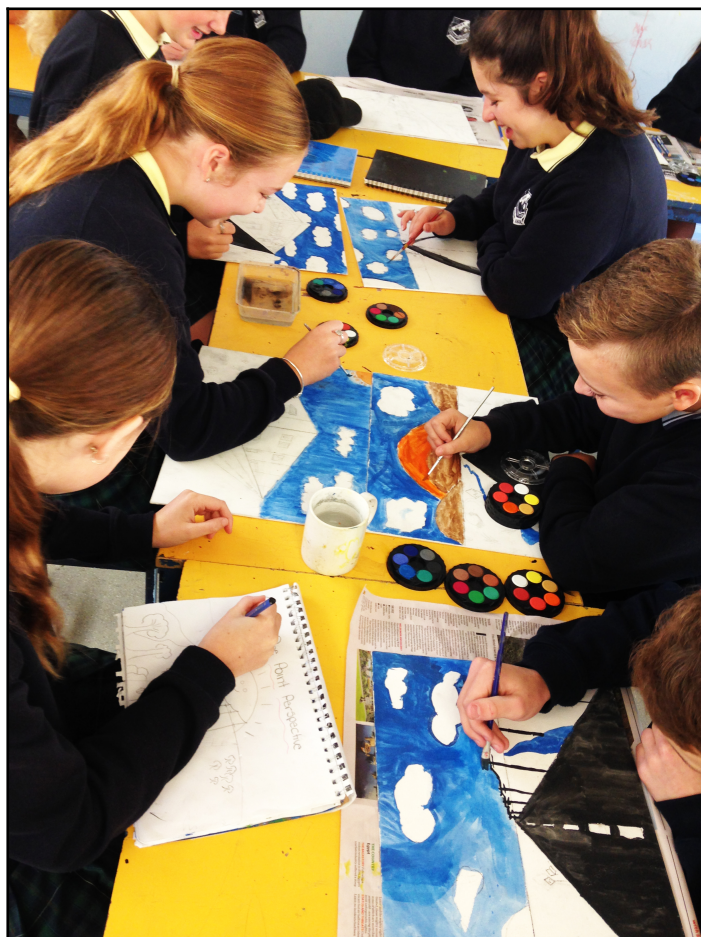


# Erina High School

## Annual Report



2018



8405

## Introduction

The Annual Report for **2018** 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

2018 has been a positive and successful year for Erina High School as we implemented our 2018–2020 school plan that is strongly focused on quality teaching and learning. This strong emphasis on student success is demonstrated through the significant improvement in NAPLAN and HSC results. In 2018 81 students sat the HSC with 25 courses examined achieving 41 top bands ( 5 and 6). Our star HSC performer was Caitlin Booker who successfully achieved Band 6 in Ancient History and PDHPE and Band 5 in Biology, Advanced English, Mathematics and Legal Studies.

As a "Bump it Up" school we have made significant improvements towards the Premiers Priority of 21% of students in the top two bands for reading and numeracy by 2019. Our NAPLAN results were very strong with 20.24% in the top two bands in 2018 NAPLAN. So close to achieving the target of 21% the school continues to be committed to improving literacy and numeracy across the curriculum and ensuring students are well equipped with the foundations of learning.

In 2018 EHS received a major maintenance upgrade providing a much welcomed facelift in classrooms and external building repairs. Students were very appreciative of the capital works completed in the changerooms providing a much needed refurbishment. Major work has been completed in improving the school facilities such as new concreting to repair trip hazards, new picnic tables and upgrading of the senior area.

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 2018 they provided funding for the new 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 successfully implemented the new student and financial management system and continue to provide high level support to students, staff and parents. They have actively engaged with professional learning to develop skills required to implement new systems.

In 2018 EHS staff 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 students' 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 100, which directly relates to our funding allocation. 7.4% of our students are Aboriginal and 7.1% 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 continues to show steady improvement with strong value added growth in both reading and numeracy. We are committed to achieving 21% of students in the top two bands of NAPLAN reading and writing by 2019 aligned with the Premier's target for *Bump it Up*. 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 from 11 in 2017.

# 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 2018, Erina High School has maintained a strong position as sustaining and growing in the learning domain. There has been significant infrastructure and processes that has been established in 2018 that will maximising potential growth in student learning into the future. The planning, decisions and ultimate implementation of targeted approaches to learning within EHS have been made with the clear vision of developing our students' skills in literacy and numeracy, strong content knowledge and the ability to learn, along with social development in creating responsible citizens. The major milestone in the future of education at EHS has been the collaboration that has been involved in the establishment of a future focused curriculum in Y7-8. The EHS Masterclass is pioneering a new approach to engaging students and developing 'future proof' skills and more importantly developing a love of learning. The optimism and confidence in this embedded ethos at EHS will promote future movement to excelling in the learning domain.

An area of strength in the learning culture theme, the EHS Transition Program. The ability to engage with future students throughout Stage 3 and to interact in a professional capacity with our local Erina Learning Community, is essential in defining the EHS 'brand' and high expectations. The comprehensive nature of the programs allows for students across Stage 3 to immerse themselves in EHS on numerous occasions prior to their enrolment, thus decreasing any future anxieties that may occur. The capacity to profile our future students and cater to their learning needs is by product of our excelling transition. The planning, development and designing of specific strategies to address learning needs for our future students ensures a smooth transition and continuity of learning.

The development of a number of student wellbeing programs have also been established. In 2018, EHS continues to be sustaining and growing and has responded to student, parent and community feedback to establish programs that

enhance student wellbeing and support students to reach their potential. Some of these programs are in their infancy, however social development of students and the increased connection to EHS, will contribute to greater engagement in their learning. The Junior Leadership Program has filled a void to develop leadership skills from Y7–12, the EHS Expectations for Learning promote a positive and productive learning, the Hands–Off Policy has ensured cleared boundaries for student safety and interactions, the Praise and Reward continues to reinforce diligence and in 2018 is sponsored by a local business. There wide scope of targeted wellbeing programs offered in 2018, some of which include; Rock 'n' Water, Top Blokes, and Try 'a' Trade. The strong and comprehensive commitment to the wellbeing of EHS students.

Curriculum, Assessment and Reporting form a foundation to successful student learning. EHS continues to be sustaining and growing in 2018. In alignment with the NESA mandates pertaining to the number of assessment tasks in Stage 6 and the type of tasks planned, the EHS Executive evaluated all Stage 6 Assessment Schedules to ensure that EHS well prepared for the implementation of these mandates. This process is planned to be mirrored through all stages in the school, with only four Formal Assessment Tasks in Y7–10, three in Y11 and four in Y12. In the process, staff have analysed HSC data through both the RAP and SCOUT platforms, advice from the Literacy and Numeracy Team and in some faculties, collaborated with other local schools, to ensure that assessments are thoughtfully designed and accessible for all students to demonstrate their abilities. The consistency of reporting continues to be an asset in communicating with parents, with both the week 6 Interim Reports and Semester Reports providing timely feedback of learning.

EHS has celebrated success on the journey towards the targets under the Bump It Up Strategy. While EHS has identified as delivering in the area of Student Performance Measure, the movement from 16.7% of students in the top two bands in Y9 NAPLAN Reading and 15% in Numeracy, has been significant. The structuring and implementing of explicit strategies from the Literacy and Numeracy Team across the whole has been a catalyst from the increase in performance. The inclusion of regular PAT testing across Stage 4 and utilising the immediate data to define trends in areas of development has enabled staff across all KLAS to be part of a holistic approach to increasing student results. Students are now engaged in and utilising online programs to develop Numeracy skills and in 2019, a Literacy equivalent will be in operation. EHS staff have also participated in Professional Learning to develop their capacity to identify opportunities within specific curriculums to contribute to the whole school commitment to increasing literacy and numeracy skills. These strategies have been validated in the 2018 results of 20.4% of Y9 students being in the top 2 bands for both Reading and Numeracy.

In the domain of Teaching Erina High School has maintained its overall position as sustaining and growing with all teachers committed to identifying, understanding and implementing the most effective explicit teaching methods and pedagogy. This was evidence in the Effective Classroom Practice element of the School Excellence framework. Teachers work collaboratively to share rich curriculum knowledge, data, feedback and best practice to inform the development of evidence–based programs, opportunities and learning experience, which focuses on the best outcomes and achievement for all students. EHS teachers are skilled practitioners at explicit teaching techniques to differentiate and meet the needs of all students.

Teachers understand the importance of effectively and meaningful feedback to embrace a culture of continuous improvement. Teachers provide explicit, specific and timely feedback that promotes improved student learning. These strategies and quality teaching practices are coupled with excelling classroom management strategies and collegiality collaboration supporting a school–wide approach to highly productive and engaging learning environments where students thrive and succeed.

IN 2018, EHS took pride in its expertise in excelling in Data Use and Skills with regular student data analysis to identify student achievements and progress in order to inform future directions and maximise the opportunity to improve students learning. EHS adopts a school–wide approach and a shared responsibility to student improvement and growth. This year there was a strong focus on HSC data analysis and NAPLAN data, utilising rich data sets and information. This rich data was led by a proactive and responsive Literacy and Numeracy Team and strategic professional learning focused on data analysis in all stages and resulted in strategic palnning and clear future directions and actions.

All EHS teachers use the Professional Standards as a reference for self–reflection and continuous professional development. Staff set specific goals to improve their professional practice, plan opportunities and professional learning to support their growth and regularly monitor, track and review their performance in a supportive and collaborative environment. The Performance and Development Process is at the core of improving individual and whole school performance and professional growth. All professionally learning and development is strategically implemented and provided in alliance with the school plan and its impact on teaching and student learning outcomes continually evaluated. This is achieved with formal mentoring and coaching to improve teaching and develop the leadership capacity of all staff.

Students learning at EHS is underpinned by high quality teaching, high levels of professionalism and commitment from its teachers. Lessons, learning opportunities and the learning environment are engaging, productive, and evidence–based. Teachers take a shared responsibility for student improvement and progress through effective collaboration.

In the domain of Leading Erina High School has maintained its overall position as sustaining and growing with our

Council the School ovals are regularly used by outside sporting groups for after school training and weekend sport. The Multi-Purpose Centre ( MPC) is often hired by Community groups such as dance, martial arts and drama groups. EHS strongly supports the free use of the MPC for each partner primary school in the ELC when they host musicals and large scale presentation evenings as well as hosting the local AECG Tjudibaring annual " Deadly Awards". In staff deployment, technology and financial management with have strong evidence to support sustaining and growing in the School Resources element as evident with the refurbishment 2 year plan for the library to cater for innovative learning spaces, professional learning for Teaching and Non-teaching staff in the use of new technology systems and processes through SAP finance and HR packages.

School planning, implementation and reporting is sustaining and growing consistently across each theme within the element. The development of the 2018-2020 school plan was lead by the school leadership team through high level consultation with key stakeholders and clearly articulated to the broader school community. There is evidence of a genuine commitment by staff to implement actions in the school plan and monitor progress through realistic and achievable milestones as referenced in the Learning and Teaching domains.

In the element of Educational leadership EHS is sustaining and growing with the school leadership team implementing tight monitoring processes to ensure high level accountability with each stage of learning as evident through HSC monitoring checks each term and annual curriculum and assessment reviews. There is strong alignment with syllabus documents aligned with quality teaching and learning programs that engage the broad range of learners. The school has a well embedded process through the performance and development framework that seeks to ensure all staff are accountable for their performance committed to ongoing improvement through quality professional learning. Using "Tell them from me surveys, a parent forum, parent curriculum nights and engaging with our stage 3 parents and partner schools EHS is committed to seeking and acting on community feedback to work towards continuous improvement supporting a culture of high expectations.

Management practices and processes are assessed as sustaining and growing committed to delivering a high quality service delivery. Strong administrative systems are in place and with the introduction of SAP finance and HR the school has effectively implemented these new reforms. EHS is acutely aware of the competitive educational space they operate in with a high concentration of Private schools in close proximity. There is a united effort across the ELC for Erina High School to be the local secondary school of choice and provide exceptional educational outcomes for all students. Evidence of community satisfaction is the stability of student enrolments at EHS over the last 6 years attributed to the highly effective transition programs in stage 3 and 5, quality genuine community engagement and high level responsiveness to our local context.

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

A professional, inspiring learning community

### Purpose

To create a quality teaching and learning environment 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.

### Overall summary of progress

Numeracy Programming Audit / Online programs across all curriculum areas

Numeracy PAT processes to gain baseline data

Extension of Reading Program 7–10 in roll call

Staff data training across the school – SCOUT, RAP,

Bump it up continued to reach target

### 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 in Year 9 NAPLAN Reading by 5.17% to achieve a target of more than 21% in 2020 from 15.83% in 2018.	326,825 Bump it up Consolidated funds, equity	20.4% of students in top 2 bands in NAPLAN for Numeracy and Reading.
Increase the proportion of students in the top 2 bands in year 9 NAPLAN Numeracy by 5.7% to achieve a target of more than 21% in 2020 from 15.3% in 2018.	as above	20.4% of students in top 2 bands in NAPLAN for Numeracy and Reading.
NAPLAN and HSC outcomes for Aboriginal students are above state average.	as above	75% growth for Y9 NAPLAN writing compared to 41% of state growth 66.7% growth for Y9 NAPLAN Numeracy compared to 57% of state growth
Increase the number of HSC courses above state average from 11 in 2017 to 15 in 2020	as above	3 courses above state average a total of 41 bands 5 and 6 achieved by students
Improvements in PAT reading tests demonstrate consistent growth for all students each year.	18,042 ILNNP	PAT reading tests have highlighted the significant growth in students in the lower three stanines and moving students in the middle to top stanines as evident through NAPLAN data .
Increased student engagement is evident through increased positive mentions on SENTRAL.	799 Consolidated funds	– Students receiving higher awards in the Praise and Reward Program. – Community engagement on social media – introduction of Student of the Year, business sponsorship and support. – Increase in students receiving an A+ Student Rating for 20 plus positive mentions.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement is evident through increased positive mentions on SENTRAL.		– Increase in students reaching Platinum Privilege Level and receiving it earlier than previous years.

## Next Steps

In the first year of the 2018–2020 school plan, EHS worked hard to develop a strong platform to move EHS into the future, cater to the changing landscape of education. The underlying principles driving these changes include highly motivated and trained staff, utilising current educational resources / technologies and creating a genuine learning culture in our students. The innovative EHS Masterclass will develop the love of learning in our students that will transfer into their approach to all areas of study. The development of skills in critical thinking, problem solving, teamwork, communication and utilising technology, will promote independent learners equipped to enjoy future success.

The whole school approach to Numeracy included a school audit of teaching programs, with explicit strategies to develop areas of deficiencies identified through PAT data of specific cohorts. Numeracy skills were also developed through the introduction of an online numeracy program. In 2019, this process will be mirrored with literacy as the focus. EHS will be accessing comprehensive data through a regular PAT testing process done twice a year to not only identify areas of concern but to also track growth and give feedback to both students and staff. The processes that have been established are sustainable and will become routine procedures in the ongoing commitment of EHS to facilitating student growth.

The development of a program of support for students to demonstrate the HSC Minimum Standard. The program will include accessing the online practice tests, facilitating the two testing windows and provide targeted learning support for students that have identified difficulties through their results.

There will be further Professional Development for staff in the delivery of numeracy and literacy skills within all curriculums and the analysis of data to inform teaching. EHS has a whole school approach to Numeracy and Literacy, which will promote our movement towards the 'Bump it Up' of 21% in the top two band for Reading and Numeracy.

The leadership team at EHS and Kincumber High School will be collaborating on a program to improve teaching strategies and ultimately student performance in Stage 6 through the analysis of data. The professional cooperation will enable the sharing of strategies that indicate each schools' areas of strength and is aimed at developing collegial networks. This program will initially commence with the Executive team at each school and will then be delivered at an individual school faculty level. In 2019, EHS will also deliver the Elevate Program across stage 6. This is aimed at providing students will skills in study, revision and exam preparation to generate organisation and confidence towards both assessments and their HSC Examinations.

## Strategic Direction 2

All learners succeeding, thriving and achieving their full potential.

### Purpose

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.

### Overall summary of progress

In 2018, EHS focused on promoting the Praise and Reward program, as a wellbeing and positive behaviour model, to the whole school community, including social media (Facebook) with a high level of engagement when celebrating student success such as Student of the Term, Student of the Year, local business sponsorship and Rewards Excursions.:

2018 Students of the Year post reaching 1623 views with a high level of reactions, comments and shares.

10,036 positive mentions awarded by teachers to students in 2018 compare to 2017 which was 7,647. Achievement of Bronze Level increased by 190 students in 2018 compared to 2017.

4 students achieved the Platinum Level (40+) double compared to 2017.

Other examples of significant wellbeing initiatives that supported student and staff wellbeing included:

Expectations 4 Learning forming high expectations, routine and consistency and a positive learning environment school-wide.

Top Boys and Blokes Program, Links to Learning, Youth Connections, iBelieve, GATS Day.

Peer Support Program to support Stage 3 to 4 student transition.

YAM – Young People Mental Health Program

Refinement of the Student Wellbeing Referral Process, LST/Wellbeing Meetings and Actions, Aboriginal Education Team meetings and referral process.

EHS had a strong focus on Wellbeing as part of Staff Development Days and Professional Learning opportunities throughout the year – MAPA, Meditation (self-care), staff wellbeing, processes to support staff in managing student wellbeing, team work and collaboration and teacher led innovation.

To achieve a key process, 2018 saw the launch of the Junior Leadership Team with 5 students from each year elected in Term 4 2018. Links with Merewether HS and school visit developed a strong network of support to develop a strong leadership structure with input from students, staff and the community. Junior Leadership Team Policy completed and implemented. Leadership Roll Call created and Portfolios established with key roles for teams of students. Students developed leadership skills through an EHS Leadership Camp workshops and the collaborative approach to contributing to the whole school community. This included An Assembly Team, Fix it Team, School Promotion Team and Community Charity/Fundraising Team. This has made significant impact to a positive school culture and sense of belonging.

### 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 demonstrating active engagement with their learning as evidenced by increased positive mentions to an excess of 2,000.	4,993 Equity	2018 Students of the Year post reaching 1623 views with a high level of reactions, comments and shares.  10,036 positive mentions awarded by teachers to students in 2018 compare to 2017 which was 7,647. Achievement of Bronze Level increased by 190 students in 2018 compared to 2017.  4 students achieved the Platinum Level (40+)



## 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 demonstrating active engagement with their learning as evidenced by increased positive mentions to an excess of 2,000.		double compared to 2017.
Increase percentage of students achieving a HSC, an ATAR and/or post school learning (tertiary), opportunities and employment from 84% to 90%.	9,849 Equity	71% of students are continuing to tertiary studies at university, TAFE or private colleges  25% are in full or part time employment  4% have taken a gap year to travel
Increase in positive student mentions, participation in whole school events and programs and the development of leadership skills and community contribution.	12,344 Equity	Junior Leadership Policy and Process developed in Term 2. Term 3 student elections and implemented Term 4 2018 with 5 students elected from each year, establishing a Leadership Roll Call and Leadership portfolios, roles and responsibilities to develop skills and contribute to the whole school community.

## Next Steps

In 2019 an annual wellbeing calendar of events and programs will outline our key initiatives and support the best programs to meet the needs of our students and whole school community. The Praise and Reward Program has the opportunity to expand to support other school programs and provide the encouragement, opportunities and celebration of student success. The promotion of the Rating system can inform all stakeholders of the levels in which students can achieve and what benefits these align with such as A+ rating. The wellbeing team will continue to seek community support through sponsorship of the program to lift the profile and develop a positive learning culture and being recognised for hard work and success.

Other programs, initiatives and processes that will contribute to improved student wellbeing for 2019 are evaluation and refinement of the Attendance and Uniform processes, the expansion of School Expectations including Learning, Play, Teaching and Uniform. Evidence of accommodations and adjustments to cater for all student learning and wellbeing. Masterclass Stage 4 (future focused), Breakfast Club, YAM, Top Blokes, Cultural Programs, Youth Connections, Links to Learning, ATSI Tutor program, Peer Tutors for Numeracy, Peer Support all build on student wellbeing. Aligning Growth Mindset and Habits of Mind directly to wellbeing, learning, achievement and success encourages all learners to thrive as life-long learners.

In 2019 Junior Leadership will have an established team and identified roll call classes to focus on their Leadership Portfolio's and roles and responsibilities. Students will lead, plan, implement and evaluate initiatives to contribute to the whole school community, with the aim to promote student voice. All sub teams will raise their profile in the school community, role model leadership qualities and develop the capacity to lead and represent the student body in collaboration with teachers and executive.

In 2019 the school leadership team will continue to consult and engage with parents, carers, families and the wider community to work in partnership to achieve a shared responsibility for positive outcomes for student wellbeing, learning and success. We will continue to excel to ensure all learners thrive, succeed and grow their potential. This can only be achieved by nurturing and sustaining the strong relationship EHS has with its whole school community and stakeholders.

### Strategic Direction 3

Authentic school, business and community partnerships to sustain a positive school culture.

#### Purpose

To strengthen a positive school culture where Erina High School is 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.

#### Overall summary of progress

EHS stage 3–4 transition program continues to be identified as best practice across the community of schools and at a Department level. In 2018 year 5 and 6 students were provided with numerous opportunities to engage with EHS to build positive professional relationships with our community to enable a smooth transition to secondary education. The stage 5 to 6 transition was refined in 2018 to provide improved information on course selections to parents and students in order to make informed choices when determining patterns of study. Despite a small cohort a broad range of stage 6 courses were offered to support all pathways of learning.

The school communication and engagement team have been highly effective in providing good news stories to the community via facebook website and the school newsletter. A systematic approach was implemented to ensure all KLA's on a regular basis provided an update in their curriculum area. The team worked with a graphic artist to rebrand all of the school based communication material to improve the quality and professionalism of our branding.

Continued partnerships with local industry, business and tertiary education facilities has been crucial in providing opportunities for our students to participate in work experience and placement programs and participate in programs delivered by the University of Newcastle.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student enrolments from 701 in 2018 to 800 by 2021.	135,797 School and Community, Building grounds and Maintenance, Consolidated	Enrolment in 2018 was stable at 726. With our smallest cohort commencing year 11 with only 99 students. It will not be until this cohort graduates that the school will see an increase in enrolments
Increased student retention in stage 6 from 76.7% in 2018 to 85% by 2020	53,579 School and Community	Student retention in stage 6 was 76.7% due to a number of students successfully achieving employment.
Increase community confidence in EHS ability to deliver and sustain quality teaching and learning. Evidenced by increased student enrolments and parent feedback .	25,386 Equity, Consolidated funds, School and community	EHS community confidence continues to grow with an enrolment of 142 students in year 7 2018
Post school surveys indicate students have had greater access to a wider selection of tertiary study, post school work and training opportunities.	Nil	Exit surveys indicate a significant increase in the number of students effectively engaged with real post school options.  71% following tertiary studies, 25% in employment and 4% taking a gap year.

#### Next Steps

2019 will see the implementation of the schools new branding tools to present a professional and inspiring learning community. The transition program will deliver the class structure and features of a quality learning environment using the new branding. Stage curriculum meetings will be presented using our new corporate template highlighting the delivery of a quality education at EHS.

Enrolments are expected to increase with the graduation of the smallest cohort year 12 and the sustainability of years 7–11. With the launch of masterclass and a rebranding of e Tec to Nexum it is expected to gain community interest and confidence in the schools ability to address the learning needs of 21st Century students.

A genuine commitment will continue to build positive professional partnerships with the community, business, industry and Tertiary education facilities to ensure every opportunity for our young people to build on successful educational outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	14,667	ESL Teacher employed part time to support language proficiency of students from NESB.
<b>Low level adjustment for disability</b>	181,309	Students requiring low level curriculum adjustment have IEP's collaboratively developed with input from key stakeholders. additional support is provided through the Teaching and Learning faculty LAST's and SLSO's.
<b>Socio-economic background</b>	184,463	<p>Funding has been used to support teaching and learning in all curriculum areas with purchasing of resources to support new syllabus implementation.</p> <p>Additional technology resources have been purchased to support innovative teaching practice.</p> <p>Disadvantaged students have been financially supported to cover associated costs with course materials, camps and uniform needs.</p> <p>Student wellbeing programs have been delivered such as Rock and Water, Top Blokes, Mentoring, Girls resiliency, Love Bites and Youth Liaison Police programs all funded through equity funds.</p>
<b>Support for beginning teachers</b>	13,706	Beginning Teachers are provided with an experienced Teacher mentor and a reduced teaching load to allow for professional support and access to professional learning opportunities such as classroom observation and team teaching.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	350	367	368	400
Girls	350	333	327	320

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.3	92.4	92.8	90.1
8	88.6	91.1	91.7	88.8
9	88.5	89.2	88.5	87.5
10	86.2	85.9	85.5	87.3
11	91.4	87.2	89.3	83.2
12	88.9	92.4	90.9	88.2
All Years	89.5	89.7	90	87.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Student attendance at EHS continues to be strong and well within state averages. Attendance is monitored by the senior executive and year group case managers. Attendance that falls below 85% generates a letter of concern that is sent every 5 weeks to families reminding them of the importance of regular school attendance. Each day an automated text message is sent to parents notifying them if their child is absent from school and a request for the absence to be justified. Parent and students can monitor their attendance record by accessing the portal to log into SENTRAL. Positive mentions are provided to students with strong attendance records and regular articles in the newsletter and on Facebook promote the correlation between positive student outcomes and strong attendance at school. Students attendance that continues to fall well below 85% are referred to the Home school liaison officer.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	7	0
Employment	4	51	23
TAFE entry	8	12	32
University Entry	0	0	33
Other	88	18	6
Unknown	0	12	6

Twenty nine year 10 students left EHS during 2018, 21 moved to new schools, 2 enrolled in TAFE and one gained an apprenticeship. The bulk of year 11 students leaving Erina High, 63% moved into employment including apprenticeships and traineeships, TAFE or employment.. In year 12, 13 students left school prior to completing their HSC. 60% of these students were involved in future studies or employment. Year 12 students cohort had 81 students who completed their HSC, 71% of these students are continuing to tertiary studies at university, TAFE or private colleges, 23% are in full or part time employment.

### Year 12 students undertaking vocational or trade training

In 2018 school based Vocational education courses were offered in Hospitality ( 23 students). Hospitality Specialisation (5), Construction Pathways (13) and Retail (8). Students achieved a statement of attainment or a qualification in the course studied. Students have the opportunity to build on these qualifications post school.

4 students completed School Based traineeships in Retail, Warehouse Operations, Electrical and Plumbing. A ATSI student through the AFL Ready Sports Based Traineeship had the opportunity to complete a traineeship with the ANZ bank.

8 students attended TAFE in a range of courses including Tourism, Children's Services, Animal Studies, Human Services/ Nursing and Light Vehicle Mechanics

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

In 2018 81 students followed a HSC pathway and completed their HSC. Students chose a range of pathways, an ATAR pathway continues to be popular with approximately 50% of students achieving an ATAR with 33% of students entering University courses.. Other students chose a non ATAR pattern, Vocational

Education courses or TAFE providing direct pathways to employment in their chosen areas. Two students completed a School based traineeship while a small number of students choose to study their HSC over a three year period.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	37.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.28
Other Positions	1

\*Full Time Equivalent

In 2018 EHS had 1 member of staff who identified as Aboriginal.

### 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

In 2018, EHS invested in a variety of professional learning opportunities for staff. Our professional learning expenditure was \$72,935.71, which was comparable to the previous year. A large majority of these funds were used to develop the professional knowledge of staff relating to the introduction of various new curriculums. This was relevant in Stage 6 Science, English and Mathematics and planning and programming for future implementation for TAS and PDHPE. EHS staff also accessed various external professional learning opportunities to maintain currency with the rapid pace of educational reforms. This was present in the investment that was made into innovative classroom design, teaching strategies and technology in the classroom. This has been the foundation towards the redesigning of the library and the establishment of the EHS Masterclass.

Student well-being continues to be a priority when developing staff capabilities. Professional Learning funds were used to facilitate a significant number staff being training in a variety of learning aimed at supporting out students. A major investment was made in the MAPA Training, which saw over 18 staff training and now skilled in, to ensure potentially serious situations are managed safely.

Another whole school commitment was to the development of the skills and abilities in reading, analysing and interpreting data. This is a major components in the EHS Strategic directions. This has been through the various SCOUT training platforms, including Introduction to SCOUT, for those less experienced, and higher training to explore SCOUT's capabilities. There has also been some training into the new online platforms for PAT testing. This model enables data analysis and collection to be much more efficient, and ultimately more immediate in assisting teacher planning and curriculum directions.

In 2018, EHS had one staff member in her first year of teaching and accessing Beginning Teacher funding. There were an additional 3 staff members who were working in a full time temporary position and requiring proficiency, who were also able to access allocated funds.

There were 4 staff that successfully completed Proficient Teacher Accreditation, Andrew Manwaring, Kelli Kruit, Tatiana Berberian and Mark Thomson. While Joshua Wade, Grant Keyes, and Ciaran Quinn all completed a maintenance cycle.

The movement to have all teaching staff accredited in 2018, has caused some uncertainty for many Pre 2004 teaching staff. EHS were able to support these staff through targeted training sessions at staff meeting and also Senior Executive support when requested. The focus of the training was to highlight the importance of comprehensively understanding the Teaching Standards, navigating their Etams account and recognising and recording teacher identified professional learning hours.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	743,184
<b>Revenue</b>	8,404,963
Appropriation	8,073,406
Sale of Goods and Services	53,568
Grants and Contributions	271,432
Gain and Loss	0
Other Revenue	0
Investment Income	6,558
<b>Expenses</b>	-8,216,675
Recurrent Expenses	-8,216,675
Employee Related	-7,410,765
Operating Expenses	-805,910
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	188,288
<b>Balance Carried Forward</b>	931,472

EHS has a finance committee including staff and parent representatives that meet per semester to review the financial records of the school. The SAM and Principal meet each week to discuss financial reports, expenditure and income. With the introduction of school bytes the school has seen an increase in the number of families paying school contributions, course fees and the P&C levy, reported by the community as being a much easier and efficient way to pay these charges. In 2018 the school honoured its commitment to upgrade the sound and lighting in the MPC to improve this facility for school and community events. Air conditioning was installed in the drama room making a more comfortable learning environment for our staff and students. In line with strategic direction 3 to improve our community partnerships through quality communication the school has purchased new signage and launched a new branding. This has provided a more professional suite of communication tools for our community and improved the quality and consistency of all materials we deliver. A significant amount of money has been set aside to refurbish the library with more innovative

learning spaces this will provide greater opportunities for collaborative learning in line with our Masterclass initiative and strong technology focus. 2018 has seen the commencement of the senior area upgrade with new concreting, mulching and picnic tables. In 2019 money has been allocated to build a COLA over the senior area to create shade, weather protection and an outdoor learning space for students. As the school continues to age there is always a significant amount of money being spent on maintenance, green corridor treatment and tree removal that are deemed unsafe by the arborist. An environmental plan is in place to replace trees that have been removed with more appropriate ones that are less likely to cause hazards to the safety and wellbeing of our staff, students and community users.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,932,132
Base Per Capita	134,392
Base Location	0
Other Base	6,797,740
<b>Equity Total</b>	418,527
Equity Aboriginal	38,088
Equity Socio economic	184,463
Equity Language	14,667
Equity Disability	181,309
<b>Targeted Total</b>	148,098
<b>Other Total</b>	150,012
<b>Grand Total</b>	7,648,769

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

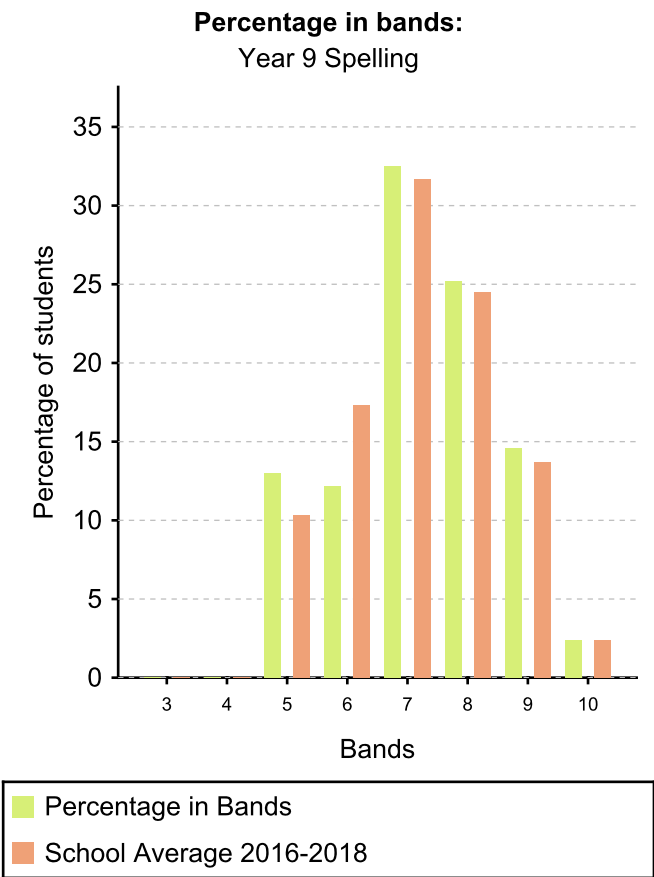
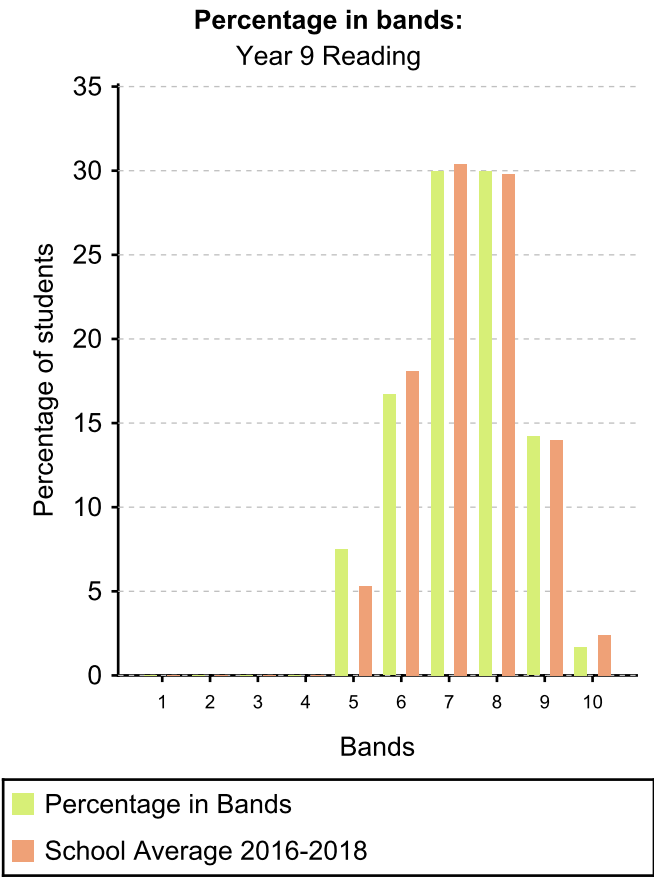
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

and understandings demonstrated in these assessments.

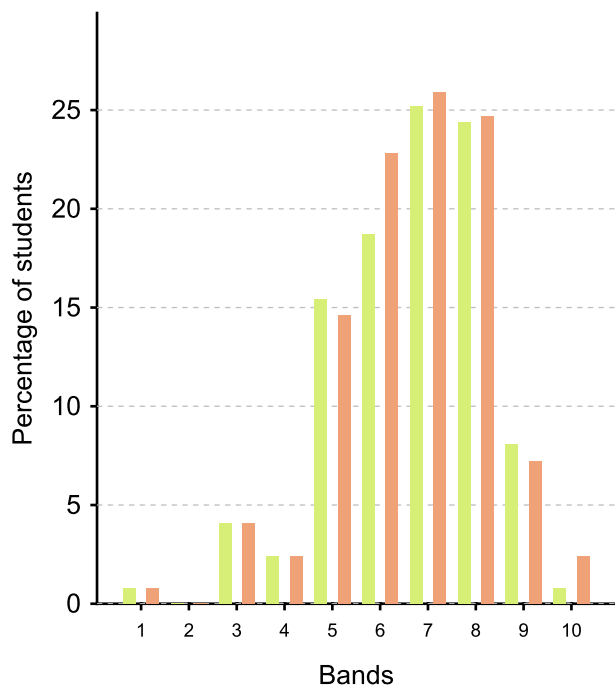
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 46% of students achieved a band 8 and above in reading, 37% achieved a band 8 and above in spelling and 35% achieved a band 8 and above in writing. There continues to be an over- representation of students in the middle bands for all areas.



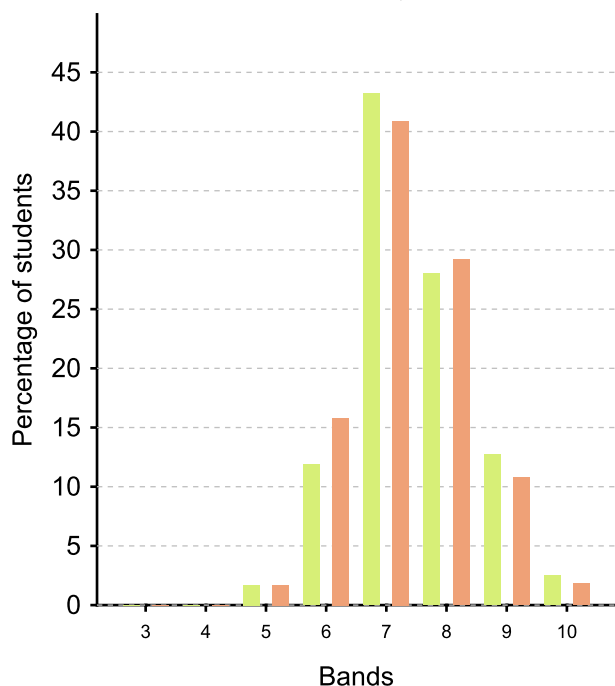
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

2018 Year 9 NAPLAN placed 15.25% of students in the top 2 bands for numeracy representing an increase of 0.29% from 2017. This was a consolidation of whole school numeracy development and the progressive improvement over 2015 and 2016. This was an important step in developing long term reform and success towards the Premiers target of 21%.

**Percentage in bands:**  
Year 9 Numeracy



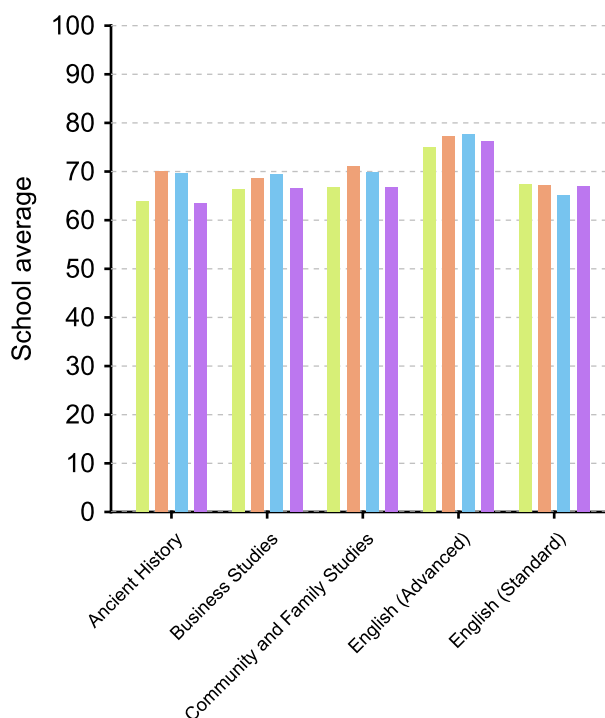
Percentage in Bands  
School Average 2016-2018

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.

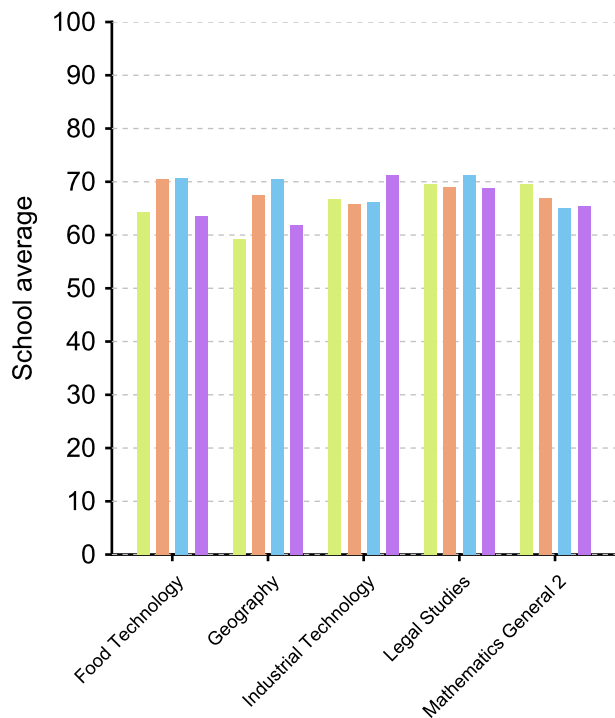
As Bump it up school EHS was identified as one of 137 schools across the state with the greatest capacity to move students from the middle to top bands in NAPLAN reading and numeracy. Our target as set by the Premier was 21 % by 2019. We successfully achieved 20.4 % students in these bands across the two strands within a 2 year timeframe. Our commitment is to maintain this standard and continue to build on the explicit delivery of literacy and numeracy strategies to ensure a high representation in the top two bands.

### Higher School Certificate (HSC)

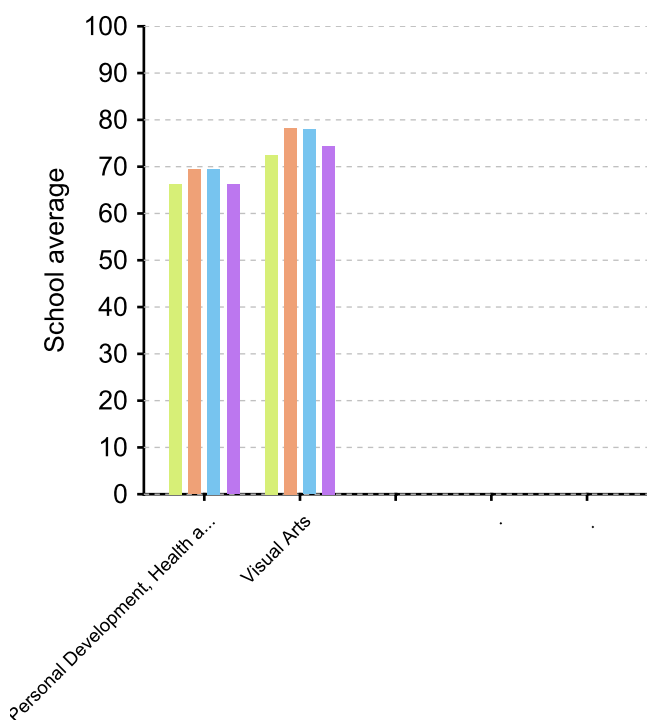
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018 81 students sat for the HSC with 29 courses examined. Two star performers in 2018, Caitlin Booker achieving Band 6 in Ancient History and PDHPE and Band 5 in Biology, Advanced English, Legal Studies and Mathematics. Brooke Favetta achieving Band 6 in Food Technology and Textiles and Design and band 5 in Biology and Industrial Technology Timber and band 4 in Advanced English.



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

## Parent/caregiver, student, teacher satisfaction

A total of 540 students completed the Tell Them From Me surveys. Students indicated a positive sense of belonging and positive relationships, in line with NSW Government norms. The students surveys indicated

strong engagement and positive behaviour, both above NSW Government norms. 82% of our students have medium or high expectations for the future, while 92% of the students indicated a medium to high belief that they can do well in their school work.

Only 18 parents responded to the Tell Them From Me survey. Generally parents felt that the school supported and reinforced student behaviour in an appropriate and timely manner. School communication including newsletters (73%), texts (90%) and website/ social media (95%) are useful or very useful. Parents educational aspirations showed 78% believed their child would complete the HSC with a further 48% completing tertiary studies.

Teachers at Erina High are happy with the leadership (81%) and their professional development (66%). Technology and teacher morale within the school rates highly across all faculties. Teachers at proficient level is high (87%) with the remaining staff are working towards proficient level in accreditation. Erina High school has a stable and experienced staff, 76% of the staff have taught for at least 6 years.

## Policy requirements

### Aboriginal education

Erina High School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

2018 saw the continuation of many successful Aboriginal programs that Erina High School has on offer. The tutoring program continued to provide student support of their wellbeing and in their pursuit of academic success. With the implementation of the Sentral Tutoring Referral system tutors Robyn Miller and Paul White continue 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 highly supported and encouraged to pursue opportunities to support pathways to TAFE, University and post-secondary school employment by participating in such events as; the University of Newcastle iBelieve, Insight and Schools2U programs, the Central Coast Primary Care Family Wellbeing Program, Regional Youth Support Services, a Year 10 student was accepted into the UTS Galuwa Engineering and IT Experience, 2 Year 10 students were accepted into the UNSW NURA GILI Winter School, 2 students were accepted into the WINGARA MURA Summer Program at U.SYD, 6 students accepted into the UNSW Indigenous Science and Engineering Program, 4 students were accepted into the UTS Galuwa Design Program and one student was accepted into an ANZ Bank Traineeship this student also was awarded the Housing Commission Scholarship.

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.

Erina High School continues to embrace a collaborative partnership with the Tjudibaring AECG to support our students and parents in cultural identification and belonging. This year saw the continuation of the Annual Tjudibaring AECG Awards in Education which was held at Erina High School. A large number 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 Brisbania 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 Erina High School delivers are having a positive impact on student wellbeing and academic outcomes.

## Multicultural and anti-racism education

### Multiculturalism and Anti-Racism Education

Erina High School has engaged 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 a particular 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 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. 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 opportunity 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.

Erina High School promotes diversity and helps people from diverse backgrounds to achieve to the best potential. The guiding framework that sets the parameters for Anti-Racism Education is the Anti – Discrimination Policy. Within this, tolerant attitudes towards all cultures, religions and world views are encouraged. Teaching and learning programs are inclusive to include those who are from different cultural and linguistic backgrounds. One staff member is trained as our Anti-racism officer with the aim to eliminate discrimination throughout the school's curriculum. Staff and students increased understanding of racism and discrimination has had a positive impact on the school with an all-inclusive environment being the outcome.