

Marsden High School

Annual Report



2017



8225

Introduction

The Annual Report for **2017** 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 2017 Annual Report is provided as an account of the school's operations and achievements throughout the year. It details progress the school made in improving student learning outcomes and opportunities, teacher capacity and community engagement with school operations. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Marsden in 2017 proved to be an outstanding school and our achievements were based upon an emphasis on three key areas:

- wellbeing,
- the provision of opportunity through increased academic, creative and performing, sporting or personal supports,
- developing successful learners,

Marsden is a local comprehensive, coeducational, culturally diverse 7 – 12 school. We 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 2017 included implementing 'stymie' as a platform for reporting anti social and bullying behaviour; allocating time allowance to a Head Teacher to supervise Wellbeing. Resilience was embedded through positive programs encouraging students to:

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

Further to this, self–discipline was emphasised 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 which is a shared partnership with parents. 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 our Aboriginal Education Officer who emphasized the importance of 'culture' to our students.

2017 saw a continuation of our expert staff providing well developed opportunities as seen through students participating in various opportunities.:

- Robotics clubs
- School musical
- Debating and public speaking
- Mock Trial
- STEM

- Dance ensembles and School Spectacular
- Choir and jazz ensembles
- Science club
- Enrichment opportunities such as the ICAS and Pinnacle challenge days
- Leadership and mentoring opportunities such as Duke of Edinburgh, Max Potential, PCYC, Creating Chances, RAISE and Johnson and Johnson mentoring
- Sporting opportunities
- Australian Business Week
- Marsfest
- White Ribbon

In 2017, Marsden was successful because our teachers placed an emphasis on engaging students in what they are interested in. As future focused 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 BYOD and operating a Google classroom platform. The importance is to balance this technology emphasis, with making sure academic improvement is at the core of learning comes through ongoing professional learning for teachers.

Marsden's HSC results in 2017 were reflective of the nature of our students hard work. Our DUX achieved an ATAR 96.6. In 2017, we employed a teacher tutor whose whole responsibility was to work with Stage 6 students during their study periods; he was tasked with supporting students in developing study plans, assisting them with assessments and guiding students who need prompting to achieve their best. Feedback on the success of the program came in the form of observational data from students and teachers, and via an increase by five per cent of the number of students achieving individual results in Bands 4, 5 or 6 growing to just under seventy per cent from sixty five percent in 2016 and fifty five per cent in 2015. Our students achieved seven point six percent of individual results in band 6, twenty seven per cent band 5 and thirty five percent band 4. Our Year 9 2017 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.

In May 2017, Marsden High School successfully navigated a NESA audit where we detailed our capacity to deliver high quality and rigorous programs to our students. The other key event in the August was a fire which gutted two rooms, buckled the flooring of two more and left both A and B Blocks heavily smoke affected. Ten demountable classrooms including a specialist Kitchen and Science lab were brought in to support our teaching and learning programs. The school was fully operational within five working days.

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 that all students had strong educational guidance, thus 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 2017 enrolment of 680 local and international students showed an overall growth of 76 students from mostly in-area enrolments. Our IEC catered for an additional 107 students and delivered a specialised intensive English program allowing for a significantly personalised learning program for each student. It adapted the Chromebook approach successfully in regards to engaging students and enjoyed strong feedback in both qualitative and quantitative data.

The school enjoys wonderful support from its active P&C who provided funding for Maths and Literacy programs, Chromebooks for disadvantaged students, resources for our 'Back to the 80's' Musical and funding for our wellbeing programs. Our parents are proud of our school and engage in supporting the wide range of opportunities on offer.

School background

School vision statement

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

School context

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 were both gains in this area and maintenance of previous levels. Based on data from SCOUT, we were Excelling in Value-Added across the NAPLAN 9 to HSC, staying above state average for the last five years, while being Sustaining and Growing for NAPLAN Value-Added across Years 7–9.

- Tell Them From Me Survey completed by students from Years 7–11 gave the school community more fully informed data about our students and their expectations;
- Explicit instruction of classroom behaviour taught to all students for all settings;
- The findings of John Hattie re. the importance of establishing positive relationships with students form part of our Wellbeing programs;
- Continued employment of an Aboriginal Welfare Officer who has helped to improve our connections with the families of our Aboriginal students, raised the profile of the Aboriginal culture and helped our Aboriginal students to fully appreciate their culture;
- Pinnacle class established to support our Gifted and Talented students
- Faculties ensured their programs incorporated literacy practices which helped students from a non-English speaking background;
- All staff worked collaboratively in TEAMS which focused on areas that support the School Management Plan;
- Prefecture Leadership Team initiated and led school-wide activities which celebrated cultural diversity e.g. MARSFEST and raised awareness of societal concerns e.g. domestic violence.

Progress achieved across the **Teaching** domain. We have maintained our levels across most areas.

- Staff were regularly inserviced on the effective use of data e.g. Results Analysis Package informs future teaching programs for improved HSC results;
- Staff undertook regular reviews of their teaching and learning programs in relation to new curriculum and ensured that the programs meet the requirements of NESA;
- Teachers have Professional Development Programs which link their professional goals to the School Management Plan;
- The school community were regularly informed via the newsletter, school website, P & C, Facebook and Instagram of the school analysis of student progress;
- Teacher expertise in computer literacy was identified and they became leaders in the implementation of our Bring Your Own Device policy and the integration of technology in the classroom;
- Increased number of staff undertook professional development in working towards their accreditation and improving their knowledge of pedagogical practice.

Progress achieved across the **Leading** domain. We have maintained our level of Sustaining and Growing in School Resources and Delivering across the other areas.

- Improved links with our feeder primary schools by having a Transition Team;
- Extra support staff continued to be employed to help students to achieve improved outcomes e.g. tutors work with senior students;
- All faculties have their own sets of laptops to ensure all students have access to technology;
- Learning spaces have been reconfigured e.g. Library, construction of a Performance Space, Physical Education Department have created a Future – Focused Learning space and the establishment of fully functioning indoor and outdoor gym.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 continued to be a major focus for improvement in 2017. Catering for the needs of all students by enhancing the capabilities of the Learning Support team, providing a dedicated learning space and employing more tutors ensured students with disabilities could have individualised learning plans. Programs which focused on building of self-esteem and helping students develop resiliency by making connections with the wider community RAISE mentoring, PCYC and Creating Chances were run through the year. Their success was measured by the willingness of students to participate and their feedback to staff.

Our ATSI students continued to be mentored and supported by our Aboriginal Education Officer who worked with their parents and our staff to create Personal Learning Pathways. A focus on improved attendance was met with limited success. ATSI students who were in mainstream classes developed a renewed interest in their own culture.

The Learning support team continued to be integral in helping students with learning difficulties by working with students individually, expanding the use of Quiksmart and Numeracy programs, making adjustments to assignments and keeping in close contact with parents. As part of the transition to high school, the learning support team regularly visited our feeder primary schools.

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

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

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Reduction of negative referrals of 5% p.a.	Creating Chances \$27,000.	Limited reduction in negative incidents. Continued focus on ensuring students fully understand expected behaviours in all settings. Mentoring program focused on disengaged students e.g. Creating Chances, PCYC.
<ul style="list-style-type: none">Increase in positive referrals of 10% p.a.	Signage for PB4L : \$23,370 Duke of Edinburgh: \$873	Renewed emphasis on recognition of positive achievements by rewarding students with Bronze awards, then Silver and Gold. Improve signage around the school that remind students visually of our PB4L mantra.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increase in positive referrals of 10% p.a. 		Students developed their leadership and teamwork skills.
<ul style="list-style-type: none"> Increased retention of Aboriginal, low socio economic and refugee students 	Employment of Aboriginal Education Officer: \$ 24, 309 Resources: \$ 3211	Continued employment of Aboriginal Education Officer who worked closely with all ATSI students. saw some improvement.
<ul style="list-style-type: none"> 10% increase in the number of students gaining entry to tertiary education including EAD and students with a disability 	Part-time tutors for refugees: \$ 20,300	Students who applied for a tertiary institution were successful. 3 part-time tutors to help with refugee students.
<ul style="list-style-type: none"> 10% increase in the number of Band 6 results at HSC 	Senior tutor: \$102, 079	Employment of N. Milner to work exclusively with senior students on assignments, N warnings.

Next Steps

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

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

- Dance, as a HSC course, a dance studio will be constructed by converting our current Common Room into a creative arts space.
- Continued Professional Development to support the implementation of BYOD into Year 7.
- Introduction of BYOD into Years 7, 8 & 9.
- Re-establish an Aboriginal Education team within the school to support Aboriginal students and the implementation of Aboriginal Education policy.
- Continued employment of senior tutor to support students.
- Increase the number of Learning Support and ESL personnel.

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

Staff undertook an extensive variety of professional learning in 2017. They had identified areas for enrichment which they felt could support their self-improvement based on their PDP goals. They also continued to meet after school for terms 3 and 4 to undertake mandatory training e.g. CPR.

The BYOD program for year 7 continued to be a priority for teachers who spent many hours learning the applications of Google apps and how to set up Google classroom. By the end of the year, 90% of teachers had set up their Google classrooms. During staff meetings, as part of our PL, other staff modelled how to integrate technology into the classroom e.g. designing websites.

The Head Teacher Creative and Performing Arts position was created forming a cohesive team which focussed ensuring CAPA is a core focus within school curriculum. This newly created position supported the production of our musical. For the second year, the musical showcased the diverse talents of our students and staff to our school community.

Special programs for our disengaged students included individual mentoring, RAISE mentoring, Creating Chances and Police Citizen Youth Club. These programs were developed to ensure students have positive role modelling and are taught how to focus upon solutions.

Pivotal Behaviour Management was a program presented to staff via workshops throughout the year. Two Head Teachers were trained in this approach and presented strategies at every staff meeting; signage was created that explicitly demonstrated expectations of positive behaviour. It was presented in support of our Positive Behaviour for Learning platform.

The school has an identified strength in catering for students who are interested in Science Technology Engineering Mathematics (STEM). Not only are there several elective options such as Integrated Software Technology, Engineering and Forensics operating, STEM was implemented as a stand alone subject for year 8. Teacher teams were trained via \$20,000 grant from Sydney University, a scope /sequence and programs were developed as well as resources purchased to ensure success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased staff participation in collaborative practice such as action research projects and whole of staff learning development projects	RAM: \$ 64, 768. STEM: \$ 2,After school tr964	TEAM structure focused on different projects underpinned by School Management Plan. Teachers trained in presentation of STEM activities.
20% increase in staff participation in technology training to support contemporary and innovative learning	Additional PL: \$37,194.	BYOD was major focus for 2017. Staff expertise was utilised for professional development activities relating to technology. The majority of teachers have set up Google classrooms. There are regular teaching and learning courses provided for staff to continue to improve their technology skills.
Increase of staff participation in PL activities of 20% p.a.	After school catering: \$800	Majority of staff have undertaken different forms of PL– e.g. Accreditation, Curriculum, BYOD, Wellbeing, STEM, Literacy, Leadership and Catering for Special Needs students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of staff participation in PL activities of 20% p.a.		PL undertaken for 3–4 hours during Terms 2, 3 & 4.

Next Steps

The key directions for teacher professional learning in 2018 are:

Teacher Feedback provided to students

Strengthening the teaching of Aboriginal Education

Learning and Support and Wellbeing structures and best practice

Coaching conversations with a view to strengthen mentoring structures within the school

Literacy as a whole school core focus leading to HSC improvement

Positive Behaviour for Learning

Energising the Pedagogy of our staff

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

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

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

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

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

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

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of community partners by 20%	Marketing and employment of a person who keeps our social media updated and assists with the improvement of our website. \$ 30,732	Marsden has a social media presence via Facebook, Twitter, our website and school app. which broadens our communication and raises our profile with our school community.
50% increased participation of business partners in the Australian Business Week (ABW)	Australian Business Week resources: \$ 15, 251.	Teachers acted as mentors for students. Members of the P & C acted as judges. Resources are site licences for the program.
Increased parent involvement in the musical, Robotics, Science and Art Clubs and the Talented Sports Program	Musical: \$ 5,170. Robotics: \$22, 118	P & C robotics committee met regularly and organised BBQs at Bunnings to raise money. Competition entries and building of robots. Parents and staff worked together to produce the school musical.
Maintenance of Industry networks established through Bridge to	School to Work: \$ 1,947	Guest speakers from TAFE, Macquarie University, UAC and Dunmore College counselled our students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Employment (BTE) and Ready to Succeed (RTS) programs and continuity of provision for students in Years 10,11 and 12.		on tertiary options.
Sustained improvement in Year 7 enrolments over time, building to 130 students per annum.	Transition programs: \$ 12,958	<p>Transition programs included PE gala days where feeder primary school students attend the high school.</p> <p>WINGS – Year 6 students have 'taster' high school program.</p>

Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AEO: \$ 24,309. Resources: \$ 3,211	Aboriginal Education Officer emphasised the importance of culture by organising activities which raised the profile of Aboriginal culture. ATSI students also participated in Creating Chances and PCYC mentoring.
English language proficiency	3.8 ESL teachers: \$400,211. Tutors – Chinese: \$ 6,661	<p>The school employed ESL teachers to support the needs of large numbers of ESL students entering Year 10 and the senior school. They support English language acquisition by teaching a Year 10 EAL/D, senior EAL/D classes.</p> <p>SET program continued to facilitate the transition between the IEC and high school.</p> <p>International Student Coordinator continued to oversee the wellbeing of International Students, organised a camp which emphasised study skills.</p> <p>Continued counselling from IEC counsellor, provided continuity and familiar support.</p>
Low level adjustment for disability	Disabilities: \$ 4,335. Learning Support: \$132,046.	<p>Marsden continued to be inserviced on best practice for supporting students on the NCCD register. An SLSO employed to increase support for students.</p> <p>2 teachers for Learning Support.</p> <p>Casual relief to support students</p>
Socio-economic background	Student Assistance: \$ 4,360. Scholarships: \$ 4,000.	<p>Students requiring extra tutoring were able to receive it. Continued employment of tutor whose main focus was working with students in Years 11 & 12.</p> <p>RAISE mentoring continued with students in Years 8 & 9</p> <p>Extra support offered by allocating funds to student assistance. Scholarships made available to students in Years 7 –12 who may suffer from economic disadvantage, thus enabling them to participate more fully in the implementation of BYOD.</p>
Targeted student support for refugees and new arrivals	RAM funding: \$8,255. Additional funding from immigration: \$ 12,000.	<p>International Student Coordinator worked with International students to help them assimilate into high school.</p> <p>Counsellor from IEC worked closely with new arrivals. SLSOs from different nationalities work closely with students and their families to assist their transition into high school.</p> <p>Tutors for refugees and student assistance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	406	421	446	494
Girls	275	303	307	306

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95	93.4	93.7	94.1
8	92.7	94.2	91	92.4
9	93.1	90.9	94.6	88.8
10	94.1	90.5	89.9	89.7
11	93.5	94	92.8	89.4
12	94.4	93.6	95.7	93.3
All Years	93.8	92.7	92.7	91.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Our attendance data is above state average for all years except year 9. We acknowledge the importance of the link between attendance and achievement, we shall continue to aim for improved attendance rates across all years.

The school has an automatic referral system to parents once roll call has been completed. This system sends a SMS message to parents or carers if their child is not at school. Their reply is logged onto the system and if there is a discrepancy, it is followed up immediately. Tracking attendance during the day is by Period by Period marking which is completed by every teacher. Any truancy concerns are followed up by the Deputies.

There are regular meetings between the Home School Liaison Officer and the Deputies. Students who have

less than 85% attendance can be referred to the Year Adviser for clarification, interviewed by the Deputies, parents can be contacted or a referral can be initiated to the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6
Employment	1	2	8
TAFE entry	1	1	4
University Entry	0	0	60
Other	0	4	12
Unknown	0	1	10

Year 12 students undertaking vocational or trade training

Marsden High School continues to have a large number of students undertaking VET training or Trade training. In 2017, there were 26% students undertaking 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
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	35.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	3.8
School Counsellor	2
School Administration & Support Staff	15.78
Other Positions	12.2

*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 be an improvement in the number of staff who attended professional development courses. There was a focus on the implementation of technology in the classroom to support the introduction of BYOD for Year. 7. Other areas studied were Classroom Management, Curriculum as well as Dealing with students with Disabilities, students from a refugee background and student wellbeing. 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 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	2,170,638
Revenue	10,961,983
Appropriation	9,972,402
Sale of Goods and Services	340,089
Grants and Contributions	495,560
Gain and Loss	0
Other Revenue	147,207
Investment Income	6,725
Expenses	-10,424,872
Recurrent Expenses	-10,424,872
Employee Related	-8,735,192
Operating Expenses	-1,689,680
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	537,111
Balance Carried Forward	2,707,749

Marsden High School employs a Business Manager 2 days per week to oversee Capital assets, procurement and payments. She is also an active member of the W, H & S committee assisting in the implementation of DoE policies and procedures, e.g Annual Fire Safety Statement.

The SAM is employed full time and manages all the finances of the school. She worked with the Principal and Finance Committee and monitored all the budgets and reported on the progress monthly. The cost centre owners are informed on a regular basis about their budgets. The SAM also follows DoE guidelines for the distribution of Equity and Aboriginal funding.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,451,441
Base Per Capita	121,268
Base Location	0
Other Base	6,330,174
Equity Total	731,485
Equity Aboriginal	11,801
Equity Socio economic	119,962
Equity Language	400,211
Equity Disability	199,511
Targeted Total	21,760
Other Total	1,914,652
Grand Total	9,119,338

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

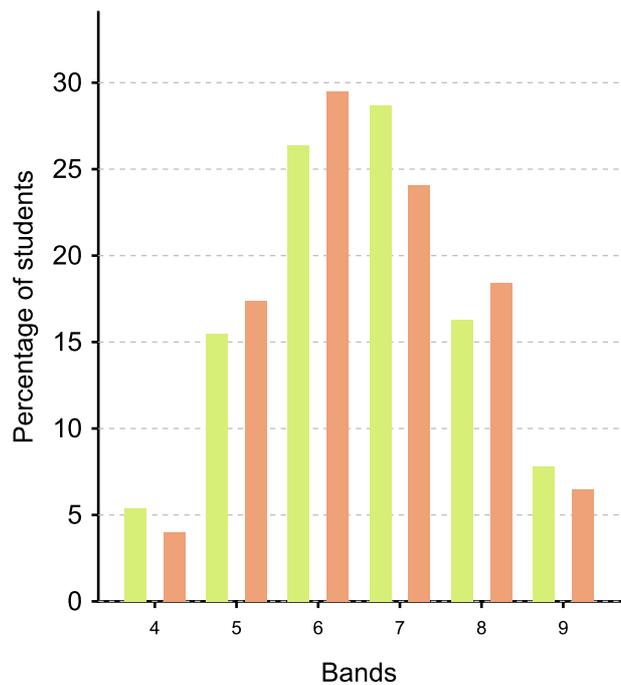
NAPLAN

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.

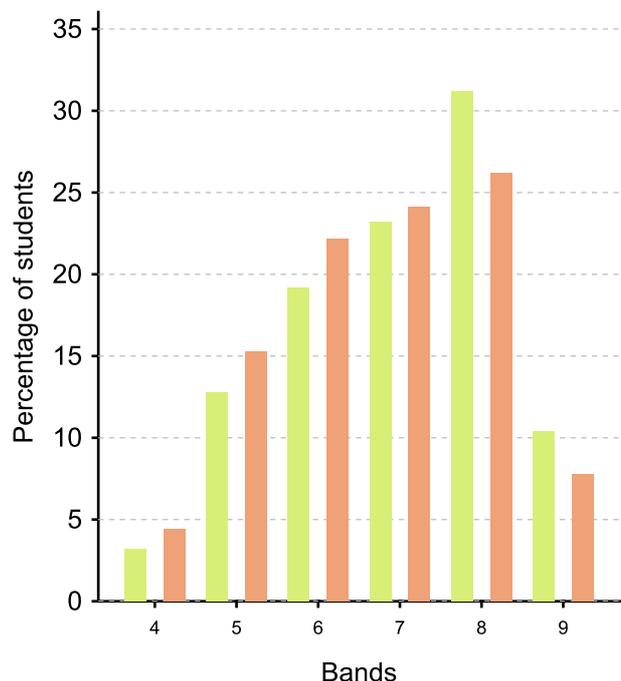
There has been a general increase in the average NAPLAN scores for Literacy for Year 7. This reflects the effectiveness of literacy programs which our feeder primary schools have put in place. There is, however, a state-wide concern regarding the Writing component of NAPLAN.

There was an increase in average NAPLAN scores for Year 9 in Writing, Reading, Spelling but a slight decrease in Grammar and Punctuation. There was an increase of 4% for students achieving Band 10 in Spelling. A large number of students in Year 9 are achieving Band 8 across all areas of literacy. In 2018, processes will be put in place to address the requirement for students in Year 9 to achieve Band 8 across Reading, Writing and Numeracy prior to them sitting their HSC in 2020.

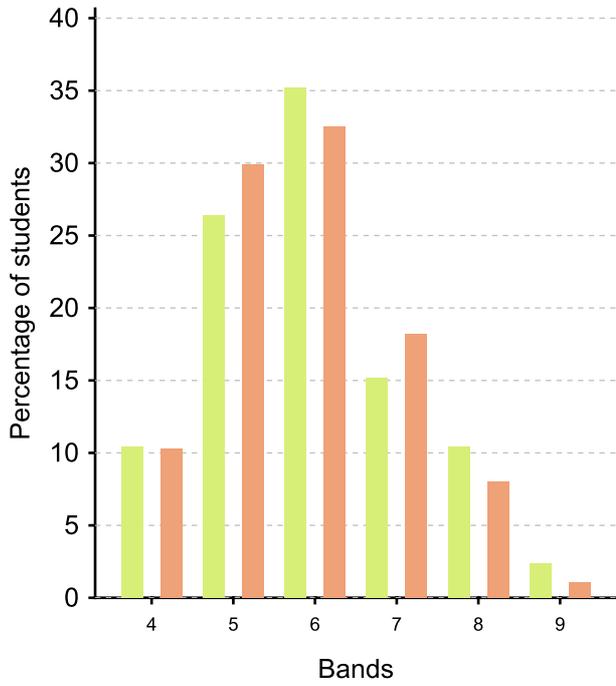
Percentage in bands:
Year 7 Reading



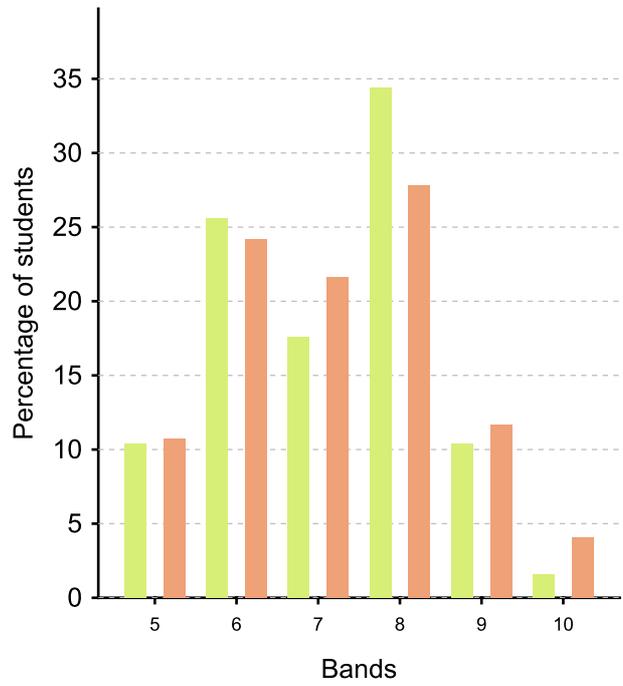
Percentage in bands:
Year 7 Spelling



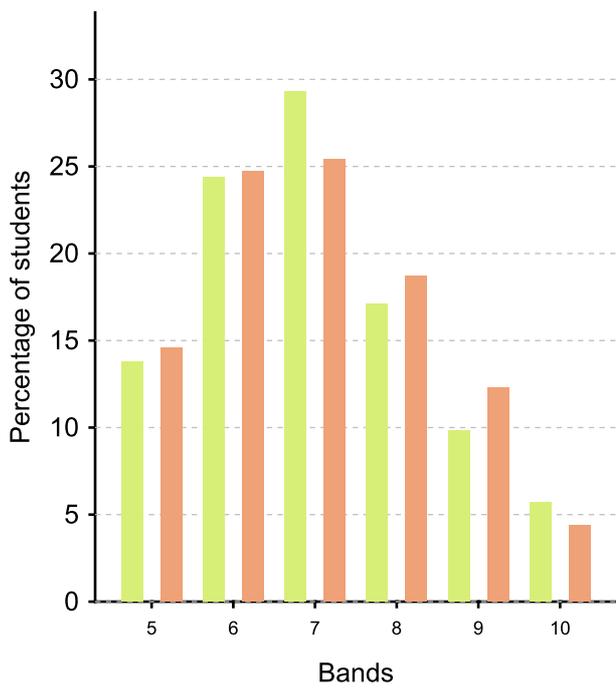
Percentage in bands:
Year 7 Writing



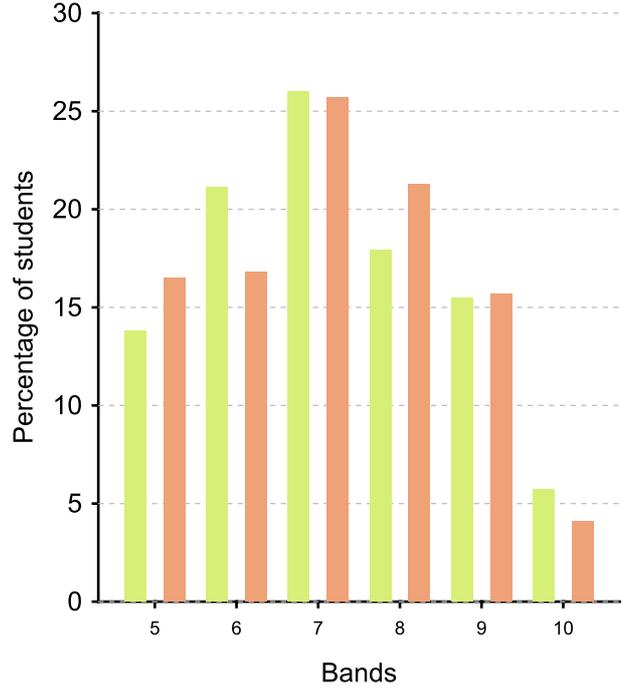
Percentage in bands:
Year 9 Reading



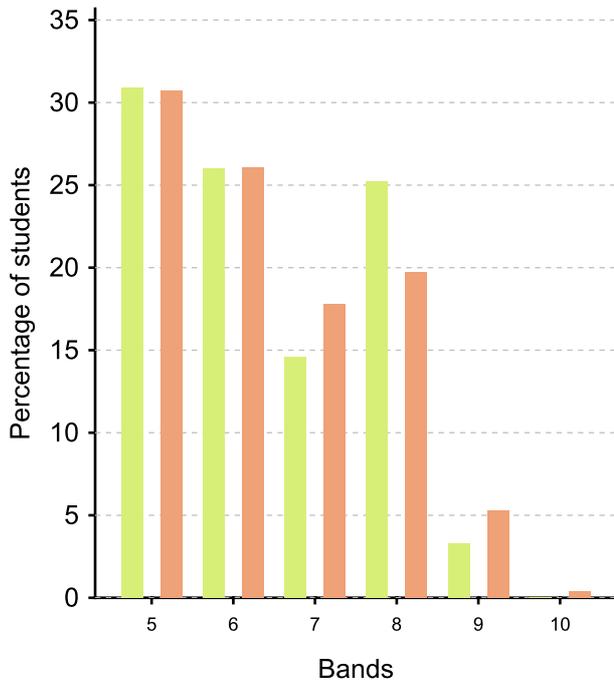
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



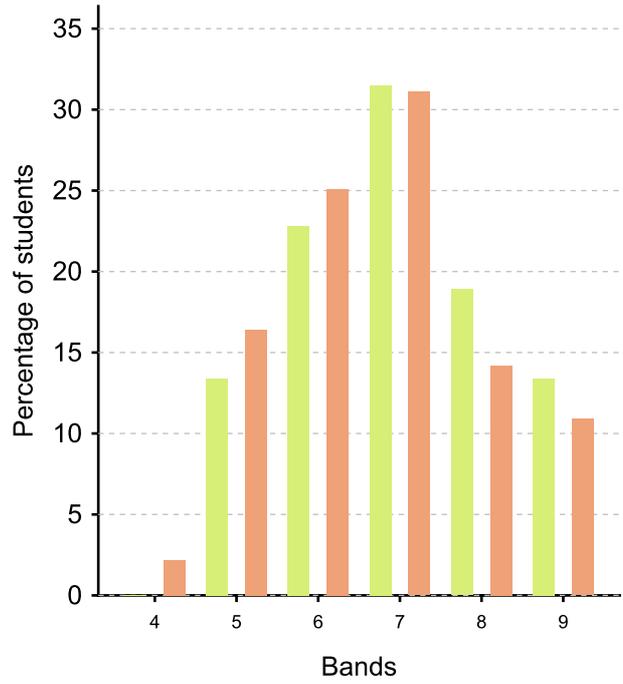
Percentage in bands:
Year 9 Writing



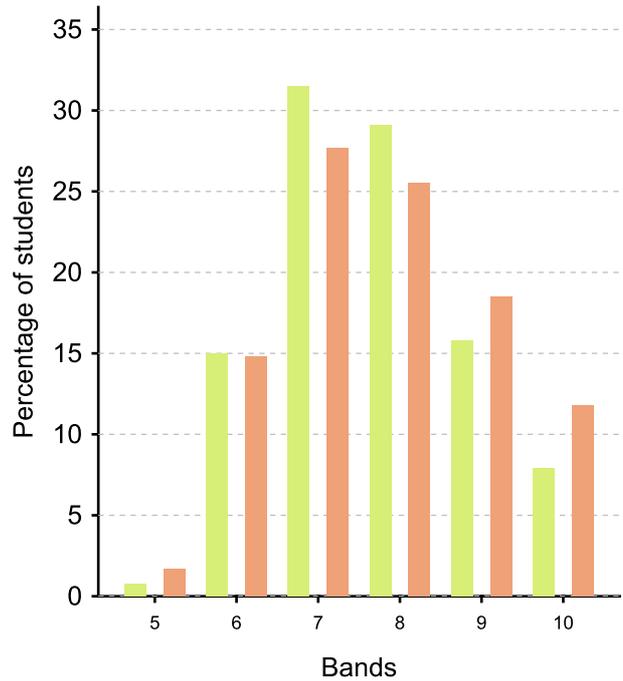
A substantial improvement in the average NAPLAN scores for Numeracy for Year 7 students. 39% of students in Year 7 achieved at or above proficiency in Numeracy. 26% of year 9 students achieved at or above proficiency in Numeracy.

There was a decline in the average scores for Year 9 in numeracy. Numbers in Band 10 & 9 fell but there were increases in Bands 7 & 8. This will be addressed in 2018.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



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

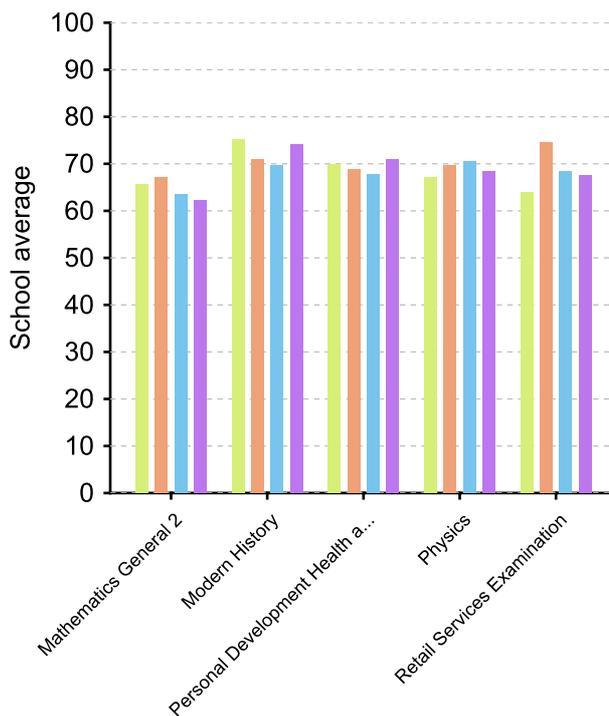
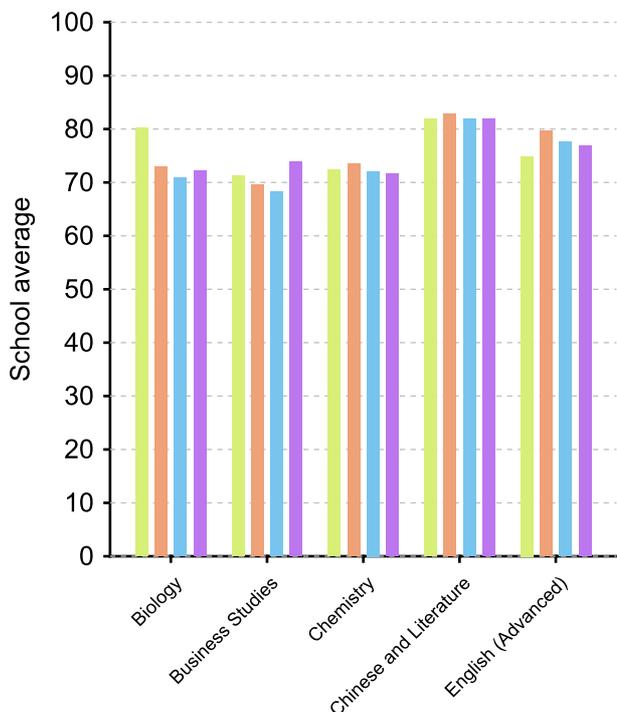
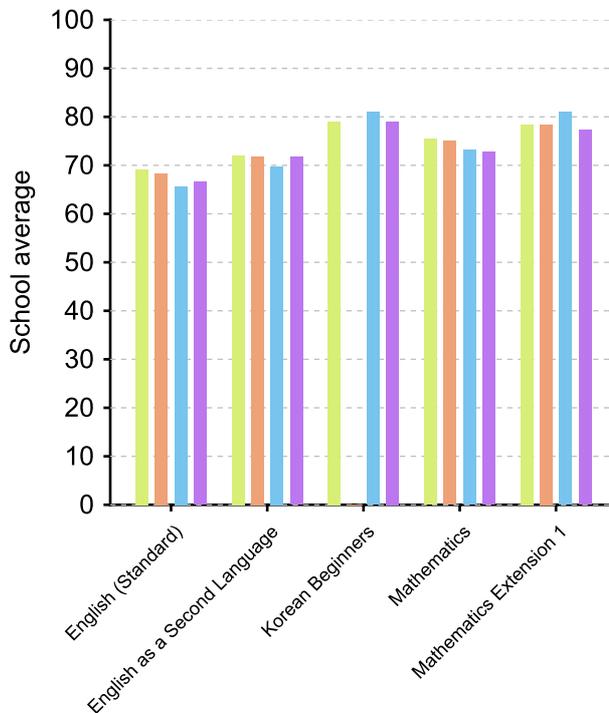
In relation to the Premier's Priority for Numeracy and

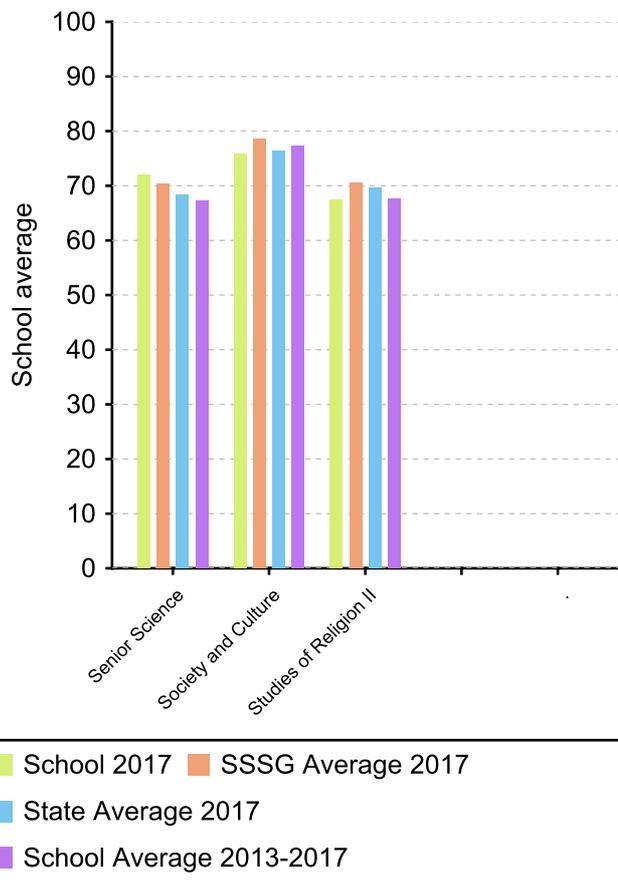
Reading in NAPLAN, the percentage of students in Year 7 achieving the top 2 bands increased significantly 19% to 32% and 23% to 24% for reading . In other areas, Year 9 Numeracy and Year 9 Reading had fewer students achieving the the top two bands. These are areas for improvement and have started to be addressed by the Literacy TEAM.

Higher School Certificate (HSC)

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

65% of subjects studied show improvement or equal to previous results when compared to previous school average for these subjects. Biology, Music and Visual Arts average marks demonstrated the best improvement. This year a number of tutors were again employed to support senior students with their assessments and assignments. The tutors were located in the senior study area so students could have easy access to their expertise.





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

Parent/caregiver, student, teacher satisfaction

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

Policy requirements

Aboriginal education

In 2017 student wellbeing and a focus upon engagement in learning were key target areas yielding pleasing results. Our Aboriginal Education Officer continued to emphasise the importance of culture for our ATSI students. Planning was put into place to support our most disadvantaged ATSI students who have not been engaging in school; the Wallumattagal Learning Centre aims to decrease the ratio of student to teacher to about 7:1. therefore providing a specialised learning environment targeting

student literacy and numeracy. Nine local high school demonstrated support for this approach. The NAIDOC ceremony at Homebush Olympic Park was attended by students from these same schools. Strong links have been built with Parramatta Council and providing increased wellbeing support for students and their families.

Many cultural activities and supports were provided for our students to willingly engage in learning and therefore narrow the gaps in their wellbeing, engagement and learning opportunities when compared with non ATSI students. These included all students participating in Creating Chances Aboriginal mentoring and PCYC targeted mentoring.

Multicultural and anti-racism education

At Marsden, multicultural education is implicit in our inclusive policies, procedures and expectations of students. With more than 60% of our students having a language background other than English, and a cultural background other than Australian, harmony and tolerance have been key defining characteristics of our school. We continue to use the following strategies:

- **SET** program, supporting students transitioning to Marsden from an IEC setting. It involves a buddy program and mentoring.
- **Marsfest** is our annual celebration of our multi cultural heritage with dance, music performances and food from many lands. Students participate actively and enjoy the events.
- We have a large number of translators available in the school that we use regularly in facilitating communication in formal and informal meetings with students and parents.
- We employed 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.
- Built upon the capacity of the role of Year Adviser for International Students. The YA offers counselling, monitors attendance and contacts parents or carers with any concerns.
- Provided our teaching staff with explicit and targeted teaching and learning 'best practice' strategies to ensure our students are being well supported.
- Increasing the provision of wellbeing support, including identifying students overwhelmed by the task of adapting to a new country and school.