

Engadine High School

Annual Report



2017



8432

Introduction

The Annual Report for **2017** is provided to the community of **Engadine High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high-quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms. Kerrie Jones

Principal

School contact details

Engadine High School

Porter Rd

Engadine, 2233

www.engadine-h.schools.nsw.edu.au

engadine-h.School@det.nsw.edu.au

9520 0411

Message from the Principal

Engadine High School is truly committed to every child exploring all aspects of learning. This learning is based upon academic rigour which seeks to develop critical thinking, creativity, and collaboration. Our futures-focused learning philosophy has led us to pursue a dynamic curriculum which embeds project-based learning in real-world issues, utilising relevant technologies. Our values seek to bring positive change on our community, at the local and global levels. Professional learning and evidence-informed practice underpin the teaching and learning of our staff.

Wellbeing and resilience are core to academic success and we continue to promote the interconnectivity of all aspects of education to enable our students to truly become lifelong learners. Our extraordinary wellbeing team supports our students as they pursue their own learning goals and seek to meet our high expectations.

We are an inclusive school which genuinely embraces social justice action through innumerable activities and fundraising with education at the forefront. An active and passionate SRC is constantly evolving to present a positive voice beyond and in our community. Our enormously successful Performing Arts program continues to grow in terms of participants as well as success at the highest level in a range of performance arenas. Our School Sustainability Council works tirelessly in our local community to protect and promote conservation of our beautiful bushland setting on the border of the Royal National Park.

We have, and continue to develop, strong partnerships with our community. The P & C have continued to provide substantial financial assistance to allow for the development of reimagined learning spaces throughout the school. Our sporting representation continues to defy expectations and we will celebrate these sporting achievements as reflective of individual as well as team prowess.

Engadine High is an official White Ribbon School and proudly endorses an inclusive culture of tolerance, acceptance, and pride in difference. We have taken part in National Anti-Bullying Day and continue to reinforce our rejection of any bullying culture. Engadine High is a positive and thriving high school which values learning as a vital lifelong pursuit.

School background

School vision statement

Our school's mission statement is, "educational excellence and opportunities in a safe, nurturing environment". This statement was developed as a result of extensive consultation with the community in 2006.

In 2014, students, staff and parents were asked to identify the qualities of the ideal graduate from Engadine High School. Consequently, the following statements summarise our vision for graduates as a result of six years of schooling at Engadine High School.

Students will be:

- confident, empowered, well-rounded life-long learners who love and value learning;
- informed, innovative, creative and critical thinkers;
- reflective and resilient and take responsibility for their own learning;
- respectful, humane, empathetic global citizens;
- citizens who value their community, work for the common good and who believe in their capacity to make a sustainable difference to their world.

School context

Engadine High School is a comprehensive high school located forty-five minutes south of the Sydney CBD adjacent to the Royal National Park. We are proud to provide the very best educational and extra-curricular opportunities for all students.

We believe that learning flourishes when it is an interactive process involving students, parents and teachers.

We have outstanding programs in performing arts, engineering, sport and student leadership. We also have a thriving Support Unit accommodating students with special education needs through two IO and two IM classes. We have enjoyed multiple accolades at State, National and International levels in these areas.

A thriving Linkages program in literacy, numeracy, performing arts, history, PDHPE, science, and sustainability with local schools ensures that the transition to high school is seamless.

We enjoy excellent results in NAPLAN and the HSC and our data indicates that these results are especially good for low and middle-achieving students. We are currently embedding programs that challenge our more able students to excel. Excellent HSC results from 2014 indicate that our work in this area is making a critical difference, however, our intention is to continue our emphasis in this area whilst maintaining the programs in literacy, numeracy and learning skills, as these are the currency of learning.

Staff professional learning remains a major focus with a greater emphasis on providing a differentiated approach to cater for the varying needs of staff who are at different stages in their career.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching, and Leading.

The results of this assessment indicate that Engadine High School is excelling in many domains. Our learning culture builds educational aspiration and encourages ongoing performance improvement. In 2017, this has been evident across the school, but particularly in the work of our Literacy and Numeracy team who have guided staff in best practice for developing and honing students' essential literacy and numeracy skills.

Our curriculum features an integrated approach to quality teaching, learning and assessment to best meet the needs of students. This focus on the holistic education of the whole child is clear in our cross-curricular Project-Based Learning programs and our ongoing focus on global citizenship and community service, inside and outside the classroom.

Our students consistently perform at high levels on external and internal measures of school performance. Analysis of performance data for 2017 indicates that our students performed at a level well above the state average in the HSC, continuing our long-term trend of high achievement and improvement.

In the domain of Teaching, we have built explicit systems that enable our teachers to collaborate and give feedback on quality teaching practice. Quality Teaching Rounds, a sustainable and scalable, see teachers observing one another's teaching practice and offering rich feedback using the language of the Quality Teaching Framework. Similarly, our Bower Birds professional learning program presents ongoing opportunities for staff to present, discuss and share examples of best practice across KLAS.

In the domain of Leading, we continue to develop and grow our culture of whole-school development with an increased focus on our School Plan and strategic use of resources to improve student learning outcomes. Our school leaders are empowered to continue this progress through involvement in programs such as the Three Rivers Professional Learning Network, which brings school leaders from across the local area together to seek collective strategies for improving educational outcomes in all schools.

Our physical learning spaces continue to grow and are used in new and innovative ways. This year saw the opening of our outdoor learning space, Nanga Mai Ngura, which has served as a flexible classroom, meeting space and performance venue for our staff and students. We have been proud to welcome our local community into this beautiful new learning area.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Students acquire the intellectual knowledge and skills to think deeply and communicate effectively

Purpose

To equip all students with literacy, numeracy and learning skills.

To develop the intellectual quality that is required to build skills, ideas and deep understanding of important, substantive concepts so that students can make informed contributions to their world.

To equip students with the skills to effectively communicate their ideas, by ensuring that they can introduce, develop, sustain, substantiate and conclude an insightful, effective and cohesive piece of writing.

Overall summary of progress

Students are able to consider and analyse the world around them. They can conceptualise both tangible and intangible concepts, formulating responses and communicating these through a variety of mediums. Our students consistently perform at levels above the state average across a variety of tests and our growth pattern has trended positively through the planning period.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Students in Stage 5 show improvements in the quality of written responses as identified by the Literacy Continuum and/or the whole-school writing framework		Student work samples indicate continued growth in this area. Both Judy King and Sharon Williams were instrumental in nurturing a change in our approach to teaching Literacy and Numeracy skills and ultimately creating positive learning opportunities for our students.
• A 3% increase in the number of students achieving in the top 3 Bands in NAPLAN for reading, writing and numeracy		Our growth in this area exceeded 10%.
• RAP data shows an increase in achievement in HSC extended written response questions in comparison to the State average		Results on extended writing tasks have improved across KLAs. We have continued to trend above the state average.

Next Steps

We will continue our efforts to ensure that our students acquire the intellectual knowledge and skills to think deeply and communicate effectively. Our ongoing monitoring and feedback have informed our decision to have three focus areas.

Gifted and Talented: Differentiated curriculum will be delivered to cater for the learning needs of identified Gifted and Talented students. Relevant teachers will be provided with professional learning and support to ensure learning needs are met in all faculties. A rigorous identification program, utilising both qualitative and quantitative measures, will be implemented for all students and teachers trained in the processes for identifying potential GAT students.

Literacy and Numeracy: Teaching and learning practices will utilise a range of literacy and numeracy strategies. Learning will occur within classes in a way that is contextually relevant to both subject areas and the broader world. The Literacy and Numeracy team will continue to monitor the inclusion of explicit skill development. In addition targeted students will be provided with individual and small group support.

Positive Connections to School: A comprehensive review of existing wellbeing practices and procedures will occur, with the aim of establishing a renewed behaviour management and reward system. Data on students' attitudes towards their role in the school community will be gathered, and a staff team will work collaboratively to design measures that ensure all students at EHS have a sense of belonging.

Strategic Direction 2

Staff actively embraces a dynamic, collaborative and informed professional culture

Purpose

To support teachers to focus on pedagogy that develops intellectual qualities required to build skills, ideas and deep understanding of significant, substantive concepts.

To ensure that staff develop the pedagogy of intellectual rigour to engage students in a quality learning environment.

Purpose: To build on and maintain a robust and meaningful focus on social justice and sustainability that enables students to connect with their global world, and ensure these themes are integrated within the curriculum.

To ensure that programs, led by high functioning teams, include the intellectual qualities required to build skills,

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Our planning and delivery of professional learning continued to embrace a differentiated model that both met and utilised the professional expertise of all teachers within the school. Learning opportunities targeted both teacher capacity and leadership development through a variety of experiences focusing on collaboration towards instructional improvements. Bowerbirds, one of our registered courses, provided a worthwhile opportunity for teachers to share expertise in relation to using technology to enhance student learning and then implement this shared knowledge.

Classroom observations performed through the Performance and Development Framework processes have continued to be used as an opportunity for our engaged professional teaching community to participate in knowledge sharing and growth processes. To reinforce the importance of these processes the Professional Learning Team has established a registered observation course.

This collaborative culture was further evidenced by the willing participation of one-third of our teachers in Quality Teaching Rounds to reflect on teaching practice against an evidence-informed framework in order to enhance their own teaching and the learning of their students.

The professional learning team continued to work collaboratively with teachers to ensure that ongoing professional learning needs were being met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• There is an increase in the number of staff engaged in self-identified professional learning		Whole school professional learning has been designed to meet the goals of the school and teachers from information garnered from PDPs and evaluation providing an increase in this area.
• A 3% increase in the number of students achieving in the top 3 Bands in NAPLAN for reading and writing reflecting the correlation between professional learning and student growth		Achieved with an increase of over 10%.
• Staff seeking accreditation at Highly Accomplished or Lead levels, successfully complete requirements		<p>The majority of teachers forward planned their goals. By using the standards a greater number of teachers identified goals and accomplished and lead levels.</p> <p>Two teachers continued working towards achieving lead.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Staff seeking accreditation at Highly Accomplished or Lead levels, successfully complete requirements		One teacher began working towards achieving highly accomplished One teacher withdrew from seeking highly accomplished
<ul style="list-style-type: none">• RAP data shows an increase in achievement in HSC extended written response questions in comparison to the State average		Our HSC results were above the state average in the majority of subjects.

Next Steps

As a result of self-assessment and reflection, the school will continue to differentiate professional learning for all staff, ensure contextually relevant registered professional learning is offered at a school level, continue to develop the leadership capacity within the school and provide tangible support for teachers seeking accreditation at higher levels.

Differentiated Professional Learning: To ensure these steps are achieved we have established action learning as a key focus for 2018. This strategy provides for a collaborative team learning strategy to better understand and improve workplace practice and solve problems within our context.

Where appropriate we will continue to apply to have school developed courses registered with NESA. Courses addressing the schools future strategic directions will be given priority.

Leadership Growth: Leadership development will continue to be a focus through the accreditation processes for Highly Accomplished and Lead along with the Three Rivers leadership project being continued for selected staff. Distributed leadership will also occur through leadership roles in action learning and professional growth partnerships.

Strategic Direction 3

A dynamic school promoting high expectations, positive values, global awareness and collaborative partnerships

Purpose

To build on and maintain a robust and meaningful focus on social justice and sustainability that enables students to connect with their global world, and ensure these themes are integrated within the curriculum.

To ensure that programs, led by high functioning teams, include the intellectual qualities required to build skills, ideas and deep understanding of significant, substantive concepts.

Overall summary of progress

Students are motivated learners who see the significance and connectedness of what they learn in school and are able to apply it flexibly in their daily lives. They have a strong sense of community and are provided with diverse opportunities for community service. They understand the responsibilities and privileges that come with global citizenship in the 21st century.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Student surveys indicate that they have strengthened their global awareness of social justice and sustainability issues	0	Students' understanding of school-wide social justice events was enhanced through a focus on relevant issues across KLAS. Events have included White Ribbon Day, Wear it Purple Day and Harmony Day. Students report that their understanding of the social justice campaigns addressed by the school community has been enhanced.
<ul style="list-style-type: none">• An increased number of students engaged in leadership opportunities across a range of programs		More students were nominated as potential SRC members in 2017 than ever before, resulting in an increase in the size of the SRC. Furthermore, the number of ATSI students in the SRC increased.

Next Steps

Transitions: Positive partnerships between school and community will be enhanced through an increased focus on high-quality transitions to and from school, including school-to-work transitions.

Community Connections: Our partnerships and connections with our local community will be deepened as we welcome the community into the school more and more for events such as the 2019 50th Anniversary Celebration.

Celebration of Indigenous Culture: EHS' links with our ATSI community will be an ongoing focus, as we seek to work with the AECG to focus our teaching and learning more on building authentic, meaningful understanding of Indigenous culture and history, with a distinctly local focus.

Our social justice program will continue to drive our school culture, with the whole school community working together to ensure our graduates are empathic, knowledgeable global citizens. In the future, our staff and students will play a more active role in selecting social justice issues and campaigns that the school will explore through the curriculum.

We will continue to offer new opportunities for student leadership that go beyond the SRC, SSC and Prefect Body. Students will be invited to partner with staff and lead their peers as they design and coordinate whole-school and community service events such as the 40 Hour Famine and Wear It Purple Day. We will continue to monitor our students' understanding of social justice issues addressed in the curriculum to ensure we are using best practice to encourage empathy and global understanding amongst our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11 470	<ul style="list-style-type: none"> • All ATSI students worked with staff and families to develop relevant and meaningful IEPs • Opportunities to work with community were offered in mentoring and leadership • Students engaged in programs that are culturally significant, including Koori Kids on the Park and the opening of Nanga Mai Ngura to enhance their sense of belonging to culture and community • All teaching programs across KLAs include ATSI histories and culture for the education of all students about Indigenous Australia
English language proficiency	\$11 129	<ul style="list-style-type: none"> • Identified students for whom EAL/D were offered SLSO support in classes across KLAs
Low level adjustment for disability	\$129 417	<ul style="list-style-type: none"> • Identified students were supported through MultiLit and Spell It programs and offered SLSO support in classes • Identified students were offered support and access to special provisions for assessment tasks • Students identified as requiring support for Executive Functioning participated in the Secret Agent Society program • All staff engaged in professional learning on supporting students on the Autism spectrum in mainstream classes
Socio-economic background	\$99 380	<ul style="list-style-type: none"> • Students were offered equity assistance for school-based activities on a needs basis • Students were offered support in the subject selection process to ensure they were able to access the curriculum in the senior years • As part of the Top Right program, students identified as needing support with literacy and numeracy skills were withdrawn from class to work with literacy and numeracy specialist teachers • All staff engaged in professional learning on integrating literacy and numeracy skills into programs across KLAs
Support for beginning teachers	\$78 248	<ul style="list-style-type: none"> • Beginning teachers were given a period allowance to work with staff mentors to support their development • Mentors were also given a period allowance to support first-year-out teachers • Other professional learning, including but not limited to quality teaching rounds and external PL opportunities, were also funded.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	500	497	489	479
Girls	556	564	550	562

In 2017, Engadine High School had a total enrolment of 1041 students, remaining consistent from 2016. 2% of our students identified as having ATSI heritage and 9% identified themselves as coming from a language background other than English.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.8	96.2	95.7	95.6
8	94.6	93.1	94.3	93.3
9	92	92.3	92	92.2
10	92.7	92.2	92.6	91.7
11	94.9	93.2	91	91.5
12	97.7	97.8	97	94.4
All Years	94.4	94	93.7	93.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Students attendance remains consistently above the state average. To manage non-attendance we:

- maintain rolls for every period electronically
- communicate with home when a student is not in attendance
- ensure year advisors interview students whose attendance has been poor over a two week period
- make HSLO referrals when necessary.

Student attendance in 2017 was monitored by the Wellbeing Team using a flowchart system. Year

Advisers received a report every fortnight listing students whose attendance dropped below 85%. Concerns were discussed with students during roll call classes. If attendance did not improve, students progressed through a stage of the flow chart every four weeks, beginning with a letter and phone call home from the Year Adviser into a meeting with the Head Teacher Wellbeing, a letter home from the Head Teacher Wellbeing, a meeting with the Deputy Principal and finally a HSLO referral.

Year Advisers also introduced a Wellbeing Book for students of concern, focused on positive reinforcement of student-identified concrete goals that often focused on attendance. These goals were monitored period-by-period by classroom teachers. Other students with problematic attendance were placed on Attendance Monitoring Cards that were negotiated with Year Advisers.

These programs have resulted in a pattern of student across years that is consistently higher than the state average. Our percentage attendance across year groups is consistently above 90% and remains highest in our Year 7 and Year 12 cohorts. Attendance is consistent throughout the year with no significant reduction between Terms 1 and 4, or as terms progress. Our pattern of attendance amongst Senior students is of particular interest, being significantly higher than the State average. There is no significant difference between attendance levels amongst our ATSI and non-ATSI students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3	12
Employment	0	3.53	13
TAFE entry	0.48	8.76	25
University Entry	0	0	38
Other	2.51	5.63	8
Unknown	0	2	2

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

In 2017, 12 students in Year 12 undertook TVET

courses and 1 student participated in an SBAT course, totalling 8.6% of Year 12 students involved in vocational or trade training. Senior students also studied a wide range of subjects at TAFE, including Fashion Design & Technology; Graphic Design; Screen & Media; Business Services; Sport and Recreation; Beauty Therapy; Hairdressing; Electrotechnology; Children's Services; Nursing; Tourism, and Automotive. By the end of 2017, 25 HSC students at Engadine High School had achieved an HSC or equivalent vocational education qualification, representing 16.56% of the Year 12 cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 12 students in Year 12 undertook TVET courses and 1 student participated in an SBAT course, totalling 8.6% of Year 12 students involved in vocational or trade training. Senior students also studied a wide range of subjects at TAFE, including Fashion Design & Technology; Graphic Design; Screen & Media; Business Services; Sport and Recreation; Beauty Therapy; Hairdressing; Electrotechnology; Children's Services; Nursing; Tourism, and Automotive. By the end of 2017, 25 HSC students at Engadine High School had achieved an HSC or equivalent vocational education qualification, representing 16.56% of the Year 12 cohort.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	54.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	16.57
Other Positions	1

*Full Time Equivalent

There is no known staff working at Engadine High School who have identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	60

Professional learning and teacher accreditation

This year in excess of ten permanent, temporary and casual early career teachers were working towards accreditation at Proficient. Of those, six achieved accreditation at Proficient with the remainder to complete the process in 2017. Two teachers worked towards achieving accreditation at Lead and two teacher worked towards achieving accreditation at Highly Accomplished. Our school supports 32 teachers were maintaining accreditation at Proficient.

All staff participated in a range of professional learning activities. In 2017, there were three whole-school staff development days and four, three-hour after school

sessions. Feedback received through evaluations indicated the majority of staff found these opportunities were highly beneficial to their practice. Numerous school developed courses were registered with BOSTES including Differentiation, Action Research / Learning and New Staff Induction.

Quality Teaching Rounds continued with 24 teachers of a variety of skills and experiences taking part.

The focus of professional learning opportunities included:

- Student and Staff Wellbeing (Dr. Andrew Fuller)
- Differentiation
- Project Based Learning
- Coding
- Student Wellbeing
- Top Right (Literacy and Numeracy)
- Mandatory training such as CPR and anaphylaxis

The majority of staff engaged in professional learning beyond the school aligning with the school plan and the Professional Development Plans including:

- Conferences
- Literacy and Numeracy
- Leadership Development
- Subject Specific Training
- Classroom Management
- Future Focused Learning

Numerous staff also engage in professional learning afternoons where they work collegially on key initiatives including literacy, numeracy, welfare, pedagogy, and social justice.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,431,072
Global funds	449,832
Tied funds	254,079
School & community sources	694,337
Interest	15,183
Trust receipts	30,896
Canteen	0
Total Receipts	1,444,327
Payments	
Teaching & learning	
Key Learning Areas	109,962
Excursions	65,868
Extracurricular dissections	382,653
Library	24,621
Training & Development	0
Tied Funds Payments	268,472
Short Term Relief	75,424
Administration & Office	177,464
Canteen Payments	0
Utilities	72,502
Maintenance	75,926
Trust Payments	32,841
Capital Programs	167,133
Total Payments	1,452,866
Balance carried forward	1,422,534

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,506,549
Appropriation	1,958,200
Sale of Goods and Services	46,329
Grants and Contributions	498,706
Gain and Loss	0
Other Revenue	0
Investment Income	3,313
Expenses	-902,079
Recurrent Expenses	-902,079
Employee Related	-215,309
Operating Expenses	-686,769
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,604,470
Balance Carried Forward	1,604,470

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,785,746
Base Per Capita	164,469
Base Location	0
Other Base	8,621,277
Equity Total	251,394
Equity Aboriginal	11,470
Equity Socio economic	99,380
Equity Language	11,129
Equity Disability	129,417
Targeted Total	907,667
Other Total	209,296
Grand Total	10,154,103

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

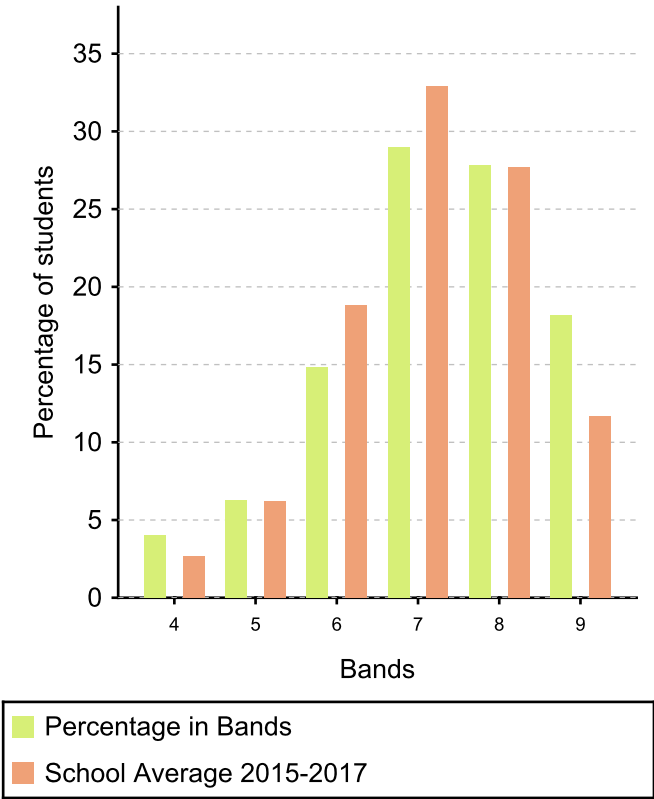
School performance

NAPLAN

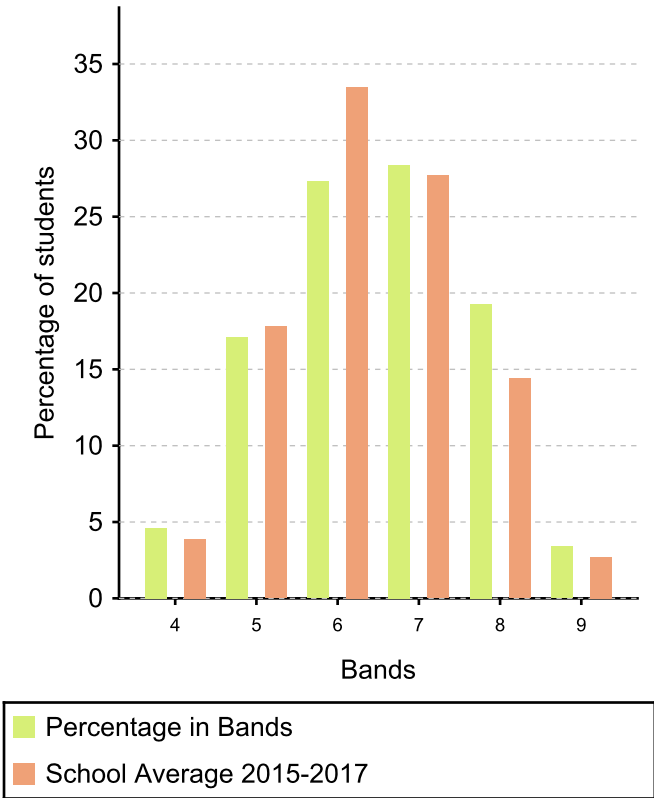
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Year 7 students outperformed the state average across all Literacy tests.. We saw excellent achievement in the top two bands for Spelling, with 46% of our Year 7 cohort achieving results in Bands 7 or 8. Our Year 9 students outperformed the state average in their Writing test, with almost 20% achievement rate in the top two bands, compared to 18% at a state level. These excellent results have continued our overall upward trend in Literacy results for NAPLAN, across Years 7 and 9. Of particular note is the growth in Reading and Writing skills displayed by our Year 9 cohort, with 68% of students improving their skills at a faster rate than expected, based on their Year 7 NAPLAN results.

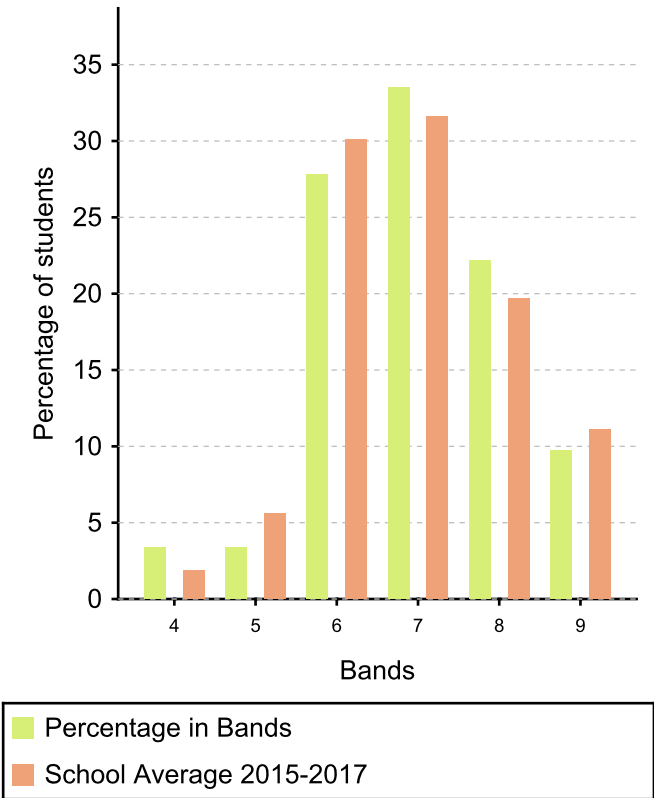
Percentage in bands:
Year 7 Spelling



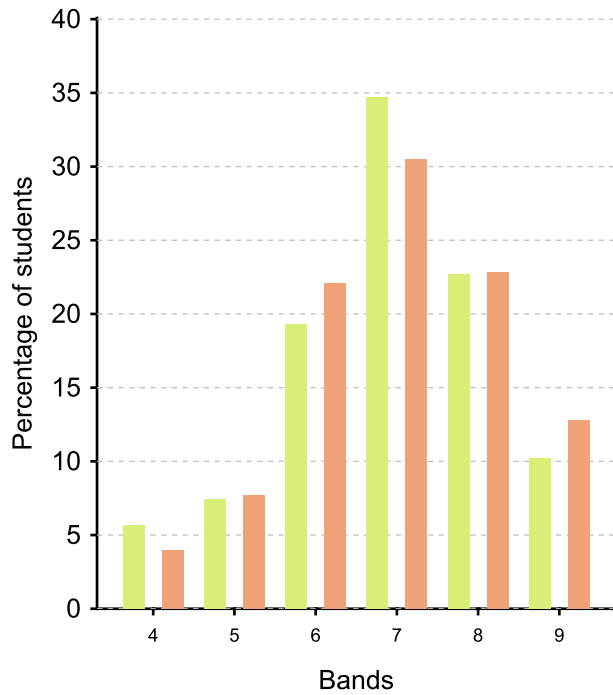
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 7 Reading

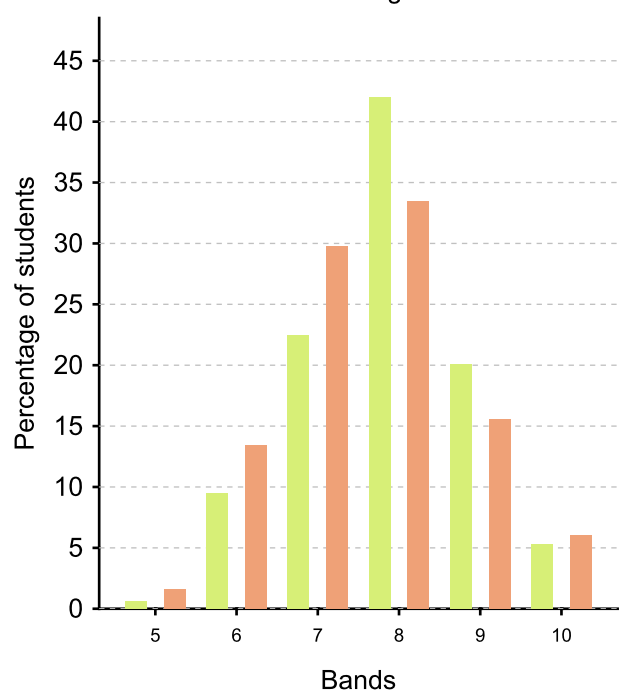


Percentage in bands:
Year 7 Grammar & Punctuation



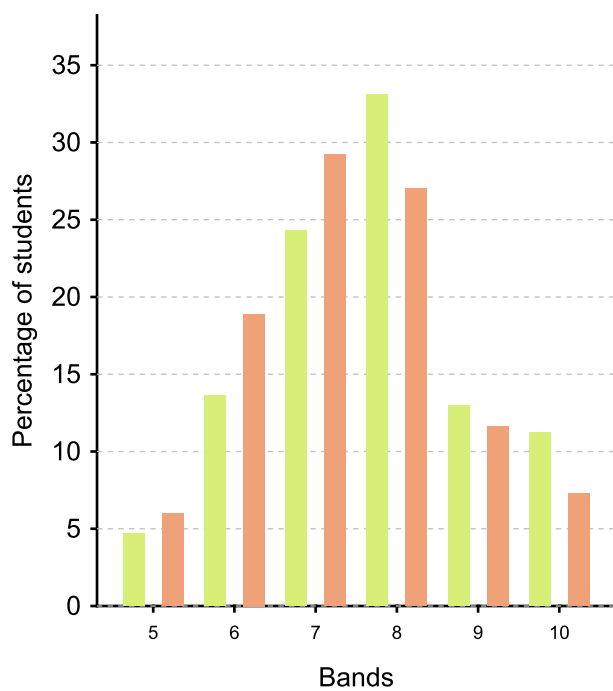
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Reading



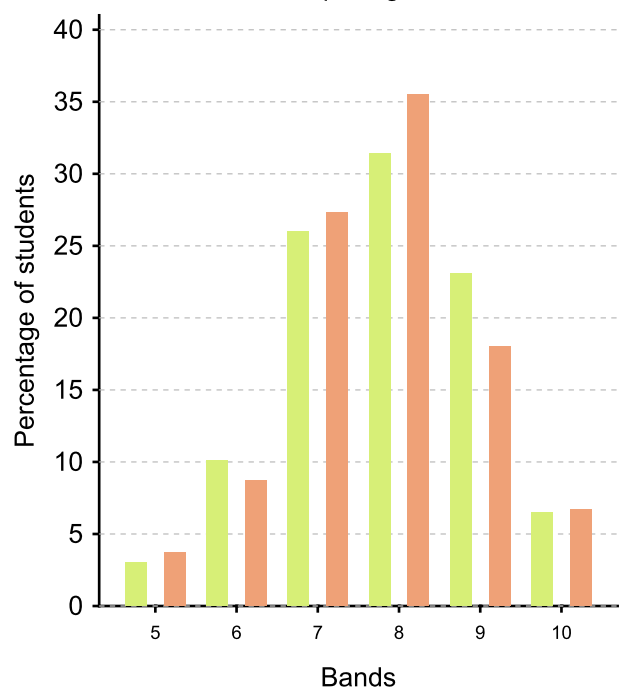
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

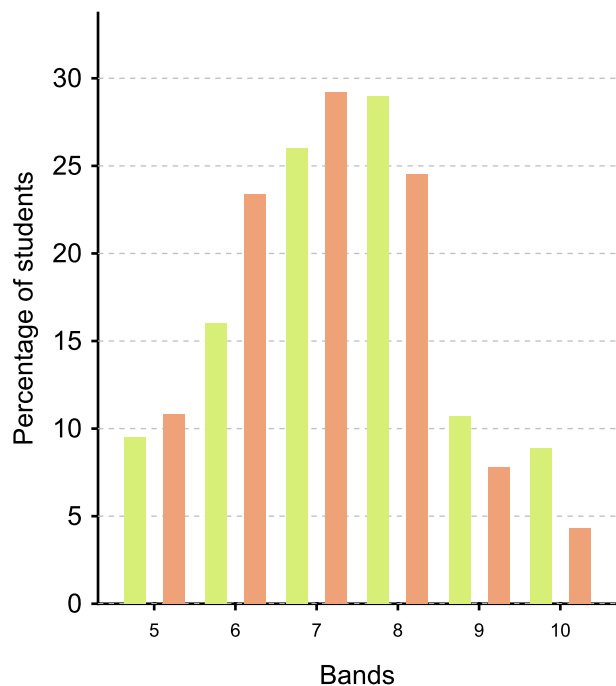
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:

Year 9 Writing



progress – 121 results lay within the top two bands, demonstrating a significant improvement from 2016's results. Across all NAPLAN tests, more than half of our students improved their results at a rate faster than expected.

60% of our Indigenous students in Year 7 achieved results within the top two bands for their NAPLAN Reading test, and no Indigenous students in Year achieved NAPLAN results in the bottom two bands. This result is particularly impressive considering the small population of Indigenous students enrolled at EHS.

Overall, we have experienced an average growth in NAPLAN results within the top two bands of around 5% between 2016–2017. This puts us on track to exceed the Premier's Priorities for top two band achievement in the upcoming years,

We have also continued our trend of consistent growth in NAPLAN Numeracy results. Our Year 7 and Year 9 students achieved results in the top two bands at a rate higher than the state average, and we remained well below the state average of students achieving results in the bottom two bands. Our student growth for Year 9 was very impressive, with 80% of our cohort improving their achievement and skills at a rate higher than expected. This pattern of growth and improvement was evident across students results achieving in all bands.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.6	8.1	16.7	38.5	26.4	9.8
School avg 2015-2017	0.6	7.6	24.1	35.3	23.4	9.0

Percentage in Bands:

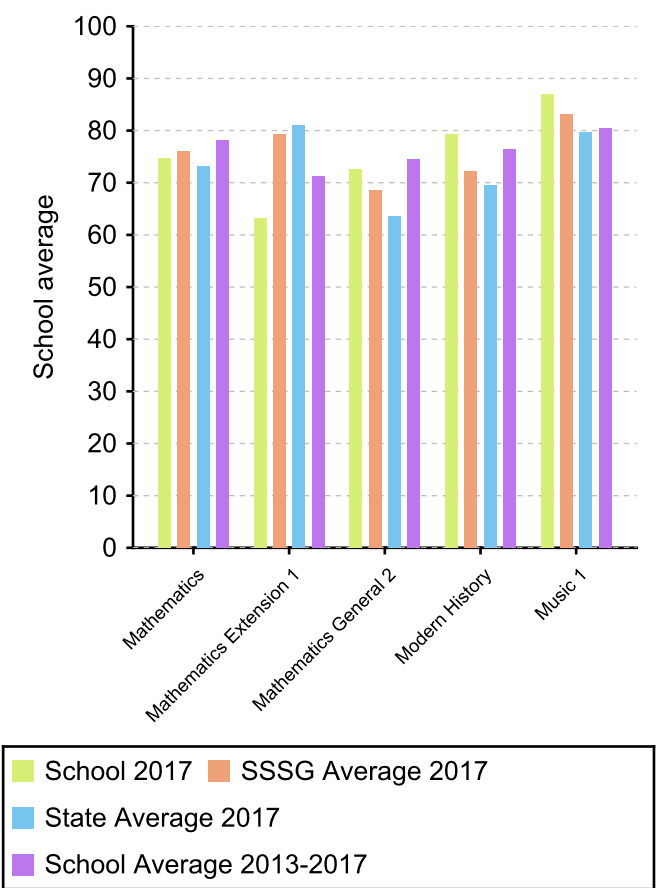
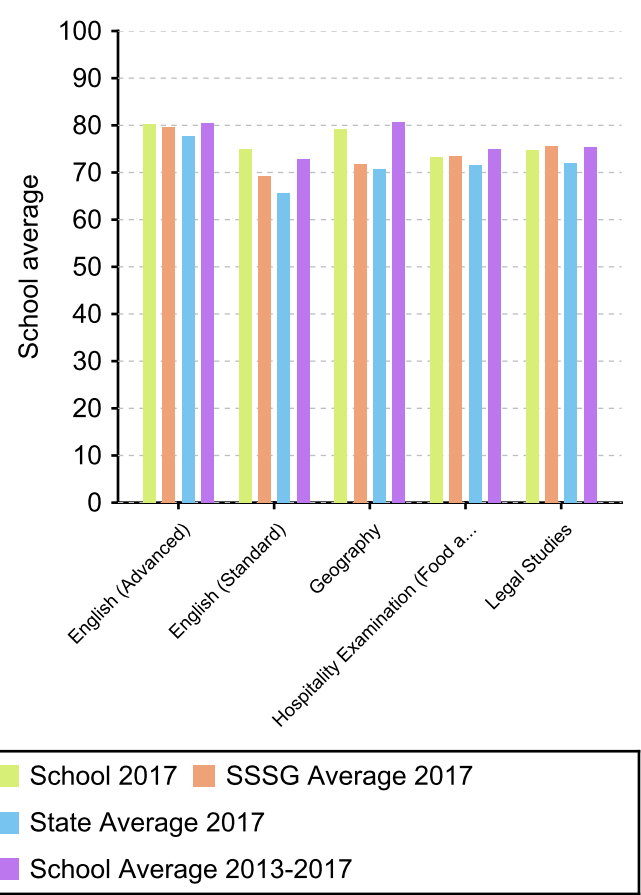
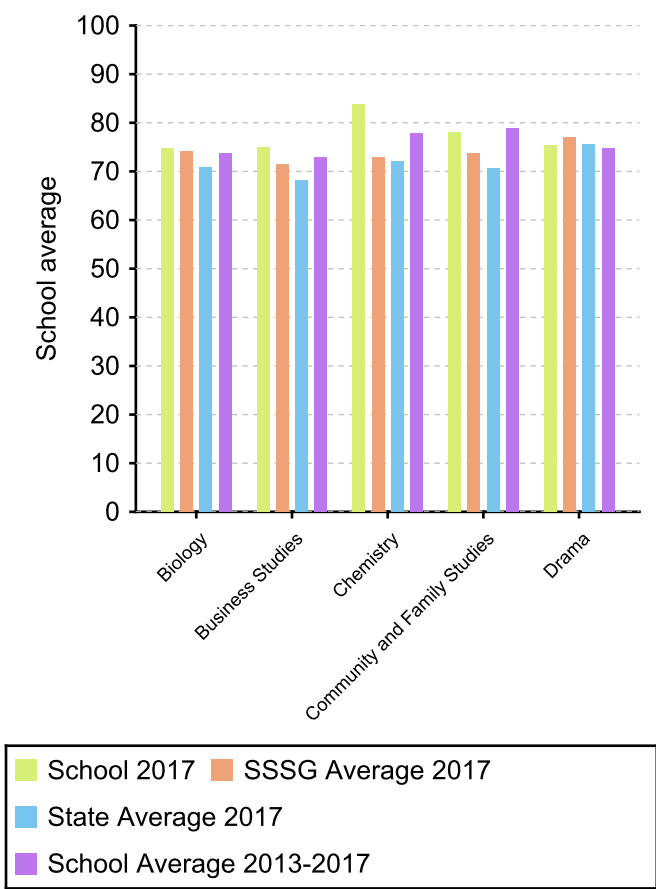
Year 9 - Numeracy

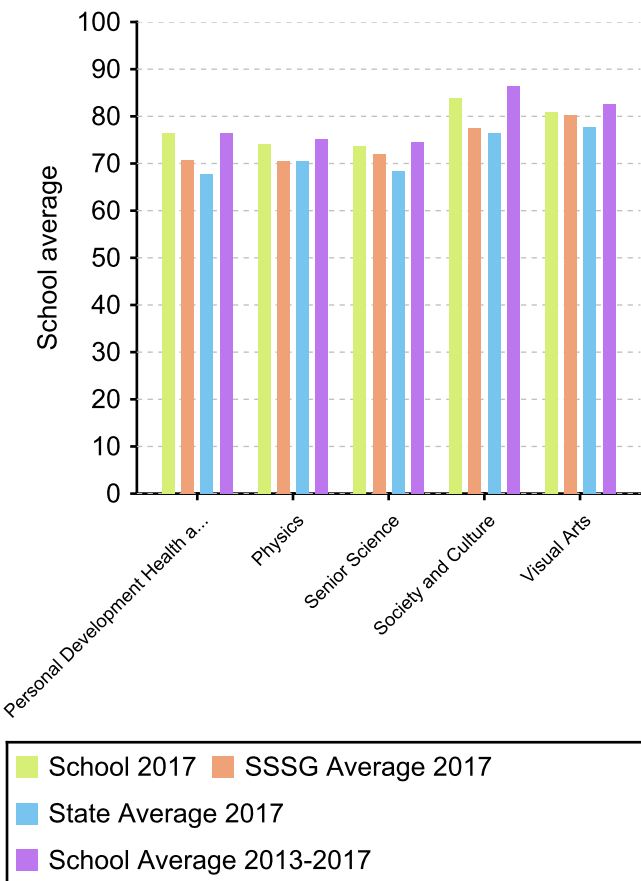
Band	5	6	7	8	9	10
Percentage of students	0.0	7.1	29.0	37.3	20.1	6.5
School avg 2015-2017	0.4	10.3	31.8	33.0	17.9	6.7

Engadine High School's Year 7 students achieved excellent results across all NAPLAN tests in 2017, with 159 results lying within the top two bands. This reflects our recent record of excellent NAPLAN results for Year 7. Our Year 9 NAPLAN results also showed excellent

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 we continued our upward trend in the number of students achieving Band 5 or Band 6 results, a trend which has persisted since 2001. Particularly excellent results in the top bands were achieved in Geography, Society and Culture, Chemistry, Music 1, and Physics. This pattern of high achievement was reflected in the ATARs achieved by our students, with 20% of our students requesting ATARs receiving ATARs above 80. Our 2017 cohort was highly motivated and prepared to proceed to tertiary study at university, with 80% of students requesting an ATAR proceeding straight to university.





Parent/caregiver, student, teacher satisfaction

We sought parent feedback via a variety of forums throughout the year. To support transition for our year 7 students we surveyed parents asking key questions including their level of satisfaction. These surveys indicate that our students feel welcome, settled and happy. Parents feel our school has strong education standards and expectations.

Each year we participate in the Tell Them from Me survey. We successfully surveyed the vast majority of students in the school and discovered that most students are very satisfied with their experiences at Engadine High School. When compared to state norms our students have a strong sense of belonging, have positive relationships, try hard to succeed and exhibit positive behaviour at school. They have high expectations for success and see the learning environment as positive and feel they have strong, supportive relationship with teachers.

Teacher satisfaction is measured using a variety of methods including surveys such as 'Tell Them from Me' and collegial discussions. Feedback suggests our teaching staff have high self-efficacy in relation to the eight drivers of student learning. Teachers see school leadership leading improvement and change.

Policy requirements

Aboriginal education

Engadine High School has 24 Indigenous students and has a well-established history of being actively involved in school and community activities that promote and celebrate the indigenous connection to country and culture. Our indigenous students are supported and encouraged to fully participate in curriculum and vocational opportunities specifically targeted at enhancing their school experiences. In 2017, all students and families participated in Personalised Learning Plans and senior students had vocational and work experience guidance. 6 Indigenous students participated in Aboriginal Dance Workshops with the Sydney Dance Company and also performed at the Deadly Kids Doing Well awards. One of our Year 9 students was also a recipient of the Deadly Kids Doing well awards in 2017.

We attend all the meetings on offer from the Sutherland branch of the Aboriginal Education Consultancy Group and our students, parents, and staff contribute to forums and topics for discussion. In 2018, we will be hosting a meeting at Engadine High School.

In 2017 we went to the Annual Aboriginal and Torres Strait Islander Servicemen and Servicewomen Commemoration Service which was held at Hyde Park. The ceremony was held on the slope next to the War Memorial, around the Yininmadyemi indigenous artwork. Our students laid a beautiful wreath on behalf of Engadine High School. Some of our students have ancestors who fought at Gallipoli and during WW2 and the whole group represented our school very respectfully. This is a very worthwhile part of National Reconciliation Week.

We participated in the Koori Kids on the Park in November, where 9 students were given the opportunity to invite their non-indigenous friends along to learn about their traditions and culture in the Royal National Park. One of our indigenous students led a group throughout the day with traditional basket weaving.

The SRC also maintained a focus on Indigenous issues throughout 2017. The vision for 2018 is for the SRC to focus on Indigenous matters, particularly with fundraising and raising awareness of Indigenous issues across our EHS school community. We have also in the planning stages of painting an indigenous mural near the basketball courts and a Performance Arts tour to an Indigenous community in NSW. In 2018, we will be undertaking activities to support "Closing the Gap" and "Stomping the Gap" led by Cathy Freeman.

Multicultural and anti-racism education

We develop a strong appreciation and respect for cultural diversity in our school community through our curriculum and extra-curricular programs. In 2017, Harmony Day was a great celebration, where staff and students paused to appreciate and celebrate the

diverse cultures, families, lifestyles, and identities that make their school community great.

This year we embraced the Indigenous heritage of our beautiful school grounds as we launched our new outdoor Learning Space, *Nanga Mai Ngura*, our 'DreamingPlace'. *Nanga Mai Ngura* acknowledges the long and rich Dharawal history of our area. It was a particularly special event for our ATSI students, their parents and school Prefects as they joined together to enhance the already inclusive culture of our school.

Harmony Day themes were reinforced in the classroom as faculties taught lessons focused on cultural diversity in a program that brought Harmony Day and the theme 'Everyone Belongs' into classrooms. Deep understanding of diverse cultures across places and times was developed in HSIE and LOTE classrooms in particular.

This is reinforced by our social justice program, where students were challenged to think critically about issues including refugees and asylum seekers in their classes. Our students were offered many opportunities to connect with communities around the world via fundraising initiatives such as the 40 Hour Backpack Challenge, focussing on South Sudan and Syria and through links with our new sponsor child, Romani from Ethiopia.

Student overseas exchange programs continued to be offered to the student body. This continuous focus on building respect for cultural diversity and deep understanding of multiculturalism has resulted in low levels of problematic racism within our school community. However, clear procedures and processes were in place to educate and work with students who failed to show respect to community members with varying cultural backgrounds. A second ARCO officer was trained to support the monitoring of racism at Engadine High School.

Other school programs

The Student Representative Council

The SRC worked tirelessly to support a range of social justice initiatives and develop their leadership skills throughout 2017. The SRC consisted of 36 students democratically elected by their peers and teachers.

The SRC coordinated a range of fundraisers during the year supporting such diverse organisations as World Vision, the Madiba Project, CanTeen, Stewart House, Mark Hughes Foundation, Fight Cancer Foundation and Share the Dignity. This group raised almost \$30 000 to support communities and groups in need across Australia and worldwide. The SRC are deeply grateful to the EHS community for their enthusiastic and ongoing support of fundraisers for such worthy causes.

These student leaders passionately educated their peers about important and timely social justice issues in 2017, raising awareness of the global refugee crisis by delivering lessons to HSIE classes. They advocated for human rights as dedicated letter-writers in Amnesty

International's Write for Rights program and many SRC representatives declared their staunch opposition to violence against women on White Ribbon Day.

In 2017, the SRC made great strides in serving their local community. 45 students volunteered to assist our senior citizens at the Premier's Seniors Week Gala Concert. They volunteered their time to prepare meals for disadvantaged people across Sydney at Our Big Kitchen and organised care packages for the Share the Dignity Campaign for teenage girls. Three student volunteers dedicated many hours of their own time as companions to residents at Moran Engadine, and 30 students used their weekends to collect donations for the Red Cross, Legacy and the Salvation Army. The SRC members supported their peers by working on a BBQ to raise money for the Charcot Marie Tooth Foundation.

The students contributed to a number of global organisations including donating books to the Books over the Sea Project in Fiji and sponsoring a new child from Ethiopia, Romani, through Plan International. We are so proud of the selfless way in which our SRC representatives enthusiastically served their local and global community in various practical ways.

We were thrilled to be able to offer our SRC representatives the opportunity to develop their skills and experience as young leaders in 2017. Our students were offered training and enrichment at the Amnesty International NSW Annual Schools Conference, World Vision Youth Conference and Elevate Young Leaders Forum at Wollongong University. Seeing our students blossom as leaders of the future was a wonderful experience. These excellent young citizens showcased their leadership skills at the Model United Nations General Assembly and the NSW Schools Constitutional Convention. For the first time, two Year 9 students attended a five-day SRC Student Leadership Conference at Murrumbateman. Without exception, they represented their school proudly.

The diligent efforts of the SRC in community service and youth leadership this year were recognised by Legacy. Our students were in the top ten fundraisers across NSW and were rewarded with a "Day with the Naval Forces". The school received a personal message of congratulations from Mark Hughes for their outstanding fundraising efforts for Beanies for Brain Cancer Campaign.

In 2017 our school excelled and raised a record-breaking \$23,122 in the 40 Hour Famine Backpack Challenge for World Vision projects in South Sudan and Syria. Engadine High was, in fact, the third highest fundraiser across Australia.

Mrs. Annan and Ms. Miller would like to warmly thank our SRC representatives and school community for the enthusiastic manner in which they embraced global citizenship this year, and for the many hours spent selflessly serving the school community. Their efforts have not gone unnoticed: with higher nomination numbers for 2018 than ever before, it is clear that the profile of the SRC continues to grow.

The School Sustainability Council

2017 was another productive year for the School Sustainability Council. Students have guided the school in embracing a range of key national and international sustainability efforts. This creates a sense of unity and ownership of worldwide Sustainability issues and their importance. At Engadine High School we believe that it is vital that we work on sustainability practices with our students so they care for our planet and are able to nurture future generations to do so.

The SSC participated in a selection of events such as Clean Up Australia Day, Earth Hour, Plant a Tree Day, and World Environment Day. In addition, we participated in 'Speaking for the Planet' with local high schools, an event which supports students in incorporating innovative sustainable ideas into Drama, Public Speaking and Art activities. The SSC also planted the White Ribbon garden as a reminder of our schools commitment to the issue.

The SSC continued to learn about issues that are impacting our planet, in particular, palm oil. Students were guided through an interactive supermarket to learn which products are placing our wildlife at risk. In addition to this students went behind the scenes of the Tasmanian devil during their annual trip to the zoo, and learned about measures that were taken to save the Tasmanian devil.

The SSC will continue to be a fully inclusive opportunity for students to gain skills and encourage young leaders in the COSOP (Community of Schools on the Park). Over the next three years, the SSC will continue to raise funds to increase the sustainability of the environment in which EHS students learn. Students will continue to empower students in local primary schools to achieve sustainable schools through their leadership of the schools' sustainability camp.

The Library

The Engadine High School Library continues to provide an inclusive, dynamic, information-rich learning environment for the school community. With various flexible learning spaces and extended opening hours (8:15am to 3:30pm), our Library has a welcoming and vibrant atmosphere and is a popular place for students and staff.

The Engadine High Library Collection includes over 18 800 items. This includes audio visual materials, audio books, equipment, magazines, picture books, reference materials, senior study guides, teacher references, a vertical file, and digital resources. Our two largest collections include the genre based fiction collection totalling 4437 books and the non-fiction collection comprising of 3588 items.

The introduction of the automated library management system in NSW public schools of Softlink Oliver in 2015 was recognised as a stocktake by the Department of Education. In 2017 the Library staff completed stocktakes of all collections for the first time using

Oliver. This process was smooth, efficient and accurate. The loss rate was on average 1.8% well below the DoE expectation.

Prior to the Stocktake extensive weeding of the resources took place. This ensures our collection remains up to date, relevant and in a good condition. It also allows the Teacher Librarian (TL) to identify any gaps in the collection. All weeded resources were checked by Head Teachers of relevant faculties. Some resources were redistributed to classrooms while the majority were donated to the non-profit organisation Books over the Sea where they will be distributed to school and public libraries in Fiji.

The TL teaches explicit Information Processing Skills across all KLAs, which are embedded into units of work. The TL collaborates with numerous classroom teachers 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 Preliminary and HSC subjects such as Ancient and Modern History, Society and Culture, Geography, VET Entertainment, English, Science and Community and Family Studies. The TL was also involved in the Project Based Learning Programs with Years 7 to 9.

During 2017 the TL taught each Year 7 class Information Processing Skills once a cycle (fortnight). This involved lessons exploring how to use the physical and digital library, how to use Oliver, how to access the digital resources on Moodle, accessing e-books, how to access reliable sources of information from other institutions such as the State Library of NSW, Sutherland Library, and Trove. The students were taught how to write a bibliography and referencing using the Harvard System. While encouraging reading for pleasure the students participated in a number of programs such as Book Styling their favourite books and Book Faces and created displays of their works in the Library for whole school viewing.

The Premier's Reading Challenge (PRC) continues to be very popular with our students in Years 7–9. In 2017 201 students attempted the Challenge with 82 students successfully completing the PRC. Each year PRC Medals are awarded to students who have demonstrated outstanding commitment to reading by completing the Challenge every year from Year 3 to Year 9. In 2017, 480 students from across NSW received medals. This is an incredible achievement and six of our students from Year 9 were awarded their PRC Medals on Presentation Night. Four students were awarded Platinum Certificates recognising seven years of completion while seventeen students were awarded Gold Certificates for 4 years of completing the PRC.

The Library continues to host a number of educational events including the Year 6 Enrichment Program, Linkages, and Disability Provisions for all examinations from Years 7–12, Personalised Pathways Meetings, and a range of welfare based programs for students and learning support workshops. The P&C regularly hold their meetings in the Library. A number of social justice workshops also took place in the Library such as the White Ribbon network event and the Madiba

Project Leading to Learn, Learning to Lead Inter-school Competition involving a number of local schools. Students involved in the Schools Debating Competition use our learning spaces to prepare for debates. Specialist educators working for a range of organisations, such as the NRL School to Work Program meet regularly with our indigenous students in the Library.

A number of important ceremonies took place during 2017 in the Library including the welcome ceremony for the Japanese Cultural Exchange Program with Hitachi Ominya Prefecture Schools and the SRC/SSC Induction Ceremony.

The Library accommodates an increasing number of senior students on Independent Study periods, Open High School students studying languages and TAFE students. There is a section of the Library dedicated to HSC Resources including information on upcoming lectures and events and the Library holds study guide sales for students.

Our Careers Advisor, Mr. Colin McCartney, relocated into an office space in the Library in 2017. This has made Mr. McCartney and his resources much more accessible to students.

The Homework Centre is a popular service amongst the student body. This operated every Monday and Thursday afternoon from 3:05 until 4pm on a trial basis. A number of staff members volunteered to supervise the centre and assist students while classroom teachers also took the opportunity to work with their classes in the Library setting.

The Library continues to accession faculty textbooks including English, Science, PDHPE, Visual Arts and HSIE. The Library staff incorporated textbooks into the Library catalogue so that students may loan out faculty texts through the Library, rather than directly through the faculties. This will allow for a much more accurate stocktake of faculty resources in the future.

As the Student Representative Council (SRC) is based in the Library a number of our Social Justice Programs originate from there. This draws many students and staff to the Library and one of our strengths is the commitment students have to making the world a better place.