

Erina High School

2019 Annual Report



8405

Introduction

The Annual Report for 2019 is provided to the community of Erina High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Erina High School
152 The Entrance Rd
Erina, 2250
www.erina-h.schools.nsw.edu.au
erina-h.school@det.nsw.edu.au
4367 7353

School background

School vision statement

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

School context

Erina High School (EHS) is a proud, comprehensive and inclusive public school that celebrates diversity and supports all students to achieve their personal best through a broad, flexible and innovative pattern of study. EHS has a strong focus on student wellbeing programs to support students' self-confidence, social skills and resiliency.

EHS is a member of the Erina Learning Community (ELC) forming strong links with partner primary schools to develop the continuum of learning from K to 12 and ensure a smooth transition to high school. The school continues to strengthen our relationship with the broader community through strong links with industry, business, TAFE and University to ensure students are given opportunities to access a range of post school options as well as accessing work experience, work placement, traineeships and school based apprenticeships. Our projected enrolment over the next three years is approximately 800 students.

The Family Occupational Educational index for EHS is 100, which directly relates to our funding allocation. 7.4% of our students are Aboriginal and 7.1% are from Non-English Speaking backgrounds. Our resource allocation includes funding to support Aboriginal students, students from low socio-economic backgrounds and students with low-level adjustments for disability. Additional funding is allocated for students with high needs through integration funding support.

Continuous improvement for all students focused on achievement through NAPLAN and the HSC is a high priority. NAPLAN data continues to show steady improvement with strong value added growth in both reading and numeracy. We are committed to achieving 21% of students in the top two bands of NAPLAN reading and writing by 2019 aligned with the Premier's target for *Bump it Up*. HSC data is showing continuous improvement. Over the next three years the school is committed to increasing the number of courses above state average to 15 from 11 in 2017.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

A professional, inspiring learning community

Purpose

To create a quality teaching and learning environment where teachers are highly supported professionally and students are inspired to be life long learners. Where high expectations and innovative teaching practice is the strong foundation of creating student growth with an explicit focus on literacy and numeracy to ensure post school success.

Improvement Measures

Increase the proportion of students in the top 2 bands in Year 9 NAPLAN Reading by 5.17% to achieve a target of more than 21% in 2020 from 15.83% in 2018.

Increase the proportion of students in the top 2 bands in year 9 NAPLAN Numeracy by 5.7% to achieve a target of more than 21% in 2020 from 15.3% in 2018.

NAPLAN and HSC outcomes for Aboriginal students are above state average.

Increase the number of HSC courses above state average from 11 in 2017 to 15 in 2020

Improvements in PAT reading tests demonstrate consistent growth for all students each year.

Increased student engagement is evident through increased positive mentions on SENTRAL.

Progress towards achieving improvement measures

Process 1: Maintain focus on the 'Bump It Up' strategy to increase the number of students in the top two bands of NAPLAN reading and numeracy.

Evaluation	Funds Expended (Resources)
<p>The progress that has been made in developing strategies within the school is significant. While the results for 2019 do not reflect the infrastructure that has been put in place, there is growing confidence that Erina High School will achieve the final 'Bump It Up' target. The ability to have immediate data on student literacy and numeracy which can then be translated into adjustments to teaching and learning based on need, was well received by staff and in 2020, will be provided earlier to maximise the potential impact.</p> <p>The reading in roll call and the targeted reading groups will continue to be formed based on the various data to identify students that would benefit from a teacher reading through the roll call time.</p> <p>The subscriptions of the online platforms of Literacy Planet and Maths Online will continue. The frequency of student logins and parent satisfaction relating to an introduction to encourage student to utilise the program as a form of study and revision.</p> <p>There will be a planned expansion of the Literacy and Numeracy team to ensure that all faculties are represented. Further changes to the meeting structure of Erina High School will ensure that 'Bump It Up' targets are addressed on a whole school and faculty level.</p>	<p>RAM Equity 265,500</p> <p>Professional learning 57,000</p> <p>RAM Aboriginal 57,000</p> <p>Bump it Up 4,160</p> <p>ILNNP 700</p>

Process 2: Ensure all staff are trained in deep analysis of data and are competent in the use of evidence based practice to inform teaching and learning. that will maximise student achievement.

Evaluation	Funds Expended (Resources)
<p>Staff at Erina High School have enjoyed the provision of trend data from the Literacy and Numeracy team for each cohort. There has also been a positive response to the collegial dialogue that occurs when the Literacy and Numeracy team suggests strategies to be employed through faculty specific</p>	<p>RAM Equity – as above</p> <p>Professional learning – as above</p>

Progress towards achieving improvement measures

curriculums. The majority of the feedback from staff suggest that the deep analysis is less of a priority to the curriculum adjustments based on attempting to value add to the students skills through learning.

Erina High School will continue to network with Kincumber High School through professional learning opportunities in 2020. The importance of bringing strategies and learning from the executive back to the faculty is essential in ensuring a wide scope of strategies and discussed and considered. This program could be extended to incorporate whole staff of both schools providing a broader scope could be targeted.

Further consideration will be applied to this process in the 2020 plan. There may be a need to modify the process to be more reflective of the staff engagement.

RAM Aboriginal – As above

Process 3: The development and implementation of a quality management process that will closely monitor and support staff career aspirations aligned to professional learning and accreditation.

Evaluation

Funds Expended (Resources)

There has been significant improvement in all staff capacity to navigate and utilise the Etams platform for tracking professional learning hours. Staff have been positive by providing feedback as to their improved confidence in tracking professional learning hours.

Erina High School staff need to be encouraged to attend professional learning events that give detail to the requirements of being accredited at Highly Accomplished and Lead. This will encourage staff to consider and make an informed decision as to their capacity to pursue the higher levels of accreditation.

There needs to be a greater attention given to the alignment of a staff members Professional Development Plan and their professional learning events. This can be achieved through modifications to the professional learning application form to ensure that the learning has purpose and ultimately impact for the staff and school.

RAM Equity – as above

Professional learning – as above

Beginning teachers 8,600

Strategic Direction 2

All learners succeeding, thriving and achieving their full potential.

Purpose

To ensure all learners are nurtured, challenged and inspired to engage successfully in learning, pursue aspirations and thrive individually and collaboratively in partnership with the whole school community.

Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning as evidenced by increased positive mentions to an excess of 2,000.

Increase percentage of students achieving a HSC, an ATAR and/or post school learning (tertiary), opportunities and employment from 84% to 90%.

Increase in positive student mentions, participation in whole school events and programs and the development of leadership skills and community contribution.

Progress towards achieving improvement measures

Process 1: Audit, review and enhance whole school wellbeing programs and processes to support students in successfully accessing learning and thriving as lifelong learners.

Evaluation	Funds Expended (Resources)
Staff have access to clear policies and procedures to support student wellbeing. Strategic planning of welfare programs to suit the needs of students at each stage level, accessing appropriate agency and in school support., through the delivery of a broad range of programs.	RAM equity 10,000 RAM Aboriginal 3,000

Process 2: Develop, implement and evaluate a Junior Leadership Team focused on students being active learners and developing strong character qualities that enable them to positively contribute to the whole school community.

Evaluation	Funds Expended (Resources)
<p>EHS has excelled in the implementation and evaluation of the Junior Leadership Team. Students have successfully delivered on portfolio's around School improvement, school and community contribution, school celebrations and events and promoting students success in learning. Students nominating for leadership roles has increased with a high representation from all year groups 7 to 10. Students have raised money for important community causes, such as school improvement including an extra water fountain, the leading of whole school celebrations, assemblies and events and the organisation of school based events that promote positive school culture and a strong sense of belonging within the school and school community. Leadership Camps promoted unity, engagement, purpose, teamwork, collaboration and communication. These initiatives successful developed leadership skills that are transferable to the work that students do as a member of this team.</p> <p>In the first year of the program the team organised several fundraisers for charities and the school, including Beanie for Brain Cancer Day, Jeans for Genes Day, a Book Drive, The Comedy for a Cause Show, Bunnings and Election BBQ's. They have raised over \$2500 in funds for the school which has been spent on a new recycling bin program and the recently approved covered bike rack. They have also assisted in the delivery of whole school events including organising and hosting 8 whole school assemblies, clean up days, Year 5/6 Fundays and Little Day Out primary programs and open nights.</p>	Professional learning 10,000 Fund raising 2,000 RAM Equity – as above

Progress towards achieving improvement measures

The Junior Leadership Program has increased the opportunities for all students to have a voice in the decisions and development of culture in their school.

Process 3: Implement identified wellbeing initiatives designed to foster student reflection on teaching and learning.

Evaluation	Funds Expended (Resources)
<p>A Stream students in Stage 4 engaged in Reflection and Self-Reporting Workshops giving students the opportunity to reflect on their growth as a learner and the qualities and characteristics they demonstrate and practice as a successful student and ways to improve as a learner. Leading staff used Growth Coaching to structure the learning and reflective experience. Student feedback proved positive and valuable.</p> <p>Junior Leadership team conduct regular surveys and questionnaires to ensure students make decisions informed by data and feedback.</p>	RAM equity 2,200

Strategic Direction 3

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

Purpose

To strengthen a positive school culture where Erina High School is the local school of choice and sustain strong school networks with key stakeholders, maintaining confidence and commitment that the school can deliver quality learning opportunities and experiences to meet the needs of all students to achieve personal success.

Improvement Measures

Increased student enrolments from 701 in 2018 to 800 by 2021.

Increased student retention in stage 6 from 76.7% in 2018 to 85% by 2020

Increase community confidence in EHS ability to deliver and sustain quality teaching and learning. Evidenced by increased student enrolments and parent feedback .

Post school surveys indicate students have had greater access to a wider selection of tertiary study, post school work and training opportunities.

Progress towards achieving improvement measures

Process 1: Refine stage 3–4 and 5–6 transition to ensure all stakeholders are actively engaged in the process to ensure effective progression of learning.

Evaluation	Funds Expended (Resources)
<p>The Stage 3 transition model has been successful in providing numerous opportunities for year 5 and 6 Students across the ELC to effectively engage with EHS. Student, parent and staff feedback on each of the programs delivered has been extremely positive and evident in a strong enrolment for year 7 in 2020.</p> <p>Stage 5 transition has delivered opportunities for students and parents to engage in stage 6 course selections and develop a greater understanding of HSC eligibility requirements. A broad range of courses are offered to meet a VET, ATAR and blended pattern of study for 2020 with most students gaining the course selection that best suits their needs. A strong enrolment for year 11 in 2020 is evident.</p> <p>Students in year 10 have had the opportunity to access work experience and complete their whitecard. The implementation of Ontrack in 2020 will meet the needs of students seeking employment at the end of 2020 and provide opportunities to develop work ready skills.</p>	<p>RAM Equity 30,000</p> <p>School to work Funding 6,300</p>

Process 2: Strengthen school communication tools to ensure maximum opportunity for positive community engagement.

Evaluation	Funds Expended (Resources)
<p>The launching of EHS new branding has been highly successful in improving our communication with the school community. All formal documentation uses the new branding as well as formal presentations and the newsletter. The Communication and engagement team have been active in providing quality promotional material on facebook and the newsletter to raise the profile of the school in the community. The installation of the new electronic sign has been positive in using photos and grab lines to positively promote the school.</p> <p>Parent forums, Curriculum evenings and parent teacher night have all been well attended by the community and demonstrate strong evidence of</p>	<p>RAM Equity 52,000</p> <p>Consolidated funds 15,000 (Masterclass)</p>

Progress towards achieving improvement measures

satisfaction with the schools ability to deliver quality educational experiences for students.

The introduction of stage 4 Masterclass has had significant benefits for staff and students and created a platform for future focused learning skills where students have effectively engaged to develop a love of learning.

Additional ground and school maintenance to improve functionality, safety and visual appeal

Process 3: Access local industry, business and tertiary education facilities to create authentic post school options.

Evaluation	Funds Expended (Resources)
The career and transition team actively seek opportunities to build partnerships with local business and Industries to support student career pathways. Participation in CC mentoring has been successful for students seeking career pathways in a variety of industries. Accessing programs through UON has been successful in providing a deeper understanding of tertiary education.	RAM equity – as above School to work – as above

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	59,039	<p>Maintain and Improved literacy and numeracy outcomes for students</p> <p>NAIDOC celebrations by local school community</p> <p>Aboriginal students engaged in extra curricular activities</p>
English language proficiency	5,650	Assisted in adjustment and learning of ESL students
Low level adjustment for disability	197,843	Additional support provided for identified student and the stage 4 Learning Opportunities classes, improved student outcomes and wellbeing.
Socio-economic background	165,700	<p>Students supported as needed. Additional resources to support teaching and learning and improved student outcomes and wellbeing.</p> <p>Improved school culture and appearance.</p>
Support for beginning teachers	3,349	<p>Continued development of teaching skills</p> <p>Accreditation process processing</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	367	368	400	367
Girls	333	327	320	325

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.4	92.8	90.1	90.5
8	91.1	91.7	88.8	86.6
9	89.2	88.5	87.5	84.1
10	85.9	85.5	87.3	84.2
11	87.2	89.3	83.2	87.3
12	92.4	90.9	88.2	87
All Years	89.7	90	87.7	86.4
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	4	5	23
TAFE entry	5	10	11
University Entry	0	0	38
Other	8	9	23
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

25.68% of Year 12 students at Erina High School undertook vocational education and training in 2019

Year 12 students attaining HSC or equivalent vocational education qualification

94.5% of all Year 12 students are expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	36.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.28
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	931,472
Revenue	8,330,836
Appropriation	8,058,893
Sale of Goods and Services	43,206
Grants and contributions	222,904
Investment income	4,733
Other revenue	1,100
Expenses	-8,293,737
Employee related	-7,300,990
Operating expenses	-992,747
Surplus / deficit for the year	37,100

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	164,172
Equity Total	415,401
Equity - Aboriginal	50,974
Equity - Socio-economic	163,968
Equity - Language	6,994
Equity - Disability	193,466
Base Total	6,919,833
Base - Per Capita	168,893
Base - Location	0
Base - Other	6,750,940
Other Total	373,912
Grand Total	7,873,317

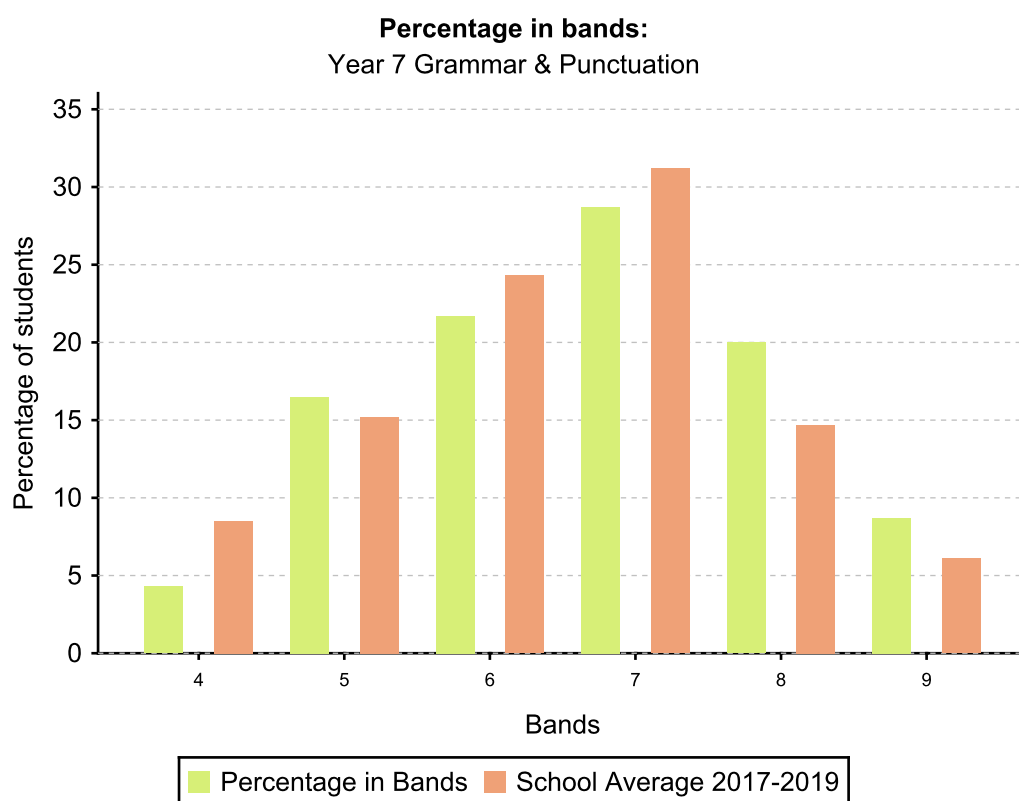
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School performance - NAPLAN

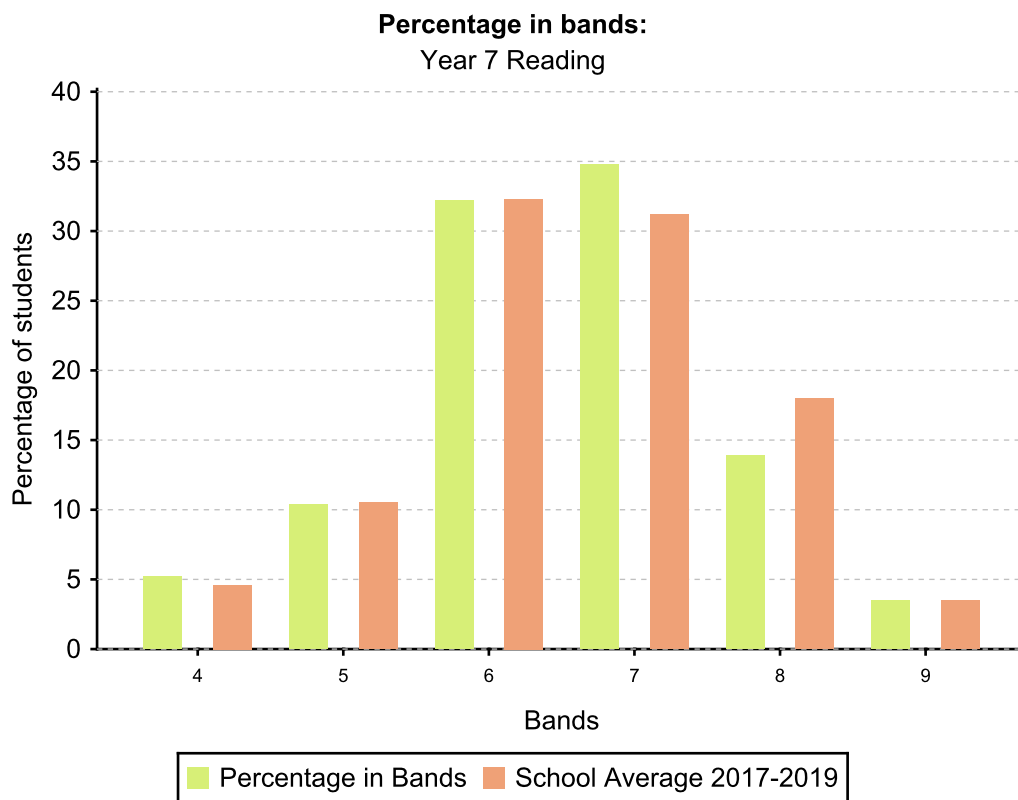
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

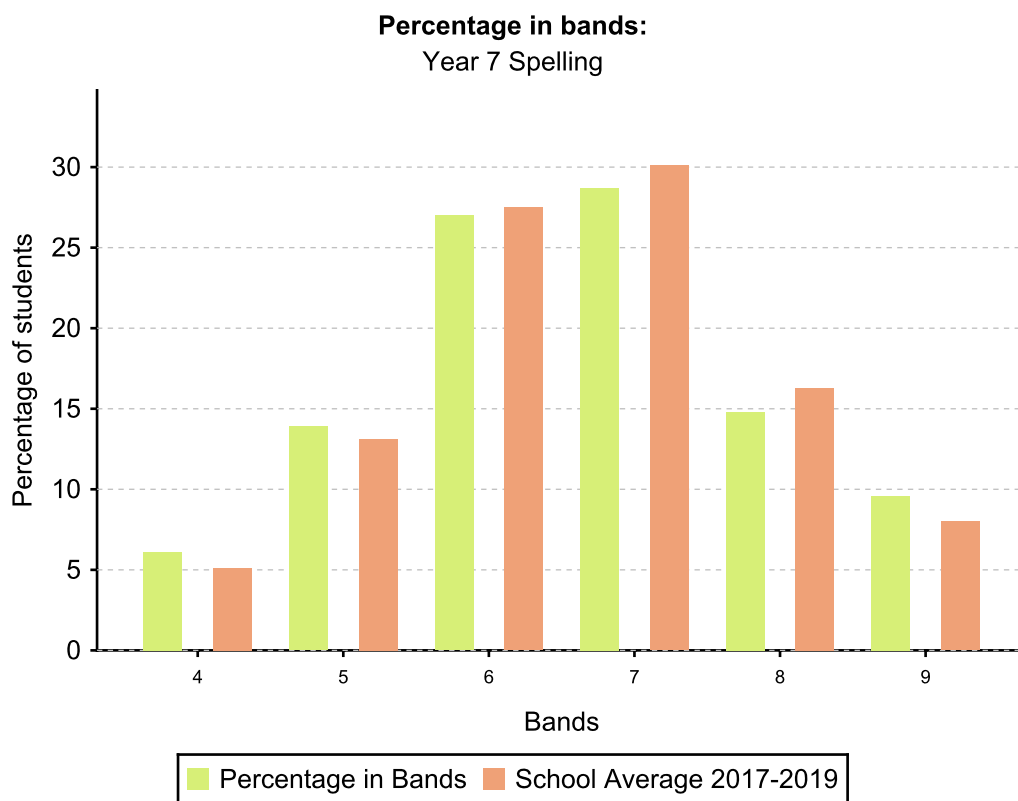
Literacy and Numeracy Graphs



Band	4	5	6	7	8	9
Percentage of students	4.3	16.5	21.7	28.7	20.0	8.7
School avg -2019	8.5	15.2	24.3	31.2	14.7	6.1



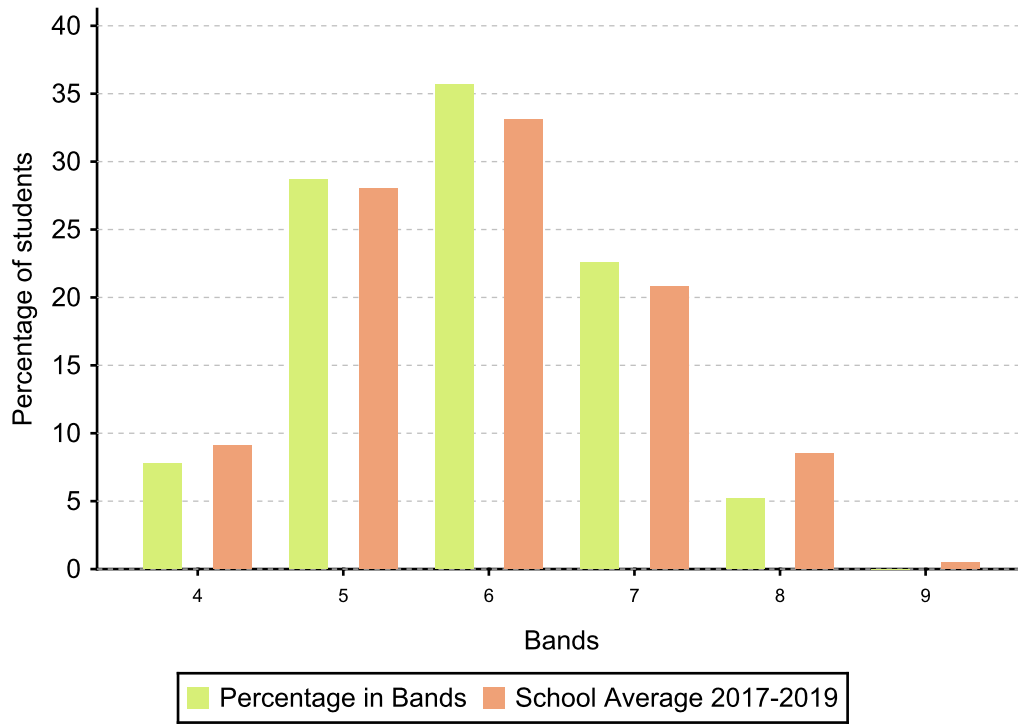
Band	4	5	6	7	8	9
Percentage of students	5.2	10.4	32.2	34.8	13.9	3.5
School avg -2019	4.6	10.5	32.3	31.2	18	3.5



Band	4	5	6	7	8	9
Percentage of students	6.1	13.9	27.0	28.7	14.8	9.6
School avg -2019	5.1	13.1	27.5	30.1	16.3	8

Percentage in bands:

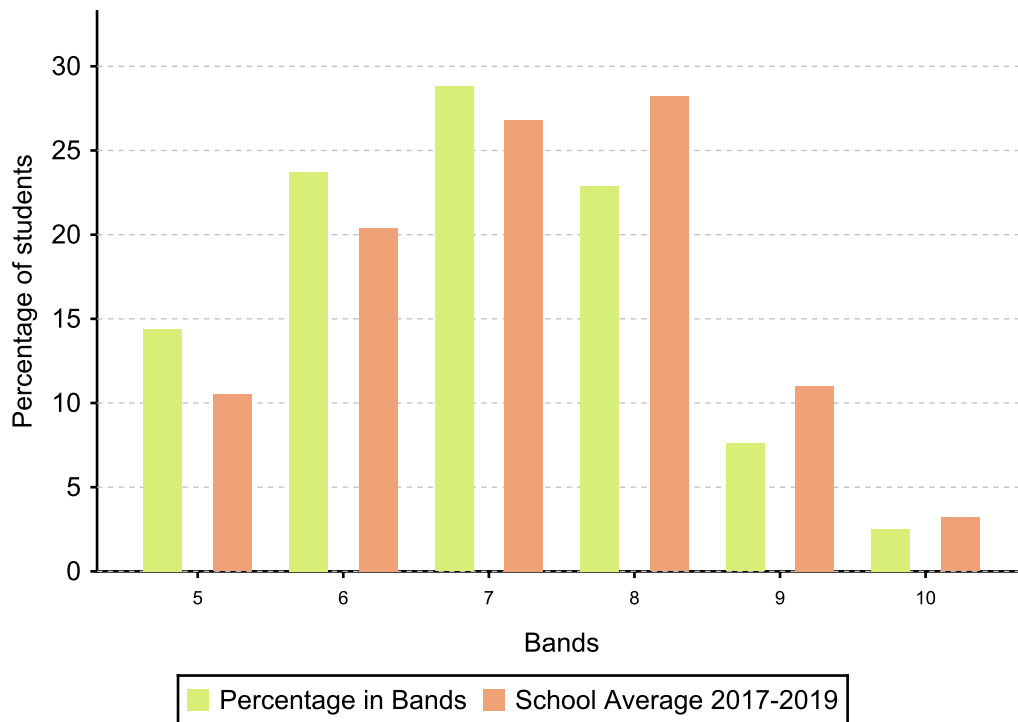
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	7.8	28.7	35.7	22.6	5.2	0.0
School avg -2019	9.1	28	33.1	20.8	8.5	0.5

Percentage in bands:

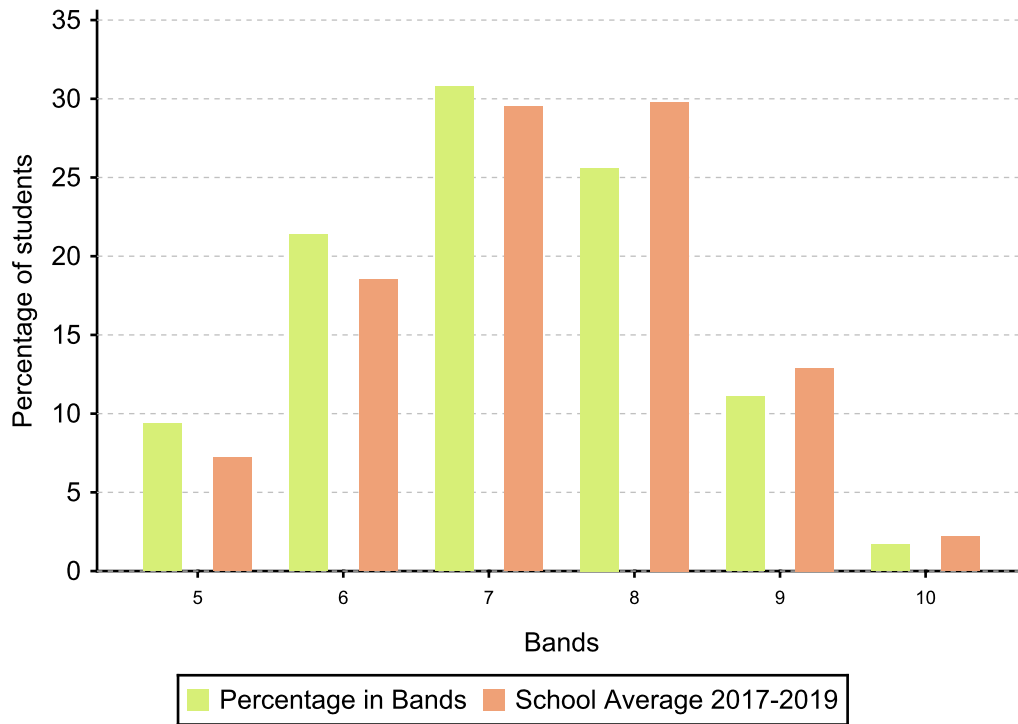
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	14.4	23.7	28.8	22.9	7.6	2.5
School avg -2019	10.5	20.4	26.8	28.2	11	3.2

Percentage in bands:

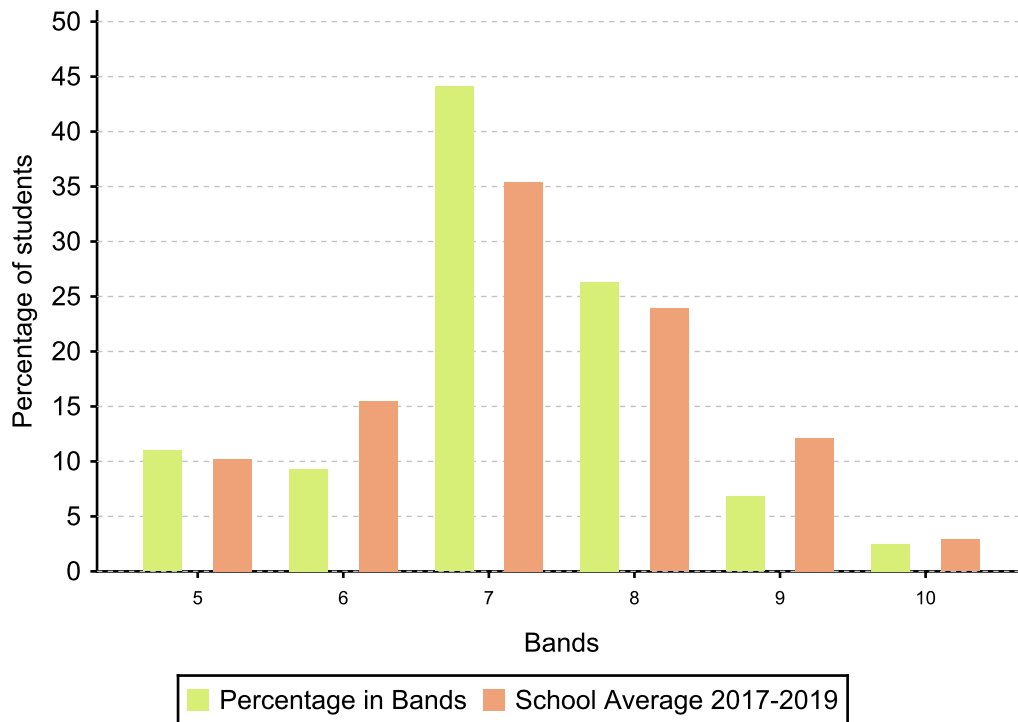
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	9.4	21.4	30.8	25.6	11.1	1.7
School avg -2019	7.2	18.5	29.5	29.8	12.9	2.2

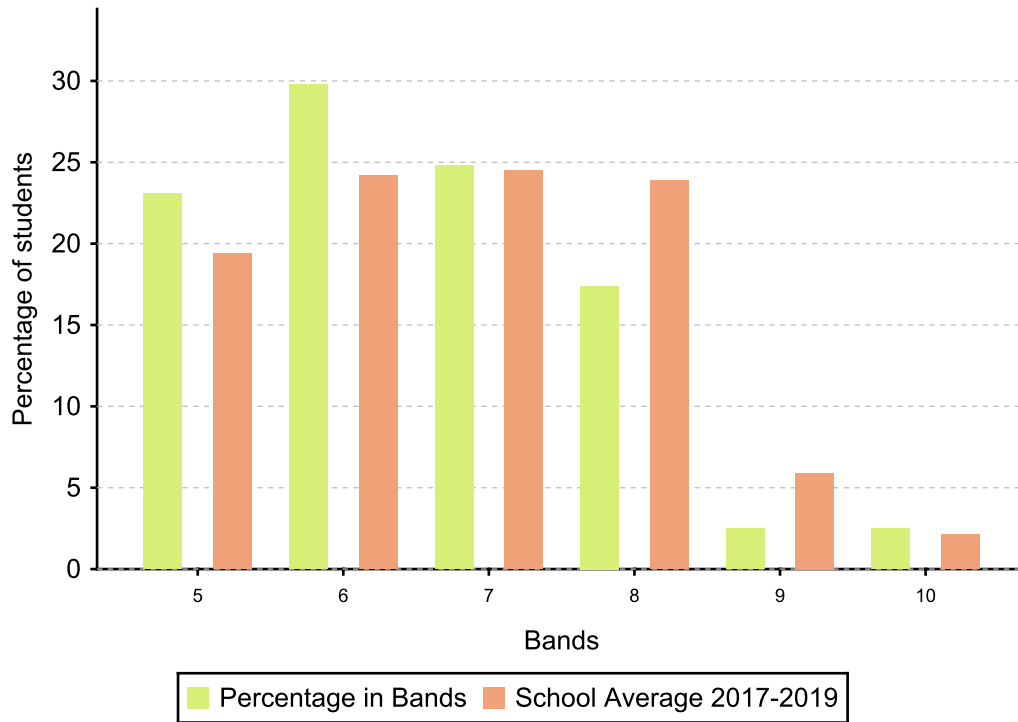
Percentage in bands:

Year 9 Spelling



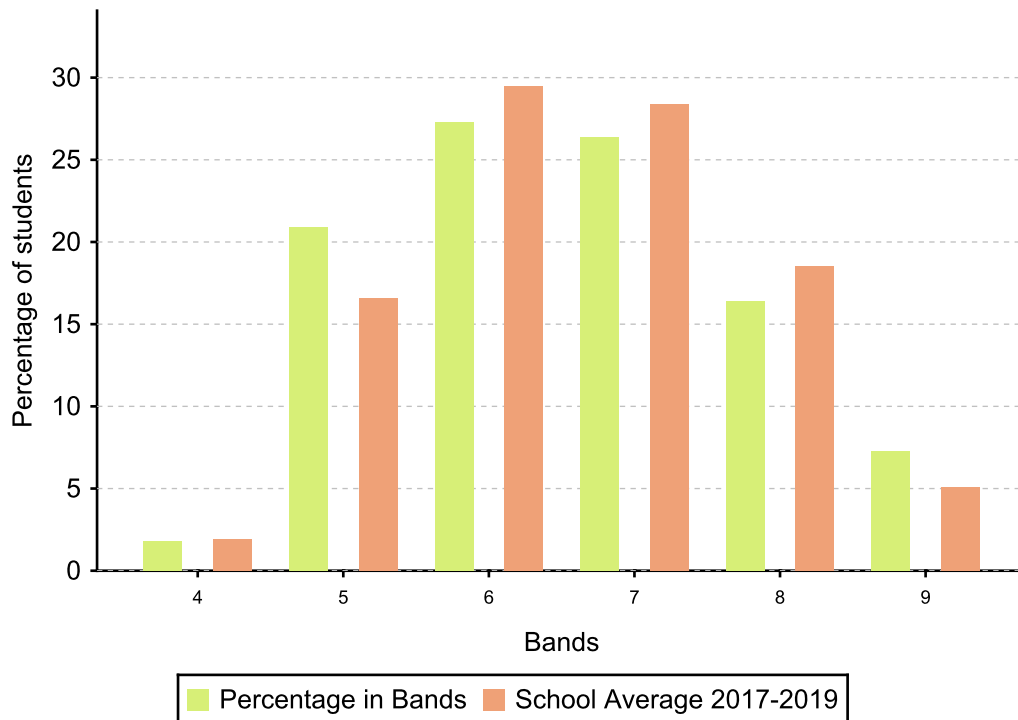
Band	5	6	7	8	9	10
Percentage of students	11.0	9.3	44.1	26.3	6.8	2.5
School avg -2019	10.2	15.5	35.4	23.9	12.1	2.9

Percentage in bands:
Year 9 Writing



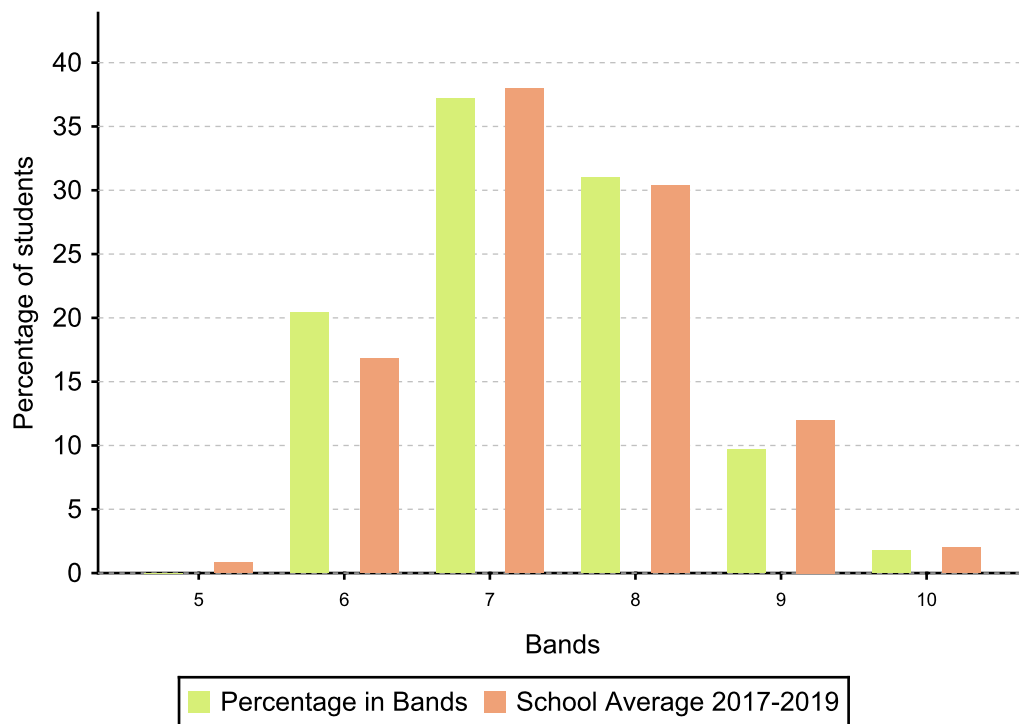
Band	5	6	7	8	9	10
Percentage of students	23.1	29.8	24.8	17.4	2.5	2.5
School avg -2019	19.4	24.2	24.5	23.9	5.9	2.1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.8	20.9	27.3	26.4	16.4	7.3
School avg -2019	1.9	16.6	29.5	28.4	18.5	5.1

Percentage in bands:
Year 9 Numeracy

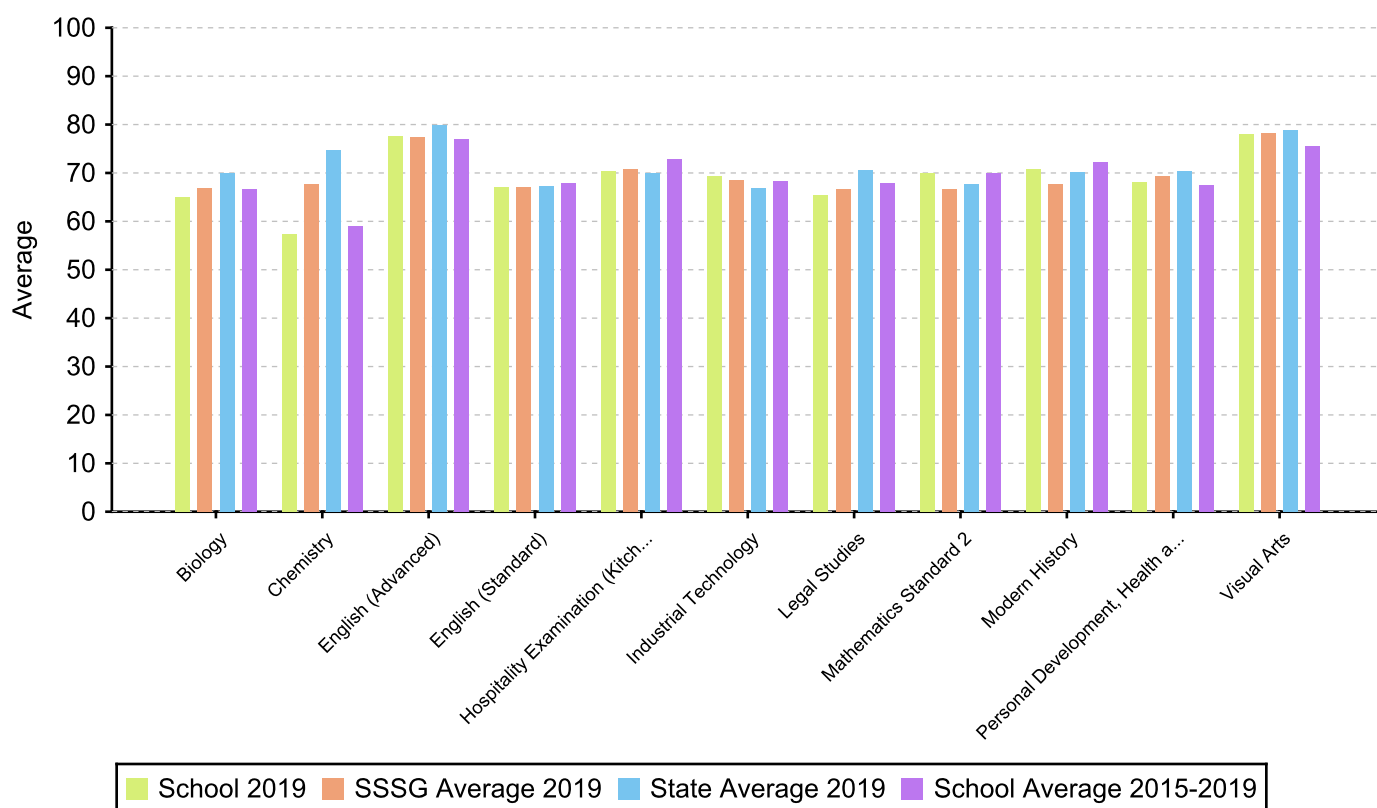


Band	5	6	7	8	9	10
Percentage of students	0.0	20.4	37.2	31.0	9.7	1.8
School avg -2019	0.8	16.8	38	30.4	12	2

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	65.0	66.9	69.9	66.6
Chemistry	57.4	67.7	74.7	59.0
English (Advanced)	77.5	77.4	80.0	76.9
English (Standard)	67.1	67.1	67.3	67.8
Hospitality Examination (Kitchen Operations and Cookery)	70.4	70.8	70.0	72.9
Industrial Technology	69.3	68.5	66.8	68.3
Legal Studies	65.5	66.7	70.6	67.9
Mathematics Standard 2	69.9	66.7	67.7	69.8
Modern History	70.7	67.7	70.2	72.1
Personal Development, Health and Physical Education	68.1	69.3	70.5	67.4
Visual Arts	78.0	78.2	78.8	75.5

Parent/caregiver, student, teacher satisfaction

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 55% of students at Erina report a positive sense of belonging at school in comparison to the NSW Government norms for students at 66%. Students at Erina valued participation in sport and extra-curricular activities with 48 % identifying involvement as to 61% at state level. While 81% of students identify a positive relationship with their peers at school as to 79% to the Government norms.

Students understand there are clear rules and expectations for classroom behaviour with the school mean of 5.4/10 identifying a positive learning climate at Erina High School in comparison to a state mean of 5.6/10.

Students feel they have someone at school who consistently provide encouragement and can be turned to for advice with a school mean of 5.6/10 as to a state of 6.0/10 this demonstrates the positive relationship staff at EHS have with students and the strong advocacy they provide.

Students feel Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives as indicated with a school mean of 6.0/10 as to 6.3/10 at a state level. Students find classroom instruction relevant to their everyday lives with a school mean of 5.2/10 as to 5.8/10 at a state level and Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn with a school mean of 5.8/10 as to 6.4/10 at a state level.

13 parents completed the survey – 61% parents surveyed said they would recommend EHS, feeling confident in the schools ability to provide quality teaching and learning in a highly supportive environment. 46% agreed EHS has a good reputation with 38% neither agreeing nor disagreeing. This is an obvious area for the school to work on improving our image and build a more positive image in the community. 77% of parents agreed the school provides effective communication and rates our facebook site as very positive for showcasing outstanding student achievements.

Staff feedback as identified form the DoE's People Matters Survey –20 staff completed the survey from 73 staff employed at EHS. 85% report a sense of personal accomplishment with the work they do. 70% report good team spirit among the staff, 73% identify strong communication systems and 70% identify a strong focus on continued improvement to support teaching and learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.