

2021 Annual Report

Eden Marine High School



**EDEN MARINE
HIGH SCHOOL**
RESPECT RESPONSIBILITY RESILIENCE

8487

Introduction

The Annual Report for 2021 is provided to the community of Eden Marine 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 Eden Marine High School every student is known, valued and cared for. Our school values, *Respect, Responsibility* and *Resilience* underpin everything we do, and we believe every student should be challenged to continually learn and improve. Our strong community partnerships nurture positive relationships and support academic excellence, and our vision is to build the learning capacity students need for now and in the future.

School context

Eden Marine High School is a comprehensive rural secondary school with a Support Unit which has four classes. The school is located in the far south coast of NSW and marine education is an important feature of the school's curriculum and culture.

The student population has increased over the past two years from 550 to 585. Our school community is culturally diverse, with 96% of students having an English speaking background and 13% of students identifying as having an Aboriginal background.

The school offers a diverse academic and vocational curriculum to meet the needs of all students. Students participate in a wide range of learning experiences that include a broad range of cultural, creative and performing arts, community and sporting programs.

The school's staffing entitlement in 2020 was 52 teaching staff and 13 non-teaching staff. The school employs a Business Manager and Deputy Principal from school funds. Our executive staff is stable with the majority being at the school for more than five years. 10% of our staff are early career teachers.

We have fostered strong partnerships with universities, local businesses and services, partner schools and community groups to support student learning and wellbeing. Students represent the school in a range of cultural, sporting activities and extra-curricula activities.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved consultation with students, staff, parents and carers and the local AECG. Throughout our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices. Explicit teaching informed by data and enhanced by the effective use of technology to support learning is a key focus. Ongoing staff professional learning underpins our practice and supports our commitment to continually improve student learning outcomes in literacy, numeracy and the Higher School Certificate.

A focus on innovative, evidence-based teaching and wellbeing strategies to support a positive learning environment that promotes a desire to learn and a strong sense of belonging will frame a refinement of the school's positive behaviour strategy and the establishment of a Learning and Resource Centre and Wellbeing Hub.

The school will also focus on strengthening partnerships with parents and carers to ensure strong collaborations support personalised and differentiated learning, with a particular emphasis on inclusion and continuity of learning, particularly at key transition points.

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

Strategic Direction 1: Student growth and attainment

Purpose

Promote student achievement through explicit teaching and the effective use of technology, work samples, feedback and student data.

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.

- Explicit teaching and effective feedback
- Data informed teaching and learning

Resources allocated to this strategic direction

Socio-economic background: \$157,577.00

Per capita: \$90,784.00

Professional learning: \$82,336.00

Low level adjustment for disability: \$168,177.00

Summary of progress

Explicit teaching and effective feedback

A whole school implementation of learning intentions across all learning areas to frame explicit teaching and effective feedback was effectively supported by the development of a Google site for all Stage 6 courses and a Google Classroom for all Stage 4-6 classes. The extensive use of these online platforms effectively supported a clear and transparent alignment of the syllabus, scope and sequence, units of work, work samples, assessment and feedback for each course. The whole school implementation of digital assessment task notifications, increased the timely submission of tasks and provided an effective platform for explicit feedback to inform further learning. The positive impact of explicit learning intentions and feedback was evident in internal assessment data and increased achievement in the top three HSC bands. In 2021 the development and implementation of a Google site for all Stage 4 and Stage 5 courses was partially implemented across all learning areas and staff continued to develop their knowledge, skills and understanding through professional learning. All staff undertook What Works Best professional learning. Staff also undertook research and evidence-based HSC professional learning across all key learning areas to deepen the focus on identifying growth using student work samples to improve HSC learning outcomes. The full implementation of this initiative across all stages will continue to be a focus for 2022 so that student achievement through explicit teaching using What Works Best 2020 strategies continues to be a key focus. The effective use of technology, work samples and feedback will also be a future focus so that students have access to the resources they need and are empowered to take greater responsibility for their learning.

Data informed teaching and learning

Student Learning Plans were created for all students, with a particular focus on longitudinal attainment data, curriculum adjustments and strategies to support on-task learning behaviours. Processes to routinely analyse student growth and attainment data were developed and trialed, and staff collective efficacy to utilise student data to inform teaching and learning was enhanced. This initiative has resulted in improved differentiated teaching and learning to support student access to the curriculum across all learning areas. The next steps are to shift the focus towards supporting students, staff and parents to articulate a shared understanding of student learning goals so that students are supported to achieve at least a year's worth of progress.

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
Increase in the percentage of students achieving in the top 2 bands of reading demonstrated by an uplift from the school's baseline trending towards the	The percentage of Year 7 and Year 9 students achieving in the top 2 bands in NAPLAN reading has decreased by 7.94% from baseline data, indicating that progress is yet to be seen towards the lower bound system-negotiated target.

lower bound system-negotiated target.	
Increase in the percentage of students achieving in the top 2 bands of numeracy demonstrated by an uplift from the school's baseline trending towards the lower bound system-negotiated target.	The percentage of Year 7 and Year 9 students achieving in the top 2 bands in NAPLAN numeracy has decreased by 7.49% from baseline data, indicating that progress is yet to be seen towards the lower bound system-negotiated target.
Increase in the percentage of students achieving expected growth in reading demonstrated by an uplift from the school's baseline trending towards the lower bound system-negotiated target.	The percentage of students achieving expected growth in NAPLAN reading decreased by 42.5% from baseline data, indicating that progress is yet to be seen toward the system-negotiated target.
Increase in the percentage of students achieving expected growth in numeracy demonstrated by an uplift from the school's baseline trending towards the lower bound system-negotiated target.	The percentage of students achieving expected growth in NAPLAN numeracy decreased by 32.68% from baseline data, indicating that progress is yet to be seen toward the system-negotiated target.
Improvement in the percentage of students achieving expected growth in top two HSC bands to meet the lower bound system-negotiated target.	The percentage of students achieving results in the top two HSC bands decreased by 6.56% from baseline data, indicating progress is yet to be seen towards the lower bound system-negotiated target.
Improvement in the percentage of students achieving expected growth in top three HSC bands to meet the lower bound system-negotiated target.	The percentage of students achieving results in the top three HSC bands increased by 8.24% from baseline data, indicating progress towards lower bound system negotiated target was achieved.
Value added 7 - 9 improves from 'Delivering' to 'Sustaining and Growing' against the School Excellence Framework.	Value added 7 - 9 decreased from 'Delivering' to 'Working towards Delivering'.
Value added 9 - 12 demonstrates sustained improvement trending upwards and moving to 'Delivering' against the School Excellence Framework.	Value added 9 - 12 trended upwards to 'Delivering'.

Strategic Direction 2: Student engagement

Purpose

Provide a friendly and positive environment that promotes a desire to learn and a strong sense of belonging through the use of innovative, evidence-based teaching and wellbeing strategies.

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.

- Learning culture

Resources allocated to this strategic direction

Socio-economic background: \$122,228.00

Per capita: \$36,992.00

Summary of progress

Learning culture

The attendance processes developed and implemented in 2020 initially had a positive impact on attendance and have become embedded practice. Despite the strengthened processes to support improved attendance, the ongoing disruptions to learning due to the pandemic significantly impacted attendance. Professional learning focused on improving attendance processes and tiered support informed the review and refinement of whole school and personalised approaches to improve attendance. Strategies to improve attendance will continue to be a focus area in 2022. A focus on whole school behaviour management processes and structures was developed and implemented. This was informed and supported by professional learning for all staff, complementing and enhancing existing classroom management skills, and increased positive behaviour as evident across school settings. The scope and scale of services provided through the Wellbeing Hub that were established in 2020 have been consolidated and enhanced, with a reduction in challenging behaviours negatively impacting learning. Developing and clearly communicating whole school processes to support positive behaviours has been instrumental in promoting a school culture that is strongly focused on learning, positive and respectful relationships and wellbeing. The decline in students reporting positive wellbeing outcomes has informed the need to develop and implement a structured program of activities in the future designed to increase a sense of belonging and nurture student voice.

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
Increase in the percentage of students attending school 90% of the time or more with an uplift trending towards the school's lower bound system-negotiated target.	The percentage of students attending 90% of the time or more has decreased by 4.62% from baseline data, indicating progress is yet to be seen towards the school's lower bound system-negotiated target.
Increase in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift trending towards the school's lower bound system-negotiated target.	The percentage of students reporting positive wellbeing outcomes in the 'Tell Them From Me survey' has decreased by 29.68% from baseline data, indicating progress is yet to be seen towards the school's lower bound system-negotiated target.

Strategic Direction 3: Community engagement

Purpose

Foster strong community connections and build effective partnerships with parents and carers that are based on mutual trust, respect and shared responsibility to nurture positive attitudes towards learning and support student achievement and wellbeing.

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.

- Parent partnerships
- Community partnerships

Resources allocated to this strategic direction

Socio-economic background: \$7,600.00

Professional learning: \$8,450.00

Aboriginal background: \$86,381.00

Summary of progress

Parent partnerships

Transition processes were reviewed and refined, with a particular emphasis on processes to support student transitions from Year 6 to Year 7 and Year 10 to Year 11 during 2021. Processes and practices to support transitions to post-school pathways were also reviewed and refined. Professional learning focused on effective communication with parents which supported and strengthened parent partnerships through proactive two-way communication and explicit, accessible information about how to support student learning progress. Processes and practices to support effective parent communication, transitions to post-school pathways will be further refined in the future to support the transition of vulnerable students.

Community partnerships

Communication processes were evaluated and refined so that students, staff and parents have a shared understanding of the communication processes used by the school. Professional learning has enhanced staff capacity to effectively utilise communication processes to build positive relationships with parents through proactive, positive and effective communication. Partnerships with local services, businesses and community organisations supported student access to wellbeing support through the Wellbeing Hub. The focus in the future will be on professional learning to build staff understanding and capacity to support the educational aspiration of Aboriginal students whilst maintaining cultural identity and strengthening community partnerships to build and support a culture of high expectations and community engagement that nurtures student wellbeing and student learning progress. School processes to support continuity of learning at school and at home, and parent information to support engagement with learning will be further reviewed and refined so that parents are better equipped to work in partnership with the school to support student engagement with learning.

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
Student growth and attainment for Aboriginal students is equivalent to, or greater than the progress and achievement of all students in the school.	Student growth and attainment for Aboriginal students is less than the progress and achievement of all students in the school.
Increase in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has decreased by 2.81% from baseline data, indicating that progress is yet to be seen towards the lower bound system- negotiated

minimum of the system negotiated lower bound target.	target.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,696.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Eden Marine 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"> • 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 <p>The allocation of this funding has resulted in: Students receiving personalised learning and support responsive to student learning needs within their own classrooms. This in-class support improved student engagement with learning and facilitated increased access to the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to support student engagement with learning and progress towards achieving identified goals.</p>
<p>Socio-economic background</p> <p>\$420,438.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Eden Marine 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"> • Parent partnerships • Data informed teaching and learning • Learning culture • Explicit teaching and effective feedback • 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 support students with additional needs • Engage with external providers to support student engagement and retention • Providing students without economic support for educational materials, uniform, equipment and other items • Engaging a Technical Support Officer (TSO) to support technology rich teaching and learning. <p>The allocation of this funding has resulted in: School-wide implementation of technology-rich teaching and learning and the development of Personalised Student Learning Plans that include longitudinal attainment data and curriculum adjustments where necessary to support differentiated teaching and learning. Funding has also supported the development and implementation of a structured program of whole school events intentionally designed to increase a sense of belonging, and a broad range of programs to support student wellbeing through the Wellbeing Hub.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to support the whole school implementation of a shared approach to explicit teaching, consistent assessment practices and supporting student engagement with learning. Student and staff access to technology will continue to be a priority to facilitate continuity of learning at school and at home. The suite of school-</p>

<p>Socio-economic background</p> <p>\$420,438.00</p>	<p>funded programs delivered through the Wellbeing Hub will be continued, with additional small group and whole school programs considered to support our trajectory towards achieving attendance, wellbeing and HSC targets.</p>
<p>Aboriginal background</p> <p>\$86,381.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Eden Marine 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>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"> • Community partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging an Aboriginal Education Officer (AEO) to support Aboriginal students and their families, and facilitate improved community engagement. <p>The allocation of this funding has resulted in: An increase in student retention and an increase in student access to culturally safe wellbeing programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to support increased authentic culturally safe community conversations so students can access differentiated and personalised support and feel like their culture is valued at school.</p>
<p>English language proficiency</p> <p>\$6,727.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Eden Marine 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional teacher time to provide targeted support for EAL/D students and for development of programs • Provide EAL/D Progression levelling professional learning to staff <p>The allocation of this funding has resulted in: Student progress showing growth on the EAL/D learning progressions and students are more confident with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further develop and support teacher capacity across all key learning areas to design and implement units of work that reflect the needs of EAL/D learners through ongoing professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$240,159.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Eden Marine 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>

<p>Low level adjustment for disability</p> <p>\$240,159.00</p>	<ul style="list-style-type: none"> • Data informed teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a Learning and Support Teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>The development and implementation of a school-wide consistent approach to student learning support. This approach has included the development of personalised student learning plans that are easily accessed by staff, informed by student and parent/carer collaboration and clearly articulate how student learning can be supported.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to employ specialist staff to support student engagement with learning and transition at key points.</p>
<p>Location</p> <p>\$103,373.00</p>	<p>The location funding allocation is provided to Eden Marine High School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in:</p> <p>Equity among students due to increased access to opportunities and experiences to enhance and enrich teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to support equitable student access to learning opportunities and experiences and staff access to professional networks.</p>
<p>Professional learning</p> <p>\$101,986.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Eden Marine 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"> • Explicit teaching and effective feedback • Community partnerships • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • In-school expertise professional learning sessions • HSC specific professional learning <p>The allocation of this funding has resulted in:</p> <p>A whole school approach to using technology-rich teaching and learning so that students access the resources they need for each course, which in turn is increasing student ownership of learning and improving learning culture.</p>

<p>Professional learning</p> <p>\$101,986.00</p>	<p>Subject specific professional learning to support evidence-based best practice, including a focus on What Works Best professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support additional evidence-based HSC and subject specific professional learning, with a particular focus on quality assessment. Continue to develop professional practice through ongoing engagement with What Works Best 2020 strategies, and further enhance staff understanding of the heritage, culture and languages of First Nations peoples by engaging in additional cultural awareness training. Leadership development, numeracy and literacy will continue to be future focus areas.</p>
<p>Beginning teacher support</p> <p>\$44,535.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Eden Marine High School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Beginning teacher release time and professional learning. • Mentor teacher release time and professional learning. <p>The allocation of this funding has resulted in: Improved professional practice of beginning teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support the professional learning and development of beginning teachers through the provision of release time, mentor teacher support and professional learning.</p>
<p>COVID ILSP</p> <p>\$306,307.00</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 • Releasing staff to analyse school and student data to identify students for small group tuition groups and monitor student progress • Providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: Intensive literacy and numeracy support for Stage 4 students. Subject specific small group support for Stage 5 students. HSC targeted subject specific study skills and subject specific workshops.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to provide tiered intensive small group tuition to support students at their point of need, with a particular emphasis on increased in-class student support, literacy, numeracy and tailored Stage 6 support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	307	307	323	316
Girls	272	244	256	239

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.3	86.5	91.1	85.5
8	85.4	85.2	86.7	81.7
9	84.1	79.8	87.1	79.5
10	84.2	81.4	84	78.5
11	83.1	82.4	85.7	74.9
12	83.5	83.6	89.9	82
All Years	84.8	83.1	87.4	80.2
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	1.16	3.65	6.38
Employment	2.32	9.75	34.04
TAFE entry	1.16	3.65	19.14
University Entry	0	0	25.53
Other	5.81	9.76	10.63
Unknown	0	4.88	4.28

Year 12 students undertaking vocational or trade training

43.55% of Year 12 students at Eden Marine High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

93.3% of all Year 12 students at Eden Marine 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)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	37.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.48
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	255,880
Revenue	9,790,541
Appropriation	9,651,426
Sale of Goods and Services	7,836
Grants and contributions	130,752
Investment income	291
Other revenue	235
Expenses	-9,811,671
Employee related	-8,859,260
Operating expenses	-952,411
Surplus / deficit for the year	-21,129
Closing Balance	234,750

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	98,696
Equity Total	753,706
Equity - Aboriginal	86,381
Equity - Socio-economic	420,438
Equity - Language	6,727
Equity - Disability	240,159
Base Total	7,598,086
Base - Per Capita	147,969
Base - Location	103,373
Base - Other	7,346,743
Other Total	448,041
Grand Total	8,898,528

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

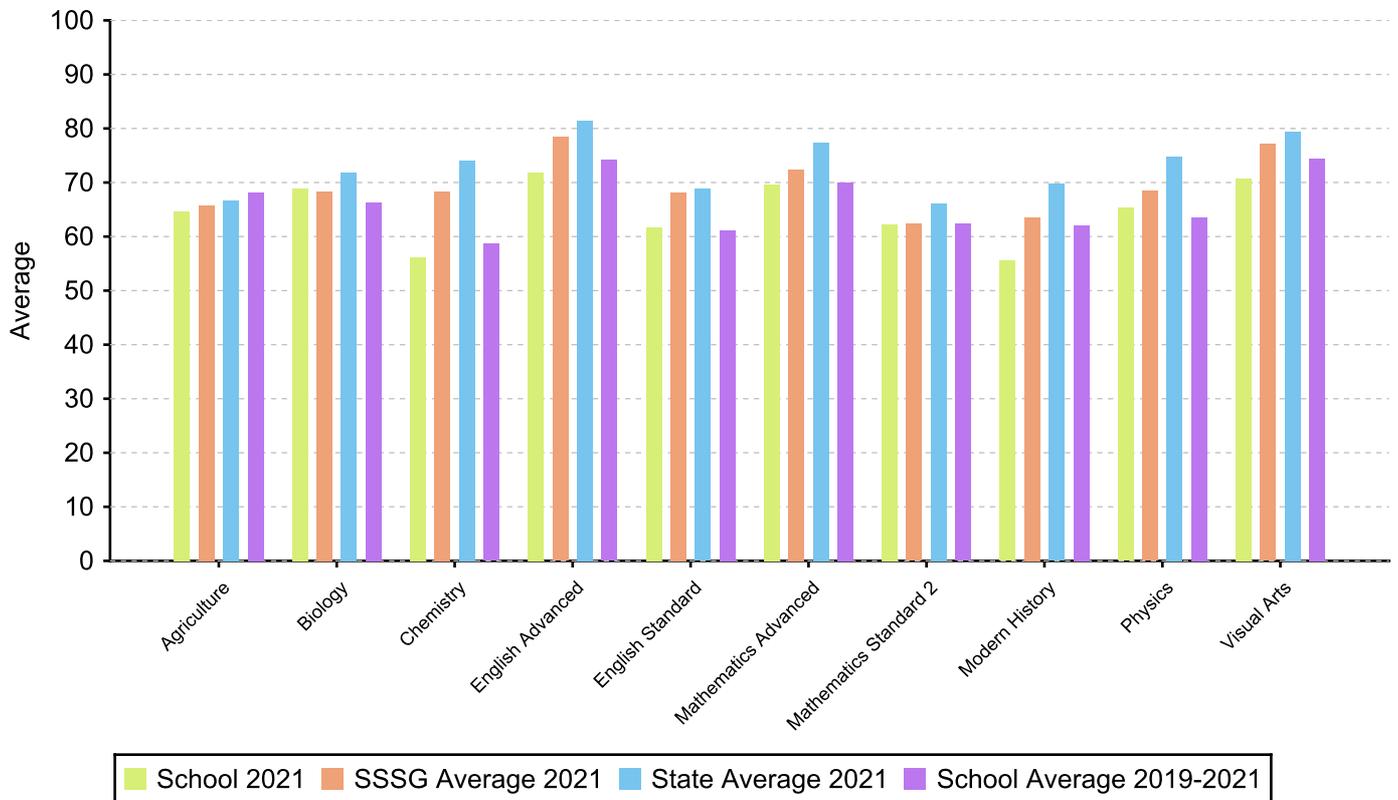
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Agriculture	64.6	65.8	66.7	68.1
Biology	68.9	68.3	71.9	66.3
Chemistry	56.1	68.4	74.1	58.7
English Advanced	71.9	78.4	81.4	74.2
English Standard	61.7	68.2	68.8	61.2
Mathematics Advanced	69.7	72.5	77.4	70.0
Mathematics Standard 2	62.2	62.3	66.1	62.3
Modern History	55.5	63.5	69.7	62.0
Physics	65.3	68.4	74.8	63.6
Visual Arts	70.7	77.1	79.4	74.4

Parent/caregiver, student, teacher satisfaction

The school regularly reports progress and achievement to the community through the Parents & Citizens Association (P&C), the local Aboriginal Educational Consultative Group (AECG) and communication outlets such as social and local media. Eden Marine High School also regularly seeks the opinions of the school community to gather feedback on school performance and satisfaction.

According to the People Matters Survey (PMES), staff indicated that their input was valued and encouraged (77%), their views were listened to (uplift of 19% from 2019) and staff were motivated to achieve the school's goals (uplift of 23% from 2019). This shared commitment to teaching and learning has positively influenced student learning behaviour, as evidenced by the findings of the Tell Then From Me (TTFM) student surveys, which indicate an upward trend (10%) in the number of students who believe they behave positively in lessons, listen to teachers and don't disrupt others. There has also been an upward trend in student perception of effective classroom management to match the state average, an upward trend in student perception that classroom instruction is well-organised with a clear purpose and immediate feedback, and an upward trend in the number of students reporting advocacy at school. Parent feedback elicited by the school demonstrates positive parent partnerships to support learning as evidenced by 81% of parents agree the school consistently provides them with the information they need to ensure their child's success at school. 91% of parents believe the school values their role as a parent in partnership with teachers to provide for their child's education, and 86% of parents agree that when they contact the school, they are made to feel welcome and are consistently provided with the information or support that they require. 94% of parents understand their child's school report and the report provides parents with the information they need about their child's progress in school. Furthermore, 93% of parents believe that the community has a positive view of Eden Marine High School as an effective and successful school.

The next steps are to strengthen parent and community partnerships by reviewing and refining the information provided to parents to support engagement with learning so that parents are better equipped to work in partnership with the school to support student learning success.

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.