

Erina High School

Annual Report



2017



8405

Introduction

The Annual Report for **2017** is provided to the community of **Erina High School** as an account of the school's operations and achievements throughout the year.

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

Karen Nicol

Principal

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Message from the Principal

2017 has been a highly successful year for Erina High School strongly focused on quality teaching and learning with our commitment to providing every opportunity for our students to be successful. This strong emphasis on student success is demonstrated through the significant improvement in NAPLAN and HSC results. In 2017 81 students sat the HSC with 29 courses examined and 11 of these courses were above state average with a 11 band 6's and 69 band 5's. Our star HSC performer was Bronte Fenech achieving Band 6 in Ancient History, Biology, Advanced English, Modern History and PDHPE and a Band 5– Mathematics with an exceptional ATAR of 95.7. She was on the NESA All-round Achievers list for students who achieve a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses.

As a "Bump it Up" school we have made significant improvements in year 9 NAPLAN for numeracy with 15% of students in the top two bands in comparison to 7.4% in the previous year. This is well on target to achieve our goal of 21% of students in the top two bands by 2019 and accredited to the strong focus on explicit Mathematical skills being lead by the Mathematics faculty and strongly supported across the curriculum. Our year 9 NAPLAN reading results continue to be steady with 16.7% of students in the top two bands comparable to 2016. The school is committed to improving literacy skills with our reading program in roll call, super 6 strategies and TXXXC writing scaffold.

2017 saw the upgrade of Ernest Street to improve traffic flow and safety between Erina High School and Woodport Public School. Significant funds have been expended on tree removal with a number of dangerous trees and a continued focus on clearing of our green corridor, a major priority for fire hazard management. Our MPC floor was resanded and upgraded which has made a significant difference for hall usage and improvements to the basketball courts have made the space safer with extensive concreting and replacement of hoops.

Our P&C members continue to be great advocates for Erina High School and support the school's focus on quality teaching and learning through a variety of initiatives. In 2017 they purchased an online literacy program that has been used extensively across years 7–10, provided funding for picnic tables in the senior area and the funding of academic prizes.

Our teaching staff work hard and embrace the new educational reforms strengthening our professional practice as all teachers move through the accreditation process. They are a dedicated and highly experienced teaching staff that effectively use student data to drive teaching and learning to achieve positive student outcomes.

We are strongly supported by a highly experienced support staff who have worked hard to embrace LMBR the new student and financial management system. The staff have been actively engaged with professional learning to implement these new systems and have led the school through the reform with great success. In 2017 EHS staff have continued to strengthen our professional relationships with our partner primary schools with the central focus on our commitment to building a continuum of learning from K–12 across the Erina Learning Community. We are very proud of the care, cooperation, commitment and courtesy that our students demonstrate to be the local school of choice.

School background

School vision statement

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of Learning EHS continues to be sustaining and growing with our greatest strength in the elements of learning culture and wellbeing, there is a demonstrated commitment to deliver on school learning priorities. Our focus continues to be the local school of choice amongst numerous private schools. We have successfully regained community confidence in the school's ability to deliver a quality educational experience in a highly supportive learning environment as evidenced by a steady increase in student enrolment numbers. Our highly structured stage 3 transition programs continue to be best practice and create a smooth transition to secondary education with high satisfaction from the Erina Learning Community. Our work again in 2017 with the DoE communication team has seen significant improvements in our communication channels through the parent portal facility in SENTRAL, our student attendance and wellbeing system. There have been refinements to the school newsletter, semester reports now online, facebook and website that have provided greater breadth of information and improved home school communication.

Clearly defined behavioural expectations for learning introduced semester two have been pivotal in creating a positive teaching and learning environment with consistent classroom management practices. The praise and reward procedure was extended to recognising a student of the term who had achieved the most positive mentions that has continued to strengthen school pride and build a positive ethos with students connecting, succeeding and thriving at EHS focused on

caring for themselves and contributing to the wellbeing of others and the wider community.

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

In 2017 a stage 5 assessment review was conducted to deliver on our commitment to improving the quality of tasks delivered and provide greater opportunities for students to demonstrate what they know and can do and improve the quality of feedback provided allowing students to reflect on their learning and work towards improved outcomes. Student performance measures continue to be an area for improvement and against the SEF is delivering. There is evidence to suggest gains have been made with improved NAPLAN results particularly in numeracy with 15% of students in year 9 in the top two bands in comparison to 7.4% in 2016 and a steady 16.7% in the top two bands in Reading in year 9. There are isolated outstanding HSC results with 11 out of 29 courses above state average and significant improvements in Mathematics being 9.36 % above state average and 7.58% above state in Mathematics Extension. It continues to be our goal to consistently perform at high levels on external and internal school performance measures.

In the domain of Teaching EHS continues to be sustaining and growing with a major focus on moving Professional Standards from delivering to sustaining and growing. In 2017 all staff have made a commitment to join a whole school team to work towards achieving the school's goals through scheduled meetings each Tuesday afternoon. These teams include Literacy and Numeracy, Technology, eTec, Communication and Engagement, VET, Welfare and Learning and Support. With all staff actively engaged in a well functioning team there has been strong evidence of achievements in each of these areas as identified for improvement in the school plan. Some of these achievements have been noted in the learning domain with NAPLAN and HSC results, communication and engagement and stage 6 curriculum diversity. There is evidence that staff are working beyond their own classroom to contribute to broader school programs.

The stage 5 assessment review led by the school evaluation team provided evidence of quality assessment tasks being delivered that monitored the progression of learning and provided explicit feedback for students on how to improve. Effective use of student performance data was evident in teaching and learning programs designed to meet the learning needs of each student with evidence of curriculum and assessment adjustments.

EHS strongly supports the performance and development cycle with both teaching and non teaching staff actively engaged with the PDP process. Staff participated in on-line training through the suite of courses through Great Teaching, Inspired Learning and aligned these to their professional learning goals. With the implementation of LMBR at EHS in 2017 the SASS staff embraced online training programs to ensure the smooth introduction of the new finance and student information systems. Early carer teachers are supported through a structured beginning teachers program and funding to reduce their teaching load. Expert teachers mentor early career teachers and they are supported through classroom observations, team teaching and reflective practice.

The literacy and numeracy team have led professional learning sessions to provide Teachers with explicit teaching strategies to address areas of student weaknesses as identified through deep NAPLAN data analysis. "Bump it up" has been the vehicle to drive significant improvement particularly in numeracy as previously noted.

In the domain of Leading EHS has moved along the continuum to sustaining and growing from delivering. There has been regular parent forums and feedback through Tell them from me surveys where staff, student, parent and community feedback has been sought and actioned. The improved communication tools the school has implemented have provided greater opportunity for parents to engage with the school and feel valued. The growth in student enrolment anticipated in 2018 from 707 to 726 is testimony to the improved confidence the community has in the school ability to deliver a quality education in a highly supported learning environment. There continues to be strong links with our partner primary schools through the effective stage 3 transition program and improved relationships with business, industry and universities to improve educational opportunities for students. 2017 has seen students participate in a business program in conjunction with the University of Newcastle that has cemented relationships for future endeavours.

The 2015–2017 school plan has been extensively evaluated with staff, students and parents in preparation for developing the next three year plan. Each strategic direction has been successful in achieving the key identified processes and meeting targeted improvement measures which are referenced later in the report. Staff have actively engaged with the purpose of the school plan and engaged with achieving documented milestones to reach goals. EHS is committed to delivering on school priorities and maximising learning opportunities for all students as evidenced by improved NAPLAN, HSC, attendance, retention and real post school options.

EHS supports an experienced workforce that is committed to delivering quality teaching and learning and maintaining their professional practice through structured professional learning. School resources such as financial, human and learning spaces are used effectively, efficiently and flexibly to support staff and student learning. Workforce planning is managed by the senior executive with a focus on recruiting highly experienced and quality practitioners and support systems for teachers who maybe experiencing difficulty with their performance.

EHS is proud of its achievements as identified in our 2015–2017 school plan ensuring all students work towards their full learning potential in a safe and nurturing environment to achieve our purpose “Service Crowns Success”. We are committed to being the local public High School of choice and deliver on our priorities as defined in our next three year plan. Our success is measured by maximising learning opportunities for students by providing broad, engaging and appropriate curriculum in a highly supported learning environment. To provide real post school options through highly effective transition programs that position students for future learning and employment. To know our students well and how they learn through deep data analysis and tracking student performance as they progress through each stage of learning.

Our greatest resource will be our teaching and support staff who are highly supported to maintain and strengthen their professional knowledge and practice through well developed and executed professional learning opportunities and effective performance and development cycles to achieve and maintain accreditation and work through higher levels. Staff share responsibility for student learning and constantly reflect on their own performance to continue to build a positive school culture.

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

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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

Purpose

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

Overall summary of progress

The Focus on Reading program across stage 4 and 5 continues to be strongly embedded in all curriculum areas successfully supporting students literacy skills. Reading in roll call each day and 15 minutes reading at the start of each English lesson continues to support student results on external and internal assessment measures. All students in years 7–10 participated in the standardised ACER Reading and Comprehension Test (Progressive Assessment Test – PAT) biannually in 2017 to identify improvements through pre and post testing. Teachers use this data to inform teaching practice and develop IEP's for students who are under performing and below National Minimum Standards in NAPLAN.

The "Bump it Up" strategy has been successful in increasing the number of students into the top two bands in Numeracy while our data remains steady in reading, data is presented later in the report.

Both Teaching and Non-teaching staff have developed professional development plans and accessed learning to support their practice and knowledge. As all pre 2004 teachers move through the accreditation process in 2018 and comply with NESA registration school based quality management systems have been developed to monitor and track professional learning. All teaching staff participated in on-line training completing courses within the suite of GTIL, student wellbeing program, Disability standards and pre service teacher supervision modules to build on knowledge and skills to transfer into classroom practice and support student wellbeing. Non-Teaching staff engaged with LMBR training modules in finance and student management as the school transitioned to the new model.

An audit of Stage 5 assessment tasks was implemented to improve the validity, reliability and rigor of tasks being delivered. Using NAPLAN data to identify areas for development in reading and writing it was evident improved opportunities through quality assessment tasks were needed in stage 5 to enhance these literacy demands.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top 2 bands NAPLAN reading by 4.3%	25,298 (Disability) 14,136 (ESL) 3,530 (LSE) 16,135 (ILNNP)	2017 year 9 NAPLAN data there are 16.7% of students in the top two bands of Reading comparable to the same result in 2016. An ongoing commitment to Focus on Reading and the Super 6 Strategies are firmly embedded across the curriculum to support reaching the Premiers target of 21% in the top two bands in reading by 2019.
Increase the proportion of students in the top 2 bands NAPLAN Numeracy by 13.6 %	as above	2017 year 9 NAPLAN data there are 15 % of students in the top two bands for numeracy demonstrating an increase of 7.6% from 2016. This highlights the delivery of explicit numeracy skills to reach this significant improvement. In line with the Premiers target of 21% of students in the top two bands in numeracy by 2019 is achievable.
NAPLAN and HSC outcomes for Indigenous students in line with state.	19,278 (Aboriginal)	14.3% of Aboriginal students were in the top two bands in year 9 NAPLAN reading in comparison to 5.6 % at state level. In 2017 there were 69% of Aboriginal students in the middle bands in numeracy highlighting an area for improvement. All Aboriginal students have PLP's developed to assist with achieving educational goals and a

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN and HSC outcomes for Indigenous students in line with state.		weekly mentoring program is available to senior Aboriginal students to assist with tutoring and support during the HSC. All Aboriginal students achieved a HSC in 2017 with viable post school options.
Increase in the number of HSC courses above state average.	17,996 (LSE)	In 2017 there were again 11 courses above state average in comparable to 2016. An ongoing commitment to deep data analysis has been implemented to identify areas for development and explicit teaching and learning strategies developed to reach improved student performance.
Improvement in PAT reading tests demonstrating consistent growth for all students.	36,372 (LSE) 114,634 (Integration Funding support)	<p>All year groups tested in PAT reading – post test have demonstrated improvement</p> <p>Year 7: Students in the bottom three bands improved. 11% less students in these bands at the end of semester 2. Students in the top 3 bands improved by 8% from Semester 1 to Semester 2.</p> <p>Year 8: Students in the bottom 2 bands improved by 10% Students. moving into the top 2 bands improved by 11%</p> <p>Year 9: Students in the bottom 3 bands improved by 8%. Students in the top 3 bands improved by 8%</p> <p>Year 10: Students in the bottom 3 bands improved by 5%. Students in the top 3 bands improved by 7 %</p> <p>Employment of SLSO's to collate PAT reading test data . Significant investment in updating textbooks,teaching resources and student reading</p>
Engaged students evident through reduced negative referrals on SENTRAL	2,729 (LSE)	<p>The increased number of students achieving positive mentions has been significant with 2,284 merit certificates awarded to students..</p> <p>The introduction of student of the term and student of the year for each year group has been very well received by students, building a strong school culture.</p>
All staff accredited with BOSTES through quality professional learning	67,260 (PL) 28,781 (BT)	Beginning teachers have completed teacher accreditation at proficiency and all post 2004 Teachers have maintained accreditation at proficiency with NES. Permanent beginning teachers have been supported with a reduced teaching load and a mentor. School systems are being developed to support pre 2004 Teachers with the accreditation process.

Next Steps

In the final year of the 2015–2017 school plan EHS has been successful in achieving our purpose in strategic direction 1 to create a quality learning environment where student academic success is acknowledged and celebrated through an innovative and engaging curriculum, delivered through high level pedagogy that prepares young people for the world of work and life beyond school. In the preparation of our new school plan for 2018–2020 strategic Direction 1 will continue to be strongly focused on quality teaching and learning where teachers are highly supported professionally and students are inspired to be life– long learners. Where high expectations and innovative teaching practice is the strong foundation

of creating student growth with an explicit focus on literacy and numeracy to ensure post school success. Our key processes to achieve this purpose will be to :

1. Maintain focus on the 'Bump It Up' strategy to increase the number of students in the top two bands of NAPLAN reading and numeracy. With the Premiers target of 21% of students in the top two bands by 2019 EHS is well underway with this goal through explicit delivery of literacy and numeracy skills across the curriculum to build strong foundations for learning.
2. Ensure all staff are trained in deep analysis of data and are competent in the use of evidence based practice to inform teaching and learning that will maximise student achievement. With the NESA requirements for HSC eligibility of minimum literacy and numeracy standards by 2020 EHS is committed to using student performance data to design and deliver effective literacy and numeracy programs to ensure all students can demonstrate personal best.
3. The development and implementation of a quality management process that will closely monitor and support staff career aspirations aligned to professional learning and accreditation. As all Teaching and Non Teaching staff develop Professional development plans the school is committed to supporting the career aspirations and maintenance of accreditation through accessing quality professional learning experiences and a particular focus on support for Beginning Teachers.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

In 2017 the revised praise and reward system has allowed for greater accessibility for students to be recognised for successful application to their studies and school service. The introduction of student of the term for the most positive mentions and then student of the year for overall positive achievements in each year group has been very successful in building a strong school culture. In 2017, 2,284 merit certificates were awarded broken into –

Bronze – 470, Silver – 384, Gold – 244

Bronze Principals Award – 163 , Silver Principals Award – 92, Gold Principals Award – 44

Pearl Principals Award – 20 , Diamond Principals Award – 13

To achieve key targets in the school plan all staff have joined a whole school team to work towards school improvement. The teams include Literacy and Numeracy, Technology, eTec, VET, Learning support, Communication and engagement and Creative and performing arts. The teams have developed action plans to achieve identified goals.

Teaching and Non Teaching staff have engaged in professional learning opportunities to improve their professional practice and comply with mandatory training and implementation of the PDP process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent whole school praise and reward system that recognises student achievement is being used consistently across the school.	1,424 (LSE) 707 (school funded)	The revised praise and reward system has seen many students achieve certificates of merit. The introduction of student of the term and student of the year for all year groups has been well received by the school community and has strengthened school culture.
Increasing staff involvement in whole school initiatives.	4,960 (LSE)	In 2017 all staff have made a commitment to join a whole school team to achieve processes as identified in the school plan. This has been highly effective in engaging staff to work beyond their classroom and contribute to school directions.
Understanding and implementation of the DEC major reforms.	5,981 (PL)	Regular executive,staff, faculty and team meetings have allowed for the facilitation of new DoE policies and procedures . Staff have actively engaged with on–line training to improve professional practice and commenced preparation for NESA registration audit.

Next Steps

In the final year of the 2015–2017 school plan EHS has achieved success in delivering on the improvement measures identified in strategic direction 2. As the school prepares for the next three year plan the second strategic direction will be strongly focused on staff and student wellbeing to ensure all learners are nurtured, challenged and inspired to engage successfully in learning, pursue aspirations and thrive individually and collaboratively in partnership with the whole school community. To achieve this purpose the following processes will be actioned to:

1. Audit, review and enhance whole school wellbeing programs and processes to support students in successfully accessing learning and thriving as lifelong learners.
2. Develop, implement and evaluate a Junior Leadership Team focused on students being active learners and developing strong character qualities that enable them to positively contribute to the whole school community.
3. Implement identified wellbeing initiatives designed to foster student reflection on teaching and learning.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Stage 3 transition program continues to be strongly embedded across the ELC to ensure a smooth and seamless transition to High School, catering for all students learning, social and emotional needs and meeting community expectations. The provision of the A stream, learning opportunities, E–Tec and mixed ability class placements ensure all students are well supported to achieve their personal best.. The delivery of the head start program in year 6 for vulnerable students has been successful in providing high level support for these students as they commence secondary education.

The school communication and engagement team have again worked closely with the DoE team to strengthen our communication tools and enhance our profile and image in the community through positive good news stories on facebook, our website and newsletter.

In 2017 the school continued to host parent forums with our parents where the feedback has been actioned to improve systems and processes for greater home school partnerships that have been instrumental in guiding school change to meet community expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased enrolments from partner schools in year 7	9,301 (LSE) 2,134 (LMG)	Year 7 enrolments were slightly lower in 2017 with an enrolment of 133 students spread across 5 classes in comparison to 144 in 2016 with 6 classes. This was attributed to a smaller cohort in year 6 in each of our partner schools.
Increased student enrolments across all stages	9,301 (LSE)	Enrolments have increased across the junior school from 474 in 2015 to 504 in 2017. In the senior school they has been a steady decline from 241 in 2015 to 197 in 2017 this is the result of more senior students accessing apprenticeships and traineeships in the local community.
Increased community confidence in the school's ability to deliver a quality education	572 (Aboriginal) 3,000 (LMG)	Evidence of increased community confidence with greater participation rate of parents in school events such as P&C, open night, parent forums, curriculum evenings and parent teacher nights. The parent portal has been highly successful in engaging parents with their children's education and opportunities for improved communication.
Increased student retention in the senior school	8,424 (LSE)	132 students commenced year 11 in 2016 and 81 students completed year 12 in 2017. Many students leaving accessed employment through apprenticeships and traineeships as well as further education and training.
Increased number of students achieving early entry to university, TAFE or viable post school options.	Nil	29 students gained early entry to university for 2018.

Next Steps

EHS has been successful in achieving our purpose in strategic direction 3 to develop a positive school culture where Erina is the local school of choice, building strong school networks with all key stakeholders, instilling confidence and commitment that the school will deliver quality learning opportunities and experiences for all students to achieve personal success. This is evidenced by steady increases in student enrolments and more positive feedback for our community. In the development of our next three year plan strategic direction 3 will again be strongly focused on our school community with our purpose developed to strengthen a positive school culture where Erina High School continues to be the local school of choice and sustain strong school networks with key stakeholders, maintaining confidence and commitment that the school can deliver quality learning opportunities and experiences to meet the needs of all students to achieve personal success. Through the following processes we aim to achieve our goals

1. Refine stage 3–4 and 5–6 transition to ensure all stakeholders are actively engaged in the process to ensure effective progression of learning.
2. Strengthen school communication tools to ensure maximum opportunity for positive community engagement.
3. Access local industry, business and tertiary education facilities to create authentic post school options.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	34,046	<p>Funding has been used to support the educational and wellbeing needs of our Aboriginal students. All students have a PLP developed in consultation with parents and individual students. SLSO's have been employed to work each Friday with Aboriginal students seeking additional support with their learning. Senior students have been assisted with assessment tasks preparation and access to work experience programs. An SLSLO has been employed to support Aboriginal students at Tradestart as well.</p> <p>Gardens have been developed with native plants to enhance the school environment and decorated with Aboriginal rock paintings.</p> <p>Cultural perspectives have been embedded into stage 4 and 5 programs as evidenced by program reviews.</p> <p>LAST's have analysed NAPLAN data for Aboriginal students and developed IEP's to better support learning and accessibility to reaching band 8 in preparation for HSC eligibility.</p>
English language proficiency	9,383	ESL teacher employed part time to support language proficiency of new student enrolments.
Low level adjustment for disability	200,521	Students requiring low level curriculum adjustment have IEP's developed in consultation with staff and parents. Teachers implement the IEP's with support from Teaching and Learning faculty, SLSO's and LAST's. PAT reading tests are delivered pre and post testing which are marked and analysed by the teaching and learning faculty to provide data on student progress.
Socio-economic background	199,455	<p>Funding has allowed for the purchase of school resources to support teaching and learning. The purchasing of textbooks, library books, hardware and software technology and re stocking of book boxes for reading in roll call.</p> <p>Disadvantaged students have been provided with financial support to attend school camps, excursions, sport and other co-curricular programs as well as uniforms and course fees.</p> <p>Support for mentoring of year 9 students through careers programs has been beneficial in guiding students through post school options.</p> <p>Implementation of wellbeing programs such as Rock and Water, Top Blokes, Youth Frontiers have been funded through RAM low socio economic as well as promotional evenings at school to improve communication with our school community.</p>

Support for beginning teachers	35,026	Beginning teachers are provided with a Teacher mentor and a reduced timetable to allow for professional support and access to team teaching and lesson observations as well as professional learning opportunities.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	365	350	367	368
Girls	359	350	333	327

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	93.3	92.4	92.8
8	91.1	88.6	91.1	91.7
9	89.5	88.5	89.2	88.5
10	87.8	86.2	85.9	85.5
11	88.7	91.4	87.2	89.3
12	89.5	88.9	92.4	90.9
All Years	89.8	89.5	89.7	90
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance is within range of state average and continues to be an area of strength at EHS. Attendance is monitored closely by the Deputy Principals and Case Managers. Attendance letters are sent to parents every 5 weeks for students whose attendance has fallen below 85%. A text message is sent to parents for each day a student is absent and families encouraged to notify the school when students are absent. Parents are able to monitor their children's attendance through the school's SENTRAL parent portal. Student's whose attendance continues to be poor are referred to the Home school liaison officer for follow up.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	3	2
Employment	1	8	57
TAFE entry	1	6	5
University Entry	0	0	30
Other	0	2	1
Unknown	0	9	3

Year 12 students undertaking vocational or trade training

In 2017 VET courses continued to be popular with 12 students receiving a Certificate II in Kitchen Operations, 7 received Certificate II in Hospitality and 6 received a Certificate II in Construction Pathways.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 88 students completed the HSC and received this credential.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	36.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.28
Other Positions	1

*Full Time Equivalent

1 member of staff is from the Indigenous population.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

A budget of \$71,736.11 allowed the school to focus on professional learning to support staff with improved knowledge and skills in line with the Professional Learning Standards and the school plan. The funds provided by DoE and supported by the school included \$3468.03 spent on teacher training in ICT, \$2640 on literacy and numeracy skills. Quality teaching and improving student outcomes received \$7448.6, \$6952.99 and \$13,122.04 respectively. With many KLA implementing new curriculum syllabi, \$13,122.04 was used to support this implementation and ensure support to improving student outcomes. A further \$5981.25 was expended on career development in line with the new Teacher Accreditation requirements and Teacher Professional Learning Plans. These funds also allowed staff to attend Profession Development courses, HT and DP workshops and conferences. The schools focus on the implementation of Bump it up will be ongoing in 2018. Erina High School also supported training in School and Community skills with \$1052.99 allocated and supported teacher training to further support student welfare with \$5340.70 across a variety of domains.

Accreditation

Erina High School had two beginning teachers in their second year of teaching in 2017. All new permanent staff have completed teacher accreditation to a proficient level. In line with DoE policy, the teaching load of the first year beginning teachers was reduced by 4 hours per week and a mentor teacher was given release 1 hour a week to support their development. Additional funding provided release from class for programming and the development of resources as well as a Science teachers conference. Erina High School had 4 temporary teachers that received funding to support their career development. Professional learning was provided in the form of release days for programming and resource development as well as courses in classroom management, 8 ways of learning and syllabus specific workshops. A total of \$28,781 was allocated to PL to support the beginning teachers. \$16,800 was allocated to release the beginning teachers from face to face teaching, \$4,026 to support their mentors and \$7955 on professional learning courses, programs and assessment development.

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	711,309
Global funds	337,208
Tied funds	277,879
School & community sources	124,187
Interest	5,384
Trust receipts	8,883
Canteen	0
Total Receipts	753,541
Payments	
Teaching & learning	
Key Learning Areas	51,712
Excursions	12,819
Extracurricular dissections	30,603
Library	1,300
Training & Development	1,671
Tied Funds Payments	186,992
Short Term Relief	40,486
Administration & Office	70,703
Canteen Payments	0
Utilities	43,932
Maintenance	21,287
Trust Payments	147,875
Capital Programs	29,924
Total Payments	639,304
Balance carried forward	825,546

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,627,443
Appropriation	1,447,651
Sale of Goods and Services	27,020
Grants and Contributions	150,821
Gain and Loss	0
Other Revenue	0
Investment Income	1,951
Expenses	-884,259
Recurrent Expenses	-884,259
Employee Related	-394,001
Operating Expenses	-490,258
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	743,184
Balance Carried Forward	743,184

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

EHS has a finance committee that meet per semester to review the financial records of the school. Each week the Principal and SAM meet to discuss all financial reports and expenditure and income. It was pleasing to see an increase in families paying voluntary school contributions and a greater take up of families paying elective fees that are used to cover consumable materials. A significant amount of money was used to

upgrade technology in the school and purchase teaching and learning materials to align with new syllabus requirements. 55,000 was spent in property maintenance, with an ageing school a number of major electrical, ground and equipment upgrades were required including 15 trees to be removed. With a large rollover of funds, capital works are planned for a major upgrade of the senior student area and an upgrade of sound and lighting in the MPC.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,694,318
Base Per Capita	106,978
Base Location	0
Other Base	6,587,340
Equity Total	443,405
Equity Aboriginal	34,046
Equity Socio economic	199,455
Equity Language	9,383
Equity Disability	200,521
Targeted Total	113,570
Other Total	145,893
Grand Total	7,397,187

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

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

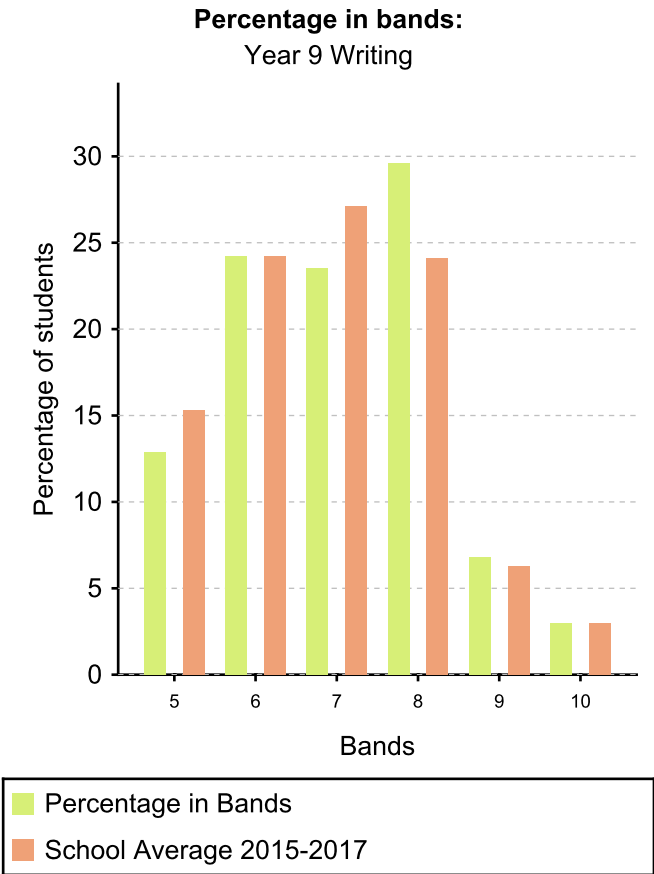
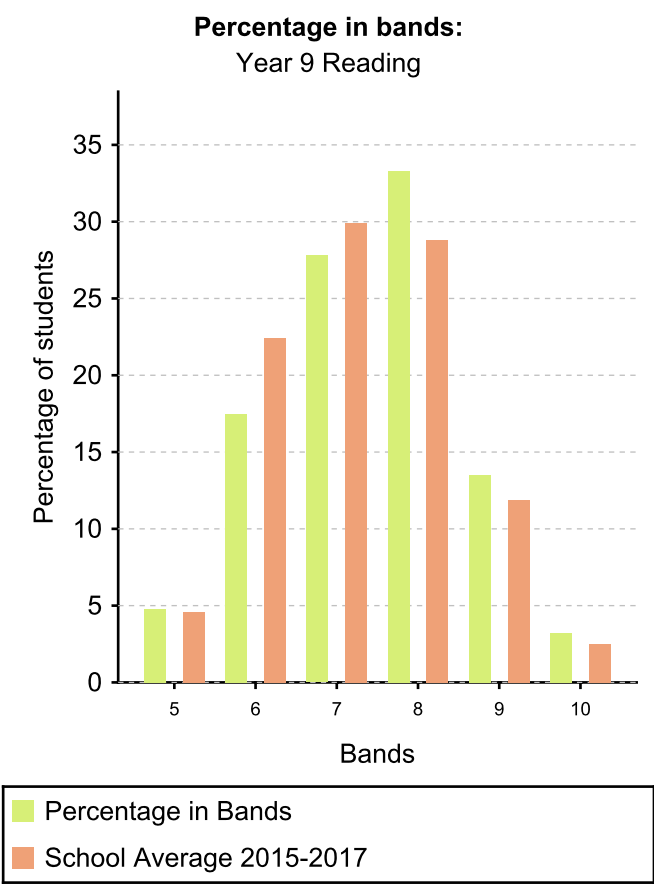
NAPLAN

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.

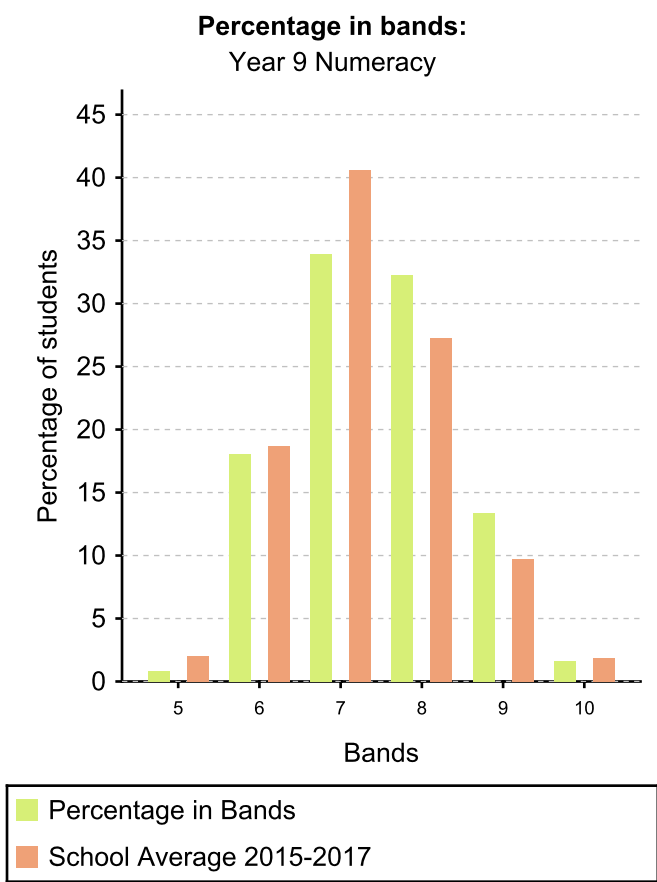
In 2017 year 9 NAPLAN reading and writing has mirrored results over the last 2 years. There continues to be an over-representation of students in the lower and middle bands in reading with 22.3% and 61 % in

these bands respectively in comparison to state at 20.5% and 54.8%. In the top two bands in reading there are 16.7% at EHS as to 24.7% at state. Reading continues to be a focus in line with the Bump it up strategy, EHS is committed to achieving this target through our reading in roll call programs and delivery of super 6 comprehension strategy and Focus on reading program delivered across the curriculum.

In 2017 year 9 NAPLAN writing results also demonstrate over representation in the lower and middle bands at 37.1% and 47.2% respectively as to state at 34.8% and 47.2%. In the top two bands in writing there are 9.8% at EHS as to 18% at state.



2017 NAPLAN year 9 Numeracy data has shown significant improvement with 15% of students in the top two bands in comparison to 7.4% in 2016. This is attributed to the strong numeracy focus across the curriculum through Bump it up strategy and the explicit delivery of numeracy skills across the curriculum.



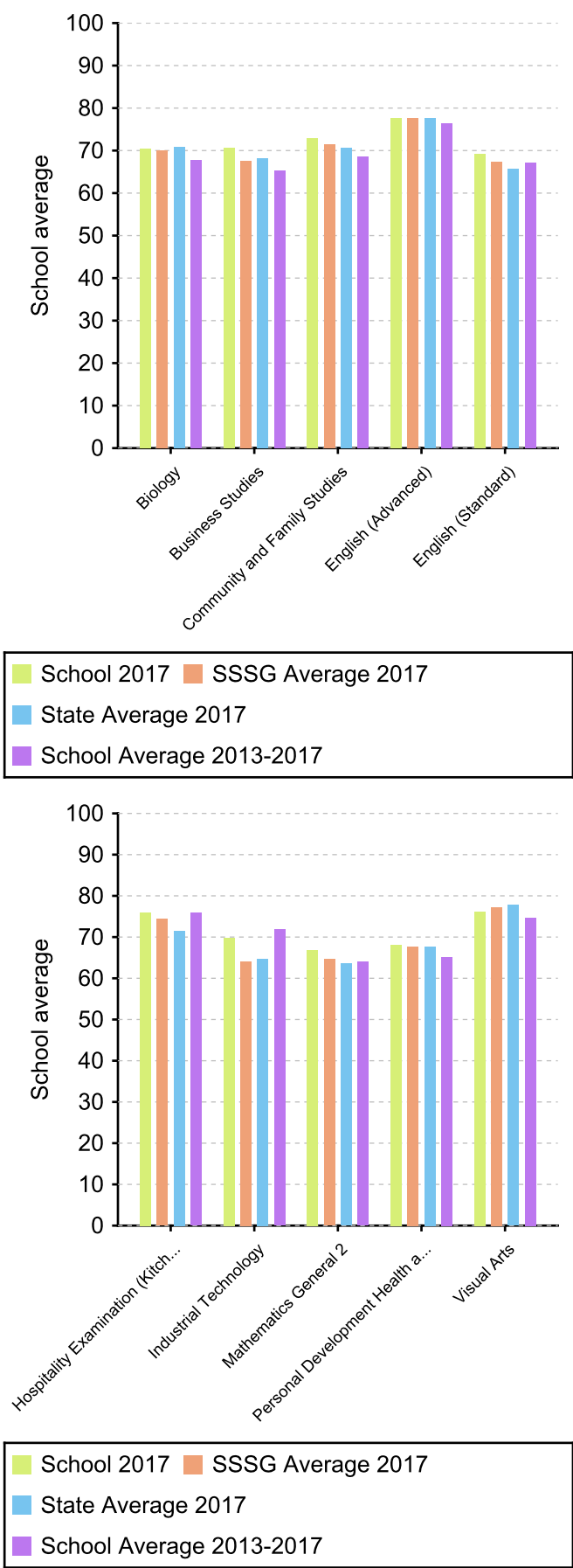
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

EHS is a Bump it Up school identified as one of 137 schools across the state with the greatest capacity to move students from the middle to the top bands in NAPLAN. Results have been outstanding in Numeracy with 15% of students in the top two bands in comparison to 7.4% the previous year. In reading there are 16.7% of students in the top two bands comparable to 2016. Our target of 21% of students in the top two bands in reading and numeracy by 2019 is achievable.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 81 students sat the HSC with 29 courses examined and 11 of these courses were above state average with a 11 band 6's and 69 band 5's. Out star HSC performer was Bronte Fenech achieving Band 6 in Ancient History, Biology, Advanced English, Modern History and PDHPE and a Band 5– Mathematics with an exceptional ATAR of 95.7. She was on the NESA All-round Achievers list for students

who achieve a result in the highest band possible (Band 6 or Band E4) in 10 or more units of courses.



Parent/caregiver, student, teacher satisfaction

In Erina High School, 472 students completed the Tell Them From Me survey which included *ten measures of student engagement* alongside the *five drivers of student outcomes*. The onus to succeed at school rests with the student, but peers, families, and school staff can play an important role in shaping student engagement. Socially students at Erina had a positive sense of belonging at 58% in comparison to 66% for the state norm. There was a small decline in the participation in sports and other co-curricular programs in comparison to last year. 77% of students acknowledge they have friends at school they can trust and strongly value positive relationships with peers. However, the decline in engagement was not evident in positive classroom behaviours, which improved from Year 7 to Year 12.. Students felt they had strong advocates at school in their teachers who are responsive to their needs, and encourage independence with a democratic approach. Students were happy with the facilities at Erina High School and felt appropriately challenged as they further progressed through their schooling.

Staff actively engaged in the evaluation of the last three year school plan and identified areas for ongoing improvement to be reflected in the next three year plan.. It was determined there was a need for a strong focus on professional learning and a structured system to manage accreditation and seek opportunities for higher levels of accreditation. Staff were keen to build on the whole school team structure to build on work being done in technology, literacy and numeracy, communication and engagement, creative and performing arts, career and transition and student wellbeing. In each of these teams actions are being developed to meet strategic directions in the new school plan.

Regular parent forums were delivered by the senior executive each term. These evenings provided an opportunity for parents to actively engage in evaluating the school plan and have input into the next three year plan as well as become more informed around curriculum and teaching and learning practices. Issues of concern for parents were around communication and consistent application of procedures around assessment and faculty expectations. They welcomed access to the parent portal and found the information helpful and allowed them to better engage with their children's progress at school. It was acknowledged the EHS continues to improve its image and profile in the community as evidenced by increased student enrolments in the junior school.

Policy requirements

Aboriginal education

Many successful Aboriginal programs were delivered in 2017 at EHS. The tutoring program continued to provide students with support for their wellbeing pursuit of academic success. Tutors Robyn Miller and Paul

White continued to assist all students in their studies across all KLAS and have worked in collaboration with families to complete Personalised Learning Pathways for each student. Students are encouraged to pursue opportunities to support pathways to TAFE, University and post-secondary school employment by participating in such events as; the University of Newcastle iBelieve, Insight and Schools2Up programs, the Central Coast Primary Care Family Wellbeing Program, the Gosford Regional Art Gallery Sean Lonergan Art Project with mentor artist Michelle Earle from Kilipynpiyn Art, NAISDA Dance Group at Central Coast Dance Festival, UNSW Indigenous Science and Engineering Program, and ANZ Bank Traineeships.

An informal Aboriginal Leadership Group has been established where students who are interested in playing the didgeridoo and delivering the Acknowledgement of Country at formal events meet to practise their playing and composition of an Acknowledgement of Country. Due to their exceptional leadership, they continue to be invited to ELC events to play and deliver the Acknowledgment of Country.

EHS continues to embrace a collaborative partnership with the Tjudibaring AECG to support our students and parents in cultural identification and belonging. This year saw the continuation of the Annual Tjudibaring AECG Awards in Education which was held at Erina High School. Many of our students were honoured for their efforts in education at the awards night.

This year's ELC NAIDOC Day involved students from both Erina High School and the ELC's Stage 3 students who participated in activities planned and implemented by students from Erina High School as part of a transition, mentoring and leadership initiative. Due to their leadership qualities, many of our students were invited to Brisbane Public School's NAIDOC Day celebrations to coordinate and mentor their students in cultural workshops.

Staff at Erina High School continue to implement 8 Ways of Learning Pedagogy in all teaching and learning programs which is closely monitored by the School Self Evaluation Team. Improvement in ATSI student's NAPLAN achievements show that the targeted programs that EHS delivers are having a positive impact on student wellbeing and academic outcomes.

Multicultural and anti-racism education

Erina High School has participated in a range of activities that highlight and promote multiculturalism within the school. Each year, Erina High School students compete in 'The Model United Nations Assembly' (MUNA) which is a debating and public speaking competition in which teams of three student's debate resolutions from the perspective of their chosen country. The competition amongst schools is at a high standard with student teams from around the Central Coast competing for the coveted awards. MUNA aims to foster goodwill, World Peace and Understanding in

the minds and hearts of our youth. The concept came out of the desire of young people to express their views on issues being debated in the United Nations General Assembly.

Year 10 students (two speakers and an adviser) choose to represent member countries of the U.N. They engage in debate on matters of world political and social concern to develop awareness of the U.N. and its workings. MUNA provides students with the opportunity to develop their public speaking and debating skills through informed and researched comment on international issues. It helps to foster self-confidence and an understanding of other nations perspective on world issues. The team included Andrew Griffiths, Monique Sellers and Tiana Holmes who represented Egypt and put up a fine argument surrounding sustainable tourism, climate change, refugee crisis, UN reform, and youth participation in the promotion of peace. Erina was acknowledged for their positive participation in the event.

In the Taster Lessons with the Primary Fun Day Challenge, multiculturalism was embedded into the theme of 'Globalisation'. This theme also closely relates to the Stage 4 HSIE syllabus topic in Year 9 Mega Cities. Students have also had the privilege of playing the 'World Trade Game' where each group was designated as a country whereby they had to trade using limited resources. It highlighted the influence of civil war, multiculturalism, natural disasters and the unequal world in which countries operate in.