

2010 Annual School Report Engadine High School

NSW Public Schools – Leading the way



Our school at a glance

Students

There are approximately 940 students representing a range of abilities and talents. Together, they create a harmonious school environment through their positive interactions with staff and each other. There is a genuine desire for students to make the most of the opportunities available to them. This report will touch on some of their many inspiring achievements academically, in the performing arts, sport and citizenship. Of particular note is the outstanding work of student leaders in values education and national success in performing arts.

Staff

There is a mix of highly experienced and younger teachers to provide for the educational and extra-curricular needs of students. The popularity of our award-winning performing arts program has led to a composition of three music teachers, four dance teachers and four teachers with expertise in drama. We also have two Head Teachers Teaching and Learning, a Head Teacher Learning Support and a Welfare Coordinator to complement other executive positions.

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



Significant programs and initiatives

Engadine High School has a proud tradition of outstanding academic success and achievements at a national level in sport and the performing arts.

We have been awarded three prestigious Director-General Awards for *Outstanding*

Achievement in Performing and Creative Arts, Outstanding Learning Culture and Outstanding Linkages Program with local primary schools. In addition, several staff members and students have been the recipients of Director General Awards in the past three years.

In 2010 we extended the online learning system to make assessments, programs and school information more accessible to students and parents outside regular school hours. Literacy, particularly writing, was a key focus and staff participated in intensive workshops in this area.

We extended our reach in technology with the installation of data projectors and speaker systems in most classrooms. This will be finalised in 2011. Opportunities in performing arts, leadership and sport continue to be a focus.

Finally, we continued our attention to the ecology, aesthetics and sustainability of the school environment through exterior painting, gardens and extending student amenities.



Student achievement in 2010

Messages

Principal's message

Engadine High School draws most of its students from local schools with an increasing number of students travelling from south because of our close proximity to public transport and our excellent reputation in the community.

We provide a secure and stimulating environment in which student achievements are valued and recognised. We believe that learning flourishes when it is an interactive process involving students, parents and staff.

We meet parental expectations that their children will attain academic success and become resilient, well prepared members of society. Our emphasis on quality teaching and the effective integration of technology are significant aspects of our learning culture. We offer a comprehensive co-curricular program to develop the abilities and talents of all students.

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.

Ms Joanne Jarvis

P & C and/or School Council message

The objectives of the P & C Association are to promote the interests and facilitate the development and further improvement of the Engadine High School community. A central goal is to support students, parents caregivers and staff, who together ensure a high standard of education and a positive learning environment in which our students can thrive. Meetings give parents the opportunity to contribute to school policies and directions as well as keeping up to date with communication flow.

The Uniform Shop was established late 2007 and has enjoyed tremendous patronage from parents; importantly, all profits are returned to support the school. Eftpos facilities are now available for parents' convenience.

The P & C meet Tuesday Week 2 and Wednesday Week 8 of each Term at 7pm in the Library. So, please take the time to come along and take an active role in the school that you have chosen for your child.

Ms Irene Sale

Student Representatives Council's (SRC) message

This year Engadine High School set new benchmarks for student leadership. The primary goals were to facilitate student leadership and teamwork through a range of extra-curricular opportunities offered to all members of the SRC, prefect body and all students of Engadine High School. Our students were selected to attend, host and present innumerable leadership events

and we met many politicians and Australian leaders during the year. Highlights included three leadership courses at the National and State Parliaments and Wollongong University.

A further goal was to expand the student voice in 2010. The SRC and prefects worked together to strengthen communication between students and school executive through the initiation of student surveys across all years. These surveys raised awareness of many areas where work needed to be carried out across the school. Projects generated by this process included new school toilets, covered learning areas, extra tables and chairs, additional subject-based resources, computers, paint work and an e-café. These initiatives have enhanced the school environment, reinforced school spirit, and most importantly, reminded students that we were listening!



The SRC also worked relentlessly on creating a positive image for youth in the community and maintaining peace within our school. The aim was to improve harmony both within the school and the broader community. By raising awareness of problems including bullying, graffiti and vandalism of toilets many students developed a greater appreciation of the work being done for them, an outcome that led to a significant lowering of associated incidents. We worked closely with the Australian Ministry of Peace, United Nations and *The Youth Peace Initiative* at Sydney University.

The SRC was able to identify ways in which students could take positive action to improve their school community and learning environment. The SRC and prefects strove to meet the needs of its constituents and in return received great support and recognition from not only our school community but also the wider local community. As responsible students we

have laid strong foundations to maintain Engadine High School as the best possible learning environment.

Jarrold Martin, School Captain

2010 School performance 2010

Achievements

Performing Arts

The Performing Arts Team enjoyed a successful year and drew upon the expertise of staff from across the school.

There were three dance ensembles formed by audition. Amanda Grant and Keely Denham choreographed the Junior Dance Ensemble which was formed from Years 7 and 8 students. A highlight for this ensemble was a major piece performed at the Sutherland Shire Dance Festival. The Intermediate Dance Ensemble performed at the Sutherland and Regional Dance Festivals which were held at the Seymour Centre. Students in Years 9–12 formed the Senior Dance Ensemble, performing at the Regional Festival and successfully auditioning for the State Dance Festival. Ms Sandra Kilborn and Ms Natasha Comelli led and choreographed the Intermediate and Senior ensembles.



Our school was selected to join other schools representing Sydney Region as part of the *Expanding Horizons* tour to China. Fourteen dancers participated in the tour which also included a visit to our sister school in Yangzhou.

All three dance ensembles regularly performed at school functions for both students and the many guests who visit the school each year.

Kurt Johnson and Kendra Woodley were chosen for the State Dance Company and Tiarne Gilligan was chosen for State Senior Dance Ensemble, both prestigious ensembles provided for highly talented dancers.

The Dance Ensemble and State Company students performed in a number of items at the 2010 Schools Spectacular – *Colour My World*. In a poignant segment, Kendra Woodley performed a moving pas de deux accompanying an evocative performance of *Cry Me a River*.

The Vocal Group had a productive year that included performances at music nights, a PROBUS Conference, community events and the 2010 Schools Spectacular. A highlight of the year was the preparations and final audition for Channel 10's *Don't Stop Believing* pilot program.

Vanessa Morrison was an outstanding lead in Engadine Musical Society's *West Side Story*, Rebekah Mowbray earned a place in the *Talent Development Project* and Brooke Hedley made the final round of auditions as a featured artist for the Schools Spectacular. *Engadine Idol* was again a huge success with Rhiannon Muir winning this popular event for the third consecutive year.





Due to increasing enrolments, the band program has expanded to include the Premier Band, Concert Band and Stage Band. The Premier Band requires students to perform challenging music and entry is strictly by audition. *Gold* was awarded to the Concert Band at the *Engadine BandFest* and, alongside the Premier Band, is presently preparing for their overseas tour to Hollywood.

Engadine High was once again represented at the prestigious State Drama Festival. Year 10 performed *XOXO* to great acclaim. Drama students also gave regular entertaining performances at achievement ceremonies, Years 10 and 12 graduations as well as PROBUS and drama events.

A group of dramatic enthusiasts chose drama for sport and showcased their talents at our school *MADD Night*, which also incorporated Dance, Drama and Music performances and Visual Arts and Textiles displays. This event was enthusiastically received by the school community and will become an annual event.

The Entertainment VET team form an essential team to support all school performances and in the process attain authentic learning opportunities in stage management, lighting and sound.

Visual Arts

The Year 12 Visual Arts class achieved some great HSC results this year: two Band 6s, five Band 5s and eight Band 4s. For approximately 75% of these students, Visual Arts was their best result.

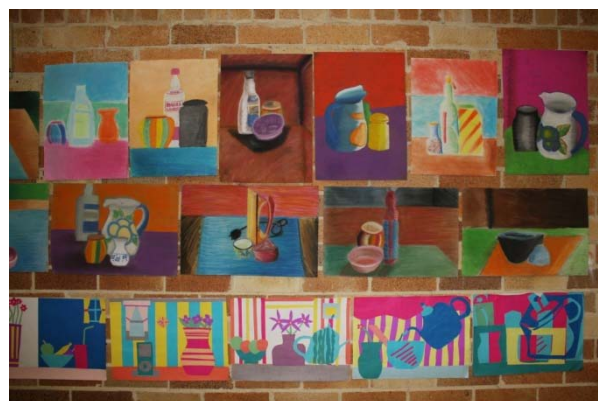
Mitchell Lindsay, Year 12, was accepted into Commercial Arts Training College (CATC) at the Rocks to study a Diploma in Photo Imaging after having his Year 12 photos displayed on a website called *Swellnet* (www.swellnet.com.au).

Year 12 Visual Arts students, Stephanie Marks, Teigan Lindley and Hayley Tierney were chosen from over 500 applicants to study an *Extension Art HSC Course* at the National Arts School at Darlinghurst.

Year 12 Photography students attended a contemporary photography exhibition at the Art Gallery of NSW. This allowed students to gather information for one of their major tasks in this course and to complete their *Exhibition Critique* assessment task.

Elise Hanrahan (Year 12) was accepted into the 2010 *ARTEXPRESS*, an exhibition of outstanding HSC student works. Years 11 and 12 Visual Arts students also attended *ARTEXPRESS* at the Art Gallery of NSW, the Museum of Contemporary Art and Hazelhurst Art Gallery. This helped students to understand the concepts behind the postmodern frame and to reinforce the high expectations associated with making *Bodies of Work* for their HSC.

Years 12 and 10 students attended an overnight



excursion to Canberra to view the *Post-Impressionist Exhibition*, gathering images, information and inspiration for their practical artworks.

The Years 11 and 10 Photography classes were involved in a Sydney Harbour photo shoot to implement the *Manipulating Images* and *Urban Spaces* units of work. Locales such as The Rocks, Observatory Hill and Lady Macquarie's Chair provided stimulating material for this real world activity.

Gifted and talented Years 10 and 9 students attended a ten-week visual arts program as part of the *Mural Beautification Project*. Their theme this year was *Modern Art/Post Modernism*. Their work is permanently displayed inside B Block,

showcasing student achievement and helping to make the school environment more aesthetically pleasing.

Year 9 Photography students were involved in a photo shoot around Engadine to implement compositional devices in a unit of work called *Beyond the Snapshot*. Students adopted a photojournalism approach to their photography and looked to interpret their world through the revealing power of a lens.



Year 9 students, Talfryn Davies, Bryn Davies, Tiffany May and Carly Nicholls were participants in the 2010 *Community of Schools on the Park* mural project, assisting primary school students to complete a spectacular artwork which is now on display at Engadine Park.

Year 8 students enjoyed an excursion to the beach as part of a unit on *Beach Paintings*. Students collected a series of perspective drawings to further develop in the classroom.

Year 7 students experienced an excursion to the NSW Art Gallery to view *The Archibald Prize*. This linked with the *Portraiture* unit studied in class.

As an ongoing process technology resources have been upgraded in the Visual Arts Faculty with the purchase of two new computers and colour printers.

Sport

Engadine High School enjoyed outstanding success across a range of sports in 2010. Individual students and teams were entered in competitions at all levels.

The three annual school carnivals - swimming, athletics and cross country - were strongly attended with excellent student participation.

A talented group of students represented the school at all three Sutherland Zone carnivals with many students gaining selection to compete at the Sydney East Regional Carnival and from there on to various CHS Carnivals.

State knockout competitions presented another opportunity for students to represent the school. Teams were entered in the following sports for girls: netball, touch football, soccer and cricket, and for boys: soccer, cricket and rugby league.

We were strongly represented at many regional competitions through our involvement in the Sydney East Sports Association gala days. All students thoroughly enjoyed the opportunity to participate and interact with students from other schools. It also gave a select group of Years 9 and 10 students the opportunity on the day to develop their leadership skills through coaching and managing of teams.

Lifelong physical activity is promoted through school sport on Wednesday afternoons with a wide variety of sports being offered throughout the year.

Year 10 PASS classes worked with our feeder Primary schools on the development of skills through a coaching partnership. The success of this program will see it continue in 2011.

Year 12 student Emma Hutchinson gained a place in the prestigious NSW Academy of Sport Hockey program. Brad Southwell of Year 11 was selected in the National Paralympics Special Olympics Soccer Team, which will compete in Athens Greece in mid-2011.

Jade Lucy of Year 8 excelled in many sports, competing and winning at both CHS and National levels. Jade was awarded the *Sportswoman of the Year* at Engadine High School for 2010.

A further highlight was hard earned success in Open Boys Baseball, our side winning the Regional Championship in convincing fashion. Their run of success only came to an end when they met the defending CHS champions Hills Sports High. Two players from the Opens side went on to represent Sydney East at the Metropolitan Championships.

Our Junior Boys' and Girls' touch sides made it through the regional qualifying rounds to reach the All Schools Finals, finishing in the top 10 in NSW.

Academic

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

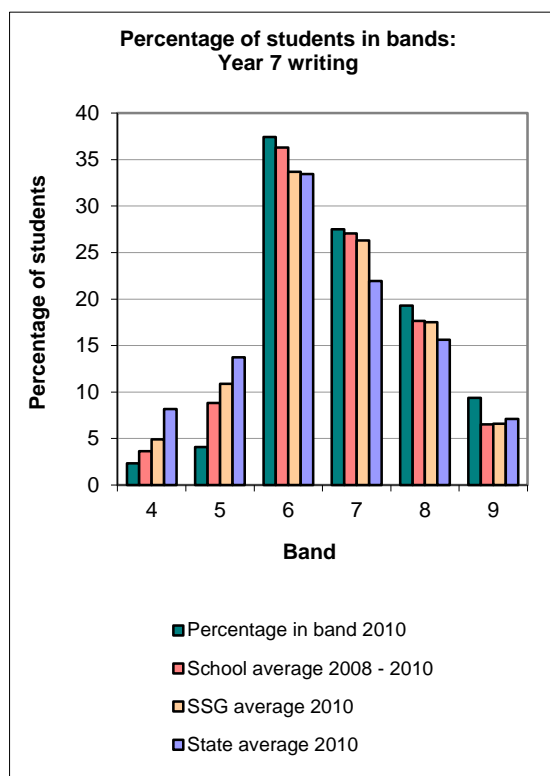
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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

Literacy – NAPLAN Year 7

NAPLAN literacy results are based on tests in Reading, Writing, Spelling, Grammar and Punctuation.



Engadine High School students performed above State average in all four areas of literacy, including the combined percentage of students who achieved Bands 8 and 9 in each of these areas.

Students performed best in Writing, the school exceeding State performance in Bands 6 through 9. Compared to their NAPLAN results in Year 5 over 32% of students achieved growth in Writing above the 75th percentile of average scaled score growth for the State.

Numeracy – NAPLAN Year 7

NAPLAN numeracy results are based on tests in Data, Measurement, Space and Geometry, and Number, Patterns and Algebra. The two tests are also combined to reflect overall achievement in Numeracy.

Engadine High School students performed above State average in overall numeracy, including the combined percentage of students who achieved Bands 8 and 9. Students performed best in Data, Measurement, Space and Geometry, 3.2% higher than average State performance.

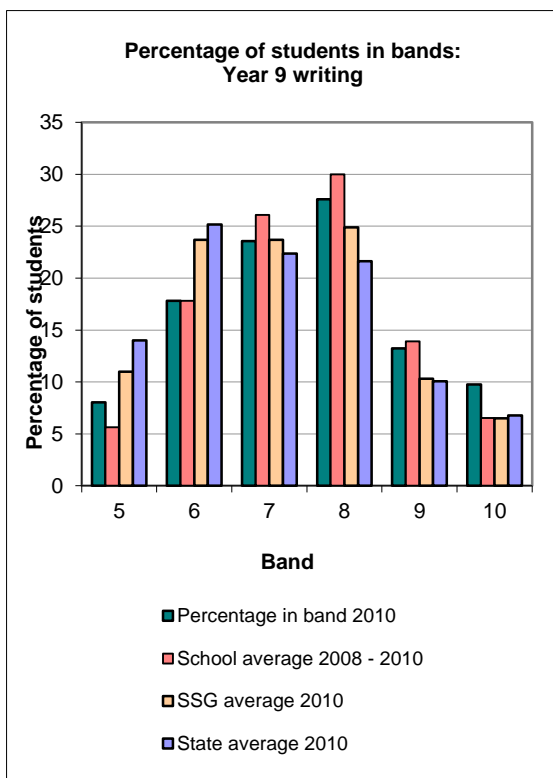
Compared to their NAPLAN results in Year 5 over 31% of students achieved growth in Numeracy above the 75th percentile of average scaled score growth for the State.

Literacy – NAPLAN Year 9

Engadine High School students performed above State average in all four areas of literacy, including the combined percentage of students who achieved Bands 8 and 9 in each of these areas.

Students performed best in Writing, the school exceeding State performance in Bands 7 through 10.

Literacy results for Engadine High School continue to reflect the success of literacy initiatives and the achievement of clear targets in this area.



Numeracy – NAPLAN Year 9

Engadine High School students performed above State average in overall numeracy, including the combined percentage of students who achieved Bands 8 and 9.

Students performed best in Data, Measurement, Space and Geometry, 2.0% higher than State average performance.

Progress in literacy

There was strong overall growth in the literacy performance of Year 9 students when compared to their performance in Year 7.

The growth for Spelling and Writing was significantly above State average. Compared to their Spelling and Writing results in Year 7 39.6% of students achieved growth above the 25th percentile and 85.2% above the 75th percentile of average State scaled score growth.

The following percentages of students achieved growth above the 25th percentile of average State scaled score growth:

- Writing – 85.2
- Spelling – 85.2
- Reading – 74.1

- Grammar & Punctuation – 72.8

Further support for the effectiveness of writing initiatives at the school was evident in a 42.9% increase from 2009 to 2010 in the number of students achieving Band 10. There was a similar 20% increase in the area of Spelling.

Progress in numeracy

There was strong overall growth in numeracy performance of Year 9 students when compared to their performance in Year 7.

The growth for numeracy was just below State average. Compared to their Spelling and Writing results in Year 7 23.6% of students achieved growth above the 25th percentile and 73.6% above the 75th percentile of average scaled score growth for the State.

Further support for the effectiveness of numeracy initiatives at the school was evident in an 83.3% increase from 2009 to 2010 in the number of students achieving Band 10.

School Certificate

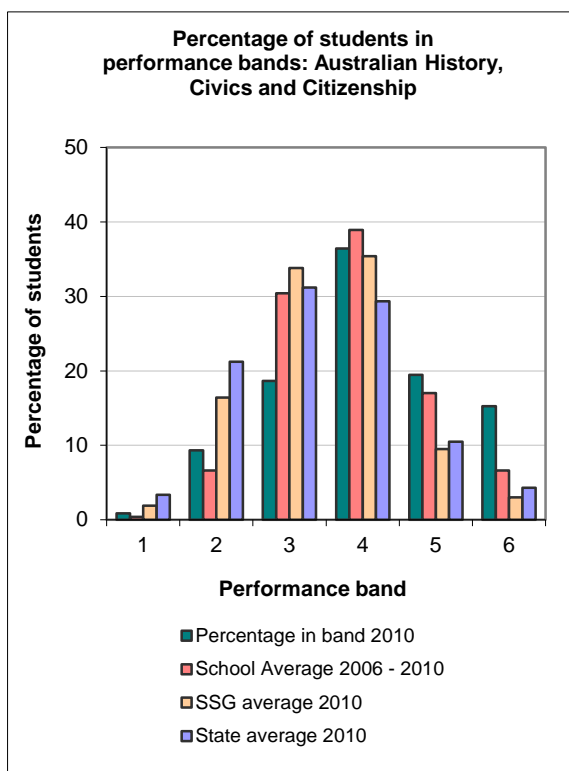
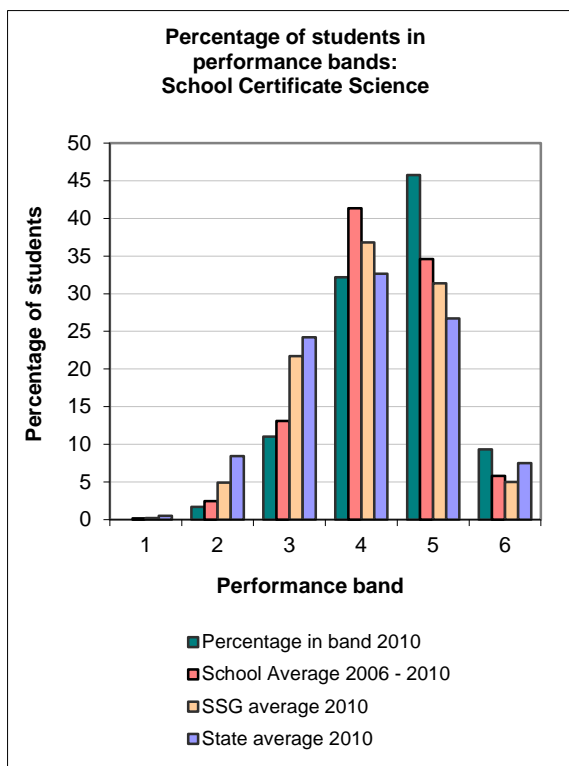
In all courses Engadine High School students on average performed at higher levels than their State counterparts.

The following percentages of students achieved Bands 5 or 6:

- English – 43%
- Mathematics – 25%
- Science – 55%
- Australian Geography, Civics and Citizenship – 32%
- Australian History, Civics and Citizenship – 35%

The results for Science and History deserve special mention: The percentage of students in Bands 5 and 6 combined were 20.9 and 19.9 percentage points above State levels respectively. In addition students in these subjects achieved 11 and 18 Band 6s respectively.

Taken together the results reported above reflect strong provision within the school for students across a range of academic abilities.

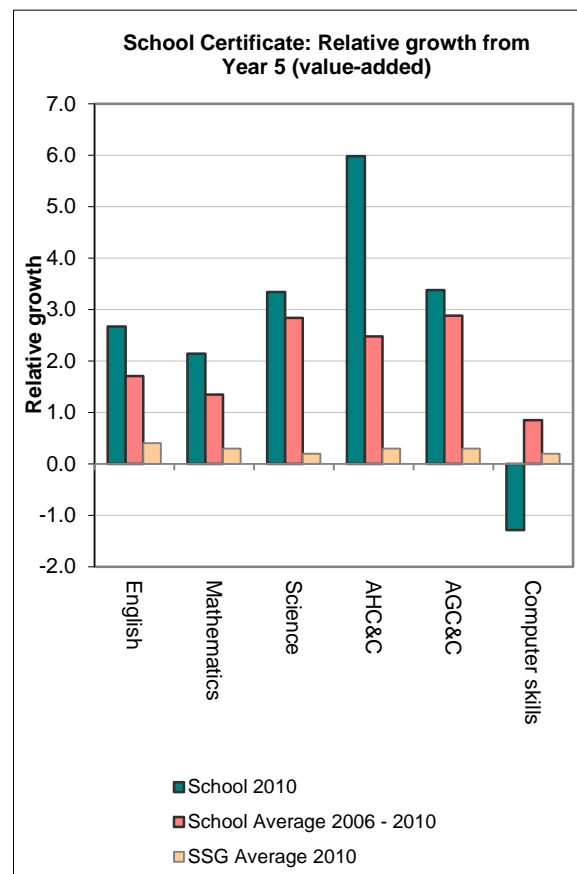


School Certificate relative performance comparison to Year 5 (value-adding)

Value-added for 2010 (see below) not only indicate very strong student progress but also growth beyond that predicted by Year 5 results. This additional growth is directly attributable to

school programs and the associated high expectations for student outcomes.

Student growth in all areas except Computer Skills exceeds the average growth for the school from 2006 to 2010, indicating that the school is continually looking to strengthen its shared understanding of best practice in teaching and learning.



Higher School Certificate

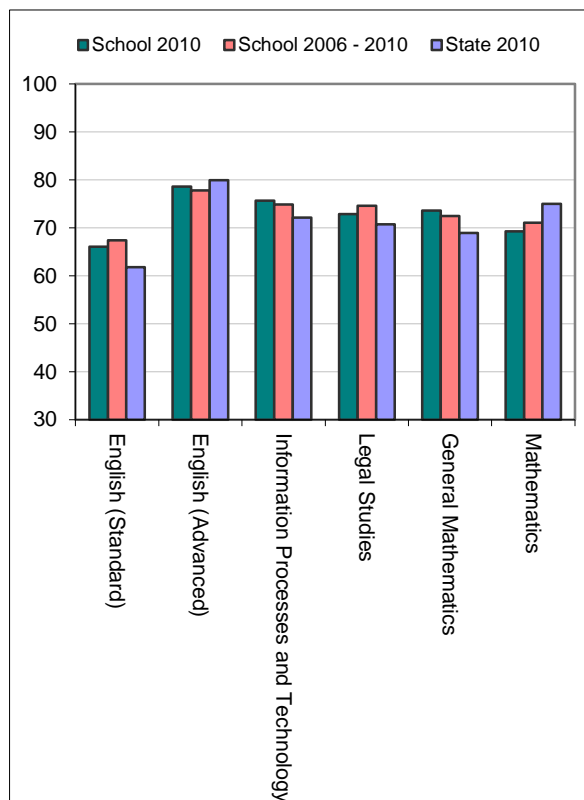
Consistent with previous years there were many fine performances across a wide range of subjects, including a number of students who achieved Band 6 and an ATAR over 90.

Students in most course areas performed on average above State levels and reflect a strong positive State variation: Business Studies (4.59%), Chemistry (4.26%), Dance (4.41%), Drama (3.04%), Food Technology (5.41%), Modern History (4.35%), Society and Culture (4.98%), and the Construction Examination (4.26%).

A number of courses recorded Band 6 levels that were consistent with, or a number of percentage points above, State levels: Society and Culture (13), Textiles and Design (8), Dance (6), Chemistry

(5), Business Studies (4), Hospitality (3), VET Entertainment (2), Visual Arts and Senior Science (parity).

In total, HSC results indicate a broad range of achievement and the opportunities for students to develop expertise in areas of interest. Behind these fine results are also the many individual projects and performances which highlight students' highly developed real world skills.



Higher School Certificate relative performance comparison to School Certificate (value-adding)

Value-added data for 2010 indicates the potential for students to further strengthen growth in low, middle and higher areas of achievement.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 7 students achieving at or above minimum standard	
Reading	94.3
Writing	93.3
Spelling	95.0
Punctuation and grammar	90.5
Numeracy	95.4

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 9 students achieving at or above minimum standard	
Reading	94.9
Writing	90.9
Spelling	95.5
Punctuation and grammar	95.5
Numeracy	96.0

Significant programs and initiatives

Aboriginal education

Fortunate to acquire an Aboriginal Cultural grant of \$500, *Ryka Ali*, a group of four ambassadors for Australia's Indigenous and Aboriginal Torres Strait Islander youth were brought to the school. Students from Year 7, staff and invited community members participated in a performance which promoted awareness of Aboriginal culture and contemporary issues. Traditional and rap dance, the didgeridoo, beat box, costumes, artwork, and information about bush food all featured in the performance.

Interested students from Years 7–11 also participated in a series of student video conferences which discussed relevant issues with Indigenous youth from both urban and rural NSW.

Personalised learning plans were developed for Aboriginal students from Years 7-12 using funds from a \$1000 grant. Parents, extended families, and a community group assisted in the process. A literacy teacher was employed to work with each student and their family.



Multicultural education

The Student Representative Council (SRC) initiated a variety of successful programs to create harmony both within the school and local community. These projects were expanded and aided by a *Living in Harmony* Department of Immigration grant of \$30,000. Student leaders were given the opportunity to meet and communicate with people from different cultural backgrounds whilst participating in the University of Wollongong (UOW) *Elevate Cultural Diversity* project and to strengthen connections with the Oaktree Foundation. A variety of students took part in a series of video conferences hosted by *The Youth Peace Initiative* at Sydney University in which multi-cultural issues were discussed with students from across Australia.

Female student leaders from Engadine and Birrong Girls High Schools attended the *International Women's Day Breakfast* at Darling Harbour at which Dr Rose Evaster-Aderolili, Head of Gender and Macroeconomic Model at the African Centre for Gender and Development (ACGD), addressed an enthusiastic audience. Year 7 students also participated in African drumming workshops. Our expanded Social Justice Committee ran events that encouraged students to recognise and embrace cultural differences and to work towards a society in which there is equality for all. Our *International Cultural Exchange* program expanded this year to include a tour to Yangzhou province in China where students met students, staff and families from our sister school.

Once again, we hosted students from Hitachi-Omiya at our school for five days in Term 3 and reciprocated by visiting Japan for ten days during the October school holidays.

Respect and responsibility

The DET School Values were discussed by the SRC and selected students participated in a series of values video conference forums with students from a variety of NSW schools. Selected students attended the *Sutherland Shire Youth Speak Forum* as a follow on from our participation in the *Australian Schools 2020 Summit* held in 2008.

Connected learning

Many new technology initiatives were implemented in 2010. Infrastructure to support the *Digital Education Revolution* (DER) was completed to ensure classroom access from across the school. The Department of Education and Training nominated Engadine High as a lighthouse school as a result of the English Faculty developing resources that can be used by other teachers from across NSW. All teachers incorporate the laptops into their teaching practice and make effective use of the school's MOODLE site for student access from home to assessments and faculty programs. In addition, all year advisers use this web-based resource to provide information for students.

The Connected Classroom is used for staff professional learning and student representative council meetings with students from other schools.



Other programs

Linkages Program

The *Linkages* program at Engadine High School celebrated its tenth anniversary in 2010. Since its inception we have been working effectively with Engadine, Engadine West, Marton and Yarrawarrah Public Schools implementing the explicit teaching of literacy and numeracy.

In Term 1 the students focused on narrative writing, learning the fine art of writing creative short stories. Over 400 primary school students attended creative writing workshops held at Engadine High School and run by talented Year 10 English students. Back at our respective schools, a narrative task was completed and the best narratives were then added to our Linkages MOODLE site as exemplars for the teaching and learning of written narratives. The creative writing workshops were new in 2010 and a most successful addition to our program. In late Term 1 Year 6 students participated in demonstration lessons, which represented a wide range of high school subjects. This experience assisted these young learners in their later transition to high school.



Numeracy was the focus for Term 2, with students engaging in rich activities that explored and expanded their understanding of numeracy in action. Year 10 students acted as mentors for Year 6 students, allowing them to build relationships through problem solving activities. The inclusion of Year 10 student leader in Terms 1 and 2 was most successful in creating relationships that assist students in their exciting transition to high school.

Selected students from all four primary schools formed a *Targeted Writers* group in Term 3, using the internet site *Edmodo* to communicate with the coordinator and each other in a virtual

classroom. Some fantastic pieces of writing were completed as students worked through a series of writing exercises culminating in a major narrative by the end of Term 4.

Demonstration lessons in Term 4 given by Engadine High School English staff assisted Years 5 and 6 students with their understanding of *Viewing and Representation*, an important concept that is assessed in the high school English curriculum. This year, the workshops had a more practical focus and were highly successful in the engagement of students and in improving students' understanding. Later in Term 4, Year 5 students participated in demonstration lessons that gave them a small taste of high school subjects and what is to come in Year 6 with the *Linkages* program.

The revitalised 2010 *Linkages* program proved to be highly successful in bringing together students to meet future peers from other schools and to enjoy a high school setting. In addition students were given fun opportunities to improve their literacy and numeracy in preparation for high school.

Ensemble Program

The Band Program underwent a complete overhaul in 2010 with the development and implementation of the Ensemble Program. This new program now offers an expanded range of musical ensembles:

- Premier Concert Band
- Concert Band
- Stage Band
- Vocal Group

It also includes junior and senior rock bands and performance opportunities for small ensembles and soloists identified from classroom music activities.

The Premier Concert Band and the Concert Band were formed in response to an increasing number of students wanting to join the band. This influx included new instrumentalists from Year 7, those who wanted to learn a second instrument and of course beginners keen to learn for the first time. Under the leadership of Mr Andrew Drayton the Premier Concert Band provided an opportunity for students to develop their musical skills performing a higher graded

range of repertoire. The Premier Band members are selected through a rigorous audition process and perform in a variety of prestigious events throughout the year, including *Big Band Blow In*, *Linkages* program, COSOP concert at the Sutherland Entertainment Centre, PROBUS Conference as well as many formal events within the school community. Selected members of the Premier Band were also invited to form the Stage Band. This provided opportunities for the students to work within a jazz ensemble and explore the creativity and challenges of improvisation. The Stage Band had top billing for the *White Ribbon Art Show* at Engadine West Primary School and throughout the evening performed a range of musical items to entertain guests.



In its first year the Concert Band enjoyed a high level of success achieving a GOLD award in the annual Band Fest, much to the delight of its hard working and dedicated musical director Ms Jill McGuire. The Concert Band also participated in the *Big Band Blow In* and PROBUS Conference as well as showcasing their talents in formal assemblies, functions and other events within the school community.

In 2010 the Vocal Group went from strength to strength and involved students from every year. They performed at many school functions and focused on building a dynamic group of singers that sing contemporary and classic repertoire. A highlight of the year was the Vocal Group's performance of Leonard Cohen's *Hallelujah* during the PROBUS conference. Their touching and heartfelt rendition was received with a standing ovation from the audience, many of whom had been reduced to tears during the performance. The most exciting event for the Vocal Group was an invitation to audition for the Channel 10 show *Don't Stop Believing*. This

involved many hours after school rehearsing their vocals and choreography.

The Music faculty also held music night for Years 9, 10, 11 and 12 Elective Music. This enabled students to showcase their considerable talents to their peers, friends and family. These evening concerts were extremely popular and well attended. Our musicians were also involved in the annual MADD night as well as the ever popular Engadine Idol talent quest. Several musicians were selected for Sydney Region ensembles and State ensembles. Brooke Hedley and Rebekah Mowbray were shortlisted as a Schools Spectacular featured artist and for the Talent Development Project. Rebekah Mowbray was selected for the Talent Development Project for the second consecutive year.

Students with additional educational needs

Our Learning Support Team, comprising the Head Teacher Support, School Counsellor, Support Teacher Learning Assistance (STLA), Careers Adviser and Head Teacher Welfare, co-ordinates services for students with disabilities and learning difficulties enrolled in regular classes and in our IM/IO special education classes. Through collaboration with parents, school staff and, where necessary, specialist personnel, an *Individualised Learning Plan* was developed for all students with identified disabilities. Each student's plan will be reviewed in Term 1, 2011. Under the supervision of the LST, a Life Skills program has been developed for a small number of students in mainstream classes who have experienced difficulty meeting the full requirements of the regular curriculum.



Our four days per fortnight STLA allocation was used to support literacy and numeracy needs of students in Years 7 and 8 and the application process for students requiring Special Provisions

for external examinations (e.g. School Certificate and Higher School Certificate). In 2010, six additional teacher days were used to support students in Years 9 and 10 with literacy and numeracy needs. Two *Teacher's Aide Special* were employed throughout the year to assist students receiving funding support. In 2010, a homework centre operated one afternoon per week after school to support students with their school work and access to computers and library resources.

Special education classes have successfully participated in mainstream Year camps, a Support Unit camp, and a wide range of vocational, sporting and community access programs. Engadine High School utilised part of the \$25,000 *NAB School's First Seed Funding* grant to organise a weekly vocational program for IM (Intellectual Mild) students.



Support Unit Career Springboard Project –E-E Team

Project Overview

The *E-E Team* includes students with mild intellectual disabilities from Engadine High School and Endeavour Sports High School. It began as a pilot project in 2009 and further expanded in 2010. Sutherland Business Education Network (BEN) is also a partner and they engaged the assistance of Sutherland College of TAFE, local businesses and Sutherland Shire Council. *School to Work* funding for the activities was provided by the NSW Department of Education and Training.

Project Planning

We designed a series of vocational experiences and activities to engage our Support Unit students in local industry visits and TAFE 'tasters'

during 2010. The team met regularly throughout the year to monitor the implementation of the activities and to ensure ongoing evaluation.

Project Goals

- To enhance transitional learning opportunities for students studying a Life Skills program at school.
- To increase student awareness of a range of future employment and training options and to inform career and transition decisions.
- To demystify the world of work.
- To develop student self-esteem, independence and social skills.
- To develop employability skills, appropriate workplace behaviours and requirements such as time management, grooming and hygiene.

Student Welfare

An active Student Welfare team comprising of Year Advisers, Careers Adviser, Counsellors and Senior Executive meet regularly to discuss student welfare issues and plan whole-school programs. They also link with the Learning Support team. Their outstanding commitment to welfare supports the wellbeing of students at Engadine High School.

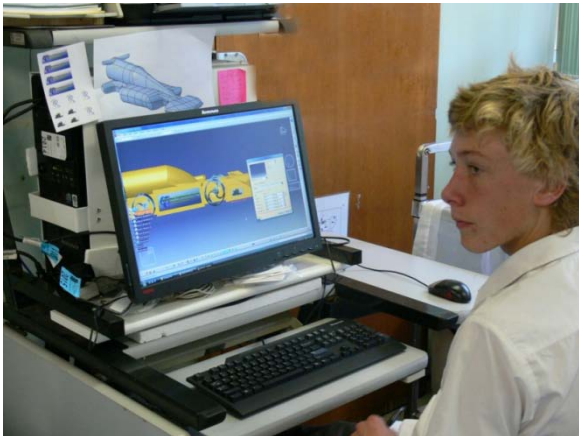
Welfare initiatives in 2010 include:

- transition and Orientation Day for Year 6 students;
- peer Support Training for Year 7 students;
- anti-bullying performances for Years 7, 8 and 9 by *Sticks and Stones* drama company;
- team building activities for Years 7 and 9 through camps;
- anti-bullying presentations and workshops for Years 7-10 with support from the Police Youth Liaison Officer: includes cyber bullying, cyber safety and the law;
- leadership training for Year 10 students;
- crossroads program incorporating study skills, social issues, peer pressure issues and goal setting for Year 11;
- staff mentoring for all Year 11 students as they progress to Year 12;

- development of links with the Engadine District Youth Services through the *Youth Connections* program;
- a grant from the *School Health Incentive Project* (SHIP) to work with Years 7, 8 and 9 on building stronger relationships;
- the merit system and A1 student reward system was updated;
- immunisation program for Year 7 against Hepatitis B, Varicella, and Human Papilloma Virus (girls);
- immunisation program for Years 7 and 10 students against Pertussis (Tetanus).

Re-engineering Australia (REA) F1 Cars in School Program

The REA F1 in schools project is a multi-disciplinary challenge in which teams of 3–5 students from Years 7-12 use real world three dimensional CAD/CAM technologies to design, test, manufacture and race miniature CO2 powered balsa wood Formula 1 cars.



Initiated and funded by Sutherland Business Education Network (BEN), the project seeks to generate interest in engineering and manufacturing related trades and professions. It was introduced to Year 8 Design and Technology students under the guidance of Mr Ray Treloar and Mrs Kaye Denham and is supported by Mrs



Sandra Zantides from the School Administrative and Support Staff.

Engadine High school has been involved in the project from its inception and has historically shown superior workmanship and design in both car design and marketing.

In 2008 two teams - *Silver Lightning* and *Zero Degrees* - advanced from Regional to State levels, *Zero Degrees* winning fastest car in NSW.



Again in 2009 *Zero Degrees* was the fastest car at the State final. The team then competed at the national finals during the Melbourne Grand Prix in March 2010. The team consisted of Years 9 and 10 students, Ben Corbett, Eddie Townsend, Josh Gilmore and Alec Gennaro. The wheels, invented by Ben, have been analysed by Caltex and a professor at the University of Wollongong and attracted great interest from designers.

In 2009 the junior team *F1re Hawks*, competed at Regional finals for the first time. In 2010 a new team was formed from past teams to compete as *Turbine Racing*. Ben Corbett, Josh Gilmore and Sean Murphy competed at Regional and State levels and were awarded fastest car in the Professional Senior Class with a time of 1.090 seconds. The world record stands at 1.02 seconds.

In 2011 two development class teams will further pursue innovative design and engineering issues.

Student Representative Council (SRC)

The Student Representative Council (SRC) is comprised of student representatives from all years. They meet daily as a roll call group and at regular intervals using formal meeting procedures. The SRC worked to support the SRC state theme for 2010: *Accept, Engage, Time for Change*. Our goals were to facilitate student leadership, expand student voice within the school, to create harmony both within the school and the community, and to improve the school environment.



The SRC successfully addressed the development of student leaders during 2010. Our students were selected to attend, host and present at a number of leadership events and met many politicians and Australian leaders during the year. These included attending the *Women and Captains NSW State Parliament Leadership* program, the *Shirewide Youth Forum*, the *National Young Leaders Conference*, the *University of Wollongong Elevate Leadership Program*, *Women in Sport Dinner and Breakfast at Homebush Sports Centre*, *Girls Leading Social Change Conference* at Sydney University Women's College, the *State and Sydney Region SRC Conferences* and Sutherland Zone SRC meetings. Our students ran afternoon leadership workshops for primary students from Community of Schools on the Park (COSOP). We participated in SRC video conferences in which mentors from the Macquarie University ICT Innovation Centre discussed how students can gain a voice in relation to contemporary issues and how they can better incorporate the latest technologies to support their role.

Students were also encouraged to enter a variety of leadership competitions and to nominate themselves to serve on community panels. Jarrod

Martin won the local Lions Club *Youth of the Year* competition and participated at the regional level. Jacob White was selected to attend the five day *National Schools Constitutional Convention* at Parliament House Canberra, and Rhiannon Muir participated in the *Zonta Women in Public Affairs* competition. Eddie Townsend represented the Sutherland Zone SRC at the five day NSW SRC Conference. Students were also selected to be members of the Sutherland Youth Council.

Creating a positive image for youth in the community and developing peace within our school were issues explored by the SRC this year. We worked closely with the Australian Ministry of Peace and four members became Australian Peace Ambassadors. We attended the *Australian Youth Peace Forum* and took part in the second *Youth Peace Parliament* in NSW. We were invited to take part in the United Nations *International Day of Peace Celebrations* in Martin Place and carried world flags. We participated in the United Nations *Australia Conference & International Peace Prize Presentation* in NSW Parliament. Athena Blanksby and Rhiannon Muir both received a *Youth Peace Prize Australia* for their commitment to harmony and peace initiatives within their school, local and global communities.



Poverty was identified as a major cause of disharmony in our community and events to highlight and take action were established. Students attended the Salvation Army *OASIS Youth Care Network Student Leadership Program*, observed their facilities, spoke with street kids and then organised food parcels and door knock appeals. Mufti days and charity events were held and approximately \$20,000 was raised for charities, including *Shades4 Aids*, *Shave for a Cure*, genetic research, the Cancer Council, *40 Hour Famine*, *MS Readathon* and the *Red Shield Appeal*. Two dance parties raised funds to

support the UNICEF foundation and we collected school supplies and school bags for East Timor and Cambodia. The sponsorship of a child in Ethiopia continues.

Student Environment Team

An E Team (environment team) was established in 2007. They meet as a separate roll call group each morning with a dedicated teacher, Ms Melanie Lever.

The E Team comprises students from Years 7-10 who are involved in the implementation of environmental initiatives throughout the year such as *Clean Up Australia Day*, *The Earth Hour Challenge* and *National Plant A Tree Day*.

The E Team established two vegetable gardens which included tomatoes, beetroots, basil, parsley, strawberries, and watermelon. These products are used in Food Technology classes and by the canteen.

Paper recycling occurs weekly in every classroom saving kilos of paper from entering landfill. Compost is also collected from staffrooms and the canteen weekly.

Students meet fortnightly, leadership and teamwork are emphasised and together, students promote and educate the school community about environmental practices.

The E Team Advisor meets regularly with regional school staff to strengthen ties between schools. This year Engadine High School students will be involved in the *COSOTP Sustainability Camp* where they will pass on their environmental expertise to primary school students. Our environment team continues its highly valued link with Loftus Public School through combined projects and a joint *ZoosnooZ* excursion at Taronga Zoo.

In 2010 Engadine High School participated in the *Climate Clever Program* and received grants to install energy saving light globes in classrooms. This program required students to use our MOODLE website, conduct audits, record findings and create a proposal based on these findings in an effort to reduce energy usage in the school.

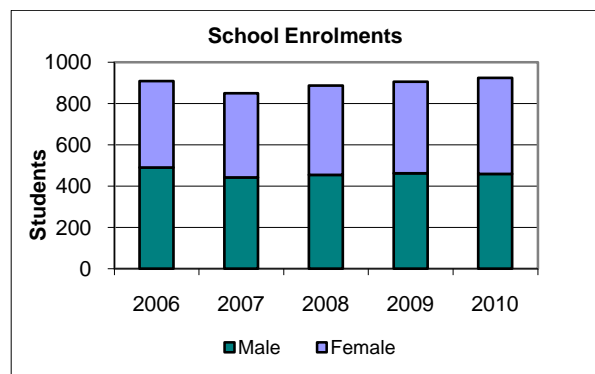
In 2011 the E Team will continue to promote environmental issues and educate students; each of us can make a difference!

School context

Student information

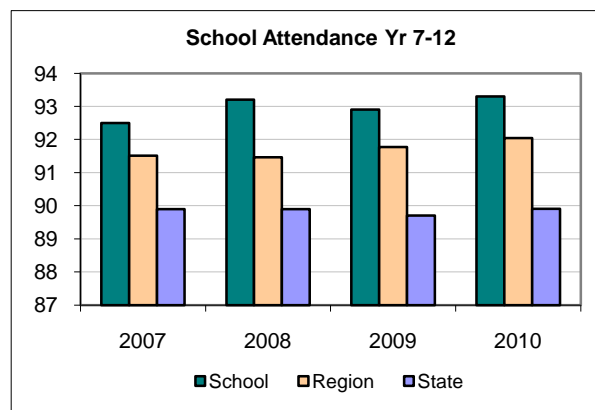
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile



The graph shows an upward trend in enrolments with approximately an equal number of boys and girls. About 8% of students are from a non-English speaking background.

Student attendance profile



Overall, the average school attendance rate, calculated on all Years 7-12 students, was above both region and State levels.

Management of non-attendance

We have an SMS messaging system which sends a message to parents if their child is absent from school. Parents are required to respond either by text or letter and provide a reason for their child's absence. If a child is absent for a lengthy amount of time, their parent is contacted by the Year Adviser and appropriate welfare support put in place. If there is still no improvement, the matter is referred to the Home School Liaison Officer.

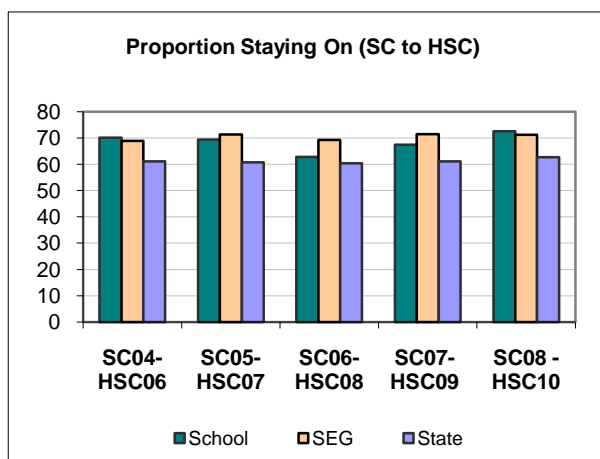
Structure of classes

The school requires that all Year 6 students who choose to attend Engadine High School sit a test in literacy, numeracy and writing. The results from this test and information from primary schools is used to form our two selective classes.

For Years 7 to 10 there are two selective and four ungraded, mixed ability classes. All students complete a full range of compulsory courses. Year 8 students choose one elective subject and in Years 9 and 10, students study a core of subjects plus two electives.

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

Retention to Year 12



The proportion of students staying on to Years 11–12 is above State and the school education group levels. Most students who leave Year 10 proceed to apprenticeships and/or TAFE.

Post-school destinations

The destinations of our students leaving school after completing the Higher School Certificate have been listed in six categories. The percentage of students leaving to each of these destinations over the past two years is listed below:

2009 - 2010	Percentage
University	42
TAFE	23
Private College	16
Employment	12
Accumulating HSC	2
Destination Unknown	5

The last two years reveal a consistent percentage of students continuing their education at university and TAFE. Private colleges and

employment sectors have displayed a slight increase in popularity for some of our students seeking an alternative pathway to university and TAFE.

Year 12 students undertaking vocational or trade training

The percentage of senior students undertaking vocational or trade training, including school based apprenticeships/traineeships (SBATs) in 2010 is as follows:

Study Year	Enrolled	TVET	%TVET
12	126	15	11.90%

Study Year	Enrolled	SBAT	%TVET
12	126	2	1.59%

Senior students also studied a wide and varied range of VET subjects at TAFE:

Fashion Design & Technology, Graphic Design, Screen & Media, Business Services, Sport and Recreation, Beauty Therapy, Hairdressing, Electro technology, Children's Services, Nursing, Tourism and Automotive.

Year 12 students attaining a HSC or equivalent vocational educational qualification

The percentage of senior students attaining a HSC or equivalent vocational education qualification in 2010 in Hospitality and Entertainment is as follows:

Study Year	Enrolled	VET	%VET
12	126	39	30.95%

Teacher qualifications

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

Enter text here

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	18

Staff retention

One staff member retired after thirty years of service to public education, the majority of which was served at Engadine High School. Another staff member secured a promotion to another school.

Staff information

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

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	N/A
Head Teachers	10
Classroom Teachers	49
Teacher of Emotional Disabilities	N/A
Teacher of Mild Intellectual Disabilities	3
Teacher of Reading Recovery	N/A
Support Teacher Learning Assistance	0.4
Teacher Librarian	1
Teacher of ESL	N/A
Counsellor	1
School Administrative & Support Staff	15
Total	82.4

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no staff who are from an indigenous background.

Financial summary

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	506 058.68
Global funds	539 555.60
Tied funds	224 182.06
School & community sources	694 319.73
Interest	29 135.64
Trust receipts	136 035.45
Canteen	0.00
Total income	2 129 287.16
Expenditure	
Teaching & learning	
Key learning areas	159 231.28
Excursions	53 691.34
Extracurricular dissections	282 541.93
Library	11 366.06
Training & development	822.44
Tied funds	179 887.16
Casual relief teachers	94 674.06
Administration & office	295 760.17
School-operated canteen	0.00
Utilities	95 789.46
Maintenance	79 054.22
Trust accounts	86 860.77
Capital programs	78 487.59
Total expenditure	1 418 166.48
Balance carried forward	711 120.68

This summary covers funds for operating costs and does not involve expenditure areas such as

permanent salaries, building and major maintenance.

In February 2010, our school won \$125000 in a special program called *Whizz Kids Millionaire*. Students were surveyed about how they would like these additional funds to be spent. The results showed that students wanted the school painted, more shade areas, blinds installed in rooms where they did not currently exist, additional data projectors, computers and seating. We achieved all of the requests. In addition, we continued expenditure on buildings, classroom and grounds maintenance and a substantial expenditure on technology. In 2010 we purchased data projectors for a large number of classrooms. The remainder will be installed in 2011. Large screen display monitors were installed in key parts of the school to project student information, images and values messages. The utility of the canteen area was improved to allow for data, audio and in 2011, wireless capacity will be installed. A new COLA was built in the quadrangle, which included outdoor furniture. Our school canteen is leased to an external provider and they pay the school an annual lease of \$32000.

A full copy of the school's 2010 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.



Progress on 2010 targets

- Increase breadth and frequency of staff usage of ICT in learning.
- Ensure a smooth transition for students from Years 10 -11.
- To have a literacy program in place that responds to the needs of students.
- To effectively respond to the data we receive from NAPLAN for numeracy.

Target 1

Increase breadth and frequency of staff usage of ICT in learning.

Our achievements include:

- Mr Andrew Drayton, who is an expert in MOODLE, was employed one day per week to provide staff training on the effective use of MOODLE in learning. Staff and students report that MOODLE is now a regular part of lessons and assessments.
- Staff are more confident in the integration of laptops for students in Years 9-10.
- Additional data projectors were installed in classrooms with sound and data capacity and remaining classrooms will have data projectors installed in 2011.
- New desktop computers were purchased for staffrooms to ensure easy staff access to the intranet and MOODLE.
- The English faculty completed the *Lighthouse Project* and confidently uses DER laptops with students.

Target 2

Ensure a smooth transition for students from Years 10 to 11.

Our achievements include:

- The *Skilled Learning Program* was evaluated and changes made to ensure it more effectively meets the needs of students.
- A wide range of subjects were offered to students including VET, TAFE, non-academic and the full range of academic courses.
- The Learning Support Team was strengthened to encompass community based resources to support students who

wish to attain apprenticeships and traineeships.

Target 3

To have a literacy program in place that responds to the needs of students.

Our achievements include:

- Results from Year 9 NAPLAN writing tests show significant improvement above the state and national average and also above the performance of like school groups.
- External literacy results above the state and national average in all components.
- Analysis of data has formed the basis of a whole-school approach to sustained writing which will be implemented in 2011. This will be led by the Deputy Principal and Head Teacher English.

Target 4

To effectively respond to the data we receive from NAPLAN for numeracy.

Our achievements include:

- We have accessed an expert in secondary school Mathematics teaching to increase effective integration of technology software. Staff have been trained in GeoGebra as a tool to improve numeracy skills.
- Year 9 students identified as gifted and talented in Mathematics achieved remarkable levels of progress in the Year 9 Numeracy assessment of NAPLAN, value added data suggesting the program supported improvement beyond that predicted by their Year 7 NAPLAN results. The successful expansion of pre-testing to collect data, measure student progress, and better plan for individual student differences.



Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice

Skilled Learning Course Evaluation

Background

As part of the ongoing analysis of the Year 10 Skilled Learning course we conducted a survey to explore student engagement, future directions and the extent to which it is achieving its purpose. The course was initiated in 2009 to meet changing demands on students and better prepare them for senior school, part and full time employment.

Findings and conclusions

Over 90% of students indicated that the course was invaluable, whilst 18% of these students would prefer the same course over fewer weeks. Mock interviews were highly valued with over 98% of students indicating the process had a positive impact on their appreciation, knowledge and understanding of how to approach interviews.

Future directions

Based on survey findings a number of modifications to the course will be implemented in 2011. We will continue to assess the effectiveness of this course to ensure maximum benefits for students.

Curriculum

Staff Utilisation of Technology at EHS

Background

Staff were surveyed regarding their use of technology as an administrative and learning tool.

Findings and conclusions

The survey revealed that 67% of staff are confident or very confident utilising technology for administrative tasks and lesson preparation, with a further 27% developing confidence in this area. Only 6% of staff are still feeling uncertain about utilising technology for administrative and

preparation purposes. When it comes to utilising technology in teaching and learning in the classroom, 51% of staff are confident or very confident with a further 27% indicating they were developing confidence. Confidence levels using technology have been steadily increasing throughout 2010, with 80% of staff indicating that there has been some or a substantial increase.

Factors that led to the increase in confidence included sharing with, and learning from, other staff members, having a dedicated staff member to assist with their uptake of MOODLE (online management learning system), and time during school hours for training and wider access to technology.



The survey revealed that 74% of staff indicated that their use of technology increased in 2010 either some or substantially. Factors that led to the increased use of technology included the immediate need to incorporate information and communication technologies (ICT) in their teaching and learning, greater access to technology, the implementation of MOODLE, internet access in every classroom and the addition of laptops into all Years 9 and 10 classes through the DER program.

The implementation of MOODLE in 2010 was instrumental in increasing the use of ICTs in teaching and learning throughout the school. The program is in its infancy and the survey indicated that 13% of the staff feel they are just getting

started while a further 29% indicated they had set up their classes on MOODLE but were not as yet fully using it. For Moodle 58% of staff rated their use as either frequent, regular or constant.

Future directions

An overwhelming majority of staff responded that they were anticipating increasing their use of MOODLE in 2011 with 93% of staff anticipating an increase, of which 35% anticipate a substantial increase in their use of MOODLE.

The utilisation and integration of the DER laptops in Years 9 and 10 were also surveyed and 74% of staff indicated frequent, regular or constant use. Staff training will continue in 2011 to ensure that all staff feel confident in the use of laptops and MOODLE in their teaching practice.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school, with a focus on Year 7 student adjustment and teacher professional learning.

Their responses are presented below:

Parent satisfaction of the school is extremely high with nearly 100% of those surveyed agreeing that their child enjoys school. Approximately 96% of parents surveyed believe that their child feels challenged at Engadine High School.

Two thirds of students surveyed feel that their classes are interesting with 95% stating that their teachers expect a high standard of work from them.

97% of staff expressed satisfaction with professional learning opportunities and the sharing of best practice with colleagues and classroom management. Staff appreciated the opportunity to access a staff expert one day per week to assist with strategies to implement new e-learning systems. Overall, staff, parents and visitors report a positive climate in the school.

Professional learning

All staff participate in professional learning. At a school level, our Professional Learning Team Committee organises regular meetings and activities in addition to those developed by head teachers. Staff participate in professional learning

teams and a large number attend external courses as determined by the needs of the school. In 2010, all staff participated in training targeting technology, best teaching practice, effective assessment practices and student welfare.

In addition, a staff development day was held at Heathcote High School with all schools from the *Community of Schools on the Park*, an initiative of local primary schools and Engadine and Heathcote High Schools, working to promote public education and share professional learning and resources. *Children of the 21st century* was the major topic of the day. It was highly valued by staff from each school.

Significant funds were spent on teacher professional learning and substantial time was devoted to professional meetings at school. In 2010, an average of \$510 per teacher was spent to support their development in the following key areas: beginning teachers, technology/ICT, literacy, quality teaching, syllabus implementation, career development and welfare.



School development 2009–2011

Our School Plan stipulates all of the targets for 2009-2011. The following continue to be our targets for 2010.

Targets for 2011

- Increased breadth and frequency of staff usage of ICT in learning.
- Ensure a smooth transition for students from Years 10-11 and support attendance of all students Years 7-12.

- To develop a whole-school sustained writing program that responds to the needs of students.
- To effectively respond to the data we receive from NAPLAN for numeracy.

Target 1

Breadth and frequency of staff usage of ICT in learning is increased.

Strategies to achieve this target include:

- Expand the use of MOODLE for staff and students and continue regular professional learning opportunities for staff.
- Continue regular professional learning of staff for effective integration of laptops from the Digital Education Revolution (DER) program.
- Complete installation of data projectors in remaining classrooms
- Train staff in the use of new IT administrative system.
- Purchase Edval to improve flexibility of school timetabling and train a new timetable team.
- Investigate greater access for parents to IT administrative system.
- Expand use of large screen monitors in communal areas for messages, visual images of achievement and school values.

Our success will be measured by:

- Staff reporting confidence in the use of MOODLE for e-learning and increased integration of new DER laptops.
- Staff, students and parents report increased awareness of assessment, learning and policy requirements through regular use of MOODLE and school intranet.
- Increased integration of technology into learning using classroom internet access and data projectors.
- Effective use of a new web-based administrative system by all staff for communication of welfare, learning and administration.

- Effective implementation of a web-based school timetable for 2012 that supports whole-school administration and learning for students, staff and parents.
- Students report effective use of new monitors to promote school values and information to students.

Target 2

Ensure a smooth transition for students from Years 10 to 11 and support attendance of all students 7-12.

Strategies to achieve this target include:

- Implement recommendations from the 2010 evaluation of the Year 10 Skilled Learning program.
- Implement a broad senior curriculum pattern which acknowledges differences in vocational aspirations.
- Implement new attendance system and monitoring procedures
- Intensive and planned professional learning for all staff on research from Professor John Hattie with a view to implementing significant recommendations.

Our success will be measured by:

- Students and parents feel well-informed and satisfied with subject selections and alternative patterns of study.
- Staff report students are engaged with senior learning and coping with study requirements.
- Evidence showing improvement in the provision of effective evaluation and feedback to students and staff self-evaluation.
- Students reporting greater teacher clarity in the delivery of quality lessons.

Target 3

To develop a whole-school sustained writing program that responds to the needs of students.

Strategies to achieve this target include:

- Implementation of a whole-school approach to develop high level writing skills.

- Identification of gifted and talented students in writing and implement strategies in place to challenge and extend their learning.
- Maintain an emphasis on explicit teaching of grammar, punctuation and spelling.
- Continued analysis of external data to respond to areas of need in literacy Years 7-12.
- Effective tracking of students with learning difficulties in literacy.

Our success will be measured by:

- Staff responding to data from external testing.
- A whole-school approach to teaching high level writing skills.
- Continued improvement in results from external tests.
- Staff reporting improvement in student skills in text types, grammar, vocabulary and the use of metalanguage.
- Students who are gifted in writing demonstrate significant improvement and confidence in writing.
- Staff reporting awareness of students with literacy needs and knowledge of teaching strategies to support their needs.
- Learning support team report that staff are effectively using new IT administrative system to report students experiencing difficulties and respond to their needs.

Target 4

To effectively respond to the data we receive from NAPLAN for numeracy.

Strategies to achieve this target include:

- Whole school scope and sequence and strategies in place to improve numeracy.
- Pre-testing and post-testing of Mathematical concepts in Years 7-10.
- Implementation of specific problem solving and mathematical tasks within the curriculum to enable further growth of gifted and talented students.

- Staff professional development and networking with the Mathematics consultant.

Our success will be measured by:

- Staff using effective teaching of numeracy strategies across all subject areas.
- Development of students from Years 8 and 10 is tracked.
- Improvement in numeracy levels for all students of Years 7 and 9 NAPLAN.
- Increased involvement and engagement of gifted and talented students in Mathematics.
- Staff reporting awareness of students with numeracy needs and knowledge of teaching strategies to support their needs.
- Learning support team report that staff are effectively using new admin system to report students experiencing difficulties and respond to their needs.



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.

Ms Joanne Jarvis, Principal

Mr Paul Owens, Deputy Principal

Ms Kerrie Jones, Deputy Principal

Mr Jeff Rigg, Head Teacher Administration

Ms Kaye Denham, Head Teacher TAS

School contact information

Engadine High School

Porter Road Engadine

Ph: 95200411

Fax: 95205293

Email: engadine-h.school@det.nsw.edu.au

Web: <http://www.ehs.nsw.edu.au>

School Code: 8432

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

<http://www.schools.nsw.edu.au/asr>

