

2022 Annual Report

Elderslie High School



8521

Introduction

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

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

School contact details

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School vision

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

School context

Elderslie High School is a comprehensive secondary school located in South Western Sydney. The student population of 1080 has been steadily increasing over the past decade, with 100 additional student enrolments over this time span. The school features a Support Unit which has 4 classes for students on the Autism spectrum. Our school community is becoming more diverse with an increase in the range of cultural groups from which our students are drawn. 5% of students identify as having an Aboriginal background. The FOIE data for the school shows that the degree of socio-economic disadvantage is increasing. Students participate in a wide variety of learning experiences that focus on achieving their personal best. These experiences occur both within and beyond the classroom.

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Informed Practice
- HSC Improvement

Resources allocated to this strategic direction

Integration funding support: \$162,356.00

Low level adjustment for disability: \$315,480.00

English language proficiency: \$19,151.00

Socio-economic background: \$30,000.00

Summary of progress

In the area of Data Informed Practice the school successfully implemented an instructional leadership model incorporating use and measurement of assessment data targeting comprehension for all Year 9 English, HSIE, Science and PDHPE classes in Term 1 and 2 in preparation for NAPLAN. The focus of the instructional leadership model expanded to a school wide model for all Year 8 classes in Term 3 and 4 to prepare students for NAPLAN in 2023. The Numeracy team continued with the implementation of the BOOST numeracy program for Year 8 Mathematics classes. They analysed Check In Assessment data and developed teaching and learning activities to address the skills gaps for Year 8. The team delivered professional learning to staff on CUBES as an effective strategy for students to solve worded problems.

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

In the area of HSC Improvement, the DART team evaluated the assessment data tracking sheet for Year 12 to identify students performing in the middle bands. The team modified the tracking sheet to simplify tracking of class data and identification of high leverage teaching strategies. Professional Learning on High Leverage Strategies was delivered to the whole staff. Year 12 teachers completed a survey where they identified the high leverage strategies used, how often they reflected on student assessment data, the learning goal and whether the class achieved the goal.

The next steps for student growth and attainment will be to continue implementing Literacy Goals for Year 8 and Year 9 in all Key Learning Areas. Additionally, the school will continue reviewing assessment data and identifying students performing in the middle bands, implement high leverage strategies and assign teacher mentors to provide additional support for student growth.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase of 3.9% of students achieving the top 2 bands in reading	2022 NAPLAN data indicates 13.58% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed in an upwards trend toward the lower bound target for the second year in a row..
Increase of 4% of students achieving the top 2 bands in numeracy	2022 NAPLAN data indicates 6.29 % of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.

Naplan reading growth for 2022 will not be available	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Naplan numeracy growth for 2022 will not be available	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured by the School Excellence Framework, Teaching Domain, Element- data skills and use, Theme - data use in teaching is trending towards Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
Improvement of 2% in HSC course results in top 2 bands to reach the lower bound system-negotiated target.	13.11% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Enhancing Learning Culture

Purpose

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

Initiatives

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

- Quality Teaching Practices
- Engaged Students for Learning

Resources allocated to this strategic direction

Socio-economic background: \$216,800.00

Professional learning: \$50,000.00

Summary of progress

In 2022, implementing Quality Teaching Practices across the school continued to be consolidated. Further emphasis of the professional development and staff professional growth was achieved through embedding strong structures for faculty collaboration, collaborative teaching practices, reflection on teaching practice and observation of professional practice across the school. Teachers have been engaging in professional discussions with colleagues to improve teaching

and learning in their classes and then reflecting on the impact of their adjustments of practice through self-reflection techniques. The school continued to increase its observations of teaching practice and in particular, using video analysis to enhance understanding and performance. The ongoing professional development programs offered to staff throughout 2022 provided an increased level of choice for staff capacity building, in turn, the level of aspirational leaders planning, implementing and evaluating professional development to colleagues continues to grow and strengthen internal practice. Developments in innovation and expertise in future focused practices thrived throughout 2022. Staff regularly engaged in professional learning for engaging practices in the classroom to enhance the pedagogical approach to teaching and learning delivery and programs. The increase in innovation was highlighted through the wide variety of 'memorable moments' created by teachers across the year, continued focus of student interest, fun and engaging practices and investment in digital future focused technologies to maintain and promote ongoing innovative pedagogies.

The school wide and effective approach to classroom management is evident across the school and in daily practices. The strengthening of the Elderslie Lesson Framework occurs through the ongoing self-reflection of teaching and consistency in practice. A strong focus on the teaching and learning initiatives employed throughout a lesson and an increase in formative assessment and teaching strategies enhanced student performance, wellbeing and management skills of staff.

The next steps in enhancing the ongoing learning culture of students and staff will involve a greater emphasis on the elements of the Quality Teaching Framework, observations of practice and continued professional learning for innovative practices in the classroom.

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
Improvement as measured by the School Excellence Framework Teaching Domain - Element - Learning and Development consolidating at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
Proportion of students reporting expectations for success increases by a	Staff and students set goals and expectations for success across the school and recognise that learning matters. Internal measures indicate an

further 0.1%	increased percentage of students reporting expectations for success across the school by 0.1%.
Improvement as measured by the School Excellence Framework Teaching Domain - Element - Effective Classroom Practice, Theme - Classroom Management - Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice, in particular, the theme of Classroom Management.

Strategic Direction 3: Enhancing Wellbeing for Successful Learning

Purpose

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

Initiatives

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

- Social-Emotional Learning
- Fostering Belonging

Resources allocated to this strategic direction

Student support officer (SSO): \$96,000.00

Socio-economic background: \$65,000.00

Professional learning: \$30,000.00

Aboriginal background: \$50,567.00

Summary of progress

In 2022, within the Social-Emotional Learning initiative, significant modifications were made to the Elderslie High School Behaviour Management structures. We aligned evidence based strategies and the Department of Education's Inclusive, Engaging and Respectful Schools Policy. The revised school policy was launched with the aim of achieving consistent practice among our staff and increase student voice through the process of student reflection. Attendance improvement initiatives were also piloted to establish greater parent and student engagement including increase parental communication and reward structures for students who were improving their pattern of attendance. This is especially important in post-COVID environment. The flagship initiative implemented by the school in 2022 was our Thrive program which targets explicit teaching of social-emotional learning skills that are underpinned by the Berry Street Educational Model and PERMAH framework. Ongoing professional learning for staff has occurred to equip teachers with the skills to deliver this program. Responsive strategies and systems for de-escalating heightened behaviours have also been focused on to support staff to be proactive and responsive in their classrooms.

Within the Fostering Belonging initiative, significant resources were allocated to supporting First Nations students including the allocation of a specific SLSO and leading a range of specific enrichment opportunities that promote the connection to culture for our First nations students while promoting an ethos of acceptance among our non-Indigenous students. The Inclusivity Team relaunched a highly successful Multicultural Day event, the planning of which included significant student voice, promoting inclusivity and cultural understanding and the celebration of community. The school also worked on developing the model for our House Teams vision for implementation in 2023.

The next steps involve the Social-Emotional learning initiatives include an expansion of the Thrive program to provide customised programs for each year group, extensive professional learning for the whole staff in the Berry Street Education Model throughout 2023 and 2024 and a whole school launch of the our attendance initiative, Roll Call Roll Out which will see the expansion of a our successful pilot at whole school level. Our plans in the space of Fostering Belonging will relate to the launch of the House Teams to increase student pride in the school and promote student engagement with school expectations.

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
Continued uplift of 3.7% of students attending school more than 90% of the time during Semester 1	2022 school attendance data indicated that 29.1% of students attended school more than 90% of the time during Semester One. This was a decline on the previous year's data and the school did not achieve the system negotiated target.
Proportion of students reporting Expectations for Success, Advocacy,	Tell Them From Me data shows an change in the wellbeing measures including a 0.1% increase in advocacy at school, 7% decrease in sense of

and Sense of Belonging at School increases by a further 2%	belonging and 0.1% increase in expectations of success.
Improvement as measured by the School Excellence Framework Learning Domain, Element - Wellbeing - Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$162,356.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Elderslie High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Significantly less disruptions to classroom practice due to support and higher levels of engagement for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Data needs to be collected on numbers of students supported and further impact of that support.</p>
<p>Socio-economic background</p> <p>\$311,800.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elderslie High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • HSC Improvement • Quality Teaching Practices • Engaged Students for Learning • Social-Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support [name] program implementation. • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: Provision of learning materials to Stage 6 students that enhance educational outcomes. Employment of an additional Deputy Principal to support student engagement. Employment of TSO staff to enhance access to technology across the school. Professional learning to support staff understanding of Socio-Emotional Learning Programs.</p> <p>After evaluation, the next steps to support our students will be: Determining the extent to which these materials enhance student learning outcomes. Further refinement of quality teaching practices via the employment of third Deputy Principal who will support student engagement. Thrive program will continue to be enhanced and delivered to Stage 6 students with a focus on study skills that will enhance Stage 6 practices</p>
<p>Aboriginal background</p> <p>\$50,567.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elderslie High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$50,567.00</p>	<p>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"> • Fostering Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: A wide range of activities for First Nations students have been planned using teacher release to support belonging. Specific SLSO has supported First Nations students with their socio-emotional and academic learning.</p> <p>After evaluation, the next steps to support our students will be: Quantifiable impact needs further analysis in the future. We also need to analyse the destinations of First Nations students.</p>
<p>English language proficiency</p> <p>\$19,151.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Elderslie High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: We have used our EALD funds to release the LAST with EALD training to conduct explicit support sessions for targeted students. This has resulted in these students continuing to progress along the continuum of development. Students in Years 10-12 with EALD backgrounds have all achieved external credentials including the ROSA and the HSC in almost all cases.</p> <p>After evaluation, the next steps to support our students will be: Continued release of the LAST will take place in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$315,480.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Elderslie High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 2 x LASTs have been employed to work with targeted students both in mainstream classrooms and in small group and individual contexts. Our LASTs have also supported the development, implementation and evaluation of PLASPs for these students and provided some professional learning for teaching staff to increase their capacity to differentiate for these learners.</p>

<p>Low level adjustment for disability</p> <p>\$315,480.00</p>	<p>An ever- increasing number of SLSOs have also been recruited to work with our students with additional needs. This has meant that our students are increasingly supported in both classroom and non-classroom settings.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the aim will be to continue growing the number of SLSO's in alignment with a growing budget for Low Level Adjustment for Disability funds. We will also be focused on utilising the expertise of LASTs to provide increased PL to teachers to support their capacity to differentiate.</p>
<p>Professional learning</p> <p>\$80,000.00</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 Elderslie 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"> • Quality Teaching Practices • Social-Emotional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Planning of strategic opportunities to support staff to continuously improve teaching practices through observations and collaboration. <p>The allocation of this funding has resulted in the following impact: Staff feel confident to seek the support of their colleagues through observing their practice - this occurs with ECTs and experienced teachers.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we need to continuously expand the number of teachers involved in these programs and will also look to commence the focus on Quality Teaching Rounds in a foundational manner.</p>
<p>COVID ILSP</p> <p>\$172,820.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Improvement for targeted students in Years 7-9 in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued use of this program for 2023 in numeracy.</p>
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Elderslie 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"> • Social-Emotional Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The establishment of the Student Support Officer has provided significant

<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>student support as a part of our wellbeing team.</p> <p>The allocation of this funding has resulted in the following impact: Significant increase in support for our students in the area of social and emotional learning and personal regulatory behaviours.</p> <p>After evaluation, the next steps to support our students will be: Continuation of this role into the future to support existing wellbeing services including our Chaplain and School. Counsellors.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	482	494	490	477
Girls	544	554	511	461

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.7	94.5	89.6	84.7
8	89.0	90.4	84.7	82.5
9	86.5	92.6	83.6	78.8
10	86.3	89.3	86.4	78.8
11	81.3	85.8	80.1	77.5
12	88.6	92.2	87.8	85.4
All Years	87.4	90.7	85.3	81.0
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	3
Employment	13	23	19
TAFE entry	0	2	8
University Entry	0	0	46
Other	16	31	10
Unknown	0	0	14

Year 12 students undertaking vocational or trade training

36.51% of Year 12 students at Elderslie High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Elderslie 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)	12
Classroom Teacher(s)	49.8
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.37
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	1,921,924
Revenue	12,763,228
Appropriation	12,302,829
Sale of Goods and Services	67,986
Grants and contributions	376,519
Investment income	11,156
Other revenue	4,738
Expenses	-12,204,058
Employee related	-11,019,577
Operating expenses	-1,184,481
Surplus / deficit for the year	559,170
Closing Balance	2,481,093

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	162,356
Equity Total	697,015
Equity - Aboriginal	50,568
Equity - Socio-economic	311,816
Equity - Language	19,151
Equity - Disability	315,480
Base Total	10,183,815
Base - Per Capita	257,496
Base - Location	0
Base - Other	9,926,320
Other Total	660,289
Grand Total	11,703,476

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

School performance - NAPLAN

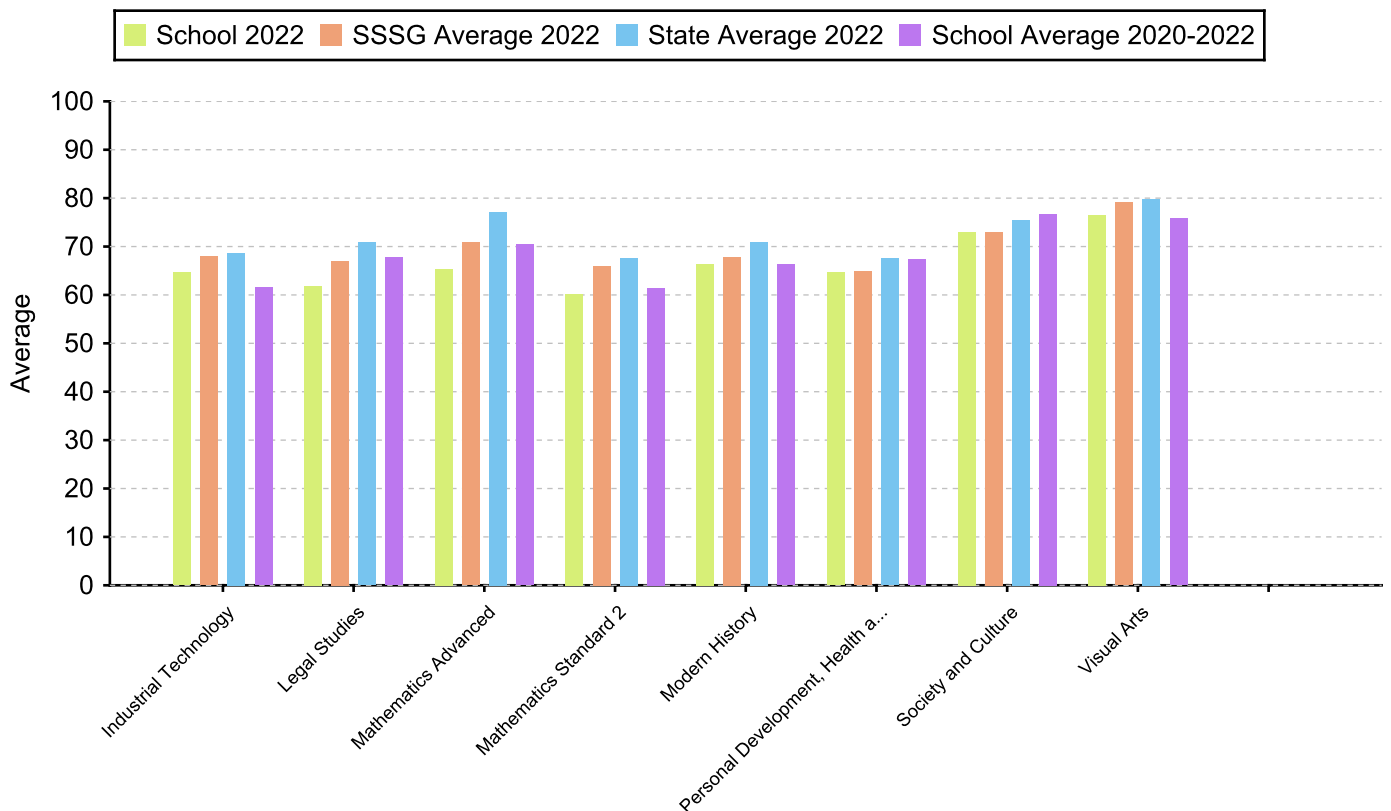
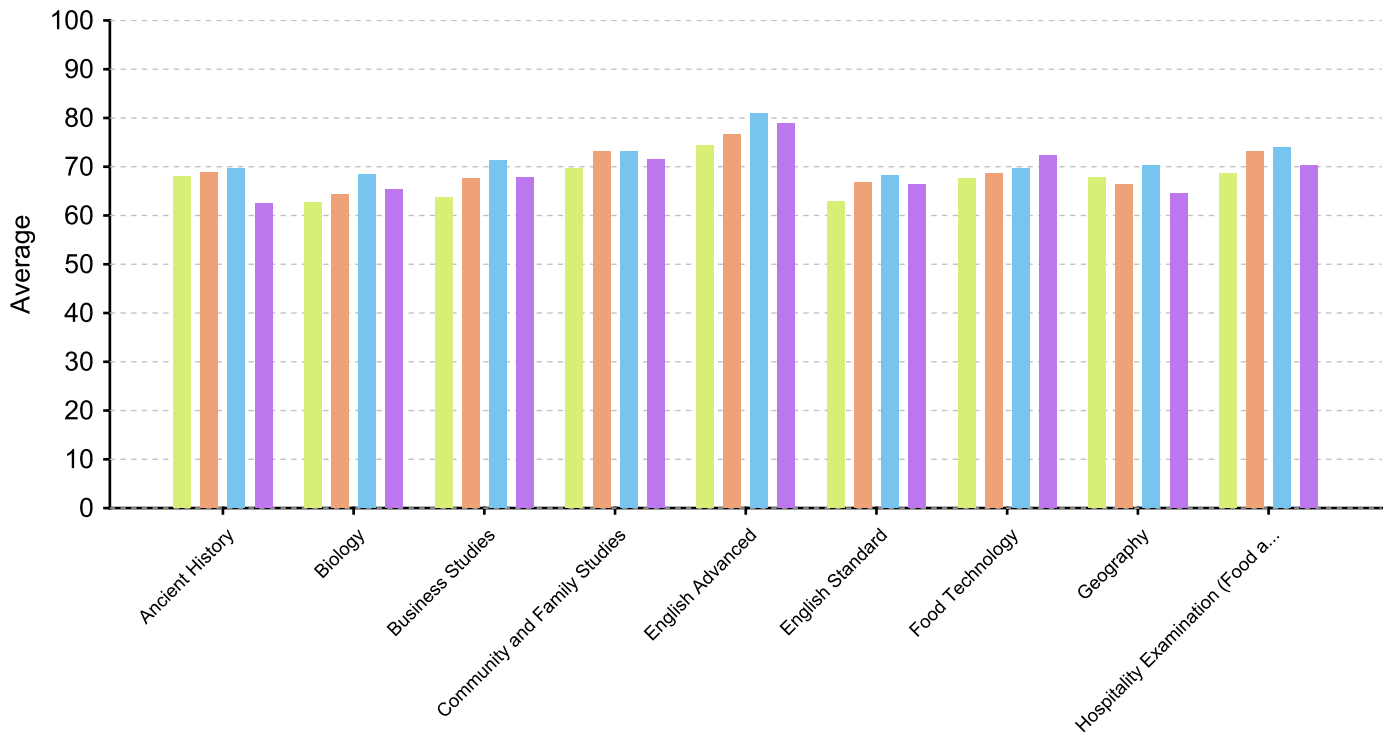
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	68.0	68.7	69.6	62.5
Biology	62.7	64.3	68.5	65.3
Business Studies	63.7	67.7	71.2	67.8
Community and Family Studies	69.7	73.1	73.2	71.6
English Advanced	74.4	76.7	81.0	78.8
English Standard	62.8	66.7	68.1	66.3
Food Technology	67.5	68.5	69.7	72.3
Geography	67.8	66.4	70.2	64.6
Hospitality Examination (Food and Beverage)	68.6	73.1	74.0	70.3
Industrial Technology	64.6	67.9	68.6	61.5
Legal Studies	61.8	67.1	70.8	67.8
Mathematics Advanced	65.3	70.9	77.1	70.4
Mathematics Standard 2	60.2	66.0	67.6	61.5
Modern History	66.4	67.8	70.9	66.3
Personal Development, Health and Physical Education	64.6	64.9	67.5	67.3
Society and Culture	73.0	73.0	75.5	76.7
Visual Arts	76.5	79.1	79.8	75.8

Parent/caregiver, student, teacher satisfaction

In 2022, the school Mobile Phone Policy was evaluated in response to increased mobile phone use in the classroom and increased wellbeing concerns associated with mobile phone use. The Principal researched effective methods of managing mobile phone use and explored the introduction of Yondr Pouches where students remain in possession of their mobile phones but are unable to use them on the school premises. A team of teachers led by the Deputy Principal consulted with parents, students and teachers and used the data from this extensive consultation to create a Mobile Phone Policy and associated procedures to be introduced in Term 2, 2023.

Parents were surveyed and data along with recommended changes to the Mobile Phone Policy were tabled at a P&C meeting in Term 4. The parent survey indicated that digital devices and online learning services are necessary to support student learning, wellbeing and engagement. Policies and procedures need to be implemented to ensure students are safe when using digital devices and online services. The benefits of mobile phone use include, safety, organisation and research. Negative impacts of mobile phone use include, distraction and reduced engagement, a reduction in verbal interaction, increases in cyberbullying and harassment. Young people spend too much time on digital devices which has a negative impact on behaviour, communication, interpersonal skills, physical activity and concentration. The overall parent feedback was supportive of changing the Mobile Phone Policy and the school wide introduction of Yondr pouches.

The introduction of Yondr pouches was tabled at a staff meeting in Term 4. The Yondr pouch system and processes were explained to the whole staff with the opportunity for a question and answer section towards the end. At the conclusion of this meeting staff support for this school wide change was established.

Following the staff meeting, the Senior Executive presented the Yondr pouch procedures to every year group providing the opportunity for students to ask questions and raise any concerns. Students were informed that the school was highly likely to proceed with the introduction of Yondr pouches in 2023.

Once all the key stakeholders were consulted and the school wide change was approved a team of people was established to develop a timeline of implementation to be scheduled for Term 1 2023 in readiness for the introduction of new mobile phone procedures in Term 2, 2023.

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.