

# Elderslie High School

## Annual Report



2018



8521

## Introduction

The Annual Report for **2018** is provided to the community of Elderslie High School as an account of the school's operations and achievements throughout the year.

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

Jennifer Lawrence

Principal

### School contact details

Elderslie High School

48 Hilder Street

ELDERSLIE, 2570

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

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

4658 1110

### Message from the Principal

I am honoured to report on the achievements of Elderslie High School in my first year as principal of this remarkable school. These achievements are certainly broad and varied and demonstrate the collaborative approach undertaken by our students, staff and our supportive parental community. In 2018, our school continued to be recognised in many forums including through the Public Education Foundation, in which Ms Linda Le won the inaugural Teachers Health Early Career Teacher Scholarship in May. In August, Elderslie High School won a further five further awards, including two Ministers Awards for Excellence in Student Achievement for Dylan Maclou and Hannah Jenkins, a Minister's Award for Excellence in Teaching for Ms Zoe Crossingham, a Public School Parent of the Year award to our P&C President, Mr Mick Hovey and Secretary's Award for an Outstanding School Initiative for the school's highly successful Common Writing Platform. Other awards of note included the recognition two of our staff for Principal's Network Awards, these being Mrs Natalie Robinson (Teacher in an Executive Role) and Mrs Danielle Saunders (Classroom Teacher) as well as Georgia Cunnion and Serena Chowna both being selected for the Secretary For A Day Program. Our wonderful year was capped off by the outstanding success of Lachlan Willingham and Hannah Jenkins who achieved first place in the state for an HSC course, Mathematics General and Textiles and Design respectively.

2018 was also a year of significant physical change to the school with the completion of our Schools Renewal Project. This project brought about much needed improvement to the entrance of the school along with the front office space and after nearly ten months of renovation, the area was finally opened to staff and students. 2019 also promises to be a year of continued improvements as the planning was completed for the renovation of our Covered Outdoor Learning Space and sporting court area. This project is set to conclude at the start of 2019.

Elderslie High School focused heavily on student wellbeing in 2018 with substantial initiatives undertaken related to the reinforcement of our Positive Behaviour for Learning values of Respect, Responsibility and Reflection. A relaunch day was held in March which was received very positively. The school also focused heavily on anti-bullying initiatives with the launch of our new Anti-Bullying plan and with guest speakers visiting the school to inspire students. Aboriginal Education was also highlighted in 2018 with the establishment of a Joint AECG (Aboriginal Education Consultative Group) in which we partnered with Cobbitty, Elderslie, Mawarra and Spring Farm Public Schools.

I certify that the information in this report is the result of rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jennifer Lawrence

Principal

## Message from the school community

Eight P&C meetings were held throughout the 2018 academic year, providing the attendees with an opportunity to hear the Principal and Deputy Principals reporting on school initiatives and programs. Various faculties, guest speakers and representatives of the Student Representative Council also made presentations and/or displays throughout the year, providing P&C attendees with an insight into subject curriculum, emerging trends and also to receive valuable feedback on the school's many achievements. Attendees were able to seek information regarding important issues as well as being invited by the school Executive to be involved with the development of the school plan and other key initiatives, such as the front office refurbishment. The P&C also provided parent representatives on a number of staff recruitment panels. The fund raising committee has again proven very successful, with almost \$3500 raised during the year. This has allowed the P&C to make significant contributions to the school, for example, the purchase of sports shirts, new PBL classroom signs and DNA forensic testing kits for the science faculty. Elderslie High School P&C also continued the funding of an EHS P&C scholarship awarded to a student at each of the Elderslie High partner primary schools who, in the view of their Principal satisfy our school motto Excellence, Honour & Service. As always, the Elderslie High School P&C Association acknowledges the outstanding commitment and support from the Principal, Deputy Principals and the teachers in helping the P&C achieve its desired outcomes. Thank you to all the parents who attended meetings and particularly to those who acted as Officers of the Association.

Michael Hovey

P&C President

## Message from the students

In 2018 the EHS Student Representative Council experienced many successes throughout the year, in hope of improving our school community every day.

To start the year off with a bang, the SRC held two major events in Term 1: Harmony Day and The World's Greatest Shave. Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of their background. This year it was celebrated with a mufti day, where students wrote on paper hands and shared their names, culture and nationality. They placed these on a world globe amongst many of their peers. All funds raised went towards supporting Elderslie's World Vision children from Vietnam and Myanmar. Next, Elderslie High School saw several brave students participate in the World's Greatest Shave which was one of our biggest events for the year. It was so big we had 2 hairdressers come this year to help out, with all proceeds donated to the Leukaemia Foundation.

In Term 2, Diversity Day and the Biggest Morning Tea were held. Diversity Day is a day for recognizing individuals' differences no matter what sexual orientation, ethnicity or disability. A mufti day was held for this event, supporting World Vision. The Biggest Morning Tea is an annual event held at Elderslie High School and this year the event was held in Week 8. It assembled staff and Year 12 students in the school hall, to enjoy a morning tea coordinated by the SRC. All profits went to the Cancer Council.

In Term 3, Jeans for Genes Day was held in Week 4. This day raises money for families who are affected by genetic disorders. Students were encouraged to wear Jeans to school in support of this day. The funds went to the Children's Medical Research Institute. After this, the first ever Elderslie High School Krispy Kreme Fundraiser was held! This was a very successful event and all profits went to the JDRF (Juvenile Diabetes Research Foundation) to support one of our own students, Will Cullen, who is an ambassador for this amazing foundation. Term 3 also saw us branch out to raising environmental awareness in our school. Did you know that one plastic straw takes over 200 years to break down whereas a paper one only takes 50 days? We successfully lobbied for the phasing out of plastic straws in our school canteen with the replacement of paper draws instead! This was an amazing effort that would not have been successful without the support of our school canteen and it's great to know that we are positively contributing to our school environment.

Last but not least, Term 4 saw the SRC have two more events. The first event was the 5c Fundraiser. Roll Call classes were asked to collect as many 5 cent pieces possible. This event was a big success with the highest fundraising roll call winning a lunch pizza party which was devoured in seconds! This event was followed by a Christmas Accessory Day, held in Week 9. The SRC also addressed a problem during the term. They recognised that EHS did not have water refill stations, and they quickly took initiative to fix this issue. Water Fountains were installed in Term 4, kindly donated by the Coles Group.

In conclusion, the SRC accomplished a lot in 2018 and achieved amazing results, which proves if you put your mind to something, anything is possible!

## School background

### School vision statement

At EHS, we plan to develop future focused learners who are equipped with contemporary skills, are resilient, embrace diversity and contribute to the community. We will achieve this by creating a culture where individuals take responsibility for their learning journey and the achievement of their personal best within a community that is committed to ongoing improvement.

### School context

Elderslie High School is located in South–Western Sydney, drawing students from Camden and surrounding areas. It is a large, comprehensive, co–educational secondary school offering extensive academic, sport and extra–curricular programs to 980 students. The school student body is made up of 11 per cent LBOTE and approximately 3 per cent Aboriginal and Torres Strait Islander students.

The school's mission is to provide an effective and challenging educational program for all students and our sustained success reflects our commitment to raising achievement for everyone. There is a strong emphasis on excellence but also recognition of the range of talents and learning needs of students. The school motto and core values are Excellence, Honour and Service.

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

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

**Learning Domain** – The school self–assessment is largely consistent with 2017. In the element of assessment, the school has improved from "sustaining and growing" to "excelling". The next to be pursued include the element of Wellbeing in which we believe that our work in implementing the Elderslie High School Lesson Framework and the Be You program will make a significant difference. The school also has explicit plans to continue strengthening classroom practice, the consolidation of our writing platform and the linking of future focused pedagogies to the use of flexible learning spaces.

**Teaching Domain** – In this domain, the school has been highly consistent with our 2017 self–assessment. The next steps to be pursued include consolidating our work in explicit teaching and feedback and addressing the Premier's Priorities in reading and numeracy. The school will channel expertise and innovation through the creation of professional learning opportunities for the sharing of best practice.

**Leading Domain** – The school has again been very consistent with the assessment conducted in 2017. The school has self–assessed our educational leadership and school planning, implementation and reporting at excelling. Through the continued use of the Business Manager role, the school will continue to refine and improve our management practices and processes as well as its use of school resources.

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

Commitment to explicit and consistent teaching practices

### Purpose

To ensure that classroom environments and teaching practices are conducive to effective learning, thereby meeting the needs of our changing school context and improving the proficiency of students in literacy and numeracy.

### Overall summary of progress

Process 1 – During 2018, our work on the highly successful Common Writing Platform was continued. Professional learning on the Stage 5 POWER extension took place prior to all Head Teachers launching this more broadly with their faculties. Partner primary schools were canvassed to gather support for the Common Writing Platform which will be extended upon in 2019. Our POWER scaffold was introduced into multiple classrooms in 2018 and is ready for launch in all faculties within assessment tasks in 2019. Our work on improving literacy and numeracy outcomes was explicitly enhanced through the employment of a Head Teacher Instructional Leader who worked throughout Semester 2 alongside the leader of the Literacy and Numeracy Committee to lead the introduction of the Super-Six strategies. Team teaching and modelling alongside a range of cross faculty staff was delivered by the Instructional Leader and multiple professional learning activities were led for all teaching staff.

Process 2 – Our key project in this area focused on the establishment of the Elderslie High School Lesson Framework (ELF): a pedagogical toolkit for staff designed to highlight best practice teaching methodologies to use at the beginning, middle points and at the end of lessons, leading to optimal learning environments. The ELF team that was established was formulated with 4 staff from various faculties and involved the collection of triangulated evidence from teachers, academic researchers and also students to show the alignment of all stakeholders in developing ideas about what works best. Following the formulation of the framework, 15 teachers trialled the first iteration of the framework before adjustments were made ready for full scale implementation in 2019.

### 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 achieving proficient level in NAPLAN reading and numeracy by 5%  10% of Year 9 students achieve proficient level in NAPLAN writing.  Year 9 Value Added data for NAPLAN writing is above state average.	\$71749	Continued support for staff is implemented to utilise the school's Common Writing Platform within their teaching and learning programs and assessment strategies.  Commitment reached with partner primary schools to utilise the Common Writing Platform across at least one other school.  Head Teacher Instructional Leader employed to support reading and numeracy particularly.
25% reduction in the number of student classroom behaviour referrals to school executive.	\$2500	Staff and students extensively consulted in the development of the Elderslie High School Lesson Framework and a model developed that aligns with evidenced based best practice.

### Next Steps

- Lesson Framework presented to Parents and Citizens Association before being launched in all Year 7 and select Year 8–10 classes.
- Gathering data on the success of the Lesson Framework in terms of impact on behaviour of students and the creation of a positive learning environment.
- Launch of POWER into a Stage 5 assessment task in every Key Learning Area
- Continuation of Super Six reading strategies into teaching and learning programs.
- Development of shared pedagogical opportunities for the Common Writing Platform within at least one partner

primary school.

- Analysis and mapping of numeracy content in all Key Learning Areas.

## Strategic Direction 2

Innovative practices that drive the achievement of personal best

### Purpose

To develop a culture in which staff and students take responsibility for their ongoing learning, strive for improvement and high expectations.

### Overall summary of progress

**Process 1 – Challenge and Innovate** – Seven teachers collaborated to write programs and implement the STEM course for all of Year 8. Titled Project Innovate, students participated in a whole year excursion to Wet'n'Wild as the hook event to excite and motivate them towards participating in project based learning. Throughout the year students completed units on foundation skills, crazy coasters, to infinity and beyond and move your body. The overarching theme was all about movement, students collaborated to design prototypes and projects linked to the learning theme. Their work was showcased at the end of Semesters One and Two.

The Future Focused Pedagogy Learning Circle participated in research, triangulated data and identified two themes in which to focus on. Theme one involved a Year 7 class who participated in a trial of using of Google Add-ons and two Year 8 classes who participated in Guided Inquiry lessons to improve their research skills in relation to their STEM course, Project Innovate. Pre and post survey data indicated firstly, an improvement in the understanding of Google Add-ons to enhance ICT skills linked to learning outcomes for the Year 7 class. Secondly, an increase in the quality and depth of research resulting in improved sophistication of ideas and use of technical language applied to design thinking and the final product for the two Year 8 classes.

**Process 2 – Growth in Action** – The Elderslie High School feedback sheet was revised to include SMART goals. Professional learning was delivered to staff around the use of feedback and all staff trialed the feedback sheet with their Year 11 classes. Teachers explained SMART goals during DEAR so that students were able to successfully use the revised feedback sheet. Evidence collected indicated an improvement in students ability to take responsibility for their learning growth. Professional learning was delivered to staff on effective questioning by Alice Leung, Head Teacher Secondary Studies at Concord High School. Staff were provided with resources and encouraged to trial some of the techniques with their classes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase to 100% of staff implementing future focused practices consistently.	\$3280	Staff participated in learning circles to explore STEM/PBL innovations through our Year 8 Project Innovate Program. Staff also joined learning circles to explore innovative future focused pedagogies. In total, 56 per cent of staff participated in future focused practices consistently.
SMART Stage 6 HSC data demonstrates an upward trend.	\$104000	Senior Mentor Teacher employed who worked closely with all senior students around HSC support and transition planning.  Development of SMART goal planning for senior students around effective use of assessment feedback leading to student self-regulation.  HSC results were above State and statistically similar school groups in 2018.

### Next Steps

- Project Innovate programs evaluated, revised and updated in readiness for 2019 implementation.
- Future Focused Pedagogy Learning Circles focus on the 4 Cs (Critical thinking, creativity, communication and collaboration).

- All Year 8 participate in Guided Inquiry as a foundation skill for Project Innovate.
- Learning Circle participants share expertise of Google Suite Add-ons within their faculties and across the school.
- The Elderslie High School feedback sheet is implemented for all Stage 6 students.
- Professional learning focused on growth mindset in 2019.

## Strategic Direction 3

Supportive school culture focusing on staff and student wellbeing

### Purpose

To develop a whole school approach to student and staff wellbeing to ensure optimum conditions for teaching and learning.

### Overall summary of progress

**Process 1 – People Matter** – The welfare team developed the action plan for the implementation of Mind Matters and phase one of the program was launched at Staff Development Day Two with professional learning support from the Headspace team. Executive meeting focus discussions occurred around the curriculum links to Mind Matters. Staff undertook professional learning modules on the Mind Matters website on building connections and developing a sense of belonging. The Faces of Elderslie initiative was implemented to build a sense of connection the EHS community.

**Process 2 – Recognising Effort** – The Staff Wellbeing team researched and visited local schools to examine best practice for promoting staff wellbeing. An implementation plan was developed and proposed to the school executive team in order to embed principles of positive psychology. The three components were physical spaces, professional learning and acts of wellbeing. During the year, a number of acts of wellbeing were implemented and in addition, the school applied the principles of Education Changemakers through consultation of staff to identify common values. These combined to create a supportive school culture. The school Facebook page was launched and faculties captured classroom practices that were highlighted across a number of social media platforms. There was a positive community response to highlighted classroom practices.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% improvement in the number of students who report that they are aware of how and where to seek support within the school.	\$1230	All staff completed professional learning around on component 1 of the Mind Matters program. This led to the development of an action plan for the implementation of Mind Matters.  The Faces of Elderslie program commenced to encourage a sense of student belonging within the school as well as group cohesion.  Student self referrals to their Year Advisors and the School Counsellor increased.
Processes are in place to recognise teacher effort.	\$3280	The Staff Wellbeing Action plan was developed and acts of wellbeing were implemented.  Exploration of school values took place leading to a common values platform.  Professional learning around Growth Mindset principles.  Staff Wellbeing Team visited a range of other schools to explore models of positive staff wellbeing leading to a vision for school improvement.

### Next Steps

- Mind Matters will be rebranded to the Be You and phase 2 of the program will be implemented focusing on student resilience and the Wellbeing team will create and implement a calendar of wellbeing initiatives.
- The Anti-bullying Plan will be implemented and students will be surveyed to determine their understanding of support available to them at school and determine their connectedness to staff for wellbeing support.

- The Faces of Elderslie program will increase the profile and diversity of staff and students across a broader range of social media platforms.
- The Staff Wellbeing Team will implement the three components of the plan and the Executive team will undergo professional learning on the principles of positive psychology at an executive conference.
- Student Leadership coordinators will develop an annual plan of leadership initiatives.
- The Merit Scheme will be revised and updated to recognise community service.
- Students will participate in workshops to understand the concepts of growth mindset and recognising effort.
- Junior reports will include an effort scale.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Cost of teacher release. \$23878  • Aboriginal background loading (\$420.00)	The Aboriginal Education Coordinator was released from class to lead initiatives and programs for Aboriginal students. Twelve students participated in Pathways to Dreaming as part of a partnership with Western Sydney University. Five students were recipients of Aboriginal students achievement award.. The Aboriginal Coordinator established a junior AECG with partner primary schools.
<b>English language proficiency</b>	\$16435	Review of EALD student education plans, ongoing support provided by the ESL teacher and additional goals established for 2019
<b>Low level adjustment for disability</b>	\$101594	Students accessing personalised support through the employment of SLSO staff so that students demonstrate continued growth/improvement.
<b>Socio-economic background</b>		Impact of transition planning and post school destinations for senior students. Review of TSO position to analyse impact and decision to progress for an additional year. Year 9 NAPLAN growth data, Implementation rate of Stage 5 writing platform. Student and Staff survey of Project Innovate.
<b>Support for beginning teachers</b>		All beginning teachers successfully completed or make substantial progress towards completing accreditation. Beginning teacher professional learning program is successfully implemented and well supported by staff. Beginning teacher practice improved as a result of effective mentoring from experienced professionals.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	420	428	413	456
Girls	528	527	545	531

In 2018, the school started with an enrolment with an increase in the number of boys and a decrease in the number of girls. The proportion of boys and girls was approximately forty–six and fifty–four percent respectively.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.1	92.7	94	93.1
8	91.4	90.4	91.5	90.7
9	90.7	90.1	90.3	88.7
10	88	87.8	91.1	87.8
11	87.3	86.2	89.8	87.1
12	91.6	89.9	92.3	92
All Years	90.3	89.6	91.5	89.8
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

The attendance pattern (Years 7 – 12) is observable for the past four years. Attendance is above 2018 state averages for all year groups. Elderslie High School is committed to maximising student attendance and has implemented a number of strategies, including proactive and successful teaching and learning, period–by–period roll marking, extra–curricular programs, student interviews, Parent Bulletin articles, following up lateness and support programs. Student non–attendance is managed by sending of SMS messages to parents, setting attendance targets,

rolls each lesson, linking poor attendance to curriculum based warning letters, discouraging family holidays during the term and analysing attendance records below targets every fortnight utilising the Home School Liaison Officer, Head Teacher Welfare, Deputy Principals and Year Advisers.

### Structure of classes

The strength and reputation of Elderslie High School's Gifted and Talented program continues to grow. This is emphasised by the increased number of students who apply for enrolment at our school. In 2018 the school had two top stream enrichment classes in each year group, Years 7 to 10. These classes had a differentiated curriculum to incorporate enrichment work. All of Year 8 participated in Project Based learning and STEM class. The remaining classes in each year group are generally mixed ability classes. Variations to this are in the English faculty where there is one literacy class per year group and in Years 9 and 10 Mathematics where classes are structured according to the three levels of the Stage 5 course.

### Retention Year 10 to Year 12

In 2018 sixty–seven per cent of students remained in the Year 12 cohort from Year 10 2016. Twenty–seven percent of students left school during Year 11 2017 with the majority leaving for either full time employment or full time or part–time TAFE education.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	6.7
Employment	0.09	0.18	18.5
TAFE entry	0.01	0.06	11.1
University Entry	0	0	61.7
Other	0.05	0.06	0
Unknown	0	0.01	3

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

## Year 12 students undertaking vocational or trade training

In 2018, forty per cent of Year 12 students undertook one or more vocational education or trade training course.

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

In 2018, ninety-nine per cent of Year 12 students attained an HSC or equivalent vocational educational qualification. In total there were forty-six vocational educational qualifications obtained from the forty per cent of students enrolled in vocational education or trade training courses.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.37
Other Positions	1

\*Full Time Equivalent

Four per cent of staff are Aboriginal at Elderslie High School.

### 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	41

## Professional learning and teacher accreditation

Professional learning funds were expended in the areas of leadership development, career development, welfare and equity, beginning teachers, consistent and explicit teaching practices, innovative practices and staff and student wellbeing. The total amount of funds expended in 2018 was \$45,903. All professional learning delivered at Elderslie High School was made available on MyPL and contributed to non-registered hours towards staff accreditation. Two new teaching staff were accredited at proficient in 2018 and 40 staff were maintaining accreditation. In 2018, the bulk of the funds supported two areas, innovative practices that drive the achievement of personal best and syllabus development.

Access to these funds allowed staff to attend professional development that centered on school strategic directions and improved pedagogical practices. Professional learning was provided both within the school and through courses delivered by the Department of Education and external providers. Professional learning opportunities were accessed by each key learning area and strategies and information gained from these opportunities were shared on a whole school and faculty level. Areas targeted at a whole-school level included MindMatters, concepts of growth mindset, Super Six reading strategies and future focused pedagogies. This has supported the capacity of teachers to apply effective questioning in order for students to utilise student feedback to maximise educational outcomes for these students. Teachers focused on applying literacy strategies within their classes to address the Premier's priorities of improving reading. Professional learning time has promoted collaborative staff practice in developing the Elderslie High School Lesson Framework and the Anti-bullying Plan. Specific learning was undertaken in analysis of class data using SCOUT. The Positive Behaviour for Learning re-launch, Project Innovate and Learning Circle showcases highlighted best pedagogical practice. Targeted collaboration has occurred as a form of professional learning in which a team of staff supported the school's executive to apply the school's common writing platform in all key learning areas with a focus on Stage 5.

In 2018, Elderslie High School continued to implement a framework for ongoing support of beginning teachers at the school. An internal school network continued and fortnightly meetings were held in which key workshop themes were explored. Topic areas included effective classroom management, assessment practices and organisation of excursions and variations to routine as well as DoE structure and organisation. Additionally, there was a continuation of the regular support and supervision of each beginning teacher utilising head teachers and senior teachers as mentors. In 2019 professional learning will focus on the continuation of future focused pedagogies, learning circles about innovative pedagogical practice, implementation of the common lesson framework and the continuation of MindMatters. These initiatives will support the achievement of the targets established within the 2018–20 School Plan.

## 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>	1,258,580
<b>Revenue</b>	10,986,787
Appropriation	10,333,547
Sale of Goods and Services	126,618
Grants and Contributions	511,004
Gain and Loss	0
Other Revenue	2,545
Investment Income	13,072
<b>Expenses</b>	-10,574,292
Recurrent Expenses	-10,574,292
Employee Related	-9,291,498
Operating Expenses	-1,282,795
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	412,495
<b>Balance Carried Forward</b>	1,671,075

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

A full copy of the school's 2018 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

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

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

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	8,583,709
Base Per Capita	188,574
Base Location	0
Other Base	8,395,135
<b>Equity Total</b>	480,460
Equity Aboriginal	23,878
Equity Socio economic	161,561
Equity Language	16,435
Equity Disability	278,586
<b>Targeted Total</b>	713,497
<b>Other Total</b>	153,154
<b>Grand Total</b>	9,930,819

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.

Literacy – Year 7

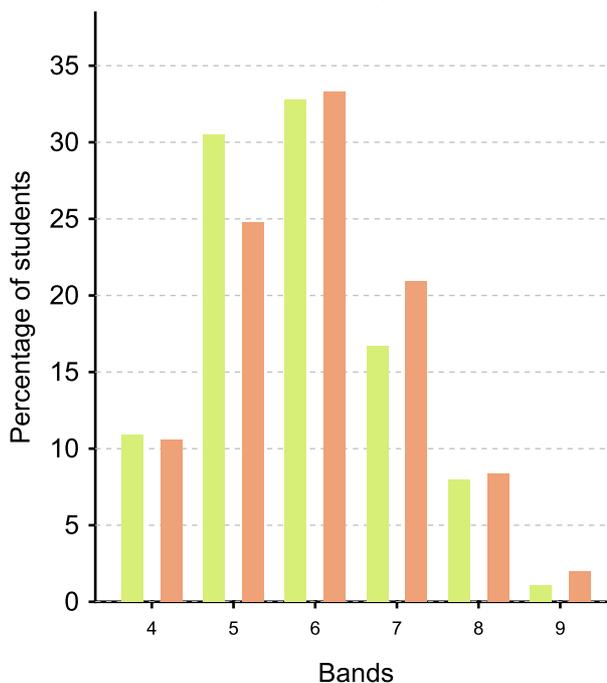
One hundred and seventy-two Year 7 students completed the NAPLAN Literacy assessment. Overall the average scores for our Year 7 students were below state average in reading, writing, spelling and grammar and punctuation.

The percentage of students in the lower two bands for writing decreased from 45 per cent in 2017 to 42 per cent in 2018. Growth data indicated that 49 per cent of Year 7 students achieved greater than or equal to expected growth rates in writing, with 53 per cent in spelling and 52 percent in grammar and punctuation.

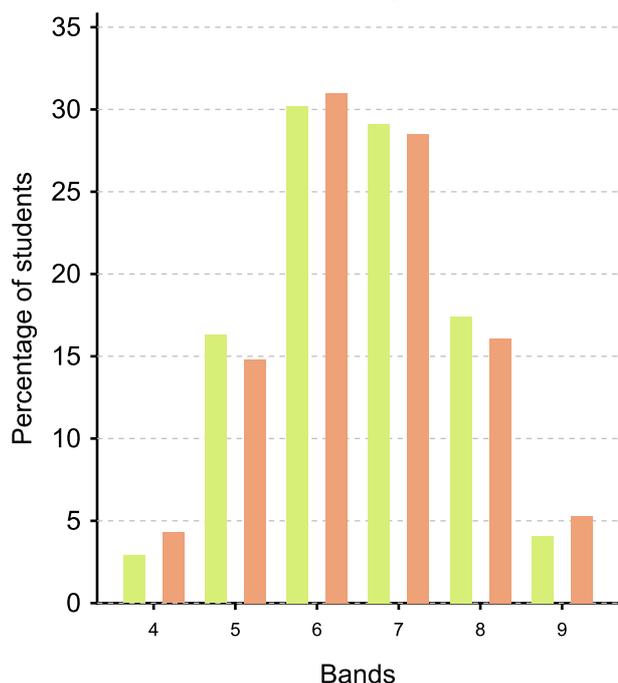
#### Literacy – Year 9

One hundred and eighty-eight Year 9 students completed the NAPLAN literacy assessment. The school average for reading, spelling, grammar and punctuation were slightly below state average. The average score for writing was 12.12 points above the state average. The number of students in the top two bands for writing was almost 15 per cent in 2018. The growth data indicated that 62 per cent of students achieved the expected minimum growth in reading, 53 per cent in writing and 58 per cent in spelling between Year 7 and Year 9.

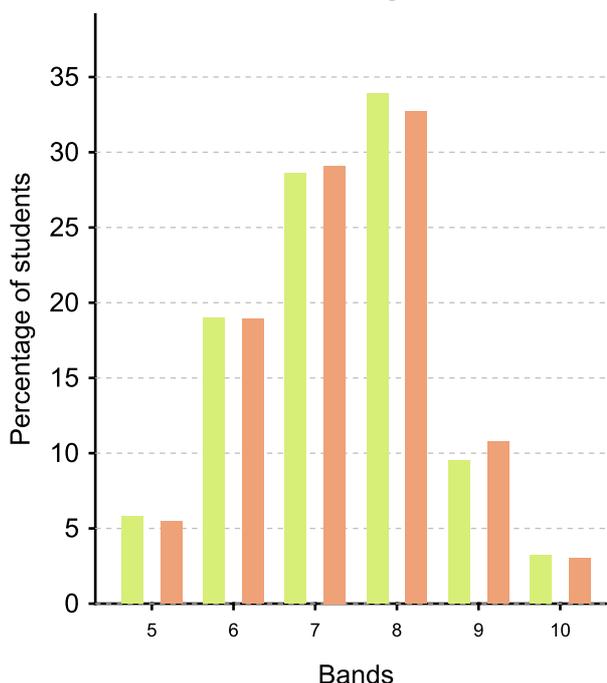
**Percentage in bands:  
Year 7 Writing**



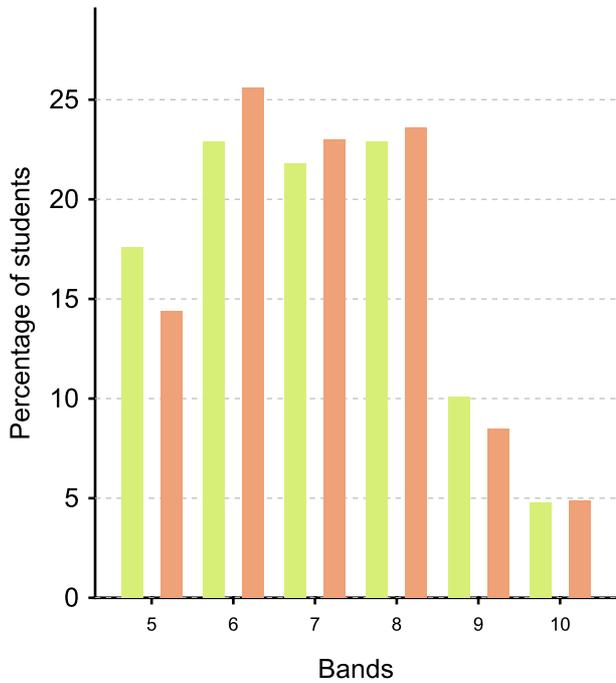
**Percentage in bands:  
Year 7 Reading**



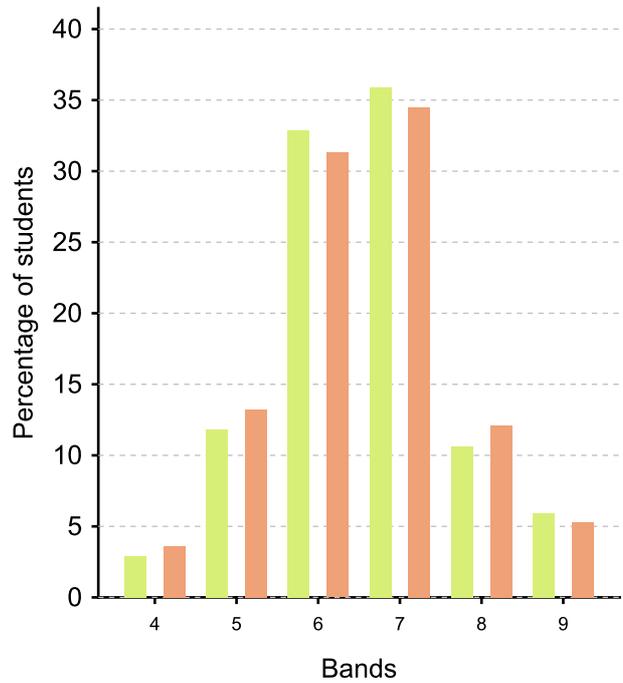
**Percentage in bands:  
Year 9 Reading**



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 7 Numeracy



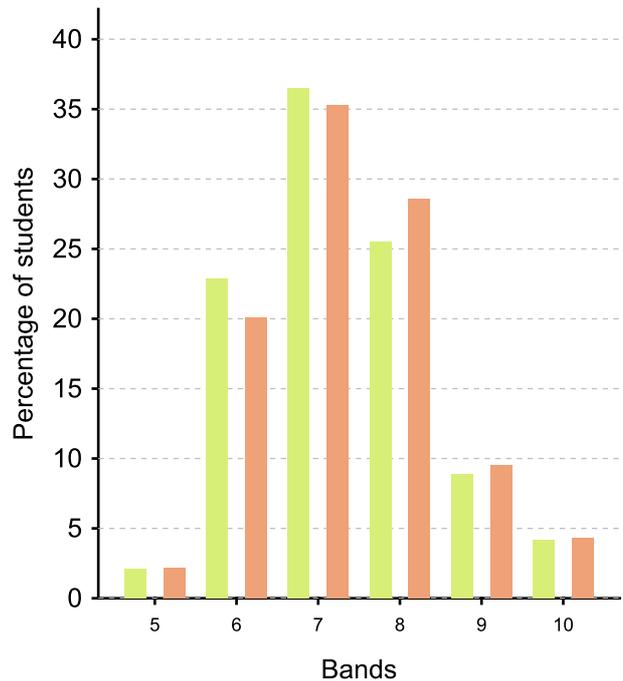
**Numeracy – Year 7**

One hundred and seventy Year 7 students completed NAPLAN numeracy assessment. Overall the Year 7 cohort performed below the state average in numeracy. Year 7 had lower than state average percentages in the top band and lower than state average percentages in the lower bands. Growth data indicated that 54 per cent of Year 7 students were greater than or equal to the expected growth rates in numeracy, with 89 students achieving a band seven or higher.

**Numeracy – Year 9**

One hundred and ninety-two Year 9 students completed NAPLAN numeracy assessment. Overall the Year9 cohort performed below the state average in numeracy. A total of 13 percent of the cohort performed in the top two bands. The growth data indicated that 49 per cent of the cohort achieved greater than or equal to the expected minimum growth rate between Year 7 and Year 9, with 74 students achieving a band eight or higher.

**Percentage in bands:**  
Year 9 Numeracy



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

In Year 7 2018 16.47 per cent of students were in the top two bands for reading and 13.02 per cent of

students were in the top two bands for numeracy.

In Year 9 2018 21.51 per cent of students were in the top two bands for reading and 12.70 per cent of students were in the top two bands for numeracy.



## Higher School Certificate (HSC)

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

### English

For the forty–nine students who studied English Standard the average score was above the state average. Forty –five percent of the candidates gained a Band 4 result or higher.

Thirty–seven students completed the English Advanced course with three candidates Dylan Maclou, Marialee Truong and Lachlan Willingham achieving a Band 6 result. Ninety percent of the students achieved a Band 4 result or higher, with the average just below the state average.

A small cohort of students studied the Extension 1 and 2 course making valid statistical analysis difficult. However, Marialee Truong attained full marks in her Extension 2 project, an outstanding achievement.

### Mathematics

In 2018, 60 Students studied the Mathematics General 2 course, 14 students studied Mathematics , 7 students studied Mathematics Extension 1 and 2 students studied Mathematics Extension 2.

The average student examination result in Mathematics General 2 was slightly above the state average. Lachlan Willingham achieved first in state through his attainment of 100 per cent in his HSC examination. Two other students attained a Band 6 and 46.67% of students attained a Band 4 or higher.

The average student examination result in Mathematics

was slightly above state average. Brock Chisholm, Lachlan Ruiters and Matthew Kenny achieved a Band 6 result. Over 95 per cent of students scored a Band 4 or higher.

A very small cohort of students studied Mathematics Extension 1 and 2, thus making a valid statistical analysis difficult. In Mathematics Extension 13 students achieved a Band E4 and three students achieved a Band E3. Two students achieved a Band E3 in Extension 2 Mathematics.

### LOTE

One student studied Japanese Beginners and achieved a Band 4 result in Japanese. Due to the small number of students studying the course, valid statistical analysis is difficult.

### Human Society and its Environment (HSIE)

Ancient History had a large candidature of forty–seven students. The group performed well with five students achieving a Band 6 result and 9 students achieving a Band 5. The Band 6 students were Jade Gunn, Anneliese Munro, Shannon Murray, Abby Sklenar and Lachlan Willingham. The percentage of Band 6 students was above the state average.

History Extension had one student, so the statistical data is limited. Dylan Maclou achieved an E3.

Twenty–two students studied Modern History in 2018 with ten students achieving a Band 5 result. The school performed above state average. Special mention to Hannah Jenkins, Anneliese Munro, Matthew Kenny, Keyan Mohebbati–Arany and Jade Gunn for their Band 5 achievements.

Ten students studied Society and Culture in 2018 with six students achieving a Band 5 or above. Of particular mention is Brittany Bunyan, Dylan Maclou and Abby Sklenar who achieved a Band 6 in this course. Several students achieved outstanding results in the submission of their Personal Interest Project, with Brittany Bunyan deserving special acknowledgement. The school performed significantly above state average.

Twenty–nine students studied Legal Studies in 2018. Three students achieved a Band 6 with nine students achieving a Band 5. The students achieving a Band 6 were Jade Gunn, Anneliese Munro and Lachlan Willingham. Special recognition goes to Lachlan Willingham who was noted as an 'All Rounder' for not only achieving a Band 6 in Legal Studies, but in all his studied subjects. Jessica Bowman, Amy Oreshkin and Anna Faulds should also be congratulated on their high achieving Band 5 results. The school performed significantly above state average.

Twenty students studied Business Studies in 2018. Most students achieved a Band 4 or 5. Special recognition to Jaimi Kynaston, Bridget McDonald, Madison McFarland and Rebecca Stiff for their high achieving Band 5 result and consistent work ethic throughout the course. The school performed above

state average.

Eight students studied Business Services in 2018. All students achieved within the Band 4 and 5 range. Caitlin Wright, Caprice Nussbaum and Nakita Kocis should be congratulated in performing well with a Band 5 in this subject.

Seventeen students studied Geography in 2018. Students performed across a range of bands, with majority achieving Band 4 and 5. Special recognition to Jade Gunn, Rebecca Stiff and Lilibeth Dell for achieving Band 5 results.

### **Science**

In 2019, 52 students completed a Stage 6 Science course with a number of candidates successfully completed Agriculture, Biology, Chemistry and Physics.

A strong overall course performance in Agriculture resulted in one-hundred per cent of students in achieving a Band 5. The school performed above state average.

Sixty per cent of students in Biology achieved a Band 4 or higher. Five students achieved a Band 5. Special recognition is given to Lachlan Willingham who achieved a Band 6 in Biology. The school performed above state average.

Over sixty-three per cent of Chemistry candidates achieved a Band 4 or higher. Two students achieved a Band 5. The school performed above state average.

Over sixty-three per cent of students in the Physics course achieved a Band 4 or higher. Two students achieved a Band 5. The school performed at a level which was above state average.

Overall course performance in Agriculture, Biology, Chemistry and Physics was above state average.

### **Personal Development, Health and Physical Education (PDHPE)**

Twenty-nine students studied PDHPE with the average student result being significantly above state average. Seventy-six per cent of candidates achieved a Band 4 result or higher. Of particular mention are 2 students, Ellyn Brown and Annaliese Munro who achieved a Band 6 result and 12 students achieved a Band 5 result.

Fifteen students sat the HSC for Community and Family Studies. Forty per cent of students achieved a Band 4 or higher. The results were slightly above state average.

### **Creative and Performing Arts (CAPA)**

In 2018 a small cohort of students completed the HSC Dance, with two students achieving and Band 5 result. Nine students completed the Drama course with four students achieving a Band 6 or higher. Five students completed the Music 1 course with four students achieving a Band 5 or higher. The small course cohorts

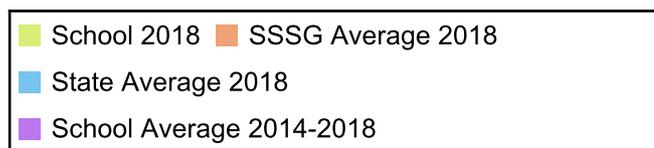
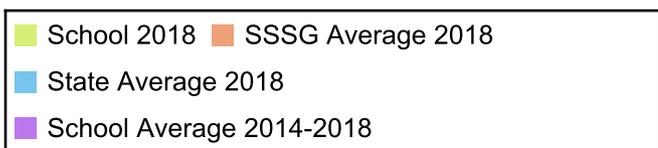
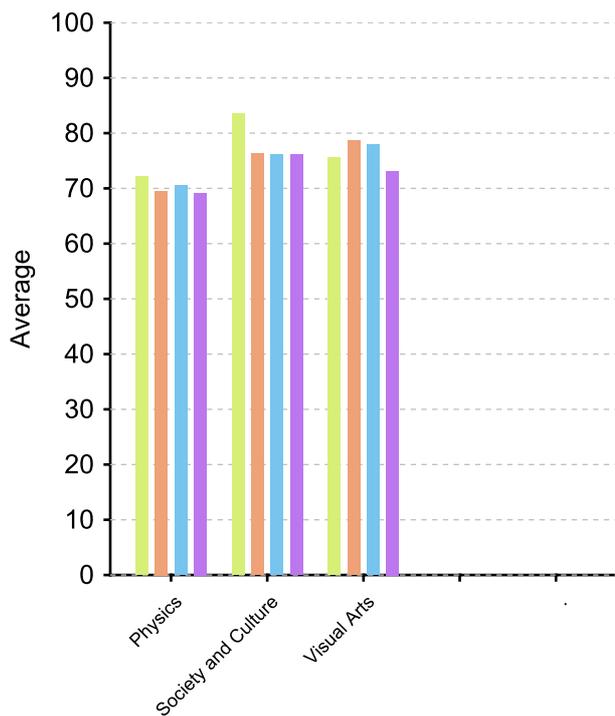
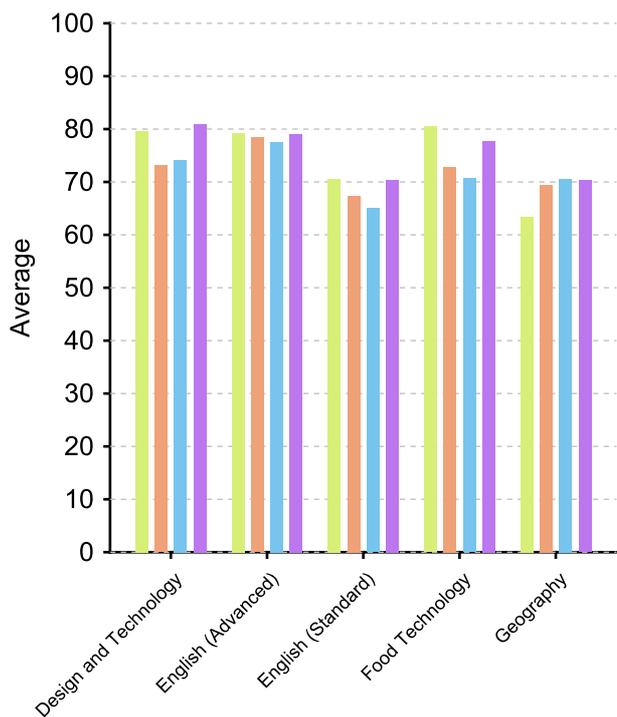
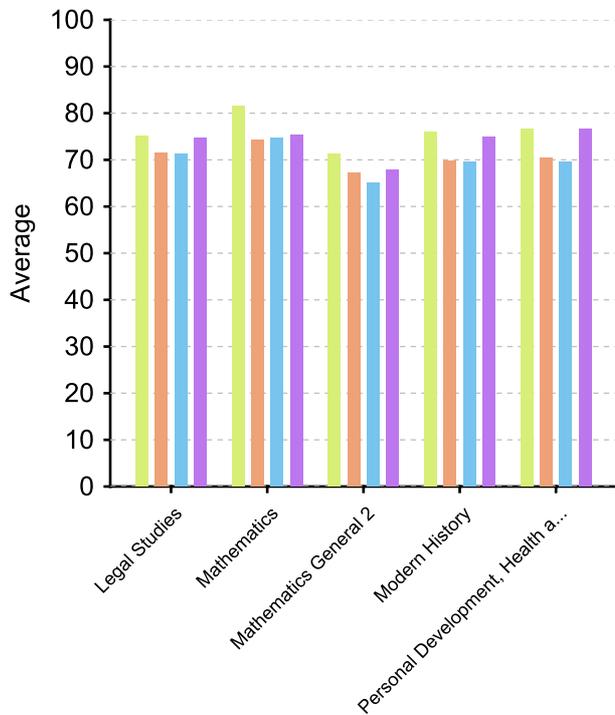
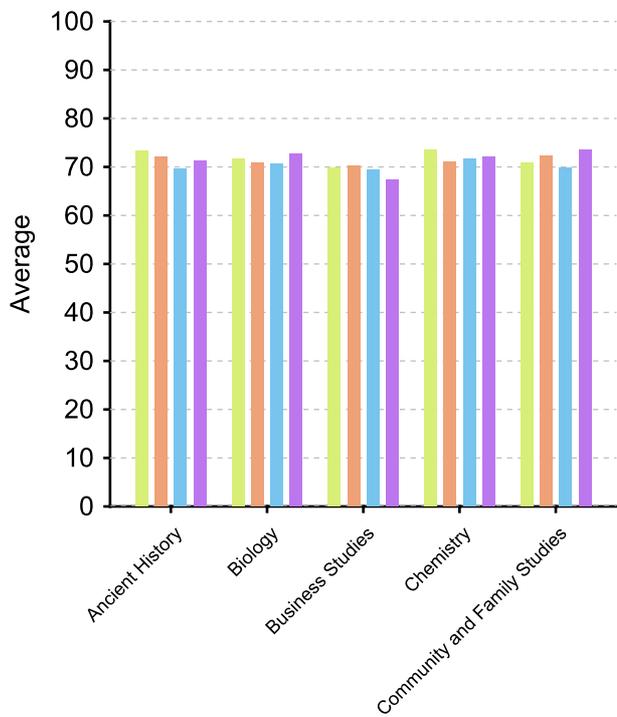
make meaningful comparison with state results difficult. Fifteen students completed the Visual Arts course with five students achieving a Band 5 result. The school results in this course were slightly below state average although Indyana Verter had her Body of Work included in the prestigious Art Express exhibition.

### **Technological and Applied Studies (TAS)**

Textiles and Design again achieved outstanding results in 2018 with three students out of the 9 that sat the HSC received a Band 5 or higher. The school average was significantly above state average. Hannah Jenkins achieved first in the state and Natalie Finlay's major work was selected for the TexStyle exhibition. Fifteen students completed the Design and Technology course. Nine of these students achieved a Band 5 result which was above state average. Thirteen students completed the Food Technology course. Two of these students achieved a Band 6. The school results were significantly above state average. Seven students studied Engineering. Three of these students achieved a Band 5 result. The small number of students who studied this course makes statistical analysis difficult. Eight students studied Industrial Technology Timber. One of these students achieved a Band 5 result. The small number of students who studied this course makes statistical analysis difficult.

### **Vocational Education and Training (VET)**

Students studied a range of VET courses both at school and TAFE. Courses studied at school included Hospitality – Hospitality – Food and Beverage, Primary Industries (delivered at Elizabeth Macarthur High School), Business Services, Entertainment Industry, Sports Coaching, and Construction. Seven students elected to complete the Hospitality–Food and Beverage examination with four students achieving Band 5. The small number of students who studied this course makes statistical analysis difficult. Three students achieved a Band 5 result and completed the VET qualifications for Primary Industries. Due to the small number of students studying the course it makes a valid statistical analysis difficult. In Business Services, eight students completed the VET qualification and completed the HSC examination. In Construction, four students completed the VET qualifications, and two students completed the HSC examination with one student achieving a Band 6 results. Due to the small number of students studying the course it makes a valid statistical analysis difficult. Four students completed the VET qualifications and completed the HSC for Entertainment Industry. Due to the small number of students studying the course it makes a valid statistical analysis difficult.



## Parent/caregiver, student, teacher satisfaction

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

One of the key areas in which we consulted with students was in the development of the Elderslie High School Lesson Framework. This important framework was developed throughout 2018 as a key deliverable within our school plan and involved developing pedagogical structures of best practice that assist to engage the majority of learners throughout all Key Learning Areas. Over 60 students from Stages 4 and 5 were surveyed to gather their views about strategies that work best to settle and engage learners so that an optimal learning environment is created and sustained. Students gave ideas about practices that they would like to see in place at the beginning, middle and end of lessons, leading to the trial of the framework in Term 4. The involvement of the staff was extensive in the development of the Lesson Framework and took place through the surveying of all teachers in Term 1. When the draft framework was ready for trialling, 15 teachers experimented with its implementation in Stage 4 and 5 classes, leading to deep analysis of the framework in readiness for whole school launch in 2019

Parents, staff and students were widely consulted in 2018 in the development of the Elderslie High School Anti-Bullying Strategy. This consultation involved initiation of key ideas with the Parents and Citizens Association, along with the Student Representative Council a process that was also conducted with the teaching staff via a staff meeting and Welfare team meeting. The final product was uploaded to the school's website in Semester 2.



## Policy requirements

### Aboriginal education

Only three per cent of our total student enrolment identify as Aboriginal. In 2018 the Aboriginal Education Team in consultation with students and families continued to implement a strategy to develop and evaluate personalised learning plans for Aboriginal students. In 2018 we continued implementing the Indigenous leadership group during roll call. Students were invited to participate in this group and could opt out at any stage throughout the year. Ms Jeffries led this group, which enabled her to facilitate extensive consultation on school matters with our Aboriginal students on a daily basis. Ms Jeffries was given a period allocation through equity funding to coordinate Aboriginal Education at Elderslie High School. Our school participated in the Pathways to Dreaming organised by the Western Sydney University. Students from the university mentored our Year 8 and 9 students and they also participated in an excursion to one of the university campuses each term. As part of this program our students completed an art work with the guidance of well known artist Danielle Mate. The purpose of the program is to increase student aspiration to undertake tertiary education whilst strengthening connections to culture. To celebrate NAIDOC week a whole school assembly was held, the vocal ensemble group performed the National Anthem, which included some Dharawal language. Aboriginal students compered the assembly, which included a student developed presentation around the theme of 'Because of her, we can' which celebrated the achievements of well known Aboriginal Women. The assembly was followed by a community luncheon. Five students achieved an Aboriginal Student Achievement Award. The successful recipients were, Maddison Kuiper and Georgia Eggert for Leadership, Citizenship and Community Service, Piper LaHay for Attendance, Jody Stevenson for Culture, Courage and Commitment and Taylah Fensom for Creative Arts. Another significant event was the creation of a Junior AECG between Elderslie High School, Mawarra Public School, Spring Farm Public School, Cobbitty Public School and Elderslie Public School. Through participation and involvement in a wide variety of activities in 2018, our students have improved their knowledge and involvement in Aboriginal Culture and many of our students have significantly improved their leadership skills.



achievements have been showcased at a variety of events, allowing for the development of our talented student body who continued to flourish as they immersed themselves in the joy of engaging in the Creative and Performing Arts. Amongst the highlights in 2018 was the annual school musical, A Chorus Line.

#### Dance

- Dance ensemble, dance company and Ballroom ensemble were selected for the In the Spotlight Dance Festival.
- Lilibeth Dell from Year 12 gained selection to the NSW Public Schools State Senior Dance Ensemble.
- Savannah Nenadic from Year 7 gained selection for the NSW Public Schools State Junior Dance Ensemble.
- Sixteen of our dancers represented Elderslie High School in Combined Dance – Schools Spectacular, 2018.

#### Drama

- The Year 11 Drama Class auditioned for the In The Spotlight Drama Festival and was successful in gaining selection for the evening performance.
- Blake Penfold and Lucy Mottram, Year 11 were selected for the NSW Public Schools Senior Drama Ensemble.
- Maya Ascaino, Bethany Kickert, Dylan Maclou and Erica Sheather from Year 12 were nominated for OnStage 2019.

#### Music

- Music students participated in Camden Show, Mawarra Public School Fete, Jacaranda Festival, Camden Preschool Family Fun Night.

#### Visual Art

- Indyana Verter from Year 12 was selected to exhibit her Visual Arts major work in ArtExpress.

#### Achievement in Sport

Sport 2018 was once again a successful year for Elderslie High School students at zone, regional and state carnivals. The students worked whole heartedly, with the support of their families, to achieve excellence in their chosen fields. The accolades and achievements of our school and students include:

- Retention of the Clutha Cup for the most outstanding school in the Macarthur Zone for carnival performance.
- Elderslie High School students were awarded sixteen Macarthur Zone Blue Awards presented in 2018 demonstrating the depth of our sporting excellence.
- Elderslie High School won two Zone carnival point scores in 2018 and we were the champion school in the Macarthur Zone Swimming and Cross Country.
- At the SSWSSA annual Blues Award Night, Elderslie High School was one of nineteen high schools across the Region recognised for our significant contribution to assisting students access the higher levels of school sporting representation.

### Multicultural and anti-racism education

The school has 10 per cent of the student body from a language background other than English (LBOTE), representing 36 language groups, the main ones being Italian, Spanish, Urdu, Vietnamese, Thai, Arabic and Hindi. In 2018 NAPLAN, the majority of Year 9 EALD students attending Elderslie High School achieved at or above the percentage expected growth rate in grammar and punctuation, numeracy and spelling and below the percentage of expected growth for reading, writing and spelling. Kyle Faulkner represented Elderslie High School in Japan for 12 months as an exchange student. Elderslie High School has an (ARCO) Anti-Racism Contact Officer who is trained to manage complaints regarding racism. The ARCO communicates with all parties to ensure that all complaints are effectively resolved by following the appropriate DoE procedures. The school participated in the annual Harmony Day celebrations, which were coordinated by the SRC. Elderslie High School was asked to host 20 students and three teachers from the Farmer's Children's High School, Macau. The purpose of their visit was to immerse themselves into Australian school and home life as well as see significant places of interest within the Sydney region. All students benefited from the exchange of cultural experiences and look forward to hosting other groups in the future.

### Other school programs

Elderslie High School students take pride in their achievements in the creative and performing arts, sport, public speaking and student leadership. Our standard of excellence and outstanding results continued in 2018. Congratulations must go to the students themselves but also to the staff, parents and caregivers who support them.

### Achievement in the Arts

The CAPA staff facilitated another year of outstanding successes in the area of Creative and Performing Arts at Elderslie High School. Individual and collective

Several students excelled at their given sport to reach NSW and Australian representation. It is with pleasure and pride that we salute all our athletes for all their efforts and achievements. They bring honour and prestige to the staff and students of Elderslie High School. We look forward to continued success in 2019.

### Swimming

Numerous records were broken at school and zone swimming carnivals in 2018. As a result of the outstanding performances of our students 17 were selected to compete at the NSW Combined High Schools (CHS) Swimming Championships. Many of the group were successful in making the finals with medals awarded as follows:

- Silver medalists – Aleksandria Ilic 17–19 years girls 200m individual medley, 400m individual medley and 200m freestyle.
- Bronze medalists – Aleksandria Ilic 17–19 years girls 100m breaststroke and Vanya Kamenjas boys 100m backstroke.

### Athletics

As a result of the outstanding performances of our students 12 students were selected to compete at the NSW Combined High Schools (CHS) Athletics Championships. The major achievements were as follows:

- Gold medalist – Bailey Morris 14 Years long jump
- Silver medalist – Ella Wooldridge 16 years girls 2km steeple chase at the Australian All Schools Athletics.

### Cross Country

Nine students qualified for the NSW CHS Cross Country Championships.

### NSW Representation

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

- Bronze medalists – Rebekah Lord, Ben Cade and Christopher Hill in CHS lawn bowls.
- Bronze medalists – Lilly Kramer and Stephanie Taylor for CHS orienteering.
- Samantha Glover open girls softball team.

### Australian Representation

The following student represented nationally in her chosen sport:

Nikita Kocis was selected for the Australian Tagaroo Oztag team.

### Other Significant Achievements

- Samantha Glover from Year 12 was the recipient of the SSW Regional Blue award for softball.
- Maddison Lewis from Year 12 was the recipient of the Camden Council Sportsperson of the Year.
- Serena Chowna and Georgia Cunnion from Year 11 were selected as secretary for a day and shadowed Michelle Sapsed Director Camden Principal's network and Martin Graham Executive

Director, External Relations Policy respectively.

- Danielle Saunders and Natalie Robinson were recipients of the Regional South Operational Directorate Principal's Network Award.
- Natalie Finlay from Year 12 had her major work for Textiles and Design selected for TexStyle.
- Natalie Finlay from Year 12 had her major works from Textiles and Design and Design and Technology nominated for the SHAPE exhibition.
- Hannah Jenkins and Dylan Maclou from Year 12 were recipients of the Minister's Award for Excellence in Student Achievement.
- Zoe Crossingham our Head Teacher of PDHPE was the recipient of the Minister's Award for Excellence in Teaching.
- Elderslie High School was the recipient of the Secretary's Award for Outstanding School Initiative for the Common Writing Platform.
- Michael Hovey, our P&C President was the recipient of the Public School Parent of the Year Award.
- Hannah Jenkins from Year 12 achieved first in the State for the Higher School Certificate in Textiles and Design.
- Lachlan Willingham from Year 12 achieved first in the State for the Higher School Certificate in General Mathematics.