

# 2020 Annual Report

## Elderslie High School



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# Introduction

The Annual Report for 2020 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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Elderslie High School

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4658 1110

## School vision

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>

### 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	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.

### Overall summary of progress

#### Process 1- Building Foundations

The school wide consistent lesson framework continued its development across the school. The evolution of aspects with the ELF platform included the introduction of Learning Intentions and Success Criteria. The focus on student learning and explicit teaching improved the pedagogy for teachers across the school. Staff undertook professional learning and reflection practices to enhance their understanding and review their own teaching to build purposeful and strategic learning for students in stage 4. Student learning was monitored through embedding and strengthening feedback strategies at the conclusion of the learning lesson and involved the introduction of an exit slip to capture the link between teaching and student learning. Staff used the exit slip to review, refine and reflect on their practice for continually improvement. 100% of staff display and use the consistent learning intention and success criteria sentence starters in their classrooms across the school with their chosen class. ELF continued to strengthen the strong focus on lesson foundations by support staff strategies for management and teaching practices within each lesson. Staff successfully participated in PL to prevent off task and disengaged learning in the classroom. Staff professional development lesson observations were conducted with an emphasis on reviewing school wide consistent practice for all Early Career and substantive teaching staff.

#### Process 2- Power On

Whilst COVID greatly impacted on aspects of teaching and learning throughout 2020 we were able to measure, monitor and review student learning throughout the year. Processing and enhancing the delivery of, and, skills in Stage 4 Numeracy skills became a major focus for students. The creation of the BOOST initiative personalised and targeted learning for students in Year 8 with strategically developed lessons focusing on areas of deficit from previous NAPLAN data for the selected cohort. School based teaching staff were supported by Department Numeracy specialists to deliver the target program. Unfortunately, the NAPLAN testing was not conducted in 2020 due to COVID for Years 7 and 9 across EHS and NSW schools. However, pre and post testing of our BOOST and literacy strategies continued with improving results. The investment in ongoing PAT testing has allowed the school to regularly monitor student performance and make the necessary adjustment to teaching and learning programs in English and Mathematics. The analysis of data from Check In assessments also drove adjustments for individual student learning. School based testing indicated two thirds of Year 8 students demonstrated growth in their Numeracy skills throughout 2020. Evolving the POW and POWER initiatives for stage 6 were put on hold due to the impact of COVID and will be introduced in future years.

### 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.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The Elderslie Lesson Framework (ELF) has been implemented across the school. This framework has allowed teaching and learning to occur in a settled and conducive learning environment. The implementation of the start, during and end of the lessons strategies provides students and staff with consistent practices and routines which are predictable across the school. Regular professional learning has occurred to continually drive this initiative and ensure it is embedded in the toolkit of all new teachers arriving at the school. The successful evolution of the initiative throughout the school planning years can be recognised by the enhancements in settled student behaviour within the classrooms, focus on explicit teaching and learning initiatives, high expectations for student learning and an enhancement in engaging activities during the lesson. Measurements of success are demonstrated by the understanding and use of Learning Intentions and Success Criteria (LISC) initiatives which are taking place in all classrooms and an increase in engaged student behaviour across the school by 5% in 2020.</p>	<p>Professional Learning Time for staff</p> <p>Teaching and Learning Deputy Principal</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$171513.00)</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>The Power On initiatives have successfully continued throughout 2020. Despite the impact COVID had on schools we were still able to embed the writing platforms across classrooms for year 7-10. Unfortunately, the push into the senior school with a new writing platform was planned for 2020 but was placed on hold by the changing circumstances throughout the disrupted year. However, continual gains and improvements were made in 7 and 8 literacy skills as measured by improved PAT testing results and the formation of a new Numeracy based initiative to boost the Numeracy skills of students in Year 8. The Numeracy strategy had immediate results with pre and post testing exceeding regular expectations by demonstrating higher levels of positive student growth in 68% of students. This success was continually highlighted by an average growth score of 8% across the year group. Unfortunately, the state wide NAPLAN testing was not conducted in 2020 therefore limiting formalised Value Added data growth to be obtained.</p>	<p>4 Casual release days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$1840.00)</li> </ul>

## Next Steps

The continuation of the initiatives embedded within the Strategic Direction 1 of this school plan have been successful continued in the new 2021-2024 Strategic Improvement Cycle. The ELF platform will continually delve into strategies that focus on learning throughout the lesson by emphasising a variety of learning activities and creating memorable moments in lesson delivery and student learning opportunities. The evolution of the LISC initiatives will continue with greater emphasis placed on real world significance for learning in the classroom and explicitly highlighting this to students. The Literacy and Numeracy initiatives are constantly underpinning student targets and growth throughout all future planning. A continued enhancement of HSC results will be assisted by the new TREAT Writing Platform, while a stronger focus on student reading will take place during Roll Call and DEAR lessons. The numeracy BOOST initiative will continue in the future expanding into Year 9 as well as Year 8. An adjusted school wide approach to behaviour modification is also planned to continually strive for ongoing success with student engagement and learning improvement.

## 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

Teachers of Year 8 Project Innovate engaged in professional learning delivered by the School Learning Environments and Change team to develop skills in teaching project based learning in innovative environments within the school. Three teachers completed additional online learning modules in teaching and leading teaching in innovative learning environments. A unit of work in Robotics for Year 8 Project Innovate was developed and two teachers team taught Spike Prime Lego Robotics to all students in Year 8. The unit of work was modified in response to feedback from teachers and students after each teaching and learning cycle. The Year 9 ISTEM class completed a unit of work on EV3 Robotics. Skills in Robotics were further enhanced through a combined Year 8 and 9 student team participation in a First Lego League competition.

All staff increased their skills in using future focused pedagogy through online delivery of courses during the COVID 19 lockdown period where all students were required to learn from home. Teachers developed confidence in utilising digital technologies such as Google Classroom, Zoom and Microsoft Teams to deliver lessons daily to students.

#### Process 2 - Growth in Action

All teachers of Stage 6 consistently implemented the EHS Feedback sheet. Students took responsibility for their learning growth by developing learning goals in response to teacher feedback on their assessment tasks.

The Secondary Studies Head Teacher and Senior Learning Mentor continued to develop transition plans in consultation with Year 12 students. Senior students were encouraged to take responsibility of their learning growth during private study.

Staff participated in professional learning with a focus on creating and maintaining positive learning environments where knowledge of effective questioning and its impact on student learning outcomes was developed. Teachers were provided with a range of examples and practical strategies to apply to their classroom teaching to support student learning growth.

### 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)
All teachers of Year 8 Project Innovate were surveyed in regards to developing communication, critical thinking and creativity skills as part of the	7 days casual release \$3220.00

## Progress towards achieving improvement measures

teaching outcomes for the project based learning course. Additionally, the majority of teaching staff completed a learning from home survey during the COVID 19 lockdown and learning from home period.

Teachers of project Innovate indicated that the evidence they collated during the learning phases of each unit of work indicated that the majority of students improved their skills in communication, creativity and critical thinking. Evidence included observations of group interactions, ability to solve problems, quality completion of portfolio and group projects.

The learning from home survey indicated that the majority of staff had access to technology at home to deliver online learning. The majority of staff accessed Google Classroom as their preferred online learning delivery method. Teachers identified additional technological platforms they wished to increase their knowledge and skills to improve learning outcomes for students. The school utilised staff expertise to provide professional learning in Microsoft Teams, Adobe Connect, Loom and Clickview.

Teachers have significantly improved their expertise in delivering future focused pedagogies through the delivery of Year 8 Project Innovate and in response to teaching in an online learning environment during the COVID 19 lockdown period where students were required to learn from home. An important implication will be to harness the skill development to further enhance the use of technology in teaching and learning to improve learning outcomes and student acquisition of future focused skills.

### 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)
<p>The majority of senior students completed the senior student survey and 70 per cent of students from year 7-12 completed the TTFM survey. Senior students indicated that they felt supported in the following areas; examinations and assessments, study planning, classroom teachers, careers advice and by the Senior Learning Mentor. The 2020 TTFM data indicated that positive student teacher relationships and a positive learning environment was above the NSW Government norm.</p> <p>Senior students felt very supported and accessed support regularly from a variety of teaching staff at Elderslie High School. The majority of senior students utilised feedback and mentoring from staff to achieve their personal best. TTFM data indicated that Year 7-12 student academic self concept, optimism and perseverance was above the NSW Government norm in the medium range.</p>	<p>Employment of senior learning mentor \$104,000</p>

### Next Steps

- Continue professional learning for staff to expand their skills and confidence in using technology to enhance learning outcomes.
- Continue professional learning and collaborative practice in developing future focused pedagogies.
- Focus on building positive relationships with students to enhance the learning culture and sense of belonging in each classroom.
- Design innovative ways to facilitate collaborative practice and team teaching to improve the learning culture.
- Analyse Year 11 Assessment results and develop school wide practices to improve HSC results.

### 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.

#### Overall summary of progress

##### Process 1 - People Matter

There were a wide range of wellbeing initiatives implemented during the year and whilst the many of the activities were curtailed due to the COVID restrictions in place, the school welfare team sought out innovative ways to connect with students during the period of learning at home and when school returned. All Year Advisors established a dedicated google classroom for their year group to share information and ran virtual recognition assemblies to celebrate student success.

The school held its inaugural Multicultural Day in November to celebrate diversity, teach tolerance and acceptance of others. The Stymie platform was launched on this day. Stymie is an anonymous website student use to report incidence of bullying and harm. It has empowered student to speak up about bullying with data showing students use has increased over time.

All staff participated in professional learning on proactive classroom management strategies with a focus on ways to include all students in the learning environment and practices to reinforce student connectedness in their learning.

##### Process 2 - Recognising Effort

Both the SRC and the Prefect body have formed action groups to plan and implement initiatives that address both global and local issues. This has included raising funds for our local Camden West fire brigade, collecting toys to the Christmas toy drive for Westmead Children's Hospital and producing educational videos to highlight the importance of recycling at school. Each of these initiatives promoted student voice and demonstrated the school body's willingness to support and serve others.

Student effort is now recognised both within and beyond the classroom, with the effort scale embedded into student reports and community service included in the school merit scheme. The effort scale is used to highlight how well students are taking ownership of their learning, responding to feedback and striving to achieve their personal best.

Professional learning has continued to focus on developing a Growth Mindset in the classroom with staff producing resources to promote student effort and examining how the classroom environment promotes a growth mindset. A trial program was conducted with Year 7 roll call groups with a focus on mindset, grit and wellbeing to help foster student resilience and positive wellbeing.

#### 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)

## Progress towards achieving improvement measures

Student and staff wellbeing practices have been underpinned by the principles of the BeYou program to create a supportive school culture. The professional learning undertaken has focused on the learning resilience modules of affirm, embed and empower. This has enable staff to develop an in-depth understanding of SEL and why it's important for mental health and wellbeing. Further, it has provided staff with an understanding of how to intentionally teach SEL skills, and foster resilience in students.

As a result of the varied initiatives implemented throughout the year, the TTFM student data shows that 75% of students know where to seek help if bullied and most significantly, our students sense of advocacy at school has increased by 32% and is above the NSW Government norm. Similarly the for data for positive teacher-student relations and positive relationships are trending upward and are above the NSW Government norm.

Stymie Platform - \$2800

Teacher release for Multicultural Day - \$2000

**Funding Sources:**

- (\$0.00)

**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>The revision of the school recognition scheme to incorporate a community service requirement has enabled more students to be recognised for their commitment to serving their school community. Throughout 2020 the COVID restrictions have meant that there has been significant limitations to the extracurricular events and opportunities for service for our students.</p> <p>Staff effort continues to be recognised through the celebration of key dates, including World Teacher's Day and individual staff recognition occurs via their nomination for public awards for excellence. In addition, our school shout out wall and kindness day activities have also been value ways for colleagues and students to acknowledge the commitment and effort made by staff on a daily basis.</p> <p>Student effort is promoted within the classroom through the addition of the Effort Scale for all year groups and this occurred in both reporting periods during 2020. Data shows that the number of students who achieved in the top portion of the scale increased between Semester One and Semester Two.</p>	

## Next Steps

- Professional learning for staff to explore evidence based practices including Social-Emotional Learning and the Berry Street Education Model to address the needs of the students and improve their learning outcomes.
- Design and implement pastoral care programs to provide students with further opportunities to be heard and advocated for at school.
- Expand Positive Behaviour for Learning implementation for tiers 2 and 3 and investigate aspects of the Berry Street Education Model to support targeted groups and individual students.
- Implement initiatives to empower students to be actively connected to their learning, understand their social and emotional learning needs and develop positive and respectful relationships with others.
- Continue to recognise and celebrate the effort students make to provide service to their community both within and beyond the school gate.
- Embed a range of targeted systems that encourage active student participation at whole school level, supporting improved student attendance.
- Provide opportunities for student voice to significantly contribute belonging initiatives that enhance school culture.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Staffing  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$34 933.00)</li> </ul>	<p>Successful outcomes included employment opportunities that were realised for Stage 5 and 6 Aboriginal students and the achievement of multiple Aboriginal Education Awards in areas such as numeracy, creative arts and leadership.</p> <p>Aboriginal discreet roll call fostered the development of leadership opportunities in which students ran school wide events such as NAIDOC week celebrations.</p>
<b>English language proficiency</b>	Human resources for release of LAST one day per fortnight.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$14 786.00)</li> </ul>	<p>ESL teacher was able to be provide differentiated support for these students and review Education Plans for 2021.</p> <p>In 2019 EHS had 1 student recognised as emerging phase. In 2020 this student progressed to the developing stage.</p> <p>In 2019 EHS had 10 students recognised as developing phase. In 2020, 5 of these students progressed to the consolidating phase and 5 remained recognised as developing phase.</p> <p>In 2019 EHS had 46 students recognised as consolidating phase. In 2020, 39 of these students were still consolidating. 7 of these students no longer require EAL/D support and have completed all phase progressions.</p> <p>In 2020 EHS had 56 students with a LBOTE requiring ESL support and 126 students with a LBOTE not requiring ESL support.</p> <p>EHS had 1 international student enrolled. This student is currently included in the ESL program and is recognised as consolidating phase.</p> <p>Attendance for some of the students has improved as well. This was one of our goals. 5 students increased their attendance by 5-10%. Whereas, another increased their attendance by 160%.</p>
<b>Low level adjustment for disability</b>	Human Resources  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$120 407.00)</li> </ul>	<p>Individual students with additional needs were supported in classroom and non-classroom settings. Teachers were supported by LAST and SLSO staff in making adjustments to teaching practices.</p>
<b>Socio-economic background</b>	Human Resources  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$247 759.00)</li> </ul>	<p>Students unable to provide a device for their personalised use were supported with school based devices so that they can engage in technology based learning applications. Deputy Principal provided more personalised support to allocated year groups, meaning that students needs were more effectively met.</p> <p>Instructional leadership undertaken by the principal includes lesson observations and direct feedback to teachers, professional</p>

<b>Socio-economic background</b>	Human Resources  <b>Funding Sources:</b> • Socio-economic background (\$247 759.00)	learning of classroom management and effective literacy/numeracy techniques.
<b>Support for beginning teachers</b>	Release time.  <b>Funding Sources:</b> • Support for beginning teachers (\$47 712.00)	Support has meant that early career teachers complete their accreditation successfully and are effectively supported to build confidence in teaching, especially in Stage 6 courses. Some early career teachers have realised aspirational pathways including taking on leadership opportunities such as Year Adviser and Assistant Year Adviser roles, which is directly attributable to extensive support that funding has enabled.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	413	456	482	494
Girls	545	531	544	554

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	94	93.1	91.7	94.5
8	91.5	90.7	89	90.4
9	90.3	88.7	86.5	92.6
10	91.1	87.8	86.3	89.3
11	89.8	87.1	81.3	85.8
12	92.3	92	88.6	92.2
All Years	91.5	89.8	87.4	90.7
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	0	3	13
Employment	7	20	24
TAFE entry	2	8	12
University Entry	0	0	34
Other	0	1	7
Unknown	0	0	10

## Year 12 students undertaking vocational or trade training

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34.92% of Year 12 students at Elderslie High School undertook vocational education and training in 2020.

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

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97.5% of all Year 12 students at Elderslie 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)	11
Classroom Teacher(s)	55.5
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.17
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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	2,211,592
<b>Revenue</b>	11,962,700
Appropriation	11,595,349
Sale of Goods and Services	66,889
Grants and contributions	293,062
Investment income	4,610
Other revenue	2,790
<b>Expenses</b>	-12,029,600
Employee related	-10,471,445
Operating expenses	-1,558,156
<b>Surplus / deficit for the year</b>	-66,900
<b>Closing Balance</b>	2,144,692

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	40,255
<b>Equity Total</b>	603,838
Equity - Aboriginal	34,933
Equity - Socio-economic	247,759
Equity - Language	14,786
Equity - Disability	306,360
<b>Base Total</b>	10,306,175
Base - Per Capita	250,990
Base - Location	0
Base - Other	10,055,185
<b>Other Total</b>	434,901
<b>Grand Total</b>	11,385,169

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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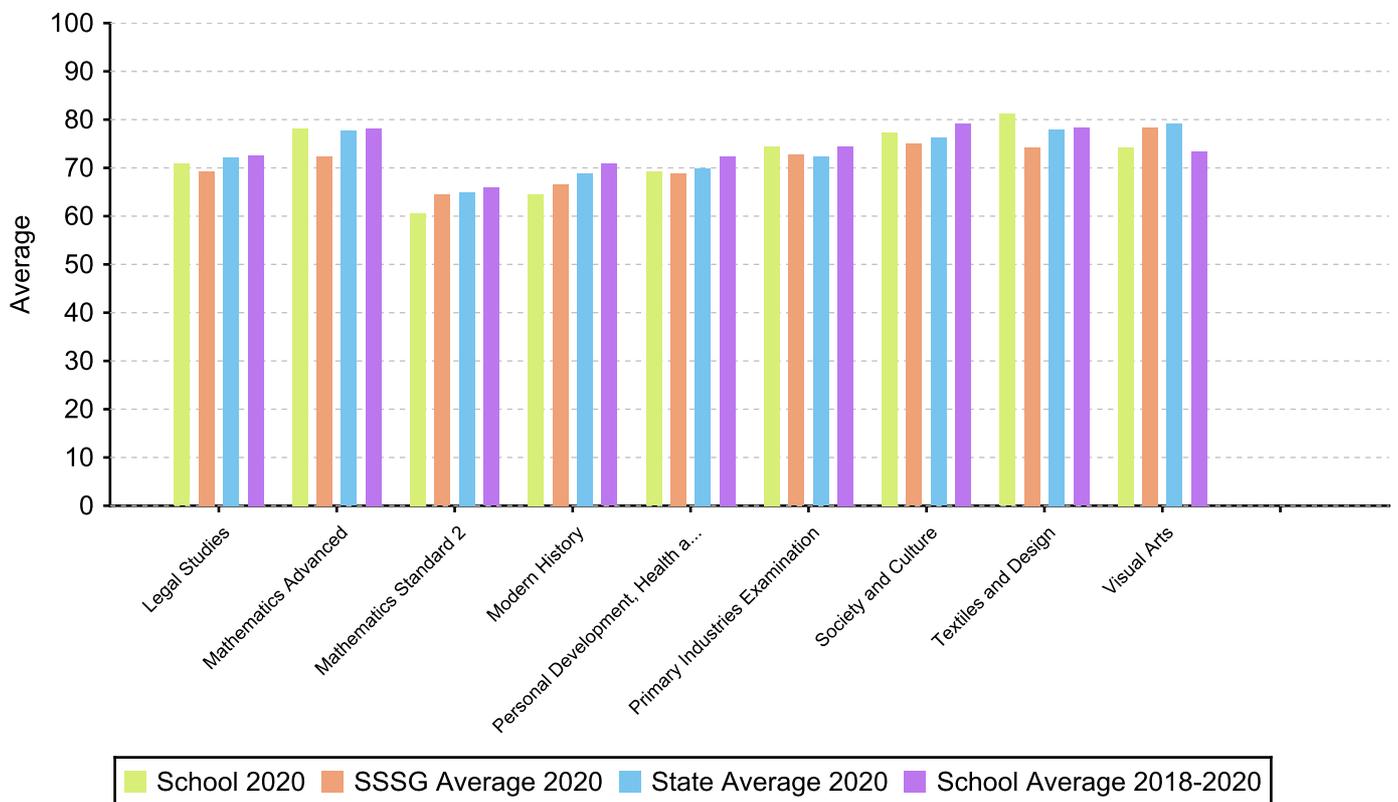
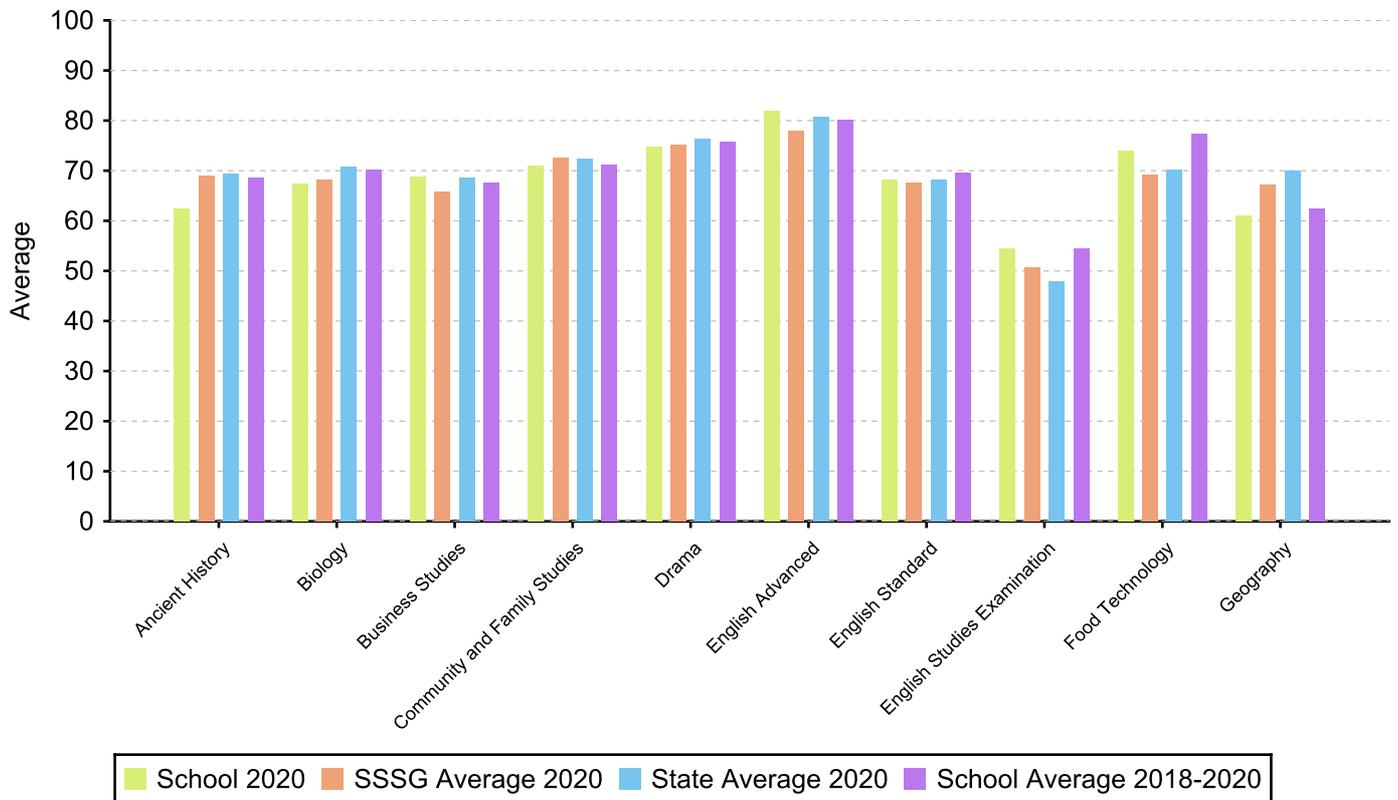
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	62.4	69.0	69.4	68.7
Biology	67.3	68.3	70.8	70.1
Business Studies	68.8	65.9	68.6	67.7
Community and Family Studies	70.9	72.5	72.4	71.3
Drama	74.7	75.1	76.4	75.8
English Advanced	82.0	78.0	80.8	80.1
English Standard	68.2	67.6	68.1	69.5
English Studies Examination	54.5	50.7	47.9	54.5
Food Technology	73.9	69.2	70.2	77.4
Geography	61.0	67.2	70.1	62.3
Legal Studies	70.8	69.3	72.1	72.6
Mathematics Advanced	78.2	72.4	77.7	78.2
Mathematics Standard 2	60.6	64.5	64.9	65.9
Modern History	64.5	66.6	68.9	70.9
Personal Development, Health and Physical Education	69.2	68.9	69.9	72.3
Primary Industries Examination	74.4	72.7	72.3	74.4
Society and Culture	77.3	75.0	76.2	79.2
Textiles and Design	81.2	74.2	77.9	78.3
Visual Arts	74.2	78.4	79.2	73.4

## Parent/caregiver, student, teacher satisfaction

In 2020, Elderslie High School participated in a range of stakeholder satisfaction surveys. These included Tell Them From Me, People Matter, Customer Service 360 and also school based data collection methodologies such as surveying around remote learning.

The Tell Them From Me survey was particularly informative in supporting the school's Situational Analysis in leading into the Strategic Improvement Plan. This has set the scene for the work that we will be doing around wellbeing measures for our student body, most notably in student advocacy, belonging and expectations for success.

People Matter continues to inform our understanding of staff perspectives around communication and leadership as well as staff satisfaction.

The Customer Service 360 further enhanced our understanding of the parental perspective on communication avenues used by the school and the degree to which our communication makes parents feel welcome in our school.

Finally, the school developed its own surveying to determine how to harness the success of remote learning procedures developed during COVID.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.