

# 2024 Annual Report

## Engadine High School



8432

## Introduction

The Annual Report for 2024 is provided to the community of Engadine High School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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Engadine High School

2 Porter Rd

Engadine, 2233

<https://engadine-h.schools.nsw.gov.au>

[engadine-h.school@det.nsw.edu.au](mailto:engadine-h.school@det.nsw.edu.au)

9520 0411

## School background

### 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, dynamic comprehensive high school in southern Sydney with an enrolment of 1,044 students, including 28 students who identify as Aboriginal or Torres Strait Islander. The school maintains a strong culture of high expectations, academic achievement, and inclusive practice, supported by a safe and connected learning environment. With a focus on continuous improvement, Engadine High delivers a curriculum that is both rigorous and engaging, underpinned by evidence-informed teaching and a commitment to the development of the whole student. The school continues to prioritise literacy and numeracy attainment across Stages 4 and 5, with targeted professional learning and resourcing to support staff in embedding effective strategies in all KLAs. These efforts aim to improve foundational skills, close equity gaps, and ensure students are well prepared for Stage 6.

Student growth is further supported through an expanding High Potential and Gifted Education (HPGE) program that provides opportunities for extension across academic, creative, and leadership domains. The school also offers a wide range of extracurricular activities including sport, performance, social justice, and cross-curricular learning programs that enrich the educational experience. A responsive and well-established Support Unit caters for students in two IM, one IO, and two Autism classes, ensuring inclusive access to quality learning. Staff professional learning continues to be a strategic priority, particularly in building collaborative practice, using student data to inform teaching, and strengthening the implementation of high-impact pedagogies. Strong HSC outcomes in 2024, including growth in the top performance bands, reflect the impact of these collective efforts and the school's ongoing commitment to excellence across all stages of 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 school plan and annual report.

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
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 School Excellence Plan and the achievement of school improvement measures.

- Reading Attainment
- Numeracy Attainment
- HSC Attainment

### Resources allocated to this strategic direction

Professional learning  
Per capita  
Refugee Student Support  
Small group tuition (SGT)

### Summary of progress

HSC, reading, and numeracy attainment remained central to the school's strategic improvement efforts, underpinned by evidence-informed professional learning and targeted use of resources. In HSC attainment, school-wide and faculty-based analysis of RAP data guided strategic planning, with professional learning and reflection tools such as RAP data sheets and Head Teacher inquiry groups ensuring consistency and depth. This resulted in an uplift in student achievement, including a rise in the proportion of students achieving in the top three bands from 71.3% in 2023 to 77.2% in 2024. Notably, Biology achieved the school's highest Z score for courses with over 15 students in 2024, attributed to collaborative planning and cross-school partnerships. In reading, the school allocated per capita funding to a literacy coordinator and implemented a timetabled Year 7 literacy class. All-staff professional learning was delivered through the Engadine Reading Hives Framework, with structured resources and QAR strategies used across faculties. Staff surveys indicated increased teacher confidence in applying reading strategies, and Check-in assessment data showed growth in reading performance, with Year 8 and 9 students achieving a mean scaled score of 59.6% in 2024, up from 58% in 2023. Feedback also showed increased student engagement and enjoyment in reading activities. The school's whole-school literacy approach fostered a shared understanding of how to embed reading across KLAs, and regular collaboration supported the alignment of literacy instruction with syllabus outcomes. Numeracy outcomes, however, showed a decline, with a 2024 Check-in Assessment mean score of 53.45% in Year 8 and 9 compared to 60% in 2023, and a downward trend in Check in Assessment numeracy performance. In response, the school will overhaul the current numeracy professional learning model to focus on deep integration of numeracy in targeted KLAs rather than a whole-staff approach. In addition, the school will use SGT funding in 2025 to deliver intensive support to low-equity groups in Stages 4 and 5. Moving forward, the school will embed the HSC strategy in the 2025 Strategic Improvement Plan, expand literacy programs into new faculties, and refine numeracy instruction through focused support and revised professional learning structures to drive improvement.

### 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Pathways</b> Increase the percentage of students in the Top 2 Bands HSC from 37.91% in 2023 to 39%	The school narrowly missed its HSC target of 39%, achieving 38.9% of students in the top two bands in 2024, an increase from 37.8% in 2023, indicating steady improvement supported by targeted RAP data analysis and strategic professional learning.
<b>Improved reading outcomes</b> An increase in Check-in Assessment mean scaled score for reading in Year 8 and 9 for 2024 compared with 58% in Year 7 and 8 in 2023.	The school made steady progress towards its reading target, improving the mean scaled score in the Year 8 and 9 Check-in Assessment to 59.6% in 2024, up from 58% in 2023, reflecting increased staff confidence and uptake of reading strategies.

**Improved numeracy outcomes**

An increase in Check-in Assessment mean scaled score for numeracy in Year 8 and 9 for 2024 compared with 60% in Year 7 and 8 in 2023.

The school did not meet its numeracy target, with the 2024 Check-in Assessment mean scaled score dropping to 53.45% from 60% in 2023, prompting a strategic shift to targeted professional learning and small group tuition for priority learners.

## 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 School Excellence Plan and the achievement of school improvement measures.

- Assessment
- Curriculum
- HPGE

### Resources allocated to this strategic direction

Per capita  
Low level adjustment for disability  
Professional learning

### Summary of progress

Strategic Direction 2 focused on improving teaching practice, assessment consistency, curriculum implementation, and identification of high-potential students. Targeted professional learning across all stages supported staff in strengthening formative assessment practices, particularly in Stage 4, where differentiation strategies have helped meet the needs of students requiring additional support. Scope and sequences, along with aligned units of work, have been developed across faculties, contributing to a more coherent and structured delivery of the curriculum. Interviews with staff and observations indicate greater alignment in assessment-informed teaching, although further evidence is required to confirm the extent to which formative assessment is shaping classroom practice and meeting the needs of high-achieving students. Progress has also been made in identifying students within the Intellectual and Creative domains of the High Potential and Gifted Education (HPGE) policy, with formal processes now in place; however, the Physical and Social Justice domains require clearer criteria and more consistent communication with students and families. Moving forward, the school will embed structured monitoring processes to track the implementation of curriculum and assessment practices across faculties, improve documentation of best-practice pedagogy, and develop consistent frameworks for identifying and supporting students across all four HPGE domains. These improvements will ensure that teaching, learning, and student growth are increasingly informed by data, strategically planned, and equitable across the school.

### 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Effective Assessment</b> Evidence of student learning is regularly collected through a range of formative assessments, allowing teachers to adapt their teaching approach and meet the unique learning demands of each individual in their classroom.	Over the past year, the school has made significant progress in the collection and use of formative assessment to drive teaching and learning. Staff have actively engaged in professional learning, leading to more consistent practices in gathering and analysing student learning evidence. This has enabled teachers to better respond to the unique learning needs of students in their classrooms. Key Achievements: <ul style="list-style-type: none"><li>• Professional learning initiatives have been well-received, with staff demonstrating a consistent approach to formative assessment through judging activities. This has strengthened reliability and shared understanding across teaching teams.</li><li>• The collection and use of evidence in Stage 6 have been particularly strong, with extensive discussions around student learning data and responsive teaching strategies.</li><li>• Data from Sentral suggests differentiation is occurring, as a result of formative assessment strategies, particularly in supporting students at the lower end of the learning spectrum.</li></ul>

<p><b>Effective Assessment</b> Evidence of student learning is regularly collected through a range of formative assessments, allowing teachers to adapt their teaching approach and meet the unique learning demands of each individual in their classroom.</p>	<p>Areas for Further Development:</p> <ul style="list-style-type: none"> <li>• While Stage 6 has seen significant progress, there is a need to extend this focus to earlier stages, ensuring that evidence collection and responsive teaching practices are consistent across all year levels.</li> <li>• While formative assessments are being used to gather student learning data, more evidence is required to demonstrate how teachers are adjusting their instructional strategies in response to this information. It is essential to capture and reflect on how teaching practices are evolving based on assessment insights.</li> </ul>
<p><b>National Curriculum implementation</b> The strategic target for effective implementation of the national curriculum is to extend the successful implementation achieved in the previous year to the remaining faculties, ensuring consistency in planning, instructional practices, and assessment methods throughout the school.</p>	<p>The school has made progress in extending the implementation of the National Curriculum across faculties. While best-practice sharing is an area where more evidence is needed to determine its effectiveness, strong advancements have been made in the development of scope and sequences and accompanying units of work. These foundational steps have supported greater alignment in curriculum delivery, but further work is required to ensure consistency in planning, instructional practices, and assessment methods across all faculties.</p> <p>Key Achievements:</p> <ul style="list-style-type: none"> <li>• Faculties have successfully created structured scope and sequences, ensuring alignment with national curriculum requirements.</li> <li>• Accompanying units of work have been developed, supporting a more consistent approach to lesson delivery.</li> </ul> <p>Areas for Further Development:</p> <ul style="list-style-type: none"> <li>• There is currently insufficient evidence to determine how effectively best practices are being shared across faculties. Establishing a structured way to track collaboration and implementation is essential.</li> </ul>
<p><b>High Potential and Gifted Education</b> Work with experts to review the process to successfully identify whether a student is Gifted or Highly Gifted in across all four domains. A clear criteria with set measures for identifying high potential students will be communicated to the community.</p>	<p>Over the past year, significant progress has been made in refining the process of identifying and supporting gifted and highly gifted students across the four domains: Intellectual, Creative, Physical, and Social Justice. While there have been notable successes, particularly in the Intellectual and Creative domains, further work is required to strengthen identification and support processes in the Physical and Social Justice domains.</p> <p>Progress and Successes:</p> <ul style="list-style-type: none"> <li>• Intellectual Domain: The identification process continues to strengthen, with AGAT testing and IQ testing conducted by psychologist being formally embedded into our school procedure. This process is clearly outlined in the school policy and has been effectively communicated to parents, ensuring transparency and consistency.</li> <li>• Creative Domain: Major advancements have been made, particularly through the development of a structured program that culminates in an end-of-year showcase celebrating student work. The identification process has been formalised through quality assessment professional learning (PL) and is now effectively communicated to all stakeholders.</li> </ul> <p>Areas for Further Development:</p> <ul style="list-style-type: none"> <li>• Physical Domain: Progress in this area has been limited, with no formalised set criteria or clear scope and sequence to support students identified as highly capable in the physical domain. Establishing a structured identification process and pathway for these students remains a priority.</li> </ul> <p>Next Steps:</p> <p>To continue building on this progress, the school will focus on:</p> <ul style="list-style-type: none"> <li>• Physical Domain: Establishing a structured framework for identifying students in this domain, including clear criteria and a scope and sequence that ensures ongoing development and support.</li> <li>• Ongoing Communication and Policy Refinement: Ensuring that the identification processes for all four domains are clearly documented, regularly reviewed, and effectively communicated to staff, students, and parents.</li> <li>• Further Professional Learning: Providing targeted PL opportunities for staff to support the implementation of identification processes across all domains, particularly in the areas requiring further development.</li> </ul>

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 School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Transitions and continuity of learning
- A planned approach to inclusion and wellbeing

Resources allocated to this strategic direction

Per capita  
Professional learning  
Student Support Officer  
Aboriginal background  
Socio-economic background

Summary of progress

Strategic Direction 3 aimed to improve student engagement, wellbeing, and attendance, with a focus on strengthening transitions and using data to inform support. Transition from Year 6 to Year 7 was enhanced through more interactive and multi-platform communication with families, leading to improved connection and belonging for new students. Orientation programs were refined based on stakeholder feedback, with the school now using regular survey data to assess transition effectiveness. A planned approach to wellbeing and engagement data collection was also introduced, using student and staff voice to inform decision-making. While this has added clarity to areas of need, further refinement is required to improve the consistency, depth, and accessibility of data collection tools. In terms of impact, the school has developed stronger frameworks for understanding student engagement; however, attendance remains a challenge. The school's attendance target was not met, with data indicating a slight decline compared to the previous year. This trend highlights the need for more robust early intervention strategies and consistent follow-up processes for at-risk students. In response, the school will focus on building proactive family partnerships to promote regular attendance, use attendance data more systematically to track emerging patterns, and tailor support to address disengagement. The next phase will involve expanding the use of wellbeing and engagement data, continuing to refine transition programs, and embedding a stronger culture of attendance through sustained communication and intervention.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> Increase the percentage of students overall attendance rate is increased by 0.70% from a baseline of 89.4%	<p>The goal of increasing the overall student attendance rate by 0.70%, from a baseline of 89.4%, has not been achieved. Instead, attendance data for 2024 indicates a slight decline, with the total attendance rate recorded at 89.2%, reflecting a decrease from 2023. Despite efforts to improve attendance, this remains a key focus area for the school moving forward. Current Challenges:</p> <ul style="list-style-type: none"><li>• There are ongoing challenges in re-establishing consistent attendance habits among students, with some continuing to experience disengagement or barriers to regular school attendance.</li><li>• While some cohorts have maintained stable attendance, others have shown notable declines, highlighting the need for targeted interventions.</li><li>• Despite communication efforts, there is a need to further strengthen parent and student understanding of the importance of consistent attendance and its impact on learning outcomes.</li></ul>

<p><b>Attendance</b> Increase the percentage of students overall attendance rate is increased by 0.70% from a baseline of 89.4%</p>	<ul style="list-style-type: none"> <li>• While attendance tracking systems are in place, there is an opportunity to refine and strengthen early intervention strategies to better support students at risk of chronic absenteeism.</li> </ul> <p>Next Step: To address this decline and re-establish progress towards the target, the school will focus on:</p> <ul style="list-style-type: none"> <li>• Enhancing communication with parents, caregivers, and students regarding the importance of attendance, including clearer messaging about the academic and social impacts of absenteeism.</li> <li>• Strengthening the school's data analysis processes to identify patterns and trends in attendance, allowing for more proactive responses.</li> </ul>
<p><b>Transition to High School</b> By the end of 2024, the school will enhance the communication of its transition activities for Year 6 to Year 7 to all stakeholders, ensuring clear, accessible information reaches every student, parent, and staff member to improve students' initial connection and sense of belonging.</p>	<p>By the end of 2024, the school successfully enhanced the communication of transition activities for Year 6 to Year 7, ensuring that clear and accessible information reached all stakeholders. These improvements have strengthened students' initial connection and sense of belonging as they enter high school.</p> <p>Key Achievements:</p> <ul style="list-style-type: none"> <li>• Transition information was effectively shared through multiple platforms, including emails, newsletters, social media, and the school website, ensuring all families and staff were well-informed.</li> <li>• The transition process included interactive orientation programs, high potential and gifted education initiatives and engagement with primary carnivals to ensure Year 7 students feel welcomed and supported.</li> <li>• Feedback mechanisms were established to ensure parents and staff had a voice in refining the transition process. Regular consultations and structured feedback loops contributed to ongoing improvements.</li> </ul> <p>Sustaining Success:</p> <ul style="list-style-type: none"> <li>• Regularly review and update transition resources based on feedback from students, parents, and staff</li> </ul>
<p><b>A planned approach to inclusion and wellbeing</b> There is a planned approach for collecting and analysing whole school wellbeing and engagement data. This includes the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.</p>	<p>Over the past year, we have made progress in developing a planned approach to collecting and analysing whole school wellbeing and engagement data. While positive steps have been taken, there are still areas that require further development to fully achieve this goal.</p> <p>Progress Made:</p> <ul style="list-style-type: none"> <li>• We have implemented various surveys to gather insights from both students and staff regarding wellbeing and engagement. These surveys have provided valuable data that has begun to inform decision-making and program development.</li> <li>• Initial steps have been taken to formalise a review process for wellbeing programs, ensuring that they are evaluated for effectiveness and alignment with student and staff needs.</li> <li>• Staff have been engaged in discussions around wellbeing initiatives, and some mechanisms for staff feedback have been trialed to assess both their own and student wellbeing.</li> </ul> <p>Areas for Further Development:</p> <ul style="list-style-type: none"> <li>• While surveys have been conducted, there is a need to increase both their frequency and depth to ensure more comprehensive data collection.</li> <li>• While some staff feedback mechanisms have been introduced, there is a need to increase opportunities for staff to share insights on both their own wellbeing and that of their students.</li> <li>• While student voices have been included in data collection, there is an opportunity to improve the way student engagement is monitored and responded to.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$352.50</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• identifying students to provide EALD support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refugee student support was integrated into the broader EAL/D program, providing targeted English language and learning assistance. While the scale of funding was limited, support contributed to increased access to curriculum and participation. Outcomes are best understood in the context of the EAL/D program, where broader impact is outlined.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward, the school will prioritise earlier identification of refugee students and strengthen the wellbeing component of support to ensure holistic care. Closer coordination with the Learning Support and Wellbeing teams will ensure these students receive timely, appropriate assistance.</p>
<p>Integration funding support</p> <p>\$307,132.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (IEPs)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of Integration Funding Support (IFS) has significantly enhanced the school's capacity to provide targeted support for students with additional learning needs. The employment of specialist staff, including LaST teachers and School Learning Support Officers (SLSOs), has ensured that students requiring adjustments receive consistent and individualised support across key learning areas. Targeted withdrawal sessions and in-class interventions have contributed to improved engagement and learning outcomes, particularly for students with complex needs. The implementation and use of Personalised Learning Plans (PLPs) have strengthened the school's approach to differentiation, ensuring that adjustments are tailored to individual student needs and consistently applied across learning environments. The school has also strengthened its collaboration with external agencies and therapists, facilitating a more comprehensive and coordinated approach to student support. Enhanced professional learning opportunities for staff have increased awareness and confidence in implementing differentiated teaching strategies, ensuring that adjustments are embedded seamlessly into classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Integration funding support</p> <p>\$307,132.00</p>	<p>Regular monitoring and review processes have been established, with data informing adjustments and ensuring that students receive appropriate and effective interventions. Learning Support Team meetings have provided a structured approach to tracking student progress, identifying areas of need, and refining support strategies. Moving forward, the school aims to increase the number of SLSOs to better meet student demand, particularly for in-class and extracurricular support. Expanding access to LaST services will further strengthen intervention in literacy and numeracy, while improved communication with families will ensure that students accessing IFS support receive consistent and coordinated assistance across both school and home environments. Additionally, further refinement of PLPs will ensure they are regularly reviewed and updated in consultation with students, families, and staff to maximise their effectiveness in supporting learning and wellbeing outcomes.</p>
<p>Socio-economic background</p> <p>\$111,756.61</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to inclusion and wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staff release provided to support increased community engagement initiatives</li> <li>• Additional staff employed to implement male education and wellbeing programs</li> <li>• Equity-based resourcing enabled programs such as Top Blokes, Raise Mentoring, Teen Mentoring, Breakfast Club, targeted SLSO support, and attendance initiatives</li> <li>• Targeted Small Group Tuition delivered to students identified through equity and learning need</li> <li>• Financial assistance offered for uniforms, equipment, excursions, sport, and extracurricular activities</li> <li>• SAO support allocated to assist with attendance tracking and administrative follow-up</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of socio-economic funding has supported a range of targeted initiatives aimed at improving student engagement, access to resources, and attendance. The school's focus on equity has contributed to 68% of students reporting a positive sense of belonging in the TTFM survey, 11 percentage points above the state average. Programs such as Top Blokes saw 14 male students successfully complete the initiative, while participation in the Breakfast Club increased, providing consistent support for students' wellbeing and readiness to learn. Financial assistance was provided to over 6% of students, enabling access to essential school materials, uniforms, excursions, sport, and extracurricular activities, ensuring no student was excluded due to financial barriers. Attendance data remained largely stable, with 89.2% of students attending 90% or more of the time in 2024, maintaining the gains made in the previous year. The introduction of additional administrative support for attendance tracking has strengthened follow-up processes, contributing to the school's overall focus on engagement and student wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>A more targeted approach to learning support for equity groups is needed, with improved identification measures to ensure students receive timely intervention. Increased community awareness of financial assistance opportunities will be prioritised, with clearer communication and terminology in correspondence to ensure families understand the available support. While attendance tracking systems are in place, refining early intervention strategies will help address chronic absenteeism more effectively. Moving forward, the school will continue to strengthen data-driven approaches to support students from low-SES backgrounds, broaden access to wellbeing</p>

<p>Socio-economic background</p> <p>\$111,756.61</p>	<p>programs, and further embed attendance interventions to sustain and improve student engagement.</p>
<p>Aboriginal background</p> <p>\$26,261.01</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to inclusion and wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff, including an Aboriginal Education Officer (AEO), has strengthened personalised support for Aboriginal students and deepened engagement with the broader school community. Throughout the year, 30 students participated in 16 cultural activities, providing meaningful opportunities for connection, learning, and identity development. The AEO played a key role in building relationships with families, students, and staff, facilitating the development and implementation of Personalised Learning Pathways (PLPs) to support student aspirations. AEO led initiatives extended beyond Aboriginal students, helping non-First Nations students develop a greater understanding of Aboriginal histories and experiences. Consultation on the future release of the school uniform demonstrated an increased commitment to student voice and cultural inclusivity. Additional opportunities were provided across the year, including goal-setting sessions, university engagement days, and activities focused on health and cultural identity, further supporting student development. The AEO also provided targeted HSIE curriculum support, embedding Aboriginal perspectives across subject areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Moving forward, the AEO role will be expanded to work more closely with faculties, ensuring that Aboriginal perspectives are embedded authentically across all KLAS and that non-First Nations students continue to engage meaningfully with Indigenous histories and cultures. A strategic review of cultural activities will be undertaken to assess their long-term impact and ensure they deliver the best outcomes for students. Closer alignment with the Learning Support Team (LST) and the wellbeing team will be prioritised to enhance the equity of student support, ensuring Aboriginal students receive tailored academic, social, and wellbeing interventions that align with their individual needs.</p>
<p>English language proficiency</p> <p>\$28,702.49</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$28,702.49</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has made strong efforts to support its 98 LBOTE students, including 26 phased EAL/D students, through informal classroom differentiation and targeted scaffolding. ERN data and student testing have provided valuable insights into reading, writing, listening, and speaking needs, allowing staff to implement tailored support strategies. Despite the absence of a dedicated EAL/D teacher, teachers have worked proactively to ensure these students can access the curriculum, with many demonstrating steady progress in language acquisition. The school's commitment to inclusive education has fostered a learning environment where students from diverse backgrounds feel supported.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school recognises the need to expand structured support for phased EAL/D students and will explore options for securing an EAL/D staffing allocation. Moving forward, the focus will shift towards embedding in-class language support rather than withdrawal programs, ensuring EAL/D students develop English proficiency while actively engaging with the curriculum. Additional professional learning will be prioritised to equip staff with effective strategies for integrating explicit language instruction into subject areas. Strengthening engagement with EAL/D families will also remain a key focus, ensuring parents are informed and involved in their child's language development.</p>
<p>Low level adjustment for disability</p> <p>\$290,215.67</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Partial allocation of funding to employ an ACIP Deputy Principal to lead Learning Support</li> <li>• Implementation of the MultiLit program to support students requiring literacy intervention</li> <li>• Delivery of an Executive Functions program to assist students with cognitive and organisational skills</li> <li>• SLSOs provided for school camps and excursions to ensure equitable access for students requiring additional support</li> <li>• Learning and Support Teacher (LaST) allocated to all Year 7 literacy and numeracy lessons to provide targeted intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of targeted support strategies has enhanced accessibility and equity for students requiring disability adjustments. Seventeen students successfully accessed HSC disability provisions, ensuring fair assessment conditions, while the whole school engaged in effective monitoring of NCCD data, leading to informed decision-making and tailored support planning. The introduction of a whole-school policy for logging and implementing pupil adjustments has streamlined processes, ensuring consistency and transparency in the provision of support. Disability</p>

<p>Low level adjustment for disability</p> <p>\$290,215.67</p>	<p>provisions have been strengthened across Years 7 to 12, with improved coordination and record-keeping facilitating a more structured approach to student support. Increased collaboration with external providers and the community has further enhanced intervention strategies, strengthening the school's ability to meet the diverse needs of students with disabilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Regular Learning Support Team meetings have enabled ongoing monitoring, with an average of 26 students discussed and reviewed weekly to ensure timely intervention. Targeted programs have seen strong uptake, with 30 students engaged in the MultiLit program, 13 in the Executive Functions program, and 17 in the Self program. Disability provisions have been effectively applied to all students in need during assessment tasks, ensuring equitable access to learning. Moving forward, additional SLSOs will be recruited to meet increasing student needs, while expanding LaST staffing will allow for greater access to literacy and numeracy intervention across multiple year groups. Strengthening connections for students in the Support Unit who are working towards mainstream outcomes will also be a priority, ensuring they receive sufficient academic and wellbeing support to achieve success.</p>
<p>Professional learning</p> <p>\$91,998.15</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 procedures at Engadine High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Attainment</li> <li>• Transitions and continuity of learning</li> <li>• Curriculum</li> <li>• HSC Attainment</li> <li>• Numeracy Attainment</li> <li>• HPGE</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A wide variety of professional learning opportunities were provided, ensuring that teachers at all career stages had access to targeted development that aligned with school priorities. All staff engaged in professional learning relevant to their roles, with curriculum reform being the largest focus area. Across the year, 205 days of teacher relief were used to support the professional learning of 78 teaching staff, while 26 SASS members each participated in a full day of training. Key areas of focus included curriculum reform, High Potential and Gifted Education (HPGE), and HSC strategy, all of which directly supported the school's strategic improvement plan. The breadth of professional learning ensured staff were well-equipped to implement evidence-based strategies that enhance student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With a reduced professional learning budget in 2025, strategic planning will be essential to ensure continued access to high-impact professional learning. Curriculum reform will remain a major focus, with targeted support for staff as new syllabuses are implemented. Prioritising internally led professional learning, collaborative planning, and external partnerships will help maximise the impact of available resources while maintaining a strong focus on improving student outcomes.</p>
<p>Student Support Officer</p> <p>\$103,930.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Engadine High School</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Student Support Officer</p> <p>\$103,930.00</p>	<p><b>enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• A planned approach to inclusion and wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• 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 whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• working collaboratively with external and other government agencies in their support of students and their families.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The demand for SSO services increased significantly in 2024, with 80 students accessing support in the first two terms alone, surpassing the total number of students seen in all of 2023 (79). The total number of sessions in the first half of 2024 (168) nearly equalled the full-year total for 2023 (183), reflecting increased engagement and frequency of support. Overall, 124 student referrals were made, with 343 total student appointments, supporting over 10% of the student population. Sentral tracking has improved documentation of student appointments, allowing for better monitoring of service use. The distribution of support across year groups became more balanced in 2024, with appointments ranging from 20 to 35 per year group compared to a wider disparity of 7 to 89 in 2023. While the increase in access highlights the growing need for support, data shows that female students continue to access significantly more sessions than male students. In Semester 1 of 2023, male students attended an average of 1.18 sessions compared to 2.10 for females, and this gap widened in 2024, with females averaging 2.48 sessions. However, male students participated equally in universal and targeted wellbeing programs, suggesting they are open to wellbeing initiatives but may need additional encouragement to seek individual support. Pre and post-session surveys provided valuable feedback on program effectiveness, and coordination with external agencies ensured students received appropriate follow-up support.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To promote greater equity in access to support services, referral pathways will be strengthened, and increased awareness of SSO services will be prioritised. The SSO will be introduced at year meetings, and external agencies delivering wellbeing programs will explicitly highlight the availability of individual support. Male Year Advisors will be encouraged to promote the service to their students, and a Year 7 focus group will be established to foster early engagement with wellbeing support. Continued use of Sentral data and survey feedback will inform future refinements to the service, ensuring it remains responsive to student needs. By embedding these strategies, the school aims to improve access, balance engagement across student demographics, and further strengthen wellbeing support for all students.</p>
<p>Small group tuition (SGT)</p> <p>\$22,791.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Engadine High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Attainment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> </ul>

<p>Small group tuition (SGT)</p> <p>\$22,791.00</p>	<ul style="list-style-type: none"><li>• Providing intensive small group tuition for identified students</li><li>• Employing/releasing staff to coordinate the program</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small Group Tuition has provided targeted academic support with strong results across key cohorts. 100% of participating Year 11 and 12 students in 2023 met the HSC minimum standards for literacy and numeracy, while 11 out of 12 Year 10 students achieved the same outcome through 2024 support. Student feedback was overwhelmingly positive, with 100% finding the sessions helpful, and 65% reporting they would not have met minimum standards without the support. Importantly, 90% of students indicated that withdrawal had little to no impact on their regular class learning. Notable improvements were also seen in Check-in assessment results for targeted groups, including First Nations students, helping to close achievement gaps intensified by the pandemic.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To improve delivery and tracking, the school will utilise the PLAN2 platform for better monitoring of student progress, strengthen communication between SGT staff and classroom teachers, and implement clearer outcome reporting. Future planning will also draw on Grattan Institute research to refine the model and ensure the most effective approaches to tuition are embedded.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	457	448	474	514
Girls	564	531	530	519

### Student attendance profile

School				
Year	2021	2022	2023	2024
7	92.8	88.1	92.0	91.2
8	89.2	85.7	91.1	87.9
9	89.8	85.1	88.1	86.8
10	86.6	86.7	89.6	88.1
11	87.4	84.1	90.7	88.9
12	90.6	91.7	92.8	94.1
All Years	89.3	86.6	90.6	89.3
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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

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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	2.4
Employment	7.3	14.6	6.8
TAFE entry	4.2	7.3	20.8
University Entry	0	0	63.6
Other	2.4	3	4
Unknown	0	0	2.4

## Year 12 students undertaking vocational or trade training

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18.52% of Year 12 students at Engadine High School undertook vocational education and training in 2024.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.4% of all Year 12 students at Engadine High School expected to complete Year 12 in 2024 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)	11
Classroom Teacher(s)	55.9
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,911,716.30
<b>Revenue</b>	14,505,928.53
Appropriation	13,446,099.74
Sale of Goods and Services	50,079.61
Grants and contributions	895,224.61
Investment income	95,008.07
Other revenue	19,516.50
<b>Expenses</b>	-14,243,966.11
Employee related	-13,092,959.11
Operating expenses	-1,151,007.00
<b>Surplus / deficit for the year</b>	261,962.42
<b>Closing Balance</b>	2,173,678.72

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

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

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	287,368
<b>Equity Total</b>	456,936
Equity - Aboriginal	26,261
Equity - Socio-economic	111,757
Equity - Language	28,702
Equity - Disability	290,216
<b>Base Total</b>	11,848,279
Base - Per Capita	177,698
Base - Location	0
Base - Other	11,670,581
<b>Other Total</b>	699,094
<b>Grand Total</b>	13,291,677

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.

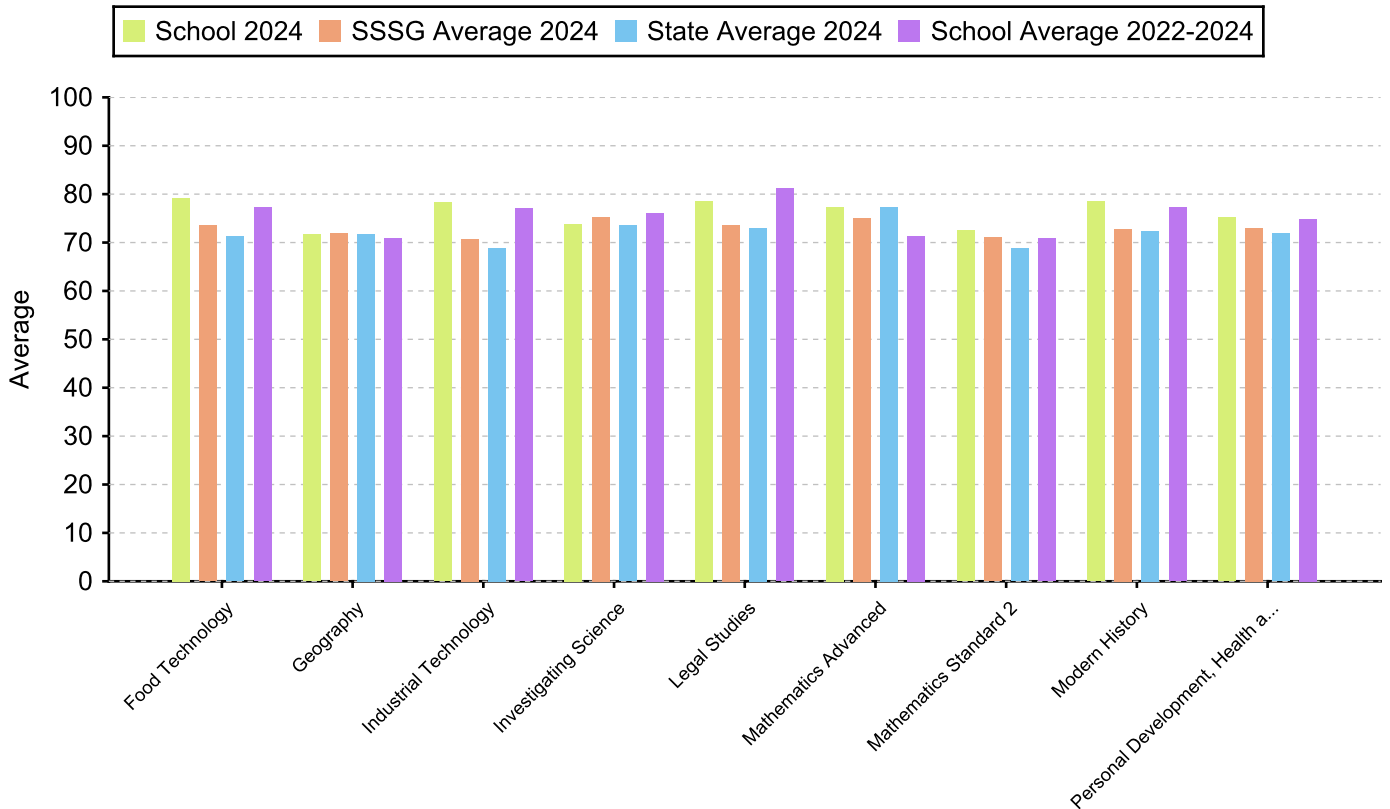
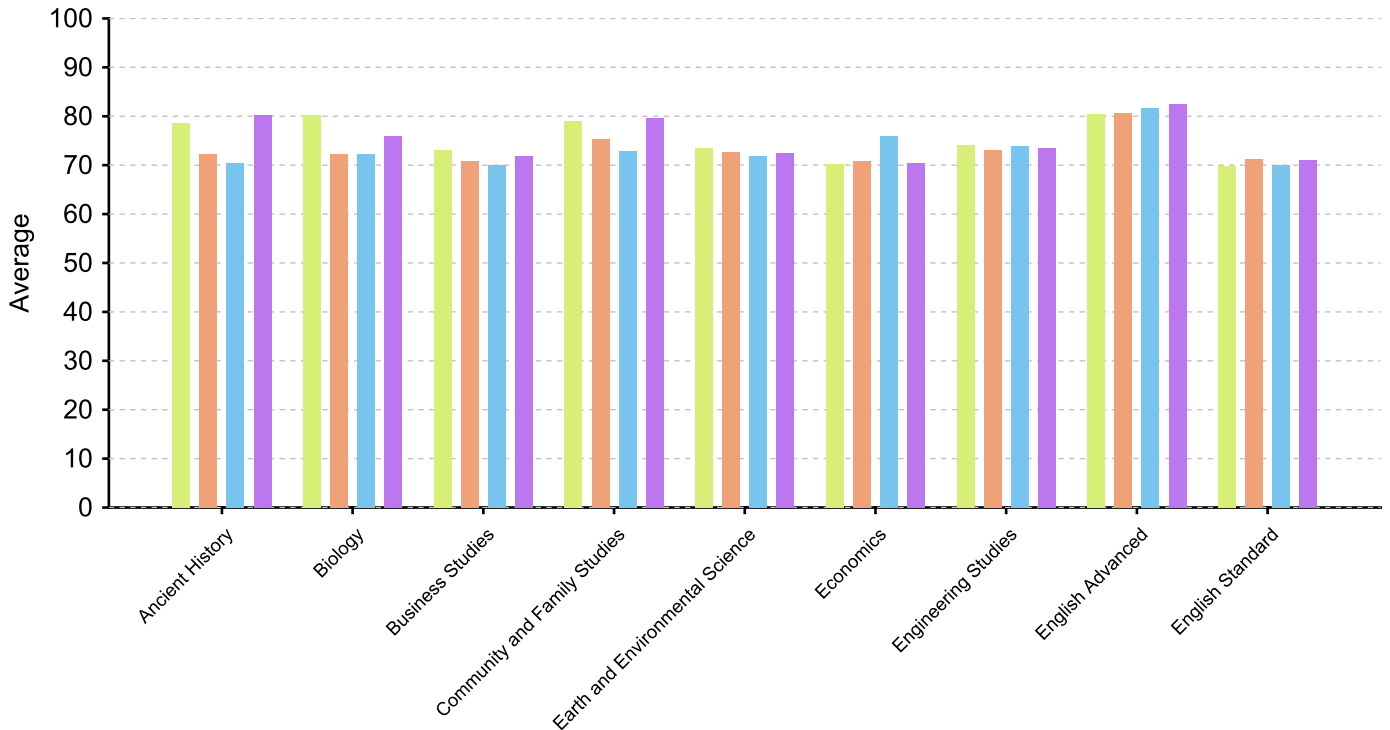
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2024</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2022-2024</b>
Ancient History	78.6	72.4	70.4	80.3
Biology	80.2	72.3	72.2	76.0
Business Studies	73.1	70.9	70.1	71.9
Community and Family Studies	79.1	75.4	72.9	79.6
Earth and Environmental Science	73.6	72.6	71.9	72.6
Economics	70.3	70.9	76.0	70.3
Engineering Studies	74.2	73.2	73.9	73.5
English Advanced	80.5	80.6	81.7	82.5
English Standard	69.9	71.3	70.1	70.9
Food Technology	79.2	73.5	71.3	77.2
Geography	71.7	71.8	71.8	70.9
Industrial Technology	78.3	70.7	68.8	77.0
Investigating Science	73.8	75.3	73.5	76.1
Legal Studies	78.6	73.6	73.0	81.2
Mathematics Advanced	77.3	75.1	77.3	71.3
Mathematics Standard 2	72.5	71.0	68.8	70.8
Modern History	78.5	72.9	72.4	77.2
Personal Development, Health and Physical Education	75.2	73.1	71.8	74.8

## Parent/caregiver, student, teacher satisfaction

The results of the recent TTFM parent and teacher survey highlighted significant strengths in key areas of school communication, learning expectations, student wellbeing, and engagement. The feedback underscores the school's commitment to fostering a supportive, high-quality learning environment and ensuring strong partnerships between parents, staff, and students.

### Parent

#### Strong Parent Engagement in School Communication

Engadine High School continues to demonstrate effective communication practices, ensuring parents feel informed and welcomed. The survey results indicate that written information is clear and accessible, and parents report feeling welcomed at the school.

#### High Expectations and Support for Student Learning

Teachers set high expectations for student success, with strong encouragement to achieve and clear behavioural expectations (8.3/10)-a score above state norms. These results reinforce the school's commitment to academic excellence and structured student support.

#### Commitment to Student Wellbeing and Safety

The school remains dedicated to ensuring a safe and inclusive environment for all students. A strong majority of parents believe their child feels safe at school, with even higher confidence in safety when traveling to and from school. The school's proactive approach to student inclusion further highlights its commitment to fostering a welcoming and supportive learning environment.

#### High Levels of Engagement in Stage 6 Learning and Success

Parental involvement in Stage 6 learning discussions has been a strong point, demonstrating effective collaboration between teachers, students, and families. Additionally, differentiation strategies have been successfully implemented to support lower-achieving students, as reflected in Sentral data analysis.

#### Successful Transition Programs for Year 6 to Year 7

The Year 6 to Year 7 transition process has been enhanced, ensuring students feel welcomed and supported upon entering high school. Communication strategies, including newsletters, emails, and social media updates, have played a key role in keeping families well-informed and engaged throughout the transition process.

#### Positive Feedback on Inclusive Practices and Learning Support

Engadine High School continues to prioritise inclusion and personalised learning support. Survey results show that parents recognise the school's efforts to understand and support students with diverse learning needs. Additionally, vocational education and training (VET/TAFE) pathways are well-supported, providing students with greater flexibility in their learning and career pathways.

### Teacher.

#### Strong Professional Collaboration

Teachers believe there is a collaborative teaching culture, with staff regularly discussing learning strategies, assessment practices, and cross-curricular opportunities. Teachers actively engage in sharing lesson plans, discussing assessment strategies, and working together to enhance student engagement.

#### Leadership and School Support

Teachers feel well-supported by school leaders, particularly in managing student behaviour and creating structured learning experiences.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.