-type: none"> Percentage of students achieving expected growth in numeracy decreased to 44.05% indicating progress yet to be seen toward the system-negotiated target.
<p>HSC Top 2 Bands</p> <p>Increase in the percentage of HSC course results in top 2 bands to be moving towards the school's lower-bound system-negotiated target of 38.6%.</p>	<ul style="list-style-type: none"> 38.52% of students attained results in the top two bands demonstrating achievement of the lower bound target.
<p>HSC Top 3 Bands</p> <p>Increase in the percentage of of HSC course results in top 3 bands to be moving towards the school's lower bound system-negotiated target of 68.3%.</p>	<ul style="list-style-type: none"> 64.34% of students attained results in the top three bands demonstrating progress toward the lower bound target.

Strategic Direction 2: Teaching excellence and inclusion

Purpose

In order to maximise effective learning time and ensure inclusive teaching practices, the implementation of the Marsden High School pedagogical framework will support teachers to reflect on practice, assess their proficiency levels and set improvement goals for their students. Formative feedback to teachers in a trusted, collaborative environment will help develop and extend teaching skills to ensure continuous improvement and high expectations for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 2.1: The shape of teaching and learning @marsden

Resources allocated to this strategic direction

Professional learning: \$56,500.00

English language proficiency: \$150,000.00

Low level adjustment for disability: \$80,000.00

Summary of progress

What did we do?

How well did we do it?

What was the impact?

In 2022 we will

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Instructional Teaching Rounds Percentage of teachers who have been involved in Instructional Teaching Rounds or classroom observations and have received feedback on the quality of their practice is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Delayed initiatives in terms 3 and 4 have required this work to be postponed to 2022. To date we have implemented the initial training of staff and unpacked the process of Instructional Rounds.
Differentiation Percentage of Stage 4 and 5 Teaching and Learning programs and classroom observations demonstrating embedded differentiation strategies is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of classroom observations indicates that 55% of teachers have embedded differentiation strategies into their classroom practice which is moving towards the school identified target of 100%.
Effective Classroom Practice Self-assessment against the School Excellence Framework shows the school is moving towards Excelling in the element Effective Classroom Practice.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.

Strategic Direction 3: Leadership, collaboration and connection

Purpose

Marsden High School will strive to develop an authentic and purposeful leadership culture that provides students with relevant and meaningful learning, promotes positive wellbeing, fosters trust among the school community and inspires a desire for continuous improvement. Priorities include emphasis upon teacher leadership such as strengthening the supports available to build the capacity of mid-level whole school leadership. Student leadership is a priority with the aim being to increase student voice and agency across the school, in tandem with the development of teacher leadership.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 3.1 Continuity of learning
- Initiative 3.2 Leadership Framework

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Socio-economic background: \$57,500.00

Summary of progress

What did we do?

How well did we do it?

What was the impact?

In 2022 we will

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Percentage of students attending school more than 90% of the time is moving towards the lower bound system negotiated target of 79.6%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 1.5%.
Wellbeing TTFM Wellbeing Student Data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system-negotiated target of 71.9%.	<ul style="list-style-type: none">• 66.97% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward the system negotiated target.
Instructional Leadership Self-assessment against the School Excellence Framework shows the school is moving towards the school identified target of Excelling in the element Instructional Leadership.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Instructional Leadership.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,461.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: weekly English as an additional language or dialect (EAL/D) parent/carer workshops, increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$110,061.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marsden High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1.2: Skills for flourishing and achievement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>

<p>Socio-economic background</p> <p>\$195,968.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marsden High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 3.1 Continuity of learning • Initiative 1.1: Building skills and understanding • Initiative 1.2: Skills for flourishing and achievement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • professional development of staff in differentiation and adjustments to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Identified students being able to access and participate in education on the same basis as others with support from SLSO which led to improved educational outcomes across the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support families access learning support and learning resources. The funding will be used to engage support staff to monitor the learning acquisition through check-ins for numeracy skills and reading progress.</p>
<p>Aboriginal background</p> <p>\$18,048.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marsden High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1.3: Valuing Aboriginal Histories and Cultures • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: an increase in First Nations families engaging in the PLSP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to</p>

<p>Aboriginal background</p> <p>\$18,048.00</p>	<p>deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$604,581.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marsden High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1.1: Building skills and understanding • Initiative 1.2: Skills for flourishing and achievement • Initiative 2.1: The shape of teaching and learning @marsden • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional bilingual staff to support communication • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$246,582.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Marsden High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1.2: Skills for flourishing and achievement • Initiative 2.1: The shape of teaching and learning @marsden • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$246,582.00</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$86,976.02</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Marsden High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1.1: Building skills and understanding • Initiative 1.2: Skills for flourishing and achievement • Initiative 2.1: The shape of teaching and learning @marsden • Initiative 3.1 Continuity of learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher in the Senior Learning Centre to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • collaboration with EC Changemakers to ensure the ALARM scaffold is developed in an evidence based process. • gather data on the implementation of response as per BLOOMS scaffold. This involved release time to plan and develop the evidence based strategies for the toolkit. • focus upon reading and writing using the PEEL scaffold for Year 7 and 8. <p>The allocation of this funding has resulted in: All KLA's being aware the ALARM toolkit has been developed. There is one teacher in each KLA who is working within their faculty area to highlight and outline the approach. The 16 week COVID lockdown impacted upon the whole school rollout of the strategy. Improved emphasis upon writing across the school in stage 6 with teacher taking up the initiative prior to it being launched</p> <p>After evaluation, the next steps to support our students with this funding will be: to roll out the ALARM/ IDEAL strategy across the school in Semester 2 2022 after the relocation.</p>
<p>School support allocation (principal support)</p> <p>\$43,001.27</p>	<p>School support allocation funding is provided to support the principal at Marsden High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Project management with our relocation was largely undertaken by the

<p>School support allocation (principal support)</p> <p>\$43,001.27</p>	<p>Business Manager funded through the School Support Allocation. These tasks included communicating with Project Managers, Movecorp, school staff and SINSW to ensure an organised and planned approach to the relocation. Evidence of the impact is contained in the MoveCorp and PRG meeting minutes.</p> <p>The allocation of this funding has resulted in: increased flow of communication and organisation in readiness for the school's relocation 2022. improved staff morale around understanding how the relocation will work as there is someone allocated to it the whole time (ie: it's not piecemeal).. Increased communication to students, parents and the wider community resulting in a greater understanding of how the relocation is planned and what is involved in starting at the new school site.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensuring the communication and planning flows smoothly with the planned relocation in Term 2 2022.</p>
<p>COVID ILSP</p> <p>\$150,450.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - especially our identified students - the key tools were MacLit and PAT testing for minimum standards. • employing staff to provide online tuition to student groups in literacy/numeracy - both target areas were addressed during the 16 week lockdown. • providing intensive small group tuition for identified students who were supported in the Senior Learning Centre by the tutors hired. • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: All Year 11 students bar two achieved minimum standards in both literacy and numeracy. The vast majority of Year 10 students were supported to achieve their Minimum Standards in either the first or second test in both literacy and numeracy. Disengaged Year 12 students were supported with constant check ins and subsequent follow-up around their wellbeing and academics. Identified students in Stage 4 and 5 who received targeted support all demonstrated improvement as evidenced by pre and post testing.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeting EALD students and the teaching of EALD via PL focusing upon scaffolding. continuing the Senior Learning tutor role as it has successfully assisted students improve their content understanding and writing skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	542	560	543	509
Girls	318	315	331	350

Student attendance profile

School				
Year	2018	2019	2020	2021
6	100	97.5	82.2	92.2
7	94.7	94.3	95.4	93
8	91.6	91.4	92.2	90.8
9	89.8	90.5	91.2	89.1
10	89.4	89.3	90.9	87.6
11	87.3	87.3	89.2	85.6
12	91.8	92	91.1	89.4
All Years	90.7	90.6	91.7	89.3
State DoE				
Year	2018	2019	2020	2021
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	89.2	88.8	90	86.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	6
Employment	1	1	11
TAFE entry	2	1	12
University Entry	0	0	71
Other	1	2	0
Unknown	2	4	0

Year 12 students undertaking vocational or trade training

21.48% of Year 12 students at Marsden High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92.7% of all Year 12 students at Marsden High School expected to complete Year 12 in 2021 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)	12
Classroom Teacher(s)	43
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	4.8
School Counsellor	2
School Administration and Support Staff	17.98
Other Positions	9.4

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	599,185
Revenue	13,113,665
Appropriation	12,166,768
Sale of Goods and Services	316,632
Grants and contributions	473,270
Investment income	1,011
Other revenue	155,984
Expenses	-12,714,310
Employee related	-11,576,562
Operating expenses	-1,137,748
Surplus / deficit for the year	399,355
Closing Balance	998,540

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.

	2021 SBAR Adjustments (\$)
Targeted Total	116,522
Equity Total	1,045,589
Equity - Aboriginal	17,048
Equity - Socio-economic	195,968
Equity - Language	585,990
Equity - Disability	246,582
Base Total	8,858,166
Base - Per Capita	232,594
Base - Location	0
Base - Other	8,625,573
Other Total	1,594,090
Grand Total	11,614,367

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

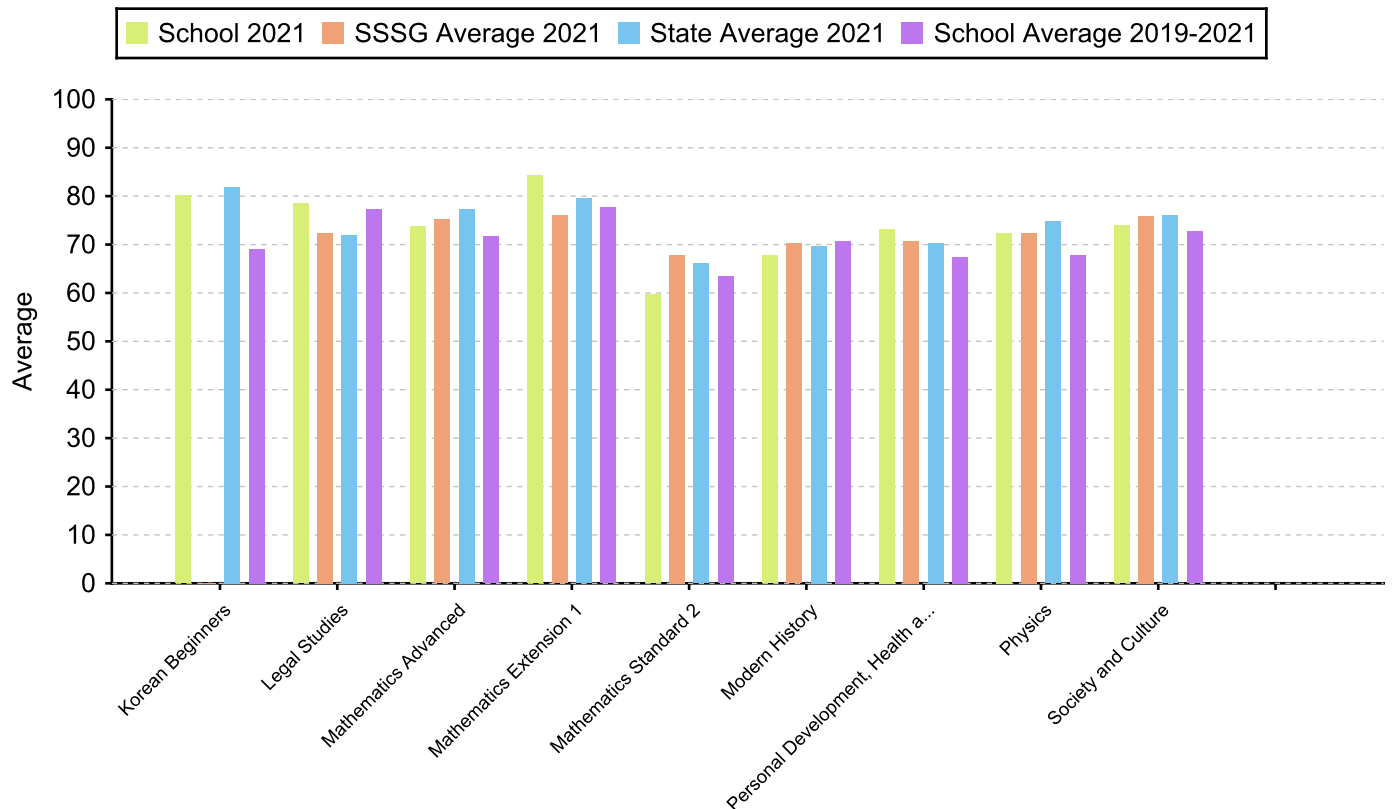
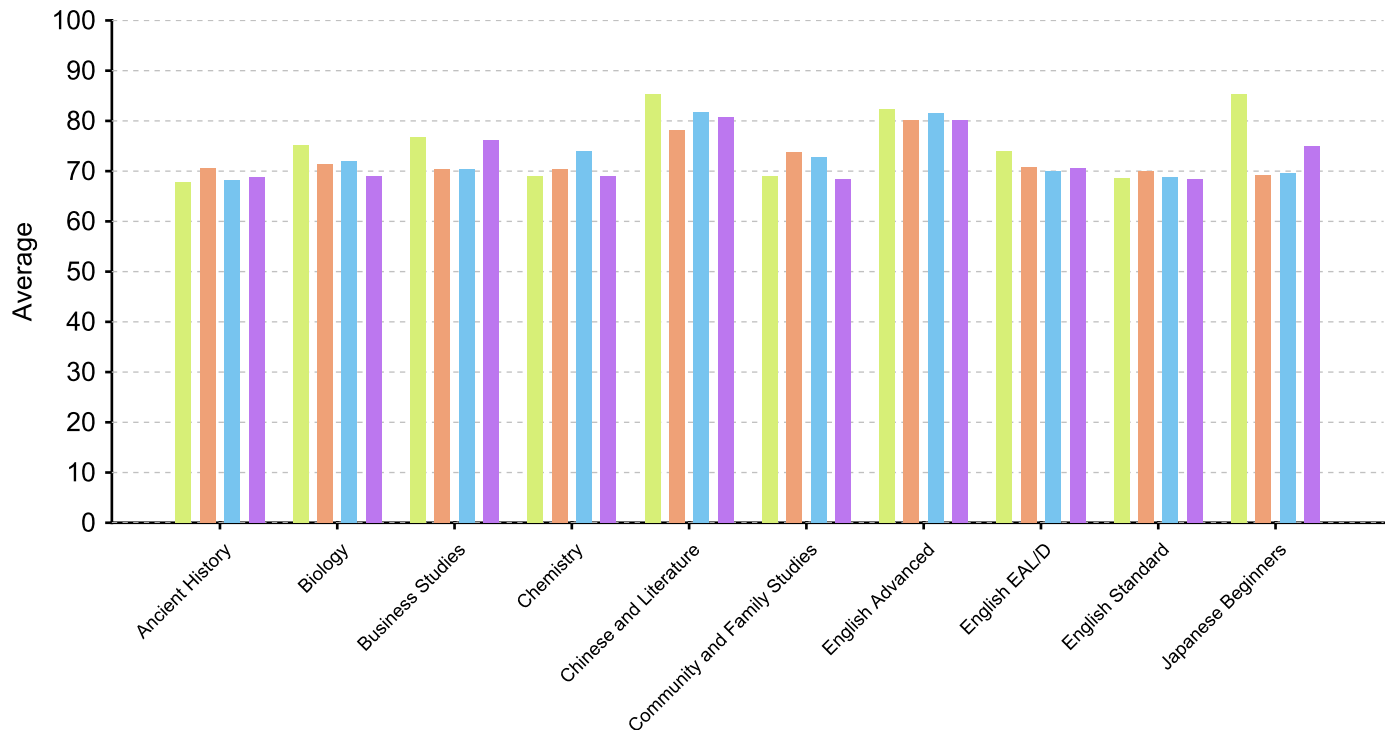
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	67.7	70.6	68.1	68.9
Biology	75.1	71.4	71.9	68.9
Business Studies	76.8	70.4	70.4	76.1
Chemistry	69.0	70.4	74.1	69.1
Chinese and Literature	85.4	78.2	81.7	80.7
Community and Family Studies	68.9	73.7	72.7	68.4
English Advanced	82.4	80.1	81.4	80.2
English EAL/D	73.9	70.8	70.0	70.6
English Standard	68.6	69.9	68.8	68.3
Japanese Beginners	85.3	69.3	69.5	75.0
Korean Beginners	80.1	0.0	81.9	69.1
Legal Studies	78.5	72.4	72.0	77.3
Mathematics Advanced	73.7	75.1	77.4	71.7
Mathematics Extension 1	84.3	76.0	79.5	77.7
Mathematics Standard 2	59.7	67.8	66.1	63.4
Modern History	67.7	70.2	69.7	70.7
Personal Development, Health and Physical Education	73.2	70.8	70.3	67.4
Physics	72.4	72.4	74.8	67.8
Society and Culture	73.9	76.0	76.0	72.7

Parent/caregiver, student, teacher satisfaction

Parents:

- **Two-way Communication with parents**

- The School mean is at 6.8 (NSW Govt Norm is 6.6) - parents feel that they are well informed in regards to their child's progress, behavioural concerns (both positive and negative), and opportunities.
- Parents would like a little more information regarding their child's emotional and social development.

- **Parents Support Learning at Home**

- The School mean is 6.7 (NSW Govt is 6.3) - parents strongly encourage their children to do well at school and take an interest in their learning. They discuss homework and talk about school challenges with their child.
- Parents would like to see more homework. T
- Overall Parents would like to see the school support positive behaviour more.

- **Parents Participation at School**

- Parents do communicate with staff and attend meetings but parents are not overly involved in school committees.

- **School Supports Learning**

- The School mean is 7.0 (NSW Govt is 7.3) - Parents feel that teachers want their child to work hard and encourage homework to be completed. They feel strongly that their child is clear about rules for behaviour and that students are expected to listen in class.
- Parents would like the school to encourage High Expectations for their child to succeed more.
- Parents would like teachers to take into account their child's needs, abilities and interests a little more
- Parents would like to see teachers manage classrooms a little better.

- **School Supports Child Behaviour**

- The School mean is 6.6 (NSW Govt is 7.4)- overall parents feel their child is safe at school.
- Parents would like to see more support for students who struggle and support for classroom management of poor behavior.

Students:

- **Social Engagement**

- The school mean for a positive sense of belonging is 61% (NSW Govt is 66%) - boys feel slightly more connected than girls, senior students are more connected than junior students.
- The school mean for students with positive behaviour at school is 88% (NSW Govt is 87%) - overall students behaviour is positive.

- **Institutional Engagement**

- Overall academic outcomes in English, Maths, and Science are above or equal to NSW Govt means.
- Students feel bullying is an area to be supported in more, but they do feel there are people to turn to for advice.
- Positive learning climate and expectations for success were above NSW Govt means, a little drop in middle highs school but overall positive.
- Overwhelmingly First nations students feel supported by the school.

Staff:

- **Drivers of Student Learning**

- Staff feel that they would like more support from school leaders to support student learning.
- Areas staff feel confident in include data informed practice, teaching strategies and technology.
- Areas of support - Collaboration, Learning Culture and Inclusive school strategies.

- **Four Dimensions of Classroom and School Practices**

- Staff feel confident in providing quality feedback and in providing planned learning opportunities for students in particular with technology, an area to work on is engaging parents with their child's learning.

- Overcoming obstacles to learning and challenging and visible goals both have areas of strength and areas for the school to build on.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.