

2021 Annual Report

Erina High School



8405

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Erina High School we are strongly focused on being the local secondary school of choice by providing innovative, responsive curricular and co-curricular programs in a highly supported environment that promotes a culture of high expectations. We are committed to delivering an inclusive quality education that exceeds the expectations of our community and the academic, social and emotional needs of all learners to achieve our purpose of "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 maximise their potential through a broad, flexible and future focused pattern of study. Enrolment for 2021 is 750 students which includes a newly established special education unit with three multi-categorical classes. Staffing allocation of 67 which includes 12 Non - Teaching support Staff. With a ratio of 2.94% of beginning Teachers to experienced teaching staff. Projected enrolment over the next 4 years is 800 students.

EHS is a member of the Erina Learning Community (ELC) with 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 positive professional relationships 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.

EHS is strongly focused on being the local secondary school of choice and is positioned in a highly competitive educational space, with numerous private schools in close proximity. Building a positive school culture and exceeding community expectations is a high priority and achieved through a genuine home school partnership and celebration of student and staff achievement.

The Family Occupational Educational index for EHS is 91, which directly relates to our funding allocation. 8.1% of our students are Aboriginal and 9.1% 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. Targets are set to increase the number of students in the top two bands in Reading and Numeracy from 16.3% to 26.7% and 15.1% to 26.5% respectively. Increasing the number of students in the top three bands in the HSC from 51.7% to 63% is a strong focus.

The wellbeing of our staff and students is important to grow personal and academic potential. Positive life outcomes align to a strong wellbeing and EHS is focused on accessing and delivering programs that build a positive mindset and resiliency for our school community.

In a rapidly changing world EHS is committed to supporting our staff and students to have aspirations for success. Designing and facilitating innovative future focused learning and quality professional learning programs will be a key to ongoing School improvement and high quality educational opportunities at EHS.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

Purpose

To ensure students demonstrate growth in their learning through explicit, consistent and research-informed teaching practice. Accessing quality, targeted professional learning our teachers will be supported to use student assessment data to drive effective teaching and learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed teaching and learning practice
- Self motivated learners

Resources allocated to this strategic direction

Integration funding support: \$130,000.00

English language proficiency: \$33,800.00

Low level adjustment for disability: \$45,000.00

Socio-economic background: \$72,000.00

Professional learning: \$35,500.00

Aboriginal background: \$4,000.00

School support allocation (principal support): \$20,000.00

Summary of progress

Data informed teaching and learning practice

EHS continued to focus on data informed Teaching and Learning Practice in 2021. Due to the interruption to the traditional school term as a result of the stay at home orders, EHS was unable to implement the post PAT process as would be normal practice. There was a strong foundation created from a high level of engagement from key stakeholders in professional development to develop strategies to improve literacy and numeracy skills in students. The reinvigoration of the Literacy and Numeracy Team, with the expectation of faculty representation within the team was evidence of a school wide commitment. There was also a high level of student participation in the Mentoring Program in mathematics which improved student confidence with mathematics. The Semester 1 PAT process was rigorous and detailed, with staff having access to data in a timely manner. Follow up with layers of accountability and evidence of the data being used to make modifications to teaching programs and assessments. The ability to assess 'value add' in student growth due to the inability to complete the final data collection hindered progress. An expectation to aspire to NAPLAN external targets and growth in PAT continued to be a priority. A greater increase in engagement in Stage 5 to complete overall assessments was evident. Progress was significantly impacted by COVID and thus difficult to provide deep assessment of student progress. Online programs to support improvement in Literacy and Numeracy- Maths Online / Literacy Planet were implemented in 2021. NAPLAN data was most valuable due to its implementation prior to COVID. Continue to pre and post test (PAT) and Best Start in 2022. Review faculty teaching program development on data and feedback for teaching and learning to improve student outcomes.

Self- Motivated learners

Implemented a Stage 6 Study Skills Program, including active supervision and an assessment support strategy. The timeline and delivery of the Study Skills Program was modified due to the period of remote learning. A strength of the Study Skills Program was the defining of high expectations of students from the onset. This was complemented with strong accountability measures, such as attendance and various student work samples. The physical environment was also designed to promote success. Redefining the library space to ensure purpose-built study focus for senior students. Due to the period of remote learning, it was not possible to deliver the entire scope and sequence of study skills sessions for the senior students. The anticipated indicators of success of improved homework completion rates, greater student confidence in time planning/organisation and a reduction in anxiety levels relating to the completion and submission of assessment tasks, were evident in the time of delivery. This is further supported by a reduction in N Warnings and a high referral rate of Y12 students engaging with the Study Skills Teachers. The provision of the COVID ILSP funding provided the specialised teaching staff that enabled the program to operate. Future 2022 COVID ILSP Funding will again be utilised to further develop the senior study skills of Erina High School students. The delivery of the entire plan of study skills scope and sequence along with maintaining the senior assessment support will support strong Stage 6 results.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>60% of Year 7 students have demonstrated growth in PAT for Numeracy and 70% of Year 7 students have demonstrated growth in PAT in Literacy.</p> <p>60% of Year 8 students have demonstrated growth in PAT for Numeracy and 70% of Year 8 students have demonstrated growth in PAT in Literacy.</p>	<p>The structures and processes to facilitate PATs has been finalised and the earlier scheduling of the pre-testing enabled data to be used very early in the year. Teachers informed their practice by the specific data relating to the literacy and numeracy skills of the specific class, and adjustments to teaching strategies were consistently made. The impact of the period of Remote Learning was significant and ultimately led to an inability to complete the post-testing process. Given that our target was relating to growth, we are unable to quantify the success. It was important to maintain validity and accuracy with the growth measure by using the standardised tests both at the start of Term 1 and in Term 4.</p>
<p>Aboriginal students demonstrate positive growth across relevant stages.</p> <p>EALD students demonstrate positive growth across relevant stages.</p>	<p>The strategies and supports to facilitate growth for Aboriginal and EALD students included students mentoring, individual tutoring and program differentiation. The impact of the period during Remote Learning was significant and ultimately led to decreased capacity to deliver the full program of support. Given that our target was relating to growth, we are unable to quantify success.</p>
<p>Positive growth in HSC results, with a focus on both individual value add data and course performance. Achieve 18.3% of students in the top 2 bands by 2023 and 51.7% in the top 3 bands. of the HSC</p>	<p>There was an improvement in the number of students represented in the top two bands across the school HSC curriculum. 13.6% of Erina High School HSC students were represented in the top two bands, which was an increase from 12.8%, achieved by the 2020 cohort. Erina High is tracking well towards the 2023 target of 51.7% of students in the top three bands with 2021 results of 43% of students being represented in the top three bands.</p>
<p>Improvement in the percentage of students in the top two bands to be above the school's system-negotiated target baseline in reading of 16.3% and numeracy 15.1 of %.</p>	<p>The 2021 data for reading in the top two bands was 17.2% and 14.13% for numeracy. The schools systems-negotiated targets reflected inconsistent results in the two targeted areas. Whilst an increase was evident in the reading domain, unfortunately students demonstrated declining results in numeracy. The impact of the period of Remote Learning had a significant contribution to these results. The inability of teachers to connect with students in the traditional mode of teaching and learning, in which feedback is immediate and targeted, can be attributed to these mixed results. Further consideration when evaluating progress, includes the various student challenges in accessing and engaging with Remote Learning.</p>
<p>Improvement in the percentage of students achieving expected growth to be above the school's system-negotiated target baseline in reading of 57.6% and numeracy of 60.2% .</p>	<p>The 2021 data for expected growth in reading was 41.33% and 43.66% in numeracy. The schools systems-negotiated targets reflected negative growth in the two system-negotiated targets. The impact of the period of Remote Learning had a significant contribution to these results. The inability of teachers to connect with students in the traditional mode of teaching and learning, in which feedback is immediate and targeted, can be attributed to these mixed results. Further consideration when evaluating progress, includes the various student challenges in accessing and engaging with Remote Learning.</p>

Strategic Direction 2: Positive Education to connect and thrive

Purpose

To create proactive, rich and meaningful opportunities for all learners to develop and enhance their wellbeing and the wellbeing of others. This enables all students, staff and the wider school community to belong, thrive and flourish together now and into the future.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Cultural identity and diversity

Resources allocated to this strategic direction

Socio-economic background: \$41,000.00

School support allocation (principal support): \$18,000.00

Beginning teacher support: \$25,000.00

Professional learning: \$5,000.00

Aboriginal background: \$22,800.00

Summary of progress

Wellbeing and Engagement

Erina High School has sought to place wellbeing at the heart of a quality education by embedding professional learning initiatives for staff and the school community. Wellbeing programs for students were implemented during term 4 through year group wellbeing days which were well received by students and families. During lockdown regular phone calls were made to every family to check on students wellbeing and offer support, this was greatly appreciated by the community. There has been a focus on developing teachers' capacity to support the social and emotional needs of all students. Due to Covid 19 Lockdown and restrictions some of the planned professional learning could not take place. These have been rescheduled for 2022 and beyond. We have investigated appropriate professional learning opportunities and planned a social, emotional learning (SEL) PD for School Development Day Term 1 2022. Furthermore, in 2022 we would like to modify the activities in the 2021 - 2024 School Plan to include the establishment of the EHS Wellbeing Hub, and the delivery of regular goal setting, belonging and wellbeing programs for all students. The goal would be for all staff to be confident in supporting student wellbeing which would lead to greater sense of belonging for the students at EHS.

Cultural Identity and Diversity

Aboriginal students developing and achieving their learning and wellbeing potential, and empowered to shape their own success and identity is a key focus in this strategic direction. Committed to achieving the agreed outcomes under the 2020-2023 AECG partnership. This is facilitated through the Aboriginal support Team working closely with Aboriginal students to support academic progress. External providers such as NRL school to work program have implemented to support students through aspirations through schooling or work placement traineeships and also post school support. Young Indigenous women's STEM academy program has also been implemented and students are actively achieving. The PLP process has been reformed to allow for termly reviews and greater focus on SMART goals and achieving smaller goals more often. There is a more rigorous, formal and centralised process for Aboriginal students to access PLP's in place for 2022. Aboriginal progress is tracked through data referenced PLP targets to allow data driven goals. An Aboriginal leadership team has been formed in 2021 to promote Aboriginal school-based activities with integration into the school junior leadership team for two peer selected students. Aboriginal students have formed a leadership team in 2021 and integration of two peer voted students into the junior leadership team has taken place.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Cultivate and analyse SENTRAL positive behavioural and wellbeing	In 2021, there were 19428 positive mentions and 4816 negative mentions. This equates to a ration of four positive mentions for every 1 negative

data, compared to negative behaviours, establishing a benchmark.	mention. This is an outstanding achievement reflecting a commitment to positive education and recognition of students who consistently demonstrate high expectations. This is reflecting the continuing trend from 2020, in which the ratio was 3:1.
High percentage (over 80% to all) of staff trained in Social and Emotional Learning (SEL) and Positive Education (LEARN IT).	Teacher professional learning in social and emotional learning was delivered to all staff in 2021. This will continue to be a focus in 2022, with a clear implementation plan for staff to apply the concepts and strategies relating to social and emotional learning and positive education. Whole school initiative will also support the foundation of positive education through the 'Aim Up' program.
<p>Compare and evaluate previous year 12 cohort to 2021 HSC cohort and set goals to increase proportion of Aboriginal students completing Year 12.</p> <p>Map out and develop an annual Aboriginal Education Action Plan outlining key dates, events, programs and opportunities for students to access. This is reviewed every year.</p> <p>All students have PLP goals focused on their learning, personal and cultural aspirations. All students are consulted in partnership with families and the school and all teachers understand and support the achievement of these goals.</p>	<p>The 2020 HSC results for Erina High School's Aboriginal students displayed an over representation in band 3 for HSC courses with 42.1% and only 10.5% in band 4. There was no representation in band 5 or 6. The 2021 results illustrated outstanding improvement in the representation of Aboriginal students in the top three bands, significantly being above the state average performance. 16.7% in band 3, 58.3% in band 4 and 8.3% in band 5, equates to an overall 66.6% of Aboriginal students in the top 3 bands compared to the state average of 33.5%.</p> <p>There has been an increase in the infrastructure supporting Aboriginal education in 2021. There has been high numbers of staff accessing professional learning in order to have positive impact with our Aboriginal students. While an Aboriginal Education Action Plan was defined and initiated, where possible, the full implementation was disrupted due to the period of Remote Learning.</p> <p>The Aboriginal Education Team were active and successful in developing Personalised Learning Plans with students and parents, with clear aspirations outlined. A significant number of students were recognised at the annual local AECG Deadly Awards, hosted virtually by Erina High School, celebrating their learning, personal and cultural achievements.</p>
Establish a data baseline of student representation and whole school engagement as evidenced in SENTRAL data and TTFM and student surveys.	2021 was a difficult year with a significant amount of time in lockdown due to COVID. This had a direct impact on student capacity to engage with co-curricular programs such as sport, debating, and the various school based clubs such as art, drama, homework and maths tutoring. The junior leadership still functioned in a limited capacity with 25 students from years 7-11 and 4 Senior leadership students. The TTFM student survey data indicated 53% students engaged with sport compared to a state norm of 52% with 18% of students engaged with school sport as to a state norm of 24%.
Evaluation of PLP processes with positive goal setting practices established a culture of high expectations, tracking, self-reflections and celebration of achievements.	The Aboriginal education team have evaluated the PLP process to include greater input from our local AECG and increased parent involvement with developing individual PLP's. Regular term reviews of the process and monitoring of the goals being set is a focus in 2022 to ensure a culture of high expectations, tracking, self reflections and celebration of achievements.

Strategic Direction 3: Aspiration for Success

Purpose

To ensure all learners are strongly supported and inspired to maximise their growth potential through targeted, personalised quality learning experiences to achieve success. Identifying and responding to individual staff and student needs in meeting the demands of evolving educational programs that provide a platform for successful life outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative future focused learning
- Inclusive Education

Resources allocated to this strategic direction

Professional learning: \$24,000.00

Beginning teacher support: \$25,000.00

Socio-economic background: \$65,000.00

Low level adjustment for disability: \$25,000.00

Integration funding support: \$5,000.00

Summary of progress

Innovative Future Focused learning

EHS is committed to Innovative Future Focused Learning programs to maximise student learning potential. Due to the impact of COVID, some of these have not been delivered to their full capacity. Programs such as NEXUS, Masterclass, Elevate and OnTrack were successfully adapted during this period resulting in successful student engagement. Evidence of this success can be seen in the number of students accessing post school opportunities from the OnTrack program, the promotion of higher order thinking in two Elevate classes and accessing future focused learning skills through Masterclass. Students in the NEXUS program have been exposed to a range of technology-based tools to improve the quality of their learning. The senior enrichment program has been successful in providing Stage 6 students with ongoing support. This has resulted in senior students confidently and independently applying themselves to their studies.

Inclusive education

EHS established a Special Education facility in 2021 hosting 3 Multi-Categorical classes, in consultation with our local AECG Tudjibaring the unit was named Mirrabooka, an Aboriginal word for the Stars. Through high level engagement with key stakeholders the Special Education facility was developed through a complete refurbishment of an existing teaching space. An extensive transition program was implemented in 2020 for students enrolling in 2021 through quality communication and engagement with parents, LST's, counsellors and outside agency support. Students in the support unit are actively engaged in educational experiences aligned to their level of development. They are happy and enjoying school as evident by regular attendance and positive engagement with parents. Students are integrated into mainstream courses in Mathematics, Masterclass and Science. Participation in community access programs has been strongly supported building confidence in travel and social interaction. The staff in Mirrabooka are committed to continuing to develop and implement a quality educational and social program to meet the needs of all students in the unit. Building on opportunities to access mainstream courses through effective integration and engage in whole school initiatives as appropriate. This will be achieved through quality relationships and effective communication channels developed with parents, carers and key stakeholders at a school and community level to provide the very best opportunities for students with disabilities to achieve their full potential.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff maintaining accreditation through accessing professional learning.	All staff are accredited and access professional learning to meet the professional teaching standards. Executive staff have led professional

Executive staff leading a culture of investigating future focused learning strategies and inclusive education.	learning at a faculty level in future focused learning and inclusive education. COVID restrictions have limited the opportunities for whole school staff wide professional learning in these areas. All eligible casual and temporary provisional staff achieved accreditation through a highly supportive whole school induction program and faculty based professional support program.
Student TTFM survey data indicates improvement in interest and motivation from 24% to 35%	Remote learning in 2021 had a direct impact of student interest and motivation, Teachers worked hard at developing engaging online learning materials for students but many students struggled with the mode of learning. TTFM data indicates a school mean of 24% for interest and motivation in comparison to a state norm of 28%. This is a state trend and an area for continued focus at EHS in 2022.
Student TTFM survey data indicates improvement in students finishing school from 79% to 82%	TTFM student data in 2021 indicates that 76% of students intend to finish school which is comparable to 83% at a state level. The strong focus on high expectations and a commitment to quality teaching and learning are good indicators of a positive growth in this target. Whilst slightly down from the previous year the challenges of 2021 are attributed to this.
Parent TTFM survey data indicates improvement in recommending EHS as the local secondary school of choice from 56% to 65%	TTFM survey data indicates 56% parent would recommend EHS as the local secondary school of choice, this is consistent with previous data and the school remains focused on improving this rating to reach the target of 65%.
Student TTFM survey data indicates improvement in student sense of belonging at EHS from 66% to 70%.	The challenges of 2021 with COVID lockdown have affected the Schools capacity to deliver wellbeing programs to improve students sense of belonging. TTFM data indicates 53% of students had a strong sense of belonging in comparison to a state norm of 62%. This is significantly down from the previous year and continues to be a focus in 2022.
Improve student attendance data to system negotiated target of 60.% by 2021.	Student attendance target of 60% has not been met, actual attendance is 52.77% . Working from home and a return to face to face learning has had an impact on student attendance with a number of students for many reasons have not returned.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$349,385.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Erina High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning practice • Self motivated learners • Innovative future focused learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning in literacy and numeracy <p>The allocation of this funding has resulted in: Individualised learning support for students with identified additional learning needs</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued focus on intensive literacy and numeracy support for students with identified learning needs, focusing on effort and application and behaviour support.</p>
<p>Socio-economic background</p> <p>\$178,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Erina High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning practice • Self motivated learners • Wellbeing and Engagement • Innovative future focused learning • Inclusive Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intensive literacy and numeracy programs to support identified students with additional needs • supplementation of extra-curricular activities • professional development of staff through intensive data analysis to support student learning <p>The allocation of this funding has resulted in: Improved student outcomes as evident through PAT reading and numeracy data and NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing commitment to data analysis to drive teaching and learning programs focused on student improvement. Development and implementation of student wellbeing programs with a focus on positive education.</p>
<p>Aboriginal background</p> <p>\$55,800.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Erina High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$55,800.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning practice • Self motivated learners • Cultural identity and diversity • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Individualised literacy and numeracy support for Aboriginal students, mentoring programs and leadership opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued engagement with local AECG to support Aboriginal students and families</p>
<p>English language proficiency</p> <p>\$33,800.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Erina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: Additional staff employed to support students from Non-English Speaking backgrounds</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of additional staff to provide intensive literacy and numeracy support for students from Non- English speaking backgrounds</p>
<p>Low level adjustment for disability</p> <p>\$200,829.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Erina High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Self motivated learners • Innovative future focused learning • Inclusive Education • Data informed teaching and learning practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • staff accessing professional learning in deep data analysis to analyse all internal and external data sources to drive teaching and learning programs

<p>Low level adjustment for disability</p> <p>\$200,829.00</p>	<p>The allocation of this funding has resulted in: Explicit delivery of intensive literacy and numeracy support for identified students across all stages of learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of funds to support student learning and grasping of key literacy and numeracy concepts.</p>
<p>COVID ILSP</p> <p>\$271,400.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition in stage 6. • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - Stage 6 <p>The allocation of this funding has resulted in: Increased effort and application of senior students more strongly focused on improving HSC results. The high level support for literacy, numeracy, individual tutoring and delivery of study skills programs have proven to be of significant benefit in raising student expectations to be successful.</p> <p>After evaluation, the next steps to support our students with this funding will be: The success of the COVID funded stage 6 tutoring program in 2021 will see the program continue in 2022 with a focus on year 11 students to build a strong foundation for the HSC year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	400	367	369	371
Girls	320	325	350	346

Student attendance profile

School				
Year	2018	2019	2020	2021
7	90.1	90.5	92.1	89.8
8	88.8	86.6	91.1	83.9
9	87.5	84.1	86.8	84.3
10	87.3	84.2	88.3	84.5
11	83.2	87.3	89.3	85.3
12	88.2	87	92.7	87.7
All Years	87.7	86.4	89.8	86.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	3.4	2.0
Employment	7.6	26.3	4.6
TAFE entry	3	5.7	2.2
University Entry	0	0	48.3
Other	4.6	0	0
Unknown	0	0	2.9

Year 12 students undertaking vocational or trade training

30.39% of Year 12 students at Erina High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.8% of all Year 12 students at Erina High School expected to complete Year 12 in 2021 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)	9
Classroom Teacher(s)	41.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.08
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,145,889
Revenue	10,021,008
Appropriation	9,827,233
Sale of Goods and Services	29,655
Grants and contributions	162,482
Investment income	547
Other revenue	1,091
Expenses	-9,943,780
Employee related	-8,774,671
Operating expenses	-1,169,109
Surplus / deficit for the year	77,228
Closing Balance	1,223,117

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.

	2021 SBAR Adjustments (\$)
Targeted Total	349,385
Equity Total	469,057
Equity - Aboriginal	56,022
Equity - Socio-economic	178,354
Equity - Language	33,830
Equity - Disability	200,851
Base Total	8,230,106
Base - Per Capita	177,246
Base - Location	0
Base - Other	8,052,860
Other Total	449,918
Grand Total	9,498,466

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

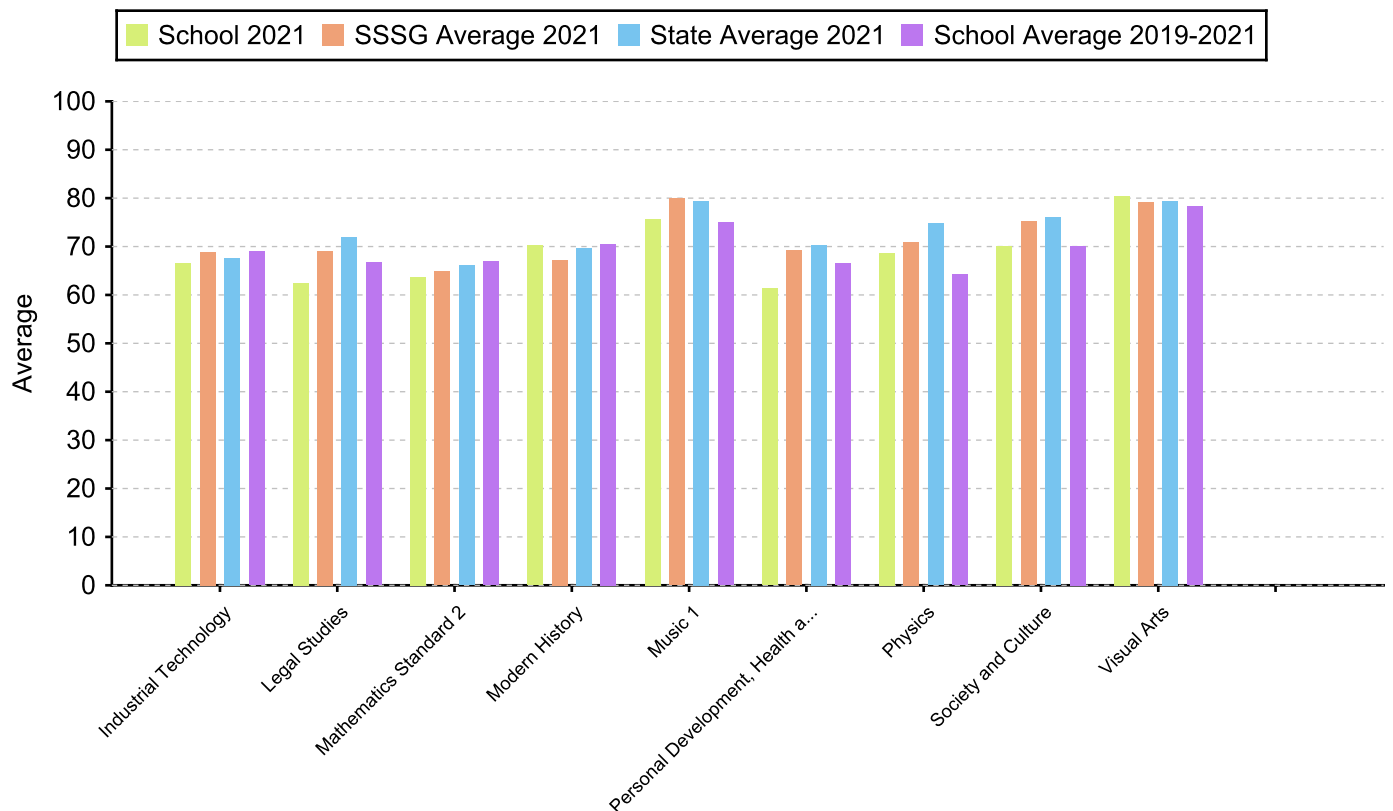
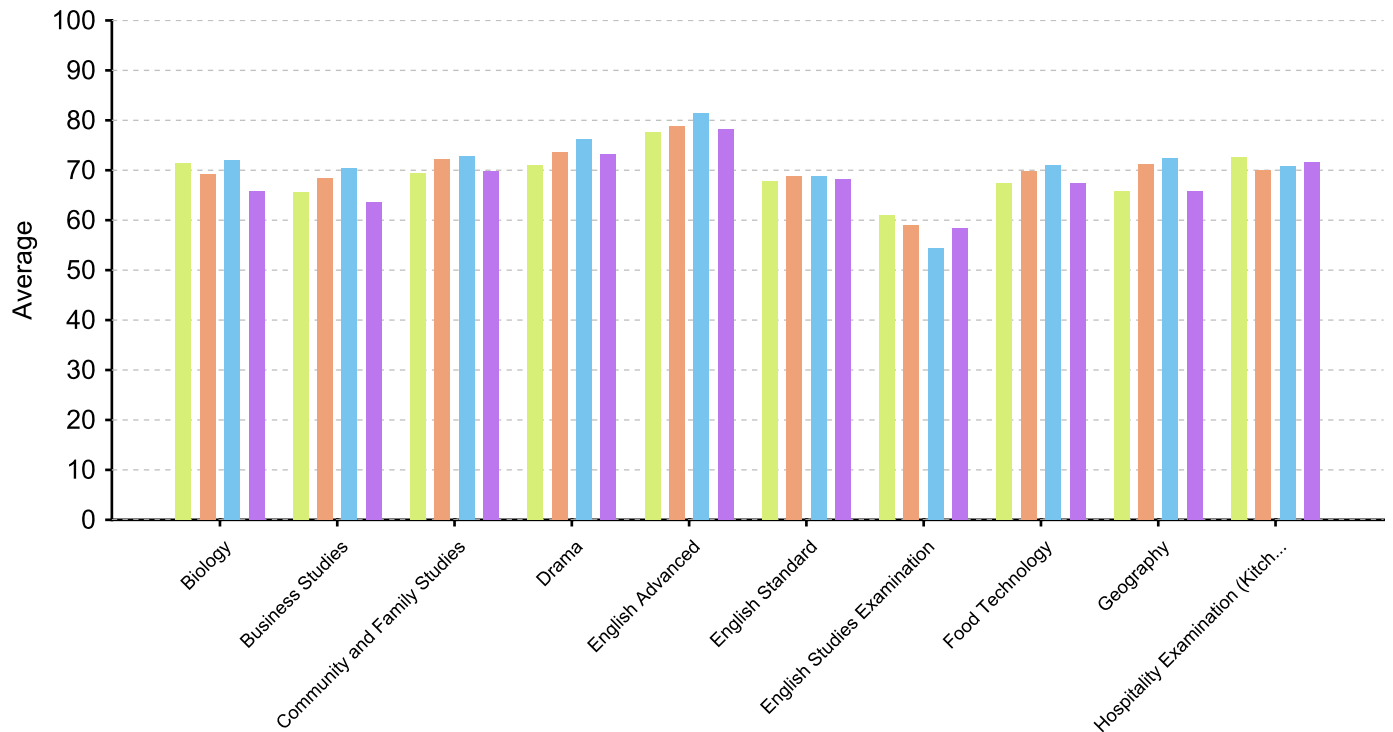
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	71.3	69.1	71.9	65.8
Business Studies	65.6	68.4	70.4	63.6
Community and Family Studies	69.3	72.1	72.7	69.7
Drama	70.9	73.6	76.1	73.1
English Advanced	77.6	78.9	81.4	78.2
English Standard	67.7	68.8	68.8	68.3
English Studies Examination	60.9	59.0	54.3	58.3
Food Technology	67.3	69.7	71.0	67.3
Geography	65.8	71.1	72.4	65.8
Hospitality Examination (Kitchen Operations and Cookery)	72.6	70.1	70.8	71.5
Industrial Technology	66.6	68.8	67.7	69.0
Legal Studies	62.5	69.1	72.0	66.7
Mathematics Standard 2	63.7	64.9	66.1	66.9
Modern History	70.2	67.2	69.7	70.5
Music 1	75.7	79.9	79.4	75.0
Personal Development, Health and Physical Education	61.3	69.2	70.3	66.5
Physics	68.7	70.9	74.8	64.2
Society and Culture	70.1	75.2	76.0	70.1
Visual Arts	80.4	79.2	79.4	78.3

Parent/caregiver, student, teacher satisfaction

Student feedback as identified through the Tell Them From Me survey where 217 students responded and identified the following key points:

- 82% of students identified they have positive relationships at school compared to the state norm of 79%.
- 53% of students are engaged in school sports comparable to 52% at state norm.
- 87% of students identify they have positive behaviour at school comparable to the state norm of 86%.
- 45% of students indicate they are challenged intellectually as to 47% at a state norm.

Parent/carer feedback as identified through the Tell Them From Me survey where 122 parents responded and identified the following key points:

- 63% of parents indicated they would recommend EHS as the local school of choice.
- 46% of parents identified EHS having a good reputation in the community.
- 72% of parents were satisfied with the general communication provided by the school
- School support for learning was positive with a mean of 6.6 in comparison to a state mean of 7.3

Staff feedback as identified through the Tell Them From Me survey where 30 staff responded and identified the following key points:

- staff feel satisfied with the leadership in the school focusing on teaching and learning with a mean of 7.0 as to 7.1 at a state level.
- Staff identify collaboration as valued and welcomed at EHS with a school mean of 7.3 in comparison to a state mean of 7.8.
- Staff acknowledge a positive learning culture at EHS with a school mean of 7.4 as to a state mean of 8.0.
- Staff identify the use of data to inform teaching practice as a key element in delivering quality learning outcomes for students with a school mean of 7.7 comparable to the state mean of 7.8.
- Accessing and using technology as a teaching tool is a strength at EHS as evident with a school mean of 7.0 above state average mean of 6.7.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.