

2021 Annual Report

Engadine High School



8432

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Engadine High School

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School vision

At Engadine High School we are committed to providing a safe and nurturing environment that allows students to feel confident to pursue individual goals through the creation of connectedness to school and peers, recognising that all students are valued for their uniqueness.

We aim to create socially aware young people who have the drive to make a difference and are empowered with the skills necessary to bring about the change they want to see in the world.

Our learning culture and explicit teaching equips and enables all students to achieve their personal best, by providing them with opportunities to expand their knowledge and develop a thirst for continued learning. This desire to grow is valued highly by students and all staff within Engadine High School and is supported by quality teaching and professional development.

School context

Engadine High School is a large and vibrant comprehensive high school with a culture of achievement and educational excellence, fostered by a supportive learning environment. We are proud to hold aspirational expectations of learning, progress and achievement for all students and are committed to the pursuit of excellence, believing that learning flourishes when it is an interactive process involving students, parents and teachers. Our curriculum is dynamic in delivering engaging and challenging programs that lead to improved learning outcomes for all students.

Our enrolment numbers are 1062 students, including 35 (3%) of Aboriginal and Torres Strait Islander background. We have a commitment to whole school programs that aim to enrich student learning beyond the classroom, including cross-curricular project-based learning, social justice and an award winning Linkages program. The school embraces quality teaching and assessment for learning principles, with best practice policies on assessment and learning, and differentiation and has embraced technology to complement and enhance learning. The school is proud of its comprehensive nature through a strong learning support team using MultiLit approaches to literacy, embedded numeracy strategies in all KLA programs with withdrawal processes and a growing High Potential and Gifted Education program.

We have a responsive and influential Support Unit that caters for students in 2 IM classes, 1 IO class and 2 Autism classes. Our students consistently achieve excellent results in NAPLAN and the HSC, with equity groups being on-par with the rest of the school cohort. Excellent HSC results from 2021 indicate that our work in this area is making a critical difference, however, our intention is to continue this emphasis on Stage 6, developing learning skills in Stage 4 and 5 to increase engagement and improved learning outcomes in Stage 6. Staff professional learning remains a major focus, particularly centred on teacher collaboration and a narrow but deep approach to learning. Professional learning centres on promoting the implementation of the most effective strategies to improve teaching and learning.

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy by developing and sustaining whole school processes for collecting and analysing data to inform evidence-based teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy
- HSC- COVID Withdrawal programs

Resources allocated to this strategic direction

Integration funding support: \$129,240.00

Low level adjustment for disability: \$166,353.00

English language proficiency: \$6,547.00

Socio-economic background: \$98,355.00

Aboriginal background: \$3,000.00

Operational: \$156,931.50

Professional learning: \$1,040.00

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students achieving the top 2 bands NAPLAN Reading (Year 9) from 23.12% 2019 towards our lower bound target 29.8% (upper bound target 34.8%).</p> <p>Uplift= 2%</p>	<p>Year 7- In Reading 7% of students are in the top 2 bands for NAPLAN</p> <p>Year 9- In Reading 26% of students are in the top 2 bands for NAPLAN</p> <p>In accordance with this data and set targets, NAPLAN has not been successful. However, structures are in place for Reading interventions (as described above). It is important to note that set targets are based on 2017 data when the top 2 bands were exceedingly higher than the following years.</p>
<p>Increase the percentage of students achieving the top 2 bands NAPLAN Numeracy (year 9) from 20.47% 2019 towards our lower bound target 31.50% (upper bound target 36.50%).</p> <p>Uplift= 5%</p>	<p>Year 7- In Numeracy 11% of students are in the top 2 bands in NAPLAN</p> <p>Year 9- In Numeracy 30% of students are in the top 2 bands in NAPLAN</p> <p>Numeracy interventions and structures for implementation across KLA's have contributed to the uplift to the school reaching our lower bound target (just below).</p>
<p>Increase the percentage of students achieving the expected growth NAPLAN Numeracy from 41.77% 2019 towards our lower bound target 71.3% (upper bound target 76.3%).</p> <p>Uplift= 10%</p>	<p>2019- In Numeracy a level of 41.77% at or above expected growth was achieved by students</p> <p>2020- No data NAPLAN did not take place</p> <p>2021- In Numeracy a level of 54.3% at or above expected growth was achieved by students</p> <p>Considerable increase in the percentage at or above the expected growth in numeracy, but significantly below the lower bound target of 71.3%. However, we have achieved an uplift of 12.53%, higher than the expected 10%.</p>
<p>Increase the percentage of students achieving the expected growth</p>	<p>2019- In Reading a level of 60.49% at or above expected growth was achieved by students</p>

<p>NAPLAN Reading from 60.49% 2019 towards our lower bound target 68.4% (upper bound target 73.4%).</p> <p>Uplift= 2%</p>	<p>2020- No data</p> <p>2021- In Reading a level of 57.7% at or above expected growth was achieved by students</p> <p>This data shows a decrease in the percentage of students achieving at or below the expected growth in Reading between 2019 and 2021. The 2021 percentage is well below the school's lower bound target of 68.4%. Whole-school intervention strategies aimed at increasing reading opportunities may contribute to improvement in future measures.</p>
<p>Increase the percentage of students in the Top 2 Bands HSC from 33.59% towards our lower bound 44.1% (upper bound 49.1%).</p> <p>Uplift: 5%</p>	<p>2019 - In the HSC, 33.59% of students achieved results in the Top 2 Bands</p> <p>2020 - In the HSC, 32.3% of students achieved results in the Top 2 Bands</p> <p>2021 - In the HSC, 47% of students achieved results in the Top 2 Bands</p>
<p>To establish the percentage of students with additional needs achieving their individual learning goals so that equity gaps are closing through finding baseline data.</p>	<p>This progress measure was not a focus of this plan, but will be carried over to the next plan.</p>
<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.</p>	<p>Follow-up faculty meetings led by faculty Literacy and Numeracy Champions had a focus on explicit literacy and numeracy strategies and the collection of formative and summative assessment data. The exploration of literacy and numeracy strategies allowed for their implementation in T and L programs and the collection of data will be used for the identification of deficits in students skills, allowing strategies to be catered to their needs. COVID-19 delayed the PL on Lit and Num, but a foundation has been set for development in 2022 and beyond.</p>
<p>The school monitors and reviews its curriculum provision in Reading and Numeracy to meet changing requirements of the students.</p>	<p>An overview of Lit and Numeracy strategies was delivered to all staff through several Tuesday afternoon PL sessions, with added approaches and strategies delivered to Literacy and Numeracy Champions for them to be brought back to their faculties for implementation in T and L programs. A plan is developed for an audit on all T and L programs to occur, exploring the implementation of Literacy and Numeracy Strategies.</p>

Strategic Direction 2: Quality learning environment through effective assessment

Purpose

Know students, know student learning needs and be better informed of students progress and position. Enhances quality of assessment practices. Advocacy for their own learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Learning Environment for Assessment
- High Potential

Resources allocated to this strategic direction

Professional learning: \$11,880.00

Operational: \$11,211.75

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers will consolidate the collection and use of assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students	<p>2021 saw the creation of whole school formative assessment tracking sheet, which was faculty based and supported by KLA-specific professional learning. This proved valuable in the formation of class lists and streams for years 7-10, making more informed class construction with the aim of increased engagement. The success of the formation of the tracking sheet was based on previous PL centered on the NESA common-grade scales and exploring the implementation of formative assessment strategies. The deliberate long-vision approach to developing a whole-school comprehensive formative assessment plan has allowed staff to not be pressured into putting formative strategies into action without the capacity to undertake them effectively. This has also had the added impact of increasing the staff collective efficacy in the use of data for informing practice.</p> <p>An extensive use of data to support the identification of HPGE students (AGAT, PAT, Teacher referral) led to more accurate placement and cohorting of HPGE students. This was beneficial in the implementation of the HPGE cross-year group program; ensuring the initiatives remained relevant and well-suited to the needs and capabilities of the students.</p>
<p>The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.</p> <p>The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</p>	<p>2021 planned focus was SD1, leading into SD2. Delays and contingencies due to COVID led to lack of time for meaningful PL in developing teacher capacity to analyse and use student data.</p> <p>NAPLAN, Check-in, minimum standards, attendance data and TTFM data have strongly informed the resourcing and implementation of new programs- ILSP, Reading Hives, Lit and Num champions, myriad wellbeing initiatives (planned and sequenced), approach to attendance monitoring.</p>
Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	A lack of PL opportunities for the development of skills and the communication of a unified approach has meant feedback has not been a focus of the past 12 months. The approach to developing a formative assessment culture (including the use of feedback) in the school remained at the collection and brief analysis of data due to the constraints placed on PL by the COVID-19 epidemic.

<p>Establish the base line of the percentage of High Potential students who achieved top two bands in NAPLAN, who meet or exceed expected growth in the NAPLAN or HSC. or PAT effect size 0.4 plus.</p>	<p>NAPLAN analysis became integral to the final analysis of 2021, leading to planning for 2022. This included an analysis of all students (7 and 9 NAPLAN, 8 and 10 for Check-in and minimum standards), including those identified as HP. Planning focuses on the student make up of the B and G classes plus concentrated efforts in developing NAPLAN related skills. The formation of baseline data did not occur, but the decision to place an emphasis on Stage 4 practices was made based on the standardised testing data.</p>
<p>Establish the base line of identified HP students who have potential in the domains of creative, physical, social emotional and intellectual domains.</p>	<p>This will be a focus of 2022- physical (PDHPE staff), Creative (CAPA staff). There has been the development of a prospectus for the next 4 years in delivering HPGE curriculum, including the identification of students capabilities in domains beyond academic. Discussions surrounding activities that could be implemented for HPGE students has occurred, including the use of a DOE Critical and Creative Thinking program as a base for the HPGE timetabled curriculum.</p>
<p>Establish the base line of HP students expressing a sense of belonging, advocacy at school and expectations for success as measure through student voice focus groups.</p>	<p>The isolation of individual student data was not possible in the TTFM survey. The low response rate from 2020 and 2021 made results less significant.</p>

Strategic Direction 3: Positive Student Wellbeing

Purpose

To draw on a range of evidence-informed strategies to ensure that all students at EHS are "known, valued and cared for" (Mark Scott, 2018). We aim to achieve this at a whole-school level by addressing identified areas of need in relation to student wellbeing. These include improving student advocacy, fostering more resilient and growth-oriented expectations for success in students, and creating a greater sense of belonging between students and school.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Supporting Positive Student Behaviours
- Fostering Students' Belonging to School

Resources allocated to this strategic direction

Operational: \$17,783.87

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Work towards increasing the percentage of students showing a positive sense of Wellbeing.	<p>Students reporting positive wellbeing:</p> <p>2020- 74.7%</p> <p>2021- 67.95%</p> <p>Initiatives:</p> <p>Sense of Belonging through connection to school- WU, QSA, Roll Call initiatives, SSO- success, continuing</p> <p>- Advocacy- Female students showing less than state SSSG, particularly senior students.</p> <p>- Success- Study Skills, Homework Club- these will continue.</p> <p>Dream, Believe, Succeed Awards- Highly successful in implementation. This will continue, with the use of Year Assemblies at the end of each term.</p>
Increase the percentage of students attending greater than 90% of the time from 70.16% in 2019 towards our lower bound of 77.1% (upper bound 82.1%). (uplift 4% 2021)	<p>Attendance monitoring-</p> <p>64.71% attending greater than 90%. This outcome is unsatisfactory at this point. Close monitoring of students in 85-90% attendance.</p>
Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Students, staff and the community consolidate and recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing	<p>Due to COVID, mapping of wellbeing within the curriculum did not occur.</p> <p>Wellbeing structure and referral system- successful in accessing most students. There are points of contact for all students at all levels of wellbeing need.</p> <p>Whole school approach- Referral system, Engagement Tracker in COVID</p> <p>New student leadership structure- giving ownership, belonging and connection. Student voice as a means to connect the student body with the school mechanics.</p>

and engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$129,240.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Engadine High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning to support HPGE program and Literacy and Numeracy initiatives. • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>SLSO support in classrooms and programs such as Multilit and Executive Functions - helped ensure students have skills that can be applied to benefit learning. Funding of additional LaST to support student learning in mainstream classrooms. Students are more confident in classroom with appropriate structures in place to experience success in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Increasing the number of students engaging in Multilit and Executive Functions to reduce the backlog caused by Covid. This will see a change in structure to running some sessions as small groups, in addition additional SLSO's will be employed to work in classrooms to free up the SLSO's who are trained to deliver these programs.</p>
<p>Socio-economic background</p> <p>\$98,355.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Engadine High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through external and internal courses to support student learning • employment of additional staff to support Literacy & Numeracy program implementation. • providing student without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in:</p> <p>Students having access to resources to support learning. While Reading targets were not met, with a small decline in results for Year 9, there was an improvement in Numeracy results for Year 9 NAPLAN, rising from an average score of 594.5 to 605.8, placing the school above both average state and SSSG scores.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Reading program has been reassessed and an Instructional Leader position will be created for 2022. They will provide the framework for reading instruction, supporting the whole school with Professional Learning and working with individual faculties to contextualise the framework for their</p>

<p>Socio-economic background</p> <p>\$98,355.00</p>	<p>particular needs.</p>
<p>Aboriginal background</p> <p>\$27,271.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Engadine High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • consultation with community to plan and create a culturally appropriate and safe place within the school • provide students with support for educational materials, uniform, equipment and access to other items including White Card Training <p>The allocation of this funding has resulted in:</p> <p>Students being know by staff and feel connected to the school, through ILP's and running of cultural activities. Families also establish connection or begin to establish connection to the school. Wellbeing of students continues to grow.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>While the Wellbeing of students continues to grow, Check in and NAPLAN results show that there is an approximate 10% deficit in Literacy and Numeracy results for our First Nations Students. 2022 will see the creation of First Nations Literacy and Numeracy withdrawal groups and a move towards including a Literacy and Numeracy goal in ILP's.</p>
<p>English language proficiency</p> <p>\$6,547.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Engadine High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <p>Students developed skills to 'move up' the continuum or consolidate their understanding. Confidence of students has improved positively effecting their Wellbeing and learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued support and intervention for identified students and an assessment of new students in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$166,353.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Engadine High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$166,353.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Students have consolidated or built upon their skills and learning outcomes. Students continue to feel supported and experience positive self worth and learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further assist our Stage 6 students the school will employ 'targeted' SLSO's particular Stage 6 curriculum areas. Continue with strategies employed in 2021</p>
<p>COVID ILSP</p> <p>\$70,062.36</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy • providing targeted, explicit instruction for student groups in numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress <p>The allocation of this funding has resulted in: Improved learning outcomes for targeted students with students in the writing group has resulted in greater fluency and detail (identified deficits). Reading groups showed greater confidence in their ability to discern meaning and to use techniques which will allow for closer reading and comprehension. Numeracy groups saw growth in NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with programs, which include a change in Reading groups to include greater use of the 'HIVES' approach. Use of Covid ISLP tutor to target First Nations students whose external data identifies as being below school average.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	460	467	471	457
Girls	574	568	560	564

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.6	92.9	94.8	92.8
8	91.8	91.7	93	89.2
9	91.7	90.7	90.9	89.8
10	91.1	89.6	92	86.6
11	89.5	91.7	92.9	87.4
12	91.4	92.5	93.5	90.6
All Years	91.8	91.5	92.8	89.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.00	3.00	10
Employment	0.00	3.66	12
TAFE entry	0.48	8.78	24
University Entry	0.00	0	39
Other	2.61	5.83	8
Unknown	0.00	3.00	4

Year 12 students undertaking vocational or trade training

21.74% of Year 12 students at Engadine High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.1% of all Year 12 students at Engadine High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	55.9
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,640,094
Revenue	12,590,961
Appropriation	12,123,633
Sale of Goods and Services	48,836
Grants and contributions	414,923
Investment income	3,569
Expenses	-12,911,523
Employee related	-11,484,535
Operating expenses	-1,426,987
Surplus / deficit for the year	-320,562
Closing Balance	2,319,532

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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	167,221
Equity Total	298,526
Equity - Aboriginal	27,271
Equity - Socio-economic	98,355
Equity - Language	6,547
Equity - Disability	166,353
Base Total	10,800,604
Base - Per Capita	261,155
Base - Location	0
Base - Other	10,539,449
Other Total	488,447
Grand Total	11,754,798

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.

School performance - NAPLAN

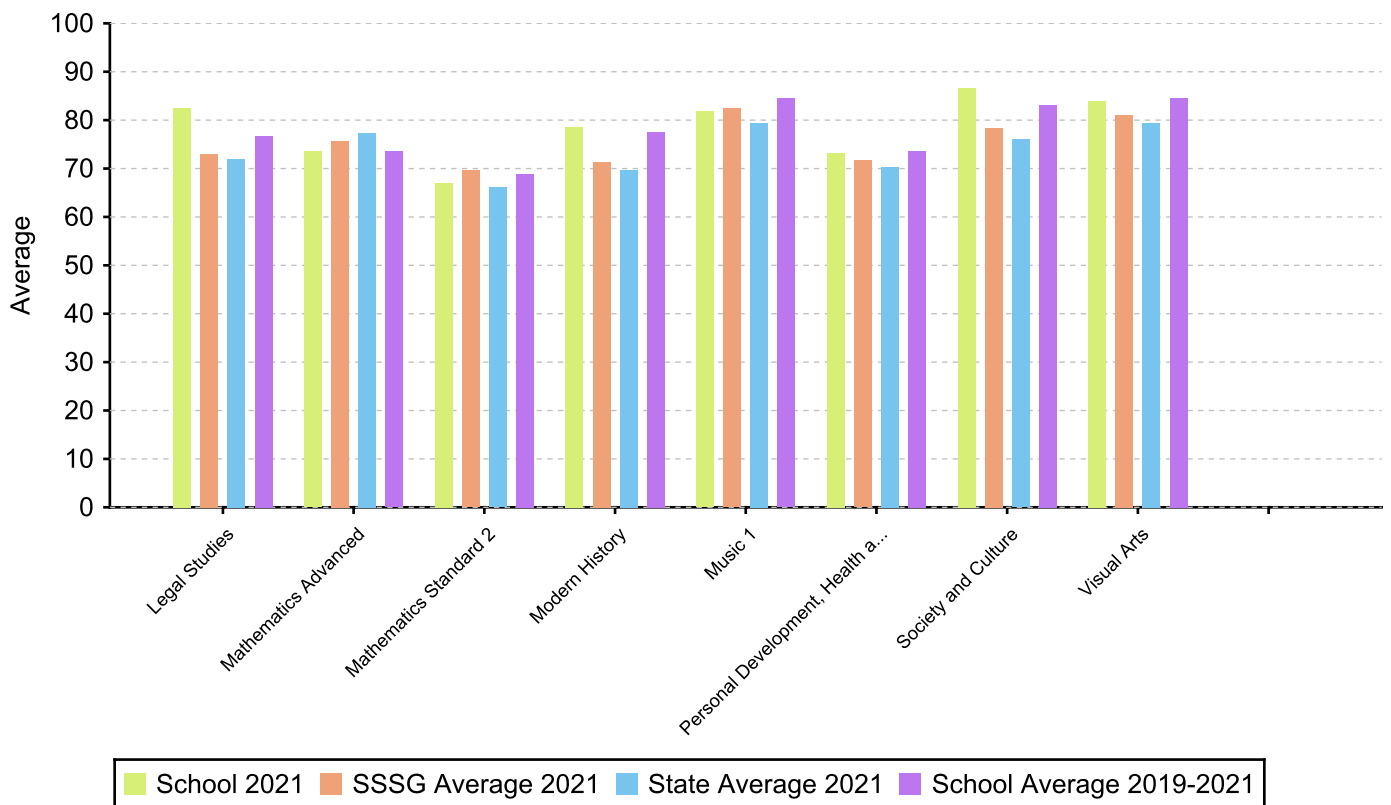
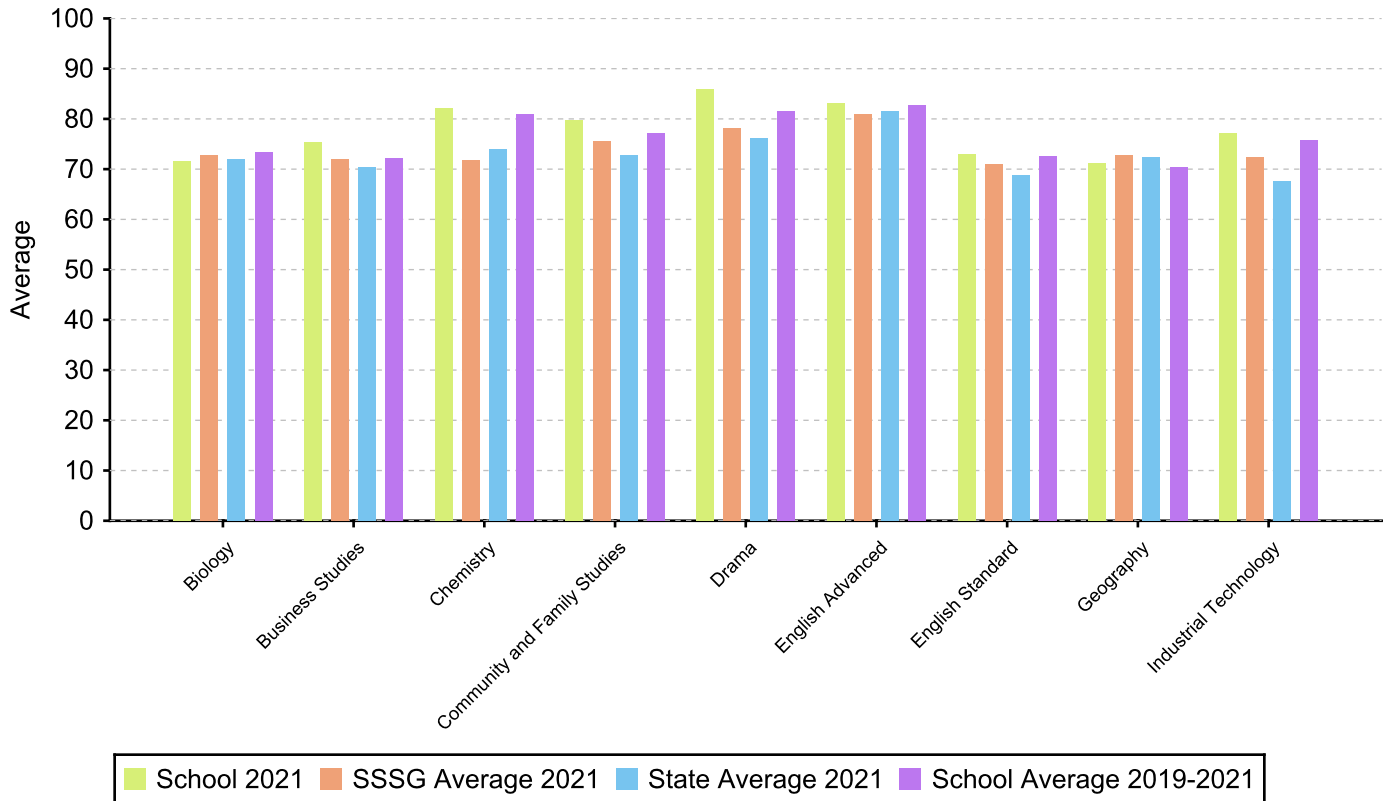
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	71.5	72.7	71.9	73.3
Business Studies	75.4	72.0	70.4	72.2
Chemistry	82.2	71.8	74.1	81.0
Community and Family Studies	79.8	75.5	72.7	77.1
Drama	85.9	78.1	76.1	81.6
English Advanced	83.2	81.0	81.4	82.8
English Standard	72.9	71.0	68.8	72.6
Geography	71.2	72.8	72.4	70.5
Industrial Technology	77.2	72.3	67.7	75.7
Legal Studies	82.5	73.1	72.0	76.7
Mathematics Advanced	73.5	75.7	77.4	73.6
Mathematics Standard 2	67.0	69.6	66.1	68.9
Modern History	78.6	71.4	69.7	77.6
Music 1	81.8	82.4	79.4	84.4
Personal Development, Health and Physical Education	73.2	71.7	70.3	73.7
Society and Culture	86.7	78.4	76.0	83.2
Visual Arts	84.0	81.1	79.4	84.6

Parent/caregiver, student, teacher satisfaction

The 2021 Tell Them From Me survey was conducted by students, therefore, other stakeholders level of satisfaction could not be gauged from this data.

The graphs below are a representation of the responses from 7-12. From the data, the Advocacy for our students responses indicate a decrease since 2020, with year 12 seeing a marked increase from some poor satisfaction in 2020. The Expectations for Success of our students in 10-12 is pleasing, with significant positive responses. We have seen a decrease in the 10/11 students Sense of Belonging since 2020, with year 12 increasing slightly. However, the overall Sense of Belonging is high. Contradicting this is the contrasting Sense of Belonging between males and females of year 11. This lower Sense of Belonging is below that of the Statistically Similar School Groups and NSW DET schools. This difference has been consistent over the last few years, leading this to be a progress measure.

TTFM Advocacy, Expectations, Belonging – by school over time

Your school's annual results for the three TTFM measures (% students reporting positive outcomes):

Year ● 2017 ● 2019 ● 2020 ● 2021



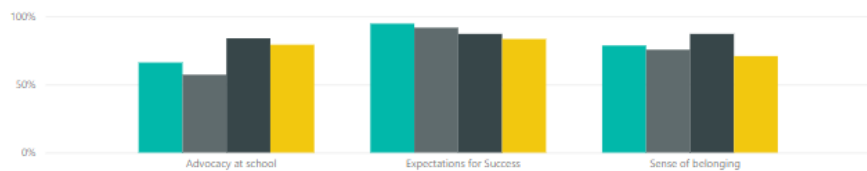
Year 10 Advocacy for our students, Expectations for success, Sense of belonging 2021.



TTFM Advocacy, Expectations, Belonging – by school over time

Your school's annual results for the three TTFM measures (% students reporting positive outcomes):

Year ● 2017 ● 2018 ● 2019 ● 2021



Year 12 Advocacy for our students, Expectations for success, Sense of belonging 2021

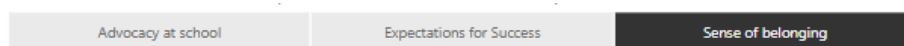
TTFM Advocacy, Expectations, Belonging – by school over time

Your school's annual results for the three TTFM measures (% students reporting positive outcomes):

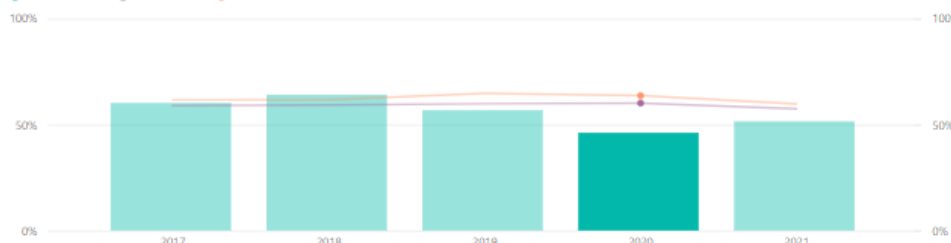
Year ● 2017 ● 2018 ● 2019 ● 2020 ● 2021



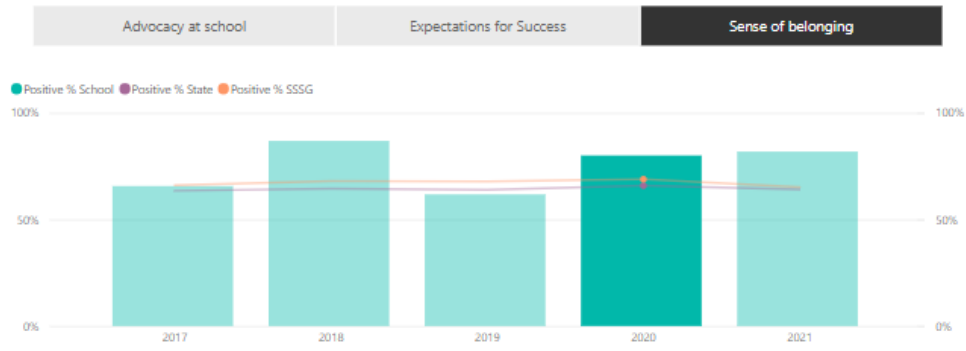
Year 11 Advocacy for our students, Expectations for success, Sense of belonging 2021



● Positive % School ● Positive % State ● Positive % SSSG



Year 11 female Sense of Belonging 2021.



Year 11 male Sense of Belonging 2021.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Engadine High School approaches Aboriginal Education with high regard and a great sense of responsibility. The school has built a culture of support and providing guidance and opportunities for all First Nations students to work towards set goals and to ensure advocacy of First Nations education remains on our school agenda. There is strong involvement in the local First Nations community for the advocacy and of educational and cultural outcomes. The following is a snapshot of initiatives in place to support the learning and development of our First Nations students:

Personalised Learning Pathways (PLPs)

- Personalised Learning Pathways are developed for our 32 Aboriginal and Torres Strait Islander students. The process involves extensive collaboration with students and family members to create the pathway and this information is communicated to all teaching staff, Deputy Principals and the Principal.
- The process involves meeting with family members in person where possible, this may on site at school or at an alternative location (wherever the family members are comfortable), telephone communication, recording information and seeking approval from family members to share the information with staff.
- For existing students, a review process takes place every year. A mentor is appointed for every Aboriginal student. Students request their preferred mentor. A PLP template for EHS has been developed in consultation with Aboriginal family members. In 2021 a PLP Plan was developed in consultation with HT HSIE. This plan is loaded directly on Sentral for teacher access.

Incursions / Educational Programs

- NRL School to Work Program - ongoing on a regular basis working with Year 11 and 12 students on vocational pathways and university entrance.
- NRL School to Work virtual Yarning Circles for EHS students. These are promoted to Aboriginal and non-Aboriginal students. They are very popular and rewarding incursions. 2021 has included sessions from Larissa Behrendt AO, Josh Addo-Carr and Shaylee Bent and Nicho Hynes.
- Cultural awareness event - Gifting of a Spear to EHS from Kurrnulla Aboriginal Corporation. The spear has been mounted and displayed alongside the framed story in the front office foyer.
- Deadly Choices Healthy Lifestyle Program - 9 students from years 8-12 participated in the 8-week course developed by the NRL. It was delivered by Rachal Allan, the Indigenous Programs Coordinator. Presentation of awards on a whole school assembly and a yarning circle with Jesse Ramien to celebrate the achievement of the students.
- Kurrnulla Aboriginal Corporation delivered a 2-hour cultural workshop for Aboriginal students and their buddies at our inaugural Wellbeing Fair. EHS has its first scar tree.

Excursions / Scholarships/ Educational Programs

- NRL Indigenous All Stars National Youth Summit
- NRL Indigenous All Stars National Youth Summit Shirt Presentation at Cronulla Sharks Stadium
- Bangarra Dance Theatre Workshop Series - Year 12 Dance and Aboriginal dancers took part in numerous online workshops.
- Sydney Opera House First Nations Work Experience Program **Aboriginal Studies** 2021 saw the development of our inaugural Aboriginal Studies subject for Stage 6 for implementation in 2022, with approximately 10 students selecting this as part of their pattern of study. This will be delivered by Ms Tracy Miller who is our Librarian and Aboriginal Education Program Coordinator.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Engadine High School is committed to providing an environment free from discrimination, supporting equity and advocating for fairness in all endeavors. We celebrate Harmony Day/Week, providing targeted lessons on the importance of equality and the need to stamp out racism. The school has an Anti-Racism Officer that is utilised in allegations of racism. They investigate the situation and aim to educate all involved. All staff have completed the DET Anti-racism Professional Learning.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Engadine High School is committed to the education of all students, regardless of their background. We take into consideration all influences on a student's learning and work to cater to their needs. Differentiation is a central focus of the school's approach to teaching and learning, taking into account factors such as language barriers. EALD funding is utilised to assist the small number of EALD students through withdrawal programs and the provision of SLSOs.

Other School Programs (optional)

LaST Programs:

Our Learning and Support Teacher manages a team of SLSOs to deliver programs aimed at targeted students to increase their learning capabilities. The programs provide strategies for students to use in and out of the classroom to improve their learning outcomes and their overall confidence. MULTILIT aims to improve the literacy skills of students identified as having literacy skills below that of their peers. The Executive Functions program is utilised to improve the organisational skills of identified students and the SELF program is implemented to improve the social skills of our students in need.

HPGE program:

2021 saw the implementation of timetabled lessons for identified HPGE students 7-12. The allocation of periods to this program allowed for a consistent approach in supporting the development of this particular group, ensuring that their capabilities were encouraged and guided to fulfill their potential. It allowed for the provision of a mentor to act as a source of support and guidance in their education.

Wellbeing:

The approach to wellbeing in the school was greatly bolstered in 2021 with the provision of a Student Support Officer to work along side our counsellors and the HT Wellbeing. In 2020 a new structure to the Wellbeing support system in the school was shaped, with 2021 being the first year of implementation. Having greater involvement of the year advisers, a clear referral system to the Wellbeing team through the HT Wellbeing, increased support from counsellors and the newly appointed Student Support Officer and increased communication of wellbeing issues across the school has allowed improved and consistent support of students at all levels of need.