

# Eden Marine High School Annual Report



2018



8487

## Introduction

The Annual Report for 2018 is provided to the community of Eden Marine 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.

Mr A L Bell

Principal

### School contact details

Eden Marine High School

Barclay St

Eden, 2551

[www.edenmarine-h.schools.nsw.edu.au](http://www.edenmarine-h.schools.nsw.edu.au)

[edenmarine-h.school@det.nsw.edu.au](mailto:edenmarine-h.school@det.nsw.edu.au)

6496 0000

## School background

### School vision statement

Eden Marine High "assists all students to reach their potential".

At Eden Marine High School, we provide learning experiences that will engage students in a purposeful and positive way through our core values of Respect, Responsibility and Resilience. We believe in developing and sustaining strong and positive relationships within and outside the school that will create opportunities to build learning capacity that will work towards ensuring all students become successful learners, confident, creative individuals and informed citizens in a 21st century world. We are a dynamic school community that is committed to continuous improvement in a safe and richly diverse learning environment.

### School context

Eden Marine High School (enrolment of 580 students, including 9% Aboriginal students) is a comprehensive, rural school on the far south coast of NSW. Marine education is an important feature of the school's curriculum and culture. The school offers a diverse academic and vocational curriculum to accommodate the needs of all students. The school provides a broad range of creative, performing arts and sporting programs to cater for the diverse needs of students. The school fosters positive relationships with its local community to maximise learning opportunities for its students and is well resourced with playing fields, attractive grounds and close proximity to Lake Curalo and Aslings Beach. Eden Marine High School (EMHS) an active member of the Sapphire Coast Learning Community (SCLC) and collaborates in a highly professional and strategic partnership with partner schools to deliver academic and student wellbeing programs.

# 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.

**The results of this process indicated that in the School Excellence Framework domain of 'Learning' the on balance judgment of the school is that we are 'Delivering'.**

The school culture is building educational aspiration and ongoing performance improvement across the community. Students are taking responsibility for their ongoing learning. EMHS implemented a whole–school approach to wellbeing through Positive Behaviour for Learning (PBL) that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in learning environments and students care for themselves and others and contribute to the wellbeing of the wider community. Curriculum provisions are supported through learning alliances with other schools and organisations and successful transition processes are in place to support students. There are systematic policies and processes in place to identify and address student learning needs. The school is continuing to develop consistent, school–wide practices for assessment and reporting, which are used to monitor, plan and report on student learning across the curriculum. Student performance measures and development of quality assessment are elements the school needs to work on to ensure that students consistently perform at high levels on external and internal school performance measures.

**In the School Excellence Framework domain of Teaching the results indicate the on balance judgement of the school is that we are 'Delivering'.**

Teachers are developing their skills in incorporating data analysis in their planning for learning to ensure students have the opportunity to progress. Assessment instruments are being used regularly to monitor progress and identify skill gaps and the leadership team engages the school community in reflection on student performance data including NAPLAN and HSC result. Collaborative practice is building as teachers work together to improve teaching and learning outcomes and develop authentic mechanisms to receive feedback from the school community. Expertise is utilised to further develop our skills and understanding around this framework. Effective classroom practice is reflected in the regular use of student performance data and other student feedback to evaluate the effectiveness of teaching practices. Teachers are collaboratively working within professional learning communities. Teachers share learning from targeted professional development and the focus on improved teaching methods in literacy and numeracy. Staff continue to demonstrate responsibility, adaptability and ethical practice in working towards the school's goals, including working beyond the classroom to contribute to broader school programs.

**In the School Excellence Framework domain of 'Leading' the results indicate the on balance judgement of the school is that we are 'Sustaining and Growing'.**

The school leadership team supports a culture of high expectations for students and staff along with community engagement where we solicit and address feedback on school performance. Leadership development is central to school capacity building and the school has productive relationships with external agencies to improve educational opportunities for students. School planning is at the core of continuous improvement efforts and there is a broad understanding of, and support for, school expectations and aspirations for improving student learning. Staff can articulate the purpose of the school plan, where clear processes direct school activity towards effective implementation of the school plan. Monitoring, evaluation and review processes are embedded and routinely undertaken. School resources are used strategically to achieve student outcomes through workforce planning which supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiency and to maximise resources available to implement the school plan. Physical learning spaces and technology are utilised effectively to maximise learning opportunities for students. Management practices and processes such as the Tell Then From Me suite of surveys and forums allow opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

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

### Connected and Creative Learners

#### Purpose

To develop a whole school culture that focuses on learning while building educational aspiration, utilising a strategic and planned approach so that all students connect, succeed, thrive and learn.

To develop our students as dynamic global citizens by equipping them with the skills, processes and resilience to be confident, critical thinkers and creative individuals.

#### Overall summary of progress

This strategic direction achieved the development of:

- successful initiatives within the Positive Behaviour for Learning (PBL) framework being in place which enhance classroom expectations and learning environment and supporting student wellbeing.
- Connect, Succeed & Thrive (CST) sessions that targeted the specific needs of different year groups in literacy, numeracy and wellbeing.
- PLPs with identified goals for all students to support their learning journey.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The proportion of students demonstrating active engagement with their learning has increased.		Overall the proportion of students demonstrating active engagement has increased with 41% of students surveyed being intellectually engaged compare to 38% the year before.
Students value their learning which is reflected by student attendance being at or above 90%.		Student attendance has remained similar to that of 2017, however, the target of at or above 90% has not yet been met.
Students demonstrate value added growth in literacy and numeracy progressions relevant to expected frameworks.	\$26,000	Students targeted in specific programs including our literacy and numeracy intervention programs have demonstrated value added growth.

#### Next Steps

The next steps required to ensure the 2019 – 2020 planning phase Strategic Direction 1 in successfully implemented include:

- the introduction and trialling of a Year 7 modified middle schooling focus so that the transition from primary to high school enables students to engage in learning in a supportive and conducive environment.
- supporting data-informed literacy and numeracy interventions so that all students can achieve to their personal best.
- establishing a wellbeing and engagement plan to ensure that all students are known, valued and cared for while being provided opportunities to actively engage in their learning journey.

## Strategic Direction 2

### Collaborative Teaching and Learning Partnerships

#### Purpose

Foster a positive and informed teaching and learning environment through collaboration and empowerment with authentic partnerships between students, staff, parents and community.

To strengthen the accountability of our teaching practices by ensuring they are consistently evaluated and adapted.

#### Overall summary of progress

This strategic direction achievements included:

- fostering a professional learning culture where teacher lead professional learning has occurred
- targeted interventions including literacy strategies are embedded in school culture
- the investigation of future focused learning, including the development of a future focused learning team and professional learning opportunities being taken up to develop our collective understanding

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data across all KLA's indicates a minimum years growth for each student.		Student growth has occurred across some KLAs, but has not occurred across all KLAs to a minimum years growth.
Students will achieve measurable growth each year in our targeted interventions.	\$16,200	There has been significant growth for students in our targeted Literacy Intervention Program and to an extent in our CARS & STARS literacy program for Year 8 students.
Improved HSC results.		Progress towards this improvement measure has not been met across the KLAs.

#### Next Steps

The next steps required to ensure the 2019 – 2020 planning phase Strategic Direction 2 in successfully implemented include:

- providing evidence based professional learning opportunities for teaching staff, underpinning a culture of reflection and improving practice so that student outcomes are enhanced.
- professional learning teams engaging in collaborative practices across the school so that opportunities are provided for every student to have success in learning.
- leadership opportunities are provide for staff to undertake so that individual talents can be supported, developing leadership skills while meeting the needs of the school community.

## Strategic Direction 3

### Leading Inclusive, Enriched and Supportive School Environments

#### Purpose

Our aim is to better meet the academic, creative, sporting and wellbeing needs of all students. We will achieve this by improving the physical and learning environments of the school. We will improve access to flexible learning opportunities in all areas of school life. We will enhance the image of the school in our local community to attract and retain students and staff.

Leaders will ensure succession planning by providing opportunities to build capacity of staff and students to develop their leadership skills. This will ensure a self-sustaining and self-improving community that continues to support the highest levels of learning.

#### Overall summary of progress

This strategic direction achievements included:

- the development of cross curricular professional learning teams who were able to engage in a range of professional development activities
- increased representation of students in leadership roles, both within the SRC and leadership teams
- the development and refinement of streamlined, flexible systems, structures and processes that underpin ongoing school improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A measurable increase in the number of staff applying for leadership positions and Accreditation at the higher levels.		Staff employed prior to 2004 have been deemed as proficient and have undertaken the initial cycle of maintenance. This has developed a significant percentage of the staff's understanding of the accreditation process. There has not been an increase in staff applying for accreditation at higher levels.
A measurable increase in parent and community involvement in school events, workshops, meetings and decision making.		There has been a significant increase in community and parent involvement in activities including marine education forums and workshops, sporting events and P&C run activities.
An increase in satisfaction survey ratings by all stakeholders in relation to the school and the learning environment.		Student sense of belonging increased in 2018 compared to 2017. Parental support of learning and satisfaction with communication (74%) has also increased compared with 2017 results.

#### Next Steps

The next steps required to ensure the 2019 – 2020 planning phase Strategic Direction 3 in successfully implemented include:

- the development and refinement of effective systems that underpin ongoing school improvement.
- developing sustainable and productive KLA networks so that staff are provided with opportunities to take on active leadership roles.
- continuing to develop strong networks across an range of community, government and business partnerships to ensure connections are made which support opportunities for all students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$68,443	<p>Leadership roles within the school have been filled to support the learning opportunities for our Aboriginal students. The school employed an Aboriginal Student Learning Support Officer and an Aboriginal Education Support Teacher to assist students in their learning. The employment of these staff members has had a direct and measurable impact on improved student learning outcomes for Aboriginal students. It has also supported our students providing them with role models to support their own aspirations in a culturally aware educational environment.</p> <p>Students participated in a range of events and excursions providing opportunities for success in 2018. These included the cultural dance program, the AIME program and ambassadorship and Bundian Way project.</p> <p>Aboriginal students from Year 5 to Year 8 were involved in transition activities. This helped to support our Aboriginal student's transition to high school. The older students were able to act as mentors for the primary school students.</p> <p>NAIDOC week celebrations following the theme "Because of her, we can!" enabled our students and school community to celebrate the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation. Through collaboration with the Eden AECG and Eden elders NAIDOC week successfully culminated in a whole school assembly with a range of performances by students and community members.</p>
<b>Low level adjustment for disability</b>	\$24,438	<p>EMHS works to meet the needs of students with disabilities across a wide and diverse range, focusing on achieving age and stage appropriate outcomes. Learning and Support Teachers implemented programs for students identified, through NAPLAN analysis, previous school history, referrals from class teachers and parent/carers, focusing on Literacy and Numeracy. Identified students and appropriate programs were discussed at Learning and Support Team meetings. The focus also encompassed reflection on students' goal setting in developing PLPs, IEPs, transition plans and alternative pathways.</p> <p>School Learning and Support Officers (SLSO) were employed for in-class support for identified students, to ensure their specific needs have been met. This allowed the students to access the curriculum and increase student engagement. NAPLAN results for 2019 and beyond as well as improved student engagement will be strategically analysed to monitor and assess</p>

<p><b>Low level adjustment for disability</b></p>	<p>\$24,438</p>	<p>the program's effectiveness.</p> <p>SLSOs facilitate two programs providing breakfast and lunch if required to all students. These programs continue to be supported by local charities and businesses and further improve EMHS community connections.</p> <p>Waves Cafe and a gardening mentoring program ran throughout the year creating opportunities for students with low– level disability to access skill development and engagement in an environment other than the classroom. These programs continue to strengthen important partnerships between the school and community and nurture positive relationships between staff, mentors and students.</p>
<p><b>Socio–economic background</b></p>	<p>\$731,639</p>	<p>This funding has been used to address the additional learning needs of students from low socio–economic backgrounds. This has included ensuring all students have had the opportunity to access a wide range of relevant learning experiences through subsidising elective fees and excursion costs and to support the requirements of EMHS uniform policy. Students have been provided with the opportunity to gain valuable skills not just within the traditional classroom, but through a range of learning opportunities across various learning environments. These initiatives have allowed students to demonstrate a range of skills and talents and ensuring inclusivity for all students.</p> <p>The alternate Outreach program continued to provide an alternate learning avenue for students who struggle to fit into the traditional model of schooling. An SLSO was employed to support the Outreach program and cater for student engagement and success in learning outcomes.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$13,786</p>	<p>In 2018 one permanent Early Careers Teachers (ECT) was eligible to receive funding to support the development of their skills and decrease the level of responsibilities or teaching loads. The ECT utilised his funding to target release days every 5 weeks to engage in professional learning activities, work with their mentor and supervisor, develop quality teaching and learning resources and work towards meeting the requirements of accreditation at proficient level. This has allowed him to develop his classroom management skills, quality teaching and learning strategies and gain knowledge from skilled practitioners to help comprehend and engage in systems and processes to become effective members of the school community.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	315	303	322	307
Girls	311	296	292	272

Eden Marine High School has a student population made up from a broad cross section of socioeconomic backgrounds. Aboriginal students make up 9% of the total student enrolment.

Anticipated enrolment has continued to fall, however, looks like stabilising over the next few years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.4	89.3	88.2	88.3
8	88.4	88.2	86.4	85.4
9	86.8	85.9	84.4	84.1
10	86.4	86.8	86	84.2
11	85.8	87	84.9	83.1
12	88.4	86.6	88.7	83.5
All Years	87.8	87.3	86.4	84.8
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 has declined over the past few years and against State DoE figures which also show a decline.

The schools attendance plan will continue to be implemented, evaluated and adjusted as required in 2019.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	6	32
Employment	0	3	30
TAFE entry	2	4	6
University Entry	0	0	19
Other	9	18	13
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

Students accessed a range of educational pathways to meet their individualised learning needs.

3 students completed a School Based Apprenticeship and Traineeship (SBAT) from the 2018 cohort.

Vocational or trade training was completed by 28% of the Year 12 cohort in 2018.

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

85% of the Year 12 cohort achieved a HSC credential and 15% of the students achieved a Statement of Attainment.

11 students achieved a Certificate II in Hospitality (Food & Beverage) and 11 students achieved a Certificate II in Construction.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.08
Other Positions	1

\*Full Time Equivalent

In 2018 there were two Aboriginal members of staff, including a permanent classroom teacher and a School Learning and Support Officer (SLSO) who worked with Aboriginal students with identified learning needs.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	97
Postgraduate degree	3

### Professional learning and teacher accreditation

Professional learning was undertaken by Eden Marine High School staff across a range of areas in 2018.

There was one beginning teacher working towards NSW Education Standards Authority (NESA) accreditation at Proficient. This teacher received specific funding for mentoring support and professional learning identified in their PDP. Eden Marine High had eight beginning teachers and all pre-2004 teachers maintaining accreditation at Proficient. Seven other teachers were maintaining accreditation at Proficient. One teacher continued the process of seeking voluntary accreditation at Lead and no teachers were maintaining accreditation at the higher levels.

In 2018 EMHS was allocated \$93,951 towards professional learning. This and other funding was used to supplement the costs of courses, networking and collaborative planning and development of quality teaching and learning strategies. The funding was used to assist individual teachers to meet goals set within their PDPs, including explicit teaching of literacy and numeracy skills, classroom management and programming to meet the requirements of curriculum syllabuses.

Five designated school development days occurred during 2018. Whole school professional development including mandatory training, developing faculty networks with a focus on KLA specific professional learning, literacy and numeracy strategies and tools, data analysis, revision and updates of DoE policies and procedures and a focus on school based programs such as PBL and understanding the accreditation process occurred during these days.

The total expenditure for teacher professional learning in 2018 was \$90,470, and the average expenditure per teacher was \$1,508.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	776,268
<b>Revenue</b>	8,557,940
Appropriation	8,290,915
Sale of Goods and Services	144,309
Grants and Contributions	116,314
Gain and Loss	0
Other Revenue	659
Investment Income	5,742
<b>Expenses</b>	-8,735,494
Recurrent Expenses	-8,735,494
Employee Related	-7,807,206
Operating Expenses	-928,288
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-177,554
<b>Balance Carried Forward</b>	598,715

EMHS is in a strong financial position. With the new Department systems in place, planning for 2019 will ensure that funds allocated will be used to address the key areas of the School Plan and expended to meet the needs of students during the year.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	6,098,533
Base Per Capita	122,221
Base Location	100,627
Other Base	5,875,685
<b>Equity Total</b>	680,990
Equity Aboriginal	67,438
Equity Socio economic	378,890
Equity Language	0
Equity Disability	234,661
<b>Targeted Total</b>	940,013
<b>Other Total</b>	203,776
<b>Grand Total</b>	7,923,311

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 the 2018 NAPLAN, Year 7 literacy results showed

improvement in the percentage of students at Proficiency in reading, spelling and grammar & punctuation compared to similar schools. However, writing showed a slight decline in student skills.

Year 9 literacy results showed an increase in Band 8 – 10 numbers compared to 2017. EMHS results were above similar schools in grammar & punctuation and reading.

In the 2018 NAPLAN, Year 7 numeracy results showed an increase in the number of Band 8 and 9 attainment.

Year 9 numeracy results showed the maintenance of Band 10 attainment, with an increase in the attainment of Band 8 and 9 for the 2018 cohort.

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.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, reporting on student attainment is a mandatory requirement.

The percentage of the Year 7 cohort who gained Band 8 or Band 9 respectively for reading was 24%.

The percentage of the Year 7 cohort who gained Band 8 or Band 9 respectively for numeracy was 18%.

The percentage of the Year 9 cohort who gained Band 9 or Band 10 respectively for reading was 17%

The percentage of the Year 9 cohort who gained Band 9 or Band 10 respectively for numeracy was 21%

The percentage of Aboriginal students in the Year 7 cohort who gained Band 8 or Band 9 for reading was 10%

The percentage of Aboriginal students in the Year 7 cohort who gained Band 8 or Band 9 for numeracy was 10%

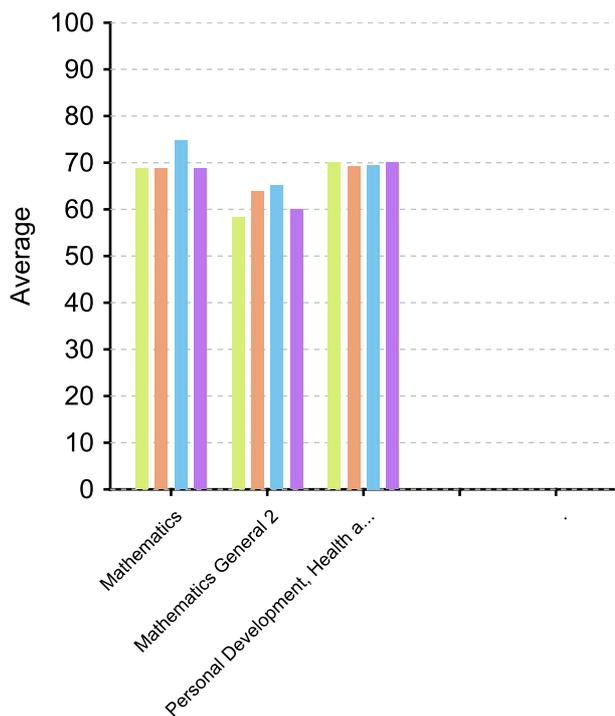
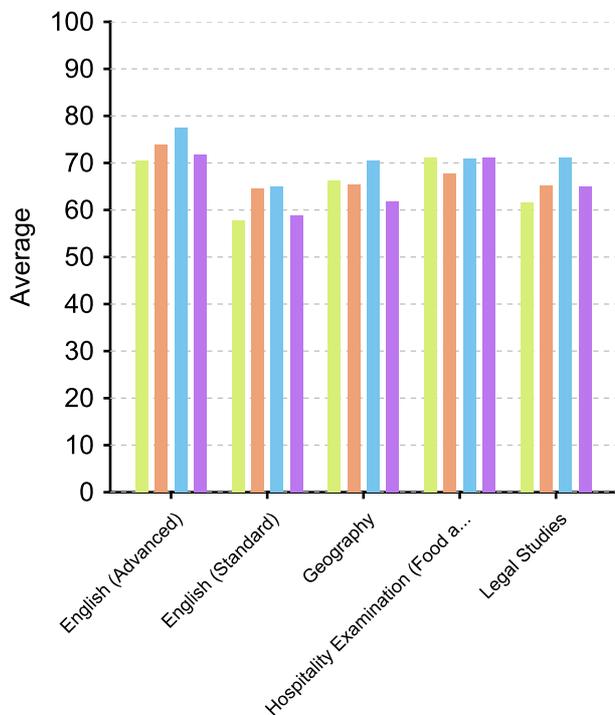
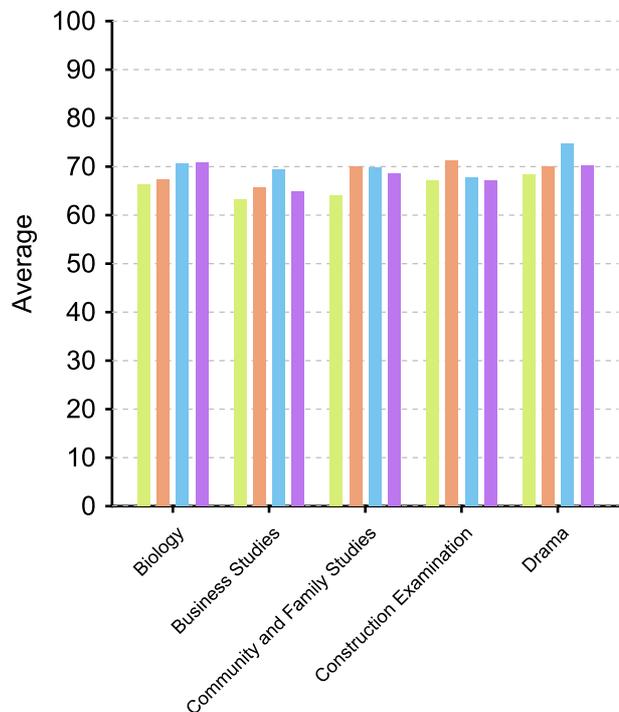
The percentage of Aboriginal students in the Year 9 cohort who gained Band 9 or Band 10 for reading was 0%

The percentage of Aboriginal students in the Year 9 cohort who gained Band 9 or Band 10 for numeracy was 10%

## 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 the 2018 HSC results attained by students were comparable to state average in a number of subjects. These included Design & Technology, Hospitality, Music and Personal Development, Health and Physical Education..



## 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 2018 the school utilised and engaged in the Tell Them From Me student survey and Focus on Learning Teacher survey, along with the Partners in Learning Parent survey for the fifth consecutive year.

### Parent Feedback

The Partners in Learning survey is based on Joyce Epstein's framework for fostering positive relations between school and the community. Parents were asked about their perceptions of their children's experiences at home and school. On a rating scale of 0 to 10 the following responses were averaged:

#### **Support for learning at Eden Marine High School**

##### *School Supports Learning – 6.4*

- Teachers have high expectations for my child to succeed – 6.6
- Teachers show an interest in my child's learning – 6.3
- My child is encouraged to do their best work – 6.5
- Teachers expect homework to be done on time – 7.4
- Teachers expect my child to work hard – 7.0

#### **Support for positive behaviour at Eden Marine High School**

##### *School Supports Positive Behaviours – 6.3*

- Teachers expect my child to pay attention in class – 7.7
- Teachers maintain control in the classroom – 4.7
- My child is clear about the rules for school behaviour – 7.8
- Teachers devote their time to extra-curricular activities – 5.2

Parents also indicated that they felt welcome when visiting the school, that the administration staff were helpful when they had a question or problem and that parent support learning at home.

### Student feedback

The Tell Them From Me (TTFM) survey measures 31 indicators based on the most recent research on school and classroom effectiveness. Students indicated that they agreed or strongly agreed with the following statements:

- Students had positive behaviours at school (72%)
- Students tried hard to succeed in their learning (54%)
- Students planning to finish high school (67%)
- I feel good about my culture when I am at school (49%)
- I set challenges for myself on my school work (41%)

Students have also indicated:

- They have been provided with a range of opportunities (85%)
- They have positive relationships at school (71%)
- They had mostly happy with their life (medium to high level) (78%)

Students rated effective classroom learning time 6.2 out of 10 and relevance 5.4. Student academic self concept is high (54%)

### Teacher feedback

In surveys conducted based on two research paradigms eight drivers of student learning were analysed. On a rating scale of 0 to 10 responses for the following drivers were averaged:

#### *Learning culture – 8.0*

- I give students written feedback on their work – 8.2
- I talk to students about barriers to learning – 8.1
- In most of my classes I discuss the learning goals for the lesson – 8.4
- Students become fully engaged in class activities – 6.3
- I monitor the progress of individual students – 8.1
- I set high expectations for student learning – 9.1
- Students find class lessons relevant to their own experiences. – 7.5

#### *Teaching strategies – 7.7*

- I help students set challenging learning goals – 7.9
- When I present a new concept I try to link it to previously mastered skills and knowledge – 9.0
- Students receive written feedback on their work at least once a week – 4.7
- I can easily identify unproductive learning strategies – 7.8
- My students are very clear about what they are expected to learn – 8.0
- I use two or more teaching strategies in most class periods – 8.3
- Students receive feedback on their work that brings them closer to achieving their goals – 7.3
- I discuss with students ways of seeking help that will increase learning – 8.2

#### *Inclusive school – 8.0*

- I am regularly available to help students with special learning needs – 7.6
- I strive to understand the learning needs of students with special learning needs – 8.1
- I establish clear expectations for classroom behaviour – 9.4
- I help low-performing students plan their assignments – 7.9
- I make sure that students with special learning needs receive meaningful feedback on work – 7.8
- I make an effort to include students with special learning needs in class activities – 8.5
- I use individual education plans to set goals for students with special learning needs – 6.6
- I create opportunities for success for students who are learning at a slower pace – 8.1

#### *Collaboration – 6.7*

- I talk with other teachers about strategies that increase student engagement – 7.7
- I discuss my assessment strategies with other teachers – 7.9
- I discuss learning problems of particular students with other teachers – 8.1
- I discuss my learning goals with other teachers – 6.9

The differences between student expectations and perceptions and those of parents and teachers will continue to be investigated. Quality feedback to the school community about student learning and perceptions and expectations from teachers and parents will be a focus to improve communication and student outcomes.

## Policy requirements

### Aboriginal education

Eden Marine High School received Aboriginal background funding in 2018. The implementation of the Aboriginal Education and Training Policy has included:

- The employment of an Aboriginal support teacher two days a week to support our Aboriginal students and create opportunities for these student, both within and outside the classroom environment. The role has also allowed the staff member to build her capacity in cultural awareness and protocols within the Eden community.
- The employment of a Aboriginal SLSO four days a week to assist Aboriginal students with their learning within the classroom while acting as a role model for future aspirations.
- The dedicated week of learning experiences and celebrations for NAIDOC involving students, community Elders, school staff, indigenous mentors and partner schools. The importance, resilience and richness of Aboriginal and Torres Strait Islander languages was the focus of this year's celebrations.
- Continuing to work in consultation with the Eden AECG. Collectively the school is working on developing a stronger rapport with the group including ensuring that staff has access to the partnership agreement and also providing professional learning and development supporting this process and understanding.
- Further involvement in the AIME program. The engagement from the students is consistent, and provides facilitation for students to aspire to their goals. AIME continues to support the school with strategies and assistance for disengagement, attendance and individual tutoring support. Students have undertaken ambassador roles helping to develop leadership skills.
- The Learning Hub program runs on Wednesday afternoons, with group and individual tutoring. The Learning Hub works in consultation with the Eden AECG. There is a consistent attendance of students ranging from Year 7 to 12. The Learning Hub is a connection for the students, with the older students modelling positive study habits and engagement in an environment.

### Multicultural and anti-racism education

Harmony and anti-racism activities included support of Harmony Day in March, NAIDOC commemorations, fund-raising for international disaster relief and participation of students and staff in the 40-hour Famine to highlight and expand our role as global citizens.

Two staff members have received training as Anti-Racism Contact Officers (ARCO) to ensure students have a contact to voice their concerns. The ARCO continued to present information to staff and students to create awareness and build understanding of cultural diversity while fostering a supportive and harmonious environment.