

# 2021 Annual Report

## Elderslie High School



8521

# Introduction

The Annual Report for 2021 is provided to the community of Elderslie High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## School vision

At Elderslie High School, we strive for academic excellence and high expectations for all, with a strong focus on the foundations of literacy and numeracy. We are committed to creating a collaborative and inclusive environment where everyone is engaged and supported to achieve their potential.

## School context

Elderslie High School is a comprehensive secondary school located in South Western Sydney. The student population of 1080 has been steadily increasing over the past decade, with 100 additional student enrolments over this time span. The school features a Support Unit which has 3 classes for students on the Autism spectrum. Our school community is becoming more diverse with an increase in the range of cultural groups from which our students are drawn. 5% of students identify as having an Aboriginal background. The FOIE data for the school shows that the degree of socio-economic disadvantage is increasing. Students participate in a wide variety of learning experiences that focus on achieving their personal best. These experiences occur both within and beyond the classroom.

The school staff entitlement is 73.6 teaching staff and 16 non teaching staff. The school also employs a Deputy Principal, Business Manager, Senior Learning Mentor and Technical Support Officer from school funds. The school currently has 16.9% staff who are new to the school and 7.41% Early Career Teachers with a 7.84% staff turnover each year. This shows a steadily increasing trend and the need for ongoing professional learning for all staff that supports consistent practices across the school.

The school enjoys active partnerships with its partner primary schools which are evident through our transition processes and there are clear aims to strengthen these connections so that pedagogical practices are aligned. Further, there is a well established connection between the school and neighbouring high schools within the Macarthur Trade Training Centre in which delivery of VET programs and other Stage 6 courses are shared to widen curriculum opportunities for our students.

The school has a proud history of success in extra-curricular pursuits including strong sporting success, creative and performing arts, public speaking, debating and agriculture. These experiences are widely recognised by our community and enrich the learning experiences of students.

The majority of the school's equity funding is used to support initiatives developed in the 2021-24 Strategic Improvement Plan.

The school is committed to the development of explicit teaching practices that enhance collaboration, high expectations and effective classroom management. Our overarching goal is that we create the foundations for optimal student engagement.

Our initiatives will directly align to the achievement of school targets to improve reading, numeracy, HSC attainment, attendance and wellbeing, leading to growth in student performance and value added data.

The school is determined to create an inclusive culture of improved wellbeing where our students embrace and celebrate diversity. Promotion of student voice and positive values will be critical to develop kind, responsible citizens. We are committed to developing learners with a growth mindset and nurturing learning dispositions that promote self-regulation in the learning process.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To engage teachers in the effective monitoring of student growth through regular analysis of performance data to inform teaching practice and the pursuit of academic excellence.

### 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 Practice
- HSC Improvement

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$311,008.00

**English language proficiency:** \$22,423.00

**Integration funding support:** \$87,905.00

**Professional learning:** \$1,000.00

### Summary of progress

In the area of Data Informed Practice the school successfully established the DART (Data Informed Practice Team) which included a wider representation of staff. The DART team designed an instructional leadership model incorporating use and measurement of assessment data targeting comprehension and implemented a small scale trial in Term 4 for Year 8. Recommendations from the detailed evaluation of the trial led to an understanding that the trial should be expanded to include all of Year 9 in 2022. A team of teachers completed a PL course on Leading Secondary Numeracy and identified that the Numeracy BOOST program should continue in Year 8 as a result of the analysis of Year 9 2021 NAPLAN results which indicated Numeracy improvement.

A concerted effort was made to implement professional learning focused on literacy which has built the capacity of staff to teach reading comprehension within their own key learning areas. Multiple samples of teaching activities and student work samples were collated as evidence of successful teaching and learning to improve comprehension in the area of text purpose and structure.

In the area of HSC Improvement the DART team designed an assessment data tracking sheet for Year 11 to identify students performing in the middle bands. Teachers analysed their class data, reflected on the high leverage teaching strategies and created a teaching goal with the purpose of supporting increased student performance. Teacher evaluation demonstrated inconsistent teacher understanding of high leverage strategies.. While a significant number of teachers have completed the DoE HSC Improvement PL. This inconsistency suggests the further PL is required in 2022 on high leverage strategies to support staff in lifting class performance.

### 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 of 2.5% of students achieving the top 2 bands in reading	Data indicates that 12.71% students in the top 2 bands for reading showing growth from the baseline data.
Increase of 3% of students achieving the top 2 bands in numeracy	In 2019 5.84% of students achieved a Band 9 or higher and our BOOST initiative has resulted in an increase to 11.59% of students achieving a Band 9 or higher which now exceeds the SSSG.
Increase of 1.5% of students achieving expected growth in reading	The percentage of students achieving expected growth in reading decreased by 3% indicating progress yet to be seen toward the lower bound target.
Increase of 2% of students achieving expected growth in numeracy	Percentage of students achieving expected growth in numeracy increased by 3% showing progress toward the lower bound system-negotiated target.

Improvement as measured by the School Excellence Framework, Teaching Domain, Element- data skills and use, Theme - data use in teaching is at Delivering.	The school's executive has self assessed as working at "Delivering" level. In 2021, this was affirmed at External Validation.
Improvement of 1.6% in HSC course results in top 2 bands towards the lower bound system-negotiated target.	20.56% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target..

## Strategic Direction 2: Enhancing Learning Culture

### Purpose

To create a learning culture of student engagement, resulting in high levels of effort and motivation. Our learning culture is fostered by teachers who set high expectations and use creative teaching methodologies which generate interest, enthusiasm and positive student learning 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.

- Quality Teaching Practices
- Engaged Students for Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$182,879.00

**Professional learning:** \$9,000.00

: \$40,700.00

### Summary of progress

Quality Teaching Practices are vital for student and staff growth. The introduction of the GROW initiative was launched to promote, signify and encourage a teaching mindset where staff strive for improvement in all that they do. The GROW initiative encompassed greater collaboration between staff members, within faculties and school wide, increased reflection of personal teaching practices and leadership endeavours. The establishment of teaching collaboration with school leaders provided opportunities for staff to enhance their skills in a psychologically safe environment and learn from more experienced colleagues. Collaborative Groups were created within faculties to provide personalised growth opportunities for staff which built cohesion amongst teams. Qualitative and quantitative data indicates the immense support for this initiative and the impact it is having on individual staff development and as a result will be a practice we will continue in the years to come.

Professional learning and development was underpinned by researched methods of best practice and delivered to staff on numerous occasions across the year. The school utilised in person and online delivery methods which has now created a skill set within staff for further exploration and personalised learning opportunities. The continued employment of a third Deputy Principal utilising school funding sources and a Head Teacher Teaching and Learning has allowed greater promotion on staff development and progress. These initiatives will continue in 2022.

Engaging students in the classroom, both on campus and remotely was a big emphasis during 2021. The move to online learning platforms and programs was adequately supported and funded using school based resources by the school's Technology Support Officer and a third Deputy Principal. These additional staff resources were able to support staff with whole school learning and communication websites and platforms, weekly professional learning sessions called Learning Labs, create a Technology in Learning Team (TILT), infuse new technology tools into the school for students and staff utilisation. The high level of student engagement with online learning was an indicator of the successful practices staff used to motivate, challenge and engage students while continuing with regular learning. These platforms and skills have now become regular practices and teaching and learning tools for students and staff across the school and will continue to be utilised in 2022 with regularity. These success practices and initiatives have led the school to successfully capitalise on the new skill set students and staff have obtained through the launch of a new learning stream within incoming Year 7 students in the years to come. This stand alone class, called Tech Elect, incorporates traditional learning practices with the greater infusion of flexible and portable technology to fully immerse and engage students and provide them with the skills they will need in tomorrow's world. The high level of interest from incoming students has allowed the school to successfully fill the program for 2022 and support student learning and transitioning from primary school to high school.

Creating learning environments and high expectations for students was a cornerstone of success in 2021. Continued emphasis on consistent and uniformed classroom practice was supported through the Elderslie Lesson Framework (ELF) again in 2021. This platform was developed to support students in creating a predictable learning environment across all classrooms within the school and was able to be adjusted to suit the online learning environment with a consistent set of learning expectations created to support students with the structures they thrive within. Staff engaged in professional learning where they were able to reflect upon their own practice and review the practices of their colleagues to continually invest in maximising student learning outcomes and engagement in the classroom. This initiative will continue and grow further in 2022. Student learning growth practices continued in 2021 with an emphasis on growth mindset and student effort. These presentations, workshops and a new method of self reporting have allowed

further promotion of the essential ingredients for successful students. A trial with Student Self Reflection was included as part of our usual academic reporting pathways to parents. Parents reported this practice has provided them with a valuable insight on the level of application to schooling their child currently possesses and avenues for future success. The triangulation of data between parent-teacher meetings, student academic reports and student self reflection provides parents with a strong understanding of their child's strengths and areas for improvement. This program will expand further in 2022 to students across multiple cohorts.

### Progress towards achieving improvement measures

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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
Improvement as measured by the School Excellence Framework Teaching Domain - Element - Learning and Development consolidating at Sustaining and Growing.	In 2021, we were able to consolidate strongly to invest solidly in the teaching skills of staff. Staff were able to share their growth and expertise in remote learning practices with colleagues, incorporate feedback from structured lesson observations, work with faculty partners on structured collaboration and implement their future focused, innovative teaching pedagogies which has strengthened staff member's all round repertoire of teaching expertise. These new enterprises have been made successful due to the adjustments required by remote delivery and consequently, enabled staff to sustain quality teaching practice throughout the whole year and beyond. The school has been validated at "Sustaining and Growing" and is verging on "Excelling" in this element.
Proportion of students reporting expectations for success increases by 0.1%	Staff and Students set goals and expectations for success across the school and recognise that learning matters. Reported measures of these expectations has been very pleasing in 2021, as we have seen an increase of 2.8% of the student population reporting expectations for success are evident in their classrooms.
Improvement as measured by the School Excellence Framework Teaching Domain - Element - Effective Classroom Practice, Theme - Classroom Management -Delivering.	In 2021, we were able to move beyond beyond "Delivering" as measured in the School Excellence Framework as we were able to enhance the delivery of effective teaching and learning across the school. A school-wide approach to effective and positive classroom management was evident in both online and face to face delivery methods. Ongoing support was provided for the Elderslie Lesson Framework to teachers which included new initiatives for lesson learning intentions and success criteria, lesson evaluation and school wide discipline and behaviour policy reform. These practices have supported and ensured optimal learning environment exists across the school.

## Strategic Direction 3: Enhancing Wellbeing for Successful Learning

### Purpose

To implement evidence-based and school-wide practices that support the wellbeing of all students so that they can engage successfully in their 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.

- Social-Emotional Learning
- Fostering Belonging

### Resources allocated to this strategic direction

**Professional learning:** \$16,700.00

**Socio-economic background:** \$85,757.00

**Aboriginal background:** \$41,423.00

: \$3,000.00

### Summary of progress

A team of staff was established and completed Berry Street training to support social-emotional learning. The Wellbeing Team conducted an audit of current wellbeing programs. and developed an implementation plan for all stage groups. A SEL Pastoral Care team investigated best practice, launched a wellbeing pilot program and began planning the more extensive THRIVE program for 2022 implementation. The SEL team evaluated the school discipline procedures and redesigned the student monitoring system to support teacher practice. Additionally, the school daily structure was modified to create a wellbeing lesson for all year groups in 2022. Further Berry Street strategies will be implemented in 2022 to support student wellbeing.

In fostering belonging a wide range of intensive strategies were implemented to support Aboriginal students and promote belonging. Strategic analysis of school equity loading has created a vision for further expansion of this in 2022. Opportunities for student voice continued to be devised through the use of a Student Action Team as an additional leadership opportunity for students. Evaluation has shown the need to recruit more students for this group and new strategies were devised for 2022 implementation. An improved school houses structure continues to be investigated using models from other schools, due to restrictions in implementation this will continue to be a focus in 2022.

### 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
Uplift of 2% of students attending school more than 90% of the time during Semester 1	The number of students attending greater than 90% of the time or more has decreased by 6.13%. This will be a continued focus in 2022.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School increases by 1.6%	Tell Them From Me data shows an improvement of 1.24% of reported positive wellbeing, including an increase in sense of belonging by 1.94%, 3.16% increase in expectations of success and a decline in advocacy of 0.55%
Improvement as measured by the School Excellence Framework Learning Domain, Element - Wellbeing - Sustaining and Growing.	In 2021, the Executive assessed out performance at "Excelling" which was affirmed at External Validation. We have exceeded our target in this area.

Funding sources	Impact achieved this year
Integration funding support \$87,905.00	<p>Integration funding support (IFS) allocations support eligible students at Elderslie High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students with additional needs being supported by Student Learning Support Officers and Learning and Support teachers so that they continue to make progress toward their learning goals. Improved wellbeing of identified students has occurred and continues to be a key focus. All plans are regularly reviewed in consultation with students and their parents.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to review students' allocation of SLSO time and move timetables accordingly to meet the needs of all students referred to the LST.</p>
Socio-economic background \$288,636.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elderslie High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practices</li> <li>• Engaged Students for Learning</li> <li>• Fostering Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Employment of the ACIP Deputy Principal has allowed for a significant increase in wellbeing support for students in Year 7-12 so that three Deputy Principals complete this personalised care, rather than two. Provision of a TSO has allowed for IT support for students without access to computers so that socio-economic disadvantage is overcome. Finally, students assistance funds were substantially increased to provide uniforms and fees support where needed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The third Deputy Principal will continue to be employed along with further student assistance funds and TSO funds.</p>
Aboriginal background \$46,762.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elderslie 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 \$46,762.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Fostering Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Personalised support for Aboriginal students has increased due to the creation of the discreet group in Roll Call in which First Nations students meet every day. We have aimed to provide support through the use of teacher release to monitor progress and achievement relative to the PLPs. Some difficulty existed in finding SLSO staff to act as a specialised support for Aboriginal students. TTFM data shows that support for our First Nations students should continue as a focus.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, recruitment of an SLSO to work with Aboriginal students with needs to occur at an earlier time so that a quality applicant can be found.</p>
<p>English language proficiency \$22,423.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Elderslie High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of the 0.2 teacher allowed the trained EALD teacher to be released from other duties to support these students. SLSOs in classrooms also supported students effectively, especially those at the beginning and emerging phase.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This needs to be continued into 2022 so that specialist staff can continue supporting the development of teacher confidence to address student EALD needs.</p>
<p>Low level adjustment for disability \$311,008.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Elderslie High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability \$311,008.00</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Additional SLSO and LAST time being allocated to support identified students resulting in behavioural, cognitive, social and emotional support and an increased degree to which the needs of each student's ILP can be met. In many cases, a decline in suspension rates has also occurred with increased personalised care.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued recruitment of SLSOs due to the lack of availability of additional LASTs. Maintenance of ACIP funded SLSOs to provide continuity of care to identified students and sustainable relationships between identified students and consistent SLSOs.. Continued emphasis will be needed on collecting lesson observation data to demonstrate the impact of SLSO support on specific students in the classroom.</p>
<p>COVID ILSP \$160,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Successful development of a program to support Stage 4 and 5 students in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued use of the funding in 2022 with modifications to the way that students are identified and involved in the program.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	456	482	494	490
Girls	531	544	554	511

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.1	91.7	94.5	89.6
8	90.7	89	90.4	84.7
9	88.7	86.5	92.6	83.6
10	87.8	86.3	89.3	86.4
11	87.1	81.3	85.8	80.1
12	92	88.6	92.2	87.8
All Years	89.8	87.4	90.7	85.3

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

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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	1	2
Employment	17	13	43
TAFE entry	1	1	12
University Entry	0	0	24
Other	12	1	12
Unknown	0	0	7

### Year 12 students undertaking vocational or trade training

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27.08% of Year 12 students at Elderslie High School undertook vocational education and training in 2021.

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

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96.1% of all Year 12 students at Elderslie 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)	12
Classroom Teacher(s)	52.4
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.77
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

	<b>2021 Actual (\$)</b>
<b>Opening Balance</b>	2,144,692
<b>Revenue</b>	12,368,413
Appropriation	11,980,597
Sale of Goods and Services	67,667
Grants and contributions	314,610
Investment income	1,364
Other revenue	4,175
<b>Expenses</b>	-12,474,289
Employee related	-10,934,487
Operating expenses	-1,539,803
<b>Surplus / deficit for the year</b>	-105,877
<b>Closing Balance</b>	2,038,815

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	106,253
<b>Equity Total</b>	697,166
Equity - Aboriginal	46,762
Equity - Socio-economic	315,473
Equity - Language	23,923
Equity - Disability	311,008
<b>Base Total</b>	10,233,864
Base - Per Capita	262,802
Base - Location	0
Base - Other	9,971,062
<b>Other Total</b>	533,112
<b>Grand Total</b>	11,570,395

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

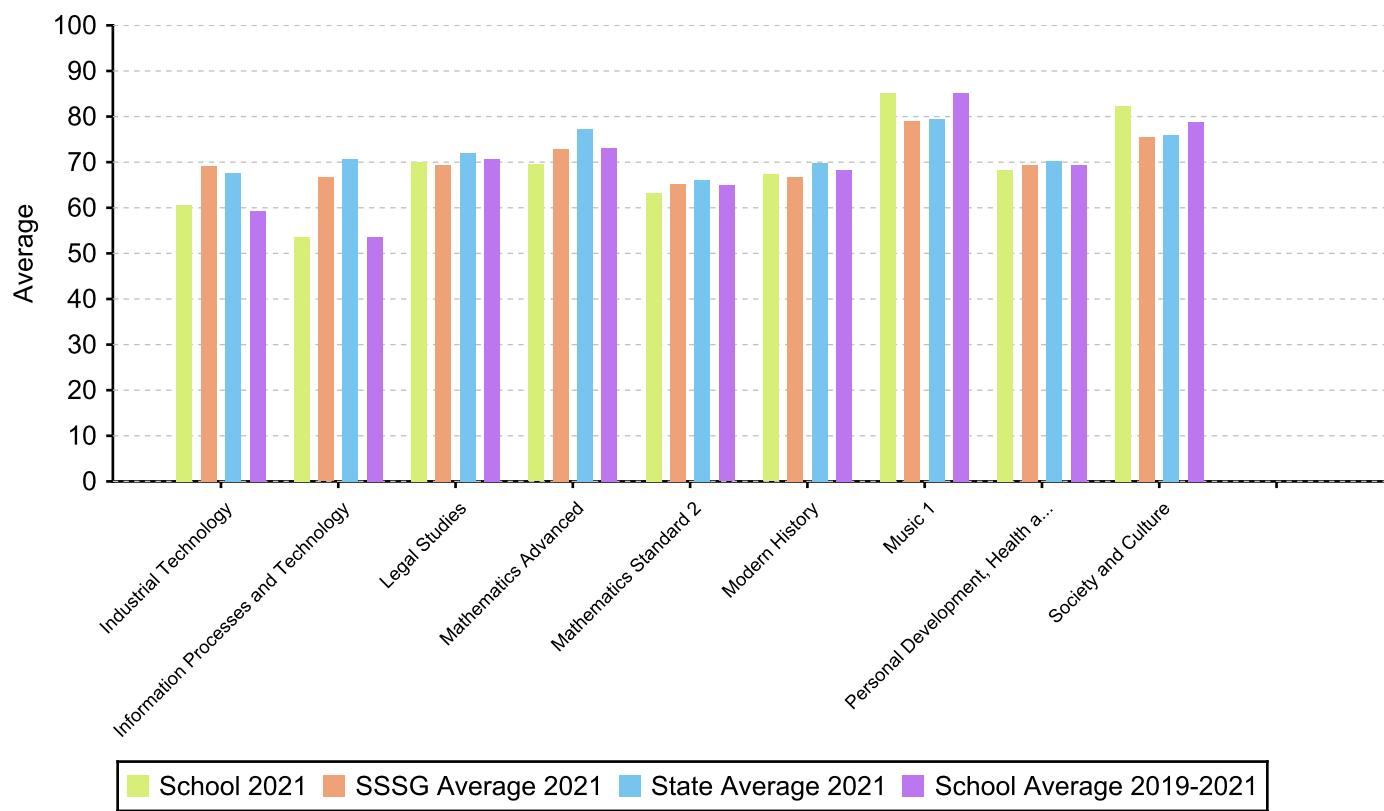
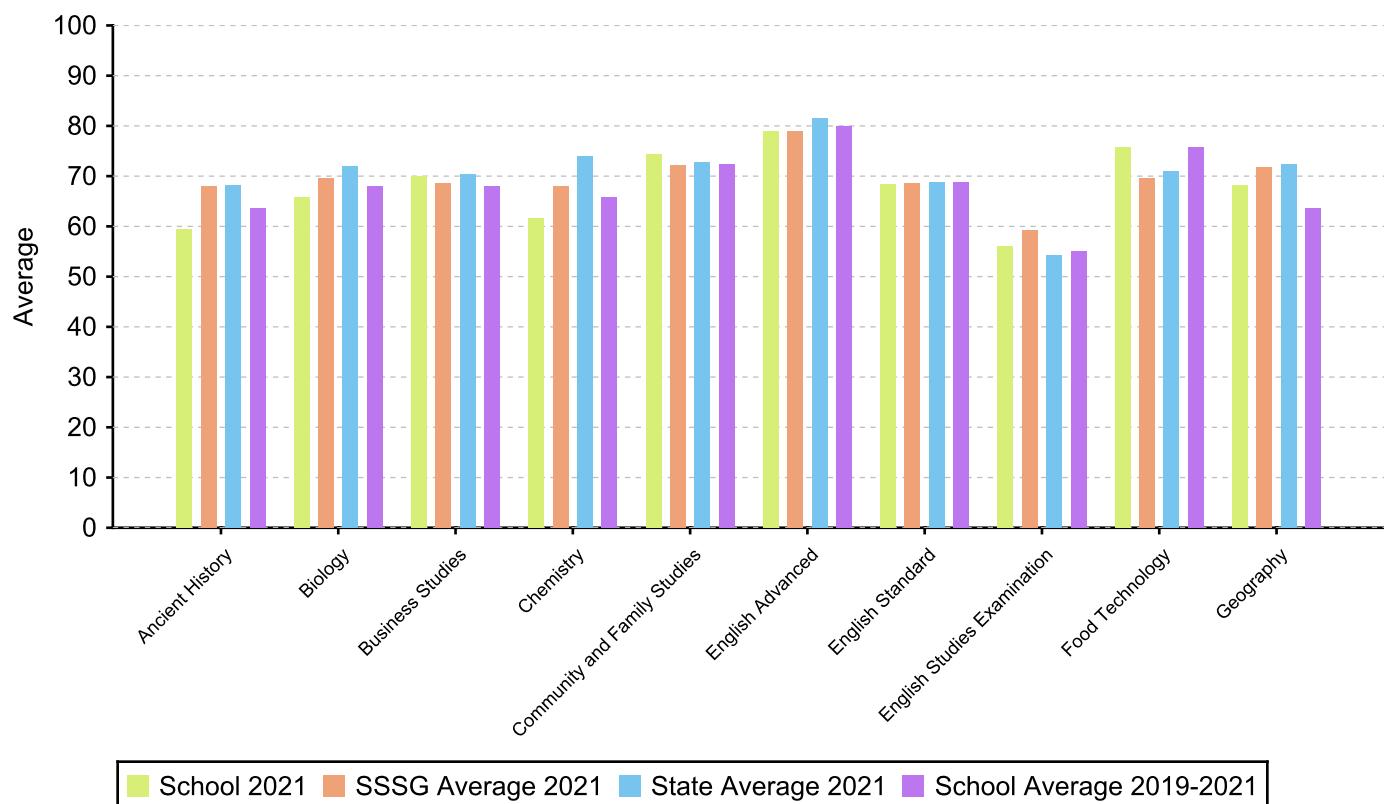
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	59.4	67.9	68.1	63.5
Biology	65.8	69.5	71.9	68.0
Business Studies	69.9	68.6	70.4	67.9
Chemistry	61.7	68.1	74.1	65.7
Community and Family Studies	74.3	72.2	72.7	72.3
English Advanced	79.0	78.9	81.4	80.0
English Standard	68.3	68.5	68.8	68.8
English Studies Examination	56.0	59.3	54.3	55.0
Food Technology	75.7	69.7	71.0	75.7
Geography	68.1	71.9	72.4	63.7
Industrial Technology	60.7	69.2	67.7	59.3
Information Processes and Technology	53.6	66.7	70.8	53.5
Legal Studies	70.1	69.4	72.0	70.7
Mathematics Advanced	69.5	72.9	77.4	73.1
Mathematics Standard 2	63.3	65.2	66.1	64.9
Modern History	67.3	66.8	69.7	68.3
Music 1	85.1	79.1	79.4	85.1
Personal Development, Health and Physical Education	68.2	69.3	70.3	69.4
Society and Culture	82.4	75.5	76.0	78.9

## **Parent/caregiver, student, teacher satisfaction**

In 2021, the school daily structure was evaluated in response to demographic changes in the community along with a need to increase student engagement during lessons. There was also a need to meet the wellbeing needs of students and to increase access to local sporting facilities. A team of teachers led by the Head Teacher Administration consulted with parents, students and teachers and used the data from this extensive consultation to create a new daily structure for 2022.

Parents were surveyed and the recommended changes to the daily structure were tabled at a P&C meeting in Term 3. Following the P&C meeting a parent forum was held via an online Zoom meeting in September 2021. The parent survey indicated that the 75 minutes length of lessons was a very long time to maintain concentration and made it difficult for students to catch up on classwork and assessments when they were absent. They were concerned that senior students may have too much free time during private study lessons and that the school finishing time was not in line with partner primary schools. Parents were given the opportunity to ask questions which were answered during the online forum by the senior executive team. The overall parent feedback was supportive of changing the daily structure.

Findings from the teacher survey indicated that the majority of staff believed that roll call was too long, students lost focus in the last 15 minutes of the lesson, teaching time was lost due to lack of student concentration and classroom management issues were increasing in Year 7-10 classes. The proposed changes to the daily structure were presented at a staff meeting and discussed at faculty meetings. Head Teachers provided feedback via an executive meeting before finalising the changes to the daily structure.

Findings from the student survey also indicated that the majority of students believed that roll call and the 75 minute lessons were too long, loss of concentration occurred in the last 15 minutes, it was difficult to catch up on work when absent and that the day felt very long with four 75 minute lessons. The proposed changes to the daily structure were presented to students via online Zoom year meetings where they were given the opportunity to raise their concerns. The majority of students supported the proposed changes.

In response to this extensive consultation and data research the daily structure was changed in preparation for 2022 and involved reducing the period length to five 60 minute periods. Roll call and the length of the school day was shortened and Wednesday sport was changed to include two separate Stage 4 and Stage 5 sessions. Whole school assembly was moved to Monday and a weekly wellbeing period was embedded into student timetables.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.