

Elderslie High School

Annual Report



2016



8521

Introduction

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

Meredith Fawcett

Principal

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Message from the Principal

Elderslie High School is a dynamic and highly successful school focused on continuous improvement in all areas of our school, including achieving the outcomes related to all three of the 2015–2017 School Plan strategic directions. This is evidenced by our students, parents and staff who are regularly recognised with awards at local, State and National levels. Including the school's completion of the Department of Education external validation process; staff receiving Ultimo Operational Directorate Principal Awards and Service to Public Education medallions; and students receiving academic, leadership, Vocational Education and Training, agriculture, public speaking, debating, citizenship, volunteering and sports awards.

The school is enriched by our student population consisting of over 960 students and three Support classes Autism. We have a strong focus on personalised learning for each student. This creates an environment where students extend beyond their current level of learning, challenging them to develop across a range of endeavours. In every subject, across all years, there are Gifted and Talented opportunities as well as enrichment and leadership programs for each year group. We have an extensive community of schools program with our partner primary schools; Mawarra, Elderslie, Cobbity and Spring Farm Public Schools. These links have facilitated the establishment of an outstanding primary to high school transition program as well as curriculum and quality teaching links.

Elderslie High School pursues excellence for every student by maximising student engagement in a safe, caring and supportive environment; welcoming strong parent and community partnerships and utilising the vast expertise of our dedicated teachers. Our school successes are founded on the Positive Behaviour for Learning practices encompassing the safe respectful learner framework. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Meredith Fawcett

Message from the school community

Eight P&C meetings were held throughout the 2016 academic year, providing the members with an opportunity to hear the Principal and Deputy Principals reporting on school initiatives and programs. Various faculties; guest speakers and representatives of the Student Representative Council also participated in presentations and displays throughout the year providing P&C members with an insight into subject curriculum, emerging trends and also to receive valuable feedback on the school's many achievements. P&C members were able to seek information regarding important issues as well as being invited by the school Executive to contribute to decisions such as school uniform and the future building and landscaping enhancements. The P&C also provided parent representatives on a number of staff recruitment panels.

The fund raising committee has again proven very successful, with over \$5000 raised during the year. This has allowed the P&C to make significant contributions to the school, for example, purchasing PBL prizes. In addition, the significant purchase of a common text for all Year 7 students and the P&C continued the funding of an EHS P&C scholarship awarded to a student at each of the Elderslie High School partner primary schools who in the view of their Principal satisfied our school motto Excellence, Honour & Service.

Once again, the Elderslie High School P&C Association acknowledges the outstanding commitment and support from the Principal, Deputy Principals and the teachers in helping the P&C achieve its desired outcomes.

Thank you to all the parents who attended meetings and to those who acted as officers of the Association.

Mick Hovey

P&C President

Message from the students

The Elderslie High School Student Representative Council (SRC) have had another successful year. The leadership team, along with Ms Jan, dedicated much of their time and effort towards fundraising events and providing a voice for the student body. The SRC is committed to working hard in order to raise funds for those in need and to meet student identified needs.

We started off with a great first term of fun events such as World's Greatest Shave and Harmony Day. Seven students were brave enough to shave off their hair for this great cause. Student and staff contributions raised a total amount of \$7727 to donate to the Leukemia foundation. Kai Wilson (Year 7), Estelle Hollinshead (Year7), Holly Rorke (Year 8), Lucy Mottram (Year 9), Marc–Antoni Lopez (Year 10),Teah Gleeson (Year 11), Liam Nicholson (Year 12) and Miss Le, a Mathematics teacher, were all brave enough to have their heads shaved.

Harmony Day was organised to acknowledge the cultural diversity of Australia. SRC coordinated henna stalls and hair chalk were also available for students during lunchtime. A special thanks to Antonio Marcora (Year 12) and Aaliyah Lateef (former student) for helping out at the henna stalls. Funds raised were also donated to our World Vision sponsor children.

Term Two proved to be another productive term as we organised the Biggest Morning Tea and World Vision. The beloved biggest morning tea raised \$865 to help the Cancer Council fund vital cancer research, prevention programs, advocacy and support services for those affected by cancer. We also raised funds to split between our World Vision sponsor children and SRC fundraising, with a grand total of \$781.15 raised.

Jeans for Genes day was the highlight for Term 3. It raises awareness for research into genetic defects and childhood diseases. The mufti day raised \$935 which was once again shared between the Jeans for Genes Foundation and World Vision.

To finish off a successful year of fundraising we held an “udderly awesome” mufti day to raise funds for dairy farmers struggling due to milk price cuts. We raised a total amount of \$693. In addition to this students could wear a Christmas accessory on the Xmas accessory day and provide a gold donation to go to our World Vision sponsor children. We raised a respectable sum of \$171.75.

The SRC concluded another successful year of fundraising and event organisation. The SRC focused on developing their leadership skills through fundraising and representing the student body at Positive Behaviour Learning Team meetings and the P&C Meetings throughout the year

Lara Sultani (Year 10)

SRC Chairperson 2017

School background

School vision statement

The purpose of the Elderslie High School plan is to develop global citizens that are equipped with 21st Century skills, are resilient and able to accept diversity within our community. We will achieve this by facilitating a dynamic culture of learning where high expectations are paramount to maintaining our valued traditions whilst driving our commitment to ongoing improvement.

School context

Elderslie High School is located in South–Western Sydney, drawing students from Camden and surrounding areas. It is a large, comprehensive, co–educational secondary school offering extensive academic, sport and extra–curricular programs to 970 students. The school student body is made up of 11 per cent LBOTE and approximately 3 per cent Aboriginal and Torres Strait Islander students. The school's mission is to provide an effective and challenging educational program for all students and our sustained success reflects our commitment to raising achievement for everyone. There is a strong emphasis on excellence but also recognition of the range of talents and learning needs of students. The school motto and core values are Excellence, Honour and Service.

Elderslie High School is a high achieving secondary school where everyone is given the opportunity to do their best. The school and individual students have received numerous awards for excellence or outstanding achievement at regional, state and Australian level, including awards for engagement and retention, sport, vocational education and training, transition, creative and performing arts, textiles and design and agriculture. Sport and the creative and performing arts are both integral parts of the curriculum at Elderslie High School. Elderslie is the premier sporting school in the Macarthur area.

Many students first experience Elderslie High School whilst at primary school. Our community of schools partnership program with our three partner primary schools is an award winning program. Through innovative means, we plan and organise for improved learning outcomes in literacy, numeracy, LOTE, sport and the performing arts.

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 (SEF) 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. The outcome of the school's external validation indicated that the school's progress aligned with the standards articulated in the School Excellence Framework. Future directions were identified as follows:

Learning Domain – improving value–added results for all students by strengthening classroom practice; building on our commitment to enhance our writing pedagogy project; linking 21st century pedagogies to the effective use of flexible learning spaces; aligning new technologies to teaching and learning experiences; focusing on effective feedback to students; and continuing to strengthen plans for students transitioning to employment.

Teaching Domain – planning quality professional learning for staff that meets the school's improvement measures; building on our rigorous PDP goal setting and classroom observations as core school practice in improving teacher quality; focusing on student feedback to inform teaching practice; enhancing our commitment to regularly review learning with each student ensuring they have a clear understanding of how to improve their learning; and enhancing support for teachers pursuing accreditation at the Highly Accomplished and Lead levels.

Leading Domain – further engagement with the Growth Coaching model to embed this approach as part of our leadership practice; building on our commitment to develop student leadership and enhance the involvement of students in school planning and self–assessment; continue to enhance our strong alliances with partner primary schools, high school community and external agencies; ensure our leadership practice is informed by current research; and continuing to strengthen community engagement.

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

Dynamic leadership practices building collective efficacy

Purpose

To develop a cooperative and collaborative school culture of learning. A community in which staff and students take responsibility for their own ongoing learning, strive for growth and improvement and who make strong connections within and beyond the school thus building leadership and supporting system efficacy.

Overall summary of progress

Process 1 –Teacher performance and leadership progressed into the first full year of the staff performance and development (PDP) process with staff focussing on evaluative thinking processes and annotating authentic evidence to demonstrate goal achievement. The executive participated in Growth Coaching professional learning that extended on the critical conversations commenced in 2015. Head Teachers were also provided with a period allocation to support the PDP process. Evaluation of the lesson observation proforma led to modifications that would enable more constructive feedback beyond the quality teaching framework.

Process 2 – Student leadership embedded practices introduced in 2015. The mentoring program for prefects continued with them leading groups of Year 5 and 6 students during school visits and the transition program, Year 6 orientation day and at the Year 7 Camp. Some student leaders were members of school teams but this area requires improvement so that student voice and participation in school decision making is at its optimum. The teacher coordinator of Aboriginal student initiatives was successful with the achievement of awards, building partnerships with partner primary schools to enhance Aboriginal student leadership and improved parent/school relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff have evidence to demonstrate their progress and attainment of National Teaching Standards and their own 2015–2017 Performance and Development Plan.	Head teachers were provided with a period allocation to support the first full year of PDP implementation. This enabled head teachers to allocate lesson observation and individual meeting times throughout the year. Growth Coaching professional learning was completed by all executive that enabled coaching conversations with staff. The Professional Reading Strategy focusing on programming and assessment for quality teaching and learning supported the evaluation and revision of the lesson observation proforma and quality feedback.	<ul style="list-style-type: none">• Socio-economic background (\$56000.00)• School-based (\$1000.00)
Student participation in school decision making to support leadership and wellbeing increases by 20%.	<p>Student leaders participated in mentoring workshops that enabled them to mentor Year 5 and 6 students from partner primary school during various programs such as the school's community of schools initiative, the transition program and Orientation Day. Follow-up involved the prefects mentoring Year 7 students, attending the Year 7 camp and leading Year 7 workshops throughout the year.</p> <p>Aboriginal students were involved in numerous programs to enhance their leadership skills. Including student membership on the school's Aboriginal Education Team, coordination of the NAIDOC ceremony, building partnerships with partner primary schools to enhance Aboriginal student leadership, membership on school debating teams and individual public speakers. In 2016 a Year 7 Aboriginal student won the NSW Speak-Up competition.</p>	<ul style="list-style-type: none">• Socio-economic background (\$1500.00)• Aboriginal background loading (\$10000.00)

Next Steps

Future directions include:

- Refine coaching skills of school executive.
- Support PDP development for SASS staff.
- Develop Student Representative Council leadership program.



Strategic Direction 2

Consistent High Standard Educational Practice

Purpose

To ensure learning for students across our school is based on quality educational delivery and consistent, high standard, shared professional practice.

Overall summary of progress

Process 1 involved the continued focus on the implementation of our common writing platform across all Key Learning Areas.

In 2016, eight faculties commenced the use of the platform, utilising it for both persuasive tasks and also other text types. Staff collaboration was a key strategy of the implementation plan with staff leaders modelling lessons to classes for additional staff and then supporting those staff further by team teaching alongside them. Professional learning was further enhanced through the production of a video on the use of the platform. During 2016, the work of the team was also acknowledged through an external award presented via the NSW Secondary Deputy Principal's Association.

Process 2 involved the continued focus on internal and external data analysis including HSC RAP data along with Trial HSC and Preliminary examination results.

In 2016, we focused significantly on striving to improve our practice related to staff feedback mechanisms. The senior executive conducted a review of staff feedback. This was coupled with deep professional learning for the whole executive team and the collaborative development of a new Elderslie High School feedback document. All staff now have a shared understanding of the elements of effective feedback. This work has laid the foundations for our work in 2017 which will focus on student use of teacher feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in the number of students in Year 7 and 9 who are at proficient level in writing.	<p>In 2016, eight faculties commenced the use of the writing platform, utilising it for both persuasive tasks and other text types. Staff collaboration was a key strategy of the implementation plan with staff leaders modelling lessons to classes for additional staff and then supporting those staff further by team teaching alongside them.</p> <p>Resources were developed such as a video and posters to enhance implementation of the framework. The Stage 5 writing platform was developed in readiness for trialling in 2017.</p>	<ul style="list-style-type: none">• Socio-economic background (\$50000.00)• English language proficiency (\$2000.00)
50% of HSC course results are above State average in the HSC.	<p>The school continued to analyse external and school-based assessment data to identify areas of development and adjustments to teaching programs.</p> <p>Focus centred on striving to improve practice related to staff feedback mechanisms. Professional learning for the whole executive team led to the collaborative development of a new Elderslie High School feedback document.</p>	

Next Steps

Future Directions include:

- Evaluation of Stage 4 programs to measure the degree of implementation of the common writing platform across all key learning areas.
- Stage 4 teachers to show evidence of their work in implementing the common writing platform.
- Plotting Year 8 students on the literacy continuum and their progress measured.
- Professional learning and trial of the Stage 5 writing platform.
- Measurement of the degree to which students are using the feedback provided by teachers, in terms of improvement.
- Continued professional learning and sharing of best practice feedback systems aligned to educational research.



Strategic Direction 3

Active, collaborative partnerships ensuring student engagement

Purpose

To develop an approach which builds community support so that learning is personalised and engaging for each student.

Overall summary of progress

Process 1 involved three major areas namely school communication, Stage 5 and 6 transition and a Stage 5 curriculum evaluation.

A school Twitter account was trailed and established. Transition plans were developed for identified Stage 5 and 6 students. The careers adviser coordinated transition planning and counseled Year 10 students in readiness for the Stage 6 subject selection. Stage 5 students completed a student engagement survey and data revealed that students were interested in having vocational education and training courses offered as a Stage 5 elective. The community of schools expanded subjects beyond the Trade Training Centre courses to include Drama and Japanese for the first time.

Process 2 involved gathering evidence of BYOD integration into classroom practice. Head teachers evaluated existing ICT practices in junior assessments and programs and started designing assessable tasks for implementation in 2017.

A 21st century learning team was established and professional learning on the four Cs (communication, creativity, collaboration and critical thinking) was provided for staff. A flexible learning space was designed and construction of the library space was underway by the completion of 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student engagement through the development and implementation of programs and strategies that support individual and collective wellbeing.	<p>The number of students participating in the BYOD program increased and each KLA identified integration into classroom practice. Head teachers evaluated existing ICT practices in junior assessments and programs and started designing assessable tasks for implementation in 2017.</p> <p>A 21st century learning team was established and professional learning on the four Cs and design of flexible learning spaces was provided. The library 21st century learning space refurbishment commenced at the end of 2016.</p> <p>A school Twitter account commenced showcasing school achievements and events.</p>	School based funding (\$30000.00)
All students on education plans have successfully transitioned between school stages and beyond school.	<p>Transition plans were developed for identified Stage 5 and 6 students focusing on career pathways.</p> <p>To enhance student engagement the number of Stage 5 electives course commenced in Year 9 2016; and a Stage 5 survey identified an interest in having Stage 5 vocational education and training offered as a Stage 5 elective.</p> <p>The community of schools expanded the number of Stage 6 courses offered beyond the Macarthur Trade Training Centre courses to include Drama and Japanese.</p>	

Next Steps

Future directions include:

- Trial of an approved alternative curriculum pattern for identified students.
- Expanding Year 8 Options to include STEM and two STEM showcases.
- Evaluation of Stage 5 Curriculum options.
- Published map of ICT skills across Key Learning Areas.
- Professional learning on the four Cs, 21st Century Learning skills and effectively teaching in flexible learning spaces.
- Embed the four Cs into teaching and learning programs.
- Establish a school Facebook page.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	75% of Aboriginal students have participated in specific programs that target leadership, curriculum and culture.	\$11710
English language proficiency	Comparative assessment of current and past student reports demonstrate improvement.	\$10183
Low level adjustment for disability	Number of students accessing support and demonstrating growth/improvement.	\$66192
Socio-economic background	Evidence from all KLAs that the Common Writing Platform has been implemented. School based data demonstrates student growth in aspects of writing.	\$60433
Support for beginning teachers	All beginning teachers successfully complete or make substantial progress towards completing accreditation. Beginning teacher professional learning program is successfully implemented and well supported by staff.	\$33000
School Curriculum Evaluation	<p>The evaluation of Stage 5 PDHPE curriculum identified the following recommendations:</p> <p>Review scope and sequence; and teaching programs to eliminate content repetition, reduce incidence of practical skill repetition, and embed teaching strategies that reflect 21st century learning and are differentiated to promote engagement and support students.</p> <p>Review teaching strategies to incorporate a broader range of opportunities for students to participate in class discussions; increase the variety of sports offered and explain connections of course content to everyday life.</p> <p>Provide a supportive environment for students in practical lessons and adequate challenge in sports performance.</p>	



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	432	402	420	428
Girls	531	546	528	527

In 2016 the school started with an enrolment consistent with 2015. The proportion of boys and girls was approximately forty-five and fifty-five per cent respectively.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.9	95.8	93.1	92.7
8	92.6	91.9	91.4	90.4
9	90.4	91.2	90.7	90.1
10	90.1	89.4	88	87.8
11	89	90.4	87.3	86.2
12	91	90.7	91.6	89.9
All Years	91.2	91.5	90.3	89.6
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 (Years 7 – 12) is observable for the past four years. Attendance is slightly lower than 2015 as exemption from attendance for family holidays is now not permitted under DoE School Attendance Policy and Procedures.

Elderslie High School is committed to maximising student attendance and has implemented a number of strategies, including proactive and successful teaching and learning, period-by-period roll marking, extra-curricular programs, student interviews, parent bulletin articles and support programs.

Student non-attendance is managed by sending of SMS messages to parents, setting attendance targets, marking of class rolls each lesson, linking poor attendance to curriculum based warning letters, and analysing attendance records below targets every fortnight by the school liaison officer, head teacher welfare, deputy principals and year advisers.

Structure of classes

The strength and reputation of Elderslie High School's Gifted and Talented program continues to grow. This is emphasised by the increased number of students who apply for enrolment at our school. In 2016 the school had two top stream enrichment classes in each year group, Years 7 to 10. These classes had a differentiated curriculum to incorporate enrichment work.

The remaining classes in each year group are generally mixed ability classes. Variations to this are in the English faculty where there is one literacy class per year group and in Years 9 and 10 Mathematics where classes are structured according to the three levels of the Stage 5 course.

Retention Year 10 to Year 12

In 2016 sixty-two per cent of students remained in the Year 12 cohort from Year 10 2014. Thirty-eight per cent of students left school during Year 11 2015 with the majority leaving for either full time employment or full time or part-time TAFE education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	6
Employment	3	4	33
TAFE entry	1	1	6
University Entry	0	0	42
Other	0	6	3
Unknown	1	0	10

The school responds to the needs of Year 10, 11 and 12 students with a range of individual learning pathways, including HSC, TAFE, apprenticeships and university options. Transition plans were developed in consultation with identified students and parents. The majority of students graduating from Years 10–12 were successful in finding full time employment or in entering full or part-time education.

Year 12 students undertaking vocational or trade training

In 2016, sixty–one per cent of Year 12 students undertook one or more vocational education or trade training course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, eighty–four per cent of Year 12 students attained an HSC or equivalent vocational educational qualification. In total there were fifty–two vocational educational qualifications obtained from the sixty–one per cent of students enrolled in vocational education or trade training courses.

Workforce information

Workforce composition

Position	FTE*
Principal	1.2
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	15.37
Other Positions	2.2

*Full Time Equivalent

The Indigenous composition of staff at Elderslie High School is three per cent.

Workforce retention

Whilst there were some staff changes during 2016, the retention rate in real terms was ninety–four per cent. The following teacher changes occurred in 2016:

- two staff members retired
- two staff member accepted a transfer.

There were seven new permanent teacher position appointments in 2016. The appointments were in the following curriculum areas Social Science, TAS Industrial Arts, English/Japanese, Maths and three Support Unit teachers.

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	30

Professional learning and teacher accreditation

Professional learning funds were expended in the areas of leadership development, career development, welfare and equity, beginning teachers, leadership and collective efficacy, consistent high standard educational practices as well as enhancing engagement and community participation. In 2016, the bulk of the funds supported two areas, leadership development and the development of consistent high standard educational practice. Access to these funds allowed staff to attend professional development that centered on school strategic directions, and improved pedagogical practices.

Professional learning was provided both within the school and through courses delivered by the DoE and external providers. Professional learning opportunities were accessed by each key learning area and strategies and information gained from these opportunities were shared on a whole school and faculty level.

Areas targeted at a whole–school level included the entire teaching staff completing training in catering for the needs of students on the Autism spectrum. This has supported the capacity of teachers to differentiate for the needs of both students in the newly established Autism unit as well as those students on the spectrum within mainstream classroom settings.

Specific learning has also been undertaken in 21st Century Learning pedagogy through the establishment of a 21st Century Learning team that has led professional learning in this area.

Targeted collaboration has occurred as a form of professional learning in which a team of staff supported the school's executive to apply the school's common writing platform in all key learning areas. Team teaching was a key strategy for this collaborative approach to professional learning.

Elderslie High School's executive team have explored leadership development principles through the completion of the Growth Coaching credential which has allowed for the implementation of a solutions focused approach to leadership conversations with staff. Leadership development was further targeted through the release of each Head Teacher to support the effective mentoring of their staff and their

Performance Development Plans. As a direct result of these provisions made within the professional learning budget, classroom teachers received individualised support around their goals and were able to better measure the impact of their work. Stronger evidence was also produced across the teaching staff.

In 2016, Elderslie High School continued to implement a framework for ongoing support of beginning teachers at the school. An internal school network continued and fortnightly meetings were held in which key workshop themes were explored. Topic areas included effective classroom management, assessment practices and organisation of excursions and variations to routine as well as DoE structure and organisation. Additionally, there was a continuation of the regular support and supervision of each beginning teacher utilising each head teacher as a mentor. In 2016, four teachers attained accreditation at proficient.

In 2017 professional learning will focus on the further exploration of 21st Century Learning pedagogy including STEM, specific behavior management principles, use of the Stage 5 version of the school's common writing platform and also use of the literacy continuum. There will be a significant focus in professional learning time on the development of the 2018–2020 school plan, along with the preparation of pre–2004 teachers for the accreditation process.

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

Financial information

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

The balance carried forward includes tied grants and trust funds, and unpaid invoices and salaries. The balance of school funds were held in reserve for the purchase of major items such as interactive classroom technology, 21st century learning spaces, upgrade to outdoor playground area, replacement of superseded laptops, library refurbishment, classroom air conditioning units, examination tables and classroom furniture.

A full copy of the school's 2016 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	964 515.50
Global funds	745 241.32
Tied funds	426 704.16
School & community sources	617 617.67
Interest	23 358.45
Trust receipts	85 603.15
Canteen	0.00
Total income	2 863 040.25
Expenditure	
Teaching & learning	
Key learning areas	189 807.76
Excursions	236 388.41
Extracurricular dissections	192 337.39
Library	11 720.50
Training & development	2 780.61
Tied funds	374 908.92
Short term relief	41 282.10
Administration & office	316 895.48
School-operated canteen	0.00
Utilities	111 896.94
Maintenance	105 808.73
Trust accounts	85 598.56
Capital programs	0.00
Total expenditure	1 669 425.40
Balance carried forward	1 193 614.85

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.

Literacy – Year 7

One hundred and ninety-four Year 7 students completed NAPLAN literacy assessment. Overall the average scores of our Year 7 students were slightly below state average in reading, spelling, grammar and punctuation and slightly above state average in writing.

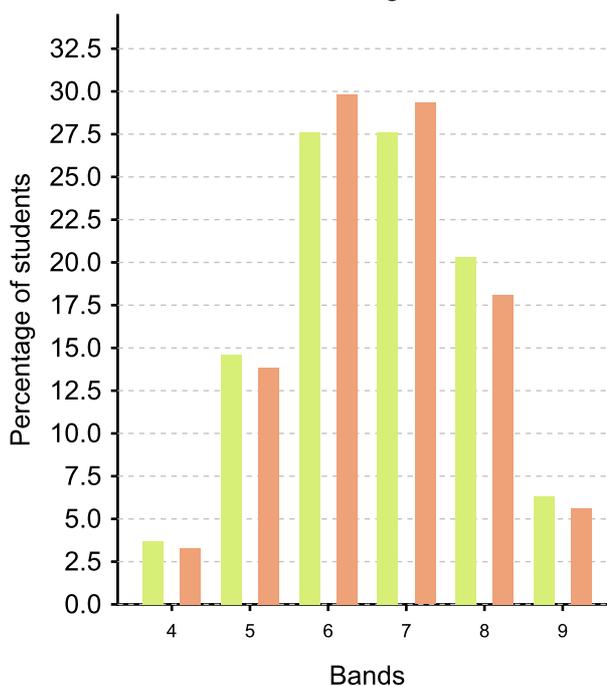
The percentage of students in the bottom two bands for writing has decreased from thirty-two per cent to twenty-two per cent compared to the 2015 cohort. Growth data indicated that forty-five per cent of Year 7 students achieved greater than or equal to expected growth rates in reading, fifty-five per cent in both spelling and grammar and punctuation.

Literacy – Year 9

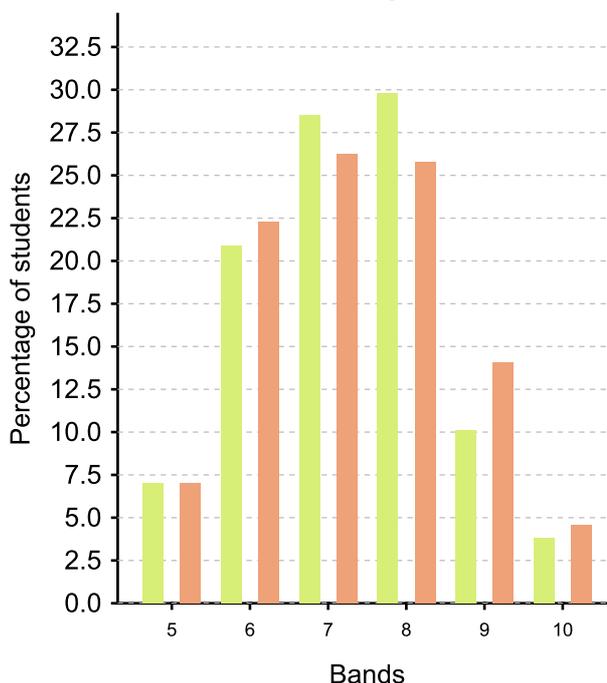
One hundred and fifty-eight Year 9 students completed the NAPLAN literacy assessment. The school average for reading, spelling, punctuation and grammar were below state average. The average score in writing was slightly higher than the state average.

In Year 9 the school was below state average percentages in the lower bands in reading, spelling and grammar and punctuation. The growth data indicated that fifty-six per cent of students achieved the expected minimum growth in reading, fifty-three per cent in grammar and punctuation and sixty per cent in spelling between Year 7 and Year 9.

Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 9 Reading



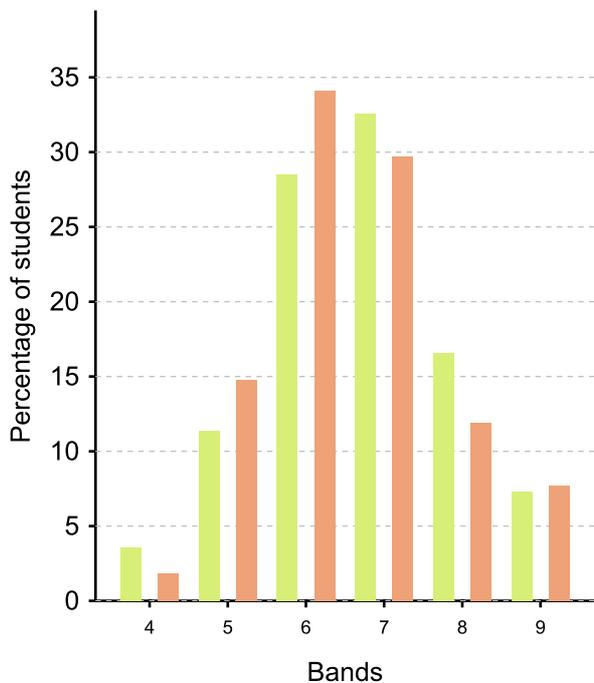
Numeracy – Year 7

One hundred and ninety-three Year 7 students completed NAPLAN numeracy assessment. Year 7 had lower than state average percentages in the top band and lower than state average percentages in the lower bands. Growth data indicated that sixty-four per cent of Year 7 students were greater than or equal to the expected growth rates in numeracy.

Numeracy – Year 9

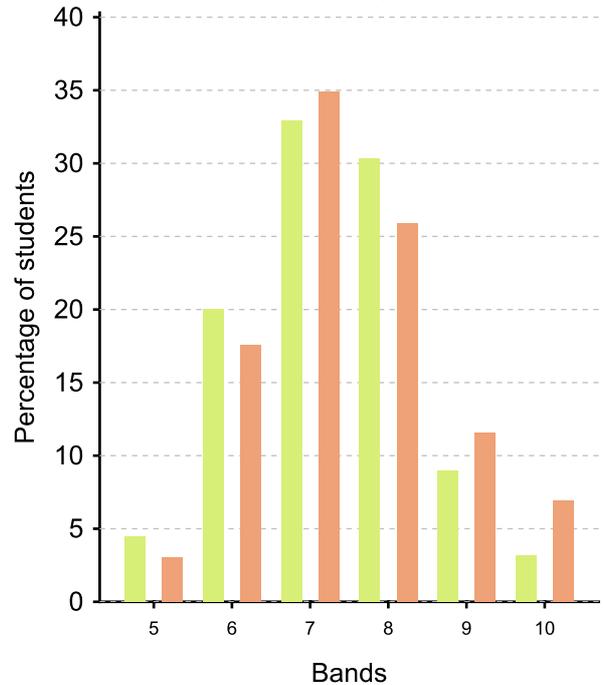
One hundred and fifty-five Year 9 students completed NAPLAN numeracy assessment. In Year 9 we had lower than state average percentages in the top two bands, however, growth data indicated that fifty-six per cent of the cohort achieved greater than or equal to the expected minimum growth rate between Year 7 and Year 9.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy

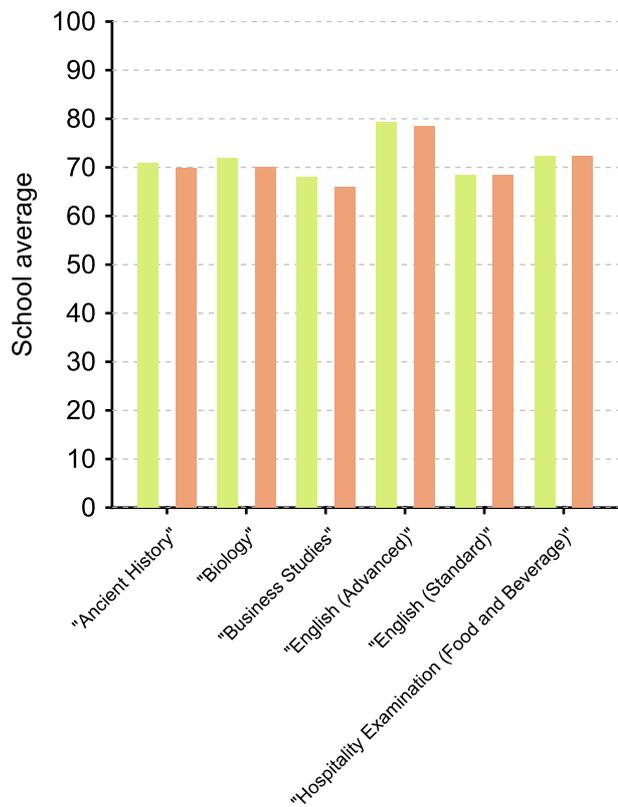


Percentage in Bands
School Average 2014-2016

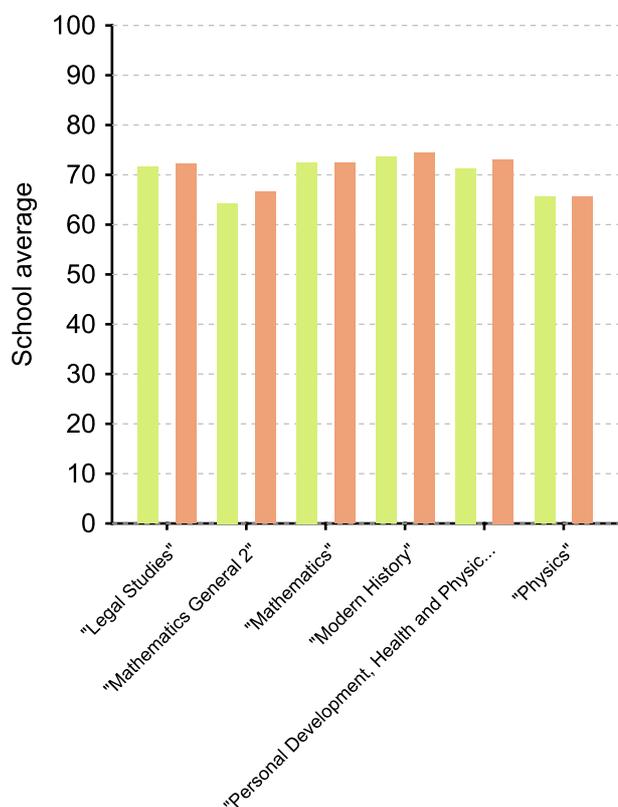


Higher School Certificate (HSC)

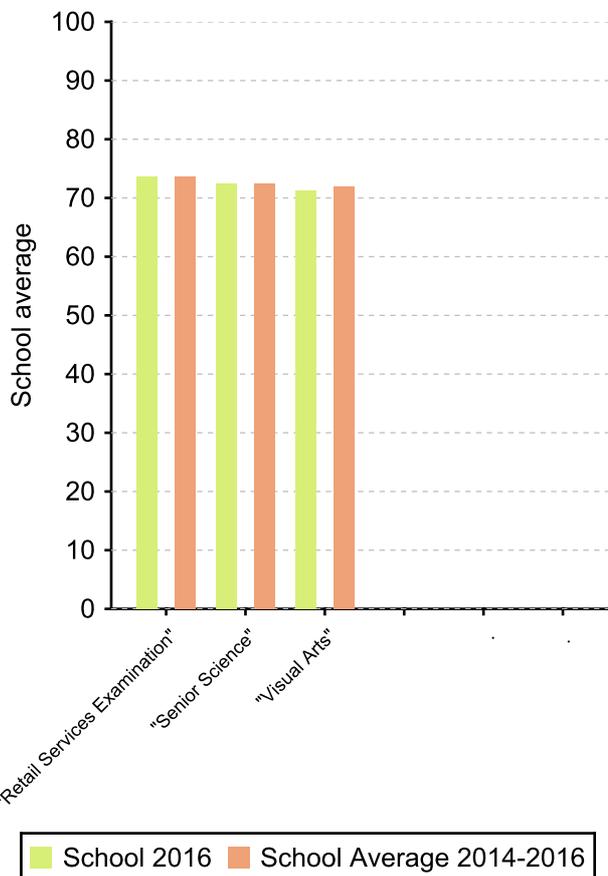
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Legend: School 2016 (Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Green), School Average 2014-2016 (Orange)

English

For the sixty-seven students who studied English Standard the average score was half a point below the state average. Ninety per cent of the candidates gained a Band 4 and 3 result.

Twenty-two students completed the English Advanced course with two candidates, Emily Morgan and Isabelle Ford achieving a Band 6 result. All students studying English Advanced achieved a Band 4 result or higher with the average just below the State average.

A small cohort of students studied English Extension 1 and 2 making valid statistical analysis difficult.

Mathematics

Eight students studied the Mathematics General 1 course, sixty-eight students studied Mathematics General 2, fourteen students studied Mathematics and three students studied Mathematics Extension 1.

The average student examination result in Mathematics General 2 was below the state average. A total of thirty-seven per cent of students scored a result in the top three bands, with five students scoring a Band 5 result.

The average student examination result in Mathematics was below the state average. Sixty-four per cent of the students achieved a Band 4 result or higher, with one student Mariale Truong (Year 10) achieving a Band 6 result.

A very small cohort of students studied Mathematics Extension 1, thus making a valid statistic analysis difficult. Mariale Truong achieving a Band E4.

Human Society and Its Environment (HSIE)

Ancient History had a large candidature of sixty-three students. The group performed well with six students achieving a Band 6 result. They were Isabelle Ford, Matthew Kynaston, Emily McCarthy, Emily Morgan, Mai O'Regan and Benjamin Valente. The percentage of Band 6 students was above State average. Seven students achieved a Band 5 result.

Twenty-one students studied Modern History in 2016 with three students Isabelle Ford, Emily McCarthy and Emily Morgan achieving a Band 6 result. A further two students achieved a Band 5 result.

Ten students studied Society and Culture in 2016. This being a small cohort, one student achieve a Band 5 and four students achieving a Band 4.

Twenty-five students studied Legal Studies in 2016. Two students achieving a Band 6, Emily Morgan and Isabelle Ford. A further three students achieved a Band 5 result.

Twenty-two students studied Business Studies in 2016. One student achieving a Band 6 being Matthew Kynaston. A further one student achieved a Band 5.

Science

In 2016, fifty-nine students completed a Stage 6 Science course with a small number of candidates in Agriculture, Primary Industries, Chemistry and Physics, thus making a valid statistical analysis of these courses difficult.

All of the students who completed Agriculture achieved a Band 4 or higher, which placed the group slightly above the state average. Sixty-six per cent of Chemistry candidates achieved a Band 4 or higher. Sixty per cent of students in the Biology course achieved a Band 4 or higher. Sixty-six per cent of Primary Industry candidates achieved a Band 4 or higher. Forty per cent of students in the Physics course achieved a Band 4 or higher. Eighty-one per cent of Senior Science candidates achieved a Band 4 or higher.

Personal Development, Health and Physical Education (PDHPE)

Twenty-nine students studied PDHPE with the average student result being slightly below state average. Sixteen candidates achieved a Band 4 result or higher. Of particular mention are three students, Emily McCarthy, Benjamin Valente and Matthew Kynaston who achieved a Band 6 and one student achieved a Band 5.

Creative and Performing Arts (CAPA)

In 2016 a small cohort of students completed the HSC Dance, Drama, Music 1, Visual Arts courses thus making meaningful comparison with state results difficult. It is worth noting that Isaac Lewis achieved a Band 6 in Music and Isabelle Ford achieved a Band 6

in Visual Arts. Jordan Freeman was nominated for CALLBACK and Isabelle Ford was nominated for Art Express. Over eighty per cent of the students studying a CAPA subject for the HSC achieved a Band 4, 5 or 6 result.

Technological and Applied Studies (TAS)

Textiles and Design again achieved pleasing results in 2016 with four students out of the 10 that sat the HSC received a Band 5 result. The school average was significantly above state average. Ten students sat the HSC for Community and Family Studies. Two of these students achieved a Band 5 and 3 students gained a Band 4. The school results were on the state average.

Ten students studied Industrial Technology-Timber. The small number of students who studied this course makes statistical analysis difficult.

Three students sat for the Construction Examination with one student achieving a Band 5. The small number of students who studied this course makes statistical analysis difficult.

Vocational Education and Training (VET)

Students studied a range of VET courses both at school and TAFE. Courses studied at school included Hospitality – Kitchen Operations and Cookery (delivered at Camden High School), Hospitality – Food and Beverage, Primary Industries (delivered at Elderslie High School), Retail Services, Entertainment Industry, Sports Coaching, and Construction.

Thirteen students elected to complete the Hospitality-Food & Beverage examination with four students achieving Band 5. The school average results were slightly above State average.

Five students completed the VET qualifications for Primary Industries. Due to the small number of students studying the course it makes a valid statistical analysis difficult.

In Retail Services, thirteen students completed the VET qualification and completed the HSC examination. Three student achieved a Band 5 result. Due to a small number of students studying the course it makes a valid statistical analysis difficult.

In Entertainment Industry, nine students completed the VET qualifications and nine students completed the HSC examination. One student achieved a Band 5 result.

In Construction, eight students completed the VET qualifications, however only three completed the HSC examination. Due to the small number of students studying the course it makes a valid statistical analysis difficult.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 the Elderslie High School community participated in the Tell Them From Me (TTFM) state wide survey which helps capture the views of students, parents and teachers with regards to student learning and engagement.

Twenty–nine teaching staff completed the teacher survey which focused on eight drivers of student learning; leadership, collaboration, learning culture, data usage to inform practice, teaching strategies, technology, inclusive school, and parent involvement. Teachers indicated that they regularly focus on strategies to improve student engagement by discussing learning problems and sharing ideas and resources with colleagues; monitor student progress, have high expectations and provide feedback on student performance; use data to identify difficulties for students which then informs curriculum planning; and incorporate a variety of teaching strategies to drive student learning and they link new concepts to previously mastered skills. Other areas identified in the teacher survey were that they used technology to help students analyse, organise and present subject matter; they established clear behaviour expectations; and they created opportunities for success for students who learned at a slower pace often working with parents to solve problems.

Five hundred and thirty–seven students from Years 7–12 completed the student survey in 2016. The survey focused on social–emotional and academic outcomes as well as the drivers of student learning outcomes which included some of the following; effective learning time, relevance, rigour, positive learning climate and expectations of success. The majority of students indicated that class time was used efficiently and lesson content was relevant to their everyday lives; that classroom instruction was well organised, with a clear purpose with appropriate feedback; they understood that there were clear rules and an expectation of success; and 75 per cent of students indicated that they plan to complete Year 12. Survey results also indicated that a large number of Year 9 and 10 students participate in school based extra–curricular activities.

Future directions will include the following;

- Increasing the number of parents who complete the TTFM survey.
- Presenting the survey data to staff, student leaders and parents.
- Continue using the TTFM data for evidence against the 2015–2017 school plan strategic directions and to inform improved pedagogical and welfare practices.

Policy requirements

Aboriginal education

Only three per cent of our total student enrolment identify as Aboriginal. In 2016 the Aboriginal Education Team in consultation with students and families continued to implement a strategy to develop and evaluate personalised learning plans for Aboriginal students. This strategy also involved developing the capacity of the Aboriginal Education Team to write education plans. Aboriginal student funding was utilised to support junior students in the areas of literacy and numeracy. The school also obtained Individual Sponsorship funding to support a small group of senior students.

Our school participates in the Partnership for Success Program organised by the Western Sydney University. Courtney Jones (Year 11) continued to participate in this program which is aimed at building cultural connections and academic success.

To celebrate NAIDOC week a whole school assembly was held, the vocal ensemble group performed the National Anthem which included some Dharawal language. Aboriginal students compered the assembly which included a short video starring Stan Grant who spoke about the Australian dream from an indigenous perspective.

Briannan Eggert (Year 7) received an Aboriginal Student Achievement Award at a ceremony that was held at WSU. Briannan received her award for culture, courage and commitment to her education. Briannan also won the Aboriginal Speak Up competition which was held at the NSW Parliament House.

Our Aboriginal students attended Healthwise and a careers day at Western Sydney University to learn about careers in the health and medical fields. Students participated in art and dance workshops.

Various students paid a visit to each of our partner primary schools in order to build a sense of belonging and provide a familiar face for primary students transitioning to high school in 2017.

The Aboriginal Education Team invited senior student leaders Georgia Eggert and Keely Formosa (Year 12) to attend regular meetings to ensure student involvement in school based decisions. Annika Pike (Year 10) was awarded the Camden area Aboriginal student of the year award which was presented by Chris Patterson the local member for Camden at a school assembly.

Aboriginal perspectives were included as content themes within each subject as per syllabus guidelines. In addition to this a literacy initiative was implemented involving Year 7 students which was led by Mr Mani. Indigenous students wrote an additional chapter of a Year 7 English text which was included in the Yearly English examination. Teaching staff engaged Aboriginal students and actively recognised their achievements throughout 2016.

Multicultural and anti-racism education

The school has 11 per cent of the student body from a language background other than English (LBOTE), representing 30 language groups, the main ones being Spanish, German, Arabic and Italian. In 2016 NAPLAN, the majority of Year 9 LBOTE students attending Elderslie High School achieved at or above the percentage expected growth rate in reading, spelling, writing and numeracy.

Elderslie High School has an (ARCO) Anti-Racism Contact Officer who is trained to manage complaints regarding racism. The ARCO communicates with all parties to ensure that all complaints are effectively resolved by following the appropriate DoE procedures.

In 2016 the school's biannual trip to Japan was held. A group of students and staff travelled to Japan in partnership with four other high schools from the Ultimo Education Group. This was an educational experience which provided students with the opportunity to increase their cultural knowledge and language skills.

During education week the school was asked to host fifteen students, two teachers and one guide from the Worker's Children High School, Macau. The purpose of their visit was to immerse themselves into Australian school and home life as well as see significant places of interest within the Sydney region. All students benefited from the exchange of cultural experiences and look forward to hosting other groups in the future.

Other school programs

Elderslie High School students take pride in their achievements in the creative and performing arts, sport, public speaking and student leadership. Our standard of excellence and outstanding results continued in 2016. Congratulations must go to the students themselves but also to the staff, parents and caregivers who support them.

Achievement in the Arts

The CAPA staff facilitated another year of outstanding successes in the area of Creative and Performing Arts at Elderslie High School. Individual and collective achievements have been showcased at a variety of events, allowing for the development of our talented student body who continued to flourish as they immersed themselves in the joy of engaging in the Creative and Performing Arts. Amongst the highlights in 2016 was the annual school musical, Footloose. The musical featured the talents of over 120 students as members of the cast, orchestra and backstage crew.

Dance

- Ballroom dance ensemble, dance company and dance ensemble were selected and performed in the Dance Festival, NSW Public Schools.
- Jordan Freeman from Year 12 was nominated for HSC Callback, 2016.

- Grace West from Year 11 gained selection to the NSW Public Schools State Dance Ensemble.
- Sixteen students represented Elderslie High School in Combined Dance in the Schools Spectacular, 2016.

Drama

- The Year 12 Drama class competed in a heat and final of the Sharp Short Festival.
- The Year 11 Drama class auditioned for the Drama Festival, Ultimo Public Schools NSW and was successful in gaining selection for the evening performance.
- Blake Penfold, Year 9 was selected for the NSW Public Schools Year 9 Drama Ensemble.
- Mara Aplin, Year 12 was selected for the NSW Public Schools Drama Company.

Music

- The Orchestra performed at the Principal Network Awards, displaying talent and skills in supporting our singers and dancers, as well as performances at assemblies and school events.
- The Orchestra participated in the Penrith Eisteddfod at which they placed third overall in the event.

Visual Arts

- Isabelle Ford from Year 12 was nominated for Art Express.

Achievement in Sport

2016 was once again a successful year for Elderslie High School students at zone, regional and state carnivals. The students worked wholeheartedly, with the support of their families, to achieve excellence in their chosen fields. The accolades and achievements of our school and students include:

- Retention of the Clutha Cup for most outstanding school in the zone for carnival performance, winning all three carnivals.
- Elderslie High School students were awarded 27 Macarthur Zone Blue Award's presented in 2016 demonstrating the depth of our sports excellence.
- Awarded the champion school in the Macarthur Zone and Sydney South West Region in Swimming, Cross Country and Athletics.

Several students also excelled at their chosen sport to reach NSW representation. It is with pleasure and pride that we salute all our athletes for all their efforts and achievements. They bring honour and prestige to the Elderslie High School community. We look forward to continued success in 2017.

Swimming

Numerous records were broken at school and zone swimming carnivals in 2016. As a result of the outstanding performances of our students thirty were selected to compete at the NSW Combined High Schools (CHS) Swimming Championships. Many of the group were successful in making the finals with medals awarded as follows:

- Gold medalists – Brittany Stoker 17 years girls 100m backstroke, Vanya Kamenjas 14 years

boys 50m freestyle, Aleksandria Ilic 15 years girls 200m freestyle.

- Silver medalists – Brittany Stoker 17 years girls 50m freestyle, Vanya Kamenjas 14 years boys 100m butterfly and 14 years boys 100m freestyle and the open girls medley relay team Brittany Stoker, Jaime–Lee Pendergast, Natasha Burke, Aleksandria Ilic.
- Bronze medalists – Aleksandria Ilic 15 years girls 400m individual medley, girls 16yrs 4x50m freestyle relay, girls 17yrs 4x50m freestyle relay Brittany Stoker, Jaime–Lee Pendergast, Emily McCarthy, Rhiannon Nasko.
- Two students also represented Elderslie High School at the 2016 NSW All Schools Swimming Championships. Gold medals were gained by Brittany Stoker 100m backstroke and Vanya Kamenjas 50m butterfly, 50m freestyle, 100m butterfly, 100m freestyle. Silver medals were gained by Brittany Stoker 50m freestyle and Vanya Kamenjas 50m backstroke, 200m freestyle relay, 8x50 freestyle relay. Bronze medals were gained by Brittany Stoker 200m medley relay and Vanya Kamenjas 200m medley relay.

Athletics

As a result of the outstanding performances of our students eighteen students were selected to compete at the NSW Combined High Schools (CHS) Athletics Championships. The major achievements were as follows:

- One student achieved a gold medal at the Combined High Schools Athletics Carnival – Ella Wooldridge – girls 17 and under 2km steeplechase.
- Two students represented Elderslie High School at the 2016 NSW All Schools Athletics Championships. A gold medal and a bronze medal was gained by Ella Wooldridge – girls 15 years and under 2km steeplechase and 14 years 3km run.

Cross Country

Eight students qualified for the NSW CHS Cross Country Championships. They were Ella Wooldridge, Natasha Burke, Ellie Baer–Tomlinson, Ellyn Brown, Gillian Kowalick, Erin Wooldridge, Mitchell Van der Saag and Ahlana Sklenar.

A NSW CHS bronze medal was awarded to Ella Wooldridge for 14 years girls.

NSW Representation

The following students were successful in gaining NSW selection in their chosen sport:

- Samuel Dukes, Joshua Lord and Brianna Smith open lawn bowls.
- Hannah Trethewy open girls cricket team.
- Daniel O'Daly open boys hockey.
- Gabrielle Plain open girls softball.

Australian Representation

The following students represented nationally in their chosen sports:

- Gabrielle Plain Australian softball team.
- Jaide Gayle–Weiling inline speed skating Oceania Championships.

Other Significant Achievements

- Ellyn Brown, Olivia De La Mare and Timothy Hannaford were awarded Black Opal Awards in the Premiers Volunteering Challenge.
- Chloe Gardner Year 9 achieved the Premier's Reading Challenge Medal.
- Mikayla Pasterfield and Georgia Cunnion competed in Philip Garside Speaking Competition with Georgia winning the event.
- Merralisa Wintzloff Year 10 competed at the state Junior Debating Championships.
- Cassandra McMurdo competed in the UN Voice Competition winning her way through to the state semi–final.
- Mara Aplin, Janaye Farrell, Emily McCarthy and Tadhg Peltola were state semi–finalists in the Year 11 & 12 Premier's Debating Challenge.
- The Year 11 Mock Trial Team were placed in the top 30 teams in the state. Blake Penfold, Year 9 was selected for the NSW Public Schools Year 9 Drama Ensemble.
- Mara Aplin, Year 12 was selected for the NSW Public Schools Drama Company.
- Briannan Eggert from Year 7 won Speak Up, a NAIDOC Public Speaking Award.
- Three students Jeremy Olliffe, Natalia Rimceski and Andrew Gardner in Year 11 were successful recipients of the Victor Chang Research Institute School Science Award.
- Isabelle Ford and Emily Morgan were named All Rounder's for their HSC results.
- Taylor Robinson, Year 12 received a Vocational Education Public Schools NSW, Ultimo award in hospitality.
- Brittany Stoker and Brianna Smith were both recipients of a Regional Sporting Blue for swimming and lawn bowls respectively.
- Gabrielle Plain and Hannah Trethewy were recipients of a NSW CHS Blues Award for softball and cricket.
- Brittany Stoker was the successful recipient of the Pierre de Coubertin Award.
- Deni Hoxha was awarded the ANZAC Memorial Scholarship.
- Deni Hoxha was selected as secretary for a day and shadowed an Executive Director NSW Public Schools and Hannah Trethewy shadowed Christine Tasker Director Public Schools NSW.