

# Elderslie High School

## 2019 Annual Report



8521

## Introduction

The Annual Report for 2019 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.

### School contact details

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4658 1110

## 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 1000 students. The school student body is made up of 11 per cent LBOTE and approximately 5 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

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                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Excelling              |
| LEARNING: Reporting                                    | Excelling              |
| LEARNING: Student performance measures                 | Delivering             |
| 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                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## 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.

### Improvement Measures

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.

25% reduction in the number of student classroom behaviour referrals to school executive.

### Progress towards achieving improvement measures

#### Process 1: Process 1 – Building Foundations

Formulation of an agreed EHS lesson framework that embeds key routines and practices conducive to an optimum learning environment.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>ELF was implemented into all Year 7 classes in 2019 with select classes from Year 8–10. Evidence indicated that staff were confident with its implementation and firm evidence was collected of this through professional learning activities. Student focus groups were conducted and video evidence collected on the students' perspective of elements of the framework. Stage 4 and 5 students acknowledge key parts of the framework as being crucial in creating a settled classroom climate in all KLAs.</p> <p>In 2020, it is clear that ELF will be rolled out in all Stage 4 and 5 classrooms and that professional learning and communities of practice will be developed to explore the introduction of Learning Intentions &amp; Success Criteria as an extension of the framework element on lesson overviews.</p> | <p>Casual release and teaching resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$3500.00)</li></ul> |

#### Process 2: Process 2 – Power On

Writing platform – continuation of school implementation of the Stage 4 Writing Platform and implementation of the Stage 5 Writing Platform. Stage 5 Writing Platform specifically embedding student reflection and use of an explicit editing scaffold.

Specific professional learning on use of the editing scaffold and providing effective feedback; and professional dialogue with colleagues.

Literacy and numeracy team develops an action plan targeting priority areas in reading and numeracy.

Community of Schools initiative sharing pedagogical practices related to the EHS writing platform.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p><b>Literacy</b></p> <p>POWER writing platform and Super Six reading program has been integrated into programs and assessment tasks. Professional learning has involved staff showcases of teaching and learning strategies in Super Six. Internal data</p> | <p>5 days casual release.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$2500.00)</li></ul> |

## Progress towards achieving improvement measures

sources show continued progress with impact of common reading and writing strategies including PAT testing assessment strategies. In 2020, continued focus will occur on working toward improved valued added data and also improvement progress for individual students. In 2019, the school worked very closely with one of our partner primary schools to model and deliver demonstration lessons utilising our Stage 4 writing platform which will lead in 2020 to this being rolled out in more of our other partner schools.

### **Numeracy**

In numeracy, common numeracy content was mapped across all KLAs and the issue of teacher confidence to deliver this content was determined. Professional learning was provided by members of the Numeracy Team. The CUBES technique was trialled as a technique of teaching students how to decode worded numeracy problems. In 2020, further exploration needs to occur of areas of student deficit in numeracy.

## 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.

### Improvement Measures

Increase to 100% of staff implementing future focused practices consistently.

SMART Stage 6 HSC data demonstrates an upward trend.

### Overall summary of progress

#### Process 1 – Challenge and Innovate

Programs for Project Innovate were evaluated and updated to improve the delivery of this course to Year 8. All classes participated in guided inquiry lessons during the building foundations phase of the course. An action research on guided inquiry was implemented with one class to deepen student skills in guided inquiry research methods, which was applied to the development of their final project. A partnership was developed with South Western Sydney Campbelltown TAFE where the Head Teacher of Information Technology co-taught EV3 Lego Robotics with teachers to two Year 8 classes.

The 4Cs Learning Circle members trialled innovative practices with one of their classes and shared this practice with another teacher within their faculty. All staff participated in three workshops that focused on communication, creativity, collaboration and critical thinking. Classroom teachers developed their leadership capacity through presenting workshops and participants benefited from an increased understanding of teaching of future focused pedagogy.

#### Process 2 – Growth in Action

All teachers of Stage 6 consistently implemented the EHS Feedback sheet and Year 12 students participated in a workshop where they were able to identify feedback from one of their subjects that would help them to improve in their next assessment task. These strategies helped students to take responsibility for their own learning growth. All students from Year 7–12 were rewarded for achieving a merit award through a whole school barbecue in Term 4.

The Secondary Studies Head Teacher and Senior Learning Mentor continued to develop transition plans in consultation with Year 12 students. Data was collated on how students were using their private study time. Students were encouraged to take responsibility of their learning growth.

Effective questioning professional learning was deferred to 2020.

### Progress towards achieving improvement measures

#### Process 1: Process 1: Challenge & Innovate:

Future focused pedagogies – learning circles; pre-data analysis; action research; STEM project

Formulation of a school structure that promotes implementation of future focused pedagogies and staff professional dialogue.

Engage in professional learning to improve future focused teaching practices.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Two teachers completed a four week training course on teaching robotics. Both teachers taught robotics to their Project Innovate classes with the assistance of the Head Teacher of Information Technology from Campbelltown TAFE. | \$1000                     |

## Progress towards achieving improvement measures

Sixteen teachers including the learning circle team members presented workshops at a Twilight Professional Learning evening. All staff attended professional learning on future focused pedagogies. Shared practice occurred within faculties. Cross faculty sharing of innovative practice was not fully achieved in 2019.

All students in Year 8 completed lessons on guided inquiry and applied this to their research in relation to their design development in Project Innovate. One class of students participated in a more detailed version of guided inquiry and produced good quality research and writing samples to support the development of their ideas in terms of designing a product that would enhance the movement of a person with a disability.

### Process 2:

Process 2: Growth in Action:

Feedback – Staff and Students taking responsibility for their learning growth.

Provision of effective and timely feedback to all students.

Provision of staff professional learning on effective questioning that will support student learning growth.

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| In 2019 the average HSC Score was above the Statistically Similar School Group and State average. This is the third consecutive year that the school has achieved a similar result. Forty four per cent of HSC course results were above the State average. Our sustained HSC results can be attributed in part to student application of feedback and the effective use of their private study time as guided by our senior learning mentor. |                            |

## Next Steps

- All teachers of Project Innovate complete professional learning on leading or teaching in innovative learning environments.
- All Project Innovate classes complete a unit of work on Lego Spike Prime robotics.
- Year 12 have access to EDROLO and are encouraged to engage with the program during private study.
- Laptops purchased for the senior learning hub for senior students to use during private study.
- Data collated on effective use of private study time.
- Staff participate in professional learning around effective questioning.

### 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.

#### Improvement Measures

10% improvement in the number of students who report that they are aware of how and where to seek support within the school.

Processes are in place to recognise teacher effort.

#### Progress towards achieving improvement measures

##### Process 1: Process 1: People Matter

Enhancement of student and staff wellbeing based on BeYou program principles.

Engage in professional learning on BeYou.

BeYou is embedded into the curriculum and wellbeing practices.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Whilst "Be You" was not the primary platform in focus during 2019, this has started to become focused up. Instead, there were a range of other wellbeing initiatives that were delivered. Data was collected early in 2019 to determine the degree to which relationships between students and staff support wellbeing. The employment of the Student Wellbeing Officer and continued use of the School Chaplain have promoted this.</p> <p>In terms of professional learning, the Executive team has commenced its exploration on Positive Psychology principles through an analysis of the practices of other schools and a deep professional learning session conducted at our Executive Conference in which we partnered with the Positivity Institute.. This professional learning continues to underpin our planning for 2020. Other activities have included whole staff professional learning in which we examined the Be You Platform.</p> <p>Wellbeing initiatives including a renovated staff space, appreciation and recognition activities and common language have been absorbed into staff practice, led by the Staff Wellbeing Team and these principles have also been highlighted with students through a focus on acceptance of diversity and kindness.</p> | <p>\$33200</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul> |

##### Process 2: Process 2: Recognising Effort

Revise school recognition scheme to incorporate a community service requirement.

Devise a system to recognise staff effort.

Student effort is promoted within and beyond the classroom.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Student leadership teams including the SRC, Captaincy Team and Prefect Body focused extensively on the development of a map of community issues</p> |                            |

## Progress towards achieving improvement measures

which they could support. These included genetic research and World's Greatest Shave Day. The school also modified our merit scheme to incorporate the recognition of community service.

There was extensive consultation with staff and the school's Parents & Citizens Association around the development of an effort scale for student reports. This is now ready for implementation in 2020.

Staff effort continues to be recognised through the reformed staff common room and shout out wall as well as via staff nominations for public awards.

| Key Initiatives                            | Resources (annual) | Impact achieved this year   |
|--|--------------------|---|
| <b>Aboriginal background loading</b>       | \$25243            | The Aboriginal Education Coordinator was released from class to lead initiatives and programs for Aboriginal students. 13 students participated in Pathways to Dreaming as part of a partnership with Western Sydney University. 1 student was the recipient of Aboriginal students achievement award. The Aboriginal Coordinator continued to work extensively with our partner primary schools in running our Junior AECG.  |
| <b>English language proficiency</b>        | \$19617            | Our ESL teachers continued to utilise this funding to review of EALD student education plans in order to provide differentiation support to all classroom teachers. The ESL teacher was also able to provide individualised support to students and review Education Plans for 2020, in which specific and personalised goals were reviewed.  |
| <b>Low level adjustment for disability</b> | \$111623           | Students accessing personalised support through the employment of SLSO staff so that students demonstrate continued growth/improvement.   |
| <b>Socio-economic background</b>           | \$169456           | Continued use of the Technical Support Officer position in order to support students from lower socio-economic backgrounds with technology in the school. In 2019, the school also established for the first time a third Deputy Principal position to support the needs of a changed student demographic within the school. This has allowed for much greater personalised care of students from a varied range of socio-economic backgrounds.   |
| <b>Support for beginning teachers</b>      | \$32185            | Beginning teachers successfully completed accreditation and casual beginning teachers made substantial progress towards completing accreditation over their extended timeframe, in line with Department regulations. The school's Early Career Teacher professional learning program continues to be highly successful, resulting in beginning teacher practice continuously improving. This guidance along with the specialised mentoring support that all beginning teachers receive in their first two years have been key in the success of our support strategies. |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 428        | 413  | 456  | 482  |
| Girls    | 527        | 545  | 531  | 544  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 92.7 | 94   | 93.1 | 91.7 |
| 8         | 90.4 | 91.5 | 90.7 | 89   |
| 9         | 90.1 | 90.3 | 88.7 | 86.5 |
| 10        | 87.8 | 91.1 | 87.8 | 86.3 |
| 11        | 86.2 | 89.8 | 87.1 | 81.3 |
| 12        | 89.9 | 92.3 | 92   | 88.6 |
| All Years | 89.6 | 91.5 | 89.8 | 87.4 |
| 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         | 4.4       |
| Employment   | 0.05      | 11        | 34.5      |
| TAFE entry   | 0         | 0.06      | 11.5      |
| University Entry   | 0         | 0         | 43.4      |
| Other  | 0         | 0         | 6.2       |
| Unknown  | 0         | 0         | 0         |

## Year 12 students undertaking vocational or trade training

38.21% of Year 12 students at Elderslie High School undertook vocational education and training in 2019.

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

96.5% of all Year 12 students at Elderslie High School 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)                         | 11    |
| Classroom Teacher(s)                    | 53.2  |
| Learning and Support Teacher(s)         | 1.7   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 15.77 |
| 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 <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 1,671,075        |
| <b>Revenue</b>                        | 11,581,514       |
| Appropriation                         | 10,956,576       |
| Sale of Goods and Services            | 134,392          |
| Grants and contributions              | 477,100          |
| Investment income                     | 13,446           |
| <b>Expenses</b>                       | -11,040,997      |
| Employee related                      | -9,771,385       |
| Operating expenses                    | -1,269,612       |
| <b>Surplus / deficit for the year</b> | 540,517          |

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 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 738,417                       |
| <b>Equity Total</b>     | 507,355                       |
| Equity - Aboriginal     | 25,243                        |
| Equity - Socio-economic | 169,456                       |
| Equity - Language       | 19,617                        |
| Equity - Disability     | 293,040                       |
| <b>Base Total</b>       | 9,004,371                     |
| Base - Per Capita       | 235,577                       |
| Base - Location         | 0                             |
| Base - Other            | 8,768,794                     |
| <b>Other Total</b>      | 464,055                       |
| <b>Grand Total</b>      | 10,714,198                    |

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.

## 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.

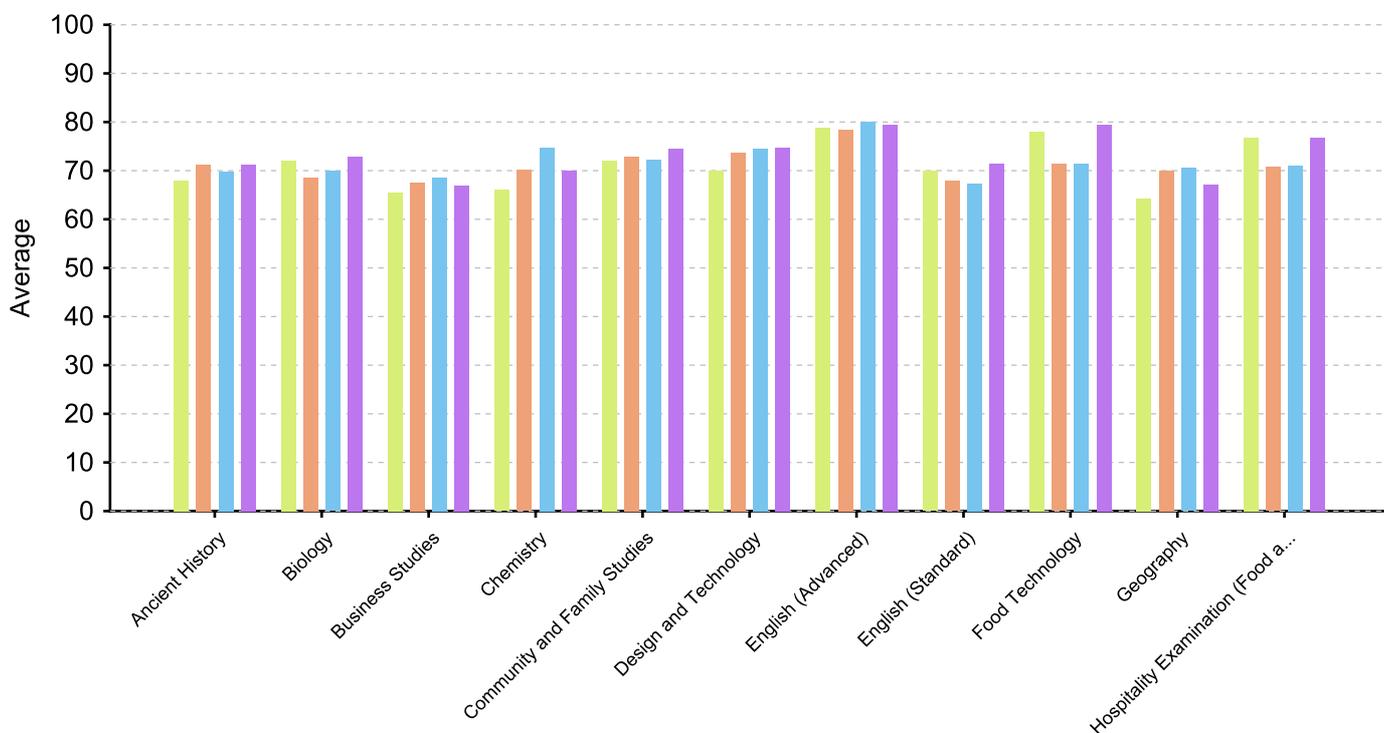
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

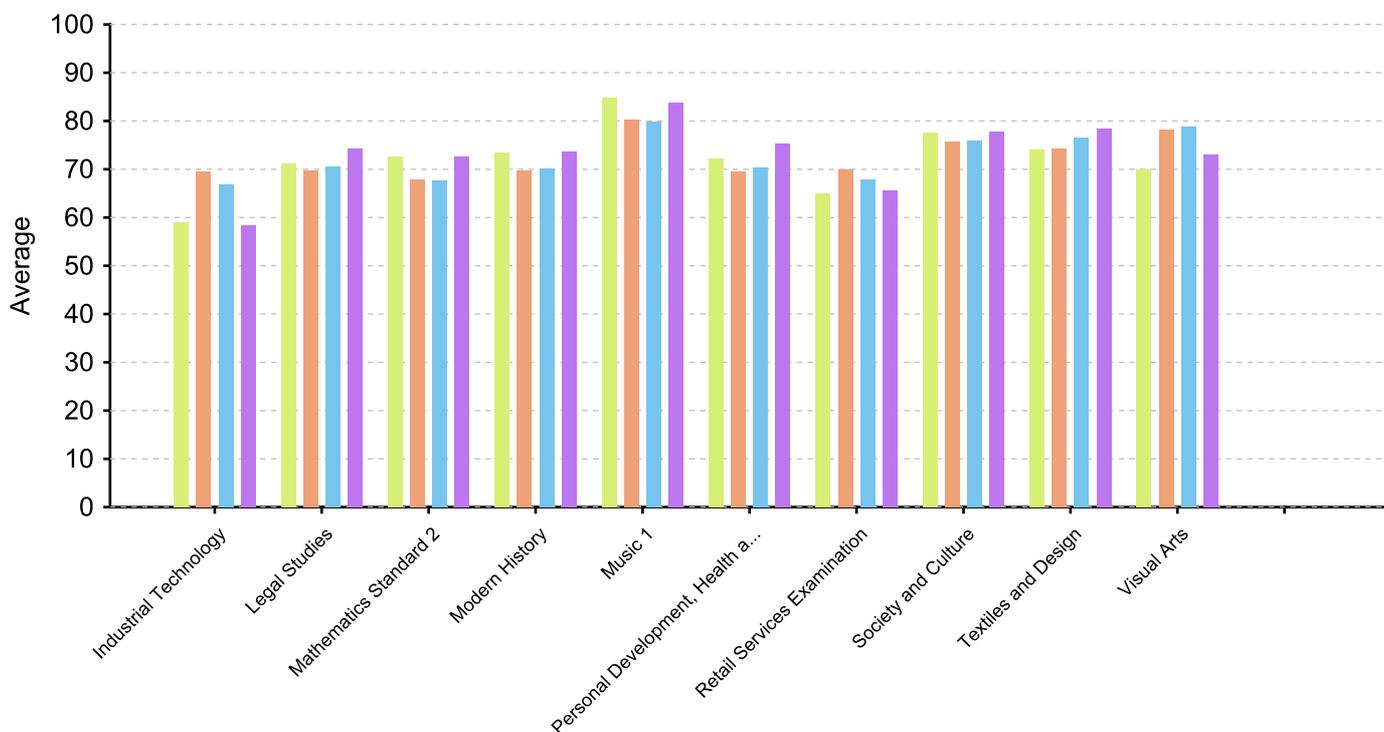
# School performance - HSC

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.



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)



Legend: School 2019 (light green), SSSG Average 2019 (orange), State Average 2019 (blue), School Average 2015-2019 (purple)

| <b>Subject</b>                                      | <b>School 2019</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2015-2019</b> |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History                                     | 68.0               | 71.2        | 69.9         | 71.2                                |
| Biology   | 72.1               | 68.6        | 69.9         | 72.9                                |
| Business Studies                                    | 65.5               | 67.5        | 68.6         | 67.0                                |
| Chemistry   | 66.0               | 70.1        | 74.7         | 70.1                                |
| Community and Family Studies                        | 72.1               | 72.9        | 72.2         | 74.5                                |
| Design and Technology                               | 70.0               | 73.7        | 74.5         | 74.8                                |
| English (Advanced)                                  | 78.9               | 78.4        | 80.0         | 79.5                                |
| English (Standard)                                  | 69.9               | 67.9        | 67.3         | 71.4                                |
| Food Technology                                     | 78.0               | 71.3        | 71.4         | 79.4                                |
| Geography   | 64.2               | 70.1        | 70.6         | 67.2                                |
| Hospitality Examination (Food and Beverage)         | 76.8               | 70.7        | 71.1         | 76.8                                |
| Industrial Technology                               | 58.9               | 69.5        | 66.8         | 58.4                                |
| Legal Studies                                       | 71.2               | 69.6        | 70.6         | 74.3                                |
| Mathematics Standard 2                              | 72.7               | 68.0        | 67.7         | 72.7                                |
| Modern History                                      | 73.4               | 69.8        | 70.2         | 73.8                                |
| Music 1   | 84.8               | 80.2        | 79.9         | 83.7                                |
| Personal Development, Health and Physical Education | 72.2               | 69.6        | 70.5         | 75.4                                |
| Retail Services Examination                         | 65.0               | 70.0        | 68.0         | 65.6                                |
| Society and Culture                                 | 77.6               | 75.7        | 75.9         | 77.8                                |
| Textiles and Design                                 | 74.1               | 74.3        | 76.6         | 78.5                                |
| Visual Arts   | 70.0               | 78.2        | 78.8         | 73.0                                |

## Parent/caregiver, student, teacher satisfaction

As has been the case for the last few years, Elderslie High School participated in Tell The From Me again in 2019. This year, the school completed the survey for parents as well as students and teachers. The parent survey provided data on the degree to which parents felt welcome, saw the school as inclusive, felt the school was safe and supported learning as well as positive behaviour and the degree to which the parents felt informed about the school. The student survey delved into a range of socio–emotional and academic outcomes and finally, the teacher survey examined staff perspective on a range of factors that drive student learning

In 2019, consultation took place amongst Stage 4 and 5 students regarding the development of the Elderslie High School Lesson Framework and the efficacy of the components of this Framework. Student voice was then channelled into refining the framework and developing professional learning materials for staff so that teachers would understand the views of our learners.

Consultation also took place around teaching and learning processes within the Mathematics faculty via the annual process of faculty evaluation.

# 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.