

2023 Annual Report

Elderslie High School



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Introduction

The Annual Report for 2023 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.

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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 is approximately 900. 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	2023 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 growth and performance	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

Socio-economic background

Summary of progress

HSC Improvement - The HSC Tracking Sheet was implemented school wide for all Year 12 classes. Some teachers engaged in the HSC Improvement Professional Learning. There was an increase in teacher understanding and implementation of high leverage strategies to improve student outcomes.

Selected students participated in an Elevate Day targeting identified areas for improvement. The existing Year 12 Mentor Program complimented the Elevate Program.

Data Informed Practice - Literacy goals continued to be established for Year 8 and 9 while numeracy goals were established for Year 8. We have seen success in staff engaging with data in both these areas. All teachers have increased their skills in monitoring and assessing student progress and achievement for Year 8, Year 9 and HSC classes.

Our next steps will involve broadening the impact of regular regular data analysis across the school and across all Key Learning Areas. In HSC Improvement, we aim to increase the number of staff participating in High Leverage Strategies professional learning and also continue our emphasis on collaborative groups as an appropriate form of professional learning in which staff focus more on HSC, literacy and numeracy growth. In 2024 and beyond, we will continue to emphasise the importance of staff using the HSC Tracking Sheet and will include the final task in Year 11. We will also employ a more teacher friendly format to encourage greater uptake.

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
Increased proportion of 2023 Year 9 students attaining a C or above compared with Year 7 2021.	There was a 10 percent increase in the number of C Grades issued to students from Year 7 2021 to Year 9 2023.
Increased proportion of 2023 Year 9 students attaining a C or above compared with Year 7 2021.	An decreased proportion of Year 9 students have attained a 'C' or above for Mathematics, compared with Year 7 in 2021. Levelled Year 9 Mathematics class structure impacted grade distribution.
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 is currently performing at Sustaining And Growing. The school is working toward Excelling in this area.
Improvement of 2% in HSC course results in top 2 bands to reach the	18.63% of students achieved a Band 5 or 6 in the HSC exceeding 2% improvement when compared to the 2021 HSC results.

lower bound system-negotiated 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

Professional learning

Summary of progress

Quality Teaching Practices

Quality Teaching Practices revolved around fostering collaboration, reflection, and aspiration among staff members. Through structured teams and platforms, we expanded opportunities for staff to collaborate and reflect within and across faculties to enhance teaching practices. A staff pilot team was established to initiate Quality Teaching Rounds. This collaborative approach allowed educators to observe and provide constructive feedback, fostering professional growth and improving teaching quality. We cultivated a culture of aspiration among staff by establishing and promoting a 2IC policy. This platform facilitated mentorship and professional development opportunities.

Next, the SWIVL will be utilised for staff to engage in self-assessment and capture examples of best practices. This will be showcased at staff meetings, where each faculty will take turns showcasing best practices and innovative teaching. Rounds two and three of Quality Teaching Rounds will be extended to involve Early Career Teachers and provide professional development to new staff during each round to expand the number of trained staff in the school.

Engage Students For Learning

The Year 7 pilot was designed to create a consistent, predictable environment supporting student learning and engagement. Staff engaged in professional development using the Berry Street Education Model as a platform where they were provided with a shared language and a consistent approach to enhance each learning environment. During semester two, there was an increase in students actively engaging in learning, with a significant reduction in negative incidences and truancies for the pilot group, reported on Sentral.

The Student Learning Reflections were launched with students in Years 7 and 11 in semester one before being expanded to all students during semester two. They were launched during Thrive lessons and aligned with each reporting period; students in stage 4 had their Student Learning Reflection sent home with their report to review with their parents/ carers.

Executive staff were introduced to the HPGE policy during the executive conference, and all executive members made a commitment to lead consistent professional learning through a 10-minute blitz each fortnight, providing a shared language in their faculties surrounding effective practices to support HPGE students. After the executive conference, Head Teachers reported feeling inspired to engage in collaborative conversations surrounding policy implementation across faculties. A HPGE Team has been developed.

Next, year 7 and 8 teachers will have the opportunity to collaborate with teachers across faculties, delivering to the same class. The pilot project will also be expanded to include all of stage four. Student learning reflections will be conducted electronically and continue to align with the reporting period, allowing all students to reflect on their learning. The HPGE team will lead professional development with all staff and identify students in each domain across year 8.

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.	SEF assessment of the elements Learning and Development indicates improvement from Sustaining and Growing to Excelling.
Proportion of students reporting expectations for success increases by a further 0.1%	Positive wellbeing outcomes in the area of Expectations for Success have decreased by 7.29%, demonstrating progress yet to be seen towards this school-based progress measure.
Improvement as measured by the School Excellence Framework Teaching Domain - Element - Effective Classroom Practice, Theme - Classroom Management - Sustaining and Growing.	School self-assessment of the elements Effective Classroom Practice, classroom management indicates improvement from Sustaining and Growing to Excelling.

Strategic Direction 3: Enhancing Wellbeing for Successful Learning

Purpose

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

Initiatives

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

- Social-Emotional Learning
- Fostering Belonging

Resources allocated to this strategic direction

Professional learning
Student Support Officer
Socio-economic background
Aboriginal background

Summary of progress

Social-Emotional Learning Structures

The Social-Emotional Learning structures in 2023 included the continued development of the Thrive program across all year groups, targeted professional learning for staff of evidence-based practice to understand behaviour and the trialing of learning structures for our Year 7 cohort. The school has continued to focus on attendance improvement initiatives to support student engagement. Thrive has continued to evolve to meet the social and emotional learning needs of each year group. An increased range of stakeholders have contributed to the authorship of the lessons including a wide range of student leaders. To promote student attendance initiatives the school has appointed an additional SAS staff member to explicit target attendance improvement and improve communication with parents.

Fostering Belonging

Within the Fostering Belonging initiative, resources continue to be allocated to supporting First Nations students through the employment of a dedicated SLSO who supports academic and cultural outcomes for First nations students while promoting an ethos of acceptance among our non-Indigenous students. The school has strengthened student cohesion through our Multicultural Day event. The introduction of school House Teams was the key priority in 2023 and included the selection of student leaders, the development of a house points system and the promotion of an atmosphere of healthy competition and school spirit.

The next steps for the Social-Emotional learning initiatives include the completion of staff professional learning, the roll out of the Berry Street Educational Model strategies for all Stage 4 classes and the refinement of the Elderslie High School Lesson Framework to include these SEL concepts. Future direction for the House Teams will be to further increase the activities that enhance school culture and recognise student participation in learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Continued uplift of 3.7% of students attending school more than 90% of the time during Semester 1	The number of students attending school greater than 90% of the time or more has increased by 9.9% since 2022.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School increases by a further 2%	Positive wellbeing outcomes have decreased by 8.6% indicating the school has not achieved the system negotiated target.

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>\$318,626.00</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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <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</p> <p>After evaluation, the next steps to support our students will be: Continued employment of SLSOs using IFS funding and allocation to students' timetables in lessons where there is the greatest need.</p>
<p>Socio-economic background</p> <p>\$340,190.60</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 • Social-Emotional Learning • 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 support [name] program implementation. • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: Provision of uniforms and learning materials that enhance educational outcomes. promote engagement and belonging.. Employment of an additional Deputy Principal to support student engagement. Employment of TSO staff to enhance educational access to technology. Employment of a Senior Learning Mentor. Professional learning to support staff to implement Berry St Education Model for all students and especially for trauma background students.</p> <p>After evaluation, the next steps to support our students will be: Observing the extent to which students are engaged through the provision of these resources. Increasing the degree of personalised support for our students in all year groups. Measuring the support for Stage 6 learners via the Senior Learning Mentor and monitoring the destination outcomes for students transitioning to post school options. BSEM principles will be monitored within classroom practice and success measured.</p>
<p>Aboriginal background</p> <p>\$49,401.34</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>\$49,401.34</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 to support the cultural connection for First Nations students have been designed by our Teacher Co-ordinator using teacher release and supported by our First Nations SLSO. Personalised classroom and extra-curricular support has been provided to our First Nations students including establishment and review of PLPs. Academic and social-emotional learning is supported for First Nations students. Increased retention to year 12 has already occurred since the establishment of the First Nations SLSO.</p> <p>After evaluation, the next steps to support our students will be: The school needs to continue measuring the belonging of First Nations students, the comparative growth they make and their post-school outcomes.</p>
<p>English language proficiency</p> <p>\$13,308.93</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>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 EAL/D funds to release our LAST who is trained in EAL/D to conduct ongoing support and assessments of EAL/D students progress. This has resulted in continued progress along the continuum of development.. ROSA and HSC achievement continues to be measured for these students..</p> <p>After evaluation, the next steps to support our students will be: Continued release of the LAST will occur in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$362,026.97</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>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 LAST teachers have been employed to work with targeted students in mainstream classroom and small group formats. Our LASTs have also supported the development and implementation of PLASPs for these students, provided professional learning for staff who teach these students and worked with the Team Around the School on individualised solutions to support educational outcomes.</p> <p>The number of SLSOs employed to work with our students continues to grow.</p>

<p>Low level adjustment for disability</p> <p>\$362,026.97</p>	<p>Data and evidence collection for NCCD processes has supported the acquisition of funding for students which in turn has allowed for more direct support to be provided in classroom and non-classroom settings.</p> <p>After evaluation, the next steps to support our students will be: We will be continuing to use specialist staff under the supervision of our new Deputy Principal, Inclusion and Support to support increased capacity of staff to differentiate their practice.</p>
<p>Professional learning</p> <p>\$83,787.77</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 • Engaged Students for Learning • Social-Emotional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: An increase in number of staff trained in CPR through provision of Royal Life Saving courses on site. A large increase in uptake of pedagogies based on the Berry Street Education Model and associated classroom implementation. Piloting of our first group of Quality Teaching Rounds for trained staff. Explicit focus on middle leadership through the lens of the SIP at the school's executive conference.</p> <p>After evaluation, the next steps to support our students will be: Expansion of BSEM and QTR within the school.</p>
<p>COVID ILSP</p> <p>\$200,454.27</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 2023.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Improvement for targeted students in Years 7-9 in the area of numeracy.</p> <p>After evaluation, the next steps to support our students will be: Successful small group tuition as a pedagogical format will mean the school will harness similar structures in 2024.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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</p>

Student Support Officer

\$99,516.00

including:

- Social-Emotional Learning

Overview of activities partially or fully funded with this Staffing - Other include:

- Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.
- Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.
- SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

The allocation of this funding has resulted in the following impact:

Significant increase for our students in the area of social-emotional learning and personalised regulatory behaviours.

After evaluation, the next steps to support our students will be:

Continued employment of a SSO to complement our Chaplain and School Counsellors within our Wellbeing Team.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	494	490	477	456
Girls	554	511	461	446

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.5	89.6	84.7	88.1
8	90.4	84.7	82.5	82.2
9	92.6	83.6	78.8	80.1
10	89.3	86.4	78.8	79.1
11	85.8	80.1	77.5	79.7
12	92.2	87.8	85.4	86.8
All Years	90.7	85.3	81.0	82.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	0
Employment	1	18	15
TAFE entry	0	5	3
University Entry	0	0	16
Other	0	1	47
Unknown	0	0	18

Year 12 students undertaking vocational or trade training

26.45% of Year 12 students at Elderslie High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.1% of all Year 12 students at Elderslie High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.2
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.97
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	2,050,438.63
Revenue	13,199,390.84
Appropriation	12,703,149.57
Sale of Goods and Services	82,559.48
Grants and contributions	371,004.48
Investment income	36,759.41
Other revenue	5,917.90
Expenses	-12,945,073.84
Employee related	-10,945,435.00
Operating expenses	-1,999,638.84
Surplus / deficit for the year	254,317.00
Closing Balance	2,304,755.63

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.

	2023 SBAR Adjustments (\$)
Targeted Total	274,056
Equity Total	764,928
Equity - Aboriginal	49,401
Equity - Socio-economic	340,191
Equity - Language	13,309
Equity - Disability	362,027
Base Total	10,083,746
Base - Per Capita	249,824
Base - Location	0
Base - Other	9,833,922
Other Total	648,798
Grand Total	11,771,527

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

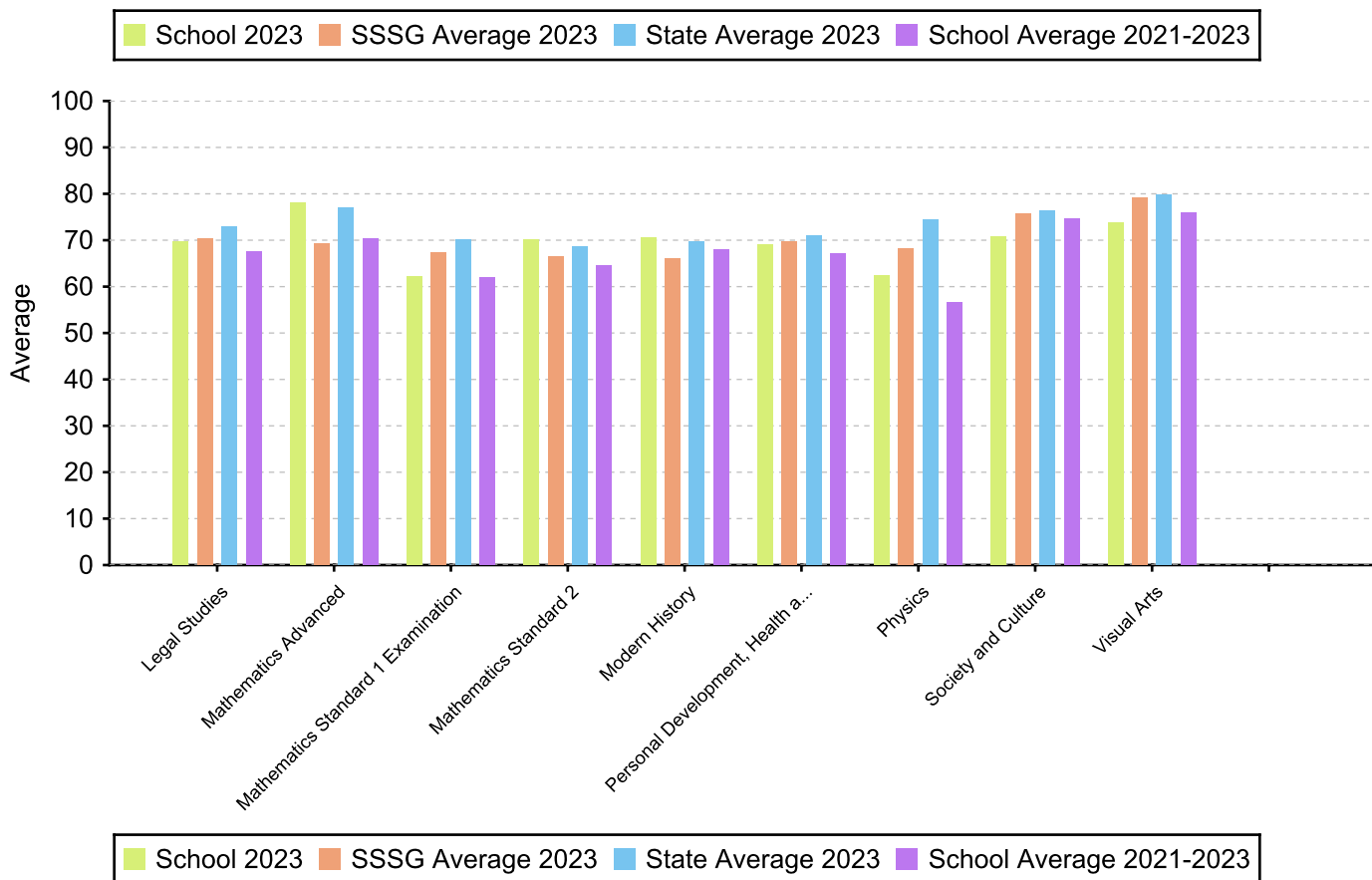
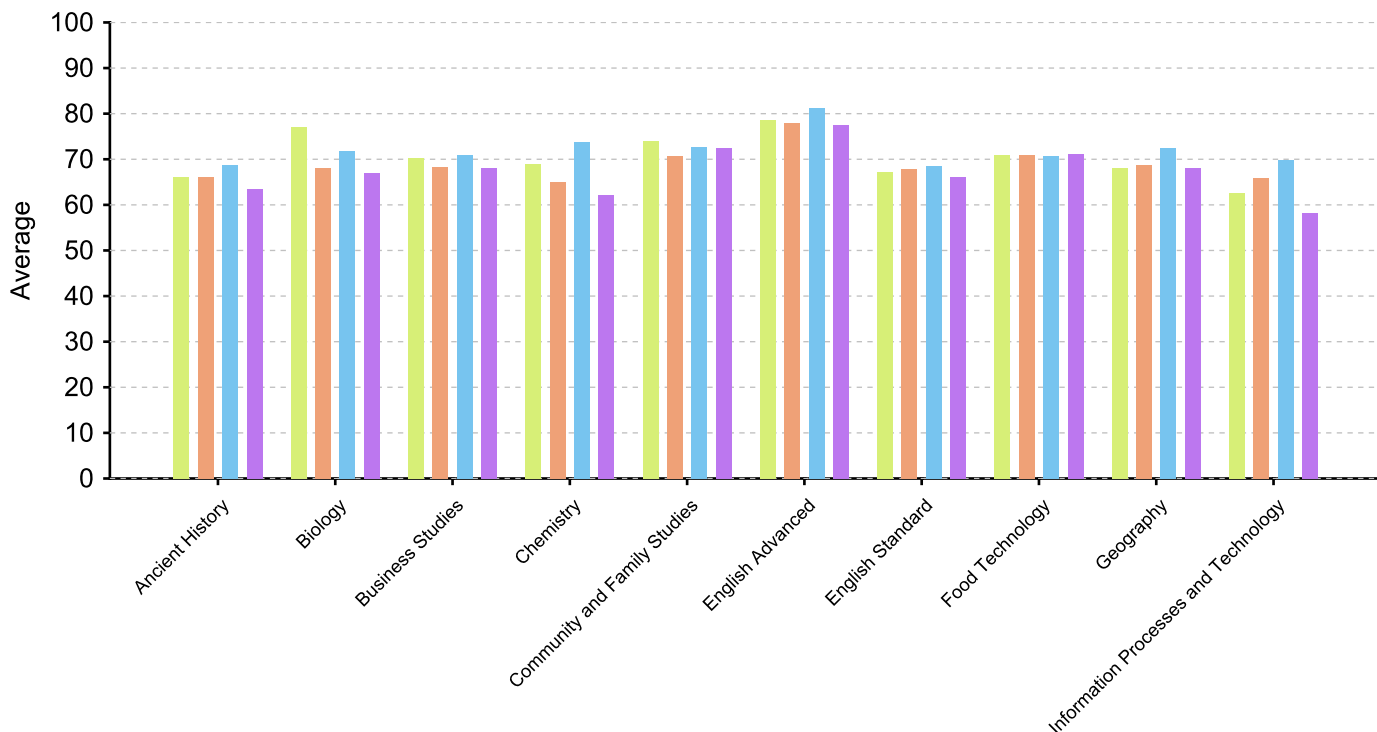
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	66.2	66.2	68.7	63.4
Biology	77.1	68.1	71.8	66.9
Business Studies	70.2	68.3	70.9	68.1
Chemistry	68.9	65.0	73.7	62.1
Community and Family Studies	74.1	70.7	72.7	72.6
English Advanced	78.6	78.0	81.2	77.4
English Standard	67.3	67.9	68.5	66.2
Food Technology	71.0	71.0	70.8	71.3
Geography	68.1	68.7	72.5	68.0
Information Processes and Technology	62.7	66.0	69.8	58.3
Legal Studies	69.6	70.3	72.9	67.6
Mathematics Advanced	78.1	69.3	77.0	70.2
Mathematics Standard 1 Examination	62.2	67.4	70.1	62.0
Mathematics Standard 2	70.1	66.5	68.7	64.4
Modern History	70.5	66.1	69.6	68.0
Personal Development, Health and Physical Education	69.0	69.7	71.0	67.1
Physics	62.4	68.2	74.4	56.6
Society and Culture	70.7	75.6	76.3	74.7
Visual Arts	73.8	79.2	79.8	76.0

Parent/caregiver, student, teacher satisfaction

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Following on from the evaluation of the school's Mobile Phone Policy in 2022, the school implemented its revised policy in 2023. This required further feedback from parents and staff and revisions were subsequently made to the policy after its launch at the start of Term 2, 2023. This aligned to the NSW Government's introduction on the state wide ban for use of mobile phones in secondary schools which commenced in Semester 2, 2023.

Additionally, during 2023 the school conducted a faculty evaluation of the Creative & Performing Arts faculty involving teacher interviews and lesson observations, student focus groups and parent surveys. A majority of parents indicated their children enjoyed CAPA subjects and understood what was expected of them within these courses. Data sources allowed analysis of the faculty's work against elements of the School Excellence Framework. Some of the faculty strengths included thorough programming, differentiation, use of formative assessment and collaborative practice.

The school also conducted a cross-faculty analysis of all assessment tasks from Year 7-12. One of the key outcomes of this evaluation was the decision to form an executive sub-committee to revise the school's assessment task proforma to improve consistency and make the document more usable for parents and students. A need was determined for additional professional learning for staff on draft policy and plagiarism policy.

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.