

Engadine High School

Annual Report



2018



8432

Introduction

The Annual Report for **2018** 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.

This school report reflects Engadine High School's cohesive and proactive commitment to the fostering of critical and creative thinkers, the collective efficacy of teachers, and the inclusion and growth of students. As ever, we remain steadfastly committed as a school to the pursuit of social justice not only in terms of equal opportunities to learn and grow for students, but also through the creation of a school culture that values global citizenship and a commitment to the creation of a fairer society for all. Quality teaching and learning underpins our endeavours to fulfill this commitment, and to position students for social mobility and active citizenship in the future.

Kerrie Jones

Principal

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School background

School vision statement

Our school's mission statement is, "educational excellence and opportunities in a safe, nurturing environment".

The following statements summarise our vision for graduates as a result of six years of schooling at Engadine High School.

Students will:

- be confident and empowered life-long learners who love and value learning;
- be discerning and agile, creative and critical thinkers;
- be reflective and resilient;
- take responsibility for their own learning;
- be respectful, humane, and empathetic global citizens;

School context

Engadine High School is a comprehensive high school located 45 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, social justice, sport and student leadership and 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 have a dynamic Support Unit that caters for students in 2 IM and 2 IO classes, and 1Au class.

Our students consistently achieve excellent results in NAPLAN and the HSC. We are currently embedding programs that challenge our more able students to excel. Excellent HSC results from 2018 indicate that our work in this area is making a critical difference, however, our intention is to continue this emphasis 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 careers. Professional learning focuses on enhancing collective teacher efficacy through agile leadership. We continue to value a focus on literacy and numeracy pedagogy and future-focused teaching and learning. In 2018, we have begun to embed a focus for staff professional learning on differentiation as core business. This focus is designed to prepare staff for the wider educational context emerging regarding individualised student learning.

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 continuing to excel in many domains. Our learning culture builds educational aspiration and encourages ongoing performance improvement, especially through the building of both teacher and student collective efficacy.

In 2018, this has been evident across the school, but particularly in the work of our Action Learning Teams, which are providing differentiated professional learning opportunities that build staff capacity and engage in professional teacher research in a range of ways across the school. These include Aboriginal education, growth mindset culture, STEM education and differentiation practice. Our curriculum features an integrated approach to quality teaching, learning and assessment to best meet the needs of students, and faculties are excelling in their implementation of new HSC syllabus requirements and content.

The school's ongoing focus on global citizenship and community service, inside and outside the classroom, continue to be recognised as a core feature of our school's leadership within the community. Our students and staff collaborate to enact a range of social justice initiatives, including through project-based learning opportunities across Stages 4 and 5 that implement future-focused learning strategies.

Our students consistently perform at high levels on external and internal measures of school performance. Analysis of performance data for 2018 indicates that our students performed at a level well above the state average in the HSC, continuing our long-term trend of adding value to students' achievements as their journey through high school progresses. 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 continue to see teachers observing one another's teaching practice and offering rich feedback using the language of the Quality Teaching Framework. Similarly, our model of differentiated professional learning provides staff with a range of learning opportunities that are embedded in best practice and different career stages.

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 installation of multiple future-focused learning spaces and accompanying professional learning for staff who designed these spaces, which are now being used by staff across the school for future-focused teaching and learning that innovates with new pedagogy and practice.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

To build critical and creative thinkers who can effectively communicate

Purpose

- To challenge all students to engage in critical and creative thinking, and develop their resilience and agility, to prepare them for the future
- To equip all students with literacy and numeracy skills and the confidence to apply them in a relevant and sustained way

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students achieving value-added growth as per NAPLAN data.	Intervention program involving teachers receiving allocations to deliver specialised literacy and numeracy content to targeted student groups.	2018 shows continued upward growth or sustained achievement in literacy and numeracy at Engadine High School. As a school, we continue to take a whole-school approach to embedding quality literacy and numeracy instruction in curriculum and classrooms in order to add value to students' growth and empower them as effective communicators and problem-solvers.
Tell Them From Me surveys indicate an increased proportion of students' understand the relevancy and connectedness of learning.	All students participated in the Tell Them From Me Survey twice throughout 2018, allowing for the collection of rich data regarding student engagement with school at two separate points in the school year.	Tell Them From Me Survey data indicates growth in a number of key areas, especially regarding student belonging and connectedness to school. Students' above-state average data in the early years of high school suggests the continued success of our award-winning Linkages and Transition programs. Additionally, student data from Stage 5 indicates a number of areas of growth that Engadine High School, like many schools around NSW, can focus on in the interests of increasing student engagement and the relevance of learning in the middle years of high school.
Increased engagement and achievement of students identified as gifted and talented.	In 2018, Engadine High School's Gifted & Talented Program was implemented across the school to great success. Credible testing measures are used for Year 7 students transitioning to high school in order to inform class placements and the identification of GaT students. Professional learning was also offered to teachers of GaT classes in Years 7 and 8.	All identified GaT students at Engadine High School now have formalised and quality learning profiles that are developed collaboratively through a model of collaborative professional learning. This allows for the building of corporate knowledge about these students and ways to effectively differentiate for them in the classroom. These students are identified early and receive necessary interventions based on their needs, which has included mentoring by staff, classroom adjustments and increased home-school contact.

Strategic Direction 2

To facilitate collaborative growth and collective efficacy of teachers

Purpose

- To empower teachers to engage students in quality, future-focused learning that meets their needs
- Teachers embrace a culture of professional growth and change that is collaborative, contextual and differentiated

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement of teachers in the professional learning culture.	Action Learning was implemented in 2018 as a model of differentiated professional learning. Staff voted to hold Twilight PL sessions in the place of the final two SD days, which provided a valuable opportunity to create professional learning opportunities embedded in our core business at key points throughout the year. The school's Senior Executive continued to oversee the use of professional learning funds for staff in ways that aligned with staff PDPs and professional needs, and in line with the Australian Teaching Standards.	Action Learning Teams have entered their research and implementation phases and reported to all staff on their learning and progress. In 2018, staff attended a range of professional learning opportunities, including: differentiation best practice, literacy and numeracy strategies, quality teaching and learning. Staff also attended a session run by well-known education expert Simon Breakspear, which received very positive feedback with regards to its effect on pedagogical thinking and practice.
An increase in teachers identifying goals at the higher levels of accreditation.	The school's Senior Executive have communicated clearly and professionally to all staff about the benefits of seeking accreditation at higher levels. Beginner Teacher Support funding was used to support beginner teachers in gaining proficiency.	Select staff are in the process of applying for accreditation at the level of Lead Teacher. A strong representation of proficient teachers also attended an information session held by the Head Teacher Teaching & Learning on acquiring higher levels of accreditation. In 2018, multiple staff have expressed an interest in also applying for Highly Accomplished teacher accreditation in the near future.
An increase in students engaged in future focused learning experiences.	2018 saw the installation of multiple future-focused learning spaces throughout the school. The expenditure for this project was overseen by the Deputy Principal, who formed a team of teachers who led the process of designing these spaces for faculties. These staff also engaged in relevant future-focused professional learning. Additionally, the school's project-based learning programs were once again	The school's future-focused learning spaces are being widely accessed and used to innovate with future-focused teaching strategies. The future-focused learning Action Learning Team also experimented with pedagogy and research in this field and shared their learning with staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in students engaged in future focused learning experiences.	implemented in Stages 4 and 5, providing opportunities for students to learn in future-focused contexts that build their capacity a problem-solvers, critical and creative thinkers, and collaborators.	The school's future-focused learning spaces are being widely accessed and used to innovate with future-focused teaching strategies. The future-focused learning Action Learning Team also experimented with pedagogy and research in this field and shared their learning with staff.

Strategic Direction 3

To promote a culture of positive values, inclusivity, and collaborative partnerships

Purpose

- To build on and maintain a community culture that collaborates, connects, and values the contributions and interactions of stakeholders
- Continue to develop the capacity of the school community to support students' successful transition.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement and participation of community members in leadership, volunteering, mentoring, and coaching opportunities for students.	The school's P&C continue to meet regularly with Senior Executive and other school staff, and have played a highly valuable and vastly appreciated role in assisting with the funding of key school initiatives and projects. Additionally, community mentoring and engagement opportunities have been provided in a range of areas in order to build the community voice within the school, and to engage students in community-based interactions where relevant and in ways that suit their needs.	Engadine High School staff continue to work with the broader school community to offer volunteering opportunities involving upkeep and beautification of the school grounds. Mentoring opportunities are provided to community members for working with our Aboriginal students where relevant, and community members have spoken at a number of key school events in the interests of building a culture of inclusivity and community engagement.
An increased understanding and valuing of our Indigenous culture and histories by all students, staff, parents and the community.	In 2018, Engadine High School endeavoured to mark a year of proud celebration of Indigenous Australian histories and cultures. Although we strive to celebrate and value Aboriginal Australia at all times, a concerted effort was made by staff and students in 2018 to make this celebration more visible, especially given our increased enrolment of Aboriginal and Torres Strait Islander students.	The Aboriginal Education Team collaborated successfully in 2018 to provide support and differentiated learning opportunities for all Aboriginal students, including through student profiling, parent and caregiver engagement, extra-curricular opportunities and cultural workshops. Additionally, staff marked key events, such as Reconciliation Week, with a focus on celebrating Aboriginal culture. The school's Aboriginal education Action Learning Team led the process of researching and embedding effective content and practice about Aboriginal history and culture in classrooms, which Engadine High School recognises as vital to fostering Reconciliation between Indigenous and non-Indigenous Australians.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • (\$ 14782.00) Funding Sources: <ul style="list-style-type: none"> • (\$14 782.00) 	<ul style="list-style-type: none"> – All ATSI students have 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 dance/art workshops – All teaching programs across KLAs include ATSI content and perspective. Staff capacity in this area is also being built by the Aboriginal Education Action Learning Team
English language proficiency	<ul style="list-style-type: none"> • (\$ 11776.00) Funding Sources: <ul style="list-style-type: none"> • (\$11 776.00) 	<ul style="list-style-type: none"> – Identified students as EAL/D, who were offered SLISO support in classes across KLAs – This support involved in-classroom support programs and pull-out, one-on-one programs based on student needs
Low level adjustment for disability	<ul style="list-style-type: none"> • (\$ 66689.00) Funding Sources: <ul style="list-style-type: none"> • (\$66 689.00) 	<ul style="list-style-type: none"> – Identified students were supported through MultiLit and Spell It programs and offered SLISO support in classes – Identified students were offered support and access to special provisions for assessment tasks, which has included a new approval process and integration of a focus on classroom differentiation as a support – Students identified as requiring support for Executive Functioning participated in the Secret Agent Society program
Socio-economic background	<ul style="list-style-type: none"> • (\$ 94638.00) Funding Sources: <ul style="list-style-type: none"> • (\$94 638.00) 	<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 – HSC students were offered support in study skills and/or their post-school career trajectory through one-on-one sessions with expert teachers, depending on their needs – 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, as well as differentiated teaching and learning to meet the needs of students who may require support and/or challenge
Support for beginning teachers	<ul style="list-style-type: none"> • (\$ 13450.00) Funding Sources:	<ul style="list-style-type: none"> – Survey data from beginning teachers involved in Quality Teaching Rounds

Support for beginning teachers	<ul style="list-style-type: none"> • (\$13 450.00) 	<ul style="list-style-type: none"> – Beginning teachers were given a period allowance, which in some cases included a mentor allowance, to work with staff mentors to support their development – Other professional learning, including but not limited to quality teaching rounds and external PL opportunities, were also funded for beginner teachers
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	497	489	479	460
Girls	564	550	562	574

In 2018, Engadine High School had a total enrolment of 1034 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.2	95.7	95.6	94.6
8	93.1	94.3	93.3	91.8
9	92.3	92	92.2	91.7
10	92.2	92.6	91.7	91.1
11	93.2	91	91.5	89.5
12	97.8	97	94.4	91.4
All Years	94	93.7	93.1	91.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Management of non-attendance

Student 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 2018 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 or near-above 90% and remains highest in our Year 7 cohort. Attendance is consistent throughout the year with no significant reduction between Terms 1 and 4, or as terms progress. 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	2	10
Employment	0	3.56	12
TAFE entry	0.48	8.76	24
University Entry	0	0	39
Other	2.51	5.63	7
Unknown	0	2	8

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 2018, is as follows:

Year– 12

Enrolled– 146

TVET– 15 (10.27% TVET)

SBAT– 4 (2.3% TVET)

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 education qualification

The percentage of senior students attaining a HSC or equivalent vocational education qualification in 2018 in VET delivered at Engadine High School, is as follows:

Year: 12

Enrolled: 146

VET: 30 (20.05% TVET)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	55.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.57
Other Positions	1

*Full Time Equivalent

Engadine High School had one permanent member of staff in 2018, who is a member of our school maintenance team.

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

Professional learning continues to underpin quality teaching and future-focused pedagogy at Engadine High School. Several staff gained proficiency or are continuing to work toward their Proficient accreditation in 2018. Two teachers worked towards achieving accreditation at Lead and a number of staff continue to show an interest, or are working toward, accreditation at Highly Accomplished. All staff participated in a range of professional learning activities. In 2018, 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. The key themes identified in data from a professional learning feedback survey were:

– The value of differentiated and faculty-specific professional learning opportunities

– The need for time to implement what is learned

Numerous school-developed courses were registered with BOSTES including Peer Observation and Action Learning. Quality Teaching Rounds continued with teachers possessing a variety of skills and experiences taking part. The focus of professional learning opportunities included:

* Critical Thinking (Simon Breakspear)

* Differentiation

* Project-Based Learning

* 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 staff 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 morning or afternoons where they work collegially on key initiatives including literacy, numeracy, GaT instruction, welfare, pedagogy, and social justice.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,604,470
Revenue	11,780,892
Appropriation	10,751,622
Sale of Goods and Services	75,336
Grants and Contributions	918,373
Gain and Loss	0
Other Revenue	11,050
Investment Income	24,511
Expenses	-11,528,741
Recurrent Expenses	-11,528,741
Employee Related	-10,105,222
Operating Expenses	-1,423,519
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	252,151
Balance Carried Forward	1,856,621

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.

Financial summary equity funding

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

	2018 Approved SBA (\$)
Base Total	9,057,491
Base Per Capita	208,371
Base Location	0
Other Base	8,849,120
Equity Total	271,175
Equity Aboriginal	14,782
Equity Socio economic	94,638
Equity Language	11,776
Equity Disability	149,979
Targeted Total	922,156
Other Total	214,308
Grand Total	10,465,130

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

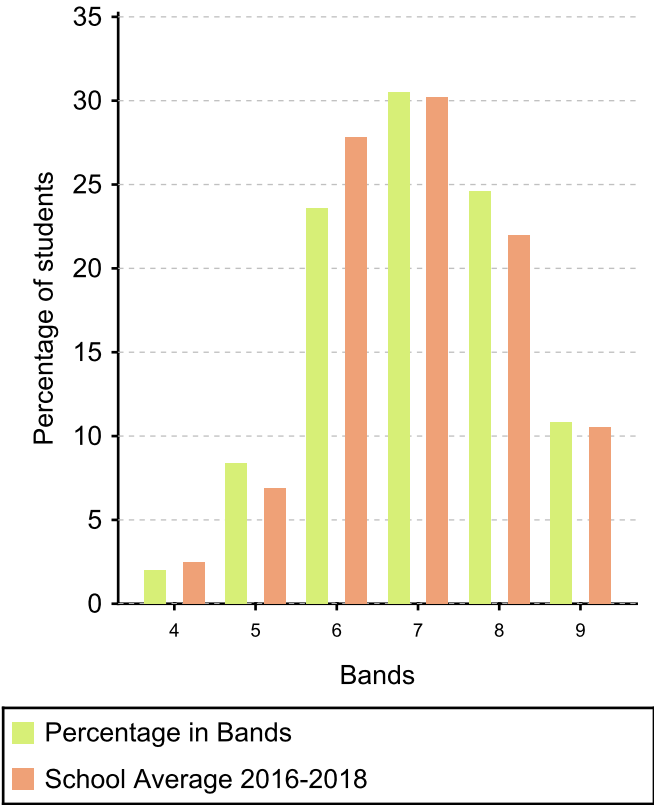
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

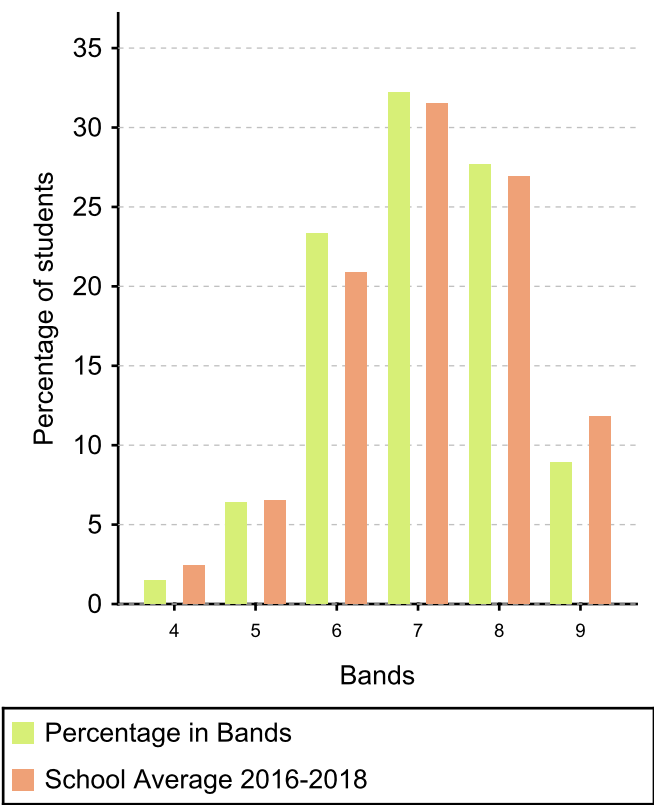
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our Year 7 students outperformed the state average across all Literacy tests.. We saw excellent achievement in the top two bands for Spelling, with 59% of our Year 7 cohort achieving results in Bands 7 or 8. Our Year 9 students outperformed the state average in their Reading test, with 26% achievement rate in the top two bands, compared to 23% 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 demonstrated by both the Year 9 and year 7 cohorts.

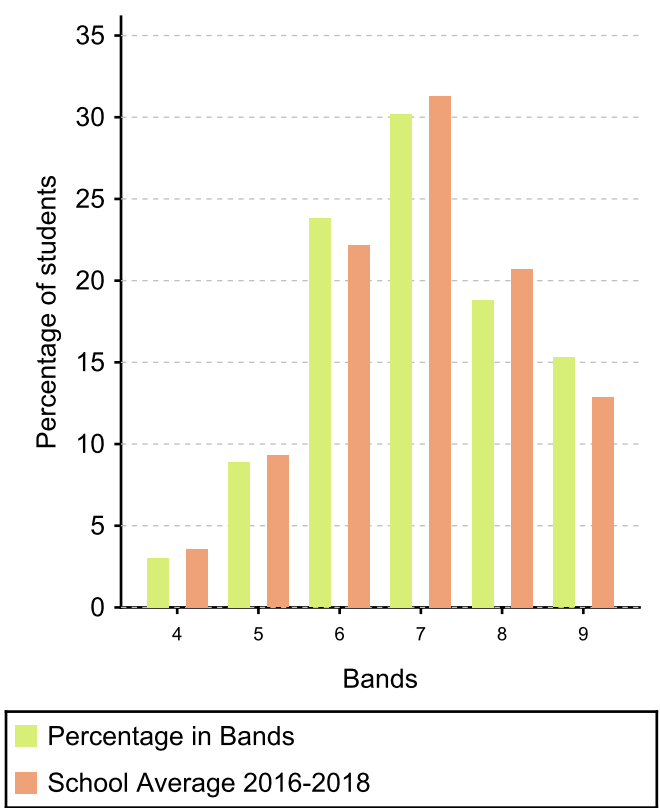
Percentage in bands:
Year 7 Reading



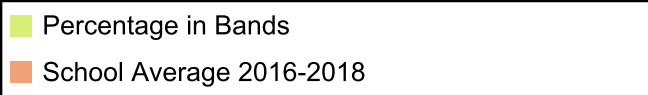
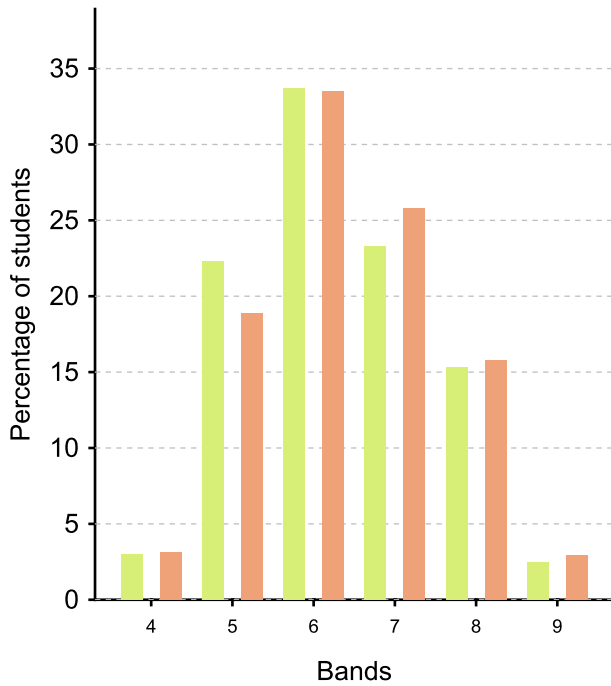
Percentage in bands:
Year 7 Spelling



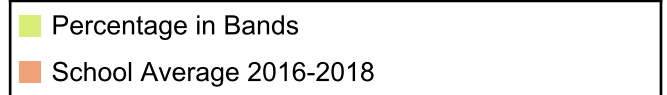
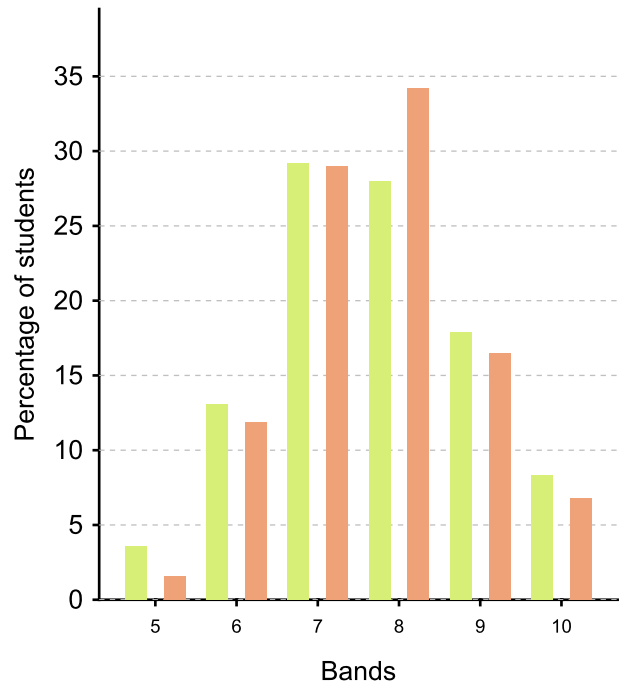
Percentage in bands:
Year 7 Grammar & Punctuation



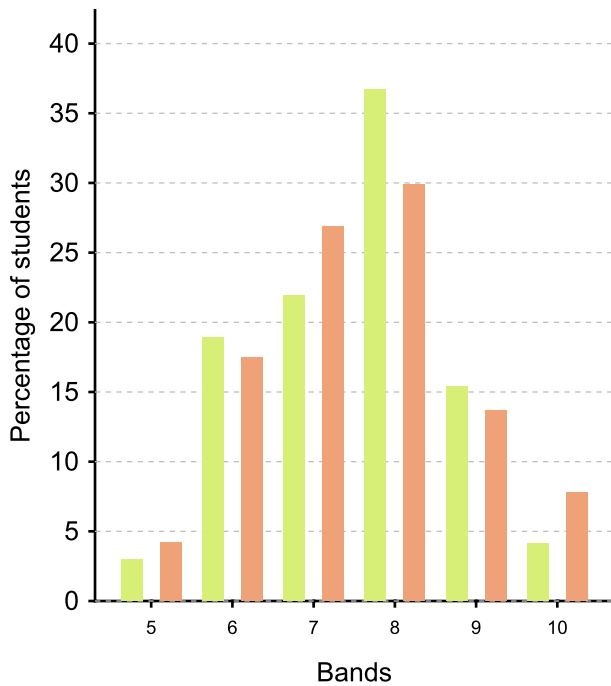
Percentage in bands:
Year 7 Writing



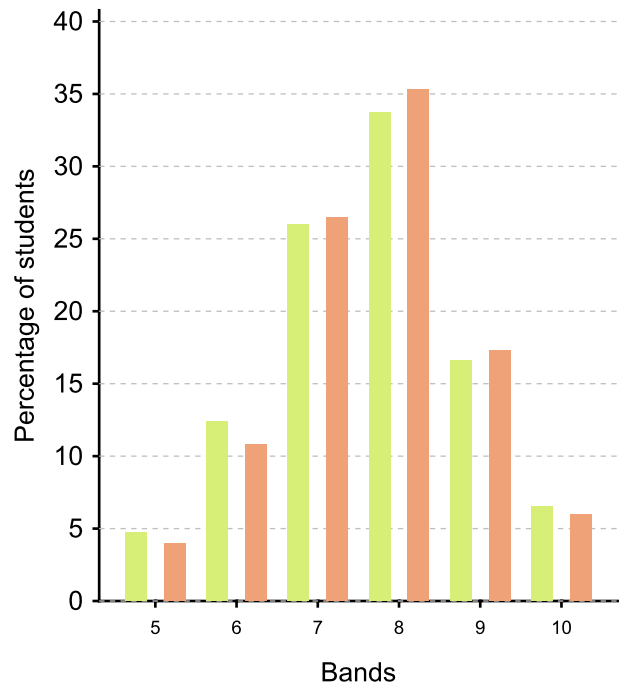
Percentage in bands:
Year 9 Reading



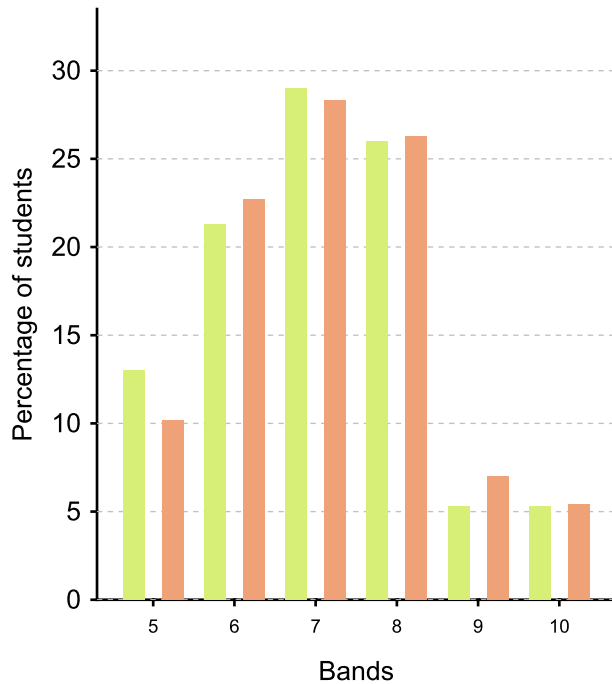
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



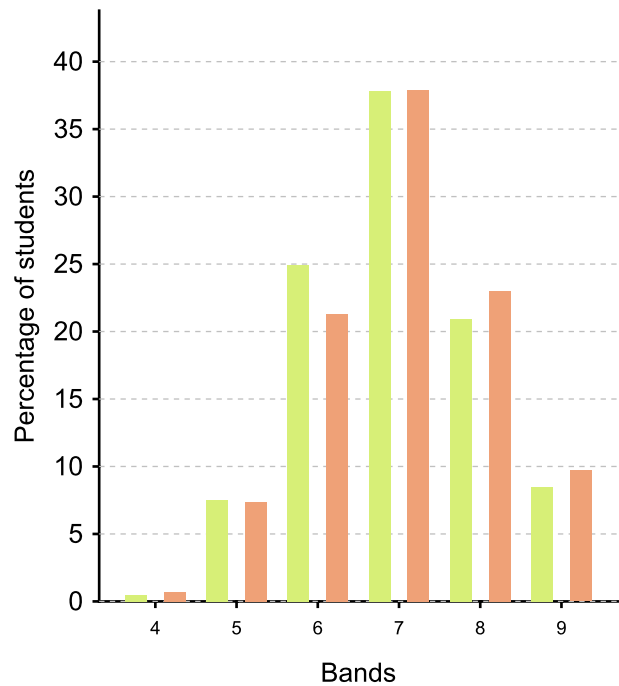
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

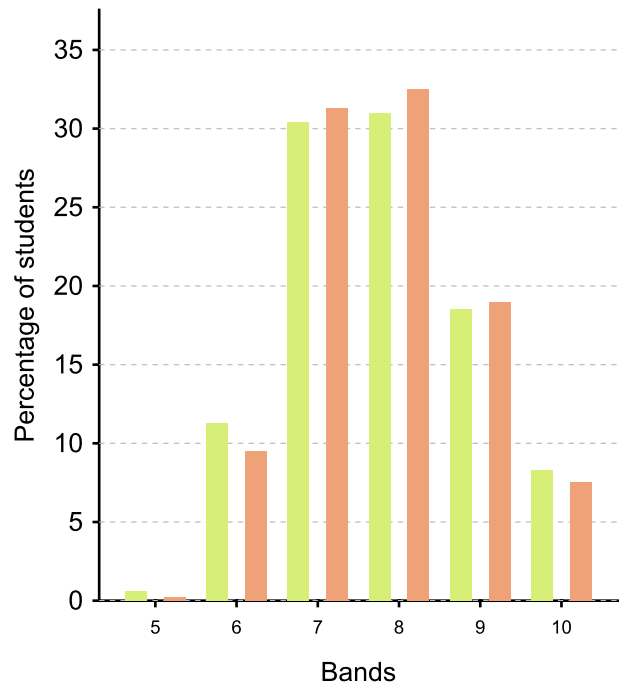
We have also continued our trend of consistent growth in NAPLAN Numeracy results. Our Year 7 and Year 9 students have sustained the growth achieved in previous years. Despite seeing a small decline in the top two bands from previous year 7 and year 9 Numeracy. Our student growth for Year 9 was very impressive, with 60% 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



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



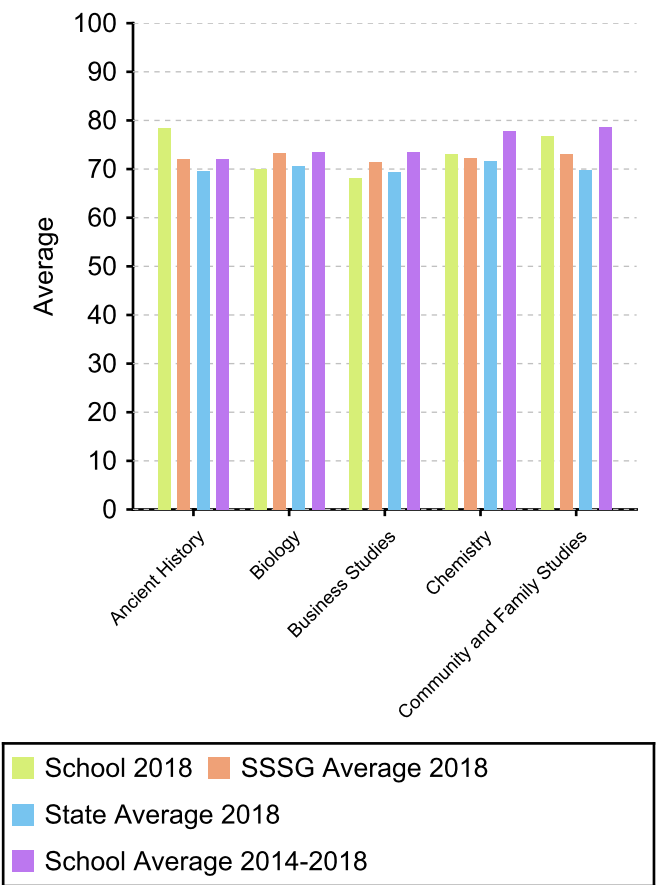
Percentage in Bands
School Average 2016-2018

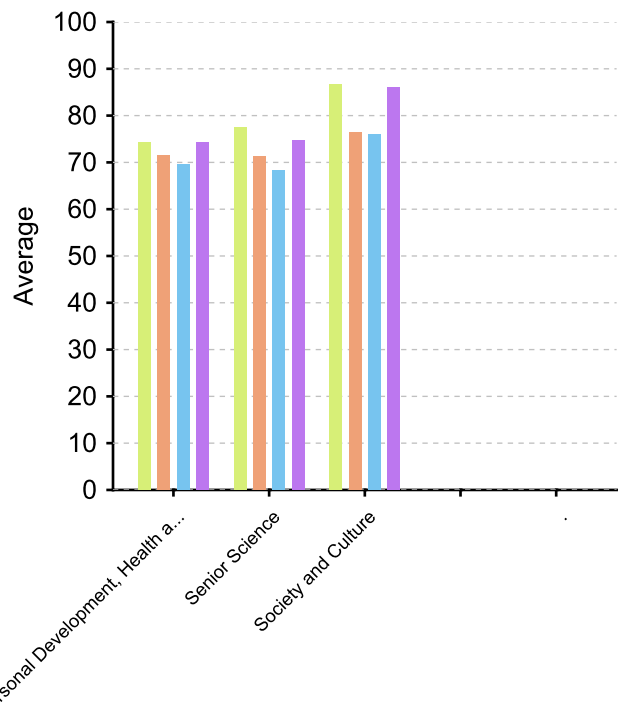
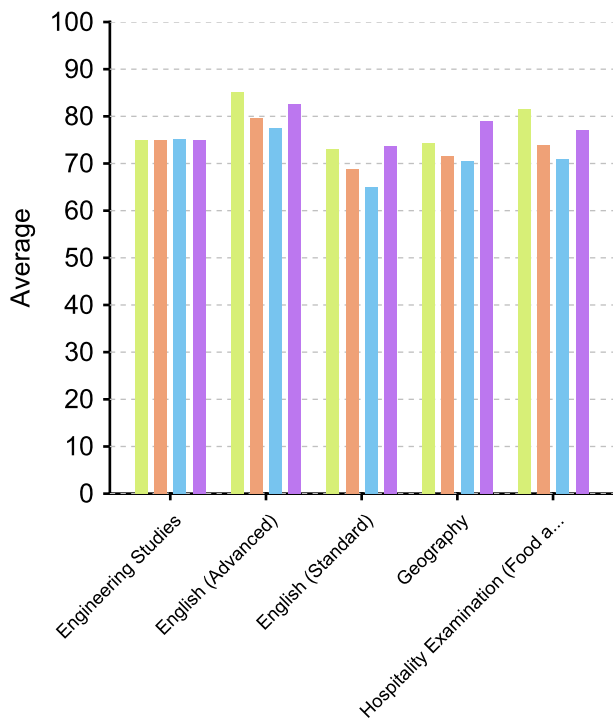
Engadine High School's NAPLAN results have been incredibly pleasing for 2018 with our school maintaining our excellent results. Of particular interest was our value added score (38.3) which has increased to be in line with the state average, demonstrating the effectiveness of school programs. The results from

2018 have allowed for considerable evaluation and analysis of existing procedures and to inform further intervention strategies for individual students. No Indigenous students in Year 7 or 9 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 2016–2019. This puts us on track to exceed the Premier's Priorities for top two band achievement in the upcoming years.

Higher School Certificate (HSC)

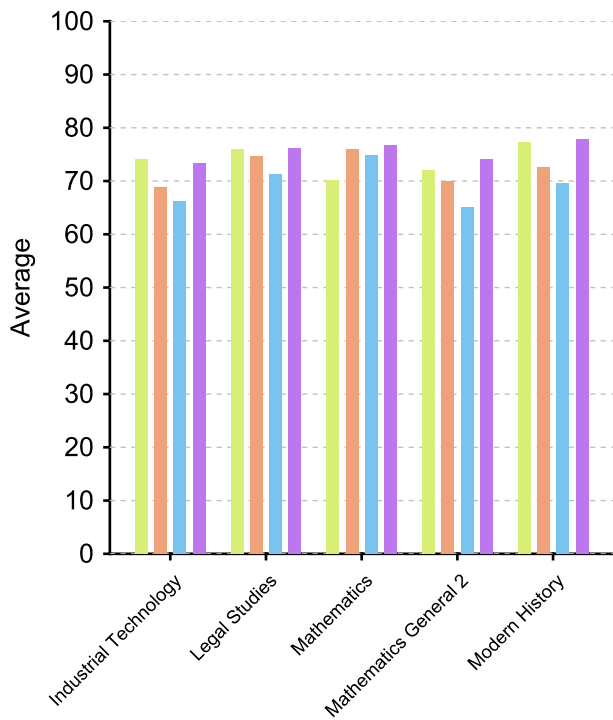
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018 we maintained our upward trend in the number of students achieving Band 5 or Band 6 results, a trend which has persisted since 2001. Particularly excellent results in the top bands were achieved in Advanced English, Modern History, Society and Culture, Hospitality, and Industrial Technology. 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 2018 cohort was highly motivated and prepared to proceed to tertiary study at university.





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

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Parent/caregiver, student, teacher satisfaction

We sought parent feedback via a variety of forums throughout the year. To support transitions 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. Our Year 7 Parent & Family Information Night also provided Year 7 families and students with the opportunity to ask further questions and meet their students' teachers in an informal but still professional setting. Parents feel our school has strong educational 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. In particular, feedback from teacher about professional learning indicates a high level of efficacy regarding professional learning opportunities, especially in terms of the school's emphasis on differentiated and relevant learning. In 2018, the Positive Schools Action Learning Team collected a wide range of data from staff about school culture and systems, which will be harnessed in 2018 to inform school-wide change and improvement.

Policy requirements

Aboriginal education

Engadine High School has 24 Indigenous students, which remains a steady rate of enrolment from 2017, 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 2018, all students and families participated in Personalised Learning Plans and senior students had vocational and work experience guidance from school staff and community mentors. Several Indigenous students participated in Aboriginal Dance Workshops with the Sydney Dance Company and one of our senior students was the Keynote Speaker at the Deadly Kids Awards ceremony. The same student also spoke at a regional Principal's conference about the importance of public and Aboriginal education. Several Stage 4 and 5 Aboriginal students also attended the NAIDOC 'Because of Her' speaking competition, attended widely by DoE officials and Aboriginal community members. One student placed as a finalist in this event. 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 hosted a meeting at Engadine High School, and plan to continue to do so in the interests of maintaining strong community links. In 2018, we once again went to the Annual Aboriginal and Torres Strait Islander Servicemen and Servicewomen Commemoration Service, which was held at Hyde Park. We participated in the Koori Kids on the Park in November, and our Reconciliation Week events saw the installation of an Aboriginal 'flag of hands' on our school grounds, powerful student speeches on assembly, and a round of Indigenous Games delivered to Year 7 students by a senior Aboriginal student. The SRC also maintained a focus on Indigenous matters throughout 2018, particularly with fundraising and raising awareness of Indigenous issues across our EHS school community. School staff have worked closely with local Dharawal community members in 2018 to develop an appropriate Welcome to Country for our two Dharawal students at Engadine High School. Our planning for the 2019 performing arts trip to the Northern Territory continues.

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. Our school's continued emphasis on social justice action as a means of promoting respect and inclusion acts as the foundation for our multicultural and anti-racism education initiatives and principles. In 2018, Harmony Day was another great celebration, where staff and

students paused to appreciate and celebrate the diverse cultures, families, lifestyles, and identities that make their school community great. A school-wide Harmony Day assembly highlighted the importance of embracing diverse cultures, especially in our times of terror and fear-based xenophobia.

Harmony Day themes were reinforced in the classroom as faculties taught lessons focused on cultural diversity. Deep understanding of diverse cultures across places and times was developed in HSIE, English 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 sponsor child, Romani from Ethiopia.

Student overseas exchange programs continued to be offered to the student body. For the first time in 2018, students embarked on an overseas tour to Italy and returned with a renewed appreciation of the region's cultural history. Senior students once again traveled to Vietnam, allowing for a rich opportunity to learn in a real-world context about the curriculum's cross-curricular priority of Asian perspectives. 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 are in place to educate and work with students who fail to show respect to community members with varying cultural backgrounds. A team of ARCO officers (two) now work with staff and students across the school to enact and oversee multicultural and anti-racism policies and initiatives. In 2018, our ARCOs delivered a relevant and well-received presentation to staff as part of their SD day professional learning, and this information has also been included in the content delivered as part of our new staff induction program.

Other school programs

Engadine High School is home to a modern, future-focused Library space that is constantly changing and evolving, and which is a hub for innovative learning and engagement with student groups across the school. The Library comprises:

Computer Research Zone – 30 desktop computers and tables for 32 students. There is access to a large screen, data projector and speakers. This is located amongst the non-fiction collection.

Think Tanks – 4 learning pods which accommodate up to 8 students per pod. This is located near the academic journals and magazines.

Connected Classroom – an air-conditioned room containing a smartboard and desktop computer, a splitter system to connect your own device and video conferencing facilities.

Seminar Room – Priority is given to senior students to use Seminar Rooms 1 and 2. The Seminar Room 2 is available for booking. This is great for meetings and tutoring students. If you need a larger seminar room, e.g. Seminar Room 1 please speak to the Library staff.

We also subscribe to ClickView Online and manage the system from the Library. This is an online video library consisting of over 38,000 educational videos. The Library has many fantastic reliable e-Resources on Moodle available 24/7. These include JSTOR, Britannica Online, ClickView, Online Referencing Generator (a bibliography maker), Issues in Society publications, a range of digital magazines such as Time, New Internationalist, CX Magazine, a school subscription to the SMH and more. All Year 7 2019 have one Information Processing Skills lesson per cycle which introduces them to all Library resources. We continue to build our e-Book platform. Access is via the EHS website homepage or Oliver the new Library System. DoE credentials provide access. All DoE schools now use Oliver library system. This allows staff and students to search a number of external online resources such as Britannica School, ClickView, DoE Repositories and WebLinks Plus. WebLinks Plus is an extensive collection of websites which have been evaluated by teachers and teacher-librarians. No to Wikipedia and Yes to WebLinks Plus. The Library also provides students and community members with access to modern technologies, including cameras, boggles and tripods, which students can borrow during the school day. There are also 40 Lenovo Laptops available for student and staff use. The 'Homework Centre' continues to run of a Thursday afternoon at Engadine High School, providing students with an extra-curricular opportunity to engage in critical and creative thinking, and highlighting the willingness of our school's teaching staff to dedicate their time to students achieving their educational best.