

Engadine High School Annual School Report 2013



School context

There are approximately 1050 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 social justice, engineering, performing arts and a wide range of sports.



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 message

2013 was another year of strong commitment and contribution from the P. & C at Engadine HS. The P&C. is proud to have contributed to providing our students with a safer, healthier and more productive learning environment. Voluntary contributions play a crucial part in improving the learning environment and resources for the students and staff.

Beyond the funding contribution, our P&C has played an important role in merit panel selections for new teachers and in the Canteen tender process. We appreciate that a place has been made for parents to make a contribution in the decision making that will impact upon the future of the school.

The P&C has also made policy and practical preparations to employ a part time Uniform Shop coordinator, starting in 2014. This will enable us to take financial advantage of our school logo, which we now own. Our uniform shop will now be the sole supplier of uniforms with the school's logo with the financial benefits flowing back to the school.

I would also like to mention the long years of service that Kathleen Wagner has given to the P&C in her role as Uniform Shop Coordinator and for coordinating the wonderful team of volunteers who help on Tuesdays.

I would also like to take this opportunity to thank the 2013 P&C Committee members and those who have given their active support at our meetings.

I would like to thank the staff for their ongoing support of the P&C and their commitment to the improvement of the quality of education of our children.

In closing, I would like to particularly acknowledge the tireless work of Joanne Jarvis in leading this school. The P&C President is in a unique position to closely observe how the Principal works and what drives her. I have been impressed by Ms Jarvis' dedication and deep concern for all at this school and her relentless focus on improving the educational and social welfare of all students.

Ms Annette Tant, President

Student representative's message

The SRC of 2013 spent the year brainstorming ideas for ways to raise awareness and funds for worthy causes worldwide, whilst collaborating with neighbouring schools to improve these ideas. This year, we were also determined to focus on key issues affecting young Australians every day by bringing the school together for a more positive and inclusive atmosphere at Engadine High School.

Fundraising this year has been very successful. We involved the whole school with engaging activities that promoted our chosen causes, as well as reaching our fundraising goals. For example, Year 10 organised staff-student games that brought the students and teachers together and raised money for *Stewart House*. The end result of the SRC's fundraising this year was fantastic, raising \$13 000 for various causes. This speaks volumes about the Engadine enthusiasm, generosity and spirit, and their eagerness to help the various organisations the SRC worked with.



Social justice and multiculturalism were our top priorities for this year. Through school-run activities, we were able to engage the student body on these issues by relating it to their experiences. For example, our *"One School: Many Stories"* film, produced for *Harmony Day*, utilised the family stories of a number of EHS students. We also aimed to inspire the students, motivate change and consider issues that are perhaps outside the normal experiences of our students. Multiculturalism was celebrated in the school through various activities, such as the *Together for Humanity* program and the *40-Hour Famine*.

Leadership is a major focus for the SRC and our members worked on their leadership skills throughout the year. Training areas were event organisation, fundraising, public speaking, meeting protocols and working with a diversity of people. All the leadership events and workshops we attended gave us a deeper insight into the meaning of leadership and also introduced new

ideas and ways of promoting leadership within the school community.

We would like to thank the staff who worked closely with the SRC, including Ms Miller, Mrs Annan and Mrs Wilson, for their efforts in enhancing and optimising the success of all our projects this year.

Evan Pignatelli, Christopher Jenkins and Jessica Yeats.

School performance 2013

Performing Arts 2013

The Performing Arts team excelled in all areas of performance by exceeding targets, achieving long term goals and outstanding growth in 2013.

The following are the events in which the school was represented:

- State and Regional Representation;
- Sydney Region Band;
- Sydney Region Dance Festival;
- NSW Band Festival;
- State Band Camp;
- State Dance Festival;
- Bandfest;
- Millennium Marching Band;
- Expanding Horizons; Dance;
- Expanding Horizons; Choir;
- Schools Spectacular; Dance, Core Choir, Featured Artists, Support Unit.



Performing Arts has been a highlight of many school, community and Department of Education events allowing our students to showcase their extraordinary talents. The Festival of Sound and

Movement 2103 was a highlight of the year with over 180 students from all our ensembles performing 'arena' style to a delighted and packed house for 4 nights. The financial success of the festival allowed an upgrade to our sound system in the hall.

2014 will be another exciting year for Performing Arts with 72 students participating in a USA Performing Arts Tour in April.



Premier Band

Twenty seven students from Years 7 to 12 participated in this year's Engadine High School Premier Concert Band Program. The Premier Band is a group of gifted musicians who have been specially selected to be part of this ensemble. The Premier Band has performed at a variety of school and community events, including school assemblies, Seniors Week, Dames Concert, Harmony Day, PROBUS, White Ribbon Assembly, YR. 12 Graduation, Yarrawarra Yulefest and the Festival of Sound and Movement. The Premier Band also participated in the Millennium marching Band performance and workshop which was a highlight of the year for our students. In 2013 the Premier Band participated in the NSW Band Festival achieving a bronze award in the most competitive division of the competition. This ensemble is directed by Mr Andrew Drayton.

Concert Band

The Concert Band is the core component of our Band Program at Engadine High School. It is our largest ensemble with 58 young musicians meeting every Tuesday Morning to rehearse. The Concert Band performed at a variety of school and community events, including school assemblies, Seniors Week, Dames Concert, Harmony Day, PROBUS, White Ribbon Assembly, Yarrawarra Yulefest and the Festival of Sound and Movement.



A highlight for the Concert Band was the Engadine Music Centre's *Bandfest* and their preparation was rewarded with their fifth consecutive Gold Award. The Concert Band also participated in the *NSW School Band Festival* achieving the highest accolades and another gold award. This ensemble is directed by Ms Jill McGuire.

The Concert Band Linkages Program has become a feature of the school's award winning Linkages Program. This program is now in its third 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.



Members of the Sydney Millennium Marching band

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 self-directed by the students with the guidance of the Music Staff.



Modern equipment in each music room

This elite group of young musicians have performed and entertained at many school functions, community events. Highlights of 2013 included Open Night, PROBUS Concert, The Dames Seniors Concert, Presentation Night, Engadine Public School Festival, Harmony Day, Yr. 12 Graduation and the, Festival of Sound and Movement.



Vocalists performing with seniors for Seniors Week at school

Vocal Ensembles

The Vocal Program has enjoyed an exciting year in 2013. Enthusiastic vocalists from Years 7 – 12 have been involved in a diverse range of projects, performance and workshops at school, in the community and in state and regional concerts. Performances opportunities included the Dames Concert, Seniors Week, vocal workshops with Tim

Moxey (the Voice), Year 9 sustainability project song writing, Achievement Assemblies, Harmony Day, Education Week, Elective Music Night, A Little Night Music Concert, White Ribbon Assembly, PROBUS, Festival of Sound and Movement, Talent Development Project, Schools Spectacular and the Expanding Horizons Concert.

The Vocal Group and The Songstars rehearse each week under the direction of Ms Heather Crawford.



Festival of Movement of Sound and Movement

Dance



Festival of Movement of Sound and Movement

2013 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 dance ensembles and companies rehearse at lunch, before and after school, a busy schedule involving students from Years 7-12. There were over 65 students involved in the Dance Program this year and the program is run by Ms Vanessa Barrow and Ms Natasha Comelli.

The many performance opportunities in 2013 included Sydney Region Dance Festival, State Dance Festival, Sutherland Dance Festival, Harmony Day, Open Night, Achievement Assemblies, PROBUS Concert, The Dames Concert in conjunction with Seniors Week, MADD Night,

Festival of Sound and Movement, Schools Spectacular, and the Sydney Region Expanding Horizons Concert.



Dance Facility

Drama

The Drama Program has had a busy year with a new extracurricular theatrical program being added to the ensembles. The redevelopment and renovation of the Drama Theatre Learning Space has added to the value and excitement of the program. Our young actors have experienced a variety of performance opportunities in 2013 including PROBUS, Harmony Day, Achievement Assemblies, Open Night, Festival of Sound and Movement, Dames Concert and White Ribbon Day. The drama ensemble has grown so much in popularity that there will be two ensembles in 2014 led by Mr Michael Cox, Ms Natasha Comelli and Mr Rob Macken.



Emma Free - Year 12 Drama performance

Visual Arts

Year 12 Visual Arts students achieved some exceptional HSC results. Out of a candidature of 14 students there were 12 Band 5s and 2 Band 4s achieved.

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.

Years 10 and 11 students created a major work as part of the *Mural Beautification Project*. Their theme was *Art and Feeling* and *Modern Art/Post Modernism* respectively. Their work will be permanently displayed, showcasing student achievement and contributing to an aesthetically pleasing school environment.

The Visual Arts faculty continues to implement the Hattie Effect on *Feedback* into all Years 7 and 8 assessment tasks. This involves students giving feedback to teachers so they can better understand students' strengths and weaknesses. Students suggest what they want to work on and how they want to achieve their goals. This is a powerful experience for both teachers and students.



Year 12 Drama students

Year 12 Visual Arts students attended *Art Express Exhibition* at Hazelhurst Gallery and NSW Art Gallery, Sydney. This activity assisted students to understand the concepts behind the Post Modern frame and reinforce the high expectations and demands associated with the making of their *Body of Work* for the Higher School Certificate.

Years 11 Visual Arts students attended the *Art Express Exhibition* at the NSW Art Gallery and Hazelhurst. This encouraged students to begin working on their 5 HSC case studies. Year 10 students have also used this information to enhance their *Modern Art Major Work* paintings. Their main theme for this artwork has been 'Appropriation'.

Year 10 Photography students were involved in a Sydney Harbour/Martin Place/Sydney photo 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.

Year 10 Photography class participated in the Moran Arts Foundation Digital Photography Workshop where they took photographs expressing the theme of 'Visual Story telling'. Students were shown how to use professional reflective lighting equipment and encouraged to use it in their shoot. Each student's work was printed in colour in the classroom as a keepsake, and their most successful photograph was professionally printed and exhibited at the Moran Healthcare Nursing Home at Sylvania as part of the 2013 Moran Prizes Student Photography Competition.

Year 9 Visual Design class entered the 2013 Bicycle NSW Artwork competition, which required them to design a brightly coloured bicycle helmet for all genders and ages. Three students were awarded certificates for being finalists in the competition which attracted almost 10,000 entries. The successful applicants were Lucy Raggett, Sarah Avery and Samantha Pearce.

Sport

Engadine High School (EHS) displayed outstanding success across a range of sports in 2013. Individual students and teams were entered in competitions at all levels.



New runner surface under the COLA

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 International and National competition.

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

Again in 2013, 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.



Year 9 Basketball team

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

Year 10 PASS classes again worked with our feeder Primary schools on the development of skills through a coaching partnership as part of the wider HES Linkages program.

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,

Skateboarding, Oztag and Cricket. Students in Year 7 moved through a variety of sports including stroke correction, Oztag, and Softball amongst many others.



Overall, 2013 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.

World Championships 2013

Amy Cook; INAS World Swimming Championships



National representatives for 2013

Athletics

- Jocelyn Best
- Mitchell Pepper

Swimming

- Amy Cook
- Jade Lucy
- Caitlyn Richardson
- Cross Country
- Jade Lucy

CHS representatives for 2013

Athletics

- Mitchell Aitken
- Jocelyn Best
- Jade Lucy
- Mitchell Pepper
- Thomas Woerndl



Caitlyn Richardson – awarded the Pierre De Coubertin for being a sensational swimmer, 2013

Swimming

- Toby Bartley
- Amy Cook
- Kyrra Day
- Ethan Garland
- Ashleigh Hooper
- Emily Lavender
- Jade Lucy
- Jessica Mills
- Blake Paton
- Joel Paton
- Mitchell Pepper
- Caitlyn Richardson
- Jack Schuetrim
- Callum Tsambalas
- Vaughn Tsambalas
- Hannah Vitelli
- Cross Country
- Jade Lucy

Premiers Sporting Challenge Medal

Amy Cook was the recipient of the 2013 PSC medal. Amy excels in the pool as her results at school, Zone, Regional, State, National and

International meets reflect. In 2013 Amy represented Australia at the INAS World Swimming Championships winning 4 Gold, 1 Silver and 1 Bronze medal.

EHS Sportspeople of the Year

Female

Jade Lucy was the recipient of 2013 Female Sportsperson of the Year. Jade has participated in Cross Country, Athletics and Swimming throughout the year and enjoyed success at the highest level. Jade won a silver medal at CHS Cross country and a Bronze medal at the NSW All Schools competition. She won gold in the 1km event and came 4th in the 3km at the Australian All Schools Championships in Launceston. In swimming, she won silver at NSW All Schools Championships in the 50m and 100m freestyle, and at the Australian All Schools Championships she won one gold and six silver medals. Jade has also participated at a high level in Water polo and Athletics.



Male

Mitchell Aitken was the recipient of the 2013 Male Sportsperson of the Year. He has participated and represented his school at Zone, Regional, CHS and NSW All Schools levels and been highly successful throughout the year. As a member of the Sydney East regional Athletics team, he won gold in the 4x400m relay, bronze in the 200m and was 4th in the 100m and 400m events. We congratulate Mitchell on his fantastic achievements and hope to see him continue in the future.

Significant programs and initiatives

Student Representative Council (SRC)

The Student Representative Council (SRC) was elected by peers and teachers, five students from each year group (six from Year Seven) and two

students representing the Support Unit. The student leadership team – SRC, Prefects and Student Sustainability Council - meet each day during roll call and discuss, plan and execute a wide range of projects across the school. They also schedule dedicated formal meetings, such as the Annual General Meeting in Term 2, as part of their leadership training and commitment to social justice projects and positive activism within our school community. For 2013 Madeleine Darsana (Year 11) was elected President, Jessica Yeats (Year 10) and Samuel Corby (Year 12) were elected as Secretaries.



An SRC planning meeting

The SRC works as an advocate for the needs of the school community, and as a point of contact between the student body and school leadership. It addresses relevant issues and sets achievable goals to support a responsive and contemporary school. The SRC aims to develop leadership skills, ensure student views are heard in decision-making processes, empower students to contribute to a positive school culture and strengthen the school community through active participation. The SRC has a strong social justice focus, the underlying theme and message: help others and promote equality.

Engadine High School has a strong presence at *Sutherland Zone SRC meetings*, hosting the Term 1 meeting. The SRC successfully liaised with the Student Welfare Regional Director to organise this meeting and the Hospitality teacher to coordinate student catering. The Term Three meeting at Gympie Technology High School focused on promoting well-being in schools and our enthusiastic representatives were Lili Donald (Year 9), Hayden Sloggett (Year 9) and Jessica Yeats (Year 10). In Term Four Jayden Fraser (Year 8), Zoe Yeats (Year 9) and Zachary Zammit (Year 8) visited Port Hacking High School to present

their project entitled *The Refugee Camp in My School*.

In 2013, Trelby O'Connor was elected the *Sutherland Zone Equity Representative* for the SRC. She reported to the SRC Sydney Region Equity Committee on issues in the Sutherland Zone. In this role, Trelby took part in workshops at Parliament House before attending the launch of the International Centre for Non-Violence Against Women. This was one example of many in which students are actively involved in real world issues and working towards the making of a better world.



Senior female students at International Women's Day Breakfast with Prime Minister Gillard

Many EHS students participated in a wide range of leadership training and development activities during 2013. This is a central plank of the school's leadership programs. Our students attended, hosted and presented at a number of leadership events and met many distinguished members of local, national and international communities. There was a focus on women's issues this year, with Kate Brew and Teagan Jenkins (Year 11) attending the *UBS Young Women's Leadership Academy*, and Madeleine Darsana and Brittany Christie (Year 11) taking part in the *Young Women's Leadership Seminar*. On International Women's Day, a group of Year 12 girls (Caitlyn Anderson, Sally Bentley, Keira Curth, Sarah Forsyth, Emma Free, Amber Keen, Imogen Mosher, Trelby O'Connor, Melissa Reid and Caroline Wagner) attended the *Women's Day Breakfast* at the Sydney Convention Centre, where they were privileged to meet Julia Gillard, the then Prime Minister of Australia. Carla Pignatelli, a former student, was invited to address the Women's Day Breakfast on the issue of violence towards women and the White Ribbon campaign at our school.



Carla Pignatelli with Prime Minister Julia Gillard after speaking at the International Women's Day breakfast

A second focus for 2013 was the celebration of multiculturalism and cultural diversity in Australia. Madeleine Darsana and Fusi Mau'malanga (Year 11) discussed the complexities of these issues at the *Youth Seminar on Multiculturalism* in Parramatta. In addition our *Harmony Day Assembly* was a great success, organised around the theme "One Australia: Many Stories". Based on this theme students also produced an award-winning short film to celebrate Harmony Day, featuring interviews with EHS students from a wide variety of cultural backgrounds. Our school events for *NAIDOC Week* expanded this celebration of cultural diversity, as did the *Together for Humanity* program, in which Year 9 students were privileged to take part. Students worked with boys from Granville Boys High School on a range of projects, which included school exchanges and a day cooking for the homeless at the Big Kitchen in Bondi.



Purple Day

Different forms of diversity were also celebrated by the SRC this year, including sexual and gender diversity. For the first time the SRC celebrated *Wear It Purple Day*, with students wearing purple clothes and decorating the school with rainbows to symbolise our “rainbow” community at EHS. Volunteers from Wear It Purple also addressed Year 10 on how language can create sexual inequalities, and ran a workshop for our 2014 Prefects on sexuality and gender diversity.

The SRC also maintained a strong focus on social justice, including global issues, inequality and the support that can be offered by privileged communities such as ours. We recognised the *International Day of the Girl* this year, and Years 8 and 10 were addressed by representatives of the *Global Poverty Project* on how to be an effective global citizen. A group of Year 12 students attended the *World Vision Global Leaders Convention* at Luna Park, which aimed to impart the skills necessary to be a student leader focused on social justice. A group of senior students were invited to attend the *Amnesty International Write for Rights Morning Tea* in Term 4, forming valuable links with an organisation that works tirelessly for social justice.



Part of this social justice focus was fundraising for worthy causes. Our students volunteered their time for the *Red Cross Calling* and *Salvation Army Door Knock* Appeals, ran sausage sizzles to raise funds for our school sponsor child (Hamaz Abanaeim from Ethiopia) and supported Hannah Reynolds (Year 9) in her *Bandanna Day* event, which raised over \$700 for CanTeen. The SRC collected money for the *Red Cross Bushfire Appeal* (over \$1000), for *White Ribbon* and for the school’s *F1 Motion Racing Team*.



SRC members from Year 7 sold wristbands to raise funds for *Koori Kids* during NAIDOC Week, while Year 8 members collected Christmas gifts for the *Salvation Army Christmas Appeal*. Year 9 members organised a range of events for *Gold Week* and brought in over \$1200 for the Sydney Children’s Hospital. They were privileged to visit the Hospital and see the impact of their hard work. Year 10 students coordinated Staff-Student Games to raise almost \$500 for *Stewart House*, and Year 11 students ran a very successful *40-Hour Famine* event, collecting over \$4000 for the people of Malawi.



Year 12 Prefects and SRC organised the *World’s Greatest Shave*, raising over \$3000 for the Leukemia Foundation. Our

students showed that they had taken the social justice messages to heart and truly put lessons learnt into action, raising over \$13 000 to help improve the global community.



Bandanna Day



The year ended with two major projects designed to promote awareness of social justice issues and wellbeing in the school. *White Ribbon Day* focused on eliminating violence towards women



and girls, and Year 11 students ran a very moving Assembly to commemorate this campaign. This involved inviting all members of the school community to pledge their support for combating violence towards

women and girls. *Happiness Week*, also coordinated by Year 11, aimed to promote resilience in school students. Students organised a range of events that highlighted different resilience strategies and promote positivity in the school. Both events had a tangible impact on the school community and modelled the values we would all hope our future Australians would represent.



White Ribbon Day

The SRC was offered a range of opportunities to develop their leadership skills this year. Sally Bentley and Jackson Micallef (Year 12) attended

the *Secondary Schools Leadership Convention* at Parliament House, and younger SRC members (Zachary Zammit, Jayden Fraser, Hayden Sloggett and Zoe Yeats) took part in the *Amplify Leadership Forum*. Maddison Molloy and Emma Cook (Year 11) attended the *Rotary Youth Program of Enrichment*, with Samantha Townsend working as a mentor for the program.

Along with leadership training this year, our SRC members and Prefects participated in many events focused on the various processes of government. Kyle Richardson (Year 11) spent a week in Canberra for the *Rotary Adventure in Citizenship*, which gave him the opportunity to meet with government Ministers and visit Parliament House.



Samuel Corby – Youth Ambassador



Kyle Richardson – 2013/14 School Captain

Our 2013 Captains, Matthew Lister and Trelby O'Connor, attended the *Vote Formal Civics and Citizenship* workshop and Alexandra Neave (Year 11) learned about Constitutional Law at the *NSW Schools State Constitutional Convention*. Zachary Tsambalas (Year 11) was selected from a large pool of applicants to be *Director General for a Day*, for which he shadowed Martin Graham, the Deputy Chief Executive of the Office of Education, and met with various NSW MPs and other students.



Zachary Tsambalas

Samuel Corby (Year 12) was chosen to serve as the *Youth MP for Heathcote* in 2013, a role which saw him consult on NSW State legislation, meet with various MPs and attend camps with other politically-minded young people. Our SRC members have shown a mature and admirable interest in politics and government this year, and have had great opportunities to explore these areas further.

After the extensive training and skill development they have been exposed to, our SRC members and other EHS students competed in a number of competitions and events that recognised these skills. Kate Brew and Samantha Townsend (11) were nominated for the *Australian Youth Excellence Awards* for their work on environmental issues. Trelby O'Connor (Year 12), Alexandra Neave (Year 11) and Kyle Richardson (Year 11) all competed in the *Lions Club Youth of the Year Quest*, with Trelby and Alexandra representing the school at a Regional level. Alexandra Colagiuri, Kate Brew, Courtney

Johnson and Kaylie McTaggart) (Year 11) competed with excellent skills at the *Model United Nations General Assembly* at Nan Tien Temple, representing Brazil and debating world issues with students from all over Sydney. All students conducted themselves admirably in these competitions and represented the school proudly.



Gold Coin Week

SRC members have also volunteered for various events that in some way served the community. They acted as ushers at the *Premier's Senior's Week Gala Concert* and the *Dames Concert* at Engadine High. They guided car parking at the *Engadine PROBUS Club Annual General Meeting* and sold programs at the *Sutherland Shire Music Festival*. Their willingness to work outside of school hours this year has been much appreciated.

In addition to their hard work on community projects, the SRC maintains a strong foundation of school service. SRC students and Prefects run the school assemblies every Monday morning, address year meetings, update the school sign weekly and frequently contribute to the school newsletter. They have also volunteered their time at a wide variety of school events, including *Open Night*, *Presentation Night*, *Linkages* and *Transition Days*, *High Achievers Assemblies* and the *Year 12 Graduation*. SRC members and Prefects greeted guests to the school (including the Hon. Adrian Piccoli) at the *Forum for Principals*, and welcomed visitors from Japan as part of our cultural exchange program. They have served as guides for future students at the *Year 6 Orientation Day*. At all these events, the SRC showed maturity, proved themselves worthy student leaders and represented their school with dignity and pride.



It has been another eventful year for the SRC, in which students learned a great deal about the global community, committed themselves to promoting social justice and took part in real, practical projects to improve their communities. The hard work, dedication and enthusiasm of the SRC have been greatly appreciated.

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.

A Year 6 Enrichment Program continued to be run during Term 2 which targeted gifted and talented (G&T) students from Year 6. The program is coordinated by a G&T coordinator, Ms Greenwood and incorporates secondary staff from across 10 faculties each week. 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 on-line tests to assist future class placement. Year 6 students remain for the day and attend lessons run by secondary staff in the afternoon.



In 2012, the Linkages program was expanded to include the performing arts. During Term 4, interested dancers and musicians, who are attending Engadine High in the following 7 rehearse with our dancers or Concert Band. They showcase their progress at a Performance Night with secondary students at the end of the year and the band students perform with the Concert Band at Presentation Night. A talented Drama teacher also visited local primary schools and conducted a series of role-play workshops on the life of high school students.

In 2013, PE workshops were introduced where Year 6 students worked closely with Year 10 students and their teachers.

Once again, this twice awarded 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.

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 2013 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 9 boys against Human Papilloma Virus;
- Regular contact with TAFE and Universities through Year 12 assemblies;
- 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;
- Undertaking of the 'Tell Them From Me' program for Years 7-10.



Year 7 Camp challenges

Students with Additional Educational Needs

Our Learning Support Team, comprising the Head Teacher Support, School Counselors, Learning and Support Teachers Learning (LASTs), Careers Adviser, Head Teacher Secondary Studies co-ordinate 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 will be reviewed in Term 1, 2014. 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 0.7 LAST allocation 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 examinations. Two *School Learning Support Officers* were employed throughout the year to assist students needing additional support to access the curriculum. In 2013, a homework centre operated one afternoon per week after school to support students with their school work and access to 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. EHS is also a member of the Special Olympics Association. This year we have had a number of talented and elite athletes and swimmers represent NSW and Australia and compete in National Championships.

Travel Training and Community Access programs

Our four special education classes participate in regular programs to enhance independence and social skills whilst out in the community. Students learn to use public transport effectively, read timetables, tender correct fare and utilise money skills. The main aim is to get students ready for their post-school life and enable greater vocational opportunities and experiences. Many post-school employment agencies require students to have these skills before they can begin vocational on-site training. Our students get to experience visiting many locations throughout Sydney and have a varied program throughout the school year.

School Sustainability Council

2013 has been a year of great ambition and achievement. Students continued to develop their leadership skills through participation in the Community of Schools on the Park (COSOTP) Sustainability camp, and the Youth Eco summit. At both events students facilitated workshops on topics such as composting, vegie gardening and ocean sustainability to students in Years 3 and 4 from local and Sydney metropolitan schools.

Animal conservation efforts

We continued to support the Taronga Zoo Baby Elephant Program in 2013. In order to raise funds for this worthwhile cause, we conducted a Bake Sale raising \$250.

Sustainability area

The greatest developments in 2013 have been in the Sustainability area. Throughout the year all Year 7 students, along with the SSC and selected classes have contributed to creating this new learning space. We finalized the removal of introduced species, removed some hazardous trees, built a retaining wall, and leveled the space in order to build several vegie patches, a citrus garden and bush tucker garden. In addition we have started a worm farm and installed a shed to store all our new equipment. We are also in the process of installing a water tank, and we continue to maintain the existing herb and vegie patches across the school grounds.

This year we were fortunate enough to receive a grant from Gardening Australia for \$3000 that allowed for, amongst other things, the construction of a vegie patch specifically for the support unit classes in D block.

Fundraising in order to provide this wonderful space continued and we have raised in excess of \$3000 throughout the year. Future initiatives for the area include:

- A weather station
- Green house
- Propagation trays.

Sustainable living

Students have been actively involved in a number of sustainable living initiatives in 2013. These included Clean Up Australia Day, Earth Hour and the Mobile Muster. We received sponsorship from the Sutherland Shire Council and Bunnings in order to plant native trees for National Tree

Day, and students participated in the seed to tree program where they were required to nurture seedlings that were later planted at Camden to assist in bush regeneration. Sophie Abela also lead us in the Nike Grind Drive where old shoes are recycled into sports courts and other products. We also continue to recycle throughout the school, and promote conservation of energy through the climate clever program.

Library Initiative - Learning and Curriculum Support

Vision Statement

The library provides an inclusive, dynamic, information-rich learning environment that supports the needs of the school community. Students are motivated and empowered to be creative, critical and ethical information users and producers of ideas as they pursue lifelong learning.



The library supports the teaching and learning of the school community in many and varied ways and strives to model the school's core values: educational excellence and opportunities in a safe, nurturing environment.

A Twenty First Century Learning Environment

Our library continues to reflect the learning of the future, a far cry from the solemn, passive and traditional conception of a library. The library is not only viewed as an extension of the classroom, it is a virtual extension to anywhere in which students are engaged in learning: a shared space that is central to the whole school community. As such it supports teaching and learning across all Key Learning Areas (KLA's). This on-demand and information rich learning environment fosters the development of deep knowledge through the provision of accessible resources, and the development of sophisticated information and

technology understandings and skills (Hay & Todd, 2010, p.32).

We teach explicit information literacy skills within units of work and collaborate with the classroom teacher as a means of empowering students with the knowledge and skills required to meet both academic and personal goals. For example, there have been close and ongoing partnerships with senior subjects such as History, VET Entertainment, Community and Family Studies, International Studies and Society and Culture in 2013.

Years 7 – 10 Wider Reading Program supports the fundamentally important skill of reading for learning. Moreover, the library also provides a place where reading for pleasure is fostered. The TL leads book review sessions with classes to assist students to choose an appropriate fiction book that not only meets the requirements of the wider reading program but also instils a sense of reading for pleasure.

The librarian has been central to supporting the Year 9 cross curriculum project, A World Worth Living In: planning, delivering lessons on secondary research skills, coordinating the social justice component of the program and as a mentor to student groups. The librarian has also been active in developing websites (Year 8 Geography), Year 7 and Support Unit Orientation programs, Linkages and staff induction programs.

Technology and Physical Property

The role of libraries around the world has undergone dramatic change as technology transforms knowledge into an instantly accessible, transportable and inexhaustible commodity. The library reflects the multi-dimensional nature of our world today and offers a balance between print and digital collections: a blended learning environment. (Hay & Todd, 2010, p. 35). Students have access to a wide range of technologies: wireless internet, colour printers, digital cameras, flip cameras, data projectors, laptop computers, iPads and much more. Access to such technologies outside of scheduled class times is critical and many resources are now available anywhere and at any time. This includes digital e-Resources such as World Book Online, Newscan Index, PDF versions of Issues in Society, Online Referencing Generator, New Internationalist and CX Magazine. All information literacy lessons and pathfinders are also loaded on Moodle for

student and teacher access. The digital display monitor is used to promote new fiction releases, increase awareness of social justice issues and promote SRC activities.



The library provides physical learning spaces that complement the use of new technologies: Connected Classroom, smart boards, and video conferencing facilities. The librarian is active in promoting virtual excursions reaching across all KLAs. The library also provides flexible and fluid Twenty First Century learning spaces that are immediately transformable to meet the differing educational and recreational needs of the individual learner, small groups, or even whole classes. Teacher guidance is also essential and therefore the likes of Extension classes, literacy sessions, study and welfare support, learning support, Open High School tasks, disability examination provisions, assessment tasks and Homework Centre regularly operate in- and out-side school hours. Co-curricular programs such as the Motion Racing International Team use the library as a base for learning and project development.



The library guides students to be ethical users of information. In collaboration with the Welfare Team we held a Cyber Safety Forum for parents and community members. This is based on the ThinkUKnow program – a partnership between the Australian Federal Police (AFP) and Microsoft Australia. This program continues in the library.

The library also hosted the Youth Advisory Group on Cybersafety (YAG) in 2013, in which 15 students participated in the program.

The TL and staff actively encourage all community members to utilise the physical space of the library. The library continues to accommodate the varying needs of the wider school community beyond the everyday teaching and learning of the student body. The counsellors, the careers advisor, the youth and learning support teams, the P & C are welcomed and accommodated in this active space.

Resourcing the Curriculum

The TL is responsible for continually evaluating and updating the library collection of over 22,000 items. We offer a broad range of quality resources in a variety of formats and new resources are informed and suggested by head teachers and teaching staff. The catalogue continues to be updated to include links to digital resources including reliable websites and ClickView programs (the latter managed from the library).

The library aims to support the students information-to-knowledge journey, including outsourcing resources to supplement the curriculum content. This includes, coordinating guest speakers, organising Australian Museum in a Box display and visual book displays to compliment events taking place in the school and the wider community. The school invites publishers to display and demonstrate new resources and a sale of HSC study guides was offered to the students in 2013.

Conclusion

A solid foundation has been laid providing the building blocks for the EHS library to continue to move forward to best fulfil its vision. Building capacity for student and staff learning in the Twenty First Century is central to achieving this vision.

Tracey Miller, Teacher Librarian B.Ed (Secondary Social Sciences), Grad. Cert (Teacher Librarianship)

Technology and Applied Studies Program

World Beaters in F1 Cars – Motion 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 2013, Motion Racing, a team of two girls and three boys from Year 10, were crowned Australian National Champions, Professional Class, in Melbourne. This is the second year in a row that Engadine High has achieved this glory.



The team consisted of Evan Pignatelli (design engineer), Laura Kirk (design engineer), Megan Kirk (manager and graphics designer), Chris Jenkins (manufacturing engineer), and Joshua Crawford (resource and marketing manager).

The achievements of the team at the national level attracted media attention and the ABC News 24 station visited the school to film a story. This visit corresponded with the delivery of a "real" Formula 1 McLaren car which was loaned to the school.

The team competed at the International Finals in Texas in November 2013. They were awarded the "Best Bit Display"; finalist in "Best Portfolio" and "Best Verbal Presentation"; and they reached the quarter finals of knockout racing. Overall, they came 5th in the world out of 38 teams. Just 4

marks out of a possible 1000 separated 5th and 3rd place.



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); (to name our major sponsors).

Some of the 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.



The start of the 20m track 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.

http://www.ansto.gov.au/AboutANSTO/News/AC_S014411

Aboriginal education

Individual Learning Plans were developed for each student. Students were individually monitored and sought help in different curriculum areas. We also engaged the support of a regional. One student was highly successful in achieving Certificate II in Bricklaying and was asked to return in 2014 to complete Certificate III. They are most positive about the possibility of an apprenticeship. Appropriate students were sent on an Aboriginal Careers Day and one student attended an Aboriginal camp.

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.

Middle School Transition Project

We received a \$20 000 Middle School Transition grant from the State government in 2012. 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. We have joined her organisation, *Enhanced Learning Educational Services*, and have included their web link on our web page. The address is www.studyskillshandbook.com.au



As a result of the initial work that was completed in 2012, we now hold regular meetings with primary teachers focusing on study skills. A package of support materials was developed by the committee and primary teachers deliver this to students at the end of Term 4. The package included:

- timetables;
- diary examples;
- handout on how to study;

- bell times; map of the school;
- who to talk to if they need help; and
- many more handouts on how the school functions.

Discussions on how to teach sustained writing to primary aged students.

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



New Hospitality kitchen installed 2013

Academic achievements

NAPLAN

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

NAPLAN results continue to show excellent progress in literacy and numeracy, building upon the outstanding results in 2012. There was strong growth in both literacy and numeracy for Year 9 students when compared with their Year 7 performance.

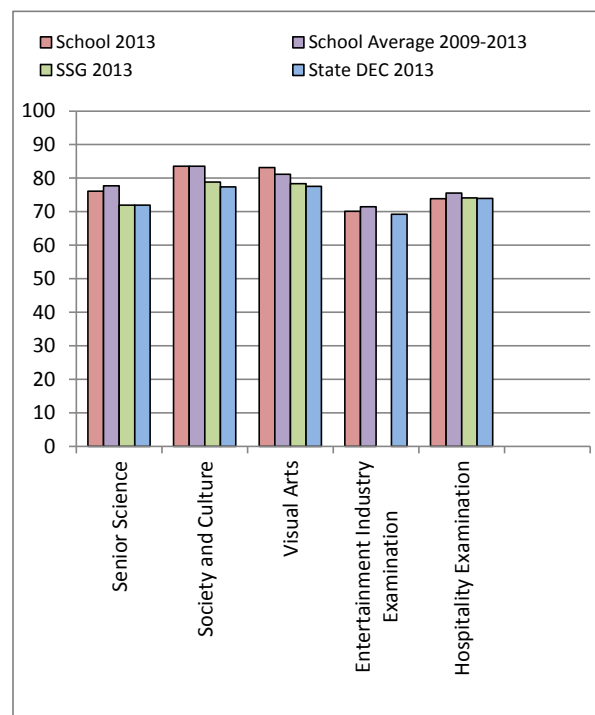
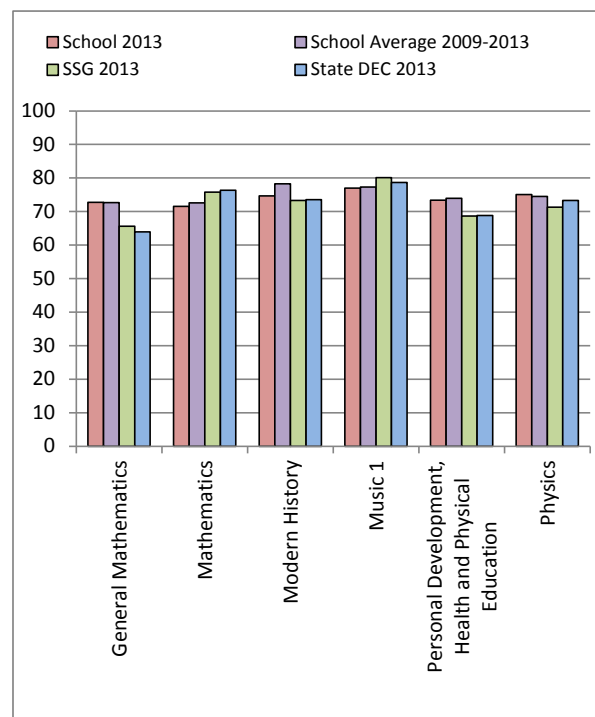
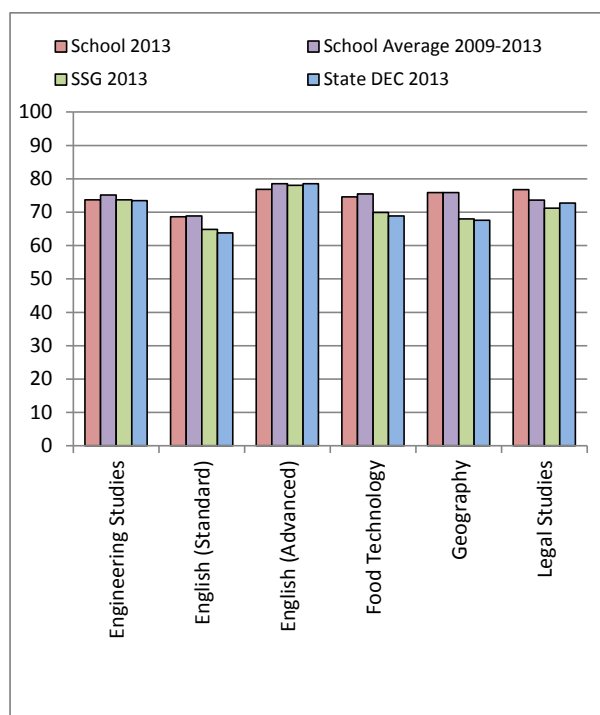
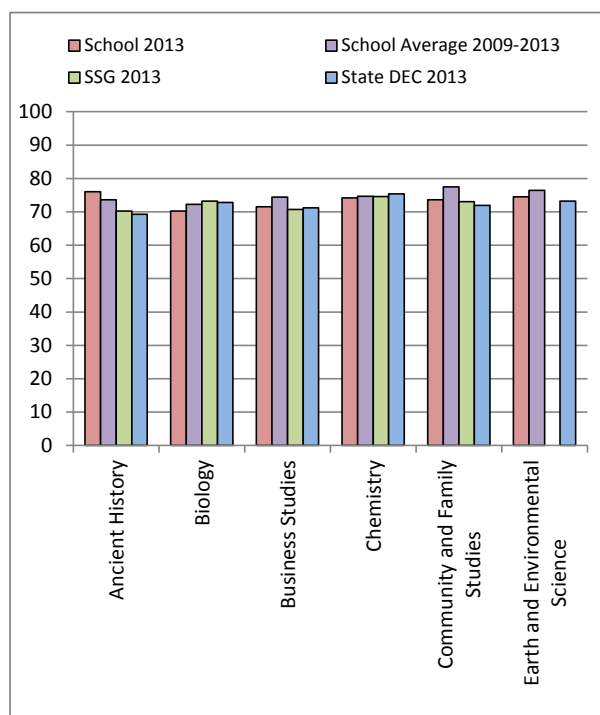
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

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

In what has become a consistent record of outstanding achievement, Year 12 HSC results both thrilled and delighted an expectant group of teachers and students.



The very high percentage of Bands 5 and 6 underpinned many high ATARs and above State average performances across most subjects.

They achieved in excess of 170 Bands 5 and 6 results with many subjects exceeding State means. The strength of their results is a reflection of the school's efforts to pursue a culture of learning where high expectations for achieving excellence is the norm. The school programs that support this goal have for many years met with great success and generated an environment in which hard work brings well-deserved rewards.

Some exceptional results included Extension 2 English, General Mathematics, Industrial Technology, Society and Culture, Information Processes and Technology, Ancient History, Food Technology, Music and science courses. In particular, 90% of Textiles and Design students achieved a Band 5 or 6. These achievements reflect the efforts within the school to move students into higher bands and therefore perform at their very best.

Although achievement met high expectations across the board there were also some extraordinary performances. This large group of 2013 graduates included the recipient, Jackson Micallef, of a *Best in State* for Industrial Technology, having designed and manufactured a magnificent poker table; Amber Keen was rewarded with a selection for *TexStyle*, for outstanding achievement at State level for a superb submission for her Textiles major work. Amber, a creative and talented student, is also the recipient of a scholarship to study a Bachelor of Diagnostic Radiology, which she will begin at the University of Sydney in 2014.

Many students achieved an ATAR above 80 and are to be congratulated on their tremendous efforts, which will undoubtedly secure them wonderful post-school opportunities. Mitchell Robertson worked consistently throughout Years 11 and 12 and richly deserves the honour of Dux 2013 (96.8). Mitchell undertook a challenging program of subjects including Mathematics Extension, Chemistry, Physics and Engineering Studies. His work ethic and commitment to excellence were hallmarks of brilliant results and he will no doubt continue these efforts as he studies a Bachelor of Mechanical Engineering in 2014.

School Based Assessment

Evaluation: Diagnostic Testing - Testing the Tests

Background

Schools are always looking for better ways to measure the achievement of their students in order to improve learning. The emphasis of tests as a mechanism for ranking students has long been discarded. In its place is the principle of *assessment for learning* and the more targeted response that can be made to improve individual student learning. It was with this in mind that the

school carried out an evaluation of the testing regime that has been previously used for specialist class placement and the identification of student learning needs.

The tests currently used for transition testing into Year 7 were based on general ability, literacy and numeracy skills. Although they provided good information they were not all standardized to norms, floor and ceiling effects were evident, and data was not always easy to accurately interpret. Moreover, not all the tests used had the scrutiny, evaluation and rigorous reliability that underpin academic and commercially available tests. As a final consideration, the school saw advantages in the accurate capacity to test students for special needs, learning difficulties and, when data is not available, for new enrolments.



Findings and conclusions

To investigate this area a committee met regularly throughout the year to establish the criteria for acquiring a new testing regime and to evaluate the various tests available. It was decided to purchase an ongoing licence for a series of tests from the *Australian Council of Educational Research* (ACER), all of which could be delivered online, provide immediate feedback, and present findings within a range of standardized measures (e.g. scaled scores, stanines, percentiles). This licence allows for unlimited access throughout the year and therefore can be readily used for both planned events (Year 6 Transition) and for emerging needs (individual diagnostic testing).

Tests include the following:

- ACER General Ability Tests (AGAT)
- Progressive Achievement Tests in Reading (PAT-Reading)
- Progressive Achievement Tests in Mathematics (PAT-Math)

Future directions

From a planning and welfare perspective the results to-date have been reassuring. They have for example made a significant difference to the confidence with which our selective classes were formed for 2014. Furthermore, the rich data provided will be used to inform teachers of student learning needs, especially those whose test results point to significant challenges and/or unusual patterns of achievement. These test results are not used for general reporting, remain confidential and are explicitly employed to assist Engadine High School make the best decisions to support student learning.

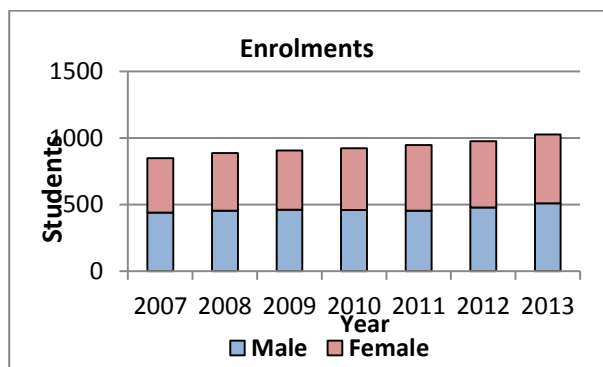
Further testing is planned for 2014 and, along with instruments such as surveys, focus groups and other evaluations, these data will support staff when making informed decisions in relation to student learning at this school.

Other achievements

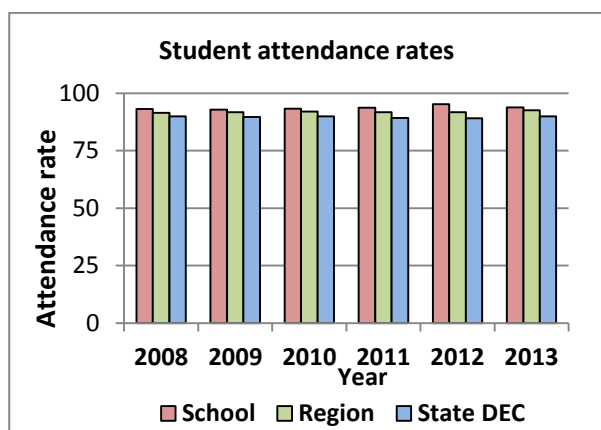
Student information

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

Student enrolment profile



Student attendance profile



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.

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:

2012 - 2013	Percentage
University	42
TAFE	23
Private College	16
Employment	13
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	145	8	5.52%
Study Year	Enrolled	SBAT	%TVET
12	145	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 delivered at Engadine High School is as follows:

Study Year	Enrolled	VET	%VET
12	145	31	21.38%

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	11
Classroom Teacher(s)	58
Teacher of Mild Intellectual Disabilities	4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0.8
School Administrative & Support Staff	17
Total	95.5

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

One member of staff is from an Indigenous background.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	23
NSW Institute of Teachers Accreditation	35

Financial summary

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

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	398527.43
Global funds	566347.43
Tied funds	200289.78
School & community sources	804279.28
Interest	20178.66
Trust receipts	101687.85
Canteen	0.00
Total income	2091310.43
Expenditure	
Teaching & learning	
Key learning areas	161432.75
Excursions	73332.74
Extracurricular dissections	367803.48
Library	17246.94
Training & development	1255.46
Tied funds	223712.75
Casual relief teachers	108110.42
Administration & office	220315.72
School-operated canteen	0.00
Utilities	138774.86
Maintenance	108763.83
Trust accounts	75991.21
Capital programs	53839.54
Total expenditure	1550579.70
Balance carried forward	540730.73

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

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Evaluation: The Year That Was – Years 9 and 11

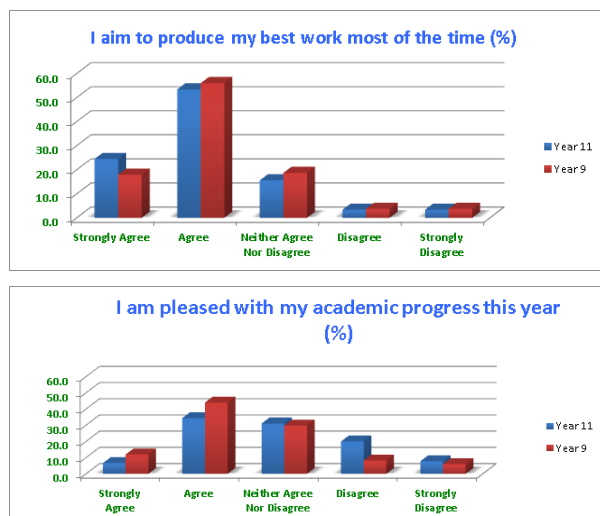
Background

In recent years the school has carried out a range of surveys across different year groups to better understand how we can further strengthen a productive and dynamic learning culture. To this end a new survey was completed in 2013 by Years 9 and 11 students, which sought to investigate areas such as perceptions of achievement, learning challenges, supportive

classroom activities, study and homework routines, school-related and external stressors, mentoring, and strategies for improvement. The survey was primarily aimed at supporting the learning of senior students, however it was intended that the Year 9 data would provide a junior-school base from which further insight might be drawn. Importantly, these data will support the findings of *Exit* (Year 12) and other surveys to build a comprehensive understanding of senior learners.

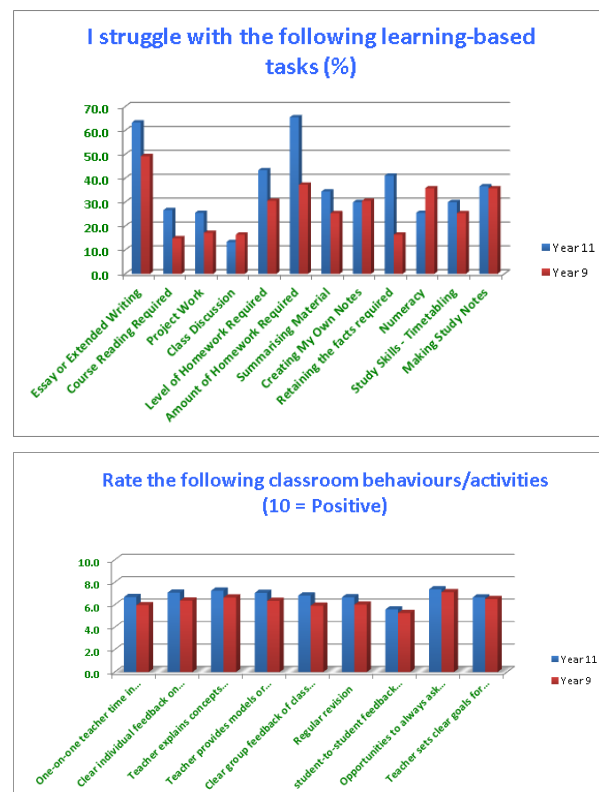
Findings and conclusions

The perception of students' likely statewide achievement, including ATAR, was surprisingly similar between year groups. A larger percentage of Year 11 students (40%) believed their achievement would fall between the 70-80 percentile band, whereas the spike for Year 9 (25%) fell between 50-60 percentile band. To counterbalance this difference, Year 9 students were a little more positive in the 90-100 percentile band. Moreover, there was a higher percentage of Year 9 students who believed they would achieve an ATAR above 85 (25% vs. 18%). Students would appear to have a sense of their statewide achievement from a relatively younger age. Approximately 72% of students agreed that they produced their best work most of the time, and approximately half the students surveyed were pleased with their academic progress this year (41% Year 11 and 56% Year 12). The weight of evidence overall also suggests that some students may be uncertain as to the higher standards of achievement they potentially may reach (e.g. see study data).



In relation to work-related tasks, *extended writing* and dealing with the *amount and level of homework* rated as areas with which students

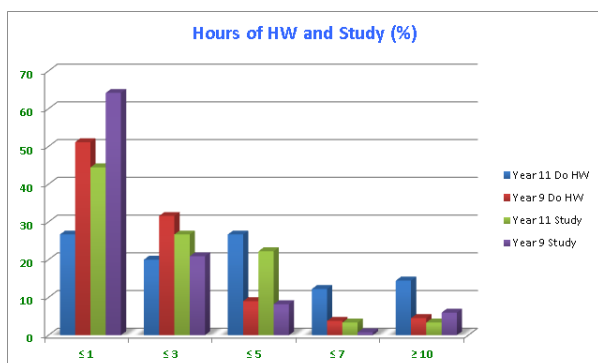
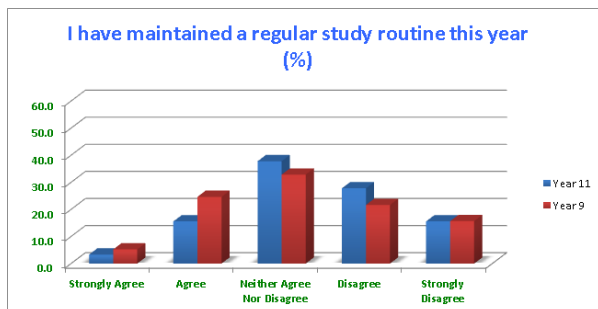
most struggled. This was more obvious for Year 11, a reasonable finding given the greater demands of senior courses. *Retention of facts* and *summarizing material* were also factors that caused Year 11 students some disquiet. A higher percentage of students in Year 9 struggled more with numeracy. All students registered similarly high levels of satisfaction with most classroom-related activities: *clear individual feedback*, *teacher providing models/exemplars*, *opportunities to ask questions*, *regular revision* and *teacher setting clear goals*.



Students (59% Year 11 and 71% Year 9 agreement) indicated that they understood how to improve their work and achieve high standards. These data would support the positive sentiment registered for learning strategies positive such as exemplars, explicit outcomes and clear individual feedback. Taken together with more recent survey data there is strong evidence that teaching and learning practices at Engadine High School are responding to the professional learning priorities over the recent years.

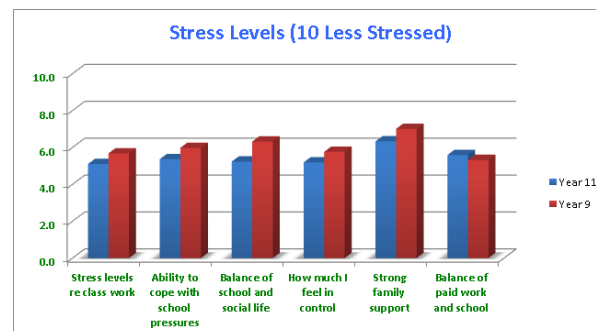


A majority of students struggled to establish a *regular study routine*, a weakness exacerbated by the number of Year 11 students who dedicated minimal hours each week to *homework and study*: 27% at 1 hour or less and only 15% at 10 hours or more. There was a similar response pattern for Year 9 students albeit higher percentages were registered for one hour or less for both homework and study. All students perceived rising a rising *level of expectation/difficulty* as they progressed from Years 10 to 11 and on to Year 12. In absolute terms, Year 9 perceived Year 10 (the future) more difficult than Year 11 (the past).

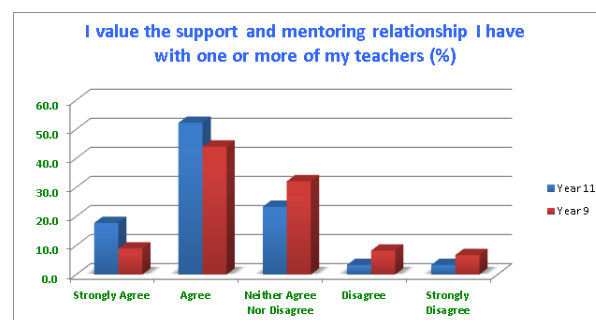
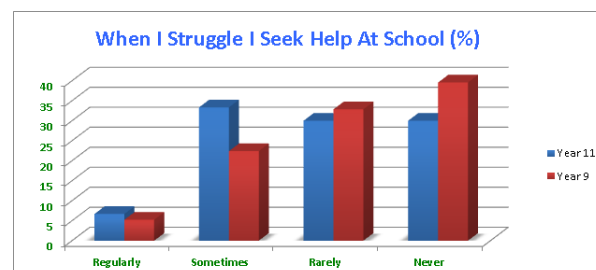


There is a likely relationship between hours dedicated to work and the resilience students feel to the pressures of school-based work. There was a very similar pattern between Years 9 and 11, albeit the former rated slightly lower levels of stress overall. Only 52% of Year 11 students reported as having *coped well* with the pressures of school (6 or above on a 10-point scale). In relation to factors that may ameliorate or contribute to pressure they rated *family support* quite highly. Other more ambivalent factors rated

just above a mid-range rating out of 10: *balance of school and social life, balance of paid work and school, locus of control, and elevated stress levels while in class*.



About 40% of Year 11 and 25% of Year 9 students either *Regularly* or *Sometimes* indicated that they *seek help at school* when they felt stressed. To somewhat counterbalance these figures a high proportion of students *valued the mentoring relationship that they have with their teachers*. On average Year 11 students valued the relationship higher than Year 9 students, a reflection of the mature relationship that develops between student and teacher in the senior years of study.



Future directions

Although students' perceptions/expectations and actual achievement suggest some concordance, we know from the literature that the latter is significantly influenced by the former: achievement is in part determined by self-perceptions. Perception and ability do not necessarily correlate, whereas perception and achievement do. Consequently, a

recommendation from this survey is to strengthen levels of student self-efficacy. Some degree of academic apathy may occur for many reasons, however it can be amplified when a student does not have the resilience and the self-belief that leads them to expect and to achieve at their potential. Interestingly, students strongly believe that their teachers expect high standards of their work; making our students believe they can consistently achieve these standards is a key recommendation and worthy challenge.

In line with this recommendation is the imperative for students throughout all stages to have an accurate idea of their achievement level and how it can be improved. From a school perspective standards should be consistent and not subject to an unfounded perception that the next school year will, all things being equal, diminish their capacity to achieve and improve. That is a Year 11 student should retain the same or better level of confidence to succeed as they had maintained in Year 9. Adopting a consistent application of realistic standards and, more importantly, measures by which students can clearly track their progress, is a key factor for regular review.



Year 8 SRC members

A closely related quality for success is a student's work ethic: the number of hours not only dedicated to learning but the sacrifice, or cost-benefit, students are prepared to accept in order to realize their potential. The proportion of students studying or working *minimal* hours each week is concerning. By Year 9 students would be expected to have developed regular work routines and have identified the importance of revision and reinforcement of concepts. Given the rigors of senior work, Year 11 students should be recording significantly higher levels again of

commitment to extra-school effort. This is not evident in this these survey data.

In one sense this issue is easily rectified and it represents a goal over which students have almost complete control. Notwithstanding developmental differences and maturity students have the capacity to dedicate time to their learning. What needs to be acknowledged is that within-student variation is far more important than between-student variation, i.e. each student's potential for improvement is very substantial if measured in real terms rather than by 'where they came in the class'. Despite the evidence though, behavioural change in this area is far more difficult to effect than it might superficially appear. It is this very behavioural or cultural change that will be closely examined in 2014. It would appear that such behavioural change is based on habits (of mind and routine) and therefore graduated intervention from Year 7 would be warranted.

With these findings in mind, teachers will continue to avoid or minimize student comparisons/ranks, focusing instead on improving students' capacity to understand, articulate and realize higher standards. Renewed emphasis and approach in relation to effective study routines is already underway at this school. Nonetheless, further work in these areas will be implemented in 2014. Reinforcing students' perception of control is expected to, in turn, lessen the levels of stress and perceived pressure of their final year at school. Having students see the benefits of long-term preparation should reduce the perceived stress they indicate for their HSC year. A recommendation from this study is to expand the positive psychology program in 2014 and examine more closely the perceived stressors that reduce a student's capacity to work at their potential. This approach will include the goal of increasing student access to school and external support services where required.

Some of the most useful data from this survey surrounds the learning-based tasks that students find challenging. Observationally, *extended writing* has been identified as an area deserving of greater focus; this survey confirms the current and planned responses in this area. Extended writing has been included as a major focus of the *Numeracy/Literacy Plan* for 2014 and associated professional learning for staff commenced in 2013.

Evaluation 2: A World Worth Living In (Year 9 Project-Based Learning)

Background

A Year 9 cross-curriculum project was launched in 2012 entitled *A World Worth Living In*. This project was designed to provide students with opportunities to identify and solve real-world sustainability problems. In 2013 students again worked in small teams to conduct primary research and address such diverse student-identified problems as, *How do we sustain our individuality?*, *Is our marine environment sustainable?*, *Is the World Sustainable without democracy?*, *How can we resolve food wastage?*, *Are stereotypes sustainable in society*, and, *How important is physical exercise in maintaining a sustainable lifestyle?* This cross-curriculum project was significantly resourced in 2012 and produced many successful outcomes.

Following last year's comprehensive team-driven evaluation there were significant modifications made to the project. In particular, there was far greater emphasis placed on the preparation of students to undertake deep investigations into their chosen area. Experts from within and beyond the school ran training workshops in *sustainable culture*, *sustainable lifestyle*, *sustainable environment*, and *sustainable society*. A personal/life coach, *Royal National Park Education Officer* and representative from the *Global Poverty Project* were just some of the personnel who delivered real-life experience and expertise to Year 9 students.

Further changes were made to the format of final presentations, each group delivering their prepared speech and digital material to an expert panel. Together these presentations represented imaginative, persuasive and compelling ways of establishing a problem and putting forward plausible solutions. All problems required higher order thinking and in most cases did not allow for a simple solution. Students often had to make on-balance decisions based on a cost-benefit analysis. In short, they had to operate in ways that called upon knowledge/skills from across the curriculum and work consensually towards a workable solution. Major outcomes of this project were to extend students, maintain high expectations and start to transition them from the more compartmentalised world of school to real world learning environments.

Findings and conclusions

The 2013 survey included the same questions as asked last year and some additional questions to evaluate the modifications made for this year's project. Most statements were again rated on a five-point Likert scale - *Strongly Agree* (1) to *Strongly Disagree* (5). The final questions were open-ended and gave students an opportunity to share what they thought were the project's strengths and areas for improvement. The evaluation was completed anonymously and data were also examined by gender and class type (graded/ungraded).



The mean sentiment for nearly all scale items was between 2 (*Agree*) and 3 (*Neither Agree or Disagree*). As for the 2012 project evaluation there was a high level of positive agreement for the range of areas evaluated. No item attracted a mean sentiment at the level of *Disagree* or lower (4 or 5). Some of the most positive feedback was associated with the items, *I understood what I needed to do to successfully complete the project*, *Through our efforts we learned new things about our chosen topic*, *We carried out first hand (primary) research to investigate our topic*, *We proposed one or more solutions to the issue/problem we chose*, and, *We used technology and our laptops effectively to create a digital presentation*. Notably, these five very positive ratings coincided with some of the core outcomes of the project and the areas identified for strengthening following the 2012 project evaluation.

The supportive and critical role of the teacher mentor was again reinforced, a key element of successful project-based learning. The development of a substantial registered professional learning course was also a key addition to this year's project. Teacher-mentors were provided with a two-day intensive workshop and support from senior mentors

throughout the duration of the project. This targeted training proved highly successful and supported the development of crucial mentor skills such as building relationships, working as an efficient team, understanding research, developing persuasive arguments, generating successful solutions and creating engaging presentations.

Students once again rated their overall level of achievement as *High*. Undoubtedly, this accords with teacher observations and evaluation of student presentations. More importantly, it emphasises that students recognised their achievements and that the project supported higher levels of self-efficacy. Self-efficacy is an important feature of generating successful student outcomes across all school subjects, a fact that has been supported by the research literature and work undertaken in schools.

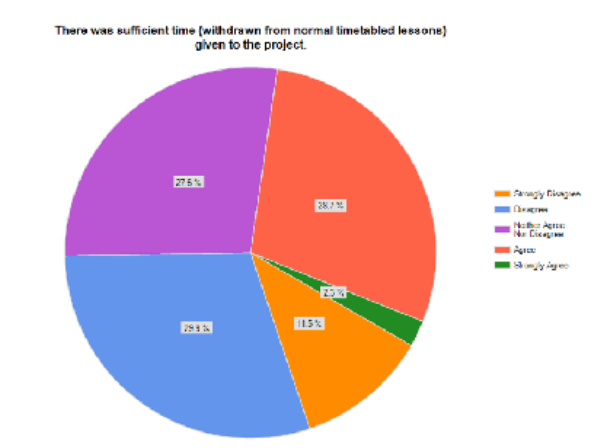
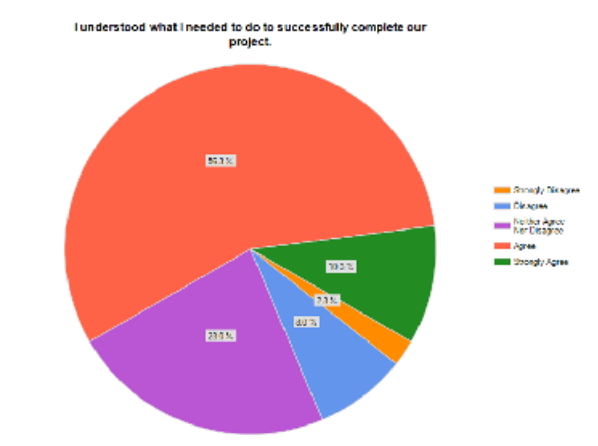
There were no significant differences in mean ratings between students based on gender or class type (selective or mainstream). Similar to last year's evaluation it would strongly appear that there was homogeneity of outcomes: all students have equal opportunity to share in the positive outcomes for this project.

The most significant change this year occurred around the skills workshops, relating to the four sustainability areas of culture, environment, lifestyle and society. These workshops were designed to provide a context to potential issues and to broaden students' understanding of sustainability. In addition students were supported in the development of ICT and other project-related skills: problem solving, teamwork, presentation, speaking, and time management. The mean ratings for the workshops suggested that many students gained insights to the nature of sustainability. Students also recorded a positive average rating in relation to their preparedness to employ a range of project related skills. This sense of skill competence was further reinforced by a majority of students indicating a 'none' or 'nil' response to the open-ended question: *What other skill training would you have preferred (if any)?*

To the question, *How would you improve the project for next year's Year 9*, the overwhelming common response was related to allowing more time for the project. Some of the other suggestions related to the importance of involvement from teacher mentors and

teamwork. To the question *What were the things you liked most about the project?*, a number of students mentioned selecting topics that interested them, working in teams and presenting to others. To the question, *What did you like least about the project?*, many students referred to unequal contributions from some team members, insufficient time to complete the project and the importance of organisation and preparation to ensure groups work efficiently.

The final survey item asked students to reflect on the personal qualities they have may have discovered from working on the project. A common response referred to strengthening their presentation skills and confidence. Some students also reflected on aspects of social justice, either in relation to working with others or in relation to the issues they looked to solve in the project.



Future directions

A number of recommendations are suggested from the feedback and collected data:

- Extend project time and make more explicit the milestones that are essential across the course of the project.

- Conduct focus groups to investigate how the skills workshops might be better targeted to meet student needs.
- Continue the professional learning for teacher-mentors and, with reference to student comments, further strengthen their skills in relation to managing an effective team.
- Emphasise and better monitor team skills and in particular the team dynamic and equitable contribution from all team members.

After two years the project has assumed an important place in the Stage 5 curriculum. It emphasises a series of school and learning opportunities that are not available in the same way or to the same degree within the regular timetabled curriculum. It continues to address important national and cross curriculum skills – ICT, global problem solving, and sustainability – and provides opportunities for students to direct their own learning. Given the positive response to this year's evaluation, and, the obvious advantages that accrue to students, it is strongly recommended that *A World With Living In* remains a feature of the Year 9 curriculum in 2014.



A project group presenting to World Vision State Office representatives

School planning 2012—2014: progress in 2013

School priority 1

Quality professional learning practices are embedded into school culture.

Outcomes from 2012–2014

- Professional learning opportunities for all staff were planned and implemented.
- Executive meetings included advertised professional learning on a range of school targets including leadership coaching.
- A mentoring program for aspirational staff was accredited through MyPL and run by staff with external support.

Evidence of progress towards outcomes in 2013:

- Range and scope of staff presentations at staff meetings and professional learning days.
- Positive feedback from staff regarding the quality of professional learning days.
- Advertised PL for all staff.

Strategies to achieve these outcomes in 2014

- Promote planned and strategic professional learning opportunities for staff and executive meetings.
- Faculties have identified through their budgets the specific professional learning needs of members of their faculty.
- A differentiated professional learning program is in place to target the needs of staff including newly appointed, inexperienced, experienced and aspirational staff.

School priority 2

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

Outcomes from 2012–2014

- The findings of a whole-school review of assessment practices and policies is fully implemented.
- Clear documentation of policies and practices are available to all staff.
- All staff aware of school policies and practices.

Evidence of progress towards outcomes in 2013:

- All documentation located on shared drive.

- Executive meeting minutes reveal numerous discussions and refinements regarding assessment
- Assessment tasks demonstrate adherence to policy and represent quality practice.

Strategies to achieve these outcomes in 2014:

- Ongoing staff professional learning on assessment will occur.
- Faculties with less experienced staff will receive targeted support.
- Students and staff will be surveyed regarding assessment practices.
- Continue to implement a policy of effective feedback on all assessment tasks based on the principles of Professor John Hattie and Professor Steve Dinham.

School priority 3

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

Outcomes from 2012–2014

- Staff participated in subject based writing workshops on staff development days.
- All staff in serviced on a number of sustained writing formulas to use with students to develop a whole school approach to writing.
- Formation of teacher led whole school literacy and numeracy committee focusing on embedding strategies in all classrooms.

Evidence of progress towards outcomes in 2013:

- Teaching programs and assessment tasks include specific literacy outcomes.
- Teaching programs include a variety of strategies to teach sustained writing.
- Several meetings were held by a newly formed committee who reported findings to a whole-staff meeting.

Strategies to achieve these outcomes in 2014:

- School-wide explicit literacy strategies and programs implemented for each faculty.

- Continue to integrate a literacy component into all assessments and marking guidelines Years 7-10.
- Continued professional development on sustained writing.
- A “Busting the Bands” approach will be implemented to target writing for senior students.

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 2013, all staff participated in professional learning on improved assessment practices; engagement using technology, in preparation for the BYOD policy; literacy and numeracy; and welfare support for students. In addition, a select group of staff were trained in student mentoring to support the implementation of project-based learning.

In 2013, staff attended a professional learning day where they were addressed by an expert in adolescent brain development, Dr Michael Nagel. This presentation led to subsequent work among staff about classroom management and pedagogy.

Significant funds were spent on teacher professional learning and substantial time was devoted to professional meetings at school. In 2013, an average of \$630 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. Significant funds were also spent on supporting the implementation of the new national curriculum.

35% of staff are members of the Institute of Teachers and are either seeking accreditation or in the process of maintaining their accreditation. They each completed a mixture of school-based , accredited professional learning and external support.



Parent/caregiver, student, and teacher satisfaction

In 2013, 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.

About this report

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

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>



Phase one of the new Engineering Centre – a dedicated computer lab with design software adjoins a manufacturing area.



Grant Snee – talented Year design student, and musician, who helped construct the new benches shown above.