School context

Marrickville High School is a co-educational 7 - 12 school with an Intensive English Centre and a Support Unit for students with mild and moderate intellectual disabilities. It is part of a diverse community that is 80% LBOTE and caters for students from low socio-economic backgrounds. The school is supported by equity funds and Low SES National Partnerships funding. Marrickville High School has a strong tradition of student achievement, ICT, literacy and numeracy programs and sport. Marrickville High School is a community based school that provides quality teaching and learning programs. There is a culture of high expectations and excellence in student achievement and quality teaching.

Principal’s message

Marrickville High School is a co-educational high school providing exceptional learning opportunities for a diverse local community.

The school provides students with opportunities to excel. Targeted literacy and numeracy programs across KLA’s have increased student achievement. Co-curricular programs provide students with scope to participate in a range of opportunities that increase student engagement.

Staff are trained at school level and have access to external professional learning opportunities focusing on quality teaching and learning incorporating technology. This focus is supported with increased access to computer technology and software across the school.

The diverse nature of our community is reflected with the inclusion of two special purpose units on site:

- The Support Unit for students with intellectual disabilities.
- Marrickville Intensive English Centre (IEC) that provides English language development for recently arrived non-English speaking students.

Both units contribute positively to the life of the school, making Marrickville High School the dynamic and inclusive learning community that it is.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Arety Dassakis

P & C message

At the beginning of 2013, I was a newly arrived parent at Marrickville High School with a child in Year 10. At the first Parents and Citizens meeting I was elected President of the Association. I have been inspired by the efforts of the teachers at the school to ensure that our school is strongly supported and that the students have the proper equipment to ensure a well-rounded education.

At the start of 2013, the P&C funds were about $8000.

In 2012 a request was made to the P&C for a portable stage for use in the school hall. This would ensure that the hall could be used for a variety of purposes and the P&C raised enough money to reach a target of funds for the stage. In 2013, the portable stage was purchased. In Term two, the new music teacher was appointed in time for the annual Talent Extravaganza. The Extravaganza was a great success and the stage was used for numerous other school events.

Also in 2013, the librarian requested e-readers for the library to enable access to the large library of e-books that were available for students. The P&C applied for a Club Grant and in July were kindly granted funds by Petersham RSL to purchase twenty-five e-readers. This ensured students had up to date access to books, an important feature of learning and research.

At the end of 2013 remaining P&C funds were under $1000. As the President, I ask all parents and carers to support your children’s school. The school is only as strong as we make it, this is YOUR school. Our children will thrive and do well if we all support the school and its teachers. The success of your children depends on active participation in school life.

Engaging with the school affords you opportunities to meet other parents, staff and have a say in our childrens’ education.

Janet Georgouras
P&C President
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>179</td>
<td>184</td>
<td>167</td>
<td>190</td>
<td>209</td>
</tr>
<tr>
<td>Female</td>
<td>170</td>
<td>148</td>
<td>133</td>
<td>143</td>
<td>159</td>
</tr>
</tbody>
</table>

Marrickville High School student population increased in 2013. Intake from the IEC into the high school has continued to steadily increase and contributed to the overall increase in enrolments.

There was no significant variation in the gender balance to previous years.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>91.0</td>
<td>92.2</td>
<td>94.9</td>
<td>94.1</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.6</td>
<td>88.5</td>
<td>93.2</td>
<td>91.2</td>
<td>91.0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.4</td>
<td>87.4</td>
<td>90.0</td>
<td>91.7</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>87.4</td>
<td>89.4</td>
<td>88.5</td>
<td>88.6</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>85.2</td>
<td>87.4</td>
<td>88.0</td>
<td>86.6</td>
<td>83.7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>87.0</td>
<td>91.9</td>
<td>86.5</td>
<td>91.6</td>
<td>83.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.8</td>
<td>88.1</td>
<td>89.4</td>
<td>88.9</td>
<td>90.4</td>
<td>86.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>94.3</td>
<td>94.6</td>
<td>94.7</td>
<td>94.3</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>92.4</td>
<td>92.7</td>
<td>92.6</td>
<td>92.5</td>
<td>93.3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>91.2</td>
<td>91.8</td>
<td>91.5</td>
<td>91.5</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>91.1</td>
<td>91.0</td>
<td>90.3</td>
<td>90.5</td>
<td>91.2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>91.1</td>
<td>91.2</td>
<td>90.6</td>
<td>90.9</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>90.8</td>
<td>90.9</td>
<td>91.1</td>
<td>91.1</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>91.8</td>
<td>92.0</td>
<td>91.8</td>
<td>91.8</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

Marrickville High School recognises that student attendance is the key to successful learning.

Attendance rates for Years 8 and 9 were above state average but still below region average.

At Marrickville High School attendance is monitored regularly. The school’s ‘Sentral’ electronic attendance system monitor and recorded absences each day. Text messages were generated each morning and sent to parents to indicate an absence or late entry by a student.

The school held weekly welfare meetings where Year Advisers and the Home School Liaison Officer discussed student non-attendance and developed intervention plans.

Parents were contacted by letter if a student was absent for three days without explanation and the Home School Liaison team contacted parents whose children displayed poor attendance. Attendance details were noted on students’ academic reports.

The Deputy Principal monitored daily late arrivals and truancy each day. Students were interviewed and strategies implemented to improve their attendance.

Post-school destinations

Post school destination data reveals that a variety of pathways were chosen by 2013 HSC students.

27% of students gained University entrance. Universities included: University of Sydney, University of Technology, University of Western Sydney and Deakin University. Students have been successful in receiving offers for: Bachelor of Science (Medical Science), Bachelor of Nursing, Bachelor of Criminology and Community Justice, Bachelor of Teaching/ Bachelor of Arts, Bachelor of Social Work, Diploma of Social Sciences.

27% of students gained TAFE entry. Courses include: Accounting, Community Services, Children’s Services, Beauty Therapy, Information Technology and Retail.

34% of students gained entry into the workforce.

7% of students gained entry to private providers.

5% of students were uncontactable.
Year 12 students undertaking vocational or trade training
In 2013, 62% of HSC students undertook Vocational Education courses either at school or TAFE in a range of subjects including, Construction, Hospitality, Information Technology, Business Services and Animal Care.

Year 12 students attaining HSC or equivalent Vocational educational qualification
In 2013, 100% of students were awarded the Higher School Certificate.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The following table shows permanent staff employed in both the high school and IEC.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>25.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>8.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.082</td>
</tr>
<tr>
<td>Total</td>
<td>50.18</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Marrickville High School’s Indigenous workforce is comprised of one part-time School Learning Support Officer.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>13%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>169 256.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>320 456.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>374 838.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>179 667.04</td>
</tr>
<tr>
<td>Interest</td>
<td>9 027.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25 789.73</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>909 779.79</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>30 006.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>15 637.36</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>33 319.97</td>
</tr>
<tr>
<td>Library</td>
<td>4 614.78</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>221 287.72</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>57 434.32</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>156 346.34</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>101 723.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26 408.85</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>25 263.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td></td>
</tr>
<tr>
<td>Total expenditure</td>
<td>672 043.07</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>406 993.51</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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 3: from Band 1 (lowest) to Band 6 (highest for Year 3).

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5).
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7).
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

**NAPLAN Year 7 - Reading**

There was a reduction of Band 4 and increased achievement number in Bands 5 and 6.

**NAPLAN Year 7 - Writing**

![Percentage in bands: Year 7 Writing](chart)

The graph shows a slight increase in Band 6 achievement. The percentage of students in Band 4 highlights an area of future focus.

**NAPLAN Year 7 - Numeracy**

![Percentage in bands: Year 7 Numeracy](chart)

This graph shows that skills levels are improving with increased numbers of students achieving in Bands 6 and 7. The percentage of students in Bands 4 has continued to remain the same.
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 9 - Reading

Improvement in Reading is reflected in strong upward movement in Band 7 into 8 and a decrease in Band 5.

NAPLAN Year 9 - Numeracy

A! centralisation of results in Bands 6 and 7 is evident but there has been an upward movement in Bands 9 and 10.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Achievement in Drama and Information Technology remains comparable to previous years but below state average. For the
remainder of the HSC courses, results were unavailable due to class sizes being less than 10 students.

The graph indicates the school average of value added is above SSG averages and growth remained positive.

Other achievements

Arts, Sport and other school programs

Creative and Performing Arts

Marrickville High School’s vibrant and creative performing arts programs provided students with a wealth of learning experiences and performance opportunities.

A highlight of the year was the annual Talent Extravaganza in June. Music and Drama students joined with students from Marrickville Public School to showcase their talents and entertain parents, teachers, students and community members with acts that ranged from classical music pieces to hip hop dancing and sketch comedy.

The school’s new Music teacher Ms Crystal Barreca initiated a dynamic program of music performances, excursions and incursions to extend the musical skills and abilities of students. Students had the opportunity to preform to wide audiences at the Marrickville Festival, Marrickville Public School assemblies and the Stanmore Public School Night Markets. Excursions included vocal master classes at the Australian Institute of Music and workshops with TaikOz and Musica Viva, while Years 7 and 8 got a behind the scenes introduction to the Sydney Symphony Orchestra before watching a performance. The school established links with the Lyneham Performing Arts High School. The junior band performed with Lyneham Performing Arts High School Concert Band at a special concert in October. A visit by the Sketch the Rhyme group provided all students with the opportunity to learn how to rap.

In Visual Arts, all students studying visual arts presented artwork in the school’s Year 7-12 Body of Work Display in October. Students’ artworks reached a wider audience with the introduction of our Virtual Art Gallery on the school website while HSC students visited ArtExpress at the Art Gallery of NSW to gain inspiration for the preparation of their HSC major works. The school’s Aboriginal students joined with other Aboriginal students from local primary and high schools to work with an Aboriginal artist and Marrickville Council to create a series of story poles that are now fixtures along the Cooks River.

In Drama students had the opportunity to watch several Belvoir Theatre and Sydney Theatre Company’s productions including Strindberg’s Miss Julie, and to participate in performance workshops run by the Australian Theatre for Young People.

Sport

Sport offers a myriad of opportunities, not only for competition, but for personal growth. Marrickville High School prides itself on its highly inclusive approach to sport and it has been able to tailor its programs to suit students of all abilities and backgrounds. The continued effort and support of the entire staff, especially the PDHPE Faculty, ensures that students build positive attitudes to lifelong physical activity and work towards optimal health and well-being.

Swimming

The Swimming Carnival was held at the Annette Kellerman Aquatic Centre in Petersham in February and was a great success. Since the introduction of the more inclusive format with more recreational swimming and novelty games, both attendance and participation have steadily risen. We had some excellent individual performances with several students selected to represent the school at the Bligh Zone Swimming Carnival. Those students were: Darren Langford, Patrik Borlandelli, Lachlan Kirby-Barrett, Michael Kirby-Barrett, Courtney Henny, Holly Dunn, Chloe Guerin, Francesco Ronconi, Micha Galic and Philip Croswell-Bobilak. Darren Langford was selected in the Bligh Zone team and competed at the
Sydney East Regional Carnival at Sydney Olympic Park Aquatic Centre.

**Cross Country**

The Cross Country Carnival was held at Beaman Oval in May 2013.

Age Champions were:

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 years</td>
<td>Ashley Kamara</td>
<td>Tia Hatzisavvas</td>
</tr>
<tr>
<td>13 years</td>
<td>Anh Tran</td>
<td>Sarah Le</td>
</tr>
<tr>
<td>14 years</td>
<td>Patrik Borlandelli</td>
<td>Luggie Ravtuou</td>
</tr>
<tr>
<td>15 years</td>
<td>Kabbah Conteh</td>
<td>Diana Yusuf Khan</td>
</tr>
<tr>
<td>16 years</td>
<td>Cohwyn Cubban Keelan</td>
<td>Alexandra Marsic</td>
</tr>
<tr>
<td>17 years</td>
<td>Kallie Bangura</td>
<td>Karina Wong</td>
</tr>
<tr>
<td>18+ years</td>
<td>Eric Dai</td>
<td>Gabriella Ardizzi</td>
</tr>
</tbody>
</table>

A team of 23 students was selected to represent Marrickville High School at the Bligh Zone Cross Country carnival held at Sydney Park in May. Congratulations Louisa Ratuvou- 14G (3rd), Darren Langford- 14B (6th), Adrian Jack 15B (6th), Kabbah Conteh- 16B (7th), Kallie Bangura- 17B (4th) and Raymond Courtney- 18B (3rd).

**Athletics**

The Athletics Carnival was held in June at Campbell Park, Canterbury. The weather forecast didn’t look promising and it started raining heavily just as the first events were being called. The day was then cancelled and students and staff were bussed back to school. Several days later, students trialled at school for selection in the Marrickville High School team to complete in the Bligh Zone Carnival at Sydney Olympic Park. A team of thirty eight students competed at the Bligh Zone Carnival with notable performances from the following students:

<table>
<thead>
<tr>
<th>Name &amp; Age</th>
<th>Placing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Davison (16 years)</td>
<td>1st – Discus, 1st – Javelin, 1st – Long Jump, 1st – shot Put, 2nd – 100m</td>
</tr>
<tr>
<td>Courtney Blakeney (17 girls)</td>
<td>1st – Discus, 1st – Javelin, 1st – Javelin, 2nd – Shot Put</td>
</tr>
<tr>
<td>Sisifa Mafileo (14 girls)</td>
<td>1st – shot Put, 3rd – Discus</td>
</tr>
<tr>
<td>Alex Cricos (14 boys)</td>
<td>1st – Discus, 1st – Shot Put</td>
</tr>
<tr>
<td>Adrian Jack (15 boys)</td>
<td>2nd – Shot Put, 2nd – 4 x 100m relay, 3rd – Javelin</td>
</tr>
<tr>
<td>Anna Fifita (14 girls)</td>
<td>3rd – Shot Put</td>
</tr>
<tr>
<td>Cuong Tran (15 boys)</td>
<td>2nd – 4 x 100m relay</td>
</tr>
<tr>
<td>John Afu (17 boys)</td>
<td>2nd – Shot Put</td>
</tr>
<tr>
<td>Pori Tongia (15 boys)</td>
<td>2nd – 4 x 100m relay</td>
</tr>
<tr>
<td>Misha Galic (15 boys)</td>
<td>2nd – 4 x 100m relay</td>
</tr>
<tr>
<td>Anh Tran (13 boys)</td>
<td>3rd – 200m</td>
</tr>
</tbody>
</table>

Sarah Davison performed extremely well across multiple events and was five points shy of being awarded the 16 years girls age champion. Sisifa Mafileo went on to win first place for Shot Put at the Sydney East Regional Carnival and then second place at the State Carnival. This was an outstanding performance.

**Year 7 and 8 Gala Days**

Gala Days ran during Term 3 and Term 4. Stage 4 students from Marrickville High School and other schools within the Bligh Zone competed in friendly matches in a variety of sports. Marrickville High School sent teams to basketball, soccer, Oz-Tag and European handball. The aim of these days was friendly competition and gave students the opportunity to mix with students from local schools. The smooth running of these days hinged upon the assistance of senior students who acted as coaches, umpires/referees and scorers. The Year 10 PASS class performed those duties efficiently throughout the year.

**Grade Sport**

Every Tuesday, all Year 7 and 8 students attended Grade Sport. For most of our students, that
meant leaving the school to play in sports against other schools within our zone. The focus was on fun and friendly competition, with many of our students continuing friendships with old primary school friends and forging new ones.

Sports offered in 2013:

<table>
<thead>
<tr>
<th>Summer (T1 and T4)</th>
<th>Winter (T2 and T3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Cricket</td>
<td>Basketball</td>
</tr>
<tr>
<td>Oz Tag</td>
<td>Softball</td>
</tr>
<tr>
<td></td>
<td>Touch Football</td>
</tr>
<tr>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Football (Soccer)</td>
<td>Football (Soccer)</td>
</tr>
<tr>
<td>Netball</td>
<td></td>
</tr>
</tbody>
</table>

**Integrated Sport**

Integrated Sport was held on Monday afternoon for Year 9 and Friday afternoon for Year 10 and 11 students. The focus is on physical activity for leisure and moved away from competitive sports. It aimed to instil the notion of lifelong physical activity within students and promote the social and mental, as well as physical benefits of regular exercise. In 2013 the following activities were offered: swimming, ice skating, school based mini games, boxing and fitness, rock climbing and tennis.

**Significant programs and initiatives**

**Aboriginal education**

2013 was a busy year for National Aboriginal Sporting Chance Academy which culminated in the printing of the first cookbook, “Koori Kids Kitchen Tales”. Five of our Stage 4 students spent thirteen weeks turning traditional family recipes into healthy cooking options under the guidance of Kool Purple Kooka’s, Corey Gretch.

2013 also saw the introduction of a number of new sports to improve the students’ skills. The sports included grid iron, rugby league, netball and AFL. Year 11 students also completed their first aid certificates

Complementing the introduction of new sports and the publication of the cookbook, 2013 saw the advancement of our students. Five indigenous students completed Year 11 and have shown major improvements in their leadership and academic success.

**Library Report**

“Libraries made me a writer but more importantly they made me a thinker.” - Sarah DarerLittman.

At Marrickville High School we create a literary culture that sees students engage with texts in meaningful ways through reading initiatives and a creative writing program.

In 2013, Marrickville High School Library’s creative writing program included collaborations with the Red Room Poetry Organisation and Sydney Story Factory.

Poet, Candy Royalle was the Library’s resident poet for 2013. Candy introduced students in Years 9 and 10 to the medium of poetry through drama, spoken word and free verse. Her approach was both innovative and motivating for Stage 5 students who have continued to write poetry beyond this program.

Students explored the theme, “Home is...” and produced poetry on small cardboard houses. These were then displayed on a map of the Marrickville district to explore the concept of ‘home’ in poetic form.

Students also produced collaborative poems; chalk up poems and poetry mobiles. The event culminated in a book of poetry launched in the School Library and the publication celebrated with live readings by students and a ‘spoken word’ performance by Candy Royalle. A collection of poems and photographs of the program can be viewed here: [http://redroomcompany.org/education/projects/marrickville-high-school-2013/](http://redroomcompany.org/education/projects/marrickville-high-school-2013/)

An after school program facilitated by Sydney Story Factory in zine making was also successfully completed by a group of students interested in writing in second semester. Students created their own personal interest zines and explored different forms and styles of non-fiction writing. Students demonstrated both commitment and interest in exploring writing as an extra-curricular activity and were willing to give up their own time after school in the library to finish their writing projects.

We look forward to more successful collaborations with community arts projects to engage students with the written word in 2014.
**Programs for Students with additional education needs**

The Support Unit at Marrickville High School comprises two IM (mild intellectual disability) and two IO/IS (moderate - severe intellectual disability) classes. A total of 36 students were placed in these classes in 2013.

Educational programs were developed and implemented through the yearly Individual Transition/Education Plans (ITP/IEP). Through the ITP/IEP parents, carers and relevant specialists were involved in the development of an educational program tailored to meet their child’s needs and abilities in life skills. All programs were linked to the student achieving as many Life Skill outcomes as possible across appropriate KLAs.

The Quality Teaching Model was used in classes to ensure the learning is significant and relevant for all students. In addition, the junior IO class participated in a community access program, which took students out of the school one day a week to explore different areas in our community. The program provided the students with invaluable life experiences such as traveling on transport, learning how to behave in public, crossing roads safely as well as using money in real life settings.

Students in Years 7 through 10 accessed all the KLAs and had some mainstream teachers for practical subjects. Further, students in the IM class were integrated with the mainstream students in Years 7 and 8 for grade sport and at times theory classes.

Students in Years 9 and 10 undertook Life Skills courses and prepared for their post school life through links with employment agencies helping people with disabilities and TVET opportunities for Stage 6.

Students in Years 11 and 12 undertook Life Skills courses and TAFE-TVET courses for the HSC as well as preparing for post school options. Part of the curriculum in Years 10 to 12 was participation in the work and community program. Students’ accessed work experience either once or twice a week providing them with experience of the world of work and developing employment related skills. They were also able to observe and participate in an occupation of chosen interest.

The continued use of ICT was an ongoing goal within the unit. Students in Years 10 through to 12 had their individual laptops and continued using the technology as a tool to improve their independent educational outcomes. This year the Support Unit acquired a third interactive whiteboard that catered more effectively to the learning styles of the students.

The Support camp ran in August 2013 and was a huge success. Students went to Morisset Outdoor Education Centre where they participated in a variety of recreational activities over three days and two nights. They challenged themselves and continued to improve their ability to work with others.

In addition, the senior students in the IM class volunteered at the ‘Exodus program’ an extensive program that services many people in need through serving food, packing groceries, free medical services including a dental service (on the premises) and even a hairdresser! The students worked with other volunteers to complete a variety of tasks such as:

- Organising cutlery
- Handing out food tickets
- Serving food
- Serving tea and coffee
- Clearing plates and rubbish
- Packaging groceries for delivery (for people that cannot access the building)
- Cleaned up afterwards- cleaned tables, floors and packed away tables and chairs

The students gained valuable knowledge from the program including an appreciation of how many people rely on this type of facility for their physical and social welfare.

The Support Unit also worked with two separate community agency programs to assist with improving student outcomes:

- FRANS - an agency that provides teenagers with after school activities and travel training opportunities, as well as a program for social weekend.
- Social Inc. is a new program aimed at developing friendships amongst students with and without disabilities. A small group of students were involved in the orientation of how best a social program should run and following much research and student input the program was officially launched in Term 3. A group of twenty five students attended both social events with all students leaving with a positive experience and new friendships.
Multicultural education

Marrickville Intensive English Centre

Marrickville Intensive English Centre (MIEC), an important part of Marrickville High School, follows the Intensive English Curriculum Framework. MIEC has a large geographical student drawing area, extending to Drummoyne, Balmain, Burwood, Tempe and Canterbury.

In 2013, the average number of students enrolled each term was between seventy and eighty. The Centre experienced a peak in enrolments in Term 4, with 127 Students.

For the first three terms of 2013, between six and seven classes operated depending on the number of regular and special students. In Term 4, the classes increased to nine.

The majority of students enrolled at MIEC came from China and Vietnam as international students or new migrants. The remainder arrived from countries such as Portugal, Greece, Italy, south-east Asia including the Subcontinent, the western parts of Africa, namely Sierra Leone and Ghana and South America.

The Curriculum followed is the Intensive English Programs’ Curriculum Framework. Students are supported in their English skills development through a variety of subjects, reflecting a typical high school curriculum with an emphasis on English language acquisition across the four macro skills.

The IEC literacy support included individual withdrawal and assistance for students with very low or no literacy skills through the Special DEAR classes as well as Individual Learning Programs (ILPs).

For the Special DEAR program, student needs determined the programs delivered such as the Fitzroy Readers, the Writing Program, the Pronunciation Program, the Advanced Readers’ Program and an Intensive Listening Program. The Learning Support Team met fortnightly and developed structures to support the learning of students with identified needs.

The Reading Skills Program which is part of the curriculum and timetabled for Levels 1 and 2 was further developed in 2013. New resources were purchased that were age appropriate, relevant to the students’ world and with a more subject-specific focus. In addition, the Intensive English Centre welcomed back in 2013 our community volunteers who supported the reading program.

Community involvement in the IEC included the publication of an informative newsletter twice a term and two successful Parent-Teacher evenings that were attended by 85% of our parent/guardian community. The IEC also participated in a number of events within the community such as the successful Refugee Week. In 2013 an official opening of “Café Diversity” at the High School took place. Students who were trained for a Barista Certificate were given the responsibility to run the school café in Term 4 under the supervision of an IEC teacher. The latter event was a collaboration between Marrickville Metro Migrant Resource Centre, Marrickville Rotary Club who were the sponsors for the Barista Certificate training and the IEC. In Term 4, the students participated at the inter-IEC Oratory showcase at Chester Hill High School. This was an opportunity for students to present speeches in front of a large audience including community and education leaders.

In Term 2 the production of a booklet “The Tree of Life” was led by the Centre’s English and Visual Arts teachers. Students wrote their biographical journey and illustrated their written work. The booklet was supported and funded through Equity Funds, Marrickville Youth Resource Centre and Marrickville Migrant Resource Centre.

The IEC staff participated in professional learning courses ranging from the use of interactive whiteboards to courses accommodating elements of the Australian Curriculum. Staff also maintained close contact with the Region’s ESLin Network by participating and reporting on their professional learning. In 2013, networking days in conjunction with Kogarah IEC afforded the opportunity to share programs and best practice. This networking will continue in 2014.

All faculties across the mainstream high school promoted multicultural education and it was embedded in teaching programs. In the English Faculty, through the study of various texts, students analysed and responded to issues such as identity, inclusivity and belonging. Students engaged in empathy studies, role playing and group work.

A variety of Aboriginal stories and myths and legends were studied, where the thematic concerns of multicultural Australia were recognised and the contributions of Indigenous peoples noted.

ESL methodology of teaching was embedded in teaching programs, based on a variety of approaches, including that of TELL. National
Curriculum programs developed by staff incorporated the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and the priority area of Asia and Australia’s engagement with Asia.

The school’s Anti – Racism Contact Officer (ARCO) is a trained staff member who met regularly with all student year groups and conducted information sessions on the nature of racism and the mechanisms for addressing it effectively. The ARCO ensured that anti – racism posters were displayed and that students had opportunity to raise any issues or concerns. The ARCO assisted in identifying and supporting culturally inclusive teaching, learning and welfare initiatives. The cultural diversity of the school and community acknowledges, fosters and reinforces the values of respect, tolerance and inclusivity.

Transitional Equity Funding

The CARE Program

CARE-Comprehension And Reading Enhancement, is based on the Multilit Program developed by Macquarie University.

CARE aims to increase students reading accuracy age to become independent readers and increase students reading comprehension age to be more successful in accessing the High School curriculum. It targets students identified as requiring reading and/or comprehension intervention in Years 7, 8 and 9.

The Learning Support Team identifies students in transition to high school using STEMS data and additional testing. Students identified as below their appropriate reading accuracy and/or reading comprehension age are placed in the CARE program. Students are timetabled to attend one period per day, four days a week.

Using Equity funding, an experienced School Learning Support Officer (SLSO), delivers the program, overseen by the Learning Support Team. Each student has a tailored reading and comprehension program developed for their individual literacy needs. The NEALE test is used as the pre and post-test to monitor and track progress and improvements in the reading accuracy and reading comprehension of each student.

In 2013, participation consisted of eighteen students (sixteen males, two females). Year 7: ten students Year 8: five students and Year 9: two students.

Note: Year 9 students participated in a six month CARE program and exited the program in June 2013.

Reading Accuracy Age

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<th>9-10 Years</th>
<th>11-12 Years</th>
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Reading Comprehension Age

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<th>9-10 Yrs</th>
<th>11-12 Yrs</th>
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National Partnership Program

In 2013 Marrickville High School continued in the National Partnership for Low Socio Economic School Communities grant funded by the Federal Government of Australia to improve Literacy and Numeracy.

Marrickville High School’s National Partnership focus in 2013 was on Literacy and Numeracy and focused on improvement in the following areas:

- Students’ literacy.
- Student’s numeracy, particularly for girls.
- Teacher quality, particularly for our beginning teachers, and leadership through professional learning.
- Teaching programs and assessment tasks.
- Technology skills incorporating ICT in the classroom using interactive whiteboards.
- Technology facilities, specifically IWBs and Moodle.
• Transition from primary school with a transition officer teaching lessons at local primary schools and setting up special access to lessons and activities on Moodle.

• Increasing community involvement in the school by having two Community Liaison Officers (Chinese and Vietnamese) available one day per week, an Aboriginal SLSO for two days per week and a Community Engagement Officer for one day per week.

• Increasing community involvement in the school, by collaborating with Marrickville Council to run “Cyber Seniors”, a student volunteering program to tutor local senior citizens in using computers, software and the internet.

• Community involvement in the school and student engagement by providing a Pacific Islander program “Children of the Sea”.

• Links with the Marrickville Intensive English Centre.

We continued to employ additional staff to provide time for professional learning and for staff to access relief time for programming and assessment. This allowed for significant changes to teaching programs and assessment tasks that will further improve students’ Literacy, Numeracy and ICT skills.

The Year 9 NAPLAN results exceeded school targets in reading, grammar and punctuation and numeracy. Year 9 expected growth results were above state average in most areas including spelling. There was an increase in students in bands 7 and 8 (and band 10 in spelling) for Literacy. There was an increase in students in bands 8, 9 and 10 for Numeracy.

Professional Learning reflected the targets in the School Plan. Most of the Professional Learning concentrated on the following areas:

- Literacy
- Numeracy
- Technology
- Quality teaching and learning
- Student engagement and retention
- Leadership

School planning and evaluation 2012—2014

School priority 1:
Improved explicit teaching, assessment and feedback of Literacy.

Outcomes from 2012-2014
Evidence of progress towards outcomes in 2013
Increase by at least 10% the number of students achieving greater than or equal to expected growth in Year 9 2013 NAPLAN Reading, Grammar and Punctuation and Writing.

Our achievements include:

- Our target was exceeded in NAPLAN reading growth and our target was achieved in NAPLAN Grammar and Punctuation growth. Our growth in NAPLAN spelling was excellent. However our target for NAPLAN writing was not achieved in 2013.
- The HT Teaching and Learning and ESL teachers have been working with teachers across KLAs to improve student performance.

Strategies to achieve these outcomes in 2014:

- Release time for HT Teaching and Learning to lead high quality Stage 4 cross KLA learning projects.
- Increased use of SMART tools incorporated into programs and used in the classroom.
- ESL teachers work with teachers to develop teacher capacity to meet needs of ESL students.

School priority 2
Further develop Quality Teaching and Learning by incorporating Technology.

Outcomes from 2012-2014

- Teachers are able to use Navigating SMART and Analysing SMART data for the classroom.
- 80% of Stage 4 teachers are able to create lessons using IWB software (SMART Notebook 10).
Evidence of Progress towards 2013.
Our achievements include:

- An increasing percentage of our staff and all of our Head teachers are able to Navigate and Analyse SMART data to improve their teaching in the classroom.

- The majority of our stage 4 teachers (72%) have made and used resources for the Interactive whiteboard using Smart Notebook 10. Staff were provided with professional learning and relief days to help achieve the target.

Strategies to achieve these outcomes in 2014:

- Executive to continue to train staff in the Navigation and Analysing of SMART data.

- Develop structures to maximise opportunities for teachers from across KLAs to learn from each other, including faculty experts to lead teachers to develop skills in computer technology and software.

- Staff participate in Professional Learning in the areas of quality teaching, Literacy, Numeracy, Student Engagement and Technology.

School priority 3
Improved student achievement, attendance and retention.
Our achievements include:

- The majority of our teaching programs have Literacy, Numeracy and ICT embedded and our assessment tasks reflect the same with detailed feedback. All Year 7 and 9 National Curriculum programs were written and staff participated in professional learning to assist in implementation of the new curriculum in 2014.

Strategies to achieve these outcomes in 2014:

- Programs will be written to emphasise the Significance dimension of QT model.

- Staff will develop opportunities for service learning and volunteering programs.

- Increase recognition of student achievement through Marrickville High School merit system.

Professional learning

Whole school professional learning was guided by the targets set by National Partnerships and outlined in the School Management Plan (2013).

All staff participated in professional learning activities in 2013 with the focus areas being the Australian Curriculum, Quality Teaching, student engagement and retention, Literacy and Technology.

The graph shows the number of courses attended by MHS and MIEC staff in 2013.

Approximately $13,000 (TPL) and $5,000 (NP) was spent by the school on course fees and teacher relief associated with professional learning during the course of the year. The average expenditure per staff member was approximately $450.

School development days are at the start of Terms 1, 2 and 3 and the last two days of Term 4. In 2013, teaching staff participated in professional learning sessions on writing (persuasive tasks and writing across KLAs), National Curriculum implementation, using SMART data, creating resources and lessons for interactive whiteboards and community engagement.

Staff also completed mandatory professional learning sessions on Child Protection, Anaphylaxis, CPR and Asthma.

In addition, all faculties were provided with release days to improve teaching programs and assessment tasks and to create lessons to improve student literacy and numeracy in areas identified in NAPLAN. These release days were funded by National Partnerships.
Parent/caregiver, student, and teacher satisfaction

In 2013 the school sought the opinions of Stage 4 students, parents, as well as staff about teaching and learning at the school.

Their responses are presented below.

Overall parent responses were positive about the learning that happened in classrooms. The areas of strength they identified were:

1. Teachers provided an interesting and safe place to learn.
2. Teachers provided ongoing literacy and numeracy support.
3. The marking and assessment processes were clearly implemented.
4. Students were given feedback on how their classwork could improve.

The work done at the school continued to be supported through opinions sought at P&C meetings, Parent/Teacher Nights and Open Night.

Student responses were favourable across all areas surveyed. The particular areas of strength identified were:

1. Teachers explained what students learnt and why.
2. Teachers planned classroom activities that students understood and teachers helped them to learn.
3. Students clearly understood the requirements and marking criteria of assessment tasks.
4. Teachers had high expectations of their students.

Staff opinion was also positive overall. In particular the areas of strength staff identified were in the provision of:

1. A relevant curriculum that responded to the student’s needs and abilities.
2. A safe learning environment.
3. Activities that were new, different and challenging.
4. Explicit feedback to students in what they are doing well and on how to improve.
5. The learning outcomes for students were clarified.

Program evaluations

As part of the annual school evaluation cycle, the Educational and Management Practice area evaluated in 2013 was the school’s anti-bullying policy.

Background

Marrickville High School is committed to providing a safe and secure environment for all members of the school community so that individuals can achieve to their potential. A safe, secure community requires all members to be sensitive to others. Bullying in schools was a topic given a lot of coverage in the media, especially the issue of cyber bullying. There was a need to revisit the area of anti-bullying after a number of years of using the existing framework.

Findings and Conclusions

Surveys were completed by a significant number of staff and a cross section of students. 92% of staff were aware of the schools’ Anti-Bullying Policy and 76% of staff indicated they explicitly taught anti bullying strategies in their KLAs. However, only 48% of staff surveyed felt issues of bullying were adequately addressed at the school. When asked to respond to what the school could do better to address bullying, some of the strategies identified were already in place.

72% of students surveyed indicated they were aware of the schools’ Anti Bullying Policy and 68% indicated they felt that RIPPA and PDHPE lessons adequately addressed anti bullying issues. 57% of students surveyed felt issues of bullying were adequately addressed at the school.

Future Directions

As a result of these surveys the school’s welfare team will focus on improving staff and student understanding of the school’s Anti-Bullying policy. This will include:

- Consultation with staff, students and parents on an updated Anti-Bullying plan
- Professional learning for staff on bullying and anti-bullying procedures to be held at Staff Development Day in 2014
- Ensure staff provide timely feedback (including resolution) to students who report bullying
- Focus group student discussion to evaluate the effectiveness of the Anti-Bullying plan.
**CURRICULUM**

**Background**

As part of the annual school evaluation cycle, the curriculum area evaluated in 2013 was the English/History faculty. The evaluation was conducted by a team including the Principal, the Head Teacher English, Head Teacher TAS and Deputy Principal.

The team thoroughly assessed the faculty in areas of leadership, HSC, Preliminary and Year 10 course monitoring, programming and registration, staff development, TARS, decision making processes, student welfare, finance, resource management and communication within the faculty.

**Findings and conclusions**

The team found that HSC, Preliminary and Year 10 monitoring procedures were in place and assessment schedules have been developed for those courses; in particular, HSC monitoring procedures complied with whole school guidelines.

Staff collaboratively developed units of work and resources were shared. A central program and registration file had been established and registration deadlines for each term had been met. Programs developed have met some of the mandatory requirement guidelines.

Staff were aware of TARS and informal procedures were in place for monitoring staff. Communication strategies were in place to report back from executive meetings and to ensure that all staff were aware of important issues. Faculty responsibilities were equitably allocated and class allocations reflected a balance of experience, competency and need for professional growth.

Staff used the school's Sentrall system to make and maintain student welfare referrals. School rules were on display in home rooms and these rules were applied fairly and consistently.

Students were surveyed about the aspects of learning they enjoyed in the English/History area. Most students indicated they had positive learning experiences and the faculty staff were helpful and approachable.

A number of students indicated that work and assessments set were achievable but would like set tasks to be more challenging.

**Future directions**

When new programs are developed, they must consistently include mandatory requirements such as: Aboriginal and Torres Islander histories and culture, and Asia and Australia’s engagement with Asia, Sustainability and explicit numeracy and assessment strategies.

The school’s formalised TARS procedures are to be fully implemented and the Head Teacher will implement procedures that support and document conferencing, observations and development of individualised staff development program.

Although expenditure of faculty budget is determined collegially, planned spending should be recorded/identified in the Faculty Management Plan and continue to be documented through faculty minutes.

The faculty will increase the use of central electronic filing (to reduce paper consumption) and transition to the school’s Sentrall markbook system by the end of 2013. Ongoing review and evaluation of any documentation have clear electronic pathways and version control.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: