

2023 Annual Report

Engadine High School



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Introduction

The Annual Report for 2023 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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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 1004 students, including 36 (3.5%) 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 2023 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 high impact approach to 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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.

- Student Performance Measures
- Data
- High Expectations
- Reporting

Resources allocated to this strategic direction

Low level adjustment for disability
Socio-economic background
Professional learning
Per capita

Summary of progress

Student Attainment, has been underpinned by a rigorous program of whole staff high-impact professional learning, targeting both HSC attainment and foundational skills in reading and numeracy. This initiative, aimed at elevating academic performance, led to the development and implementation of evidence-informed practices across all faculties, embedding strategies such as exemplar modelling and questioning techniques directly into classroom practices. The quality of these processes was evidenced through structured faculty models, where reading and numeracy strategies, created during high-impact professional learning sessions, were seamlessly integrated into daily teaching. This approach not only enhanced the delivery of curriculum content but also ensured that students' learning needs were met with precision and care. In terms of impact, while we set ambitious targets for our student cohorts, the progress made has been both notable and encouraging. Specifically, our HSC students made commendable strides, with course results in the top 2 bands increasing to 37.90%, a figure that, despite falling short of our 44.1% target, still represents significant progress above state averages. In the realm of reading and numeracy, our Year 8 and Year 9 cohorts demonstrated impressive achievements, particularly in numeracy where Year 8 results far exceeded expectations at 64.7%. Our Year 9 cohort also showed exceptional progress in reading, achieving a proficiency rate of 59.5%.

The next phase of our strategy will focus on refining these initiatives, allowing for more effective curriculum reform and targeted support for students at risk, including those from low socio-economic backgrounds and those requiring low-level disability adjustments.

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
Increase the percentage of HSC Course results in the Top 2 Bands HSC to meet our lower bound target of 44.1%.	Despite not fully meeting our target, our HSC Course results in the Top 2 Bands showed a commendable increase to 37.90%, reflecting steady progress above state averages.
To develop an activity that incorporates clear and effective criteria to determine whether a student is HPGE (high potential and gifted education). This activity should utilise a variety of assessment tools, including standardised tests, performance evaluations, peer or teacher	We have successfully established clear criteria for identifying High Potential Gifted and Talented students across all learning domains, though further engagement with the community is necessary to enhance effectiveness.

<p>nominations, and creative expression activities. This activity will be piloted and evaluated to ensure its effectiveness, and modifications should be made as necessary.</p> <p>To begin the process of implementing a HPGE (High Potential and Gifted Education) program for the Social Emotional domain.</p>	
<p>Reading Year 8 cohort top 2 bands (80% or above) in the 2023 Check-in Assessment is to attain a proficiency rate between 7% and 11%, with a baseline of 6.8%.</p>	<p>While our Reading proficiency rate for the Year 8 cohort slightly fell short of the target at 6.1%, we remain committed to addressing this to ensure improved outcomes.</p>
<p>Year 8 students to achieve a reading proficiency rate, ranging from 54% to 59% (Percentage of correct answers) with a baseline of 53.1%, in the 2023 Reading Check-in Assessment data.</p>	<p>Our students exceeded expectations in the 2023 Reading Check-in Assessment, achieving a proficiency rate of 61%, surpassing the targeted range of 54% to 59% and showing significant improvement from the baseline of 53.1%.</p>
<p>Reading Year 9 cohort in the total exam results of the 2023 Check-in Assessment is to achieve a reading proficiency rate ranging from 52% to 57%, with a baseline of 51.4%.</p>	<p>In the same assessment, our Year 9 cohort demonstrated impressive progress with a reading proficiency rate of 59.5%, surpassing the targeted range of 52% to 57% and indicating notable advancement from the baseline of 51.4%.</p>
<p>Reading Year 9 cohort top 2 bands (80% or above) in the 2023 Check-in Assessment is to attain a proficiency rate between 5% and 9%, with a baseline of 5%.</p>	<p>Year 9 cohort surpassed expectations in Reading, achieving a commendable proficiency rate of 7.4%, meeting our set target.</p>
<p>Numeracy Year 8 cohort in the total exam results of the 2023 Check-in Assessment is to achieve a numeracy proficiency rate ranging from 53% to 58%, with a baseline of 52.2%.</p>	<p>Our Numeracy Check-in Assessment results for Year 8 students surpassed expectations with a proficiency rate of 64.7%</p>
<p>Numeracy Year 8 cohort top 2 bands (80% or above) in the 2023 Check-in Assessment is to attain a proficiency rate ranging from 7% to 11%, with a baseline of 6.8%.</p>	<p>Our Numeracy Check-in Assessment for Year 8 exceeded expectations with an impressive proficiency rate of 21.7%, showcasing substantial growth and surpassing the target range.</p>
<p>Numeracy Year 9 cohort in the total exam results of the 2023 Check-in Assessment is to achieve a numeracy proficiency rate ranging from 60.1% (for SSG Schools) to 63%, with a baseline of 58.8%.</p>	<p>The Numeracy results for the Year 9 cohort met the baseline target of 58.8%, indicating steady progress in numerical skills.</p>
<p>Numeracy Year 9 cohort top 2 bands (80% or above) in the 2023 Check-in Assessment is to attain a proficiency rate ranging from 14% to 19%, with a baseline of 14%.</p>	<p>Our Year 9 Numeracy cohort demonstrated exceptional progress, exceeding the proficiency rate target at 21%, reflecting a commendable improvement in numerical skills.</p>

Strategic Direction 2: Quality learning environment

Purpose

Know students, know student learning needs and be better informed of students progress and position. Enhances quality of assessment practices. Encourage student 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.

- Assessment
- Learning and Development
- Curriculum

Resources allocated to this strategic direction

Per capita

Professional learning

Beginning teacher support

Integration funding support

Socio-economic background

Low level adjustment for disability

Aboriginal background

English language proficiency

Summary of progress

Our progress in Strategic Direction 2 has been marked by significant developments in several key areas. The Quality Assessment for Learning Professional Learning initiative has played a pivotal role in advancing our understanding of formative assessment and has directly impacted on quality of curriculum provisions within the school. Through this initiative, educators have engaged in comprehensive training and development opportunities, deepening their knowledge and skills in implementing formative assessment practices effectively. Moving forward, we remain committed to building upon these successes, further embedding formative assessment practices into our curriculum framework to enhance student learning outcomes and educational excellence. Additionally, we are proposing a modification to the Formative Assessment tracking sheet, replacing numerical indicators with grades for improved clarity and alignment with standard grading systems. Strengthening student engagement remains a focal point, with efforts directed towards enhancing the connection to real-world examples within the curriculum to foster deeper understanding and enthusiasm for learning. The Beginner Teacher Program has been a success, providing valuable support and guidance to our newest educators. However, in our commitment to continuously enhance the quality of support provided, it is evident that certain adjustments are necessary. As a result, a strategic overhaul of the program has occurred to ensure that it meets the evolving needs and challenges faced by beginner teachers. Furthermore, while our Aboriginal Educational Officer (AEO) has made positive contributions, there's an opportunity to maximise her expertise further by expanding her role to leverage her specialised knowledge to enhance teaching and learning outcomes school-wide.

We aim to deepen the implementation of formative assessment professional learning, ensuring that performance descriptors and the use of the common grade scale are fully integrated into our teaching practices. This focus will also extend to enhancing the tracking of student growth and attainment through refined internal school measures, providing a clearer picture of each student's academic journey. In parallel, we will intensify our efforts to boost student engagement, adopting clear success criteria and learning intentions across all classes to make learning objectives transparent and attainable for all students. The Beginner Teacher Program will undergo a targeted redesign, prioritising explicit teaching methods, establishing firmer guidelines and expectations, and incorporating comprehensive behavioural management strategies in alignment with the new Behavioural Policy set to be introduced in 2024. Additionally, the Aboriginal Educational Officer (AEO) program will be revised to set more precise deliverables for 2024, ensuring that the program's contributions to the school's educational and cultural objectives are well defined and measurable.

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.

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Annual progress measure	Progress towards achievement
By utilising a variety of formative assessments, teachers will be able to monitor evidence of learning and modify their instructional strategies in response to the diverse learning needs of their students	It is clear through our Professional learning sessions, that many teachers have adeptly integrated formative assessment into their classroom practices, yielding a variety of results. However, additional evidence across multiple faculties, is essential to ascertain the precise impact of the acquired knowledge on the learning sequence including how lessons are being adapted to meet a diverse spectrum of learning abilities.
Teachers consistently evaluate student assessment data by contrasting outcomes from external evaluations such as NAPLAN, Check in assessment and PAT to form reliable and comparable assessments of students' academic progress.	It's evident that our teachers have embraced the concept of data analysis, demonstrating a strong interest in external data through various professional learning sessions such as Reading and Numeracy PL, as well as the Stage Four 'Getting to Know Our Students' activity. Moving forward, staff will be encouraged to maintain their focus on referencing the available data throughout the term, ensuring a consistent and informed approach to student assessment and progress monitoring.
Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	At this juncture, making an effective judgment is challenging due to the limited sample size of available evidence. While it's evident that progress is being made, it's clear that this remains an area of focus for 2024. We are committed to expanding our evidence base to ensure a comprehensive understanding of student progression in knowledge, understanding, and skill, along with the assessments that measure them
The strategic target for effective implementation of the national curriculum is to ensure thorough planning and alignment with the curriculum standards across English and Mathematics, fostering a cohesive framework for instruction and assessment.	The Mathematics and English faculties have made significant strides this year in remodeling their curriculum. This has been evidenced by the development of appropriate scope and sequences, units of work and a range of assessment tasks to meet the diverse learning needs of our students. As a result, both Heads Teachers were asked to present their approaches to the Executive team to foster a collaborative and consistent approach. As a result, this also led to a shift in professional learning time to ensure other faculties had an opportunity to address the challenges they faced effectively.

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.

- Attendance
- Planned Stepped Care Support
- Recognition of Achievement

Resources allocated to this strategic direction

Per capita

Student Support Officer

Socio-economic background

Professional learning

Summary of progress

It is evident that our efforts to enhance student engagement and overall wellbeing have yielded significant positive outcomes. Notably, our school has seen a commendable 7% increase in overall attendance, which is attributed to the implementation of rigorous monitoring processes and heightened student awareness of the importance of consistent attendance and how it links to their wellbeing. Additionally, there has been a 2% rise in students' positive sense of belonging, reflecting the impact of various wellbeing programs offered throughout the year. Moreover, the rebranding of the merit system in Term 4, following teacher and student consultation, has already shown promising early results, with students placing increased value on merits. These accomplishments underscore our commitment to fostering a supportive and inclusive learning environment, where every student feels valued and empowered to succeed.

We are poised to refine and expand our strategies. Acknowledging the improvements in attendance and students' sense of belonging, we are committed to implementing more proactive measures. These measures aim to preemptively address barriers to engagement and wellbeing, ensuring they complement rather than detract from the educational experience. A critical part of our strategy involves a rigorous evaluation and selection of programs that bolster a supportive learning environment aligned with our academic objectives. Moreover, to ensure a more focused approach to managing student engagement and wellbeing, we plan to transition the responsibility of monitoring student attendance to a dedicated Student Attendance Officer. This move is designed to delineate more clearly the roles between wellbeing and attendance management, facilitating a more targeted and effective approach in both areas. By establishing clear lines of responsibility, we aim to enhance the efficacy of our attendance strategies, ensuring that they are seamlessly integrated with our broader wellbeing initiatives.

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
Increase the percentage of students showing a positive sense of Wellbeing from 2022 towards our upper bound target. (uplift of 5%).	We are pleased to note a 2% increase in the positive sense of well-being among our students; however, we recognise that there is still more work to be done in this area. As a result, we are implementing a range of strategies aimed at increasing student awareness and fostering a shift in the overall mindset towards well-being. These initiatives, including the implementation of the Open Parachute program during Roll Call, will focus on promoting self-care practices, resilience-building, and fostering a supportive school community. Additionally, we acknowledge the importance of greater clarification around the Tell Them From Me (TTFM) process to ensure higher degrees of accuracy when assessing student well-being. By

<p>Increase the percentage of students showing a positive sense of Wellbeing from 2022 towards our upper bound target. (uplift of 5%).</p>	<p>enhancing understanding and engagement with the TTFM process, we aim to gather more comprehensive and reliable data that will inform targeted interventions to further enhance student well-being across our school community</p>
<p>Increase the percentage of students attending greater than 90% of the time from 2019 to our lower bound of 77.1%. (uplift 7%).</p>	<p>We are pleased to report a significant increase in student attendance this year, with 57.3% of our students achieving a 90% attendance rate. This positive outcome can be attributed to the implementation of various strategies aimed at promoting regular attendance. However, we acknowledge that further efforts are needed to continue this trend. To address this, we will focus on gaining greater clarification about the reporting processes related to attendance, strengthening communication with parents to emphasise the importance of regular attendance, and utilising the support of our Year Advisor and assistant on a more consistent basis. By enhancing our approach in these areas, we aim to further improve student attendance rates and foster a culture of punctuality and commitment to learning within our school community.</p>
<p>The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p>	<p>Throughout the school, we have implemented several successful strategies to support the overall wellbeing of our students. These include initiatives such as the Resilience Project in Year 8, Tomorrow Man and Women programs, and the introduction of the Open Parachute program. These efforts have been instrumental in promoting mental health awareness, fostering resilience, and creating a supportive environment for our students. However, as we look ahead, we recognise the importance of refining our processes to ensure that learning takes place effectively. To achieve this, we aim to gather a greater amount of data from various sources, including parents and staff, to inform our approach. By collating comprehensive data, we can better understand the needs of our students and tailor our strategies accordingly, ultimately enhancing the overall wellbeing and academic success of our school community.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$301,986.00</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"> • Curriculum <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in the following impact: All students receiving Integration Funding Support (IFS) benefited from in-class support from School Learning Support Officers (SLSOs) aligned with their funding allocation. This resulted in demonstrable improvement for all IFS students within our internal school grading system. Senior IFS students received targeted support to ease the transition from high school to employment. This program proved successful, with all IFS senior students having a clear transition from high school. Year 10 IFS students achieving the minimum HSC standards. All IFS have met their learning goals on their ILP's which are annually reviewed.</p> <p>After evaluation, the next steps to support our students will be: We will refine our senior transition program specifically for IFS students to enhance their long-term career prospects. To maximise the impact of IFS funding, we will implement a more thorough review process for incoming Year 7 students to ensure timely and appropriate support for early intervention. To further optimise the effectiveness of IFS, we will explore strategies for recruiting and hiring SLSOs who possess the specific skillsets required to support IFS students. We are committed to ongoing professional learning for all staff, ensuring they are equipped to deliver the best possible learning experience for funded students.</p>
<p>Socio-economic background</p> <p>\$102,173.57</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"> • Student Performance Measures • Planned Stepped Care Support • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support male education program implementation. • resourcing to increase equitability of resources and services (Top Blokes, Breakfast club, SLSO) • providing students without economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$102,173.57</p>	<p>The allocation of this funding has resulted in the following impact: A significant increase in attendance, with a 12% uplift in students attending 90% of their classes compared to the previous year. Engagement: The "Tell Them From Me" surveys indicate a moderate improvement in student engagement across the board with a 2% uplift in sense of engagement reported. An increase in student involvement in extra-curricular and community activities, supported by School Bytes data The expansion of the High Potential and Gifted Education (HPGE) student leadership programme. Over 10% of students have been identified as either academic, physical, social and emotional or creative giftedness through identification measures. There has been an increased number of students participating in the Breakfast Club programme, morning exercise groups, the homework centre, and our young carers programme, contributing to overall student well-being and readiness to learn. Baseline data being monitored in 2023. Students who did not meet the HSC minimum standards in Year 10 received small group tuition in Year 11, resulting in all students meeting the standard. Enhanced literacy outcomes for cohorts in Years 8 and 9, demonstrating the efficacy of targeted interventions and support strategies as indicated by progress measures uplift.</p> <p>After evaluation, the next steps to support our students will be: Emphasis will be on identifying and prioritising the programmes that have shown the greatest impact on student outcomes. A renewed commitment to collaborate with community groups and re-engage with programmes that support our students' socio-economic needs. The funding allocation for the boys' programme will be adjusted to ensure it is more streamlined and effectively absorbed into standard school practices, aiming for heightened efficacy and relevance. A more rigorous analysis of external testing data, specifically in relation to socio-economic status (SES), will be undertaken to better understand our students' needs and tailor interventions more effectively.</p>
<p>Aboriginal background</p> <p>\$28,028.20</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"> • Curriculum <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Qualitative data from focus groups indicate that we fostered a stronger cultural connection within the school and the wider community, enhancing the sense of belonging and identity among Aboriginal students. The targeted support provided for First Nations students has led to an increased number of students attaining the Record of School Achievement (ROSA), evidencing the effectiveness of the programmes in place. There has been notable support towards the attainment of the Higher School Certificate (HSC) for Aboriginal students, contributing to their</p>

<p>Aboriginal background</p> <p>\$28,028.20</p>	<p>academic success and future opportunities.</p> <p>After evaluation, the next steps to support our students will be: There is a need for a tightening of evaluation strategies to more accurately measure the impact of the initiatives and ensure they are delivering maximum benefit to Aboriginal students. Increased HSC Attainment: Whilst there has been progress in supporting HSC attainment for First Nations students, this area is identified for further improvement. Enhanced targeted support and tailored strategies will be employed where appropriate to ensure even greater success rates for Aboriginal students in achieving their HSC.</p>
<p>English language proficiency</p> <p>\$29,452.96</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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Check-in data reveals that all students who are in the process of consolidating their skills according to the EALD matrix are performing on par with or surpassing their peers in reading and numeracy. This demonstrates the effectiveness of the targeted support strategies in enhancing the academic outcomes for EALD students. NAPLAN results have been utilised as a diagnostic tool in 2023, providing valuable insights into the specific learning needs of EALD students and enabling the implementation of tailored interventions to support their continued academic progress.</p> <p>After evaluation, the next steps to support our students will be: There is a recognised need for more strategic alignment of the EALD position with the learning support team. This alignment will facilitate more frequent and comprehensive evaluations of the programme's impact, ensuring that EALD support strategies are continuously refined and optimised based on the evolving needs of our students.</p>
<p>Low level adjustment for disability</p> <p>\$263,036.66</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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Performance Measures • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention Reading Hives and Numeracy program to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs (multi-lit and executive functions) • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in

<p>Low level adjustment for disability</p> <p>\$263,036.66</p>	<p>improvement for students with additional learning needs</p> <ul style="list-style-type: none"> • support for students in Life Skills and Individual Learning Plans/Profiles; HSC Special Provisions. • employment of LaST and interventionist teacher • targeted students are provided with an evidence-based intervention literacy and numeracy to increase learning outcomes • LaST support in all year 7 literacy and numeracy lessons <p>The allocation of this funding has resulted in the following impact:</p> <p>A total of 36 Higher School Certificate (HSC) pupils received disability adjustments, efficiently processed by our Learning and Support Team (LAST), ensuring equitable access to examinations.</p> <p>The whole school has engaged in effective monitoring of data related to the Nationally Consistent Collection of Data on School Students with Disability (NCCD), enabling informed decision-making and support planning. Implementation of a new whole-school policy for providing pupil adjustments and logging information has standardised support processes, ensuring consistency and transparency across the school.</p> <p>Support has been extended to a number of pupils in transitioning to more appropriate educational settings, such as distance education placements or increased Integration Funding Support (IFS), tailored to their individual needs.</p> <p>Check-in assessment data has indicated improved literacy and numeracy outcomes for pupils receiving support, reflecting the effectiveness of targeted interventions.</p> <p>Disability provisions have been streamlined across Years 7 to 12, with comprehensive implementation and data records enhancing the coordination of support services.</p> <p>There has been an increase in correspondence with the community and external providers, facilitating a collaborative approach to supporting pupils with disabilities.</p> <p>An average of 23 pupils are discussed and reviewed at fortnightly Learning Support Team (LST) meetings, ensuring ongoing evaluation and adjustment of support strategies.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Aim to better utilise funding for students identified with disabilities who do not receive Integration Funding Support (IFS), ensuring all students with additional needs have access to appropriate resources and support.</p> <p>Allocate a larger number of Student Learning Support Officers (SLSOs) to provide targeted interventions within the classroom, enabling more personalised support for students with disabilities.</p> <p>Increase the allocation of funding towards programmes such as MultiLit (MultiLit Literacy Programmes) and executive function support initiatives, aiming to address specific learning needs and improve academic outcomes for students with disabilities.</p> <p>Invest in professional learning for SLSOs to enhance their skills in delivering disability provisions, ensuring they are equipped with the latest strategies and knowledge to support students effectively.</p> <p>Continue to provide professional learning opportunities for all staff on how to support students with disabilities and utilise the Learning Support Team (LST) to facilitate low disability adjustment students' learning and inclusion.</p> <p>Establish stronger connections with the careers advisor to support students, particularly those with low academic achievement, in transitioning from school to further education, training, or employment, ensuring they have the guidance and support needed to make informed decisions about their futures.</p>
<p>Professional learning</p> <p>\$91,202.16</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Assessment • Curriculum

<p>Professional learning</p> <p>\$91,202.16</p>	<ul style="list-style-type: none"> • Data • High Expectations • Reporting • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <p>Professional Learning has been consistently aligned with the strategic directions of the school, ensuring a cohesive approach to school improvement.</p> <p>Reading and numeracy strategies have been adopted across the whole school, utilising a common language and being embedded into all programmes, fostering a unified approach to literacy and numeracy development.</p> <p>Check-in assessment data has shown improvements in numeracy across the student body, indicating the success of targeted strategies in enhancing mathematical understanding and skills.</p> <p>Check-in data has also shown a stabilisation of reading levels, reflecting the effectiveness of implemented reading strategies in maintaining literacy achievements.</p> <p>There has been a 9% uplift in the attainment of Band 6 results in the HSC, with steady performance across the top two bands, showcasing the impact of professional learning on senior students' outcomes.</p> <p>Enhanced student engagement, as indicated by "Tell Them From Me" (TTFM) data, has contributed to improved student attendance, underlining the link between engaging teaching practices and student attendance.</p> <p>Internal staff surveys and focus groups have highlighted an increased application of professional learning in practice, particularly following PL sessions on Artificial Intelligence (AI), demonstrating the commitment of staff to continual professional development and innovation in teaching.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>There is a plan to restructure Professional Learning to be facilitated within faculties, providing dedicated time for curriculum reform implementation. This approach aims to foster deeper, subject-specific professional development and facilitate the integration of innovative teaching strategies directly into curriculum planning and delivery.</p>
<p>Beginning teacher support</p> <p>\$67,289.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Engadine High School during their induction period.</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"> • Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with

<p>Beginning teacher support</p> <p>\$67,289.00</p>	<p>parents and caregivers.</p> <p>The allocation of this funding has resulted in the following impact: Feedback from staff surveys indicates that the mentoring programme has been highly successful. Beginning teachers have reported feeling more confident in crucial areas of their professional practice, including assessment, programming and planning, and fostering a collaborative environment within the school.</p> <p>After evaluation, the next steps to support our students will be: There is a recognised need for a more structured redesign of the mentoring programme to ensure that both beginning teachers and their mentors have clear expectations of the programme's objectives and deliverables. This redesign aims to provide a more coherent and comprehensive framework for teacher induction and development.</p> <p>Enhanced Focus on Behavioural Management and Explicit Teaching: Feedback has highlighted the necessity for a stronger emphasis on behavioural management and explicit teaching within the programme. Moving forward, these areas will be prioritised to equip beginning teachers with effective strategies for classroom management and instructional clarity, which are essential for fostering a conducive learning environment and achieving educational outcomes.</p>
<p>COVID ILSP</p> <p>\$92,901.71</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were... • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Through the targeted tutorial program funded by the COVID ILSP, 100% of the participating students in Year 11 and Year 12 for 2023 have met the HSC minimum literacy and numeracy standards. This achievement underscores the effectiveness of the tailored support provided to students in critical stages of their education.</p> <p>Small group tuitions programs has resulted in marked improvements in the check-in assessment results for targeted cohorts, such as First Nations students. This indicates not only an enhancement in academic outcomes for these students but also a successful narrowing of the achievement gap exacerbated by the pandemic.</p> <p>After evaluation, the next steps to support our students will be: In response to the ending of COVID ILSP funding, the school plans to continue offering similar support services to students in need. This effort will be facilitated through strategic utilisation of existing resources, including Low-Level Disability Adjustment Funding and the dedicated efforts of our Learning Support Team (LST).</p>
<p>Per capita</p> <p>\$263,471.67</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Recognition of Achievement • Assessment • Planned Stepped Care Support

<p>Per capita \$263,471.67</p>	<ul style="list-style-type: none"> • High Expectations • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of testing for HPGE • Staff allocation for HPGE • Staff allocation of 3rd DP and additional HT T&L • Wellbeing programs - including Year 7 transition support • Attendance programs • Merritt award system • Staffing allocation for HT wellbeing to support attendance programs <p>The allocation of this funding has resulted in the following impact:</p> <p>Establishment of cross-KLA curriculum and year-level academic classes for high potential students, providing a tailored educational environment to nurture and extend their abilities.</p> <p>Implementation of ILPs for all identified highly gifted students, ensuring personalised educational pathways that cater to their unique needs and potential.</p> <p>Provision of free testing for students transitioning to high school, supporting appropriate class placements and facilitating a smooth and effective integration process. As well as the effective evaluated linkages program that runs throughout each year to support this transition.</p> <p>Project based learning critical and creative opportunities for all students in stages 4 and 5.</p> <p>Revision and enhancement of the merit system to better support student engagement, community communication, and the recognition of student success, fostering a positive and inclusive school culture.</p> <p>Development of extracurricular activities and rewards as part of the school's inclusion and attendance programmes, encouraging broader student participation and engagement.</p> <p>Funding and implementation of numerous proactive wellbeing initiatives, with positive impacts on student wellbeing as indicated by "Tell Them From Me" (TTFM) data, highlighting the importance of supporting the holistic needs of students.</p> <p>Creation of professional learning programmes focused on effective formative assessment practices, enhancing the assessment capabilities of all staff.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>A comprehensive evaluation of the initiatives funded through Per Capita Funding has highlighted their success and the impactful contributions they have made to our school community. However, the evaluation has also identified the need for improved alignment with our school plan to ensure these activities and initiatives are cohesively integrated with existing areas of development. This alignment is essential for maximising the effectiveness and sustainability of these programmes, ensuring they not only continue to meet the immediate needs of our students but also contribute to the broader strategic goals of Engadine High School.</p> <p>Moving forward, efforts will be focused on enhancing the integration of these successful programmes within our school's framework, ensuring a coherent approach to development and improvement across all areas of student education and wellbeing.</p>
<p>Student Support Officer \$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Planned Stepped Care Support <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and

Student Support Officer

\$99,516.00

whole-school evidence-based programs and strategies.

- Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.
- Establish referral pathways to appropriate local services through community partnerships.
- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.
- working collaboratively with external and other government agencies in their support of students and their families.

The allocation of this funding has resulted in the following impact:

There has been an increase in community engagement with external school providers, fostering support for positive student wellbeing outcomes. This collaboration has enhanced the support network available to our students.

The implementation of a stepped care model across the school, complemented by targeted professional learning (PL) for staff, has enabled a more structured and effective approach to student wellbeing and support. All officer staff have received PL focusing on Youth mental Health first Aid, aimed at equipping them with the necessary skills and knowledge to identify, support, and refer these students appropriately.

Targeted interventions and support provided by the SSO have contributed to increased attendance rates among targeted students, indicating the positive impact of tailored support strategies.

The presence of the SSO has allowed the Wellbeing Team to concentrate on additional proactive initiatives, broadening the scope and impact of wellbeing programmes within the school.

The effective intervention strategies implemented by the SSO have led to a decrease in referrals to the school psychologist, indicating an improved capacity to address student needs within the school environment.

After evaluation, the next steps to support our students will be:

There is a need to better utilise the SSO in supporting small group tuition and proactive interventions. This approach will ensure individual students are more effectively triaged to external providers, maximising the benefits of this resource.

Ensuring transparent lines of communication between the school's Wellbeing Team, the SSO, and school psychologists is crucial. This transparency will foster a cohesive and collaborative approach to supporting positive student wellbeing outcomes, ensuring all parties are informed and aligned in their efforts to support students.

Ensuring that the SSO is effectively triaging, allowing them to see more students as opposed to intensely seeing a few students over a long period of time.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	471	457	448	474
Girls	560	564	531	530

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.8	92.8	88.1	92.0
8	93.0	89.2	85.7	91.1
9	90.9	89.8	85.1	88.1
10	92.0	86.6	86.7	89.6
11	92.9	87.4	84.1	90.7
12	93.5	90.6	91.7	92.8
All Years	92.8	89.3	86.6	90.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	0	2.3
Employment	6.3	10.08	28.8
TAFE entry	3.1	7.5	7
University Entry	0	0	61.9
Other	1.2	1.5	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

31.39% of Year 12 students at Engadine High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

95.4% of all Year 12 students at Engadine High School expected to complete Year 12 in 2023 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)	54.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.17
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

Beyond the allocated staffing, Engadine High School is further supported by ACIP roles, including a Deputy Principal and a Head Teacher of Teaching and Learning, dedicated to enhancing curriculum delivery and student achievement.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,920,016.57
Revenue	13,811,361.10
Appropriation	12,831,770.90
Sale of Goods and Services	40,759.25
Grants and contributions	852,100.92
Investment income	86,053.53
Other revenue	676.50
Expenses	-13,819,661.37
Employee related	-12,589,896.89
Operating expenses	-1,229,764.48
Surplus / deficit for the year	-8,300.27
Closing Balance	1,911,716.30

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.

	2023 SBAR Adjustments (\$)
Targeted Total	282,644
Equity Total	422,691
Equity - Aboriginal	28,028
Equity - Socio-economic	102,174
Equity - Language	29,453
Equity - Disability	263,037
Base Total	11,124,694
Base - Per Capita	263,472
Base - Location	0
Base - Other	10,861,222
Other Total	631,041
Grand Total	12,461,070

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

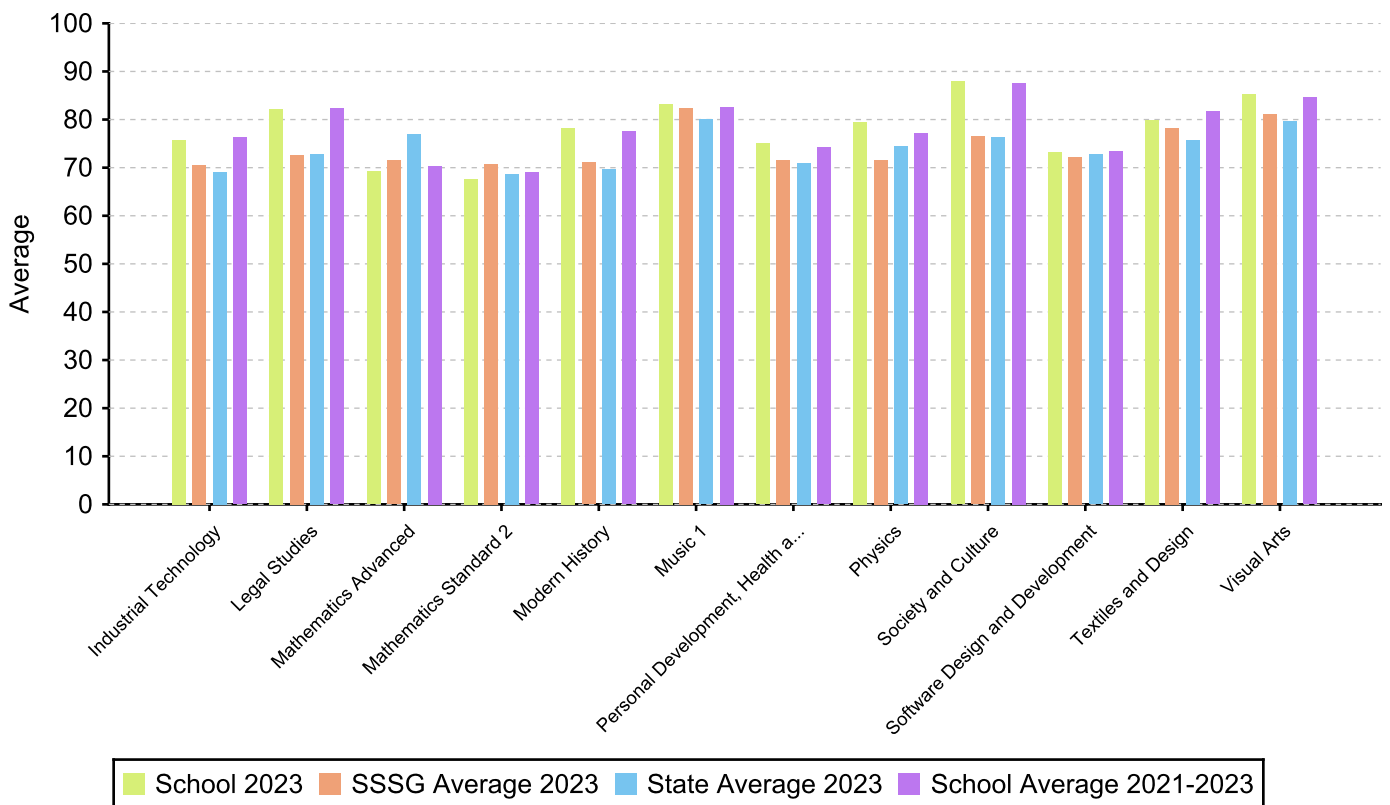
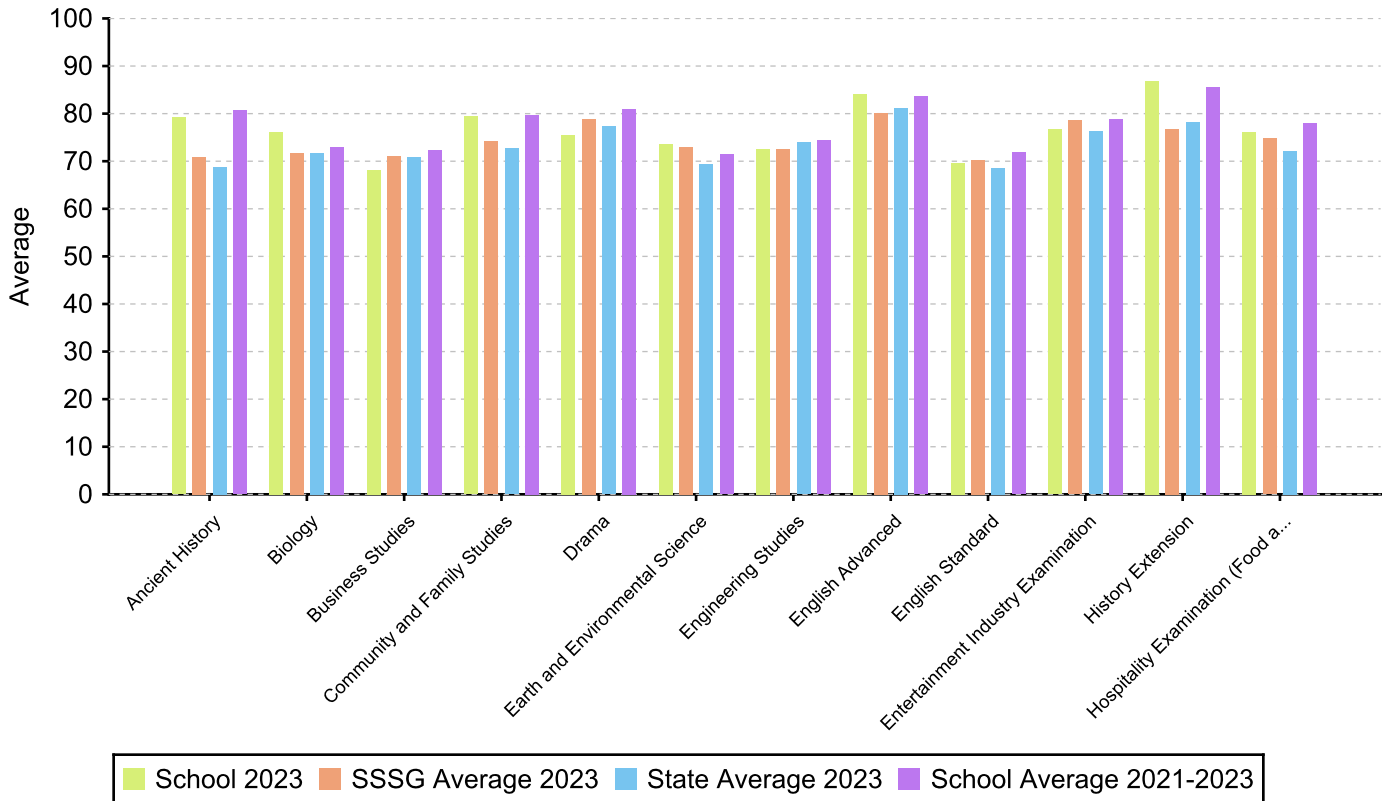
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	79.2	70.9	68.7	80.6
Biology	76.2	71.8	71.8	72.9
Business Studies	68.1	71.1	70.9	72.3
Community and Family Studies	79.4	74.1	72.7	79.8
Drama	75.5	78.8	77.3	81.0
Earth and Environmental Science	73.6	73.0	69.4	71.4
Engineering Studies	72.5	72.6	73.9	74.4
English Advanced	84.1	80.1	81.2	83.6
English Standard	69.6	70.3	68.5	71.8
Entertainment Industry Examination	76.7	78.6	76.3	78.9
History Extension	86.8	76.8	78.2	85.6
Hospitality Examination (Food and Beverage)	76.1	74.8	72.1	78.0
Industrial Technology	75.8	70.6	69.1	76.3
Legal Studies	82.2	72.6	72.9	82.3
Mathematics Advanced	69.2	71.5	77.0	70.4
Mathematics Standard 2	67.6	70.8	68.7	69.0
Modern History	78.2	71.1	69.6	77.5
Music 1	83.3	82.4	80.0	82.7
Personal Development, Health and Physical Education	75.0	71.6	71.0	74.2
Physics	79.5	71.6	74.4	77.2
Society and Culture	87.9	76.5	76.3	87.6
Software Design and Development	73.2	72.2	72.7	73.5
Textiles and Design	79.9	78.2	75.7	81.7
Visual Arts	85.2	81.2	79.8	84.6

Parent/caregiver, student, teacher satisfaction

In 2023, Engadine High School employed a multifaceted approach to gauge and enhance satisfaction among students, teachers, and parents, reflecting our commitment to a supportive and thriving school environment. Through instruments such as the "Tell Them From Me" survey, student voice focus groups, and specific reviews of our rewards and homework programs, we've discerned a high level of student satisfaction, notably in areas of belonging, participation in extracurricular activities, and the cultivation of positive relationships within the school. Despite these strengths, we've identified opportunities for improvement in increasing students' valuation of learning outcomes. Teacher feedback, gathered through professional learning evaluations and the TTFM survey, has been largely positive, especially regarding the impact of professional development on student outcomes and the promotion of a rich learning culture. However, areas such as leadership perception and parental engagement were highlighted for reflection and enhancement. Parental feedback, while not captured through the TTFM survey this year, was solicited via the P&C and social media, revealing strong support for the school's direction. Moving forward, we recognise the importance of broadening our feedback mechanisms to ensure comprehensive community engagement, guiding our continuous pursuit of excellence and responsiveness to the needs of our students, staff, and families.

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.

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.

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.