## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
</table>
| To help young people reach their full potential by offering diverse learning opportunities that support the attitudes, values and skills necessary to engage in a productive career and lifelong learning. | Marsden is a comprehensive school that provides quality educational opportunities for students from our local community. Marsden has a significant number of international students. We have a diverse range of learners, ranging from the academically gifted, to students requiring learning support. Our community supports the provision of broad ranging learning opportunities, with a strong focus on a well-rounded education. We foster high standards and have high expectations that every student will succeed in their learning. | • Data collected about staff, student, community perceptions about Marsden  
• Performance data review  
• Executive professional evaluation of school needs  
• Stakeholders consider evidence, current and anticipated needs and directions and develop strategic framework, vision and planning processes  
• Stakeholders draft strategic statements  
• School community reviews and ratifies |
STRATEGIC DIRECTION 1
Strong student engagement and high achievement

STRATEGIC DIRECTION 2
Quality teaching practice supported by excellent pedagogy

STRATEGIC DIRECTION 3
Effective community participation and engagement
## 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.

## 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.

## 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.
## Strategic Direction 1: **Strong student engagement and high achievement**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
</tr>
</thead>
</table>
| 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. | **Students:**  
- Develop student capability to accept responsibility for their own learning and ability to analyse their performance  
- Think deeply and critically and make relevant learning connections | **Projects**  
- Enhance a quality learning environment, with a focus on student engagement, high expectations, significance, social support, self regulation and direction.  
- Develop communities of practice that promote and engage the school community in supporting our students, so they can participate in a wide range of extra curricular activities | **Products**  
- A whole school welfare program targeting the learning and developmental needs of all students. |
| | **Staff:**  
- Develop policies and practices that promote a learning culture that places the learner central to the learning process.  
- Enhance quality teaching practices identified in the Australian Teaching Standards that cater to the needs of individual students by promoting teacher leadership of learning, staff collaboration and skill development through professional learning  
- Develop a high degree of student participation in a | **Processes**  
- Increase student participation in extra curricular activities that promote higher order thinking and enhance learning.  
- Increase diversity and flexibility of curriculum including improved curriculum choices and a focus on Asian languages and tertiary education  
- Develop and enhance community and business links that support learning | **Engaged and productive learners.** |
| **Improvement Measures** |  |  | **A quality learning environment where all learning is valued.** |
| - Reduction of negative referrals of 5% p.a.  
- Increase in positive referrals of 10% p.a.  
- Increased retention of Aboriginal, low socio economic and refugee students  
- 10% increase in the number of students gaining entry to tertiary education including EAD and students with a disability  
- 10% increase in the number of Band 6 results at HSC |  | **A culture that values recognition of achievement.** |
|  |  |  | **Practices:**  
- Students able to identify meaningful connections between their own learning and the real world by engaging with the workforce, industry |
|  |  |  |  |
range of extra curricular, cultural and sporting activities to support student learning.

Parents:
- Involve parents in a range of planning and decision making opportunities such as planning teams, forums, reviews.
- Encourage collaboration with the school to empower parents to support higher learning and performance expectations.
- Involve parents in a wide range of interactive and communication strategies that provide meaningful insights into student achievement.

Community partners:
- Enhance existing strong relationships and build new partnerships with community, learning and commercial organisations to develop programs that support learning and develop student skills beyond the classroom.

Evaluation
- Reduction in the number of students leaving to take up positions in selective and systemic schools.
- Increase in student participation in extra-curricular activities.
- Recognition from the community of high engagement and achievement reflected in rise in enrolments.
- Substantially widened stage 5 elective choice including 3 elective choices, leading to better student engagement.
- Strongly developed networks involving local and national/international businesses that support learning at Marsden.

- Mentoring and workplace shadowing.
- Individualized welfare programs for each year, co-ordinated by YA.
- Targeted pastoral care program that prioritises student wellbeing.
- Effective Peer support program engaging Year 9 and 7.
- Highly effective SRC that develops student leadership.
- Wide ranging curriculum choices. Extensive opportunities to explore career options.
- Life coaching and mentoring through school business partnerships, to support student engagement and pathways.
- Development of an effective rewards system that recognizes student achievement in all areas.
- Learning assessments that include formal and informal, peer and self assessment.
- Flexible school structures, policies and procedures that support multiple learning pathways.
- Regular assemblies at Year and whole school level to recognize achievers.
School presentations involving the wider learning community, to showcase talent and achievement.
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, high quality teaching practice to effectively develop the knowledge, understanding and skills of all students.

**People**

**Students:**
- Improve student learning aspiration and performance to ensure students are working towards their personal best achievement.

**Staff:**
- Develop inclusive student engagement and participation with a focus on intellectual quality.
- Teaching practice is innovative, dynamic and collaborative; in tune with the demands of 21st Century learners.

**Parents:**
- Support their children in the learning partnership with the school.
- Share the aspiration for high achievement in their child's learning.

**Community partners:**
- Our learning links with external organisations

**Processes**

- Setting high expectations and performance benchmarks evidenced by improved performance across a range of data, including formal and informal assessments.
- Authentic and productive pedagogy, high teachers' expectations developing a strong, positive and supportive learning culture. Indicated by high attendance, high rates of task completion, increased participation in a variety of extracurricular learning options.
- Increased participation in school/community partnerships through improved communication and encouragement of parental participation.
- Increased numbers of supportive school partnerships, through building networks and partnerships with local enterprises and institutions.

**Products**

- High quality senior assessment tasks with clarity of required tasks, marking rubrics that provide clear scaffolding of expectations, and capacity for meaningful feedback on student achievement.
- Staff participation in professional learning and development of resources to support development of pedagogical skills.
- Improvement of staff technology skills for enhancing learning.
- Increased mutual understanding and respect derived from collaborating with partner primary schools in developing learning links.

**Practices:**

- Staff more conversant with analysis of data leading to better identification of areas for improvement.
- Senior executive work collaboratively with staff to improve the intellectual quality.

**Improvement Measures**

- Increased staff participation in collaborative practice such as action research projects and whole of staff learning development projects.
- 20% increase in staff participation in technology training to support contemporary and innovative learning.
- Increase of staff participation in PL activities of 20% p.a.
promote significance in the classroom and a connection with real world learning.

- Engagement with external organisations such as tertiary education centres, industry and commerce to develop partnerships to support student learning.

Evaluation:
- HSC and NAPLAN trend data and value added data indicates a consistent improvement.
- Increased rate of participation of students in state and national academic competitions such as Science competition and Maths competition.
- Increased numbers of participants in these competitions achieve higher band performance.
- Increased Year 7 enrolments into Marsden reflecting the confidence of the wider learning community in our teaching capabilities.

- Staff engage in professional learning after identifying and documenting areas of need in an agreed to PL framework.
- Every faculty has an established learning link within the wider learning community.
## 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.

### Improvement Measures

- Increase the number of community partners by 20%
- 50% increased participation of business partners in the Australian Business Week (ABW)
- Increased parent involvement in the musical, Robotics, Science and Art clubs and the Talented Sport program
- Maintenance of industry networks established through Bridge To Employment (BTE) and Ready to Succeed (RTS) programs and

### People

#### Students
- Create opportunities for students to be involved in the world of business, commerce and industry to develop work awareness and work ready skills.
- Develop in students aspirations for future pathways in these areas.

#### Staff
- Implement a range of community participation and engagement programs that provide opportunities for staff involvement, and leadership.

#### Parents
- Create opportunities for community participation in learning programs, decision making, participation in school events and celebration of Marsden culture and achievement.

### Processes

- Create opportunities for connections to the wider community by networking and building productive relationships that enhance Marsden and partners
- Set in place specific programs that identify and target groups within the school with particular needs.
- Involve parents and students in assessing school needs and decision making about future directions
- Create networks of business partners that support our students’ learning to provide them with access to learning opportunities in the business world
- Build strong partnerships with tertiary providers to enhance student understanding of appropriate pathways to post school destinations.

### Products and Practices

#### Products

- Increased Parent and community participation from members of the P & C in school teams
- Parent and community involvement in productions that showcase Marsden’s achievements e.g. school musical, Marsfest, and robotics
- Students become more aspirational towards participating in tertiary study, developing awareness of career opportunities in the health industry and future pathways.
- Students learn to work in teams, show initiative and develop an understanding of the business environment
- School develops a positive profile in the community through promoting and
continuity of provision for students in Years 10, 11 and 12.

- Sustained improvement in year 7 enrolments over time building to 130 students per annum.

Community partners

- Increase the number of community links by offering many opportunities for parents, community members, businesses and learning organisations to be involved in contributing to and celebrating learning success at Marsden.

- Involve students in enterprise learning through programs such as Australian Business Week.
- Involve partner primary schools in learning links across a wide range of learning.
- Market the benefits of learning at Marsden to the wider community.

Evaluation:

- Annual satisfaction survey of our community reflects positive and productive relationships.
- Annual satisfaction survey of students indicates a positive outlook on their learning experience at Marsden.
- Exit surveys following the HSC indicate student satisfaction, engagement and participation.
- Business and learning partners report positive working experiences and commit to long term program participation.

- Expansion of career options of vocationally oriented students.
- Promotion of Macquarie University as a learning partner and a university of choice through developing and implementing learning links.
- Strong learning links with partner primary schools including sharing of data, curriculum, expertise, cultural and sporting links.

Practices

- Improving communication with parents about participation opportunities through our website, Facebook and Twitter.
- Requesting P&C nominees to participate in school teams.
- Fostering links with community partners in business and industry by involving them in school activities e.g. Business
• Establishing strong connections with local media outlets to promote Marsden.

• Involvement of the business community in programs such as BTE and RTS, through mentoring, executive shadowing, work experience and goal setting.

• School participation in ABW supported by business mentors who provide guidance and business acumen.

• Students access learning links with Northern Sydney Institute of TAFE through outreach programs, TVET and Certificate courses.

• Macquarie University provides Marsden with substantial support in our learning links. Students access learning links at Macquarie University through PACE, mentoring, school tutoring, technical support for Robotics and
• Introduction to University sessions.
• We nurture strong links with partner primary schools to support learning through sharing information, developing collaborative programs and productions.
• Active promotion of Marsden by our partner primary schools as a school of choice for year 7.