

# 2022 Annual Report

## Erina High School



8405

## Introduction

The Annual Report for 2022 is provided to the community of Erina High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School vision

At Erina High School we are strongly focused on being the local secondary school of choice by providing innovative, responsive curricular and co-curricular programs in a highly supported environment that promotes a culture of high expectations. We are committed to delivering an inclusive quality education that exceeds the expectations of our community and the academic, social and emotional needs of all learners to achieve our purpose of "Service crowns success".

## School context

Erina High School (EHS) is a proud, comprehensive and inclusive public school that celebrates diversity and supports all students to maximise their potential through a broad, flexible and future focused pattern of study. Enrolment for 2022 is 737 students which includes a Special Education Unit with three multi-categorical classes. Staffing allocation of 64 which includes 12 non-teaching support staff. With a ratio of 2.94% of beginning Teachers to experienced teaching staff. Projected enrolment over the next 4 years is 810 students.

EHS is a member of the Erina Learning Community (ELC) with strong links with partner primary schools to develop the continuum of learning from K to 12 and ensure a smooth transition to high school. The school continues to strengthen our relationship with the broader community through positive professional relationships with industry, business, TAFE and university to ensure students are given opportunities to access a range of post school options as well as accessing work experience, work placement, traineeships and school based apprenticeships.

EHS is strongly focused on being the local secondary school of choice. Building a positive high expectation school culture and exceeding community expectations is a high priority and achieved through a genuine home school partnership and celebration of student and staff achievement.

The Family Occupational Educational index for EHS is 94, which directly relates to our funding allocation. 8.8% of our students are Aboriginal and 9.1% are from Non-English Speaking backgrounds. Our resource allocation includes funding to support Aboriginal students, students from low socioeconomic backgrounds and students with low-level adjustments for disability. Additional funding is allocated for students with high needs through integration funding support.

Continuous improvement for all students focused on achievement through NAPLAN and the HSC is a high priority. Targets are set to increase the number of students in the top two bands in Reading and Numeracy from 16.3% to 26.7% and 15.1% to 26.5% respectively. Additionally, targets are set to Increase the number of students in the top three bands in the HSC from 51.7% to 63%..

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data informed teaching and learning practice
- Self motivated learners

### Resources allocated to this strategic direction

**Integration funding support:** \$297,000.00

**English language proficiency:** \$18,825.00

**Low level adjustment for disability:** \$95,000.00

**Professional learning:** \$34,335.00

**Socio-economic background:** \$40,000.00

**Aboriginal background:** \$8,000.00

### Summary of progress

#### HSC Excellence

An in-depth analysis of 2021 HSC results using RAP and Scout data packages by executive staff and class teachers identified areas for development. Through post-data discussion, at executive level, student achievement in the top two bands and top three bands were identified as 2022 focuses. To address these areas staff were encouraged to undertake high impact professional learning through the Department's HSC Professional Learning Strategy. At school level, staff professional learning focused upon cross-faculty sharing of successful HSC teaching strategies. HSC teachers shared ideas with HSC teachers from other KLAs. Internal data tracking with set pause points throughout the year was used to monitor progress. The uptake of the HSC Strategy was small, however, the staff attending this professional learning shared their learning with colleagues. HSC results for staff participating in the HSC Strategy were outstanding. Their results were the strongest in the school and clearly demonstrated the value of this professional learning. Overall results in the 2022 HSC showed a small improvement for students achieving in the top two and top three bands, 2% and 5% respectively.

#### Literacy and Numeracy focus.

2021 NAPLAN, PAT and Check-In Assessment were used by the Data Team to identify specific areas for improvement. Stage 4 literacy and targeted literacy support and targeted support for individual students in Stage 5 and 6, using COVID Intensive Learning Support Program (ILSP) funding were areas of focus. The English faculty introduced the Super Six strategy, focusing upon comprehension skills. Staff were employed using COVID ILSP funding to work with individual students to develop their comprehension and short and extended writing skills. . Comprehension skill improvement was inconsistent in Stage 4 comprehension assessment and more time is needed to evaluate the impact of the Super Six strategy. COVID ILSP support did assisted students to access the curriculum at point of need and internal data tracking demonstrated improve performance in assessment tasks and greater confidence in the classroom. Overall, these strategies had little impact on bridging the gaps created during the disruption to learning created by COVID during 2020 and 2021. NAPLAN results for 2022 demonstrating a downward trend in all literacy areas. A more significant and targeted approach needs occur in 2023 to ensure the current trend is addressed. Utilising literacy and numeracy experts, beyond the school to collaborate with the school in 2023 will be essential.

### 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
Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.	Aboriginal and EAL/D students average NAPLAN Reading 527 and numeracy 527 scores were below all students., 550 and 553 respectively. This was an improvement on previous years and indicates progress towards achieving Annual Progress Measures.
<b>HSC Performance-</b> Positive growth in HSC results, with a focus on both individual value add data and course performance. Achieve 24.9% of students in the top 2 bands by 2022 and 58% in the top 3 bands of the HSC.	17.5% of HSC students attained results in the top two bands demonstrating progress toward the lower bound target. 49% of HSC students attained results in the top three bands demonstrating progress toward the lower bound target.
<b>NAPLAN Top 2 bands-</b> Improvement in the percentage of students achieving in the top 2 bands to be above Erina High School's 2022 Upper Band System-negotiated target in reading of 21.7% or above the reset system-negotiated target lower bound.	13.7% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress yet to be seen toward the lower-bound target.
<b>NAPLAN Top 2 bands-</b> Improvement in the percentage of students achieving in the top 2 bands to be above Erina High School's 2022 Upper Band System-negotiated target of 21.5% in numeracy or above the reset system-negotiated target lower bound.	5.7% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving expected growth to be above the school's system-negotiated target baseline in reading of 60%	The percentage of students achieving expected growth in <b>reading</b> decreased to 41.3% indicating progress yet to be seen toward the system-negotiated lower bound target.
Improvement in the percentage of students achieving expected growth to be above the school's system-negotiated target baseline in numeracy of 62%.	The percentage of students achieving expected growth in <b>numeracy</b> decreased to 43.7% indicating progress yet to be seen toward the system-negotiated lower bound target.

## Strategic Direction 2: Positive Education to connect and thrive

### Purpose

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

### Initiatives

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

- Wellbeing and Engagement
- Cultural identity and diversity

### Resources allocated to this strategic direction

**Professional learning:** \$24,000.00

**Socio-economic background:** \$100,000.00

**Low level adjustment for disability:** \$1,000.00

**Aboriginal background:** \$50,000.00

**Integration funding support:** \$12,301.00

### Summary of progress

This strategic direction focused on supporting the wellbeing of students and staff to increase student engagement in learning. It also aimed to build a more culturally inclusive school by lifting the profile of Aboriginal Education and celebrating and supporting student of varying diverse backgrounds. In 2022 students and staff were still recovering from the impacts of COVID and there was still a significant degree of uncertainty surrounding the continuity of learning. Low student attendance and staff shortages were continue to impact upon overall wellbeing. Sense of belonging, measured in the TFFM survey had dropped 10% in 2021. To address this, the school planned for a number of wellbeing days and in collaboration with the P&C offered all students the opportunity to participate in the Raw Challenge as a way of rebuilding a sense of belonging to the school. The wellbeing days and the Raw Challenge were successes with large participation. Feedback from students indicated an increase in happiness and sense of belonging. 2022 saw the appointment of a Student Support Officer (SSO) in Term 3. This allowed for consolidation of the Breakfast Club Program and expansion of the Wellbeing Hub. 'Expectations for success' is a target area for 2023 with TFFM data showing a decrease in this area for students in 2022. The school's Aim Up initiative (goal setting program for students) and a stronger promotion of a high expectation culture are strategies aimed at addressing this area in 2023.

During 2022, the consolidation of the school's Aboriginal Student Leadership Team, the delivery of a number of Aboriginal Cultural days and the expanding of the school's Aboriginal Education Team has substantially lifted the profile of Aboriginal Education across the school. Targeted academic support, a continuation of the existing PLP process and use of external support has seen Aboriginal students supported strongly. Academic results for Aboriginal students at HSC level continues to be a strength of the school with Aboriginal students achieving several Band 5 & Band 6 results in the HSC. During Term 4 the school hosted a junior Tjudibaring AECG workshop with community members working with students from Erina High and partner primary schools. Six Erina High School students were successful in gaining positions on the junior AECG. In 2023, the school plans to continue to expand opportunities in collaboration with the Tjudibaring AECG, including Dance workshops and the establishing of an ELC cultural continuum. The school's Aboriginal Education Team have plans for a bush tucker garden and on-country experience for Aboriginal students.

### 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 SENTRAL positive behaviour data and wellbeing data, compared to	Positive Sentral behaviour entries increase by 21% in 2022 whilst negative behaviour entries increased by 14%. Whilst the increase in positive

negative behaviours, by 2:1.	behaviours exceeded the increase in negative entries the ratio of positives to negatives was 3:2 and below the 2022 target of 2:1
<p>Increase proportion of Aboriginal students attaining Year 12 by 25% or more.</p> <p>Maintain a higher percentage of Aboriginal students in leadership roles, elevate classes and access to Ontrack.</p> <p>100% of Aboriginal students have participated in the establishment of PLPs</p>	<p>100% of Aboriginal students who commenced Year 12 complete their HSC. This was an increase of 33% compared to 2021 which exceeded the target of 25%.</p> <p>2022 saw increased leadership opportunities for Aboriginal students with the formation of an Aboriginal Leadership Team. Several students were also members of the School Leadership Team achieving the goal of a higher percentage of students in leadership roles.</p> <p>The Aboriginal Education Team were active in developing Personalised Learning Pathways with students and parents, with clear aspirations outlined. A number of students were recognised at the annual Tjudibaring AECG Awards.</p>
Increased overall student representation and enrolment in programs, initiatives, student voice opportunities and whole school teams by 10%.	Student representation and participation in school teams and whole school events increased substantially in 2022 and exceeded the 10% target set. The restrictions and limitation placed upon students as a result of COVID in 2021 has skewed the data and makes this progress measure invalid.
An increased percentage of students engaging in positive goal setting practices showing a strong sense of belonging, engagement and accomplishment evidenced in TTFM survey wellbeing data and academic performance.	Two 'Aim Up' goal setting days were held in 2022 with a large percentage of students (over 90% Stage 4 & 5 students) engaging in the goal setting initiative. TFFM data indicated a small increase 1% in sense of belonging. This small positive trend is an improvement on the decrease in sense of belong (>10% ) in 2021.



## Strategic Direction 3: Aspiration for Success

### Purpose

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

### Initiatives

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

- Innovative future focused learning
- Inclusive Education

### Resources allocated to this strategic direction

**Professional learning:** \$8,200.00

**Integration funding support:** \$55,000.00

**Low level adjustment for disability:** \$30,413.00

**Socio-economic background:** \$26,388.00

**Aboriginal background:** \$3,340.00

### Summary of progress

#### Innovative future focused learning

Preparing students for a success in a rapidly changing world continued to be the focus of this strategic direction in 2022. The school's Future Focused Learning initiatives Nexus, Masterclass, and Ontrack were reviewed and refined to ensure they maximise student learning outcomes. A whole school wireless upgrade, computer room upgrade and replacement of outdated technology allowed these programs to be very well supported with the latest technology. Student, staff and parent feedback indicated these programs are highly valued and are making a difference for students at Erina High. 40% of students who undertook the OnTrack program in 2022 were success in gaining apprenticeships/traineeships or transitioned to work. The school participated in the Education Pathways Program (EPP) with 17 students in Year 10 successfully obtaining School Based Apprenticeships or Traineeships (SBATs) through this partnership. These students receive weekly support through the EPP program. The formation of a Future Focused Learning School Improvement Team (SIP Team) in Term 4 is aimed at establishing a 'Design Process' or future focused way of thinking that can be consistently delivered across the school. Visits to partner primary schools, who already have this established, have occurred and will be a focus in 2023. Increasing student and parent voice using surveys and focus groups is also planned for 2023.

#### Inclusive Education

High quality inclusive education and increasing opportunities for students in the Mirrabooka Support Unit progressed strongly in 2022. The purchase of a minibus has allowed the Community Access Program to expand with increased community access occurring in the later part of 2022. Upskilling students with real world experiences and building confidence to achieve tasks independently are aims of the Community Access Program. Success of this program is evidenced with many students demonstrating increase confidence and less support being required to achieve tasks, including learning tasks at school. Student participation in mainstream courses

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Staff engaging with professional learning to increase capacity to deliver	A small number of staff engaged with professional learning based on Future Focused and Inclusive Learning. Staff shortages reduced the professional

future focused learning and inclusive education.	learning opportunities available for staff in 2022.
Student TTFM survey data indicates improvement in interest and motivation from 35% to 50%.	Data from 2022 TTFM indicated 20% of Erina High students are interested and motivated. This is a decrease of 15% from the baseline of 35% and a trend away from the school target of 50%.
Student TTFM survey data indicates improvement in students finishing school from 82% to 85%	Data from 2022 TTFM survey indicated the percentage of students planning to finish school decreased by 15% to 67%, moving away from the target of 85%.
Parent TTFM survey data indicates improvement in recommending EHS as the local secondary school of choice from 65% to 75%	Data from the 2022 TTFM survey indicated the percentage of parents who would recommend Erina High School decreased by 9% to 56%. This was below the 2022 target of 80%.
Student TTFM survey data indicates improvement in student sense of belonging at EHS from 66% to 80%.	Data from 2022 TTFM indicated the percentage of students with a sense of belonging held steady at 58%. This was below the 2022 target of 80%
Improve student attendance data to system negotiated target of 66.1% by 2022.	The number of students attending greater than 90% of the time or more has decreased by 19% to 33%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$364,301.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Erina High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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 teaching and learning practice</li> <li>• Self motivated learners</li> <li>• Wellbeing and Engagement</li> <li>• Innovative future focused learning</li> <li>• Inclusive Education</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>• staffing release for targeted professional learning around literacy and numeracy</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised learning support for students identified with additional learning needs</p> <p><b>After evaluation, the next steps to support our students will be:</b> An assessment the identified needs in 2023 and a continuation of existing programs due to their ongoing success.</p>
<p>Socio-economic background</p> <p>\$166,388.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Erina High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Self motivated learners</li> <li>• Wellbeing and Engagement</li> <li>• Innovative future focused learning</li> <li>• Inclusive Education</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 implement additional literacy and numeracy programs to support students with additional learning needs</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Employment of additional staff to support wellbeing program and initiatives.</li> <li>• Supplementation of extra-curricular activities for families in financial distress.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of effective learning and wellbeing support programs aimed at providing improved student wellbeing and a greater sense of accomplishment for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued focus on the development of a wellbeing scope and sequence to allow for proactive wellbeing support for students as they progress through high school.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$61,340.00</p>	<p>needs of Aboriginal students at Erina High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Self motivated learners</li> <li>• Wellbeing and Engagement</li> <li>• Inclusive Education</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 specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</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 the following impact:</b> Retention of all Aboriginal students in Year 12 and greater leadership opportunities for Aboriginal students. Improvement in NAPLAN and HSC results for Aboriginal students. The average HSC score for Aboriginal students in the 2022 HSC increased 4%, to 60.7% moving Erina students above the state average.. NAPLAN results for Aboriginal students were above SSG for reading, writing and numeracy (Y7) and writing, spelling and grammar and punctuation. (Y9) Writing scores for Y9 students were 44 points above SSG 497 v 453 respectively.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide ongoing support for Aboriginal students in Stage 6 through Intensive Learning Support. Increasing the consultation with parents and the Tjudibaring AECG to strengthen the existing partnerships between school and home.</p>
<p>English language proficiency</p> <p>\$18,825.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Erina High School.</p> <p><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 teaching and learning 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 support to EAL/D students..</li> <li>• Individualised support for EAL/D students by the LaST. Withdrawal and additional assistance with assessment tasks at time of need</li> <li>• Provide additional EAL/D support in the classroom and as part of differentiation initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Successful individualised learning support being delivered to our EAL/D students to address their specific learning need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with the existing individualised support program delivered by the LaST. Additional professional learning to class teachers to ensure support in the classroom through differentiation activities.</p>
<p>Low level adjustment for disability</p> <p>\$126,413.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Erina High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$126,413.00</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>• Data informed teaching and learning practice</li> <li>• Wellbeing and Engagement</li> <li>• Innovative future focused learning</li> <li>• Inclusive Education</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>• engaging a learning and support teacher to work with individual students and support students in a case management role.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> High level learning and wellbeing support delivered across the school to students with additional learning and wellbeing needs. Professional Learning has equipped staff with skills to differentiate programs to better meet the needs of all students. HSC students had access to an experienced HSC teacher for targeted support during study periods with the staffing of the senior study space.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of learning support programs delivered by LaST. Expand enrichment class beyond Stage 4 into Stage 5 to allow for more intensive learning support to continue for students who need it most Delivering an increased number of proactive wellbeing programs targeting resilience in teens.</p>
<p>Professional learning</p> <p>\$66,535.00</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 Erina 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 teaching and learning practice</li> <li>• Wellbeing and Engagement</li> <li>• Innovative future focused learning</li> <li>• Inclusive Education</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack data packages to assist staff to develop their data literacy</li> <li>• support teachers participating in targeted professional learning on HSC improvement</li> <li>• Release staff to work with accreditation specialist to assist them in gaining proficiency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of planned strategic professional learning aligned to the school's Strategic Plan which has build the capacity of staff to use data to improve practice and support students through increased understanding of Social Emotional Learning. Behaviour management systems and procedures have been reviewed and refined to support students with the implementation of the Department's Inclusive Engaging Respectful Schools Initiative.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The development and implementation of a Professional Learning Plan to ensure strategic professional learning delivery targets areas of greatest</p>

Professional learning \$66,535.00	need.. Increasing the number of staff undertaking HSC professional learning and middle leadership have been identified as priority areas for 2023.
COVID ILSP \$233,685.00	<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><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 to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition.</li> <li>• providing intensive small group tuition for identified students who were significantly below stage level peers in NAPLAN and Check In Assessment</li> <li>• development of resources and planning for small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group withdrawal and HSC support ran for the duration of the 2022 school year During Term 1, staff shortages meant this program was delivered inconsistently. Students were chosen based on need with many students participating in the program coming from the lower two SES quartiles. HSC results for students in the bottom two SES quartiles improved 2%, increasing from 64.4% 2021 to 66.4% 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing with the small group withdrawal literacy and numeracy program for Stage 4 students. Introducing a Stage 5 program aimed at supporting students to obtain their Minimum Standards in literacy and numeracy prior to Stage 6 through a more intensive intervention and support. Students who do not meet minimum standards during round one of the testing cycle will be placed into a Minimum Standards Booster program and receive support targeting identified areas of need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	367	369	371	377
Girls	325	350	346	338

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.5	92.1	89.8	85.7
8	86.6	91.1	83.9	81.9
9	84.1	86.8	84.3	75.1
10	84.2	88.3	84.5	77.8
11	87.3	89.3	85.3	83.0
12	87.0	92.7	87.7	80.5
All Years	86.4	89.8	86.1	80.9
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

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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	15
Employment	6	19	27
TAFE entry	1	8	8
University Entry	0	0	32
Other	3.3	0	14
Unknown	0	0	4

## Year 12 students undertaking vocational or trade training

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29.79% of Year 12 students at Erina High School undertook vocational education and training in 2022.

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

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92.5% of all Year 12 students at Erina 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)	9
Classroom Teacher(s)	40.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.28
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	925,668
<b>Revenue</b>	10,436,945
Appropriation	10,052,658
Sale of Goods and Services	40,124
Grants and contributions	334,754
Investment income	6,066
Other revenue	3,343
<b>Expenses</b>	-10,144,349
Employee related	-8,892,884
Operating expenses	-1,251,465
<b>Surplus / deficit for the year</b>	292,596
<b>Closing Balance</b>	1,218,265

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	349,301
<b>Equity Total</b>	442,370
Equity - Aboriginal	61,340
Equity - Socio-economic	166,388
Equity - Language	18,825
Equity - Disability	195,816
<b>Base Total</b>	8,277,304
Base - Per Capita	183,663
Base - Location	0
Base - Other	8,093,641
<b>Other Total</b>	483,244
<b>Grand Total</b>	9,552,218

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

## School performance - NAPLAN

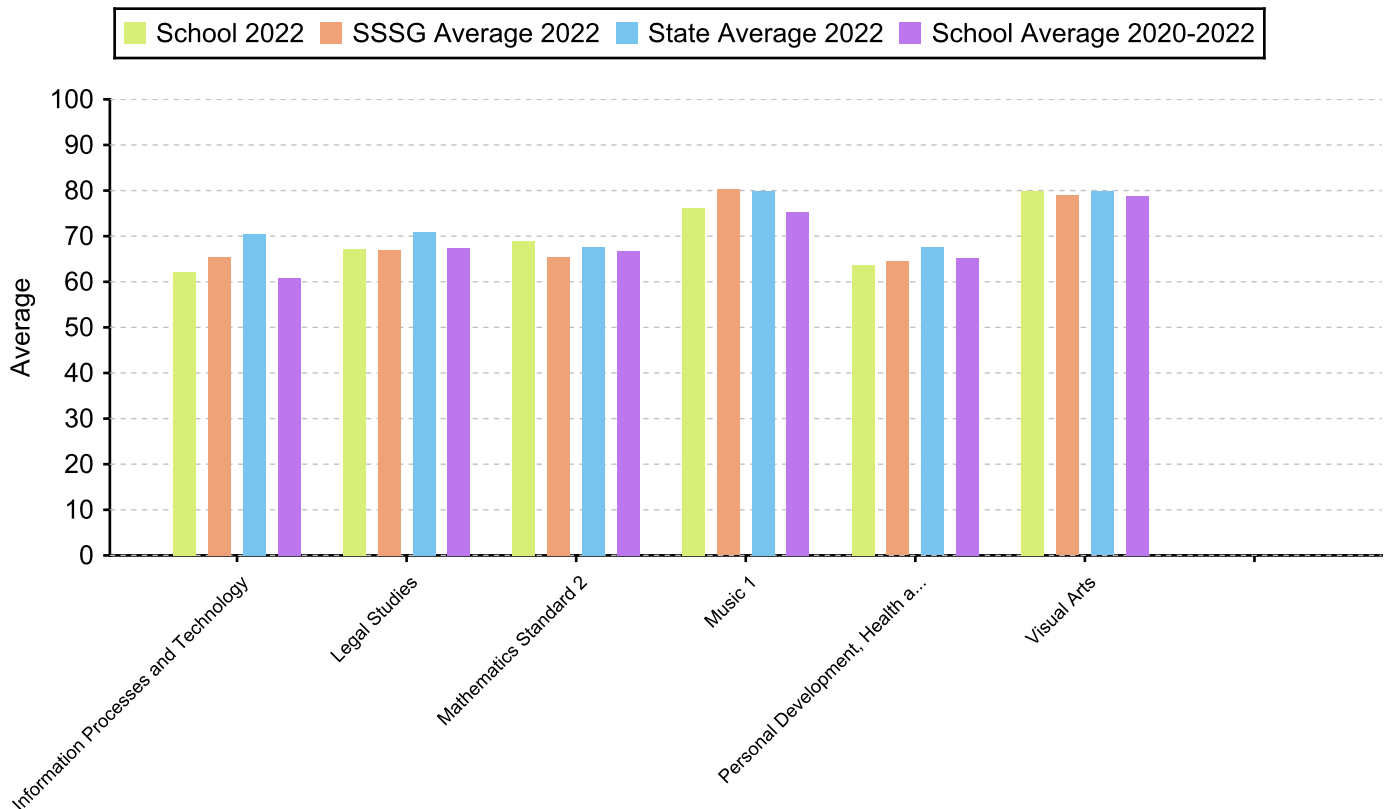
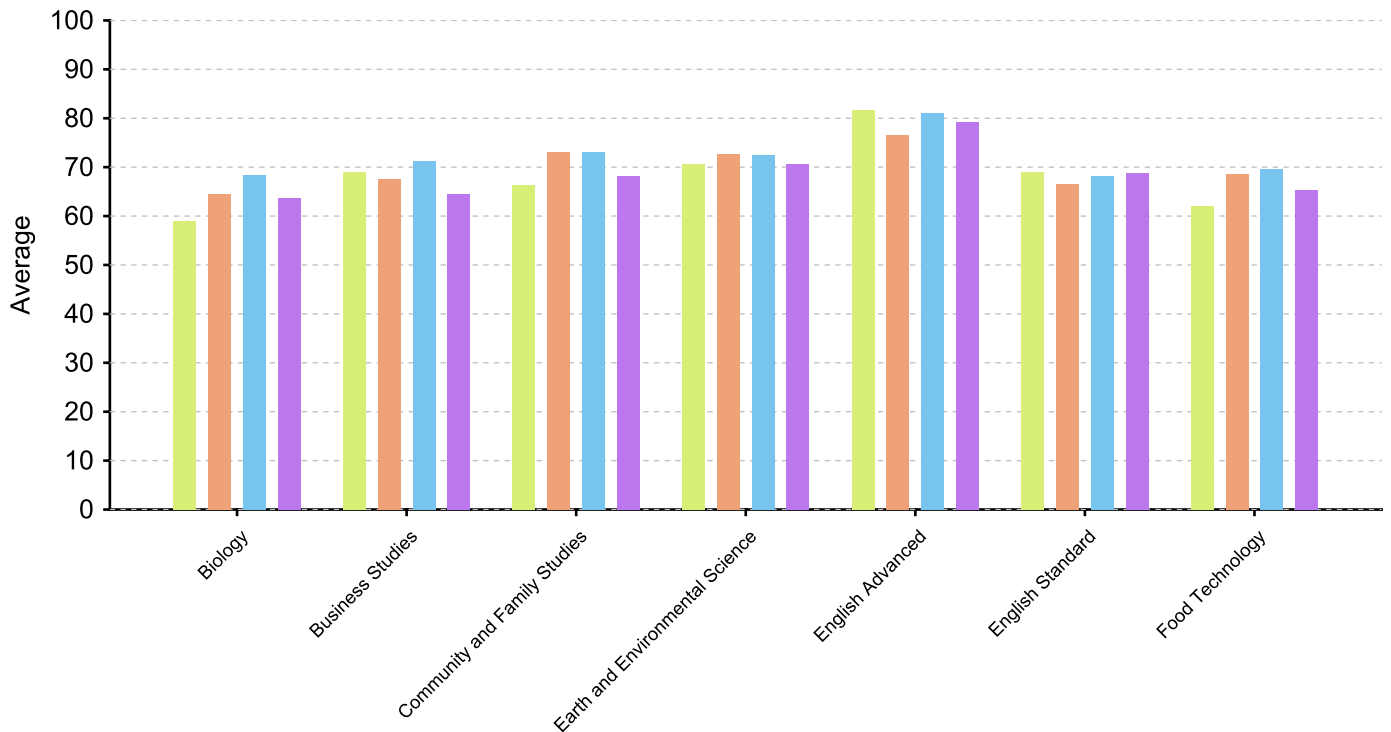
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

## 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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Biology	59.0	64.6	68.5	63.8
Business Studies	69.1	67.5	71.2	64.6
Community and Family Studies	66.4	73.1	73.2	68.3
Earth and Environmental Science	70.7	72.8	72.5	70.7
English Advanced	81.7	76.6	81.0	79.3
English Standard	69.1	66.6	68.1	68.8
Food Technology	62.1	68.5	69.7	65.3
Information Processes and Technology	62.2	65.4	70.5	60.8
Legal Studies	67.2	67.0	70.8	67.3
Mathematics Standard 2	68.9	65.5	67.6	66.8
Music 1	76.1	80.2	79.9	75.3
Personal Development, Health and Physical Education	63.7	64.4	67.5	65.2
Visual Arts	79.9	78.9	79.8	78.7

## Parent/caregiver, student, teacher satisfaction

Student feedback as identified through the Tell Them From Me survey where 186 students responded and identified the following:

- 70% of students identified they have positive relationships at school compared to the state norm of 78%.
- 44% of students are engaged in school sports comparable to the state norm of 48%.
- 83% of students identify they have positive behaviour at school comparable to the state norm of 87%.
- 41% of students indicate they are challenged intellectually comparable to the the state norm of 53%.

Parent/carer feedback as identified through the Tell Them From Me survey identified the following key points:

- 67% of parents were satisfied with the general communication provided by the school
- 56% of parents indicated they would recommend EHS as the local school of choice.
- 67% of parents felt welcomed by the school when attending he school.

Staff feedback as identified through the Tell Them From Me survey where 19 staff responded and identified the following key points:

- 89% of staff indicated school leaders in my school are leading improvement and change.
- 84% of staff indicated school leaders clearly communicate their strategic vision and values for our school.
- Staff identify collaboration as valued and welcomed at EHS with a school mean of 7.2 in comparison to a state mean of 8.0.
- Staff acknowledge a positive learning culture at EHS with a school mean of 7.5 as to a state mean of 8.0.

# 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.