

# Marsden High School Annual Report



2016



8225

## Introduction

The Annual Report for **2016** 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.

Lance Berry

Principal

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### Message from the Principal

The Annual Report for 2016 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.

Marsden in 2016 proved to be an outstanding school and our achievements were based upon an emphasis on three key areas:

1. wellbeing,
1. the provision of opportunity,
2. success, whether it is academic, creative and performing, sporting or personal success.

We are a local comprehensive, co–educational, culturally diverse 7 – 12 school, and pride 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 framework. We acknowledge the importance of getting student wellbeing correct and follow the age old adage: 'with getting the wellbeing correct, everything else falls into place'. Strategies introduced in 2016 included employing a wellbeing teacher and providing an allowance for a wellbeing coordinator. Resilience was embedded through positive programs encouraging students to:

- stop and think when confronted by challenging situations
- report bullying and harassing situations
- ask for help when it is needed

Further to this, self–discipline was emphasized as important as we teach how to study, how to use technology, how to interpret work; we also teach students how to behave and conduct themselves. It is a shared partnership with parents. As a local high school, the provision of opportunity is paramount. In 2016 this was evidenced by:

- Robotics clubs
- Jazz, Concert and Stage Bands
- Choir
- Science club
- Enrichment opportunities such as the ICAS and Pinnacle challenge days
- Leadership and mentoring opportunities such as Duke of Edinburgh and RAISE and Johnson and Johnson mentoring

- Sporting opportunities

In 2016, Marsden was a very busy school and was successful because our teachers placed an emphasis on engaging students in what they are interested in. As 21st learners, teachers and leaders importance was placed on future learning and especially innovation and creativity to provide the best opportunities for students. Our strong emphasis on technology was seen clearly through the introduction of planning for BYOD and operating a Google classroom platform. The importance of balancing this technology emphasis, with making sure academic improvement is at the core of learning comes through ongoing professional learning for teachers.

2016 saw a continuation of our expert staff providing well developed opportunities as seen through students participating in various opportunities. These included industry based student mentoring programs, Dance competitions, school based Music and Drama Performance Nights, planning for the 2017 Musical 'Back to the 80's', debating, public speaking, Australian Business Week, Robotics and student leadership organized events such as Marsfest and White Ribbon day. We are a culturally diverse and proud school with a strength in multicultural awareness and acceptance of other cultures. Our ATSI students proudly engage in NAIDOC, AIME (ATSI leadership program) and various cultural based programs coordinated by Auntie Jeanie who emphasized the importance of 'culture' to our students.

Marsden's HSC results in 2016 were reflective of the nature of our students hard work. Our DUX achieved an ATAR 98.6. Our students achieved nine percent of individual results in band 6, twenty five per cent band 5 and thirtyone percent band 4. The number of students achieving bands 1 and 2 were less than nine percent. Our Year 9 2016 NAPLAN results showed improvements for students in the lowest two bands. We attribute these results to a twofold approach –supporting the teaching and learning structures through well designed TPL processes and embedding academic resilience into everyday practice.

Pinnacle enrichment classes operating from Year 7 emphasised self-directed learning. Students were not simply given more work, but were provided with tasks which had them inquiring and evaluating. Project based learning was at the core of how students were extended, involving students being guided through inquiry to research and present findings in various formats. Learning assistance was vital to guaranteeing all students had strong educational guidance, providing extra support to students finding the work difficult. This team developed plans and approaches to help students acquire the skills needed and met with teachers to ensure these approaches were implemented into classroom learning.

Our 2016 enrolment of 580 students, plus our IEC, allowed for asignificantly personalized learning program for each student, where the aim was to be recognized as a vibrant and responsive public school. Working collaboratively within the public education system, the end result is evidenced as producing well educated citizens with the capability and confidence to succeed in the 21st century.

## School background

### School vision statement

To help young people reach their full potential by offering diverse learning opportunities that support the attitudes, values and skills necessary to engage in a productive career and lifelong learning.

### School context

Marsden is a comprehensive local high school with a strong International Students program, providing quality educational opportunities for all students. Our dedicated staff build the capacity of our diverse learning community which ranges from the academically gifted to students requiring additional support. Our community supports the provision of broad ranging learning opportunities, with a strong focus on a well-rounded education. We foster high standards and have high expectations, as evidenced in our PB4L program that every student will succeed in their learning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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 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.

Progress achieved across the **Learning** domain. There have been continued gains in this area.

- We created TEAMS whose briefs were to focus on areas that support the School Management Plan e.g. wellbeing, curriculum planning, technology
- We have continued to work towards whole school welfare practices e. g. revisiting Positive Behaviour for Learning.
- There is regular and consistent communication to all stakeholders about the behaviour, attitudes and expectations that support students to be become successful, caring and responsible citizens.
- Homework Hub established to support students who are having difficulties with completing work
- The employment of an Aboriginal Welfare Officer who has helped raise the profile of the Aboriginal culture and helped our Aboriginal students to fully appreciate their own culture.
- A transition program was introduced to enhance the links with our partner primary schools.

Progress achieved across the **Teaching** domain. We have improved in 3 areas and maintained in the other 2 areas.

- The effective use of data is still an area for improvement. In 2017, students will be undertaking the 'Tell Them From Me' survey which should give us a benchmark for future achievements.
- There continued to be regular reviews of our teaching and learning programs.
- NAPLAN, ESSA and HSC data continue to be used to monitor and influence the introduction of extra support mechanisms for students e.g. Principal's Improvement Program.
- The establishment of the technology team to lead the introduction of 'Bring Your Own Device" program. Staff undertaking professional learning in Google Classroom to ensure that their teaching and learning programs fully integrate technology in the classroom.
- Students are engaged in learning with minimal disruption.
- Teachers have Professional Development Programs which link their professional goals to the School Management Plan.

Progress achieved across the **Leading** domain. There has been improvement in 2 of these areas: Leadership and School Resources and maintained our previous level in the others.

- New links established with Macquarie University and improved links with all our feeder primary schools. A Transition Officer has been appointed to enhance these links.
- Improved communication avenues with all our stakeholders e.g. use of the school app and Facebook.
- Extra support staff employed to work with students to help them to achieve improved outcomes e.g. tutors employed to work with senior students.
- More resources bought to ensure technology is accessible by all students e.g. 90 laptops bought and made

available through faculties.

- Learning spaces have been reconfigured e.g. Library, to ensure that our curriculum structure meets the needs of our students. Future direction includes establishing a better space for Dance.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Strong student engagement and high achievement

### Purpose

All students are actively engaged in their own learning and strive to do their best in their learning. All students develop strong skills in the art of learning and understand its key role in future successes.

### Overall summary of progress

Student wellbeing and a focus upon engagement in learning were key target areas yielding pleasing results in 2016. Our school employed a new Aboriginal Education Officer who brought a refreshed emphasis upon the importance of culture for our ATSI students. Many cultural activities and supports were provided for our students to assist in narrowing the gaps in their wellbeing, engagement and learning opportunities when compared with non ATSI students.

A Wellbeing teacher was employed and an allowance was provided for Head Teacher of Wellbeing, sourced from LSLD funds resulting in a more coordinated effort to promote our positive school culture. Additionally there was a significantly increased emphasis upon 'what works best' in the classroom which included a focus upon positive psychology and growth mindset supporting teachers further to build positive relationships with students. Our Positive Behaviour For Learning model was evaluated and launched with renewed vitality in support of this.

Marsden's learning support structure was evaluated and relocated to the library, thus forming a central part of school life and becoming more accessible for all students. The learning support team was increased with the employment of 2 new staff members, one to act a tutor for the senior students and the other to use his expertise in designing learning programs for students with learning difficulties. The Principal's Improvement Program was instigated to support those students who were not meeting academic outcomes. Students were counselled and given extra tutoring to help them achieve improved outcomes.

Student mentoring for both junior and senior students formed a core part of the school's approach in assisting students to build relationships and thus engage with increased vigour in their learning. Upon evaluation, these mentoring programs have proven to be majoritively successful in enabling this. Our HSC cohort produced very pleasing results with increased numbers of students gaining band 6 and 65% of individual student results achieving bands 4, 5 or 6.

Student engagement flourished in school programs such as Robotics, Sport, Dance, Music, Visual Arts, Drama, debating and public speaking. Our Robotics team achieved outstanding results in an international competition held in Hawaii. Curriculum areas offered students opportunities to travel overseas as seen by a History excursion to Italy and Turkey at Easter. Music, Dance and Drama students were provided with several performance opportunities throughout the year in a variety of concerts.

A number of new programs were introduced to help students understand that their thinking and choices have a significant impact on their success. There was a significant rise in the enrolments for Year 7, 2017 which resulted from the renewal of the partnerships with local primary schools and increased school promotion of student successes..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Reduction of negative referrals of 5% p.a.</li></ul>	The insignificant drop in numbers precipitated the restructuring of the Welfare Team.	
<ul style="list-style-type: none"><li>Increase in positive referrals of 10% p.a.</li></ul>	Revitalisation of the Positive Behaviour For Learning system; introduction of the 'Growth' mindset and professional learning on Positive Psychology led to increased numbers of students being recognised for their positive contributions.	\$10,000. Staff training and resources
<ul style="list-style-type: none"><li>Increased retention of Aboriginal, low socio economic and refugee students</li></ul>	The appointment of a new Aboriginal Education officer had a positive effect on the well-being of our ATSI students. They have undertaken numerous activities which helped them to become more culturally aware.	Employment \$18, 147.00 Resources \$ 7,496

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>10% increase in the number of students gaining entry to tertiary education including EAD and students with a disability</li> </ul>	All students who applied for a tertiary institution were successful.	
<ul style="list-style-type: none"> <li>10% increase in the number of Band 6 results at HSC</li> </ul>	There was an increase of the number of students who achieved Band 5 & 6 at the HSC. Especially significant was Standard English where 2 students received Band 6.	Employment of senior tutors \$19,433.

## Next Steps

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

In the area of Strong Student Engagement and High Achievement we are adding:

- Close analysis of teaching and learning practices and the development of strategies to better support students reach their personal learning goals; this includes the gradual implementation of 'BYOD' model under a Google classroom framework.
- Establishment of a staffed Homework centre out of school hours.
- Continued employment of our senior student tutor teacher.
- Continuation of the Principal's Program of Improvement which involves the development of a structured support plan for students who are not managing with stage 6 studies.
- Early identification of potential band 6 students and implementing support strategies.
- Continuation of the Head Teacher Wellbeing allowance, teacher wellbeing and renewed emphasis of Positive behaviour for Learning under LSLD to drive continued improvement in positive wellbeing, engagement and improved coordination of student support programs.
- Introduction of the 'Creating Chances' program to target students who are struggling with engaging with their learning.
- Improved learning facilities for students so they are in a refreshed and positive learning environment; this includes the addition of Dance/ Drama performance space.

## Strategic Direction 2

Quality teaching practice supported by excellent pedagogy

### Purpose

All teachers are engaged in high quality teaching, underpinned by the skills identified in the Australian Teaching Standards and School Excellence framework. We engage in professional, effective, high quality teaching practice to effectively develop the knowledge, understanding and skills of all students.

### Overall summary of progress

There was an emphasis upon the provision of teacher professional learning in 2016 which saw an increased engagement by our teachers in their profession. Spurred on by the adoption of after school sessions for staff to replace the last two days of traditional staff development program; teachers engaged in two sets of three hour after school sessions implemented in terms 3 and 4. These sessions were a success in that teachers engaged in a range of organised TPL in short sharp sessions which proved to be an effective approach. Staff meetings were also adopted as a forum for presenting TPL, especially that organised by the various Teams which make up the school management emphasis upon HSC Improvement, Literacy, Technology, PB4L, Pinnacle (GAT), Project Based Learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased staff participation in collaborative practice such as action research projects and whole of staff learning development projects	Whole staff collaborative professional learning delivered by experts from within our school, as well as invited guests in 2016 focused upon: <ul style="list-style-type: none"><li>• Wellbeing and utilising growth mindset and positive psychology to effectively cater for our students.</li><li>• 'What works best' for improving student engagement.</li><li>• PB4L – teaching and role modeling the behaviours we expect</li><li>• Participation in a national Multiculturalism program with an emphasis upon increasing teachers catering for the needs of our refugee students.</li><li>• Effective utilisation of learning support to ensure all students are supported.</li><li>• Effective literacy strategies to ensure student improvement</li><li>• Mandatory safety training</li></ul>	\$5,000 Resources
20% increase in staff participation in technology training to support contemporary and innovative learning	Numerous training days both after school and on Staff Development Days organised for the implementation of our Bring Your Own Device program in 2017.	\$232, 898 Teacher relief and course payments
Increase of staff participation in PL activities of 20% p.a.	The introduction of after– school PL over a period of weeks was successful in raising the level of engagement by staff.	Catering \$1,000

### Next Steps

The school plan has been evaluated by staff, executive and our P/C. The key directions for teacher professional learning in 2017 and beyond include:

- Continued implementation of a Chromebook approach to learning with BYOD planned for Term 3 2017.
- Head Teacher Creative and Performing Arts position created to provide leadership in the continuous emphasis upon Music, Visual Arts, Dance and Drama within the school.



- Teacher Wellbeing role continued with an emphasis upon the ongoing implementation of Growth Mindset and Positive Psychology in the support of our students. This also includes presenting and organising PL sessions as well as an emphasis upon engaging our small cohort of extremely disengaged students through programs such as Creating Chances and mentoring opportunities.
- Head Teacher wellbeing role continued with the ongoing coordination of the wellbeing team to ensure communication and TPL around wellbeing is effective and empathetic. The role is currently carried out by the HT responsible for PB4L where behaviour management of students has been a focus to ensure whole school consistency – the implementation of Pivotal Behaviour Management strategies are planned to be presented to staff in a series of workshops. Two Head Teachers have been trained in this program.
- Head Teacher Professional Learning which attracts a period allowance to ensure the smooth coordination and effective provision of TPL to staff, especially focussed upon Professional Development Programs of teachers. This role also includes support of staff in accreditation in the Australian Teaching Standards, providing support for staff seeking accreditation at higher levels, enabling better engagement with the Australian Teaching Standards and mapping out of individual professional development directions.
- STEM implementation is set to occur in 2017, where all year 8 students will be expected to study STEM as an independent subject.



## Strategic Direction 3

### Effective community participation and engagement

#### Purpose

Strong partnerships with our community are developed, which draw on the strength and support networks of parents, the wider community and business links. Partnerships create access to and support from diverse areas and widen opportunities for different kinds of student learning.

#### Overall summary of progress

Community engagement in the school has increased throughout 2016 building the pre-existing relationships and fostering new ones. The links with partner primary schools, especially the four working collaboratively in the Marsden Learning Alliance were refreshed. Our annual Business Breakfast held during the Marsfest Open Night week showcasing of our school, saw an increased number of community members attend. Our school engaged in the DoE Communication program which saw an increase of promotional activity take place within and from the school; the school website underwent an overhaul so letterheads and communication from the school were in a consistent format.

The P/C created its own Robotics sub-committee showing the importance placed by that body upon the continued implementation of the robotics program. This has allowed the Robotics Team to successfully engage in international competitions, participating in the first robotics challenge held in Hawaii. 2016 saw our dance students participate in Wakakirri Story Dance. The Battle of the Primary School Dancers continued to build relationships with the wider community, showcasing the capacity of our school. The school also created links with 'Creating Chances' to further support the needs of our students who find engagement in learning more difficult than most. Our Aboriginal Education Officer built strong relationships within the wider Community looking to further support the wellbeing and learning of our 18 ATSI students. We participated in the AIME program and introduced specialised ATSI programs focussing upon culture and built links with Indigenous support agencies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of community partners by 20%	The different functions through out the year helped raise the profile of Marsden HS within the community. Partnerships with the feeder primary schools were revitalised, and new links with Macquarie University were forged. RAISE mentoring program continued with students from Year 8 & 9.  Initiated partnerships with University of Sydney for STEM (Science, Technology, Engineering and Maths) education.	\$3,227 Marketing, catering.
50% increased participation of business partners in the Australian Business Week(ABW)	Greater involvement by members of the P & C who acted as mentors and judges.	
Increased parent involvement in the musical, Robotics, Science and Art Clubs and the Talented Sports Program	Parental involvement continued to be crucial to the success of Robotics.  Improved communication between parents and school e.g. digital newsletter that links to school website.	\$20, 451 Robotics \$94 Science Club
Maintenance of Industry networks established through Bridge to Employment (BTE) and Ready to Succeed (RTS) programs and continuity of provision for students in Years 10,11 and 12.	Johnson and Johnson program continued as did the Ready to Succeed.  Employment of senior tutor for the Library instigated. Homework Hub established for all students.	Employment Nick Milner \$10,400
Sustained improvement in Year 7	There has been a significant increase in the	\$3,371 Open Day,

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
enrolments over time, building to 130 students per annum.	numbers of students enrolling in Year 7, 2017. We have an enrolment of 129, while in 2016 , it was 100.	marketing

## Next Steps

We have evaluated the school plan with staff, the executive and consulted our P/C and identified areas where we felt additional support was needed, in order to achieve our planned targets. We have reviewed our financial situation and budget and have determined we have funds to be able to put into place a number of support initiatives, focussing upon leadership roles in supporting staff and students.

In the area of Effective Community Participation and Engagement, we will:

- Establish a Head Teacher Creative and Performing Arts position under LSLD to coordinate performing arts across the school and develop parent support and engagement and participation networks.
- Continue participation in the DoE Community engagement team's review of Marsden to develop further strategies on how to improve our community engagement.
- Investigate options to further engage our multicultural community such as continuing with specially organised lunches and translating school documents.
- Build relationships with all of our partner schools to improve transition of all students as well improve the knowledge of what our school offers across the community.
- Increase relationships with ATSI organisations with the view to increase engagement of our students.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>With the support of our Aboriginal Education Officer, Marsden has maintained a strong profile in supporting Aboriginal Education and Aboriginal students. 2016 saw an emphasis placed upon the importance of culture for our Indigenous students. NAIDOC week involved the creation of a mural for the school hall reflecting the importance of the land in indigenous culture. Welcome to country has been implemented at formal assemblies. IEPs for each Aboriginal student have helped shape achievement focus and ensured regular performance monitoring. Closer observations have led to the realisation that the majority of our ATSI students are under achieving at school. Participation in Supported by the wellbeing teacher, our ATSI AEO investigated options and built relationships with many indigenous organisations, including AIME, TAFE, government bodies and local community elders to further emphasise the importance of culture and create opportunities for our students. AECG meetings are well supported by Marsden staff.</p>	<p>AEO employment \$18, 147</p> <p>Performances \$3,000</p>
<b>English language proficiency</b>	<p>The school employed 5 ESL teachers (2 part time) to support the needs of large numbers of ESL students mainly entering Year 10 and the senior school. They support English language acquisition by teaching a Year 10ESL, senior ESL classes and supporting junior students through a combination of in-class support, group and individual support.</p> <p>SET program facilitated transition between the IEC and high school.</p> <p>We also offered a unique English language support class as part of our Elective choices in Year 9 and 10 called International Studies and additional teacher and SLSO to support English and Maths. This helped improve mainstream transition</p> <p>Continued counselling from IEC counsellor, provided continuity and familiar support.</p> <p>International Prefect gave a voice to our international students on our Prefecture Leadership Team and SRC and access to the student leadership team. As well, an International Student coordinator was appointed who oversaw the wellbeing of International Students and initiated an International Students camp which looked at essential life skills needed in Australia as well</p>	<p>Additional staff employment \$440,000</p> <p>\$12, 910 Resources</p>
<b>Low level adjustment for disability</b>	<p>Marsden continued the application of best practice for NCCD in the school, including bringing in experts to support TPL at both executive and teacher level. We employed a SLSO to help develop protocols and processes and to collect and monitor data.</p>	<p>Employment of extra support staff</p> <p>\$198, 000</p>

<p><b>Low level adjustment for disability</b></p>	<p>Students requiring adjustments and support were identified early and we successfully targeted literacy and numeracy development through Quicksmart .</p> <p>Additional counselling support proved valuable for ESL students requiring adjustments.</p> <p>We sustained our excellent record for supporting and managing all students in transition and developing career pathways.</p> <p>We created a Learning Centre in the School Library making Learning Support more accessible to students. The teacher wellbeing role was created to support Learning Support and provide increased emotional and learning guidance for our students. The role of Senior Student Tutor was created in term 4 with a strong role description centring on supporting Year 10 and 11students into the next step of their HSC journey, especially in regards providing adjustments. This role further the school employed SLSOs to support students in need especially in areas of Mathematics and Science.</p> <p>The Principal's Improvement Program was initiated to support senior students who are struggling with meeting the requirements of the HSC. It embeds an array of supports, including study planning and the teaching of study skills.</p> <p>By deploying a wider range of curriculum offerings, students with disabilities had more learning options and were more engaged.</p> <p>Substantial release time to plan around improving our positive wellbeing system has resulted in a framework and some clear directions for continued implementation in 2017.</p>	<p>Employment of extra support staff</p> <p>\$198, 000</p>
<p><b>Socio-economic background</b></p>	<p>Students who needed additional tutoring support were able to receive it. Support programs more easily identified senior students requiring help and channelled appropriate forms of support.</p> <p>Students needing financial support to attend school camps and activities were assisted.</p> <p>We were able to increase the total numbers of students receiving Quicksmart literacy and numeracy support.</p> <p>Providing a Head Teacher Wellbeing allowance, a teacher wellbeing as well as using LMBR to fund a second DP substantially improved our ability to better support students experiencing difficulties in a range of areas.</p> <p>RAISE mentoring assisted students in Year 8 who were disengaged and were provided with</p>	<p>\$40,000 Staff resources, student assistance</p>

<b>Socio-economic background</b>	structured mentoring to improve their understanding of the importance of positive relationships in achieving success.	\$40,000 Staff resources, student assistance
<b>Targeted student support for refugees and new arrivals</b>	<p>Due to the large number of new arrival and refugee students that Marsden supports, this is a significant targeted area.</p> <p>These programs and support mechanisms have helped their transition, enable us to monitor their wellbeing and provide social and academic support. Students have reported significant increases in the personal wellbeing and learning progress.</p>	\$5,000 Tutors

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	397	406	421	446
Girls	284	275	304	307

Enrolments continue to grow and we attract significant numbers of students from out of area, reflecting increased interest in our educational programs.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.3	95	93.4	93.7
8	92	92.7	94.2	91
9	89.9	93.1	90.9	94.6
10	92.6	94.1	90.5	89.9
11	90.1	93.5	94	92.8
12	91.8	94.4	93.6	95.7
All Years	91.6	93.8	92.7	92.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Our monitoring protocols have continued to ensure that our attendance data is above the state average for Department of Education schools. We acknowledge the importance of the link between attendance and achievement and we shall continue to aim for improved attendance rates across all years. The SMS system we use has helped us track students who may be non-attending without their parents' permission and its immediacy keeps parents informed.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	1	0	3
Employment	2	3	9
TAFE entry	2	2	5
University Entry	0	2	32
Other	0	1	2
Unknown	5	11	49

At the end of the year, the Career's Advisor contacts all students but a number of them do not reply, hence the number of unknown destinations.

### 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 2016 there were 25% of students doing VET and Trade courses.

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	9
Classroom Teacher(s)	41.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	4.4
School Counsellor	2
School Administration & Support Staff	14.38
Other Positions	4.9



\*Full Time Equivalent

This includes part time and staff in the IEC. WE have 1 full– time teacher of Aboriginal Background and we employ an Aboriginal Education Officer who works 4 days per cycle.

### 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 an improvement in the number of staff who attended professional development courses. There was a focus on classroom management and use of technology in the classroom. A number of our staff are in the process of achieving accreditation.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 30 January to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	1 419 887.28
<b>Revenue</b>	9 593 787.27
(2a) Appropriation	8 898 503.13
(2b) Sale of Goods and Services	216 148.64
(2c) Grants and Contributions	468 550.68
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	10 584.82
<b>Expenses</b>	-8 843 036.33
Recurrent Expenses	-8 843 036.33
(3a) Employee Related	-7 575 331.34
(3b) Operating Expenses	-1 267 704.99
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	750 750.94
<b>Balance Carried Forward</b>	2 170 638.22

We have a Business Manager who works 3 days a week and a SAM who works fulltime. The Business Manager looks after Capital assets, organises procurements and payments and helps the SAM with financial budgets. Staff requests for payments are through the BM and the Principal has final approval.

In 2016, funds were expended on extra support staff, major maintenance projects (painting of classrooms) and the installation of an outdoor gym.

### Financial summary equity funding

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

	2016 Actual (\$)
<b>Base Total</b>	6 029 263.18
Base Per Capita	53 041.79
Base Location	0.00
Other Base	5 976 221.39
<b>Equity Total</b>	748 538.67
Equity Aboriginal	26 990.13
Equity Socio economic	48 602.53
Equity Language	474 935.12
Equity Disability	198 010.89
<b>Targeted Total</b>	18 631.60
<b>Other Total</b>	1 930 769.34
<b>Grand Total</b>	8 727 202.79

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

### 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.

Year 9 students achieved increases in literacy and numeracy. In literacy, there was an increase 8% of Year 9 who achieved the top bands in reading and writing.

97% of Year 7 students were at or above the National Minimum Standard in reading and numeracy. Year 7 girls demonstrated improvement in writing with 5% accessing the top bands.

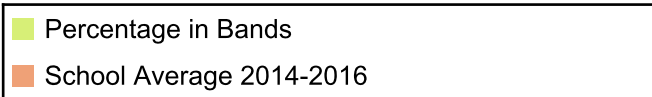
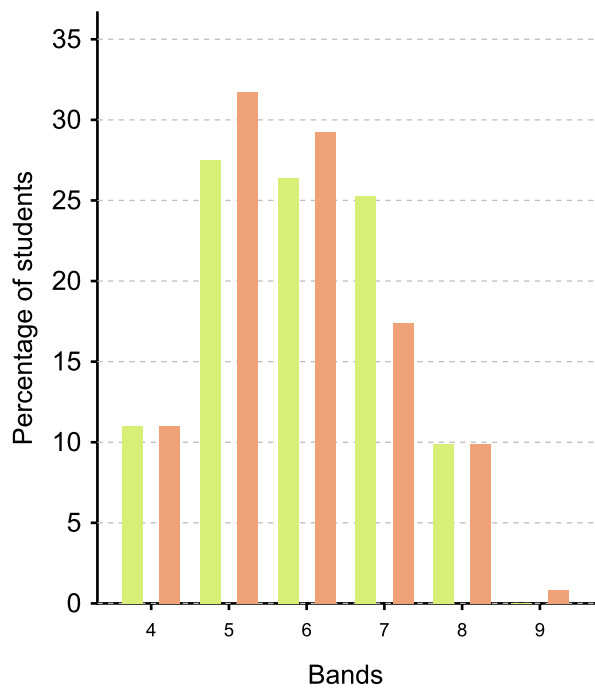
There has been an upward trend in results for Writing in Year 7, Grammar in Year 9.

Student growth when compared with the students' Year 7 results is substantially above the State average in Year 9 Reading, Spelling and Grammar and Punctuation.

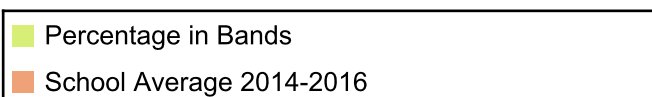
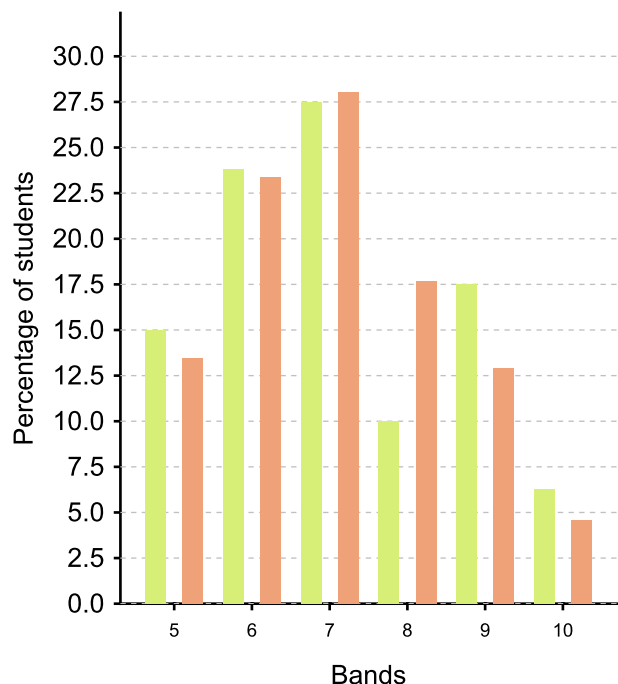
Indigenous students showed an overall improvement with 33% moving into band 9 for reading.

Writing will be a focus area for both Year 7 and Year 9 students for 2017. This is in alignment with state-wide data.

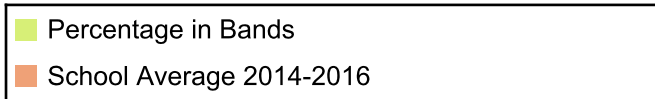
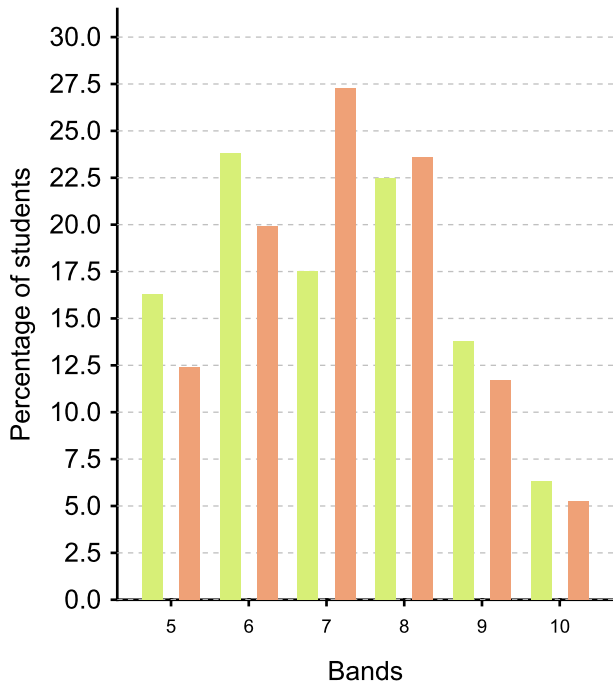
Percentage in bands:  
Year 7 Writing



Percentage in bands:  
Year 9 Grammar & Punctuation

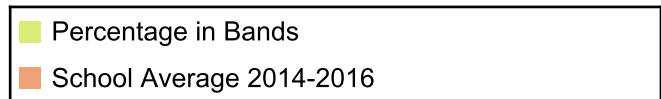
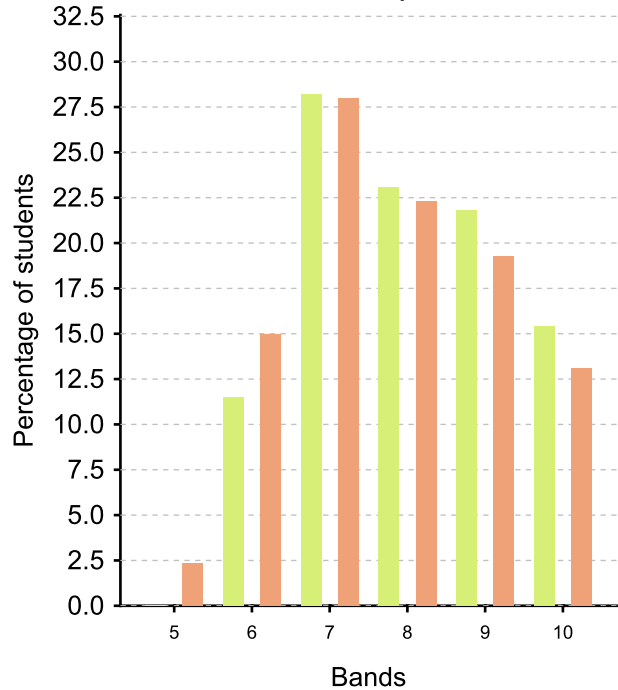


**Percentage in bands:  
Year 9 Reading**

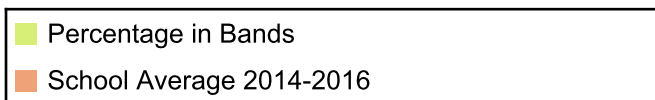
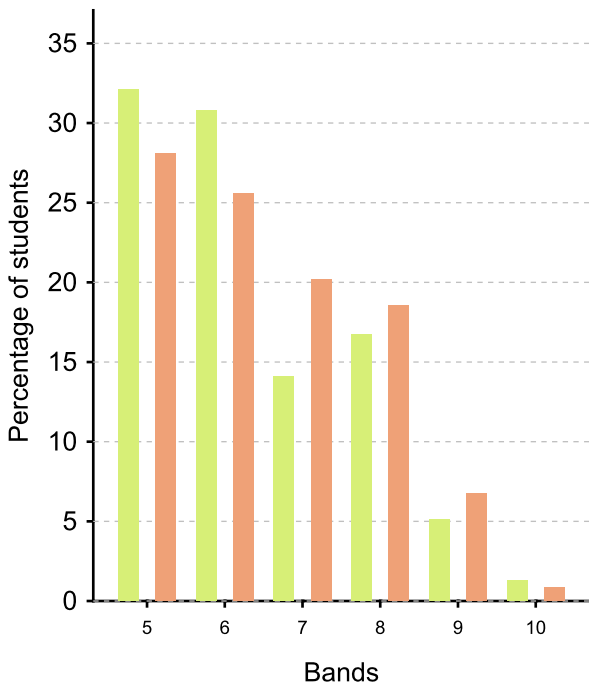


bands for numeracy.

**Percentage in bands:  
Year 9 Numeracy**



**Percentage in bands:  
Year 9 Writing**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

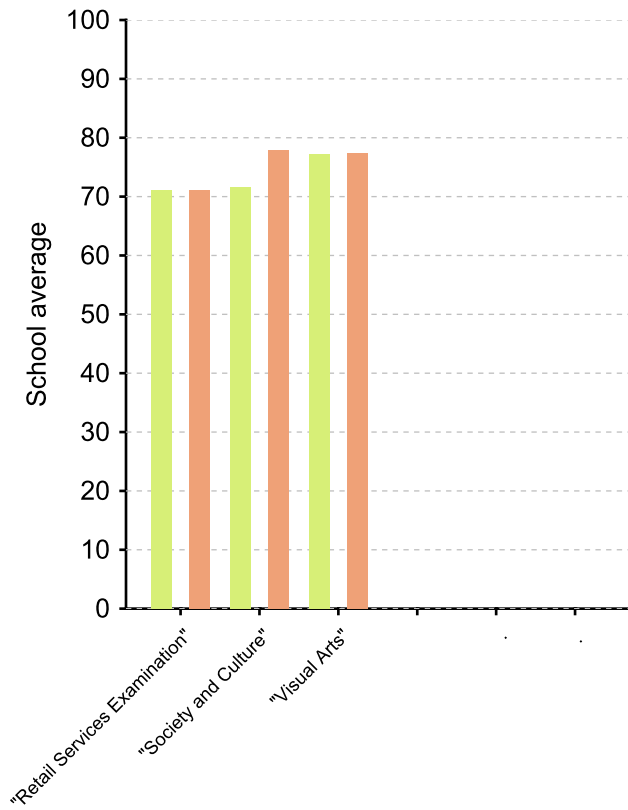
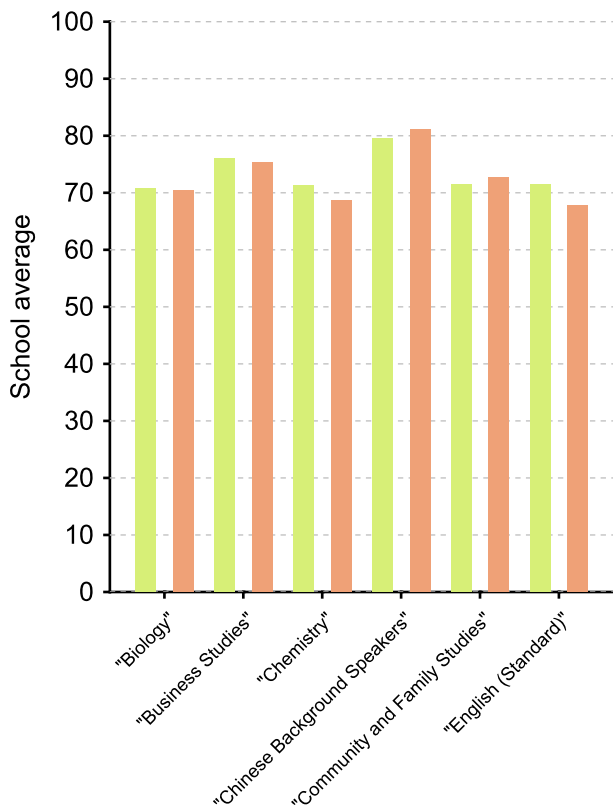
**Higher School Certificate (HSC)**

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

In numeracy, there was an increase of 7% of students accessing the top two bands.

An upward trend in results for Year 9 Numeracy. Students growth was also above State average for Year 9 Numeracy.

11% increase of LBOTE students accessing the top



■ School 2016 ■ School Average 2014-2016

■ School 2016 ■ School Average 2014-2016

There has been an increase in the number of students who achieved at least 2 Band 5 & 6. 73% of subjects studied show improvement or equalled previous results when compared to previous school average for these subjects.

The most significant improvement was in Standard English, where two students achieved Band 6. This result is highly commendable since the number of Band 6's awarded across the state was 269 and 2 were for our students.

During the year, a number of tutors were employed to help students prepare and the Principal's Improvement Program began in Term 3 to support students reach their academic goals.

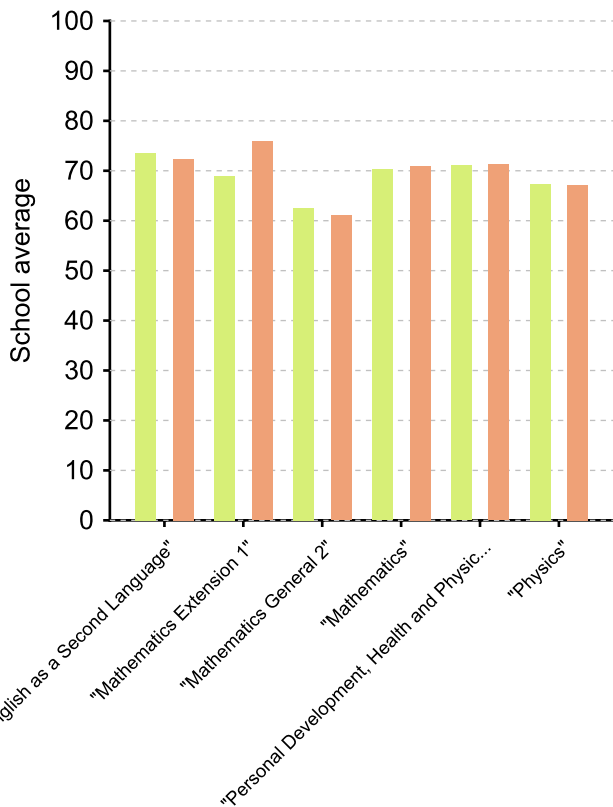
## Parent/caregiver, student, teacher satisfaction

Regular attendance at P & C meetings, volunteering in the canteen and in the uniform shop, anecdotal information and parent feedback indicate they are satisfied with the direction the school is going. The use of social media gave us immediate feedback. Their membership of the different committees is highly valued.

## Policy requirements

### Aboriginal education

Student wellbeing and a focus upon engagement in learning were key target areas yielding pleasing results in 2016. Our school employed a new Aboriginal



■ School 2016 ■ School Average 2014-2016

Education Officer who brought a refreshed emphasis upon the importance of culture for our ATSI students. Many cultural activities and supports were provided for our students to assist in narrowing the gaps in their wellbeing, engagement and learning opportunities when compared with non ATSI students.

Our worker Jeannie Moran, a well respected member of the local Aboriginal community, has provided invaluable social and emotional support to our students. She has organised numerous excursions for ATSI students and continued our link with the AIME mentoring project. Her influence has spread to the whole school through her raising the profile of Aboriginal culture e.g. Bush Tucker Cooking, Didgeridoo Concert.

Her employment will continue into 2017.

## Multicultural and anti-racism education

At Marsden, multicultural education is implicit in our inclusive policies and procedures and expectations of students. With more than 50% 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.
- We employed a specific translator for Arabic-speaking students who 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.
- Introduced the role of Year Advisor for International Students. The YA offers counselling, monitors attendance and contacts parents or carers with any concerns.

## Other school programs

### Sport

Marsden High School had a vast array of success in sport during 2016. Most notably, our Boys Table Tennis team won the NSW State Cup at Sydney Olympic Park, defeating Randwick Boys HS in the final. The tournament involved over 70 schools and was

Marsden's first state champion team since 1982. As a result, one student earned selection in the Australian Junior Table Tennis team and the other represented New South Wales.

A student was selected in the both the New South Wales and Australian Under 16s team for Volleyball. This was a remarkable achievement considering the boy had only been playing volleyball for 12 months. Another notable effort was a student representing Sydney North at the CHS swimming championships.

In the Grade Sport competition our Boys Soccer and Touch football teams both won their Grand finals. Two senior students were selected in the Sydney North Soccer side, whilst another represented the Wests Tigers in Junior Rugby League.

### Robotics

#### Robotics 2016

In 2016 our robotics team competed in both the Sydney and Hawaiian Regional events. With our talented robotics team and robust robot, we managed to place 2nd in both events. The game in 2016 was called Stronghold.

### Robotics

- This was our 3rd year of robot building. We competed in the game called Stronghold.
- Competed in the Australian regional competition held at Sydney Olympic park Homebush in March 2016. At the end of the competition we placed 2nd overall, this gave us entry into the Championships in the USA– unfortunately we were unable to attend.
- Also in March 2016– we went to Hawaii to compete in another Regional Competition– we also placed 2nd at this competition–knocking out the Hawaiian Kids– who had won the previous 9 Hawaiian games. The team that went to Hawaii was a small team of 8 students, along with Mr Hannah and Mrs Brennan
- The team also competed in the Duel Down under at Macquarie University in the July school holidays– this is an invite only offseason event.
- Year 8 competed in the First Lego League competition at Macquarie University in October called Animal Allies. The teams were required to build Lego robots in the quest to make life better for people and animals. The Project mission was to make our interactions with animals better. Students present a project on animal interactions to a panel of judges which includes a poster and they are also given an impromptu task to work together as a team to solve a problem.
- Students were inspiring, interested, enthusiastic and excited. Many students have also

progressed to our Robotics Team 5087.

## **Dance**

Marsden's dance ensembles had a busy year. Both the senior and junior teams entered their first dance competition. Both groups performed extremely well with the senior team placing 3rd in their jazz routine and HC in their Lyrical.

Along with dance competitions, the students attended dance workshops at Fair Field High School where choreographers Hilton Denis and Patrick Kuo taught them from SYTYCD. Students were able to bond new relationships with students from other schools and immensely enjoyed their time.

Our dancers worked extremely hard throughout year and auditioned for their first Wakakirri. It was been a team effort from parents, students and teachers. Parents made costumes and props, dancers attended a number of holiday rehearsals along with weekly rehearsals and our lighting crew worked with a Wakakirri specialist to enhance our dance 'A place to call home' come to life.

During our last rehearsal we had the Wakakirri TV crew out to capture the behind the scenes action and interview a few of our students. Miss Tambree and Miss Bugeja were excited to see their students shine on stage and all their hard work pay off