

2022 Annual Report

East Hills Girls Technology High School



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Introduction

The Annual Report for 2022 is provided to the community of East Hills Girls Technology 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

East Hills Girls Technology High School is underpinned by a culture of high expectations in all areas. It is a community that values curiosity, creative and critical thinking, generosity and honour. Teachers work to ensure students are equipped to transfer skills and knowledge in multiple educational settings and in the world beyond school. The teachers also provide innovative and authentic learning experiences for students that strives to acknowledge individual and collective successes. Students of our school are encouraged to extend their talents and push their boundaries. They embrace their responsibilities and purposefully support their own wellbeing and the wellbeing of others. Working in diverse partnerships, students and teachers are able to collaborate with members of the school community and purposefully engage in reflection to continually improve their performance. Students develop resilience through their perseverance and commitment. They are free to explore who they are as individuals, while respecting the difference in others. The East Hills Girls Technology High School student is an informed and engaged citizen of their community and their world. They aim to embody the school's motto, *honor ante honores*. (Honour before Reward).

School context

East Hills Girls Technology High School is a comprehensive secondary school which sits on Bidjigal land as part of the Eora nation. The school is the only specialist technology high school for girls in NSW with an enrolment of 802. The school is linguistically and culturally diverse with 76% of students having a language background other than English and 1.5% students who identify as being Aboriginal or Torres Strait Islander. Our statement of Purpose is to provide a quality education with a technological focus, which inspires girls to develop to their full potential and contribute to their community as informed, caring citizens.

The school's current staffing entitlement is 72.3 which comprises 61.5 teaching and 10.8 non-teaching staff. The school also employs a full time Business Manager and an additional 3 Learning and Support staff to implement specialist programs to ensure students are able to meet high personal expectations in their learning. The staff is stable with the majority of staff having worked at the school for over 5 years. There is an average staff turn over of 6%. The P & C Association, established in 1957, offer strong community support and participate in school-based decision making.

The school aims to provide a variety of teaching and learning strategies that are explicit in what students are expected to know and do. Opportunities support the development of a growth mindset that cultivates the resilience and self-efficacy necessary to achieve tasks and meet personal challenges. As a technology high school our classrooms utilise contemporary technologies, encouraging students to pursue innovative ways of thinking to design solutions to problems.

In meeting this aim the school is committed to sustaining quality professional learning networks for staff. The creation of a large number of partnerships with STEM businesses and universities to build the capacity of staff to use evidenced based practices to engage students is at the core of our work in the 2021-2024 Strategic Improvement Plan. The focus on improving classroom practice will enable the school to meet negotiated targets in student growth in areas such as Reading, Numeracy, HSC and Wellbeing.

The school has been acknowledged as an Apple Distinguished School since 2012 for innovation, leadership and educational excellence. The school has also been named as a NSW Department of Education STEM (Science, Technology, Engineering and Mathematics) Action School and is a member of the STEM Teacher Enrichment Academy in partnership with The University of Sydney.

The school has identified the following elements and themes from the School Excellence Framework to inform pedagogical changes that are the cornerstone of the 2021-2024 Strategic Improvement Plan:

Whole school monitoring of student learning (Learning)

Data use in teaching (Teaching)

High Expectations (Learning))

Explicit Teaching (Teaching)

Community Engagement (Leading).

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to drive growth in student performance. Capacity building of teachers' skill and professional judgement to use data to: a) profile past and predicted individual performance, b) track and monitor growth and c) improve teaching practice.

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.

- Numeracy
- Data Use in Teaching

Resources allocated to this strategic direction

Professional learning: \$25,000.00

COVID ILSP: \$89,808.00

Integration funding support: \$63,631.00

English language proficiency: \$98,238.00

Low level adjustment for disability: \$215,548.00

Summary of progress

As part of Strategic Direction 1: Student Growth and Attainment, all staff were provided with professional learning in the use of PLAN2, and Scout NAPLAN data. Staff have gained a greater awareness data literacy, analysis, use in teaching and using data to plan for continuous student improvement. The leadership team together with staff analysed students' external data and achievement to gain a greater insight into specific literacy and numeracy interventions. Teachers developed a range of teaching and learning programs together with assessment that included targeted literacy and numeracy skills such as measurement, geometry, vocabulary, comprehension and writing skills. Our evidence of impact demonstrates that all teachers have engaged in using data to inform practice and have utilised tracking tools to inform pedagogy in the classroom. This was achieved through cross-curricular interventions and Quality Teaching Rounds, as staff gained knowledge and skill in identifying interventions and modifying teaching practice.

2022 saw an improvement in collaborative practice driving student growth in literacy and numeracy. Despite not meeting our lower bound targets in reading and numeracy there is a coordinated effort by staff to engage with data and implement school wide strategies to improve learning outcomes and student growth. Evidence of the impact of the activities used to drive student growth and attainment is demonstrated in the school's internal assessment data.. In 2023 specific focus by faculties and the Learning Support Team will include tracking results to monitor evidence of impact and data use in teaching.

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
To increase the number of Year 9 students in 2022 achieving in the top two bands for reading in NAPLAN with an uplift of 6.6% from the school's baseline.	2022 NAPLAN reading results indicate that we are continuing to work towards lower bound uplift. 2022 results indicate a slight decline in reading, despite significant growth when compared to state average and statistically similar schools. 52% of students achieved at least a Band 8 in Reading NAPLAN results. 2022 NAPLAN Reading results indicated a 3% growth in Bands 7 and 8.
To increase the number of students achieving expected growth in numeracy in NAPLAN with an uplift of 2.5% from the school's baseline.	Students achieving expected growth in numeracy from the baseline data of 31.6% was not achieved in 2022. In 2023 we will continue to monitor the progress of numeracy in key learning areas and continue the explicit teaching and learning of numeracy to work towards an uplift in student achievement in external assessments. Through Quality Teaching Rounds and building staff efficacy in the explicit teaching of numeracy skills, we expect to see a shift in working towards lower bound targets of expected

To increase the number of students achieving expected growth in numeracy in NAPLAN with an uplift of 2.5% from the school's baseline.	growth. 100% of staff have engaged in professional learning targeting the explicit teaching of numeracy skills in their key learning areas. Internal evidence such as teaching and learning programs, resources and internal assessment indicate growth in numeracy.
To increase the number of Year 9 students in 2022 achieving in the top two bands for numeracy in NAPLAN with an uplift of 4.3% from the school's baseline.	2022 NAPLAN numeracy results indicate that we did not meet our lower band target of 31.60% However, our internal assessment data indicates growth in students' understanding of the focus areas of measurement, geometry and graph skills. We expect that whole school strategies and interventions in numeracy in all key learning areas will result in a lift in the top two bands of numeracy in external assessment in the future.
To increase the number of students achieving expected growth in reading in NAPLAN with an uplift of 3% from the school's baseline.	Students achieving expected growth in reading from the baseline data was not reached in 2022. Despite our working towards lower bound student results are 6% higher than the state average. In 2023 we will continue to monitor the progress in key learning areas with targeted explicit teaching and learning of reading to work towards an uplift. This will be supported by the allocation of a Head Teacher Teaching and Learning. Through professional learning and building of staff skills in targeted reading intervention, we expect to see a shift in working towards targeted areas of expected growth.
Increase in percentage of staff using PLAN2 to track Stage 4 literacy and numeracy improvement. LaST Team to use Adjustment Register to develop more explicit ILPs for school community.	100% of staff have been provided with whole school and faculty specific professional learning in the use of PLAN2 to track Stage 4 literacy and numeracy data. Teachers have developed targeted intervention strategies to address gaps in student learning in literacy and numeracy. The Adjustment Register was implemented in 2022. This has led to the collection of a wide range of feedback from teachers about the learning needs of students who require specific learning support. This data has led to the development of explicit Independent Learning Plans for students. Staff engagement with ILPs is more meaningful and has assisted in students with ILPs to better achieve their learning goals.



Numeracy intervention strategies in action.

Strategic Direction 2: Great Expectations

Purpose

Our purpose is to create a culture of high expectations to improve student engagement in learning and promote the value of striving for personal excellence. A school commitment to the Quality Teaching Model and to developing authentic student learning goals will form the foundation of a high expectation culture.

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.

- Driving quality student improvement (QTP)
- Student Growth Learning Goals

Resources allocated to this strategic direction

Professional learning: \$40,000.00

COVID ILSP: \$114,921.00

Socio-economic background: \$35,650.00

Summary of progress

All students in years 7 to 10 have engaged in explicit growth goal setting activities in PDHPE, while most students engaged with the process of setting literacy goals in English. Working collaboratively between faculties, all of PDHPE teachers and most English teachers engaged with the common language of goal-setting, showing that a significant majority of teachers value the place of this initiative and its authentic connection to student learning. This is also reflected in Tell Them From Me data that shows that most school staff believe they are proactive in helping students set and achieve their learning goals. However, continued work must be done to support students in achieving their goals. In PDHPE, a significant majority of students self-assessed as having made some progress towards achieving their goal, while approximately half had either achieved or exceeded their growth learning goal. In English, a minority of students self-assessed as having achieved their literacy goal in 2022. A greater focus on the visibility of learning goals across both faculties will be necessary to enable a notable improvement in the achievement of learning goals for all students. This will be possible through the continued collaboration between faculties, as well as embedding learning goals into other faculty initiatives in 2023.

Following collective buy-in to Quality Teaching Academy for professional learning in the Quality Teaching Model and Quality Teaching Rounds from East Hills Girls teaching staff, a large majority of faculties were represented in three QTR PLCs, closely examining foci (Stage 4 and 5 Numeracy, Stage 4 and 5 Literacy, Stage 6 Driving Quality Student Improvement Writing Project). The involvement of key staff from 6 out of 8 faculties fostered and supported collaborative discussions, evaluative thinking and principled decision-making as teachers actively discussed explicit strategies implemented in programming, teaching and assessing writing or numeracy in their subject areas. The school will continue to focus on QTR as a model to validate key teaching and learning initiatives and will continue to explore the QTM as a lens through which to evaluate teaching and learning.

HSC results are below the progress measures in the top two and top three bands and below state average in the top two bands. The 2022 HSC results indicate that despite not meeting our lower bound target in 2022, there is a coordinated effort by staff to work towards uplift, engaging with strategies to improve teaching and learning and student growth. The 2022 HSC results indicate that 28% of student results were in the top two bands, indicating a decline in achievement from the previous year. The 2022 HSC results indicate that 59% of student results were in the top three bands. This is below the school's baseline. Student achievement in the middle bands was greater than state average. The school's 2022 average HSC course mark is identical to Statistically Similar School Groups (71.2) and slightly lower than the state average (72.1). Teaching and learning interventions to improve students' academic writing were undertaken by teachers with the cohort. As a result of analysis of student work samples and internal and external data, improvements in vocabulary and inferential understanding were needed to provide uplift in student achievement. Further analysis of NAPLAN VS HSC will be investigated to inform future interventions in subsequent cohorts. While HSC band results declined in 2022, achievement in other areas was evident. Individual student successes as a result of wellbeing supports and learning engagement centre programs ensured success for students who would ordinarily not achieve the HSC.

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
To increase the number of HSC students achieving in the top two bands with an uplift of at least 3.4% from the school's baseline.	2022 HSC results indicated that we are continuing to work towards lower bound uplift. The 2022 HSC results indicate that 28% of student results were in the top two bands. The school's 2022 average HSC course mark is identical to Statistically Similar School Groups (71.2) and slightly lower than the state average (72.1).
To increase the number of HSC students achieving in the top three bands with an uplift of at least 3.2% from the school's baseline.	The 2022 HSC results indicated that we are continuing to work towards the lower bound uplift. The 2022 HSC results indicate that 59% of student results were in the top three bands. The school's 2022 average HSC course mark is identical to Statistically Similar School Groups (71.2) and slightly lower than the state average (72.1).
50% of teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to collectively analyse and refine their practice.	Following collective buy-in to Quality Teaching Academy for professional learning in the Quality Teaching Assessment and Quality Teaching Rounds (QTR), in 2022 75% of faculties were represented by 20% of teachers in Quality Teaching Rounds Professional Learning Communities. The QTR PLCs closely examined Stage 4 and 5 Numeracy, Stage 4 and 5 Literacy and Stage 6 Driving Quality Student Improvement Writing Project. The involvement of key staff from 7 out of 8 faculties fostered and supported collaborative discussions, evaluative thinking and principled decision-making as teachers actively discussed explicit strategies implemented in programming, teaching and assessing writing pedagogies or numeracy fundamentals in their subject areas.
All Year 7-10 students will achieve or exceed their co-developed SEL and literacy Growth Learning Goals.	All students in years 7 to 10 have engaged in explicit growth goal setting activities in PDHPE, while 76% of students engaged with the process of setting literacy goals in English. Working collaboratively between faculties, 100% of PDHPE teachers and 89% of English teachers engaged with the common language of goal-setting, showing that a significant majority of teachers value the place of this initiative and its authentic connection to student learning. This is also reflected in Tell Them From Me data that shows that the majority of school staff believe that they are proactive in helping students set and achieve their learning goals. However, continued work must be done to support students to achieve their goals. In PDHPE, 95% of students self-assessed as having made some progress towards achieving their goal, while 47% had either achieved or exceeded their SEL growth learning goal. In English, only 18% of students self-assessed as having achieved their literacy goal this year. A greater focus on visibility of learning goals across both faculties will be necessary to enable a notable improvement in the achievement of learning goals. This will be possible through the continued collaboration between faculties, as well as embedding learning goals into other faculty initiatives in 2023.



Teacher Professional Learning at GREEC



Technology Showcase - celebrating students success.

Strategic Direction 3: Villette

Purpose

Villette is a French word meaning "small village". Our school village comprises students, staff, parents and community partners. Our purpose is to build a collective responsibility to ensure student success is achieved and celebrated by maintaining key relationships that are positive and responsive to community needs.

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.

- Positive Relationships
- Celebrating Success

Resources allocated to this strategic direction

Aboriginal background: \$9,854.00
Socio-economic background: \$201,860.00
Professional learning: \$12,000.00
English language proficiency: \$45,969.00
Student support officer (SSO): \$96,058.00
: \$0.00

Summary of progress

In the Positive Relationships initiative, our school achieved success in two positive relationships and Celebrating success. .

In our renewed focus on Aboriginal Education we were able to ensure all Aboriginal students felt supported to both engage with their culture and create more positive relationships with staff on the Aboriginal Education Committee who became student advocates at school to support their development culturally, socially, academically and in areas of student leadership. Continued focus by the Team has led to continued positive attendance, engagement, wellbeing and educational outcomes. Attendance data does not reflect the excellent percentage as three students have significantly lower attendance than the remaining students due to significant mental health issues. More work is to be done to foster positive engagement for students transitioning from rural areas, connecting them to community and country with increased support for students specific mental health issues. In 2022, Sentral attendance data for the whole school cohort has increased during by approximately 9%. Attendance data indicates that the number of students attending 90% or more was 51% in term 1, 41% in term 2, 61% in term 3 and 60% in term 4. The school has engaged in targeted attendance phone calls and weekly HSLO meetings with the HTSS. Overall, 53% of students have an attendance pattern of 90% or above for 2022. Positive engagement in school is indicated by TTFM data, school attendance, academic performance and extracurricular participation. While Aboriginal Histories and Culture PL has been positively attended and engaged in, this has not authentically and fully transferred to teaching and learning in an embedded manner. The focus of QTR lent to specific literacy and numeracy strategies and while this has proven that explicit teaching and learning strategies yield positive educational outcomes it also indicates that deep embedding of Aboriginal pedagogies is not yet evident. QTR will continue in 2023 with a wider focus on the QTM, with a focus on Aboriginal Pedagogies. Positive relationships built with GREEC and teachers, and will continue to be a resource to support teacher development in this area.

The school was able to maintain its wellbeing focus and successfully complete two of the four targeted wellbeing programs identified. Wellio was embedded but as yet data has not been collected. This will be a continuing project in 2023 via roll call program, with a student voice and wellbeing focus. The Teamwork CAPA wellbeing incursion occurred in Term 2 for all year 8 students. This experience exposed students to CAPA programs in dance and drama, which positively impacted social and emotional wellbeing. It is planned for 2023, to evaluated more formally. The joint initiative between Macquarie University and Black Dog Institute targeted Years 8 and 9 surveying students experiences of cyberbullying, anxiety, depression and coping self-efficacy. Findings indicated whilst the majority of students were exposed to cyberbullying, they identified responding in a constructive manner. With regards to depression and anxiety, 60% of students reported experiencing these some of the time. Love Bites programs is on hold until 2023. The employment of an increased number of SLSOs led to more students receiving targeted support. The impact of targeted wellbeing programs is evident through increased positive wellbeing outcomes for students. Increased employment of SLSOs enables students to receive one on one classroom support to assist in identified areas of learning support and wellbeing. Cohort specific programs originated from identified areas of concern. While not all programs ran in 2022, Wellio and Future Proofing have provided initial data that indicates some positive impact. There is a continued need into 2023 which is validated by TTFM data which indicates that 43% students do not feel a positive sense of belonging.

The Celebrating Success initiative focused on three areas-Assemblies, Social and the Vibrant Village. Faculties nominated high quality pieces of work created in their KLA for that semester. These were organised by year group and KLA to ensure even representation. Student leaders (Senior Mentors and SRC) led each assembly. There was an increase in faculty representation and in the number of items from Semester 1 to Semester 2 - Semester 1: 21 items from 7-11 year groups and 7 faculties (between 1 and 5 items) to Semester 2: 25 items from 7-11 year groups and all 8 faculties (minimum 2 items each). The Celebrating Success Assemblies have been effective in improving the recognition of high quality student work as it is a new initiative in 2022 and from Semester 1 to Semester 2, there was an increase in faculty buy-in. Students (audience and presenters) also reported valuing the assemblies as a way of modelling recognising student work. The Celebrating Success Assemblies will remain a permanent feature of our school practice. A nominated SAO uploads regular posts highlighting students success, promoting school improvements, and acknowledges external community groups e.g. SolarBuddy. Social media included Facebook, Instagram and the Sentral platform. 76% of parents agreed or strongly agreed with the statement "I am satisfied with the general communication from the high school". This increased to 85% in 2022. As there was no TTFM in 2021 and there was a significant increase in the amount of communication due to remote learning, this may have contributed to this increase as well. There is strong evidence of improved school community engagement. The next step would be to focus on improving the level of attendance and engagement at on site school events. Our school has brought external organisations into our school to provide authentic learning experiences connected to the real world. This was especially extensive in Science courses across all stages who made educational partnerships with 2 new external organisations. Through the Project High School program our school has connected with our community of local primary schools to celebrate their students successes achieved in Our Vibrant Village learning environment. The Term 3 Technology Showcase highlighted the successes of our students in cross-curricular learning programs with an embedded technology focus. Students in our Science courses have engaged in programs enriched by authentic connections with external organisations including The Future Space Project with MAAS and SolarBuddy. Student engagement in these learning opportunities has supported depth in real world context with the teaching and learning programs. The Project High School exhibitions at the local primary schools created a visual reflection of the dynamic learning opportunities provided at our school in the Key Learning Areas of the Creative and Performing Arts. Analysing the enrollment data for Year 7 2024 against the 2023 data would give insight into a potential impact on enrollments at our school. The Technology Showcase shared student success with the parent community, allowing them to engage in Our Vibrant Village learning environment.

Overall the school has managed to maintain its focus on our school as a village and engaged in a large number of various activities and programs all well linked to this concept. We have maintained an authentic commitment to create a sense of moral purpose for all centred around being the best version of themselves they can be every day.

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
To increase the number of students attending school at or above 90% with an uplift of 5.5% from the school's baseline.	The school is working towards its negotiated baseline target. Attendance patterns were impacted by Covid-19 in 2022.
Improvement in the percentage of student wellbeing to be at least 3% above the system negotiated target baseline of 63.2%.	The school is working towards the system negotiated target.
Personal Learning Pathways planning indicates connection to community and culture.	The school was able to engage all Aboriginal students in both cultural and academic programs in 2022. There was a greater number of Aboriginal students engaged in leadership initiatives and willing to engage in representing their peoples at school events. The school engaged with six external community agencies to support our Aboriginal students.
Uplift in percentage of community partners involved in celebration events.	The school saw an increase of 62% of social media posts being created in 2021. 85% of all social media posts were focused on celebrating student success with the remaining 15% focused on community information.



Smoking Ceremony



Staff and Students compete at Sports Day.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,631.00</p>	<p>Integration funding support (IFS) allocations support eligible students at East Hills Girls Technology 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"> • Numeracy <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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The embedded numeracy strategies in six KLAs shows students and staff using common numeracy language in diverse content areas. The impact of professional learning has led to a growth in teachers' ability to embed explicit teaching and learning strategies with a focus on numeracy. The evidence also demonstrates growth in students ability to transfer skills in the PDHPE, TAS and Mathematics faculties. Staff employed for specific targeted programs in numeracy, literacy and student support has provided greataer opprtuniites for students who require a high level of adjustment in mainstream.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of staff to develop specific and targeted programs and provide support for students requiring identified additional needs. Acting Head Teacher Teaching and Learning position to be initiated in 2023 to drive quality pedagigical practice and student growth and achievement.</p>
<p>Socio-economic background</p> <p>\$237,510.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at East Hills Girls Technology 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"> • Positive Relationships • Celebrating Success • Driving quality student improvement (QTP) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Intervention for explicit teaching of comprehension and writing in stages 5 and 6 classrooms expanded in all KLAs to improve students' written responses. <p>Quality Teaching Project Professional Learning Communities (HSC writing) will engage in QTR to observe and validate HSC writing in classrooms.</p> <ul style="list-style-type: none"> • Personal Learning Pathways planning indicates connection to community and culture. • Connecting with external organisation e.g. Exolab and Solar Buddy STEM partnerships • External school community programs e.g. Project High School • Internal school community programs e.g. Technology Showcase <p>The allocation of this funding has resulted in the following impact: Representative samples were collected among DQSI participants (HSC or Preliminary Teachers) reflective of top, middle and bottom across all participating DQSI classes. Forensic textual analyses were conducted to support the co-design and implementation of augmented teaching and learning programs with explicit writing foci. Post-intervention representative</p>

<p>Socio-economic background</p> <p>\$237,510.00</p>	<p>samples indicate that 83% of students improved in structure and organisation of content knowledge, as well as craft and control of language at the word, clause and sentence levels.</p> <p>Positive engagement in school is indicated by TTFM data, school attendance, academic performance and extracurricular participation. Students in our Science courses have engaged in programs enriched by authentic connections with external organisations including Exolabs and Solarbuddy. Student engagement in these learning opportunities has supported depth in a real world context with the teaching and learning programs. The Project High School exhibitions at the local primary schools created a visual reflection of the dynamic learning opportunities provided at our school in the Key Learning Areas of the Creative and Performing Arts. The Technology Showcase shared student success with the parent community, allowing them to engage in Our Vibrant Village learning environment.</p> <p>After evaluation, the next steps to support our students will be: This evidence makes a clear case for writing being systematically and explicitly taught from Years 7 to 12, with Stages 4 and 5 gaining greater momentum in high-impact professional learning measures in 2023. From staff development day, there is an EHGTHS drive to improve numeracy across all KLA's. Whole school PL on multiplicative and additive strategies. Continued focus by the Team has led to continued positive attendance, engagement, wellbeing and educational outcomes. Analysing the enrollment data for Year 7 2024 against the 2023 data would give insight into a potential impact on enrollments at our school and may provide insight to future opportunities to attract future enrollments to our school..</p>
<p>Aboriginal background</p> <p>\$9,854.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at East Hills Girls Technology 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"> • Positive Relationships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Personal Learning Pathways planning indicates connection to community and culture. <p>The allocation of this funding has resulted in the following impact: 80% of Aboriginal and Torres Strait Islander students engaged in the development of a PLP and regular progress Check Ins. Parental engagement is still an area for development and the school has an Aboriginal and Torres Strait Islanders Education Team to work with the community and ACLO to complete and monitor student progress. Average attendance of all Aboriginal and Torres Strait Islander students is 81.5%. Positive engagement in school is indicated by TTFM data, school attendance, academic performance and extracurricular participation.</p> <p>After evaluation, the next steps to support our students will be: More work is to be done to foster positive engagement for students transitioning from rural areas, connecting them to community and country with increased support for students specific mental health issues.</p>
<p>English language proficiency</p> <p>\$144,207.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at East Hills Girls Technology 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>

<p>English language proficiency</p> <p>\$144,207.00</p>	<ul style="list-style-type: none"> • Data Use in Teaching • Positive Relationships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • LaST team tracks targeted students with ILPs on a data wall to determine which tools and aspects of learning are to be tracked across the school. • Roll Call Program updated to include targeted wellbeing areas. • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Through teacher observations recorded on the data wall, the learning support team has been able to share strategies that are effective for addressing the learning needs of learning support students. This has led to better engagement and understanding of students individual needs and explicit intervention working towards student growth.</p> <p>After evaluation, the next steps to support our students will be: Ongoing tracking of students with specific learning needs informs future planning. Roll call program - This will occur in 2023 as this is longitudinal.</p>
<p>Low level adjustment for disability</p> <p>\$215,548.00</p>	<p>Low level adjustment for disability equity loading provides support for students at East Hills Girls Technology High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Use in Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • LaST team tracks targeted students with ILPs on a data wall to determine which tools and aspects of learning are to be tracked across the school. • 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 the following impact: Through teacher observations recorded on the data wall, the learning support team has been able to share strategies that are effective for addressing the learning needs of learning support students. This has led to better engagement and understanding students individual needs and explicit intervention working towards student growth.</p> <p>After evaluation, the next steps to support our students will be: Tracking students with specific learning needs will inform future planning. Continued support of students through employment of staff in SLSO positions, the Learning Engagement Centre and delivering Inspiring Student Success Program to ensure inclusive access , adjustment and modifications are achieved.</p>
<p>Professional learning</p> <p>\$77,000.00</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 East Hills Girls Technology 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"> • Numeracy • Data Use in Teaching • Positive Relationships • Driving quality student improvement (QTP)

<p>Professional learning</p> <p>\$77,000.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Professional learning for all staff in understanding, analysing, interpreting and tracking student growth in the data of external assessment: Best Start, Check-In Assessment VALID, NAPLAN and HSC Minimum Standards. • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: All staff have received professional learning through whole school PL, HT led PL and Quality Teaching Rounds in the use of data from PLAN2. Following this faculties have been asked to provide evidence of an intervention strategy being implemented to address a gap in student learning evidenced by assessment data. As a result of using external assessment data through PLAN2, staff extrapolated key focus areas in literacy and numeracy to inform planning and identify interventions. The interventions included literacy goal setting, tier 3 vocabulary skills, pre-post testing and comprehension skills. The resources demonstrate a shift in teaching practice and explicit teaching of skills in identified learning gaps.</p> <p>After evaluation, the next steps to support our students will be: The evidence suggests the staff have greater confidence in their ability to identify areas of growth, using it as a tool to track and monitor growth needs further improvement. Head Teacher Teaching and Learning to drive identified focus areas in 2023.</p>
<p>COVID ILSP</p> <p>\$409,458.00</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 2022.</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"> • Numeracy • Driving quality student improvement (QTP) • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intervention for explicit teaching of comprehension and writing in stages 5 and 6 classrooms expanded in all KLAs to improve students' written responses. • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate programs • The Learning Engagement Centre program aims to support identified students who struggled with learning engagement and therefore with school performance as a result of disrupted learning. <p>The allocation of this funding has resulted in the following impact: Impact: The embedded numeracy strategies in six KLAs shows students and staff using common numeracy language in diverse content areas. The impact of professional learning has led to a growth in teachers' ability to embed explicit teaching and learning strategies with a focus on numeracy. The evidence also demonstrates growth in students ability to transfer skills in the PDHPE, TAS and Mathematics faculties. The work samples and internal assessments highlight growth in student understanding of and the use of common numeracy language. 75% of staff have demonstrated proficiency in explicit teaching of numeracy. Representative samples were collected among DQSI participants (HSC or Preliminary Teachers) reflective of top, middle and bottom across all participating DQSI classes. Forensic textual analyses were conducted to support the co-design and implementation of augmented teaching and learning programs with explicit writing foci. Post-intervention representative</p>

<p>COVID ILSP</p> <p>\$409,458.00</p>	<p>samples indicate that 83% of students improved in structure and organisation of content knowledge, as well as craft and control of language at the word, clause and sentence levels.</p> <p>After evaluation, the next steps to support our students will be: In 2023 specific focus around faculties and the Learning Support Team using a tracking tool to monitor evidence of impact and data use in teaching. From staff development day, there is an EHGTHS drive to improve numeracy across all KLA's. Whole school PL on multiplicative and additive strategies and development of a Numeracy Team to drive and build staff capacity in delivery explicit numeracy strategies. The evidence also makes a clear case for writing being systematically and explicitly taught from Years 7 to 12, with Stages 4 and 5 gaining greater momentum in high-impact professional learning measures in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at East Hills Girls Technology 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"> • Positive Relationships <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Year 7-10 Cohort specific Wellbeing programs. • Employment of SLSO staff <p>The allocation of this funding has resulted in the following impact: The employment of an increased number of SLSOs led to more students receiving targeted support. The impact of targeted wellbeing programs is evident through increased positive wellbeing outcomes for students. Increased employment of SLSOs enables students to receive one on one classroom support to assist in identified areas of learning support and wellbeing. Cohort specific programs originated from identified areas of concern. While not all programs ran in 2022, Wellio and Future Proofing have provided initial data that indicates some positive impact.</p> <p>After evaluation, the next steps to support our students will be: There is a continued need for SLSO's in classrooms and continuation of successful wellbeing intervention programs into 2023. This is validated by TTFM data which indicates that 43% students do not feel a positive sense of belonging.</p>



Project High School - supporting successful Year 6 transition to high school

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	0	0	0	0
Girls	1038	961	877	802

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.0	93.5	92.5	86.9
8	91.8	91.0	89.5	83.3
9	89.1	90.6	87.6	83.1
10	88.7	91.7	89.3	82.6
11	91.4	91.0	90.0	83.8
12	93.0	91.6	88.4	85.5
All Years	91.0	91.5	89.4	84.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1.2
Employment	0	2.1	2.4
TAFE entry	0	1.3	6.1
University Entry	0	0	66
Other	8.6	4.3	2
Unknown	0	3.5	22.3

Year 12 students undertaking vocational or trade training

17.57% of Year 12 students at East Hills Girls Technology High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.2% of all Year 12 students at East Hills Girls Technology High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	40.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	11.48
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	547,791
Revenue	10,717,340
Appropriation	10,275,820
Sale of Goods and Services	78,866
Grants and contributions	346,328
Investment income	6,063
Other revenue	10,263
Expenses	-10,293,873
Employee related	-9,149,983
Operating expenses	-1,143,891
Surplus / deficit for the year	423,466
Closing Balance	971,257

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.

	2022 SBAR Adjustments (\$)
Targeted Total	63,631
Equity Total	580,205
Equity - Aboriginal	9,854
Equity - Socio-economic	221,305
Equity - Language	144,205
Equity - Disability	204,840
Base Total	8,514,910
Base - Per Capita	221,600
Base - Location	0
Base - Other	8,293,310
Other Total	552,406
Grand Total	9,711,152

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.

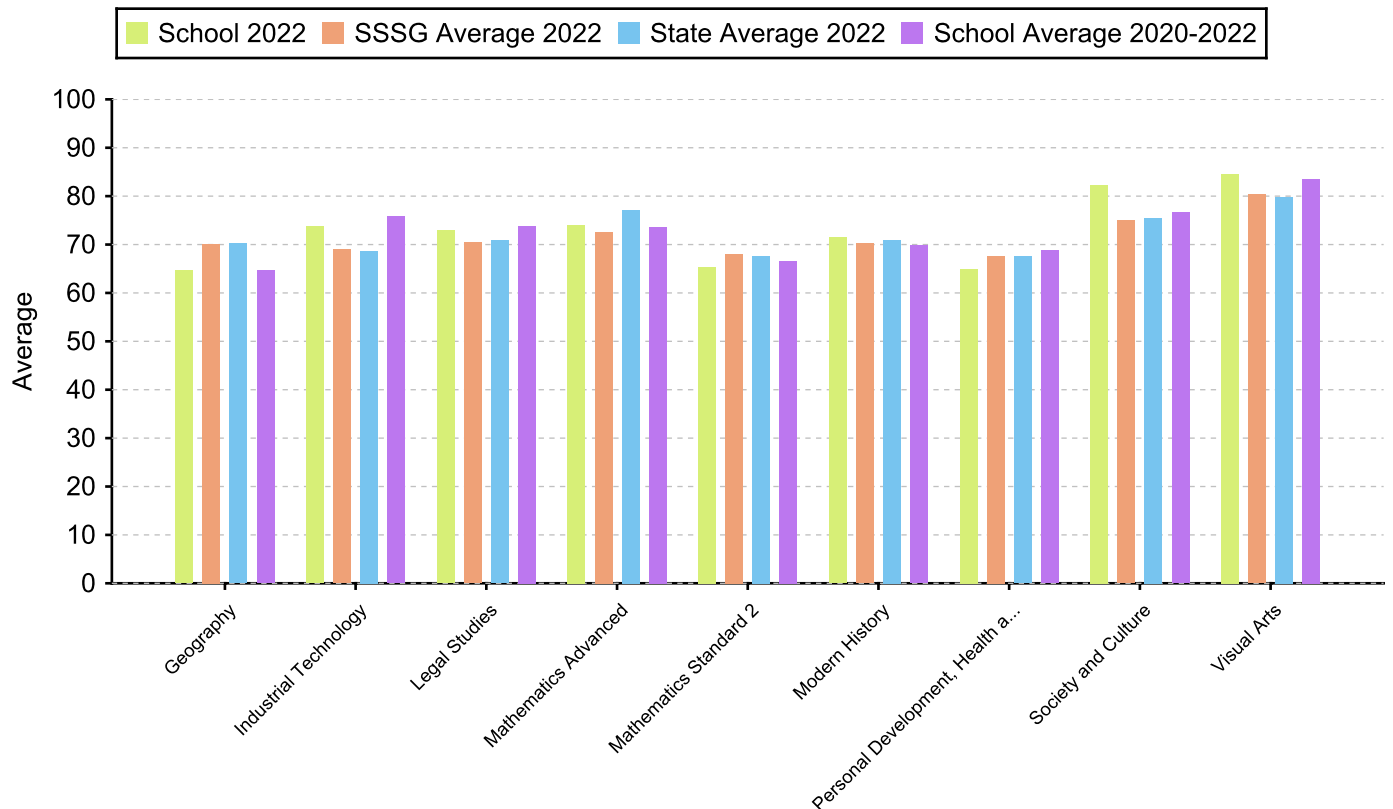
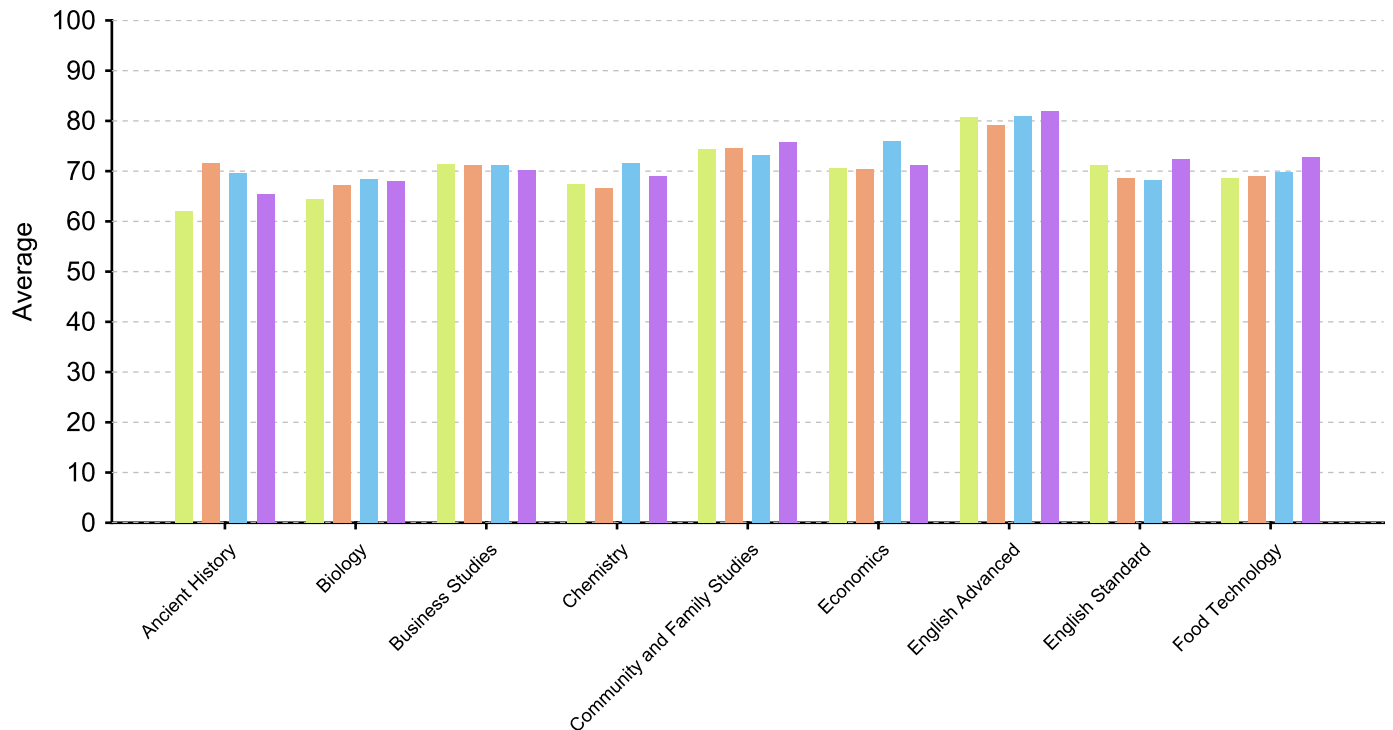
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2022 NAPLAN reading results indicate that we are continuing to work towards lower bound uplift. 2022 results indicate a slight decline in reading, despite significant growth when compared to state average and statistically similar schools. 52% of students achieved at least a Band 8 in Reading NAPLAN results. 2022 NAPLAN Reading results indicated a 3% growth in Bands 7 and 8.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	62.0	71.6	69.6	65.4
Biology	64.4	67.1	68.5	68.0
Business Studies	71.4	71.2	71.2	70.1
Chemistry	67.3	66.6	71.7	69.0
Community and Family Studies	74.4	74.5	73.2	75.7
Economics	70.6	70.4	76.0	71.2
English Advanced	80.7	79.2	81.0	81.9
English Standard	71.2	68.5	68.1	72.4
Food Technology	68.6	69.0	69.7	72.8
Geography	64.6	70.1	70.2	64.6
Industrial Technology	73.7	69.0	68.6	75.8
Legal Studies	72.9	70.4	70.8	73.8
Mathematics Advanced	74.0	72.6	77.1	73.6
Mathematics Standard 2	65.3	68.0	67.6	66.6
Modern History	71.5	70.2	70.9	69.8
Personal Development, Health and Physical Education	64.9	67.6	67.5	68.7
Society and Culture	82.3	75.0	75.5	76.6
Visual Arts	84.6	80.4	79.8	83.6

The class of 2022 were faced with many interruptions to their learning and we are very proud of all the students who achieved their HSC. Their spirit of ambition ensured impressive results. The success of our students is due to the commitment and dedication of staff, hard work of the students and the support of our parent community.

14 students made the Distinguished Achievers List

2 Dance Call back nominations

1 Art Express Nomination

Our students achieved 21 Band 6 results and 158 Band 5 results.

61% of Year 12 students achieved results in the top three bands.

Parent/caregiver, student, teacher satisfaction

East Hills Girls Technology High School has prioritised community engagement in its 2022 to 2024 Strategic Improvement Plan through Strategic Direction 3, Villette. Our aim for more robust, authentic engagement from our whole school community, led by our Senior Executive Team, is to improve student attendance, wellbeing and learning outcomes for all students. Our vision is that through authentic connections with their community and significant cultural awareness and competence for all our staff, all our students will connect, succeed and thrive.

There has been a significant shift in staff culture, with strong support to invest in improving teacher quality. The Quality Teaching Project, and its many sub-projects have cultivated a more shared, collaborative practice, evidence by staff buy-in to participate in initiatives at a faculty, cross-faculty, team and whole school level. All staff have a Performance and Development Plan (PDP) which follows the requirements of the Performance and Development Framework. Teacher goals to improve practice reflect the shift, and their individual commitment to make teaching and learning experiences innovative, recognising, and effectively implementing evidence.

There is no doubt that there has been a coordinated effort by our teachers and leaders to develop data literacy to more meaningfully plan, use and analyse data on student progress and achievement. The evidence suggests that due to targeted and consistent professional learning for staff in the use of data to inform practice, our teachers now feel more confident in using data to plan teaching and learning programs that better cater for our students. Staff also feel more confident in helping students set learning goals for students and providing feedback to students that help them achieve their goals.

2022 saw a concentrated effort on the part of the Senior Executive Team to develop Aboriginal and Torres Strait Islander cultural competency amongst all teaching staff. Survey data indicates that teachers are confident in their capacity to meet the needs of Aboriginal students and similarly confident in their ability to engage with students on Aboriginal cultures and histories. Student survey data indicates that the vast majority of Aboriginal students in the school community feel good about their culture whilst at school.

In relation to Wellbeing data from student surveys shows that students in the school community have a significantly lower positive sense of belonging in comparison with the state norm. Despite the various, targeted wellbeing programs being delivered this year, evidence from the trend report indicates that there was a drop of 4% in 'sense of belonging' reported by students between 2021 and 2022. Student optimism about the future also appears to be declining year on year according to trend data. More needs to be done to address this decline and many wellbeing programs are being reviewed and revamped in 2023. We look forward to evaluating the impact of these new wellbeing strategies in the near future.

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.

Other School Programs (optional)

Library staff have worked hard to re-establish a sense of normality in the library space, following the COVID-19 lock down last year.

Activities/events

The library co-ordinate several events and activities throughout the year. Events celebrated included Library Lovers' Day on February 14 and Australian Library and information Week in July. Initiated by the Australian Library and Information Association (ALIA), these events are supported by EHGTHS library each year to build awareness of and highlight the value of library and information services around Australia. Other activities included a weekly chess club, this year instigated by a couple of Year 7 students. It has been great to see like-minded students from different year levels playing chess together. Giant chess also proved popular and will likely be repeated in the future. Mr Booth (TSO) continues to run Minecraft and gaming sessions in the library at recess and lunchtimes, and Book Week was also celebrated in August, with staff and students sharing a total of 35 book or book series recommendations. The most exciting event of the year, hosted by the library and organised by the Head of Science Mrs Hammond, was a talk given by NASA astronaut, Dr Mary Ellen Weber. The event was attended by STEM students and broadcast to several other schools

around NSW.

Teaching and learning

All year 7 classes were given a tour of the library in Term 1, to inform them about the services and resources they can access. Throughout the year, the teacher librarian supported classes to encourage and guide students participating in wide reading programs in English, and to assist students as they developed their research skills across a range of KLAs; the aim is that students at EHGTHS become information fluent, with the ability to critically think while engaging with, creating and utilising information and technology (NSW Department of Education, n.d). Library staff also promote books and reading via "the theme of the week". It is always encouraging to see students requesting to borrow books, particularly when it is the result of them watching a movie or TV program.

Premier's Reading Challenge

The Challenge aims to encourage a love of reading for pleasure in students and to enable them to experience quality literature. It is not a competition but a challenge to each student to read, to read more and to read more widely. At EHGTHS 21 students across years 7 - 10 completed the Challenge, with 5 students receiving the PRC medal for consecutive years of completion.

Circulation and collection

All students can borrow print books and eBooks/audiobooks from the library. As of November 2022, the library had a collection of 3592 resources, with 318 items added to the collection. Staff and students borrowed 1330 print resources and 337 eBooks/audiobooks from the library collection. Many titles are on the Premier's Reading Challenge list, while other additions to the collection consider student requests and resources to support the curriculum.