



# Engadine High School Annual School Report



# 2012



## 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 the school musical.

### Staff

There is a mix of highly experienced and early career teachers to provide for the educational and extra-curricular needs of students. The popularity of our award-winning performing arts program has led to the appointment of a Performing Arts Coordinator. We also have two Head Teachers, Teaching and Learning, a Head Teacher Learning Support and a Head Teacher Welfare/Secondary Studies 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 2012 we continued extensive refurbishment to infrastructure around the school. The music performance rooms and composition lab were finalized. We also completely refurbished the Library including the installation of private study rooms for seniors and new fun and funky furniture to entice study and effective group

work. We began the process of refurbishing the design and engineering rooms which will continue into 2013/14.

Finally, we launched two exciting projects which involved Year 9 students. We targeted this group of students because we know Year 9 is a critical foundation year as students confront the challenges of adolescence. The two projects: *A World Worth Living In* and *Breaking the Silence* will be discussed later in this report.



## 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 P&C plays a supportive role to ensure that the school does the best for our students.

Our students are an investment in our collective & future prosperity. During this year the P&C provided \$25,000 to the school to update the Library and create a more attractive and functional learning environment for the benefit of all students.

This is a significant contribution to support the school's important work in developing creative, collaborative and critical thinkers who will make a positive contribution to our future society and economic success.

Next year the P&C will direct its resources towards a refurbishment of the schools hospitality kitchens. This endeavour will result in a facility that is compliant with "Work, Health & Safety" standards. However, just as important, our updated kitchens will allow our students to learn and train for future employment in a more appropriate and realistic setting.

Each year the P&C receives a voluntary contribution from families which forms the major source of its income. However, the other source of income for the P&C is the Uniform Shop.

This year the P&C's uniform committee collaborated with the Student Representative Council to create changes to the school uniform that all students will be happy and proud to wear.

I would like to thank Kathleen Wagner for all her efforts in running the uniform shop and coordinating the wonderful team of volunteers who help on Tuesdays.

I would also like to take this opportunity to thank the 2012 P&C committee members and those who have given their active support at our meetings.

Congratulations to the staff and students on another successful year at EHS.

**Ms Annette Tant**

## Student representative's message

This year the SRC has been heavily involved with fundraisers, social justice campaigns and leadership events. These opportunities have given us a broader understanding of what leadership really is. It has been a successful year

for the SRC in many different ways. It has been a great learning experience for newly elected and junior members who have been capably mentored by the senior SRC members and the Prefects.



The 2012 SRC has achieved a staggering number of leadership experiences that have helped hone our skills. We had representatives attend the *Elevate Young Leaders Program* and a conference designed to educate future leaders. Several Year 11 SRC members went to the *World Vision Global Leadership Conference*, assisting us in holding our most successful ever *40 Hour Famine*. The Prefects attended the *Halogen Young Leaders Day*, which involved key note speakers such as Ronni Khan (founder of OzHarvest), Dr. Karl and Kevin Sheedy, all of whom inspired us to become leaders who take action. We also attended regional and zone SRC meetings, gaining knowledge and networking with other schools. Trelby O'Connor was selected to attend the *Rotary Adventure in Citizenship* in Canberra to attain an insight into the Australian Parliament. Trelby was also selected to be on the Equity Committee to learn about the equality issues teachers, students and communities are dealing with in NSW schools.

In 2012 the SRC organised several fundraisers. In Term 2 we had *Gold Day for Sydney Children's Hospital* and raised \$860.85. Year 11 SRC, along with several other Year 11 students, organised the *40 Hour Famine* in August, which earned \$6615.75 for *World Vision*. More recently, on the 26 October the SRC sold bandanas and raised \$496 for *CanTeen*. The SRC has also held two successful blood drives this year, with a total of 45 people donating blood to *Red Cross*.

Relationships with our local community continued to improve. The SRC has been involved with the linkages program and transition day and

set up a fundraising barbeque at the local council election. We have also built ties with Sylvania High school through the Sydney Region *White Ribbon Program, Breaking the Silence*. The SRC is also working with this organisation to raise awareness of violence against women and girls.

We are always looking for ways to improve our SRC and are looking forward to 2013 so we can put our ideas into action to create an even better student leadership council for Engadine High School. We would like to thank Ms Miller, Ms Wilson and Ms Annan for their guidance.

**Jessica Yeats, Trelby O'Connor, Sally Bentley and Caroline Wagner**

## School performance 2012

### Achievements

#### Performing Arts

The Performing Arts team achieved a number of significant goals over the 2012 year in dance, drama and music. Each of these areas will be highlighted separately later in this report.



Dance was offered across all years and all Dance ensembles and Companies were formed through audition. This created an Engadine High School Open Company of students from Years 7-12.

A group of students from the Company and Ensembles travelled to China as part of a Sydney Region tour. They performed in China, visited cultural sites and our sister school in Yangzhou.

The popularity of the Premier Band, Concert Band, Stage Band, Junior Rock band and Vocal group continues to grow with increasing numbers of students choosing music as a co-curricular activity.

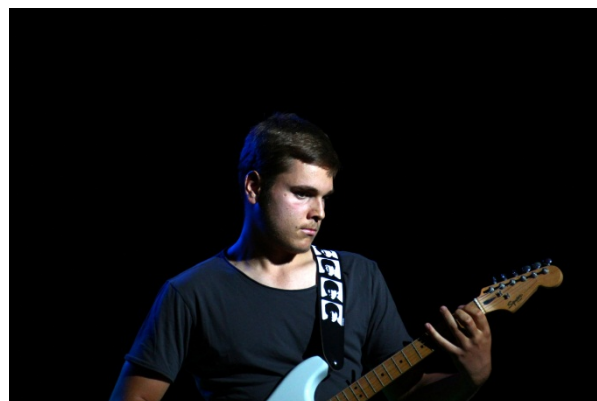
A highlight for the Premier Band, vocalists and dancers was the School Musical '13' directed by Ms Crawford and Ms Denham. There were a number of sell out shows and funds raised were utilised for radio microphones. The Musical was performed in the school Hall which had been upgraded with new lighting, sound and curtains. The show was run by the Year 12 VET Entertainment crew under the direction of Mr Millet.



MADD Night (Music, Art, Drama and Dance), showcased a rich variety of talent in creative and performing arts. Engadine West Public School's Dance ensemble also performed a piece that was choreographed Candace Duncan from Year 10.

In a dual act of talent in Entertainment VET, Robyn Early, Year 11, won the Regional World Skills VET Entertainment competition and was one of 6 students to represent NSW at State level. Mr Millet, her teacher, was also awarded a prestigious Sydney Region VET award.

Drama students performed at achievement ceremonies, Year 10 and 12 graduations as well as PROBUS and a Year 12 Drama night. Samantha Brooks in Year 10 successfully auditioned for the Sydney Drama Ensemble and performed in Schools Spectacular in the Drama piece.





## Visual Arts

Year 12 Visual Arts students achieved some exceptional HSC results this year with most students achieving in the top two Bands.

Eight students were given the opportunity to represent Engadine High School as group leaders and help paint murals for Engadine Primary School's *Wakakirri* performance: Brianna Rogers, Lyndsie Preece (Year 9), Madeline Pitt, Tara Moffatt, Jade Durling, Rachele Barford, Tiffany May and Stacey Britton (Year 11).

Years 9, 10 and 11 Visual Arts students worked with Ken Tucker, an artist in residence for two days, painting landscapes and learning how to enhance works painted with water colours. Ken Tucker is a local practicing commercial artist who has created some exciting landscapes.

A variety of Visual Arts students from Years 7-11 were involved in painting props for the Engadine High School, *13 the Musical*. These students learnt many new skills as they created props that were creatively displayed and manoeuvred throughout the various performances. In a further community-based project the Year 11 Visual Design class was involved in designing a *No*

*Parking*; they also painted areas of the school that required attention.

Years 10 and 11 students created a mural major work as part of the *Mural Beautification Project*. Their theme this year was *Art and Feeling* for Year 11 and *Modern Art/Post Modernism* for Year 10 students. Their work will be permanently displayed in B Block, showcasing student achievement and helping to make the school environment more attractive.

The Visual Arts faculty continues to implement 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 achieve their goals. This was a powerful experience for both teachers and students. Year 7 Visual Arts students attended the *Archibald Prize* at the NSW Art Gallery, introducing them to portrait artworks. They use these works as a basis for their mini essays and to absorb the influences established artists can have on their practise work.



Year 12 Visual Arts students attended the *ArtExpress Exhibition* at Hazelhurst Gallery. This activity assisted students to understand the concepts behind the Post Modern frame and to reinforce the high expectations and demands associated with the making of their *Body of Work* for their Higher School Certificate. Laura Jenkins Year 12 Visual Arts student has exhibited her 2012 Visual Arts Body Of Work in the *Art Rules Exhibition* at Hazelhurst Gallery GyMEA. Ashley Townsend, a Year 12 Visual Arts student, was also accepted into the Enmore Design College to study a *Bachelor of Interior Design* starting in 2013.

Years 10 and 11 Visual Arts students attended the *Picasso Exhibition* at the NSW Art Gallery. This has encouraged these students to begin research



towards their HSC case studies, a requirement of their HSC Examination in 2013. Year 10 students have used this information to enhance their *Modern Art Major Work* paintings. Year 10 Photography students were involved in a Sydney Harbour/Martin Place/Sydney shoot to implement the *Manipulating Images* unit of work. Locations such as The Rocks, Lady Macquarie's Chair, Martin Place, provided stimulating material for this authentic activity.



## Sport

Engadine High School displayed outstanding success across a range of sports in 2012. 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 2012 included Beth Hobden for Softball, Carina

Hardy for Tennis and Jade Lucy for Water Polo. National representatives included Caitlyn Richardson for Swimming, Jade Lucy and Amy Cook for Cross Country, and Mitchell Robertson for Triathlon.

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.

Again in 2012, 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. The U13'S won the Adam Dykes Shield having gone through the competition undefeated. As a consequence of their success the team was invited to participate along with the 11 other top teams from across the State. Our U14's Buckley Shield side were defeated in the Regional Final.



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 Year 7 Gala Day. All Year 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.



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 and be expanded in 2013. Members of the EHS PDHPE faculty will be working with Primary teachers in coach the staff sessions as part of the broader linkages program with a view to develop their confidence in delivering the PDHPE components of the K-6 curriculum.

Mitchell Robertson was the recipient of the 2012 Male Sportsperson of the year award. He has been involved in a number of sporting pursuits in 2012 which has allowed him to be a standout in the sporting arena. Nicholas represented Australia in the World Triathlon Finals held in New Zealand.

Beth Hobden was the recipient of the 2012 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. Beth was selected in the Under 19's Australian Softball Team.



The inaugural Premiers Sporting Medal went to Jade Lucy for her all around sporting achievements. From competing at National level in Swimming, Cross Country and Athletics to representing NSWCHS in Water Polo, Jade achieved excellence in sport this year.

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. In 2012 we implemented a new sporting rotation for our Year 7 students with a view to maximise both skill acquisition and participation. Students in Year 7 moved through a variety of sports including stroke correction, Oztag, and Softball amongst many others.



Overall, 2012 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 has been running for twelve years. 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. In late Term 1 Year 5 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.

Selected students from all four primary schools formed a Targeted Writers group in Term 3 with our newly appointed Head Teacher English. Some fantastic pieces of writing were completed as students worked through a series of writing exercises.



In September, a Transition Day for Year 6 students allows us to conduct a series of tests to assist future class placement. Year 6 students remain for the day and attend lessons run by secondary staff in the afternoon.

We received a \$20 000 Middle School Transition grant from the State government. This money was used to provide professional development for staff at each school and employ the services of renowned expert in study skills, Prue Salter. Prue worked with a team of staff from each school to assist in the development of age appropriate study skills. We have also joined her organisation, *Enhanced Learning Educational Services*, and have included their web link on our web page. The address is [www.studyshandbook.com.au](http://www.studyshandbook.com.au)

We expect that students will be better prepared to adjust to different learning demands of secondary schooling as a result of this grant.

The 2012 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.

### **Concert Band, Percussion Ensemble and Regional Band**

Forty two students from Years 7 - 11 participated in this year's Engadine High School Concert Band program. This is the third year that this Concert Band has been in existence as part of the revised extracurricular instrumental program that began in 2010. The Concert Band has performed at a variety of school and community events, including school assemblies, *Big Band Blow In*, and Engadine Music Centre's *Bandfest*. The Concert Band also participated in a performance workshop led by renowned conductor and educator Dr Steven Capaldo.

*Bandfest* was a highlight for the Concert Band and their preparation was rewarded with their third consecutive Gold Award. The Concert Band continues to increase their playing standard and this is a result of their hard work and practice. The Concert Band hopes to participate at *Bandfest* again next year as well as at in the *NSW School Band Festival*.



The Concert Band Linkages Program has become a feature of the school's award winning Linkages Program. This program is now in its second year 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. This program seeks to encourage these students to continue with their musical ensemble participation when at high school. In addition this program provides them with opportunities to meet new friends and become familiar with the school prior to starting Year 7.



Last year's Term 4 Concert Band Linkages Program attracted eighteen Year 6 students, of which seventeen students have continued to play in the Concert Band during 2012. This year's Program has attracted 20 Year 6 students from the following primary schools: Como West Public School, Engadine West Public School, Heathcote Public School, Helensburgh Public School, Loftus Public School, Marton Public School and Yarrowarrah Public School. These Year 6 students have shown great enthusiasm during this program and we hope to see them continue participating in the Concert Band in the coming years.



Engadine High School's first ever percussion ensemble began in Term 4, 2012. The Percussion Ensemble rehearses during sport every Wednesday afternoon and there are currently eight members in this ensemble. The ensemble was introduced as an extension of the extracurricular music ensemble program, in particular targeting students who are not currently involved in the Concert Band. This term the ensemble focused on rhythm technique, reading skills, playing as part of a small ensemble and building up resources. It is hoped that this ensemble will increase in size in the coming year. This ensemble is led by Miss Jill McGuire.

Six students successfully auditioned for the Sydney Region Band, a selective ensemble of students in Years 5-8: Matthew Bell (Year 8, trombone) Aaron Birss (Year 7, alto saxophone), Jared Boyce (Year 7, percussion), Joshua Fernandes (Year 8, flute), Rhianna Lean (Year 8, flute) and Alec Richardson (Year 7, tenor saxophone). These students have represented Engadine High School as part of this ensemble at variety of events during the year, including *Sydney Region Band Camp*, *Sydney Region Music Festival* and *The Schools Spectacular*.

## Premier Band

Twenty six students from Years 7 to 12 participated in this year's Engadine High School Premier Concert Band Program. This is the third year that the Concert Band Program has been separated into two bands: Premier and Concert Bands. This expansion was in response to the ever growing numbers of students looking for opportunities to perform in quality musical ensembles. The Premier Band has performed at a variety of school and community events, including school assemblies, *Big Band Blow In*, a combined concert with Sutherland PCYC and the *Auburn Salvation Army Christmas Extravaganza*. Members of the Premier Band were also involved in the ensemble that played for the *13 the Musical*. The Premier Band also participated in a workshop and performance run by the Australian Navy Band. This ensemble is directed by Mr Andrew Drayton.

## Engadine West Public School Big Band Blow in

The Premier Band again provided the tutors for the *Big Band Blow In* day. Over two hundred students from Years 3 to 12 participated in the event, playing a variety of repertoire covering different s and styles. The day was a combination of full band rehearsals and sectionals run by the students from the Premier Band. Mr Drayton conducted the ensemble and was supported by Mr Craig Snuddon, the Deputy Principal and his team at Engadine West Public School.



## Australian Navy Band Visit

This year we had the privilege of having the Australian Navy Band visit our school and conduct a workshop with the Premier Band and a concert for the Premier and Concert Bands, Year 7 and the Support Unit. The workshop entailed students playing pieces from the band's current repertoire with the Navy Band and working on

higher order concepts, including balance and imagery. The day was a huge success.

### The School Musical 13

Although the whole Premier Band was not involved in *13 the Musical* it provided an excellent opportunity for our more advanced players to join with some professional musicians to accompany the show. This meant that our students were extended in many ways, playing difficult and sophisticated music. This had a flow-on effect by lifting the standard of Premier Band performance skills and musicianship.

### Christmas Extravaganza



The Premier Band's year finished on a high note with a festive performance at the Auburn Salvation Army's *Christmas Extravaganza*. Many carols and Christmas songs were performed whilst live camels and sheep helped to tell the Christmas story.

### Stage Band

The Stage Band is a prestigious ensemble drawing students from the Concert and Premier Bands. Membership is by successful audition and all students have to demonstrate excellence in performance, dedication to practice and commitment to rehearsals, in order to gain a place. The students are from Years 7 – 12; performance skill rather than age being the determining factor. The Stage Band performs a variety of music from the jazz, blues and rock genres and regularly invites guest vocalists from the Vocal Ensemble Program to perform with them. Stage Band rehearses once a week and is directed by Heather Crawford.

This elite group of young musicians have performed and entertained at many school functions, community events and comprised much of the orchestra for the school musical this

year. Performances included *Open Night*, *Probus Concert*, *The Dames Seniors Concert*, *Presentation Night*, *13 the Musical*, and the *Garrawarra Age Care Gala Day*.

The highlight of the year for Stage Band was their concert for the elderly patients at the *Garrawarra Age Care Facility*. The band played an hour's concert of music from the 1920s to 2000s that delighted and entertained the audience.



### Vocal Ensembles

The Vocal Program has enjoyed an exciting year in 2012. Enthusiastic vocalists from Years 7 to 12 have been involved in a diverse range of projects, performance and workshops at school, in the community and in regional concerts. The ensembles were managed and directed by Heather Crawford and assisted by Tim Moxey.

Performances opportunities included *The Dames Concert*, *Seniors Week*, vocal workshops with Tim Moxey, Year 9 sustainability project song writing, *Achievement*

*Assemblies*, *Harmony Day*, *Education Week*, *Music Night*, *Talent Development Project workshops*, *Schools Spectacular* (Arena and Core Choirs) and the *Expanding Horizons Concert*. The Vocal Group, Specialist Choir and Vocal Workshops rehearsed each week.



**13**  
a new musical

The most exciting and challenging event in 2012 was the staging of *13 the Musical* by Jason Robert Brown. This event showcased the



amazing diversity and range of talent in the junior school and required over 20 vocalists in the chorus and 13 lead singers. The lead singers, eight of whom were boys, displayed outstanding singing, dancing and acting talent! The show highlighted the issues facing young people today such as cyber bullying, misuse of mobile phones, falling in love, friendships and breaking up.

## Dance



2012 has been an exciting and productive year for the Engadine High Dance Program, with many performance opportunities at school, in the wider community and overseas. The five dance ensembles and companies (including a ballet ensemble) rehearse at lunch, before and after school, a busy schedule involving students from Years 7-12. There were 70 students involved in the Dance Program this year.

The many performance opportunities in 2012 included *Sydney Region Dance Festival*, *State Dance Festival (Graceful End)*, *Sutherland Dance Festival*, *Harmony Day*, *Open Night*, *Achievement Assemblies*, *Probus Concert*, *The Dames Concert* in conjunction with *Seniors Week*, *MADD Night*, *13 the Musical*, *Schools Spectacular*, and the *Sydney Region Expanding Horizons China Tour*.

Madison Kennedy, Nikola Taylor and Tiarne Gilligan were members of the prestigious *State Dance Companies/Ensembles*, representing Engadine High School at a State level in several high profile performances throughout the year. Furthermore, Nikola Taylor and Tiarne Gilligan were nominated for *Callback*, which represents some of the best HSC performances presented for the 2012 Higher School Certificate Examinations.

On 14 -25 September ten dancers from Years 7-10 and Miss Barrow travelled to China as part of the Sydney Region Expanding Horizons Performing Arts Tour. This tour was designed to create closer relationships with Chinese schools and to exchange ideas between the two education systems. Five schools from Sydney Region, including one primary school, formed the *Expanding Horizons* tour party. With performances from each of the schools a two hour show was devised to showcase students' skills and talents. Engadine High School performed *Eyes on Fire*, *Zen* and *Slow Me Down*.

The tour party performed in three prestigious Chinese theatres. Along with remarkable performances the students also visited several Chinese schools and engaged in Chinese lessons. The students experienced what it is like to attend a Chinese school and also better understand another important culture. Australian students made friends quickly with their Chinese counterparts and were the subject of many photographs!



The group also visited Shanghai and to the Yu Garden. Here the girls also learnt how to barter (this didn't take long at all). Other highlights include Yangzhou, Slender West Lake and our sister school

Yangzhou Zhuxi Middle School, Nanjing and Dr Sun Yat-sen's Mausoleum. The students were also thrilled to see the world's youngest panda (8

weeks) at the Chengdu Research Base of Giant Panda Breeding.

This tour was an amazing experience for the dancers and unsurprisingly their performances reached new heights. New friends, culture and exotic experiences made this trip a never-to-be-forgotten educational experience.

### **Student Sustainability Council**

The 2012 school year has been a year of innovation and leadership. Students were involved in 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 were given leadership training at the Royal National Park. Topics covered were composting, nature photography, bird watching and herb gardening.

Many of the students in the Environment Team also participated in the NSW Premier Volunteering Awards Program where they received certificates for every 20 hours of volunteering.

### **Animal Conservation Efforts**

Once again, Kate Brew organised the Taronga Zoo baby elephant sponsorship fundraiser. Cupcakes were sold at this event. Congratulations to Samantha Townsend who organised and ran a Fairy Floss stall in order to raise money for the Tasmanian devils.

### **Sustainable Living**

The veggie garden created in B Block is always changing, growing and adapting to the seasons. The vegetables are used by cooking classes and the canteen; we even sell some to teaching staff and with the funds purchase new herbs and veggies to be harvested and used. The Support Unit helped us to further promote the importance of growing and eating sustainable foods with the painting of their sunflower murals.

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

For two 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 Student Sustainability Council also ran awareness and educational campaigns.

Paper recycling is still conducted in every classroom and all bins are emptied every Wednesday in roll call.

### **The Nature Area**

Year 7 students have been working tirelessly to transform the natural bush land here at Engadine High School 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

*Teagan Jenkins, Louisa Clarke, Samantha Townsend.*

Students 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. This area is also part of the Sutherland Shire Greenweb program which helps to fund the regeneration of this area. Thank you to the Year 11 VET Construction class for helping us to build pathways and garden beds in this area.





## Technology and Applied Studies Program

### World Beaters in F1 Cars – *Rapid Racing*

Engadine High School has developed an excellent and deserved reputation for success in the Re-Engineering Australia (REA) 'F1 in Schools Car Challenge'. We have been part of this fantastic program since its inception in 2006 and have enjoyed increasing levels of success. In March 2012, Rapid Racing, a team of Year 9 boys, were crowned Australian National Champions, Development Class, in Adelaide. They also won awards for 'Innovation'; 'Industry Collaboration'; and 'Marketing'.



The team consisted of Evan Pignatelli (design engineer), Sam Manning (graphics engineer), Tom Hardy (manufacturing engineer), Blake Gilligan (research engineer), and Jack Foyle (team support).

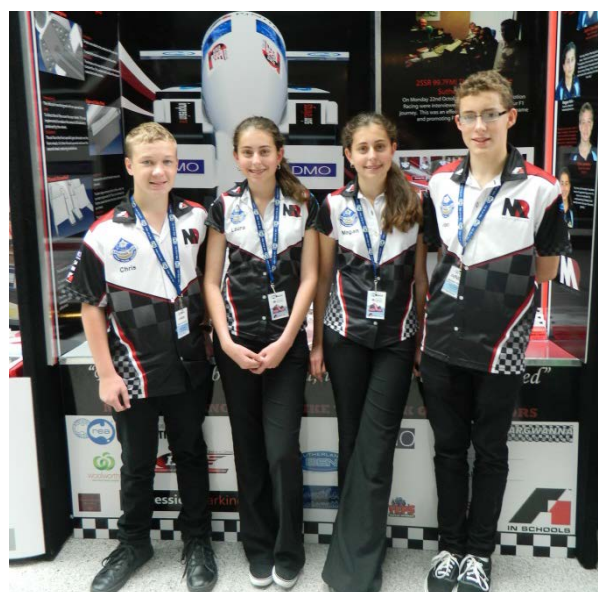


The International competition rules require Development Class teams collaborate with a team from another nation and so, *Motion Blur*, a team from Sachsenwaldschule Gymnasium School from Germany, became our partners. Now known as *Rapid Motion*, they went on to compete at the International Finals in Abu Dhabi in October 2012 and were also awarded the "Best Collaboration Team". They achieved in the top five for engineering and reached the quarter finals in knockout racing. Just 15 marks out of a possible 300 separated 2<sup>nd</sup> and 6<sup>th</sup> place.



In doing so, they overcame the tyranny of distance to achieve this great honour. Working tirelessly every recess and lunch, weekends and holidays since Term 2 2011 to get through each stage of the competition, their efforts have been well rewarded. They video-conferenced each Monday evening and Facebook was no longer just a tool for social networking but an opportunity to manage and organise their team. Drop Box became their virtual filing cabinet and version control system. A visit from Minister Jason Clare to celebrate their achievement was a significant event.

### Another team of State Champions - *Motion Racing*



In another exciting development, another team of students from Year 9 competed at the State Finals two weeks after the International Finals. Perhaps inspired by the deeds of team Rapid Motion, this team, Motion Racing, were crowned State Champions and won seven of the nine awards. They will compete at the National Titles in February in Melbourne 2013. This team consists of Megan Kirk (team manager), Laura Kirk (design engineer), Chris Jenkins (manufacturing engineer), Josh Crawford (resource and marketing manager); and Evan

Pignatelli has been asked to join as an additional design engineer.

Re-Engineering Australia (REA) Foundation is a not-for-profit organisation determined to encourage young people to think, design and be innovative. By becoming involved in this challenging competition, students learn lifelong skills in teamwork, communication, engineering, science and mathematics. Our students have been fortunate to secure significant sponsorship and academic support from ANSTO; CSIRO; Sutherland Business Education Network; 5.11 Tactical Clothing, Bankstown; Helensburgh Car Services; Department of Materials and Defence (DMO); Cummins; and the Sutherland Credit Union (to name our major sponsors).



Some of our team have already settled on a career in engineering while others are looking to science, graphic design or marketing. Having a career goal is just one of the many virtues of being involved in this wonderful program.

We recognize the value of the 'REA F1 in Schools' Challenge to enable students to explore their ideas. As a result, late 2012 saw significant investment in infrastructure and refurbishment of the design and engineering rooms in addition to a dedicated computer room for specialist design software. This will continue throughout 2013.

## Design and Technology Achievements

Two students were entered into the University of Wollongong Engineering Competitions which attracted more than 500 entrants. Patrick Stock entered the Year 12 Design & Technology Competition receiving *Runner Up* for the Automotive Related Product. Kye Bunn entered the Year 12 Engineering Studies Competition and received *Runner Up* for Indigenous Student Award. Kye also secured early entry into an Engineering Degree at University of Wollongong.

## Students with additional educational needs

Our Learning Support Team comprising the Head Teacher Support, School Counsellors, Learning and Support Teachers Learning (LASTs), Careers Adviser, Head Teacher Welfare/Secondary Studies and Youth Wellbeing Mentor, coordinates 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 *Individualized Learning Plan* was developed for all students with identified disabilities. Each student's plan was reviewed in Term 1, 2013. Under the supervision of the Learning and Support Teachers (LASTs), 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 *LAST* allocation was increased this year to 0.7 under the *Every Student, Every School* DEC realignment allocation. This was used to support literacy and numeracy needs of students in the school and the application process for students requiring Disability Provisions for external examinations such as the Higher School Certificate and also school-based examinations. Two School Learning Support Officers were employed throughout the year to assist students receiving funding support in Semester 1. They then assisted a range of students in Semester 2 who required additional support in the classroom to access the curriculum. In 2012 the Homework Centre operated one afternoon per week after school to support students with their school work and allow them to access computers and library resources.

Our four Special Education classes have successfully participated in mainstream Year



camps and a wide range of vocational, sporting and community access programs. Engadine High School is also a member of the *Special Olympics Association*. This year a number of talented and elite athletes and swimmers represented NSW and Australia in State and National Championships.



### Vocational Programs

Working towards students leading an independent and productive life is a goal we constantly strive for in Special Education. Our supported and independent work experience programs give valuable insights into the world of work and explore individual strengths and abilities for students with disabilities. This year 95 % of our Years 10-12 students engaged in some form of vocational program at least one day per week.

We continue to utilise the National Australia Bank funding to implement our *Career Springboard Project* with Year 9 students. We designed a series of vocational experiences and activities to engage our Support Unit students in local industry visits and *TAFE Tasters* during 2012. 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 to the world of work.

### Student Representative Council (SRC)

The Student Representative Council (SRC) consists of students democratically elected by their peers and teachers. Five students were elected to each year group with two representatives from the Support Unit. The Prefect Body also joins the SRC and is allocated to a year group. The SRC meets daily for Roll Call and regularly for formal meetings. The SRC held

its Annual General Meeting in Term 3 to discuss and plan various projects.

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



The year began with the *Opening of the School Year* at the City Recital Hall. The captains, Brittany Ward and Patrick Wagner, and the Vice-Captains, Hannah Brunning, Tim Callis, Tayla McKay and Carla Pignatelli accompanied Ms Jarvis to this official Department of Education and Communities event. The Captains also attended the *Marie Bashir Secondary School Leadership Program* in acknowledgement of their election.

A number of students represented the school at the *Sutherland Zone SRC Meetings* this year. Caringbah High School hosted the Term 2 meeting and Brittany Spink (10), Madeleine Darsana (10) and Trelby O'Connor (11) attended. Kirrawee High School hosted the Term 3 meeting and Madeleine Darsana, Megan Kirk (9), Jessica Yeats (9) and Trelby O'Connor attended. Endeavour High School hosted the Term 4 meeting and Jessica Yeats, Zoe Yeats (8) and Jayden Fraser (7) attended this meeting. Jessica Yeats applied to attend the *SRC State Conference* held in Arcadia. Trelby O'Connor was elected to represent the Sutherland Zone on the *Sydney Region Equity Committee*, which reports on DEC issues.

The SRC successfully addressed the development of student leaders during 2012. Our students

were selected to attend, host and present a number of leadership events and in so doing met many distinguished leaders from local, national and international communities. A number of senior girls attended the *International Women's Day Breakfast* at the Sydney Convention Centre. Renae Ahearn, Philippa Breese, Hannah Brunning, Zoe Catterall, Alicia Glenn, Grace Hannah, Selina Layia, Tayla McKay, Carla Pignatelli, Brianna Thorsby and Brittany Ward were accompanied by Ms Jarvis and Ms Miller.



Sally Bentley, Christopher Pendergast, Jackson Micallef and Caroline Wagner actively participated in the *Elevate Young Leaders Forum*, coordinated by the University of Wollongong. Some senior students displayed high levels of commitment to social justice issues, attending the *World Vision Global Leadership Conference* at Luna Park. These students included Sally Bentley, Keira Curth, Madeleine Darsana, Carly Nicholls, Melissa Reid, Caroline Wagner and Brooke Wardrop. Sophie Abela, Kate Brew and Samantha Townsend had the opportunity to participate in a weekend *Rotary Youth Program of Enrichment (RYPEN)*.

For the first time senior students Samuel Corby, Caroline Wagner, Georgia Thomas and Kimberly Johnson enthusiastically represented Myanmar at the *Model United Nations Assembly (MUNA)*. Caroline Wagner was awarded *The John Hall Memorial Trophy*, a perpetual trophy for the best individual speech. The newly elected 2013 Prefects were inspired by the words and experiences of prominent guest speakers at the *Halogen National Young Leaders Day* held at the Sydney Convention Centre in November. They were accompanied by Mr Paul Owens.



Students were encouraged to compete in or apply for a number of leadership awards. Carla Pignatelli and Patrick Wagner competed in the Heathcote *Lions Club Youth of the Year Quest* and Carla progressed to the Regional Level of competition. Trelby O'Connor 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. The school captains for 2013, Trelby O'Connor and Matthew Lister, participated in the *Vote Formal* civics and citizenship program run by NSW Parliament House. Samuel Corby, Year 11, was successfully selected to shadow the acting DEC Regional Director, Ms Irvine, and Stephanie Dimos, Year 11, shadowed the School Education Director for Woronora River, Ms Cran. Carla Pignatelli, a most committed SRC member for many years, was awarded the prestigious NSW Department of Education and Communities Outstanding Achievement by a Sydney Region Student Award.



The SRC and many other students from the school were active volunteers at community events. For the first time this year Engadine High School has taken a student contingent to donate blood for the *Red Cross*. Forty-five students donated blood, which puts us in the running for the *Vampire Shield*. This shield recognises Sutherland Shire schools who participate in the



program. Engadine High School was once again requested to send forty representatives from across all year groups to assist with a variety of duties at the *Premiers Seniors Week Gala Concert* at the Entertainment Centre in Sydney.

We also met a request to send volunteers to assist with the smooth running of the *Sutherland Shire School Music Festival*. Another first for the SRC was their participation in the *R U OK Day?* This activity raises awareness of mental health issues amongst youth and aims to encourage young people to openly discuss concerns with their peers. Numerous students volunteered hours of their own time to collect for the *Red Cross' Annual Door Knock Appeal* and the *Salvation Army Red Shield Appeal*. Finally, the school community donated toys and books for the *Salvation Army Christmas Appeal*. These gifts were distributed amongst many newly arrived refugees in the Auburn area of Sydney.



The SRC has excelled at strengthening the school's sense of community through active participation in a number of fundraising activities. The school turned yellow for *Gold Week* and raised \$860.85 for the *Sydney Children's Hospital Foundation*. The SRC supported our *World Champion F1 Rapid Racing Team* by coordinating a Mufti Day where the school dressed in red, black and white and donated accordingly. The SRC has continued to sponsor and communicate with Hamaz Abanaeim in Ethiopia through *PLAN Australia*. We held two barbeques and a coin collection to ensure Hamaz can continue to attend school in his village and lead a healthy life. Daniel King led the *Stewart House Donation Drive* to raise money for students in need. Hannah Reynolds, with the support of Year 8 peers managed to raise \$496 by selling bandanas for *Canteen* to assist kids and their families suffering

with cancer. A highlight of our active year was the *World Vision 40 Hour Famine*. Engadine High School broke all records in numbers of students participating and the amount of money raised. Our generous community raised \$6615.75, which will assist communities in the Horn of Africa with a particular focus on Ethiopia.



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 SRC members have embraced their roles as leaders and assisted at numerous school events such as *Open Night*, *Year 6 Orientation and Transition Day*, *Year 10 and 12 Graduation Ceremonies*, the *High Achievers Assembly*, *Presentation Night* and the highly successful musical, *13*. The SRC has also welcomed numerous special guests to the school including the US Consul General – Mr Niels Marquardt, the Minister for Home Affairs – Mr Jason Clare, students and teachers involved in the Japanese Cultural Exchange and university educators from Ghana. We also welcomed local members to the

*Probus Annual General Meeting* held at the school.



The SRC has continued to increase awareness of multicultural and social justice issues in the school community. Brianna Thorsby coordinated and organised a most successful *Harmony Day* with the theme *Everyone Belongs*. This day celebrates our cultural diversity and it is also the UN's International Day of the Elimination of Racial Discrimination. The school marked the day with a formal assembly incorporating guest speakers and student led drama and musical performances. We continued to support the work done by Oxfam on the Close the Gap Campaign. Refugee Week, Reconciliation Week and NAIDOC Week were celebrated in various ways. Years 8 and 9 took part in a presentation by the *Global Poverty Project*, which highlighted inequalities around the world.



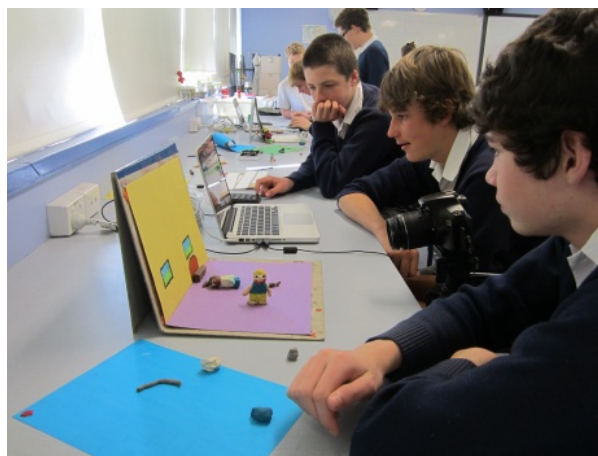
It has been an exciting year and incredibly productive for the SRC of 2012; their commitment and dedication to serving the school community has been outstanding.

*Tracey Miller, Liz Annan and Sarina Wilson*

## Breaking the Silence

In 2012 Engadine High School joined the *Breaking the Silence* (BTS) project, a Sydney Region initiative associated with the *White Ribbon Foundation*. It is not only a worthy cause, it provided an opportunity to engage students in real world issues and encourage them to become the agents of positive change in the future. The project worked towards raising awareness within our school community and addressing the damaging problems associated with violence against women and girls.

Student leaders from the SRC, and in particular Year 9 SRC members, were responsible for driving



this campaign. They met with their counterparts from Sylvania High School and in a productive forum discussed the issues and how they might raise levels of understanding across respective school communities. It was decided that a central theme of our work in this project would be to vigorously promote the values of *dignity* and *respect*. These values are seen as fundamental to addressing this issue and building a generation that no longer remains silent or tolerates this fundamental denial of human rights.

A number of other significant activities helped achieve our BTS goals in 2012: A dedicated staff meeting examined issues and discussed opportunities for supporting the SRC in their work. Nina Funnell, a journalist, researcher and prominent activist, addressed staff from Engadine High School, Marton and Yarrawarrah Public Schools at the Term 3 Staff Development Day, providing a highly engaging and arresting insight into the obvious and subtle ways that views, symbols and imagery distort young people's healthy understanding of woman. A Claymation competition between Engadine and Sylvania High Schools provided an engaging day in which





talented students learnt the art of making stop motion video. Moreover, it helped students to develop their skills to use narrative, metaphor and symbolism to create a powerful message associated with the Breaking the Silence campaign. Staff and year groups viewed these videos as an opportunity to raise awareness and to vote on the best three videos from each school.



The climax of this year's activities was White Ribbon Day and the dedicated assembly in Term 4. The school raised significant funds for the Foundation by selling white ribbons and wristbands. The SRC placed informative posters across the school and our Visual Arts Faculty created a prominent canvas work to be displayed on the fence near the entrance of the school. Two White Ribbon Ambassadors joined us for a joint assembly with Sylvania High School and performances, poetry readings and speeches were simulcast between the two schools. In total, it was a powerful indicator from both school communities that they will remain committed to this very good cause. After showing the best three Claymation videos from each school during the assembly, the White Ribbon Ambassadors conferred by teleconference, concluding the assembly by announcing the winner. James Grady, Wade Tonna, Thomas Parnell and Michael

Warner, four Year 9 students from Engadine High School, were awarded first prize for their excellent video, *The Bigger Man*.

Following the assembly 450 students from Years 9 to 11 were invited to make the online White Ribbon pledge: *I swear never to commit, excuse or remain silent about violence against women, this is my oath*. We look forward to further activities next year and joining with some of our local schools in actively supporting the White Ribbon cause.

### A World Worth Living In

In 2012 Engadine launched an exciting cross-curriculum project for Year 9 entitled, *A World Worth Living In*. Students were asked to identify a real-world problem associated with the theme of sustainability, develop their understanding of relevant issues and then pose feasible solutions. The problems they chose included ecological, social justice and personal health issues, all of which require new ways of thinking if the human race is to sustain itself for many generations to come. There was an emphasis given to primary research and, where possible, local research and action. An underlying thread in the project was that individual actions can change our world for the better.

Project-based learning has long been identified as a motivational means by which students can direct their learning and draw knowledge from all subject areas in order to find innovative



solutions. Flexible and creative thinking will be an essential feature of a prosperous Twenty First Century Australia. Other identified advantages of this approach include the strengthening of research skills, promotion of independent learners, accommodation of different learning styles and abilities, maintaining of a relevant curriculum, and building of student capacity to apply a range of information and communication technologies. Teachers across all Year 9 subjects

worked with students early in the year to strengthen their understanding of sustainability concepts and to explore how they are relevant to all areas of learning.

Similarly, there was a range of opportunities provided to improve students' ICT skills using the newly issued DER laptops. This preparatory phase culminated in Term 2 with whole-year discussion of the project and the expectations associated with a successful outcome. Students were withdrawn from regular lessons at various times across Term 3, each group working with a teacher mentor who provided guidance, expertise and suggestions about how the group might best proceed to research their problem and then propose solutions. There were some wonderful examples of primary research such as students designing and running interviews (recorded on laptops) with experts or prominent activists associated with the areas they were investigating.



The final phase involved each group submitting and presenting their projects to staff and peers. Presentations were submitted in many different forms, a critical goal of this Year 9 initiative: drama, game, documentary, TV show, debate, PowerPoint, advertisement, website or blog.... just to name a few. Students also spoke to their project and explained the issues and challenges they faced in their research.

The project attracted significant *National Partnerships* funding with a view to evaluate and establish this initiative as an ongoing feature of the Year 9 curriculum. Through the work of Mr Alexander (Head Teacher Science and project leader) and a dedicated team of teacher mentors the project met its goals, certainly evidenced by many motivated learners throughout the year and many fine project submissions. Following evaluations a group of mentors are developing resources and where indicated strengthening the structures and scaffolds of the project to ensure

an even better experience in the years ahead. We congratulate Year 9 for their cutting edge work and their obvious commitment to a *World Worth Living In*.

## 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 2012 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 "The Hurting Game" from Brainstorm Productions drama company;
- team building activities for Years 7 and 9 through camps;
- anti-bullying presentations to parents and carers of Years 7-9 from *Thinkuknow* organisation: includes cyber bullying, cyber safety and the law;
- leadership training for Year 10 students;
- Year 10 participated in the *Rising Generations* course to improve self esteem and confidence;
- Year 11 participated in the *Rite Journey* program to improve self esteem, relationships and confidence;
- 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).
- updating of the Welfare and Behaviour pathway and inservicing of all staff on these new policies;
- updating of Peer Support program;
- appointment of a Youth Wellbeing Mentor;
- regular contact with TAFE and Universities through Year 12 assemblies;
- Year 12 Yoga program;
- the Counsellors ran Year 7 mentoring groups (Term 2) for students identified as having difficulty with peer relationships;
- Year Advisors attended *Rising Generations* seminar on Adolescent health issues;

### 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. Students were individually monitored and sought help in different curriculum areas. We also engaged the support of a regional Aboriginal consultant for some students. Indigenous students, Kindelan Peacock, Year 12 won a regional *Deadly Kids* Award in recognition of her commitment to school; and Kye Bunn, Year 12 achieved Dux 2012 and will proceed to UOW to study engineering and science.

### Multicultural education

There are a multitude of projects and activities associated with multicultural education. Our strong values program reinforce this message and have been reported on in detail in the Student Representative Council report.

### Academic

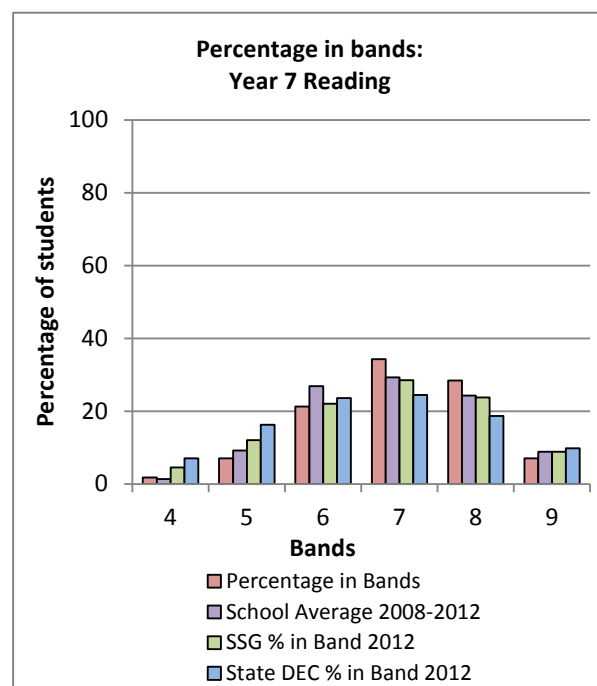
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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).

NAPLAN results continue to show excellent progress in literacy and numeracy, building upon the outstanding results in 2011. There was strong growth in both literacy and numeracy for Year 9 students when compared with their Year 7 performance. The growth for Grammar and Punctuation was significantly above State average. Numeracy results were also pleasing, the school achieving excellent results in higher band that were significantly above State average. In 2012 90% of Year 9 students were placed at Band 7 or higher.



### Reading – NAPLAN Year 7

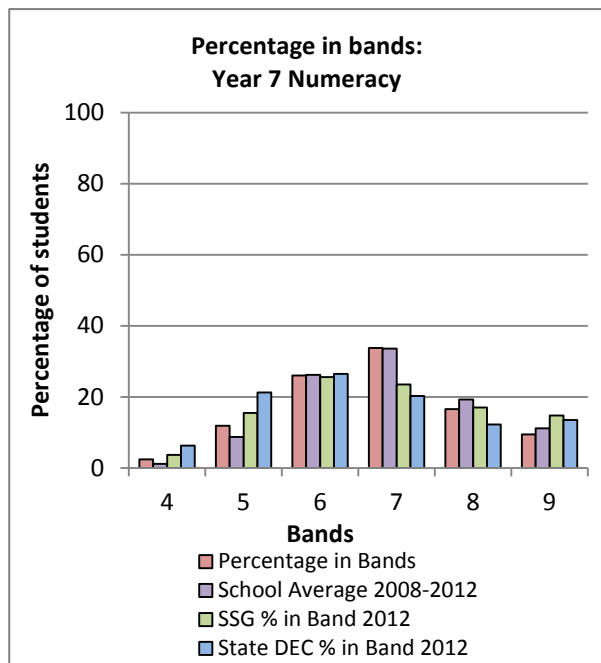
NAPLAN literacy results are based on tests in Reading, Writing, Spelling, Grammar and Punctuation. In 2011 the Writing section was changed from the Narrative to Exposition form and as a consequence, there is no trend or growth data available for the 2012 results.

Engadine High School students performed above State average in Reading, Spelling, Grammar and Punctuation.

Students performed best in Reading, with the school exceeding State performance in Bands 7 and 8. Compared to their NAPLAN results in Year 5, over 24% of students achieved growth in Reading above the 75<sup>th</sup> percentile of average scaled growth for the State.

The following percentages of students achieved growth above the 25<sup>th</sup> percentile of average State scaled growth:

- Spelling - 77.2
- Reading - 80.7
- Grammar & Punctuation – 71.6



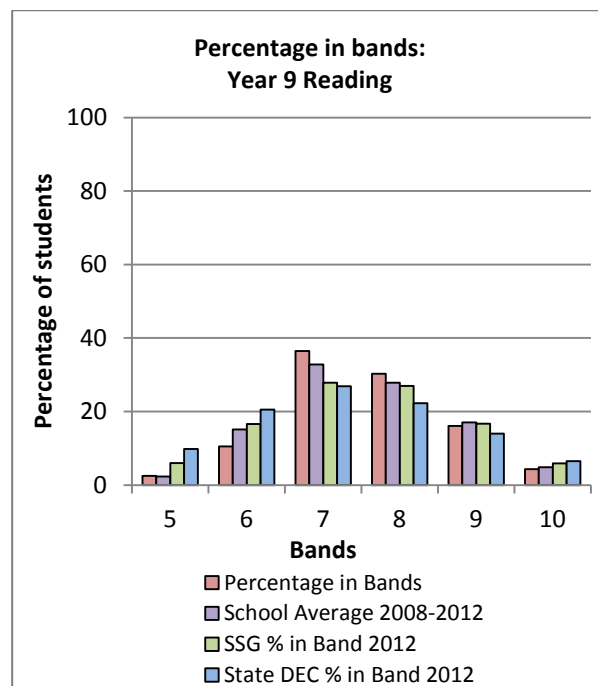
### Numeracy – NAPLAN Year 7

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.

Boys performed better than girls in Year 7 Numeracy. Year 7 boys were significantly above State average in Data, Measurement, Space and Geometry, and overall Numeracy.

The Year 7 2012 cohort reached a significant increase in Bands 6, 7 and 8 therefore achieving above the State average.

Compared to their NAPLAN results in Year 5, over 50% of students demonstrated at or above expected growth from the results obtained in Year 5 2010.



### Reading – NAPLAN Year 9

NAPLAN literacy results are based on tests in Reading, Writing, Spelling, Grammar and Punctuation. In 2011 the Writing section was changed from the Narrative to Exposition form and as a consequence, there is no trend or growth data available for the 2012 results.

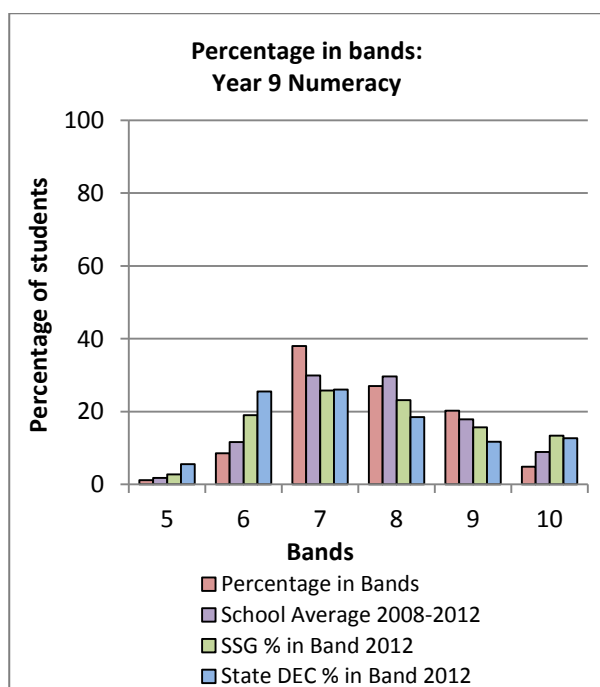
Engadine High School students performed above State average in Reading, Spelling, Grammar and Punctuation including the combined percentage of students who achieved Bands 7, 8, and 9 in each of these areas.

Students performed best in Grammar and Punctuation and Spelling, with the school exceeding State performance in Bands 7 and 8 in Grammar and Punctuation.

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 trend remains above State average Numeracy and for Data, Measurement, Space and Geometry.

70% of Year 9 students were placed above the 25 percentile ranking among all candidates.

The school achieved significantly above State average performance in Bands 7, 8 and 9.

### Progress in reading

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

The growth for Grammar and Punctuation and Reading was significantly above State average. Compared to their Grammar and Punctuation results in Year 7 77.5% of students achieved growth above the 25<sup>th</sup> percentile and of these 26% above the 75<sup>th</sup> percentile of average State scaled score growth.

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

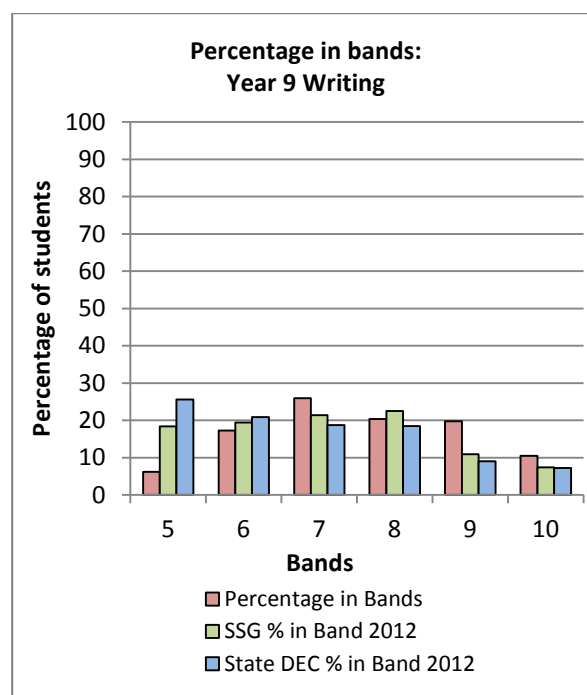
The following percentages of students achieved growth above the 25th percentile of average State scaled score growth:

- Spelling - 71.3
- Reading - 75.3
- Grammar & Punctuation - 77.5

### 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 as well as for Data, Measurement, Space and Geometry was above State average. 53% 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 90% of Year 9 students scoring at or above Band 7



### Higher School Certificate

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

There was great cause for celebration last year as we honoured the outstanding effort and achievement of Year 12 HSC students. The high percentage of Bands 5 and 6 underpinned many high ATARs and above State-average performances across most subjects, continuing a trend of excellent HSC performances at this school in recent years.

Year 12 students achieved an impressive 31 Band 6s and a 266 Band 5s, together representing the highest percentiles of state-wide achievement. The strength of their results is a reflection of the

school's efforts to continually pursue a culture of high expectations. The school programs that support this goal have for many years met with great success and generated an environment in which strategic planning, and above all else, hard work, brings well-deserved rewards.

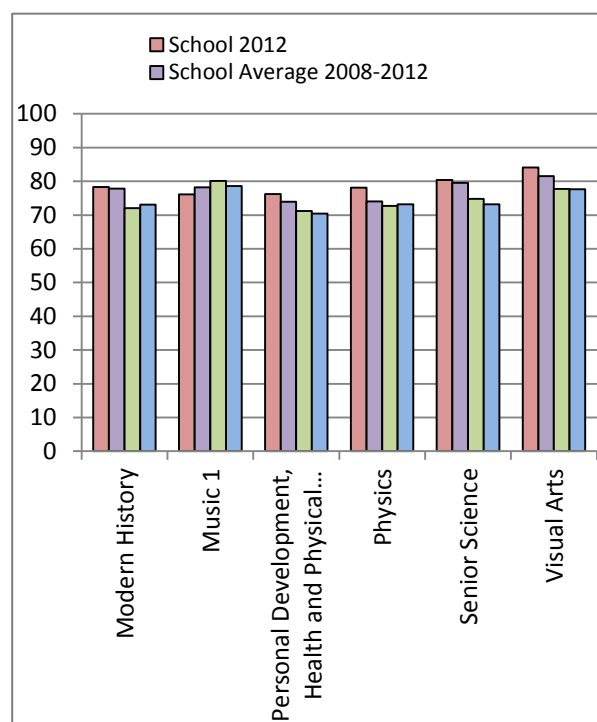
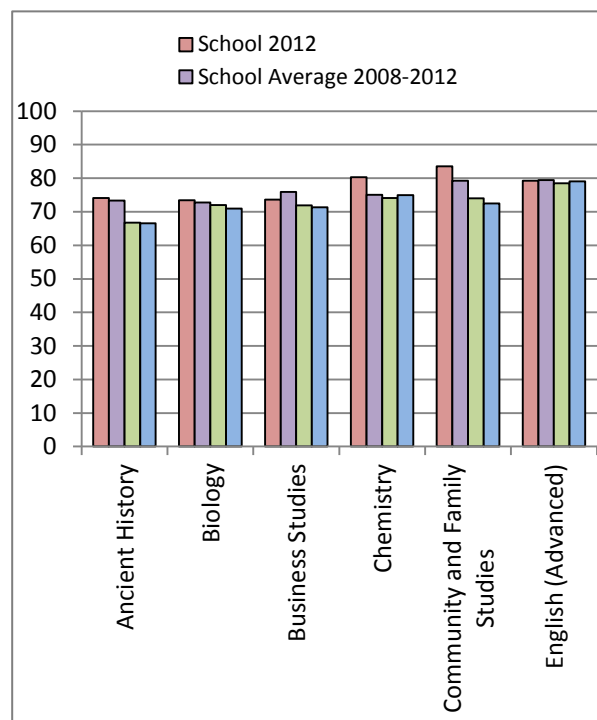
There were too many highlights in this year's HSC exam to outline in this brief article. Noteworthy however, Society and Culture performed well above State average with 78% of students awarded a Band 6. Brittany Ward, School Captain, achieved a result of 99%, securing tenth place in the NSW, and Carla Pignatelli, Vice-Captain, similarly achieved a wonderful result: 97%. These Society and Culture results reflect students' passion for human rights and social justice issues, areas which both girls will continue to explore at a tertiary level.

Community and Family Studies students also performed well above State average, with a number of students achieving Band 6. Chemistry, Mathematics Extension 2, Senior Science and Dance were also significantly above State average with the majority of students achieving Bands 5 and 6 performances. Other subjects which performed strongly were Textiles and Design, Visual Arts, Senior Science, Physics, Information Processes and Technology, Industrial Technology, English Standard, Engineering Studies and Ancient History. Only 166 Band 6s were awarded across the State for English Standard from a total of 31,987 students. Two students from Engadine High received a rare Band 6 in this course – Mitchell Cosgriff and Michael McFarlane.

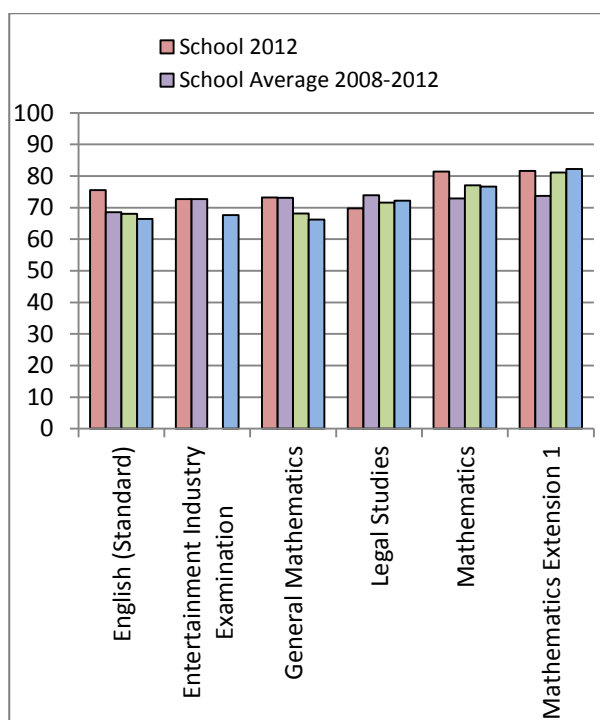


Many students from this small year achieved outstanding ATARs in the nineties and are to be congratulated on their tremendous efforts, some of which were achieved through personally challenging circumstances. Kye Bunn worked

consistently and tenaciously throughout Years 11 and 12 and deserves the honour of Dux 2012 with 97.55. Kye completed a gruelling program of science courses and high level Mathematics, achieving superb results in all courses.







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

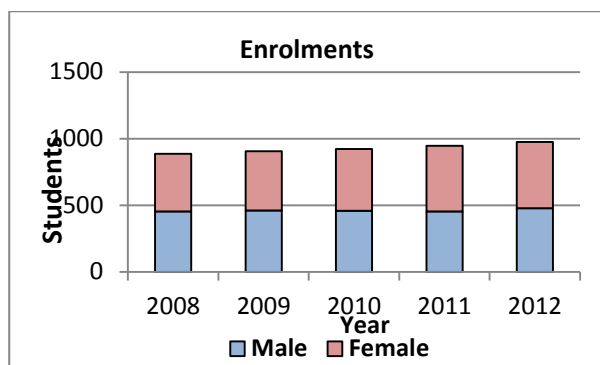
Value-added data for 2012 indicates strong value added growth in the low and middle achieving Bands and the potential for students to further strengthen growth in the higher areas of achievement. which is a target for 2013.

## School context

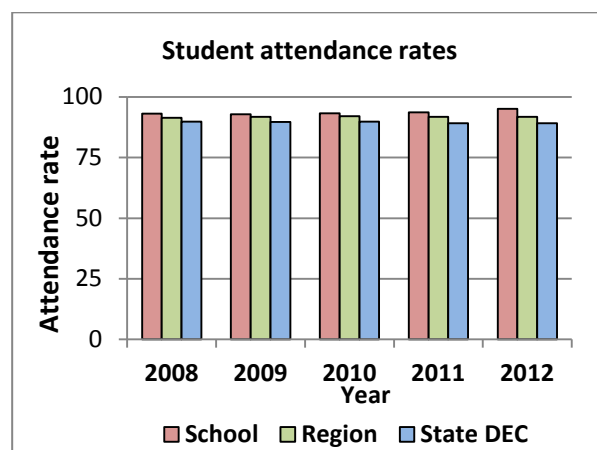
### Student information

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

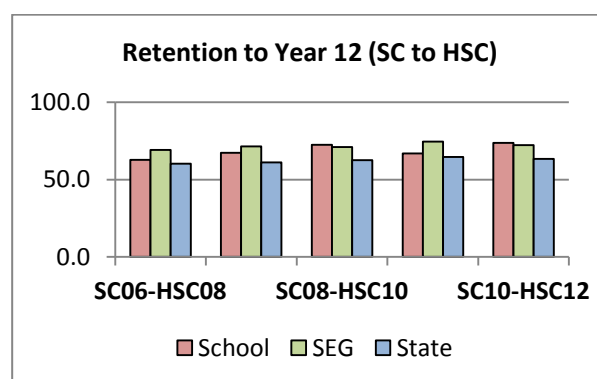


The graph shows an upward trend in enrolments. The demand exceeds the space available so it is expected that for 2014, enrolments will need to decline to accommodate existing numbers. There are approximately an equal number of boys and girls. About 7% of students are from a non-English speaking background.

### 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 is put in place. If there is still no improvement, the matter is referred to the Home School Liaison Officer.

### 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:

2011 - 2012	Percentage
University	43
TAFE	22
Private College	17
Employment	12
Accumulating HSC	2
Destination Unknown	4

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	103	7	6.79%

Study Year	Enrolled	SBAT	%TVET
12	103	0	0.00%

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 HSC or equivalent vocational educational qualification

The percentage of senior students attaining a HSC or equivalent vocational education qualification in 2012 in VET is as follows:

Study Year	Enrolled	VET	%VET
12	103	14	13.59%

## 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
Head Teachers	11
Classroom Teachers	59
Teacher of Mild Intellectual Disabilities	4
Support Teacher Learning Assistance	0.7
Teacher Librarian	1
Counsellor	0.8
School Administrative & Support Staff	17
Total	96.5

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One member of staff is from an Indigenous background.

## Staff retention

One staff member retired after 38 years of service; one teacher resigned for personal reasons; one teacher accepted an offer to work at the University of Macquarie.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	22

## Financial summary

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 DNC Router; partial refurbishment of a design and engineering classroom; purchase of computers and other technology to support the teaching of Music and engineering; interior painting of some classrooms; blinds in some classrooms; refurbishment of the Library.

Date of financial summary	30/11/2012
<b>Income</b>	\$
Balance brought forward	570189.06
Global funds	628787.69
Tied funds	263543.87
School & community sources	657880.35
Interest	26911.19
Trust receipts	131922.65
Canteen	0.00
Total income	2279234.81
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	201586.09
Excursions	46426.14
Extracurricular dissections	317096.37
Library	16860.65
Training & development	723.64
Tied funds	255277.99
Casual relief teachers	87908.64
Administration & office	257643.08
School-operated canteen	0.00
Utilities	120635.28
Maintenance	180458.03
Trust accounts	178661.02
Capital programs	217430.45
Total expenditure	1880707.38
<b>Balance carried forward</b>	<b>398527.43</b>

A full copy of the school's 2012 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 2012 targets

### Target 1

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

Our achievements include:

- Professional learning funds devoted to the development of leadership skills.

- Time devoted to Executive development and discussion.
- Members of the executive were involved in leading whole-school projects which were reported back to staff.

### Target 2

- Complete and publish the findings of a whole-school review of assessment practices and policies.

Our achievements include:

- A revised Assessment Policy and Statement of Principles was completed.
- A new Assessment template for all tasks was designed.
- A school-wide Self Reflection process has been implemented and publicised.

### Target 3

To increase value-added data for Advanced English 2012.

Our achievements include:

- The School average for 2012 was 79.2 and the State average was 79.1. This means that the cohort achieved at state average for Advanced English and above similar/like schools.
- 61% of students improved their HSC mark over their School Certificate mark; 35% maintained their progress which means there was an overall improvement in value-adding.

### Target 4

To improve the mean HSC results in Mathematics in 2012.

Our achievements include:

- The results in General Mathematics were 3.58% above State average.
- The results in Mathematics were 3.54% above State average.

## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the resilience of students.

## Evaluation 1: Resilience Research

### Background

Resilience is the critical capacity of a person to withstand stressors and resist the dysfunction that might arise if stressors significantly and continuously impact on an individual. Although individuals possess different levels of resilience it is a quality that can be trained and strengthened, supporting the emotional intelligence that allows young people to grow into psychologically healthy and positive adults. The evidence has been mounting over recent years for the importance, as a preventative strategy, of building resilience in students.



It is with recent international findings in mind that the Welfare Team at Engadine High School has commenced initial school-based research into this area. A short survey was administered to all staff and to sixty randomised Year 7 students (see graph below). Further investigation will take place in 2013 with a view to gradually implementing programs to support the building of student resilience and other beneficial qualities identified within positive psychology.

### Findings and conclusions

The current survey suggested that Engadine High School is already a community in which students share a positive outlook to school and their learning. These results therefore suggest that many students already have a sound base from which to keep building their resilience. Nonetheless, there are students who would appear to be less resilient, and therefore vulnerable to the pressures that can arise from school, family or friend related issues. Further research will be conducted with student groups in 2013 to interrogate where school programs can be best targeted. Factors such as age, gender, and ability will be investigated in order to better

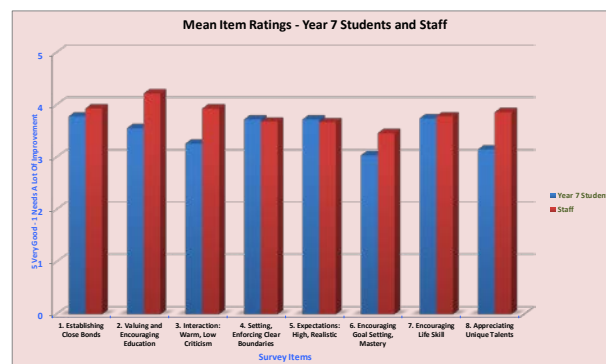
appreciate the distribution of resilience across the school.

### Future directions

From the current data the following observations are made: Typically, mean responses fall between *Average* and *Good*, which provides a sound base from which to target and strengthen students' resilience. No mean item rating for either Year 7 students or staff fell below 3 – *Average*; a response range that would indicate concern. For items 1, 2, 3, 6 and 8 staff were marginally more optimistic than students in their belief that the Engadine High School helps build student resilience through the positive application of these factors. There was no significant difference between mean staff and student responses for items 4, 5 and 7.

With this in mind and from this limited research base, the following tentative goals are suggested for future resiliency programs:

- Establish programs that support increasing mean measures for all items (indicating overall stronger levels of student resilience).
- Work towards consistent perceptions between staff and students as an indicator that, in relation to resilience, school goals are being met.
- Develop strategies that in relation to factors such as *Encouraging Education* (item 2), *Warm Interactions/Low Criticism* (item 3) and *Appreciating Unique Student Talents* (item 8) will support stronger average student ratings.
- Interrogate the factors that would quickly help identify students who may need intervention in supporting the building of resilience.





## Evaluation 2: A World Worth Living In – Student Evaluation

### Background

At the conclusion of our Year 9 project, *A World Worth Living In*, 143 Year 9 students completed a comprehensive evaluation which covered areas such as organisation, topics, working with peers, support for and understanding of the project, mentors, use of time (within and beyond timetabled periods), incorporation of primary research, application of technology, and levels of perceived achievement. Most statements were rated on a five-point Likert scale - *Strongly Agree* (1) to *Strongly Disagree* (5). The final three open-ended questions asked students what they liked most and least, and what suggestions they would make to improve the project for Year 9 students in 2013. The evaluation was completed anonymously and data were also examined by gender and class type (graded/ungraded).



### Findings and conclusions

The mean sentiment for all scale items was lower than 3 (*Neither Agree or Disagree*) and most items were closer to 2 (*Agree*). There was therefore a high level of positive agreement with the various project elements evaluated. In addition, no item attracted a mean sentiment at the level of *Disagree* or lower (4 or 5). Students enjoyed working with their peers, enjoyed a high level of interest in their choice of topic and believed they learned new things through this learning experience. Of note, students confirmed that they successfully carried out primary research, proposed solution/s for their chosen problems and effectively used technology (DER laptops) to present their research and findings. In the first year of the project these findings are heartening and support the central reasons for introducing project-based learning to Year 9. A

major goal of the project was to encourage innovative and independent thinking as a means of effectively solving real-world problems.

Students also were positive in relation to the role of the teacher-mentors, providing additional suggestions for how this critical relationship might be further strengthened. In relation to another key target of the project, there was confirmation that knowledge/skills were drawn from across the curriculum rather than a single discipline. Further scaffolds will be developed in 2013 to ensure students better recognise the utility of knowledge and its potential application to many different issues (flexibility of thinking). This evaluation will be used to further develop the support and materials students require to successfully undertake independent research. The final scale-based statement asked students to rate their overall level of achievement on a scale from 1, low level of achievement to 10, high level of achievement. The mean rating was 7, further reinforcement for the constructive outcomes observed by teachers.

There were no significant differences in mean ratings between students from selective or mainstream classes. This is a welcome result and suggests homogeneity in relation to *all* students sharing in the successful learning outcomes that were targeted with this project. The differentiation of learning evident throughout all phases of the project not only provided accessibility for all students but allowed able students to explore their issues at high levels, a conclusion supported by some of the final presentations.

Data were also analysed for gender and once again most mean item ratings did not vary due to this factor. Nonetheless, there were two areas that did indicate a significant difference: Boys were less positive than girls that personal time had been used to help complete the project. Although substantial withdrawal time from the regular timetable was available to students, it was expected that this would need to be supplemented, via a strong work ethic, with discretionary time before or after school. This finding is not altogether surprising and is anticipated by research that suggests boys, on average, are less committed to their school work in the middle school years. It is, however, an area that as a school we are looking to address and

more specifically will support through this project.

Given the finding above, it is also interesting that girls were less positive in relation to the statement, *I understood what I needed to do to successfully complete the project*. It is likely that girls seek and want further clarification and support and are then more likely to work hard towards achieving their goals. On the other hand, boys are more confident that they do understand what is required for the project but are, on average, less likely to invest the necessary time to seek the best outcomes. These data are speculative, however they do offer strong suggestions for the ways in which the project will be strengthened in 2013.



#### **Future directions**

There were many things students liked about the project including working with peers, learning something new, undertaking primary research (interviews etc), selecting their own topic, and that it was fun. The least liked aspects of the project included uneven participation of some team members, and presenting to younger peers. Finally, but invaluable to this evaluation, a small sample of the suggestions for improving the project in 2013 is printed below:

- further explanation of the project and its aims;
- further support from teacher mentors;
- limit the number of presentations;
- more time given within a smaller period.

#### **Parent, student, and teacher satisfaction**

In 2012 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. Responses are consistent with the results of surveys that have been conducted in previous years.

Parent satisfaction of the school is extremely high with nearly 100% of Year 7 parents surveyed agreeing that their child enjoys school. Approximately 97% 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. Overall, staff, parents and visitors report a positive climate in the school.

#### **Professional learning**

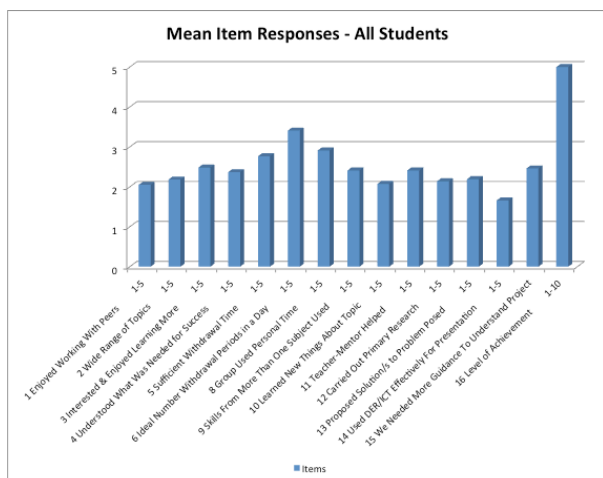
All staff participate in professional learning. At a school level regular meetings, professional learning presentations and discussions are held on a range of learning and curriculum matters. Staff participate in professional learning teams and a large number attend external courses as determined by the needs of the school. In 2012, all staff participated in professional learning that incorporated the research of Professor John Hattie; engagement using technology; literacy and numeracy; and welfare support for students.

In 2013, a staff development day will be 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. This day will target the



latest developments into research of the developing brain based on work from Dr Michael Nagel.

Significant funds were spent on teacher professional learning and substantial time was



devoted to professional meetings at school. In 2012, an average of \$500 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

#### Outcome for 2012–2014

Quality professional learning practices are embedded into school culture.

#### 2013 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.
- Align executive roles with a whole-school program.
- Enhance a mentoring/buddy program for aspirational staff.

#### Strategies to achieve these targets include:

- All staff professional learning advertised on a term by term basis according to focus areas.
- Ensure staff develop and adhere to a professional learning plan.
- Fund and support staff mentoring of beginning and aspirational teachers using experienced staff on a regular basis.

### School priority 2

#### Outcome for 2012–2014

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

#### 2013 Targets to achieve this outcome include:

- Implement the findings of a whole-school review of assessment practices and policies.
- Plan and program for the national curriculum and aware of their implications.

#### Strategies to achieve these targets include:

- Targeted Executive and Staff meetings to discuss and incorporate revised assessment practices into all faculty programs.
- Implement a policy of effective feedback on all assessment tasks based on the principles of Professor John Hattie and Professor Steve Dinham.
- Respond to Year 12 Exit survey about assessment and learning.

### School priority 3

#### Outcome for 2012–2014

A program that further extends the writing ability of students in the middle school years is in place.

#### 2013 Targets to achieve this outcome include:

- To embed specific literacy strategies into Stages 4 and 5 that promote and support sustained writing.
- All assessments and marking guidelines include a literacy component in Years 7-10.

#### Strategies to achieve these targets include:

- School-wide explicit literacy strategies and programs developed for each faculty. Professional development that was begun at the end of 2012 to continue into 2013.
- Integrate a literacy component into all assessments and marking guidelines Years 7-10.
- Continued professional development on sustained writing.

## School priority 4

### Outcome for 2012–2014

Numeracy outcomes for all students have improved.

#### 2013 Targets to achieve this outcome include:

- To improve the mean HSC results in Mathematics in 2013.
- To exceed our current numeracy results for Year 9.
- To effectively respond to NAPLAN data for Year 7 students.

#### Strategies to achieve these targets include:

- Use SMART data to track students, targeting able students.
- Introduce a separate 5.1 class for Stage 5.
- Differentiate assessment practices in Mathematics.
- Head Teacher Mathematics to provide professional development on numeracy to each faculty.

## 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>

