



# Engadine High School

## Annual School Report



# 2011



## Our school at a glance

### Students

There are approximately 980 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, engineering and 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 performing arts and sport.

We have been awarded four prestigious Director-General Awards for *Outstanding Achievement in Performing and Creative Arts*, *Outstanding Learning Culture* and twice awarded for our *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 2011 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 the majority of classrooms. Opportunities in performing arts, leadership and sport continue to be a focus. We created two new music practical rooms with state-of-the-art technology; a composition lab to allow students to compose music; and four breakout rooms for individual tuition.

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



## 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, Principal**

## **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, President**

## **Student representative's message**

The Student Representative Council (SRC) of 2011 began the year with enthusiasm and bright ideas for our school which were supported by our new SRC coordinator, Ms Miller. We decided to focus on increasing student participation within the group as well as encourage students to show their generosity and communicate their ideas that would in turn make the school and broader community a better place.

Fundraising was more successful than ever under a co-operative and hardworking team of students. The results of the fundraisers spoke volumes about the generous school spirit encapsulated within the Engadine High School;

altogether raising over \$12000 for various charities around the world and closer to home.



*Leaders at the International Women's Day Breakfast*

Leadership development was also focused on this year in the SRC, with many opportunities arising for students from all year groups. This included Patrick Wagner's visit to Canberra, Year 11 leadership conferences and regional SRC meetings, one of which was hosted by our students. These opportunities gave us invaluable skills that we can further consolidate as future leaders of the school. The conferences also helped the SRC to improve communications between the Student Representative Council and the students of the school, leading to more successful fundraising.

Social Justice became an important focus for the older students of the SRC, where they aimed to raise record figures for the 40 hour famine. This process required students to call upon leadership skills and seek empathy and thus support from the school community. This fundraiser was hugely successful and also increased awareness among the students about global issues. Creating awareness for issues such as these has now become a focus for the SRC throughout 2012. Cooperation among the SRC was enhanced under the leadership of Ms Miller and Vice Captains Carla Pignatelli and Hannah Brunning, who are assigned to assist the SRC. Big things are planned for 2012!

**Hannah Brunning and Carla Pignatelli**

## School performance 2011

### Achievements

#### Performing Arts

The Performing Arts team had a successful year. Dance was offered across all years and included a Dance sports group, Junior and Senior Ensemble, Musical Theatre Ensemble and Contemporary Ensemble. All ensembles performed at the Sutherland Shire Dance Festival and all successfully auditioned for the *Regional Festival*, performing at the Seymour Centre. The Musical Theatre and Contemporary Ensembles competed in the *City of Sydney Dance Eisteddfod* for the first time and were awarded highly commended in both divisions. The dancers demonstrated highly technical skills in the dancing component of the competition.

Students from across Years 7-12 were selected to perform a dance piece, choreographed by Ms Comelli, and the Vocal group, mentored by Ms Crawford, were successful in combining with Sydney Region choirs to perform at the Sydney Region event, 'Horizons'. This was held at the Sydney Opera House celebrating ties between China and NSW public education.



*Performing at Universal Studios*

Kendra Woodley was selected for State Dance Company and Nikola Taylor and Tiarne Gilligan were selected for NSW Senior Dance Ensemble. Madison Kennedy, Year 7, was selected for NSW Junior Dance Ensemble.

The EHS Dance Ensemble and State Company students performed in a number of items at Schools' Spectacular.

Five students were nominated for HSC "Callback" with eight dance pieces selected.



*The first band to play on Hollywood Boulevard outside Madame Tussard's*

The popularity of the Premier Band, Concert Band, Stage Band, Junior Rock band, Vocal group and Vocal group continues to grow with increasing numbers of students choosing music as an extracurricular activity. They perform at all graduations, PROBUS and formal assemblies, Education Week, as well as concerts for Senior Citizens Week with the community group "The Dames".

A highlight for the Premier Band and vocalists was a tour to the USA where 48 students performed at various iconic venues including Disneyland and Universal Studios.

Matt Lister, Year 11, attended the State Music camp and is currently studying Music 2 for his HSC.

Rebekah Mowbray, Year 12, was nominated to perform in HSC Encore.

The end of year Performing Arts event displayed the wide range of dance, drama and musical talent shown throughout the year as well as a creative and talented display of Art, Ceramics and



Textiles works. It was professionally run by the Entertainment VET students.

Robyn Early, Year 11, won the Regional World Skills VET Entertainment competition. She will compete at the State competition in 2012.

Drama students also performed at achievement ceremonies, Year 10 and 12 graduations as well as PROBUS and Year 12 Drama night.

Vanessa Morrison was selected for State Drama Company and toured across regional NSW, Sydney in addition to performing at Schools' Spectacular.

## Visual Arts

The Year 12 Visual Arts class achieved some exceptional HSC results this year: one Band 6, six Band 5s and seven Band 4s. For approximately 90% of these students, Visual Arts was either their best or second best result.



Year 11 student, Melanie Hommonay, won a poster competition for the St George/Sutherland Shire Youth Community Services creating a piece of work entitled *Racism*.

Year 11 Visual Arts student, Erin Phillips, was chosen from over 500 applicants to study an Extension Art HSC Course at the National Arts School at Darlinghurst.

Year 11 Photography students attended a contemporary photography exhibition at the

Australian Centre of Photography. This allowed students to gather information for one of their major tasks in this course and to complete their Exhibition Critique assessment task.

Years 11 and 12 Visual Arts students also attended ARTEXPRESS at the Art Gallery of NSW, and Hazelhurst Art Gallery. This assists students to understand the concepts behind the postmodern frame and to reinforce the high expectations associated with making 'Bodies of Work' for their HSC.



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

Years 10 students created a mural major work 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 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.

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

The Visual Arts Faculty has implemented The Hattie Effect on "Feedback" into all Years 7 and 8 Assessment Tasks. This involved students giving feedback to teachers so they could better understand students' strengths and weaknesses. Students suggested what they wanted to work on and how they wanted to do it. This was a powerful experience for both teachers and students.

Years 9 and 10 students were involved in a "Capture Nature" photography competition which incorporated taking photos of the immediate environment around the school. Students then manipulated their photos with Photoshop creating some outstanding artworks. The winners were Alexandra Neave from Year 9 and Ailish Garrod from Year 10.

## Sport

Engadine High School (EHS) displayed outstanding success across a range of sports in 2011. 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. Additionally, some students reached the very impressive accolade of National competition. CHS representatives for 2011 included Beth Hobden for Softball and Carina Hardy for Tennis. National representatives included Caitlyn Richardson for Swimming and Jade Lucy and Amy Cook for Cross Country.

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

EHS achieved success with the Open Boys Baseball Team in the 2011 Proud Shield Competition. The team automatically went into round 2 of the competition due to us receiving the accolade of Regional Champions in 2010. EHS were successful in 2 rounds of the 2011 competition, eventually placing as Regional Runners up to Endeavour High School.

Again in 2011, Engadine High School continued its strong tradition in Rugby League. We entered teams in various competitions including the Buckley Shield, Mitch Healy Shield, Adam Dykes Shield, The University Shield and the Arrive Alive Cup. EHS placed in the Top 64 in the State for the U14's Buckley Shield.





We were strongly represented through our involvement in Gala Days. EHS were involved with Sydney East Netball and Oztag Gala Days and the Sutherland Zone Yr 7 Gala Day. All Yr 7 students thoroughly enjoyed the opportunity to participate and interact with their peers from other schools. It also gave a select group of Year 10 PASS students the opportunity on the day to develop their leadership skills through coaching and managing of teams.



Three Triathlon teams were entered in the All Schools Triathlon Competition with one team achieving a top ten rank. For the first time, we also entered cyclists wearing a new cycling kit (shown above). Evan Pignatelli represented Engadine High at the National Schools Cycling competition and achieved a silver medal.

Year 10 PASS classes again 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 2012.

Nicholas Chamberlain was the recipient of the 2011 Male Sportsperson of the year award. He has been involved in a number of sporting pursuits in 2011 which has allowed him to be a standout in the sporting arena. Nicholas represented Engadine High School in Open Boys

Cricket, Zone Cross Country, Zone Swimming, Regional Swimming, CHS Swimming, Zone Athletics and Regional Athletics.



Beth Hobden was the recipient of the 2011 Female Sportsperson of the year award. She has achieved at various levels in a number of sports, but consistently displayed her sporting prowess in Softball. This year, Beth attended a trial at the Regional level to play in the Sydney East Softball team and was successful in making the team. She has participated at a representative level for Sutherland over the past three years in U/17s and U/19s. This year, Beth was also a member of the NSW State Softball team.

Lifelong physical activity is promoted through school sport on Wednesday afternoons with a wide variety of sports being offered throughout the year. Some of the sports offered include Surfing, Tennis, Canoeing, Boot Camp, Power Walking, Zumba and Ten Pin Bowling.

Overall, 2011 was a highly successful year in sport at Engadine High School and we look forward to reporting on our continued success in the sporting arena at various levels in the future.

## Significant programs and initiatives

### 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 persuasive writing, learning the difficult art of writing an argument. Over 400 primary school students attended persuasive writing workshops held at Engadine High School and run by talented Year 10 English students. Back at our respective schools, a task was completed and exemplars were added to our Linkages MOODLE site to support teaching and learning. 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 2011 *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.

### Premier Band

In 2011 The Premier Concert Band under the leadership of Mr. Andrew Drayton provided many opportunities for students to develop their musical skills performing with international and interstate groups, as well as performing at world class venues including the Sydney Opera House, Disneyland and Universal Studios.



In Term 1 the band was treated to a visit from the Waukesha South "Black Shirt" High School Band. The two bands combined and workshopped under the baton of Guy Kammerer, a well respected professional conductor and performer. A combined concert was well received by the school community and travelling party. Later in the term the band performed at the school open night to begin the proceedings and then a small Jazz ensemble performed with a variety of vocalists.



In Term 2 the band performed with and tutored a combination of local primary band students at the 'Big Band Blow In' at Engadine West Public School. The combined band was conducted on the day by staff from Engadine High - Mr Andrew Drayton and Ms Jill McGuire. The final performance of the term was at the Sydney Opera House as part of the United World Tours Concert where the performed along side groups from Queensland and New Zealand.



In Term 3 the Premier Band performed for the local PROBUS group as part of a performing arts concert and the Year 12 Graduation Ceremony. They took part in a workshop run by Dr Stephen Capaldo focusing on warm up techniques and playing concepts. This was particularly in preparation for the band tour of Los Angeles. The band successfully performed programs at Disneyland, Universal Studios, Santa Monica Pier and on Hollywood Boulevard outside Madam Tussaud's. The band also undertook a film music workshop at Disneyland's recording studio under the baton of film composer Tom Griffin. The band sight read music from Disney films which was recorded and matched to the accompanying video footage.

In Term 4 the Premier Band performed at MADD (Music, Art, Drama and Dance) night, Year 10 Graduation ceremony and Presentation Night. Term 4 also saw the introduction of a regular rehearsal time for a stage band with students invited to join this ensemble.

This has been a very successful year for the Premier Band and a big thank you to the wonderful staff who give so much of their time for students.

## **Concert Band**

Forty two students from Years 7 to 12 participated in this year's Engadine High School Concert Band program. This is the second year that this Concert Band has been in existence as part of the revised extracurricular instrumental program that began in 2010. It is directed by Miss Jill McGuire.

The Concert Band has performed at a variety of school events this year including numerous school assemblies, PROBUS and as part of the Waukesha South High School visit. The Concert Band also performed at the Engadine Music Centre's 'Bandfest' and received their second consecutive gold award.

A selection of students from this ensemble also performed as part of our 'Engadine goes to Hollywood' Los Angeles USA Band Tour in September 2011.

## **Concert Band Linkages Program**

As part of our award winning linkages program Engadine High School now also has a Concert Band Linkages Program. This program will run during Term 4 of each school term and is available to all Year 6 students who have been accepted into Engadine High School for the new school year. The program allows these students to participate in the Engadine High School Concert Band for the duration of Term 4.

In its first year the program attracted 17 primary students from 8 primary schools including Engadine Public School, Engadine West Public School, Heathcote Public School, Helensburgh Public School, Loftus Public School, Marton Public School, Sutherland Public School and Yarrawarrah Public School. Instruments represented included flute, clarinet, alto saxophone, trumpet, trombone and percussion.

This program seeks to encourage these students to continue their extracurricular ensemble participation when at high school as well as provide them with opportunities to meet new friends and gain familiarity of the school, prior to starting Year 7. With such a positive start to this program it is anticipated that this linkages program will continue to expand in the coming years.

## Technology and Applied Studies Program

The TAS department has ten staff teaching across a large range of subjects. The Technology (mandatory) syllabus has seen a wealth of ideas and products created with assignments uploaded through Moodle. Products included wooden boxes, metal phone holders, party business brochures, jewellery made from cutlery, stepladders through to the use of software programs such as Onguard for OHS issues and CATIA for Drawing.



Year 8 students chose an area for design and the 'F1 in Schools' team created cars, utilising CATIA and created an accompanying folio and marketing display for a regional competition. This competition was against other local schools in conjunction with the Sutherland Business Education Network (BEN). The *Rapid Racing* team went through as a wild card in Regional and State finals and will be racing their designed car at Nationals in Adelaide next year. They have been mentored by Mr Treloar and Mrs Zantides.

In Year 12 Industrial Technology, Jake Moore was nominated for the annual 'InTech Exhibition' for an outstanding major design project. His wooden guitar and stand will be displayed at the 'Sydney Timber and Working With Wood' show. Jake was also awarded a cash prize from Wollongong University where he was runner-up in the engineering competition for Industrial Technology.

In Year 12 Textiles and Design, Keely Denham created a textile art dress and jacket which was chosen to be on display in TEXSTYLE. This will travel to regional areas as well as being displayed at the Craft and Quilt Show in 2012.



## Environment Team

2011 has been the biggest and best year yet. Environment team students have had many opportunities to act as leaders and innovators in sustainability. The year kicked off with the 'Community of Schools on the Park (COSOTP) Sustainability Camp' where Engadine High School students facilitated workshops with Year 4 students from local primary schools. Students had leadership training at the Royal National Park. Topics covered were composting, nature photography, bird watching and herb gardening.



Kate Brew organised the Taronga Zoo baby elephant sponsorship fundraiser. Cupcakes were sold at this event. Congratulations to Trelby



O'Connor who received a 'Highly Commended Award' for recording a number of initiatives conducted by the Environment Team in the 'Enviro Inpiro' film competition. Tamika Kendalas conducted an aluminum can ring pull drive collecting metal to be recycled, raising money for kids to buy wheel chairs. Many of the students in the Environment Team also participate in the NSW Premier Volunteering Awards Program where they receive certificates for every 20 hours of volunteering.

Students have also been involved in numerous school based activities including 'Clean up Australia Day' where all of Year 7 were involved in educational lessons with a DVD about the global effects of littering. All students then participated in a clean up.

We conducted another successful event for 'National Plant a Tree Day' where local primary schools participated in artmaking, planting and team building projects with the Environment Team students.

For 2 hours the entire school participated in the Earth Hour Challenge, lights were turned off across the school in an effort to promote energy saving. The environment team ran awareness and educational campaigns.

Improvements were made to the veggie garden created in B Block. Year 8 Ceramics students made Australian animal totems that reflect aspects of the students' personality. These were then constructed into totem poles and placed in the vegetable garden. The vegetables are used by cooking classes and the canteen. In 2012 the Support Unit will be the caretakers of the large vegetable garden behind the canteen and will hold growers markets throughout the year.

Paper recycling is still conducted in every classroom and all bins are emptied every Friday in roll call. Staffrooms have been supplied with compost bins, students from the Environment Team empty, wash and return the bins every week.

## **HOTROCK**

Staff in the Hotrock Team – Melanie Lever, Jill McGuire, Joan De la Cruz, Matthew Carroll and Lisa Waygood have been working tirelessly to transform the natural bushland here at EHS into a

useable and educational space through the regeneration of the bush.

Future initiatives include:

- A weather station
- A green house
- Propagation
- A water tank
- Storage sheds
- Nature trails with educational signage

Students in the NSW Premiers Volunteering Program have been clearing the weeds from this area every Wednesday during sport time. A horticulturist from Florascapes has been providing assistance and professional development to staff.

170 students from Engadine High School, Loftus, Engadine West and Marton Primary Schools participated in the EHS Bush Regeneration Action Day. Staff from the Royal National Park, bird enthusiasts and bush regeneration specialists educated students on the importance of caring for the world they live in.

This is an ongoing project that will continue and evolve to accommodate new technologies and ideas around a sustainable way of living.

The Hotrock team have been working in conjunction with staff from the DER team to create the Year 9 'A World Worth Living In' project based presentation. Where students will use their laptops to explore sustainability.

## **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, 2012. Under the supervision of the Learning Support Teacher (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). Two *School Learning Support Officers* were employed throughout the year to assist students receiving funding support. In 2011, 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, and a wide range of vocational, sporting and community access programs. In 2011, we performed at Sydney Olympic Park in the “Cheerability” section of the NSW Gymnastics Competition and was awarded first place.



### **Support Unit Career Springboard Project –E-E Team**

Engadine High School utilised part of the 2009 \$25,000 *NAB School's First Seed Funding* grant to organise a weekly vocational program for IM (Mild Intellectual disability) students.

#### **Project Overview**

The *E-E Team* includes Year 9 students with mild and moderate intellectual disabilities from Engadine High School and Endeavour Sports High School. It began as a pilot project in 2009 and has continued through to 2011. 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 also provided by the NSW Department of Education and Training.

We designed a series of vocational experiences and activities to engage our Support Unit students in local industry visits and TAFE ‘tasters’ during 2011. The team met regularly throughout the year to monitor the implementation of the activities and to ensure ongoing evaluation. The Career Springboard Project continues to provide many benefits for our students and the transition process.

### **Technology Focus in Special Education**

In 2011, we focused on using technology more effectively to cater for individual learning needs. All students had access to computer technology, including lap tops, data projectors, smart boards and the connected classroom. We also utilized different software to cater for students with communication difficulties.

### **Aboriginal education**

A literacy teacher was employed for 11 days to work individually and in collaborative small groups to enhance the literacy and numeracy outcomes for our small population of Aboriginal students, using the funding provided by the NORTA NORTA program. Students were individually monitored and sought help in different curriculum areas.

### **Multicultural education**

The Student Representative Council (SRC) initiated a variety of successful programs to create harmony both within the school and local community.

A number of senior girls attended the *International Women's Day Breakfast* at the Sydney Convention Centre where they were presented with speakers from a range of different cultures. Inspired, these students were determined to share their knowledge with their peers.





Some senior students, displaying high levels of commitment to social justice issues, actively participated in the *World Vision Global Leadership Conference* at Olympic Park. Athena Blanksby was also nominated for the *Student OAM Award* and was shortlisted to eight for the *World Vision NSW Youth Ambassador*.

Year 11 SRC members under the guidance of Carla Pignatelli, broke all records by raising \$4197.20 for *World Vision* in the 40 Hour Famine. The funds went towards supporting communities in East Timor and to the millions of people suffering in the worst famine in decades in east Africa.

Emily Mitchell and Carla Pignatelli's commitment to harmony and peace initiatives was recognised when they were awarded with the *Youth Peace Prize* by Mr Peter Warren at Presentation Night.

The SRC has continued to sponsor and communicate with Hamaz Abanaeim in Ethiopia through *PLAN Australia*.

### **The Student Representative Council (SRC)**

The Student Representative Council (SRC) consists of students democratically elected by their peers and teachers. The voting process was changed this year and four students were elected to each year group with one representative from the Support Unit. The Prefect Body also joins the SRC. The group meets daily for Roll Call and regularly for meetings following formal meeting procedures. The SRC held its inaugural Annual General Meeting in December to reflect on the year and plan for 2012.



The SRC works as an advocate for the structures which need to be set in place to address the needs of the school community. It addresses relevant issues and sets achievable goals, which support the school. The SRC aims to develop leadership skills, ensure student views are heard in decision making processes, empower students to contribute towards a positive school culture and strengthen the school community through active participation.

SRC students, including Elise Taylor, Brittany Spink and Madeleine Darsana, represented Engadine High School at all the Sutherland Zone SRC Meetings this year. Engadine High School hosted the Term 2 meeting. Elise Taylor was peer elected to attend the SRC State Conference which was held in Arcadia.

The SRC successfully addressed the development of student leaders during 2011. Our students were selected to attend, host and present a number of leadership events and met many distinguished leaders from the local, national and international community. Grace Hannah, Carla Pignatelli, Hannah Brunning, Joshua Gilmore and Zoe Catterall actively participated in *the Elevate Young Leaders Forum*, coordinated by the University of Wollongong. The newly elected 2012 Prefect Body were inspired by the words and experiences of prominent guest speakers at the *Halogen National Young Leaders Day* held at the Sydney Convention Centre.



Students were encouraged to compete in or apply for a number of leadership awards. Alex Lawson won the local *Lions Club Youth of the Year Quest* and competed at the regional level. Trelby O'Connor and Elise Taylor applied for the *Zonta Young Women in Public Affairs Award* and Emily Mitchell applied for the *Marie Bashir Peace Award*. Brianna Thorsby applied for the *Youth Advisory Council of NSW*. Patrick Wagner was selected to attend the five day *Rotary Adventure in Citizenship* in Canberra which provided a valuable and practical insight into the workings of Federal Parliament. Patrick Wagner along with Melanie Hommonay also participated in the *Vote Formal* civics and citizenship program run by NSW Parliament House.



The *World's Greatest Shave* came to Engadine High with students setting up a mobile hair

colouring salon and shaving centre to raise \$535.80 for the Leukaemia Foundation. The school turned yellow for *Gold Week* and raised \$1056.35 for the *Sydney Children's Hospital Foundation*. Numerous students volunteered hours of their own time to collect \$2327.75 for the *Red Cross' Annual Door Knock Appeal*. Year 7 SRC members initiated and coordinated the *Jeans for Genes Day* fundraiser and raised \$873 for the *Children's Medical Research Institute*.



Year 8 SRC members were responsible for a highly successful fundraiser for the *Breast Cancer Awareness Foundation*. The school turned pink and cup cakes and merchandise were sold to raise \$1821.30 for continued vital research into breast cancer. Hannah Reynolds, with the support of Renae Ahearn and Philippa Breese managed to raise \$234 by selling bandanas for *Canteen* to assist kids and their families suffering with cancer.

The SRC and the school community have managed to raise almost \$12,000 this year for a number of charities and non-government organisations. The SRC has successfully instilled the importance of giving amongst our school community and created greater awareness of many issues and organisations working hard to help others in our community and beyond.



The final fundraiser for the year was the Christmas Appeal for the *Salvation Army*. Boxes



of beautiful toys and books, donated by the school community were delivered to the Auburn Salvation Army Centre to be distributed amongst newly arrived refugees for Christmas.

The SRC members have embraced their roles as leaders and assisted at numerous school events such as *Open Night*, the *Probus Annual General Meeting*, *Transition Day*, *Year 10 and 12 Graduation Ceremonies* and *Presentation Night*. They coordinated and organised a most successful *Harmony Day* with the theme 'Everyone Belongs'. The Prefects have led Wednesday morning assemblies throughout the year and SRC members have addressed their respective year groups during special assemblies. The SRC has been responsible for changing the school sign on a weekly basis.

It has been a busy but incredibly productive year for the SRC of 2011 – their commitment and dedication to serving the school community has been outstanding.

### **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 2011 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;
- maintenance of links with the Engadine District Youth Services through the *Youth Connections* program;
- 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).
- Year 11 Cyberbullying and Safety course. Once Year 11 have done this (and passed) they are issued with their Certificate of Digital Citizenship
- updating of the Anti-bullying policy and Welfare System and inservicing of all staff on these new policies.



## Academic Achievements

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.

Year 7 NAPLAN Reading

Year 7 Math End-Of-Year Reading						
	School	SSG	State DEC			
Average score, 2011	549.2	542.2	533.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	21	59	50	38	20
Percentage in Bands	1.1	11.1	31.1	26.3	20.0	10.5
School Average 2008-2011	1.3	9.7	28.2	28.1	23.3	9.3
SSG % in Band 2011	3.1	14.9	26.3	26.6	20.9	8.1
State DEC % in Band 2011	4.9	20.1	27.1	21.6	16.8	9.6

In 2011 the Writing section changed from the Narrative to Exposition form and as a consequence, there is no trend or growth data available.

Year 7 NAPLAN Writing

Average score, 2011	School	SSG	State DEC
	543.5	526.2	514.9

Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	32	54	47	35	21
Percentage in Bands	1.0	16.8	28.3	24.6	18.3	11.0
SSG % in Band 2011	5.5	20.0	27.7	23.9	16.9	6.1
State DEC % in Band 2011	9.3	23.0	27.4	20.1	13.2	7.0

Engadine High School students performed above State average in Reading, Writing, Grammar and Punctuation, and the combined percentage of students who achieved Bands 8 and 9 in each of these areas is above the State average.

Year 7 NAPLAN Spelling

Year 7 NAEP Spring						
Average score, 2011	School		SSG		State DEC	
	538.8		547.2		539.8	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	25	52	63	43	6
Percentage in Bands	1.6	13.0	27.1	32.8	22.4	3.1
School Average 2008-2011	2.9	11.0	34.1	26.4	17.8	7.7
SSG % in Band 2011	4.4	10.6	22.1	30.5	21.8	10.7
State DEC % in Band 2011	7.1	12.9	23.1	26.7	18.6	11.6

Students performed best in Grammar and Punctuation, with the school exceeding State performance in Bands 6 through to Band 9. Compared to their NAPLAN results in Year 5 over 33% of students achieved growth in Grammar and Punctuation above the 75th percentile of average scaled score growth for the State.

Year 7 NAPLAN Grammar and Punctuation

Year 7 NAEP ELA Grammar and Punctuation						
Average score, 2011	School	SSG		State DEC		
	550.0	537.4		526.8		
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	21	59	51	38	20
Percentage in Bands	1.6	10.9	30.7	26.6	19.8	10.4
School Average 2008-2011	2.5	11.8	25.7	30.4	16.8	12.8
SSG % in Band 2011	5.7	12.7	30.5	23.2	20.0	7.8
State DEC % in Band 2011	9.7	15.7	30.4	19.2	16.5	8.6

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

Spelling – 73.93

Reading – 71.51

Grammar & Punctuation – 77.13

## Numeracy – NAPLAN Year 7

Year 7 NAPLAN Numeracy

Year 7 NWEA Data Summary						
Average score, 2011	School		SSG		State DEC	
	554.3		547.9		540.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	17	53	64	32	23
Percentage in Bands	0.5	8.9	27.9	33.7	16.8	12.1
School Average 2008-2011	0.9	8.0	26.3	33.5	19.9	11.5
SSG % in Band 2011	3.0	15.2	24.2	27.7	17.2	12.7
State DEC % in Band 2011	5.5	19.8	25.6	22.1	12.5	14.4

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



Girls performed better than boys in Year 7 Numeracy.

Whilst Year 7 boys matched the results of girls in the strands of Number, Patterns and Algebra, girls outperformed boys in Data, Measurement, Space and Geometry.

The Year 7 2011 cohort reached a significant increase in Bands 6 and 7 from previous Year 7 numeracy results. Year 7 continued a trend with a number of Bands 6, 7 and 8 therefore achieving above the state average.

Compared to their NAPLAN results in Year 5, over 60% of students demonstrated at or above expected growth from the results obtained in Year 5 2009.

## Literacy – NAPLAN Year 9

Engadine High School students performed above State average in three of the four areas of literacy, including the combined percentage of students who achieved Bands 8, 9 and 10 in each of these areas.

Year 9 NAPLAN Reading

Year 5/NA 24 Reading						
Average score, 2011	School		SSG		State DEC	
	593.4		579.7		573.2	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	1	32	42	41	27	16
Percentage in Bands	0.6	20.1	26.4	25.8	17.0	10.1
School Average 2008-2011	2.3	16.3	31.9	27.2	17.3	5.0
SSG % in Band 2011	6.0	18.4	28.1	26.8	14.2	6.5
State DEC % in Band 2011	8.7	22.1	25.9	22.5	13.1	7.7

Students performed best in Reading, Writing and Grammar and Punctuation, with the school exceeding State performance in Bands 7 through 10. In Spelling the school exceeded State performance significantly in Bands 8 and 9.

Year 9 NAPLAN Writing

		School		SSG		State DEC	
Average score, 2011		568.0		556.4		547.2	
Skill Band Distribution							
Band	5	6	7	8	9	10	
Number in Band	22	22	40	46	19	11	
Percentage in Bands	13.8	13.8	25.0	28.8	11.9	6.9	
SSG % in Band 2011	16.3	20.7	22.6	22.8	10.3	7.4	
State DEC % in Band 2011	22.0	21.2	20.2	19.1	9.6	8.1	

Year 9 NAPLAN Spelling

Year 5 NCE 24V Spelling						
	School		SSG		State DEC	
Average score, 2011	593.5		587.6		581.2	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	3	19	39	58	39	2
Percentage in Bands	1.9	11.9	24.4	36.3	24.4	1.3
School Average 2008-2011	2.9	11.1	26.3	35.3	20.5	3.9
SSG % in Band 2011	5.8	12.7	25.8	29.7	19.6	6.4
State DEC % in Band 2011	8.6	15.2	25.0	26.2	17.4	7.6

Year 9 NAPLAN Grammar and Punctuation

Year 5 NAEP ELA Grammar and Punctuation						
Average score, 2011	School	SSG		State DEC		
	584.6	572.9		564.4		
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	14	20	39	60	18	9
Percentage in Bands	8.8	12.5	24.4	37.5	11.3	5.6
School Average 2008-2011	6.0	15.0	32.7	26.6	12.4	7.3
SSG % in Band 2011	8.1	15.4	28.5	33.5	10.9	3.6
State DEC % in Band 2011	13.6	17.7	25.6	27.3	10.7	5.1

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

Year 9 NAPLAN Numeracy

Year 5 STAR-BAN Numeracy						
Average score, 2011	School		SSG		State DEC	
	603.7		587.3		581.5	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	22	41	49	19	23
Percentage in Bands	1.3	14.1	26.3	31.4	12.2	14.7
School Average 2008-2011	2.0	12.5	27.8	30.4	17.3	10.0
SSG % in Band 2011	3.6	19.2	28.8	23.5	15.7	9.3
State DEC % in Band 2011	7.1	23.3	26.4	18.9	12.7	11.7

Year 9 trend remains above state average. Cohort score was 11 points above state average for 2011.

79% of Year 9 students were placed above the 25 percentile ranking among all candidates.

The school achieved above state average performance in Bands 7,8,9,10.

## 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 Reading was significantly above State average. Compared to their Spelling and Writing results in Year 7 75% of

students achieved growth above the 25th percentile and of these 49.21% above the 75th percentile of average State scaled score growth.

Of particular importance is the school's growth in Grammar and Punctuation which goes against a significant downward trend across the State.

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

Spelling – 77.42

Reading – 74.02

Grammar & Punctuation – 68.39.

### 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 of students for numeracy was above state average with the school reversing state trends. 66% of Year 9 students demonstrated at or above expected growth for numeracy.

Further support for the effectiveness of numeracy initiatives at the school was evident with 85% of Year 9 students scoring at or above Band 7

### School Certificate

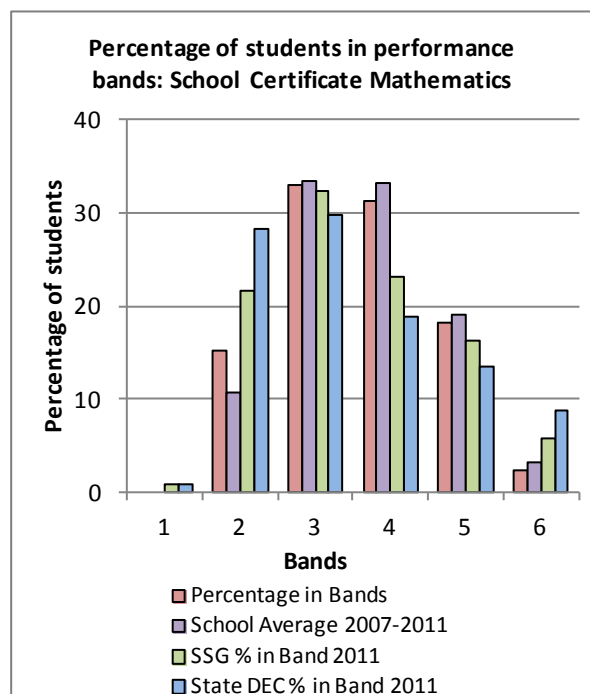
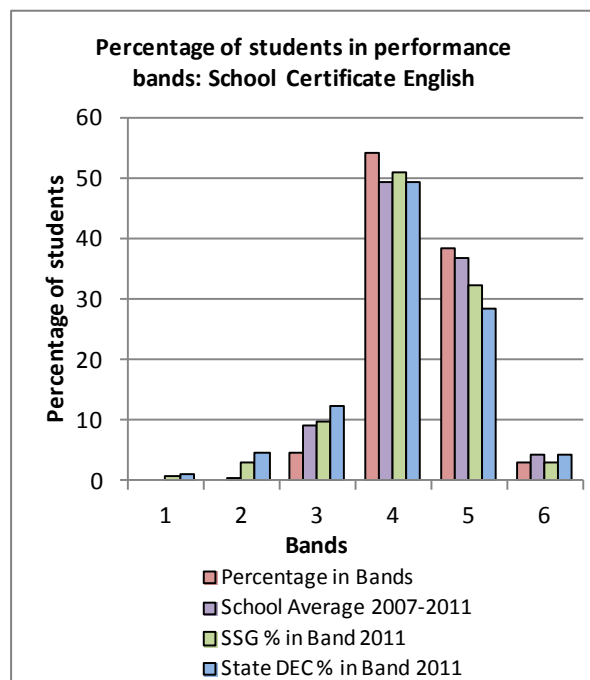
In all courses Engadine High School students on average performed at higher levels than their State counterparts.

The following percentages of students achieved Bands 5 or 6:

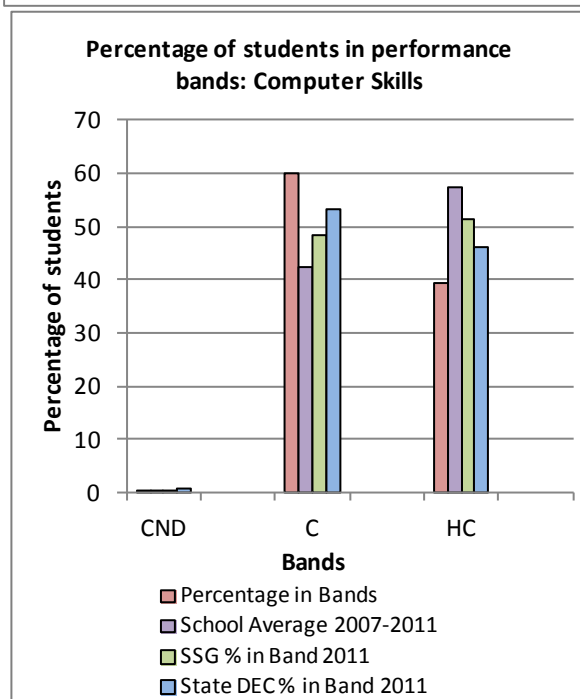
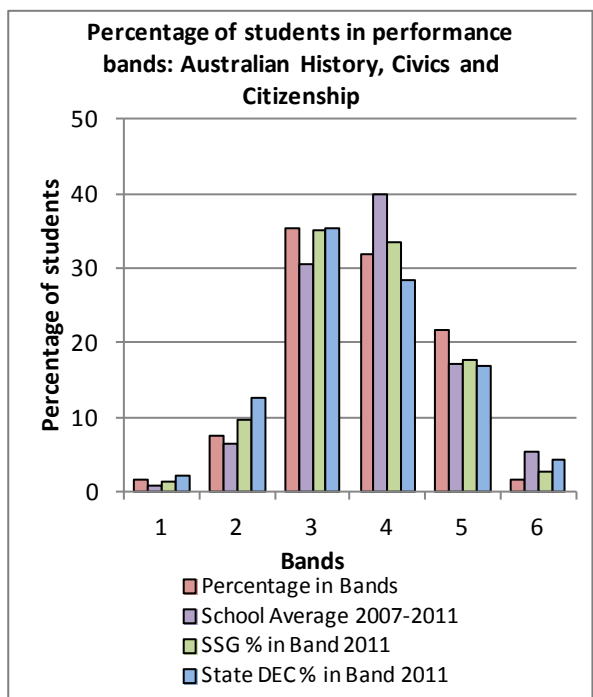
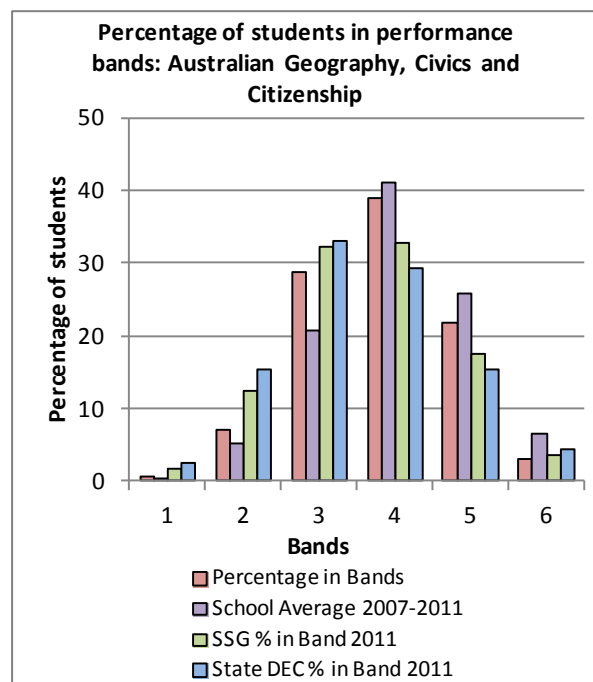
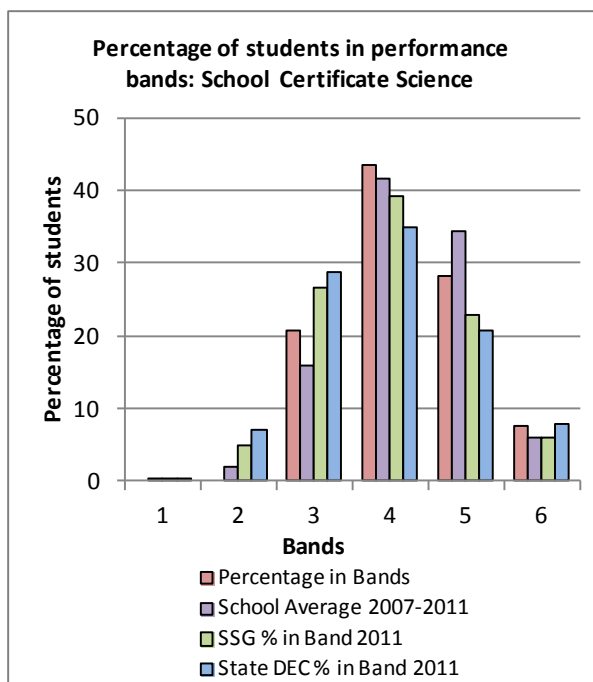
- English – 41%
- Mathematics – 21%
- Science – 36%
- Australian Geography, Civics and Citizenship – 25%
- Australian History, Civics and Citizenship – 24%

The results for English deserve special mention: The percentage of students in Bands 5 and 6 combined were 9 percentage points above State levels.

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





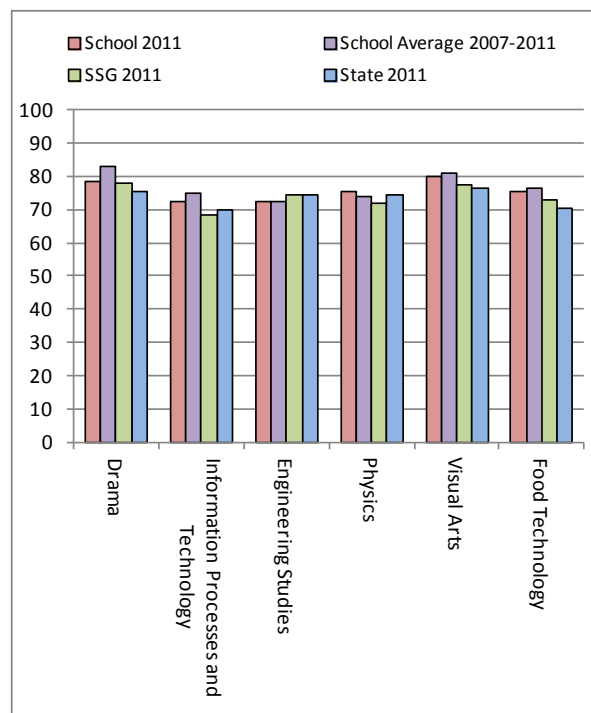
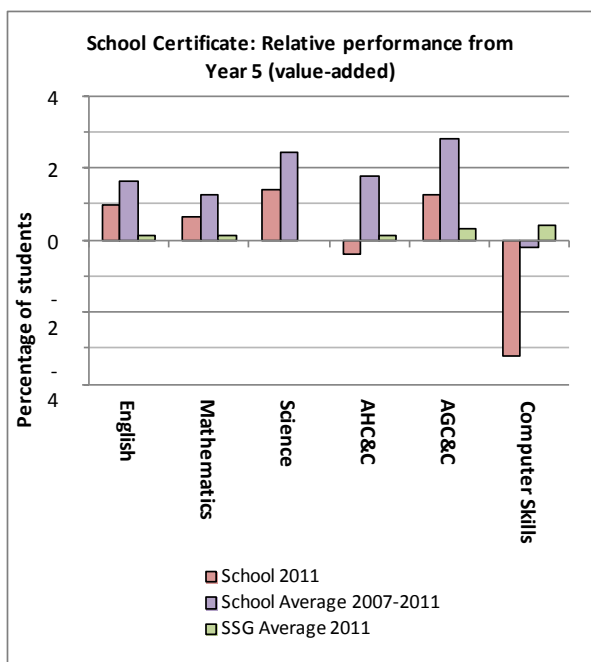


### School Certificate relative performance comparison to Year 5 (value-adding)

Value-added for 2011 (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.

School average growth from 2007 to 2011 in all areas except Computer Skills indicates that the school is continually looking to strengthen its

shared understanding of best practice in teaching and learning.



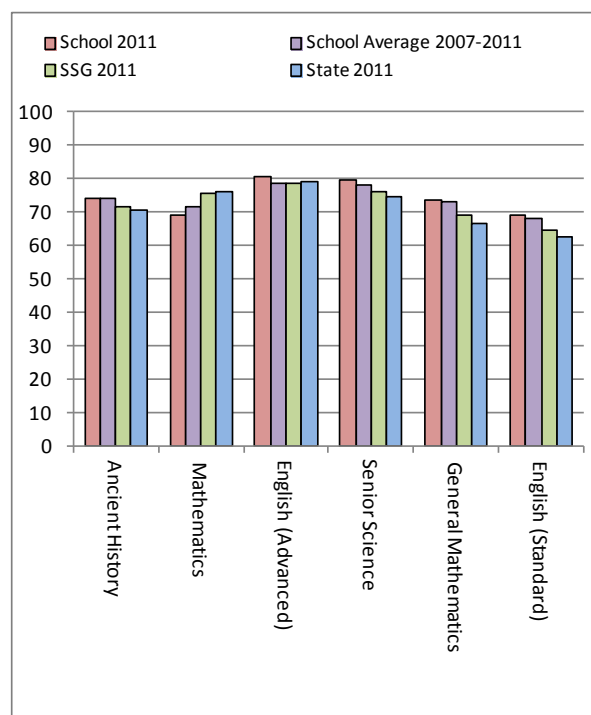
## Higher School Certificate

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.

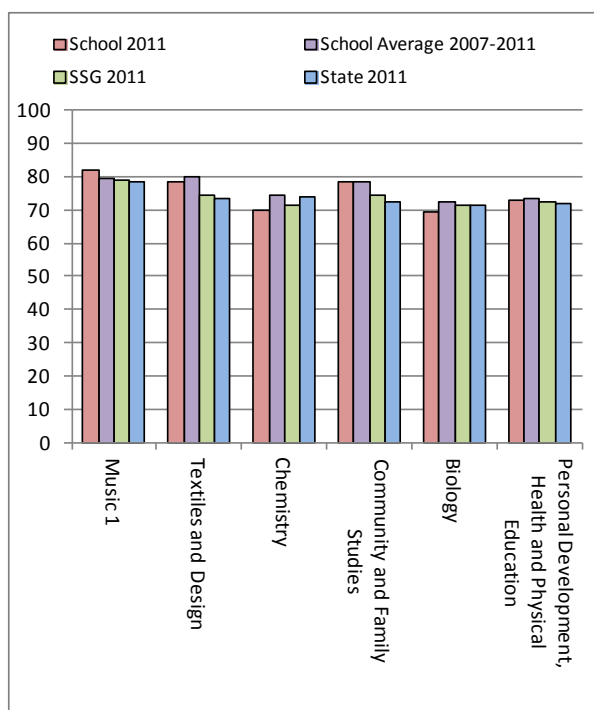
Students in most course areas performed on average above State levels and reflect a strong positive State variation: Business Studies (4.59%), Chemistry (4.26%), Dance (4.41%), Drama (3.04%), Food Technology (5.41%), Modern History (4.35%), Society and Culture (4.98%), and the Construction Examination (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 2011 indicates the potential for students to further strengthen growth in the higher areas of achievement which is a target for 2012.

### 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 achieving at or above minimum standard (exempt students included)	
Reading	98.9
Writing	99.0
Spelling	96.4
Grammar & Punctuation	96.4
Numeracy	97.4

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	95.2
Writing	82.6
Spelling	94.0
Grammar & Punctuation	87.4
Numeracy	94.5

Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)	
Reading	98.9
Writing	99.0
Spelling	98.4
Grammar & Punctuation	98.4
Numeracy	99.5

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)	
Reading	99.4
Writing	86.3
Spelling	98.1
Grammar & Punctuation	91.3
Numeracy	98.7

As an indication, the no. of students exempt for Year 7 Reading are:	4
As an indication, the no. of students exempt for Year 9 Reading are:	7

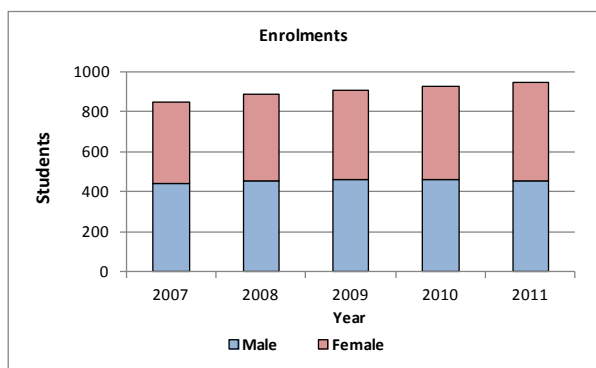
Engadine High School has a Support Unit for students with mild intellectual disabilities. The students that were exempted from the tests are from the Support Unit.

## School context

### Student information

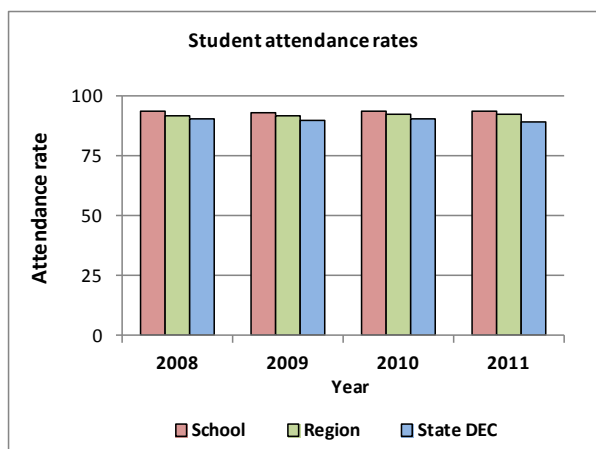
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

#### Student enrolment profile



#### Student attendance profile

The graph shows an upward trend in enrolments with approximately an equal number of boys and girls. About 7% of students are from a non-English speaking background.



#### 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.

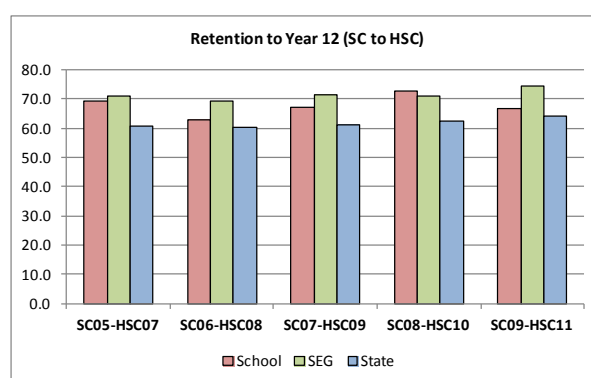
#### Structure of classes

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 - 10 there are two selective and four/five ungraded, mixed ability classes. All students complete a full range of compulsory courses. Years 9 and 10, students study a core of subjects plus three 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. 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:

2010 - 2011	Percentage
University	43
TAFE	24
Private College	15
Employment	10
Accumulating HSC	2
Destination Unknown	6

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 2011 is as follows:

Study Year	Enrolled TVET	%TVET	
12	127	14	11.02%

Study Year	Enrolled SBAT	%TVET	
12	127	0	0%

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 is as follows:

Study Year	Enrolled VET	%VET	
12	127	9	7.09%

### Staff information

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

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	20

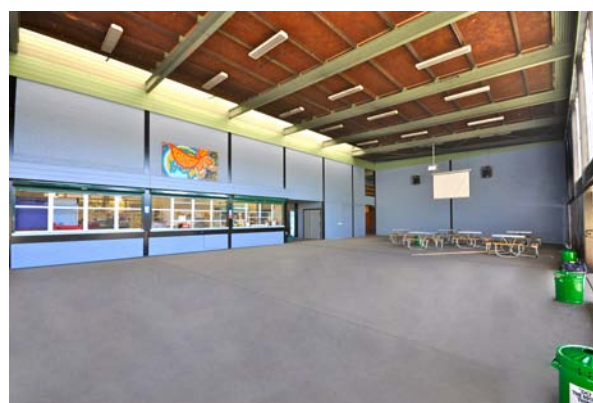
### Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	10
Classroom Teachers	54
Teacher of Mild Intellectual Disabilities	3
Support Teacher Learning Assistance	0.4
Teacher Librarian	1
Counsellor	0.8
School Administrative & Support Staff	15
Total	87.2

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

### Staff retention

One staff member achieved a promotion to Deputy Principal and was appointed to another school; one teacher achieved a literacy consultant position on the north coast; one teacher was granted leave without pay and relinquished their position for personal reasons.



*Canteen area showing large screen and data projector*



## Financial summary

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

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	711120.68
Global funds	518263.94
Tied funds	157066.54
School & community sources	567039.11
Interest	36427.00
Trust receipts	83842.85
Canteen	0.00
Total income	2073760.12
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	172871.81
Excursions	57829.91
Extra curricular dissections	236314.30
Library	15268.67
Training & development	1680.18
Tied funds	183461.42
Casual relief teachers	116244.22
Administration & office	209808.71
School-operated canteen	0.00
Utilities	106547.02
Maintenance	138983.85
Trust accounts	116132.51
Capital programs	148428.46
Total expenditure	1503571.06
<b>Balance carried forward</b>	<b>570189.06</b>

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

The school earns an income from the canteen which is leased. These figures are not shown on the financial statement as it is not a school-run canteen.

A significant amount of money was spent on school maintenance, capital programs and facilities. These included the purchase of a grand piano; refurbishment of three music classrooms; refurbishment of the PE Staffroom; purchase of computers and other technology to support the teaching of Music; exterior and interior painting of some classroom and the Hall; new hall curtains; new turf for the oval; blinds in some

classrooms and the library; new carpet and vinyl in classrooms and some staffrooms.

A full copy of the school's 2011 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 2011 targets

- 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

#### *Increased 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.
- Most classrooms are equipped with data projectors. Most have speakers wired to projectors. Remaining classrooms will have speakers installed in 2012. This will mean all classrooms except wood and metal rooms will have data projectors.
- Staff are more confident in the integration of laptops for students in Years 9-10 and are regularly using classroom internet access and data projectors.
- Staff, students and parents report increased awareness of assessment, learning and policy requirements through regular use of Moodle and the school intranet.

- 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 and staff report effective use of new monitors to promote school values and information to students. Students prepare presentations for display on the monitors.
- *Click View*, a web based video display system, was purchased and is used by staff to edit and display visual information using the data projectors and laptops.



### Target 2

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

Our achievements include:

- Students and parents feel well-informed and satisfied with subject selections and alternative patterns of study.

- Staff report that students are engaged with senior learning and most are coping with study requirements.
- Staff were inserviced on the research of Professor John Hattie, in particular, the importance of the provision of effective feedback to students. Results from student surveys indicate an improvement in this area of teaching.
- Students report greater teacher clarity in the delivery of quality lessons.
- A new attendance system was purchased to allow senior students to digitally record attendance. A finger print records an algorithm which is unique to each child.
- A staff member was put in charge of closely monitoring all attendance and truancy to ensure a very tight system is in place.

### Target 3

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

Our achievements include:

- Staff were inserviced on the results of data from external testing and identified strategies to be used by each faculty to improve literacy and sustained writing practices.
- Results from external tests show an improvement in literacy in the junior years.
- HSC Advanced English and English Extension results show a significant improvement from 2010.
- Staff report a greater awareness of students with literacy needs and knowledge of teaching strategies to support their needs.
- Learning support team report that staff are effectively using the new 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.***

Our achievements include:

- Staff are using a range of effective teaching of numeracy strategies across all subject areas.
- Improvement in numeracy levels for all students of Years 7 and 9 NAPLAN.
- Increased involvement and engagement of gifted and talented students in Mathematics.
- Learning support team report that staff are effectively using the new administration system to report students experiencing difficulties with numeracy.
- Professional learning was provided to the Mathematics faculty to identify effective ways of challenging gifted students.
- Athletics was purchased and used by students in Years 7 and 8 and will be expanded across the school in 2012.

## About 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 2011 our school carried out evaluations of senior assessment; a comprehensive survey of students from Years 7, 9 and 11 and staff in relation to their attitudes to teaching and learning.

### Educational and management practice - evaluation of senior assessment and resilience

#### Background

An exit survey of Year 12 students was constructed in conjunction with a small sample of students who then piloted the questionnaire. The questions were designed to provide feedback as to how to strengthen assessment practices, build student resilience and maximise student results through teacher feedback.

The survey was administered to all Year 12 students after their completion of the trial HSC exams. A range of variables was considered including academic achievement to date and future career aspirations. The compilation of results became a learning exercise for a Year 11 Society and Culture class who, under the guidance of their teacher, assisted in tallying information and observing some initial trend

analysis- a key outcome of the Society and Culture syllabus. This data was then closely evaluated by a number of executive teachers



### Findings and Conclusions

Students overwhelmingly expressed satisfaction with the commitment of teachers and the level of support they experienced during Year 12. Over 70% cited a sense of belonging to a community and the friendliness of teachers as evidence of their high level of satisfaction. Interestingly, while over 95% said they had been involved in “more than three” extra-curricular activities which had enhanced their school life, 46% said these activities impacted adversely on their results and stress levels. A gratifying 82% said bullying was not an issue at our school and over 90% maintained that if any bullying occurred, the school dealt with it in a “very effective” manner. Students were asked to rate their stress levels at various times in their final year in line with assessment periods. The placement of the trial exams at the end of term 2 was seen as a positive. Those students who worked more than 12 hours in employment all acknowledged it increased their stress in regards to academic achievement. A schedule which maps out all tasks for the academic year was seen as a means to better manage their time. This was especially relevant to students who sat for HSC subjects which had a project component. These students spoke of the pressure of completing a task during their school year which directly counted towards their HSC exam mark.

A major area of investigation was the role of teacher feedback in relation to assessment tasks and exam responses. Our students enthusiastically nominated the detailed nature of much of the feedback as instrumental in their learning and ultimate achievement. Both



individual and group feedback were seen as highly beneficial. Suggestions for improvement in these processes were sought and explicit examples and exemplar responses to tasks were seen as the most valuable.

Students were asked about the role of parents in assisting in their academic achievements. A wide range of opinions was conveyed but essentially they liked their parents to support and encourage home study but not to try and specifically help with content because as a number said “they don’t understand” the content or marking guidelines. Over 65% suggested that parents shouldn’t nag and 27% said parents were not realistic about career goals.

### **Future Directions**

Results from this comprehensive study were presented to staff and discussed in detail by the welfare team and executive. We will present the information at a P and C meeting where there will be opportunities to share strategies to support students in their final year of schooling. An assessment planner which brings together all key dates in relation to assessment will be compiled for all years and made available to parents on our website.

Assessment feedback continues to be a focus of all teaching and learning and backward mapping as a strategy will be further developed by a number of faculties in 2012. In- servicing by highly experienced HSC markers will be undertaken especially for our young and enthusiastic newer teachers. Information nights for parents of students who are undertaking project- based HSC subjects were held in Term 4 2011 as a means to assist parents to understand the demands of these subjects for the 2012 HSC cohort.

An increased number of Year Meetings will be built into our Year 12 program in order to address issues of study, extra-curricular activities and paid work balance. Our Careers Advisor continues to access excellent resources and organisations which will be highlighted in these meetings. Our welfare team and counsellors will continue to support students in developing resilience and present strategies to manage stress in these forums. The mentor program has evolved to have

students make application in regards to their individual specific needs.

This survey yielded some invaluable material which has confirmed our school as a safe and educationally nurturing environment, and has informed some of our initiatives designed to maximise our Year 12’s achievements in their final year of school.

## **Curriculum**

### **Teaching and Learning Evaluation (SchoolMap)**

#### **Background**

Two *SchoolMap* surveys were administered to a large random sample of students, teachers and parents, each directly addressing key teaching and learning issues. These surveys are based on a series of internationally recognised best practice statements related to effective schools. Respondents indicated their level of agreement for each statement on a scale: *Almost Always, Usually, Sometimes, and Rarely*. These important areas were investigated as part of the school’s ongoing commitment to cyclic evaluation and improvement.

The surveys were completed by students from Years 7, 9 and 11 as a cross section of the student body and to identify differences that may exist between a range of developmental ages. The data were further stratified by gender and ability. Taken together, these data provide powerful statements about the indicative progress of the school’s teaching and learning practices.

#### **Findings and conclusions**

There was a high degree of correspondence within student groups and between all respondents, the clear majority of responses indicating *Always* or *Usually* against survey statements (e.g. *The school expects me to do my best*).

The similar pattern of responses amongst groups suggests that student needs are being met across a range of year groups, gender and levels of achievement: staff and students share an evident optimism towards teaching and learning at Engadine High School. Students strongly believed that the school has high expectations and encourages them to take responsibility for their

learning. This is a very pleasing finding which points to documented student qualities that are foundational to learning growth. In relation to areas for improvement, students and parents also indicated a desire to further strengthen the contact between individual teachers and home.

There was strong agreement that the curriculum is relevant and students understand *what* and *why* they are learning. This finding complements the positive response to assessment practices and the school's aim of developing students as independent and motivated learners. Although the factor of ability did not reveal any significant differences, students from selective classes especially appreciate work being collected as a basis for reporting to their parents. Staff responses were positive and in particular reinforced the range of resources that are used to facilitate student learning at this school.

### Future Directions

The survey findings have been discussed with staff and, along with other key evaluations, will be used to improve school practices and implement new initiatives. For example, the *Hattie Action Learning Project* in 2011 identified six key areas in which teachers make a significant difference to the improved learning outcomes of students. The findings of teachers' individual action learning projects support the best qualities highlighted by students, parents and teachers above. Both will become a shared resource for all staff at Engadine High School and reinforce beneficial factors such as *teacher clarity*, *relevance* and building *positive relationships* with students.

The school will also launch a cross curriculum project in Year 9 - *A World Worth Living In* - in which whole-school opportunities exist to strengthen the desirable practices indicated in the survey findings. In addition, other SchoolMap surveys that refer to school planning and culture will be administered in 2012 as a way of building a comprehensive picture of the school's progress and, where necessary, modifying school practice.



### Parent, student, and teacher satisfaction

In 2011 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. Additionally, applications for enrolment far exceed the availability of places for non-local students which is an indication of the high esteem in which the school is held in the broader community.

98% 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 regular meetings, professional learning presentations and discussions are held on a range of learning and curriculum matters. Staff participate in professional learning teams and a large number attend external courses as determined by the needs of the school. In 2011, all staff participated in training targeting technology, best teaching practice, student welfare and in particular, a review of the research findings of Professor John Hattie.

In addition, a staff development day was held at Engadine 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. 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 2011, an average of \$760 per teacher was spent to support their development in the following key areas: beginning teachers, technology/ICT, literacy, quality teaching, career development syllabus implementation, and welfare.

## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1 - Leadership and Management

#### Outcome for 2012–2014

- All members of the Executive confidently lead and manage their teams and whole school programs.

#### 2012 Targets to achieve this outcome include:

- Provide opportunities for all Executive to further develop their leadership capabilities

- Professional learning opportunities for all staff are strategically planned and implemented.

#### Strategies to achieve these targets include:

- All members of the Executive devise an Action Learning Plan that supports the implementation of a whole-school project.
- Survey staff to identify the needs of beginning, experienced and aspirational teachers
- Support staff to develop a professional learning plan.
- Strategically align the use of faculty and staff time to achieve school targets. This will include a range of clever and effective use of professional learning funds.

### School priority 2 – Curriculum and Assessment

#### Outcome for 2012–2014

- Assessment principles and practices, 7-12, are effective and embedded into all teaching and learning programs.

#### 2012 Targets to achieve this outcome include:

- Complete and publish the findings of a whole-school review of assessment practices and policies.
- Improve the teacher effect on student learning.
- Implement a program entitled "A World Worth Living In" with an emphasis on sustainability.

#### Strategies to achieve these targets include:

- Implement the findings of a whole-school review of assessment practices and policies.
- Align the research of teacher effects from Professor John Hattie with the Quality Teaching Framework.
- Staff share the results of their 'Action Learning projects' that were based on the work of Hattie as part of ongoing professional learning.



## School priority 3 – Literacy

### Outcome for 2012–2014

- A program that more effectively caters for the needs of gifted and talented students is in place.

#### 2012 Targets to achieve this outcome include:

- To increase value-added data for Advanced English 2012. [Enter text here as required.]
- To exceed our current above National and State average results in literacy for Year 9.

#### Strategies to achieve these targets include:

- Evaluate a number of programs designed to support the learning of gifted students including ALARM.
- Professional development on sustained writing.
- Early identification of students who have special needs in literacy.

## School priority 4 – Numeracy

### Outcome for 2012–2014

- Numeracy outcomes for all students have improved.

#### 2012 Targets to achieve this outcome include:

- To improve the mean HSC results in Mathematics in 2012.
- To exceed our current numeracy above National and State average results for Year 9 in numeracy
- To effectively respond to NAPLAN data for Year 7 students.

#### Strategies to achieve these targets include:

- Interpretation and application of NAPLAN data leading to identification of areas of need.
- Use SMART data to track students, targeting able students.
- Early identification of students who have special needs in numeracy.

## 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 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>