

Evans High School Annual Report



2016



8420

Introduction

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

Nerina Pretlove

Principal

School contact details

Evans High School

166 Walters Road

Blacktown, 2148

www.evans-h.schools.nsw.edu.au

evans-h.School@det.nsw.edu.au

9621 3622

School background

School vision statement

The school and its community will develop a whole school culture that is focused on maximising the achievements of all students; is characterised by strong, respectful relationships; and is a safe, happy place to work and learn.

School context

Evans High School is a comprehensive coeducational high school in Blacktown. The school was established in 1974 and since then the school has grown into an outstanding learning community. The Intensive English Centre (IEC) was established in 1989, the Autism Unit started in 2004 and the Evanside Trade Training Centre (TTC) which provides industry standard facilities in hospitality and metals was opened in 2010. The school prides itself on its diverse and culturally rich community and its commitment to provide outstanding opportunities for all members of our community.

The school enrolment is currently 655 students which include 140 students enrolled in the IEC and 21 students enrolled in the Autism Unit. There are 22 Aboriginal students and 65% of students come from language backgrounds other than English. 58 different language groups from diverse socio-economic backgrounds are represented in the school. Equity programs to support refugees, EAL/D students and Aboriginal students are delivered by staff and community agencies.

Committed staff work closely with students, parents and the wider community to provide an engaging learning environment. The school has developed strong links with the local primary schools and the transition programs from Year 6 into 7 and from the IEC are valued. Significant events such as MADDfest (Music, Art, Dance and Drama) and Harmony Day are held in high regard by all members of the school community and contribute to student engagement.

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. 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.

WELL BEING – Sustaining and Growing

Delivering All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Sustaining and Growing There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Our self-assessment 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.

CURRICULUM – Sustaining and Growing

Delivering Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

Sustaining and Growing Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic

policies, programs and processes to identify and address student learning needs.

Excelling The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

ASSESSMENT AND REPORTING – Sustaining and Growing

Delivering The school analyses internal and external assessment data to monitor, track and report on student and school performance. Parents are updated on the progress of their children.

Sustaining and Growing Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Excelling The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

STUDENT PERFORMANCE MEASURES – Sustaining and Growing

Delivering The school achieves value-added results. Students are showing expected growth on internal school performance measures.

Sustaining and Growing The school: – achieves good value-added results, and/or – around 20 per cent of students achieve at high levels of performance on external performance measures.

EFFECTIVE CLASSROOM PRACTICE – Sustaining and Growing

Delivering – Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class.

Sustaining and Growing Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

DATA SKILLS AND USE – Delivering

Delivering – Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions.

Sustaining and Growing – Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Excelling – The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

COLLABORATIVE PRACTICE – Sustaining and Growing

Delivering – Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing – Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Excelling – The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

LEARNING AND DEVELOPMENT – Sustaining and Growing

Delivering – Teachers participate in professional learning targeted to school priorities and their professional needs. The

school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

Sustaining and Growing – Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Excelling – The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

PROFESSIONAL STANDARDS – Sustaining and Growing

Delivering – Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession.

Sustaining and Growing – Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

LEADERSHIP – Sustaining and Growing

Delivering – Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

Sustaining and Growing – The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Excelling – Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

SCHOOL PLANNING AND REPORTING – Sustaining and Growing

Delivering – Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Sustaining and Growing – There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Excelling – The school uses collaborative feedback and reflection to promote and generate learning and innovation.

SCHOOL RESOURCES – Excelling

Delivering – School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing – Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Excelling – Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

MANAGEMENT PRACTICES AND PROCESSES – Sustaining and Growing

Delivering – The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in-line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

Sustaining and Growing – There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Excelling – Practices and processes are responsive to school community feedback.

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

Professional Growth and Learning

Purpose

To foster an ongoing, supportive culture of professional leadership, professional learning and reflective practice; focusing on quality teaching and learning, the needs of future-focused learners and school priorities.

Overall summary of progress

The school has maintained continuity in implementing a range of initiatives to promote professional growth and learning of staff including opportunities for aspiring teachers as leaders, enhancing staff support through Performance and Development processes and teacher accreditation, and the provision of opportunities for staff update knowledge and practice to meet school and system priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased development of leadership capability	<p>The school executive team attended a two-day conference where they participated in a range of workshops that equipped them to be better leaders of learning and teaching in the school. The team worked through sessions on how best to support staff through the accreditation process and the importance of guiding teachers in identifying and seeking quality professional learning opportunities to support achievement of their professional goals.</p> <p>Teachers aspiring to executive roles attended a conference on <i>Building capabilities of head teachers</i> that addressed current Department reforms and their role in the implementation of these reforms to support staff. Teachers have continued to capably relieve in executive positions and continue to fill various leadership roles within the school.</p> <p>Through the school planning process, teachers and executive staff have taken on leadership roles to support the implementation of strategic directions. Through regular team meetings, constant tracking of milestones and evaluation has taken place.</p>	\$17,300
<ul style="list-style-type: none">All staff with an active, negotiated and meaningful Performance and Development Plan (PDP) that includes strategies, actions and evidence of collegial support and feedback	<p>The school executive team worked collaboratively through workshops on refining Performance and Development processes within the school. They were involved in workshops which updated their knowledge on Department process and how to best support staff in setting achievable professional goals and how to evidence these goals, once achieved.</p> <p>The whole staff completed professional learning on how best to support each other through conducting quality observations of practice. Staff engaged in collegial discussions and evaluated current research on the benefits of teacher observation to student learning. Teachers have been able to use these strategies to provide constructive feedback to support each other in Performance and Development processes.</p>	\$12,200

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Classroom practice reflects individual student needs being met 	<p>Staff have participated in workshops to update their knowledge in order to meet the system requirement of reporting through the Nationally Consistent Collection of Data on School Students with Disability. Staff were informed of Departmental process and procedures to collect and annotate evidence to demonstrate reasonable adjustment to teaching and learning for students with disability.</p> <p>Professional learning of staff was also maintained to support the implementation of the Reading to Learn program, which allowed students to access and comprehend a variety of age appropriate texts.</p> <p>Teachers also participated in a whole-school workshop on promoting high-order thinking skills, which equipped them with a range of tools to use in classrooms to promote critical thinking and reflection of students.</p>	\$23,700

Next Steps

- Work closely with partner schools to offer a suite of professional learning to meet the professional needs of staff as identified through staff performance and development plans
- Continue to support teachers through the teacher accreditation process in the move to have all teachers accredited at Proficient by January 2018 including early career teachers (through the collection and annotation of evidence) and teachers maintaining accreditation (through the provision of quality professional learning and writing quality and meaningful accreditation reports)
- Offer leaders and supervisors of staff a range of professional learning to update their knowledge in recent Departmental reform
- Support and strengthen leadership in the school by building executive capacity to guide and lead teachers in a range of programs and initiatives

Strategic Direction 2

Teaching and Learning for Life

Purpose

To cultivate an innovative teaching and learning philosophy based on high expectations, which promotes and values the experiences, contributions and the life-long development of all members of the school community.

Overall summary of progress

Our Strategic Direction of Teaching and Learning for Life has gained impetus through the formation of teacher working teams. Through the provision of regular meeting times throughout the year, teacher teams formulated and implemented action plans that addressed improvement measures for this strategic direction. At regular intervals throughout the year, teachers reported on progress and future directions of the team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Attendance at state average or above	<p>A review of school policy on student attendance took place in 2016. The findings of this review have led to a more streamlined process to improve student attendance across the school, involving a range of stakeholders.</p> <p>The use of SchoolBag was trialed without success due to the lack of compatibility with many mobile devices that our community own.</p> <p>The school implemented the use of EDVAL software to support improved monitoring of students and timetables.</p> <p>The SMS notification provision on Sentral to alert late arrival to school was expanded in 2016. Feedback and the response from parents and carers has been positive. Issues arose with outdated contact numbers for parents and carers. More streamlined practices to monitor and rectify poor student attendance and lateness will be put in place in 2017.</p>	\$17,000
<ul style="list-style-type: none">Increased % of students achieving at or above expected growth	<p>The Reading to Learn program continued to be implemented across all Key Learning Areas (KLAs), and additional staff from all KLAs areas undertook training under the guidance of the instructional leaders.</p> <p>Comprehensive HSC Data Analysis has assisted each faculty area to identify trends within each subject area, and to evaluate existing teaching and learning programs to further enhance student achievement and improve performance in the HSC.</p> <p>Specialist Learning and Support Teachers (LaST) continued to work with all faculties to collect and submit all data required for the Nationally Consistent Collection of Data (NCCD). Additional professional learning was provided for staff to differentiate teaching and learning programs appropriately to support student needs to enable</p>	\$43,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Increased % of students achieving at or above expected growth 	<p>the achievement of students at all levels.</p> <p>Towards the end of 2016, planning commenced to support students to achieve the minimum literacy and numeracy standard as part of the NSW Educational Standards Authority Stronger HSC Standards. This involved staff visiting other schools and investigating various models for implementation in 2017. Further investigation took place into the mapping of individual students on literacy and numeracy continuums with a view to full implementation in 2017.</p>	
<ul style="list-style-type: none"> Increased number of programs to support transition and lifelong learning 	<p>The After School Homework Centre continued operation in 2016, attracting students from all year groups including students from the Intensive English Centre. Through the Homework Centre, students were able to access additional support from teachers from all Key Learning Areas.</p> <p>Peer Support student leaders put into practice their formal training from the previous year to support the successful transition of year 7 students into high school. These trained students will continue to work as Peer Support leaders with Year 8 students in 2017.</p> <p>The Creating Chances program was again offered to students through Football United facilitators. It continued to provide opportunities to build the leadership capacity of our student body.</p> <p>IEC students transitioning into the high school continue to be offered a supportive transition program through the provision of a formal orientation program, taster lessons and peer mentoring. Support for ex-IEC students continues when these students enrol into the high school.</p> <p>Students transitioning from Year 6 into Year 7 are also supported extensively through the provision of a very thorough transition program, ably coordinated by the Year 6 into 7 Transition team. Programs they were involved in included taster lessons, open night and orientation day.</p>	\$38,000

Next Steps

- Continue to evaluate and refine student attendance policy and procedures
- Expansion of transition program to include other primary schools in local area
- Initiate scholarship program to attract high performing Year 6 students to Year 7 in 2017
- Expand the use of Sentral to include facility for parents and carers to respond to student lateness and absence

Strategic Direction 3

Strong Community Connections

Purpose

To develop and nurture an environment which supports and sustains strong respectful relationships between our school, our parents, our local primary schools, our community, our local businesses and support agencies, for the benefit of students' learning, experiences and opportunities.

Overall summary of progress

Our continued focus on developing positive community connections to allow students to participate in authentic learning experiences and activities which develop 'real world' skills and leadership capabilities and the development of a sustainable teams –based approach to community and professional engagement has enabled Evans High School to achieve significant progress in this strategic direction. Staff have facilitated opportunities for students to undertake relevant , targeted and meaningful industry and tertiary directed learning experiences through partnerships with community groups, local and national not for profit organizations and local businesses. Teachers have engaged with the teams–based approach to community engagement, choosing to focus on areas that fit with their skill sets and passions to assist in developing a wide range of community connection programs involving parents and carers, local primary schools and community groups that seek to support and sustain strong respectful relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> All teaching staff engaged in sustainable teams to manage a wide range of community connection programs 	<p>Throughout 2016, staff continued to engage in working teams to meet milestones of our strategic directions. Teacher teams met regularly through the provision of meeting time throughout the year, where action plans were formulated, implemented, monitored and evaluated. Teacher teams provided feedback to the school community through whole–school staff meetings and P&C Meetings. Teams which specifically contributed to this improvement measure include the Gifted and Talented Team, the Community of Schools Team, IEC Transition Team, and the Year 6 into 7</p>	<p>\$26,000</p>
<ul style="list-style-type: none"> Increased parental engagement and community involvement with Evans High School learning community 	<p>A range of initiatives were implemented to increase parent and community involvement with our learning community. The Gifted and Talented Students Day was offered to selected students from local primary schools who worked closely with our students for a day, solving 21st Century problems from a range of Key Learning Areas.</p> <p>The <i>Wings to Success</i> Science Day brought primary and secondary students together again to work on a project incorporating science, technology, engineering and mathematics (STEM). Completed projects were showcased to parents at the conclusion of the program.</p> <p>Harmony Day again attracted local primary students and parents to the school where we showcased our talented student body and celebrated multicultural diversity together.</p> <p>Through a learning partnership with Walters Road Public School, our students were offered the opportunity and participated in a series of coding workshops. Students worked through future</p>	<p>\$23,000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Increased parental engagement and community involvement with Evans High School learning community 	<p>focussed problems, enhancing their skills in communication, collaboration, creativity and critical thinking.</p> <p>World Maths Day has become an annual event hosted at Evans High School with local primary school students participating in a range of activities that link mathematical concepts with real world applications.</p> <p>The Evans P&C has continued to play an important role in the school. Members were trained in merit selection procedures.</p>	
<ul style="list-style-type: none"> Increased student participation in industry and tertiary directed opportunities and programs 	<p>Through a learning partnership with Walters Road Public School, our students were offered the opportunity and participated in a series of coding workshops. Students worked through future focussed problems, enhancing their skills in communication, collaboration, creativity and critical thinking.</p> <p>Student participation in key initiatives was strongly driven by Evans High School's ongoing partnership with the BEACON Foundation, to develop industry and tertiary links to meet the needs and interests of our students.</p> <p>Further programs such as AIME, ABCN, Football United and our links with community organisations such as Blacktown Youth Services Association and One Love Mentoring provided opportunities for students to engage with the community in a meaningful and productive way.</p>	\$54,550

Next Steps

- To identify initiatives that encourage increased parental involvement in their child's learning
- Continue learning partnership with local primary schools with view to expand and provide opportunities to other schools
- Investigate learning partnership with local universities for the provision of authentic and relevant teacher professional learning

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The Aboriginal Education Teams has continued to support both teaching and learning across the school. Members of the team also participate in student welfare, Learning Support and Year Adviser meetings to ensure a breadth of shared knowledge.</p> <p>The ongoing development of students' Personalised Learning Pathway plans have provided opportunities to engage with stakeholders to enable student goal setting and the identification of areas for improvement.</p> <p>Aboriginal and Torres Strait Islander attendance is improving. The majority of students have an attendance pattern in excess of 85%. A greater focus in 2017 will support students across the school to improve their attendance.</p> <p>We have continued to engage with the AIME program to increase our students exposure to post schooling options and skill sets to enable school success. Likewise the NRL School to Work program has continued to support student's post schooling destinations.</p> <p>Target funding has been used through the Personalised Learning Support (formally known as NORTA NORTA)program to support Aboriginal and Torres Straight Islander students whose previous year's NAPLAN results have indicated that they are below the national minimum standard and to support retention in Years 11 and 12. Funds have been utilised to employ two designated tutors to deliver the program.</p> <p>ATSI students were funded to attend Dance Camp and the Schools spectacular.</p> <p>We are excited about the appointment of an Indigenous Artist in Residence from CarriageWorks and Blacktown City Council for 2017 to work with ATSI students across CAPA and TAS Faculties.</p>	\$42,730
English language proficiency	<p>The diversity of the students English as an Additional Language or Dialect specific needs have been supported by specialist teachers. This support has been extended to the students to support their studies across the curriculum.</p> <p>Students who articulate from the Intensive English Centre into the High School join more that 62% of the cohort who require extra support. Those students who are undertaking HSC studies are also supported through the Fundamentals of English and the ESL English courses.</p>	\$264,232
Low level adjustment for disability	During 2016 students requiring reasonable adjustments and learning support	\$276,107

<p>Low level adjustment for disability</p>	<p>at Evans High School were able to successfully access the curriculum through class programs and whole-school strategies.</p> <p>The Student Support Team liaised closely with teachers, senior executive, parents and students to develop, implement, evaluate and monitor individual education plans.</p> <p>Students were supported directly through: program differentiation; small-group and individual in-class support from School Learning and Support Officers (SLSO); Learning and Support Teachers team teaching with class teachers; and individual withdrawal support for assessment and examinations.</p> <p>Teacher capacity to cater for students requiring learning support was increased through professional learning, regarding: the NCCD process; annotation of evidence collected; program differentiation; and strategies to support individual students. SLSO capacity to support students requiring adjustments was increased through professional learning regarding the role of the SLSO in mainstream classes.</p> <p>The school participated in the Continuous Quality Improvement Project organised by Price Cooper Waterhouse, resulting in increased capacity of Evans High School staff to cater more effectively for students with disability requiring reasonable adjustments to succeed at school and in the future.</p> <p>The school used funds to support the employment of additional staff. An extra 1.1 FTE Learning and Support Teacher supported the learning needs of Year 7</p>	<p>\$276,107</p>
<p>Socio-economic background</p>	<p>The socio-economic funding has continued to play an important role across the school in supporting student learning. An internal audit of parental education levels, employment and the languages spoken at home was conducted to ensure up to date information. All funds were expended in 2016.</p> <p>The funds were used to support students in accessing curriculum, homework centre, leadership experiences, cultural and sporting interactions, external agencies and the employment of a Community Liaison Officer to build their engagement with learning, culture and personal development.</p> <p>The expenditure recognised that our students required support across a range of specific needs and pursuits. It also allowed engagement with our local primary schools to improve transition from Years 6 into 7 and to post schooling destinations</p>	<p>\$550,326</p>
<p>Support for beginning teachers</p>	<p>Evans High School has a blend of early to late career teachers with a small majority having been here for greater than six</p>	<p>\$9,822</p>

<p>Support for beginning teachers</p>	<p>years. Seventy nine of the staff have been teaching for greater than 6 years and 65% are new scheme teachers.</p>	<p>\$9,822</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>RAM funding enabled the school to employ additional teacher time for English as an Additional Language or Dialect (EAL/D) which increased the capacity to provide language support to EAL/D students and targeted refugee students.</p> <p>Selected students in the high school and the IEC participated in the LEAP Macquarie Refugee Mentoring Program (LEAP). The program provided a relaxed and friendly atmosphere for students from refugee backgrounds to explore and navigate future education and career opportunities with the support of Macquarie University student mentors. Two visits to the university campus provided very positive experiences. Students gained valuable first-hand knowledge of university life. Students acknowledged that participating in the program and visiting Macquarie University had increased their desire to attend a university. Through this program our students and their families increased their appreciation for and understanding of tertiary education pathways.</p> <p>A highly successful After School Homework Centre operated twice a week, offering KLA-based support in literacy and numeracy. Placement was offered to newly-arrived refugee students who had exited from the IEC and was funded by the DoE Equity Team. The school used RAM funds to increase the support for all students.</p> <p>In 2016, the Refugee Health Assessment Clinic commenced at Evans IEC. The program aimed to improve the health and educational outcomes of refugees through the early identification of and intervention for health issues likely to impact on student learning. The program offered nurse-led health screening, introduced students and their families to the Australian health care system and linked them with local general practitioners who speak their language.</p>	<p>\$34,311</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	419	416	381	360
Girls	355	353	344	329

There has been a consistent decline in student enrolment in the high school due to a commensurate reduction in local primary schools, and a wider choice of destinations in the Catholic, Independent and specialised state schools. It is expected to increase within two years when students in Years 4 and 5 commence high school. A very small enrolment of 46 in Year 7 will impact on these figures until that cohort leaves in 2021. Historically, the enrolment numbers in the Intensive English Centre fluctuate radically across the year with students requiring different timespans onsite to achieve English proficiency. Evans High School is working with its local primary schools, its parent body and the community to build its capacity as a preferred destination.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.6	86.4	92	89.5
8	89.5	89.8	85.5	88.2
9	84.7	88.5	82	81.7
10	83.9	86.2	87.9	81.8
11	83.1	77.3	83.3	87.4
12	82.8	75.3	77.6	81.5
All Years	85.1	83.7	84.5	84.7
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

Management of non-attendance

The attendance pattern of students across the six years

is not uniform. There has been a considerable growth in the attendance of Year 11 to just short of state average and great improvement of students in Years 12 and 8. The Year 7 attendance has fluctuated across the four year period. This is of concern as Year 7 is a period of consolidation and building upon underpinning skills developed in primary school. Attendance in the middle and HSC years is also of concern. An improved attendance plan has been put in place for commencement in 2017. This will include regular contact with home through mail, SMS and phone calls, HSLO intervention and student case meetings. It will be a focus of our new school plan 2017–2020.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	24	0
Employment	15	14	19
TAFE entry	0	5	26
University Entry	0	0	20
Other	0	2	12.6
Unknown	0	0	8

It was pleasing to see so many Year 12 students commence tertiary education with 46 students undertaking post schooling studies. The movement of 48 students into the workforce indicates that there is still a need to prepare some students for direct entry to employment as a post school destination from Year 10.

Year 12 students undertaking vocational or trade training

Students have participated in a wide range of Certificate I and Certificate II courses including Construction, Hospitality Food and Beverage, Metal and Engineering at the school. A total of 35 students studied VET in Year 12, representing 47.3% of the cohort with a further 11 (15%) undertaking TVET courses such as Construction, Automotive, Travel and Tourism, Outdoor Recreation, Animal Studies and Hairdressing.

One student completed a Certificate III Retail as a School Based Traineeship with McDonalds and has now a Management traineeship with the company.

Of the 12 students who studied Construction 1 obtained his Certificate II in Construction Pathways and has an apprenticeship as a diesel mechanic. Of the other 11 who achieved a Statement of Attainment, 5 have apprenticeship in various construction areas and another 5 have work in construction.

Of the 15 who studied Hospitality Food & Beverage, 8 obtained their Certificate II in Hospitality and 1 student has an apprenticeship, 1 is continuing studies through TAFE, 1 is working in the hospitality industry and 1 is undertaking a Diploma in Hospitality.

Of the 8 students who studied Metal and Engineering, 4 achieved their Certificate I in Engineering. 1 has an apprenticeship in automotive, 1 has apprenticeship in electro technology, 1 has apprenticeship in construction and 2 are working in the construction industry.

VET completion rate was 37% and the follow on into post school employment and training was 63%.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 73 students were enrolled in a Higher School Certificate (HSC) pattern of study with 33 female and 40 male students. A total of 71 students achieved their HSC (97.3%). Two students achieved a Record of Achievement.

A total of 51 students studied a pattern that was Australian Tertiary Admissions Rank (ATAR) eligible, representing 70% of the cohort, with 27 students gaining entry into University or University preparation courses including Foundation and Diploma courses. Furthermore a total of 35 students studied a pattern that included multiple vocational studies and content endorsed courses, representing 47.3% of the cohort. 22 students (30%) attained dual qualifications, their HSC and a Certificate I in Engineering, Certificate II Construction Pathways or a Certificate II Hospitality at school and through TVET a Transcript of Academic Record from Certificate III Travel, Certificate II Outdoor Recreation, Certificate II Animal Studies and Certificate II Hairdressing.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	45.3
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	2.4
School Counsellor	2.4
School Administration & Support Staff	20.18
Other Positions	7.9

*Full Time Equivalent

Two of our permanent staff members identify as being of Aboriginal and Torres Strait Islander. One of our Norta Norta tutors who was employed on a casual basis also identifies.

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	35

Professional learning and teacher accreditation

Professional learning in 2016 focussed on the delivery of workshops and events that supported staff in achieving the milestones of our three strategic directions as well as their own professional learning goals, as well as compliance training. All teachers implemented their Performance and Development Plan (PDP) with individual goals linked to the school's strategic directions. The school utilised data from each teacher's plan to identify needs and design the professional learning calendar. Throughout 2016 total school expenditure on teacher professional learning was \$67,661 which equated to an average expenditure per teacher of \$601.00.

Professional learning throughout the year addressed the following areas: mandatory requirements of Child Protection, Code of Conduct; Teacher Performance and Development; Accreditation; Reading to Learn; HSC data analysis; Project-based Learning; Technology; Trauma-informed Teaching Practice; Nationally Consistent Collection of Data for Students with Disability; and School reporting processes. There were 17 teachers seeking accreditation at Proficient teacher with BOSTES; 5 of these teachers were newly appointed to permanent positions while the remainder were engaged on contracts as temporary teachers. In addition to these teachers seeking accreditation, 33 teachers had already achieved accreditation at Proficient and were engaged in maintaining their accreditation; 27 of these were permanent teachers while the remainder were engaged throughout the year on contracts as temporary teachers. Work has commenced to support teachers who are interested in seeking accreditation at Highly Accomplished and Lead Career Stages.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	1 592 366.74
Revenue	10 932 628.68
(2a) Appropriation	10 657 331.83
(2b) Sale of Goods and Services	110 534.42
(2c) Grants and Contributions	142 967.21
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	21 795.22
Expenses	-10 332 118.08
Recurrent Expenses	-10 332 118.08
(3a) Employee Related	-9 520 059.22
(3b) Operating Expenses	-812 058.86
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	600 510.60
Balance Carried Forward	2 192 877.34

The Budget Committee has overseen the allocation and expenditure of funds. The Committee consisting of both SAMs, Business Manager, Deputy Principals High School and IEC and the Principal has overseen the allocation and expenditure of funds in line with the school plan and changing directions. Reporting to the Parents and Citizens meetings has ensured that the community has been informed of the allocation of school funds and major projects and their directions.

Planned expenditure has been directed towards school improvement including the installation of air conditioning in all internal learning spaces. In addition, working with AMU, progress has been made to tender level for the building of colas to cover a number of outdoor areas to provide students with weather protection. A bus has been leased to provide students with a broader curriculum through access to the Evanside Trade Training partnership between Evans, Doonside and Plumpton High Schools and funds have been allocated in 2017 for staff bus driver training.

Future focussed school improvement will also include a proposed refurbishment of the hall and an upgrade of part of the driveway.

The school has continued to operate a successful uniform shop on a daily basis that supplies students

with a source of cost effective clothing. It is highly utilised.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	5 335 782.32
Base Per Capita	57 081.34
Base Location	0.00
Other Base	5 278 700.98
Equity Total	1 133 395.51
Equity Aboriginal	42 730.15
Equity Socio economic	550 326.46
Equity Language	264 232.28
Equity Disability	276 106.62
Targeted Total	815 665.50
Other Total	3 129 161.00
Grand Total	10 414 004.33

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

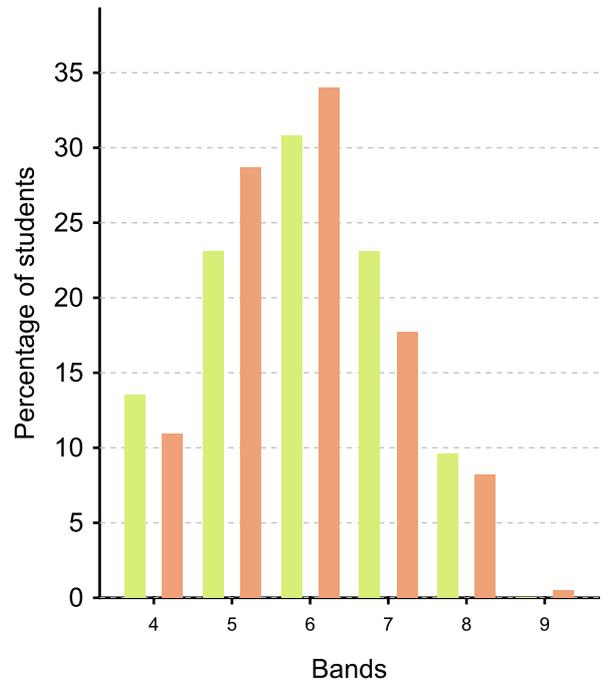
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The trend data has demonstrated a consistent rise in Year 7 in the Literacy assessment over the past four years. In particular, spelling and grammar results moved much closer to NSW DoE averages whilst they declined across the state.. Whilst there was growth overall and pleasing results in spelling the lengthening tail at the lower bands is of concern. These students will be undertaking the New HSC and with a requirement of all Band 8 results, very few students, at this stage, would be entitled to receive an HSC. Evans High School has already identified the challenges presented by the New HSC and its link to Year 9 NAPLAN results. Commencing in 2017 all Years 8,9 and 10 students will undertake Foundations courses linked to the Literacy and Numeracy Continuums to

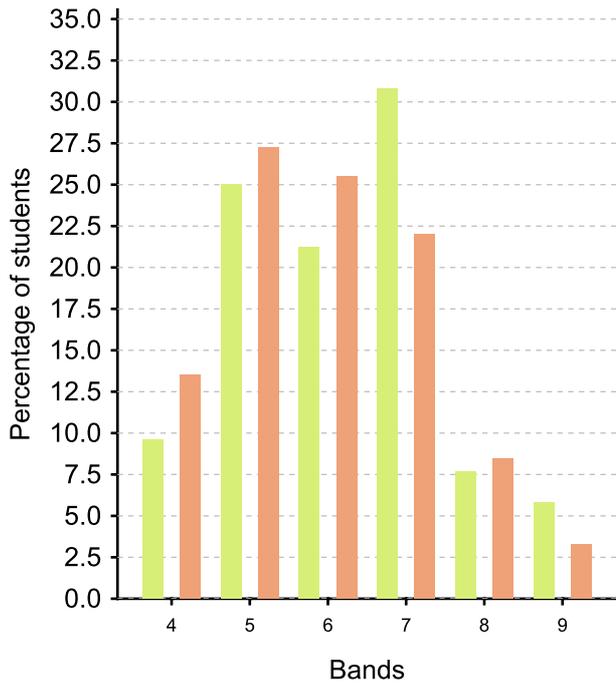
support their basic skill development. This will be supported by regular parent and carer information sessions and quality professional learning for staff in formative and summative assessment and in the teaching of specific skill sets.

Year 9 trend data has shown a steep decline this year across the range of literacy assessment. However, this is against previous years where there has been a steady increase in student performance. At the same time, there has been above expected growth for a number of students across all aspects but particularly in reading and grammar.

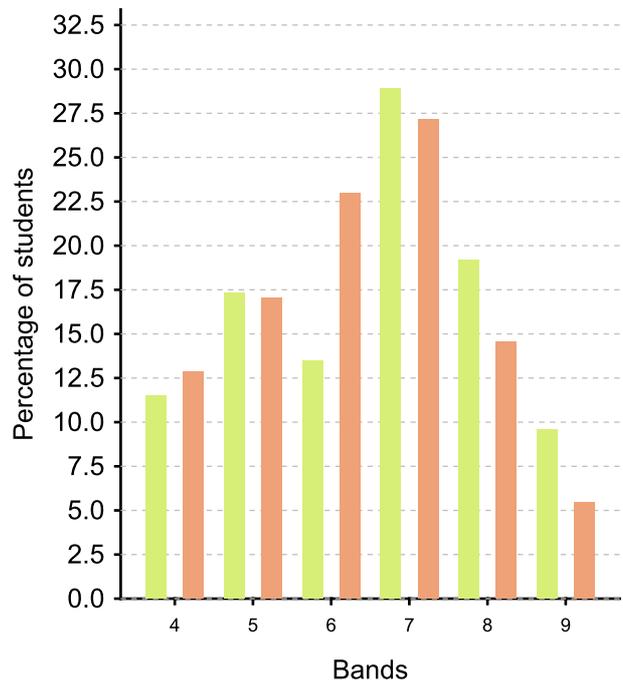
Percentage in bands:
Year 7 Reading



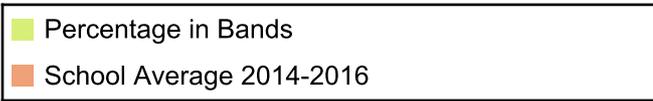
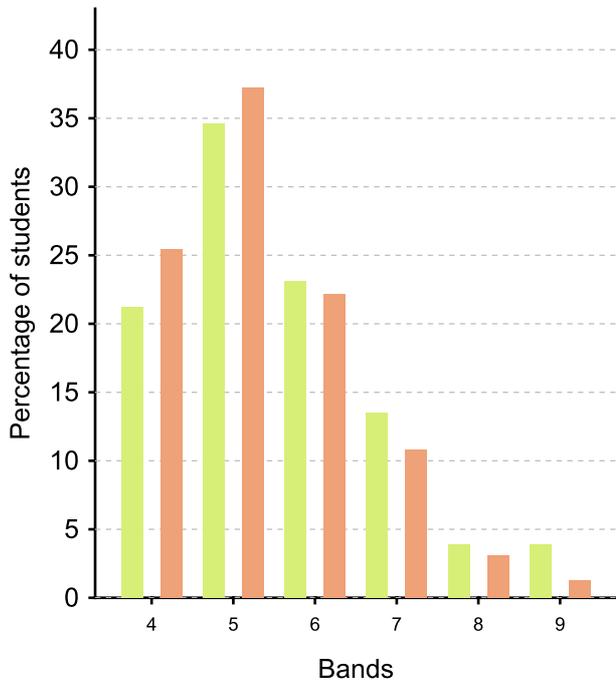
Percentage in bands:
Year 7 Grammar & Punctuation



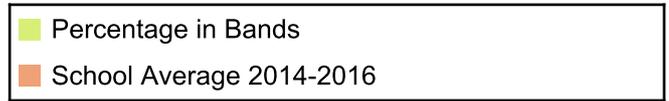
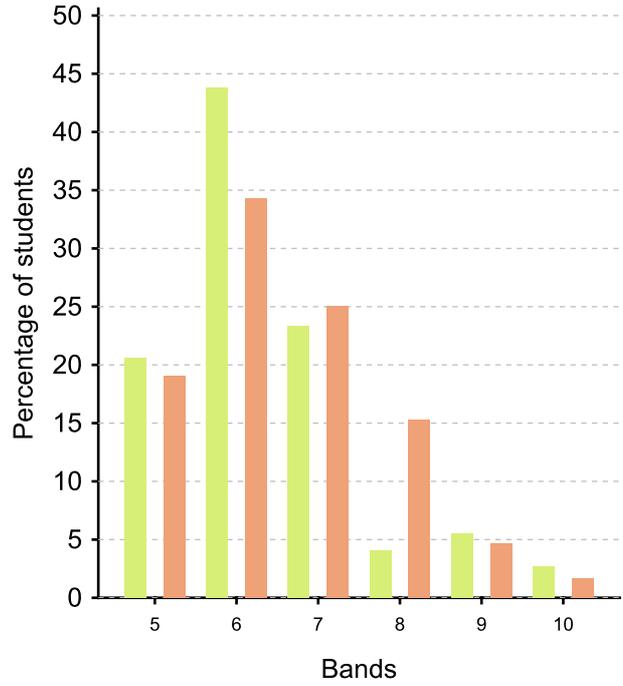
Percentage in bands:
Year 7 Spelling



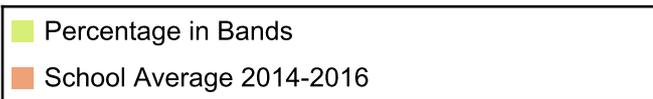
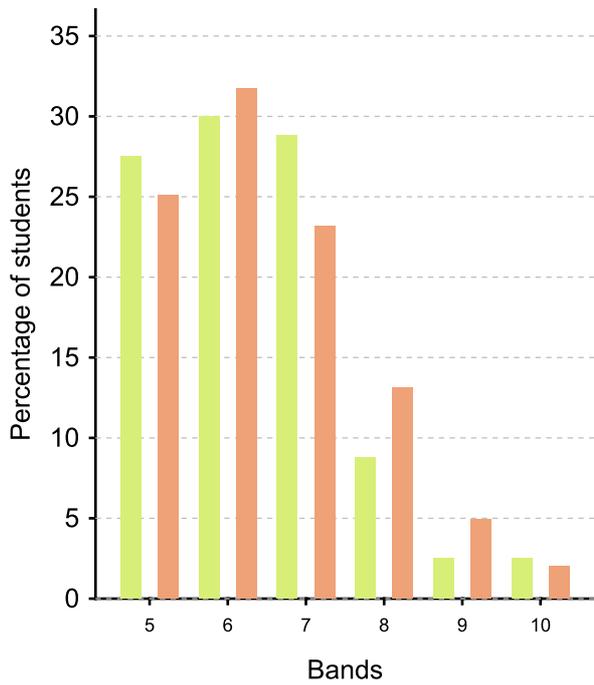
Percentage in bands:
Year 7 Writing



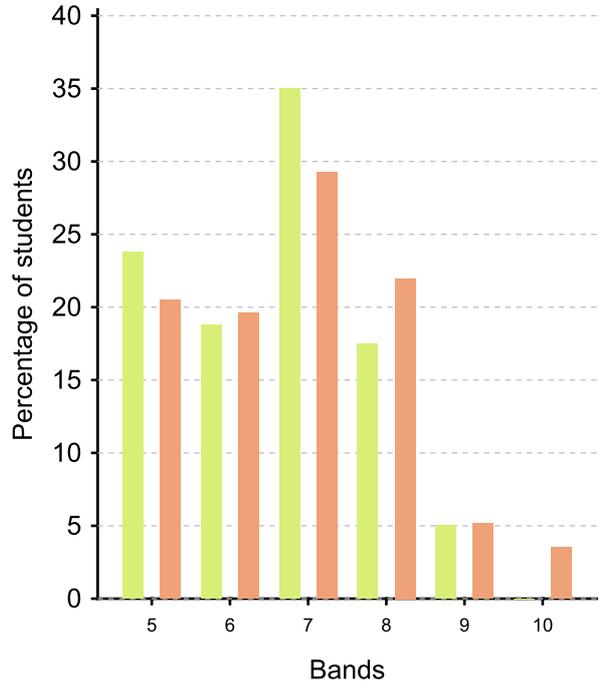
Percentage in bands:
Year 9 Reading



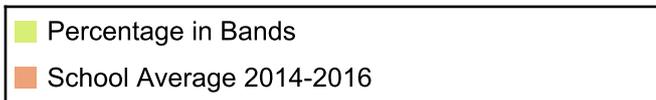
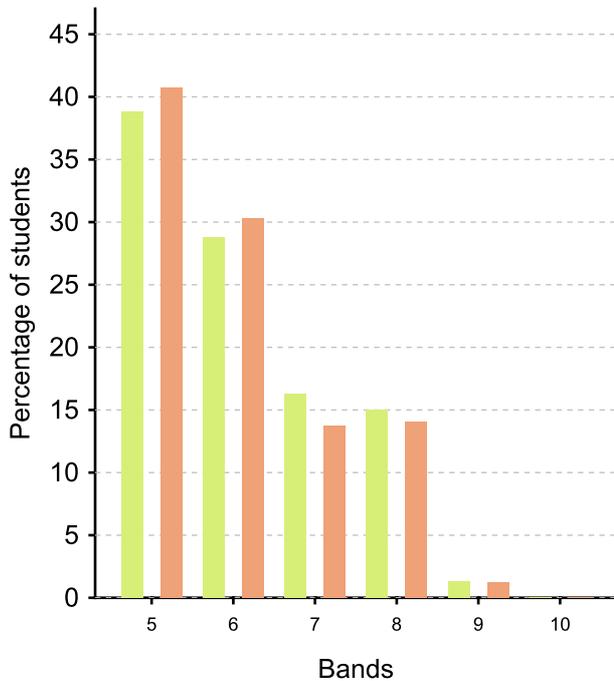
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



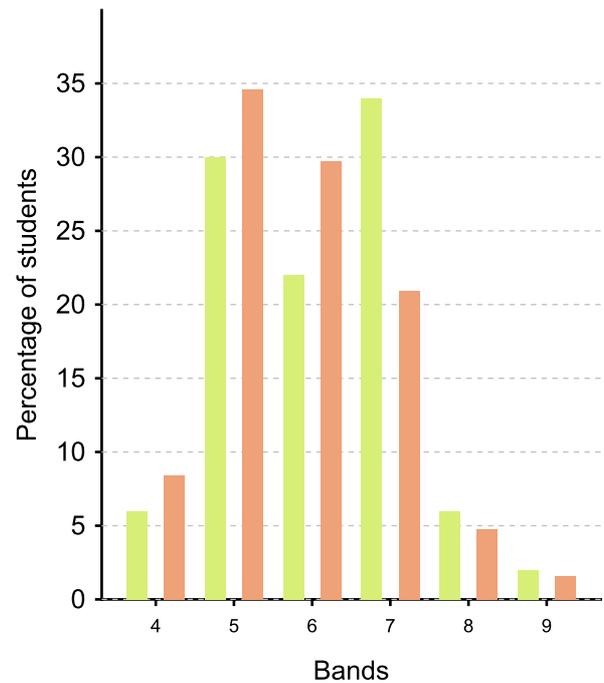
Percentage in bands:
Year 9 Writing



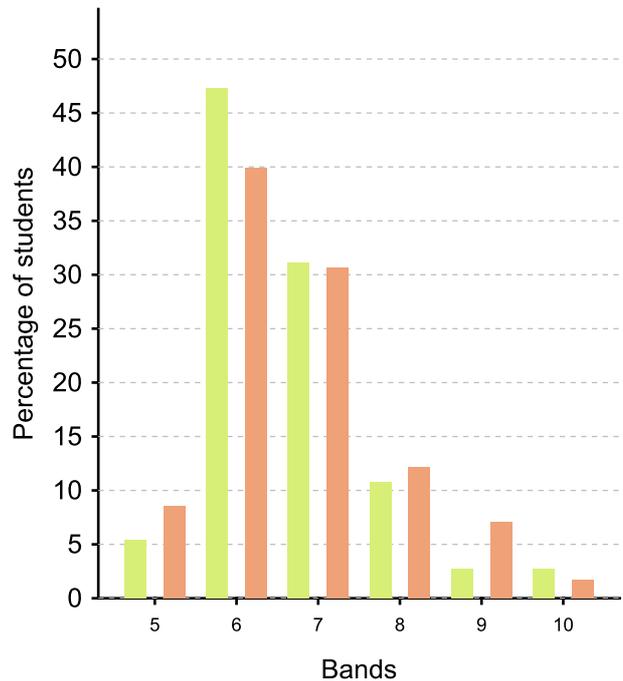
Year 7 students have performed better in the numeracy assessment with a halt to the steady decline over past years and the majority of students showed considerable growth. Two students moved from the lower levels of the 25th percentile to above the 75th percentile with one adding growth of 390 when the state average is 58.9.

Two thirds of Year 9 students achieved better than expected growth with all but four students having made some improvements. Almost all Year 9 students moved from below the 25th percentile up towards the 75 percentile with 7 exceeding it.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



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.>

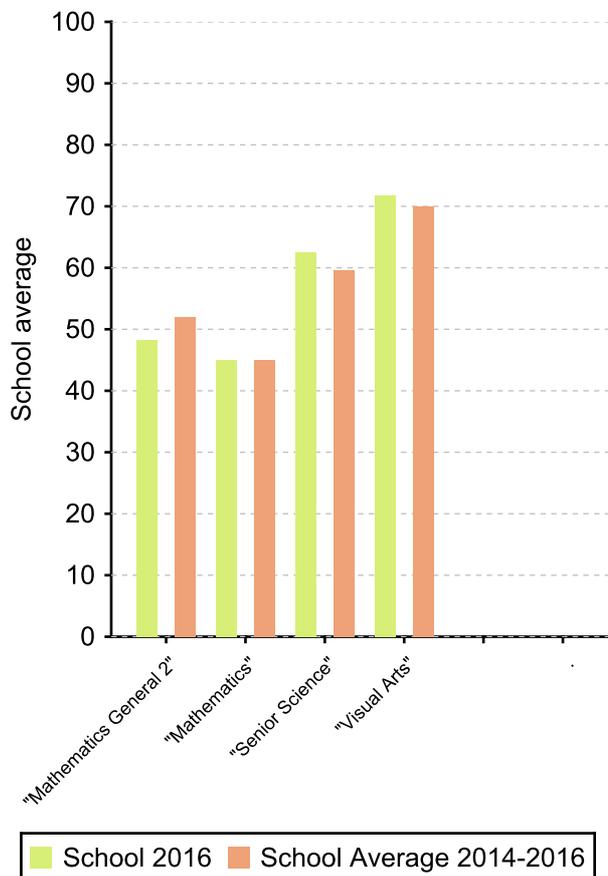
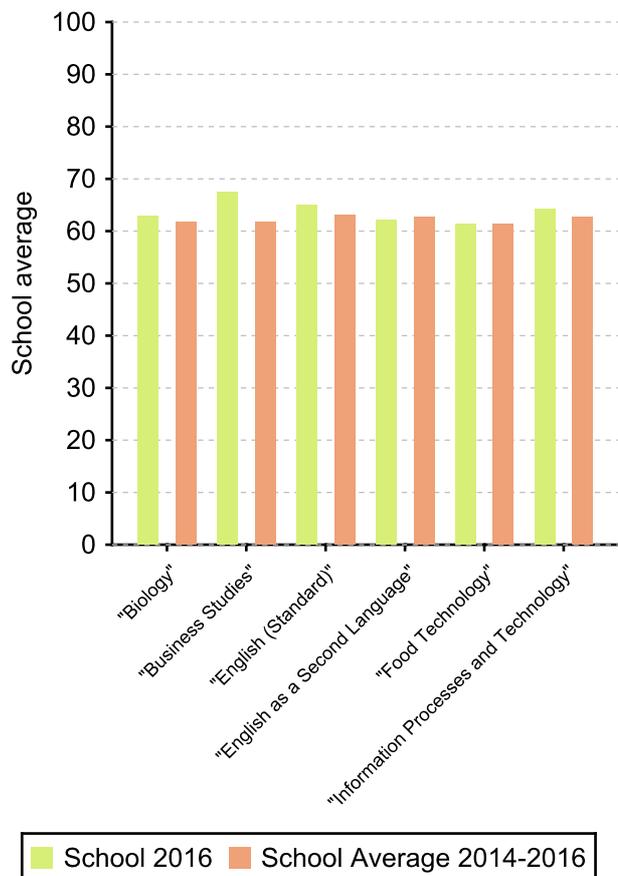
All Year 7 Aboriginal and Torres Strait Islander students demonstrated growth in their numeracy results against those gained in Year 3 with a number achieving higher than expected growth. 80% of students achieved high than expected growth in their spelling with a number of them moving toward the 75th percentile.

In terms of trend data Year 9 numeracy results have indicated that our Aboriginal and Torres Strait Islander students have achieved comparative results to their cohort across DoE schools and are 62 points below all students across the state. The majority of students demonstrated numeracy growth against their Year 7 results. These results were not widely replicated in their literacy results with a number of students experiencing negative growth in some aspects of the literacy assessment.

Whilst there are some pleasing results in terms of student growth, there is deep concern that no Year 9 students are represented in Bands 9 and 10 and no Year 7 students in Band 9. It indicates that there is much to be done to support the further development of student literacy and numeracy skills.

Higher School Certificate (HSC)

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



The data shows that Year 12 students strongly feature in Band 4 across a range of subjects. There continues to be a long tail over the lower bands across many subjects. However, there was a noteworthy movement of Standard English towards state average and Hospitality was significantly above state average with Legal Studies having risen almost to state average. English as a Second Language, Business Studies, Legal Studies Hospitality, Music and Visual Arts all had students who were awarded Band 5 results.

There appeared to be considerable value adding to students' achievements in the lower bands. The HSIE subject area has continued to improve in its results across the broad range of subjects undertaken by students. The Technology and Applied Studies group also demonstrated growth across the wide range of subjects on offer. However, students continued to under perform in Mathematics and Science with the exception of Senior Science.

Future directions for the school include the development of Foundation courses to be delivered in Years 8,9 and 10 to support the development of core literacy and numeracy skills, the implementation of writing for academia and writing for work courses in Year 10 to support the increased level of expectation in student written responses in the HSC and the commencement of the Year 12 ACE (Achieving Evans Expectations) Group to "hothouse" identified students. The New HSC will present some challenges for students wishing to attain an HSC from 2020. Evans High School has recognised these challenges and the new school plan will directly address proposed support mechanisms for future HSC cohorts and their families to attain the best outcomes.

Parent/caregiver, student, teacher satisfaction

The Tell them from Me survey has continued to provide the school with data from students, parents and community and staff to inform learning and the development of the new School Plan 2017–2020.

The parental response based on a framework of fostering positive relations between the school and the community indicated that there was a strong belief that the school supported learning and positive behaviour and promoted a safe and inclusive environment. Of the seven separate measures (parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school) scored on a ten–point scale, six scored above 8 indicating a strong and positive affinity with the school. In terms of the NSW CESE Project, this positive connection between the school and the community exceeds the average by a considerable margin across all measures.

Students in the Intensive English Centre reported higher satisfaction across all measures of school engagement, well being and academic success than those from the High School. They also exceeded the NSW government norms across all positive measures by a considerable margin including up to and in excess of 50% in intellectual engagement, participation in extra–curricula activities, interest and motivation. and they exhibited high levels of school pride. 100% of year 11 students indicated that they were planning to go to university.

The data indicated that students from the High School were closer to, but exceeded almost all, the NSW Government norms in their responses to the same measures. Students across all years reported that there were high expectations for success, positive learning environments, that they had support from home, positive relations with teaching staff and that they found their courses rigorous and relevant.

Teachers reported that across the Eight Drivers of student Learning that the school was performing above the CESE average but that there was potential for growth in all areas particularly around leadership, data informed practice and parental involvement. This will give great scope for the development of the new school plan. They also indicated that they felt that the school supported students with challenging and visible goals, planned learning opportunities, quality feedback and opportunities to overcome obstacles to learning. These results were also reflected in the student and parental responses as well.

Overall the data from Tell them from Me has indicated that students have identified their school as a positive learning space and experience. There are also definite areas for improvement that will form part of the focus of the new school plan 2017–20.

Policy requirements

Aboriginal education

We are pursuing the provision of quality learning environments to support Aboriginal and Torres Strait Islanders students' educational outcomes to match or better the outcomes of the broader student population. In delivering quality education to Aboriginal students, we recognise that there is a diversity of experiences and attainment. Students are provided with opportunities as indicated in their collaboratively developed Personalised Learning Pathways to access support, external agencies and the curriculum.

Increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia has been supported by cross curriculum studies with Aboriginal perspectives embedded in teaching and learning programs. The delivery of a quality education through pedagogies, NCCD adjustments where required and high expectations is core work at Evans High School.

Transitional pathways aimed at increased employment and retention of Aboriginal students have been implemented. In particular, the AIME program has played a significant role in connecting students with their schooling and post schooling options including university through mentorship and the development of self. This partnership with universities has served to demystify the world of tertiary education and open up potential options for our students

The school recognises and respects the strength, diversity, ownership of Aboriginal cultures through embedded practices including a committed to collaborative decision making. The AECG has been a valuable partner and peak body in the staff merit selection processes for both classroom and executive positions throughout the year.

Student attendance rates have increased participation and retention of Aboriginal students through to Year 12 is rising. 64% of Aboriginal students had an attendance rate of greater than 85% and 5 students had 100% attendance. there is still a concern about students who are school refusers and the Learning Support team is working with the HSLO to support both the students and families.

Cultural diversity is a major feature of Evans High School and our Aboriginal and Torres Strait Islander students have many opportunities to showcase their culture to their newly arrived colleagues in the Intensive English Centre. Acknowledgement of Country is central to weekly assemblies, gatherings and meetings. Students take a central place in performance including Harmony Day and MADDFFEST. The school has partnered with CarriageWorks and Blacktown City Council to have an Indigenous Artist in Residence, Nicole Monks, to initially work with the girls' dance group and later tutor Creative Arts and Design students in 2017.

The school values and acknowledges the identities of

Aboriginal students. As the AIME program declares, we want: "the kids have to see their identity as something that is central to them, something they are proud of and want to keep alive and strong"

Multicultural and anti-racism education

Evans High School is a multicultural school where the diversity of students and staff is valued and celebrated. The multicultural perspectives in teaching programs and the inclusive curriculum at Evans High School support cultural harmony and acceptance. As well, the teaching of French and French culture as a Language Other Than English and the inclusion of Buddhist, Christian and Muslim scripture also ensure that all students are educated for a culturally diverse society.

Evans High School takes a strong stance on racism and has introduced strategies that have minimised the incidence of racist and anti-social behaviour. One focus of a social skills program implemented across the whole school in 2016 was anti-racism education. Students were made aware of appropriate behaviour and the role of the Anti-racism Contact Officers was promoted.

The Welcome Program ensured the successful transition of new students to high school. At the beginning of each term EAL/D students from the Intensive English Centre (IEC) and from overseas participated in this program. Conducted by EAL/D teachers, this program included parent interviews, an orientation session and a feedback session. Initial parent involvement into the school environment was set at informal meetings during enrolment. The orientation session consisted of modules and a student booklet which provided essential information required during this period. Student 'buddies' assisted in the formation of positive connections with key personnel and peers in the high school. EAL/D teachers assumed the role of 'teacher mentor' for specific year groups to follow up and monitor their school performance until they were integrated into the high school environment.

The Creating Chances program was implemented in 2016. It involved weekly participation of all Year 7 and Year 8 students so as to improve inter-cultural relationships and promote an active lifestyle. It also involved the training and delivery of sessions by Year 10 and Year 11 peer mentors/coaches. A number of excursions and leadership opportunities were provided to staff and students as a result of this multi-faceted program. Data was collected weekly by the Creating Chances staff, and a final report was provided to inform future planning directions.

Our annual Harmony Day celebration was held towards the end of Term 1 to coincide with national Harmony Day. Staff and students worked together to decorate the school in orange, the colour of harmony, and adorn the quadrangle with flags from all round the world. Year 5 and 6 students from Walters Road Public School and Blacktown West Public School were invited to be our guests and participate in the festivities. Parents and carers of the performers and Year 7 students also joined us on the day. Students performed in two finely-

tuned and well-rehearsed concerts. The performances showcased both traditional and popular dances and songs from all around the world. At lunchtime students, staff and parents sampled a wide variety of delicious foods at the International Food Fair. Students and staff looked spectacular, dressed in orange or traditional dress.

To promote positive community relations, interpreters were organised for interviews and information evenings, and documents were available in translation, where feasible.