

2020 Annual Report

Erina High School



8405

Introduction

The Annual Report for 2020 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.

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School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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 5.4% to achieve a target of more than 21.7% in 2020 from 16.3% in 2019.

Increase the proportion of students in the top 2 bands in year 9 NAPLAN Numeracy by 6.4% to achieve a target of more than 21.5% in 2020 from 15.1% in 2019.

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

Increase the number of HSC courses above state average from 4 in 2019 to 10 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 impact of the COVID pandemic was significant across the school landscape. The cancellation of NAPLAN meant that EHS was unable to make accurate judgments on the success of the various strategies that were employed throughout the year. While the specific 'Bump It Up' relate to the top two bands of NAPLAN, the underlying principle of all implemented activities was to promote student growth in all literacy and numeracy domains. Due to comprehensive processes that have been established, EHS was still able to use reliable data to identify students below age appropriate norms and design lessons and structures to support growth with the literacy and numeracy domains.</p> <p>The use of the Progressive Achievement Tests were conducted in both term 1 and 4 for all Y7 and 8 students, and displayed substantial growth for many students. The 2019 Y8 PAT results were used to identify and direct support to students in need, and the HSC Minimum Standards data was used to identify the learning support needs of Y10 and Stage 6.</p> <p>The pursuit of student growth in literacy and numeracy continued throughout 2020 despite the COVID pandemic, and while the strategic direction references NAPLAN 2020 to validate the success, EHS would optimistically evaluate this activity as successful due to the positive growth in literacy and numeracy evident in other reliable data sets.</p>	<p>Best Start - \$1,000</p> <p>Bump it Up - \$1,779.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$13012.46)• Socio-economic background (\$155073.00)

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>There was some modification to the rationale behind this areas of the strategic direction. The essence of a professional learning community remained, however rather than a focus on developing staff data analysis</p>	<p>As above</p> <p>HSC Minimum Standards- \$7,255.00</p>

Progress towards achieving improvement measures

skills, there was a shift of focus on directing staff to be responsive to data. The Literacy and Numeracy team developed cohort trends and lists of students significantly below state average, and staff would then use this data to differentiate and modify their teaching to target these areas and promote growth.

Staff representation on the Literacy and Numeracy Team was increased in 2020, as faculties areas were mandated to have at least one representative working with the team. This promoted a consistent message across the school and highlighted our whole school responsibility to improving student outcomes. Staff representatives on the Literacy and Numeracy Team data analysis skills were significantly enhanced as a result of their access to and utilising of, the OARS platform (Online Assessment and Reporting in Schools), developed by ACER (Australian Council of Educational Research).

Staff still maintained access to SCOUT data, however have significantly expanded the data sets used to guide teaching including PAT, Best Start, HSC Minimum Standard results and HSC Results. These data sets are analysed thoroughly and routinely to ensure students are recognised for outstanding growth and staff are reflecting on their professional practice to ensure that all support strategies are being implemented.

EHS has employed a comprehensive approach to the collection of reliable data across all stages, with stage specific goals and objectives. In Stage 4, PAT generates data twice a year in a pre and post test format for Y7 and 8, and Best Start for Y7 in term 1. Stage 5 traditionally relies on NAPLAN, however in 2020, EHS was able to use the Y8 cohort PAT data of 2019, to identify students in need. In Stage 6, HSC Minimum Standard results identify students of concern and the HSC results are analysed by staff to identify common areas in which students may have performed poorly, and reflect on strategies that could be used to address the trend into the future.

Funding Sources:

- (\$0.00)

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)

The establishment of a Strong Start Great Teacher group, has promoted a strong sense of collegiality among staff that are working towards proficiency. The professional network participated in a variety of professional development initiatives lead by executive staff. These activities include the sharing of accreditation planning templates, policy and procedures documents, lesson observations and the development of professional goal setting. The positive feedback from staff in the group highlight a more structured approach to supporting staff working towards proficiency.

There were 2 staff that communicated to the senior executive of their aspirations of being accredited at Highly Accomplished. Both these staff members attended the registered training lead by NESA to develop their knowledge of the process. Unfortunately, much of the subsequent professional learning through 2020 was cancelled to the COVID pandemic. The staff remain enthused and provisions are being made for a network group to be created with the community of schools to enable greater access to various senior executive members that will act as mentors and aspiring teachers have access to a larger support network through the establishment of a structured system.

There was also an increased in the modelling of the processes of recording and collating professional development hours and navigating the Etams application. Staff received professional development through staff meetings on how to log and evaluate professional development hours and were also supplied with specific information of all school based activities that could be used as Teacher Identified hours, including the standards being developed and the appropriate annotation.

Funding Sources:

- Professional learning (\$60363.00)

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 11,000.

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)
<p>EHS is committed to putting wellbeing at the heart of education to develop social and emotional learning and academic success. Due to pandemic restrictions over the year, EHS and its staff provided the very best support to students. All families were contacted by phone as a courtesy call to check on student and family wellbeing. This was deeply appreciated by the community and allowed vulnerable students to be supported more strongly.</p> <p>Year Advisor's delivered Wellbeing Google Classrooms to engage students, increase positive emotions, while maintaining positive relationships with their Year Advisor and peers.</p> <p>Positive and Respectful Relationships Wellbeing Program in Term delivered by staff to Stage 4 and 5 students was a received very positively and valued by students and staff. This program identified strengths and areas of development, while offering rich conversation and sustained communication. Students and staff shared knowledge, skills and understandings.</p> <p>All students achieving a significantly high amount of positive mentions, as part of our Praise and Reward Program, were involved in our Praise and Reward Days to celebrate their success at EHS. This year we had over 32 Platinum, exceeded the amount of students being awarded an A+ Rating compared to 2019 and our positive mentions 7-12 continues to exceed significantly negative mentions.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$14112.27)• Socio-economic background (\$40603.44)

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>Student Voice came to the forefront of Junior Leadership. Staff conducted student interviews to get student feedback, ideas and thoughts to improve the Junior Leadership during COVID 19 restrictions and in 2021. Health restrictions and disruption during the year did 'freeze' all plans of action of members of the JLT, however, staff took the opportunity to collaborate and look at creative and innovative ways the JTL can be reinvigorated. This</p>	<p>Wellbeing - \$4,260.00</p>

Progress towards achieving improvement measures

resulted in actions being taken by the JLT with support from the Leadership Lead Teachers to develop new campaign ideas to raise awareness in the school on important issues, lift positive emotions and align with our core values or CARE, COURTESY, COOPERATION and COMMITMENT. Students pitched their ideas to teachers and senior executive. The Lead Teachers considered feedback and made adjustments and enhancements to the nomination and leadership processes to ensure the best candidates were given the opportunity to lead and develop their leadership capacity and capabilities.

The JLT has strengthened in student voice and focusing on what matters to them and the students they service in their year cohort and all other students in the school. This was reinforced with Leadership Days and skill development opportunities.

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

Evaluation	Funds Expended (Resources)
<p>Embed best practice in AStream classes such as Organisation for Learning to teach explicit skills as note-making, organisation of thinking, setting learning goals, summarising skills and using critical reading strategies. With the goal to achieve consistency across all KLA's. This skill development initiatives supports students reflection on their learning daily and encouraged them to make summaries. This was achieved through critical reading strategies. These strategies were also communicated to students parents at our Parent and Student Workshop in Term 1. Parent/Carer support is essential to maximise success of AStream students.</p> <p>EHS began the journey of teachers development in 'The Growth Mindset Teacher'. A selection of teachers engaged in further online training to support this idea.</p> <p>AStream under went re-branding to ' Elevate Classes'. With the new testing system in place and delivered in Primary School due to COVID restrictions, we still had over 80 students applying and sitting the testing day. This resulted in two Elevate classes for 2021.</p> <p>Staff were proud to share quality work samples of Organisation for Learning celebrating the efforts students made to maiximise their learning and reflection on their learning. This being such a success and valuable initiative, the evaluation of this has proven that these principles could be scaled to all classes supporting all students learning, organisation, homework and reflection of learning daily.</p>	<p>Ontrack - \$28,188</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$3363.00)

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 718 in 2020 to 750 by 2021.

Increased student retention in stage 6 from 59.3% in 2019 to 75% 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>A modified Stage 3 and 6 transition program was delivered in 2020 restricted with COVID safe management plans. The usual primary fun days did not go ahead on site and were delivered in a virtual world. As restrictions eased in term 4 year 6 orientation was delivered on site and highly successful. The parent evening was delivered through a webinar and received strong positive community feedback.</p> <p>Stage 6 transitions also had limitations in terms of parent participation through on site meetings, but this was successfully delivered through online forums.</p> <p>The continued success of stage 4 Masterclass was evident through high level engagement and positive feedback from students and parents. COVID affected the "learn to leave" component of courses yet staff were able to maintain course delivery through appropriate adjustments.</p> <p>The transition for our new support unit students was successful through several orientation days and small group parent meetings. There was strong engagement from all stakeholders to ensure a smooth transition for our new students. Transition continues to be a high priority at EHS to ensure student and families are well supported throughout secondary education.</p>	<p>Transition - \$9,819</p> <p>Masterclass- \$10,439.00</p> <p>Support Unit establishment - \$14,766</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$4424.63)• Socio-economic background (\$2083.56)

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

Evaluation	Funds Expended (Resources)
<p>EHS provided strong communication to the school community in 2020 to keep them well informed of the constant changes in school operation due to COVID restrictions. During the peak of the pandemic the school provided daily updates on Facebook and weekly video updates provided by the Principal. It was a challenging time and required the school to be an accurate source of current information to ensure students and families were well supported.</p>	<p>Communication- \$3,100.00</p> <p>Promotion and Advertising - \$12,652</p>

Progress towards achieving improvement measures

During this time all families were contacted by phone as a courtesy call to check on student and family wellbeing. This was deeply appreciated by the community and allowed vulnerable students to be supported more strongly.

Our newsletter continues to be a source of positive news stories celebrating student and staff achievements. Parents report accessing the parent portal to monitor their children's positive mentions, attendance and school updates to be valuable and will continue to be a strong vehicle for communication.

Some programs were not delivered in 2020 due to COVID restrictions such as parent forums and parent Teacher evenings, fortunately the year 6 information evening in February was delivered and proved to be a great success with a new format "The Mystery Tour" facilitated by the senior and junior leadership team, sparked a great deal of interest from the community.

The quality of communication between home and school continues to be a high priority for EHS.

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

Evaluation	Funds Expended (Resources)
<p>In 2020 EHS was successful in a complete VET audit, requiring documentation to support high level compliance with the Registered Training Organisation in the delivery of Vocational Education and Training courses in Hospitality, Construction and Retail. These courses continue to be very popular with students seeking a vocational pathway and are strongly supported by local business and industries. With COVID restrictions work placements were not possible for year 12 students in 2020, however as restrictions eased in term 4 year 11 students were able to complete this component of their course.</p> <p>The new program for year 10 boys, Ontrack has far exceeded expectations and provided a tailor made education and vocational pattern of study for students. The career component aspect of the course with a number of school based projects has built confidence and skills for the students and a strong platform for the workforce. A number of students have exited the program and moved into fulltime employment, with others continuing in 2021 commencing year 11.</p> <p>Opportunities to engage with local universities has been restricted due to COVID it is anticipated that this will be available in 2021 for students. Many year 12 leavers were successful in gaining early entry into university after a very challenging year in 2020.</p>	School to work- 2,774

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$59 039.00) 	<p>Engaging with Aboriginal elders to support NAIDOC celebration was significant in encouraging our students to engage with local Aboriginal culture and history. Unfortunately with COVID restrictions the usual celebrations involving the Erina Learning Community was not possible in 2020.</p> <p>Each Monday Tutors are employed to work with our Aboriginal students to provide intensive support with literacy, numeracy and assessment tasks. This has seen greater confidence in a number of students and improved academic performance.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$5 650.00) 	<p>Intensive small group tutoring to support students with non English speaking backgrounds. Deep data analysis and development of adjusted teaching and learning programs to support student capacity to engage with course material . Professional learning for staff to support students from Non English Speaking Backgrounds</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$197 843.00) 	<p>Employment of SLSO's to support students with identified learning needs who require curriculum adjustment . Small group tutoring provided by LAST's to deliver explicit literacy and numeracy support. Stage 4 Learning Opportunities class effectively supports students with specific learning needs by delivering middle schooling principles with a small class, limited Teachers and additional SLSO's to support students.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$165 700.00) 	<p>Student wellbeing programs implemented to better support mental health and isolation due to COVID.</p> <p>Student leadership programs implemented to build leadership skills</p> <p>Teaching and learning resources provided to support implementation of curriculum requirements</p> <p>Masterclass and Ontrack programs resourced to engage and inspire future focused learning skills for students.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$43 443.00) 	<p>Early career teachers had access to online and school delivered professional learning opportunities to enhance teaching practice. Opportunities to engage with a mentor and support through the accreditation process.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	368	400	367	369
Girls	327	320	325	350

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.8	90.1	90.5	92.1
8	91.7	88.8	86.6	91.1
9	88.5	87.5	84.1	86.8
10	85.5	87.3	84.2	88.3
11	89.3	83.2	87.3	89.3
12	90.9	88.2	87	92.7
All Years	90	87.7	86.4	89.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	3.8	10.5	34
Employment	7.6	13.7	20
TAFE entry	1	6.3	0
University Entry	0	0	30
Other	18.2	8	14.8
Unknown	1	8.4	0

Year 12 students undertaking vocational or trade training

36.73% of Year 12 students at Erina High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Erina High School expected to complete Year 12 in 2020 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)	37.6
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	968,572
Revenue	8,789,853
Appropriation	8,611,899
Sale of Goods and Services	42,374
Grants and contributions	133,045
Investment income	1,181
Other revenue	1,355
Expenses	-8,612,536
Employee related	-7,738,336
Operating expenses	-874,200
Surplus / deficit for the year	177,317
Closing Balance	1,145,889

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.

	2020 Approved SBA (\$)
Targeted Total	324,726
Equity Total	428,232
Equity - Aboriginal	59,039
Equity - Socio-economic	165,700
Equity - Language	5,650
Equity - Disability	197,843
Base Total	7,293,937
Base - Per Capita	166,429
Base - Location	0
Base - Other	7,127,508
Other Total	373,270
Grand Total	8,420,164

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

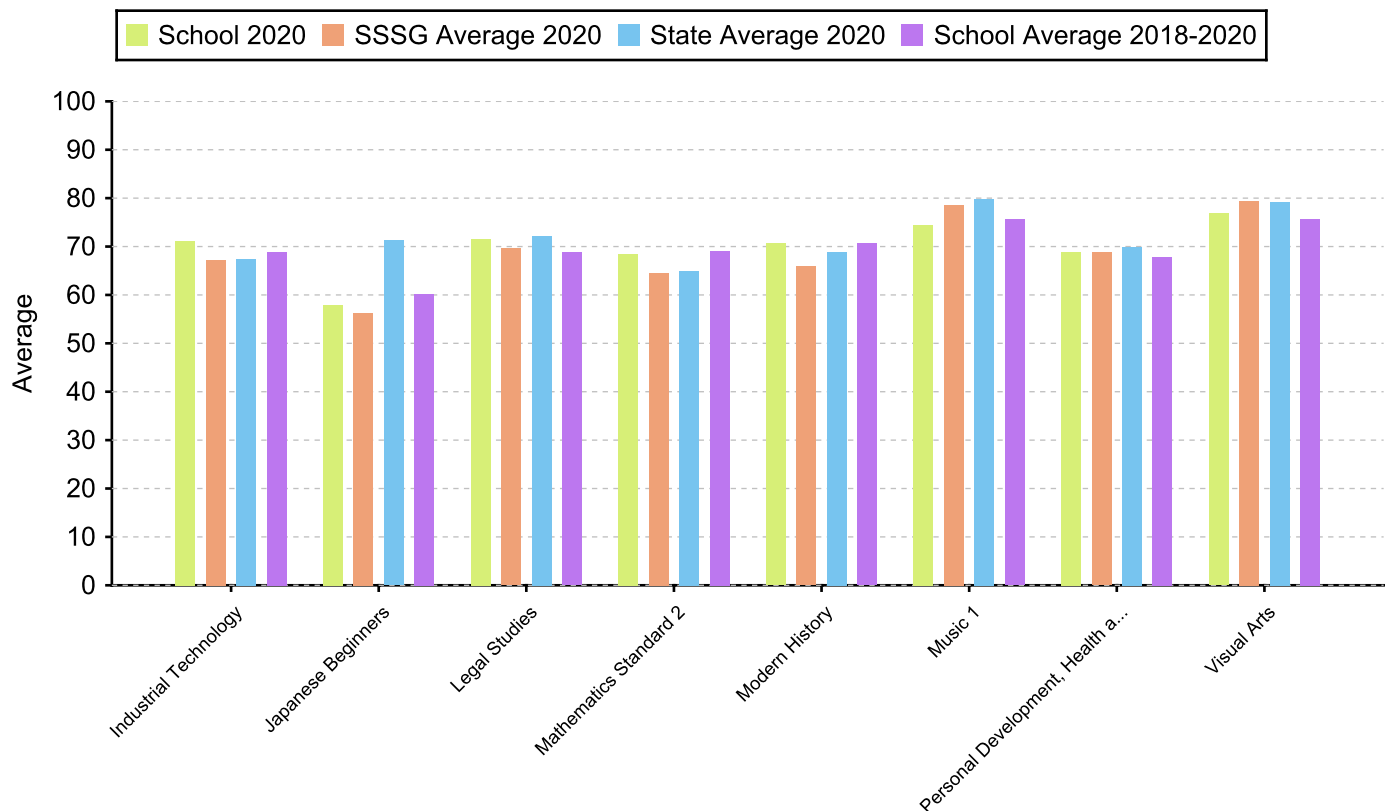
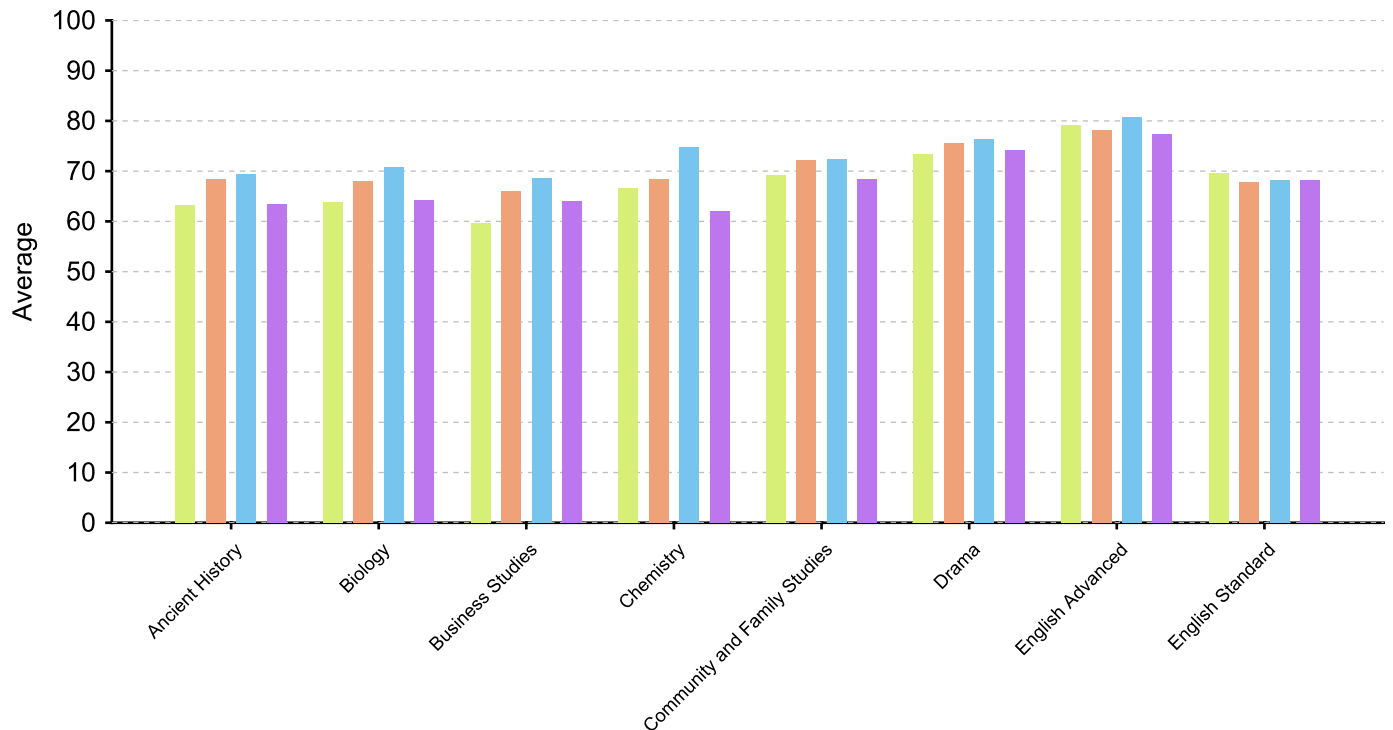
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	63.2	68.4	69.4	63.4
Biology	63.8	68.1	70.8	64.3
Business Studies	59.6	66.0	68.6	63.9
Chemistry	66.6	68.5	74.8	62.0
Community and Family Studies	69.2	72.1	72.4	68.4
Drama	73.4	75.5	76.4	74.2
English Advanced	79.2	78.1	80.8	77.3
English Standard	69.5	67.7	68.1	68.2
Industrial Technology	71.2	67.3	67.5	68.9
Japanese Beginners	57.9	56.3	71.2	60.3
Legal Studies	71.6	69.6	72.1	68.8
Mathematics Standard 2	68.5	64.5	64.9	69.1
Modern History	70.6	65.8	68.9	70.7
Music 1	74.4	78.6	79.8	75.6
Personal Development, Health and Physical Education	68.9	68.7	69.9	67.8
Visual Arts	76.8	79.4	79.2	75.7

Parent/caregiver, student, teacher satisfaction

Student feedback as identified through Tell Them From Me survey where 214 students responded and identified the following key points:

- 66% of students felt a positive sense of belonging at school equal to the state norm.
- 86% of students have positive relationships at school well above the state norm of 79%
- 90% of students identify with positive behaviour at school as to 86% state norm
- 48% of students identify they are intellectually challenged and find learning interesting, enjoyable and relevant in comparison to 47% state norm.

Parent feedback as identified through the Tell Them From Me survey where 78 respondents identified the following key points:

- Communication is strong between home and school with a mean of 6.8 in comparison to the NSW state mean of 7.4
- School support for learning was positive with a mean of 6.3 as to a state mean of 7.3
- Parents felt students were safe at school with a school mean of 6.4 as to 7.4 state mean
- 56% parents would recommend EHS with only 19% not recommending the school and 24% undecided.

Staff feedback as identified through a school based wellbeing check where 43 staff responded reflected the following key points:

- 72% of staff felt they had high level access to professional learning opportunities at a whole school and system level.
- 76% felt valued and valued as a unique individual with qualities and skills to offer.
- 83% enjoy working at the school
- 72% felt communication was strong at the school.

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.