

# Erina High School

## Annual Report



2016



8405

## Introduction

The Annual Report for 2016 is provided to the community of Erina 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.

Karen Nicol

Principal

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## Message from the Principal

2016 has proven to be another great year of quality teaching and learning at Erina High School with our commitment to providing every opportunity for our students to be successful. This strong emphasis on student success is demonstrated through the significant improvement in NAPLAN and HSC results. In 2016 91 students sat the HSC with 32 courses examined and 11 of these courses were above state average with a record 17 band 6's and 73 band 5's. Three students were nominated for their exceptional HSC practical component. Max Stuart who achieved an ENCORE nomination in Music and Riley Pike and Lachlan Cobcraft for their In Tech nomination for their Industrial Technology Projects in Timber and Multi-Media with Lindsay having his project selected for inclusion. Top ATAR scores of 95.4 to Ethan Howard and 94.75 to Nischala McDonnell these are outstanding achievements and as a school community we applaud their success.

NAPLAN highlights include 4.3 scaled score points above state average for student growth in year 9 reading and catching state average for students in the top 2 bands in year 9 writing with a minimal difference of 2%. This is an exceptional achievement demonstrating our strong focus on literacy to reach improved educational outcomes for our students.

We value the impact of improving the learning environment has on student engagement and success. In 2016 we continued our commitment to improve our school facilities. The following upgrades were completed through the refurbishment of an art room, two technology rooms repainted and carpeted, guttering and down pipes repaired and some roof repairs. A new kitchen was installed in the staff common room and a focus on tree maintenance and clearing of our green corridor a major priority for fire hazard management.

Our P&C members continue to be great advocates for Erina High School and support the school's focus on quality teaching and learning through a variety of initiatives. Amongst these initiatives through the installation of new blinds in classrooms in partnership with the school. The sponsorship of many co-curricular programs in dance, sport and science and funding of prizes for student who achieved at exceptional levels at our annual presentation. Our teaching staff continue to work hard and embrace the new educational reforms strengthening our professional practice.

We continue to be strongly supported by a highly experienced support staff who work positively and productively with the broader school community. In 2016 all members worked to strengthen our professional relationships with our partner primary schools with the central focus on our commitment to building a continuum of learning from K-12 across the Erina Learning Community.

We are very proud of the care, cooperation, commitment and courtesy that our students demonstrate each day as we aim for our goal to be the local secondary school of choice in our community.

## School background

### School vision statement

A caring supportive school community committed to delivering quality educational experiences for all students to reach their full learning potential and achieve our purpose “*Service Crowns Success*”.

### School context

Erina High School (EHS) is a proud comprehensive and inclusive public school that celebrates diversity and supports all students to achieve their personal best through a broad, flexible and innovative pattern of study balanced. EHS has a strong focus on student wellbeing programs to support student's self-confidence, social skills and resiliency. EHS is a member of the Erina Learning Community (ELC) forming strong links with partner primary schools to develop the continuum of learning from K to 12 and ensure a smooth transition to high school. The school continues to strengthen our relationship with the broader community through strong links with industry, business, TAFE and University to ensure students are given opportunities to access a range of post school options as well as accessing work experience, work placement, traineeships and school based apprenticeships. Our projected enrolment over the next three years is approximately 800 students.

The Family Occupational Educational index for EHS is 105, which directly relates to our funding allocation. 6.97% of our students are Aboriginal and 4% are from Non-English Speaking backgrounds. Our resource allocation includes funding to support Aboriginal students, students from low socio-economic backgrounds and students with low-level adjustments for disability. Additional funding is allocated for students with high needs through integration funding support.

Continuous improvement for all students focused on achievement through NAPLAN and the HSC is a high priority. NAPLAN data identifies improvements have been made in year 7 and 9 reading and numeracy yet still remains below state average this is the focus over the next three years to be above state average. HSC data is showing continuous improvement. Over the next three years the school is committed to increasing the number of courses above state average to 15.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning EHS is sustaining and growing. Our strength is in the elements of learning culture and wellbeing, there is a demonstrated commitment within the school and community to strengthen and deliver on school learning priorities. Our focus has been to be the local school of choice as identified in our school plan. Sitting in a highly competitive educational setting our school is surrounded by 5 private schools. This has presented challenges to re-engage our community with confidence in the school's ability to deliver a quality educational experience in a highly supportive learning environment. Our evidence demonstrates our highly structured stage 3 transition programs, our work with the DoE communication team and effective career and transition programs have made a difference in working towards our goal of increasing student numbers and changing community perceptions.

The improved discipline and welfare system with a stronger focus on celebrating student success has been pivotal in providing clearly defined behavioural expectations that create a positive teaching and learning environment. The praise and reward procedure has generated school pride and a positive ethos with students connecting, succeeding and thriving

at EHS focused on caring for themselves and contributing to the wellbeing of others and the wider community.

A broad range of curriculum is offered to students in stage 6 to support learning and career pathways as evidenced through our HSC and CAT evidence sets. EHS supports the learning needs of all students by providing individual support for students with low literacy and numeracy levels and delivers an alternative education program offsite called Tradestart. University, TAFE and employment pathways are provided through varied curriculum offerings enhanced by work experience and work placement opportunities demonstrating the school's ability to respond to learning needs and successful post school options. Students, staff, parents and community organisations are actively engaged in this process to support students as they progress through the stages of education.

The school has effective assessment and reporting systems in place that provide detailed information about student learning and progress as well as interim reports delivered every 5 weeks that provide a snapshot of student effort and application. Parents, local business operators and employers find the reports meaningful and useful in providing accurate feedback on student outcomes that supports the progression of learning.

Our stage 4 assessment review will deliver on our commitment to improving the quality of tasks delivered and provide greater opportunities for students to demonstrate what they know and can do and improve the quality of feedback provided to allow students to reflect on their learning and work towards improved outcomes. Student performance measures continue to be an area for improvement and against the SEF is delivering. There is evidence to suggest gains have been made with improved NAPLAN value added growth in year 9 reading and increased number of students in the top 2 bands in reading with isolated HSC results showing improvement. It continues to be our goal to consistently perform at high levels on external and internal school performance measures.

The results of this process indicated that in the School Excellence Framework domain of Teaching EHS is sustaining and growing our major focus has been on collaborative practice and learning and development. Our evidence set on Focus on Reading demonstrates the strong commitment staff have to improving their teaching practice through targeted professional learning in literacy. Faculties have actively shared this learning and worked collaboratively to embed reading and comprehension strategies into teaching and learning programs. Building on the reading strategy across the curriculum and during roll call the school has developed a common scaffold for extended writing, TXXXC (Topic, Extend, Example, Expand, Conclude) all staff have embraced this strategy and developed assessment tasks that give students opportunities to improve their writing skills. NAPLAN data for 2016 highlights the improvement in student performance measures that align directly to the strong focus on reading.

Strong professional relationships exist across the ELC where stage 3 and 4 teachers share information on incoming year 7 students. Academic, social and health – care data is shared in an effort to deliver a seamless transition to high school. This strongly embedded practice through the transition process demonstrates collaborative practice across stage 3 and 4 between our partner primary schools and EHS.

Staff are trained in deep data analysis and use this evidence to drive teaching and learning, our evidence presented in NAPLAN, HSC data analysis and monitoring show strong school and faculty systems for analysing, interpreting and tracking student performance and engaging the school community in reflecting on the data. Through teaching and learning program reviews, faculties reflect on recommendations to improve classroom practice, implement strategies and strengthen feedback to students on how they can improve. The school has systems in place to effectively use both qualitative and quantitative data to direct school improvement.

Well-structured professional learning opportunities are provided to staff that align with the school plan, the Great Teaching Inspired Learning blue print and their own Professional Development Plan as evidenced through the Professional Learning evidence set. Strong support is provided for early career teachers through a structured program and funding to reduce their teaching load. Expert teachers mentor early career teachers and they are supported through classroom observations, team teaching and reflective practice.

Teachers understand and implement professional standards and have a deep understanding of curriculum requirements and comply with accountability systems as evidenced by HSC monitoring, teaching and learning program reviews and assessment reviews. Staff is supported to gain proficiency and maintenance of accreditation and aspiring leaders are encouraged to seek accreditation at lead and highly accomplished levels. Effective systems are in place to support the performance and development cycle as evidenced by the school accountability calendar and sample PDP's. Professional standards are delivering at Erina and more work is planned to move along the continuum and work towards sustaining and growing where teachers work beyond their classrooms to contribute consistently to broader school programs.

The results of this process indicated that in the School Excellence Framework domain of Leading EHS is delivering where our major focus has been in leadership to engage our staff, parents and community in re-positioning EHS as the local school of choice and developing a continuum of learning from K-12 across the ELC. The effective transition program has been successful in achieving this as evidenced by increased student numbers in year 7 over a three-year period. The evidence set of Communication and engagement has allowed the school to develop systems to solicit and begin to address feedback on school performance and this continues to be an area for improvement. There are links with partner primary schools and work is being done through the career and transition team to build on community

partnerships with business, industry and universities to improve educational opportunities for students.

The 2015–2017 school plan has been collaboratively developed with staff, students and parents it articulates a strong commitment to equity and high expectations as evidenced by NAPLAN datasets, IEP's and tracking and student performance measures. Data analysis drives teaching and learning as evidenced through FoR and key literacy strategies such as super 6 to strengthen student learning outcomes. Effective school planning systems are in place for resource allocation, professional learning and performance and monitoring reviews as evidenced by the professional learning data set and HSC monitoring systems in place. EHS is committed to delivering on school priorities and maximising learning opportunities for all students as evidenced by the broad range of learning pathways and exit outcomes for stage 6 students.

EHS supports an experienced workforce that is committed to delivering quality teaching and learning and maintaining their professional practice. As evidenced through our professional learning data set and early career teachers program. School resources such as financial, human and learning spaces are used effectively, efficiently and flexibly to support staff and student learning. The effective use of the ILNNP is evidence of how funding can make a direct improvement to teaching practice and student learning as evidenced by 2016 NAPLAN data. Workforce planning is managed by the senior executive with a focus on recruiting highly experienced and quality practitioners and support systems for teachers who may be experiencing difficulty with their performance. This is an area of sustained growth.

EHS has good management practices and processes in place that underpin ongoing school improvement as evidenced by HSC monitoring systems, teaching and learning program reviews and assessment practices. High level accountability occurs with curriculum delivery and BoSTES requirements where all staff are supported to develop these management skills. The school leadership team is working towards improved opportunities for students and the community to provide constructive feedback on school practices and procedures with management practices and processes.

EHS is a proud comprehensive high school that is united in our commitment to deliver on the priorities identified in our school plan and provide a caring supportive school community committed to delivering quality educational experiences for all students to reach their full learning potential and achieve our purpose "Service Crowns Success".

Our focus will always be on students and meeting parent's expectations to be the local public High School of choice. Our success is measured in student success by maximising learning opportunities for students by providing broad, engaging and appropriate curriculum in a highly supported learning environment. To provide real post school options through highly effective transition programs that position students for future learning and employment. To know our students well and how they learn through deep data analysis and tracking student performance as they progress through each stage of learning.

Our greatest resource is our teaching and support staff who are highly supported to maintain and strengthen their professional knowledge and practice through well developed and executed professional learning opportunities and effective performance and development cycles. They share responsibility for student learning and constantly reflect on their own performance building a positive school culture.

EHS has a strong commitment to school improvement that can be achieved through effective and strategic leadership, building professional relationships across the ELC is fundamental to re-engaging community confidence in the school's ability to deliver a quality, competitive educational experience for our students through improved communication and genuine responsiveness to feedback. Fostering a school wide culture of high expectations and delivering on student performance measures in a highly supportive learning environment will be the key to our pursuit of excellence.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Quality engaging teaching practice to drive quality learning to maximise potential including an explicit focus on literacy and numeracy.

### Purpose

To create a quality learning environment where student academic success is acknowledged and celebrated through an innovative and engaging curriculum, delivered through high level pedagogy that prepares young people for the world of work and life beyond school.

### Overall summary of progress

The strong Focus on Reading program implemented across stage 4 and 5 is evident in the improved data sets as presented in the annual report. A regular reading program in roll call each day and 15 minutes reading at the start of each English lesson has been instrumental in gaining this lift in student results on external and internal assessment measures. All students in years 7–10 participate in the standardised ACER Reading and Comprehension Test (Progressive Assessment Test – PAT) biannually in 2016 to identify improvements through pre and post testing. Teachers use this data to inform teaching practice and develop IEP's for students who are under performing and below National Minimum Standards in NAPLAN.

Implementation of the "Bump it Up" strategy through the formation of a literacy/numeracy team whereby deep NAPLAN data analysis was conducted to identify areas for development. A focus was to develop explicit strategies to address inferential reading, vocabulary and sentence structure with data, ratios, graphs and fractions identified in numeracy for further development.

Teachers are actively engaged in planning their own professional development to improve their performance in line with Great Teaching Inspired Learning ( GTIL) teachers have been encouraged to observe colleagues' lessons and engage with team teaching. This has allowed expert teachers to share skills and knowledge with less experienced teachers, build on team work strengthening teacher relationships to support quality learning ensuring good conditions for student learning. Teacher professional learning is identified in PDP's, aligns with the school's strategic directions and teachers actively share learning from targeted professional development with others. All staff participated in on-line training completing courses within the suite of GTIL to improve their professional knowledge and practice.

An audit of Stage 4 assessment tasks was implemented to improve the validity, reliability and rigor of tasks being delivered. Using NAPLAN data to identify areas for development in reading and writing it was evident improved opportunities were needed in stage 4 to enhance these literacy demands. A professional learning workshop was delivered by the Deputy Principal and Principal to revise key features of a quality task and deepen staff understanding of assessment principles. Staff were given the opportunity to "unpack" sample Stage 4 assessment tasks and evaluate the quality of the tasks.

Quality management systems are in place that monitor and respond to staff Professional Learning and support accreditation procedures. Staff are expected to be responsible for their own learning and aligning professional development to the Professional Teaching Standards.

8 Ways of Learning has been embedded in our programs as evident through stage 4 and 5 program audits conducted. An Aboriginal cultural experience was organised to develop a deeper understanding of Aboriginal culture and how to incorporate it into the classroom, to better address and monitor the learning needs of our Aboriginal students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the proportion of students in in the top 2 bands NAPLAN reading by 4.3%	2016 year 9 NAPLAN data identifies 16.7% of students are in the top two bands in reading. Through the Premiers target as a "Bump it Up School" we need to reach a target of 21% of students in the top two bands requiring an increase of 4.3% by 2019.	3,303 ILLNP resources  8,413 ( Equity funding low socio economic )



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the proportion of students in the top 2 bands NAPLAN reading by 4.3%	Retraining staff in "Focus on Reading" to improve student skills with inferential reading and vocabulary.	
Increase the proportion of students in the top 2 bands NAPLAN Numeracy by 13.6 %	<p>2016 year 9 NAPLAN data there are 7.4 % of students in the top two bands for numeracy requiring an increase of 13.6% to achieve the Premiers target of 21%.</p> <p>Implementation of explicit numeracy strategies across the curriculum and training for staff to improve skill level.</p>	as above
NAPLAN and HSC outcomes for Indigenous students in line with state.	<p>20% of Aboriginal students were in the top two bands in year 9 NAPLAN reading in comparison to 7.3% at state level.</p> <p>Similarly 20% of Aboriginal students were in the top two bands in year 9 NAPLAN numeracy in comparison to 4.9% at state level.</p> <p>All Aboriginal students have PLP's developed to assist with achieving educational goals and a weekly mentoring program is available to senior Aboriginal students to assist with tutoring and support during the HSC. All Aboriginal students achieved a HSC in 2016 with viable post school options.</p>	<p>5,154 (Aboriginal background)</p> <p>45,698 (Norta Norta and NAPLAN)</p>
Increase in the number of HSC courses above state average.	In 2016 there were 11 courses above state average in comparison to 3 in 2015. This has been achieved as a result of intensive professional learning for staff in stage 6 programming and a focus on improved assessment strategies.	<p>3,317 Professional learning (QT)</p> <p>2,869 Professional learning (SI)</p> <p>10,314 (ELP)</p>
Improvement in PAT reading tests demonstrating consistent growth for all students.	<p>All year groups tested in PAT reading – post test have demonstrated improvement ranging 15% increase in students in the top 4 bands in year 7, 12% in year 8, 4% in year 9 and 11% in year 10.</p> <p>Employment of SLSO's to collate PAT reading test data. Significant investment in updating textbooks, teaching resources and student reading material</p>	<p>40,465 (Equity funding low socio-economic)</p> <p>46,186 (disability adjustment)</p>
Engaged students evident through reduced negative referrals on SENTRAL	<p>Suspension rates in 2016 have decreased with a total number of 72 (short and long combined) in comparison to 90 in 2015. There has been a steady decrease over this period evident with the increased number of students achieving positive mentions.</p> <p>Introduction of E tec has contributed towards improved student engagement. Purchasing technology equipment to assist this program.</p>	28,351 (low socio-economic)
All staff accredited with BOSTES through quality professional learning	All beginning teachers have completed teacher accreditation at proficiency and all post 2004 Teachers have maintained accreditation at proficiency with BOSTeS. Permanent beginning teachers have been supported with a reduced teaching load and a mentor.	<p>34,917 Beginning Teachers</p> <p>17,101 Professional learning (CD)</p>

## Next Steps

A genuine commitment to using evidence based teaching strategies as proven through FoR and explicit scaffolds to support extended writing. Working towards a school wide commitment to the delivery of explicit literacy and numeracy skills, building on FoR, TXXXC and implementation of "Bump It Up" Strategy. A revision of stage 4 and 5 Maths programs is underway and the development of explicit numeracy strategies have been provided to staff in the consistent delivery of data, ratios, graphs and fractions. PAT reading and numeracy tests will continue to be delivered to assess students level of literacy and numeracy to strengthen areas of weakness.

Continue to place emphasis on PL linked to GTIL, embedding a learning culture where observation and team teaching is common, expert teachers sharing their knowledge and skills and professional learning experiences are shared with other staff. Ongoing development of Teacher skills and knowledge, demonstrating currency in content knowledge and practice. Professional Learning continues to be structured to meet staff and school directions. Support for staff seeking highly accomplished and lead level, maintain systems and processes to support staff seeking proficiency and maintenance of accreditation.

Provide feedback to Head Teachers on the quality of stage 4 assessment tasks in preparation for a stage 5 assessment task audit to better prepare students for stage 6.

Ensure 8 ways of learning and Indigenous culture is embedded in all programs year 7–12 through regular auditing processes.



## Strategic Direction 2

A safe and supportive quality teaching and learning environment strongly focused on the wellbeing of staff, students and the community

### Purpose

To provide a safe and strongly supportive school learning environment where the health and wellbeing of staff and students is paramount, enhancing a sense of value and worth within the community, providing a foundation of resiliency and confidence to achieve personal goals.

### Overall summary of progress

The implementation for the new praise and reward procedure has created a positive school culture where students are proud to be receiving recognition for their efforts. It has changed staff thinking around acknowledgement of student achievement and parents have welcomed the new procedure. Positive and respectful relationships are evident between staff and students promoting a more positive learning environment where students are actively seeking recognition for positive behaviour and application to their studies creating good conditions for learning. Students receive positive mentions for 100% attendance and participation in sporting carnivals which has strengthened school culture and improved whole school attendance rates. 532 students were recognised with a Bronze certificate, 392 Silver, 246 gold and 150 Principal awards with evidence of a reduced suspension rate in 2016.

Staff participated in a cultural day led by a member of the Barabarang Land Council to build on staff understanding of 8 ways of learning and develop a deeper appreciation of Aboriginal culture and its history, the day concluded with staff team building and wellbeing activities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Consistent whole school praise and reward system that recognises student achievement is being used consistently across the school.	Evidence of sustained and consistent use of praise and reward system in Sentral as seen in the number of positive mentions over the year with many students receiving certificates. Positive reward days were implemented to recognise student achievement.	1,100 (school funding)  3,707 ( low socio-economic)
Increasing staff involvement in whole school initiatives.	In 2016 staff participated in an Aboriginal cultural awareness day followed by team building activities. This was well received by the staff and built on morale. In 2017 all staff are committed to joining a whole school team to actively implement school initiatives.	922 school funding  2,204 ( Aboriginal education funds)
Understanding and implementation of the DEC major reforms.	Regular staff, faculty and team meetings have been used to deliver DoE major educational reforms with all staff accessing on line training modules to improve professional practice and knowledge. Professional learning was provided for the External Validation team in preparation for the audit	3,617 ( Low socio economic funding)  7,126 ( school funding)

## Next Steps

In addition to the new praise and reward procedure a new junior leadership program is to be developed in 2017. Currently there are limited opportunities to build on student leadership capabilities in the junior school. Students commence secondary education at EHS with a broad range of leadership skills that are not yet being fully developed. It is expected that a strong student leadership program in the junior school will allow students to become more self-aware, build positive relationships and actively contribute to the school and community and the society in which they live. A strong commitment to Student Voice is planned where students are encouraged and supported to be more heavily involved with school planning and directions. All stakeholders will be part of the evaluation process where feedback is solicited and addressed to ensure the procedure adequately recognises and celebrates student achievement in a meaningful, progressive and valued manner. Positive and respectful relationships between staff, students and the community will continue to be enhanced and collectively we support the educational aspirations of each student to achieve personal best through the provision of a quality learning environment.

Through regular staff, parent and student feedback quality systems will continue to be refined to work towards continuous school improvement. Staff and student wellbeing will always be a focus and both nurtured to reach their potential through a positive school culture that responds and addresses the professional effectiveness of all school members. A strong focus on achieving the purpose of strategic direction 2 around staff and student wellbeing will continue to be supported with an investment in building staff teamwork and collaborative practice.

### Strategic Direction 3

Genuine school, business and community partnerships, focusing on competitive and innovative learning practices for all

### Purpose

To develop a positive school culture where Erina is the local school of choice, building strong school networks with all key stakeholders, instilling confidence and commitment that the school will deliver quality learning opportunities and experiences for all students to achieve personal success.

### Overall summary of progress

The ELC stage 3 transition program has been collaboratively developed and implemented with key stakeholders across the LMG to provide a broad range of opportunities for incoming year 7 students to ensure a smooth and seamless transition to High School catering for all learning, social and emotional needs and meeting community expectations. A well-developed transition program is strongly embedded to identify, address and monitor individual student learning needs as evident through the A stream, learning opportunities, E-Tec and mixed ability class placements. The provision of a vulnerable student program supports the well being of high needs students and gathering of information on each student, LST meetings and stage 3 and 4 teacher meetings ensure good conditions for student learning and wellbeing.

There is a genuine commitment across the ELC to work positively to raise the profile of EHS in the community and improve community perception of the school. The Principals across the LMG have analysed the research data provided by the DoE communication and engagement team and developed strategies to strengthen the partnership between the schools in the LMG and deliver on school priorities. In 2016 the school facilitated parent forums with high school and primary school parents where the feedback has been instrumental in guiding school change to meet community expectations. A school communication team has been formed to audit internal and external communication systems where improved communication systems have been implemented to deliver information within and across the ELC that strengthens staff, students and parent engagement

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased enrolments from partner schools in year 7	Year 7 enrolments increased slightly with a provision of 6 classes in comparison to 5 in 2015. This is attributed to the extensive stage 3 transition program.  Cultural programs delivered at EHS to support Aboriginal education.	12,385 (low socio economic)  5,483 ( school funding)  3,109 (Aboriginal Background)  2950 ( LMG funds)
Increased student enrolments across all stages	Enrolments have increased slightly in the senior school and all other year groups have remained stable.	as above
Increased community confidence in the school's ability to deliver a quality education	Evidence of increased community confidence as defined by research project as provided by the DoE Communication and Engagement team. Areas of strength include leadership, dedicated Teachers, provision of co- curricular programs and a quality 6-7 transition program	1,995 school promotion  816 ( low socio-economic)
Increased student retention in the senior school	132 students commenced year 11 in 2015 and 91 students completed year 12 in 2016. Many students leaving accessed employment and further education and training.	6,140 teacher professional learning
Increased number of students achieving early entry to university, TAFE or viable post school options.	5 students accessed early entry to university in 2016 with 45 receiving offers post HSC. 13 students accessed TAFE and 13 employment.	2,151 career and transition

## Next Steps

To build on the success of the stage 3 transition program into stage 2 so there is school-wide collective responsibility and commitment to ensure high levels of student, staff, parent and community engagement with the process. Work towards positive and respectful relationships across the Erina Learning community by engaging with stage 2, 3 and 4 staff in backward mapping curriculum outcomes and build on the continuum of learning where students are supported to take responsibility for their learning. Strengthen the use of data collection on individual students in stage 3 to ensure a comprehensive and inclusive framework that will support the cognitive, emotional, social and physical wellbeing of students. This will be achieved through improved and effective communication across partner schools with stage 3 teachers and the teaching and learning team at EHS to use student data to develop individual learning plans that are strongly supported by school systems and community expertise.

Though the communication and engagement team respond to feedback received through structured parent forums, staff and student surveys (Tell Them from Me) to strengthen a culture of high expectations and EHS ability to deliver a quality education in a competitive field. Engage a wider sample of participants for the survey that includes parents and more senior students. Continued focus on auditing and refining internal and external communication systems across the Erina Learning Community to focus on a clear and consistent message to promote EHS as the local school of choice. Ensuring effective communication systems underpin our commitment to ongoing school improvement with a strong focus on quality teaching and learning in a highly supportive environment.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Intensive support for Aboriginal students has been provided by through the development and implementation of PLP's. Learning and support has been delivered through the Teaching and Learning faculty and through the employment of tutors and mentors. Additional Student Learning and Support Officers support students at Tradestart.</p> <p>A cultural awareness day was provided for staff delivered by a member of the Barabarang land council where staff visits Aboriginal land sites at Kariong and developed a deeper understanding of Aboriginal culture building on our understanding of 8 Ways of learning</p>	<p>27,159</p> <p>25,560 (Norta Norta)</p> <p>10,640 NAPLAN</p>
<b>English language proficiency</b>	<p>Improved student application and confidence with English language and comprehension. ESL teacher employed to provide intensive support for International students and students from NESB's</p>	22,818
<b>Low level adjustment for disability</b>	<p>Students requiring low level curriculum adjustment have IEP's developed in consultation with staff and parents. Teachers implement the IEP's with support from Teaching and Learning faculty, SLSO's and LAST's.</p> <p>PAT reading tests are delivered pre and post testing which are marked and analysed by the teaching and learning faculty to provide data on student progress.</p>	54,981
<b>Socio-economic background</b>	<p>The purchase of teacher resources and texts to support the implementation of the NSW syllabus for the Australian curriculum has been a major focus. To continue support for Focus on reading new novels have been purchased to replace stock reading boxes for reading in roll call.</p> <p>Ongoing support for disadvantaged students with purchasing of school uniforms, covering of course costs and mandatory excursions has allowed high level participation and inclusion for school programs. Provision of leadership days, study skills programs and praise and reward activities has assisted in building school culture through this funding.</p> <p>Support for Big Brother Big Sister mentoring program and Youth Frontiers, parent curriculum nights, information evenings, education week and school promotion have all been instrumental in improving the schools positive profile in the community.</p>	58,559
<b>Support for beginning teachers</b>	<p>In line with DoE policy for beginning Teachers regular release time on a reduced teaching load has been provided to support our early career teachers with provision of a mentor and access to professional learning opportunities.</p>	34,917

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	407	365	351	367
Girls	412	359	352	334

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.3	92.8	93.3	92.4
8	90	91.1	88.6	91.1
9	89.5	89.5	88.5	89.2
10	85.3	87.8	86.2	85.9
11	85.4	88.7	91.4	87.2
12	85.3	89.5	88.9	92.4
All Years	87.9	89.8	89.5	89.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	0
Employment	3	6	16
TAFE entry	0	6	13
University Entry	0	0	52
Other	0	0	3
Unknown	0	10	16

### Year 12 students undertaking vocational or trade training

In 2016 VET courses continued to be popular with 15 students receiving a Certificate II in Kitchen Operations, 7 received Certificate II in Hospitality and 8 received a Certificate II in Construction Pathways.

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

In 2016 91 students completed the HSC and were awarded with this credential.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	36.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.28
Other Positions	3

\*Full Time Equivalent

1 member of the workforce at Erina High School is from the Indigenous population.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

A budget of \$56,010.22 allowed the school to focus on professional learning to support staff with improved

knowledge and skills in line with the Professional Learning Standards and the school plan. The funds provided by DoE and supported by the school included \$1,259.96 spent on teacher training in ICT, \$1,500 on literacy and numeracy skills. Quality teaching, improving student outcomes and syllabus all link directly to the school's target of improving student's outcomes received \$8,976, \$10,557.06 and \$5,000 respectively. A further \$21,581 was expended on career development in line with the new Teacher Accreditation requirements and Teacher Professional Learning Plans. These funds also allowed staff to attend Profession Development course, HT and DP workshops and conferences. The schools focus on the implementation of Bump it up will be ongoing in 2017.

### Accreditation

Erina High School had two beginning first year permanent teachers in 2016 and a staff member in their second year in a permanent position. All new permanent staff have completed teacher accreditation to a proficient level. In line with DoE policy, the teaching load of the first year beginning teachers was reduced by 4 hours per week and a mentor teacher was given release 1 hour a week to support their development. Additional funding provided release from class for programming and the development of resources as well as a Science teachers conference. The second year teacher continued to work with their mentor teachers. Professional learning was provided in the form of release days for programming and resource development as well as courses in classroom management, 8 ways of learning and syllabus specific workshops. A total of \$15,387.77 was allocated to PL to support the beginning teachers. \$11,361.65 was allocated to release the beginning teachers from face to face teaching, \$4,026 to support their mentors and \$7,004.77 on professional learning courses, programs and assessment development.

Post 2004 staff comply with maintenance of accreditation and have completed the mandatory 100 hours of professional learning over a 5 year period and reported against the professional teaching standards.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to November 30 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>472 453.94</b>
Global funds	603 366.57
Tied funds	449 357.19
School & community sources	288 997.92
Interest	13 083.96
Trust receipts	220 545.83
Canteen	0.00
Total income	2 047 805.41
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	137 657.75
Excursions	0.00
Extracurricular dissections	91 515.05
Library	2 961.06
Training & development	5 582.42
Tied funds	426 025.19
Short term relief	146 810.12
Administration & office	149 186.59
School-operated canteen	0.00
Utilities	121 077.99
Maintenance	56 456.45
Trust accounts	0.00
Capital programs	32 708.50
Total expenditure	1 336 496.00
<b>Balance carried forward</b>	<b>711 309.41</b>

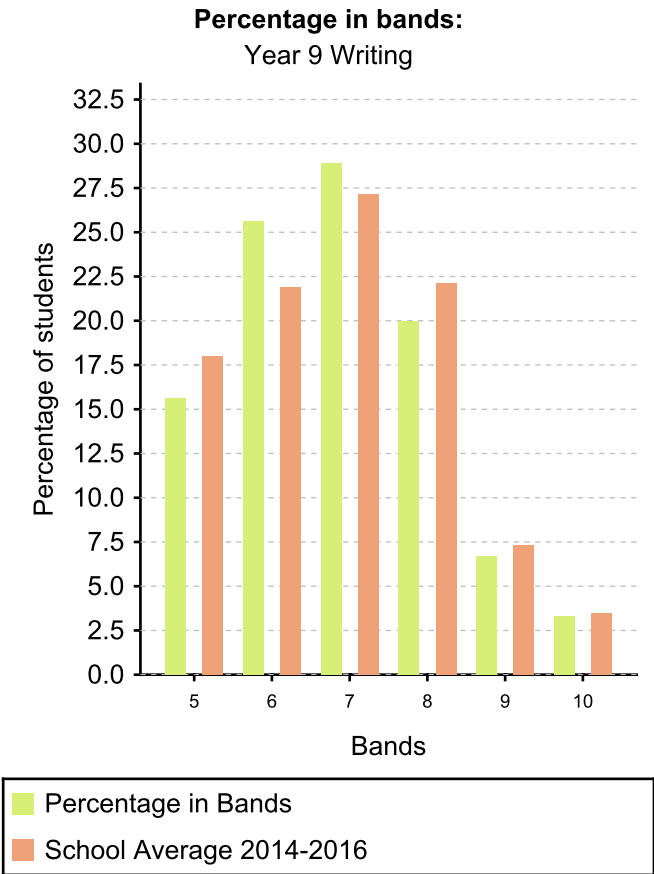
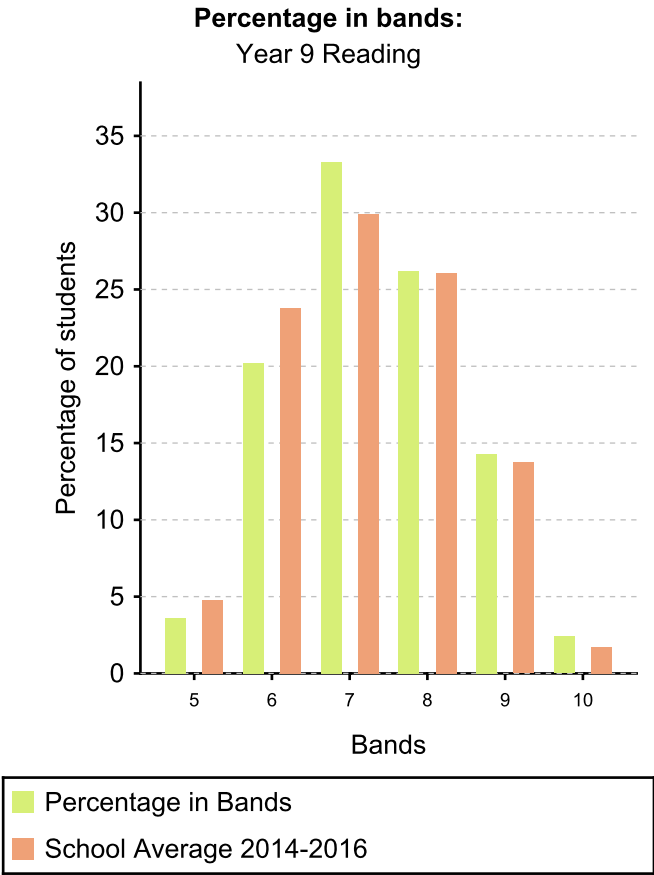


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### 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.

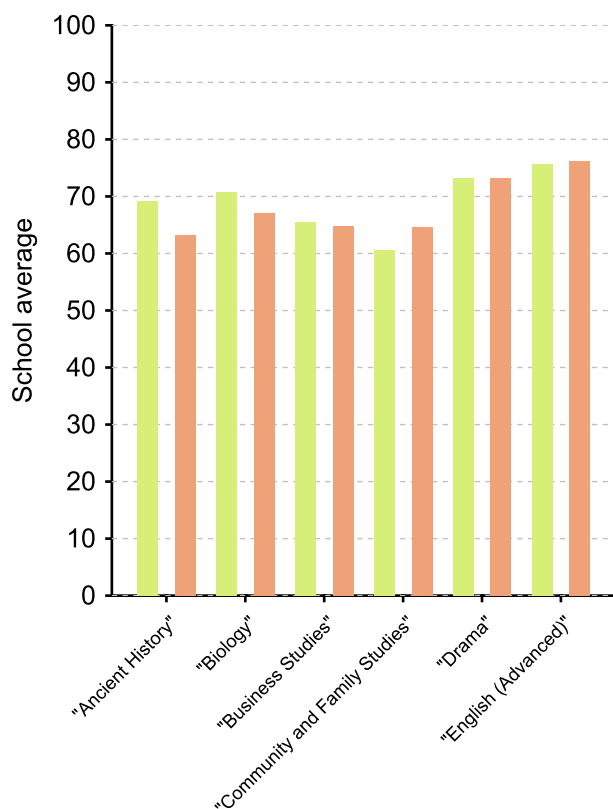


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

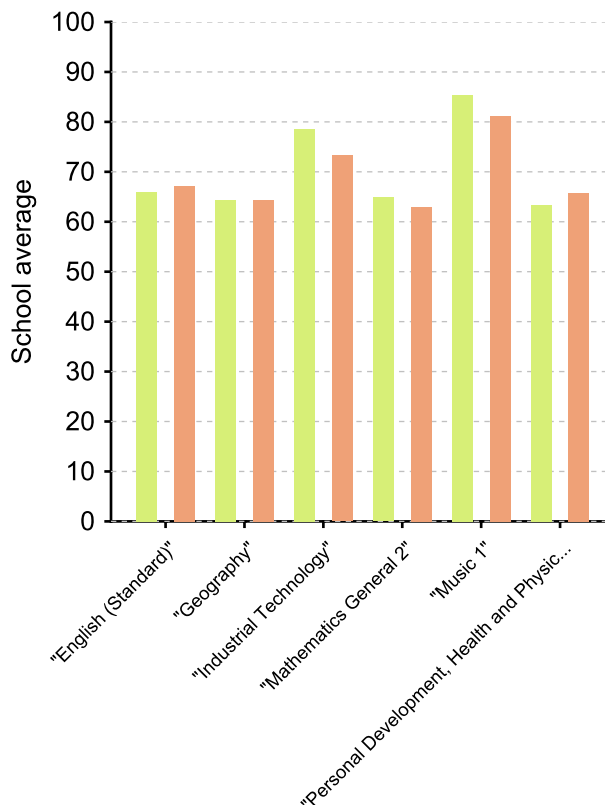
Erina High School was identified as one of 137 schools across the state as a "Bump it Up" School as we had the greatest capacity to move students from the middle bands of literacy and numeracy to the top two bands. By 2019 our target is 21% of students in year 9 NAPLAN to be in the top two bands in reading and numeracy, this will see an increase of 4.3% of students in reading and 13.6% in numeracy. To achieve this an explicit focus has been on analysing NAPLAN data to identify areas for improvement. This has seen a genuine commitment to improve reading skills through developing a more extensive vocabulary and skills in inferential reading. In numeracy our focus has been on developing improved skills in graphs, ratios, data and fractions. The school literacy and numeracy team has been providing support across all curriculum areas to up skill staff and develop explicit teaching strategies to reach improved student performance.

### Higher School Certificate (HSC)

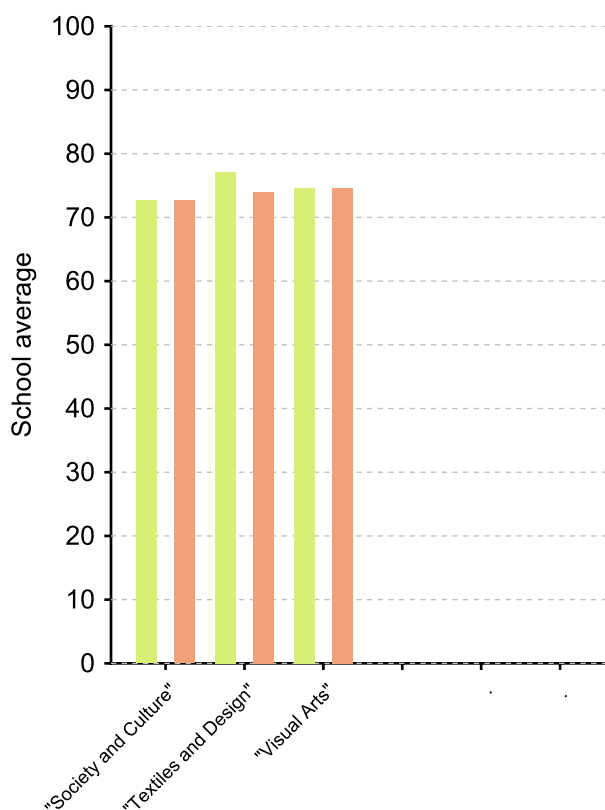
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

2016 was one of best performing HSC cohorts with 11 courses above state average in comparison to 3 in 2015. These courses include

English Extension 1

Industrial Technology

Legal Studies

Music

Japanese Continuers

Construction

Hospitality

Retail

Human Services

Note that Biology was close to state average at only (–0.45) and Textiles and Design at a minimal ( –0.4)

With a record band 6 results which included

Ancient History– 1

Advanced English– 1

English Extension 1 – 2

English Extension 2 – 1

Industrial Technology – 3

Legal Studies– 1

## Parent/caregiver, student, teacher satisfaction

In 2016 Erina High School implemented Tell them from me Survey to seek feedback from our students key areas of success as highlighted by students was a strong sense of belonging at school due to providing a broad range of courses and particular strength for co-curricular programs mostly sport, drama and music. There was greater engagement in the senior school with high expectations for student success and a concerning lack of engagement in years 8 and 9. Students appreciated the commitment to improving school facilities but still see areas that need improving such as the change rooms.

Erina High school has been committed to responding to parent and community feedback through our work with the DoE Communication and Engagement team to better understand how our School is positioned within the local educational market place. A wide range of methodologies were utilised in the research including focus groups with parents from the High School and parents from two primary schools, a community survey, demographic and CESE data analysis, communications audit and competitor analysis.

Key strengths of the school were thought to be its leadership, the dedicated and approachable teachers, its wide variety of subjects and unique programs available, the quality customer service and responsiveness of staff to parent concerns or issues and the school's connection to the community and local public schools particularly the quality of the transition

program.

Parents identified key areas for improvement to address the poor reputation driven from the past as well as negative associations surrounding particular catchment areas and their student populations. A belief that students not in the A stream will be unsuccessful at Erina, to focus on tighter discipline strategies and enforcement of school uniform. These are 4 key areas that are actively being addressed through the communication and engagement team through an action plan collaboratively developed by the staff.

A staff survey was implemented identifying the need to strengthen school communication systems and recognise and acknowledge staff achievement. An audit of our communication systems was undertaken and improvements made as required. High level communication within and across the broader school community is a high priority in 2017.

## Policy requirements

### Aboriginal education

Feedback from the school community has highlighted the value that equity funding provides to our students with regard to student wellbeing and academic success. Tutors Robyn Miller and Paul White have assisted all students in their studies across all KLAS and have worked in collaboration with families to complete Personalised Learning Plans for each student. Students are also encouraged to pursue opportunities to support pathways to TAFE, University and post-secondary school employment by participating in such events as; the University of Newcastle iBelieve, Insight and Schools2U programs, the Central Coast Primary Care Family Wellbeing Program, Ycentral, Take Blaktion, Kilipynpiyn Art Workshops in conjunction with Green Point Community Centre, NAISDA Dance Group at Central Coast Dance Festival, Bara Barang Employment Skills Training, UNSW Indigenous Science and Engineering Program, and ANZ Bank Traineeships.

An informal Aboriginal Leadership Group has been established where students who are interested in playing the didgeridoo and delivering the Acknowledgement of Country at formal events meet to practice their playing and composition of an Acknowledgement to Country. Due to their exceptional leadership, they have been invited to ELC events to play and deliver the Acknowledgment of Country. These opportunities to develop leadership skills not only supported Joshua McRohan–Quensell to become Erina High School's first Aboriginal school captain for 2016, he also received the Ministers award for the Terrigal electorate as the 2016 Aboriginal student of the year. Erina High School continues to embrace a collaborative partnership with the Tjudibaring AECG to support our students and parents in cultural identification and belonging. This year saw the beginning of the Annual Tjudibaring AECG Awards in Education. Some of our students were honoured for their efforts in education at the awards night.

## Multicultural and anti-racism education

Erina High School has participated in a range of activities which highlight and promote multiculturalism within the school. Every year, Erina High School students compete in 'The Model United Nations Assembly' (MUNA) which is a debating/public speaking competition in which teams of three student's debate resolutions from the perspective of their chosen country. The competition amongst schools is at a high standard with student teams from around the Central Coast competing for the coveted awards. MUNA aims to foster goodwill, World Peace and Understanding in the minds and hearts of our youth. Year 11 and 12 students (two speakers and an adviser) choose to represent member countries of the U.N. They engage in debate on matters of world political and social concern to develop awareness of the U.N. and its workings. MUNA provides students with the opportunity to develop their public speaking and debating skills through informed and researched comment on international issues. It helps to foster self-confidence and an understanding of other nations perspective on world issues. Two teams were involved with Nischala McDonnell, Leticia Lihou, Ethan Howard, who spoke about India, and won the prestigious Peace Prize and placed second overall. Skylah Sargent, Norma- Rose Bell and Thomas Fielder represented Australia and put up a fine argument.

In the Taster Lessons from with Primary Fun Day Challenge, multiculturalism was embedded into the theme of 'Globalisation'. This theme also closely relates to the Stage 4 HSIE syllabus topic in Year 8 on Global Change. Students played the 'World Trade Game' where each group was designated as a country whereby they had to trade using limited resources. It highlighted the influence of civil war, multiculturalism, natural disasters and the unequal world in which countries operate in.