

2022 Annual Report

Engadine High School



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Introduction

The Annual Report for 2022 is provided to the community of Engadine High School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

School context

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Student Performance Measures
- Data
- Learning Culture in Physical Activity and Performing Arts
- Educational Leadership
- Reporting

Resources allocated to this strategic direction

6300: \$20,000.00

Professional learning: \$4,000.00

Summary of progress

As a school, we have implemented a number of effective strategies aimed at improving student learning outcomes. These strategies include initiatives such as high impact professional development for teachers, increased modelling of best practice and the use of data-driven approaches to inform teaching practices. While these strategies hold great promise, it is important that we evaluate their impact on student learning to ensure that they are having the desired effect. As we progress through the beginning of Term 1 2023, we anticipate that the impact of these strategies on student learning will become more apparent. Following this initial period of implementation, an effective evaluation will be conducted to determine the effectiveness of these strategies and identify areas for improvement. This evaluation will draw on a range of data sources, including student performance data, teacher feedback, and student and parent surveys. By undertaking a rigorous evaluation process, we can ensure that our strategies are aligned with our goals and that we are providing our students with the best possible learning experiences

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top 2 bands (or above) in NAPLAN numeracy from 25.8% towards our lower bound target 31.5%.	Our inability to reach our NAPLAN targets is attributed to a lack of sufficient time to see the impacts of the strategies we have implemented. While we may have diligently worked to implement various strategies, it takes time for these measures to produce tangible results. Moving forward, we will continue to carefully plan, implement and evaluate high impact professional learning to ensure we reach our targets in the future.
There will be no expected growth data NAPLAN 2022.	Not applicable
There will be no expected growth data NAPLAN 2022.	Not applicable
Improvement in the percentage of students achieving the Top 2 bands to be above the 2022 system negotiated target.	2022 we are 38.99% - 2023 target lower bound 44.10% - Despite holding steady from our impressive 2021 results we are still 5% off achieving our lower band target. more work needs to be done in this area.
Increase the percentage of students achieving NAPLAN top 2 bands in Reading to meet the lower bound system-negotiated target of 29.8%	This year we have not reached our target of achieving the Top 2 bands in NAPLAN Reading due to a lack of time to see the impacts of the strategies we have implemented. While we have carefully planned and implemented strategies to improve our students' reading skills, achieving the top 2 bands

<p>Increase the percentage of students achieving NAPLAN top 2 bands in Reading to meet the lower bound system-negotiated target of 29.8%</p>	<p>in Reading requires advanced critical thinking and comprehension abilities that take time to develop. Moving forward, it's important for us to remain committed to our goals and continue to refine our strategies over time.</p>
<p>To begin the process of implementing a HPGE (high potential and gifted education) program for the Creative, Social Emotional and Physical domains. KLA Head Teacher to present an approach to the Head Teacher of Teaching and Learning and Deputy Principals.</p>	<p>It is important to recognise that we have not met our target in identifying and supporting HPGE (high potential and gifted education) students in the domains of Creative, Physical and Social Emotional. While we have made some progress in this area, it is clear that our current processes may not be effective enough. It is essential that we take action to address this issue and implement new processes that better support the identification and development of our students. This will involve a comprehensive review of the identification process, including the criteria and assessment tools used.</p>

Strategic Direction 2: Quality learning environment

Purpose

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

Initiatives

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

- Assessment
- Learning and Development
- Curriculum

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Beginning teacher support: \$54,575.00

Aboriginal background: \$26,124.00

Integration funding support: \$233,764.00

Socio-economic background: \$98,122.00

Low level adjustment for disability: \$169,002.00

English language proficiency: \$23,201.00

Summary of progress

Following a number of professional development sessions on formative assessment strategies and data literacy, our staff members have demonstrated a deepened understanding of how to use assessment data to inform their teaching and support student learning. As a result, effective formative assessment is now occurring across all year levels, with teachers using a range of strategies to regularly gather information on student progress and adjust their teaching accordingly. Furthermore, we have observed that our staff members have become more accurate and consistent in marking student work against the relevant standards, which has resulted in a greater level of fairness and equity in the assessment process. These developments have had a positive impact on student outcomes, with greater progress and achievement being observed across all year levels. We are confident that by continuing to prioritise effective assessment practices, we will be able to further enhance the learning experiences and outcomes of all our students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers employ various formative assessments to gather evidence of student learning, enabling them to occasionally adjust their teaching methods.	Following the completion of our professional development sessions, it is encouraging to see that many staff members have embraced a variety of formative assessment strategies in their teaching practices. These strategies have included the use of exit tickets, pre- and post-assessments, peer and self-assessment, and the incorporation of technology-based formative assessments. By incorporating these strategies, staff members are able to better understand the progress of their students and tailor their teaching practices to meet their individual needs. It is expected that these formative assessment strategies will have a significant impact on student learning outcomes and put us on track to meet our goal of improving student performance. With continued support and ongoing professional development opportunities, we are confident that we will see the impact in student outcomes
Teachers review student assessment data and compare results from external assessments such as NAPLAN, PAT and AGAT with internal measures to build consistent and comparable	Despite initial challenges with implementation, the tracking sheet has proven to be a valuable tool in supporting our staff in tracking student progress and identifying areas of strength and weakness. Since its implementation, staff members have successfully utilised the data generated by the tracking sheet to inform their current practices in the

<p>judgement of student learning.</p>	<p>classroom. This data has enabled them to identify students who may be struggling and provide targeted support and interventions to help them improve. Additionally, the Tracking sheet has facilitated a more collaborative approach to teaching, with staff members sharing their insights and observations to help inform each other's teaching practices. Moving forward, we expect that the Tracking sheet will continue to play a critical role in supporting our staff in providing the best possible learning experiences for our students.</p>
<p>Ensure all teaching and learning programs describe what all students are expected to know, understand and do. Differentiation of curriculum delivery within classrooms happens for all students with particular identified needs. The parents of affected students are advised about adjustments made.</p>	<p>We are pleased to report that effective classroom practice, including the creation of effective teaching programs, has been implemented to ensure that the needs of our students are being met. However, we recognise that effective use of Individual Education Learning Plans (IELPs) and Personalised Learning Plans (PLPs) is an ongoing target for us. Although progress has been made in this area, we believe that there is still more work to be done to ensure that every plan is being utilised. By placing a greater emphasis on personalised learning plans, we believe that we can help every student achieve their full potential and succeed academically, socially, and emotionally.</p>

Strategic Direction 3: Positive Student Wellbeing

Purpose

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

Initiatives

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

- Achievement Recognition
- Attendance Monitoring
- Attendance Policy
- Stepped Care
- Resilience Project
- Strategic Direction Team
- Student Voice
- The Provision of Relevant SEL Learning Opportunities for Students

Resources allocated to this strategic direction

6300: \$500.00

Student support officer (SSO): \$96,058.00

Professional learning: \$1,500.00

Per capita: \$80.00

Summary of progress

The school has implemented various new programs and processes to enhance students' wellbeing. Following targeted and whole school wellbeing programs, students demonstrated increased willingness to engage with the wellbeing team and in new initiatives presented to them. The whole school approach focuses on creating an effective environment for learning, and clear process to support individual student wellbeing and engagement. Covid-19 impacted school attendance, and positive sense of wellbeing. In 2023, we aim to increase targeted and whole school programs, and improve connections with local support services. Attendance procedures have been implemented, resulting in an increase in those attending greater than 90% throughout the 2022 school year, however this still remains below the target percentage. A stepped care system has been established, along with referral systems to ensure students receive the right level of care. Referrals to the stepped care team and external agencies have increased, and we plan on expanding the team to include a greater number of service providers.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students showing a positive sense of Wellbeing towards our lower bound target of 74.7%.	We have implemented a number of processes aimed at improving students wellbeing. The school's wellbeing approach focuses on creating an effective environment for learning, ensuring the wellbeing of students is explicitly supported by identified staff and the school plans for and monitors a whole school approach to student wellbeing and engagement. Targeted programs implemented included Raise mentoring, Drumbeats and boys extended education group. In addition, whole school initiatives included the resilience project program in years 8 and 10, wellbeing week where students connected with local service providers and wellbeing roll call programs tailored to specific year group needs. While these initiatives improved the sense of belonging amongst students, it is important to recognise the impact of Covid 19 on students wellbeing. As a result of increasing mental health concerns

<p>Increase the percentage of students showing a positive sense of Wellbeing towards our lower bound target of 74.7%.</p>	<p>amongst students, increased referrals to the wellbeing team it was evident that the range of programs offered was not sufficient enough to increase the positive sense of wellbeing amongst students. As such, the 2023 school year will see increased targeted and whole school programs. In addition, connections with local support services will be increased to cater to a greater number of students.</p>
<p>increase the percentage of students attending greater than 90% of the time from 2019 to our baseline 72.2%</p>	<p>A number of attendance procedures were implemented in the 2022 school year. This included a monitoring process for students with attendance below 85%, reward trip for those with attendance greater than 95%, improved communication strategy with parents, and increased communication with families of students that had unexplained absences. The impact of Covid 19 in the first half of the year, and mandated week of school if the student had a significant impact on attendance. Scout data for semester 2 indicated an increase in those attending greater than 90% of the time of 11%. Attendance will remain a significant area of focus in 2023. Increased communication with students and families, ensuring staff talk a common language of high expectations regarding attendance, increased rewards program and including those with attendance rates of 85-90% in the monitoring process have identified areas of focus for 2023.</p>
<p>Increased student referrals to and engagement with Wellbeing Team programs and supports, including: School Psychologist, Student Support Officer, Wellbeing Nurse, Wellbeing Officer, related in-school programs, and referrals on to external agencies.</p>	<p>Despite initial challenges with establishing referral systems that were efficient and reliable, a clear stepped care system was established and expanded with the addition of a school nurse and wellbeing officer. A number of staff undertook mental health first aid training, increasing capacity to provide early-intervention by equipping staff with the knowledge and confidence to recognise, connect and respond to students experiencing a mental health problem. Referrals to external agencies increased following wellbeing week where students were given the opportunity to connect with community organisations. students engaged positively in the programs that were run by the wellbeing team , and it became evident as the year progressed that an increased number and range of programs was required to meet the demand. In 2023, we plan to expand the range of programs offered based on areas of concern identified by year advisors and referral data.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$233,764.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Engadine High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Engadine High School's effective use of integration funding in 2022. The school's LST provided targeted support and programs for these students, such as language development and cultural orientation, to assist them in accessing the curriculum and integrating into the school community. Additionally, the school made necessary learning adjustments to accommodate students with disabilities, providing individualised support through the implementation of Individual Learning Plans (ILPs). These ILPs were developed collaboratively with the LST, teachers, and parents to ensure that the students' unique needs were met. By using integration funding to support EALD students and implement learning adjustments through ILPs, Engadine High School was able to ensure that all students were given the opportunity to thrive and achieve their full potential.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, Engadine High School's next steps for enhancing student support involves reviewing existing strategies and identifying areas for improvement. To ensure that all students receive the support they need, the school plans to implement a universal tiered approach to student adjustments. This approach will enable the school to provide targeted support to students at different levels of need. Furthermore, the school plans to increase the employment of LST members to have them targeted to specific year groups, which will enable them to better understand the unique needs of each cohort of students. Additionally, the school plans to make more targeted use of School Learning Support Officers (SLSOs) to meet the needs of students who require additional support. By implementing these measures, Engadine High School aims to enhance its support systems and ensure that all students can achieve their full potential.</p>
<p>Socio-economic background</p> <p>\$98,122.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Engadine High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$98,122.00</p>	<p>The allocation of this funding has resulted in the following impact: Engadine High School has effectively leveraged socio-economic background funding to support our students. This has included implementing targeted programs such as the COVID Individual Learning Support Plan (ILSP), which provided additional support for students who were struggling with remote learning. Additionally, the school has used funding to develop and implement withdrawal literacy and numeracy programs to support students who are falling behind in these areas. The school has also prioritised student wellbeing, providing additional resources and support for mental health and wellbeing initiatives. By utilising socio-economic background funding in these targeted ways, Engadine High School has been able to better support its students and improve outcomes for all.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, Engadine High School aims to continue leveraging socio-economic background funding in targeted ways that best support their students. One key priority is to further develop and refine existing programs to better meet the needs of individual students. For instance, the school plans to expand upon its withdrawal literacy and numeracy programs, by providing more individualised support to students who are struggling in these areas. Additionally, the school will continue to prioritise student wellbeing, by exploring new initiatives to support mental health and wellbeing. Finally, the school will work to engage more closely with the families of students who may be facing socio-economic disadvantage, to ensure that the school is meeting their unique needs and providing the support necessary for success.</p>
<p>Aboriginal background</p> <p>\$26,124.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Engadine High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Whole school cultural incursions and excursions • Whole staff PL <p>The allocation of this funding has resulted in the following impact: The school took significant steps towards establishing strong connections between First Nations students and their educational community. This involved developing Individual Learning Plans (ILPs) that were tailored to the needs and strengths of each student, and organising cultural activities within the school to promote a sense of belonging and engagement in the school community.</p> <p>Efforts were made to welcome and value First Nations families within the school environment, in order to establish positive relationships between families and school staff. By doing so, the school aimed to create a supportive and inclusive learning environment that aligned with the principles of the Aboriginal Education Consultative Group (AECG). These principles emphasise the importance of cultural responsiveness, community engagement, and empowerment in improving educational outcomes for First Nations students.</p> <p>Through these measures, the school was able to strengthen students' wellbeing and sense of belonging within the school community, which has been shown to improve academic outcomes. Additionally, by prioritising the development of strong relationships between First Nations students, families, and their schools, the school was able to increase the likelihood of</p>

<p>Aboriginal background</p> <p>\$26,124.00</p>	<p>HSC completion and foster a greater sense of achievement and success among their First Nations students.</p> <p>After evaluation, the next steps to support our students will be: While the school has made significant progress towards establishing strong connections between First Nations students and their educational community, there is still room for improvement. Specifically, there is a persistent gap in literacy and numeracy attainment, as well as HSC completion rates, among First Nations students. To address this, the school recognises the importance of empowering teachers through professional learning opportunities (PL). By providing teachers with the knowledge, skills, and resources they need to better support the unique needs of First Nations students, the school can improve educational outcomes for this group. To achieve this goal, the school plans to prioritise PL opportunities that focus on culturally responsive teaching strategies, as well as strategies to support literacy and numeracy development among First Nations students. These strategies may include incorporating Indigenous perspectives into the curriculum, using culturally relevant materials and resources, and providing targeted support and interventions to students who are struggling. Moreover, the school wants to grow greater connection between the AEO and the LST team so that knowledge and resources are better leveraged to achieve positive outcomes.</p>
<p>English language proficiency</p> <p>\$23,201.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Engadine High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Engadine High School has been successful in leveraging its EALD (English as an Additional Language or Dialect) funding to provide targeted support for its EALD students. The school has effectively targeted students who require additional language support, providing them with individualised support and in-class mentoring to ensure that they are able to effectively participate in all aspects of the curriculum. The school has also placed a strong emphasis on literacy and numeracy attainment, providing additional support and resources to help EALD students improve in these key areas.</p> <p>After evaluation, the next steps to support our students will be: In 2023, Engadine High School aims to maintain its effective EALD support structure by continuing to provide individualised support, in-class mentoring, and targeted resources to its EALD students. The school remains committed to ensuring that all students, regardless of language background, have the opportunity to succeed and thrive in their education.</p>
<p>Low level adjustment for disability</p> <p>\$169,002.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Engadine High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$169,002.00</p>	<ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Targeted students are provided with an evidence-based intervention Multilit, Secret Agent to increase learning outcomes • Employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Engadine High School is using its funding for low level disability adjustments to better support its students with disabilities. The school has employed an occupational therapist on site one day a week to provide targeted support to students who require it. In addition, the school's Learning Support Team (LST) works to provide disability adjustments and provisions to support students with disabilities to succeed in their education.</p> <p>After evaluation, the next steps to support our students will be: Moving forward into 2023, Engadine High School aims to pivot its approach towards low level disability adjustments, with a focus on implementing more universal adjustments within the classroom by teachers. The school recognises the importance of providing more support at the universal level, which will benefit not only students with disabilities but also all students within the classroom. To achieve this, the school will provide targeted professional development opportunities for its teachers to equip them with the skills and knowledge to better support students with disabilities within the classroom.</p>
<p>Professional learning</p> <p>\$12,500.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Engadine High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Voice • Assessment • Learning and Development • Data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • External professional learning experiences • Collaboration time <p>The allocation of this funding has resulted in the following impact: Engadine High School has effectively leveraged its professional learning funding in 2022 to support a clear and focused approach that targeted its strategic directions. The school's targeted use of funds has enabled staff to receive high-quality professional development opportunities that have quickly been picked up and applied to the classroom. Both qualitative and quantitative data from staff indicates that this approach has had a significant impact, improving teacher practice and ultimately benefiting students. Through its strategic use of professional learning funding, Engadine High School has demonstrated its commitment to ongoing improvement and innovation, and to ensuring that all students receive the best possible education.</p> <p>After evaluation, the next steps to support our students will be: Engadine High School will continue to build on the success of its targeted professional learning approach. The school remains committed to providing high-quality professional development opportunities for its staff, with a focus on implementing national curriculum PL in key areas such as English and PDHPE. By investing in targeted professional learning in these areas, the school aims to further improve teacher practice and ultimately enhance student outcomes. The school will continue to work closely with staff to identify areas of professional development need, ensuring that all teachers have access to the training and resources they need to deliver a high-quality</p>

Professional learning \$12,500.00	education to their students.
COVID ILSP \$84,075.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Engadine High School has effectively utilised its COVID ILSP funding in 2023 to support student literacy needs. The school has deployed the funding in a targeted and strategic manner, using school data to identify and support students who require additional literacy support. However, staffing issues have made the deployment of funds more challenging in the area of numeracy. Despite this, the school remains committed to ensuring that all students receive the support they need to succeed, and will continue to work to address any staffing challenges in order to effectively utilise its funding for the benefit of its students.</p> <p>After evaluation, the next steps to support our students will be: We will continue to utilise our COVID ILSP funding to support student literacy and numeracy needs. The school has addressed staffing challenges in numeracy and will have funding dedicated to this area for the entire year, ensuring that all students receive the support they need to succeed.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Engadine High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Stepped Care <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of SSO <p>The allocation of this funding has resulted in the following impact: Our Student Support Officer has made a tremendous impact on our school community through her various initiatives aimed at enhancing the well-being of our students. Her efforts have helped create a more inclusive and supportive learning environment where students feel valued and heard. In addition, her leadership in providing professional development for our staff has been invaluable in helping us cater to the diverse needs of our students, including those with mental health conditions. The Student Support Officer's contribution to our school community has been invaluable, and we are grateful for her dedication and commitment to our students' welfare.</p> <p>After evaluation, the next steps to support our students will be: After conducting a thorough evaluation, it has been determined that the current processes have been effective in ensuring the safety and well-being of our students. As a result, current processes and procedures will continue to run, while targeting further areas of need. EHS remains committed to continuous improvement and will work to identify any new areas where enhancements are required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	467	471	457	448
Girls	568	560	564	531

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.9	94.8	92.8	88.1
8	91.7	93.0	89.2	85.7
9	90.7	90.9	89.8	85.1
10	89.6	92.0	86.6	86.7
11	91.7	92.9	87.4	84.1
12	92.5	93.5	90.6	91.7
All Years	91.5	92.8	89.3	86.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

The school is above state in attendance data for all year groups.

Attendance

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

Attendance figures 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.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2.4	20
Employment	6.5	9.7	12.3
TAFE entry	7.4	4.8	9.5
University Entry	0	0	54.7
Other	3	2.4	3.5
Unknown	0	0	0

The School had a targeted approach to work experience in 2022 with an aim to support students in their post schooling choices.

Year 12 students undertaking vocational or trade training

28.68% of Year 12 students at Engadine High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Engadine High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	2,319,532
Revenue	13,065,232
Appropriation	12,290,336
Sale of Goods and Services	66,611
Grants and contributions	676,046
Investment income	31,765
Other revenue	474
Expenses	-13,464,747
Employee related	-12,037,715
Operating expenses	-1,427,033
Surplus / deficit for the year	-399,516
Closing Balance	1,920,017

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.

	2022 SBAR Adjustments (\$)
Targeted Total	233,764
Equity Total	316,452
Equity - Aboriginal	26,124
Equity - Socio-economic	98,122
Equity - Language	23,202
Equity - Disability	169,004
Base Total	10,857,349
Base - Per Capita	265,758
Base - Location	0
Base - Other	10,591,590
Other Total	609,493
Grand Total	12,017,057

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

School performance - NAPLAN

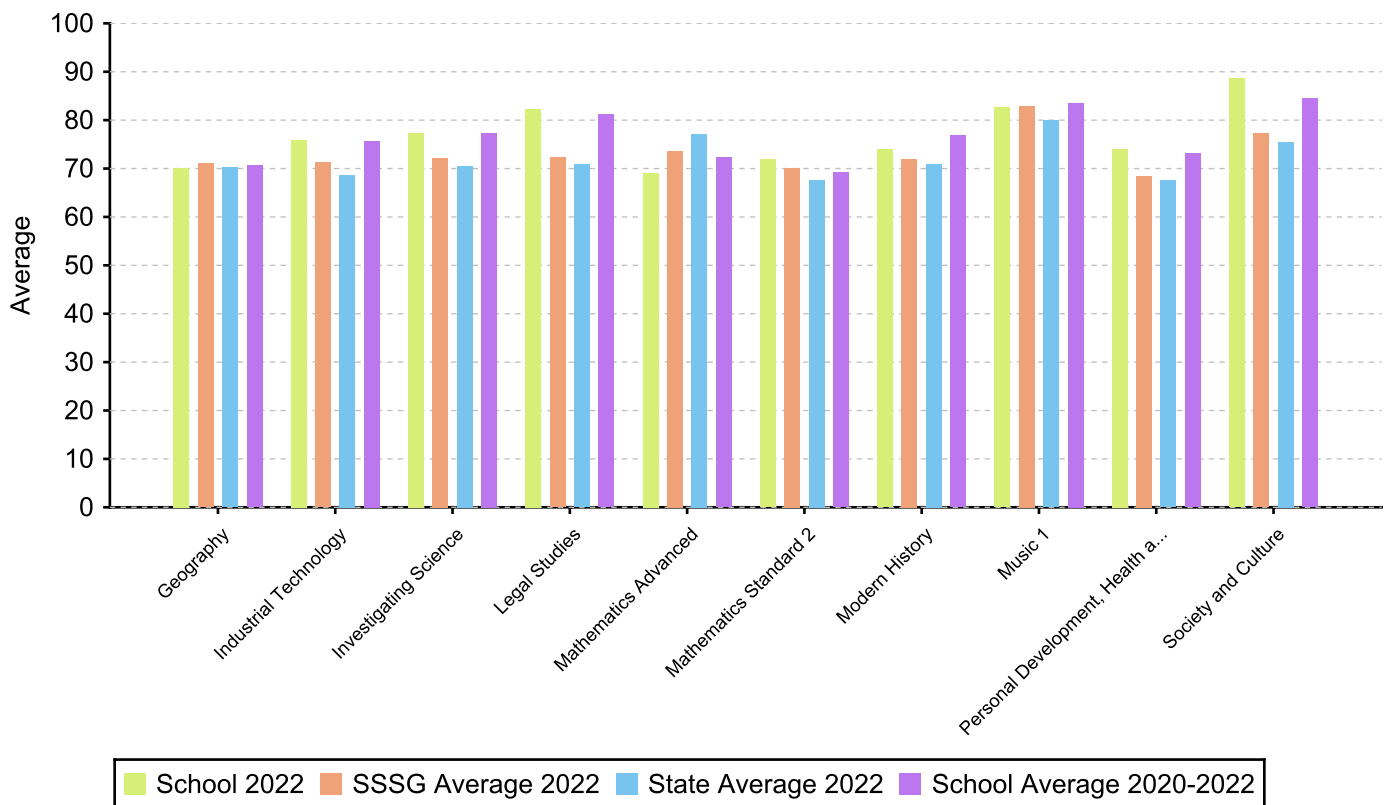
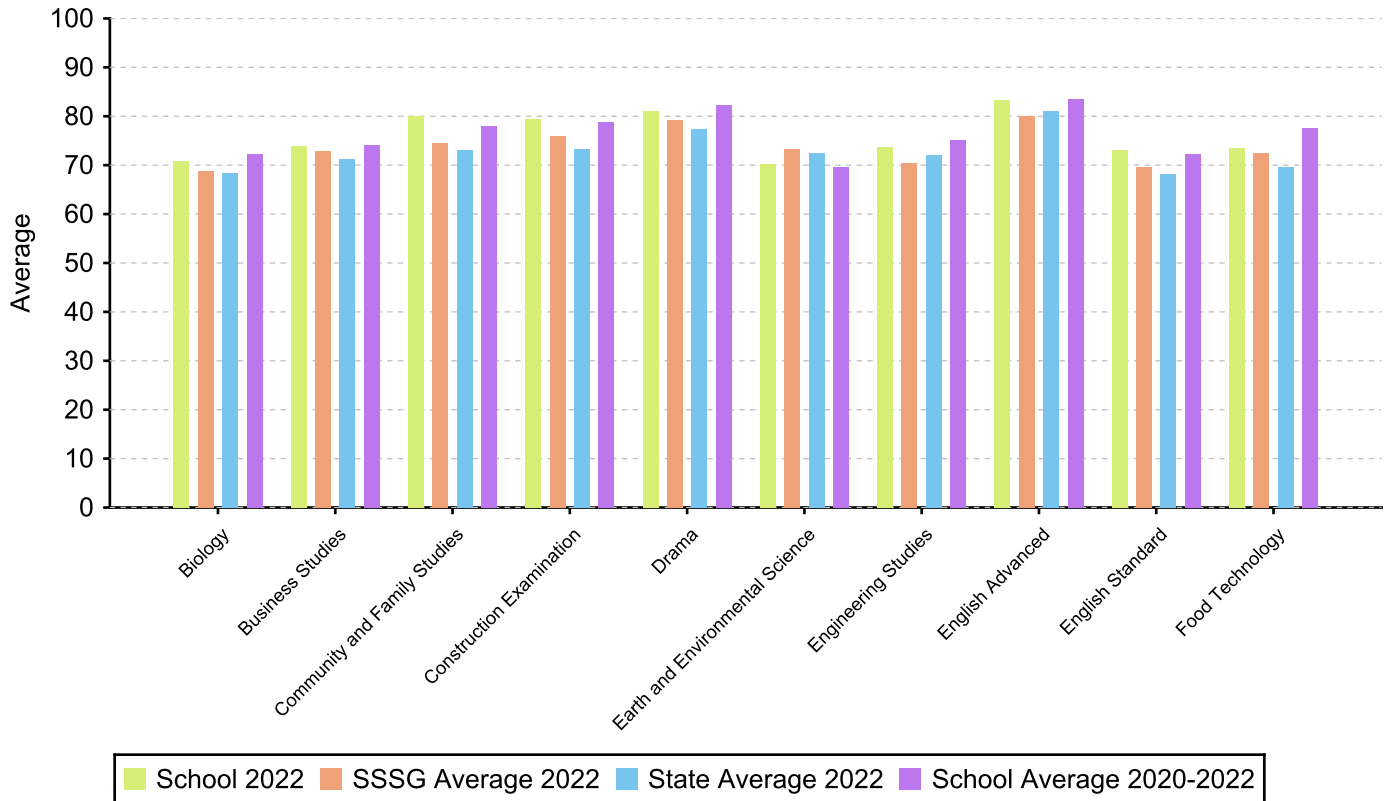
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	70.9	68.9	68.5	72.2
Business Studies	74.0	72.8	71.2	74.0
Community and Family Studies	80.0	74.5	73.2	77.9
Construction Examination	79.4	75.9	73.3	78.8
Drama	81.0	79.3	77.5	82.3
Earth and Environmental Science	70.3	73.4	72.5	69.7
Engineering Studies	73.8	70.5	72.0	75.1
English Advanced	83.4	80.1	81.0	83.5
English Standard	73.1	69.7	68.1	72.3
Food Technology	73.6	72.4	69.7	77.7
Geography	70.1	71.0	70.2	70.7
Industrial Technology	75.9	71.2	68.6	75.7
Investigating Science	77.3	72.1	70.6	77.3
Legal Studies	82.3	72.3	70.8	81.2
Mathematics Advanced	69.1	73.6	77.1	72.2
Mathematics Standard 2	71.9	70.1	67.6	69.2
Modern History	73.9	72.0	70.9	76.8
Music 1	82.6	83.0	79.9	83.6
Personal Development, Health and Physical Education	74.1	68.5	67.5	73.1
Society and Culture	88.6	77.3	75.5	84.4

Parent/caregiver, student, teacher satisfaction

The school had effective parent communication through regular Parent and Community group meetings, which provided a platform for parents to engage with school administrators, teachers, and other stakeholders to discuss issues that affected the student's learning and well-being. These meetings were used to share updates about school programs and initiatives, as well as to solicit feedback and suggestions from parents.

The school celebrated student attainment and achievement through a range of social media channels, which helped to build a positive school culture and showcase the successes of students. Pictures, videos, and other updates on school social media platforms like Facebook kept parents informed about the latest school news and events, promoting a sense of pride and ownership among students and encouraging them to continue working hard and achieving their goals.

The school created a bespoke student voice group, which ensured that student perspectives were taken into account when making decisions that impacted their learning and well-being. This group served as a forum for students to share their ideas, suggestions, and concerns with school administrators and teachers, and to work together to find solutions to common problems. Additionally, the school used data from the Tell Them From Me survey to identify areas where students felt they needed more support or where improvements could be made.

The school ensured teacher satisfaction by conducting staff focus groups and using data from the Tell Them From Me survey to identify areas where teachers felt they needed more support or where changes could be made to improve their job satisfaction. Furthermore, regular teacher feedback was sought regarding professional learning activities and the impact these sessions had on teaching and learning. As a result, these measures helped to maintain a positive and productive school environment.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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