

2020 Annual Report

Engadine High School



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Introduction

The Annual Report for 2020 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.

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School vision

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

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

Students will:

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

School context

Engadine High School is a comprehensive high school located 45 minutes south of the Sydney CBD adjacent to the Royal National Park. We are proud to provide the very best educational and extra-curricular opportunities for all students.

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

We have outstanding programs in performing arts, social justice, sport and student leadership and have enjoyed multiple accolades at State, National and International levels in these areas.

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

We have a dynamic Support Unit that caters for students in 2 IM and 2 IO classes, and 1Au class.

Our students consistently achieve excellent results in NAPLAN and the HSC. We are currently embedding programs that challenge our more able students to excel. Excellent HSC results from 2018 indicate that our work in this area is making a critical difference, however, our intention is to continue this emphasis whilst maintaining the programs in literacy, numeracy, and learning skills as these are the currency of learning.

Staff professional learning remains a major focus with a greater emphasis on providing a differentiated approach to cater for the varying needs of staff who are at different stages in their careers. Professional learning focuses on enhancing collective teacher efficacy through agile leadership. We continue to value a focus on literacy and numeracy pedagogy and future-focused teaching and learning. In 2018, we have begun to embed a focus for staff professional learning on differentiation as core business. This focus is designed to prepare staff for the wider educational context emerging regarding individualised student learning.

Self-assessment and school achievement

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

To build critical and creative thinkers who can effectively communicate

Purpose

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

Improvement Measures

Increased percentage of students achieving value-added growth as per NAPLAN data.

Tell Them From Me surveys indicate an increased proportion of students' understand the relevancy and connectedness of learning.

Increased engagement and achievement of students identified as gifted and talented.

Progress towards achieving improvement measures

Process 1: *Gifted and Talented:* Identification of gifted students, guided by relevant research, and the implementation of pedagogy that meets their needs.

Evaluation	Funds Expended (Resources)
<p>GAT successfully implemented inline with the 2004 DOE policy. Identification process are thorough and students have been placed in appropriate learning environments. Acceleration has been provided for identified students and a focus on summative and formative assessment has ensured the individual needs of individual students are met. formative assessment data and school based testing data reveals that the implementation of a new school assessment policy has enabled considerable growth for our HPGAT.</p> <p>GAT professional learning has shifted during Covid and transition to offering staff DOE professional learning online, which was undertaken by a number of teachers.</p> <p>Strategic directions have sifted and changed in line with DOE 2020 policy update and senior executive as well as a directive team has been establish to create a policy document and procedures in lone with DOE policy as well as maximising the context and structures already created at EHS.</p>	<p>Professional learning provided for leadership and teaching staff GAT strategic team meetings</p> <p>Executive meetings</p> <p>Action learning teams used during Covid</p>

Process 2: *Literacy and Numeracy:* Collaborative learning for staff to continue embedding and sharing explicit literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>Lack of NAPLAN testing data makes summative testing difficult to diagnose. The school adjusted and used additional PAT testing, Check in Assessment and HSC minimum standard data to conclude that Implementation of literacy and numeracy projects had been moderately successful throughout 2020. Continued implementation of the sharing of strategies coupled with increased LaST intervention is hoped to reap positive results and see the school show improvement in formative assessment data.</p> <p>HSC - the school through the focus on formative assessment, which targets writing and critical thinking has seen a marked in improvement on HSC results in particular in the top 2 bands where the school has seen their second ever strongest band 6 HSC results.</p>	<p>Period allocation and RAM funding to support the Literacy and numeracy program</p>

Progress towards achieving improvement measures

Process 3: *Positive Connections to School:* To develop students' social and emotional skills in order to support learning and maximise student social and academic engagement through a culture of positive values and respect

Evaluation	Funds Expended (Resources)
Creation of a new school merit system has been delivered to staff and P&C. The creation of this has been complimented with the construction of a streamlined behavioural management system, which supports students achieving their best through positive collaborative interactions with their peers and teachers. These have been effectively delivered to all staff, however the role out to students was delayed due to Covid implications and has since occurred at the beginning of 2021.	Staff Professional learning on PB4L Whole Staff Meetings P&C time allocated Tuesday Faculty Meeting collaboration

Strategic Direction 2

To facilitate collaborative growth and collective efficacy of teachers

Purpose

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

Improvement Measures

Increased engagement of teachers in the professional learning culture.

An increase in teachers identifying goals at the higher levels of accreditation.

An increase in students engaged in future focused learning experiences.

Progress towards achieving improvement measures

Process 1: *Leadership Growth:* growth is supported by a range of targeted professional learning opportunities that provide teachers with the skills and experiences necessary in various leadership roles within the school and/or accreditation (including Three Rivers, Executive PL, Leadership Workshops).

Evaluation	Funds Expended (Resources)
Leadership capacity has been developed throughout the year. Action learning teams were necessarily replaced as the focus for 2020 shifted. Despite this numerous teachers were provided with opportunities to develop instructional leadership in a distributed leadership model. This process was successful and numerous teachers have relieved in higher duties.	Staff Development Days PL funds Whole school staff meetings Executive Meetings Tuesday Meeting Times

Process 2: *Differentiated Professional Learning:* A whole school structured approach ensures relevant, meaningful and collaborative relationships are accessible for teachers to professionally grow (including Quality Teaching Rounds, PDF processes and Action Learning/Research Teams). This approach will build the collective efficacy of all staff.

Evaluation	Funds Expended (Resources)
Professional learning continued to be aligned to the needs of both teachers and students with collaborative professional learning opportunities being provided on staff development days and throughout the term on topics relevant to distance education and post distance education QTR continued with beginning teachers. Despite conducting the conversations in line with Department COVID guidelines, participants reported professional and collegial growth from the experience. In an attempt to embrace the fast paced learning from remote learning Collaborative Pedagogy Analysis sessions were established to provide teachers to deepen their knowledge on areas such as on line feedback, success criteria designing a learning sequence	Staff Development Days Whole school staff meetings PL Funds including release time for collaborative, sustained professional learning on targeted areas Executive Meetings Tuesday Meeting Time

Strategic Direction 3

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

Purpose

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

Improvement Measures

Increased engagement and participation of community members in leadership, volunteering, mentoring, and coaching opportunities for students.

An increased understanding and valuing of our Indigenous culture and histories by all students, staff, parents and the community.

Progress towards achieving improvement measures

Process 1: *Celebration of Indigenous Culture:* Identify sources of expertise within our school community, and initiate further opportunities to create positive connections between the school and the Indigenous community.

Evaluation	Funds Expended (Resources)
<p>An incredible amount of opportunity and learning for all involved given the circumstance with COVID-19 and the impact it had on schools.</p> <p>Personalised Learning Pathways for our 35 Aboriginal and Torres Strait Islander students developed through an extensive collaborative process with students and family members to create the pathway and this information is communicated to all teaching staff.</p> <p>This involves meeting with family members, phone calls, recording information, seeking approval from family members to share the information with staff. All students who identify as Aboriginal at EHS have a PLP which is uploaded to Sentral. For existing students, a review process takes place every year for new students an interview begins the process.</p> <p>NRL School to Work Program - ongoing on regular basis working with Year 11 and 12 students on vocational pathways and university entrance. I coordinate meetings for Liaison Officers and organise paperwork.</p> <p>Incursions - 4 Yarning Circles for EHS students this year. Promoted these to Aboriginal and non-Aboriginal students. Highly successful incursions.</p> <p>Excursions</p> <ul style="list-style-type: none"> • NRL Indigenous All Stars National Youth Summit • Aboriginal Dance Workshop and Gili Dancers workshops - 2-day workshop - • Aboriginal Dance Ensemble <p>Communicating and connecting with community</p> <ul style="list-style-type: none"> • Regular communication with families - sending emails home on a range of topics which are sent to me from Arncliffe office or other contacts in the community. These include job, educational, scholarship opportunities for students. • During COVID remote learning care packages were delivered to Aboriginal students and organised additional internet access through Kari. <p>Supporting teachers and students</p> <ul style="list-style-type: none"> • Increased representation of Aboriginal students on the E.H.S SRC • Kurranulla Survey for all Aboriginal students. • Planning special events for NAIDOC Week - COVID dependent. 	<p>Previously allocated 1/2 day per student for PLPs and family collaboration. 34 ATSI students x 0.5 = 17 days 17 x \$ 580 = \$9860 ATSI excursion covers - usually allow for 14 days of teacher cover for excursions. \$8120 Examples Indigenous Veterans day- 1 day One Mob Day- 1 day STEAM camp- 3 days Careers day- 1 day Gilli or other Dance days- 3 days Aboriginal Health Day- 1 day Speak Out - 1 day Dharawal language camp- 2 days Deadly kids awards- 1 day</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$9860.00) • Aboriginal background loading (\$8120.00) • Professional learning (\$2900.00)

Progress towards achieving improvement measures

- Year 12 students supported in seeking early entry to University through Aboriginal Pathways - exams and interviews

Process 2: *Community Connections:* Our school culture collaborates, connects and values the contributions of the whole school community to public education across a range of events, including but not limited to the 50th Anniversary celebration in 2019 and a revisit of our Beliefs about Learning.

Evaluation	Funds Expended (Resources)
This direction was largely focused on the celebration of of 50 years. This was achieved with success in 2019.	

Process 3: *Transitions:* Staff, parents and students will work together to build strong partnerships that enable success for students both entering and exiting the school.

Evaluation	Funds Expended (Resources)
<p>School Linkages Program - Continued from previous years. Continues to be an outstanding program for Year 6 students from feeder primary school.</p> <p>Careers consultations - As part of the Subject Selection Process - Interviewing of all Year 10 students to help them make the correct and most appropriate decisions around their subjects and patterns of study for Stage 6.</p> <p>Planning and staffing allowances for a new Careers mentor / Careers advisor to support the current Careers advisor - supporting students transitioning out of school into the workforce.</p> <p>Developed and strengthened relationships with the Careers and Pathways staff at TAFE - Opening up opportunities to support disengaged students in both Year 10 and 11.</p>	<p>Release of teachers to work with primary school students</p> <p>Staffing allowances for planning and careers mentoring</p> <p>Use of executive meeting time into linkages program for HT's to deliver linkages lessons</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$20 503.00) 	<p>Personalised Learning Pathways for our 35 Aboriginal and Torres Strait Islander students developed through an extensive collaborative process with students and family members to create the pathway and this information is communicated to all teaching staff.</p> <p>This involves meeting with family members, phone calls, recording information, seeking approval from family members to share the information with staff. All students who identify as Aboriginal at EHS have a PLP which is uploaded to Sentral. For existing students, a review process takes place every year for new students an interview begins the process.</p> <p>NRL School to Work Program - ongoing on regular basis working with Year 11 and 12 students on vocational pathways and university entrance. I coordinate meetings for Liaison Officers and organise paperwork.</p> <p>Incursions - 4 Yarning Circles for EHS students this year. Promoted these to Aboriginal and non-Aboriginal students. Highly successful incursions.</p> <p>Excursions</p> <ul style="list-style-type: none"> NRL Indigenous All Stars National Youth Summit Aboriginal Dance Workshop and Gili Dancers workshops - 2-day workshop - Aboriginal Dance Ensemble <p>Communicating and connecting with community</p> <ul style="list-style-type: none"> Regular communication with families - sending emails home on a range of topics which are sent to me from Arncliffe office or other contacts in the community. These include job, educational, scholarship opportunities for students. During COVID remote learning care packages were delivered to Aboriginal students and organised additional internet access through Kari. <p>Supporting teachers and students</p> <ul style="list-style-type: none"> Increased representation of Aboriginal students on the E.H.S SRC Kurranulla Survey for all Aboriginal students. Planning special events for NAIDOC Week - COVID dependent. Year 12 students supported in seeking early entry to University through Aboriginal Pathways - exams and interviews.
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$23 456.00) 	<p>Identified students as EAL/D from NDDC and school survey were offered LaST support or SLSO support in classes where they were experiencing difficulties in certain KLAs.</p> <p>In addition to Learning Support programs, students were offered homework and withdrawal opportunities on a needs basis,</p>

<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$23 456.00) 	<p>particularly for assessment tasks.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$164 166.00) 	<p>Targeted students were supported through Multi Lit, Executive Functioning, Secret Agent and other learning support programs on a small group or individual basis.</p> <p>Teaching staff were provided with additional Learning Support PL opportunities to increase staff capacity with differentiation strategies in the classroom for low level disability.</p> <p>LaST teachers engaged in all Regional network meetings to be up-to-date with best practice.</p> <p>Parent consultation and collaboration processes occurred regularly throughout the school year for all Funded students and students referred to the LST.</p> <p>Review meetings conducted for all Funded students.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$96 874.00) 	<p>All students continued to be known, valued and cared for with individual education plans, data from TTFM, RAP, NAPLAN, formative assessment and other sources informing our equity programs.</p> <p>Students received equity assistance for a variety of school based activities on a needs basis to ensure all students engaged in learning and well being experiences.</p> <p>Support and professional advice was offered to students in the subject selection process to ensure continued learning engagement, learning and access to curriculum through key transition periods.</p> <p>HSC students were offered support in study skills and/or their post-school career trajectory through one-on-one sessions with expert teachers, depending on their needs.</p> <p>Senior students engaged in a research informed study skills program targeted to their stage in learning.</p> <p>All staff engaged in professional learning on integrating literacy and numeracy skills into programs across KLAs. Professional learning provided teachers with the knowledge and skills to differentiate learning for all students. This enabled all students to access the curriculum.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$47 467.00) 	<p>Participation in the school's mandatory Induction Program for new staff</p> <p>Beginning teachers engaged in Quality teaching Rounds, analysing professional readings observing each others lessons and collaboratively discussing the teaching and learning through the lens of the Quality</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$47 467.00) 	<p>Teaching model</p> <p>Ongoing mentoring by the faculty Head Teacher and at least one expert teacher, which will included personalised and appropriate goal-setting using the Performance & Development Plan (PDP) framework</p> <p>Release time for onsite, self-directed professional learning that is negotiated with the beginner teacher's Head Teacher, the Head Teacher of Teaching & Learning (PL) and the Deputy Principal in charge of PL, using the Beginner Teacher Self-Directed PL Proposal. This typically took the form of collaborative pedagogy and analysis and development through developing programs, units of work and assessment tasks.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	479	460	467	471
Girls	562	574	568	560

Student attendance profile

School				
Year	2017	2018	2019	2020
7	95.6	94.6	92.9	94.8
8	93.3	91.8	91.7	93
9	92.2	91.7	90.7	90.9
10	91.7	91.1	89.6	92
11	91.5	89.5	91.7	92.9
12	94.4	91.4	92.5	93.5
All Years	93.1	91.8	91.5	92.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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	1.5	4.00	14.00
Employment	1.60	4.56	10.00
TAFE entry	0.48	8.76	24.00
University Entry	0.00	0.00	38.00
Other	2.51	5.63	12.00
Unknown	0.00	2.00	2.00

The last two years reveal a consistent percentage of students continuing their education at university and TAFE. Private colleges and employment sectors have displayed a slight increase in popularity for some of our students seeking an alternative pathway to university and TAFE.

Year 12 students undertaking vocational or trade training

35.67% of Year 12 students at Engadine High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Engadine High School expected to complete Year 12 in 2020 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)	56.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,835,210
Revenue	12,026,532
Appropriation	11,625,607
Sale of Goods and Services	63,182
Grants and contributions	326,081
Investment income	8,562
Other revenue	3,100
Expenses	-12,221,648
Employee related	-10,844,192
Operating expenses	-1,377,456
Surplus / deficit for the year	-195,116
Closing Balance	2,640,094

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.

	2020 Approved SBA (\$)
Targeted Total	129,240
Equity Total	305,000
Equity - Aboriginal	20,503
Equity - Socio-economic	96,874
Equity - Language	23,456
Equity - Disability	164,166
Base Total	10,684,099
Base - Per Capita	255,540
Base - Location	0
Base - Other	10,428,558
Other Total	398,810
Grand Total	11,517,149

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

School performance - NAPLAN

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

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

2020 NAPLAN

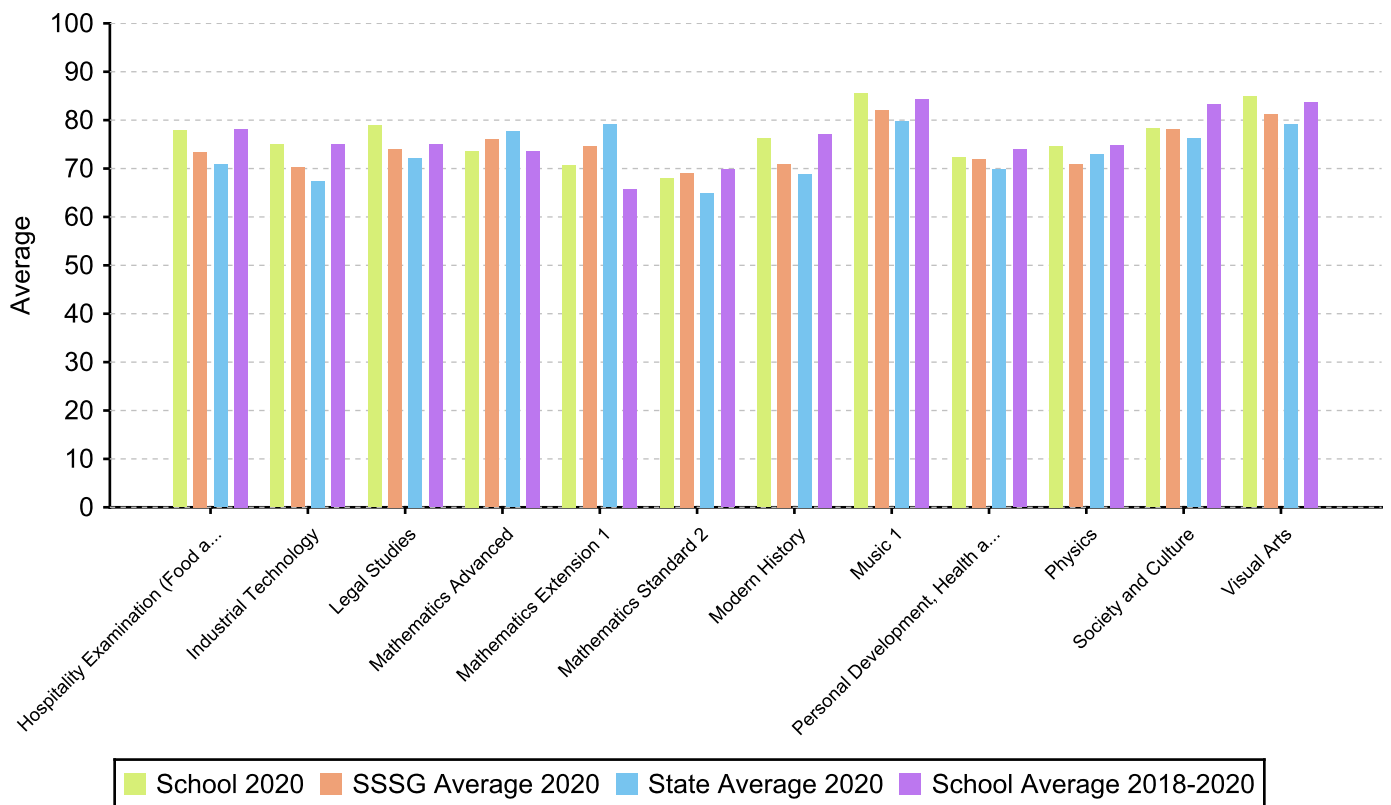
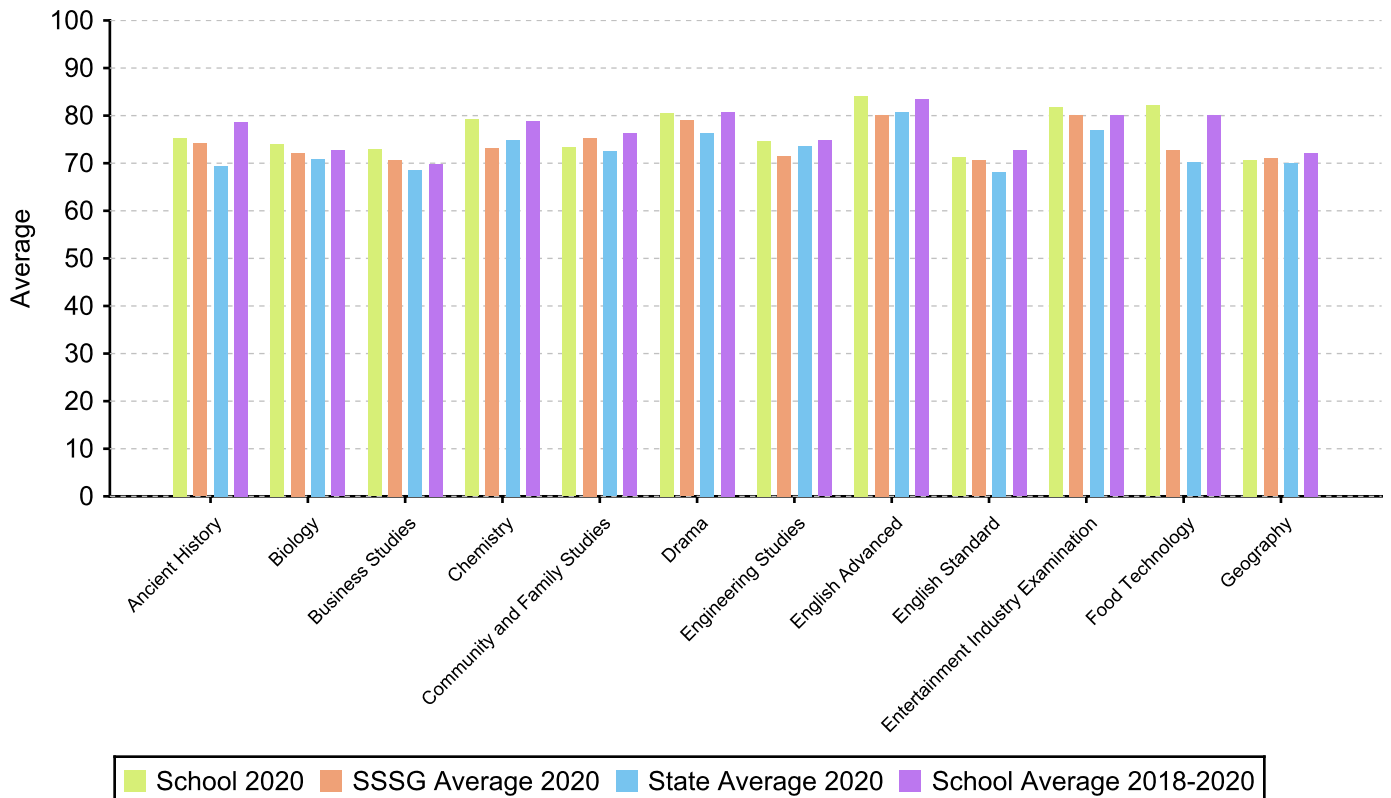
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	75.3	74.1	69.4	78.7
Biology	74.1	72.2	70.8	72.7
Business Studies	72.9	70.7	68.6	69.8
Chemistry	79.2	73.1	74.8	78.8
Community and Family Studies	73.3	75.3	72.4	76.3
Drama	80.5	79.0	76.4	80.8
Engineering Studies	74.6	71.5	73.6	74.8
English Advanced	84.1	80.1	80.8	83.4
English Standard	71.2	70.6	68.1	72.7
Entertainment Industry Examination	81.8	80.1	77.0	80.0
Food Technology	82.1	72.8	70.2	80.0
Geography	70.7	71.0	70.1	72.1
Hospitality Examination (Food and Beverage)	77.9	73.4	70.8	78.2
Industrial Technology	75.0	70.3	67.5	74.9
Legal Studies	78.9	74.1	72.1	75.0
Mathematics Advanced	73.6	76.0	77.7	73.6
Mathematics Extension 1	70.7	74.7	79.1	65.7
Mathematics Standard 2	68.1	69.0	64.9	69.8
Modern History	76.2	70.9	68.9	77.2
Music 1	85.6	82.1	79.8	84.4
Personal Development, Health and Physical Education	72.4	72.0	69.9	73.9
Physics	74.6	70.8	73.0	74.9
Society and Culture	78.3	78.2	76.2	83.3
Visual Arts	84.9	81.2	79.2	83.7

Parent/caregiver, student, teacher satisfaction

According to Tell Them From Me data students feel supported towards academic success at Engadine High School believing school staff emphasise academic skills and hold high expectations for all students to succeed. Important concepts are taught well with class time being used efficiently.

Approximately two thirds of students aspire to attend University with students reporting grades in English, Maths and Science to be significantly above the state mean. A further 28% plan to further their education via an apprenticeship or TAFE.

Students perceive Engadine High School to be a safe place for learning, self identifying positive, self regulated behaviour towards learning. Students report that they feel have someone at school who consistently provides them with encouragement and can be turned to for advice.

Tell Them from Data informs us that most teachers at Engadine High School view staff morale to be high. Teachers see school leaders leading improvement and change with the majority of teachers knowing and understanding the schools strategic vision.

Teachers have a strong drive to meet the learning needs of all students, setting high expectations, monitoring the progress of individual students and providing effective, high impact feedback. Teachers regularly collaborate with each other to increase student engagement in learning.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.