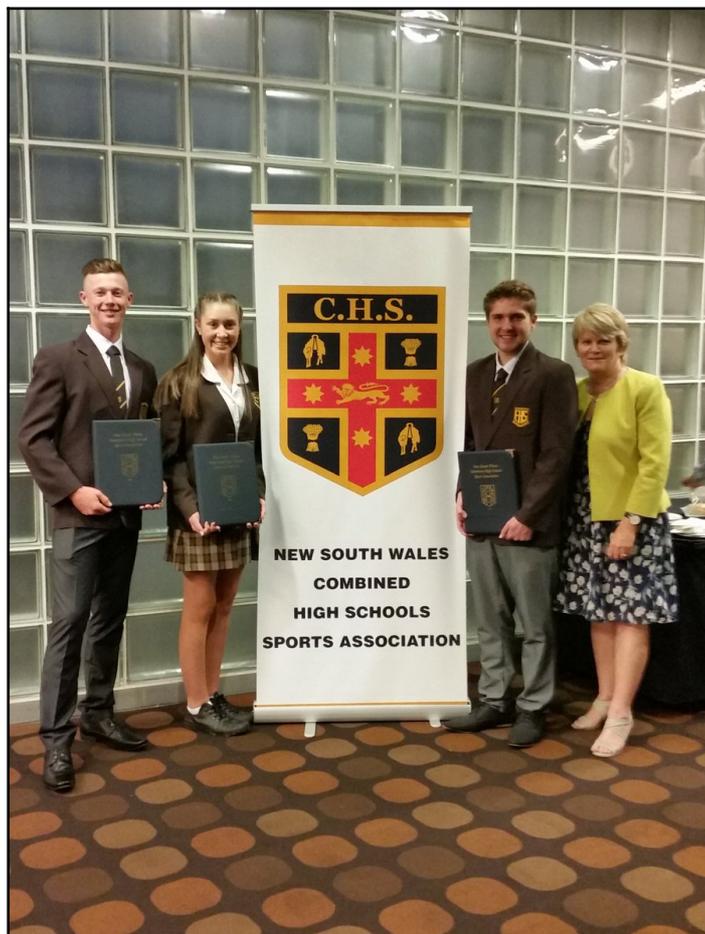


Elderslie High School Annual Report



2017



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Introduction

The Annual Report for 2017 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.

Jennifer Lawrence

Principal

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Message from the Principal

It is an honour and privilege to report on the achievements of Elderslie High School in my last year as principal. Elderslie High School is proud to be a highly respected public school that achieves its success and reputation through the combined efforts of the student body, the dedicated teaching and administrative staff and supportive parents and community members. In 2017, our students and staff continued to be recognised with awards and achievements at local, State and National levels. Some of the highlights included Hannah Trethewy and Deni Hoxha, attaining the Minister's Award for Excellence in Student Achievement; Ms Cavaleri attaining the Minister's Award for Excellence in Teaching; Ms Le attaining an Ultimo Operational Directorate Macarthur Principal Network Award for Early Career Teaching; Mrs Hovey attaining an Ultimo Operational Directorate Macarthur Principal Network Award for the Parent Community category; Dylan Mclou, selected for the NSW Education Week Director for A Day Program; and CHS Blue Awards to Brianna Smith, Joshua Lord for lawn bowls and Nathan Baker for cricket.

Elderslie High School creates a supportive and inclusive environment and offers a broad curriculum and a range of opportunities allowing students to achieve excellence in academic, creative, social, cultural, sporting, leadership and community endeavours. A focus on personalised learning for each student has created an environment where students can 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.

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.

Milestones for 2017 included the final implementation phase of the Stage 4 writing pedagogy project, the success of which was identified in NAPLAN data; the transformation of the library into a future focused learning environment following an intense professional learning program; and the finalisation of the School Renewal (Administration and front entry refurbishment) plans, with construction set to commence in 2018.

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

Outgoing Principal

Message from the school community

Eight P&C meetings were held throughout the 2017 academic year, providing the attendees 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 made presentations and/or displays throughout the year providing P&C attendees with an insight into subject curriculum, emerging trends and also to receive valuable feedback on the school's many achievements. Attendees were able to seek information regarding important issues as well as being invited by the school executive to be involved with the development of the school plan and other key initiatives. The P&C also provided parent representatives on a number of staff recruitment panels.

The fundraising committee has again proven very successful, with almost \$5000 raised during the year. This has allowed the P&C to make significant contributions to the school, for example, once again purchasing PBL prizes. The P&C continued the funding of an EHS P&C scholarship awarded to a student at each of the Elderslie High School partner schools who (in the view of their Principal) satisfy our school motto of Excellence, Honour and 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.

Message from the students

The SRC for 2017 were the most enthusiastic and involved SRC to date. They were heavily involved in organising events like the World's Greatest Shave and Harmony Day. For the World's Greatest Shave we raised close to \$20 000 which was an amazing achievement for our school. Many of our students made the sacrifice to shave their hair. The students who shaved their hair were Jacob Evans, Mitchell Smith, Mitchell Oyston, Leah Maglis, Indi Glancey, Taylor Dell, Bruce Baker and Luke Voegt.

This year we held Diversity Day at Elderslie High School. This day involved the SRC setting up a rainbow backdrop in the school hall for instant polaroid pictures. We celebrated the diversifying nature of our school and raised \$700.

For Harmony Day 2017, we acknowledged the different beliefs, cultures and ethnicities of all of our students. We did this by forming a tree made out of paper hands, displaying the diverse cultures and beliefs in our school. All money raised on the day went towards our two sponsored World Vision children. For this, we raised \$350 which was again a fantastic effort on the school's behalf.

2017 also experienced Jeans for Genes day, which we held to raise money for medical research towards children with hereditary diseases and other genetic problems. For this day we held a mufti day where students were encouraged to wear jeans and donate a gold coin. At this fundraiser, we raised \$817.

In addition to the already huge successes of 2017, The Biggest Morning Tea was also held. For this event, we raised \$660 for the Cancer Council. This involved having Year 12, staff members and SRC attending a morning tea for which a gold coin donation was required for entry. We had many parents as well as students making food for the morning tea.

This year we saw our new Year 7 members join the Student Representative Council. One of them was Will Cullen who is the Ambassador for JDRF (Juvenile Diabetes Research Foundation). In Term four, the SRC came together to support raising funds for this wonderful cause aimed at curing Type 1 Diabetes. Will and his family baked 800 cupcakes, raising \$800 for JDRF.

School background

School vision statement

At Elderslie High School we plan to develop future focused learners who are equipped with contemporary skills, are resilient, embrace diversity and contribute to the community. We will achieve this by creating a culture where individuals take responsibility for their learning journey and the achievement of their personal best within a community that is committed 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 13 per cent LBOTE, approximately 3 per cent Aboriginal and Torres Strait Islander students and twenty one students in our Support Unit, Autism classes. 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 four partner primary schools is an award winning program. Through innovative 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 as well as identifying 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.

Learning Domain – the school self assessment was consistent with 2016. The next steps to be pursued include; improving value–added results for all students by strengthening classroom practice; building on our commitment to enhance our writing pedagogy project; linking future focused 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 – the school self assessment indicated that we have moved to sustaining and growing for effective classroom practice and excelling in collaborative practice. The next steps to be pursued include 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 – the school self assessment indicated that the school has moved to excelling in leadership and school planning, implementation and reporting. The next steps to be pursued include 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.

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

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 capacity increased further this year with a range of classroom teachers producing evidence of leadership goal achievement within their PDP (Performance Development Plans). Evidence was observed through classroom teachers taking on a range of leadership roles including the coordination of the Aboriginal Education and Positive Behaviour for Learning Committees. The executive continued their professional learning in Growth Coaching to develop additional skills in supporting their staff to achieve goals and now use this framework when leading their staff through the PDP process each year.

Process 2 – Student leadership groups were actively involved in the direction of the school and contributed in many ways to the achievement of key goals. Prefects were involved in the analysis of school-based data alongside the staff in order to help initiate future school planning and create the new school vision statement. Student mentoring continued with more actively involved Year 11 Prefects supporting Year 7 students via transition activities. Student representatives were also involved in a range of committee meetings including Aboriginal Education and Gifted & Talented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have evidence to demonstrate their progress and attainment of National Teaching Standards and their own 2015–2017 Performance and Development Plan.	\$10000	Continued Head Teacher use of growth coaching to enable coaching conversations with staff around performance development.
Student participation in school decision making to support leadership and wellbeing increases by 20%.	\$24444	Student voice was effectively channelled into school planning. Student leadership opportunities developed through primary transition, orientation programs and curriculum links. Aboriginal students were given a variety of opportunities to develop their leadership skills.

Next Steps

- Staff leadership of pedagogy to be further enhanced through establishment of Learning Circles, future focused pedagogies and action research
- Staff collaborate within and across faculties to plan, deliver and assess innovative curriculum pedagogies
- Students become more involved in initiatives that focus on student wellbeing

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 writing platform across all Key Learning Areas. In 2017, all faculties implemented the platform into their programs for a range of text types including persuasive tasks, descriptions and information reports. Evidence of implementation from all faculties was examined by the leadership team and feedback provided to the school's executive. The team also refined the platform to improve its suitability for Stage 5 students through the use of editing and rewriting processes and a common scaffold was developed that could be modified throughout all Key Learning Areas. Professional learning was delivered to explicitly demonstrate to staff the way this should be used and teaching resources were developed and distributed to all staff. Significant improvement occurred for Year 9 students in the writing component of NAPLAN, demonstrating above state average growth.

Process 2 involved the continued focus on internal and external data analysis including HSC RAP data along with Year 12 attendance, assessment. An additional Head Teacher position was created to help monitor senior student success along with a senior mentor teacher under our Striving for Success program. Classroom teachers were required to analyse HSC performance in terms of the number of courses above state average and a review was conducted of student use of staff feedback from assessment tasks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in the number of students in Year 7 and 9 who are at proficient level in writing.	\$20000	In 2017, all Stage 4 classroom teachers implemented the writing platform across a range of text types. Professional learning of all staff took place and work samples were analysed from all Key Learning Areas with implementation support provided to faculties. Stage 5 writing platform trials took place in readiness for 2018 implementation. 2017 NAPLAN Year 9 results indicated significant improvement in writing compared to the State average.
50% of HSC course results are above State average in the HSC.		The school continues to analyse external and school-based assessment data to identify areas of development and adjustments to teaching programs. Focus centred on striving to improve practice related to staff feedback mechanisms.

Next Steps

- Further professional learning on the use of the Stage 5 writing platform
- Presentation of the writing platform to partner primary schools with a view to using the tool with Stage 3 students for earlier impact of writing interventions
- Implementation of Stage 5 writing platform tools and measurement of improvement from baseline data
- Senior Studies teacher employed to support students via the development of individual transition plans
- Staff guide Stage 6 students to develop SMART goals following the release of teacher feedback

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 an evaluation of Stage 5 curriculum, Stage 5 and 6 transition and the differentiation of teaching programs. Transition plans were developed for identified Stage 5 and 6 students. The careers adviser and secondary studies teacher coordinated transition planning and counselled Year 10 students in readiness for the Stage 6 subject selection. An alternative education pathway was trialled for four Year 10 students. Stage 5 students completed a student engagement survey and data revealed that positive student feedback from having three elective choices. Students also found assessment tasks in these electives were interesting and challenging.

Process 2 involved the implementation of a STEM elective in Year 8, increased use of communication platforms and review of Stage 4 elective subjects. A Year 8 STEM elective was implemented and students demonstrated their learning at student showcases in Semester 1 and 2. The school's use of communication platforms such as the Skoolbag App and Twitter have continued to grow, enhancing our interaction with the school community. The number of people downloading and interacting with these platforms has increased. The Stage 4 semesterised elective was reviewed and curriculum preparation began to replace this in 2018 with Project Innovate, a project based learning course.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement through the development and implementation of programs and strategies that support individual and collective wellbeing.	\$80000	A Year 8 STEM elective was trialled and the the Skoolbag App and Twitter platform to enhance communication with the school community. Library future focused learning space furnishings completed. A Stage 4 curriculum evaluation of semesterised electives took place. Preparation began to introduce Project Innovate a project based learning course for Year 8.
All students on education plans have successfully transitioned between school stages and beyond school.	\$25000	Transition plans were developed for identified Stage 5 and 6 students focusing on career pathways. To enhance student engagement three elective courses expanded into Year 10 2017; and a Stage 5 survey indicated continued interest and challenge in Stage 5 elective courses. The community of schools expanded the number of Stage 6 courses offered to include Business Services and Economics in preparation for 2018 subject selection.

Next Steps

- Launch the school Facebook page.
- Evaluation of Project Innovate.
- Evaluate community use of school social media platforms.
- Launch Faces of Elderslie community engagement strategy.
- Employment of a Head Teacher Secondary Studies.
- Evaluation of alternative educational pathways for Stage 5.
- Re-launch Positive Behaviour Learning to support consistent practices and maximise learning in the classroom.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18425	50 per cent of Aboriginal students have participated in specific programs that targeted leadership, curriculum, career pathways and culture.
English language proficiency	\$8561	Comparative assessment of current and past student reports demonstrate improvement.
Low level adjustment for disability	\$70704	Number of students accessing support and demonstrating growth/improvement.
Socio-economic background	\$141018	Evidence from all KLAs that the Common Writing Platform has been implemented. NAPLAN results demonstrate growth in writing. Increase in Stage 6 students accessing transition support.
Support for beginning teachers	\$52376	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. Beginning teacher practice improves as a result of effective mentoring from experienced professionals.
School Curriculum Evaluation		The evaluation of English faculty roles and responsibilities identified the following recommendations: Implement improvements to communication and planning in regards to faculty roles and responsibilities and whole school changes including policies and procedures. Provision of a Stage 6 mentor and shadowing for teachers before teaching a Stage 6 courses. Implement an attendance register and regular distribution and storage of minutes from faculty meetings. Communication flow effectively from faculty to senior executive.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	402	420	428	413
Girls	546	528	527	545

In 2017 the school started with an enrolment consistent with 2016. The proportion of boys and girls was approximately 43 and 57 per cent respectively.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.8	93.1	92.7	94
8	91.9	91.4	90.4	91.5
9	91.2	90.7	90.1	90.3
10	89.4	88	87.8	91.1
11	90.4	87.3	86.2	89.8
12	90.7	91.6	89.9	92.3
All Years	91.5	90.3	89.6	91.5
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

The attendance pattern (Years 7 – 12) is observable for the past four years. Attendance is slightly above 2016 school and state averages for all year groups. 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, discouraging family holidays during the term and analysing attendance records below targets every fortnight utilising the Home 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 2017 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 2017 sixty-seven per cent of students remained in the Year 12 cohort from Year 10 2015. Twenty-one per cent of students left school during Year 11 2016 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	0	5
Employment	6	18	19
TAFE entry	2	6	12
University Entry	0	0	48
Other	3	2	4
Unknown	0	0	3

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 2017, 49 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 2017, 82 per cent of Year 12 students attained an HSC or equivalent vocational educational qualification. In total there were 56 vocational educational qualifications obtained from the 49 per cent of students enrolled in vocational education or trade training courses.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	50.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Whilst there were some staff changes during 2017, the retention rate in real terms was ninety-six per cent. The following teacher changes occurred in 2017:

- three staff members retired
- one staff member resigned

There were four new permanent teacher position appointments in 2017. The appointments were in the following curriculum areas English/Japanese, English, HSIE, and a Head Teacher Secondary Studies.

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	38

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 2017, 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 centred on school strategic directions and improved pedagogical practices.

Professional learning was provided both within the school and through courses delivered by the Department of Education 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 with additional behaviour needs. This has supported the capacity of teachers to differentiate for the needs of a wider range of students within their classrooms in order to maximise educational outcomes for these students.

Professional learning time has promoted collaborative staff practice in evaluating the School Plan (2015–17) and preparing for the development of the 2018–2020 School Plan. Specific learning has also been undertaken in future focused pedagogical practice. Positive Behaviour for Learning has also been a focus along with preparations for National Curriculum courses.

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. This mode of professional learning was replicated as an additional team planned for introduction of a project-based learning STEM course.

Elderslie High School's executive team have built upon their 2016 Growth Coaching credentials which has allowed for the implementation of a solutions focused

approach to leadership conversations with staff. Individualised support around effective teacher goal development, evaluative thinking and production of stronger annotated evidence has already occurred.

In 2017, 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 head teachers and senior teachers as mentors.

In 2018 professional learning will focus on the introduction of growth mindset concepts, a continuation of future focused pedagogies, the development of learning circles about innovative pedagogical practice, the development of common lesson framework and the introduction of MindMatters. These initiatives will support the achievement of the targets established within the 2018–20 School Plan.

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.

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.

A full copy of the school's 2017 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.

Receipts	\$
Balance brought forward	1,193,615
Global funds	445,991
Tied funds	241,225
School & community sources	397,771
Interest	12,447
Trust receipts	28,560
Canteen	0
Total Receipts	1,125,995
Payments	
Teaching & learning	
Key Learning Areas	121,258
Excursions	81,217
Extracurricular dissections	131,034
Library	13,685
Training & Development	2,723
Tied Funds Payments	273,809
Short Term Relief	21,559
Administration & Office	315,151
Canteen Payments	0
Utilities	76,430
Maintenance	74,533
Trust Payments	41,289
Capital Programs	86,453
Total Payments	1,239,141
Balance carried forward	1,080,469

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	1,920,933
Appropriation	1,619,184
Sale of Goods and Services	90,099
Grants and Contributions	209,666
Gain and Loss	0
Other Revenue	0
Investment Income	1,984
Expenses	-662,353
Recurrent Expenses	-662,353
Employee Related	-224,577
Operating Expenses	-437,775
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,258,580
Balance Carried Forward	1,258,580

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.

The school has a finance committee that meets once a term to review and monitor expenditure. The Business Manager leads the implementation of the annual school budget. Faculties and special program budgets are submitted for review and approval at the annual finance planning day.

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, air conditioning for the front office refurbishment replacement of superseded laptops, classroom air conditioning units, examination tables and classroom furniture.

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	8,324,467
Base Per Capita	147,132
Base Location	0
Other Base	8,177,335
Equity Total	370,754
Equity Aboriginal	18,425
Equity Socio economic	141,018
Equity Language	8,561
Equity Disability	202,751
Targeted Total	687,918
Other Total	149,376
Grand Total	9,532,515

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.

Literacy – Year 7

One hundred and sixty-nine Year 7 students completed the NAPLAN Literacy assessment. Overall the average scores for our Year 7 students were below state average in reading, writing, spelling and grammar and punctuation.

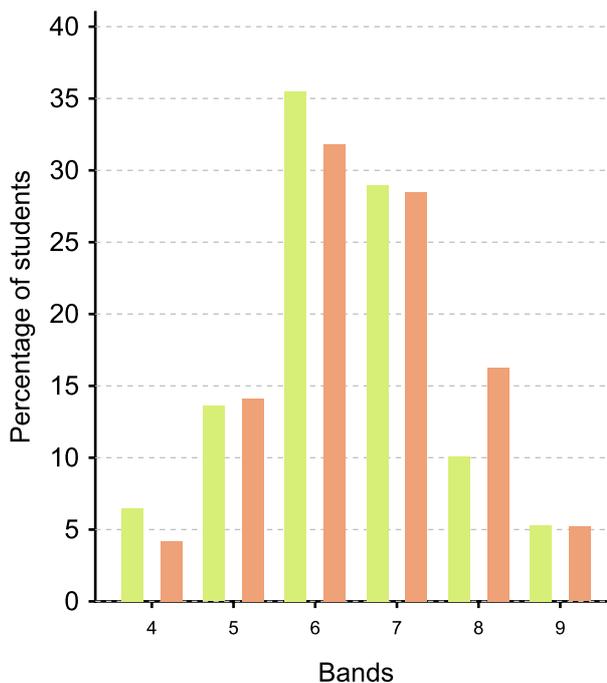
The percentage of students in the bottom two bands for writing increased from 22 per cent in 2016 to 45 per cent in 2017. Growth data indicated that 45 per cent of Year 7 students achieved greater than or equal to expected growth rates in writing, 51 per cent in both spelling and grammar and punctuation.

Literacy – Year 9

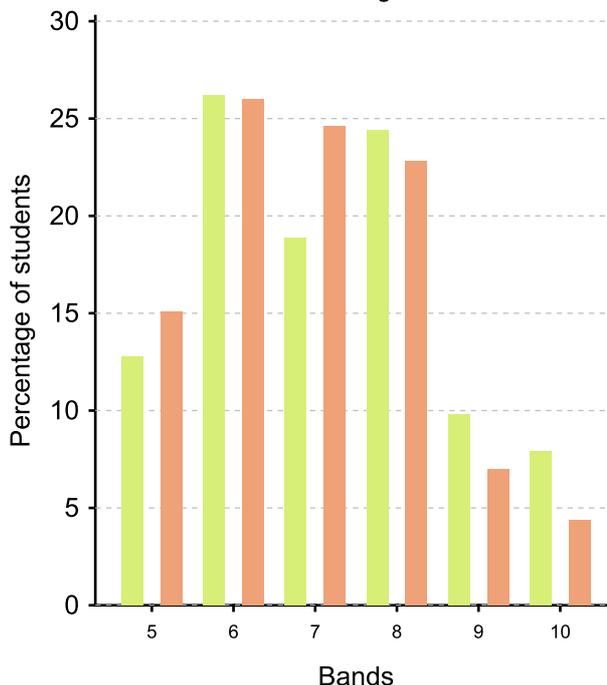
One hundred and 64 Year 9 students completed the NAPLAN literacy assessment. The school average for reading, spelling, grammar and punctuation were slightly below state average. The average score for writing was 5.2 points above the state average.

In Year 9 the school increased the number of students in the top two bands for writing from seven per cent in 2016 to almost 18 per cent in 2017. The growth data indicated that 67 per cent of students achieved the expected minimum growth in reading, 55 per cent in writing and fifty-seven per cent in spelling between Year 7 and Year 9.

Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 9 Writing



Numeracy – Year 7

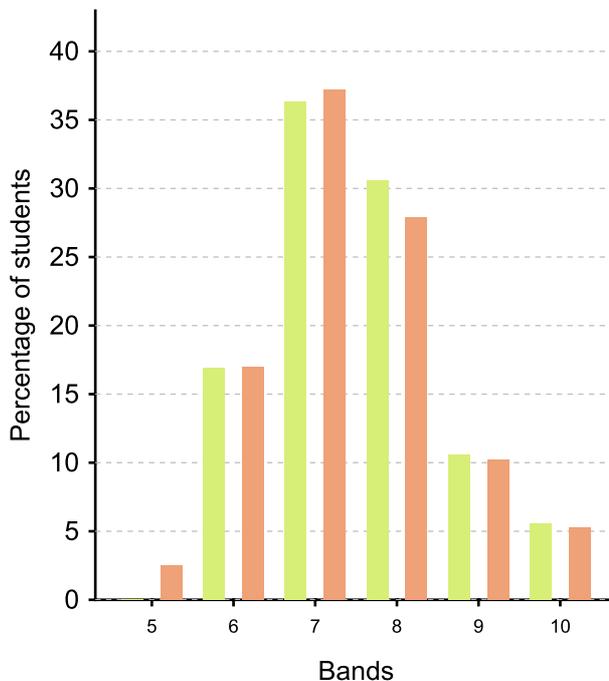
One hundred and sixty seven Year 7 students completed NAPLAN numeracy assessment. Year 7 had lower than state average percentages in the top band and lower than state average percentages in the lower bands. Growth data indicated that 58 per cent of Year 7

students were greater than or equal to the expected growth rates in numeracy.

Numeracy – Year 9

One hundred and sixty Year 9 students completed NAPLAN numeracy assessment. In Year 9 we had no students score below the national minimum standard. The growth data indicated that 75 per cent of the cohort achieved greater than or equal to the expected minimum growth rate between Year 7 and Year 9, with 75 students achieving a band eight or higher.

Percentage in bands:
Year 9 Numeracy

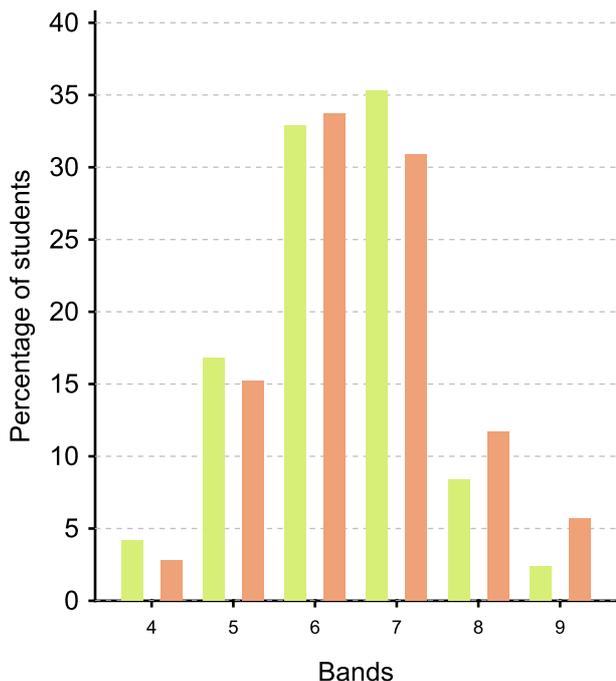


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school

In Year 7 2017 15.4 per cent of students were in the top two bands for reading and 10.8 per cent of students were in the top two bands for numeracy.

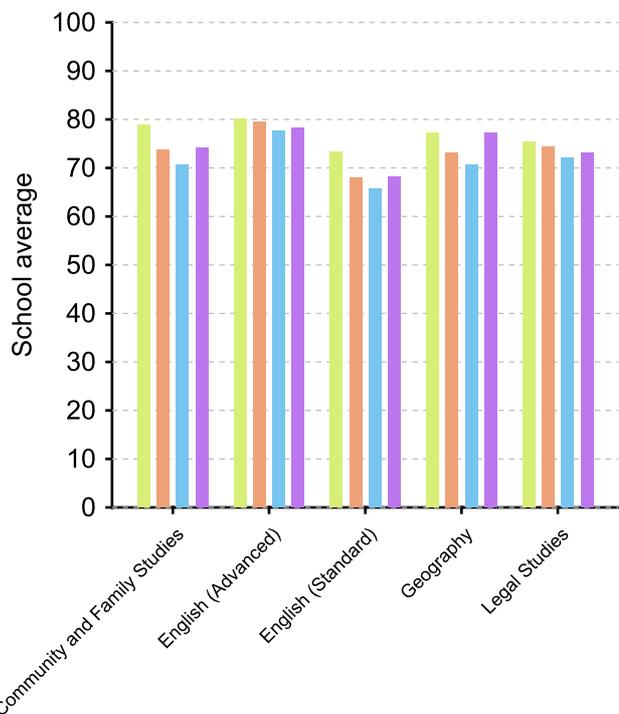
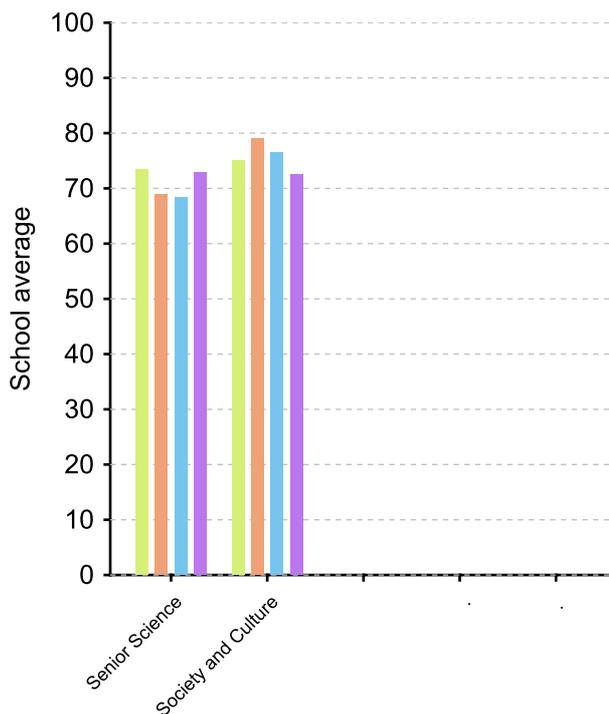
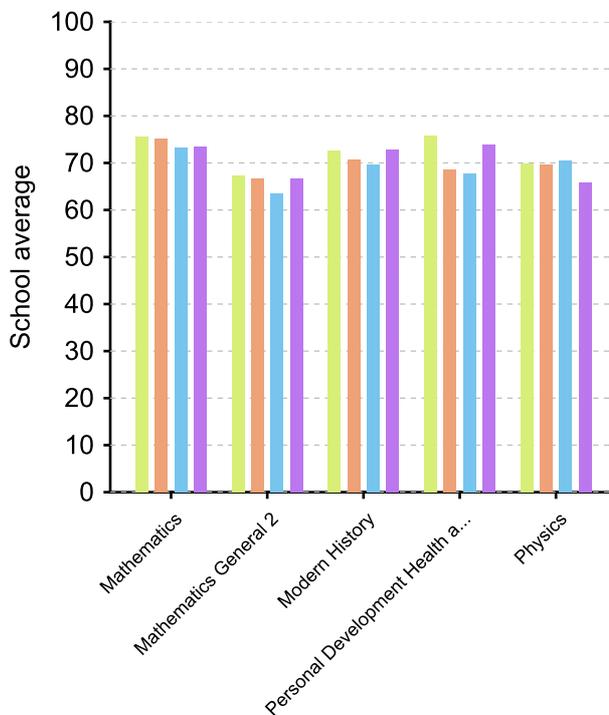
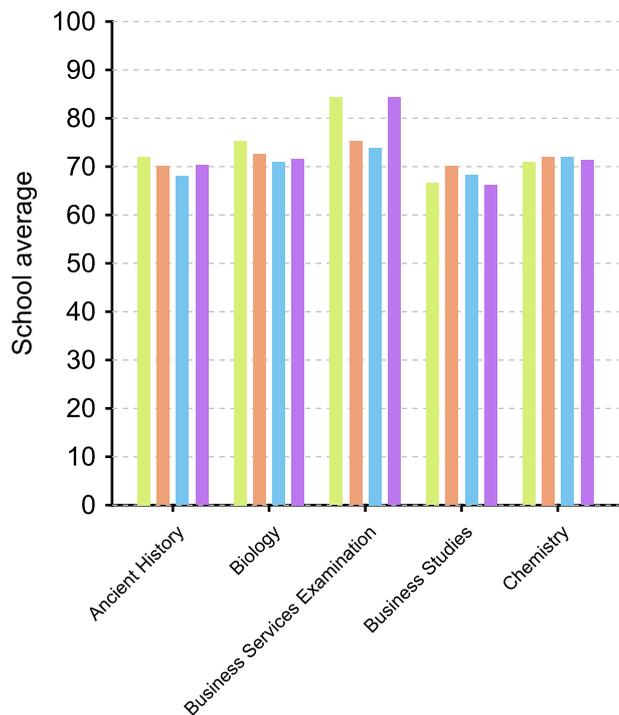
In Year 9 2017 14.9 per cent of students were in the top two bands for reading and 15.12 per cent of students were in the top two bands for numeracy.

Percentage in bands:
Year 7 Numeracy



Higher School Certificate (HSC)

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



English

For the 64 students who studied English Standard the average score was above the state average. Seventy percent of the candidates gained a Band 4 result or higher. Ashleigh Osbourne attained an outstanding Band 6 result.

Thirty-five students completed the English Advanced course with four candidates, Alexandra Berry, Isabella Mackenzie, Deni Hoxha and Danielle Cazalet achieving a Band 6 result. Eighty-nine percent of the students achieved a Band 4 results 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. However, all Extension 2 candidates achieved an outstanding Band E4 result, Alexandra Berry, Ashleigh McMurdo, Isabella Robinson and Olivia Garcia.

Mathematics

In 2017, 68 students studied the Mathematics General 2 course, 17 students studied Mathematics, 5 students studied Mathematics Extension 1 and 3 students Mathematics Extension 2.

The average student examination result in Mathematics General 2 was slightly below the state average. Ashlee Osborne achieved a Band 6 result and 44 percent of the candidature scored a Band 4 or higher.

The average student examination result in Mathematics was slightly below the state average. Kyle Grenfell and Deni Hoxha scored a Band 6 result. All students scored a Band 3 or higher with 53 percent scoring a Band 4 or higher.

A very small cohort of students studied Mathematics Extension 1 and 2, thus making a valid statistic analysis difficult. Jeremy Olliffe and Adam Osbourne achieved a Band E4 in Mathematics Extension 1 and all three students achieved a notional Band 6 in Mathematics Extension 2.

LOTE (languages Other Than English)

One student studied Japanese Beginners and one student studied Japanese Continuers. One student achieved and band 5 result in Japanese Beginners. Due to the small number of students studying these courses it makes a valid statistical analysis difficult.

Human Society and Its Environment (HSIE)

Ancient History had a large candidature of 57 students. The group performed well with four students achieving a Band 6 result. They were Alexandra Berry, Deni Hoxha, Shannon McAleese and Ashleigh Anne McMurdo. The percentage of Band 6 students was slightly above the state average. Six students achieved a Band 5 result.

Twenty-nine students studied Modern History in 2017 with three students achieving a Band 6. These students were Alexandra Berry, Deni Hoxha and Gillian Kowalik. A further eight students achieved a Band 5 result. Similar to Ancient History, our Band 6 students in Modern History were above the state average.

Nineteen students studied Society and Culture in 2017 with nine students achieving a Band 5 or above. Of particular mention is Corwin Hedges who achieved a

Band 6 in this course. Several students achieved outstanding results in the submission of their Personal Interest Project, with Paris La Hay deserving special acknowledgement.

Thirty-eight students studied Legal Studies in 2017. Two students achieved a Band 6 with twelve students achieving a Band 5. The students achieving a Band 6 were Deni Hoxha and Brianna Milburn. Special recognition for Alexandra Berry, Gillian Kowalik and Paige Reilly for their high achieving Band 5 results. The students achieving a Band 5 were above the state average.

Sixteen students studied Business Services in 2017. Three students achieved a Band 6, with Madeleine Leehy achieving first place in the state in this course with an HSC Examination result of 99. Both Emilia Laria and Madison Bloor also achieved a Band 6 result. Eight students achieved a Band 5. These students were Courtney Brown, Cassidy Brown, Georgia Eggert, Montana Habib, Jamie McMurdo, Emily Simpson, Brianna Smith and Hannah Wright. The results for this course were significantly above state average.

Eleven students studied Geography in 2017. This being a small cohort, five students achieved a Band 5 and three students achieved a Band 4. Special recognition is given to Brianna Milburn and Gillian Kowalik for their high achieving Band 5 result. The students who achieved a Band 5 were above the state average in their achievement. The results for this course were significantly above state average.

Science

In 2017, 53 students completed a Stage 6 Science course with a number of candidates in Biology, Chemistry and Physics. Seventy-eight per cent of students in Biology achieved a Band 4 or higher and the overall course performance was above state average. Fifty-four per cent of Chemistry candidates achieved a Band 4 or higher. Fifty-eight per cent of students in the Physics course achieved a Band 4 or higher. Seventy per cent of Senior Science candidates achieved a Band 4 or higher and the overall course performance was above state average.

Personal Development, Health and Physical Education (PDHPE)

Thirty-seven students studied PDHPE with the average student result being above state average. Sixty-five per cent of candidates achieved a Band 4 result or higher. Of particular mention are seven students receiving Band 6 results and nine students receiving Band 5 results. Twenty-three students sat the HSC for Community and Family Studies. Two of these students achieved a Band 6 and 10 students gained a Band 5.

Creative and Performing Arts (CAPA)

In 2017 a small cohort of students completed the HSC Dance, Drama, Music 1, Visual Arts courses thus making meaningful comparison with state results difficult. One hundred per cent of the students studying

a CAPA subject for the HSC achieved a Band 4 or 5.

Technological and Applied Studies (TAS)

Textiles and Design again achieved outstanding results in 2017 with three students out of the five that sat the HSC received a Band 6 result. The school average was significantly above state average. The school results were significantly above state average. Six students studied Engineering. Two of these students achieved a Band 5 result. The small number of students who studied this course makes statistical analysis difficult. One hundred per cent of the class achieved above a Band 4. Nine students studied Industrial Technology Timber. The small number of students who studied this course makes statistical analysis difficult. Seven students completed the Software Design and Development course. Due to the small number of students studying the course it makes a valid 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 Camden High School), Business Services, Entertainment Industry, Sports Coaching, and Construction. Eight students elected to complete the Hospitality–Food and Beverage examination with one student achieving Band 5. The school average results were slightly below state average. Four students completed the Hospitality–Kitchen Operations and Cookery examination. Two of these students achieved a Band 5 result. One student 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 Business Services, seventeen students completed the VET qualification and completed the HSC examination. Three students achieved a Band 6 result and eight students achieved a Band 5 result. The average student result in this course was significantly above state average. Madeleine Leehy placed first in the course in NSW. In Construction, four students completed the VET qualifications, however only three completed the HSC examination with one student achieving a Band 5 results. 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 2017 the Elderslie High School community participated in the MindMatters survey which helps capture the views of students, parents and teachers with regards to student mental health, wellbeing and the school environment. Six hundred and fifty-five students, 65 parents and 29 staff

completed the survey.

Students indicated that mental health and wellbeing was important for learning, the majority of students indicated that they felt a sense of belonging to the school, feel safe, can talk to trusted people are able to help a friend seek support and there are staff they can talk to if they are worried or upset. Students do participate in activities that help them to manage stress and develop resilience. Survey results indicate that the school could expand on caring for individuals, developing resilience and strategies to manage bullying and harassment.

Parents indicated that they were somewhat aware of school policies and practices that support mental health and wellbeing, their children feel safe and they felt welcomed when they visit the school. The majority of parents surveyed indicated that their views and questions were taken seriously by the school and they had opportunities to contribute to decision making. Parents were less aware of programs the school was running for students to develop skills to manage stress and be resilient. Parents were confident that staff would help their children with emotional wellbeing. The school could expand upon providing information about their child's wellbeing as part of the reporting process and provide more useful information about adolescent development and youth mental health services.

Staff indicated that the school fosters a school climate that supports mental health and wellbeing and they understood policies and practices that supported student wellbeing. The majority of staff surveyed indicated that they have a strong sense of connectedness and belonging to the school and that the school effectively deals with bullying and harassment problems. They felt that they were able to help students develop their social, emotional and resilience skills through everyday interactions. They also indicated that the school works with parents and families to support student mental health and wellbeing. The school could expand upon providing professional learning on mental health and wellbeing and provide a broader range of opportunities for parents, staff and students to get to know each other.

- Future directions will include the following; Presenting the survey data to staff, student leaders and parents.
- Identify where MindMatters can be included and strengthened within the curriculum.
- Develop a whole school approach to mental health and wellbeing.
- Provide parent forums with a focus on accessing services and supports for mental health and wellbeing.
- Provide professional learning for staff on mental health and wellbeing and building resilience.
- Clearly communicate the school support structures for students who experience bullying and harassment.

Policy requirements

Aboriginal education

Only three per cent of our total student enrolment identify as Aboriginal. In 2017 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 used equity loading to support Aboriginal seniors students who were preparing for the HSC.

In 2017 we trialed an Indigenous leadership group during roll call. Students were invited to participate in this group and could opt out at any stage throughout the year. Ms Jeffries led this group which enabled her to facilitate extensive consultation on school matters with our Aboriginal students on a daily basis. Ms Jeffries was also given a period allocation through equity funding to coordinate Aboriginal Education at Elderslie High School.

Our school participated in the Pathways to Dreaming organised by the Western Sydney University. Students from the university mentored our Year 8 students and they also participated in an excursion to one of the university campuses each term. The purpose of the program is to increase student aspiration to undertake tertiary education whilst strengthening connections to culture.

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 two speeches a ceremonial explanation of the significance of fire, water and earth and presentation which explained the significance of NAIDOC week. The assembly was followed by a community luncheon.

Two students achieved an Aboriginal Student Achievement Award. Georgia Eggert in Year 12 was the recipient of the Kari All Round Achievement Award and Courtney Jones in Year 12 was the recipient of a Sport Award. Georgia Eggert was also the successful recipient of the Zonta Leadership Award for an Aboriginal student.

Our Aboriginal students attended Healthwise and various careers days at Western Sydney University to learn about careers in the health and medical fields. Students also participated in a dance workshop and Artucation which was a series of workshops that delves into building self esteem and confidence whilst creating an artwork.

Through participation and involvement in a wide variety of activities in 2017 our students have improved their knowledge and involvement in Aboriginal Culture and many of our students have significantly improved their leadership skills.

Multicultural and anti-racism education

The school has 7 per cent of the student body from a language background other than English (LBOTE), representing 36 language groups, the main ones being Italian, Spanish, Urdu, Vietnamese, Thai, Arabic and Hindi. In 2017 NAPLAN, the majority of Year 9 LBOTE students attending Elderslie High School achieved at or above the percentage expected growth rate in writing and numeracy and below the percentage of expected growth for reading, spelling and grammar and punctuation.

Elderslie High School hosted one exchange student Misaki Asano from Japan. Misaki participated in Year 11 Preliminary HSC course for three terms.

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.

The school was asked to hosted 20 students and three teachers from the Farmers Childrens 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 2017. 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 2017 was the annual school musical, The Sound of Music.

Dance

- Lilibeth Dell from Year 11 gained selection to the NSW Public Schools State Dance Ensemble.
- Dance ensemble and dance company were selected for the Dance Festival Ultimo Public Schools.
- Ballroom dance ensemble were selected for the Dancesport Challenge Ultimo Public School.
- Twelve of our dancers represented Elderslie High School in combine dance – Schools Spectacular, 2017.

Drama

- Year 11 Drama Class was selected for and participated in the Drama Festival, Ultimo Public Schools.
- Blake Penfold from Year 10 was selected for the NSW Public Schools Year 10 Drama Ensemble.

Music

- Music students participated in Camden Show, Youth Rock, and the Principal Network Award Ceremony.
- Orchestra participated in the Penrith Eisteddfod at which they placed third overall in the event.
- Seventeen students represented Elderslie High School at Southern Stars.

Visual Art

- The Year 7 and 8 Visual Arts students participated in the Design an Ad competition organised by the Advertiser, with Victoria El Khoury gaining Second Place in the High School section.

Achievement in Sport

2017 was once again a successful year for Elderslie High School students at zone, regional and state carnivals. The students worked whole heartedly, 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.
- Elderslie High School students were awarded 19 Macarthur Zone Blue Awards presented in 2017 demonstrating the depth of our sports excellence.
- Elderslie High School has also won two Zone carnival point scores in 2017. This means we were the champion school in the Macarthur Zone in Swimming and Athletics.

Several students also excelled at their given sport to reach NSW and Australian 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 staff and students of Elderslie High School. We look forward to continued success in 2018.

Swimming

Numerous records were broken at school and zone swimming carnivals in 2017. As a result of the outstanding performances of our students 39 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 medallists – Vanja Kamenjas 15 years boys 100m freestyle, 50m freestyle and 100m butterfly.
- Silver medallists – Natasha Burke 17–19 years girls 400m freestyle, 400m Individual Medley and Vanja Kamenjas 15 years boys 100m freestyle.
- Bronze medallists – Aleksandria Illic 16 years girls 100m breaststroke, 100m butterfly, 200m freestyle and 200m individual medley.

Three students also represented Elderslie High School at the 2017 NSW All Schools Swimming

Championships. Silver and bronze medals were gained by Vanja Kamenjas for 15 years 50m butterfly, 100m freestyle and 100m butterfly.

Athletics

As a result of the outstanding performances of our students fourteen 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. Bianca Chauvin achieved a silver medal for 13 years girls 800m and bronze medals were awarded to Mackenzie Court for 13 years girls 800m, Erin Wooldridge for 14 years 400m and Reese Bacon for 17 years and over high jump.
- At the 2017 NSW All Schools Athletics Championships, a gold medal was gained by Ella Wooldridge for girls 15 years and under 2km steeplechase and bronze medal was awarded to Erin Wooldridge for girls 14 years and under 2km Steeplechase.

Cross Country

Thirteen students qualified for the NSW CHS Cross Country Championships. The major achievements were as follows:

- A silver medal was awarded to the 14 year girls team. Team members were Erin Bloor, Shae Elguindy, Estelle Hollinshead and Erin Wooldridge.

NSW Representation

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

- Samuel Dukes and Brianna Smith for open lawn bowls.
- Hannah Trethewy open girls cricket team.
- Nathan Baker open boys cricket team.

Australian Representation

The following students represented nationally in their chosen sports:

- Jaide Gayle–Weiling – Inline speed skating World Championships.
- Maddison Lewis – C2 mixed and downriver canoeing.

Other Significant Achievements

- Ogi Jovanovic Year 7 achieved a platinum award for the Premier's reading challenge.
- Amali Smith Year 8 won the impromptu section of the NAIDOC Public Speaking Competition.
- Erica Sheather represented the school at the Macarthur Quota Club Student of the Year Competition.
- Briannan Eggert and Zayne Lewis Year 8 hosted Ultimo Public Schools events.
- Georgia Cunnion and Blake Penfold Year 10 hosted the Principal Network Award Ceremony.
- Serena Chowna, Georgia Cunnion and Alyssa Heyward and Nancy Haggerty were zone winners

and regional finalists in the Year 9 and 10 Premier's Debating Challenge.

- Jasmine Cardona, Dylan Maclou, Ashleigh McMurdo and Mitchell Oyston were zone winners and regional finalists Year 11 and 12 Premier's Debating Challenge.
- Lucy Mottram, Matthew Guthrie, Briana Panepinto, Georgia Cunnion, Serena Chowna, Nancy Haggerty competed in mock trials and ranked in the top six teams in the region and competed in the second elimination round, placing them in the top 30 teams in the State.
- Two students Mitchell Oyston and Mariale Truong in Year 11 were successful recipients of the Victor Chang Research Institute School Science Award.
- Dylan Maclou was selected for the Director For A Day program and shadowed Murat Dizdar, Executive Director NSW Public Schools.
- Erika Sheather was selected for the Secretary For A Day program and shadowed Christine Tasker, Director NSW Public Schools.
- Hannah Trethewy was nominated for SHAPE for her outstanding major work for Textiles and Design.
- Hannah Trethewy and Deni Hoxha were recipients of the Minister's Award for Academic Excellence.
- Miss Natalie Cavaleri was the recipient of the Minister's Award for Excellence in Teaching.
- Brendan Ross and Gillian Kowalick were recipients of the Australian Defence Force Long Tan Leadership and Teamwork Award.
- Jack Armstrong was the recipient of the Pierre De Coubertin Award.
- Deni Hoxha was awarded the ANZAC Memorial Scholarship.
- Deni Hoxha was named as All Rounder for his HSC results.
- Nathan Baker, Joshua Lord and Brianna Smith were recipients of a NSW CHS Blues Award.
- Hannah Jenkins won the National Wool 4 School Competition.